

# Native Hawaiian Education Data Systems Mapping Project

## *Project Report Appendices*



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McREL International is a nonprofit education research and development organization, established in 1966 and headquartered in Denver, Colorado, with offices in Honolulu, Hawai'i and Charleston, West Virginia. McREL has over 50 years of experience conducting research and evaluation; developing resources and tools; and providing technical assistance, professional development, and consultation. McREL also helps to build the capacity of a wide variety of stakeholders in the Pacific region to use research, data and evidence to drive educational improvement as part of their work on the Regional Educational Laboratory (REL) Pacific. McREL's strong relationships with Pacific stakeholders and partners have helped Pacific educators, leaders, and policymakers become increasingly more effective and responsive in addressing their own needs. Additionally, McREL's staff brings experience and experiences that includes work in many Pacific Island contexts. Learn more at [www.mcrel.org](http://www.mcrel.org).



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## Appendix A. Inventory of Data Systems and Repositories

This appendix provides profiles of data systems and repositories that collect and/or holds data about education and well-being. Of all 42 data systems and repositories reviewed, 38 provide the types of data that can contribute to our understanding of the education and well-being of Native Hawaiians (see Relevant Data Systems and Repositories section). The remaining four data systems and repositories provide information about education and well-being in general but do not provide the level of data that can contribute to our understanding of Native Hawaiian populations (see Other Data Systems and Repositories section).

Each data system/repository profile includes four elements, as follows:

- Data Systems/Repositories—the agency that collects and/or holds data.
- Description—a summary description of the mission of the organization and the general content of the data collected within the organization. Information is from database web page.
- Website—the web link to the database
- Data Tools—Data portal or statistical tools that allow users to generate quick statistics, tables and figures using the data the organization collects and/or holds.

### Relevant Data Systems and Repositories

This section includes the profiles of data systems and repositories that can provide information about education and well-being of Native Hawaiians. Information is organized into two categories:

- **National-level Data Systems and Repositories:** Data systems and repositories that collect data at national-level or across multiple states are grouped in this category (see Table A1).
- **Hawaii State Data Systems and Repositories:** Data systems and repositories that collect data from the state of Hawaii are grouped in this category (see Table A2).

**Table A1. Profiles of National-level Data Systems and Repositories**

National-level Data Systems and Repositories Profiles	
1. Administration for Community Living (ACL)	
<b>Website:</b>	<a href="https://www.acl.gov/">https://www.acl.gov/</a>
<b>Description:</b>	The ACL was created around the fundamental principle that older adults and people with disabilities of all ages should be able to live where they choose, with the people they choose, and with the ability to participate fully in their communities. By funding services and supports provided by networks of community-based organizations, and with investments in research and innovation, ACL helps make this principle a reality for millions of Americans.

## National-level Data Systems and Repositories Profiles

### Data Tools:

#### **Custom Tables**

<https://agid.acl.gov/CustomTables/>

Custom Tables allows users to produce detailed, multi-year tables in a step-by-step process and output the results in print or spreadsheet form. Users have the ability to select only those data elements applicable to their needs, and to further refine their results based on demographic stratifiers or geographic locations that are meaningful to their application. In addition, multiple years of data can be selected to analyze trends across time, data can be grouped by year or geography, and simple sorting tools have been incorporated to rank individual data elements across both time and geography.

#### **Data-at-a-Glance**

<https://agid.acl.gov/DataGlance/>

Data-at-a-Glance is a tool for generating quick estimates in table form, supplemented by map and chart graphical representations. Whereas other functions in AGID – State Profiles, Custom Tables, and Data Files – provide more expansive views of the data, Data-at-a-Glance is designed to examine a single data element at a time, giving the user the ability to explore the data for patterns, anomalies, or areas of interest.

#### **State Profiles**

<https://agid.acl.gov/StateProfiles/>

This tool allows users to generate state-specific data.

## 2. Child Care & Early Education Research Connections (CCEERC)

### Website:

<http://www.researchconnections.org/>

### Description:

The Research Connections promotes high quality research in child care and early education and the use of that research in policy making. Research Connections offer research and data resources for researchers, policy makers, practitioners, and others.

### Data Tools:

None

## 3. Data Resource Center for Child & Adolescent Health (DRC)

### Website:

<http://childhealthdata.org/about>

### Description:

The DRC is a non-profit, national data resource providing easy access to children's health data on a variety of important topics, including the health and well-being of children and access to quality care. The DRC is sponsored by a cooperative agreement from the Maternal and Child Health Bureau. DRC also receives additional support from a variety of funders and partners. The DRC is an initiative of the Child and Adolescent Health Measurement

## National-level Data Systems and Repositories Profiles

Initiative, a nationally recognized leader in improving the health and well-being of children through a focus on the application of standardized measures to document and improve the quality of care.

### Data Tools:

#### **Compare Data Across States**

<http://childhealthdata.org/browse/compare-data-across-states>

This tool allows users to compare states across multiple measures, compare states using single-measure maps: latest data, or compare states using single-measure maps: previous years.

#### **DRC Data Snapshots**

<http://childhealthdata.org/browse/data-snapshots>

The DRC hosts a variety of pre-populated and interactive data snapshots available at the national, state or regional level. Users can also view data on indicators of interest in the interactive data query.

#### **Explore Data Trends**

<http://childhealthdata.org/browse/trends>

The National Survey of Children's Health (NSCH) and the National Survey of Children with Special Health Care Needs (NS-CSHCN) have been implemented multiple times since 2001. Data can be compared between the 2001, 2005/06 and 2009/10 NS-CSHCN and the 2003, 2007, and 2011/12 NSCH.

#### **Interactive Data Query**

<http://childhealthdata.org/browse/survey>

This tool allows users to search DRC survey data by survey and survey topics. Six data portals are available: (1) medical home portal, (2) healthy people 2020 portal, (3) systems improvement portal, (4) perinatal and Medicaid data portal, (5) maternal and child health measurement portal, and (6) autism spectrum disorder portal.

## 4. International Association for the Evaluation of Educational Achievement (IEA)

### Website:

<http://www.iea.nl/our-studies>

### Description:

IEA is an international cooperative of national research institutions, government research agencies, scholars and analysts working to evaluate, understand and improve education worldwide. Most IEA studies involve assessment of student achievement in one or more subject matters or an interdisciplinary area of learning, contributing to a deep understanding of educational processes within individual countries and across a broad international context. Student achievement is measured by administering objective tests to a sample of students who have been selected as representative of national populations. The IEA also collects background information from school principals, teachers, students (in some studies, also



## National-level Data Systems and Repositories Profiles

from parents), and policymakers about the factors that affect learning, including school resources, student attitudes, instructional practices, and support at home. More than 60 countries are actively involved in the IEA network, and over 100 education systems participate in IEA studies.

**Data Tools:**

***Data Visualizer***

<http://www.iea.nl/data>

Enables one to visualize trends in TIMSS and PIRLS data over time. Permits data visualization in the form of graphs and world or regional maps.

***IEA IDB Analyzer***

<http://www.iea.nl/data>

Used to combine and analyze data from all IEA's large-scale assessments, as well as analyze data from most major large-scale assessment surveys, including those from NAEP, and those conducted by the Organisation for Economic Co-operation and Development (OECD).

### 5. Inter-university Consortium for Political and Social Research (ICPSR)

**Website:**

<http://home.isr.umich.edu/research/data/>

**Description:**

The ICPSR maintains the world's largest archive of digital social science data. More than 7,000 data collections are part of the archive, with up to 500 new collections added every year. ICPSR provides leadership and training in data access, curation, and methods of analysis for the social science research community. A well-trained staff provides user support to faculty, students, researchers, and policymakers using the extensive online data archive. ICPSR conducts research in the emerging field of data science and works to promote data sharing around the world.

**Data Tools:**

None

### 6. Institute of Museum and Library Services (IMLS)

**Website:**

<https://www.imls.gov/about-us>

**Description:**

The IMLS is the primary source of federal support for the nation's approximately 123,000 libraries and 35,000 museums. Its mission is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. Its grant making, policy development, and research help libraries and museums deliver valuable services that make it possible for communities and individuals to thrive.

**Data Tools:**

None

## National-level Data Systems and Repositories Profiles

### 7. National Archive of Criminal Justice Data (NACJD)

<b>Website:</b>	<a href="http://www.icpsr.umich.edu/icpsrweb/content/NACJD/about.html">http://www.icpsr.umich.edu/icpsrweb/content/NACJD/about.html</a>
<b>Description:</b>	Established in 1978, the National Archive of Criminal Justice Data (NACJD) archives and disseminates data on crime and justice for secondary analysis. The archive contains data from over 2,600 curated studies or statistical data series. NACJD is home to several large-scale and well-known datasets, including the National Crime Victimization Survey (NCVS), the FBI's Uniform Crime Reports (UCR), the FBI's National Incident-Based Reporting System (NIBRS), and the Project on Human Development in Chicago Neighborhoods (PHDCN).
<b>Data Tools:</b>	None

### 8. National Data Archive on Child Abuse and Neglect (NDACAN)

<b>Website:</b>	<a href="https://www.ndacan.cornell.edu/datasets/datasets-list-nscaw.cfm">https://www.ndacan.cornell.edu/datasets/datasets-list-nscaw.cfm</a>
<b>Description:</b>	The NDACAN promotes secondary analysis of child abuse and neglect data by providing researchers with high quality datasets, documentation, and technical support, and encourages collaboration within the scientific community. NDACAN is a project of the Bronfenbrenner Center for Translational Research located in the College of Human Ecology at Cornell University in Ithaca, NY. Funding is provided by the Children's Bureau, an office of the ACF, HHS.
<b>Data Tools:</b>	None

### 9. National Science Foundation (NSF)

<b>Website:</b>	<a href="https://www.nsf.gov/about/">https://www.nsf.gov/about/</a>
<b>Description:</b>	The NSF is an independent federal agency created by Congress in 1950 "to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense..." NSF is vital because it supports basic research and people to create knowledge that transforms the future. With an annual budget of \$7.5 billion (FY 2017), NSF is the funding source for approximately 24 percent of all federally supported basic research conducted by America's colleges and universities. In many fields such as mathematics, computer science and the social sciences.
<b>Data Tools:</b>	None

## National-level Data Systems and Repositories Profiles

### 10. Organisation for Economic Co-operation and Development (OECD)

**Website:** <http://stats.oecd.org/>

**Description:** The mission of the OECD is to promote policies that will improve the economic and social well-being of people around the world. The OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems. OECD works with governments to understand what drives economic, social and environmental change. OECD is a central data repository for data collected from a wide array of programs across the country. A list of OECD data catalog is archived at <https://data.oecd.org/searchresults/?r=+f/type/datasets>.

**Data Tools:** *Easy Access to FBI Arrest Statistics*

<https://www.ojdp.gov/ojstatbb/ezaucr/>

This tool was developed to provide access to juvenile arrest statistics at the national, state, and county level. Arrest statistics are presented for 29 detailed offense categories. Users can select displays based on counts or rates for juveniles, adults, or all ages combined.

*Easy Access to Juvenile Court Statistics*

<https://www.ojdp.gov/ojstatbb/ezajcs/>

This tool was developed to facilitate independent analysis of national estimates of delinquency cases processed by the nation's juvenile courts. With this application, users can perform unique analyses on the age, sex, and race of juveniles involved in these cases as well as the referral offense, the use of detention, adjudication and case disposition. Users can also view pre-formatted tables describing the demographic characteristics of youth involved in the juvenile justice system and how juvenile courts process these cases.

*Easy Access to Juvenile Populations*

<https://www.ojdp.gov/ojstatbb/ezapop>

This tool provides access to national, state, and county level population data detailed by age, sex, race, and ethnicity. Users can create detailed population profiles for a single jurisdiction or create state comparison or county comparison tables.

*Easy Access to the Census of Juveniles in Residential Placement (EZACJRP)*

<https://www.ojdp.gov/ojstatbb/ezacjrp/>

EZACJRP was developed to facilitate independent analysis of national data on the characteristics of youth held in residential placement facilities, including detailed information about the youth's age, sex, race/ethnicity, placement status, length of stay, and most serious offense.

*Easy Access to the FBI's Supplementary Homicide Reports*

<https://www.ojdp.gov/ojstatbb/ezashr/>

This tool provides access to more than thirty years of national and state data

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on homicide victims and known homicide offenders, including information on the age, sex, and race of victims and offenders, the victim-offender relationship, and the type of weapon used.

### 11. U.S. Department of Commerce (DoC)/U.S. Census Bureau

**Website:** <https://www.census.gov/>

**Description:** The Census Bureau's mission is to serve as the leading source of quality data about the nation's people and economy. The Census Bureau collects data on a wide variety of topics, including population, economy, business, education, emergency preparedness, employment, families and living arrangements, health, housing, income and poverty, international trade and public sector. The Census Bureau is also required by law to obtain and reuse data that already exists at other agencies. These data are reused to cut the cost of data collection and research, and also to reduce the burden on people who respond to the census and survey questions. Each year, the Census Bureau conducts more than 130 surveys.

**Data Tools:** ***American FactFinder***  
<https://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>  
This tool allows users to search data by topics, geographies (e.g., state, counties, places), race/ethnicity and other characteristics. Users can get quick data using the Download Center by identifying the datasets of interest, geographies, and data of interest. An effective way to start a data search is to decide what geographic area is of interest. Local level data is popular and for most areas below the county level, data users would need to use the 5-year ACS datasets.

***American Housing Survey (AHS) Table Creator***

[https://www.census.gov/programs-surveys/ahs/data/interactive/ahstablecreator.html#?s\\_areas=a00000&s\\_year=n2015&s\\_tableName=Table1&s\\_byGroup1=a1&s\\_byGroup2=a1&s\\_filterGroup1=t1&s\\_filterGroup2=g1](https://www.census.gov/programs-surveys/ahs/data/interactive/ahstablecreator.html#?s_areas=a00000&s_year=n2015&s_tableName=Table1&s_byGroup1=a1&s_byGroup2=a1&s_filterGroup1=t1&s_filterGroup2=g1)

The AHS Table Creator gives one the ability to create customized tables from the AHS without having to use the Public Use File (microdata).

***Census Explorer***

<https://www.census.gov/censusexplorer/>

This tool creates interactive maps showing popular census data. Several tools are created to understand census trends, including (1) Census Explorer: Young Adults: Then and Now, (2) Census Explorer: Population Estimates Edition; (3) Census Explorer: People, Education, and Income; (4) Census Explorer: Retail Edition; and (5) Census Explorer: Commuting Edition.

## National-level Data Systems and Repositories Profiles

### **Current Population Survey (CPS) Table Creator**

<https://www.census.gov/cps/data/cpstablecreator.html>

This tool allows users to create custom table for CPS data. Data can be filtered by state, gender, races, origins, natives, employment characteristics, etc.

### **DataFerrett**

<https://dataferrett.census.gov/>

DataFerrett is a data analysis and extraction tool to customize federal, state, and local data to suit one's requirements. Using DataFerrett, an unlimited array of customized spreadsheets can be developed that are as versatile and complex as usage demands then turn those spreadsheets into graphs and maps without any additional software. The complete list of datasets available through DataFerrett is here:

<https://dataferrett.census.gov/AboutDatasets/OtherData.html>

### **Economic Research Organization at the University of Hawai'i (UHERO) data portal**

<http://www.uhero.hawaii.edu/6/data>

UHERO data portal is an external data tool that uses Census data to generate trend data about the population and community for the state of Hawaii at state and county levels.

### **QuickFacts**

<https://www.census.gov/data/data-tools.html>

QuickFacts provides frequently requested Census Bureau information at the national, state, county, and city level.

## 12. U.S. Department of Labor (DoL)/Bureau of Labor Statistics (BLS)

**Website:** <https://data.bls.gov/projections/occupationProj>

**Description:** The BLS is the principal federal agency responsible for measuring labor market activity, working conditions, and price changes in the economy. Its mission is to collect, analyze, and disseminate essential economic information to support public and private decision-making. As an independent statistical agency, BLS serves its diverse user communities by providing products and services that are objective, timely, accurate, and relevant.

**Data Tools:** **National Longitudinal Study (NLS) Data Investigator**

<https://www.nlsinfo.org/investigator/pages/search.jsp?s=NLSY97>

This tool allows users to explore, search and download all public NLS data.

**Public Data Application Programming Interface (API)**

<https://www.bls.gov/developers/>

The BLS Public Data API gives the public access to economic data from all BLS programs. It is the Bureau's hope that talented developers and

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programmers will use the BLS Public Data API to create original, inventive applications with published BLS data. The BLS Public Data API is currently available in two versions. Version 2.0 requires registration and allows users to access more data more frequently. Users may add calculations and annual averages to requests, and series description information is available for many BLS surveys. Version 1.0 is a more limited API that does not require registration and is open for public use.

### 13. U.S. Department of Education (DoE)/Data.gov

**Website:** <https://data.gov>

**Description:** This data bank stored a total of 195,626 datasets on a wide variety of topics, including agriculture, climate, consumer, ecosystems, education, energy, finance, health, local government, manufacturing, maritime, ocean, public safety, and science and research. For this project, McREL reviewed datasets categorized under education and health to identify additional data systems.

**Data Tools:** None

### 14. U.S. Department of Education (DoE)/National Center for Education Statistics (NCES)

**Website:** <https://nces.ed.gov/>

**Description:** The NCES is located within the DoE and IES. NCES is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally. NCES collected diverse types of education data from students from early childhood education to postsecondary education, including national assessment, international assessment, early childhood, elementary/secondary, postsecondary, and library. Users can search data files for data collected by NCES programs via NCES publications and products website (<https://nces.ed.gov/pubSearch/>).

**Data Tools:** **Common Core of Data (CCD)**  
<https://nces.ed.gov/ccd/search.asp>  
NCES has developed powerful application tools to assist everyone from the casual browser to the serious researcher to search for and extract the information they need. (1) Elementary/Secondary Information System (ESIS): A quick and easy tool for obtaining basic statistical data using the most common variables and tables from CCD and Private School Survey (PSS); (2) Search For Public Schools: Retrieve information on public schools from CCD's databases; (3) Search For Public School Districts: Retrieve information on

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public school districts from CCD's databases; (4) Public School District Finance Peer Search: A tool to compare the finances of a school district with its peers (districts which share similar characteristics); (5) Public School District Longitudinal Data Tool: A tool to compare fiscal and nonfiscal school district data over time from 1990 to 2002; (6) State Education Data Profiles: A tool to search for statewide information in elementary/secondary education characteristics and finance, postsecondary education, public libraries, assessments, and selected demographics for all states.

### **Data Analysis System (DAS)**

<https://nces.ed.gov/das>

The DAS provides public access to education survey data collected by the U.S. Department of Education and to analysis reports about education policy issues. On this website, users can create ones' own analysis tables and covariance analyses using the DAS application, view/download thousands of analysis tables and the DAS programming files used to create them, and view the highlights of report findings, with figures and tables, for various topics written by researchers for NCES. Data are available for the following studies: HS&B Sophomore, IPEDS, NHLS, NHES: Adult Education, NPSAS, NSOPF, ECLS-B, NHES.

### **Data Lab**

<https://nces.ed.gov/datalab/quickstats/createtable.aspx>

Data Lab allows users to search NCES data by topics, grade level (i.e., pre-K, K-12, postsecondary), and datasets (i.e., Baccalaureate and Beyond, Beginning Postsecondary Students, Education Longitudinal Study, High School Longitudinal Study, National Postsecondary Student Aid study, National Study of Postsecondary Faculty, Private School Universe Survey, School Survey on Crime and Safety, Schools and Staffing Survey). Three types of data tools are available for running quick statistics by dataset: QuickStats, PowerStats, and TrendStats.

### **District Profiles**

<https://www.nationsreportcard.gov/profiles/districtprofile?chort=1&sub=MAT&sj=XQ&sfj=NL&st=MN&year=2015R3>

This data tool provides key data for district/jurisdiction performance on the NAEP assessments in mathematics, reading, writing, and science at grades 4, 8 and 12 (where applicable).

### **ED Data Express**

<https://eddataexpress.ed.gov/>

ED Data Express is a Web site designed to improve the public's ability to access and explore high-value state-level education data collected by the DoE. The site currently includes data from EDFacts, Consolidated State Performance Reports (CSPR), State Accountability Workbooks, NCES, NAEP, the College Board, and the Department's Budget Service office. Different tools are available through the website for different purposes, including (1) state



## National-level Data Systems and Repositories Profiles

snapshots, (2) data element explorer—graphs and tables, mapping, trend lines, conditional analysis, and (3) state tables. Data elements are categorized as: accountability data, achievement data, annual measurable objectives, graduation rate, homeless program (McKinney-Vento), migrant education program, neglect or delinquent program, options for parents, state facts and figures, teachers, Title 1, Part A program, Title III program—English learner.

### ***Education Data Analysis Tool (EDAT)***

<https://nces.ed.gov/edat/index.aspx?agrmnt=1>

The EDAT allows users to download NCES survey datasets. Currently, the EDAT application contains ECLS-K (Early Childhood Longitudinal Study - Kindergarten Class of 1998-99), ELS (Education Longitudinal Study of 2002), HSLs (High School Longitudinal Study of 2009), NELs (National Education Longitudinal Study of 1988), NHES (National Household Education Survey), SASS (Schools and Staffing and Teacher Follow-up Surveys), and SSOCS (School Survey on Crime and Safety) datasets. Additional datasets will be added in the near future.

### ***Education Demographic and Geographic Estimates (EDGE)***

<https://nces.ed.gov/programs/edge/demographicACS.aspx> and  
<https://nces.ed.gov/programs/edge/demographicCensus.aspx>

The EDGE program develops information resources to help users identify and understand the social and spatial context of education. It uses data from the U.S. Census Bureau's American Community Survey (ACS) to create custom indicators of social, economic, and housing conditions for school-age children and their parents. It also uses spatial data collected by NCES, the Census Bureau, and other sources to create geographic locale indicators, school point locations, school district boundaries, and other types of educational geography to support research and analysis.

### ***Elementary/Secondary Information System (EISi)***

<https://nces.ed.gov/ccd/elsi/>

The EISi is an NCES web application that allows users to quickly view public and private school data and create custom tables and charts using data from the Common Core of Data (CCD) and Private School Survey (PSS). EISi utilizes variables that are frequently requested by users for producing tables. It is a fast and straightforward way to obtain basic statistical data on U.S. schools. When generating custom tables, EISi allows the user to choose row variables, column variables and filters to refine the data included in tables produced. Three tools are available: *quickFacts*, *expressTables*, and *table Generator*.

### ***Integrated Postsecondary Education Data System (IPEDS)***

<https://nces.ed.gov/ipeds/Home/UseTheData>

The primary source for data on colleges, universities, and technical and vocational postsecondary institutions in the United States. The data tool uses the Trend Generator to view trends on most frequently asked subject areas



## National-level Data Systems and Repositories Profiles

including: Enrollment, Completions, Graduation Rates, Employees and Staff, Institutional Revenues, and Financial Aid. Survey data from 1980 to present can be downloaded directly from the website.

### ***International Data Explorer (IDE)***

<https://nces.ed.gov/surveys/international/ide/>

This data tool allows users to explore the results from five major international studies: PISA, PIRLS, ITMSS, PIAAC, TALIS.

### ***IPEDS Trend Generator***

<https://nces.ed.gov/ipeds/trendgenerator/>

The IPEDS Trend Generator is a quick and easy way to see IPEDS data over time on the following topics: postsecondary institutions, student enrollment, degrees and certificates awarded, graduation and retention rates, financial aid, institutional revenues, institutional expenses, and employees and instructional staff.

### ***IPEDS Statistical and Summary Tables***

<https://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx>

Statistical tool creates simple descriptive statistics (e.g., total, count, average, median, standard deviation, percentiles) on selected IPEDS institutions and variables. Summary tool customizes a summary table for a select subgroup of institutions on the following popular topics: tuition and fees, room and board, student financial aid, admissions, test scores, student enrollment, degree/certificate awarded, and graduation rates.

### ***MapED***

<https://nces.ed.gov/programs/maped>

MapED is a dynamic data mapping tool that provides geographic context to NCES, Census, and other education demographic datasets. Customized maps can be created by using the Interactive Data Map or exploring the pre-existing Story Maps. The following databases are incorporated in the MapED: School Attendance Boundary Survey, Locales (NCES Locales), American Community Survey, Common Core of Data, Integrated Postsecondary Education Data System, NAEP, Private School Universe Survey.

### ***NAEP Data Explorer***

<https://nces.ed.gov/nationsreportcard/naepdata/>

NAEP Data Explorer (NDE) creates statistical tables, charts, and maps to explore the results of decades of assessment of students' academic performance, as well as information about factors that may be related to their learning. Four types of data are available: (1) The Data Explorer for Main NAEP provides national and state results in 10 subject areas, including mathematics, reading, writing, and science. Results have been produced for the nation and participating states and other jurisdictions since 1990, and for selected urban districts (on a trial basis) since 2002; (2) The Data Explorer for Long-Term Trend provides national mathematics and reading results

## National-level Data Systems and Repositories Profiles

dating from the 1970s; (3) The Data Explorer for the High School Transcript Study provides data such as course-taking and grade point average for students who graduated high school in 1990, 2000, 2005, and 2009. For 2005 and 2009 graduates, these data are also linked to NAEP grade 12 mathematics and science results; (4) The Data Explorer for the National Indian Education Study provides NAEP grade 4 and 8 results from the mathematics and reading assessments for American Indian and Alaska Native students since 2005. Results are also available for a special survey that explored the educational experiences of the participating students, their teachers, and their schools.

### NAEP Questions Tools

<https://nces.ed.gov/nationsreportcard/itmrlsx/>

After each assessment, NAEP releases dozens of sample questions to the public—more than 3,000 questions are currently available. The tools featured here can be used to supplement classroom instruction, provide additional insight into the content of the assessment, and show what students nationally or in your state or district know and can do.

### State Profiles

<https://www.nationsreportcard.gov/profiles/stateprofile?chort=1&sub=MAT&sj=&sfj=NP&st=MN&year=2015R3>

This data tool provides key data for state/jurisdiction performance on the NAEP assessments in mathematics, reading, writing, and science at grades 4, 8 and 12 (where applicable).

## 15. U.S. Department of Education (DoE)/National Center for Special Education Research (NCSE)

**Website:** <https://ies.ed.gov/ncser/aboutus/>

**Description:** The NCSE supports rigorous research on infants, toddlers, children, and youth with and at risk for disabilities through advancing the understanding of and practices for teaching, learning, and organizing education systems. NCSE supports such research through its research grants program to identify existing practices, programs, or policies that may be associated with student outcomes; develop new, or modify existing, interventions; evaluate the efficacy and effectiveness of fully developed interventions; and develop and validate measures and assessments.

**Data Tools:** None

## 16. U.S. Department of Education (DoE)/Office for Civil Rights (OCR)

**Website:** <https://www2.ed.gov/about/offices/list/ocr/data.html>

National-level Data Systems and Repositories Profiles	
<b>Description:</b>	Since 1968, ED has conducted the Civil Rights Data Collection (CRDC) to collect data on key education and civil rights issues in our nation's public schools. The collection was formerly administered as the Elementary and Secondary School Survey (E&S Survey). The CRDC collects a variety of information including student enrollment and educational programs and services, most of which is disaggregated by race/ethnicity, sex, limited English proficiency, and disability.
<b>Data Tools:</b>	<p><b>Graphs and Data and Outcome Rate Calculator</b>  <a href="https://ocrdata.ed.gov/DataAnalysisTools">https://ocrdata.ed.gov/DataAnalysisTools</a>            Allows users to compare discipline data by subgroups between schools, districts, and states.</p> <p><b>Special Reports</b>  <a href="https://ocrdata.ed.gov/SpecialReports">https://ocrdata.ed.gov/SpecialReports</a>            Allows users to explore data about English learners, discipline, and education equity across schools and districts.</p> <p><b>State and National Estimates</b>  <a href="https://ocrdata.ed.gov/StateNationalEstimations">https://ocrdata.ed.gov/StateNationalEstimations</a>            Provides estimates of enrollment data, pathways to college and career readiness, college and career readiness, school staff, discipline, harassment or bullying, and restraint and seclusion data at the state and national levels.</p>
<b>17. U.S. Department of Health &amp; Human Services (DHHS)/Administration for Children and Families (ACF)</b>	
<b>Website:</b>	<a href="https://www.acf.hhs.gov/acf-program-offices">https://www.acf.hhs.gov/acf-program-offices</a>
<b>Description:</b>	The ACF is made up of program offices specialized in their missions supporting a variety of initiatives that empower families and individuals and improve access to services in order to create strong, healthy communities. These programs fund a variety of projects from Native American Language Preservation to Refugee Resettlement to Child Care. The breadth of the programming allows ACF to positively impact the lives of individuals and families around the country.
<b>Data Tools:</b>	None
<b>18. U.S. Department of Health &amp; Human Services (DHHS)/Agency for Healthcare Research and Quality (AHRQ)</b>	
<b>Website:</b>	<a href="https://www.ahrq.gov/research/data/index.html">https://www.ahrq.gov/research/data/index.html</a>
<b>Description:</b>	The AHRQ's mission is to produce evidence to make health care safer, higher quality, more accessible, equitable, and affordable, and to work within HHS

## National-level Data Systems and Repositories Profiles

and with other partners to make sure that the evidence is understood and used.

**Data Tools:**

***Data Infographics***

<https://www.ahrq.gov/research/data/data-infographics/index.html>

AHRQ's data infographics provide visual snapshots of health care trend data. These infographics highlight findings from the Agency's Medical Expenditure Panel Survey (MEPS), the Healthcare Cost and Utilization Project (HCUP), and other AHRQ data sources. AHRQ's infographics are available free of charge for posting on web sites, in newsletters, and on other platforms.

***State Snapshots***

<https://www.ahrq.gov/research/data/state-snapshots/index.html>

The State Snapshots provide state-specific health care quality information, including strengths, weaknesses, and opportunities for improvement. The goal is to help state officials and their public- and private-sector partners better understand health care quality and disparities in their state.

### 19. U.S. Department of Health & Human Services (DHHS)/Centers for Medicare and Medicaid Services (CMS)

**Website:**

<https://www.medicaid.gov/chip/index.html>

**Description:**

The Centers for Medicare & Medicaid Services administers several federal programs, including Medicare, Medicaid, the Children's Health Insurance Program (CHIP), and the Health Insurance Marketplace.

**Data Tools:**

None

### 20. U.S. Department of Health & Human Services (DHHS)/Health Resources & Services Administration (HRSA)

**Website:**

<https://datawarehouse.hrsa.gov/>

**Description:**

HRSA provides health care to people who are geographically isolated, and/or economically or medically vulnerable. This includes people living with human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS), pregnant women, mothers and their families, and those otherwise unable to access high quality health care. HRSA also supports the training of health professionals, the distribution of providers to areas where they are needed most, and improvements in health care delivery. In addition, HRSA oversees organ, bone marrow, and cord blood donation. It compensates individuals harmed by vaccination, and maintains databases that flag providers with a record of health care malpractice, waste, fraud, and abuse for Federal, state and local use.

## National-level Data Systems and Repositories Profiles

**Data Tools:** *HRSA Data Portal*

<https://datawarehouse.hrsa.gov/tools/dataportal.aspx>

The HRSA Data Portal enables users to select related datasets by subjects or topics to create custom data views. Users can also generate reports and statistics by geography (e.g., state, county, congressional district, zip code).

### 21. U.S. Department of Health & Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/Division of Adolescent and School Health (DASH)

**Website:** <https://www.cdc.gov/healthyyouth/about/index.htm>

**Description:** DASH is a unique source of support for HIV, sexually transmitted diseases (STD), and pregnancy prevention efforts in the nation's schools. DASH provides funding and technical assistance that enables state and local education agencies to deliver HIV and STD prevention programs that are scientifically sound and grounded in the latest research on effectiveness. DASH also plays a key role in working with state and local education and health agencies, national organizations, parents and teens to ensure that health and education activities support adolescent health, development, and learning. Its mission is to promote environments where teens can gain fundamental health knowledge and skills, establish healthy behaviors for a lifetime, connect to health services, and avoid becoming pregnant or infected with HIV or STDs.

**Data Tools:** None

### 22. U.S. Department of Health & Human Services (DHHS)/Center for Disease Control and Prevention (CDC)/National Center for Health Statistics (NCHS)

**Website:** <https://www.cdc.gov/nchs/>

**Description:** The NHCS is the nation's principal health statistics agency, providing data to identify and address health issues. NCHS compiles statistical information to help guide public health and health policy decisions. These health statistics allow one to: (1) document the health status of the U.S. population and selected subgroups; (2) track the impact of major policy initiatives; (3) document access to and use of the health care system; (4) monitor trends in health indicators; (5) support biomedical and health services research; (6) identify disparities in health status and use of health care by race and ethnicity, socioeconomic status, other population characteristics, and geographic region; and (7) provide data to support public policies and programs, including recent data on opioid overdose deaths.

**Data Tools:** *CDC Wide-ranging Online Data for Epidemiologic Research (WONDER)*  
<https://wonder.cdc.gov/Welcome.html>

## National-level Data Systems and Repositories Profiles

CDC WONDER manages nearly 20 collections of public-use data for U.S. births, deaths, cancer diagnoses, tuberculosis (TB) cases, vaccinations, environmental exposures, and population estimates, among many other topics. These data collections are available as online databases, which provide public access to adhoc queries, summary statistics, maps, charts, and data extracts. Most of the data are updated annually; some collections are updated monthly or weekly. Users can search data by WONDER Systems or by topics.

### **Data Visualization Gallery**

<https://www.cdc.gov/nchs/data-visualization/teen-births/>

The Gallery provides dashboards on popular topics. One dashboard that is particularly relevant to this project includes U.S. and state trends on teen births from 1990–2015.

### **Stats of the States**

[https://www.cdc.gov/nchs/pressroom/sosmap/nav\\_us.htm](https://www.cdc.gov/nchs/pressroom/sosmap/nav_us.htm)

This website provides quick statistics for each state as compared to national data.

## 23. U.S. Department of Health & Human Services (DHHS)/National Institute of Child Health and Human Development (NICHD)

**Website:** <https://www.nichd.nih.gov/about/Pages/index.aspx>

**Description:** NICHD was established in 1962 by President John F. Kennedy, with the support of Congress, to study the “complex process of human development from conception to old age.” In pursuit of its mission, NICHD conducts and supports laboratory research, clinical trials, and epidemiological studies that explore health processes; examines the impact of disability and disease; and sponsors training programs for scientists, health care providers, and researchers.

**Data Tools:** None

## 24. U.S. Department of Health & Human Services (DHHS)/Substance Abuse and Mental Health Services Administration (SAMHSA)

**Website:** <https://www.samhsa.gov/>

**Description:** SAMHSA leads public health efforts to advance the behavioral health of the nation. SAMHSA’s mission is to reduce the impact of substance abuse and mental illness on America’s communities.

**Data Tools:** *National Survey on Drug Use and Health (NSDUH) Small Area Estimates*  
<http://pdas.samhsa.gov/saes/state>

National-level Data Systems and Repositories Profiles	
	<p>This tool allows users to review historic NSDUH Small Area Estimates, create U.S. maps and trend graphs and download data in CSV format.</p> <p><b>Public-use Data Analysis System (PDAS)</b>  <a href="https://datafiles.samhsa.gov/info/analyze-data-nid6">https://datafiles.samhsa.gov/info/analyze-data-nid6</a>  This tool allows access, exploration and analysis of the nation’s substance abuse and mental health data, in order to support a better understanding of these critical areas of public health. The PDAS allows users to explore the review study variables, run crosstab analyses, and download the results of analysis as a PNG image, or as a data file in CSV format.</p>
25. U.S. Department of Housing & Urban Development (HUD)	
<b>Website:</b>	<a href="https://www.hudexchange.info/">https://www.hudexchange.info/</a>
<b>Description:</b>	HUD’s mission is to create strong, sustainable, inclusive communities and quality affordable homes for all. HUD is working to strengthen the housing market to bolster the economy and protect consumers; meet the need for quality affordable rental homes; utilize housing as a platform for improving quality of life; build inclusive and sustainable communities free from discrimination, and transform the way HUD does business.
<b>Data Tools:</b>	None
26. U.S. Department of Justice (DoJ)/Bureau of Justice Statistics (BJS)	
<b>Website:</b>	<a href="https://www.bjs.gov/">https://www.bjs.gov/</a>
<b>Description:</b>	The mission of BJS is to collect, analyze, publish, and disseminate information on crime, criminal offenders, victims of crime, and the operation of justice systems at all levels of government. These data are critical to federal, state, and local policymakers in combating crime and ensuring that justice is both efficient and evenhanded.
<b>Data Tools:</b>	<p><b>NCVS Victimization Analysis Tool</b>  <a href="https://www.bjs.gov/index.cfm?ty=nvat">https://www.bjs.gov/index.cfm?ty=nvat</a>  This dynamic analysis tool allows you to examine National Crime Victimization Survey (NCVS) data on both violent and property victimization by select victim, household, and incident characteristics.</p>
27. U.S. Department of Justice (DoJ)/Office of Juvenile Justice and Delinquency Prevention (OJJDP)	
<b>Website:</b>	<a href="https://www.ojjdp.gov/">https://www.ojjdp.gov/</a>



### National-level Data Systems and Repositories Profiles

**Description:** OJJDP provides national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization. OJJDP supports states and communities in their efforts to develop and implement effective and coordinated prevention and intervention programs and to improve the juvenile justice system so that it protects public safety, holds youth appropriately accountable, and provides treatment and rehabilitative services tailored to the needs of juveniles and their families. OJJDP requires that funded researchers archive their data with the National Archive of Criminal Justice Data (NACJD) at the conclusion of the project.

**Data Tools:** *National Incidence Study (NIS)-4*  
<https://www.dataexplorer.com/Project/ProjUser/OlapShowReportList.aspx?ScreenID=10576>  
This data analysis tool was developed by Westat with support of NCJJ's OJJDP-funded National Juvenile Justice Data Analysis Program. The NIS-4 data, collected in 2005 and 2006 by the U.S. Department of Health and Human Services' Administration for Children and Families, provide updated estimates of the number of children who are abused or neglected. NIS-4 data combine information about children whose maltreatment was investigated by child protective services with data on maltreated children identified by professionals. NIS-4 also provides information on the nature and severity of the maltreatment, as well as the characteristics of children, perpetrators, and families involved.



**Table A2. Profiles of Hawaii State Data Systems and Repositories**

Hawai'i State Data Systems and Repositories Profiles	
1. Hawai'i Data eXchange Partnership (Hawai'i DXP)	
<b>Website:</b>	<a href="http://hawaiidxp.org/about/index">http://hawaiidxp.org/about/index</a>
<b>Description:</b>	The Hawai'i DXP, previously referred to as the P-20 to Workforce Statewide Longitudinal Data System (P20W SLDS), links cross-agency, longitudinal, state-wide data from early learning, K-12, postsecondary and labor. In a nutshell, the Hawaii DXP focuses on the transition between education and the workforce. The data system allows open access to data and information to stakeholders, and help guide decision- and policy-making to improve educational and workforce outcomes for families and community in the state of Hawai'i. Currently, the Hawaii DXP database contains data collected from Hawaii State Department of Education (HIDOE), University of Hawai'i (UH) and Hawaii State Department of Labor and Industrial Relations (HI-DLIR).
<b>Data Tools:</b>	<i>Hawai'i DXP Dashboard</i> <a href="http://hawaiidxp.org/quick_data/index">http://hawaiidxp.org/quick_data/index</a> The dashboard allows users to generate data on (1) transition indicators (transition from middle school to high school; transition from postsecondary education to workforce), and (2) college and career readiness indicators.
2. Hawai'i Health Information Corporation (HHIC)/Hawai'i Healthcare Data Center (HHDC)	
<b>Website:</b>	<a href="https://hhic.org/about">https://hhic.org/about</a>
<b>Description:</b>	The HHIC is a private not-for-profit cooperation established in 1994. Its mission is to collect, analyze and disseminate statewide health information in support of efforts to continuously improve the health of the people of Hawai'i and the quality and cost-efficiency of healthcare services. HHIC's Data Center, HHDC, includes Hawai'i's statewide all-payer, all-visit hospital and ER databases. There are fees associated with HHIC's data and report products.
<b>Data Tools:</b>	None
3. Hawai'i State Department of the Attorney General (HI-AG)/Crime Prevention and Justice Assistance Division (CPJAD)	
<b>Website:</b>	<a href="http://ag.hawaii.gov/cpja/jjis/">http://ag.hawaii.gov/cpja/jjis/</a>
<b>Description:</b>	The CPJAD serves as the central agency to provide the Attorney General, the chief law enforcement officer of Hawai'i, with the information and resources needed to address crime and crime prevention.

Hawai'i State Data Systems and Repositories Profiles	
<b>Data Tools:</b>	None
4. Hawai'i State Department of Business, Economic Development & Tourism (HI-DBEDT)/Research & Economic Analysis Division (READ)	
<b>Website:</b>	<a href="http://census.hawaii.gov/acs/acs-2015/">http://census.hawaii.gov/acs/acs-2015/</a>
<b>Description:</b>	<p>READ provides economic forecasts that contribute to long-term statewide planning. READ collects, compiles, interprets and posts data and statistics on all aspects of business activity, the economy and demographic characteristics of the State. READ also creates research reports on the economy and emerging industries of the state. READ provides the statistical and economic foundation for the State's HIGrowth Initiative. Census data collected are part of the U.S. Census data. Data warehouse provide aggregated data by state and county level (<a href="http://dbedt.hawaii.gov/economic/datawarehouse/">http://dbedt.hawaii.gov/economic/datawarehouse/</a>). Data include: (1) population, (2) GDP, income, and prices, (3) employment, (4) tax collection, (5) tourism, (6) construction and housing, (7) energy, (8) business and insurance, (9) agriculture, and (10) education.</p>
<b>Data Tools:</b>	<p><b><i>DBEDT Data Warehouse</i></b>  <a href="http://dbedt.hawaii.gov/economic/datawarehouse/">http://dbedt.hawaii.gov/economic/datawarehouse/</a>            This tool allows users to generate county- (Hawaii, Honolulu, Kauai, Maui) and state-level data that were collected by the Department of Business, Economic Development &amp; Tourism. Information include (1) population and vital statistics, (2) GDP, Income, and prices, (3) employment, (4) tax collection, (5) tourism, (6) construction and housing, (7) energy, (8) business and insurance, (9) agriculture, and (10) education.</p> <p><b><i>UHERO data portal</i></b>  <a href="http://www.uhero.hawaii.edu/6/data">http://www.uhero.hawaii.edu/6/data</a>            UHERP is an external data tool that use employment data collected from DBEDT to generate economic data for the state of Hawai'i at state and county levels.</p>
5. Hawai'i State Department of Education (HIDOE) Data Systems	
<b>Website:</b>	<a href="http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/HawaiiEdData/Pages/home.aspx">http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/HawaiiEdData/Pages/home.aspx</a>
<b>Description:</b>	<p>The HIDOE is the only statewide public school district in the country. It comprises 256 public schools and 34 charter schools, educating about 180,000 students. The Department collects student data for the purpose of monitoring and improving student learning and school progress. Student data are also used for federal and local reporting requirements. HIDOE also</p>

## Hawai'i State Data Systems and Repositories Profiles

collects data to provide services to students and staff and for federal and local reporting purposes. These data are also analyzed by HIDOE to recognize areas of progress and achievement as well as to identify areas for improvement. In total, there are 12 sub-data systems<sup>1</sup> collecting various data under HIDOE; they are: (1) Electronic Student Information System, (2) Electronic Comprehensive Student Support System, (3) SMS Food Services, (4) Electronic Human Resources System, (5) PDE3, (6) transportation, (7) facilities, (8) financial management, (9) curriculum development & learning management system, (10) migrant, and (11) longitudinal data system. Information of data elements from each sub-data system is limited; hence, these 12 sub-data systems were group together and discussed altogether under the HIDOE data system.

**Data Tools:** *Accountability Data Center*

<https://adc.hidoe.us/#/>

This tool allows users to access longitudinal state- and school-level data on HI state standardized assessment outcomes of English/language arts, math and science by grade level and subgroups (i.e., disadvantaged, disabled, race/ethnicity). Four types of data are available: (1) percent meeting proficiency, (2) assessment participation rate, (3) graduation rate, and (4) elementary- and middle-grade retention rate.

*Hawaii Growth Model*

[http://growthmodel.hawaiipublicschools.org/growth\\_model/public](http://growthmodel.hawaiipublicschools.org/growth_model/public)

The Hawaii Growth Model is a statistical model that provides a new, more comprehensive way of looking at math and reading Hawaii State Assessment (HSA) data. Student growth percentiles produced by the model assess whether current achievement is relatively high or low compared to the performance of students with the same prior achievement. The growth and achievement data are limited to the subjects and grades covered by the HSA (reading and math for grades 3-8 and 10; science for students in grades 4 and 8 and high school students enrolled in Biology I). Users can explore data by school, complex area, and subgroups (i.e., race/ethnicity, grade level, high-need students, gender, ELL status, disadvantaged status).

## 6. Hawai'i State Department of Health (HI-DoH)/Hawaii Health Data Warehouse (HHDW)

**Website:** <http://www.hhdw.org/>

**Description:** The mission of the HI-DoH is to protect and improve the health and environment for all people in Hawai'i. The Healthy Hawaii Initiative (HHI) was established through the landmark legislation, Act 304, which requires the

<sup>1</sup> There is a total of 12 sub-data systems under the HIDOE data system. Information about detailed data elements from each sub-data system is limited; hence, these 12 sub-data systems were group together and discussed altogether under the HIDOE data system.

Hawai'i State Data Systems and Repositories Profiles	
	<p>DoH to spend at least 25% of the Tobacco Settlement Special Fund for disease prevention programs and the promotion of healthy lifestyles. The HHI is a statewide effort to create sustainable changes through policies, systems, and the environments where people live, work, learn and play, so that healthy eating, regular physical activity, and living tobacco free is the easy choice. The HDDW allows the DoH, communities, policy makers, and other stakeholders to assess our collective progress in making a difference in the health of people in Hawai'i. Data sources of HDDW include (1) Behavioral Risk Factor Surveillance System (BRFSS), (2) Hawaii Health Survey, (3) Pregnancy Risk Assessment Monitoring System (PRAMS), (4) Youth Risk Behavior Survey (YRBS), (5) Hawaii Youth Tobacco Survey (YTS), and (6) Vital Statistics.</p>
<b>Data Tools:</b>	<p><b>Hawai'i's Indicator Based Information System</b>  <a href="http://ibis.hhdw.org/ibisph-view/">http://ibis.hhdw.org/ibisph-view/</a>  Hawaii-IBIS is a source for data and information on Hawaii's priority public health issues. The mission of the HI DOH is to protect and improve the health and environment for all people in Hawai'i. Hawaii-IBIS provides access to the data that can help provide answers to realize the health goals of Hawai'i. Currently, Hawaii-IBIS allows users to build their own reports using data from BRFSS<sup>2</sup>, PRAMS, YRBS and YTS. Vital data will soon be integrated in the system.</p>
7. Hawai'i State Department of Human Services (HI-DHS)	
<b>Website:</b>	<a href="http://humanservices.hawaii.gov">http://humanservices.hawaii.gov</a>
<b>Description:</b>	The mission of HI-DHS is to provide timely, efficient and effective programs, - services and benefits for the purpose of achieving the outcome of empowering Hawai'i's most vulnerable people; and to expand their capacity for self-sufficiency, self-determination, independence, healthy choices, quality of life, and personal dignity.
<b>Data Tools:</b>	None
8. Hawai'i State Department of Labor and Industrial Relations (HI-DLIR) <sup>3</sup>	
<b>Website:</b>	<a href="http://labor.hawaii.gov/rs/">http://labor.hawaii.gov/rs/</a>

<sup>2</sup> At the national level, the Centers for Disease Control and Prevention (CDC) provides data analysis tools for users of BRFSS. More information can be found at [https://www.cdc.gov/brfss/data\\_tools.htm](https://www.cdc.gov/brfss/data_tools.htm).

