

FIRST THINGS FIRST

Pascua Yaqui Tribe Region



2018 NEEDS AND ASSETS REPORT

**PASCUA YAQUI TRIBE
REGIONAL PARTNERSHIP COUNCIL
2018 NEEDS AND ASSETS REPORT**

Prepared by
Lecroy & Milligan Associates, Inc.

Funded by
First Things First Pascua Yaqui Tribe Regional Partnership Council

LETTER FROM THE CHAIR

January 17, 2018

Message from the Chair:

Since the inception of First Things First, the Pascua Yaqui Tribe Regional Partnership Council has taken great pride in supporting early childhood programs that are improving outcomes for young children. Through both programmatic and other systems-building approaches, the early childhood programs and services supported by the regional council have strengthened families, improved the quality of early learning, and enhanced the health and well-being of children birth to 5 years old in our community.

This impact would not have been possible without data to guide our discussions and decisions. One of the primary sources of that data is our regional Needs and Assets report, which provides us with information about the status of families and young children in our community, identifies the needs of young children, and details the supports available to meet those needs. Along with feedback from families and early childhood stakeholders, the report helps us to prioritize the needs of young children in our area and determine how to leverage First Things First resources to improve outcomes for young children in our communities.

The Pascua Yaqui Tribe Regional Council would like to thank our Needs and Assets vendor, LeCroy & Milligan Associates, Inc., for their knowledge, expertise and analysis of the Pascua Yaqui Tribe region. Their partnership has been crucial to our development of this report and to our understanding of the extensive information contained within these pages.

As we move forward, the First Things First Pascua Yaqui Tribe Regional Partnership Council remains committed to helping more children in our community arrive at kindergarten prepared to be successful by funding high-quality early childhood services, collaborating with system partners to maximize resources, and continuing to build awareness across all sectors on the importance of the early years to the success of our children, our communities and our state.

We would like to thank Tribal Council Members and Tribal staff for your commitment to the young children of the Pascua Yaqui Tribe. Thanks also to our dedicated staff, volunteers and community partners, First Things First has made significant progress toward our vision that all children in Arizona arrive at kindergarten healthy and ready to succeed.

Thank you for your continued support.

Sincerely,



Cecilia F. Garcia, Chair

PASCUA YAQUI TRIBE REGIONAL PARTNERSHIP COUNCIL

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INTRODUCTORY SUMMARY AND ACKNOWLEDGMENTS

90 percent of a child's brain develops before kindergarten and the quality of a child's early experiences impact whether their brain will develop in positive ways that promote learning. Understanding the critical role the early years play in a child's future success is crucial to our ability to foster each child's optimal development and, in turn, impact all aspects of wellbeing of our communities and our state.

This Needs and Assets Report for the Pascua Yaqui Tribe region helps us in understanding the needs of young children, the resources available to meet those needs and gaps that may exist in those resources. An overview of this information is provided in the Executive Summary and documented in further detail in the full report.

The First Things First Pascua Yaqui Tribe Regional Partnership Council recognizes the importance of investing in young children and ensuring that families and caregivers have options when it comes to supporting the healthy development of young children in their care. This report provides information that will aid the Regional Council's funding decisions, as well as our work with community partners on building a comprehensive early childhood system that best meets the needs of young children in our community.

It is our sincere hope that this information will help guide community conversations about how we can best support school readiness for all children in the Pascua Yaqui Tribe region. This information may also be useful to stakeholders in our area as they work to enhance the resources available to young children and their families and as they make decisions about how best to support children birth to 5 years old in our area.

Acknowledgments:

We want to thank the Pascua Yaqui Tribe and Tribal Departments, Hiaki High School, Tucson Unified School District, the Inter Tribal Council of Arizona, Arizona Department of Economic Security and the Arizona Child Care Resource and Referral, the Arizona Department of Health Services, the Arizona Department of Education, the Census Bureau, the Arizona Department of Administration- Employment and Population Statistics, and the Arizona Health Care Cost Containment System for their contributions of data for this report, and their ongoing support and partnership with First Things First on behalf of young children.

To the current and past members of the Pascua Yaqui Tribe Regional Partnership Council, your vision, dedication, and passion have been instrumental in improving outcomes for young children and families within the region. Our current efforts will build upon those successes with the ultimate goal of building a comprehensive early childhood system for the betterment of young children within the region and the entire state.

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Executive Summary

Regional Description

The First Things First (FTF) Pascua Yaqui Tribe region is defined by the borders of the Pascua Pueblo reservation (also known as New Pascua) in Pima County. It is approximately three miles west of Tucson and just north of the Tohono O’odham Nation reservation. The Pascua Yaqui Tribe region covers approximately 2.2 square miles.

Data Sources

The data presented in this report comes from a variety of sources, including:

- data provided to First Things First by state agencies (e.g., Arizona Department of Economic Security (DES), the Arizona Department of Education (ADE), and the Arizona Department of Health Services (ADHS);
- data obtained by First Things First from publically available sources (e.g., the 2010 U.S. Census, the American Community Survey (ACS);
- data from the Inter Tribal Council of Arizona (ITCA);
- data from Program Information Reports submitted annually to the federal Head Start Program by Ili Uusim Mahtawa’apo Pascua Yaqui Head Start;
- data provided by Pascua Yaqui tribal departments: Social Services; Health; Education; Enrollment; Language and Culture; and the Judicial Branch; and
- data from the adjacent Pima County community collected through First Things First’s 2016 Coordination and Collaboration Survey.

The Why It Matters sections of this report rely greatly on the Why It Matters sections in the Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report. The Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report was developed by the Frances McClelland Institute for Children, Youth and Families at the John & Doris Norton School of Family and Consumer Sciences of the University of Arizona.

Data are presented, when available and appropriate, for the Pascua Yaqui Tribe region, all Arizona reservations, Pima County, and Arizona, to allow for comparisons between the region and other relevant geographies. In data provided for “all Arizona reservations,” data for all tribes located in Arizona are included with the exception of Ft. Yuma and Zuni reservations, for which Census data or ACS data were not available. Some limitations in data collected by the U.S. Census and the ACS have been identified for tribal populations; those limitations are discussed along with ongoing efforts to more successfully gather accurate, thorough information on tribal peoples.

The following are the key findings of the report, presented by domain.

Population Characteristics

According to the U.S. Census Bureau, the Pascua Yaqui Tribe region had a population of 3,484 in 2010. Of the 3,484 residents of the region, 470 (13%) were children ages 0-5, an 11% increase in the age group from 2000 and a higher percentage than for the same age group in Pima County (8%). In contrast, tribal enrollment data from the tribe's Enrollment Department show that in 2010 there were 591 children age five and under residing in the region and enrolled as Pascua Yaqui Tribe members, with that number steadily decreasing through 2016. The tribe's enrollment numbers for young children, which are higher than Census numbers, do not include children who reside in the Pascua Yaqui Tribe region who are not enrolled members of the tribe. Thus, it is likely that both U.S. Census and tribal enrollment numbers underestimate the true number of children living in the Pascua Yaqui Tribe region, which points to the challenges of accurately identifying the population of children age birth to five years of age to be served in the region now and in the future. Using even the lower 2010 U.S. Census count of 470 children ages birth to five years of age and the 11% population increase observed between 2000 and 2010, it can be estimated that by 2050 there will be more than 700 children five years of age and under living in the Pascua Yaqui Tribe region.

Thirty-six percent (287) of the households in the region have at least one child birth to five years of age, with a majority of children living in a single-parent household. According to ACS 5-year estimates, the percentage of children in the region in this age group who are living with relatives other than their parents more than doubled, from 3% to 7%, between 2005-2009 and 2010-2014. The role of grandparents in the lives of children birth to five years old in the Pascua Yaqui Tribe region is particularly significant, with almost half of young children (48%) living in their grandparent's household in 2010, compared to 40% for Arizona reservations generally and 14% for Pima County. Although data were not available for the number of children birth to five-year-old whose primary caregiver was a grandparent, in the Pascua Yaqui Tribe region the estimated percentage of grandparents living with grandchildren 0-18 year old and responsible for their care increased between 2005-2009 and 2010-2014. The percentage of grandparents caring for a grandchild in their home is of interest because it represents a family-provided resource that may substitute for fee-based child care and may also be an indication of economic need (i.e., inability to pay for child care) or other challenges (e.g., physical or mental illness). Moreover, it suggests a need for targeted services to assist grandparents caring for grandchildren.

The populations of young children and of adults in the Pascua Yaqui Tribe region are predominantly American Indian, with a substantial representation of Hispanic or Latino heritage. Almost all parents identified their 0-4 year old children as American Indian, and almost a quarter identified them as Hispanic or Latino. Three-fourths of the Pascua Yaqui Tribe region's residents 18 years and older identify as American Indian but almost a quarter identify as Hispanic or Latino. The degree to which different languages are spoken in the region reflects the race and ethnicity data – a much higher percentage of those in the Pascua Yaqui community speak Spanish than those in Pima County and Arizona. According to the Director of the Pascua Yaqui Tribe's Department of Language and Culture and Pascua Yaqui Tribe Regional Partnership Council members, few families use the Yaqui language at home and a generational split has been observed in language use, with only some elders continuing to use the Yaqui language. The Ili Uusim Mahtawa'apo Pascua Yaqui Head Start Program has been working to promote the language among its students with support from the University of Arizona and the Pascua Yaqui Tribe's Language and Culture Department. Limited use of the Yaqui language by most

adults and children suggests immediate strong efforts are needed to ensure the language survives for future generations. Meanwhile, almost half of Pascua Yaqui Tribe region residents 5 years of age and older speak Spanish at home, suggesting that outreach about and implementation of services for families of young children may benefit from a bilingual approach.