<sup>3</sup> HI-DLIR is a major data system collecting Hawaii state-level data related to employment, wage, and economy. HI-DLIR currently shares employment and wage data through a data-sharing agreement with the DXP. Beyond that, limited information is available to public. For the data mapping, only information that are shared with the DXP is included.

## Hawai'i State Data Systems and Repositories Profiles

**Description:** The HI-DLIR administers programs designed to increase the economic security, physical and economic well-being, and productivity of workers, and to achieve good labor-management relations, including the administration of workers' compensation, employment security, apprenticeship training, wage and hour, and industrial relations laws. The department also have the function of developing, preparing, and disseminating information on employment, unemployment, and general labor market conditions.

**Data Tools:** *Hawai'i Workforce Infonet*  
<https://www.hiwi.org/vosnet/MenuLandingPage.aspx?enc=QR4OZJARREkf7MmF5/FK4RZc/ugkoswW2d87UVIZ65o=>

This tool provides aggregated data about (1) labor market profiles of area, occupation, industry, education, education and training, and employers, and (2) data trends of advertised job data, labor market supply, employment and wage data, economic indicators, and demographics.

*UHERO data portal*  
<http://www.uhero.hawaii.edu/6/data>

UHERO is an external data tool that uses workforce data collected from DURL to generate workforce data for the state of Hawai'i at state and county levels.

## 9. Kamehameha Schools (KS)

**Website:** <http://www.ksbe.edu/>

**Description:** KS is a private charitable educational trust endowed by the will of Hawaiian princess Bernice Pauahi Bishop (1831–1884), the great-granddaughter and last direct descendant of King Kamehameha I. The mission of KS is to improve the capability and well-being of Hawaiians through education.

KS achieves its mission by operating an educational system serving over 6,900 students of Hawaiian ancestry at K-12 campuses on O'ahu, Maui and Hawai'i island, and at 31 preschool sites statewide. KS also extend its educational reach into the community to serve over 40,000 additional learners annually through a range of programs and community collaborations. These efforts include community charter school support and literacy enhancement programs for public school children, making KS the largest private contributor to Hawai'i's public school system. KS's educational outreach also includes preschool, K-12 and post-high scholarships enabling Hawaiian learners to attend educational institutions outside of the KS system. More information about research and evaluation conducted by Kamehameha Schools can be found at <http://www.ksbe.edu/spi/reports/>.

The KS staff are in the process of centralizing data from all campuses, schools, and programs via an Enterprise Information Management Systems group. KS collects academic and community data that is standard across all

Hawai'i State Data Systems and Repositories Profiles	
	locations as well as elements specific to each site or program, including but not limited to demographic characteristics, social/emotional development, civic engagement, cultural connectedness, housing, and financial data. <sup>4</sup>
<b>Data Tools:</b>	None
10. University of Hawai'i System/Hawaii Community College (HAWCC)/Institutional Research Office (IRO)	
<b>Website:</b>	<a href="http://www.hawaii.edu/iro/">http://www.hawaii.edu/iro/</a>
<b>Description:</b>	The IRO supports the College's mission and institutional learning outcomes by providing the information needed to support institutional planning and data driven decision making. The IRO produces the Hawaii Community College Annual Fact Book to provide an additional means for faculty and staff to find institutional data in support of grants, scholarships, accreditation, or other reporting needs. The fact book will continue to be built out to accommodate the needs of the college. The contents of the Fact Book include student information, service area, student enrollment information, admissions, degrees, faculty and staff information, financial aid data, graduation and persistence rates. More information about the Fact Book can be found at <a href="http://hawaii.hawaii.edu/ir/resources/hawcc-fact-book">http://hawaii.hawaii.edu/ir/resources/hawcc-fact-book</a> .
<b>Data Tools:</b>	None
11. University of Hawai'i System/University of Hawai'i (HU)/ Institutional Research and Analysis Office (IRAO)	
<b>Website:</b>	<a href="http://www.hawaii.edu/iro/">http://www.hawaii.edu/iro/</a>
<b>Description:</b>	<p>The IRAO</p> <p>The IRAO supports the College's mission and institutional learning outcomes by providing the information needed to support institutional planning and data driven decision making. Data users can request data by contacting the IRAO (<a href="http://hawaii.hawaii.edu/files/ir/workrequest.php">http://hawaii.hawaii.edu/files/ir/workrequest.php</a>).</p>
<b>Data Tools:</b>	None

<sup>4</sup> For this project, McREL reached out to KS staff to request detailed information regarding data elements collected by KS. However, given the size and complexity of the KS data system, KS was unable to provide the information within the project timeline. KS staff expressed willingness to provide the information in the future if given enough time, approximately six months, to prepare the information.

## Other Data Systems and Repositories

Table A3 includes the profiles of data systems and repositories that collect data on education and well-being in general, but which do not provide sufficient information about the data or the level of data to allow data users to conduct subgroup analysis for Native Hawaiian samples.

**Table A3. Profiles of Other Data Systems and Repositories**

Other Data Systems and Repositories Profiles	
<b>1. U.S. Department of Agriculture (USDA)/Food and Nutrition Services (FNS)</b>	
<b>Website:</b>	<a href="https://www.fns.usda.gov/about-fns">https://www.fns.usda.gov/about-fns</a>
<b>Description:</b>	<p>The FNS works to end hunger and obesity through the administration of 15 federal nutrition assistance programs including Women, Infants, and Children (WIC), Supplemental Nutrition Assistance Program (SNAP), and school meals. In partnership with State and Tribal governments, our programs serve one in four Americans during the course of a year. Working with public, private and non-profit partners, FNS's mission is to increase food security and reduce hunger by providing children and low-income people access to food, a healthful diet and nutrition education in a way that supports American agriculture and inspires public confidence.</p> <p>FNS program data include (1) SNAP, (2) Food Distribution Programs, (3) School Meals, and (4) WIC. All data were collected at the program level. FNS data are released at aggregated-level. It is unclear whether individual-level data were collected that would allow data users to conduct the analysis for Native Hawaiian samples.</p>
<b>Data Tools:</b>	None
<b>2. U.S. Department of Education (DoE)/Office of Postsecondary Education (OPE)</b>	
<b>Website:</b>	<a href="https://ed.gov/about/offices/list/ope/index.html">https://ed.gov/about/offices/list/ope/index.html</a>
<b>Description:</b>	<p>The OPE works to strengthen the capacity of colleges and universities to promote reform, innovation and improvement in postsecondary education, promote and expand access to postsecondary education and increase college completion rates for America's students, and broaden global competencies that drive the economic success and competitiveness of our Nation.</p> <p>The OPE administered the Campus Safety and Security Survey (CSSS) survey in 2013 to collect program level information about crime, criminal activity, and fire safety at postsecondary institutions in the United States. The collection was conducted through a web-based data entry system utilized by postsecondary institutions. All postsecondary institutions participating in Title IV funding were sampled. The collection's response rate was 100 percent. Key</p>



## Other Data Systems and Repositories Profiles

statistics produced from CSSS 2013 were on the number and types of crimes committed at responding postsecondary institutions and the number of fires on institution property. Race information was not collected in this survey. Users can download data from <https://catalog.data.gov/dataset/campus-safety-and-security-survey-2013>.

**Data Tools:** None

### 3. U.S. Department of Education (DoE)/Office of Special Education Programs (OSEP)

**Website:** <https://www2.ed.gov/about/offices/list/osers/osep/index.html>

**Description:** The OSEP is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. The Individuals with Disabilities Education Act of 2004 (IDEA) authorizes formula grants to states and discretionary grants to institutions of higher education and other non-profit organizations to support research, demonstrations, technical assistance and dissemination, technology and personnel development and parent-training and information centers.

There are 12 data collections authorized under the IDEA Section 618: under Part B: (1) Child Count; (2) Educational Environments; (3) Personnel; (4) Exiting; (5) Discipline; (6) Assessment; (7) Dispute Resolution; and (8) Maintenance of Effort Reduction and Coordinated Early Intervening Services; and Under Part C: (9) Child Count; (10) Settings; (11) Exiting; and (12) Dispute Resolution. OSEP released data that are aggregated at state level. It is unclear if any individual-level data were collected and to what extent the data would allow data users to conduct subgroup analysis of Native Hawaiian samples.

**Data Tools:** None

### 4. U.S. Department of Health & Human Services (DHHS)/Office of the Assistant Secretary for Planning and Evaluation (ASPE)

**Website:** <https://aspe.hhs.gov/mission>

**Description:** The ASPE advises the Secretary of HHS on policy development in health, disability, human services, data, and science; and provides advice and analysis on economic policy. The ASPE leads special initiatives; coordinates the Department's evaluation, research, and demonstration activities; and manages cross-Department planning activities such as strategic planning, legislative planning, and review of regulations. Integral to this role, The ASPE conducts research and evaluation studies; develops policy analyses; and



### Other Data Systems and Repositories Profiles

estimates the cost and benefits of policy alternatives under consideration by the Department or Congress.

The ASPE website provides a collection of evaluation reports for projects funded by DHHS. Information about data availability and data collected are limited.

**Data Tools:** None

## Appendix B. Information Repositories

Table B1 includes the list of information repositories that do not collect or hold data per se, but (1) use existing data and/or provide data tools to generate reports and policy briefs to support their organizations' missions; or (2) create and/or collect reports and information that increase the public's understanding about Native Hawaiians. The list of information repositories is not comprehensive or exhaustive; only the organizations that came up during the search for data systems and repositories were included. McREL did not purposefully search for this type of organization.

Each information repository profile includes four elements, as follows:

- Data Systems/Repositories—the agency that collects and/or holds data.
- Website—the web link to the database
- Description—a summary description of the mission of the organization and the general content of the data collected within the organization. Information is from database web page.
- Data Tools—data portal or statistical tools that allow users to generate quick statistics, tables and figures using the data the organization collects and/or holds.

**Table B1. Profiles of Information Repositories**

Information Repository Profiles	
<b>1. Boston Census Research Data Center (BRDC)/National Bureau of Economic Research (NBER)</b>	
<b>Website:</b>	<a href="http://www.nber.org/brdc/">http://www.nber.org/brdc/</a>
<b>Description:</b>	The BRDC is a partnership between the U.S. Census Bureau and the National Bureau of Economic Research (NBER). Open since 1994, the BRDC provides qualified researchers the opportunity to perform statistical analysis on non-public Census microdata.
<b>Data Tools:</b>	None
<b>2. Child Trend</b>	
<b>Website:</b>	<a href="https://www.childtrends.org/databank-indicators/">https://www.childtrends.org/databank-indicators/</a>
<b>Description:</b>	Child Trends is the nation's leading nonprofit research organization focused exclusively on improving the lives and prospects of children, youth, and their families. Child Trends' DataBank provides research findings on a wide variety of topics: (1) child maltreatment/child welfare, (2) early childhood, (3) education, (4) families and parenting, (5) health, (6) Hispanic institute, (7) poverty and inequity, (8) social and emotional learning, (9) teen pregnancy, and (10) youth development. The DataBank also categories research findings by life stage, including (1) pregnancy and birth, (2) infants and young children,

Information Repository Profiles	
	(3) adolescents, and (4) young adults. The DataBank can also show the results by topics and by life stages at state level.
<b>Data Tools:</b>	None
3. Data Hawaii.Gov	
<b>Website:</b>	<a href="https://data.hawaii.gov/">https://data.hawaii.gov/</a>
<b>Description:</b>	With the launch of the State of Hawaii's Open Data portal, the State of Hawai'i has now begun providing residents, analysts, and civic developers with unparalleled access to State data for use in increasing transparency, driving civic innovation, and engaging participants in a more collaborative form of government. Visitors to the site will find over 150 reports (data tables) organized by six major topics, with more reports continuing to be added to the site: (1) Culture and Recreation, (2) Economic Development, (3) Employment, (4) Environmental Protection, (5) Formal Education, and (6) Government-wide Support.
<b>Data Tools:</b>	None
4. Federal Interagency Forum on Child and Family Statistics (FIFCFS)	
<b>Website:</b>	<a href="https://www.childstats.gov/americaschildren/index.asp">https://www.childstats.gov/americaschildren/index.asp</a>
<b>Description:</b>	The FIFCFS is a collection of 23 Federal government agencies involved in research and activities related to children and families. The mission of the Forum is to foster coordination and collaboration and to enhance and improve consistency in the collection and reporting of Federal data on children and families. The Forum also aims to improve the reporting and dissemination of information on the status of children and families. The Forum's annual report, America's Children: Key National Indicators of Well-Being, provides the Nation with a summary of national indicators of child well-being and monitors changes in these indicators over time. In addition to providing data in an easy-to-use, non-technical format, the purpose of the report is to stimulate discussions among policymakers and the public, exchanges between data providers and policy communities, and improvements in Federal data on children and families.
<b>Data Tools:</b>	None
5. Hawaii State Department of Education (HIDOE)/Hawaii Content and Performance Standards III Database	

Information Repository Profiles	
<b>Website:</b>	<a href="http://165.248.72.55/hcpsv3/">http://165.248.72.55/hcpsv3/</a>
<b>Description:</b>	This database allows user to search for the information to plan for standards-based instruction.
<b>Data Tools:</b>	None
6. KIDS COUNT	
<b>Website:</b>	<a href="http://datacenter.kidscount.org/">http://datacenter.kidscount.org/</a>
<b>Description:</b>	KIDS COUNT is a project of the Annie E. Casey Foundation to track the well-being of children in the United States. Kids Count data center provides aggregated state-level data and national-level data on the following topics: (1) demographics, (2) economic well-being, (3) education, (4) family and community, (5) health, and (6) safety & risky behaviors. Data are categorized by topic as well as location (e.g., by state).
<b>Data Tools:</b>	None
7. National Center for Homeless Education	
<b>Website:</b>	<a href="http://nchespp.serve.org/profile/HI">http://nchespp.serve.org/profile/HI</a>
<b>Description:</b>	This website provides state- and national-level summary data about homeless children's education outcomes. Data were pulled from the Consolidated State Performance Report that are published on the U.S. Department of Education's website.
<b>Data Tools:</b>	None
8. National Institute for early education research (NIEER)	
<b>Website:</b>	<a href="http://nieer.org/">http://nieer.org/</a>
<b>Description:</b>	NIEER aims to improve children's lives by promoting early learning and development through science and evidence-based policy making. Its State Preschool Yearbooks is the only national report on state-funded preschool programs with detailed information on enrollment, funding, teacher qualifications, and other policies related to quality, such as the presence of a qualified teacher and assistant, small class size, and low teacher-to-student ratio. The primary data sources utilized by NIEER's State Preschool Yearbooks include Federal spending and enrollment data from the ACF and Head Start Program Information Reports.

Information Repository Profiles	
<b>Data Tools:</b>	None
<b>9. Office of Hawaiian Affairs (OHA)/Strategic Priority: Ho'ona'auao (Education)</b>	
<b>Website:</b>	<a href="http://www.oha.org/education/">http://www.oha.org/education/</a>
<b>Description:</b>	<p>The OHA is a department of the State of Hawai'i and works to improve the well-being of Native Hawaiians. Specifically, OHA is focused on strategic priorities for improving the conditions of Native Hawaiians in the areas of 'āina, culture, economic self-sufficiency, education, governance, and health. OHA's advocacy involves conducting research whose findings are used to guide decisions and empower communities to inspire positive results in these areas. With regard to issues in education, the OHA has sharpened its focus on two things: raising significantly the number of Native Hawaiian students who at least meet achievement standards in middle school as well as high school; and increasing by 12 percent the number of Native Hawaiian students who graduate from post-secondary institutions. To accomplish the tracking, data sharing agreements are in place between the OHA and Department of Education. The OHA itself is not a data system per se, instead, it collaborates with the Department of Education, the University of Hawai'i's Institutional Research Office, U.S. Census and Center of Disease Control to collect data. Further, OHA utilizes the Behavioral Risk Factor Surveillance System and Pregnancy Risk Assessment Monitoring System to learn more about Native Hawaiian's well-being.</p> <p>OHA has two databases that consist of varied collections of information. First, <b>Papakilo database</b> is the ongoing development of a cutting edge and comprehensive "Database of Databases" consisting of varied collections of data pertaining to historically and culturally significant places, events, and documents in Hawai'i's history. This online repository of data will greatly increase OHA's ability to preserve and perpetuate cultural and historical information and practices, thus providing an invaluable resource to educate other regulatory agencies, OHA's Native Hawaiian beneficiaries, and the general public. Second, <b>Kipuka database</b> is a geographical information system (GIS) that utilizes the latest mapping technologies to provide a window into native Hawaiian land, culture and history. Kipuka links historic data sets to geographic locations reinforcing the concept of information embedded in the 'āina (land), encoded in the wahi inoa (place name). The mission of Kipuka is to create a repository of knowledge where information about Hawai'i's land, culture and history can be easily accessed, to develop a virtual mo'oku'auhau of land tenure in Hawai'i, and to provide an opportunity for individuals to forge new relationships between themselves and the 'āina (land) that is most important to them.</p>
<b>Data Tools:</b>	None

## Information Repository Profiles

### 10. Papa Ola Lōkahi (POL)

**Website:** <http://www.papaolalokahi.org/about-papa-ola-lokahi/kuleana.html>

**Description:** Papa Ola Lokahi (POL), a non-profit consortium of Native Hawaiian organizations and public institutions, strives to improve Native Hawaiians' physical, mental, and spiritual health and well-being. The POL's health agenda features programs and policies that will help the organization achieve its goals, and are defined by the agreements [it] enter[s] into that address Hawaiian health and well-being. POL also has a number of responsibilities defined by statute, including Native Hawaiian Health Care Improvement Act (42 USC 122); Hawaii Revised Statutes 453-2: Convene independent Kupuna Councils of traditional Hawaiian healers; Hawaii Revised Statutes 10-18: Hui Imi Advisory Task Force; and Senate Resolution 60 SD1 (2014): Establish Native Hawaiian Health Task Force.

Papa Ola Lokahi primarily accesses Census data, including the American Community Survey (ACS) data, as well as data collected by the Department of Health to better understand health trends among Native Hawaiians; however, the consortium aims to eventually collect their own healthcare data rather than relying on such data collected from individual Hawaiian healthcare systems that provide the direct care to communities.

**Data Tools:** None

### 11. University of Hawai'i (UH)/Center on the Family

**Website:** <http://uhfamily.hawaii.edu/about/about.aspx>

**Description:** The Center on the Family is a unit within the College of Tropical Agriculture and Human Resources (CTAHR) at the University of Hawai'i. The Center conducts applied and basic research on family issues, and generates and disseminates research-based information that improves the quality of life for Hawai'i's families and is useful to those who work with them. The Center also aims to increase public awareness of the status and well-being of Hawai'i's families, including their children and elders.

The Center regularly utilizes secondary data sources to produce reports. For instance, the Center created profile of Hawai'i's Homeless utilizing data collected from the Homeless Management Information System (HMIS); relevant reports are archived at <http://uhfamily.hawaii.edu/projects/homeless/publications.aspx>.

Hawai'i KIDS Count is one of the on-going projects within the Center; it produces monthly E-Bulletin to provide key data from studies, reports and surveys relating to children and families in Hawai'i with links to data sources.

Information Repository Profiles	
	<p>Current and previous E-Bulletin reports are archived at <a href="http://uhfamily.hawaii.edu/projects/kidscount/ebulletin.aspx">http://uhfamily.hawaii.edu/projects/kidscount/ebulletin.aspx</a>. Another project of the Center is Quality of Life project that utilizes official government statistics and other data to understand the quality of life of the residents of the State of Hawaii; relevant publications are archived at <a href="http://uhfamily.hawaii.edu/projects/qualityoflife/publications.aspx">http://uhfamily.hawaii.edu/projects/qualityoflife/publications.aspx</a>.</p>
<b>Data Tools:</b>	<p><b>Data Center</b>  <a href="http://uhfamily.hawaii.edu/cof_data/cfi/family_indicators.aspx">http://uhfamily.hawaii.edu/cof_data/cfi/family_indicators.aspx</a>            The Data Center provides trend and current data using secondary data from federal and state agencies in table formats on a wide array of topics, include child and family, community profile, Hawaii's aging, and population.</p>
12. University of Hawai'i (UH)/Economic Research Organization at the University of Hawai'i (UHERO)	
<b>Website:</b>	<a href="http://www.uhero.hawaii.edu/">http://www.uhero.hawaii.edu/</a>
<b>Description:</b>	<p>This unique database, which is continually expanding, currently houses historical data on more than 3,000 economic indicators. Much of the data reported in the system comes from government data sources; some originates at UHERO. The data portal provides trends in employment, income, housing, population and so on by national, state, and county level. Its data portal allows data users to generate reports related to Hawaii state census data and economic/employment data.</p>
<b>Data Tools:</b>	None
13. Ulukau	
<b>Website:</b>	<a href="http://www.ulukau.org/">http://www.ulukau.org/</a>
<b>Description:</b>	<p>The Ulukau database is based on the work of Dr. Victoria Creed and others of Waihona 'Āina Corporation. The information here currently covers the islands of Kaua'i and Ni'ihau, and will eventually include the other islands. Waihona 'Āina's complete database is available at waihona.com.</p>
<b>Data Tools:</b>	None
14. U.S. Department of Education (DoE)/ED Data Inventory	
<b>Website:</b>	<a href="https://datainventory.ed.gov/">https://datainventory.ed.gov/</a>
<b>Description:</b>	<p>The goal of the ED Data Inventory is to describe all data reported to the Department of Education, with the exception of personnel and administrative</p>

## Information Repository Profiles

data. It includes data collected as part of grant activities, along with statistical data collected to allow publication of valuable statistics about the state of education in this country. The ED Data Inventory includes descriptive information about each data collection, along with information on the specific data elements in individual collections.

**Data Tools:** None

### 15. U.S. Department of Education (ED)/EDFacts

**Website:** <https://www2.ed.gov/about/inits/ed/edfacts/index.html>

**Description:** EDFacts is a U. S. Department of Education initiative to put performance data at the center of policy, management and budget decisions for all K-12 educational programs. EDFacts centralizes performance data supplied by K-12 state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management. This website provides background information on the EDFacts initiative, as well as links to documents about the data set and links to state profiles developed by the EDFacts team.

**Data Tools:** None

### 16. U.S. Department of Education (ED)/Education Finance Statistics Center (EDFIN)

**Website:** <https://nces.ed.gov/edfin/>

**Description:** The EDFIN is designed to conduct research to improve the collection and reporting of education finance information. EDFIN projects utilizes existing data, such as Common Core Data (CCD), to explore definitional, measurement, collection, reporting, and analysis issues related to education finance for elementary/secondary or postsecondary public or private education.

**Data Tools:** ***State Education Data Profiles***  
<https://nces.ed.gov/programs/stateprofiles/>  
Search for statewide information in elementary/secondary education, postsecondary education and selected demographics for all states in the U.S. using a variety of NCES data sources.

***Peer Search Tool***

[https://nces.ed.gov/edfin/search/search\\_intro.asp](https://nces.ed.gov/edfin/search/search_intro.asp)

This tool allows comparison of the finances of a school district with its peers based on the latest available fiscal data. Peers can be selected manually, or automatically based on Total Students, Student/Teacher Ratio, Percent Children in Poverty, District Type, and Locale Code.



Information Repository Profiles	
<p><b>Longitudinal Data Tool</b>  <a href="https://nces.ed.gov/edfin/longitudinal/index.asp">https://nces.ed.gov/edfin/longitudinal/index.asp</a>            This tool allows comparison of fiscal and nonfiscal school district data over time from Fiscal Years 1990–2002</p>	
17. U.S. Department of Education (ED)/Interagency Working Group on Expanded Measures of Enrollment and Attainment (GEMEdA)	
<p><b>Website:</b> <a href="https://nces.ed.gov/surveys/gemena/">https://nces.ed.gov/surveys/gemena/</a></p>	
<p><b>Description:</b> The GEMEdA, an inter-agency working group on expanded measures of enrollment and attainment, is pursuing four strands of work designed to improve the federal government’s ability to measure how adults acquire the skills and credentials needed for work, including occupational certificates, the attainment and maintenance of certification and licensing, on-the-job training, and basic skills development. A table was developed to provide an overview of federal data collections that include questions on education, training, and non-degree credentials for work  <a href="https://nces.ed.gov/surveys/gemena/surveys.asp">https://nces.ed.gov/surveys/gemena/surveys.asp</a>. An overview of certification/license items by survey is also available at  <a href="https://nces.ed.gov/surveys/gemena/surveys.asp">https://nces.ed.gov/surveys/gemena/surveys.asp</a>.</p>	
<p><b>Data Tools:</b> None</p>	
18. U.S. Department of Education (ED)/Postsecondary Education Descriptive Analysis Reports (PEDAR)	
<p><b>Website:</b> <a href="https://nces.ed.gov/das/reports/">https://nces.ed.gov/das/reports/</a></p>	
<p><b>Description:</b> The purpose of the PEDAR program is to provide a series of analysis reports that focus on postsecondary education policy issues, and to develop an information system that organizes postsecondary data sets and analyses. The crosscutting work done in this program takes advantage of multiple education data sources, especially data from recently completed surveys.</p>	
<p><b>Data Tools:</b> None</p>	
19. U.S. Department of Education (ED)/Rural Education in America	
<p><b>Website:</b> <a href="https://nces.ed.gov/surveys/ruraled/">https://nces.ed.gov/surveys/ruraled/</a></p>	
<p><b>Description:</b> This site provides links to data and information on current and changing conditions in education in rural America. The site provides access to recent data collected by NCES including: enrollments; National Assessment of Educational Progress scores; course-taking, dropouts and transition to college;</p>	

Information Repository Profiles	
	availability of advanced course offerings and technology, teacher characteristics, class size, technology, discipline and facilities; and support for learning, including parents' satisfaction and involvement, community support, and financial support.
<b>Data Tools:</b>	None
20. U.S. Department of Education (ED)/State Education Reforms (SER)	
<b>Website:</b>	<a href="https://nces.ed.gov/programs/statereform/">https://nces.ed.gov/programs/statereform/</a>
<b>Description:</b>	The State Education Reforms website draws primarily on data collected by organizations other than NCES. It serves as a general resource on major developments in state-level education policies. Initially based on the publication 'Overview and Inventory of State Education Reforms: 1990 to 2000,' this site is updated periodically to incorporate new data. Currently, this site generally reflects information collected through 2016.
<b>Data Tools:</b>	None
21. U.S. Department of Education (ED)/Urban Education in America	
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/urbaned/">https://nces.ed.gov/surveys/urbaned/</a>
<b>Description:</b>	This site provides links to data and information on current and changing conditions in education in urban America. The site provides access to recent data collected by NCES including: enrollments; National Assessment of Educational Progress scores; dropout and transition to college rates; teacher characteristics and student/teacher ratios; school discipline and school crime; school facilities and access to technology; and support for learning, including community support, and financial support. The site also has links to other information resources, including relevant U.S. Department of Education programs and research and promising practices related to urban education.
<b>Data Tools:</b>	None
22. U.S. Department of Health and Human Services (DHHS)/Center for Disease Control and Prevention (CDC)/500 Cities: Local Data for Better Health Project	
<b>Website:</b>	<a href="https://www.cdc.gov/500Cities/">https://www.cdc.gov/500Cities/</a>
<b>Description:</b>	The 500 Cities project is a collaboration between CDC, the Robert Wood Johnson Foundation, and the CDC Foundation. The purpose of the 500 Cities Project is to provide city- and census tract-level small area estimates for chronic disease risk factors, health outcomes, and clinical preventive service

Information Repository Profiles	
	<p>use for the largest 500 cities in the United States. These small area estimates will allow cities and local health departments to better understand the burden and geographic distribution of health-related variables in their jurisdictions, and assist them in planning public health interventions. The primary data sources for this project are the CDC Behavioral Risk Factor Surveillance System, the Census 2010 population, and the American Community Survey estimates. This project used data collected from other sources including CDC BRFSS, Census 2010 population, and ACS data to generate small area estimations. The website provide links for data users to download datasets that are specific to this project (<a href="https://chronicdata.cdc.gov/500-Cities/500-Cities-Local-Data-for-Better-Health/6vp6-wxuq">https://chronicdata.cdc.gov/500-Cities/500-Cities-Local-Data-for-Better-Health/6vp6-wxuq</a>). The website also provides data tools for data users to generate different types of reports.</p>
<b>Data Tools:</b>	None
<b>23. U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/National Center for Injury Prevention and Control (NCIPC)</b>	
<b>Website:</b>	<a href="https://www.cdc.gov/injury/about/index.html">https://www.cdc.gov/injury/about/index.html</a>
<b>Description:</b>	The NCIPC has helped protect Americans from injuries and violence. We are the nation's leading authority on injury and violence. We study violence and injuries and research the best ways to prevent them, applying science and creating real-world solutions to keep people safe, healthy, and productive.
<b>Data Tools:</b>	<p><b><i>Web-based Injury Statistics Query and Reporting System (WISQARS)</i></b>  <a href="https://www.cdc.gov/injury/wisqars/index.html">https://www.cdc.gov/injury/wisqars/index.html</a>  WISQARS™ is an interactive, online database that provides fatal and nonfatal injury, violent death, and cost of injury data from a variety of trusted sources (e.g., Centers for Disease Control and Prevention). Researchers, the media, public health professionals, and the public can use WISQARS™ data to learn more about the public health and economic burden associated with unintentional and violence-related injury in the United States. Data include: Fatal injury data, nonfatal injury data, violent deaths, cost of injury and fatal injury mapping.</p>

## **Appendix C. Inventory of Data on Education and Well-being of Native Hawaiians**

This section provides detailed profiles of each database that collects data about the education and well-being of Native Hawaiians. Specifically, the databases included in this inventory allow users to conduct subgroup analysis of Native Hawaiian samples<sup>5</sup> that can contribute to our understanding about data gaps for this group. The database profile includes seven elements, as follows:

- Database—name of data source
- Data system—the agency that funds and/or collects the data
- Description—a summary description of the purpose of the data collection and the general content of the data set; information is from database web page.
- Identification of Native Hawaiian—an indication of whether information about race/ethnicity is collected, and how the data is collected (i.e., whether Native Hawaiian is grouped with other racial/ethnicity groups).
- Website—the web link to the database
- Documentation—web links to reports, questionnaires/instruments and data user manual, whichever information are available
- Data Access—information about data access

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<sup>5</sup> Some databases combined Native Hawaiian with other racial and ethnic groups, such as Asian and Other Pacific Islander. Detailed racial/ethnic breakdown are provided in the database profiles.

## 1. Aging Integrated Database (AGID)

**Data System:** Administration for Community Living (ACL)

**Description:** The AGID system is an on-line query system that provides access to ACL-related program performance results, surveys and other data files. The purpose of the system is to:

- Provide a single, user friendly source for a variety of information on ACL supportive services and comprehensive systems of care for older people and their caregivers
- Allow users to quickly produce tables, maps, and other summary information from ACL-related data files and surveys, supplemented by Census-based population and demographic characteristics
- Provide users full access to results from national surveys of recipients of Older Americans Act services and ACL Special Tabulations produced by the Census Bureau

ACL-related files include:

- State Program Reports (SPR)\*
- National Ombudsman Reporting System (NORS)
- Title VI Services by Tribal Organization
- National Survey of Older Americans Act (OAA) Participants
- National Survey of Area Agencies on Aging (AAA)

Of those, SPR and OAA data files provided information about Native Hawaiians and Other Pacific Islanders; hence, data from these two sources were included in the mapping.

**Identification of Native Hawaiian:** Native Hawaiian and Other Pacific Islander are collapsed into a single response category.

**Website:** <https://agid.acl.gov/Default.aspx>

**Documentation:** Data sources for ACL-related files are discussed in detailed at <https://agid.acl.gov/Resources/DataSources/>.

**Data Access:** <https://agid.acl.gov/DataFiles/>

## 2. Adoption and Foster Care Analysis and Reporting System (AFCARS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Administration for Children and Families (ACF)
<b>Description:</b>	<p>The AFCARS is a federally mandated data collection system intended to provide case specific information on all children covered by the protections of Title IV-B/E of the Social Security Act (Section 427). Under the final AFCARS' rule, states are required to collect data on all adopted children who are placed by the state's child welfare agency or by private agencies under contract with the public child welfare agency. States are encouraged to report other private adoptions not involving the public welfare agency that are finalized in the state as well. In addition, states are required to collect data on all children in foster care for whom the state child welfare agency has responsibility for placement, care, or supervision. AFCARS was designed to address policy development and program management issues at both the state and federal levels. The data are also useful for researchers interested in analyzing aspects of the United States' foster care and adoption programs.</p> <p>The National Data Archive on Child Abuse and Neglect (NDACAN) distributes two data files for each fiscal year; one file contains adoption data and the other foster care data. Each adoption data file contains 37 elements that provide information on the adopted child's gender, race, birth date, ethnicity and prior relationship with the adoptive parents. The date the adoption was finalized, as well as dates parental rights were terminated, characteristics of birth and adoptive parents, and whether the child was placed from within the United States or from another country are also captured. The foster care data files contain 66 elements that provide information on child demographics including gender, birth date, race, and ethnicity. Information about the number of previous stays in foster care, service goals, availability for adoption, dates of removal and discharge, funding sources, and the biological and foster parents is also included in the foster care files.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/afcars">https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/afcars</a>
<b>Documentation:</b>	Tables and other reports summarizing the AFCARS data are available at the Children's Bureau Web site ( <a href="https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/afcars">https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/afcars</a> ).
<b>Data Access:</b>	<a href="https://www.ndacan.cornell.edu/datasets/datasets-list-afcars.cfm">https://www.ndacan.cornell.edu/datasets/datasets-list-afcars.cfm</a>

### 3. American Community Survey (ACS)

<b>Data System:</b>	U.S. Department of Commerce/U.S. Census Bureau
<b>Description:</b>	<p>The ACS is a part of the Decennial Census Program, and is designed to produce critical information about the characteristics of local communities. The ACS publishes social, housing, and economic characteristics for demographic groups covering a broad spectrum of geographic areas in the United States and Puerto Rico. Every year the ACS supports the release of single-year estimates for geographic areas with populations of 65,000 or more. It is the premier source for detailed information about the American people and workforce. Additionally, every five years, the Census Bureau releases two data products containing the greatest level of statistical details for specific population groups, including race, Hispanic origin, tribal, and ancestry populations.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://www.census.gov/programs-surveys/acs/">https://www.census.gov/programs-surveys/acs/</a>
<b>Documentation:</b>	Data user guides are available at: <a href="https://www.census.gov/programs-surveys/acs/guidance.html">https://www.census.gov/programs-surveys/acs/guidance.html</a>
<b>Data Access:</b>	<a href="https://www.census.gov/programs-surveys/acs/data/pums.html">https://www.census.gov/programs-surveys/acs/data/pums.html</a>

#### 4. American Housing Survey (AHS)

<b>Data System:</b>	U.S. Department of Housing and Urban Development (HUD)
<b>Description:</b>	The AHS collects data on the Nation's housing, including apartments, single-family homes, mobile homes, vacant housing units, household characteristics, income, housing and neighborhood quality, housing costs, equipment and fuels, size of housing unit, and recent movers. The AHS is the most comprehensive national housing survey in the United States. It provides a current and continuous series of data on selected housing and demographic characteristics. The AHS is conducted by field representatives who obtain information from occupants of homes or from informed people such as landlords, rental agents, or knowledgeable neighbors about vacant homes. Interviewing occurs from May 30 through September 8 and is conducted every other year. The 2003 national survey is a sample of about 61,050 designated housing units.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.census.gov/programs-surveys/ahs.html">https://www.census.gov/programs-surveys/ahs.html</a>
<b>Documentation:</b>	Questionnaires can be downloaded from <a href="https://www.census.gov/programs-surveys/ahs/tech-documentation/def-errors-changes.html">https://www.census.gov/programs-surveys/ahs/tech-documentation/def-errors-changes.html</a> ; <a href="https://www.census.gov/programs-surveys/ahs/data/2017/AHS_2017_Questionnaire_Software.html">https://www.census.gov/programs-surveys/ahs/data/2017/AHS_2017_Questionnaire_Software.html</a> .  AHS item booklet can be retrieved from <a href="https://www2.census.gov/programs-surveys/ahs/2017/2017%20AHS%20Items%20Booklet.pdf">https://www2.census.gov/programs-surveys/ahs/2017/2017%20AHS%20Items%20Booklet.pdf</a> .
<b>Data Access:</b>	<a href="https://www.census.gov/programs-surveys/ahs/data/2015/ahs-2015-public-use-file-puf-.html">https://www.census.gov/programs-surveys/ahs/data/2015/ahs-2015-public-use-file-puf-.html</a>



## 5. American Time Use Survey (ATUS)

<b>Data System:</b>	U.S. Department of Labor (DoL)/Bureau of Labor Statistics (BLS)
<b>Description:</b>	<p>The ATUS, an ongoing time diary study started in 2003, provides nationally representative estimates of how, where, and with whom Americans spend their time, and is the only federal survey providing data on the full range of nonmarket activities, from childcare to volunteering. ATUS data files are used by researchers to study a broad range of issues; the data files include information collected from over 180,000 interviews conducted from 2003 to 2016. ATUS data files can be linked to data files from the Current Population Survey (CPS). This expands the context in which time-use data can be analyzed and saves taxpayer money because fewer questions must be asked in the ATUS interview. Specifically, ATUS collect data on (1) eating and health, (2) well-being, and (3) leave and job. The American Time Use Survey Data Extract Builder (ATUS-X) is a project dedicated to making it easy for researchers to use data from the ATUS. The project web link is <a href="https://www.atusdata.org/atus/aboutbuilder.shtml">https://www.atusdata.org/atus/aboutbuilder.shtml</a>.</p>
<b>Identification of Native Hawaiian:</b>	<p>The ATUS EDs not collect data on race. However, ATUS can be linked with the Current Population Survey (CPS) which collects data on race. More information about the linkage can be found at <a href="https://www.atusdata.org/atus/linking_atus_cps.shtml">https://www.atusdata.org/atus/linking_atus_cps.shtml</a>. Native Hawaiian and Other Pacific Islander are collapsed into a single response category.</p>
<b>Website:</b>	<a href="https://www.bls.gov/tus/home.htm">https://www.bls.gov/tus/home.htm</a>
<b>Documentation:</b>	<p>The BLS produces series of table and figures on a wide variety of topics. ATUS tables are archived at <a href="https://www.bls.gov/tus/tables.htm">https://www.bls.gov/tus/tables.htm</a>. ATUS charts are archived at <a href="https://www.bls.gov/tus/charts.htm">https://www.bls.gov/tus/charts.htm</a>. All ATUS documentation, including user's guide, coding, data dictionary, questionnaires, coding rules manual, frequently used variables, and changes in data collection, can be found at <a href="https://www.bls.gov/tus/documents.htm">https://www.bls.gov/tus/documents.htm</a>. A complete list of survey variables can also be found at <a href="https://www.atusdata.org/atus-action/time_use_variables/select_template">https://www.atusdata.org/atus-action/time_use_variables/select_template</a>.</p>
<b>Data Access:</b>	<a href="https://www.bls.gov/tus/data.htm">https://www.bls.gov/tus/data.htm</a>

## 6. Annual Survey of Jails (ASJ)

<b>Data System:</b>	U.S. Department of Justice (DoJ)/Bureau of Justice Statistics (BJS)
<b>Description:</b>	The ASJ provides an annual source of data on local jails and jail inmates. Data on the size of the jail population and selected inmate characteristics are obtained every five to six years from the Census of Jails (also profiled in this catalog). In each of the years between the full censuses, a sample survey of jails, the ASJ, is conducted to estimate baseline characteristics of the nation's jails and inmates housed in these jails. Data are supplied on inmate characteristics, admissions and releases, growth in the number of jail facilities, changes in their capacities and level of occupancy, growth in the population supervised in the community, changes in methods of community supervision, and crowding issues in local jails.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category (aggregated-level data). The only relevant information from this database is the percentage of Native Hawaiian and Other Pacific Islanders confined in the jail facility.
<b>Website:</b>	<a href="https://www.bjs.gov/index.cfm?ty=dcdetail&amp;iid=261">https://www.bjs.gov/index.cfm?ty=dcdetail&amp;iid=261</a>
<b>Documentation:</b>	Questionnaires can be found at <a href="https://www.bjs.gov/index.cfm?ty=dcdetail&amp;iid=261#Questionnaires">https://www.bjs.gov/index.cfm?ty=dcdetail&amp;iid=261#Questionnaires</a> .
<b>Data Access:</b>	Information about data access can be found at <a href="http://www.icpsr.umich.edu/icpsrweb/NACJD/series/7">http://www.icpsr.umich.edu/icpsrweb/NACJD/series/7</a> and <a href="https://www.bjs.gov/developer/ncvs/index.cfm">https://www.bjs.gov/developer/ncvs/index.cfm</a> .

## 7. Baccalaureate and Beyond (B&B)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The B&amp;B studies follow students who complete their baccalaureate degrees. Initially, students in the National Postsecondary Student Aid Study (NPSAS) surveys are identified as being in their last year of undergraduate studies. Students are asked questions about their future employment and education expectations, as well as about their undergraduate education. In later follow-ups, students are asked questions about their job search activities, education and employment experiences after graduation. Individuals who had shown an interest in becoming teachers are asked additional questions about their pursuit of teaching, and if teaching, about their current teaching position. In the first B&amp;B study, about 11,000 students were identified in NPSAS:93 who completed their degree in the 1992-93 academic year. These students comprised the first B&amp;B cohort and were followed up in 1994 (B&amp;B:93/94), 1997 (B&amp;B:93/97), and 2003 (B&amp;B:93/2003). The second B&amp;B cohort began with NPSAS:2000 and involved only a 1-year follow-up in 2001 (B&amp;B:2000/01). The current B&amp;B cohort comprises of a sample of the Class of 2008 (via NPSAS:08) and has followed-up with them one year after graduation in 2009; Data from these years is available. This group of grads will be followed-up a second time in 2012-2013 and for a third and final time in 2018 (four and ten years after graduation, respectively). Postsecondary transcript collections were part of the data collection. Reports related to postsecondary transcript data can be found at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=119">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=119</a>.</p>
<b>Identification of Native Hawaiian:</b>	Asian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/b&amp;b/">https://nces.ed.gov/surveys/b&amp;b/</a>
<b>Documentation:</b>	<p>Reports are available at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=015">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=015</a></p>
<b>Data Access:</b>	<p>Obtain a restrict-use data license to access data (<a href="https://nces.ed.gov/surveys/b&amp;b/datainfo.asp">https://nces.ed.gov/surveys/b&amp;b/datainfo.asp</a>)</p>

## 8. Beginning Postsecondary Students Longitudinal Study (BPS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The BPS studies follow students who first begin their postsecondary education. Initially, students in the NPSAS surveys are identified as being first time beginners of undergraduate studies. These students are asked questions about their experiences during, and transitions through postsecondary education and into the labor force, as well as family formation. Transfers, persisters, stopouts/dropouts, and vocational completers are among those included in the studies. In the first BPS study, about 10,600 students were identified in NPSAS:90 as being first time beginning postsecondary students during the academic year 1989-90. These students were followed in 1992 (BPS:90/92) and in 1994 (BPS:90/94). A second cohort of first time, beginning students was identified in NPSAS:96, with follow-ups performed in 1998 (BPS:96/98) and in 2001 (BPS:96/2001). The third cohort was identified in NPSAS:04, and was followed-up in 2006 and 2009. A new cohort was identified in NPSAS:12, was followed-up in 2014, and will be followed again in 2017 as part of the BPS:12/17 study. Postsecondary transcript collections were part of the data collection. Reports related to postsecondary transcript data can be found at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=119">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=119</a>.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/bps/">https://nces.ed.gov/surveys/bps/</a>
<b>Documentation:</b>	<p>Data tables can be retrieved from <a href="https://nces.ed.gov/surveys/bps/tables.asp">https://nces.ed.gov/surveys/bps/tables.asp</a>.</p> <p>Reports are available at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=014">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=014</a>.</p>
<b>Data Access:</b>	Obtain a restrict-use data license to access data ( <a href="https://nces.ed.gov/surveys/bps/datainfo.asp">https://nces.ed.gov/surveys/bps/datainfo.asp</a> )

## 9. Behavioral Risk Factor Surveillance System (BRFSS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)
<b>Description:</b>	<p>The BRFSS is the world's largest, on-going telephone health survey. It is supported by the Centers for Disease Control and Prevention (CDC) and is administered in all 50 states to collect information on behavioral risks associated with premature morbidity and mortality. In Hawaii, this information is captured by the BRFSS Program at Hawaii State Department of Health. The BRFSS collects uniform, state-specific data on preventive health practices and risk behaviors that are linked to chronic diseases, injuries, and preventable infectious diseases in the adult population. The survey is conducted using scientific telephone survey methods. Both cell phones and land lines are included. Excluded are adults living in group quarters with a central phone system, such as college dormitories, nursing homes, military barracks, and prisons. Results have been weighted to the adult population by age, gender, race, education, marital status, home ownership, telephone source (landline versus cell phone), and county of residence. All fifty states, Washington D.C., Puerto Rico, U.S. Virgin Islands, and Guam participate in the survey. National estimates can be obtained by visiting <a href="http://www.cdc.gov/brfss">www.cdc.gov/brfss</a>.</p> <p>Data elements collected by BRFSS include (1) Access to Health Services, (2) alcohol use, (3) cancer, (4) chronic diseases, (5) demographics, (6) disability, (7) health-related quality of life, (8) immunization &amp; preventative services, (9) injury &amp; violence prevention, (10) maternal, infant &amp; child health, (11) mental health, (12) nutrition &amp; BMI, (13) order adults, (14) oral health, (15) physical activity, (16) sexually transmitted diseases, and (17) tobacco use.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://ibis.hhdw.org/ibisph-view/query/selection/brfss/BRFSSSelection.html">http://ibis.hhdw.org/ibisph-view/query/selection/brfss/BRFSSSelection.html</a>
<b>Documentations</b>	<p>Questionnaires are archived at <a href="https://www.cdc.gov/brfss/questionnaires/index.htm">https://www.cdc.gov/brfss/questionnaires/index.htm</a>.</p> <p>HI-DOH produces reports by topic annually. All reports can be found at <a href="http://hhdw.org/health-reports-data/data-source/brfss-reports/">http://hhdw.org/health-reports-data/data-source/brfss-reports/</a> and <a href="http://health.hawaii.gov/brfss/">http://health.hawaii.gov/brfss/</a>.</p>
<b>Data Access:</b>	<a href="http://www.cdc.gov/brfss">http://www.cdc.gov/brfss</a> ; <a href="http://hhdw.org/contact-2/data-request/">http://hhdw.org/contact-2/data-request/</a>

## 10. Census by Decades

<b>Data System:</b>	U.S. Department of Commerce/U.S. Census Bureau
<b>Description:</b>	<p>Although the U.S. Census Bureau carries out hundreds of surveys every year, its most well-known duty is still to conduct the decennial census. Census results have several high-profile applications: they are used to reapportion seats in the House of Representatives, to realign congressional districts, and as a factor in the formulas that distribute hundreds of billions of dollars in federal funds each year. Because of the importance of this population count, procedural changes in the decennial census often reflect larger organizational shifts at the Census Bureau.</p> <p>The Decennial Census occurs every 10 years to count the population and housing units for the entire United States. Its primary purpose is to provide the population counts that determine how seats in the U.S. House of Representatives are apportioned.</p>
<b>Identification of Native Hawaiian:</b>	Decennial Census data have various data products. Some data products combined Native Hawaiian with Other Pacific Islander; while some other data products provide more detailed breakdowns (e.g., distinction between Native Hawaiian and Other Pacific Islanders). Some data products provide detailed breakdowns of these groups presenting data for different tribal affiliations and different Pacific Islander groups.
<b>Website:</b>	<a href="https://www.census.gov/programs-surveys/decennial-census/decade.2000.html">https://www.census.gov/programs-surveys/decennial-census/decade.2000.html</a>
<b>Documentation:</b>	<p>Guidance for data users is available at <a href="https://www.census.gov/programs-surveys/decennial-census/guidance.html">https://www.census.gov/programs-surveys/decennial-census/guidance.html</a>.</p> <p>Decennial census questionnaires and instructions can be retrieved from <a href="https://www.census.gov/programs-surveys/decennial-census/technical-documentation/questionnaires.html">https://www.census.gov/programs-surveys/decennial-census/technical-documentation/questionnaires.html</a>.</p> <p>2010 Census summary can be retrieved from <a href="https://www2.census.gov/programs-surveys/decennial/2010/technical-documentation/complete-tech-docs/summary-file/sf1.pdf">https://www2.census.gov/programs-surveys/decennial/2010/technical-documentation/complete-tech-docs/summary-file/sf1.pdf</a>.</p>
<b>Data Access:</b>	<a href="https://www.census.gov/programs-surveys/decennial-census/data.html">https://www.census.gov/programs-surveys/decennial-census/data.html</a>

## 11. Child Care and Development Fund (CCDF)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Administration for Children and Families (ACF)
<b>Description:</b>	The Office of Child Care (OCC) supports low-income working families through child care financial assistance and promotes children's learning by improving the quality of early care and education and afterschool programs. CCDF datasets provides descriptive information about the families and children served through the federal Child Care and Development Fund (CCDF).
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.acf.hhs.gov/occ/resource/ccdf-statistics">https://www.acf.hhs.gov/occ/resource/ccdf-statistics</a>
<b>Documentation:</b>	CCDF reports to Congress can be downloaded from <a href="https://www.acf.hhs.gov/occ/resource/reports-to-congress">https://www.acf.hhs.gov/occ/resource/reports-to-congress</a>  CCDF priorities reports can be downloaded from <a href="https://www.acf.hhs.gov/occ/resource/priorities-report">https://www.acf.hhs.gov/occ/resource/priorities-report</a>
<b>Data Access:</b>	<b>Data Download:</b> ICPSR  <b>Data Tool:</b> Early Childhood Training and Technical Assistance System Data Explorer and State Profiles

## 12. Civil Rights Data Collection (CRD)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	This database provides wide range of education access and equity data from the nation's public schools. Two forms are collected: school form and district form.
<b>Identification of Native Hawaiian:</b>	State-level data. Native Hawaiian and Other Pacific Islander are collapsed in one response category.
<b>Website:</b>	<a href="https://ocrdata.ed.gov/Home">https://ocrdata.ed.gov/Home</a>
<b>Documentation:</b>	<p>State and national estimates can be found at <a href="https://ocrdata.ed.gov/StateNationalEstimations/Estimations_2013_14">https://ocrdata.ed.gov/StateNationalEstimations/Estimations_2013_14</a>.</p> <p>Data user guide is archived at <a href="https://ocrdata.ed.gov/downloads/UserGuide.pdf">https://ocrdata.ed.gov/downloads/UserGuide.pdf</a>.</p> <p>Tutorial for using the outcome rate calculator is available at <a href="https://ocrdata.ed.gov/Downloads/Outcome%20Rate%20Calculator%20Tutorial.pdf">https://ocrdata.ed.gov/Downloads/Outcome%20Rate%20Calculator%20Tutorial.pdf</a>.</p>
<b>Data Access:</b>	Users can access the data via data analysis tools at home page: <a href="https://ocrdata.ed.gov/Home">https://ocrdata.ed.gov/Home</a> .



### 13. Community College Survey of Student Engagement (CCSSE)

<b>Data System:</b>	University of Hawai'i (UH)/Hawaii Community College (HawCC)
<b>Description:</b>	<p>The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. Student engagement, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.</p> <p>The CCSSE is comprised of two broad constructs: model of effective educational practices (MEEP) and model of best fit (MBF). Within the MEEP construct, there are five subscales: (1) Active and Collaborative Learning, (2) Student Effort, (3) academic Challenge, (4) Student-Faculty Interaction, and (5) Support for Learners. Within the MBF construct, there are nine subscales, including (1) Faculty Interactions, (2) Class Assignments, (3) Exposure to Diversity, (4) Collaborative Learning, (5) Information Technology, (6) Mental Activities, (7) School Opinions, (8) Student Services, and (9) Academic Preparation. In order to keep the CCSSE survey fresh and relevant for the community college field, items for special-focus topics were developed. More information about special-focus topics can be found at <a href="http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm">http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm</a>.</p>
<b>Identification of Native Hawaiian:</b>	Asian, Asian American, and Other Pacific Islander are collapsed in one response category.
<b>Website:</b>	<a href="http://hawaii.hawaii.edu/ir/resources/survey_library">http://hawaii.hawaii.edu/ir/resources/survey_library</a>
<b>Documentation:</b>	<p>Findings from the CCSSE surveys from 2010 and 2014 are archived at <a href="http://hawaii.hawaii.edu/ir/resources/survey_library">http://hawaii.hawaii.edu/ir/resources/survey_library</a>.</p> <p>CCSE's survey instruments can be downloaded from <a href="http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm">http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm</a>.</p>
<b>Data Access:</b>	<a href="http://hawaii.hawaii.edu/files/ir/workrequest.php">http://hawaii.hawaii.edu/files/ir/workrequest.php</a>

## 14. Common Core Data (CCD)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>CCD is a comprehensive, annual, national statistical database of information concerning all approximately 100,000 public elementary and secondary schools and approximately 18,000 public school districts (including supervisory unions and regional education service agencies), which contains data that are designed to be comparable across all states. The CCD consists of five surveys completed annually by state education departments from their administrative records. Information included are: a general description of schools and school districts, including name, address, and phone number; data on students and staff, including demographics; and fiscal data, including revenues and current expenditures. Data by racial/ethnic group are available in the following data files:</p> <ul style="list-style-type: none"> <li>• Children with Disabilities (IDEA) Suspensions/Expulsions File</li> <li>• Children with Disabilities (IDEA) Removal to Interim Alternative Educational Setting</li> <li>• Children with Disabilities (IDEA) Reason for Unilateral Removal</li> <li>• Children with Disabilities (IDEA) Exiting Special Education</li> <li>• Title I Part A SWP/TAS Participation File Specifications</li> <li>• Dropouts</li> <li>• Graduates/completers</li> <li>• CTE Concentrator Graduates File Specifications</li> <li>• CTE Concentrator Academic Achievement File Specifications</li> <li>• CTE Concentrators in Programs for Non-traditional File Specifications</li> <li>• CTE Participants in Programs for Non-traditional File Specifications</li> <li>• CTE Concentrators Technical Skills File Specifications</li> <li>• CTE Concentrators Placement File Specifications</li> <li>• Children with Disabilities (IDEA) Early Childhood File Specifications</li> <li>• Children with Disabilities (IDEA) Disciplinary Removals File Specifications</li> <li>• Neglected (N) or Delinquent (D) Participation – State Agency File Specifications</li> <li>• Neglected (N) or Delinquent (D) Participation – LEA File Specifications</li> <li>• Migratory Students Eligible-12 Months File Specification</li> <li>• Children with Disabilities (IDEA) Total Disciplinary Removals File Specifications</li> <li>• Educational Services During Expulsions File Specifications</li> <li>• Academic Achievement in Reading (Language Arts) File Specifications</li> <li>• Academic Achievement in Mathematics File Specifications</li> <li>• Academic Achievement in Science File Specifications</li> <li>• Chronic Absenteeism File Specifications</li> </ul>

**Identification of Native Hawaiian:** School-, district- and state-level data. Native Hawaiian and Other Pacific Islander are collapsed in one response category.

**Website:** <https://nces.ed.gov/ccd/>

**Documentation** A collection of publications using CCD can be found at [https://nces.ed.gov/ccd/ccd\\_publications.asp](https://nces.ed.gov/ccd/ccd_publications.asp).  
Survey forms can be found at <https://nces.ed.gov/ccd/pubschuniv.asp>.

**Data Access:** <https://nces.ed.gov/ccd/ccddata.asp>

## 15. Current Population Survey (CPS)

<b>Data System:</b>	U.S. Department of Labor (DoL)/Bureau of Labor Statistics and U.S. Department of Commerce/Bureau of the Census
<b>Description:</b>	The CPS is the primary source of information on the labor force characteristics of the U.S. population. It is immensely important, providing information on many of the things that define us as individuals and as a society – our work, our earnings, and our education. In addition to being the primary source of monthly labor force statistics, the CPS is used to collect data for a variety of other studies that keep the nation informed of the economic and social well-being of its people. This is done by adding a set of supplemental questions to the monthly basic CPS questions. Supplemental inquiries vary month to month and cover a wide variety of topics such as child support, volunteerism, health insurance coverage, and school enrollment. Broadly speaking, CPS data include employment; unemployment; earnings; hours of work; a variety of demographic characteristics including age, sex, race, marital status, and educational attainment; occupation, industry, and class of worker. Supplemental questions are often asked on a variety of topics including school enrollment, income, previous work experience, health, employee benefits, and work schedules.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.census.gov/programs-surveys/cps.html">https://www.census.gov/programs-surveys/cps.html</a>
<b>Documentation</b>	CPS questionnaires can be downloaded from <a href="https://www.census.gov/programs-surveys/cps/technical-documentation/questionnaires.html">https://www.census.gov/programs-surveys/cps/technical-documentation/questionnaires.html</a>
<b>Data Access:</b>	<a href="http://www.nber.org/data/current-population-survey-data.html">http://www.nber.org/data/current-population-survey-data.html</a>

## 16. Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	The ECLS-B is designed to provide decision-makers, researchers, child care providers, teachers, and parents with detailed information about children's early life experiences. The ECLS-B looks at children's health, development, care, and education during the formative years from birth through kindergarten entry. The ECLS-B selected a nationally representative sample of children born in the year 2001 to follow from birth through kindergarten.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://nces.ed.gov/ecls/birth.asp">https://nces.ed.gov/ecls/birth.asp</a>
<b>Documentation:</b>	<p>ECLS-B collected data from parents, preschool care providers, teachers, and kindergarten ECLS-B questionnaires are archived at <a href="https://nces.ed.gov/ecls/birthinstruments.asp">https://nces.ed.gov/ecls/birthinstruments.asp</a>.</p> <p>Technical reports can be found at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=024">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=024</a>.</p> <p>Questionnaire item matrices can be found at <a href="https://nces.ed.gov/ecls/birthinstruments.asp">https://nces.ed.gov/ecls/birthinstruments.asp</a>.</p>
<b>Data Access:</b>	Restricted-use data are available through data agreements with NCES.

## 17. Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The ECLS-K is an ongoing study that focuses on children's early school experiences beginning with kindergarten and following children through 12th grade. The ECLS-K data provide descriptive information on children's status at entry to school, their transition into school, and their progression through 8th grade. The longitudinal nature of the ECLS-K data enables researchers to study how a wide range of family, school, community, and individual factors are associated with school performance.</p> <p>The longitudinal nature of the ECLS-K data enables researchers to study how a wide range of family, school, community, and individual factors are associated with school performance. Researchers can request the child-level files for each year of data collection, as well as the longitudinal kindergarten to fifth grade data file. Data are collected from a direct child assessment, from parent interviews, from school administrators and teachers, and from student records and a school facilities checklist.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/ecls/">https://nces.ed.gov/ecls/</a>
<b>Documentation:</b>	<p>ECLS-K collected data from parents, teachers, administrators, Head Start centers, schools, and special education teachers. ECLS-K questionnaires are archived at <a href="https://nces.ed.gov/ecls/kinderinstruments.asp">https://nces.ed.gov/ecls/kinderinstruments.asp</a></p> <p>Technical reports can be found at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=024">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=024</a></p>
<b>Data Access:</b>	Public use data files can be ordered on CD-ROM from <a href="http://www.edpubs.org">www.edpubs.org</a> .

## 18. Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>Broad in its scope and coverage of child development, early learning, and school progress, the ECLS-K:2011 draws together information from multiple sources to provide rich data on children's early school experiences beginning with kindergarten and following children through fifth grade. The ECLS-K:2011 provides descriptive information on children's status at entry to school, their transition into school, and their progression through the elementary grades. The longitudinal nature of the ECLS-K:2011 data enables researchers to study how a wide range of family, school, community, and individual factors are associated with school performance over time. ECLS-K collected data from parents, teachers, administrators, child care centers, home care, schools, and special education teachers.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/ecls/">https://nces.ed.gov/ecls/</a>
<b>Documentation:</b>	<p>ECLS-K questionnaires are archived at <a href="https://nces.ed.gov/ecls/instruments2011.asp">https://nces.ed.gov/ecls/instruments2011.asp</a></p> <p>Technical reports can be found at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=024">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=024</a></p>
<b>Data Access:</b>	<a href="https://nces.ed.gov/ecls/dataproducts.asp">https://nces.ed.gov/ecls/dataproducts.asp</a>

## 19. Early Head Start Family and Child Experiences Study (Baby FACES), 2007-2014

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Administration for Children and Families (ACF)
<b>Description:</b>	The Baby FACES continues a series of ongoing descriptive studies aimed at maintaining an up-to-date, extensive knowledge base to support Early Head Start policies and programs. Building on the findings from the Survey of Early Head Start Programs, and similar in design to the Head Start Family and Child Experiences Survey (FACES), Baby FACES has five main goals: (1) Provide descriptive information about Early Head Start services offered, their frequency and intensity; (2) identify key characteristics of families currently served in Early Head Start; (3) investigate how programs individualize services to meet family needs; (4) learn how Early Head Start children and families are faring over time; and (5) explore associations between the type and quality of Early Head Start services and child and family well-being. The study employs a longitudinal cohort design that identifies a representative sample of 89 Early Head Start programs in 2009 and two cohorts of families: (1) a perinatal group, and (2) a group of infants about 1 year old. Data are collected annually, in the spring, until the sample children reach 3 years of age and complete the Early Head Start program, with a supplemental interview about transition activities with some parents when the children are 3 ½.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://www.acf.hhs.gov/opre/research/project/early-head-start-family-and-child-experiences-study-baby-faces">https://www.acf.hhs.gov/opre/research/project/early-head-start-family-and-child-experiences-study-baby-faces</a>
<b>Documentation:</b>	Questionnaires are archived at <a href="https://www.acf.hhs.gov/opre/research/project/early-head-start-family-and-child-experiences-study-baby-faces">https://www.acf.hhs.gov/opre/research/project/early-head-start-family-and-child-experiences-study-baby-faces</a>
<b>Data Access:</b>	Unknown



## 20. ED School Climate Survey (EDSCLS) Benchmark Study

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The EDSCLS benchmark study will collect data from a nationally representative sample of schools across the United States to create a national comparison point for users of the ED School Climate Surveys. The benchmark study is the only nationally representative federal study to collect information on multiple aspects of school climate and from multiple stakeholders—students in grades 5-12, instructional and non-instructional staff in their schools. The data from the national benchmark study will be used to create national school climate scale scores. The EDSCLS can be used to produce school-, district-, and state-level scores on various indicators of school climate from the perspectives of students, teachers, non-instructional school staff and principals, and parents and guardians. For more details about the EDSCLS platform, please visit: <a href="http://safesupportivelearning.ed.gov/edscls">http://safesupportivelearning.ed.gov/edscls</a>. The first round of data collection was conducted in 2016-2017 academic school year.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/edscls/index.asp">https://nces.ed.gov/surveys/edscls/index.asp</a>
<b>Documentation:</b>	EDSCLS questionnaires are archived at <a href="https://nces.ed.gov/surveys/edscls/questionnaires.asp">https://nces.ed.gov/surveys/edscls/questionnaires.asp</a> , including student, instructional staff, and noninstructional staff questionnaires.
<b>Data Access:</b>	The first round of data on national benchmark scores were collected in fall 2017. Information about data access is unknown.

## 21. Educational Longitudinal Study of 2002 (ELS:2002)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The ELS:2002 is a longitudinal survey that will monitor the transitions of a national sample of young people as they progress from tenth grade to, eventually, the world of work. ELS:2002 will obtain information not just from students and their school records, but also from students' parents, their teachers, their librarians and the administrators of their schools. ELS collected data from students, parents, school administrators, teachers. Postsecondary transcript collections were part of the data collection. Reports related to postsecondary transcript data can be found at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=119">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=119</a>.</p> <p>Additionally, ELS:2002 also collected high school transcript data including information that is contained on the student high school record—i.e., courses taken while attending secondary school; information on credits earned; year and term a specific course was taken; and, final grades. When available, information on class rank and standardized scores is also collected. Once collected, information (e.g., course name, credits earned, course grades) is transcribed and standardized (e.g., credits and credit hours standardized to a common metric) and can be linked back to the student's questionnaire or assessment data.</p>
<b>Identification of Native Hawaiian:</b>	Asian, Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/els2002/">https://nces.ed.gov/surveys/els2002/</a>
<b>Documentation:</b>	<p>ELS questionnaires are archived at <a href="https://nces.ed.gov/surveys/els2002/questionnaires.asp">https://nces.ed.gov/surveys/els2002/questionnaires.asp</a>.</p> <p>User manuals can be downloaded from <a href="https://nces.ed.gov/surveys/els2002/manuals.asp">https://nces.ed.gov/surveys/els2002/manuals.asp</a>.</p> <p>A collection of reports is archived at <a href="https://nces.ed.gov/surveys/els2002/reports.asp">https://nces.ed.gov/surveys/els2002/reports.asp</a>.</p>
<b>Data Access:</b>	<a href="https://nces.ed.gov/surveys/els2002/avail_data.asp">https://nces.ed.gov/surveys/els2002/avail_data.asp</a>

## 22. Family and Child Experiences Study (FACES), 1997-2018

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Administration for Children and Families (ACF)
<b>Description:</b>	<p>In 1997, the FACES was launched to provide descriptive information on the characteristics, experiences and development of Head Start children and families, and the characteristics of the Head Start programs and staff who serve them. FACES 1997-2009: five FACES cohorts were fielded from 1997 through 2009 – FACES 1997, 2000, 2003, 2006 and 2009. Each cohort through 2009 includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year, their families, Head Start teachers, classrooms, centers, and programs. Children are sampled from Head Start programs and centers from across the 50 states and the District of Columbia. FACES 2014-2018: In 2011, ACF redesigned the study in an effort to prioritize timely and relevant research questions, explore innovative design options, update assessment tools and measures, and to better meet the data needs of the Office of Head Start for ongoing management of the Head Start program.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://www.acf.hhs.gov/opre/research/project/head-start-family-and-child-experiences-survey-faces">https://www.acf.hhs.gov/opre/research/project/head-start-family-and-child-experiences-survey-faces</a>
<b>Documentation:</b>	<p>Instruments and reports are available at <a href="http://www.researchconnections.org">http://www.researchconnections.org</a>.</p> <p>The FACES instrument Matrix can be retrieved from <a href="http://www.researchconnections.org/childcare/resources/18961/pdf">http://www.researchconnections.org/childcare/resources/18961/pdf</a>.</p>
<b>Data Access:</b>	Restricted-use data are available through data agreements with Research Connections ( <a href="http://www.researchconnections.org">http://www.researchconnections.org</a> ).

## 23. Hawaii Census Data Center (HCDC)

<b>Data System:</b>	Hawaii State Department of Business, Economic Development & Tourism (HI-DBEDT)/Research & Economic Analysis Division (READ)
<b>Description:</b>	<p>The HCDC is an officially designated source of Census Bureau data for the State of Hawaii under a joint federal-state agreement with the U.S. Census Bureau relating to the national State Data Center Program. The HCDC is a local source that distributes census data, including ACS, Decennial Census, Economic Census, and Local Employment Dynamic. The Center assists the public in the use of census data by providing technical advice; educates the public by providing guides and sponsoring training on census data, products and tools; and maintains a network of affiliate organizations throughout the state. This website provides Hawaii specific census data which are included in various products such as profiles, data highlights, reports and maps. They are available for different geographic areas from the national level to the small areas such as census tracts and blocks, depending upon the data and product of interest.</p> <p>HI-DBEDT Data Warehouse  (<a href="http://dbedt.hawaii.gov/economic/datawarehouse/">http://dbedt.hawaii.gov/economic/datawarehouse/</a>) allows users to generate quick statistics of data collected by the HCDC on the following topics: (1) population and vital statistics, (2) GDP, income and prices, (3) employment, (4) tax collection, (5) tourism, (6) construction and housing, (7) energy, (8) business and insurance, (9) agriculture, and (10) education. This web tool is used to identify key data elements collected by READ.</p>
<b>Identification of Native Hawaiian:</b>	Depending on the data sources, some databases list Native Hawaiian as a standalone response category while others collapse Native Hawaiian and Other Pacific Islander into one response category.
<b>Website:</b>	<a href="http://dbedt.hawaii.gov/economic/datawarehouse/">http://dbedt.hawaii.gov/economic/datawarehouse/</a>
<b>Documentation:</b>	A collection of reports using HSDC data are available at <a href="http://census.hawaii.gov/home/data-products/">http://census.hawaii.gov/home/data-products/</a> .
<b>Data Access:</b>	Unknown

## 24. Hawaii Community College Office of Institutional Research (HAWCC-OIR)

**Data System:** University of Hawai'i System (UH)

**Description:** The IRO supports the College's mission and institutional learning outcomes by providing the information needed to support institutional planning and data driven decision making. The IRO produces several reports for the HAWCC regularly, including:

- **Hawaii Community College Annual Fact Book:** This report includes information about students, service area, student enrollment information, admissions, degrees, faculty and staff information, financial aid data, graduation and persistence rates.
- **HAWCC Strategic Planning Documentation:** This report is a running record of key performance indicators for the college. The current strategic planning document on the web site, released in 2014, includes information about Native Hawaiian attainment, Distance Education measures, enrollments, Pell-grant participation, unclassified student counts, recent high school graduate data, full-time/part-time enrollment figures, Achieving the Dream Initiative measures, financial aid, remedial placements, enrollments, and completions, award achievement, numbers on transfer students (both in and out), GPA, CCSSE performance, and distance learning enrollment and achievement data and so on.
- **Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report:** This report is intended to provide institutions a context for examining the data they submitted to IPEDS.
- **National Community College Benchmark Project:** The NCCBP has been collecting community college data since 2004 and offers community colleges one site where their trend data is available. The powerful peer comparison tool lets colleges compare themselves to others on every benchmark. In 2013, 270 community colleges from across the United States participated in NCCBP.

These reports are the primary information source for the mapping reported in Chapter 3.

**Identification of Native Hawaiian:** Native Hawaiian and Other Pacific Islander are collapsed into one response category.

**Website:** <http://hawaii.hawaii.edu/ir>

**Documentation:** All reports discussed in the Description section can be found at <http://hawaii.hawaii.edu/ir/resources>.

**Data Access:** <http://hawaii.hawaii.edu/files/ir/workrequest.php>

## 25. Hawaii's Healthcare Data Center (HHDC)

<b>Data System:</b>	Hawaii Health Information Cooperation (HHIC)
<b>Description:</b>	The HHDC contains health and hospital data collected from HHIC since 1994. HHDC has different packages of data including (1) HHIC Data Express—state level data, (2) HHIC Data Express—county level data, (3) HHIC Data Express—community level data, and (4) HHIC Data Plus-custom reports. Information about each data package is available at <a href="https://hhic.org/products/hhic-data-express-state">https://hhic.org/products/hhic-data-express-state</a> .
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://hhic.org/">https://hhic.org/</a>
<b>Documentation:</b>	Data specification updated in 2016 is archived at <a href="https://hhic.org/files/Data_Specs_2016_ALL.pdf">https://hhic.org/files/Data_Specs_2016_ALL.pdf</a> .
<b>Data Access:</b>	Data can be purchased at <a href="https://hhic.org/products/hhic-data-express-state">https://hhic.org/products/hhic-data-express-state</a> .

## 26. Hawaii Health Survey (HHS)

<b>Data System:</b>	State of Hawaii Department of Health (HI-DOH)
<b>Description:</b>	<p>The HHS, implemented by the Office of Health Status Monitoring (OHSM), is an annual survey (started in 1968 and a telephone survey since 1996) modeled after the National Health Interview Survey. HHS collects demographic information for measuring population changes during intercensal years. Sample data are adjusted and weighted to generate estimates of the population in Hawaii. The survey provides demographic information for observing population changes during the intercensal decade. The survey provides information on health and demographic characteristics of the people of Hawaii (e.g., income, race, education, marital status, employment, household size, insurance status, health status, morbidity, food security, and physical and mental health). However, many of the items unrelated to health are added by private agencies. For this reason, the Hawaii DOH can only run customized data analysis on the core survey items related to health issues.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://health.hawaii.gov/hhs/">http://health.hawaii.gov/hhs/</a>
<b>Documentation:</b>	<p>The 2009 survey questionnaire<sup>6</sup> is archived at <a href="http://health.hawaii.gov/hhs/files/2013/04/hhs09_core.pdf">http://health.hawaii.gov/hhs/files/2013/04/hhs09_core.pdf</a>.</p> <p>Table and figure reports are available at <a href="http://health.hawaii.gov/hhs/">http://health.hawaii.gov/hhs/</a>.</p>
<b>Data Access:</b>	Data are available by request at <a href="http://hhdw.org/contact-2/data-request/">http://hhdw.org/contact-2/data-request/</a>

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<sup>6</sup> McREL was able to secure the 2016 HHS questionnaire from the SMS Research. The 2016 HHS questionnaire included a wider variety of topics that were not covered in the 2009 HHS questionnaire, including governance; economy; safety and security; environment; education; and culture, diversity, ethnicity. The 2016 HHS questionnaire was used in the data mapping.

## 27. Hawaii State Department of Education Data Systems (HIDOE)

**Data System:** Hawaii State Department of Education (HIDOE)

**Description:** HIDOE collects data with two goals in mind: 1) To provide an evolving snapshot of the academic and social health of the public education system, and 2) To create real-time feedback for teachers and administrators to help them regularly assess student performance, and create learning interventions when and where students need them. To that end, a variety of data are collected across 12 independent data systems: (1) Electronic Student Information System (eSIS), (2) Electronic Comprehensive Student Support System (eCSSS), (3) Accountability System, (4) SMS Food Services, (5) Human Resources System (eHR), (6) PDE3, (7) Transportation, (8) Facilities, (9) Financial Management, (10) Curriculum Development & Learning Management System, (11) Migrant, and (12) Longitudinal Data System (LDS).

There is limited information about the types of data collected within each data system. The identification of data elements collected within the HIDOE data systems are guided by a series of reports produced by the Department, including (1) school reports, (2) state reports, and (3) Smarter Balanced Assessment (SBA)<sup>7</sup> Family Reports. See Documentation for detail.

**Identification of Native Hawaiian:** Native Hawaiian is a standalone response category

**Website:** <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/HawaiiEdData/Pages/HI-Data.aspx>

**Documentation:** HI-DoH produces a variety of school and state reports for different purposes.

School reports include: (1) Strive HI Performance System Report, (2) School Status & Improvement Report (SSIR), (3) Trend Report: Educational and Fiscal Accountability, (4) School Enrollment, (5) Accreditation of Schools. Information on how to access these reports can be found at <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/SchoolReports/Pages/home.aspx>.

State reports include (1) Superintendent's Annual Report, (2) Financial Reports, (3) College & Career Readiness Indicators Reports Readiness Reports, (4) Strive HI Reports, (5) School Quality Survey Reports, (6) Special

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<sup>7</sup> For students in the Department's Kaiapuni (immersion) schools, the Department with partners at the University of Hawaii-Manoa developed assessments for grades 3 and 4 in the Hawaiian language that are aligned to the standards and measure progress toward preparing students for success in college, career and community — the Kaiapuni Assessment of Educational Outcomes (KĀ'EO). It was administered for the first time in spring 2016 following a successful field test in 2015. The Department has a "double testing" waiver from the U.S. Department of Education in place so Kaiapuni students in those grades do not also have to take the SBA.



Education Performance Report, (7) Employment Report, and (8) Internal Audits. Information to access these reports can be found at <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/home.aspx>.

The SBA Family Reports contains students' official scores on the SBA as well as the achievement level obtained with that score (i.e., indicator of whether a student is on track for success in college and/or careers). More information about the SBA Family Reports can be found at <http://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/Family-Report.aspx>.

**Data Access:**

Data inquiry information can be found at <http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/HawaiiEdData/Pages/Data-Requests.aspx>.

## 28. Hawaii State Department of Human Services Data System (HI-DHS)

<b>Data System:</b>	Hawaii State Department of Human Services (HI-DHS)
<b>Description:</b>	<p>DHS's mission is to provide timely, efficient and effective programs, services and benefits for the purpose of achieving the outcome of empowering Hawaii's most vulnerable people; and to expand their capacity for self-sufficiency, self-determination, independence, healthy choices, quality of life, and personal dignity. The services are provided through a wide variety of programs, including (1) Benefit, Employment &amp; Support Services Division (BESSD), (2) Social Services Division (SSD), (3) Med-QUEST Division (MQD), (4) Office of Youth Services, and (5) Division of Vocational Rehabilitation (DVR).</p> <p>There is limited information about the types of data collected across the divisions. The identification of data elements collected by the DHS overall are guided by a series of reports produced by the Department. See Documentation for detail.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://humanservices.hawaii.gov/overview/">http://humanservices.hawaii.gov/overview/</a>
<b>Documentation:</b>	HI-DHS produces a variety of reports for different purposes, including (1) DHS Annual Reports, (2) DHS Annual Databooks, (3) DHS Fiscal Reports, (4) Annual Statewide Persons Point-in-Time Count Reports, (5) Summary Reports on Engagement in Additional Work Activities for TANF and SSP-MOE Individuals for the State of Hawaii. Information on how to access these reports can be found at <a href="http://humanservices.hawaii.gov/reports/">http://humanservices.hawaii.gov/reports/</a> .
<b>Data Access:</b>	Unknown

## 29. Hawaii State Longitudinal Data System—College & Career Readiness Indicators (HI-SLD-CCRI)

<b>Data System:</b>	Hawaii Data eXchange Partnership (Hawaii DXP)
<b>Description:</b>	<p>The CCRI report has been developed through Hawaii DXP (formally Hawai'i P-20 Partnerships for Education) in collaboration with the Hawai'i State Department of Education (HIDOE) and the University of Hawai'i (UH). The CCRI provides information on how well students demonstrate they are on a path toward success in college, career and citizenship. Indicators selected for the CCRI report were originally based on recommendations from Measures that Matter: Making College and Career Readiness the Mission of High Schools (<a href="http://www.achieve.org/measuresmatter">www.achieve.org/measuresmatter</a>). Since the initial CCRI production, the DXP has also chosen indicators based on newly available data, as well as its impact on improving student readiness for the workforce or postsecondary education. Additional measures for the CCRI report will be incorporated as data becomes available.</p> <p>The CCRI report presents high school outcome data in the following areas: (1) diploma type, (2) on-time graduation rate, (3) dual credit participation and completion rate, (4) advanced placement exam taken and completion rate, (5) career technical education completion, and (6) meeting ACT English, math, reading and science proficiency.</p> <p>The CCRI report also include college enrollment data: (1) college enrollment, (2) college persistence, (3) college enrollment in UH system, (4) English enrollment in UH system, and (5) math enrollment in UH system.</p> <p>College enrollment data are broken down by key demographic characteristics, including gender, economic status and race/ethnicity.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://hawaiidxp.org/resources/index">http://hawaiidxp.org/resources/index</a>
<b>Documentation:</b>	A collection of reports generated by Hawaii DXP is available at <a href="http://hawaiidxp.org/research/index">http://hawaiidxp.org/research/index</a> .
<b>Data Access:</b>	Users can request data by contacting Hawaii DXP at <a href="http://hawaiidxp.org/resources/index">http://hawaiidxp.org/resources/index</a>

### 30. Hawaii State Longitudinal Data System—Transition Metrics (HI-SLD—Transition)

<b>Data System:</b>	Hawaii Data eXchange Partnership (Hawaii DXP)
<b>Description:</b>	<p>The Hawaii SLD Transition Metrics provides two types of transition data: Middle School to High School and Postsecondary to Workforce.</p> <p><b>Middle School to High School:</b> This matrix includes four data elements: (1) 8<sup>th</sup> graders who earned at least one D or F in a core academic course (i.e., mathematics, English, social studies, science) in 9<sup>th</sup> grade, (2) 8<sup>th</sup> grader on track to graduate high school with expected number of 9<sup>th</sup> grade credits, (3) 8<sup>th</sup> graders promoted on time to 10<sup>th</sup> grade, and (4) 8<sup>th</sup> graders who graduated high school on time. Information are broken down by race/ethnicity, other demographics (i.e., gender, English language learner, special education, economically disadvantaged), and Hawaii State assessment score.</p> <p><b>Postsecondary to Workforce:</b> This matrix includes data on percentage of students who graduated from the University of Hawai'i entered in Hawaii's workforce. Information are broken down by degree level, campus/institution, and major content area. Information by race/ethnicity are not available.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://hawaiidxp.org/quick_data/transition_metrics?category=Middle+School+to+High+School">http://hawaiidxp.org/quick_data/transition_metrics?category=Middle+School+to+High+School</a>
<b>Documentation:</b>	A collection of reports generated by Hawaii DXP is available at <a href="http://hawaiidxp.org/research/index">http://hawaiidxp.org/research/index</a> .
<b>Data Access:</b>	Users can request data by contacting Hawaii DXP at <a href="http://hawaiidxp.org/resources/index">http://hawaiidxp.org/resources/index</a> .

### 31. Hawaii State Juvenile Justice Information System (HI-JJIS)

<b>Data System:</b>	Hawaii State Department of Attorney General (HI-AG)/Crime Prevention and Justice Assistance Division (CPJAD)
<b>Description:</b>	<p>Hawaii's Juvenile Justice Information System (JJIS) is a statewide information system that combines juvenile offender information from the police, prosecutors, Family Court, and the Hawaii Youth Correctional Facility for use by the participating agencies in tracking juvenile offenders. The JJIS is also the repository for statewide information on runaway and missing children.</p> <p>Information in the JJIS includes juveniles' first exposure to the justice system and extends through prosecution, adjudication, and incarceration. With this comprehensive information, agencies can track juvenile offenders through the justice system and make informed decisions that balance community safety with the objective of restoring as many juveniles as possible to productive citizenship.</p> <p>The JJIS is used by police officers, probation officers, judges, prosecutors, and correctional workers who need to know the status of individual juveniles at any time or point in the juvenile justice process. The JJIS provides background information on arrest and court data, demographic data, programs and social services provided.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://ag.hawaii.gov/cpia/jjis/">http://ag.hawaii.gov/cpia/jjis/</a>
<b>Documentation:</b>	<p>The JJIS user manual can be downloaded from <a href="http://ag.hawaii.gov/cpia/jjis/welcome-to-the-jjis-user-manual/">http://ag.hawaii.gov/cpia/jjis/welcome-to-the-jjis-user-manual/</a>.</p> <p>JJIS research and reports are archived at <a href="http://ag.hawaii.gov/cpia/jjis/jjis-research-reports/">http://ag.hawaii.gov/cpia/jjis/jjis-research-reports/</a>.</p> <p>The Data Book for 2003–2012 provides summary information of Juvenile Delinquency Trends in Hawaii. The document is archived at <a href="http://ag.hawaii.gov/cpia/files/2013/01/Data-Book-for-2003_2012.pdf">http://ag.hawaii.gov/cpia/files/2013/01/Data-Book-for-2003_2012.pdf</a>.</p>
<b>Data Access:</b>	Unknown

## 32. Hawaii State Pregnancy Risk Assessment Monitoring System (HI-PRAMS)

<b>Data System:</b>	Hawaii State Department of Health (HI-DoH)
<b>Description:</b>	The PRAMS is a population-based surveillance system designed to identify and monitor maternal experiences, attitudes, and behaviors from preconception, through pregnancy and into the interconception period. The program is funded by the Centers for Disease Control and Prevention (CDC), Division of Reproductive Health. The PRAMS survey collects state-specific, population-based data on maternal attitudes and experiences before, during, and shortly after pregnancy. The Perinatal Health Services Section within the Department of Health's (DoH) Maternal and Child Health Branch oversees the state's PRAMS program. Data collected through the PRAMS include the following data elements: (1) access to health services, (2) alcohol use, (3) drug use, (4) injury & violence prevention, (5) maternal, infant & child health, (6) sexually transmitted diseases, and (7) tobacco use.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://health.hawaii.gov/mchb/home/hawaii-pregnancy-risk-assessment-monitoring-system-prams/">http://health.hawaii.gov/mchb/home/hawaii-pregnancy-risk-assessment-monitoring-system-prams/</a>
<b>Documentation:</b>	<p>The PRAMS health indicator and survey item documentation report is archived at <a href="http://www.hhdw.org/wp-content/uploads/PRAMS_Health_Indicator_Documentation.pdf">http://www.hhdw.org/wp-content/uploads/PRAMS_Health_Indicator_Documentation.pdf</a>.</p> <p>HI-DOH produces reports by topic annually. All reports can be found at <a href="http://hhdw.org/health-reports-data/data-source/prams-reports/">http://hhdw.org/health-reports-data/data-source/prams-reports/</a>.</p> <p>Hawaii PRAMS questionnaires can be downloaded from <a href="http://health.hawaii.gov/mchb/home/hawaii-pregnancy-risk-assessment-monitoring-system-prams/">http://health.hawaii.gov/mchb/home/hawaii-pregnancy-risk-assessment-monitoring-system-prams/</a>.</p>
<b>Data Access:</b>	<a href="http://hhdw.org/contact-2/data-request/">http://hhdw.org/contact-2/data-request/</a>

### 33. Hawaii State Vital Statistics Database (HI-VSD)

<b>Data System:</b>	Hawaii State Department of Health (HI-DoH)
<b>Description:</b>	<p>Hawaii State Vital Statistics database consists of data extracted from birth certificates, death certificates, fetal death reports, and Intentional Termination of Pregnancy (ITOPS) records as captured by the Hawaii State Department of Health Office of Health Status Monitoring (OHSM). The Birth Data is composed of variables extracted from birth certificates. It holds important information about the birth, the baby, and the parents. The Hawaii Health Data Warehouse (HHDW) reports display birth counts, percentages, and rates, where appropriate, for births among residents by geographic location, race-ethnicity, age, birth weight, parent's characteristics, delivery term, delivery method, and prenatal care. Additionally, pregnancies and births among teenage females are reported.</p> <p>The Death Data is composed of information captured by HI-DOH from the issuance of death certificates, fetal death reports, and intentional termination of pregnancy (ITOPS) records. The (HHDW) reports display death counts, mortality rates, and years of potential life lost for deaths among residents by gender, geographic location, race-ethnicity, age, and cause of death. Additionally, deaths among neonates, post neonates, and infants are reported.</p> <p>In addition to birth and death data, HI-DOH also collects data on marriages and divorces that take place in the state.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://health.hawaii.gov/vitalstatistics/">http://health.hawaii.gov/vitalstatistics/</a>
<b>Documentation:</b>	HI-DOH produces reports by topic annually. All reports can be found at and <a href="http://hhdw.org/health-reports-data/data-source/vital-statistics/">http://hhdw.org/health-reports-data/data-source/vital-statistics/</a> .
<b>Data Access:</b>	<a href="http://hhdw.org/contact-2/data-request/">http://hhdw.org/contact-2/data-request/</a>

### 34. Hawaii State Youth Tobacco Survey (HI-YTS)

<b>Data System:</b>	Hawaii State Department of Health (HI-DoH)
<b>Description:</b>	Centers for Disease Control and Prevention (CDC) developed the YTS to assist states in planning and evaluating their state-based comprehensive tobacco prevention and control programs. Since 2003, the YTS has been co-administered with the YRBS to public school students throughout Hawaii as modules within the Hawaii School Health Survey. The 2000 survey was administered as a standalone survey in the spring semester. All other surveys were administered in the fall semester. The YTS collects data on (1) adolescent health-asthma, (2) demographics, and (3) tobacco use.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://hhdw.org/health-reports-data/data-source/yts-reports/">http://hhdw.org/health-reports-data/data-source/yts-reports/</a>
<b>Documentation:</b>	<p>YTS questionnaires can be downloaded from <a href="http://hhdw.org/health-reports-data/data-source/yts-reports/">http://hhdw.org/health-reports-data/data-source/yts-reports/</a>.</p> <p>Data highlights from the YTS data collection can be found at <a href="http://hhdw.org/health-reports-data/data-source/yts-reports/">http://hhdw.org/health-reports-data/data-source/yts-reports/</a>.</p>
<b>Data Access:</b>	<a href="http://hhdw.org/contact-2/data-request/">http://hhdw.org/contact-2/data-request/</a>



### 35. Head Start Impact Study (HSIS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Administration for Children and Families (ACF)
<b>Description:</b>	In the 1998 reauthorization of Head Start, Congress mandated that the DHHS determine, on a national level, the impact of Head Start on the children it serves. This legislative mandate required that the impact study address two main research questions: (1) What difference does Head Start make to key outcomes of development and learning (and, in particular, the multiple domains of school readiness) for low-income children? What difference does Head Start make to parental practices that contribute to children's school readiness? and (2) under what circumstances does Head Start achieve the greatest impact? What works for which children? What Head Start services are most related to impact? The HSIS addresses these questions by reporting on the impacts of Head Start on children and families during the children's preschool, kindergarten, and first grade years. It was conducted with a nationally representative sample of nearly 5,000 three- and four-year old preschool children across 84 nationally representative grantee/delegate agencies in communities where there are more eligible children and families than can be served by the program. The children participating were randomly assigned to either a treatment group (which had access to Head Start services) or a comparison group (which did not have access to Head Start services, but could receive other community resources).
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://www.acf.hhs.gov/opre/resource/head-start-impact-study-final-report-executive-summary">https://www.acf.hhs.gov/opre/resource/head-start-impact-study-final-report-executive-summary</a>
<b>Documentation:</b>	Instruments and reports are available at <a href="http://www.researchconnections.org">http://www.researchconnections.org</a> .  The HSIS instrument matrix can be retrieved from <a href="http://www.researchconnections.org/childcare/resources/22817/pdf">http://www.researchconnections.org/childcare/resources/22817/pdf</a> .
<b>Data Access:</b>	Restricted-use data are available through data agreements with Research Connections ( <a href="http://www.researchconnections.org">http://www.researchconnections.org</a> ).

### 36. Head Start Program Information Report (Head Start PIR)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Administration for Children and Families (ACF)/Office of Head Start
<b>Description:</b>	<p>The Head Start PIR collects comprehensive data on the services, staff, children and families served by more than 2,700 Head Start and Early Head Start (EHS) programs nationwide. All programs (grantees and delegates) are required to submit a PIR for each year in which they provide services to children and families. The PIR is the primary source of programmatic data for the Head Start community, their partners, Congress, and the general public. Hawaii State Profile is available at <a href="http://nieer.org/headstart#profiles">http://nieer.org/headstart#profiles</a>.</p> <p>Staffing, enrollment, and service trend information is collected through the PIR and compiled each year for use at federal, regional, and local levels. The PIR enrollment report describes the program options provided by Head Start and Early Head Start programs and provides demographic information on the children and pregnant women served. Additional information collected in the PIR enrollment report includes funded and actual enrollment, eligibility, and turnover of enrollees. The PIR family services report provides information on Head Start and Early Head Start family characteristics, including the number and types of families served, employment status, education level, and the types of services the programs provide in response to family needs.</p>
<b>Identification of Native Hawaiian:</b>	Program-level data. Native Hawaiian and Other Pacific Islander are collapsed into a single response category. The only relevant information from this database is the percentage of Native Hawaiian and Other Pacific Islanders served by Head Start and Early Head Start programs.
<b>Website:</b>	<a href="https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/program-information-report-pir">https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/program-information-report-pir</a>
<b>Documentation:</b>	A collection of PIR documents are available at <a href="https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/program-information-report-pir">https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/program-information-report-pir</a>
<b>Data Access:</b>	Data are only available at the aggregate level. Contact the Head Start Enterprise System (HSES) to request access ( <a href="mailto:help@hsesinfo.org">help@hsesinfo.org</a> ).