Economic Characteristics

According to 2010–2014 ACS estimates, a large percentage of parents of children birth to five years of age in the Pascua Yaqui Tribe region are employed: nine percent of households are two-parent families in which both parents work and 59% of households are single-parent families in which the parent is employed. The percentage of the Pascua Yaqui Tribe region's single parent-households with a young child in which the parent is working is almost double the percentage for Pima County or the state as a whole. Employment statistics for parents of children attending Ili Uusim Mahtawa'apo Pascua Yaqui Head Start are similar. Data about parents of children attending Ili Uusim Mahtawa'apo Head Start and 2010–2014 ACS estimates of the percentage of parents in the region who work and do not have a non-working parent at home (68%) suggest that there are many parents who need some type of care for their children while they are at work.

Although many parents in the Pascua Yaqui Tribe region are employed, the region's median income is low while unemployment and poverty rates are high. The estimated median income for husband-wife families with children 0-17 years of age in the region for 2010–2014 was \$30,417, about half that of Pima County and Arizona (\$58,113 and \$59,088, respectively). Similarly, the median income for single-parent, male-headed families with children 0-17 years of age (\$22,917) was well below Pima County and the state (\$36,069 and \$37,103, respectively). The median income for single-parent female-headed families with children 0-17 years of age was similar to Pima County, but low in both instances. The estimated unemployment rate in the Pascua Yaqui Tribe region in 2013 was 22.6%, well above the rates in Pima County (6.7%) and Arizona (7.9%). According to ACS data, estimated poverty rates for all ages of residents and for children birth to five years of age in the Pascua Yaqui Tribe region increased from 2005–2009 to 2010–2014, and almost half (49%) of the region's young children were estimated to be living in poverty in 2010–2014, a rate somewhat lower than for Arizona reservations generally (55%) but much higher than the rate for that age group in Pima County and the state as a whole (29% in both).

According to ACS estimates, the percentage of residents of the Pascua Yaqui Tribe region who own their home decreased from the 2005–2009 five-year estimate to the 2010–2014 five-year estimate, and the percentage of residents of the Pascua Yaqui Tribe region who rent their home correspondingly increased (from 43% to 50%). The 2010–2014 estimated percentage of residents who spend 30% or more of their income on housing also noticeably increased from the earlier 5-year estimate (from 19% to 27%), in contrast with data for Pima County and the state as a whole. Although the data for families spending 30% or more of their income on housing are not broken down by type of family, they suggest that some families with young children likely spend a significant portion of their income on housing, reducing resources available for other needs such as food and child care. These housing data –together with data presented on median income, unemployment, and poverty – suggest a strong need for programs and services that assist low-income families in meeting their basic needs.

Despite the substantial amount of data showing need for economic assistance for families with young children in the Pascua Yaqui Tribe region, it is somewhat surprising that the number of children birth to five years of age and their families receiving benefits decreased or fluctuated in recent years. The number of children participating in the Supplemental Nutritional Assistance Program (SNAP, i.e., food stamps) and Temporary Assistance to Needy Families (TANF) steadily decreased between 2012 and 2015. ADHS data show that between 2012 and 2015, enrollment in the Women, Infants and Children (WIC) nutrition program in sites outside of the Pascua Yaqui Tribe region fluctuated for women residing in the region with the lowest enrollment for all three populations (i.e., women, infants, and children) in 2015. The Inter Tribal Council of Arizona (ITCA) maintains a separate, unduplicated database for individuals enrolled in WIC through its WIC office on the Pascua Yaqui reservation. These data show higher WIC enrollment; however, the ITCA WIC office serves all eligible families and data may include families who do not reside in the Pascua Yaqui Tribe region, making it difficult to draw conclusions about the Pascua Yaqui Tribe region from these data.

Economic need is also addressed in the Pascua Yaqui Tribe region with free or reduced meal programs. The Child and Adult Care Food Program (CACFP) provides meals and snacks to children in locations such as afterschool care centers, child care centers, and child care homes and to adults at facilities such as adult day care centers and emergency shelters. In 2015, children in the region received 52,879 meals through this program. There is also high participation by children and other region residents in a summer food program. Given such high participation in free meal program by the region's youth, it is also likely that many are eligible for the free or reduced lunch program offered at schools for which over half of Pima County school children qualify. The broad reliance on food program meals suggests that such programs play an important role in helping children and some adult residents in the region fulfill their nutritional needs and may indicate a level of food insecurity in the region.

Educational Indicators

ACS five-year estimates for 2005-2009 and 2010-2014 show that the percentage of Pascua Yaqui Tribe region children ages 3-4 who are enrolled in nursery/preschool has been higher than for children of the same age group in Pima County and Arizona. This may point to the success of the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start Program in reaching a high number of the community's young children. Once they reach school age, a large proportion of students in the Pascua Yaqui Tribe region attend school in Tucson Unified School District (TUSD). In the 2013-2014 school year, the TUSD school with the greatest number of students identified as Pascua Yaqui was Lawrence 3-8 School, with 238 students. That same year, a large number (160) of the Tribe's younger children also attend Johnson Elementary School. The middle schools with the largest Pascua Yaqui student enrollment were Valencia Middle School (56) and Pistor Middle School (49). Older Pascua Yaqui youth attend the school district's magnet high schools – Tucson Magnet High School (113 Pascua Yaqui students), Cholla High Magnet School (108 Pascua Yaqui students), and Pueblo Communication Arts Magnet High School (48 Pascua Yaqui students). These TUSD students are recognized as Pascua Yaqui but may or may not live in the Pascua Yaqui Tribe region.

While graduation and dropout rates were not available for all of the Pascua Yaqui Tribe region's high school students, data from Hiaki High School, a charter school on the reservation, showed substantial fluctuation in graduation and dropout rates for school years 2011-2012 through 2014-2015. The

graduation rate has been as high as 61% and as low as 26%, while the dropout rate has varied from six percent to 24%.

The region's overall educational attainment, the highest level of education achieved by its adult residents, lags behind Pima County and the state as whole but in some areas has been showing improvement in recent years. ACS estimates of the percentage of adults 25 years of age and older who have not completed high school decreased from 41% for 2005-2009 to 35% for 2010-2014. Mirroring this decrease in dropping out of high school is an increase in the estimated percentage of adults who have completed some college or professional school (30% for 2010-2014). These data suggest an improving educational environment for the region's children but that additional efforts are needed "upstream" from early education to build on early successes.

Early Learning

Families with young children living in the Pascua Yaqui Tribe region have a range of child care options within and near the Pascua Yaqui Tribe region. Within the region there is the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start (which can serve up to 141 children 3-4 years old) and there are 24 Family Home Providers, who are certified/licensed by the tribe and can provide care for up to five children with the costs subsidized by the Pascua Yaqui Tribe for children who are tribally-enrolled. Within a five-mile radius of the Pascua Yaqui Tribe region are 13 center-based facilities (child care centers based at schools, Head Start programs, and private child care centers) and 11 DES Family Child Care Homes that participate in First Things First's Quality First Star Rating system (although fewer than half of these centers or home providers have received a rating of Quality or higher from First Things First).

Based on ACS 5-year estimates for 2010-2014 for families with children birth to five years old where all of the parents in the household are working, it appears that about 291 young children in the region require child care. While many of the region's 3-4 years old are being served by Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, the program is currently functioning at maximum capacity. It is currently working to expand its program to add Early Head Start to be able to serve some of the region's 0 to 2-year-olds as well. Still, the care provided in this setting is limited to a school day and not sufficient for many working parents. Further, the apparent capacity of Family Home Providers may also over-represent actual capacity because they are not required to take the maximum possible number of children. Moreover, many working parents have childcare needs in evening and nighttime hours due to jobs with the casinos or public service such as the police department.

In Pima County, the cost of early childcare can consume a substantial percentage of a family's income, with the daily cost for full-time care ranging from \$30 for a preschooler to \$39 for an infant. The financial impact of child care costs on the region's families can be lessened by child care subsidies for low-income families provided by the Arizona Department of Economic Security. In 2015, of the 36 families in the region eligible for such subsidies, 34 (94%) received them; 59 of the 63 eligible children (94%) received them in the same year. The tribe also offers subsidies provided by the federal government through the Child Care and Development Fund. Despite the availability of child care subsidies, affording childcare and particularly licensed childcare is likely a challenge for many Pascua Yaqui parents given the region's high poverty rates and families' low annual median income. Even for those who receive the subsidy, it is not enough to cover full-time care.

Parents of children who have a developmental disability face additional challenges to finding appropriate child care and other services for their child. The number of referrals of children 0 to 2.9 years old and 3 to 5.9 years old to the Department of Developmental Disabilities (DDD) for screenings in State Fiscal Years (SFYs) 2012, 2013, 2014, and 2015 were zero or very small for Pascua Yaqui Tribe region members. Few DDD service visits are typically made in the Pascua Yaqui Tribe region, however, due to the suppression of small numbers of children needing services, it is not possible to tell from these data whether this represents a gap in services or simply represents low need for service visits. Some children attending Ili Uusim Mahtawa'apo Pascua Yaqui Head Start have been identified as having disabilities. In each reporting year from 2010-2011 through 2015-2016 there were children identified as having a speech or language impairment and children identified as having a non-categorical delay. In the 2015-2016 reporting year, 30 out of the 140 children enrolled (21%) had an Individualized Education Plan (IEP), which is developed for children who need special services due to a disability. These data suggest that Ili Uusim Mahtawa'apo Pascua Yaqui Head Start may play an important role in identifying young children's special needs.

A variety of professional development initiatives for early childhood professionals are being implemented in the region through the efforts of the Pascua Yaqui Tribe Regional Partnership Council, First Things First, and Ili Uusim Mahtawa'apo Pascua Yaqui Head Start. Beginning in SFY 2010, the Pascua Yaqui Tribe Regional Partnership Council collaborated with other First Things First Regional Partnership Councils in Pima County to provide T.E.A.C.H. (Teacher Education and Compensation Helps) scholarships to tribal early care and education professionals. In State Fiscal Year 2013, the Pascua Yaqui Tribe Regional Partnership Council entered into a partnership with the former Central Pima, North Pima and South Pima and Tohono O'odham Nation Regional Partnership Councils that enabled Pascua Yaqui early childhood professionals to participate in the large range of professional development opportunities available across Pima County. In SFY 2016, the Pascua Yaqui Tribe Regional Council joined a professional development partnership with the Regional Councils in Pima and Cochise County, which gave Pascua Yaqui early childhood professionals access to professional development opportunities available to Pima North, Pima South, Tohono O'odham Nation and Cochise Regional Councils through the Great Expectations for Teachers, Children, Families, and Communities program. Additionally, the Pascua Yaqui Tribe Regional Partnership Council has collaborated with the tribal Social Services Department's Child Care Program to provide professional development opportunities to the Family Home Providers in the Pascua Yaqui Tribe region.

First Things First funds various statewide initiatives to help people interested in working in early care and education to obtain a degree or accreditation, such as First Things First College Scholarships to eligible early childhood professionals seeking to complete a credential in early childhood education, or a related degree. First Things First also collaborates with the Arizona Department of Education (ADE) in implementing a Preschool Development Grant Scholarship program, which provides scholarships to eligible individuals to complete a bachelor's or master's degree, or post degree work in Early Childhood Education and Early Childhood Special Education leading to ADE teaching certification or careers in these fields. A First Things First region may also choose to allot funds to help its residents obtain credentials or a degree in early childhood education or to help individuals already in the field participate in professional development and the Pascua Yaqui Tribe Regional Partnership Council has opted to provide college scholarships to early childhood educators and high school students to

continue their education in the early childhood field. Currently, the Regional Partnership Council is funding scholarships to assist two individuals in obtaining a bachelor's degree in Early Childhood Education. The Regional Partnership Council has worked closely with First Things First to promote the First Things First College Scholarship for Professionals. In the fall of 2016, First Things First approved one application from the region to receive funding for the test fee to obtain Child Development Association (CDA) credentialing and in January 2017 two individuals in the region had requests for scholarship assistance from First Things First for a CDA pending awaiting submittal of additional paperwork. The Pascua Yaqui Tribe has also collaborated with First Things First and the Tohono O'odham Community College to offer the classes needed for CDA.

The Ili Uusim Mahtawa'apo Pascua Yaqui Head Start supports its staff in taking advantage of available scholarship programs. One staff member has completed a master's degree, two are working towards a bachelor's degree, and two co-teachers are working towards an associate's degree in Early Childhood Education with assistance from First Things First scholarship programs. Staff members from Ili Uusim Mahtawa'apo Pascua Yaqui Head Start as well as other early childhood professionals in the Pascua Yaqui Tribe region may participate in early childhood professional development- Communities of Practice initiated by United Way of Tucson and Southern Arizona (UWTSA) and funded by First Things First around the Tucson Metropolitan Area. A Memorandum of Understanding approved in January 2016 formalizes an agreement among the Pascua Yaqui Tribe, First Things First, and UWTSA to implement a Professional Development Community of Practice on the Pascua Yaqui reservation.

Child Health

The need for health care for the young children and educational services for parents of newborns continues to increase with population growth in the region. According to the U.S. Census, there were 82 births in the Pascua Yaqui Tribe region in 2000 and 85 births in 2010, a four percent increase in ten years. ADHS documented more than 100 births in the region in 2014. The majority of births in the Pascua Yaqui Tribe region are to mothers who are identified as American Indian by ADHS. It appears that in 2013 and 2014 the cost of a large percentage of Pascua Yaqui births (approximately 86%) was subsidized by Arizona Health Care Cost Containment System (AHCCCS) or Indian Health Services, a much higher percentage of such births than in Pima County or the state as a whole.

A majority of pregnant women in the Pascua Yaqui Tribe region start prenatal care during their first trimester, comparable with other mothers-to-be in Pima County. Still, data from ADHS suggest that many Pascua Yaqui Tribe region expectant mothers may be at risk for birth complications and other health problems due to their weight. For the last four reported years approximately 40% of expectant Pascua Yaqui Tribe region mothers were obese during pregnancy and another 24-32% overweight.

The reported rates of drinking or smoking during pregnancy were very low in the years 2009-2013 for mothers in the Pascua Yaqui Tribe region. In most years, no Pascua Yaqui Tribe region women reported drinking during pregnancy. However, a small number reported smoking during pregnancy in the years 2009-2014, suggesting a continuing need for smoking cessation education outreach targeting women in the region.

Protective factors such as the mother's age and education appear to be increasing. Births to teens in the region fluctuated between 2009 and 2014 with the lowest number of teen births in 2014, just 11% of births reported that year. The number of Pascua Yaqui mothers with 1-4 years of college has risen in almost all years since 2009. Over a quarter of the more than 100 births in 2014 in the Pascua Yaqui Tribe region were to mothers without a high school education; however, the number of births to mothers without a high school education was declining even as the number of annual births rose between 2009 and 2014. In the same time frame, the number of Pascua Yaqui mothers with 1-4 years of college rose in almost all years.

Birth outcome data for 2009 through 2014 show there were some occurrences of low birth weight, premature births, and newborns needing neonatal intensive services for the Pascua Yaqui Tribe region. It is difficult to draw conclusions about breastfeeding rates in the region due to limitations in the available data, which is from WIC records. Of the 179 postpartum mothers participating in WIC through the New Pascua WIC site of Inter Tribal Council of Arizona (ITCA) in 2015, 50 (30%) were breastfeeding but it is not possible to determine the percentage for those living in the Pascua Yaqui Tribe region because the ITCA WIC office in the region serves individuals who reside outside of as well as within the region. The breastfeeding rates for mothers who reported they had ever breastfed who were receiving WIC through off-reservation DES offices and identified as residing within the Pascua Yaqui Tribe region was much higher, but the number of mothers receiving WIC through off-reservation DES offices was fairly small and percentages could be dramatically affected by behavior variation of just a few individuals.

According to ACS 2010-2014 estimates, the percentage of children 0-5 in the region without health insurance in the Pascua Yaqui Tribe region (13%) is higher than for Pima County (9%) and the state (10%), but this higher rate does not reflect census respondents not recognizing the Yoeme Health Plan as "health insurance." All children in Pima County who are members of the Pascua Yaqui Tribe are eligible for health services through the Yoeme Health Plan, funded through IHS, if they are not eligible for AHCCCS. Data from the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start program show that, from 2013-2014 through 2015-2016, most children enrolled in Head Start had health insurance at enrollment, with most having Medicaid and/or coverage through the Children's Health Insurance Program (CHIP) also known as KidsCare. With health insurance coverage obtained mostly from the state or tribe, families are able to access preventative care for their children - as well as treatment for acute and chronic health conditions and injuries. Region-wide data on immunization rates for young children in the region were not available but the percentage of children enrolled at Ili Uusim Mahtawa'apo Pascua Yaqui Head Start who were up to date on their immunizations steadily increased from 93% in 2013-2014 to 98% in 2015-2016.

Most other health data available on the health status of young children in the Pascua Yaqui Tribe region are provided by Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, which are data only for three- and four-year-olds. For the most recent three years of reporting, between 27% and 30% of the children enrolled in the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start received medical treatment for asthma. The number of Head Start children who received services for vision problems increased in the last three reporting years, fluctuating from 14% to 39% children. An apparent increase in children

receiving services for asthma and vision problems may be due to factors causing more children to experience these health issues or may be due to more effective screening.

The Ili Uusim Mahtawa'apo Pascua Yaqui Head Start program works to promote oral health for its students and coordinates with the Pascua Yaqui Tribal Dental Clinic so that all enrolled children receive a visual dental exam at the beginning of the school year. Oral health data from Ili Uusim Mahtawa'apo Pascua Yaqui Head Start show that in the 2013-2014 through 2015-2016 school years only a small number of children (6-9) were diagnosed as needing treatment; however, in the last two reporting years, a majority of children diagnosed as needing treatment did not receive treatment. Parents and caregivers may face several challenges to obtaining dental care for their children and this issue is worth further investigation as dental problems can negatively impact a young child in numerous ways and may lead to irreversible dental issues at an older age.

Another factor that impacts young children's health is unintentional injuries. Between 2012 and 2014, the number of children with hospital Emergency Department visits and hospital stays for unintentional injuries decreased for Pascua Yaqui children 0-5, largely mirroring a similar decline at the county and state levels. This may reflect a decline in actual injuries or a decline in hospital usage.