### 37. Health Behavior in School-aged Children (HBSC)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/National Institutes of Health (NIH)/National Institute of Child Health and Human Development (NICHD) and the Health Resources and Services Administration (HRSA)
<b>Description:</b>	<p>The HBSC is a cross-national, school-based research study conducted in collaboration with the World Health Organization Regional Office in Europe begun in 1982 to collect information on health-related attitudes and behaviors of young people. These studies are based on nationally independent surveys in as many as 30 participating countries and are conducted every four years since the 1985-1986 school year. The target population of the HBSC study is young people attending school, aged 11, 13, and 15 years old. These age groups represent the onset of adolescence, the challenge of physical and emotional changes, and the middle years when important life and career decisions are beginning to be made. The survey is carried out on a nationally representative sample in each participating country. The sample consists of approximately 1,500 adolescents from each age group. The United States was one of three countries chosen to implement the survey out of cycle. The study results can be used as standalone data or for comparisons to the other countries involved in the international HBSC. The HBSC has two main objectives. The first objective is to monitor health-risk behaviors and attitudes in youth over time to obtain background data and identify targets for health promotion initiatives. The second objective is to provide researchers with relevant information to understand and explain the development of health attitudes and behaviors through early adolescence. The study contains variables dealing with many types of drugs and also examines the ease of obtaining drugs, frequency of drug usage, and other health behaviors and their history such as eating habits, family make-up, depression, stealing, fighting, bringing weapons to school, anger management, attention span at school, and opinions about school.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="http://www.hbsc.org/">http://www.hbsc.org/</a> ; <a href="https://www.icpsr.umich.edu/icpsrweb/ICPSR/series/195">https://www.icpsr.umich.edu/icpsrweb/ICPSR/series/195</a>
<b>Documentation:</b>	<p>Questionnaires can be retrieved from <a href="https://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/34792">https://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/34792</a>.</p> <p>A list of all variables in the study is available at <a href="http://hbsc-nesstar.nsd.no/webview/">http://hbsc-nesstar.nsd.no/webview/</a>.</p>

**Data Access:** HSBC data portal: <http://www.nesstar.com/help/4.0/webview/getting-started/getting-to-know-nesstar-webview.html>

### 38. High School and Beyond (HS&B)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The HS&amp;B describes the activities of seniors and sophomores as they progressed through high school, postsecondary education, and into the workplace. The data span 1980 through 1992 and include parent, teacher, student financial aid records, and postsecondary transcripts in addition to student questionnaires and interviews.</p> <p>HS&amp;B also collected high school transcript data including information that is contained on the student high school record—i.e., courses taken while attending secondary school; information on credits earned; year and term a specific course was taken; and, final grades. When available, information on class rank and standardized scores is also collected. Once collected, information (e.g., course name, credits earned, course grades) is transcribed and standardized (e.g., credits and credit hours standardized to a common metric) and can be linked back to the student's questionnaire or assessment data.</p>
<b>Identification of Native Hawaiian:</b>	Asian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/hsb/">https://nces.ed.gov/surveys/hsb/</a>
<b>Documentation:</b>	The HS&B questionnaire is archived at <a href="https://nces.ed.gov/pubs95/95426.pdf">https://nces.ed.gov/pubs95/95426.pdf</a> .
<b>Data Access:</b>	Restricted-use data are available through data agreement with NCES

### 39. High School Longitudinal Study of 2009 (HSLs:09)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	In the fall of 2009, NCES launched the High School Longitudinal Study of 2009, which follows a cohort of more than 25,000 9th graders in the base year through their high school, postsecondary, and early career experiences, focusing on college decision-making and on math learning based on a new algebra assessment. Data are collected from students, administrators, math and science teachers, school counselors, parents, and administrative records. Postsecondary transcript collections were part of the data collection. Reports related to postsecondary transcript data can be found at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=119">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=119</a> .
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/hsls09/">https://nces.ed.gov/surveys/hsls09/</a>
<b>Documentation:</b>	<p>HSLs questionnaires are archived at <a href="https://nces.ed.gov/surveys/hsls09/questionnaires.asp">https://nces.ed.gov/surveys/hsls09/questionnaires.asp</a>.</p> <p>A list of HSLs variables can be downloaded from <a href="https://nces.ed.gov/surveys/hsls09/hsls09_data.asp">https://nces.ed.gov/surveys/hsls09/hsls09_data.asp</a></p> <p>The User Manual can be downloaded from <a href="https://nces.ed.gov/surveys/hsls09/usermanuals.asp">https://nces.ed.gov/surveys/hsls09/usermanuals.asp</a></p>
<b>Data Access:</b>	<p>Public-use data are available at</p> <p>Restricted-use data are available through data agreement with NCES</p>

#### 40. Homeless Management Information System (HMIS)

<b>Data System:</b>	U.S. Department of Housing and Urban Development (HUD)
<b>Description:</b>	<p>A HMIS is a local information technology system used to collect client-level data and data on the provision of housing and services to homeless individuals and families and persons at risk of homelessness. Each Continuum of Care is responsible for selecting an HMIS software solution that complies with HUD's data collection, management, and reporting standards. HUD provides specific guidelines regarding HMIS data standards (<a href="https://www.hudexchange.info/programs/hmis/hmis-data-and-technical-standards/">https://www.hudexchange.info/programs/hmis/hmis-data-and-technical-standards/</a>).</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.hudexchange.info/programs/hmis/">https://www.hudexchange.info/programs/hmis/</a>
<b>Documentation:</b>	<p>HMIS data elements are described in the specification document (<a href="http://www.hudhdx.info/VendorResources.aspx">http://www.hudhdx.info/VendorResources.aspx</a>).</p> <p>2017 HMIS Data Standards are archived at <a href="https://www.hudexchange.info/resources/documents/HMIS-Data-Dictionary.pdf">https://www.hudexchange.info/resources/documents/HMIS-Data-Dictionary.pdf</a></p>
<b>Data Access:</b>	Unknown

## 41. Integrated Postsecondary Education Data System (IPEDS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	The IPEDS, established as the core postsecondary education data collection program for NCES, is a system of surveys designed to collect data from all primary providers of postsecondary education. For IPEDS, a postsecondary institution is defined as an organization open to the public that has as its primary mission the provision of postsecondary education (defined as formal instructional programs with a curriculum designed primarily for students who are beyond the compulsory age for high school). The IPEDS system is built around a series of interrelated surveys designed to collect institution-level data in such areas as enrollment, program completion, faculty, staff, and finances. IPEDS surveys postsecondary institutions, including universities and colleges, as well as institutions offering technical and vocational education beyond the high school level. All institutions that participate in any federal student financial assistance program authorized by Title IV must submit data to IPEDS.
<b>Identification of Native Hawaiian:</b>	Institutional-level data are collected. Native Hawaiian and Other Pacific Islander are collapsed into a single response category. The only relevant information from this database is the percentage of Native Hawaiian and Other Pacific Islanders enrolled in postsecondary education.
<b>Website:</b>	<a href="https://nces.ed.gov/ipeds">https://nces.ed.gov/ipeds</a>
<b>Documentation:</b>	The User Manual can be downloaded from <a href="https://nces.ed.gov/ipeds/datacenter/IPEDSManual.pdf">https://nces.ed.gov/ipeds/datacenter/IPEDSManual.pdf</a>
<b>Data Access:</b>	Longitudinal datasets can be downloaded from <a href="https://nces.ed.gov/ipeds/deltacostproject/">https://nces.ed.gov/ipeds/deltacostproject/</a> . Individual datasets can be downloaded from <a href="https://nces.ed.gov/ipeds/Home/UseTheData">https://nces.ed.gov/ipeds/Home/UseTheData</a>



## 42. Medicaid and CHIP Enrollment Data

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Centers for Medicare and Medicaid Services (CMS)/Children's Health Insurance Program (CHIP)
<b>Description:</b>	<p>CHIP was signed into law in 1997 and has helped to reduce the rate of uninsured children to a record low of 7% in 2012. The program is jointly funded by states and the federal government to expand coverage to uninsured children who are not eligible for Medicaid, but can't afford private coverage. CHIP is a state-administered program and each state sets their own guidelines regarding eligibility and services, according to federal guidelines. The Children's Health Insurance Program Reauthorization Act (CHIPRA) reauthorized CHIP in April 2009 and, in 2010, the Affordable Care Act contained provisions to strengthen the program. The Affordable Care Act extended CHIP funding until September 30, 2015, and requires states to maintain eligibility standards through 2019.</p> <p>Each year, CMS collects data from states on the children enrolled in CHIP. These data are reported by states into the Statistical Enrollment Data System (SEDS), and one data element, the unduplicated number of children ever enrolled in Medicaid and CHIP in the federal fiscal year (FY), is published annually on Medicaid.gov. The published CHIP enrollment totals include children enrolled in separate CHIP and Title XXI-funded Medicaid programs.</p>
<b>Identification of Native Hawaiian:</b>	Native-Hawaiian and Other Pacific Islander are collapsed in one response category.
<b>Website:</b>	<a href="https://www.medicaid.gov/chip/index.html">https://www.medicaid.gov/chip/index.html</a>
<b>Documentation:</b>	<p>Reports about CHIP enrollment data can be found at <a href="https://www.medicaid.gov/medicaid/program-information/medicaid-and-chip-enrollment-data/report-highlights/index.html">https://www.medicaid.gov/medicaid/program-information/medicaid-and-chip-enrollment-data/report-highlights/index.html</a>.</p> <p>The Performance Indicators Data Dictionary is archived at <a href="https://www.medicaid.gov/medicaid/program-information/downloads/performance-indicators-datadictionary.pdf">https://www.medicaid.gov/medicaid/program-information/downloads/performance-indicators-datadictionary.pdf</a>.</p> <p>State Medicaid &amp; CHIP profiles can be found at <a href="https://www.medicaid.gov/medicaid/by-state/by-state.html">https://www.medicaid.gov/medicaid/by-state/by-state.html</a>.</p>
<b>Data Access:</b>	Unknown

### 43. Medical Expenditure Panel Survey (MEPS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Agency for Health Care Research and Quality (AHRQ) and National Center for Health Statistics (NCHS)
<b>Description:</b>	<p>The MEPS is conducted to provide nationally representative estimates of health care use, health care expenditures, sources of payment, health insurance coverage and health status for the U.S. civilian noninstitutionalized population. MEPS data can be used to estimate the impact of changes in sources of payment and insurance coverage on different economic groups or special populations of interest, such as the poor, elderly, families, veterans, the uninsured, and racial and ethnic minorities.</p> <p>MEPS is comprised of three component surveys: The Household Component (HC), the Medical Provider Component (MPC), and the Insurance Component (IC). The HC is the core survey, and it forms the basis of the MPC sample. Together these surveys yield comprehensive data that provide national estimates of the level and distribution of health care use and expenditures, support health services research, and can be used to assess health care policy implications.</p>
<b>Identification of Native Hawaiian:</b>	Response categories include Asian and Other Pacific Islander; Native Hawaiian is not one of the response categories.
<b>Website:</b>	<a href="https://meps.ahrq.gov/mepsweb/">https://meps.ahrq.gov/mepsweb/</a>
<b>Documentation</b>	Survey questionnaires are archived at <a href="https://meps.ahrq.gov/mepsweb/survey_comp/survey_questionnaires.jsp">https://meps.ahrq.gov/mepsweb/survey_comp/survey_questionnaires.jsp</a> .
<b>Data Access:</b>	Public-use data can be found at <a href="https://meps.ahrq.gov/mepsweb/data_stats/download_data_files.jsp">https://meps.ahrq.gov/mepsweb/data_stats/download_data_files.jsp</a> ; restricted-use data are available through online application at <a href="https://meps.ahrq.gov/mepsweb/data_stats/onsite_datacenter.jsp">https://meps.ahrq.gov/mepsweb/data_stats/onsite_datacenter.jsp</a>

#### 44. National Assessment of Adult Literacy (NAAL)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Education Statistics (NCES)
<b>Description:</b>	<p>The NAAL is a nationally representative assessment of English literacy among American adults age 16 and older. Results from the study cover the status and progress of literacy in the nation, the literacy skill level of American adults (including the least-literate adults), various factors associated with literacy, and the application of literacy skills to health-related materials. NAAL also provides the results of state-level assessments of six participating states and a national study on literacy among the state and federal prison population (local jails and other types of institutions are not included). Additionally, one important goal of the 2003 NAAL was to provide trend data in adult literacy performance since 1992. At this time, the 2003 NAAL full data set and accompanying technical documentation are not ready for public release.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/naal/">https://nces.ed.gov/naal/</a>
<b>Documentation:</b>	NAAL's user guide is archived at <a href="https://nces.ed.gov/naal/pdf/2007464.pdf">https://nces.ed.gov/naal/pdf/2007464.pdf</a>
<b>Data Access:</b>	<a href="https://nces.ed.gov/naal/datafiles.asp">https://nces.ed.gov/naal/datafiles.asp</a>

## 45. National Assessment of Educational Progress: Long-term Trend (NAEP-LTT) Assessments

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Education Statistics (NCES)
<b>Description:</b>	<p>The NAEP-LTT assessments began in 1969 and measures the trends of academic progress in mathematics and reading for students at ages 9, 13, and 17. Because the long-term trend program uses substantially the same assessments decade after decade, it has been possible to chart educational progress since 1971 in reading and 1973 in mathematics.</p> <p><b>Mathematics:</b> The long-term trend mathematics assessment required students to respond to a variety of age-appropriate questions. The assessment was designed to measure students' (1) knowledge of mathematical facts, (2) ability to carry out computations using paper and pencil, (3) knowledge of basic formulas such as those applied in geometric settings, and (4) ability to apply mathematics to daily-living skills such as those involving time and money.</p> <p><b>Reading:</b> The NAEP long-term trend reading assessment measures students' reading comprehension skills using an array of passages that vary by text types and length. The assessment was designed to measure students' ability to (1) locate specific information in the text provided, (2) make inferences across a passage to provide an explanation, and (3) identify the main idea in the text.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/nationsreportcard/ltr/">https://nces.ed.gov/nationsreportcard/ltr/</a>
<b>Documentation:</b>	<p>Data variables can be downloaded from <a href="https://nces.ed.gov/nationsreportcard/researchcenter/variablesrudata.aspx">https://nces.ed.gov/nationsreportcard/researchcenter/variablesrudata.aspx</a>.</p> <p>Reports and user guides can be found at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=031">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=031</a></p>
<b>Data Access:</b>	Restricted-use data are available through data agreement with NCES

## 46. National Assessment of Educational Progress Assessments (NAEP)

**Data System:** U.S. Department of Education (ED)/National Center for Education Statistics (NCES)

**Description:** National NAEP reports statistical information about student performance and factors related to educational performance for the nation and for specific student groups in the population (e.g. race/ethnicity, gender). It includes students drawn from both public and nonpublic (private) schools and reports results for student achievement at grades 4, 8, and 12. The subject areas include: math, reading, science, writing, arts, civics, economics, geography, U.S. history & technology and engineering literacy.

These assessments follow subject-area frameworks developed by the National Assessment Governing Board, and use the latest advances in assessment methodology. These assessments are distinguished from NAEP long-term trend, which, although national, uses frameworks and questions that remain constant over time. Learn more about what national NAEP measures, and how results are reported to the public.

As the content and nature of the NAEP instrument evolve to match instructional practice, the ability of the assessment to measure change over time is reduced. While short-term trends can be measured in many of the NAEP subjects (e.g., mathematics, reading), the most reliable instruments of change over time are the NAEP long-term trend assessments.

Additionally, the National Assessment of Educational Progress (NAEP) also collected high school transcript data in 1987, 1990, 1994, 1998, 2000 and 2005. Specifically, data include information that is contained on the student high school record—i.e., courses taken while attending secondary school; information on credits earned; year and term a specific course was taken; and, final grades. When available, information on class rank and standardized scores is also collected. Once collected, information (e.g., course name, credits earned, course grades) is transcribed and standardized (e.g., credits and credit hours standardized to a common metric) and can be linked back to the student's questionnaire or assessment data.

**Identification of Native Hawaiian:** Native Hawaiian and Other Pacific Islander are collapsed into a single response category.

**Website:** <https://nces.ed.gov/nationsreportcard/about/national.aspx>

**Documentation:** Reports and user guides can be found at <https://nces.ed.gov/pubsearch/getpubcats.asp?sid=031>.

**Data Access:** Restricted-use data are available through data agreement with NCES.

#### 47. National Asthma Survey (NAS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/National Center for Health Statistics (NCHS)
<b>Description:</b>	This NAS examines the health, socioeconomic, behavioral, and environmental predictors that relate to better control of asthma. This study explores the content of care and health care experiences of persons with asthma.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://www.cdc.gov/nchs/slits/nas.htm">https://www.cdc.gov/nchs/slits/nas.htm</a>
<b>Documentation:</b>	<p>Questionnaires are archived at <a href="https://www.cdc.gov/nchs/data/slits/revised_nas2003_national_specs.pdf">https://www.cdc.gov/nchs/data/slits/revised_nas2003_national_specs.pdf</a>.</p> <p>A list of variables is archived at <a href="ftp://ftp.cdc.gov/pub/Health_Statistics/NCHS/slits/variables/contents_national.pdf">ftp://ftp.cdc.gov/pub/Health_Statistics/NCHS/slits/variables/contents_national.pdf</a>.</p>
<b>Data Access:</b>	<a href="https://www.cdc.gov/nchs/slits/nas.htm">https://www.cdc.gov/nchs/slits/nas.htm</a>

## 48. National Child Abuse and Neglect Data System (NCANDS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Administration on Children and Families (ACF)/Children's Bureau
<b>Description:</b>	The NCANDS is a federally sponsored national data collection effort created for the purpose of tracking the volume and nature of child maltreatment reporting each year within the United States. The NCANDS Child File consists of child-specific data of all investigated reports of maltreatment to state child protective service agencies. Child File data are collected annually through the voluntary participation of states. Participating states submit their data after going through a process in which the state's administrative data system is mapped to the NCANDS data structure. Data elements include the demographics of children and their perpetrators, types of maltreatment, investigation or assessment dispositions, risk factors, and services provided as a result of the investigation or assessment.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.ndacan.cornell.edu/datasets/datasets-list-ncands-child-file.cfm">https://www.ndacan.cornell.edu/datasets/datasets-list-ncands-child-file.cfm</a>
<b>Documentation:</b>	<p>The User Guide and codebook can be downloaded from <a href="https://www.ndacan.cornell.edu/datasets/dataset-details.cfm?ID=204">https://www.ndacan.cornell.edu/datasets/dataset-details.cfm?ID=204</a></p> <p>A collection of NCANDS publications is archived at <a href="https://www.zotero.org/groups/421939/candl/items/tag/NCANDS">https://www.zotero.org/groups/421939/candl/items/tag/NCANDS</a></p> <p>Reports can be downloaded from <a href="https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment">https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment</a>.</p>
<b>Data Access:</b>	Contact National Data Archive on Child Abuse and Neglect (NDACAN) at <a href="mailto:NDACANsupport@cornell.edu">NDACANsupport@cornell.edu</a> to request data.

#### 49. National Community College Benchmark Project (NCCBP)

<b>Data System:</b>	University of Hawai'i System/Hawaii Community College (HAWCC)/Institutional Research Office (IRO)
<b>Description:</b>	The NCCBP has been collecting community college data since 2004 and offers community colleges one site where their trend data is available. The powerful peer comparison tool lets colleges compare themselves to others on every benchmark. Collecting a large variety of data helps community colleges do a well-rounded analysis of their progress; you are not limited to only looking at student outcomes, but can compare cost data, satisfaction and numerous other benchmarks. In 2013, 270 community colleges from across the United States participated in NCCBP.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed in one response category.
<b>Website:</b>	<a href="http://hawaii.hawaii.edu/ir/resources">http://hawaii.hawaii.edu/ir/resources</a>
<b>Documentation:</b>	NCCBP reports from 2007 to 2015 can be downloaded from <a href="http://hawaii.hawaii.edu/ir/resources">http://hawaii.hawaii.edu/ir/resources</a> .
<b>Data Access:</b>	<a href="http://hawaii.hawaii.edu/files/ir/workrequest.php">http://hawaii.hawaii.edu/files/ir/workrequest.php</a>



## 50. National Crime Victimization Survey (NCVS)

<b>Data System:</b>	U.S. Department of Justice (DoJ)/Bureau of Justice Statistics (BJS)
<b>Description:</b>	The NCVS series, previously called the National Crime Surveys (NCS), has been collecting data on personal and household victimization through an ongoing survey of a nationally representative sample of residential addresses since 1973. The four primary objectives of the effort include: 1) to develop detailed information about the victims and consequences of crime; 2) to estimate the number and types of crimes not reported to the police; 3) to provide uniform measures of selected types of crimes; and 4) to permit comparisons over time and geographic areas. Basic demographic information such as age, race, gender, and income is also collected to enable analysis of crime by various subpopulations.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.bjs.gov/index.cfm?ty=dcdetail&amp;iid=245">https://www.bjs.gov/index.cfm?ty=dcdetail&amp;iid=245</a>
<b>Documentation:</b>	Questionnaires are archived at <a href="https://www.bjs.gov/index.cfm?ty=dcdetail&amp;iid=245#Questionnaires">https://www.bjs.gov/index.cfm?ty=dcdetail&amp;iid=245#Questionnaires</a> . Documentations of codebooks and user manual can be downloaded from <a href="https://www.bjs.gov/index.cfm?ty=dcdetail&amp;iid=245#Documentation">https://www.bjs.gov/index.cfm?ty=dcdetail&amp;iid=245#Documentation</a>
<b>Data Access:</b>	<a href="http://www.icpsr.umich.edu/icpsrweb/NACJD/series/95">http://www.icpsr.umich.edu/icpsrweb/NACJD/series/95</a>

## 51. National Education Longitudinal Study of 1988 (NELS:88)

**Data System:** U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)

**Description:** The NELS:88, which began with an 8th grade cohort in 1988, provides trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Data were collected from students and their parents, teachers, and high school principals and from existing school records such as high school transcripts. Data from school transcripts include information that is contained on the student high school record—i.e., courses taken while attending secondary school; information on credits earned; year and term a specific course was taken; and, final grades. When available, information on class rank and standardized scores is also collected. Once collected, information (e.g., course name, credits earned, course grades) is transcribed and standardized (e.g., credits and credit hours standardized to a common metric) and can be linked back to the student’s questionnaire or assessment data.

Additionally, cognitive tests (math, science, reading, and history) were administered during the base year (1988), first follow up (1990), and second follow up (1992). Third follow up data were collected in 1994. All dropouts, who could be located, were retained in the study. A fourth follow-up was completed in 2000, including a postsecondary student transcript data collection. NELS collect data from students, teachers, school administrators, and parents.

**Identification of Native Hawaiian:** Asian and Other Pacific Islander are collapsed into a single response category.

**Website:** <https://nces.ed.gov/surveys/nels88/>

**Documentation:** NELS questionnaires are archived at <https://nces.ed.gov/surveys/nels88/questionnaires.asp>.

**Data Access:** Public-use data can be downloaded from [https://nces.ed.gov/surveys/nels88/data\\_products.asp](https://nces.ed.gov/surveys/nels88/data_products.asp).

Restricted-use data are available through data agreement with NCES at <https://nces.ed.gov/pubsearch/licenses.asp>.

## 52. National Evaluation of Welfare-to-Work Strategies Evaluation Database (NEWWE)

<b>Data System:</b>	Department of Health and Human Services (DHHS)
<b>Description:</b>	<p>The NEWWS evaluation is a study of the effectiveness of eleven mandatory welfare-to-work programs in seven locales: Atlanta, Georgia; Columbus, Ohio; Detroit and Grand Rapids, Michigan; Oklahoma City, Oklahoma; Portland, Oregon; and Riverside, California. Program impacts were evaluated by comparing outcomes for a randomly assigned experimental group subject to program requirements with outcomes for control groups.</p> <p>As part of the National Evaluation of Welfare-to-Work Strategies (NEWWS), the effects of two approaches to preparing welfare recipients for employment were compared in three sites (Atlanta, Grand Rapids, and Riverside). In one approach, the human capital development approach, individuals were directed to avail themselves of education services and, to a lesser extent, occupational training before they sought work, under the theory that they would then be able to get better jobs and keep them longer. In the other approach, the labor force attachment approach, individuals were encouraged to gain quick entry into the labor market, even at low wages, under the theory that their work habits and skills would improve on the job and they would thereby be able to advance themselves. Data from all eleven sites is available.</p>
<b>Identification of Native Hawaiian:</b>	Asian and Other Pacific Islander are collapsed in one response category.
<b>Website:</b>	<a href="https://aspe.hhs.gov/national-evaluation-welfare-work-strategies-newws#data">https://aspe.hhs.gov/national-evaluation-welfare-work-strategies-newws#data</a>
<b>Documentation:</b>	<p>Selected publications from the study are available at</p> <p><a href="https://aspe.hhs.gov/national-evaluation-welfare-work-strategies-newws#data">https://aspe.hhs.gov/national-evaluation-welfare-work-strategies-newws#data</a>.</p>
<b>Data Access:</b>	<a href="https://aspe.hhs.gov/national-evaluation-welfare-work-strategies-restricted-access-and-public-use-data#info">https://aspe.hhs.gov/national-evaluation-welfare-work-strategies-restricted-access-and-public-use-data#info</a>

### 53. National Health and Nutrition Examination Survey (NHANES) & National Youth Fitness Survey (NNYFS)

**Data System:** U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/National Center for Health Statistics (NCHS)

**Description:** The NHANES is a program of studies designed to assess the health and nutritional status of adults and children in the United States. The survey is unique in that it combines interviews and physical examinations. The NHANES program began in the early 1960s and has been conducted as a series of surveys focusing on different population groups or health topics. In 1999, the survey became a continuous program that has a changing focus on a variety of health and nutrition measurements to meet emerging needs. The survey examines a nationally representative sample of about 5,000 persons across the country each year.

The NHANES interview includes demographic, socioeconomic, dietary, and health-related questions. The examination component consists of medical, dental, physiological measurements, and laboratory tests. Findings from this survey will be used to determine the prevalence of major diseases and risk factors for diseases. Information will be used to assess nutritional status and its association with health promotion and disease prevention. NHANES findings are also the basis for national standards for such measurements as height, weight, and blood pressure. Data from this survey will be used in epidemiological studies and health sciences research, which help develop sound public health policy, direct and design health programs and services, and expand the health knowledge for the Nation.

In 2012, the NNYFS was conducted in conjunction with the NHANES in response to the need for data on physical activity and fitness levels in children and teens. The NNYFS collected data on physical activity and fitness levels of U.S. children and teens, ages 3 to 15, through interviews and fitness tests conducted in state-of-the-art mobile examination centers. The addition of the NNYFS data will provide information with which to evaluate the physical activity and fitness of our nation's children.

**Identification of Native Hawaiian:** Native Hawaiian and Other Pacific Islander are collapsed into a single response category.

**Website:** NHANES: <https://www.cdc.gov/nchs/nhanes/index.htm>; NNYFS: [https://www.cdc.gov/nchs/nyfs/about\\_nnyfs.htm](https://www.cdc.gov/nchs/nyfs/about_nnyfs.htm)

**Documentation:** NHANES questionnaires are archived at <https://wwwn.cdc.gov/nchs/nhanes/continuousnhanes/questionnaires.aspx?BeginYear=2017>. NNYFS questionnaires are archived at <https://www.cdc.gov/nchs/nyfs/questionnaires.htm>. NNYFS Codebooks and documentations are archived at <https://wwwn.cdc.gov/nchs/nhanes/search/nyfws12.aspx>.

**Data Access:**

NHANES: <https://wwwn.cdc.gov/nchs/nhanes/default.aspx>

NNYFS: <https://wwwn.cdc.gov/nchs/nhanes/search/nyfs12.aspx>

## 54. National Health Interview Survey (NHIS) & NHIS-Native Hawaiian and Pacific Islander (NHIS-NHPI)

**Data System:** U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/National Center for Health Statistics (NCHS)

**Description:** The NHIS is a household survey that serves as the primary source of information on the health of the U.S., non-institutionalized, civilian population. Though it has undergone various changes since its inception in 1957, the NHIS has remained largely unchanged since 1997 and comprises the Basic Core Questionnaire (Family, Sample Adult and Sample Child surveys) as well as topic-focused supplements. The Basic Core collects information on household composition and sociodemographic characteristics, tracking information, information for matches to administrative data bases, and basic indicators of health status, activity limitations, injuries, health insurance coverage, and access to and utilization of health care services. Supplement topics are often selected to coincide with monitoring areas of public health interest and to help in the monitoring of national health goals (e.g., Healthy People 2010).

For instance, in 2007 and 2012, the Complementary and Alternative Medicine (CAM) supplement of the NHIS was conducted to collect information about non-conventional health services, products, and practices commonly used in the United States among a randomly selected sample of children 4-17 years. The 2012 Child CAM Supplement collected information on use of CAM modalities, insurance coverage and out-of-pocket cost for visits to CAM providers, classes or trainings, reasons for and benefits of CAM use, conventional medical care use for children who used CAM therapies for specific conditions, disclosure of CAM use to health care providers, and sources of information about CAM. The most current round of data collection in 2016, supplements include the following topics: (1) balance, (2) diabetes, (3) vision, (4) chronic pain, (5) blood donation, (6) Crohn's Disease/Ulcerative Colitis, (7) hepatitis, (8) expanded content on health care access and utilization, (9) food security, (10) child mental health (brief strengths and difficulties questionnaire), (11) immunization, (12) heart disease and stroke prevention, (13) tobacco and e-cigarette use, (14) internet and email usage, and (15) disability. A complete record of previous supplements by year is available at [https://www.cdc.gov/nchs/data/nhis/NHIS\\_Supplements\\_and\\_Sponsors.pdf](https://www.cdc.gov/nchs/data/nhis/NHIS_Supplements_and_Sponsors.pdf).

Additionally, in 2014, NCHS conducted the NHIS-NHPI. The NHIS-NHPI was a survey in which about 3,000 households containing one or more NHPI residents were surveyed by NHIS field staff using the 2014 NHIS instrument. The survey was an unprecedented opportunity to collect rich and accurate information from a large NHPI sample about the health of Native Hawaiians and Pacific Islanders in all 50 states. The NHIS-NHPI was patterned after the NHIS. The NHIS is the nation's largest in-person household health survey and is a primary tool for monitoring the health of the nation. The survey collects

information on health status and conditions, disability, access to and use of health services, health insurance coverage, immunizations, risk factors, and health-related behaviors.

- Identification of Native Hawaiian:** For the NHIS, Native Hawaiian and Other Pacific Islander are collapsed into a single response category. For the NHIS-NHPI, all households participated in this study contained at least one Native Hawaiian or Pacific Islander residents.
- Website:** NHIS <https://www.cdc.gov/nchs/nhis/index.htm>; NHIS-NHPI: <https://www.cdc.gov/nchs/nhis/nhpi.html>
- Documentation:** NHIS questionnaires are archived at <https://www.cdc.gov/nchs/nhis/data-questionnaires-documentation.htm>. NHIS-NHPI documentations, such as reports and information about supplements, can be found at [ftp://ftp.cdc.gov/pub/Health\\_Statistics/NCHS/Survey\\_Questionnaires/NHPI/2014/english/](ftp://ftp.cdc.gov/pub/Health_Statistics/NCHS/Survey_Questionnaires/NHPI/2014/english/).
- Data Access:** NHIS: <https://www.cdc.gov/nchs/nhis/data-questionnaires-documentation.htm>; NHIS-NHPI: [https://www.cdc.gov/nchs/nhis/nhpi/nhpi\\_2014\\_data\\_release.htm](https://www.cdc.gov/nchs/nhis/nhpi/nhpi_2014_data_release.htm)

## 55. National Household Education Surveys Program (NHES)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Education Statistics (NCES)
<b>Description:</b>	<p>The NHES is a household-based data collection system designed to address a wide range of education related issues from early childhood to school age to adulthood. The NHES collects timely data about the educational activities of the U.S. population. NHES surveys have been conducted since 1991, and the last data collection was in 2007. Most NHES surveys have been conducted on a repeating basis to measure the same phenomena at different points in time.</p> <p>The NHES has been conducted approximately every other year since 1991. NHES Surveys include: (1) adult education, (3) before- and after-school programs and activities, (3) early childhood program participation, (4) parent and family involvement in education, (5) civic involvement, (6) household library use, (7) school readiness, and (8) school safety and discipline.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/nhes/">https://nces.ed.gov/nhes/</a>
<b>Documentation:</b>	NHES questionnaires are achieved at <a href="https://nces.ed.gov/nhes/questionnaires.asp">https://nces.ed.gov/nhes/questionnaires.asp</a>
<b>Data Access:</b>	<a href="https://nces.ed.gov/nhes/dataproducts.asp">https://nces.ed.gov/nhes/dataproducts.asp</a>



## 56. National Incidence Study of Child Abuse and Neglect (NIS-4)

<b>Data System:</b>	U.S. Department of Health & Human Services (DHHS)/Administration for Children & Families (ACF)/Children's Bureau
<b>Description:</b>	<p>The NIS is a congressionally mandated, periodic research effort to assess the incidence of child abuse and neglect in the United States. The NIS has been conducted approximately once each decade, beginning in 1974, in response to requirements of the Child Abuse Prevention and Treatment Act. Although the Children's Bureau collects annual state-level administrative data on official reports of child maltreatment, the NIS studies are designed to estimate more broadly the incidence of child maltreatment in the United States by including both cases that are reported to the authorities as well as those that are not. A unique contribution of the NIS has been the use of a common definitional framework for classifying children according to types of maltreatment as well as the severity of maltreatment.</p> <p>The NIS gathers information from multiple sources to estimate the number of children who are abused or neglected, providing information about the nature and severity of the maltreatment, the characteristics of the children, perpetrators, and families, and the extent of changes in the incidence or distribution of child maltreatment since the time of the last national incidence study. The NIS design assumes that the maltreated children who are investigated by child protective services (CPS) represent only the "tip of the iceberg." Although the NIS estimates include children investigated by CPS, they also include maltreated children who are identified by professionals in a wide range of agencies in representative communities. The NIS-4, the most current data collection, gathered data in a nationally representative sample of 122 counties selected to ensure the necessary mix of geographic regions and of urban and rural areas. Information related to NIS-1, NIS-2 and NIS-3 can be found at <a href="https://www.childwelfare.gov/topics/systemwide/statistics/nis/">https://www.childwelfare.gov/topics/systemwide/statistics/nis/</a>.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.nis4.org/nis_description.htm">https://www.nis4.org/nis_description.htm</a>
<b>Documentation:</b>	<p>A collection of NIS-4 reports is archived at <a +native%28%27ipdet+inc+%27%27nis-4%27%27%29&amp;upp='0&amp;rpp=-10&amp;order="+NATIVE%28%27year+descend%27%29&amp;r=0"' href="https://library.childwelfare.gov/cwig/ws/library/docs/gateway/ResultSet?w=">https://library.childwelfare.gov/cwig/ws/library/docs/gateway/ResultSet?w="+NATIVE%28%27IPDET+inc+%27%27nis-4%27%27%29&amp;upp=0&amp;rpp=-10&amp;order="+NATIVE%28%27year+descend%27%29&amp;r=0</a>.</p>
<b>Data Access:</b>	<a href="https://www.dataexplorer.com/Project/ProjUser/OlapShowReportList.aspx?ScreenID=10576">https://www.dataexplorer.com/Project/ProjUser/OlapShowReportList.aspx?ScreenID=10576</a>

## 57. National Longitudinal Surveys (NLS)

<b>Data System:</b>	U.S. Department of Labor (DoL)/Bureau of Labor Statistics (BLS)
<b>Description:</b>	The NLS are a set of surveys designed to gather information at multiple points in time on the labor market activities and other significant life events of several groups of men and women. For more than four decades, NLS data have served as an important tool for economists, sociologists, and other researchers. Currently, 16 rounds of data are available for public use. The type of information gathered in survey include (1) employment, education, (2) training & achievement scores, (3) household, geography and contextual variables, (4) parents, family process and childhood, (5) dating, marriage and cohabitation; (6) sexual activity, pregnancy and fertility, (7) children, (8) income, assets and program participation, Health: Conditions & Practices, (9) attitudes, expectations, non-cognitive tests, activities, and (10) crime and substance use.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian or Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.nlsinfo.org/content/cohorts/nlsy97/intro-to-the-sample/nlsy97-sample-introduction-0">https://www.nlsinfo.org/content/cohorts/nlsy97/intro-to-the-sample/nlsy97-sample-introduction-0</a>
<b>Documentation:</b>	A collection of 17 rounds of NLS questionnaires is archived at <a href="https://www.nlsinfo.org/content/cohorts/nlsy97/other-documentation/questionnaires">https://www.nlsinfo.org/content/cohorts/nlsy97/other-documentation/questionnaires</a>
<b>Data Access:</b>	<a href="https://www.nlsinfo.org/investigator/pages/search.jsp?s=NLSY97">https://www.nlsinfo.org/investigator/pages/search.jsp?s=NLSY97</a>

## 58. National Longitudinal Transition Study-2 (NLTS2)

<b>Data System:</b>	U.S. Department of Education (ED)/Institute of Education Sciences (IES)/National Center for Special Education Research (NCSEER)
<b>Description:</b>	<p>The NLTS2 is intended to provide a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. NLTS2 involves a nationally representative sample of students who were 13 to 16 years old and receiving special education services in December 2000 when the study began. These students will be followed until 2010 in an effort to understand their educational, vocational, social, and personal experiences as they transition from adolescence to early adulthood. Findings from NLTS2 generalize to special education students nationally as a group, to each of the 12 disability categories in use for students in the NLTS2 age range, and to each single-year age group.</p>
<b>Identification of Native Hawaiian:</b>	Asian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://ies.ed.gov/ncser/projects/nlts2/">https://ies.ed.gov/ncser/projects/nlts2/</a>
<b>Documentation:</b>	<p>A collection of documentations related to NLTS2 is archived at <a href="https://ies.ed.gov/ncser/pubs/index.asp#nlts2">https://ies.ed.gov/ncser/pubs/index.asp#nlts2</a>.</p> <p>A report summarizing the post-high school outcomes by race/ethnicity is available at <a href="https://ies.ed.gov/ncser/pubs/20113005/pdf/20113005.pdf">https://ies.ed.gov/ncser/pubs/20113005/pdf/20113005.pdf</a>.</p>
<b>Data Access:</b>	Restricted-use data are available through data agreement with NCSEER.

## 59. National Institute of Child Health and Human Development Study of Early Child Care and Youth Development (NICHD-SECCYD)

<b>Data System:</b>	U.S. Department of Health and Human Services/National Institute of Health/Eunice Kennedy Shriver National Institute of Child Health and Human Development
<b>Description:</b>	The NICHD Study of SECCYD is a comprehensive longitudinal study initiated by the NICHD to answer questions about the relationships between child care experiences, child care characteristics, and children's developmental outcomes. The major goal of the NICHD Study is to examine how differences in child care experiences relate to children's social, emotional, intellectual, and language development, and to their physical growth and health. Funding for the SECCYD ended in 2009. Data collection on the characteristics of child care arrangements took place from 1991 to 1995, after which time the study participants were in kindergarten.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.nichd.nih.gov/research/supported/seccyd/Pages/overview.aspx#goal">https://www.nichd.nih.gov/research/supported/seccyd/Pages/overview.aspx#goal</a>
<b>Documentation:</b>	Information about the four phases of the SECCYD study instruments and the user guides can be found at <a href="http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/22361">http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/22361</a> .
<b>Data Access:</b>	In order to receive the data, researchers and institutions must meet the criteria and obligations for use of restricted-use data. Details of these requirements and application forms are available through the University of Michigan Inter-University Consortium for Political and Social Research (ICPSR) ( <a href="http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/21940/documentation">http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/21940/documentation</a> ).

## 60. National Maternal and Infant Health Survey (NMIHS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/National Center for Health Statistics (NCHS)
<b>Description:</b>	<p>The objective of the NMIHS was to collect data needed by Federal, State, and private researchers to study factors related to poor pregnancy outcomes, including low birthweight, stillbirth, infant illness, and infant death. The NMIHS was a followback survey—it followed back to informants named on vital records. The 1988 survey expanded on information available for birth, fetal death, and infant death vital records and was the first national survey that included data on those three pregnancy outcomes simultaneously. A 1991 longitudinal follow-up to the NMIHS was conducted to obtain additional information about respondents from the 1988 survey.</p> <p>The NMIHS provided data on socioeconomic and demographic characteristics of mothers, prenatal care, pregnancy history, occupational background, health status of mother and infant, and types and sources of medical care received. Data from the study may be used to evaluate factors affecting adverse outcomes of pregnancy.</p> <p>The NMIHS was based on questionnaires administered to nationally representative samples of mothers with live births, stillbirths, and infant deaths during 1988 and to physicians, hospitals, and other medical care providers associated with those outcomes. The survey was based on samples of 10,000 live births, 4,000 fetal deaths, and 6,000 infant deaths.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.cdc.gov/nchs/nvss/nmihs.htm">https://www.cdc.gov/nchs/nvss/nmihs.htm</a>
<b>Documentation:</b>	NMIHS documentation can be retrieved from <a href="http://www.researchconnections.org/childcare/studies/9730">http://www.researchconnections.org/childcare/studies/9730</a> .
<b>Data Access:</b>	Unknown

## 61. National Mortality Followback Survey (NMFS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/National Center for Health Statistics (NCHS)
<b>Description:</b>	<p>The NMFS program, begun in the 1960's, uses a sample of United States residents who die in a given year to supplement the death certificate with information from the next of kin or another person familiar with the decedent's life history. This information, sometimes enhanced by administrative records, provides a unique opportunity to study the etiology of disease, demographic trends in mortality, and other health issues.</p> <p>The first mortality followback survey, conducted in 1961, featured information on hospital and institutional care in the last year of life. Information from the 1962-63 survey permitted an extensive analysis of socioeconomic differentials in mortality. Data from the 1964-65 survey included expenditures for health care during the last year of life, sources of payment, and health insurance coverage of decedents. The 1966-68 survey provided information on the link between smoking and cancer mortality. In 1986 the survey provided data on co-morbid conditions, disabilities, alcohol use, and access to health care services.</p> <p>The 1993 survey samples individuals aged 15 years or over who died in 1993. Forty- nine of the 50 State vital registration areas granted approval to sample their death certificates, as well as the independent vital registration areas of the District of Columbia and New York City. South Dakota declined to participate in the NMFS due to State law restricting the use of death certificate information. A sample of 22,957 death certificates from the Current Mortality Sample was drawn. To meet specific research needs, the sample included 9,636 death certificates selected with certainty. There is an over-sample of death certificates to obtain reliable numbers for important population subgroups; persons under age 35, women, and the black population. The 1993 NMFS focused on five subject areas: (1) socioeconomic differentials in mortality, (2) associations between risk factors and cause of death, (3) disability, (4) access and utilization of health care facilities in the last year of life, (5) reliability of certain items reported on the death certificate.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.cdc.gov/nchs/nvss/nmihs.htm">https://www.cdc.gov/nchs/nvss/nmihs.htm</a>
<b>Documentation:</b>	Questionnaires and other documentation about the survey sample is archived at <a href="https://www.cdc.gov/nchs/nvss/nmfs/nmfs_methods.htm">https://www.cdc.gov/nchs/nvss/nmfs/nmfs_methods.htm</a> .
<b>Data Access:</b>	<a href="https://www.cdc.gov/nchs/nvss/nmfs/nmfs_methods.htm">https://www.cdc.gov/nchs/nvss/nmfs/nmfs_methods.htm</a> .

## 62. National Postsecondary Student Aid Study (NPSAS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	The NPSAS is a comprehensive study that examines how students and their families pay for postsecondary education. It includes nationally representative samples of undergraduates, graduate and first-professional students; students attending public and private less-than-2-year institutions, community colleges, 4-year colleges, and major universities. Students who receive financial aid as well as those who do not receive financial aid participate in NPSAS. Comprehensive student interviews and administrative records, with exceptional detail concerning student financial aid, are available for academic years 1986-87, 1989-90, 1992-93, 1995-96, 1999-2000, 2003-04, 2008, and 2012.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/npsas/">https://nces.ed.gov/surveys/npsas/</a>
<b>Documentation:</b>	Relevant reports can be found at <a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=013">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=013</a> .
<b>Data Access:</b>	Restricted-use data are available through data agreement with NCES.

### 63. National Survey of Child and Adolescent Well-being (NSCAW)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Administration for Children and Families (ACF)
<b>Description:</b>	The NSCAW is a nationally representative, longitudinal survey of children and families who have been the subjects of investigation by Child Protective Services. There have been two cohorts of children enrolled in the survey, which makes available data drawn from first-hand reports from children, parents, and other caregivers, as well as reports from caseworkers, teachers, and data from administrative records. NSCAW examines child and family well-being outcomes in detail and seeks to relate those outcomes to experience with the child welfare system and to family characteristics, community environment, and other factors. In 2015, the third cohort of NSCAW study was conducted. NSCAW, overall, makes available nationally representative longitudinal data drawn from first-hand reports of children and families or other caregivers who have had contact with the child welfare system. Data from service providers are also collected.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.acf.hhs.gov/opre/research/project/national-survey-of-child-and-adolescent-well-being-nscaw">https://www.acf.hhs.gov/opre/research/project/national-survey-of-child-and-adolescent-well-being-nscaw</a>
<b>Documentation:</b>	<p>A collection of NSCAW instruments are available at <a href="https://www.acf.hhs.gov/opre/research/project/national-survey-of-child-and-adolescent-well-being-nscaw">https://www.acf.hhs.gov/opre/research/project/national-survey-of-child-and-adolescent-well-being-nscaw</a>.</p> <p>General information about NSCAW can be retrieved from <a href="https://www.ndacan.cornell.edu/datasets/pdfs_user_guides/IntroNSCAWWave1.pdf">https://www.ndacan.cornell.edu/datasets/pdfs_user_guides/IntroNSCAWWave1.pdf</a>.</p>
<b>Data Access:</b>	Users can inquire the data at <a href="https://www.ndacan.cornell.edu/datasets/dataset-details.cfm?ID=172">https://www.ndacan.cornell.edu/datasets/dataset-details.cfm?ID=172</a> .



## 64. National Survey of Children's Health (NSCH)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Health Resources & Services Administration (HRSA)
<b>Description:</b>	The NSCH is designed to produce national and state-level data on the physical and emotional health of American children 0 - 17 years old. Information is collected on factors related to the health and well-being of children, including access to and utilization of health care, receipt of care in a medical home, family interactions, parental health, school and after-school experiences, and neighborhood characteristics.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://mchb.hrsa.gov/data/national-surveys">https://mchb.hrsa.gov/data/national-surveys</a>
<b>Documentation:</b>	<p>Information related to questionnaires and documents about 2016 data collections can be found at <a href="https://mchb.hrsa.gov/data/national-surveys/data-user">https://mchb.hrsa.gov/data/national-surveys/data-user</a>.</p> <p>Information about previous data collection between 2003 and 2012 are available at <a href="https://www.cdc.gov/nchs/slits/nsch.htm">https://www.cdc.gov/nchs/slits/nsch.htm</a>.</p>
<b>Data Access:</b>	<p>Users can request data collected between 2003 and 2012 at <a href="http://childhealthdata.org/docs/default-source/drc/drc-dataset-application-08-17-16.pdf?sfvrsn=4">http://childhealthdata.org/docs/default-source/drc/drc-dataset-application-08-17-16.pdf?sfvrsn=4</a>.</p> <p>Information about 2016 data is available at <a href="https://mchb.hrsa.gov/data/national-surveys/data-user">https://mchb.hrsa.gov/data/national-surveys/data-user</a>.</p>

## 65. National Survey of Children with Special Health Care Needs (NS-CSHCN)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Health Resources & Services Administration (HRSA)
<b>Description:</b>	The NS-CSHCN was conducted three times between 2001 and 2010. It was designed to take a close look at the health and functional status of children with special health care needs in the U.S.—their physical, emotional and behavioral health, along with critical information on access to quality health care, care coordination of services, access to a medical home, transition services for youth, and the impact of chronic condition(s) on the child’s family. The survey is currently being integrated into the National Survey of Children’s Health (NSCH), but will still provide the same in-depth look at the lives of children with special health care needs.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://childhealthdata.org/learn/NS-CSHCN">http://childhealthdata.org/learn/NS-CSHCN</a>
<b>Documentation:</b>	<p>A website was created to collect responses for frequently asked questions <a href="http://childhealthdata.org/learn/NS-CSHCN/FAQ">http://childhealthdata.org/learn/NS-CSHCN/FAQ</a>.</p> <p>A resources website was created to provide information about data access, survey methodology, questionnaires and so on: <a href="http://childhealthdata.org/learn/NS-CSHCN/resources">http://childhealthdata.org/learn/NS-CSHCN/resources</a>.</p>
<b>Data Access:</b>	Users can request data at <a href="http://childhealthdata.org/docs/default-source/drc/drc-dataset-application-08-17-16.pdf?sfvrsn=4">http://childhealthdata.org/docs/default-source/drc/drc-dataset-application-08-17-16.pdf?sfvrsn=4</a> .