Data show that being overweight or obese are also factors impacting the health of young children in the region. In the years 2011-2015, rates of overweight for children two years and older in the Pascua Yaqui Tribe region ranged from 16% to 18%, and rates for obesity during the same period ranged from 15% to 20%. Data from Ili Uusim Mahtawa'apo Pascua Yaqui Head Start largely mirror the regional data, with 24% to 30% of children reported in the last three school years as being obese. The rates of being overweight and obese were even higher for mothers, illustrating a possible community-wide issue that may be a concern for the tribe. Regional data show only a small percentage of children under two years of age being obese; hence identification of factors contributing to the much greater prevalence of obesity from age two onward would be worthwhile and potentially point to effective public health educational outreach efforts that can address the issue. It does not appear that lack of access to healthy food is a major factor in the high obesity rate as data show that within five miles of the region there are supermarkets and supercenters that offer a wide variety nutritious food and 32 establishments that participate in the WIC and SNAP programs. The region also has two recreational facilities that offer exercise and sports activities for parents and children- the Boys & Girls Club's Pascua Yaqui Clubhouse (for children 7-17) and the Pascua Yaqui Wellness Center (for the whole family). Reportedly, however, response to programs for parents and their young children at the Pascua Yaqui Wellness Center has been low.

Family Support and Literacy

The Pascua Yaqui Tribe Regional Partnership Council has funded various family support strategies. From SFY 2011 through SFY 2015, the Pascua Yaqui Tribe Regional Partnership Council, in partnership with the tribe's Health Department, implemented a strategy to enhance home visitation and parenting education opportunities for families with children birth to age five in the region. In addition, since SFY 2011, the Pascua Yaqui Tribe Regional Partnership Council has provided educational opportunities to families with children birth to five in areas such as parenting skills, brain development, and nutrition through strategies such as Community-Based Family Education, Parent Education Community-Based

Training, Parenting Education, and Parenting Outreach and Awareness. Families have also received books and participated in family events to increase awareness of the importance of early childhood development, including early literacy and language acquisition, and of tribal heritage learning opportunities. The Regional Partnership Council has also distributed Arizona Parent Kits to Pascua Yaqui Tribe region families throughout Pascua Yaqui departments and programs and worked with Pascua Yaqui staff to organize Tiny Blessings Baby Showers to provide resources and information to region families with young children.

Despite such efforts, data from the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start suggest that additional parent support services are needed in the region. During the 2015-2016 program year, 140 families of enrolled children had an expressed interest or identified need for parenting education of which only 99 (71%) received such services. The need for additional parenting education programs is further supported by findings from the 2014 First Things First Parent and Caregiver Survey. Fewer than half of respondents to the survey recognized that as early as prenatally parents can make a difference in a child brain development or that from birth children begin to react to their environment and can be affected by how the parent is feeling. Additionally, the majority of parents were not aware of their impact on children's capacity for learning or the benefit of in-person speech with children relative to hearing talking on TV.

Pascua Yaqui Tribe region data regarding child protective activities in the region are limited. According to Pascua Yaqui Social Services data, in 2014, there were 377 reports of abuse, and in 2015 there were 321 reports of abuse. The number of substantiated reports in the region decreased from 184 (49% of those reported) in 2014 to 115 in 2015 (36% of those reported) but the percentage of reported cases that were substantiated at the county and state levels in 2014 and 2015 were far lower than for cases reported to Pascua Yaqui Child Protective Services. Reports at the county and state level were less likely to be for neglect and sexual abuse and more likely to be for physical abuse than reports made to Pascua Yaqui Child Protective Services. According to Pascua Yaqui Social Services, the number of children birth to 18 years old in foster care decreased from 17 in 2014 to 11 in 2015. There appears to be no shortage of foster care options in the region, with 48 licensed foster care homes in 2014 and 2015. The number of children entering out of home care more than doubled in 2014, to 50 children. A substantial increase in any given year has implications for administrative and family support needs.

Domestic violence can negatively impact young children residing in households in which it occurs. The Pascua Yaqui Tribe region is engaged in several efforts around domestic violence prevention and support of domestic violence victims. The Pascua Yaqui Tribe proactively works in the region to raise awareness about domestic violence. Pascua Yaqui Victim Services staffs a booth most months at community locations (e.g., at the tribe's administrative center) and at special events such as Tribal Recognition Day, where it provides information about crimes such as domestic violence, child abuse, and elder abuse. The tribe's Victim Services program offer number of types of assistance that may be useful to victims of domestic violence, including emergency shelter, court advocacy, transportation to court hearings, and assistance with Emergency Protection Orders (short-term) and Restraining Orders (long-term) The tribe's commitment to addressing domestic violence is evidenced by its petitioning of the Department of Justice for Special Domestic Violence Criminal Jurisdiction to arrest and prosecute non-Indians who commit certain domestic violence crimes on the reservation. Beginning in February

2014 the tribe was able to exercise this jurisdiction, with arrests of 15 non-American Indians for domestic violence crimes within approximately a year. Data for all domestic violence cases in the region show that the problem remains a challenge: in FY 2015 there were 90 domestic violence cases (including those with a Family Violence designation) while in FY 2016 there were 125 such cases.

Communication, Public Information, and Awareness

Since SFY 2011 First Things First has led a collaborative effort to build public awareness and support across Arizona, employing integrated communications strategies to share information – from traditional broad-based tactics such as earned media to grassroots, community-based tactics such as community outreach – to ensure that diverse audiences are reached more effectively.

Statewide results of these efforts from SFY 2011 through SFY 2016 include more than 2,000 formal presentations about the importance of early childhood; nearly 230 tours of early childhood programs to show community members and leaders how these programs impact young children and their families; training of almost 8,700 individuals the sharing of effective early childhood messaging; placement of more than 2,400 stories about early childhood in media outlets statewide; increased digital engagement through online platforms for early childhood information; and statewide paid television, radio, billboards, and digital marketing campaigns about the importance of early childhood. Many of these efforts are visible at the local level; for example, the Pascua Yaqui Tribe Regional Partnership Council and First Things First staff did a site visit to the Dr. Fernando Escalante Community Library and Resource Center in December 2013 and the Preschool Program at Johnson Primary School in April 2015 to showcase how these programs impact Pascua Yaqui Tribe region young children and their families.

At the regional level, the Pascua Yaqui Tribe Regional Council participates in cross-regional communications efforts with the other Regional Partnership Councils in Pima County to engage in cross-regional community awareness, outreach, and education on the importance of early childhood development and health and the role of First Things First in supporting children birth to five and their families and communities. Communication efforts include distributing Arizona Parent Kits to Pascua Yaqui Tribe region families through Pascua Yaqui departments and programs. The Pascua Yaqui Tribe Regional Council utilizes community resources on the reservation such as KPYT Radio Station, *The Yaqui Times*, and outreach activities coordinated by the various tribal departments, including the Children's Day event, Tribal Recognition Day, and tribal All Staff Meetings. In collaboration with *The Yaqui Times*, articles about early childhood development and First Things First programs are distributed to all the Pascua Yaqui communities in Arizona.

In SFY 2014, First Things First began a community engagement effort to recruit advocates on behalf of young children, focusing on engaging trusted individuals across business, faith, K-12 education, and early childhood provider sectors, and successfully recruited several individuals in Pascua Yaqui Tribe region in this effort. The First Things First Champion for Young Children Award is given to local champions who actively volunteer their time to raise public awareness of the importance of early childhood development and health. In 2015, the Pascua Yaqui Tribe Regional Partnership Council and First Thing First presented the First Things First Champion for Young Children Award to the Pascua

Yaqui Tribal Council. In 2016, the First Things First Champion for Young Children Award was presented to Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, and in 2017, the Dr. Fernando Escalante Library was the recipient of this award.

First Things First also continues to advocate for young children and their families at the state level and is currently working to improve online information for parents of young children.

System Coordination

Coordination and collaboration are necessary for early childhood efforts to be effective in a tribal region. The report provides many examples of the Pascua Yaqui Tribe Regional Partnership Council working, interacting, and cooperating with tribal departments in recent years. In addition, First Things First is working to obtain needed approvals to conduct a Coordination and Collaboration Survey in the region similar to the Coordination and Collaboration Survey administered in the North Pima and South Pima regions in 2016.



Introduction

Pascua Yaqui Tribe Region Boundaries

When First Things First was established by the passage of Proposition 203 in November 2006, the government-to-government relationship with federally-recognized tribes was acknowledged. Each tribe with tribal lands located in Arizona was given the opportunity to participate within a First Things First designated region or elect to be designated as a separate region. The Pascua Yaqui Tribe was one of 10 tribes that chose to be designated as its own region. This decision must be ratified every two years, and the Pascua Yaqui Tribe has opted to continue to be designated as its own region.

The First Things First Pascua Yaqui Tribe region is defined by the borders of the Pascua Pueblo reservation (also known as New Pascua) in Pima County. It is approximately three miles west of Tucson and just north of the Tohono O’odham Nation reservation. The region covers approximately 2.2 square miles.

Figure 1 shows the geographical area covered by the Pascua Yaqui Tribe region in relationship to other regions with which it often collaborates and nearby neighborhoods where the region’s residents shop, obtain health care, and attend educational institutions.

Data Sources

The data contained in this report comes from a variety of sources. Some data were provided to First Things First by state agencies, including the Arizona Department of Economic Security (DES), the Arizona Department of Education (ADE), and the Arizona Department of Health Services (ADHS). The Inter Tribal Council of Arizona (ITCA) also provided First Things First data used in this report. First Things First obtained other data from publically available sources, including the 2010 U.S. Census and the American Community Survey (ACS). The report also utilizes a substantial amount of data from Program Information Reports submitted annually to the federal Head Start Program by Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, which is located on the reservation; these data are only for children three to four years old, the age group eligible to participate in Ili Uusim Mahtawa'apo Pascua Yaqui Head Start. These data were only available from the 2013-2014 schoolyear going forward; in prior years, the Program Information Reports only reported on children attending Ili Uusim Mahtawa'apo Pascua Yaqui Head Start under the funding stream from Head Start, while in the schoolyears 2013-2014 going forward, children funded through the tribe were also counted.