## 66. National Survey of College Graduates (NSCG)

<b>Data System:</b>	National Science Foundation
<b>Description:</b>	The NSCG is a survey sponsored by the NCES at the National Science Foundation (NSF). The U.S. Census Bureau is responsible for the NSCG data collection. The NSCG began in the 1970s and has been conducted approximately every two to three years. The survey provides data on the number and characteristics of individuals with a bachelor's or higher degree, with a special focus on individuals with education and/or employment in science or engineering. The NSF uses the information to prepare congressionally mandated biennial reports such as Women, Minorities and Persons with Disabilities in Science and engineering and Science and Engineering Indicators. These reports enable NSF to fulfill the legislative requirement to act as a clearinghouse for current information on the science and engineering workforce.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.nsf.gov/statistics/srvygrads/">https://www.nsf.gov/statistics/srvygrads/</a>
<b>Documentation:</b>	A collection of previous and recent questionnaires is archived at <a href="https://www.nsf.gov/statistics/srvygrads/#qs">https://www.nsf.gov/statistics/srvygrads/#qs</a> .
<b>Data Access:</b>	<a href="https://www.nsf.gov/statistics/srvygrads/#qs&amp;tabs-2&amp;tools&amp;micro">https://www.nsf.gov/statistics/srvygrads/#qs&amp;tabs-2&amp;tools&amp;micro</a>

## 67. National Survey of Early Childhood Health (NSECH)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/National Center for Health Statistics (NCHS)
<b>Description:</b>	The NSECH provides national baseline data on pediatric care (and its impact) from the parent's perspective. Questions focus on the delivery of pediatric care to families with children under 3 years of age and the promotion of young children's health by families in their homes. Parents of more than 2,000 children were interviewed for this survey.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://www.cdc.gov/nchs/slaits/nsech.htm">https://www.cdc.gov/nchs/slaits/nsech.htm</a>
<b>Documentation:</b>	Survey instruments, methodology reports, and a list of variables can be found at <a href="https://www.cdc.gov/nchs/slaits/nsech.htm">https://www.cdc.gov/nchs/slaits/nsech.htm</a> .
<b>Data Access:</b>	<a href="https://www.cdc.gov/nchs/slaits/nsech.htm">https://www.cdc.gov/nchs/slaits/nsech.htm</a>

## 68. National Survey of Family Growth (NSFG)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/National Center for Health Statistics (NCHS)
<b>Description:</b>	The NSFG is a periodic survey initiated to provide current information on fertility and infertility, family planning, childbearing, contraceptive practice, and other aspects of maternal and child health and to gauge the effects of these processes on population growth. The NSFG Cycle 6 interviews, conducted in 2002, covered the respondent's pregnancy history, past and current use of contraception, ability to bear children, use of medical services for family planning, infertility, prenatal care, marital history, and associated cohabiting unions. Data on occupation and labor force participation and on a wide range of social, economic, and demographic characteristics are also presented. In addition, Cycle 6 adds detailed questions on HIV risk behaviors and fatherhood and father involvement.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://www.cdc.gov/nchs/nsfg/index.htm">https://www.cdc.gov/nchs/nsfg/index.htm</a>
<b>Documentation:</b>	Questionnaires are archived at <a href="https://www.cdc.gov/nchs/nsfg/nsfg_questionnaires.htm">https://www.cdc.gov/nchs/nsfg/nsfg_questionnaires.htm</a> .  Codebook and user guides are available at <a href="https://www.cdc.gov/nchs/nsfg/nsfg_2013_2015_puf.htm">https://www.cdc.gov/nchs/nsfg/nsfg_2013_2015_puf.htm</a> .
<b>Data Access:</b>	<a href="https://www.cdc.gov/nchs/nsfg/nsfg_2013_2015_puf.htm#downloadable">https://www.cdc.gov/nchs/nsfg/nsfg_2013_2015_puf.htm#downloadable</a>

## 69. National Survey on Drug Use and Health (NSDUH)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Substance Abuse and Mental Health Services Administration (SAMHSA)
<b>Description:</b>	<p>The NSDUH, formerly called the National Household Survey on Drug Abuse or NHSDA, is designed to produce drug and alcohol use incidence and prevalence estimates and report the consequences and patterns of use and abuse in the general U.S. civilian population aged 12 and older. Questions include age at first use, as well as lifetime, annual, and past-month usage for many drugs. The survey also covers substance abuse treatment history and perceived need for treatment, and includes questions from the Diagnostic and Statistical Manual (DSM) of Mental Disorders that allow diagnostic criteria to be applied. Respondents are also asked about personal and family income sources and amounts, health care access and coverage, illegal activities and arrest record, problems resulting from the use of drugs, perceptions of risks, and needle-sharing. Demographic data include gender, race, age, ethnicity, educational level, job status, income level, veteran status, household composition, and population density.</p> <p>The NSDUH is the primary source of information on the prevalence, patterns, and consequences of alcohol, tobacco, and illegal drug use and abuse and mental disorders in the U.S. civilian, non-institutionalized population, age 12 and older. The survey generates estimates at the National, state, and sub-state levels.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="https://www.samhsa.gov/data/population-data-nsduh">https://www.samhsa.gov/data/population-data-nsduh</a>
<b>Documentation:</b>	Questionnaires are archived at <a href="https://www.samhsa.gov/data/population-data-nsduh/reports?tab=39">https://www.samhsa.gov/data/population-data-nsduh/reports?tab=39</a> .
<b>Data Access:</b>	Users can request data through the SAMHSA website at <a href="https://www.samhsa.gov/data/request-data-ask-a-question#analysis-tool">https://www.samhsa.gov/data/request-data-ask-a-question#analysis-tool</a> .

## 70. National Study of Postsecondary Faculty (NSOPF)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The National Study of Postsecondary Faculty (NSOPF) was a nationally representative sample of full-and part-time faculty and instructional staff at public and private not-for-profit 2- and 4-year institutions in the United States, designed to provide data about faculty and instructional staff to postsecondary education researchers and policymakers. The study was initially conducted during the 1987-88 school year and was repeated in 1992-93, 1998-99, and 2003-04. There are no plans to repeat the study. Rather, NCES plans to provide technical assistance to state postsecondary data systems and to encourage the development of robust connections between faculty and student data systems so that key questions concerning faculty, instruction, and student outcomes – such as persistence and completion – can be addressed. The study includes three components:</p> <ul style="list-style-type: none"> <li>• <b>Institution Survey (1988, 1993, 1999, and 2004):</b> Counts of faculty; faculty hires and departures; tenure of faculty; tenure policies; retirement and other benefits of faculty.</li> <li>• <b>Department Chairperson Survey (1988 only):</b> Faculty composition in department; tenure of faculty in department; faculty hires and departures in department; hiring practices; activities to assess faculty performance; professional and developmental activities.</li> <li>• <b>Faculty Survey (1988, 1993, 1999, and 2004):</b> Sociodemographic characteristics; academic and professional background; field of instruction; employment history; current employment status including rank and tenure; workload; courses taught; publications; job satisfaction and attitudes; career and retirement plans; benefits and compensation.</li> </ul>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed in one response category. Race data are collected from faculty and instructional staff.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/nsopf/">https://nces.ed.gov/surveys/nsopf/</a>
<b>Documentation:</b>	Questionnaires are archived at <a href="https://nces.ed.gov/surveys/nsopf/survey_forms.asp">https://nces.ed.gov/surveys/nsopf/survey_forms.asp</a> .
<b>Data Access:</b>	Users can request data through the NCES website at <a href="https://nces.ed.gov/surveys/nsopf/restricted_data.asp">https://nces.ed.gov/surveys/nsopf/restricted_data.asp</a> .

## 71. National Vital Statistics System (NVSS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/National Center for Health Statistics (NCHS)
<b>Description:</b>	The NVSS is the oldest and most successful example of inter-governmental data sharing in Public Health and the shared relationships, standards, and procedures form the mechanism by which NCHS collects and disseminates the Nation's official vital statistics. These data are provided through contracts between NCHS and vital registration systems operated in the various jurisdictions legally responsible for the registration of vital events – births, deaths, marriages, divorces, and fetal deaths. Four major datasets are available: (1) birth data, (2) mortality data, (3) fetal death data, and (4) linked birth and infant death data.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.cdc.gov/nchs/nvss/index.htm">https://www.cdc.gov/nchs/nvss/index.htm</a>
<b>Documentation:</b>	A collection of user manuals for NVSS datasets is archived at <a href="https://www.cdc.gov/nchs/nvss/instruction_manuals.htm">https://www.cdc.gov/nchs/nvss/instruction_manuals.htm</a> .
<b>Data Access:</b>	<a href="https://www.cdc.gov/nchs/data_access/vitalstatsonline.htm">https://www.cdc.gov/nchs/data_access/vitalstatsonline.htm</a>



## 72. National Youth in Transition Database (NYTD)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Administration for Children and Families (ACF)
<b>Description:</b>	<p>The John H. Chafee Foster Care Independence Program (CFCIP) was initiated in an effort to improve outcomes for youth in foster care who are likely to reach their 18th birthday without having found a permanent home. The program provides funding to states to develop and administer programs designed to help ease the transition from foster care to independence. The law that created CFCIP also required states to develop 1) a system for tracking the services provided through CFCIP, and 2) a method for collecting outcome measures so that the effectiveness of the program can be assessed. These two components together form the NYTD. The files contain data from all 50 states, as well as from the District of Columbia and Puerto Rico. The Outcomes component (this dataset) contains the results of surveys conducted with youth to examine certain well-being, financial, and educational outcomes as they get older. Data from a survey on outcomes for a cohort of youth is provided every other year beginning with federal fiscal year 2011 (Oct 1, 2010 through Sep 30, 2011). There are three phases of outcome data for a given cohort—a baseline survey during the year of the youth’s 17 birthday, and two follow-ups: one at age 19, one at age 21. New cohorts will be established every three years (2014, 2017, 2020...) after the initial one in FY2011. The Services component contains cross-sectional information on the services provided by states under CFCIP and the youth who receive those services. Data are submitted by the states every 6 months on a continuing basis.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.acf.hhs.gov/cb/research-data-technology/reporting-systems/nytd">https://www.acf.hhs.gov/cb/research-data-technology/reporting-systems/nytd</a> .
<b>Documentation:</b>	<p>A series of data briefs is archived at <a href="https://www.acf.hhs.gov/cb/resource/data-briefs">https://www.acf.hhs.gov/cb/resource/data-briefs</a>.</p> <p>Frequent asked questions about NYTD are archived at <a href="https://www.childwelfare.gov/cb/research-data-technology/reporting-systems/nytd/faq/">https://www.childwelfare.gov/cb/research-data-technology/reporting-systems/nytd/faq/</a>.</p> <p>A webpage is available to provide more information about NYTD data elements; the web link is <a href="https://www.childwelfare.gov/cb/research-data-technology/reporting-systems/nytd/faq/data-elements/">https://www.childwelfare.gov/cb/research-data-technology/reporting-systems/nytd/faq/data-elements/</a>.</p>
<b>Data Access:</b>	Users can request data at <a href="https://www.ndacan.cornell.edu/datasets/datasets-list-nytd.cfm">https://www.ndacan.cornell.edu/datasets/datasets-list-nytd.cfm</a> .

### 73. National Youth Physical Activity and Nutrition Study (NYPANS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/Division of Adolescent and School Health (DASH)
<b>Description:</b>	The National Youth Physical Activity and Nutrition Study (NYPANS) was conducted in 2010 with three main purposes: (1) To provide nationally representative data on behaviors and behavioral determinants related to nutrition and physical activity among high school students; (2) to provide data to help improve the clarity and strengthen the validity of questions on the Youth Risk Behavior Survey (YRBS); and (3) to understand the associations among behaviors and behavioral determinants related to physical activity and nutrition and their association with body mass index.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.cdc.gov/healthyyouth/data/yrbs/nypans.htm">https://www.cdc.gov/healthyyouth/data/yrbs/nypans.htm</a>
<b>Documentation:</b>	The questionnaire and user manual can be downloaded from <a href="https://www.cdc.gov/healthyyouth/data/yrbs/nypans.htm">https://www.cdc.gov/healthyyouth/data/yrbs/nypans.htm</a> .
<b>Data Access:</b>	Users can request data at <a href="https://www.cdc.gov/healthyyouth/data/yrbs/contact.htm">https://www.cdc.gov/healthyyouth/data/yrbs/contact.htm</a>

## 74. Panel Study of Income Dynamics (PSID)

- Data System:** The PSID's original funding agency was the Office of Economic Opportunity of the United States Department of Commerce. The study's major funding source is now the National Science Foundation.
- Description:** The PSID began in 1968 with a nationally representative sample of over 18,000 individuals living in 5,000 families in the United States. Information on these individuals and their descendants has been obtained through various data collection efforts. Data collection include: (1) main interview collecting **data on** employment, income, wealth, expenditures, health, education, marriage, childbearing, philanthropy, and numerous other topics; (2) Child Development Supplement (CDS) collecting data on children and their extended families with which to study the dynamic process of early human and social capital formation; (3) Transition into Adulthood Supplement (TAS) gathering data on time use, psychological functioning, marriage, family, responsibilities, employment and income, education and career goals, health, social environment, religiosity, and outlook on life; and (4) Disability and Use of Time (DUST) collecting data on time use, health, functioning, well-being, and stylized time use and participation measures.
- Identification of Native Hawaiian:** Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
- Website:** <https://psidonline.isr.umich.edu/>
- Documentation:** Questionnaires and supporting documentation are archived at <https://psidonline.isr.umich.edu/Guide/documents.aspx>.  
The data user manual is available at <https://psidonline.isr.umich.edu/data/Documentation/UserGuide2015.pdf>.  
One webpage dedicated to PSID data variables is available at <https://simba.isr.umich.edu/VS/s.aspx>.
- Data Access:** <https://simba.isr.umich.edu/data/data.aspx>

## 75. Pre-elementary Education Longitudinal Study (PEELS)

<b>Data System:</b>	U.S. Department of Education (ED)/Institute of Education Sciences (IES)/National Center for Special Education Research (NCSEER)
<b>Description:</b>	The PEELS followed almost 3,000 children with disabilities as they progressed through preschool and into their early elementary years. Data were collected on the preschool and early elementary school experiences of a nationally representative sample of children with disabilities and the outcomes they achieved and included children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary education experiences, and their academic and adaptive skills. Key statistics produced from PEELS are characteristics of children and their families; characteristics of educational services and providers; transitions from early intervention to preschool, and preschool to elementary school; and school-related readiness and behavior. The children were 3 to 5 years old at the start of the study in 2003 and were followed through 2008.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://ies.ed.gov/ncser/projects/peels/">https://ies.ed.gov/ncser/projects/peels/</a>
<b>Documentation:</b>	PEELS questionnaires are archived at <a href="https://ies.ed.gov/ncser/projects/peels/instruments.asp">https://ies.ed.gov/ncser/projects/peels/instruments.asp</a> .  Publications of PEELS are available at <a href="https://ies.ed.gov/ncser/pubs/index.asp#peels">https://ies.ed.gov/ncser/pubs/index.asp#peels</a> .
<b>Data Access:</b>	Restricted-use data are available through data agreement with NCSEER.

## 76. Private School Universe Survey (PSS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	The purposes of PSS data collection activities are: to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools; and to report data on the total number of private schools, teachers, and students in the survey universe. The PSS has been conducted every 2 years with the first collection taking place during the 1989-90 school year.
<b>Identification of Native Hawaiian:</b>	School-level data. Native Hawaiian and Other Pacific Islander are collapsed into a single response category. The only relevant information from this survey is the percentage of Native Hawaiian and Other Pacific Islanders enrolled in school.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/pss/">https://nces.ed.gov/surveys/pss/</a>
<b>Documentation:</b>	The PSS questionnaire is archived at <a href="https://nces.ed.gov/surveys/pss/pdf/questionnaire2013_14.pdf">https://nces.ed.gov/surveys/pss/pdf/questionnaire2013_14.pdf</a> .
<b>Data Access:</b>	<a href="https://nces.ed.gov/surveys/pss/pssdata.asp">https://nces.ed.gov/surveys/pss/pssdata.asp</a>

## 77. Program for International Student Assessment (PISA)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Education Statistics (NCES)
<b>Description:</b>	The PISA is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy every three years. PISA also includes measures of general or cross-curricular competencies, such as collaborative problem solving. By design, PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling. Data are collected from (1) schools, (2) general teachers, (3) science teachers, and (4) students. Data were collected in more than 70 countries.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/pisa/">https://nces.ed.gov/surveys/pisa/</a>
<b>Documentation:</b>	PISA questionnaires are archived at <a href="https://nces.ed.gov/surveys/pisa/questionnaire.asp">https://nces.ed.gov/surveys/pisa/questionnaire.asp</a> .  PISA-released assessment items can be found at <a href="https://nces.ed.gov/surveys/pisa/releaseditems.asp">https://nces.ed.gov/surveys/pisa/releaseditems.asp</a> .
<b>Data Access:</b>	<a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=098">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=098</a>

## 78. Progress for the International Assessment of Adult Competencies (PIAAC)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Education Statistics (NCES)
<b>Description:</b>	The PIAAC is a cyclical, large-scale study that was designed to assess and compare the basic skills and the broad range of competencies of adults around the world. The assessment focuses on cognitive and workplace skills needed for successful participation in 21st-century society and the global economy. Specifically, PIAAC measures relationships between individuals' educational background, workplace experiences and skills, occupational attainment, use of information and communications technology, and cognitive skills in the areas of literacy, numeracy, and problem solving.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/piaac/">https://nces.ed.gov/surveys/piaac/</a>
<b>Documentation:</b>	PIAAC's questionnaires are archived at <a href="https://nces.ed.gov/surveys/piaac/questionnaires.asp">https://nces.ed.gov/surveys/piaac/questionnaires.asp</a>
<b>Data Access:</b>	<a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=113">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=113</a>

## 79. Progress In International Reading Literacy Study (PIRLS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Education Statistics (NCES)
<b>Description:</b>	PIRLS is an international comparative assessment that measures student learning in reading. PIRLS documents worldwide trends in the reading knowledge of fourth-graders as well as school and teacher practices related to instruction. Fourth-grade students complete a reading assessment and questionnaire that addresses students' attitudes towards reading and their reading habits. In addition, questionnaires are given to students' teachers and school principals to gather information about students' school experiences in developing reading literacy.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/pirls/">https://nces.ed.gov/surveys/pirls/</a>
<b>Documentation:</b>	PIRLS's user guide is archived at <a href="https://nces.ed.gov/surveys/pirls/pdf/PIRLS2006_usersguide.pdf">https://nces.ed.gov/surveys/pirls/pdf/PIRLS2006_usersguide.pdf</a>
<b>Data Access:</b>	<a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=099">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=099</a>



## 80. Public Needs for Library and Museum Services Survey (PNLMS)

<b>Data System:</b>	Institute of Museum and Library Services (IMLS)
<b>Description:</b>	The purpose of PNLMS survey is to determine attitudes, to assess awareness of issues related to library and museum services, and to track trends in visitation and usage. The sample size is 3,500 households (2,975 landline households and a 525 cell-phone-only subsample). The sample will include library users, museum users, dual users, and non-users. The data will include information about respondent's visitation to libraries and museums, their attitudes toward library and museum services, and demographics about respondents. It will also include information about visitation and usage of libraries and museums by children in the household. The PNLMS is a cross-sectional sample survey.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.imls.gov/research-evaluation/data-collection/public-needs-library-and-museum-services-survey">https://www.imls.gov/research-evaluation/data-collection/public-needs-library-and-museum-services-survey</a>
<b>Documentation:</b>	The questionnaire is archived at <a href="https://www.imls.gov/sites/default/files/legacy/assets/1/AssetManager/PNLMS_Survey_Questionnaire_English.pdf">https://www.imls.gov/sites/default/files/legacy/assets/1/AssetManager/PNLMS_Survey_Questionnaire_English.pdf</a> .
<b>Data Access:</b>	Users can request data by contacting IMLS.

## 81. Survey of Income and Program Participation (SIPP)

<b>Data System:</b>	U.S. Department of Commerce (DoC)/U.S. Census Bureau
<b>Description:</b>	<p>The SIPP is a household-based survey designed as a continuous series of national panels. Each panel features a nationally representative sample interviewed over a multi-year period lasting approximately four years. SIPP is a source of data for a variety of topics and provides for the integration of information for separate topics to form a single, unified database. This allows for the examination of the interaction between tax, transfer, and other government and private policies. Government policy formulators depend heavily upon SIPP for information on the distribution of income and the success of government assistance programs. SIPP collects information for assistance received either directly as money or indirectly as in-kind benefits. SIPP data provide the most extensive information available on how the nation's economic well-being changes over time, which has been SIPP's defining characteristic since its inception in 1983.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.census.gov/sipp/">https://www.census.gov/sipp/</a>
<b>Documentation:</b>	<p>User guides and other relevant documentation are archived at <a href="https://www.census.gov/programs-surveys/sipp/guidance.html">https://www.census.gov/programs-surveys/sipp/guidance.html</a>.</p> <p>Questionnaires are archived at <a href="https://www.census.gov/programs-surveys/sipp/tech-documentation/questionnaires/2008-questionnaires.html">https://www.census.gov/programs-surveys/sipp/tech-documentation/questionnaires/2008-questionnaires.html</a></p> <p>An interactive codebook website is available at <a href="https://www.census.gov/data-tools/demo/sipp/sippdict.html">https://www.census.gov/data-tools/demo/sipp/sippdict.html</a>.</p>
<b>Data Access:</b>	<a href="https://www.census.gov/programs-surveys/sipp/guidance/sipp-synthetic-beta-data-product.html">https://www.census.gov/programs-surveys/sipp/guidance/sipp-synthetic-beta-data-product.html</a>

## 82. Survey of Pathways to Diagnosis and Services (SPDS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Health Resources & Services Administration (HRSA)
<b>Description:</b>	The SPDS was conducted in 2011 as a follow-up to the 2009/10 National Survey of Children with Special Health Care Needs (NS-CSHCN). Adding to the rich information available in the NS-CSHCN, the Pathways survey took a closer look at the emergence of symptoms and diagnosis, and the use of medication, health care and education services. The Pathways survey provides information about parental concerns and perceptions, the process by which the child was diagnosed, access to care, service needs and use, functional limitations, and strengths and difficulties for children with ASD, DD or ID. Pathways was a nationally representative survey of children with special health care needs age 6-17 years who were identified by the 2009/10 NS-CSHCN as ever being diagnosed with autism spectrum disorder (ASD), developmental delay (DD), or intellectual disability (ID).
<b>Identification of Native Hawaiian:</b>	Native Hawaiian is a standalone response category.
<b>Website:</b>	<a href="http://childhealthdata.org/learn/pathways">http://childhealthdata.org/learn/pathways</a>
<b>Documentation:</b>	Resources for SPDS data analysis are available at <a href="http://www.childhealthdata.org/learn/pathways/resources">http://www.childhealthdata.org/learn/pathways/resources</a> .  Questionnaires are archived at <a href="http://childhealthdata.org/learn/pathways/resources/survey-instruments">http://childhealthdata.org/learn/pathways/resources/survey-instruments</a>
<b>Data Access:</b>	Users can request data at <a href="http://childhealthdata.org/docs/default-source/drc/drc-dataset-application-08-17-16.pdf?sfvrsn=4">http://childhealthdata.org/docs/default-source/drc/drc-dataset-application-08-17-16.pdf?sfvrsn=4</a>

### 83. Survey of Program Dynamics (SPD)

<b>Data System:</b>	U.S. Department of Commerce (DoC)/U.S. Census Bureau
<b>Description:</b>	The SPD is a longitudinal database drawn from a study designed to collect data on the economic, household, and social characteristics of a nationally representative sample of the U.S. population over time. Core data include employment, income, welfare program participation, health insurance and utilization, child well-being, marital relationships, and parents' depression. The SPD also had topical modules that vary by year. The primary goals of the SPD were to provide information on spells of actual and potential welfare program participation (over a ten-year period), to examine the causes of program participation and its long-term consequences (on recipients and their families), and to monitor the possible long-term changes (for individuals) that result from implementing welfare reform.
<b>Identification of Native Hawaiian:</b>	Asian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://www.census.gov/programs-surveys/sipp/about/spd.html">https://www.census.gov/programs-surveys/sipp/about/spd.html</a>
<b>Documentation:</b>	Questionnaires are archived at <a href="https://www2.census.gov/programs-surveys/sipp/questionnaires/spd/">https://www2.census.gov/programs-surveys/sipp/questionnaires/spd/</a> .
<b>Data Access:</b>	<a href="https://www.census.gov/spd/access.html">https://www.census.gov/spd/access.html</a>

## 84. Temporary Assistance for Needy Families (TANF)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Administration for Children and Families (ACF)
<b>Description:</b>	The TANF database contains demographic characteristics for families receiving assistance under the TANF program. TANF case record information is reported to the national TANF database by states and territories on a quarterly basis. The database consists of active cases (families who were receiving assistance for the reporting month by the end of the sample month) and closed cases (families whose assistance was terminated for the reporting month, but received assistance in the prior month). States have the option of submitting all active and closed cases or a sample of these cases.
<b>Identification of Native Hawaiian:</b>	Program-level data are collected. Native Hawaiian and Other Pacific Islander are collapsed into a single response category. The only information that is available about Native Hawaiians is number of adults and children receiving TANF at aggregated level (i.e., state).
<b>Website:</b>	<a href="https://www.acf.hhs.gov/ofa/data-reports">https://www.acf.hhs.gov/ofa/data-reports</a>
<b>Documentation:</b>	Data are aggregated at the state level. State-level reports are available at <a href="https://www.acf.hhs.gov/ofa/programs/tanf/data-reports">https://www.acf.hhs.gov/ofa/programs/tanf/data-reports</a> . Resources for TANF data users are available at <a href="https://www.acf.hhs.gov/ofa/resource-library/search?area%5B2377%5D=2377">https://www.acf.hhs.gov/ofa/resource-library/search?area%5B2377%5D=2377</a> .
<b>Data Access:</b>	NA

## 85. Trends in International Mathematics and Science Study (TIMSS) and TIMSS Advanced

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Education Statistics (NCES)
<b>Description:</b>	<p>TIMSS focuses on effectively measuring educational achievement in mathematics and science at the fourth, eighth, and sometimes 12th grades. In addition, TIMSS Advanced measures advanced mathematics and physics achievement in the final year of secondary school across countries. TIMSS Advanced data have been collected internationally three times, in 1995, 2008 and 2015. The United States participated in TIMSS Advanced in 1995 and 2015.</p> <p>The study is designed to capture the breadth and richness of these subjects as they are taught in the participating countries. The study collects detailed information about curriculum and curriculum implementation, together with empirical information about the contexts for schooling. It therefore provides countries with a much-needed means of improving mathematics and science learning outcomes for students worldwide. In addition, because the IEA has conducted the assessments every four years since 1995, interested parties worldwide can identify trends in achievement and other relevant indices across time.</p>
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Other Pacific Islander are collapsed into a single response category.
<b>Website:</b>	<a href="https://nces.ed.gov/timss/">https://nces.ed.gov/timss/</a>
<b>Documentation:</b>	<p>TIMSS questionnaires are archived at <a href="https://nces.ed.gov/timss/questionnaire.asp">https://nces.ed.gov/timss/questionnaire.asp</a></p> <p>Released assessment questions can be found at <a href="https://nces.ed.gov/timss/educators.asp">https://nces.ed.gov/timss/educators.asp</a>.</p>
<b>Data Access:</b>	<a href="https://nces.ed.gov/pubsearch/getpubcats.asp?sid=073">https://nces.ed.gov/pubsearch/getpubcats.asp?sid=073</a>

## 86. Youth Risk Behavior Surveillance System (YRBSS)

<b>Data System:</b>	<p>U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/Division of Adolescent and School Health (DASH) is responsible for national level data collection.</p> <p>Hawaii State Department of Health (HI-DoH) is responsible for Hawaii state data collection.</p>
<b>Description:</b>	<p>The Youth Risk Behavior Surveillance System (YRBSS) is an epidemiologic survey system established by CDC to monitor the prevalence of youth behavior that most influences health. The priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States include tobacco use; unhealthy dietary behaviors; inadequate physical activity; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases including HIV infection; and behaviors that contribute to unintentional injuries and violence.</p> <p>The YRBSS monitors six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults, including (1) Behaviors that contribute to unintentional injuries and violence; (2) sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection; (3) alcohol and other drug use; (4) tobacco use; (5) unhealthy dietary behaviors; (6) inadequate physical activity. YRBSS also measures the prevalence of obesity and asthma and other priority health-related behaviors plus sexual identity and sex of sexual contacts.</p> <p>YRBSS includes a national school-based survey conducted by CDC and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments.</p>
<b>Identification of Native Hawaiian:</b>	<p>At the national level, Native Hawaiian and Other Pacific Islander are collapsed into a single response category. At the state level, Native Hawaiian is a standalone response category.</p>
<b>Website:</b>	<p>National website: <a href="https://www.cdc.gov/healthyyouth/data/yrbs/index.htm">https://www.cdc.gov/healthyyouth/data/yrbs/index.htm</a>; Hawaii state website: <a href="http://hhdw.org/health-reports-data/data-source/yrbs-reports/">http://hhdw.org/health-reports-data/data-source/yrbs-reports/</a></p>
<b>Documentation:</b>	<p>Questionnaires are archived at <a href="https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm">https://www.cdc.gov/healthyyouth/data/yrbs/questionnaires.htm</a>.</p> <p>Data user guide is available at <a href="https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/2015_yrbs_sadc_documentation.pdf">https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2015/2015_yrbs_sadc_documentation.pdf</a>.</p> <p>HI-DoH produced reports by topics annually. All reports can be found at <a href="http://hhdw.org/health-reports-data/data-source/yrbs-reports/">http://hhdw.org/health-reports-data/data-source/yrbs-reports/</a></p>
<b>Data Access:</b>	<p>National data: <a href="https://www.cdc.gov/healthyyouth/data/yrbs/data.htm">https://www.cdc.gov/healthyyouth/data/yrbs/data.htm</a></p>

Hawaii state data: <http://hhdw.org/contact-2/data-request/>



## 87. University of Hawai'i Institutional Research and Analysis Office (UH-IRAO)

<b>Data System:</b>	University of Hawai'i System (UH)
<b>Description:</b>	The IRAO regularly produces a wide variety of institutional reports for the UH, including academic crossover, courses, curriculum, enrollment, faculty and staff, finance, graduation and persistence, peer and benchmark groups, planning information, projects and students. These reports are the primarily information source for the mapping reported in Chapter 3.
<b>Identification of Native Hawaiian:</b>	Native Hawaiian and Part-Hawaiian are two separate response categories.
<b>Website:</b>	<a href="http://hawaii.hawaii.edu/ir">http://hawaii.hawaii.edu/ir</a>
<b>Documentation:</b>	All reports listed in the Description section can be found at <a href="http://www.hawaii.edu/iro/">http://www.hawaii.edu/iro/</a> .
<b>Data Access:</b>	<a href="http://www.hawaii.edu/iro/request_forms.php">http://www.hawaii.edu/iro/request_forms.php</a>

## **Appendix D. Other Databases**

This section provides profiles of the databases that were reviewed by McREL but were determined to be less useful for this project because the data do not allow users to conduct subgroup analysis of Native Hawaiian samples nor provide information about the education and well-being of Native Hawaiians. The database profile includes five elements, as follows:

- Database—name of data source
- Data system—the agency that funds and/or collects the data
- Description—a summary description of the purpose of the data collection and the general content of the data set; information is from database web page.
- Website—the web link to the database
- Note—explanation for why the database was excluded from the mapping of data on the education and well-being of Native Hawaiians

## 1. Academic Library Survey (ALS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The ALS produces descriptive statistics on about 3,900 academic libraries in the 50 states, the District of Columbia, and the outlying areas of the United States. NCES surveyed academic libraries on a three-year cycle between 1966 and 1988. Between 1988 and 1998, the ALS was a component of the Integrated Postsecondary Education Data System (IPEDS) and was collected on a two-year cycle. Beginning with FY 2000, the Academic Libraries Survey is no longer a component of IPEDS, but remains on a two-year cycle. Beginning with the collection of FY 2000 data, the ALS changed to web-based data collection. Questionnaire is archived at <a href="https://nces.ed.gov/surveys/libraries/compare/SurveyExample/ACQuestionnaire_FY12.pdf?parent=Main&amp;Popup=1">https://nces.ed.gov/surveys/libraries/compare/SurveyExample/ACQuestionnaire_FY12.pdf?parent=Main&amp;Popup=1</a>. User can download data from <a href="https://nces.ed.gov/surveys/libraries/aca_data.asp">https://nces.ed.gov/surveys/libraries/aca_data.asp</a></p>
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/libraries/compare/LibrariesSurvey.aspx">https://nces.ed.gov/surveys/libraries/compare/LibrariesSurvey.aspx</a>
<b>Note:</b>	Race information is not collected.

## 2. Annual Survey of School System Finances (ASSSF)

**Data System:** U.S. Department of Commerce/U.S. Census Bureau

**Description:** ASSSF collects education finance data include revenues, expenditures, debt, and assets of elementary and secondary public school systems in all states, and include the District of Columbia. The data include revenue by source, expenditure by function and object (instruction, support service functions, salaries, and capital outlay), indebtedness, and cash and investments. Content was expanded at the request of the National Center for Education Statistics (NCES) in 1992. New data items include: direct state aid for 11 types of programs (such as general formula assistance, staff improvement, and special education); federal aid for Title I, Children with Disabilities, and Impact Aid programs; salaries and employee benefits by function; maintenance, transportation, and business activities; and spending for instructional equipment. Data have been collected annually since 1977.

**Website:** <https://www.census.gov/programs-surveys/school-finances.html>

**Note:** School-level data. Race information is not collected.

### 3. Beginning Teacher Longitudinal Study (BTLS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	The BTLS is a new study of a cohort of beginning public school teachers initially interviewed as part of the 2007-08 Schools and Staffing Survey. The study will create an unfolding “story” by following this cohort of first-year teachers for a decade. Questionnaires can be found at <a href="https://nces.ed.gov/surveys/btls/questionnaires.asp">https://nces.ed.gov/surveys/btls/questionnaires.asp</a> .
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/btls/">https://nces.ed.gov/surveys/btls/</a>
<b>Note:</b>	Race information is not collected.

#### 4. Economic Census

<b>Data System:</b>	U.S. Department of Commerce (DoC)/U.S. Census Bureau
<b>Description:</b>	<p>The Economic Census is the U.S. Government's official five-year measure of American business and the economy. It is conducted by the U.S. Census Bureau, and response is required by law. Data were collected from business owners across all types of industry sectors. Questionnaires by industry sectors are archived at <a href="https://www.census.gov/programs-surveys/economic-census/technical-documentation/questionnaires.html#par_list_25">https://www.census.gov/programs-surveys/economic-census/technical-documentation/questionnaires.html#par_list_25</a>. Information about methodology is available at <a href="https://www.census.gov/programs-surveys/economic-census/technical-documentation/methodology.html">https://www.census.gov/programs-surveys/economic-census/technical-documentation/methodology.html</a>.</p>
<b>Website:</b>	<a href="https://www.census.gov/programs-surveys/economic-census.html">https://www.census.gov/programs-surveys/economic-census.html</a>
<b>Note:</b>	Race information is not collected.

## 5. Fast Response Survey System (FRSS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly and with minimum response burden. The FRSS, whose surveys collect and report data on key education issues at the elementary and secondary levels, was designed to meet the data needs of Department of Education analysts, planners and decisionmakers when information could not be collected quickly through NCES's large recurring surveys. Findings from FRSS surveys have been included in congressional reports, testimony to congressional subcommittees, NCES reports, and other Department of Education reports. The findings are also often used by state and local education officials.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/frss/">https://nces.ed.gov/surveys/frss/</a>
<b>Note:</b>	FRSS surveys collect data at the teacher-, school-, or district-level. Race information is not collected.

## 6. Hawaii Family Touchstones (HFT)

<b>Data System:</b>	University of Hawai'i/Center on the Family
<b>Description:</b>	<p>The Center on the Family developed Hawai'i Family Touchstones to monitor the wellbeing of families in our state. Relevant and measurable indicators are tracked over time to provide an overview of Hawai'i's families. Data are gathered from a variety of public and private sources, and from periodic surveys on a representative sample of Hawai'i's families to provide data unavailable from other sources. A summary about 2006 findings from the Hawaii Family Touchstones is archived at <a href="http://uhfamily.hawaii.edu/publications/databooks/TouchStones%202010.pdf">http://uhfamily.hawaii.edu/publications/databooks/TouchStones%202010.pdf</a>. Other reports utilized the HFT data can be found at <a href="http://uhfamily.hawaii.edu/projects/qualityoflife/publications.aspx">http://uhfamily.hawaii.edu/projects/qualityoflife/publications.aspx</a>.</p>
<b>Website:</b>	<a href="http://uhfamily.hawaii.edu/projects/qualityoflife/publications.aspx">http://uhfamily.hawaii.edu/projects/qualityoflife/publications.aspx</a>
<b>Note:</b>	<p>There is limited information online about this survey. Data were reported at the aggregated level. It is unclear what demographic information or race information are collected in the survey.</p>



## 7. Hawaii Workforce Longitudinal Data System (HI-WorLDS)

<b>Data System:</b>	Hawaii State Department of Labor and Industrial Relations (HI-DLIR)
<b>Description:</b>	<p>The Hawaii's WorLDS focuses on the transition between work force related programs and entry into the workforce. WorLDS is a centralized warehouse that collects and stores data from Hawaii's workforce programs, and matches that data to wage and benefits records. According to a report (i.e., Workforce Information Grant) in 2012, the DLIR was developing the WorLDS through a Workforce Data Quality Initiative grant. WorLDS aims to integrate data sets from within the DLIR and other state, county, and nonprofit agencies' workforce development programs with data from the University of Hawai'i and the state's Department of Education to track the supply and demand for skilled workers to determine where students and workers are headed in Hawai'i's labor market.</p>
<b>Website:</b>	<a href="http://labor.hawaii.gov/rs/">http://labor.hawaii.gov/rs/</a>
<b>Note:</b>	<p>Data specific to the labor market are available on the Hawaii Workforce Infonet (<a href="https://www.hiwi.org/vosnet/Default.aspx">https://www.hiwi.org/vosnet/Default.aspx</a>). However, information about all other data elements stored by the WorLDS is limited, and it is unclear if data specific to Native Hawaiians are available to the public or not.</p>

## 8. Middle Grades Longitudinal Study of 2016-17 (MGLS:2017)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	MGLS:2017 is the first study to follow a nationally-representative sample of students as they enter and move through the middle grades. Repeated measures of key constructs will provide a rich descriptive picture of the academic progress, experiences and lives of students during these critical years and will allow researchers to examine associations between contextual factors and student outcomes. There is a special focus on socioemotional and executive function measures, as well as successful transition to high school and later education and career outcomes. The MGLS emphasis on inclusiveness involves oversampling students in several IDEA disability groups.
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/mgls/">https://nces.ed.gov/surveys/mgls/</a>
<b>Note:</b>	This is a new study And there is limited information about the types of data collected.

## 9. National Crime Victimization Survey—School Crime Supplement (NCVS-SCS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Education Statistics (NCES)
<b>Description:</b>	<p>The SCS survey was created as a supplement to the National Crime Victimization Survey (NCVS) collected by the Bureau of Justice Statistics. The SCS is a national survey of approximately 6,500 students ages 12 through 18 in U.S. public and private elementary, middle, and high schools. The SCS was conducted in 1989, 1995, 1999, 2001, 2003, 2005, 2007, 2009, 2011 and 2013. It asks about school-related topics such as: Alcohol and drug availability; fighting, bullying, and hate-related behaviors; fear and avoidance behaviors; gun and weapon carrying; and gangs at school. NCVS-CSC questionnaires can be retrieved from <a href="https://nces.ed.gov/programs/crime/student_questionnaires.asp">https://nces.ed.gov/programs/crime/student_questionnaires.asp</a>. Information about data access can be found at <a href="http://www.icpsr.umich.edu/icpsrweb/ICPSR/series/95/studies/36354?q=school%20crime%20supplement">http://www.icpsr.umich.edu/icpsrweb/ICPSR/series/95/studies/36354?q=school%20crime%20supplement</a>.</p>
<b>Website:</b>	<a href="https://nces.ed.gov/programs/crime/">https://nces.ed.gov/programs/crime/</a>
<b>Note:</b>	Race data is not collected.

## 10. National Indian Education Study (NIES)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	The NIES, began in 2005, is designed to describe the condition of education for American Indian and Alaska Native (AI/AN) students in the United States. The study provides information about the academic performance in reading and mathematics of AI/AN fourth- and eighth-graders as well as their exposure to Native American culture.
<b>Website:</b>	<a href="https://nces.ed.gov/nationsreportcard/nies/">https://nces.ed.gov/nationsreportcard/nies/</a>
<b>Note:</b>	All participants were American Indian and Alaska Native students. No data were collected from Native Hawaiians.

## 11. National Longitudinal Study of the H.S. Class of 1972 (NLS:72)

**Data System:** U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)

**Description:** The NLS-72 describes the transition of young adults from high school through postsecondary education and the workplace. The data span 1972 through 1986 and include postsecondary transcripts. Questionnaires are archived at <https://nces.ed.gov/surveys/nls72/questionnaires.asp>.

**Website:** <https://nces.ed.gov/surveys/nls72/>

**Note:** Race information is collected, but Native Hawaiian was not included in the response categories. Specifically, the response categories were: American Indian, Black or Afro-American or Negro, Mexican-American or Chicano, Puerto Rican, Other Latin-American origin, Oriental or Asian-American, White or Caucasian, and Other.

## 12. Postsecondary Education Quick Information System (PEQIS)

- Data System:** U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
- Description:** NCES has established PEQIS to collect timely data on focused issues needed for program planning and policy development with a minimum burden on respondents. In addition to obtaining information on emerging issues quickly, PEQIS surveys are also used to assess the feasibility of developing large-scale data collection efforts on a given topic or to supplement other NCES postsecondary surveys. PEQIS employs a standing sample (panel) of approximately 1,600 postsecondary education institutions at the 2-year and 4-year level. The nationally representative panel includes public and private colleges and universities that award associate, bachelor's, master's, and doctoral degrees.
- Website:** <https://nces.ed.gov/surveys/peqis/>
- Note:** This database collected data from institutions of higher education. Race information is not collected.

### 13. Safety and Wellness Survey (SAWS)

<b>Data System:</b>	Hawaii State Department of Education (HI-DoH)
<b>Description:</b>	<p>The SAWS, an annual online survey of public school principals, is used to monitor and evaluate schools' progress towards implementing the Wellness Guidelines. It is jointly administered by the Hawaii State Departments of Education and Health. Key indicators from the SAWS are included in the Superintendent's Annual report. The last report for school year 2015-16 is archived at <a href="http://www.hawaiipublicschools.org/DOE%20Forms/Health%20and%20Nutrition/SAWS15-16.pdf">http://www.hawaiipublicschools.org/DOE%20Forms/Health%20and%20Nutrition/SAWS15-16.pdf</a>.</p>
<b>Website:</b>	<a href="http://www.hawaiipublicschools.org/TeachingAndLearning/HealthAndNutrition/WellnessGuidelines/Pages/home.aspx">http://www.hawaiipublicschools.org/TeachingAndLearning/HealthAndNutrition/WellnessGuidelines/Pages/home.aspx</a>
<b>Note:</b>	This survey collected school-level data. Information about other types of data (e.g., demographic) is limited.

## 14. Schools and Staffing Survey (SASS) & National Principal and Teacher Survey (NPTS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The SASS collected extensive data on American public and private elementary and secondary schools between 1987 and 2011. Teachers, principals, schools, school districts and library media centers are components of the SASS survey system. SASS provides data on characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size and other conditions in schools. SASS data are designed to allow comparisons of public and private schools and staff and permit the analysis of trend data. In addition, SASS data are state-representative for the public sector and affiliation-representative for the private sector. Public schools are also linked to their respective districts. Public charter schools, their teachers and principals were included in the 1999-2000 administration of the SASS. SASS was administered in the 2003-04 school year and again in the 2007-08 school year. After 2010–11, NCES redesigned SASS and named it the NTPS to reflect the redesigned study’s focus on the teacher and principal labor market and on the state of K-12 school staff. NCES first conducted NTPS in 2015–16.</p>
<b>Website:</b>	<p>SASS: <a href="https://nces.ed.gov/surveys/sass/">https://nces.ed.gov/surveys/sass/</a></p> <p>NTPS: <a href="https://nces.ed.gov/surveys/ntps/">https://nces.ed.gov/surveys/ntps/</a></p>
<b>Note:</b>	This study did not collect data from students or families.



## 15. School Attendance Boundary Survey (SABS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	The School Attendance Boundary Survey (SABS) is a sample collection of school attendance area boundaries operated by school districts throughout the U.S. The boundary collection helps to understand how schools are organized within school districts, and how schools that serve different grade spans relate to each other. The SABS boundaries are also used to develop custom school-level demographic estimates from the Census Bureau's American Community Survey.
<b>Website:</b>	<a href="https://nces.ed.gov/programs/sabs/">https://nces.ed.gov/programs/sabs/</a>
<b>Note:</b>	This data is helpful for spatial analysis.

## 16. School Survey on Crime and Safety (SSOCS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The School Survey on Crime and Safety (SSOCS) is the National Center for Education Statistics' (NCES) primary source of school-level data on crime and safety. SSOCS is a national survey of approximately 3,500 principals in U.S. public elementary, middle, and high schools. Conducted in 1999-2000, 2003-2004, 2005-06, 2007-08 and 2009-10, the survey covers topics such as: (1) Frequency and types of crimes occurring at school, (2) disciplinary actions allowed and used in schools, (3) policies and practices designed to prevent or reduce crime in schools, and, and (4) characteristics of school climate related to safety. Questionnaires are archived at <a href="https://nces.ed.gov/programs/crime/pss_questionnaires.asp/">https://nces.ed.gov/programs/crime/pss_questionnaires.asp/</a></p>
<b>Website:</b>	<a href="https://nces.ed.gov/programs/crime/">https://nces.ed.gov/programs/crime/</a>
<b>Note:</b>	School-level data. Race information is not collected.

## 17. Small Area Health Insurance Estimate (SAHIE)

<b>Data System:</b>	U.S. Department of Commerce (DoC)/U.S. Census Bureau
<b>Description:</b>	<p>The SAHIE program produces timely estimates for all counties and states by detailed demographic and income groups. The SAHIE program produces single-year estimates of health insurance coverage for every county in the U.S. SAHIE data can be used to analyze geographic variation in health insurance coverage, as well as differences in coverage by race/ethnicity, sex, age and income levels that reflect thresholds for state and federal assistance programs. Because consistent estimates are available from 2008 to 2015, SAHIE reflects annual changes over time. Users can access data from <a href="https://www.census.gov/did/www/sahie/data/20082015/index.html">https://www.census.gov/did/www/sahie/data/20082015/index.html</a>.</p>
<b>Website:</b>	<a href="https://www.census.gov/did/www/sahie/">https://www.census.gov/did/www/sahie/</a>
<b>Note:</b>	Estimates developed for the SAIPE program are not at the individual level; hence, counts of the Native Hawaiian population are not available in the dataset.