A number of tribal departments also provided data for the report: Social Services; Health; Education; Enrollment; Language and Culture; and the Judicial Branch. Additional regional data from the 2014 First Things First Parent and Caregiver Survey are included. The Why It Matters sections of this report rely greatly on the Why It Matters sections in the Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report. The Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report was developed by the Frances McClelland Institute for Children, Youth and Families at the John & Doris Norton School of Family and Consumer Sciences of the University of Arizona.

When appropriate and available, data for all Arizona reservations combined, for Pima County, and for the state of Arizona are included in tables and figures in this report to allow for comparisons between the region and other relevant geographies. Nearly all Arizona reservations provided data through the American Community Survey (ACS) and the 2010 Census that could be summarized to reflect Arizona tribes generally.

The U.S. Census is an enumeration of the population of the United States. It is conducted every ten years, and includes information about housing, race, and ethnicity. The 2010 U.S. Census data are available by census block.¹ There are about 115,000 inhabited blocks in Arizona, with an average population of 56 people each. First Things First calculated the census data for the Pascua Yaqui Tribe region presented in this report by identifying each block in the region and aggregating the data over all of those blocks.

The American Community Survey (ACS) is a survey conducted by the U.S. Census Bureau each month by mail, telephone, and face-to-face interviews. It covers many different topics, including income, language, education, employment, and housing. The data collected by the ACS is used to produce four types of estimates: 1-year, 1-year supplemental, 3-year, and 5-year. The 5-year estimates are the most

¹ According to the U.S. Census Bureau, a census block is the smallest geographic area for which the Bureau of the Census collects and tabulates decennial census data [and] are formed by streets, roads, railroads, streams and other bodies of water, other visible physical and cultural features, and the legal boundaries shown on Census Bureau maps." Retrieved from <https://www.census.gov/geo/reference/garm.html>

useful and robust for this report because they include data for areas with small populations, are based on the largest sample size, and are considered most reliable. The main limitation of the 5-year estimates is that they are the least current of the four estimates produced.² In general, the reliability of ACS estimates is greater for more populated areas. Statewide estimates, for example, are more reliable than county-level estimates. ACS data are available by census tract. Arizona is divided into about 1,500 census tracts, each containing an average of about 4,200 people. First Things First calculated the ACS data for the Pascua Yaqui Tribe region by aggregating data from census tracts that are wholly or partially contained in the region. The data from partial census tracts were apportioned according to the percentage of the 2010 U.S. Census population in that tract living inside the Pascua Yaqui Tribe region. This report uses data from two consecutive ACS 5-year estimates.

Data on usage of the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) are drawn from two sources. ADHS documents enrollment for all of the agency's offices where women can enroll in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). In addition, the Inter Tribal Council of Arizona (ITCA) has an office on the Pascua Yaqui reservation at which any mother who qualifies for WIC may apply for WIC benefits. ITCA maintains its own separate database of women, infants, and children enrolled in the WIC program on the Pascua Yaqui reservation (New Pascua). ADHS WIC data and ITCA WIC data are from separate data systems and are not intended to contain data for the same individuals. Data from both sources are included in this report.

To protect the confidentiality of program participants, the First Things First Data Dissemination and Suppression Guidelines preclude reporting of social service and early education programming data if the count is less than ten and health or developmental delay data if the count is less than twenty-five (with the exception, for both types of data, when a count is 0). In addition, some data received from state agencies may be suppressed according to their own guidelines. ADHS, for example, does not report counts less than six and may only share data that is rounded to the nearest 10. Where data are suppressed in this report, there is a notation under the table.

A note on limitations of data included in this report

In this report we present data from the U.S. Census and the ACS to describe the demographic and socio-economic characteristics of families and children in the region. These data sources are unique in the information they are able to provide about children and families in the United States and its geographic regions, but both data sources have acknowledged limitations for their use on tribal lands. With regards to the 2010 Census, for example, although the U.S. Census Bureau asserted that its count was quite accurate in general, it conceded that "American Indians and Alaska Natives living on reservations were undercounted by 4.9 percent."³

Starting in 2005, the U.S. Census Bureau replaced the "long form" questionnaire that had been used to gather socio-economic data in the decennial census with the ACS, an ongoing survey conducted by distributing questionnaires to a sample of households every month of every year. Results from the ACS,

² U.S. Census Bureau (2008). *A Compass for Understanding and Using American Community Survey Data – What General Data Users Need to Know*. Retrieved from <https://www.census.gov/content/dam/Census/library/publications/2008/acs/ACSGeneralHandbook.pdf>

³ U.S. Census Bureau. (May, 2012). *Estimates of Undercount and Overcount in the 2010 Census*. Retrieved from www.census.gov/newsroom/releases/archives/2010_census/cb12-95.html

available annually for smaller communities, are aggregated over five years as a way to correct for the increased chance of sampling errors from the use of smaller samples. Still, the State of Indian Country Arizona Report has identified challenges in using and interpreting ACS data from tribal communities and American Indians in general.⁴ For instance, there is no major outreach effort to familiarize the population with the survey (as is the case with the decennial census) so individuals may not understand its relevance or participate in the survey if given the opportunity. Also, the small sample size of the ACS makes it more likely that the survey does not accurately represent the characteristics of the population on a reservation. The State of Indian Country Arizona Report observed that, at the national level, the ACS failed to account for 14% of the American Indian/Alaska Native population counted in the 2010 decennial census.⁵ In Arizona the undercount was smaller (4%) but, according to the State of Indian Country Arizona report, the ACS may be particularly unreliable for smaller reservations in the state.

While recognizing that estimates provided by Census and ACS data may not be fully reliable, we include them in this report because they still are the most comprehensive publically-available data that can reflect the families that First Things First serves and important planning, funding, and policy decisions are made in tribal communities based on these data.

Meanwhile, there are efforts underway to address these data limitations for tribes. Promoting data quality for American Indian communities is one of the four initiatives of the National Congress of American Indians (NCAI) Policy Research Center, with areas of work that include improving federal data collection and measurement.⁶ The NCAI Policy Research Center says, “Without quality data, policymakers and community planners cannot set policy goals, monitor implementation, measure impact, or plan for demographic shifts in an effective way. The absence of American Indian and Alaska Native peoples in data and policy domains reflects the lack of a national public discourse on the status of our nation’s First Peoples.”⁷ Deweaver (2013)⁸ recommends a concerted tribal-federal government effort to develop tribes’ capacity to gather relevant information on their populations, noting that this information could be based on data currently gathered by tribal enrollment offices and in records that tribes keep on services provided to their members (e.g., records that various entities report to federal agencies providing funding). Tribal leaders expressed interest in the development of tools to help them gather and utilize meaningful and accurate data for governmental decision-making and, based on their request, the American Indian Policy Institute, the Center for Population Dynamics and the American Indian Studies Department at Arizona State University have started an initiative aimed at addressing some of these challenges: the Tribal Indicators Project. A significant part of this effort is the analysis of American Indian Census and ACS data in collaboration with tribal stakeholders. In the future more reliable and tribally-relevant data may become available for use in community assessments such as this report.

⁴ Inter Tribal Council of Arizona, Inc., ASU Office of the President on American Indian Initiatives, ASU Office of Public Affairs (2013). *The State of Indian Country Arizona. Volume 1*. Retrieved from http://outreach.asu.edu/sites/default/files/SICAZ_report_20130828.pdf

⁵ Individuals who identified as American Indian/Alaska Native alone, not in combination with other races.

⁶ <http://www.ncai.org/policy-research-center/initiatives>

⁷ <http://www.ncai.org/policy-research-center/initiatives/data-quality>

⁸ Deweaver, N. (2013). *Assessing the challenges in American Indian population data. The State of Indian Country Arizona, Vol. 1, 22-27.*

Data about system coordination among early childhood programs and services are not currently available for the Pascua Yaqui Tribe region. Findings from data on collaboration were available for the Pima North and Pima South regions, which offer a view of collaboration county-wide and these findings are presented in an appendix.

In this report, both number and percentage are reported wherever possible to provide maximum assistance in illuminating both how representative the issue is for a population and the number of people who could need services or support. However, in some cases, data are only available in a format that does not make it possible to report both numbers and percentages. For instance, in some cases, a data source only shared percentages and only percentages can be reported. In other cases, a data source's suppression practices led them to share rounded numbers or not to share some numbers at all that would be needed to accurately calculate a percentage; in these cases, only numbers are reported. Reported percentages are rounded to the nearest whole number. In some cases percentages presented in a table or graph will not total to 100%.

Use of acronyms in this report

Throughout this report, acronyms are used to abbreviate commonly used terms. For example, the American Community Survey is often abbreviated as "ACS." Before using an acronym in the report, it will be presented in parentheses following the full term. In addition, a table of acronyms is provided in alphabetical order in Appendix B.



Population Characteristics

Why It Matters

Policy makers often consider population characteristics and trends in family structure when making decisions about the type and location of services to provide within a region such as schools, health care facilities and services, and social services and programs.⁹ As a result of their decisions, families with young children may have very different experiences within and across regions in access to employment, food resources, schools, health care facilities and providers, and social services. This is especially significant given evidence that children who would most benefit from services are the most likely to not receive them.¹⁰ It is important, therefore, that decision-makers understand who their residents are so their policies address the needs of diverse families with young children. Accurate and up-to-date information about population characteristics such as the number of children and families in a geographic region, and their living arrangements, ethnic composition, and languages spoken can support the development or continuation of resources that are linguistically, culturally, and geographically most appropriate.

In addition to being affected by community resources, the likelihood of a child reaching his or her optimal development can also be affected by the supports and resources available within the family.^{11,12} The availability of family resources can be influenced by the characteristics of the family structure, such as who resides in a household and who is responsible for a child's care.

Children living with and being cared for by relatives or caregivers other than parents is increasingly common.¹³ Extended, multigenerational families and kinship care are more typical in Native communities.^{14,15} The strengths associated with this open family structure – mutual help and respect – can provide members of these families with a network of support that can be very valuable when dealing with socio-economic hardships.¹⁶ Grandparents are often central to these multigenerational households, and recent trends are showing that more young adults (i.e., ages 18-34) are living with their parents than on their own.¹⁷ However, when caring for children not because of choice, but because parents are unable to provide care due to death, physical or mental illness, substance abuse, incarceration, unemployment or underemployment, or because of domestic violence or child neglect in the family, grandparents may need specialized assistance and resources to support their

⁹ The following passages rely greatly on the Why It Matters section on Population Characteristics in the Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report developed by the Frances McClelland Institute for Children, Youth and Families at the John & Doris Norton School of Family and Consumer Sciences of the University of Arizona.

¹⁰ Landry, S. H., Zucker, T. A., Taylor, H. B., Swank, P. R., Williams, J. M., Assel, M., & Phillips, B. M. (2014). *Enhancing early child care quality and learning for toddlers at risk: The responsive early childhood program*. *Developmental Psychology*, 50(2), 526.

¹¹ Center for American Progress (2015). *Valuing All Our Families. Progressive Policies that Strengthen Family Commitments and Reduce Family Disparities*. Retrieved from: <https://cdn.americanprogress.org/wp-content/uploads/2015/01/FamilyStructure-report.pdf>

¹² Kidsdata.org. (n.d.). Summary: Family Structure. Retrieved from: <http://www.kidsdata.org/topic/8/family-structure/summary>

¹³ U.S. Department of Health and Human Services. (2012). *ASPE Report. Children in Nonparental Care: A Review of the Literature and Analysis of Data Gaps*. Retrieved from <http://aspe.hhs.gov/basic-report/children-nonparental-care-review-literature-and-analysis-data-gaps>

¹⁴ Harrison, A. O., Wilson, M. N., Pine, C. J., Chan, S. Q., & Buriel, R. (1990). Family ecologies of ethnic minority children. *Child Development*, 61(2), 347-362.

¹⁵ Red Horse, J. (1997). Traditional American Indian family systems. *Families, Systems, & Health*, 15(3), 243.

¹⁶ Hoffman, F. (Ed.). (1981). *The American Indian Family: Strengths and Stresses*. Isleta, NM: American Indian Social Research and Development Associates.

¹⁷ Fry, Richard. 2016. "For First Time in Modern Era, Living With Parents Edges Out Other Living Arrangements for 18- to 34-Year-Olds." Washington, D.C.: Pew Research Center.

grandchildren.¹⁸ Formal placements with extended family members often yield unique challenges for children and their caregivers, and while recent legislation has expedited services to children involved with the Arizona Department of Child Safety (DCS), voluntary arrangements do not have the same access to expedited services.¹⁹

Understanding language use in the region can also contribute to effectively serving the needs of families with young children. Language preservation and revitalization are recognized by the U.S. Department of Health & Human Services as keys to strengthening culture in Native communities and to encouraging communities to move toward social unity and self-sufficiency.²⁰ Special consideration should be given to respecting and supporting Native languages spoken by families, particularly in tribal communities. In addition, assuring that early childhood resources and services are available in Spanish is important in many areas of Arizona, given that five percent of the households in the state are limited English speaking households (that is, a household where none of the members speak English very well). Language barriers for these families can limit access to health care and social services. Language barriers may also make it difficult for parents to communicate with their child's teachers, which can impact the quality of education for children.²¹

What the Data Tell Us

Number of Young Children and Households

According to the U.S. Census Bureau, Pascua Yaqui Tribe region had a population of 3,484 in 2010 (see Table 1). Of the 3,484 residents of the region, 470 (13%) were children birth to five years of age (see Figure 2), an 11% increase in the age group from 2000 and a considerably higher percentage than for the same age group in Pima County (8%) (see Table 2). Overall there is a pattern of increases across age groups. The dramatic increase in 4-year-olds between 2000 and 2010 (and the corresponding decrease in 5-year-olds) may be arbitrary but such fluctuations, also evident among 2-year-olds, bear monitoring because they impact areas such as child care capacity, preschool capacity, and immunization needs.

¹⁸ Population Reference Bureau (2012). More U.S. Children Raised by Grandparents. Retrieved from <http://www.prb.org/Publications/Articles/2012/US-children-grandparents.aspx>

¹⁹ Jacob's Law, HB §2442, 51st Arizona Legislature, 2016.

²⁰ U.S. Department of Health & Human Services, Administration for Native Americans. (n.d.). Native Languages <http://www.acf.hhs.gov/programs/ana/programs/native-language-preservation-maintenance>

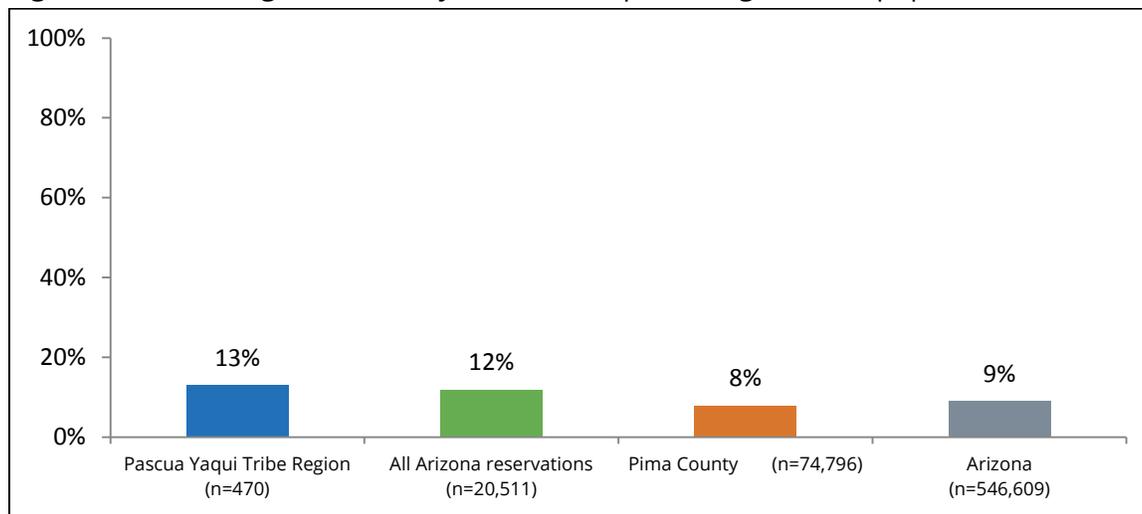
²¹ Shields, M. & Behrman, R. (2004). Children of immigrant families: Analysis and Recommendations. *The Future of Children*, 14(2). Retrieved from: https://www.princeton.edu/futureofchildren/publications/docs/14_02_1.pdf

Table 1. Total population, 2010

	Area	Number
Total Population	Pascua Yaqui Tribe region	3,484
	All Arizona reservations	178,131
	Pima County	980,263
	Arizona	6,392,017

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Table P1. Received from First Things First.

Figure 2. Children ages birth to 5 years old as a percentage of total population



Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Table P11. Received from First Things First.

Table 2. Population of children 5 and under in the Pascua Yaqui Tribe region by age

	2000	2010	Percentage Change
Under 1 year	82	85	+4%
1 year	65	69	+6%
2 years	68	80	+18%
3 years	79	86	+9%
4 years	63	85	+35%
5 years	93	65	-30%
Total	423	470	+11%

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Table P14. Received from First Things First.

In contrast to the data from the U.S. Census, data from the tribe’s Enrollment Department show that in 2010 there were more children age five and under (591) residing in the region and enrolled as Pascua Yaqui Tribe members (see Table 3). However, this number does not reflect Pascua Yaqui children who reside in the Pascua Yaqui Tribe region but are not formally enrolled or children who reside in the Pascua Yaqui Tribe region but are from other ethnic backgrounds. Thus, it appears likely that both U.S. Census and tribal enrollment numbers underestimate the true number of children living in the First Things First Pascua Yaqui Tribe region.

Table 3. Number of children age 5 and under residing in the Pascua Yaqui Tribe region and enrolled as Pascua Yaqui Tribe members

	December 2010	December 2011	December 2012	December 2013	December 2014	December 2015	April 2016
Under 1 year old	82	67	86	72	57	33	22
1-2 year old	104	83	68	88	72	57	55
2-3 years old	99	104	83	68	88	72	68
3-4 years old	100	99	104	83	68	88	74
4-5 years old	98	100	99	104	83	68	89
5-6 years old	108	98	100	99	104	83	73
Total	591	551	540	514	472	401	381

Source: Pascua Yaqui Tribe Enrollment Department.

Note: Age categories are as provided by the Pascua Yaqui Tribe Enrollment Department.