## 18. Small Area Income and Poverty Estimates (SAIPE)

**Data System:** U.S. Department of Commerce (DoC)/U.S. Census Bureau

**Description:** The U.S. Census Bureau, with support from other federal agencies, created the Small Area Income and Poverty Estimates (SAIPE) program to provide more current estimates of selected income and poverty statistics than the most recent decennial census. Estimates are created for states, counties, and school districts. The main objective of this program is to provide updated estimates of income and poverty statistics for the administration of federal programs and the allocation of federal funds to local jurisdictions.

The estimates are not direct counts from enumerations or administrative records, nor direct estimates from sample surveys. Data from those sources are not adequate to provide intercensal estimates for all counties. Instead, the relationship between income or poverty and tax and program data for the states and a subset of counties are modeled using estimates of income or poverty from the Annual Social and Economic Supplement (ASEC) to the Current Population Survey (CPS). The modeled relationships are then used to develop estimates for all states and counties. For school districts, the model-based county estimates and the decennial census distribution of the population in poverty of each county across its constituent school districts are used to create the estimates. Users can access data from

<https://www.census.gov/did/www/saipe/data/>.

**Website:** <https://www.census.gov/did/www/saipe/>

**Note:** Estimates developed for the SAIPE program are not at the individual level; hence, counts of the Native Hawaiian population are not available in the dataset.

## 19. State Library Agencies Survey (SLAA)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	<p>The State Library Agencies survey (SLAA) provides descriptive information about state library agencies. The data are collected from the 50 states and the District of Columbia. The data includes state library agency identification, governance, public service hours, service outlets, collections, library service transactions, library development transactions, services to other libraries in the state, allied operations, staff, income, expenditures, and electronic services and information. Collected annually since 1994. After 2010, data collection occurs every two years. Users can download data from <a href="https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005364">https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2005364</a>.</p>
<b>Website:</b>	<a href="https://www.ims.gov/research-evaluation/data-collection/state-library-administrative-agency-survey">https://www.ims.gov/research-evaluation/data-collection/state-library-administrative-agency-survey</a>
<b>Note:</b>	Race information is not collected.

## 20. Teaching and Learning International Survey (TALIS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Educational Statistics (NCES)
<b>Description:</b>	The TALIS is an international study of teachers, teaching, and learning environments. The TALIS's objective is to provide internationally comparable indicators on teachers and teaching to help countries review current conditions and develop informed education policy. The TALIS offers an opportunity for teachers and school principals to provide their perspectives on the state of education in their own countries, allowing for a global view of teachers and the education systems in which they work. Questionnaires can be found at <a href="https://nces.ed.gov/surveys/talis/questionnaire.asp">https://nces.ed.gov/surveys/talis/questionnaire.asp</a> .
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/talis/">https://nces.ed.gov/surveys/talis/</a>
<b>Note:</b>	Race information is not collected.

## 21. School Health Policies and Practices Study (SHPPS)

<b>Data System:</b>	U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC)/Division of Adolescent and School Health (DASH)
<b>Description:</b>	<p>The SHPPS was designed to answer the following questions: (1) What are the characteristics of each component of school health at the state, district, school, and classroom levels? (2) Are there persons responsible for coordinating each school health program component, and what are their qualifications and educational backgrounds? (3) What collaboration occurs among staff from each school health program component and with staff from outside agencies and organizations? (4) How have key policies and practices changed over time? Questionnaires are archived at <a href="https://www.cdc.gov/healthyyouth/data/shpps/questionnaires.htm">https://www.cdc.gov/healthyyouth/data/shpps/questionnaires.htm</a>. Data and documentation can be downloaded from <a href="https://www.cdc.gov/healthyyouth/data/shpps/data.htm">https://www.cdc.gov/healthyyouth/data/shpps/data.htm</a>.</p>
<b>Website:</b>	<a href="https://www.cdc.gov/healthyyouth/data/shpps/index.htm">https://www.cdc.gov/healthyyouth/data/shpps/index.htm</a>
<b>Note:</b>	School-level data. Race information is not collected.

## 22. School Survey on Crime and Safety (SSOCS)

<b>Data System:</b>	U.S. Department of Education (ED)/National Center for Education Statistics (NCES)
<b>Description:</b>	<p>The SSOCS is the NCES's primary source of school-level data on crime and safety. SSOCS is a national survey of approximately 3,500 principals in U.S. public elementary, middle, and high schools. Conducted in 1999-2000, 2003-2004, 2005-06, 2007-08 and 2009-10, the survey covers topics such as: (1) frequency and types of crimes occurring at school, (2) disciplinary actions allowed and used in schools, (3) policies and practices designed to prevent or reduce crime in schools, and (4) characteristics of school climate related to safety. SSOCS questionnaire is archived at <a href="https://nces.ed.gov/surveys/ssocs/pdf/SSOCS_2016_Questionnaire.pdf">https://nces.ed.gov/surveys/ssocs/pdf/SSOCS_2016_Questionnaire.pdf</a>. Data products, including data files and user manuals, are archived at <a href="https://nces.ed.gov/surveys/ssocs/data_products.asp">https://nces.ed.gov/surveys/ssocs/data_products.asp</a>.</p>
<b>Website:</b>	<a href="https://nces.ed.gov/surveys/ssocs/">https://nces.ed.gov/surveys/ssocs/</a>
<b>Note:</b>	School-level data. Race information is not collected.



## Appendix E. Data Examples by Education and Well-being Domains

This appendix provides data examples for data elements identified as a result of the mapping process across the eight education and well-being domains. Additionally, demographic data were identified as part of the mapping process as this type of information can enhance our understanding of between group differences. Examples of demographic data are presented first, followed by the data examples for eight education and well-being domains.

**Table E1. Demographic Data Examples**

Demographic data	
Age	Respondent's age; child of respondent's age. If it is a household survey, data for each member of the household are collected.
Grade level	Grade level. Data sources may include parent report or child self-report.
Gender	Respondent's gender, child gender. If it is a household survey, data for each member of the household are collected.
Race/Ethnicity	Race/ethnicity. If it is a household survey, data for each member of the household are collected. If it is a longitudinal study/survey, response category may have changed over time. HAWCC-OIR collect data about Hawaiian ancestry.
Disability	Individual's disability status; types of disability; diagnosis of the disability; with an IEP or IFSP plan; whether disability affect child's ability to learn; whether disability affect individual's daily life and functioning. If it is a household survey, data for each member of the household may be collected. If respondent is a parent, child's disability data is collected. If respondent is a teacher/special education teacher, teacher knowledge about the child's disability status is collected.
Citizenship and migration history	Citizenship; immigrant status; country of birth; nationality; international student status; current residency; place of birth. If borne outside of the U.S., information about year arrived in the U.S. and years become a U.S. citizen are collected. Most studies/surveys collected data about parents and their children.
Veteran/military status	Respondent's self-report of military status (in military; military type; veteran status)
Sexual orientation	Individual self-report of sexual orientation (e.g., heterosexual, homosexual, bisexual).

**Table E2. Education Data Examples**

Topics	Data may include ...
Early care and education (ECE) experiences	
Child care arrangements and characteristics	Age of first care provided by others; child care type (e.g., self-care, relative care, center-based, home-based); child care cost; parent interaction with caregiver; availability of care; time spent in child care (e.g., number of hours per week); use of care (e.g., before-school, after-school, weekend care); number of care arrangements; primary care location (e.g., where child spend

Topics	Data may include ...
	<p>most hours if having more than one child care arrangement); financial sources to support child care cost (e.g., families, relatives, employer, social service or welfare agency, child care subsidy).</p> <p>Some studies/surveys (e.g., ECLS-B, FACES, NHES, NICHD-SECCYD) collected data about child care/after-school care selection factors (e.g., factors/reasons for using the selected care).</p>
ECE/preschool attainment and program characteristics	<p>ECE/preschool attainment; program type (e.g., Early Head Start, Head Start, center-based program, home-based program, etc.); age of first attainment; ECE/preschool attainment fees and costs. Most studies/surveys also collect data from program providers and teachers about program characteristics, such as program operation (e.g., receive grant funding, affiliation with Early Head Start/Head Start, collaboration with Part C or Part B agencies, public or private); average fee; student demographics and background information (e.g., student racial/ethnic composition, age range, % of students who are Dual Language Learners [DLL], % of students with disability, % of high-risk<sup>8</sup> families enrolled); staff background information (e.g., number of FTE staff, age, gender, race/ethnicity, experience, education and training; professional certification and credentials, membership of any professional organizations; satisfaction with child care career); special services (e.g., health and developmental screening/examination, assessments of social skills or behavior problems); provision of care during nontraditional hours; sick child care on an as-needed basis; receive federal reimbursement for meals and snacks served to children.</p>
Early Head Start/Head Start program participation and services for families	<p>For children in Early Head Start or Head Start programs, data about services received were collected, such as the frequency of and topics of home visits, language used during home visits, services for pregnant women; methods used to identify family needs; development of an individual family partnership agreement (IFPAs) with families; frequency of child development services and developmental assessments; health services; parent involvement in child development services; individualization of services; group socializations; transition plans; programs/services designed to assist families at risk; programs provided for families of Dual Language Learners (DLL).</p>

<sup>8</sup> Risk factors may include poverty, teen mother, single parent, primary caregiver without high school diploma/GED, family receiving welfare, unemployed parent(s), family with mental health problems, family with substance abuse problems, family reside in an unsafe neighborhood, homeless family, and family experiencing domestic violence etc.

Topics	Data may include ...
Child care/ECE/preschool classroom context, practice and quality	<p>Teacher-child ratio; classroom health and safety provisions; learning space and environment (e.g., learning centers, quality and quantity of learning materials); student demographics and behaviors (e.g., % of students absent and chronically absent, children's overall behavior in classroom, age range, racial/ethnic background, % of children with special needs, % of children who are Dual Language Learners [DLL]); curriculum and activities (e.g., use of formal curriculum, methods for monitoring growth and development, use of assessments, frequency of outside activities, group and individual activities, amount of unstructured time, TV time); teacher-child relationship (e.g., conflict, closeness); caregiving style (e.g., discipline, enforcement of rules, expression of affection); teacher beliefs and practices to support child learning and development (e.g., PD opportunities and experiences, practices to smooth child transition to kindergarten, beliefs of the importance of school readiness skills, match families and staff based on cultural background or language, assessment practices to support English language learners and Dual language learners, daily activity plan, assistance for families to obtain resources and services); home-school relationship; staff turnover rate.</p> <p>Some studies/surveys (e.g., ECLS-B, Baby FACES, FACES) collected data about use of technology in ECE classroom; data may include teacher and child access to and frequency of using a computer; access to Internet in classroom; teacher access to a laptop during home visits.</p>
Child care/ECE classroom language use	<p>Number of children speaking primary language other than English at school/center; teachers' primary language if not English; teachers' use of language when caring for/teaching child; teacher's ways to communicate with families who speak a language that teacher doesn't speak.</p>
<b>K-12 education experiences</b>	
School enrollment	<p>If respondent is a parent/guardian, data may include current self-school enrollment status (e.g., enrollment in any course from a school, college, or university); child current enrollment status (e.g., in school, transfer to other schools, home school, early graduate, dropout, reason not enrolled); student mobility (e.g., number of times changing schools; reasons for changing schools). Data include students in general education as well as special education. If child is homeschooled, data about experiences, activities, materials used related to home schooling are collected; reasons for choosing homeschooling are asked. NLS collected data on individuals who drop out of school, but re-enroll back to school.</p>

Topics	Data may include ...
K-12 school characteristics and background	School type (e.g., private, public, religious-based); school budget and expenditure (e.g., per pupil expenditure, school facility and resources (e.g., school facility inspection data, equipment availability [e.g., computers, access to internet], resources available for instruction [e.g., science lab, library]); school calendar (semester, trimester, quarter, block schedule); school size (e.g., teacher-student ratio, student enrollment number, number of staff); lowest and highest grade level taught; participation in USDA's school breakfast program and reasons for not participating; school participation in National School Lunch Program; student attrition rate; major program orientation e.g., (general, specialized); student demographics and background (e.g., % of students who are ESL, % of students with LEP, % of students receiving free breakfast, % of students receiving free- or reduced-priced lunch, % of students in special education, % of students with an IEP, student gender composition; student racial/ethnic composition, % of students meeting proficiency level on achievement tests); staff characteristics (e.g., race/ethnicity composition, FTE, average salary); average daily attendance rate (ADA).
School policies and management	School policy on various topics, such as discipline and rules, retention, high school graduation requirements, diversity (e.g., school's approach to providing instruction in core curriculum to students with different abilities, learning rates, interests, or motivations), admission requirements; placement; extracurricular participation (e.g., students have to maintain a minimal GPA in order to participate in certain school activities, such as sports, theatrical production), teacher evaluation, teacher hiring requirements, etc. School management may include data about participation in school improvement efforts; school goals and objectives; principal's approaches to manage school; use and influence of internal or external evaluation on school management, policies and procedures; use of student achievement data in the accountability procedure; teacher professional development opportunities (e.g., time spent, types of opportunities, peer collaboration, school financial support/reimbursement on PD opportunities)
School climate	Student engagement (e.g., cultural and linguistic competence, relationships [peer relationships, teacher-student relationships], school participation, sense of belonging); safety (e.g., emotional safety, physical safety, bullying/cyberbullying [racially motivated or not], substance abuse, emergency readiness/management); environment (e.g., physical environment, instructional environment, physical health, mental health, discipline). School Quality Survey (SQS) administered by HI-DoH covers four

Topics	Data may include ...
	<p>domains: Safety, well-being, satisfaction, involvement/engagement.</p> <p>Some studies/surveys (e.g., NHES) collected data about things that parents and students do because of concerns regarding school safety.</p>
K-12 classroom characteristics	<p>Class size (e.g., number of students, number of teachers, number of volunteers); % of students who are struggling (e.g., repeating kindergarten; perform below grade level); % of students classified as gifted and talented; children's overall behavioral in class (e.g., level and frequency of group misbehave; level of student engagement in learning material/class); % of students demonstrating school readiness skills; student characteristics (e.g., gender, race/ethnicity, English as second language [ESL], limited English proficiency [LEP], free or reduced lunch status, free breakfast status, special education, disabilities, with an IEP, with an Section 504 plan); teacher characteristics (e.g., age, gender, race/ethnicity, primary language, education background and training); adequacy of resources and learning materials in classroom.</p>
K-12 classroom instructional activities	<p>Classroom activities (e.g., frequency and time spent on various academic subjects and non-academic activities); time spent on various instructional formats (e.g., teacher-directed whole class, teacher-directed individual, ability groups, individual tutoring, pull-out instruction); instructional strategies (e.g., integrate curriculum areas among common or unifying themes, classroom management, modes of instruction); curriculum and contents covered across subject areas; how teachers structure their curriculum and instruction (e.g., according to commercial programs, district or school assessment results, district recommendations, national assessment results, national curriculum standards, or school-based curriculum standards, etc.); teacher practices on student assessments and purpose of the assessments (e.g., mandatory standardized tests, non-mandatory standardized tests, teacher-developed tests, teachers' judgmental ratings); use of library.</p> <p>If it is a kindergarten classrooms, data may also include program type (e.g., full- or half-day); class type (e.g., regular, transitional, special education class, first grade class, Montessori, etc.); hours per week; use of lesson plans; learning environment (e.g., learning centers, resources and materials).</p> <p>Some studies/surveys collected data on technology use in classroom (e.g., ECLS-B, ECLS-K, ECLS-K:2011, ELS:2002, NAEP-LTT, NAEP, PISA, PIRLS, TIMSS/TIMSS Advanced). Data</p>

Topics	Data may include ...
	may include frequency of computer use in classroom; number of computers in classroom; purpose of students using computers (learn social studies concepts, learn keyboard skills, create art, compose music, enjoyment, access information).
Classroom language and instructional language	Language used in instruction; language other than English that are spoken by children in class; teacher's and teacher aide's first language; frequency of using non-English language in academic instruction in reading/literacy, math, other subjects, instructional support, conversation; books in non-English language available in classroom; the purpose of providing specialized language instruction in classroom.
<b>K-12 educator characteristics, beliefs and practices</b>	
K-12 educator background and characteristics	Teachers' age, gender, race/ethnicity, years in current position, education and training (e.g., college courses in education), certifications and licenses, years of teaching experience, grade level taught, programs taught, subjects taught, salary and benefits. Some studies/surveys collected data about principals (e.g., ECLS-K, ECLS-K:2011, EDSCLS, NICHD-SECCYD, TIMSS & TIMSS Advanced).
Teacher beliefs, attitudes and practices	<p>Topics on teacher beliefs and attitudes may include perception of student assessment in general education, student assessment in special education, school readiness skills in kindergarten, parental role in preparing children ready for kindergarten, ECE/preschool attainment homework assignment in kindergarten, parental involvement, expectations for student achievement, principal support, roles as a teacher, satisfaction with current teaching position/job.</p> <p>Topics on teacher practices may include use of student assessment; homework assignment and expectations; sense of efficacy in teaching children with disabilities in class; sense of efficacy in teaching students from diverse cultural backgrounds;</p>

Topics	Data may include ...
	methods to prepare students for school-wide standardized tests; instructional practices on various subject areas (e.g., English, math, science); parent-school engagement; approaches to supporting students who are struggling (e.g., supplemental materials).
<b>Home-school relations</b>	
Parent school selection practice/school choice	Child attend the assigned school or a school that parent(s) choose; the main reason that child goes to this school and not some other school; reasons that parents choose certain type of school (e.g., charter school); parents' practices/actions to enroll their child to the school they want (e.g., choose where to live so that child can attend the school of chosen; seek information on the performance of the schools to choose school).
School practice to smooth transition to kindergarten	School practice to smooth transition to kindergarten (e.g., activities organized by school to help children prepare for transition to kindergarten). Some surveys (e.g., ECLS-K, ECLS-K:2011) collected data about child adjustment during transition to kindergarten (e.g., child complain about school, upset or reluctant to go to school; pretend to be sick; say good things about school; say like teacher; look forward to going to school) and parental beliefs about school readiness skills.
Parent satisfaction with school/education	Parent satisfaction with the education child received in school; parent-caregiver relationship (e.g., if there is a problem, the child's parent and I always talk about it soon; I admire the way this parent works with his/her child; the child's parent has the knowledge and skills needed to be a good parent)
School practices to involve and support families	Frequency and methods of communication with or involve parents in child's education and/or activities at school (e.g., written letter, conference, voice-messaging system); communicate with parents about school expectations and policies; ways and frequency of parent participation in school and classroom activities (e.g., teacher-parent conference, volunteer, open houses or parties, art/music events or demonstration); school offers services for families to support home-school connections (e.g., before-school child care, provide child care during parent-teacher conference, ECE programs, health and developmental screening services, migrant programs etc.); ways to provide parents with information about child performance (e.g., Standard Report Card, Progress Report Form, Competency Based Checklists, Portfolio of Child's Work, Standardized Test Scores); strategies to encourage parents to supplement classroom learning at home; frequency of communication with parents of children with and without special needs; resources available at school to address parents' concerns about child behavior; family services (parenting education, adult literacy, family literacy, health or social



Topics	Data may include ...
	<p>services, school orientation for new families).</p> <p>Some studies/surveys (e.g., FACES) collected data about school practices to involve fathers (e.g., strategies and activities to encourage father involvement; services targeted toward fathers and father-figures [e.g., employment assistance and skills workshops, basic finance and budgeting skills workshops, social activities, support groups for men, etc.]; father involvement in school [e.g., volunteer, chaperons for field trips, doing maintenance or chores, etc.]).</p>
<b>Education programs provided to children and families</b>	
English as a second language (ESL)/ bilingual education programs/Dual-language education	<p>Program type (e.g., ESL, bilingual, dual-language, Title I funded program); number of years kindergartner with limited English proficiency (LEP) received ESL, bilingual, or both services at school. If respondents are parents, data about reasons for taking ESL classes are collected (e.g., to help child with school work; to get US citizenship; to get a new job with a different employer etc.); fees and sources of payment; offerors of ESL courses (e.g., postsecondary school, other school or school district, private business, government agency, public library, community or religious organization). School-level data may include a description of services provided to families of Language-Minority/Limited-English-Proficient children (translators, home visit, outreach worker, special parent meeting) and % of students receiving bilingual or ESL services or both (school-level data).</p>
Special education and services received	<p>Reasons for receiving special education or related services; age when first try to get services; age when first receiving the services; services received (i.e., Individualized Education Plan [IEP], Individualized Family Service Plan [IFSP], Section 504 plan); service gap before preschool; type of service provider (e.g., local school district, local health agency, social service agency, private doctor's office, clinic); special education services settings (e.g., school, child care center; home; clinician's office); time in general education; activities and instructions for children with disabilities (e.g., regular curriculum in at least one subject, regular curriculum in math and language arts, evaluated by the same standards for grading and evaluating performance as are other children, involved in school-wide grade-level standardized testing programs); number of hours per week receiving special education services; teachers' instructional methods and practices with the child; curriculum materials used with the child; child use of assistive technologies at school; teaching practices and methods used with child (e.g., one-on-one, small-group, large-group, cooperative learning, peer tutoring, computer-based instruction, direct instruction, cognitive strategies, self-management,</p>



Topics	Data may include ...
	<p>behavior management, instruction received through a sign interpreter). NLTS2 collected data about the postsecondary education experiences of young adults with disabilities (e.g., types of accommodations and supports received from postsecondary schools).</p>
<p>Programs that support college and career readiness</p>	<p>Student-level data may include student enrollment in CTE programs; student GPAs of CTE courses; completion status of the CTE program. School-level data may include whether the school offers vocational/technical program; criteria to determine student enrollment in a vocational/technical program or school; criteria used to define vocational/technical completers; high school transition to career services (e.g., vocational interest or ability assessment; job placement services; career days or job fairs; career or employment readiness workshops; school-arranged interviews with employers; selection of career major or pathway); % of students enrolled in AP courses; % of students enrolled in International Baccalaureate (IB) program; % of students participated in college prep programs and services (e.g., attend programs on college application procedures; attend programs on financial aid; attend school SAT or ACT courses; attend college fairs; attend meetings with college representatives; Talent Search, Upward Bound; other programs that academically prepares minority and disadvantaged student for college); received services/help with filling out applications, financial aid forms, writing essays for school application, visit school).</p>
<p>Gifted and talented programs</p>	<p>Child enrolled in gifted and talented program. School-level data may include grade level offered for gifted and talented program (school-level data); number of students enrolled; characteristics of the program</p>

Topics	Data may include ...
Other programs	Some surveys (e.g., ELS:2002, NELS:88) asked about dropout prevention programs at school (e.g., referral process for dropout prevention program; services offered in the dropout prevention program). Some surveys (e.g., NHES, NELS:88, NSDUH) asked about substance prevention programs at school (e.g., courses of programs in school talk about alcohol or drug education; pregnancy or STD prevention program; program delivery methods). Some surveys (e.g., ECLS-K, ECLS-K:2011) asked about tutoring/mentoring programs to support academic learning (e.g., had a tutor or mentor to help with reading skills and/or math skills). Some surveys (e.g., ECLS-K, ECLS-K:2011, NELS:99, NHES) asked about child participation in summer school and the purpose of the summer program (e.g., attend summer school for a class he/she did not do well during the school year; attend summer school so that child could take an advanced or enrichment course). ELS:2002 asked a series of questions about the types of program offered at school (e.g., vocational counseling; services/programs; home visits by teachers; peer tutoring; school-sponsored community services; individual or family psychological counseling; special programs for pregnant girls and/or teenage mothers).
<b>Student K-12 school experiences and outcomes</b>	
Repeated a grade/retention	Repeated a grade level; reasons for retention/repeating grade level (e.g., maturational reasons, academic deficiencies, disabilities). HIDOE reports data on elementary-, middle-, and grade 9 retention rate.
Attendance/Absenteeism	Number of days present in school; number of days missing class/school; number of tardiness; reasons for missing school (e.g., illness of child, illness of family member, lack of transportation, conflict with parent's work or school schedule, bad weather, child did not want to go, concerns about school safety); consequences for being absent (e.g., the school did not do anything, someone from school called my home, someone from school visited my home, the school sent a letter to my home, the school make me see a counselor). Data sources may come from school records, teacher report, parent report, and student self-report.
Dropouts	Reasons for dropping out (or not enroll in school when he/she supposed to); perception of whether dropping out was a good decision; things/acts taken by someone from school or parents/guardians to prevent student from dropping out; experiences after dropping out; current education plan; reasons for dropping out/stopping going to school.
Peer influence /friendships	Things my friends do (e.g., friends taken part in a gang, skipped school without permission, make fun of people who try to do well, play sports, read books for fun, work hard at school, dislike

Topics	Data may include ...
	school, etc.); child's friends' perceptions of working hard for good grades; child's friends' perceptions of behaving in school; peer pressure (e.g., I think it is more important to be who I am than to fit in with the crowd; I will say my true opinion in front of my friends, even if I know they will make fun of me because of it); child has friends to talk to for help with school; selection of friends; quality of child's friendship; friendship interaction; playmates; popularity (e.g., friends or foes? what my peers think about me); success in making and keeping friendships; peer influence on involvement in risk behaviors (e.g., drug use, alcohol use, smoking); peer influence on post high school plan (e.g., number of friends dropped out of high school without graduating; number of friends plan to have a regular full-time job after high school; number of friends plan to attend a two-year college or technical school; number of friends plan to attend a four-year college or university). Data may come from parents or students.
Transition from middle school to high school	Students' experiences during transition from middle school to high school (e.g., courses were harder in high school; teachers were stricter in high school; school rules were more strictly enforced in high school; it was more difficult to make friends in high school; I felt more alone in high school).
Self-educational aspiration	Highest level of education ever expected; expected level of academic achievement; expected achievement in school; likelihood to complete post high school education; likelihood to complete high school;
Student academic qualities /strengths and risk factors	Approaches to learning (e.g., self-direction; organization; eagerness to learn; works independently; curiosity; persistence); motivation (e.g., I work hard for good grades; I want top grades in most or all of my courses; I want to be able to select from among the best opportunities available when I graduate; I see myself as an ambitious person); academic identify on subject areas (e.g., I am confident that I can do an excellent job on my English/math/science tests; I am certain I can understand the most difficult materials presented in my math textbooks); attitude toward schooling (e.g., How much do you like school? How important are good grades to you? How do you feel about school at present? Do you ever feel board when you are at school? I am not learning what I need to know; school prepare students for career, college, life; students' attitudes toward academic achievement); why go to school (e.g., I think the subjects I am taking are interesting and challenging; I get a feeling of satisfaction from doing what I am supposed to do in class; I have nothing better to do; education is important for getting a job later on, etc.); student confidence and interest in reading; attitudes/interest/engagement in science/math

Topics	Data may include ...
	<p>learning (e.g., I generally have fun when I am learning science/math topics; I like reading about science/math; students are given opportunities to explain their ideas; students are allowed to design their own experiments; my teacher is good at explaining science/math; I learn things quickly in science/math); risk factors (e.g., How often do you feel it is ok for you to... be late for school; cut a couple of classes; skip school for a whole day; cheat on tests; copy someone else's homework; get into physical fights; belong to gangs; make racist remarks?).</p> <p>Some studies (e.g., NAEP, NAEP-LTT, NELS: 88, TIMSS, TIMSS Advanced) collected data about students' affective disposition on subject areas (e.g., reading/writing, math, civics, economics, geography, history). PISA collected data about students' knowledge, beliefs, and ways of learning science.</p>
Homework activities, efforts and time spent	<p>Time spent on homework on a variety of subject areas; places child does home work; parent perception of amount of home work assigned; rules for doing homework; pressured by schoolwork (e.g., How pressured do you feel by the schoolwork you have to do?)</p>
Academic records and performance	<p>Academic records may include grades; GPAs; courses taken. Data may come from student report, parent report, teacher report, or school records. Some surveys (e.g., NAEP, HS&amp;B, ELS:2002; NELS:88; NICHD-SECCYD) collected high school transcripts that may provide information about highest level of math completed; number of years of high school English, foreign language, math, science, social studies; number of high school honors subjects; number of science courses taken; number of college-level credits; number of IB courses.</p> <p>Academic performance data may include assessment data (e.g., school administered competency tests; state standardized assessments<sup>9</sup>; national assessments; international assessments; teacher report of student learning outcomes on various subject areas; teacher report of child performance in general); reasons for poor performance/fall behind (e.g., health issue, disciplinary problem, lack of effort, disorganized, lack of pre-requisite skills, frequent absences, emotional/family problems); parent perception of child performance at school (e.g., grades; quality of school work); student self-report of</p>

<sup>9</sup> HIDOE collects data on three content areas measuring academic achievement: proficiency rates for English language arts (ELA), math and science. Assessment results applied for proficiency include: Smarter Balanced Assessments in ELA and math, Hawaii State Alternate Assessments (HAS) in ELA, math and science, Kaiapuni Assessment of Educational Outcomes (KAEO) for grades 3 and 4 in Hawaiian language arts, math and science (grade 4 only); HSA science (grades 4 and 8), biology I end-of-course (EOC) exam (high school only). HIDOE define progress to English Language Proficiency based on the percentage of students who are proficient or on-track to proficiency on the ACCESS for ELLs.

Topics	Data may include ...
	grades in school. Data include students from general education as well as special education.
Cognitive development and approach to learning	General mental ability (problem solving; language acquisition); language & literacy (English language skills, emergent literacy, early reading); general knowledge; mathematics, color knowledge, vocabulary, memory, intelligence, communication, comprehension, etc. Data can be from teacher-report, parent-report, or direct child assessment. HDOE collects data on child readiness status for kindergarten. Data include students from general education as well as special education.
College and career readiness	<p>Data related to college preparation may include advanced courses taken (e.g., enroll in AP courses; complete AP courses; took or planned to take biology, chemistry, physics); dual credits earned; prepare for, take, or plan to take college and career readiness tests (e.g., ACT, SAT, PSAT, PLAN, AP, ASVAB [Armed Services Vocational Aptitude Battery]); college-going support system (e.g., has sibling(s) in college; supportive of postsecondary education from parents, friends, spouse; talk about child's future; discuss course selection or programs at school; plans and preparation for college entrance exams); financial aid/support/plan for postsecondary education (e.g., knowledge and awareness of financial aid application; plan to apply for financial aid; completion of financial aid application; receive financial aid for education; what parents have done to financially prepare for child's postsecondary education; what students have done to learn about applying for financial aid; things parents have done to prepare for college cost; receive financial aid; knowledge of college tuition and costs); participation of college readiness programs (e.g., Talent Search, Upward Bound, GEAR UP); plan for education after high school (e.g., search for information about college entrance requirements; type of college of interest [e.g., two-year, four-year, vocational, technical, or trade]; number of schools applied; certainty of pursuing postsecondary education); college selection factors (e.g., what are important in choosing a postsecondary school after high school). HHS asked questions related to parental perception of college readiness and college affordability (e.g., how often do you worry about whether your children will be accepted in to college? How often do you worry about whether your family will be able to afford to pay for your children's college education?).</p> <p>Plan for career after high school (e.g., discuss plans for after high school; talks about specific jobs child might apply for after high school); reasons for deciding not to continue education right after high school (e.g., don't like school, grades aren't high enough; college admission scores weren't high enough; haven't</p>

Topics	Data may include ...
	taken the right courses; no one in family ever gone on to school after high school).
High school credential	Graduation status; certificates received when completing high school program (e.g., regular high school diploma, honors diploma, International Baccalaureate diploma, certificate of attendance, GED, other equivalency); date of certification/equivalency award. ELS:2002 and NELS:88 collected data about early graduates (e.g., why decide to complete high school early? Example responses are: want to gain early admission to college; want to start a job; want to join the military; what were done in order to graduate early?). HIDOE provided 4-year graduation rate and on-time graduation rate. Some databases have early high school graduate flag to identify those who completed high school requirements earlier than others.
<b>Postsecondary education experiences and outcomes</b>	
Postsecondary institution characteristics	Region; Carnegie-Basic classification collapsed (e.g., Associate's, Research & Doctoral, Master's, Baccalaureate, special focus & other, not degree granting); institution type (e.g., private not-for-profit, private for-profit, public); institution sector (e.g., public 4-year, private not-for-profit 4-year, public 2-year, private for-profit, others or attended more than one school); highest level offering; historical black college; % of students who are nonresident alien; student composition in race/ethnicity; number of personnel and FTE; faculty and staff characteristics; institutional revenues and expenses; % of students receiving financial aid (e.g., Pell-grant recipient)

Topics	Data may include ...
Postsecondary education enrollment and persistence	<p>Student enrollment status (e.g., full-time, part-time, mixed full time and part time); early admission students; dropout status; stop out status. HS&amp;B collected detailed enrollment status and history from students (e.g., changes/transfers between institutions); NLS collected detailed data about number of transfers in and out of colleges, and number of credits completed within each college.</p> <p>HAWCC-OIR collects data from all students, but in its strategic planning reports, Native Hawaiian students' persistence data<sup>10</sup> is one of the focus areas.</p> <p>Some studies/surveys (e.g., ELS:2002, HAWCC-OIR<sup>11</sup>, HIDEOE) collected data from high schools about their graduates' enrollment status in postsecondary education (e.g., % of graduates went to 4-year or 2-year colleges; % of graduates enrolling in a post-secondary institution by the following fall).</p> <p>Some studies/surveys (e.g., BPS, CCSSE, HS&amp;B, NCCBP) collected data about persistence factors, such as academic confidence prior to enrollment; engagement (e.g., feel like a part of institution, interactions with faculty and students, satisfaction with social experience, satisfaction with studies); support system (e.g., family, spouse support); effective educational practice (measured by CCSSE: active and collaborative learning, student effort, academic challenge, student-faculty interaction, support for learners); institutional effectiveness (e.g., academic advising/counseling, academic services, admissions and financial aid, campus climate, campus support services, concern for the individual, instructional effectiveness, registration effectiveness, responsiveness to diverse populations, safety and security, service excellence, student centeredness). CCSSE collected data about barriers to postsecondary persistence and completion (e.g., other non-academic responsibilities, such as child care, care for others, work, transportation). NLTS2 collects data about reasons for not completing postsecondary school.</p>

<sup>10</sup> Persistence is defined as full time students who complete at least 20 credits in the first academic year with a GPA  $\geq 2.0$ , and part time students who complete at least 12 credits in the first academic year with a GPA  $\geq 2.0$ . Data include % meeting the measure, % re-enroll in Spring semester; % re-enroll subsequent Fall semester; percentage reenrollment.

<sup>11</sup> HAWCC-OIR collects data from all students, but in its strategic planning reports, Native Hawaiian students' data is one of the focus areas.



Topics	Data may include ...
Postsecondary academic records, performance, and degree awarded	Field of study (e.g., major); degree type (e.g., certificate, associate, bachelor, non-degree seeking program); grades; GPAs; remediation education enrollment and completion; remediation education placement tests; postsecondary education transcript; date of college enrollment and completion. Transcript may provide the following information: Attempt to transfer credits; credit transfer accepted; transcripts; STEM credits earned; number of credits earned; ratio of credits earned to attempted; per-year average credit earned; number of withdraws/repeats courses; online courses completed; weekend courses; at-night courses; transfer to other colleges; credits attempted and earned; previous certificates or degrees earned. HAWCC-OIR keep track of student performance for individuals who transfer-out to other colleges within UH system. Some studies/surveys (e.g., BPS, ELS:2002, HAWCC-OIR, NEWWSE) collected data on attendance (e.g., amount missed school in the past 30 days; reasons for missing school; attendance records; attendance pattern)
Education costs, student loan, and other sources of support	Tuition and fees in general; tuition and fees for students with or without financial aid or scholarship; tuition and fees per credit hour; financial sources to pay for education; amount of financial aid received in grants, tuition or fee waivers/reductions, fellowships or scholarships; source of financial aids (e.g., federal Pell grant, federal aid, institutional grants, Direct PLUS loans to parents, subsidized loans, family contribution, private loan, state grants, veteran benefits, etc.); amount of student loans own and repayment status; reasons for not applying for aid; Pell-grant eligible; TRIO eligibility status; amount borrowed for undergraduate education; amount still owed for education; loan payments deferred or forgiven.
Post-baccalaureate education	Highest post-bachelor's enrollment
<b>Students in special education</b>	
Education settings	Amount of time per week in regular classroom; amount of time per week in special education setting; child's main education setting; where child spends his/her time at school (e.g., entire time general education, entire time in general education with specialists, most of time general education with some taken out, some time in general education and some special education, entire day in special education); inclusion <sup>12</sup> .
Collaboration between general education teacher and special education teachers	Frequency of meetings to discuss education about the child; receive information about the child from special education teachers or service agencies.

<sup>12</sup> HIDEOE's definition of inclusion is students spending 80% or more of the school day in general education classes



Topics	Data may include ...
Parent satisfaction with special education and services	Amount school meets child's individual needs; parent satisfaction with special services or special education program that child has received;
Education progress	Amount of progress toward IEP goals; expectation for the child to achieve the general education goals; child participate in grade-level assessment administered as part of the school's testing program; receive special accommodations while taking the testing or assessment program; percentage of the child's IEP goals met or nearly met;

**Table E3. Family Contexts and Environment Data Examples**

Topics	Data may include ...
<b>Family social-economic status</b>	
Family income (including wage, assets, benefits, savings, retirement investment, and net worth)	Family income; sources of income; number of adults contributing to household income; family assets (stocks, savings); financial support from others; other types of incomes (e.g., disability, retirement, government assistance programs). For dependent respondents, income may include money from parents and financial support from others. HS&B collects detailed income/earning data from the focal student since high school for 10 years. SIPP & SPD collected very detailed data on income, assets, investments etc. HHS asked questions about perception of economy (e.g., how would you say your family is doing economically? Next year at this time, do you think your financial situation will be better, worse, or about the same as it is right now? Do you think that the State's economy is doing better, worse, or about the same as it was five years ago?)
Family expenditure	Living costs on a variety of areas, including food, education, family support, health care, housing, legal, purchases made by spouse, taxes, transportation, vacations and entertainment, child care, rent/mortgage, cost of supporting dependents, cost of supporting dependents outside of the family unit, car payment, credit card debts, etc.
Poverty	Poverty level (e.g., below or above poverty level); financial difficulty; struggling to pay bills; financial stress. PSID collected detailed data about financial distress, including bankruptcy, consolidated loans, creditor called, debts, garnishments, inflation effect, liens against property, repossessions, type of money problem, year could not pay bills when due.
Food security/insecurity	Food security status (e.g., high, marginal, low, very low food security among adults) and detailed description of the status; food sufficiency/shortages/availability;
Homelessness	Homelessness status (prior or current experience); chronic homelessness; whether it is the first homeless episode; length of homeless; prior residence; involvement in homeless programs (e.g., Rapid Rehousing, Outreach Program, Shelter Program, Projects for Assistance in Transition from Homelessness [PATH], Runaway and Homeless Youth [RHY], Emergency Solutions Grant [ESG], Continuum of Care [CoC], Housing Opportunities for Persons with AIDS [HOPWA], Rural Housing Stability Assistance Program [RHSP], and Veteran Affairs [VA] Program).
Family mobility	Family migration history; move for better (better house, better neighborhood); number of times moved in the last 12 months; reasons for the move; number of years living in the same place;
Housing quality	Type of housing (e.g., house, apartment, rent, own, subsidized housing, etc.); detailed housing description (e.g., number of rooms, space, facility, own/rent, phone line, home value, vehicles available, year built); housing quality/adequacy; overall opinion of present home (worst to best).
Education background	Self-educational background; parental educational background. If studies/surveys collected data about the household, data may include each household members' educational background.

Topics	Data may include ...
Parental employment and occupation	If respondents were dependents, data about parental employment status and occupation were collected.
<b>Welfare and public assistance</b>	
Receipt of welfare or public assistance in general	Received any kind of public assistance such as TANF, general assistance, Medicaid, SSI, food stamps, etc. ECLS-B collected data from parents of focal child about their own experience with welfare and public assistances while growing up.
Temporary Assistance for Needy Families (TANF) /Temporary Assistance for Other Needy Families (TAONF)	Received assistance from TANF/TAONF program; when was the benefit expired/being cut off; reasons for being cut off; employment and training for TANF/TAONF recipients.
Aid to Families with Dependent Children (AFDC)	Received assistance from AFDC program; when was the benefit expired/being cut off; reasons for being cut off.
Food stamps/SNAP	Received food stamps; received assistance from SNAP program or food benefits on Electronic Benefit Transfer (EBT); when was the benefit expired/being cut off; reasons for being cut off.
Women, Infants, and Children (WIC)	Received assistance from WIC program; when was the benefit expired/being cut off; reasons for being cut off.
Supplemental Security Income (SSI)	Received supplementary security income (SSI); when was the benefit expired/being cut off; reasons for being cut off.
Energy assistance	Received home energy assistance.
Housing assistance/public housing	Received housing assistance.
Social security benefits	Receive social security benefits.
General Assistance (GA)	GA program provides cash benefits for food, clothing, shelter, ad other essentials to adults.
Breakfast offered at school	Child received free breakfast at school.
Free/reduced price lunch at school	Child received free or reduced-price lunch at school.
Public assistance in health care	Received public assistance in health care, such as Children's Health Insurance Program (CHIP), Medicaid/QUEST, Early & period screening, diagnosis & treatment (EPSDT) for children
Aid to aged, blind, and disabled	Received assistance from Aid to Aged, Blind, Disabled (AABD). Recipient of Activities of daily Living (ADL) and Instrumental Activities of Daily Living (IADL) services (e.g., home delivered meals, congregate meals, homemaker, transportation, case management); providers of the ADL/IADL services; satisfaction with the ADL/IADL services received. AGID

Topics	Data may include ...
	also collected data from caregiver of the care recipient about caregiving experiences.
Child care assistance	Families receive child care subsidy to support child care needs while participating in employment training to become self-sufficient;
Unemployment insurance and compensation	Received unemployment insurance payment.
Other	Refugee assistance; child support; alimony; child support; transportation; veteran's payments; received meals for elderly; food assistance; clothing assistance; family counseling or mental health services; foster care payment, etc.
<b>Family relationships and support</b>	
Marital history, status and relationship	Marital status; marriage history; quality of current marriage and relationship; frequency and types of arguments; conflict resolution style; respondent's attitudes toward marriage and parenthood; marital status at the time of the child's birth; attitude toward marriage; who make decisions.
Family structure/composition	Household composition (e.g., single or two-parent household; role of the primary caregiver; number of adults and children living in the house; number of siblings); whether child lives with biological parent(s); whether mother or father lives with child; who lives with child. Whether family adapted other children; number of dependents living outside of the household. HS&B collected detailed data on family composition while in high school and after high school for 10 years; topics include when become a parent, family status four years after base year, age of first child during the follow up data collection; number of children; relationships of the household members. For studies that following up individuals longitudinally, reasons for changes to the household compositions are asked.
Family support, resources, and family ties	Has someone to go to for support within the family for financial needs, social-emotional needs, emergency; advice for parenting; respondent's parents living/dead; respondent's closeness to parents; networking and gathering with family and friends; felt supported by family and friends; support received from extended family; have an adult to talk to; social support and other family resources, including assistance with child-rearing. If biological parents do not live in the same household, data about the absent parent and his/her contribution to child care and child support are collected.
<b>Home context, parenthood, and parenting</b>	
Parental education/career aspiration	Highest level of education expected; expected level of academic achievement; expected achievement in school; disappointment if child did not graduate from high school; disappointment if child did not graduate from college; parent perception of child (e.g., brilliant, leader, athletic, popular). PSID collected data about parental expectation of child future earning (e.g., When your child is in his or her prime earning years,

Topics	Data may include ...
	do you expect his or her household's earnings to be higher or lower than your household's earnings at comparable ages?)
Parental beliefs, attitudes, and practices	General knowledge of child development; attitudes towards demands of parenthood/fatherhood (e.g., feeling trapped by responsibilities, giving up more to meet child's needs than expected); feeling about parenthood/fatherhood (e.g., rewarding); parenting stress; parent-child relationships; parental supervision; parenting style; discipline; importance of religious beliefs in childrearing; family routine (e.g., eating meals together, family time together, sleep routine); rules (e.g., TV watching rules, household chores, academic performance, homework, computer use, curfews); parental control and autonomy. NSCAW collected data about child's relationship with out-of-home parents. Some surveys/studies (e.g., NHES, NSDUH) collected data about parental opinions about child use of substances (e.g., Do you think it is alright for child to smoke cigarettes, or use alcohol?). PSID asked parents the importance of parents' ability to pay for their children's education.
Parental involvement in child's schooling	Quality and frequency of communication and interaction with school staff; attendance of school meetings and parent-teacher conferences; discussions of education topics with teachers about their child; school support of parental involvement; ways parents are involved in ECE classrooms; caregiver's report of family involvement. Some surveys/studies (e.g., ECLS-K, ECLS-K:2011, FACES, HSIS, NHES) collected data about barriers to parental involvement in school (e.g., Distance between school and home; child care needs; language barriers; safety concern when traveling to school; don't feel welcome by school; lack of transportation to school).
Parental involvement at home and in community	Activities various from education-oriented to non-education oriented, and differ by child's age and developmental needs. For young children, activities may include play toys; play sports; go to park or playground, and developmental appropriate educational activities with child (e.g., read to child, tell stories, or sing songs to child). With older children, activities may include play education games; do activities related to education and learning; talk to child about school; help with homework; check child homework; discuss report card with child; talk about school work or grades; talk about community, national, and world events; provide advice to child about course selection and program participation at school; working on homework or school projects with child. For older children, parental involvement may also include talk to child about friends, tobacco use, drinking alcoholic beverages, sexual activities, sexually transmitted diseases, or drug use; get to know child's friends and know what they do when they are together; approve of the friends that child spends time with; talk to child about the things that are troubling him/her; parental

Topics	Data may include ...
	<p>communication with child's friends' parents. For young children, parents were the primary data sources. For older children, data may be collected from both parents and children. For instance, PISA collected data on student perception of parental support in education (e.g., my parents are interested in my school activities; my parents support my educational efforts and achievement; my parents support me when I am facing difficulties at school; my parents encourage me to be confident). Activities outside of home may include family trips to museums, libraries, zoo, aquarium, petting farm, art gallery, historical site to promote education and learning; take child(ren) along while doing errands; play sports or exercise together; summer activities and vacation; child has a library card; attending concerts, plays, or movies outside of school; taking day trips or vacation; working on a hobby or playing sports with child; going shopping; dining out; doing something fun together. Some studies/surveys (e.g., ECLS-B, Baby FACES, NELS:88, NICHD-SECCYD, NSFG) intentionally collected data from fathers. Data may include father's level of involvement during pregnancy; activities with children at home; time spent with child; involvement in caring for child(ren); influence on important child-related decisions; frequency takes care of child; involvement in family decision making; beliefs about a father's role in child development and well-being; pay for child support; fathering experienced (how his father parented; extent his father is a model). ECLS-B collected detailed information about father involvement from pregnancy to early childhood.</p>
Family cultural practice	<p>Read books about Native culture and history to child; family talk about family's religious beliefs or traditions; family participate in special cultural events or traditions connected with one's own racial or ethnic background;</p>
Enrichment and extracurricular (school-sponsored or not)	<p>Activities may include athletic activities, dance lessons, music lessons, drama classes, art classes, organized performing arts programs, craft classes, school clubs, student government; National Honor Society or other academic honor society; school yearbook, newspaper, literary magazine; service club, etc. NICHD-SECCYD collect data on child's experiences with enrichment and extracurricular activities. NAEP asked a series of questions about extracurricular activities offering at school in all subject areas tested in NAEP. NSCAW collected data on child's participation in sports, school clubs, groups that has positive influence on child. TIMSS asked if child is preparing or has participated in a science club, a science fair, or a science competition.</p>
Home learning environment	<p>Quantity and variety of learning materials and resources at home, including books borrowed from libraries; space for activities (learning or playing); developmentally appropriate toys at home; study space at home; number of books that are not English at home; languages spoken in the TV programs child watches. NAEP asks students about learning materials related to all subjects tested by NAEP at home.</p>

Topics	Data may include ...
Household use of technology and access to information	Types of technology devices available at home (i.e., computer, tablet, smartphone); internet access at home; child's frequency of using computer and get on the Internet; computer use; use computer for homework; use computer to play videogames; number of hours a day on the Internet (email/instant messaging with friends, doing school work, surfing the web); parental use of computer to communicate with or obtain information from the school. Some studies/surveys (e.g., NAEP-LTT, PIRLS, TIMSS/TIMSS Advanced) collected data on how students utilize computer in science, math, reading, and education related activities.
Language environment in home	Primary language spoken in home; language other than English regularly spoken in home; frequency of speak native language with others (parents, siblings, friends); parent's primary language; parents' English proficiency in speaking, reading, and writing; frequency of the child hear or speak English at home; what language child speaks to other children in home; what language child speaks to friends outside of the home; child's primary language; books, CDs or tapes in child's primary language at home. Some surveys/studies (e.g., ECLS-B, HIDEOE, HI-DHS), collected data about individuals' limited English proficiency status.
<b>Children involved in systems</b>	
Foster care and adaption	Whether child is in foster care or not; if in foster care, service data are collected (e.g., independent living services provided to youth in making the transition from foster care to self-sufficiency, academic support, post-secondary education support, career preparation, employment program/vocational training, budget and financial management, housing education and home management, health education and risk prevention, family support and healthy marriage, mentoring, supervised independent living, room and board financial assistance, education financial assistance, other financial assistance); discharge reasons (e.g., adoption, emancipation, guardianship, placed with relative, reunification). AFCARS collected detailed data about children in foster care and adaption systems. Data include date and status child enter and exit foster care; adaption status; current placement setting (e.g., pre-adoptive home, relative foster family home, non-relative foster family home, group home, institution, supervised independent living, runaway, trial home visit); case plan goal; time in foster care, etc. NSCAW collected data about services received by foster caregivers.