The tribe’s Enrollment Department data shows that between 2010 and 2016, there was a steady decrease in the number of tribally-enrolled children birth to five years of age. This may result from fewer children qualifying for tribal enrollment, less success in enrolling eligible children into the tribe, or a combination of the two. These enrollment numbers, together the 2010 U.S. Census data and data that will be presented about enrollment in the tribe’s Head Start Program, points to the challenges of accurately identifying the population of children birth to five years of age to be served in the region now and in the future.

Table 4 illustrates projected changes in the population of children birth to five years of age at the county and state levels. The county and state projections are based on percentage increases lower than the population increase for Pascua Yaqui Tribe region children ages birth to five years of age documented by the U.S. Census between 2000 and 2010 (11%) (see Table 2). Using even the lower 2010 U.S. Census count of 470 children ages birth to five years of age and the 11% population increase observed between 2000 and 2010, it can be estimated that by 2050 there will be more than 700 children five years of age and under living in the Pascua Yaqui tribe region. This finding, together with the information in Figure 2 illustrating that the percentage of Pascua Yaqui Tribe region families with children birth to five years of age is much higher (13%) than the percentages of such families in Pima

County (8%) or the state as a whole (7%), supports the implication that the need for early childhood services in the region is high now and likely to remain so.

Table 4. County and state projections 2015-2050, children 0-5 and total population

	Pima County		Arizona	
	Children 0-5 (percentage of total population)	Total Population	Children 0-5 (percentage of total population)	Total Population
2015	72,276 (7%)	1,009,371	522,213 (8%)	6,758,251
2020	75,206 (7%)	1,064,384	556,443 (8%)	7,346,787
2025	79,718 (7%)	1,121,943	603,660 (8%)	7,944,753
2030	83,468 (7%)	1,176,415	648,746 (8%)	8,535,913
2035	86,178 (7%)	1,228,173	681,380 (7%)	9,128,899
2040	88,409 (7%)	1,276,666	705,102 (7%)	9,706,815
2045	91,025 (7%)	1,323,208	728,449 (7%)	10,265,015
2050	94,154 (7%)	1,370,465	757,939 (7%)	10,820,872

Source: Arizona Department of Administration, Employment and Population Statistics. Arizona Population Projections: 2015 To 2050, Medium Series, Tables 1 and 4; Pima Population Projections: 2015 To 2050, Medium Series, Tables 1 and 4. Retrieved from <https://population.az.gov/population-projections>

Living Arrangements

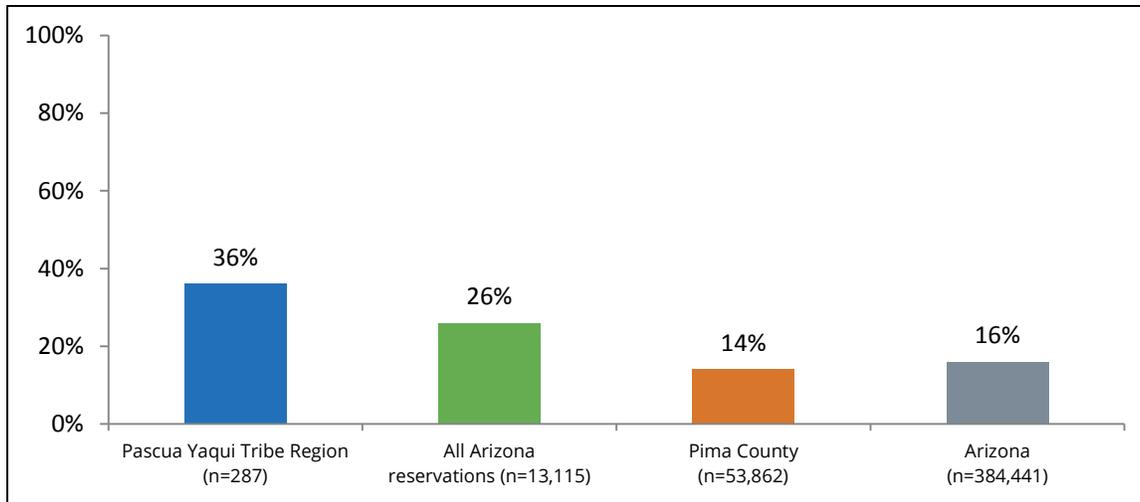
According to the 2010 U.S. Census, there are 802 households in the region (see Table 5), with 287 (36%) of them having a child birth to five years of age (see Figure 3). The majority of these young children live in a single-parent household, 59% with their mother and 11% with a father (see Table 6). Thirty-percent live with two married parents. The percentage of young children living in single-parent households in the region exceeds that for same group across all Arizona reservations (55%) and Pima County (38%) (see Table 7). American Community Survey (ACS) 5-year estimates show that the percentage of young Pascua Yaqui children living with two married parents decreased from 20% to 11% from 2005-2009 to 2010-2014. At the same time, the percentage of young children living with relatives (other than parents) more than doubled from the earlier to the later 5-year estimate, increasing from three percent to seven percent. Five percent of the children in this age group live with non-relatives. The number of Pascua Yaqui children birth to five years of age who live with relatives or non-relatives has implications for provision of services to such children and their caregivers.

Table 5. Number of households

	Area	Number
Total households	Pascua Yaqui Tribe region	802
	All Arizona reservations	50,140
	Pima County	388,660
	Arizona	2,380,990

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Table P20. Received from First Things First.

Figure 3. Percentage of households that have children ages 0-5



Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Table P20. Received from First Things First.

Table 6. Living arrangements for households with children ages 0-5, 2010

	Married families with children 0-5	Single parent (male) families * with children	Single parent (female) families * with children	All households with children 0-5
Pascua Yaqui Tribe region	87 (30%)	33 (11%)	167 (59%)	287
All Arizona reservations	5,856 (45%)	1,736 (13%)	5,523 (42%)	13,115
Pima County	33,220 (62%)	5,838 (11%)	14,403 (27%)	53,862
Arizona	250,217 (65%)	41,300 (11%)	89,975 (23%)	384,441

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Tables P20 and P32. Received from First Things First.

Note: *Totals do not add up to 100% of households with children 0-5 for Pima County and Arizona because a small percentage of children lived in non-family households in those populations. Non-family households are not presented in these data.

Table 7. Living arrangements for children ages 0-5, 5-year estimates

Person(s) with whom child is living		Area	2005-2009	2010-2014
Living with parents	Total living with parents	Pascua Yaqui Tribe region	97%	88%
		All Arizona reservations	92%	92%
		Pima County	95%	96%
		Arizona	96%	96%
	Living with two married parents	Pascua Yaqui Tribe region	20%	11%
		All Arizona reservations	31%	24%
		Pima County	59%	56%
		Arizona	63%	58%
	Living with one parent	Pascua Yaqui Tribe region	77%	76%
		All Arizona reservations	61%	68%
		Pima County	36%	40%
		Arizona	33%	38%
Living with relatives	Pascua Yaqui Tribe region	3%	7%	
	All Arizona reservations	7%	7%	
	Pima County	3%	3%	
	Arizona	3%	2%	
Living with non-relatives	Pascua Yaqui Tribe region	0%	5%	
	All Arizona reservations	1%	1%	
	Pima County	2%	2%	
	Arizona	2%	2%	

Source: U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table B05009. Received from First Things First.

Grandparents play a major role in the lives of children birth to five years of age in the Pascua Yaqui Tribe region. Almost half (48%) of these young children live in their grandparent’s household, as compared to 40% for all Arizona reservations and 14% for Pima County (see Table 8). This reflects the prominence of the extended family in the Pascua Yaqui culture. In some cases, young children and their parents may simply live in the home of a grandparent, but in other cases, the grandparent may be actively responsible for the care of the children. Although data are not available for birth to five-year-old children being cared for by a grandparent specifically, there are data for children birth to 18-years-old. In the Pascua Yaqui Tribe region, between 2005-2009 and 2010-2014 the estimated number of

grandparents living with and responsible for the care of grandchildren birth to 18-years-old *decreased*. In contrast, the *percentage* of grandparents living with and responsible for the care of grandchildren birth to 18-years-old *increased* (see Table 9). In other words, fewer grandparents lived with their grandchildren, but of those who lived with their grandchildren, more of them were responsible for the grandchildren’s care. The percentage of grandparents caring for a grandchild in their home is of interest because it represents a family-provided resource that may substitute for fee-based child care. It may also be an indication of economic need (i.e., inability to pay for child care) or other challenges (e.g., physical or mental illness) being faced by a child’s family. Moreover, it suggests a need for targeted services to assist grandparents caring for grandchildren.

Table 8. Number and percentage of children ages 0-5 living in their grandparent’s household, 2010

Area	Under 3 years old	3-4 years old	5 years old	Total
Pascua Yaqui Tribe region	122	76	27	225 (48%)
All Arizona reservations	4,559	2,516	1,164	8,239 (40%)
Pima County	5,907	3,150	1,289	10,346 (14%)
Arizona	42,493	22,270	9,390	74,153 (14%)

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Table P41. Received from First Things First.

Table 9. Grandparents caring for grandchildren ages 0-18, 5-year estimates

Area	Number of grandparents living with grandchildren 0-18 and responsible for their care (percentage of all grandparents living with grandchildren ages 0-18)	
	2005-2009	2010-2014
Pascua Yaqui Tribe region	329 (38%)	284 (59%)
All Arizona reservations	9,312 (57%)	10,391 (59%)
Pima County	11,015 (61%)	11,321 (54%)
Arizona	69,001 (57%)	74,063 (53%)

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Table P41. Received from First Things First.