Topics	Data may include ...
Child maltreatment	<p>Child victims; maltreatment types (i.e., neglect, physical abuse, sexual abuse, threatened abuse, domestic violence, parents' drug/alcohol abuse, abandonment, educational neglect); severity of abuse/neglect of confirmed victims; maltreatment death; risk factors of child maltreatment (e.g., caregiver's alcohol abuse, caregiver's drug use, caregiver's physical and mental health status, domestic violence, inadequate housing, poverty); perpetrator relationship; living arrangement of the child during the time of investigation; post response services received. Factors precipitating child maltreatment incidents (e.g., inability to cope with parenting responsibility; unacceptable child rearing method; drug abuse; physical abuse of spouse/fighting; heavy continuous child care responsibility; lack of tolerance to child's behavior; mental health; alcohol abuse; no factors indicated; loss of control during discipline; chronic family violence, etc.)</p> <p>NIS-4 collects information about source of the report to CPS (e.g., police, probation/correction dept., day care program, medical health facility/agency, etc.); determination or disposition of CPS investigation of this report; whether this allegation reported in the context of a divorce, custody fight, or other family court proceedings; have there ever been any prior allegations of abuse or neglect involving this family; were any of these prior allegation substantiated; injurious to the children; severity of harm; factors contributing to the maltreatment report incident (e.g., alcohol use, illicit drug use, mental illness).</p> <p>NSCAW collected data about services to parents and child;</p>
<b>Other</b>	
Time use	<p>Time spent on various activities outside of school. Activities may include learning-related, leisure, and non-leisure, such as visiting with friends; working on hobbies; volunteering or performing community services; driving or riding around with friends or in your own care; talking with friends on the telephone; taking classes (e.g., music, art, language, dance); taking sports lessons; playing non-school sports; communicating with friends or relatives via the Internet; time spent on screen (e.g., use computer, smart phone, play games, watch TV); time spent on hobbies.</p>



**Table E4. Employment and Career Development Data Examples**

Topics	Data may include...
Personal employment status, activities, and history	Employment history (e.g., ever hold a job, last employment, position, wage, number of jobs and duration of employment since leaving high school, etc.). If currently employed (include self-employed and employment in the Armed Forces), data may include employment status <sup>13, 14</sup> (e.g., full-time, part-time); job responsibilities; occupation; wage; benefits; work schedule; work hours/shifts; field of employment (e.g., related to highest degree earned or not); time in current employment; company/employer characteristics; drug tests by employers; missing work and reasons for missing work. If currently not employed, data may include reasons for not working; job-search activities and time spent on these activities; strategies for job searching; participation in education or training programs. Some studies/surveys (e.g., ECLS-K, ELS:2002, HS&B, NELS:88, NHES, NIS, NLTS2, NICHD-SECCYD, NSCH, SPD, TIMSS/TIMSS Advanced) collected data from students while in formal education (e.g., high school and postsecondary education).
Own professional certification or licenses	Has professional licenses/certifications; usefulness of the certification or licenses; reasons for obtaining certifications or licenses; requirement to maintain certifications or licenses; whether the certification/license is for current job. PIACC collected data on certification/licenses obtained while in incarceration; how to prepare for the tests while in incarcerations.
Career planning and occupational aspiration	Job or occupation expect or plan to have after high school; job and occupation expect or plan to have at age 30; education needed to get the job expected or plan to have at age 30; plan to work right after high school; have a regular full-time job lined up after high school graduation; assistance from others to select and seek the jobs after high school graduation; possibility of being in certain field of work (e.g., teacher, waiter, sales, armed forces) by age 30; long-term career goal; whether one feels having the skills for the job or career that one see self-holding 5 years from now (skills for job); need for further training.
Education and training beyond formal education	Type of training (e.g., adult basic education, GED, on-the-job training, training by supervisors or co-workers; seminars/workshops; courses/private lessons); costs for the training; who pay for the education and training (e.g., employer, self); reasons for taking the course/training (e.g., advance careers, personal interest/development); purpose of taking these courses; time spent in attending these classes; reasons for not participating

<sup>13</sup> HAWCC-OIR track employment data to monitor its strategic plan and the extent to which the goals are met. Specifically, the goals are—HAWCC students earned degrees and certificates of achievement in programs that lead to occupations where wage is above US average; degrees awarded to former HAWCC students at UHM, UHH, UHWO, UHMC in programs that lead to occupations where wage is above US average.

<sup>14</sup> HI-SLD Transition metrics collect data on UH students' employment status in Hawaii workforce

Topics	Data may include...
	in education and training (e.g., do not have the prerequisites, cost, busy, conflict, etc.). HS&B has detailed data about personal job training experiences after high school (e.g., Amount of job training, continuing education or noncredit courses, employer-paid training and education; professional development training; other employer-provided training or education; etc.). PIACC collected data about training programs participated during incarceration; basic skills (e.g., computer skills to perform job duties, use computer outside work; has basic reading, writing, and math skills for job duties, has basic reading, writing, and math skills for daily activities).
Attitude and beliefs associated with employment and career decisions	Attitude toward work (e.g., enjoyable, husband's feelings about spouse employment; would work even there is no financial need, etc.); what employment means to me (e.g., I want to advance to the top in my career, even if it involves some costs in other areas of my life; I don't think I was really cut out to work all my life; how I'm doing in my job is central to my self-esteem; etc.); attitude toward maternal employment (e.g., children whose mothers work are more independent and able to do things for themselves; working mothers are more likely to have children with psychological problems than mothers who do not work outside the home; children whose mothers work are more likely to be left alone and exposed to dangerous situations); beliefs about job opportunities (e.g., are there better jobs around here that you might get if you are willing to go farther to work or work different hours? Are there better jobs you could get if you were willing to move and live somewhere else?); attitude toward women's home/work roles; life values (e.g., respondent valued money more/less than other aspects of life and work; values-orientation toward one's self as opposed to others); things important in life (e.g., being successful in my line of work; being able to give my children better opportunities than I've had; working to correct social and economic inequalities; getting away from my parents; getting a good education). TIMSS/TIMSS Advanced collected data about importance of being an expert; importance of helping others; importance of making decisions; importance of achievement; fun and sports. PSID collected a lot of items related to attitude (achievement motivation, ambition-aspiration, economizing behavior, efficacy and planning, money earning acts, trust & hostility at work).
Relationship of jobs to education and training	Respondents were asked to reflect on all the jobs they had held since high school, and were asked how different the requirements of the jobs were from the knowledge and skills they acquired in the course of formal education and training; how did the training received related to experiences on the job;
Satisfaction with current career path and jobs	Satisfaction with current job career; current job is aligned with personal career goals; success in work; satisfaction with job challenge and importance, job security, opportunism for career

Topics	Data may include...
	advancement, pay and benefits, relationships with co-workers, supervisor, working condition.
Impact of child birth, child care and caregiving on career development and employment decision	Employment history 12 months before child's birth; employment decisions/status after child was born; maternity leave experience; mother's work status between child birth and when child entered kindergarten; missing work because of child care; quit looking for work/training/school because of child care issues; unable to take or start a job/training/school because of child care issues. AGID is the only database that were reviewed asking about the impact of caregiving on career development (i.e., Whether providing care for family members interfered with job.).
Employment outlook after postsecondary education	Expected annual salary; highest and lowest annual salary expected; likelihood of holding job after highest attainment; expected job/occupation; result in a job change or promotion after postsecondary education completion. HAWCC-OIR tacks this data to monitor its strategic plan and the extent to which the goals are met. Specifically, the goals are--HAWCC students earned degrees and certificates of achievement in programs that lead to occupations where wage is above US average; degrees awarded to former HAWCC students at UHM, UHH, UHWO, UHMC in programs that lead to occupations where wage is above US average.
Job accommodations for individuals with disability	Employers' awareness of individual's disabilities and receipt of employment accommodations;
Apprenticeship program	Apprenticeship participation and experiences
Commuting and place of work	Work from home; time spent in commuting to work; commuting patterns
Opportunity cost	Expected annual earning if had not attended college

**Table E5. Physical Environment and Safety Data Examples**

Topics	Data may include...
Healthy/unhealthy household	Tobacco smoke inside the home; second-hand smoke entering home; radon in the home; set up healthy rules in household (smoke rules inside car, smoke rules inside home).
Safety/unsafety household	Child safety measures at home (e.g., gun safety; use gates for the top of the stairs; use guards or gates for windows; covers electrical outlets); safety of primary source of water at home; safe household with proper maintenance; safe air quality (no musty smells); smoke detector at home with a working battery; unsafe household (e.g., child in a car driven by someone who had been drinking alcohol or being high on drugs). SPDS collected data about child wandering prevention (e.g., within the past year has child wandered off or became lost from your home? Have you

Topics	Data may include...
	added fences, gates, locks, alarms, or other barriers to your home in an effort to prevent child from wandering off or become lost?).
Injury incidents	Injury history (fall, choking, auto/truck accident: child in care, heat, hot water, fire or electricity, animal bite, poisoning, cut or pierced with a sharp object); place of injury; visit a clinic or emergency room for an injury; cause of injury; caregiver when injury occurred; injury as a result of a crime; injury as a result of being bullied; injury as a result of accidents; injury as a result of poison; place of injury. Some surveys/studies (e.g., BRFSS, ECLS-B, Baby FACES, HI-PRAMS, HI-YRBS, NSECH) collected data about injury prevention. Data may include use seatbelt; use car seat; wear a helmet while riding a bike or skating; newborn/infant sleeping position; child's doctor provides information about injury prevention (e.g., child sleeping position, burn prevention, care seat use).
Abuse, neglect and domestic violence	Child witness to or was a victim of violence in the home; respondent was victim of violence in the home; feel safe/unsafe in current relationship; domestic violence before pregnancy and during pregnancy; exposure to violence; victim services. Some surveys/studies collected data about adult abuse and neglect as well as associated services received (e.g., types of abuse; statewide domestic violence-related victim services; shelter for domestic violence). HI-YRBS/YRBS collected data about child's experience with sexual abuse/harassment/intimate partner violence while in a relationship (e.g., Students whose boyfriend or girlfriend ever hit, slapped, or physically hurt them on purpose; students who were physically hurt on purpose by someone they were dating or going out with; students who have been forced by someone they were dating or going out with to do unwanted sexual things; students who reported someone they were dating or going out with purposely tried to control them or emotionally hurt them one or more times). HI-DHS collected data about adult abuse and involvement in adult protective services.
Crime victim	Types of crime (e.g., identity theft, hate crime, sex crime [e.g., sexual exploitation, sex trafficking], violent crime); previous experiences/history with different crime; place of the incident; impact of the crime (e.g., lead to have problems with job/schoolwork/trouble with boss, coworker, or peers/family and friends; distressed).

**Table E6. Physical Health and Behaviors Data Examples**

Topics	Data may include...
<b>Physical Health</b>	
Personal, child, family health status, diagnosis, and treatment	General health status (e.g., excellent, very good, good, fair, poor); birth data (e.g., weight, height, delivery term, delivery method); family health history; child physical health and development (e.g., well-being checkups, immunization history and status; fine motor skills, gross motor skills, weight, height, head circumference, middle upper arm circumference, BMI); medical issues and treatment; health services received due to diagnosis; usual place of medical care; prescription medication; types and amount of services received for child's special needs (e.g., Physical therapy, vision services, hearing services, social work services, psychological services, home visits, parent support or training); require to use special equipment due to health problems (e.g., cane, wheelchair, special bed, special telephone). SPDS collected detailed data about child developmental concerns/health concerns; child behaviors and symptoms that caused the concerns; discussion with health care providers about the concerns; health care providers' response to the concerns; diagnosis, treatment and services provided to address the concerns. If it is a household survey, data are often collected about all household members. NHIS asked a series of questions related to common diseases, treatment about the diseases/conditions, medication associated with the diseases, and use of alternative medicine. NSDUH asked detailed information about diagnosis and treatment; whether the diseases and emergency visits are caused by substance use/abuse. NCVS asked questions about physical problems associated with being a crime victim.
Fertility, pregnancy and prenatal care	Fertility history (e.g., age when giving birth to the first child; number of births; fertility issues and treatment); belief and behaviors about risk behaviors during pregnancy (e.g., alcohol consumption, smoke, substance use/abuse); supplement intake during pregnancy (e.g., multi-vitamins, folic acid); health concerns during pregnancy (e.g., blood pressure, weight gain, gestational diabetes, dental care); prenatal care; insurance coverage before and during pregnancy; coverage for delivery; attend child birth class; discuss physical abuse with health care worker during prenatal care. NSL collected detailed data about fertility. NSFG collected data about factors associated with fertility, such as childhood background that are relevant to age of first pregnancy (e.g., ever away from parents before age 18, age of female parent at her first birth, in foster care, number of foster homes, etc.); pregnancy and birth history; adoption and nonbiological children; contraceptive history and pregnancy wantedness; family planning; infertility services and reproductive health. PSID collected detailed data about family planning, including birth control, degree of certainty of no more children, expectations, fertility problems, wantedness of children. NICHD-SECCYD collected data about mother's own experience when entering puberty, and child's experience when entering puberty.

Topics	Data may include...
Limited activities (e.g., miss school, miss work) due to health issue	Cannot work due to health issue, including mental health problems; activities are limited due to a health problem; missing school due to health issues; child been limited in activities due to health problems; health/social-emotional/behavioral/developmental issues/difficulties interfere with daily life (e.g., home life, friendships, classroom learning, leisure activities, activity level);
Death data	Deaths at all ages, include infant, neonatal deaths, post neonatal, fetal deaths; cause of death (drug-induced, alcohol-induced, firearm mortality); intentional terminations of pregnancy; place of live before death
<b>Health behaviors</b>	
Physical activity	Time spent on leisure and sports; take child outside for a walk or play in the yard, a park, or a playground; frequency, length, and amount of child physical activities at school/ECE program; child's level of activities as compared to others; frequency and amount of aerobic exercise child does on a consistent basis; participation in organizations to get regular exercise; self-report of level of physical activities; school effort to improve students' physical activity level; attend physical education class; ride bike to school and back home; participate in sports team. NYPANS collected data about child attitude toward physical activities; home environment/community encouragement of physical activities (e.g., sports equipment available at home, there are playgrounds around, it's safe to be physically active by self in the neighborhood); encouragement from adults at home to be involved in physical activities.
Preventive care	Use preventive care (e.g., annual checkup, mammogram, breast exam, pap smear, HPV vaccination, PAS test, blood stool test, colorectal screening, sigmoid/colonoscopy, cholesterol, HIV test, pneumonia shot, oral health).
Nutrition, diet attitude and diet behaviors	Infant nutrition and feeding practices; daily food consumption (e.g., amount of fruit, vegetables, soda consumption, etc.); read calories when dinning out; frequency of eating fast food; daily calories intake; healthy food choices; child on special diet; take vitamin or mineral supplements; food/snakes that students can purchase at school; child eating habits (picky eater); school effort to improve children's knowledge and understanding of healthy nutritional choices; child's diet in Head Start classroom; breakfast consumption. Data sources may come from parents or child self-report. NICHD-SECCYD collected data from child about eating attitudes (I feel extremely guilty after eating; I avoid eating when I am hungry). Some surveys/studies (e.g., HI-YRBS, NYPANS) collected data about unhealthy weight control practices (e.g., went without eating for 24 hours or more to lose weight or to keep from gaining weight).
Tobacco use	Smoking status and history (e.g., non-smoker, expect to smoke, current smoker, age when first tried cigarette, smoking frequency); peer influence on smoking behavior; access to tobacco products for minors; exposure to ads of tobacco products (e.g., child belief that tobacco



Topics	Data may include...
	companies try to get young people under 18 to use tobacco products; extent of exposure to ads about tobacco products through various means; quit smoking (e.g., received advice from health care professionals; plan to quite tobacco products); thoughts about tobacco. YTS collected detailed information about teens' tobacco use. NSDUH collected detailed data about both parent and child tobacco use.
Alcohol use	Alcohol consumption status and history (e.g., current drinker; level of alcohol consumption [e.g., binge drinking, heavy drinking, times drink past 30 days]); alcohol abuse concern; receive treatment for alcohol problem; reasons for using alcohol; feelings when using alcohol; got into trouble because of alcohol use. NSDUH collected detailed data about both parent and child alcohol use. NHES asked if student have easy access to substance at school (e.g., how difficult would it be for child to get tobacco, beer, liquor, marijuana, drugs at school or on the school grounds if child wanted to?); peer influence on substance use (e.g., Do your friends at school think it is all right to smoke, drink alcohol, smoke marijuana, use drugs?)
Drug use/abuse	Drug use problem and history; take drugs that were prescribed to others; drug abuse concern; receive treatment for a drug problem; types of drugs include marijuana; reasons for using drugs; feelings when using drugs; got into trouble because of drug use. NSDUH collected detailed data about drug use by drug type and sources for getting the drugs, including pain medicines; reasons for taking drugs (e.g., medical needs); parental beliefs and attitude about child drug use. NHES asked if student have easy access to substance at school (e.g., how difficult would it be for child to get tobacco, beer, liquor, marijuana, drugs at school or on the school grounds if child wanted to?); peer influence on substance use (e.g., Do your friends at school think it is all right to smoke, drink alcohol, smoke marijuana, use drugs?)
Sleep habit/disorder	Adults who get at least 7 hours of sleep in a 24-hour period; average number of hours of sleep in a 24-hour period; sleep disorder; reasons for sleep disorder.
Sexual activities and risky sexual behaviors	Alcohol/drug use before having sexual intercourse; use birth control pills to prevent pregnancy; use condom; currently sexual active; have sex before age 13; have sexual intercourse with four or more people during their life for minors; oral sex; anal sex. NICHD-SECCYD collected data from child about their perception of what teens do in terms of sexual activities. NELS:88 collected data about teen attitudes about sexual activities before marriage. NICHD collected data about teenagers' involvement in romantic relationship. HI-YRBS collected data about adult guidance about sex (e.g., parents discuss with child about what to do or not to do; doctor discussed with child about ways to prevent pregnancy; doctor discussed with child about ways to prevent STD/HIV/AIDS).

**Table E7. Health Care Data Examples**

Topics	Data may include ...
Health care coverage, access, utilization and quality	Current and history of health insurance coverage; health insurance type; accessibility to health care providers; reasons for not having health insurance; Medicare plan and parts; coverage of household plan (e.g., basic, prescription drugs, medicine, dental care etc.); coverage of household members; sources of health care payment; reasons for not getting medical care as needed; reasons for delaying medical care; quality of care coordination, family centered care and shared decision making experiences; home health-care utilization. SPD collected data about healthcare utilization while uninsured. Some surveys/studies (e.g., ECLS-B, CHIP, NHIS, NHIS-NHPI, NS-CSHCN, NSDUH) collected data about parents' knowledge and awareness of CHIP as well as use and care experiences of CHIP. Some surveys/studies (e.g., NHIS, NHIS-NHPI) collected data about primary sources of information about health issue (e.g., how you usually get information about health issues).
Health care expenses and affordability	Total medical charges; detailed information about costs of treatment; concerns about the affordability of the care; have trouble to pay for medical expenses.
Satisfaction with health care/services provided by health care provider	Whether information provided by health care providers are helpful; provide necessary information and the information are helpful;

**Table E8. Social-emotional and Behavior Development Data Examples**

Data Elements	Data may include ...
Social-emotional development and behavioral problems	Social-emotional and behavior domains may include social competence; self-regulation (e.g., pay attention, is unable to sit still); social interaction; social cooperation; peer relationships; peer rejection; self-care skills; problem-solving skills; prosocial skills; child strength (e.g., gets along with family members; gets along with children of similar age; is able to relax and enjoy life; cares about doing well in school); emotional regulation; child temperament; impulses; emotional expressiveness; emotional quality and security; loneliness; social dissatisfaction; adaptive behavior; problem behaviors (e.g., fighting, arguing, anger, depression, low-self-esteem, impulsiveness; disruption); frequency of in- and out-of-school suspensions; frequency of being sent to principal's/counselor's office; risk-taking behaviors; destroy property; make violent threats to other; temper tantrums; involve in gang activities. Data include students from general education as well as special education. Data can be provided by teachers, parents, direct child assessments, or student self-report. CRD collected school level data about school disciplinary action (e.g., corporal punishment; in-school



Data Elements	Data may include ...
	suspension; out-of-school suspension; expulsions without educational services; expulsions with education services; expulsions under zero tolerance policies; school-related arrests; referrals to law enforcement; instances of restraint or seclusion).
Mental health	Self-report of feeling stress, depressed, or problems with emotions; diagnosed with mental disorder (e.g., depression, dysthymia); evaluated by professionals for mental health concerns; focal child's parental psychological well-being (depression; sleep problem); Head Start teachers' self-report of mental health; suicidal thoughts and attempts; self-harm behaviors; parental anger & anxiety; trauma symptom checklist for children. NSDUH collected data about utilization of mental health services, such as reasons for utilizing the services; frequency of use; treatment received; type of program/services (school-based, inpatient, outpatient).
Self-concept/perception about self	Self-worth (e.g., I feel good about myself; I don't have enough control over the direction my life is taking; I feel I am a person of worth, the equal of other people; at times I think I am no good at all); how other students see you (e.g., popular, athletic, good student, important, trouble-maker); I do not work as hard as the majority of people around me; I do what is required, but rarely anything more; I have high standards and work toward them; I make every effort to do more than what is expected of me; I do not intend to follow every little rule that others make up; When I was in school, I used to break rules quite regularly; I support long-established rules and traditions; Even if I knew how to get around the rules without breaking them, I would not do it. NICHD-SECCYD collected data about teens' self-concept of physical appearance.
Social-emotional support from non-family members	Have other non-family members to talk to when needed (friends) to talk to when needed; have friends to talk to when needed; time spent on socializing and communicating with others; frequency and ways of socializing with friends (in person, over the phone, via internet);
Life satisfaction and quality of life	Ratings on one's satisfaction about their current state of life.
Bullied	Has been attacked, bullied, teased in school; cyber-bullying (harassed on internet or email; bullied electronically);
Bullied others	Bully others in various means (electronically, physically)
Physical fighting	Fought at school; injured in fight and treated by doctor.
Weapon carrying	Child carried a weapon such as a gun, knife, or club on one or more of the past 30 days; students carried a weapon such as gun, knife, or club on school property one or more of the past 3 days; students who have been threatened or injured

Data Elements	Data may include ...
	with a weapon such as a gun, knife, or club on school property one or more times during the past 12 months.
Criminal behavior/Involved in juvenile justice system/criminal justice system	History of incarceration or criminal records; stages in Juvenile Justice System (e.g., arrest, new petition/charges filed, adjudication/delinquent findings, new probation, confinement in secured correctional facilities); commit a crime (e.g., steal from a store, person or house, or something that did not belong to you, carry a weapon when stealing; sell drugs; money made from selling drugs; convicted crime); consequences of being incarcerated (e.g., lost job, lost custody of any children); services received while in incarcerated (re-entry preparation, substance abuse treatment, mental health treatment, medical attention, employment training, GED or other schooling, religious services/ministry etc.); visits from family and friends while incarcerated. HIDEOE collects data on offenses by type of incident (violence, property, illicit substances). NSDUH collected data about involvement in criminal activities and system. PIACC collected data about programs attained while in incarceration (e.g., job training, basic skills training, parenting and child rearing skills, life skills such as personal finance, problem solving, decision making, anger management, conflict resolution, drug or alcohol groups); time spent in these programs; and reasons for attending these programs.

**Table E9. Community Engagement and Relations Data Examples**

Data Elements	Data may include ...
Community population	Region of the country; community type (central city, urban fringe/large town, small town/rural); average/median age, population, number of family household, median household income; percentage of certain population; racial composition; number of schools.
Community crime and violence	Crime and violence within community and neighborhood including witnessing or reported cases of domestic violence, vandalism, theft, etc.; vandalized or abandoned building within 1/2 block; bars on windows of buildings within 1/2 block; cleanness of streets within 1/2 block; witness violence to others; witness violence toward family members; victim of the violent crime.
Neighborhood environment and quality	Overall opinion of present neighborhood; perception of community environment (e.g., safety, school quality, crime incidences and types of crime, severity of the crime, gangs, drug abuse, excessive drinking in public, traffic, availability of public transportation, risk for

Data Elements	Data may include ...
	floods or other disasters, traffic); residential stability; social cohesiveness of neighborhood; safe for child to play outside during the day in the neighborhood. satisfaction with the neighborhood. HHS asked a series of questions related to community safety and security (e.g., you know and trust your neighbors; you would let your neighbor watch your children; you feel safe walking in your community at night), and community environment (e.g., do you agree or disagree that the environment in your community is better today than it was five years ago? What is the quality of the water in oceans, lakes, rivers, or streams in your community? What is the quality of the air in your community on most days? How often does your household recycle things? How satisfied are you with sewers and sewer maintenance in your community? How satisfied are you with the enforcement of environmental protection regulations in your community?)
Community social support and resources	Emotional, financial, parenting support from community members; support by community agencies/church; support in case of emergency; frequency of social gathering with friends in the community; participation in and experience with community service activities (e.g., job training, employment assistance, education assistance, housing assistance, advice for parenting, mental health services, family support services); sense of belonging; child has non-parent adult to talk to; people in this neighborhood help each other out; this is a close-knit neighborhood; people in this neighborhood can be trusted. PSID asked if family receive private non-cash assistance from the community resources. HHS asked if the level of public services available to members of community is sufficient, and the level of quality of these services.
Tribal, cultural, and religious activities and engagement in community	Religious background and involvement in religious activities (e.g., participate in church or church-related activities; frequency of attending religious services; current religious preference; religious beliefs influence on life decisions); level of involvement in tribal politics or cultural activities; accessibility of arts/cultural events within the community; satisfaction with arts/cultural events within the community; perception of impact of arts/cultural events in neighborhood. HHS asked a series of questions related to culture, diversity and ethnicity (e.g., How often do you participate in activities and practices related to your culture?)
Civic engagement in community	Time spent on organizational and civic activities (e.g., volunteering, voting, donation); parental political view (liberal, conservative); read national or local news in a newspaper or from an online news service; teen volunteering or performing community services and the types of organizations involved (e.g., during the past 12 months, have you participated in any community activities to discourage people your age from using tobacco products?); political beliefs; political attitudes and knowledge. HIDEOE collects data on young

Data Elements	Data may include ...
	voter registration, kids voting Hawaii, volunteer hours, donations (e.g., donate books to libraries). HHS collected data about trust in local government (e.g., how much do you trust your local government? How much do you trust the people who represent you in local government? How much do you trust the police force in your community? Do you agree or disagree that our lawmakers carefully think about the laws and policies they write? How many times have you attended a public meeting about government, public improvements, or other issues in your community?)
Use of Library Resources/museum	Number of public libraries in community; distance from home to the closest library; have a library card; frequency of library visits; ways to use library resources; reasons for library visits; satisfaction with the most recent library visit; travel time between home and the library; access library website; activities while on the library website; the most important services that public libraries provide; reasons why people do not go to libraries; Frequency of museum visits; museum admission costs; satisfaction with museum visits; access museum websites; activities while on the museum websites; why people do not go to museums.

## Appendix F. Database Mapping Results

This appendix provides detailed mapping of data elements across domain, (e.g., education, family contexts and environment, physical health and behaviors), in some cases across topic areas within domain. The results of the mapping across eight domain areas are presented first, followed by the mapping results at topic and data element levels.

**Table F1. Database Mapping Results across Education and Well-being Domains**

Database	DBID	Education and Well-being Domains								DV Index
		Education	Family Context and Social Environment	Employment and Career Development	Physical Environment and Safety	Physical Health and Behaviors	Health Care	Social-emotional and Behavioral Development	Community Engagement and Relations	
ECLS-B	16	●	●	●	●	●	●	●	●	100.0%
FACES	22	●	●	●	●	●	●	●	●	100.0%
HHS	26	●	●	●	●	●	●	●	●	100.0%
HSIS	35	●	●	●	●	●	●	●	●	100.0%
NHIS & NHIS-NHPI	54	●	●	●	●	●	●	●	●	100.0%
NHES	55	●	●	●	●	●	●	●	●	100.0%
NICHD-SECCYD	59	●	●	●	●	●	●	●	●	100.0%
NSCH	64	●	●	●	●	●	●	●	●	100.0%
ECLS-K	17	●	●	●		●	●	●	●	87.5%
ECLS-K:2011	18	●	●	●		●	●	●	●	87.5%
Baby FACES	19	●	●	●	●	●		●	●	87.5%
HS&B	38	●	●	●	●	●		●	●	87.5%
HMIS	40	●	●	●	●	●	●	●		87.5%
NCVS	50		●	●	●	●	●	●	●	87.5%
NELS:88	51	●	●	●	●	●		●	●	87.5%
NEWWSE	52	●	●	●		●	●	●	●	87.5%
NLS	57	●	●	●		●	●	●	●	87.5%
NMFS	61	●	●	●	●	●	●	●		87.5%
NSDUH	69	●	●	●		●	●	●	●	87.5%
PSID	74	●	●	●		●	●	●	●	87.5%
PIACC	78	●	●	●		●	●	●	●	87.5%
SPD	83	●	●	●		●	●	●	●	87.5%
ATUS	5	●	●	●		●		●	●	75.0%
HBSC	37	●	●	●	●	●		●		75.0%

Database	DBID	Education and Well-being Domains								DV Index
		Education	Family Context and Social Environment	Employment and Career Development	Physical Environment and Safety	Physical Health and Behaviors	Health Care	Social-emotional and Behavioral Development	Community Engagement and Relations	
NMIHS	60	●	●	●		●	●	●		75.0%
NSCAW	63	●	●		●	●		●	●	75.0%
NSECH	67	●	●		●	●	●	●		75.0%
NYTD	72	●	●	●		●	●	●		75.0%
PISA	77	●	●	●		●		●	●	75.0%
YRBSS	86	●	●		●	●		●	●	75.0%
ACS	3	●	●	●			●		●	62.5%
AHS	4		●	●	●	●			●	62.5%
BRFSS	9		●		●	●	●	●		62.5%
CPS	15		●	●		●	●		●	62.5%
ELS:2002	21	●	●	●				●	●	62.5%
HIDOE	27	●	●	●				●	●	62.5%
HI-DHS	28		●	●	●	●		●		62.5%
HI-PRAMS	32		●		●	●	●	●		62.5%
MEPS	43		●	●		●	●	●		62.5%
NAEP-LTT	45	●	●	●				●	●	62.5%
NLTS2	58	●	●	●				●	●	62.5%
NS-CSHCN	65	●	●			●	●	●		62.5%
NSFG	68		●	●		●	●		●	62.5%
SPDS	82	●			●	●	●	●		62.5%
TIMSS & TIMSS Advanced	85	●	●	●		●			●	62.5%
BPS	8	●	●	●			●			50.0%
HCDC	23	●	●	●			●			50.0%
HHDC	25		●		●	●	●			50.0%
HI-YTS	34	●			●	●			●	50.0%
CHIP	42		●			●	●	●		50.0%
PEELS	75	●	●			●		●		50.0%
PNLMS	80	●	●	●					●	50.0%
AGID	1		●	●		●				37.5%
B&B	7	●	●	●						37.5%
CRD	12	●	●					●		37.5%

Database	DBID	Education and Well-being Domains								DV Index
		Education	Family Context and Social Environment	Employment and Career Development	Physical Environment and Safety	Physical Health and Behaviors	Health Care	Social-emotional and Behavioral Development	Community Engagement and Relations	
HAWCC-OIR	24	●	●	●						37.5%
HI-SLD Transition	30	●	●	●						37.5%
HSLS:09	39	●	●	●						37.5%
NAS	47		●			●	●			37.5%
NCCBP	49	●	●	●						37.5%
NHANES & NNYFS	53		●	●		●				37.5%
NPSAS	62	●	●	●						37.5%
NSCG	66	●	●	●						37.5%
NSOPF	70	●	●	●						37.5%
SIPP	81	●	●	●						37.5%
CCDF	11	●	●							25.0%
CCSSE	13	●	●							25.0%
CCD	14	●							●	25.0%
EDSCLS	20	●				●				25.0%
HI-SLD CCRI	29	●	●							25.0%
HI-VSD	33		●			●				25.0%
NAAL	44	●	●							25.0%
NAEP	46	●	●							25.0%
NCANDS	48		●					●		25.0%
NIS-4	56	●	●							25.0%
NVSS	71		●			●				25.0%
NYPANS	73		●			●				25.0%
PIRLS	79	●	●							25.0%
UH-IRAO	87	●		●						25.0%
AFCARS	2		●							12.5%
ASJ	6							●		12.5%
Census	10		●							12.5%
HI-JJIS	31							●		12.5%
Head Start PIR	36	●								12.5%
IPEDS	41	●								12.5%
PSS	76	●								12.5%
TANF	84		●							12.5%

Database	DBID	Education and Well-being Domains								DV Index
		Education	Family Context and Social Environment	Employment and Career Development	Physical Environment and Safety	Physical Health and Behaviors	Health Care	Social-emotional and Behavioral Development	Community Engagement and Relations	
Number of Databases		65	77	53	25	51	35	46	36	



## Mapping of Education Data

**Table F2. Database Mapping Results across Topic Areas within Education Domain**

Database	DBID	Education Topic Areas								DV Index
		Early care and education experiences	K-12 education experiences	K-12 educator characteristics, beliefs and practices	Home-school relations	Education programs provided to children and families	Student K-12 school experiences and outcomes	Postsecondary education experiences and outcomes	Students in special education	
FACES	22	•	•	•	•	•	•	•	•	100.0%
ECLS-B	16	•	•	•	•	•	•	•		87.5%
ECLS-K	17	•	•	•	•	•	•		•	87.5%
ECLS-K:2011	18	•	•	•	•	•	•		•	87.5%
ELS:2002	21	•	•	•	•	•	•	•		87.5%
HIDOE	27	•	•	•		•	•	•	•	87.5%
NELS:88	51	•	•	•	•	•	•	•		87.5%
NHES	55	•	•		•	•	•	•	•	87.5%
HSIS	35	•	•	•	•	•	•			75.0%
NAEP	46		•	•	•	•	•		•	75.0%
NICHD-SECCYD	59	•	•	•	•	•	•			75.0%
CRD	12	•	•	•		•	•			62.5%
Baby FACES	19	•	•		•	•	•			62.5%
PSID	74	•	•			•	•	•		62.5%
PEELS	75	•	•			•	•		•	62.5%
PIRLS	79		•	•	•	•	•			62.5%
SPD	83	•	•			•	•	•		62.5%
CCD	14	•	•	•			•			50.0%
HHS	26	•	•			•	•			50.0%
HS&B	38		•			•	•	•		50.0%
HSLS:09	39		•			•	•	•		50.0%
NAEP-LTT	45	•	•			•	•			50.0%
NEWWSE	52	•				•	•	•		50.0%
NLS	57	•	•				•	•		50.0%
NSCAW	63		•		•	•	•			50.0%
NSCH	64	•	•			•	•			50.0%
PISA	77		•	•	•		•			50.0%
TIMSS & TIMSS Advanced	85		•	•		•	•			50.0%

Database	DBID	Education Topic Areas								DV Index
		Early care and education experiences	K-12 education experiences	K-12 educator characteristics, beliefs and practices	Home-school relations	Education programs provided to children and families	Student K-12 school experiences and outcomes	Postsecondary education experiences and outcomes	Students in special education	
B&B	7		•				•	•		37.5%
HI-SLD CCRI	29					•	•	•		37.5%
HI-SLD Transition	30					•	•	•		37.5%
NLTS2	58					•	•	•		37.5%
PIACC	78					•	•	•		37.5%
SPDS	82		•			•			•	37.5%
ACS	3		•					•		25.0%
BPS	8						•	•		25.0%
EDSCLS	20		•	•						25.0%
HCDC	23		•					•		25.0%
HAWCC-OIR	24						•	•		25.0%
HBSC	37		•				•			25.0%
NPSAS	62						•	•		25.0%
NSCG	66						•	•		25.0%
NSDUH	69		•				•			25.0%
PNLMS	80	•	•							25.0%
YRBSS	86		•				•			25.0%
UH-IRAO	87						•	•		25.0%
ATUS	5							•		12.5%
CCDF	11	•								12.5%
CCSSE	13							•		12.5%
HI-YTS	34						•			12.5%
Head Start PIR	36	•								12.5%
HMIS	40		•							12.5%
IPEDS	41							•		12.5%
NAAL	44						•			12.5%
NCCBP	49							•		12.5%
NHIS & NHIS-NHPI	54	•								12.5%
NIS-4	56		•							12.5%
NMIHS	60	•								12.5%
NMFS	61		•							12.5%
NS-CSHCN	65					•				12.5%

Database	DBID	Education Topic Areas								DV Index
		Early care and education experiences	K-12 education experiences	K-12 educator characteristics, beliefs and practices	Home-school relations	Education programs provided to children and families	Student K-12 school experiences and outcomes	Postsecondary education experiences and outcomes	Students in special education	
NSECH	67	•								12.5%
NSOPF	70							•		12.5%
NYTD	72						•			12.5%
PSS	76		•							12.5%
SIPP	81				•					12.5%
Number of Databases		27	40	16	15	31	44	29	8	

**Table F3. Education Topic: Early Care and Education (ECE) Experiences (*n* = 28)**

Database	DBID	Early Care and Education Experiences					DV Index
		Child care arrangements and characteristics	ECE/preschool attainment and program characteristics	Early Head Start/Head Start program participation and services for families	Child care/ECE/preschool classroom context, practice and quality	Child care/ECE classroom language use	
Baby FACES	19	•	•	•	•	•	100.0%
FACES	22	•	•	•	•	•	100.0%
NHES	55	•	•	•	•	•	100.0%
ECLS-B	16	•	•		•	•	80.0%
HSIS	35	•	•		•	•	80.0%
CCDF	11	•	•		•		60.0%
NICHD-SECCYD	59	•	•		•		60.0%
PSID	74	•	•	•			60.0%
SPD	83	•	•	•			60.0%
ECLS-K	17	•	•				40.0%
ECLS-K:2011	18	•	•				40.0%
NAEP-LTT	45	•	•				40.0%
NELS:88	51	•	•				40.0%
NEWWE	52	•	•				40.0%
NLS	57	•	•				40.0%
CRD	12		•				20.0%
CCD	14		•				20.0%
ELS:2002	21		•				20.0%
HHS	26			•			20.0%
HIDOE	27		•				20.0%
Head Start PIR	36			•			20.0%
NHIS & NHIS-NHPI	54			•			20.0%
NMIHS	60	•					20.0%
NSCH	64	•					20.0%
NSECH	67	•					20.0%
PEELS	75		•				20.0%
PNLMS	80	•					20.0%
Number of Databases		19	20	8	7	5	

**Table F4. Education Topic: K-12 Education Experience (*n* = 40)**

Database	DBID	K-12 Education Experience							DV Index
		School enrollment	K-12 school characteristics and background	School policies and management	School climate	K-12 classroom characteristics	K-12 classroom instructional activities	Classroom language and instructional language	
ECLS-K	17	•	•	•	•	•	•	•	100.0%
ECLS-K:2011	18	•	•	•	•	•	•	•	100.0%
NELS:88	51	•	•	•	•	•	•	•	100.0%
HSIS	35	•	•		•	•	•	•	85.7%
ECLS-B	16	•	•			•	•	•	71.4%
FACES	22		•	•		•	•	•	71.4%
NAEP	46	•	•	•	•		•		71.4%
NICHD-SECCYD	59	•	•	•	•		•		71.4%
PISA	77		•	•	•	•	•		71.4%
TIMSS & TIMSS Advanced	85		•	•	•	•	•		71.4%
ELS:2002	21	•	•	•	•				57.1%
NAEP-LTT	45	•	•		•		•		57.1%
NHES	55	•	•	•	•				57.1%
PIRLS	79		•		•	•	•		57.1%
HIDOE	27	•	•		•				42.9%
HSLS:09	39	•	•		•				42.9%
Baby FACES	19	•					•		28.6%
NLS	57	•	•						28.6%
PSID	74	•	•						28.6%
PEELS	75	•	•						28.6%
SPD	83	•	•						28.6%
ACS	3	•							14.3%
B&B	7		•						14.3%
CRD	12		•						14.3%
CCD	14		•						14.3%
EDSCLS	20				•				14.3%
HCDC	23	•							14.3%
HHS	26	•							14.3%
HBSC	37				•				14.3%
HS&B	38	•							14.3%
HMIS	40	•							14.3%
NIS-4	56	•							14.3%
NMFS	61	•							14.3%

Database	DBID	K-12 Education Experience							DV Index
		School enrollment	K-12 school characteristics and background	School policies and management	School climate	K-12 classroom characteristics	K-12 classroom instructional activities	Classroom language and instructional language	
NSCAW	63				•				14.3%
NSCH	64	•							14.3%
NSDUH	69	•							14.3%
PSS	76	•							14.3%
PNLMS	80	•							14.3%
SPDS	82	•							14.3%
YRBSS	86				•				14.3%
Number of Databases		29	23	10	18	9	13	6	

**Table F5. Education Topic: K-12 Educator Characteristics, Beliefs and Practices (*n* = 16)**

Database	DBID	K-12 Educator Characteristics, Beliefs and Practices		DV Index
		K-12 educator background and characteristics	Teacher beliefs, attitudes and practices	
ECLS-B	16	•	•	100.0%
ECLS-K	17	•	•	100.0%
ECLS-K:2011	18	•	•	100.0%
ELS:2002	21	•	•	100.0%
FACES	22	•	•	100.0%
NAEP	46	•	•	100.0%
NICHD-SECCYD	59	•	•	100.0%
PISA	77	•	•	100.0%
PIRLS	79	•	•	100.0%
TIMSS & TIMSS Advanced	85	•	•	100.0%
CRD	12	•		50.0%
CCD	14	•		50.0%
EDSCLS	20	•		50.0%
HIDOE	27	•		50.0%
HSIS	35		•	50.0%
NELS:88	51	•		50.0%
Number of Databases		15	11	

**Table F6. Education Topic: Home-School Relations (*n* = 15)**

Database	DBID	Home-School Relations				DV Index
		Parent school selection practice/school choice	School practice to smooth transition to kindergarten	Parent satisfaction with school/education	School practices to involve and support families	
ECLS-K	17	•	•	•	•	100.0%
ECLS-K:2011	18	•	•	•	•	100.0%
ECLS-B	16	•	•		•	75.0%
FACES	22		•	•	•	75.0%
HSIS	35		•	•	•	75.0%
NHES	55	•		•	•	75.0%
Baby FACES	19			•	•	50.0%
ELS:2002	21			•	•	50.0%
NAEP	46	•			•	50.0%
NELS:88	51				•	25.0%
NICHD-SECCYD	59				•	25.0%
NSCAW	63				•	25.0%
PISA	77				•	25.0%
PIRLS	79				•	25.0%
SIPP	81				•	25.0%
Number of Databases		5	5	7	15	



**Table F7. Education Topic: Education Programs Provided to Children and Families (*n* = 31)**

Database	DBID	Education Programs Provided to Children and Families					DV Index
		English as a second language (ESL)/ bilingual education programs/Dual- language education	Special education and services received	Programs that support college and career readiness	Gifted and talented programs	Other programs	
NELS:88	51	•	•	•	•	•	100.0%
ECLS-K	17	•	•		•	•	80.0%
ECLS-K:2011	18	•	•		•	•	80.0%
HIDOE	27	•	•	•	•		80.0%
FACES	22	•	•		•		60.0%
NHES	55	•	•			•	60.0%
CRD	12	•			•		40.0%
ELS:2002	21			•		•	40.0%
NEWWSE	52	•	•				40.0%
ECLS-B	16		•				20.0%
Baby FACES	19		•				20.0%
HHS	26		•				20.0%
HI-SLD CCRI	29			•			20.0%
HI-SLD Transition	30	•					20.0%
HSIS	35		•				20.0%
HS&B	38			•			20.0%
HSLS:09	39			•			20.0%
NAEP-LTT	45	•					20.0%
NAEP	46	•					20.0%
NLTS2	58		•				20.0%
NICHD-SECCYD	59		•				20.0%
NSCAW	63		•				20.0%
NSCH	64		•				20.0%
NS-CSHCN	65		•				20.0%
PSID	74		•				20.0%
PEELS	75		•				20.0%
PIACC	78	•					20.0%
PIRLS	79	•					20.0%
SPDS	82		•				20.0%
SPD	83		•				20.0%
TIMSS & TIMSS Advanced	85			•			20.0%
Number of Databases		13	20	7	6	5	

**Table F8a. Education Topic: Student K-12 School Experiences and Outcomes (*n* = 44)**

Database	DBID	Student K-12 School Experiences and Outcomes					
		Repeated a grade /retention	Attendance /Absenteeism	Dropouts	Peer influence /friendships	Transition from middle school to high school	Self-educational aspiration
NELS:88	51	•	•	•	•	•	•
ELS:2002	21	•	•	•	•		•
NHES	55	•	•		•		•
ECLS-K	17	•	•		•		•
NICHD-SECCYD	59	•	•		•		•
ECLS-K:2011	18	•	•		•		•
TIMSS & TIMSS Advanced	85	•	•		•		•
HIDOE	27	•	•				
HS&B	38	•		•			•
HSLS:09	39						•
NAEP-LTT	45		•				•
NSCAW	63	•	•		•		
CRD	12	•	•				
FACES	22	•	•				
NAEP	46		•		•		•
PSID	74	•		•			
ECLS-B	16	•					
HSIS	35	•	•				
NEWWSE	52	•					
NSDUH	69		•		•		
PISA	77	•					•
SPD	83	•					
BPS	8						•
PIRLS	79		•				
YRBSS	86		•				•
B&B	7						•
HHS	26						
HI-SLD CCRI	29						
HI-SLD Transition	30						
NLS	57			•			
NLTS2	58						
NSCH	64	•					
PEELS	75						•

Database	DBID	Student K-12 School Experiences and Outcomes					
		Repeated a grade /retention	Attendance /Absenteeism	Dropouts	Peer influence /friendships	Transition from middle school to high school	Self-educational aspiration
CCD	14						
Baby FACES	19						
HAWCC-OIR	24						
HI-YTS	34		•				
HBSC	37						
NAAL	44						
NPSAS	62						
NSCG	66						
NYTD	72						
PIACC	78						
UH-IRAO	87						
Number of Databases		19	18	5	10	1	16

**Table F8b. Education Topic: Student K-12 School Experiences and Outcomes (*n* = 44)**

Database	DBID	Student K-12 School Experiences and Outcomes						DV Index
		Student academic qualities/strengths and risk factors	Homework activities, efforts and time spent	Academic records and performance	Cognitive development and approach to learning	Prepare for college and career	High school credential	
NELS:88	51	•	•	•		•	•	91.7%
ELS:2002	21	•	•	•		•	•	83.3%
NHES	55	•	•	•	•	•	•	83.3%
ECLS-K	17	•	•	•	•	•		75.0%
NICHD-SECCYD	59	•	•	•	•	•		75.0%
ECLS-K:2011	18	•	•	•	•			66.7%
TIMSS & TIMSS Advanced	85	•		•		•		58.3%
HIDOE	27			•	•	•	•	50.0%
HS&B	38			•		•	•	50.0%
HSLS:09	39	•	•	•		•	•	50.0%
NAEP-LTT	45	•	•	•		•		50.0%
NSCAW	63	•		•	•			50.0%
CRD	12			•		•	•	41.7%
FACES	22	•		•	•			41.7%
NAEP	46	•	•					41.7%
PSID	74				•	•	•	41.7%
ECLS-B	16			•	•		•	33.3%
HSIS	35	•			•			33.3%
NEWWE	52	•		•	•			33.3%
NSDUH	69	•		•				33.3%
PISA	77	•		•				33.3%
SPD	83	•		•			•	33.3%
BPS	8			•		•		25.0%
PIRLS	79	•		•				25.0%
YRBSS	86			•				25.0%
B&B	7			•				16.7%
HHS	26			•		•		16.7%
HI-SLD CCRI	29					•	•	16.7%
HI-SLD Transition	30			•			•	16.7%
NLS	57			•				16.7%
NLTS2	58			•			•	16.7%
NSCH	64				•			16.7%

Database	DBID	Student K-12 School Experiences and Outcomes						DV Index
		Student academic qualities/strengths and risk factors	Homework activities, efforts and time spent	Academic records and performance	Cognitive development and approach to learning	Prepare for college and career	High school credential	
PEELS	75			•				16.7%
CCD	14			•				8.3%
Baby FACES	19				•			8.3%
HAWCC-OIR	24						•	8.3%
HI-YTS	34							8.3%
HBSC	37		•					8.3%
NAAL	44			•				8.3%
NPSAS	62						•	8.3%
NSCG	66						•	8.3%
NYTD	72					•		8.3%
PIACC	78						•	8.3%
UH-IRAO	87					•		8.3%
Number of Databases		18	10	30	13	17	17	

**Table F9. Education Topic: Postsecondary Education Experiences and Outcomes (*n* = 29)**

Database	DBID	Postsecondary Education Experiences and Outcomes					DV Index
		Postsecondary institution characteristics	Postsecondary education enrollment and persistence	Postsecondary academic records, performance, and degree awarded	Education costs, student loan, and other sources of support	Post-baccalaureate education	
BPS	8	•	•	•	•	•	100.0%
HS&B	38	•	•	•	•	•	100.0%
NCCBP	49	•	•	•	•	•	100.0%
NHES	55	•	•	•	•	•	100.0%
B&B	7		•	•	•	•	80.0%
HAWCC-OIR	24	•	•	•	•		80.0%
NELS:88	51	•	•	•	•		80.0%
NLS	57	•	•	•	•		80.0%
NPSAS	62	•	•	•	•		80.0%
HSLS:09	39	•	•	•			60.0%
NLTS2	58	•	•	•			60.0%
NSCG	66		•	•	•		60.0%
PSID	74		•	•	•		60.0%
UH-IRAO	87		•	•	•		60.0%
CCSSE	13		•	•			40.0%
ELS:2002	21			•	•		40.0%
NEWWE	52		•	•			40.0%
PIACC	78		•	•			40.0%
SPD	83		•		•		40.0%
ACS	3			•			20.0%
ATUS	5		•				20.0%
ECLS-B	16		•				20.0%
FACES	22		•				20.0%
HCDC	23			•			20.0%
HIDOE	27		•				20.0%
HI-SLD CCRI	29		•				20.0%
HI-SLD Transition	30			•			20.0%
IPEDS	41		•				20.0%
NSOPF	70			•			20.0%
Number of Databases		10	24	22	14	5	

**Table F10. Education Topic: Students in Special Education ( $n = 7$ )**

Database	DBID	Student in Special Education				DV Index
		Education settings	Collaboration between general education teacher and special education teachers	Parent satisfaction with special education and services	Education progress	
ECLS-K	17	•	•	•	•	100.0%
ECLS-K:2011	18	•	•	•	•	100.0%
PEELS	75	•		•	•	75.0%
SPDS	82	•		•		50.0%
FACES	22			•		25.0%
HIDOE	27	•				25.0%
NHES	55			•		25.0%
Number of Databases		5	2	6	3	

## Mapping of Family Contexts and Environment Data at Data Element Level by Topic Area

**Table F11. Database Mapping Results across Topic Areas within Family Context and Environment Domain (*n* = 77)**

Database	DBID	Family Context and Environment Topic Areas						DV Index
		Family social-economic status	Welfare and public assistance	Family relationships and support	Home context, parenthood, and parenting	Children involved in systems	Time Use	
ECLS-B	16	•	•	•	•	•		83.3%
ECLS-K	17	•	•	•	•		•	83.3%
ECLS-K:2011	18	•	•	•	•		•	83.3%
ELS:2002	21	•	•	•	•		•	83.3%
FACES	22	•	•	•	•		•	83.3%
HI-DHS	28	•	•	•	•	•		83.3%
NAEP-LTT	45	•	•	•	•		•	83.3%
NLS	57	•	•	•	•		•	83.3%
NICHD-SECCYD	59	•	•	•	•		•	83.3%
NSCH	64	•	•	•	•		•	83.3%
NS-CSHCN	65	•	•	•	•	•		83.3%
NSECH	67	•	•	•	•		•	83.3%
PSID	74	•	•	•	•		•	83.3%
ACS	3	•	•	•	•			66.7%
BPS	8	•	•	•	•			66.7%
Baby FACES	19	•	•	•	•			66.7%
HCDC	23	•	•	•	•			66.7%
HHS	26	•	•	•	•			66.7%
HSIS	35	•	•	•	•			66.7%
HBSC	37	•		•	•	•		66.7%
HS&B	38	•		•	•		•	66.7%
NAEP	46	•	•		•		•	66.7%
NCVS	50	•	•	•	•			66.7%
NELS:88	51	•		•	•		•	66.7%
NEWWSE	52	•	•	•	•			66.7%
NHIS & NHIS-NHPI	54	•	•	•	•			66.7%
NHES	55	•		•	•		•	66.7%
NIS-4	56	•	•	•		•		66.7%
NSCAW	63	•		•	•	•		66.7%
NSDUH	69	•	•	•	•			66.7%



Database	DBID	Family Context and Environment Topic Areas						DV Index
		Family social-economic status	Welfare and public assistance	Family relationships and support	Home context, parenthood, and parenting	Children involved in systems	Time Use	
PIRLS	79	•		•	•		•	66.7%
PNLMS	80	•		•	•		•	66.7%
SIPP	81	•	•	•	•			66.7%
SPD	83	•	•	•	•			66.7%
TIMSS & TIMSS Advanced	85	•		•	•		•	66.7%
AGID	1	•	•	•				50.0%
AHS	4	•	•	•				50.0%
HI-PRAMS	32	•	•	•				50.0%
HSLS:09	39	•		•	•			50.0%
HMIS	40	•	•			•		50.0%
CHIP	42	•		•	•			50.0%
NHANES & NNYFS	53	•	•		•			50.0%
NMIHS	60	•	•	•				50.0%
NPSAS	62	•		•	•			50.0%
NSFG	68	•		•	•			50.0%
PEELS	75	•		•	•			50.0%
PISA	77	•			•		•	50.0%
PIACC	78	•		•	•			50.0%
YRBSS	86	•		•			•	50.0%
ATUS	5				•		•	33.3%
B&B	7	•		•				33.3%
CCDF	11	•			•			33.3%
CCSSE	13	•			•			33.3%
CPS	15	•		•				33.3%
HIDOE	27	•			•			33.3%
HI-VSD	33	•		•				33.3%
MEPS	43	•		•				33.3%
NAAL	44	•			•			33.3%
NAS	47	•		•				33.3%
NCANDS	48		•			•		33.3%
NLTS2	58	•		•				33.3%
NMFS	61	•		•				33.3%
NSCG	66	•		•				33.3%

Database	DBID	Family Context and Environment Topic Areas						DV Index
		Family social-economic status	Welfare and public assistance	Family relationships and support	Home context, parenthood, and parenting	Children involved in systems	Time Use	
NSOPF	70	•		•				33.3%
NYTD	72	•				•		33.3%
NYPANS	73				•		•	33.3%
AFCARS	2					•		16.7%
BRFSS	9			•				16.7%
Census	10			•				16.7%
CRD	12		•					16.7%
HAWCC-OIR	24	•						16.7%
HHDC	25				•			16.7%
HI-SLD CCRI	29	•						16.7%
HI-SLD Transition	30	•						16.7%
NCCBP	49	•						16.7%
NVSS	71			•				16.7%
TANF	84		•					16.7%
Number of Databases		67	36	57	49	10	21	

**Table F12. Family Contexts and Environment Topic: Social-economic Status (*n* = 67)**

Database	DBID	Family Contexts and Environment									DV Index
		Family income	Family expenditure	Poverty	Food security/insecurity	Homelessness	Family mobility	Housing quality	Education background	Parental employment and occupation	
PSID	74	•	•	•	•		•	•	•	•	88.9%
ECLS-K	17	•	•	•	•		•		•	•	77.8%
ECLS-K:2011	18	•	•	•	•		•		•	•	77.8%
NICHD-SECCYD	59	•	•	•			•	•	•	•	77.8%
Baby FACES	19	•		•	•		•	•	•		66.7%
ELS:2002	21	•	•	•				•	•	•	66.7%
NHANES & NNYFS	53	•	•	•	•			•	•		66.7%
NSCH	64	•		•	•		•		•	•	66.7%
AHS	4	•		•	•			•	•		55.6%
ECLS-B	16	•			•		•	•	•		55.6%
HHS	26	•		•			•	•	•		55.6%
HSIS	35	•		•			•	•	•		55.6%
HS&B	38	•	•					•	•	•	55.6%
NELS:88	51	•	•					•	•	•	55.6%
NHES	55	•					•	•	•	•	55.6%
SPD	83	•	•		•			•	•		55.6%
ACS	3	•		•				•	•		44.4%
FACES	22				•		•	•	•		44.4%
HCDC	23	•		•				•	•		44.4%
HI-DHS	28			•		•		•	•		44.4%
HSLS:09	39	•		•					•	•	44.4%
NCVS	50	•					•	•	•		44.4%
NHIS & NHIS-NHPI	54	•		•	•				•		44.4%
NIS-4	56	•		•					•	•	44.4%
NMIHS	60	•						•	•	•	44.4%
NSECH	67	•					•		•	•	44.4%
BPS	8	•	•						•		33.3%
CPS	15	•		•					•		33.3%
HBSC	37	•			•			•			33.3%
HMIS	40	•				•		•			33.3%
CHIP	42			•					•	•	33.3%
MEPS	43	•		•					•		33.3%

[illegible]

Database	DBID	Family Contexts and Environment									DV Index
		Family income	Family expenditure	Poverty	Food security/insecurity	Homelessness	Family mobility	Housing quality	Education background	Parental employment and occupation	
NSOPF	70	●									11.1%
NYTD	72					●					11.1%
YRBSS	86				●						11.1%
Number of Databases		45	10	25	13	5	13	30	52	18	

**Table F13a. Family Context and Environment Topic: Welfare and Public Assistance (*n* = 36)**

Database	DBID	Welfare and Public Assistance							
		Receive welfare or public assistance	Temporary Assistance for Needy Families (TANF) /Temporary Assistance for Other Needy Families (TAONF)	Aid to Families with Dependent Children (AFDC)	Food stamps/SNAP	Women, Infants, and Children (WIC)	Supplemental Security Income (SSI)	Energy assistance	Housing assistance/public housing
SPD	83		•		•	•	•	•	•
SIPP	81			•	•	•	•	•	•
HI-DHS	28	•	•		•		•	•	•
NLS	57	•	•	•	•		•	•	
NICHD-SECCYD	59		•	•	•		•		
PSID	74		•		•	•			•
ECLS-B	16	•	•	•	•	•			
HHS	26		•		•				•
NMIHS	60			•	•	•	•		•
BPS	8	•	•		•	•	•		
ECLS-K	17		•	•	•	•			
ECLS-K:2011	18		•	•	•	•			
Baby FACES	19	•			•	•	•	•	
FACES	22	•			•	•	•	•	
HSIS	35		•			•	•	•	•
NEWWSE	52			•	•	•	•		
NHIS & NHIS-NHPI	54		•		•	•	•		
NSCH	64				•	•	•		
NSDUH	69	•			•	•	•		
AGID	1				•			•	•
NHANES & NNYFS	53	•			•	•	•		
AHS	4	•			•		•		
ELS:2002	21	•							
NS-CSHCN	65	•					•		
ACS	3				•				
CRD	12								
HCDC	23				•				
HI-PRAMS	32					•			
HMIS	40								•
NAEP-LTT	45								

Database	DBID	Welfare and Public Assistance							
		Receive welfare or public assistance	Temporary Assistance for Needy Families (TANF) /Temporary Assistance for Other Needy Families (TAONF)	Aid to Families with Dependent Children (AFDC)	Food stamps/SNAP	Women, Infants, and Children (WIC)	Supplemental Security Income (SSI)	Energy assistance	Housing assistance/public housing
NAEP	46								
NCANDS	48	•							
NCVS	50								•
NIS-4	56	•							
NSECH	67					•			
TANF	84		•						
Number of Databases		13	13	8	23	18	17	8	10

**Table F13b. Family Context and Environment Topic: Welfare and Public Assistance (*n* = 36)**

[illegible]



Database	DBID	Welfare and Public Assistance									DV Index
		Social security benefits	General Assistance (GA)	Breakfast offered at school	Free/reduced price lunch at school	Public assistance in health care	Aid to Aged, Blind, Disabled (AABD)	Child care assistance	Unemployment insurance and compensation	Other	
NCVS	50										5.9%
NIS-4	56										5.9%
NSECH	67										5.9%
TANF	84										5.9%
Number of Databases		4	4	5	13	4	2	5	8	9	

**Table F14. Family Context and Environment Topic: Family Relationship and Support (*n* = 57)**

Database	DBID	Family Relationship and Support			DV Index
		Marital history, status and relationship	Family structure/composition	Family support, resources, and family ties	
ECLS-B	16	•	•	•	100.0%
ECLS-K	17	•	•	•	100.0%
ECLS-K:2011	18	•	•	•	100.0%
FACES	22	•	•	•	100.0%
HSIS	35	•	•	•	100.0%
NELS:88	51	•	•	•	100.0%
NEWWSE	52	•	•	•	100.0%
NICHD-SECCYD	59	•	•	•	100.0%
NSCH	64	•	•	•	100.0%
NSECH	67	•	•	•	100.0%
PSID	74	•	•	•	100.0%
SPD	83	•	•	•	100.0%
AGID	1		•	•	66.7%
CPS	15	•	•		66.7%
Baby FACES	19		•	•	66.7%
ELS:2002	21	•	•		66.7%
HHS	26	•	•		66.7%
HI-DHS	28	•	•		66.7%
HBSC	37		•	•	66.7%
HS&B	38	•	•		66.7%
MEPS	43	•	•		66.7%
NCVS	50	•	•		66.7%
NHIS & NHIS-NHPI	54	•	•		66.7%
NHES	55	•	•		66.7%
NIS-4	56	•	•		66.7%
NLS	57	•	•		66.7%
NLTS2	58	•	•		66.7%
NMIHS	60	•	•		66.7%
NSCAW	63		•	•	66.7%
NS-CSHCN	65	•	•		66.7%
NSCG	66	•	•		66.7%
PIACC	78	•	•		66.7%
PNLMS	80	•	•		66.7%
SIPP	81	•	•		66.7%

Database	DBID	Family Relationship and Support			DV Index
		Marital history, status and relationship	Family structure/composition	Family support, resources, and family ties	
ACS	3		•		33.3%
AHS	4		•		33.3%
B&B	7	•			33.3%
BPS	8		•		33.3%
BRFSS	9		•		33.3%
Census	10		•		33.3%
HCDC	23		•		33.3%
HI-PRAMS	32	•			33.3%
HI-VSD	33	•			33.3%
HSLS:09	39		•		33.3%
CHIP	42		•		33.3%
NAEP-LTT	45		•		33.3%
NAS	47		•		33.3%
NMFS	61	•			33.3%
NPSAS	62	•			33.3%
NSFG	68	•			33.3%
NSDUH	69		•		33.3%
NSOPF	70	•			33.3%
NVSS	71	•			33.3%
PEELS	75		•		33.3%
PIRLS	79		•		33.3%
TIMSS & TIMSS Advanced	85		•		33.3%
YRBSS	86			•	33.3%
Number of Databases		38	48	17	

**Table F15a. Family Context and Environment Topic: Home Contexts, Parenthood, and Parenting (*n* = 49)**

Database	DBID	Family Contexts, Parenthood, and Parenting				
		Parental education/career aspiration	Parental beliefs, attitudes, and practices	Parental involvement in child's schooling	Parental involvement at home and in community	Family cultural practice
ECLS-K	17	•	•	•	•	•
ECLS-K:2011	18	•	•	•	•	•
NHES	55	•	•	•	•	•
NELS:88	51	•	•	•	•	
ECLS-B	16	•	•		•	•
ELS:2002	21	•	•	•	•	
FACES	22		•	•	•	
HS&B	38	•		•	•	
NICHD-SECCYD	59	•	•	•	•	
Baby FACES	19		•	•	•	
HSIS	35		•	•	•	
NAEP-LTT	45		•		•	
NAEP	46				•	
NSCAW	63	•	•		•	
PSID	74	•	•	•		
PIRLS	79				•	
SPD	83		•		•	
TIMSS & TIMSS Advanced	85				•	
NSCH	64		•		•	
NSDUH	69		•		•	
PISA	77				•	
ATUS	5		•	•	•	
NEWWE	52		•		•	
NSECH	67		•		•	
PNLMS	80					
ACS	3					
HCDC	23					
HHS	26					•
HIDOE	27			•		
NHIS & NHIS-NHPI	54					
PEELS	75	•				
PIACC	78					
BPS	8					

Database	DBID	Family Contexts, Parenthood, and Parenting				
		Parental education/career aspiration	Parental beliefs, attitudes, and practices	Parental involvement in child's schooling	Parental involvement at home and in community	Family cultural practice
CCDF	11					
CCSSE	13					
HHDC	25					
HI-DHS	28					
HBSC	37					
HSLs:09	39					
CHIP	42					
NAAL	44					
NCVS	50					
NHANES & NNYFS	53					
NLS	57					
NPSAS	62					
NS-CSHCN	65					
NSFG	68		•			
NYPANS	73		•			
SIPP	81					
Number of Databases		11	21	13	23	5

**Table F15b. Family Context and Environment Topic: Home Contexts, Parenthood, and Parenting (*n* = 49)**

Database	DBID	Home Contexts, Parenthood, and parenting				DV Index
		Enrichment and extracurricular (school-sponsored or not)	Home learning environment	Household use of technology and access to information	Language environment in home	
ECLS-K	17	•	•	•	•	100.0%
ECLS-K:2011	18	•	•	•	•	100.0%
NHES	55	•	•	•	•	100.0%
NELS:88	51	•	•	•	•	88.9%
ECLS-B	16	•	•		•	77.8%
ELS:2002	21	•		•	•	77.8%
FACES	22		•	•	•	66.7%
HS&B	38	•	•		•	66.7%
NICHD-SECCYD	59	•	•			66.7%
Baby FACES	19		•		•	55.6%
HSIS	35		•		•	55.6%
NAEP-LTT	45		•	•	•	55.6%
NAEP	46	•	•	•	•	55.6%
NSCAW	63	•	•			55.6%
PSID	74	•			•	55.6%
PIRLS	79	•	•	•	•	55.6%
SPD	83	•	•		•	55.6%
TIMSS & TIMSS Advanced	85	•	•	•	•	55.6%
NSCH	64	•	•			44.4%
NSDUH	69	•			•	44.4%
PISA	77		•	•	•	44.4%
ATUS	5					33.3%
NEWWSE	52		•			33.3%
NSECH	67				•	33.3%
PNLMS	80	•		•	•	33.3%
ACS	3			•	•	22.2%
HCDC	23			•	•	22.2%
HHS	26				•	22.2%
HIDOE	27				•	22.2%
NHIS & NHIS-NHPI	54			•	•	22.2%
PEELS	75				•	22.2%
PIACC	78		•		•	22.2%
BPS	8				•	11.1%
CCDF	11				•	11.1%

Database	DBID	Home Contexts, Parenthood, and parenting				DV Index
		Enrichment and extracurricular (school-sponsored or not)	Home learning environment	Household use of technology and access to information	Language environment in home	
CCSSE	13				•	11.1%
HHDC	25				•	11.1%
HI-DHS	28				•	11.1%
HBSC	37			•		11.1%
HSLs:09	39				•	11.1%
CHIP	42				•	11.1%
NAAL	44				•	11.1%
NCVS	50	•				11.1%
NHANES & NNYFS	53				•	11.1%
NLS	57			•		11.1%
NPSAS	62				•	11.1%
NS-CSHCN	65				•	11.1%
NSFG	68					11.1%
NYPANS	73					11.1%
SIPP	81				•	11.1%
Number of Databases		18	20	17	39	

**Table F16. Family Context and Environment Topic: Children Involved in Systems (*n* = 10)**

Database	DBID	Children Involved in Systems		DV Index
		Foster care and adaption	Child maltreatment	
HI-DHS	28	•	•	100.0%
NCANDS	48	•	•	100.0%
NSCAW	63	•	•	100.0%
AFCARS	2	•		50.0%
ECLS-B	16		•	50.0%
HBSC	37	•		50.0%
HMIS	40	•		50.0%
NIS-4	56		•	50.0%
NS-CSHCN	65	•		50.0%
NYTD	72	•		50.0%
Number of Databases		8	5	



**Table F17. Family Context and Environment Topic: Other-Time Use ( $n = 21$ )**

Database	DBID	Time use	DV Index
ATUS	5	•	100.0%
ECLS-K	17	•	100.0%
ECLS-K:2011	18	•	100.0%
ELS:2002	21	•	100.0%
FACES	22	•	100.0%
HS&B	38	•	100.0%
NAEP-LTT	45	•	100.0%
NAEP	46	•	100.0%
NELS:88	51	•	100.0%
NHES	55	•	100.0%
NLS	57	•	100.0%
NICHD-SECCYD	59	•	100.0%
NSCH	64	•	100.0%
NSECH	67	•	100.0%
NYPANS	73	•	100.0%
PSID	74	•	100.0%
PISA	77	•	100.0%
PIRLS	79	•	100.0%
PNLMS	80	•	100.0%
TIMSS & TIMSS Advanced	85	•	100.0%
YRBSS	86	•	100.0%
Number of Databases		21	

## Mapping of Employment and Career Development Data at Data Element Level

Table F18a. Employment and Career Development (n = 53)

Database	DBID	Employment and Career Development						
		Personal employment status, activities, and history	Own professional certification or licenses	Career planning and occupational aspiration	Education and training beyond formal education	Attitude and beliefs associated with employment and career decisions	Relationship of jobs to education and training	Satisfaction with current career path and jobs
HS&B	38	•	•	•	•	•	•	•
PIACC	78	•	•	•	•	•		•
NELS:88	51	•	•	•		•	•	
PSID	74	•	•		•	•	•	
NEWWE	52	•			•	•		
NICHD-SECCYD	59	•			•	•		•
BPS	8	•				•		
ELS:2002	21	•	•	•				•
NHES	55	•	•		•			
NSCG	66	•	•		•			•
ECLS-B	16	•						
NLTS2	58	•						•
SPD	83	•			•			
TIMSS & TIMSS Advanced	85	•		•		•		
ACS	3	•						
ECLS-K	17	•						
ECLS-K:2011	18	•						
HCDC	23	•						
HAWCC-OIR	24	•						
HSL:09	39	•						
NLS	57	•			•			
NSCH	64	•						
SIPP	81	•			•			
AGID	1	•						
AHS	4	•						
ATUS	5	•						
B&B	7	•						
CPS	15	•						
Baby FACES	19	•						

Database	DBID	Employment and Career Development						
		Personal employment status, activities, and history	Own professional certification or licenses	Career planning and occupational aspiration	Education and training beyond formal education	Attitude and beliefs associated with employment and career decisions	Relationship of jobs to education and training	Satisfaction with current career path and jobs
FACES	22	•						
HHS	26	•						
HIDOE	27	•						
HI-DHS	28	•						
HI-SLD Transition	30	•						
HSIS	35	•						
HBSC	37	•						
HMIS	40	•						
MEPS	43	•						
NAEP-LTT	45			•				
NCCBP	49	•						
NCVS	50	•						
NHANES & NNYFS	53	•						
NHIS & NHIS-NHPI	54	•						
NMIHS	60	•						
NMFS	61	•						
NPSAS	62	•						
NSFG	68	•						
NSDUH	69	•						
NSOPF	70	•						
NYTD	72				•			
PISA	77			•				
PNLMS	80	•						
UH-IRAO	87							
Number of Databases		49	7	7	11	8	3	6

**Table F18b. Employment and Career Development (*n* = 53)**

Database	DBID	Employment and Career Development						DV Index
		Impact of child birth, child care, and caregiving on career development and employment decision	Employment outlook after postsecondary education	Job accommodations for individuals with disability	Apprenticeship program	Commuting and place of work	Opportunity cost	
HS&B	38							53.8%
PIACC	78				•			53.8%
NELS:88	51		•					46.2%
PSID	74					•		46.2%
NEWWSE	52	•	•					38.5%
NICHD-SECCYD	59	•						38.5%
BPS	8		•				•	30.8%
ELS:2002	21							30.8%
NHES	55	•						30.8%
NSCG	66							30.8%
ECLS-B	16	•				•		23.1%
NLTS2	58			•				23.1%
SPD	83	•						23.1%
TIMSS & TIMSS Advanced	85							23.1%
ACS	3					•		15.4%
ECLS-K	17	•						15.4%
ECLS-K:2011	18	•						15.4%
HCDC	23					•		15.4%
HAWCC-OIR	24		•					15.4%
HSLs:09	39						•	15.4%
NLS	57							15.4%
NSCH	64	•						15.4%
SIPP	81							15.4%
AGID	1							7.7%
AHS	4							7.7%
ATUS	5							7.7%
B&B	7							7.7%
CPS	15							7.7%
Baby FACES	19							7.7%
FACES	22							7.7%
HHS	26							7.7%
HIDOE	27							7.7%

Database	DBID	Employment and Career Development						DV Index
		Impact of child birth, child care, and caregiving on career development and employment decision	Employment outlook after postsecondary education	Job accommodations for individuals with disability	Apprenticeship program	Commuting and place of work	Opportunity cost	
HI-DHS	28							7.7%
HI-SLD Transition	30							7.7%
HSIS	35							7.7%
HBSC	37							7.7%
HMIS	40							7.7%
MEPS	43							7.7%
NAEP-LTT	45							7.7%
NCCBP	49							7.7%
NCVS	50							7.7%
NHANES & NNYFS	53							7.7%
NHIS & NHIS-NHPI	54							7.7%
NMIHS	60							7.7%
NMFS	61							7.7%
NPSAS	62							7.7%
NSFG	68							7.7%
NSDUH	69							7.7%
NSOPF	70							7.7%
NYTD	72							7.7%
PISA	77							7.7%
PNLMS	80							7.7%
UH-IRAO	87				•			7.7%
Number of Databases		8	4	1	2	4	2	

## Mapping of Physical Environment and Safety Data Element Level

Table F19. Physical Environment and Safety (n = 25)

Database	DBID	Physical Environment and Safety					DV Index
		Healthy/unhealthy household	Safety/unsafety household	Injury incidents	Abuse, neglect and domestic violence	Crime victim	
ECLS-B	16	•	•	•	•		80.0%
Baby FACES	19	•	•	•			60.0%
FACES	22	•		•	•		60.0%
NELS:88	51	•	•			•	60.0%
NSCAW	63		•	•	•		60.0%
NSCH	64	•			•	•	60.0%
YRBSS	86		•	•	•		60.0%
AHS	4	•	•				40.0%
BRFSS	9	•		•			40.0%
HHS	26				•	•	40.0%
HI-PRAMS	32			•	•		40.0%
HSIS	35	•			•		40.0%
HMIS	40				•	•	40.0%
NCVS	50			•		•	40.0%
NICHD-SECCYD	59		•	•			40.0%
NSECH	67		•	•			40.0%
SPDS	82		•	•			40.0%
HHDC	25			•			20.0%
HI-DHS	28				•		20.0%
HI-YTS	34	•					20.0%
HBSC	37			•			20.0%
HS&B	38			•			20.0%
NHIS & NHIS-NHPI	54			•			20.0%
NHES	55			•			20.0%
NMFS	61			•			20.0%
Number of Databases		9	9	17	10	5	

## Mapping of Physical Health and Behaviors Data at Data Element Level by Topic Area

Table F20. Database Mapping Results across Topic Areas within Physical Health and Behaviors Domain ( $n = 51$ )

Database	DBID	Physical Health and Behaviors		DV Index
		Physical Health	Health behaviors	
NLS	57	•	•	100.0%
NHANES & NNYFS	53	•	•	100.0%
YRBSS	86	•	•	100.0%
NICHD-SECCYD	59	•	•	100.0%
BRFSS	9	•	•	100.0%
ECLS-B	16	•	•	100.0%
NSCAW	63	•	•	100.0%
FACES	22	•	•	100.0%
NHIS & NHIS-NHPI	54	•	•	100.0%
PSID	74	•	•	100.0%
ECLS-K	17	•	•	100.0%
ECLS-K:2011	18	•	•	100.0%
Baby FACES	19	•	•	100.0%
NMIHS	60	•	•	100.0%
NMFS	61	•	•	100.0%
NELS:88	51	•	•	100.0%
NHES	55	•	•	100.0%
NSDUH	69	•	•	100.0%
NYPANS	73	•	•	100.0%
NSCH	64	•	•	100.0%
SPD	83	•	•	100.0%
HSIS	35	•	•	100.0%
NEWWSE	52	•	•	100.0%
HS&B	38	•	•	100.0%
HHS	26	•	•	100.0%
HI-PRAMS	32	•	•	100.0%
NSECH	67	•	•	100.0%
NSFG	68	•	•	100.0%
PIACC	78	•	•	100.0%
HBSC	37		•	50.0%
NYTD	72		•	50.0%
ATUS	5		•	50.0%

Database	DBID	Physical Health and Behaviors		DV Index
		Physical Health	Health behaviors	
HI-YTS	34		•	50.0%
PISA	77		•	50.0%
TIMSS & TIMSS Advanced	85		•	50.0%
HI-VSD	33	•		50.0%
NS-CSHCN	65	•		50.0%
NVSS	71	•		50.0%
AGID	1	•		50.0%
PEELS	75	•		50.0%
SPDS	82	•		50.0%
AHS	4	•		50.0%
CPS	15	•		50.0%
EDSCLS	20	•		50.0%
HHDC	25	•		50.0%
HI-DHS	28	•		50.0%
HMIS	40	•		50.0%
CHIP	42	•		50.0%
MEPS	43	•		50.0%
NAS	47	•		50.0%
NCVS	50	•		50.0%
Number of Databases		45	35	



**Table F20. Physical Health and Behaviors Topic: Physical Health (*n* = 45)**

Database	DBID	Physical Health				DV Index
		Personal, child, family health status, diagnosis, and treatment	Fertility, pregnancy and prenatal care	Limited activities (e.g., miss school, miss work) due to health issue	Death data	
NLS	57	•	•	•	•	100.0%
BRFSS	9	•	•	•		75.0%
ECLS-B	16	•	•	•		75.0%
HI-VSD	33	•	•		•	75.0%
HS&B	38	•	•	•		75.0%
NHANES & NNYFS	53	•	•	•		75.0%
NICHD-SECCYD	59	•	•	•		75.0%
NSCAW	63	•	•	•		75.0%
NS-CSHCN	65	•	•	•		75.0%
NVSS	71	•	•		•	75.0%
PSID	74	•	•		•	75.0%
AGID	1	•				25.0%
ECLS-K	17	•		•		50.0%
ECLS-K:2011	18	•		•		50.0%
Baby FACES	19	•		•		50.0%
FACES	22	•		•		50.0%
HHS	26	•		•		50.0%
HI-PRAMS	32	•	•			50.0%
NHIS & NHIS-NHPI	54	•		•		50.0%
NHES	55	•		•		50.0%
NMIHS	60	•	•			50.0%
NMFS	61	•			•	50.0%
NSCH	64	•		•		50.0%
NSECH	67	•		•		50.0%
NSFG	68	•	•			50.0%
NSDUH	69	•	•			50.0%
PEELS	75	•		•		50.0%
SPDS	82	•		•		50.0%
SPD	83	•		•		50.0%
AHS	4	•				25.0%
CPS	15			•		25.0%
EDSCLS	20	•				25.0%
HHDC	25	•				25.0%
HI-DHS	28	•				25.0%

Database	DBID	Physical Health				DV Index
		Personal, child, family health status, diagnosis, and treatment	Fertility, pregnancy and prenatal care	Limited activities (e.g., miss school, miss work) due to health issue	Death data	
HSIS	35	•				25.0%
HMIS	40	•				25.0%
CHIP	42	•				25.0%
MEPS	43	•				25.0%
NAS	47	•				25.0%
NCVS	50	•				25.0%
NELS:88	51	•				25.0%
NEWWSE	52	•				25.0%
NYPANS	73	•				25.0%
PIACC	78	•				25.0%
YRBSS	86	•				25.0%
Number of Databases		44	15	21	5	

**Table F21. Physical Health and Behaviors Topic: Physical Behaviors (n = 35)**

Database	DBID	Health Behaviors								DV Index
		Physical activity	Preventive care	Nutrition, diet attitude and diet behaviors	Tobacco use	Alcohol use	Drug use/abuse	Sleep habit/disorder	Sexual activities and risky sexual behaviors	
NHANES & NNYFS	53	•		•	•	•	•	•	•	87.5%
NLS	57	•	•	•	•	•	•	•		87.5%
YRBSS	86	•		•	•	•	•	•	•	87.5%
NICHD-SECCYD	59	•		•	•	•		•	•	75.0%
BRFSS	9		•	•	•	•		•		62.5%
ECLS-B	16	•		•	•	•	•			62.5%
FACES	22	•		•	•	•	•			62.5%
HBSC	37			•	•	•	•		•	62.5%
NHIS & NHIS-NHPI	54	•	•		•	•		•		62.5%
NSCAW	63			•	•	•	•		•	62.5%
ECLS-K	17	•		•		•	•			50.0%
ECLS-K:2011	18	•		•		•	•			50.0%
Baby FACES	19			•	•	•	•			50.0%
NELS:88	51				•	•	•		•	50.0%
NMIHS	60			•	•	•	•			50.0%
NMFS	61	•			•	•	•			50.0%
PSID	74	•		•	•	•				50.0%
NHES	55				•	•	•			37.5%
NSDUH	69				•	•	•			37.5%
NYTD	72				•	•	•			37.5%
NYPANS	73	•		•	•					37.5%
HSIS	35					•	•			25.0%
NEWWSE	52					•	•			25.0%
NSCH	64	•						•		25.0%
SPD	83					•	•			25.0%
ATUS	5	•								12.5%
HHS	26							•		12.5%
HI-PRAMS	32			•						12.5%
HI-YTS	34				•					12.5%
HS&B	38					•				12.5%
NSECH	67			•						12.5%
NSFG	68								•	12.5%
PISA	77	•								12.5%

Database	DBID	Health Behaviors								DV Index
		Physical activity	Preventive care	Nutrition, diet attitude and diet behaviors	Tobacco use	Alcohol use	Drug use/abuse	Sleep habit/disorder	Sexual activities and risky sexual behaviors	
PIACC	78		•							12.5%
TIMSS & TIMSS Advanced	85			•						12.5%
Number of Databases		15	4	18	20	24	19	8	7	

## Mapping of Health Care Data at Data Element Level

Table F22. Health Care (n = 35)

Database	DBID	Health Care			DV Index
		Health care coverage, access, utilization and quality	Health care expenses and affordability	Satisfaction with health care/services provided by health care provider	
NHIS & NHIS-NHPI	54	•	•	•	100.0%
NSECH	67	•	•	•	100.0%
HHDC	25	•	•		66.7%
HHS	26	•	•		66.7%
CHIP	42	•	•		66.7%
MEPS	43	•	•		66.7%
NMFS	61	•	•		66.7%
NSCH	64	•		•	66.7%
NS-CSHCN	65	•	•		66.7%
NSDUH	69	•	•		66.7%
PSID	74	•	•		66.7%
SPD	83	•	•		66.7%
ACS	3	•			33.3%
BPS	8	•			33.3%
BRFSS	9	•			33.3%
CPS	15	•			33.3%
ECLS-B	16	•			33.3%
ECLS-K	17	•			33.3%
ECLS-K:2011	18	•			33.3%
FACES	22	•			33.3%
HCDC	23	•			33.3%
HI-PRAMS	32	•			33.3%
HSIS	35	•			33.3%
HMIS	40	•			33.3%
NAS	47	•			33.3%
NCVS	50	•			33.3%
NEWWSE	52	•			33.3%
NHES	55	•			33.3%
NLS	57	•			33.3%
NICHD-SECCYD	59	•			33.3%
NMIHS	60	•			33.3%

Database	DBID	Health Care			DV Index
		Health care coverage, access, utilization and quality	Heath care expenses and affordability	Satisfaction with health care/services provided by health care provider	
NSFG	68	●			33.3%
NYTD	72	●			33.3%
PIACC	78	●			33.3%
SPDS	82	●			33.3%
<b>Number of Databases</b>		<b>35</b>	<b>11</b>	<b>3</b>	

## Mapping of Social-emotional and Behavioral Development Data at Data Element Level

**Table F23. Social-emotional and Behavioral Development (*n* = 46)**

[illegible]

Database	DBID	Social-emotional and Behavioral Development										DV Index
		Social-emotional development and behavioral problems	Mental health	Self-concept/perception about self	Social-emotional support from non-family members	Life satisfaction and quality of life	Bullied	Bullied others	Physical fighting	Weapon carrying	Criminal behavior/Involved in juvenile justice system/criminal justice system	
HIDOE	27	•									•	20.0%
HMIS	40		•								•	20.0%
NCANDS	48	•	•									20.0%
NCVS	50		•							•		20.0%
NEWWSE	52	•	•									20.0%
NHIS & NHIS-NHPI	54	•	•									20.0%
NSCH	64	•	•									20.0%
NS-CSHCN	65	•	•									20.0%
NYTD	72				•						•	20.0%
PISA	77	•				•						20.0%
ATUS	5				•							10.0%
ASJ	6										•	10.0%
BRFSS	9		•									10.0%
CRD	12						•					10.0%
HHS	26		•									10.0%
HI-DHS	28										•	10.0%
HI-JJIS	31										•	10.0%
HI-PRAMS	32						•					10.0%
CHIP	42		•									10.0%
MEPS	43		•									10.0%
NAEP-LTT	45	•										10.0%
NMIHS	60		•									10.0%
NMFS	61	•										10.0%
PEELS	75						•					10.0%
PIACC	78										•	10.0%
SPDS	82	•										10.0%
Number of Databases		25	27	5	10	4	11	3	6	6	15	

## Mapping of Community Engagement and Relations Data at Data Element Level

Table F24. Community Engagement and Relations (n = 36)

Database	DBID	Community Engagement and Relations							DV Index
		Community population	Community crime and violence	Neighborhood environment and quality	Community social support and resources	Tribal, cultural, and religious activities and engagement in community	Civic engagement in community	Use of Library Resources /museum	
NICHD-SECCYD	59	•	•	•	•	•	•		85.7%
ECLS-B	16		•	•	•	•		•	71.4%
HHS	26		•	•	•	•	•		71.4%
NHES	55			•	•	•	•	•	71.4%
PSID	74	•	•	•	•		•		71.4%
AHS	4	•	•	•		•			57.1%
ECLS-K	17		•	•			•	•	57.1%
ECLS-K:2011	18		•	•			•	•	57.1%
ELS:2002	21		•	•	•		•		57.1%
NSCAW	63		•	•	•	•			57.1%
FACES	22		•	•	•				42.9%
HS&B	38	•				•	•		42.9%
NELS:88	51	•				•	•		42.9%
NSCH	64		•	•	•				42.9%
HI-YTS	34				•		•		28.6%
NEWWSE	52		•	•					28.6%
NHIS & NHIS-NHPI	54			•	•				28.6%
NLS	57					•	•		28.6%
NSDUH	69				•	•			28.6%
PNLMS	80						•	•	28.6%
SPD	83					•		•	28.6%
ACS	3	•							14.3%
ATUS	5						•		14.3%
CCD	14							•	14.3%
CPS	15	•							14.3%
Baby FACES	19		•						14.3%
HIDOE	27						•		14.3%
HSIS	35		•						14.3%
NAEP-LTT	45	•							14.3%
NCVS	50		•						14.3%



Database	DBID	Community Engagement and Relations							DV Index
		Community population	Community crime and violence	Neighborhood environment and quality	Community social support and resources	Tribal, cultural, and religious activities and engagement in community	Civic engagement in community	Use of Library Resources /museum	
NLTS2	58						•		14.3%
NSFG	68					•			14.3%
PISA	77				•				14.3%
PIACC	78						•		14.3%
TIMSS & TIMSS Advanced	85				•				14.3%
YRBSS	86				•				14.3%
Number of Databases		8	15	14	15	12	16	7	

## Appendix G. Convening Agenda



### *Native Hawaiian Education Council*

#### **Join us for an initial conversation about sharing our stories**

A conversation hosted by the Native Hawaiian Education Council  
and facilitated by McREL International

*Wednesday, November 15, 2017*

Mānoa Innovation Center  
2800 Woodlawn Drive

#### **Initial Conversation Objectives**

1. ***Telling Our Communities' Stories.*** Identify the most compelling stories we are currently able to tell about Native Hawaiian education as well as stories we would like to tell if we collected or had access to the right data.
2. ***Abundant and Thriving Communities.*** Collaboratively identify ways that data can be used to support abundant and thriving communities.
3. ***Community Advocacy and Action.*** Develop recommendations for advocacy and action by identifying opportunities for collaboration around data so that access to the right data are available to better capture the holistic stories of Hawaiians and Hawai'i.

#### **Agenda**

9:00 a.m.	Welcome, introductions, and setting the context
10:00 a.m.	Telling Native Hawaiian stories through data (Facilitated discussions)  Part 1: What are the most compelling stories we are currently able to tell about Native Hawaiian education that are informed by data we currently have access to?  Part 2: What are compelling stories that we would like to tell but can't because data to tell those stories are unavailable?
12:00 p.m.	Lunch
1:00 p.m.	Steps for moving forward (Facilitated discussions)  Suggestions and recommendations that could improve the collection, sharing, availability, and quality of Native Hawaiian data.
2:30 p.m.	Closing thoughts
3:00 p.m.	Adjourn

## Examples stories about Native Hawaiians' experiences

How are these stories informed by data we currently have access to, and how do they highlight gaps in our current data systems?

- 1) At a recent family reunion in Waianae, one of the aunties noticed that many more children were speaking Hawaiian to each other than at family reunions in the past years.
  - *How many Native Hawaiian children are growing up in households where Hawaiian is spoken?*
  - *Are more parents speaking to their children in Hawaiian?*
  - *When are children speaking Hawaiian to each other? Under what conditions? In what private and public spaces?*
- 2) In the Native Hawaiian community, some women leave school to raise children, but many return to school years later. Some return to school while still raising their keiki and others after their keiki are grown.
  - *What data captures these “returners” to college?*
  - *What data do we have to describe what motivates women whose education was interrupted to return to school?*
  - *What factors allow these women to thrive and achieve academic success?*
- 3) Some Native Hawaiian high school students are touring a college campus in Hawai‘i. They notice that many of the faculty, administrators, and students are not from underrepresented communities.
  - *How does this affect these students’ sense of belonging?*
  - *What data do we have about NH students’ perceptions of college environments?*

## Appendix H. Interview Protocol

The focus of this interview is to understand data gaps within current data systems about the education and well-being of Native Hawaiians, and to identify opportunities for collaboration to fill the gaps to improve our understanding of Native Hawaiians and their experiences.

1. Before this interview, we sent you a list of data elements that are collected by various national-level and state-level data systems about the education and well-being of Native Hawaiians. We asked you to review this list and identify the data elements that are collected in your data system.
  - a. We have received your responses, and thank you so much for responding promptly! ***[We will review their responses before the interview and ask follow-up questions as appropriate.]***
  - b. When looking at this list, are there any types of data that you think are essential to understand the education and well-being of Native Hawaiians but are missing from the list? If so, what is missing?
  - c. Are you aware of or involved in any efforts, internally or externally, that are going on to address the data gap?
2. Is your organization currently involved in any efforts regarding cross-system collaboration to improve our understanding of Native Hawaiians and their experiences?
  - a. If yes, what have been some successes and challenges of these efforts?
  - b. If no, is there a plan or interest within your organization to initiate a project to facilitate cross-system collaboration?
3. What specific role do you think there is for the Native Hawaiian Education Council in supporting better access and connections to data about NH students and their experiences?
4. Do you have anything else you would like to share regarding data on Native Hawaiians and their experiences?

**Mahalo nui for your time and insight. If you have any other questions about this interview after this call, you may contact me at [CONTACT INFORMATION].**