Race/Ethnicity and Language

According to the 2010 U.S. Census, almost all parents in the Pascua Yaqui Tribe region identified their birth to four-year-old children as American Indian, and almost a quarter identified them as Hispanic or Latino either instead of or in addition to American Indian (see Table 10). The percentage of Pascua Yaqui parents who identified their children as being Hispanic or Latino is much higher than that of parents from all Arizona reservations (22% vs. 9%), suggesting that a notable percentage of Pascua Yaqui parents feel that they and their children have a dual race ethnicity – as American Indians and Hispanics. At the time of the 2010 U.S. Census, three-fourths of the Pascua Yaqui Tribe region’s residents 18 years and older identified themselves as American Indian, and less than a quarter (23%)

identified themselves as Hispanic or Latino (see Table 11). According to Regional Partnership Council members, the notable percentage of the region’s adult members and young children who are identified as Hispanic or Latino is at least in part the result of mixed marriages. The notable number of adults in the region who identify as Hispanic or Latino can have implications for the provision of culturally competent services.

Table 10. Race/ethnicity of children ages 0-4, 2010

Area	American Indian	Hispanic or Latino	White (not Hispanic)	African American	Asian or Pacific Islander
Pascua Yaqui Tribe region	92%	22%	1%	<1%	0%
All Arizona reservations	92%	9%	1%	<1%	<1%
Pima County	5%	53%	35%	4%	2%
Arizona	6%	45%	40%	5%	3%

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Tables P12H, P12I, P12B, P12C, P12D, and P12E. Received from First Things First.

Note: Data for this indicator (race and ethnicity) is only available for children ages 0-4.

Note: Totals may add to more than 100% because some children are reported to be both Hispanic and American Indian.

Table 11. Race/ethnicity of adults 18 years of age and older, 2010

Area	American Indian	Hispanic or Latino	White (not Hispanic)	African American	Asian or Pacific Islander	Other
Pascua Yaqui Tribe region	75%	23%	1%	<1%	<1%	<1%
All Arizona reservations	88%	5%	5%	<1%	<1%	<1%
Pima County	2%	30%	61%	3%	3%	2%
Arizona	4%	25%	63%	4%	3%	1%

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Tables P12H, P12I, P12B, P12C, P12D, and P12E. Received from First Things First.

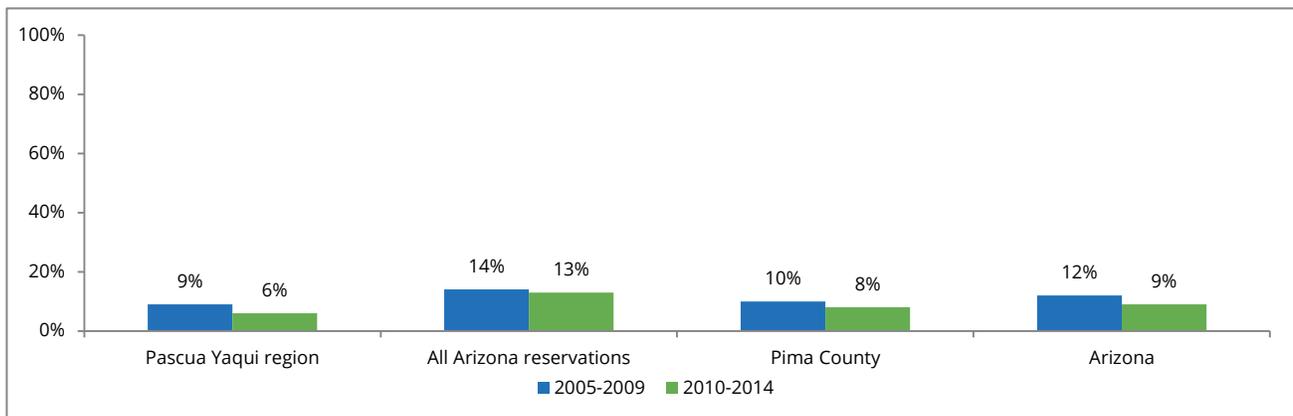
The degree to which different languages are spoken in the region in part reflects the race and ethnicity data presented. A much lower percentage of individuals in the Pascua Yaqui Tribe region speak only English compared with Pima County and Arizona, while a much higher percentage of those in the Pascua Yaqui Tribe region speak Spanish compared with Pima County and Arizona (see Table 12). While many residents of the region speak Spanish, the estimated percentage of residents who speak English less than “very well” was lower than for Pima County and much lower than for Arizona reservation residents in general, indicating a good command of English at the community level (see Figure 4). Nevertheless, the fact that almost half of Pascua Yaqui Tribe region residents five years of age and older speak Spanish at home suggests that outreach about and implementation of services for families of young children may benefit from a bilingual approach.

Table 12. Language spoken at home among individuals 5 years of age and older, 5-year estimates

	Language	2005-2009	2010-2014
Pascua Yaqui Tribe region	English Only	46%	50%
	Native North American Languages	6%	5%
	Spanish	48%	45%
	Other	0%	1%
All Arizona reservations	English Only	41%	45%
	Native North American Languages	55%	50%
	Spanish	4%	4%
	Other	1%	1%
Pima County	English Only	72%	71%
	Native North American Languages	1%	1%
	Spanish	23%	24%
	Other	4%	4%
Arizona	English Only	72%	73%
	Native North American Languages	2%	2%
	Spanish	22%	20%
	Other	4%	5%

Source: U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table B16001. Received from First Things First.

Figure 4. Percentage of population ages 5 and older that speaks English less than “very well”



Source: U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table B16001. Received from First Things First.

In contrast to the high percentage of residents in the Pascua Yaqui Tribe region who speak Spanish at home, Table 12 illustrates that only about five percent report speaking a native language. The decline of one percent between the 2005-2009 estimate and the 2010-2014 estimate may be a real decline or may simply be attributable to normal error in the data. For both time periods, the percentage of individuals in the Pascua Yaqui community who report speaking a native language is much lower than for individuals residing on all Arizona reservations. These data also show the endangered nature of the native language of the Pascua Yaqui Tribe. According to the Director of the tribe's Department of Language and Culture and Regional Partnership Council members, few families are using the Yaqui language at home. A generational split is also observed in language use – elders continue to use the Yaqui language both for everyday communication and ceremonial use while younger generations use English or Spanish.

The Department of Language and Culture's Director reported that the tribe accepts the assessment of Yaqui Language Vitality put forth by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in its Atlas of World's Languages in Danger, in which the Yaqui language in Arizona is labeled as "Definitely in Danger." Some institutions in the region are taking action to revitalize use of the Yaqui language. According to the Manager of Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, two of the program's staff members speak Yaqui. Children who attend the program are taught simple Yaqui vocabulary such as colors, numbers, and letters. Some of the children's parents have told the Manager they learned some Yaqui words from their children. The Head Start program is currently working with two professors who are Native American scholars at the University of Arizona to make the curriculum as culturally relevant as possible, which would include more use of the Yaqui language, and they are working with the Pascua Yaqui Tribe's Language and Culture Department for assistance with translations.²² Ultimately, the Head Start would like to institute an immersion program in which Yaqui is integrated throughout daily activities.

Yaqui is also being taught at Hiaki High School. Since 2005 an elective course in Yaqui has been offered at the school for students in all grades. According to the course's instructor, none of her current students can speak Yaqui and she has heard from many students that their grandparents or great-grandparents also do not speak it. Although none of the students currently being taught are able yet to speak Yaqui, some are able to read and write it and comprehend and answer questions about recordings the instructor makes in Yaqui.

²² Correspondence with the Manager of Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, 3-2-17



Economic Circumstances

Why It Matters

It is important to understand the economic context in which families with young children live when designing programs and policies that are intended to support them.²³ Low income and poverty, especially among children, can have far reaching negative consequences, including an effect on brain development and later cognitive ability.²⁴ Economic factors that are related to a child's well-being include family income, parent employment status, and access to safety-net programs like housing and nutrition assistance.^{25,26}

Employment rates and income are indicators of economic well-being for families. Families that experience unemployment or job loss are likely to have fewer resources to meet their regular expenses and support their children's development. Job loss can also negatively affect family dynamics; research shows that job loss is linked to higher levels of parental stress and family conflict and more punitive parental behaviors.^{27,28} Parental job loss can also impact children's school performance and has been associated with lower test scores, poorer school attendance, higher risk of grade repetition, and likelihood of suspension or expulsion.^{29,30}

It is estimated that families need an income of about twice the federal poverty level (FPL)³¹ to meet basic needs.³² Families earning less may have unreliable access to basic resources like food and housing. Lack of reliable access to affordable, nutritious food can negatively impacts the health and well-being of children, including increasing risk for developmental delays.³³ Housing costs that are high relative to income are associated with increased risk for families (homelessness, overcrowding, and frequent moving) and children (poor nutrition, lack of supervision while parents are at work, and low cognitive achievement).³⁴ Low housing availability, which is typical on tribal land due to the legal

²³ The following passages rely greatly on the Why It Matters section on Economic Circumstances in the Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report developed by the Frances McClelland Institute for Children, Youth and Families at the John & Doris Norton School of Family and Consumer Sciences of the University of Arizona.

²⁴ Noble, K.G., Houston, S.M., Brito, N.H., Bartsch, H. Kan E., et. al. (2015). Family Income, parental education and brain structure in children and adolescents. *Nature Neuroscience*, 18, 773-778. Retrieved from <http://www.nature.com/neuro/journal/v18/n5/full/nn.3983.html#close>

²⁵ Annie E Casey Foundation. (2015). Kids Count 2015 Data Book – State Trends in Child Well-being. Retrieved from <http://www.aecf.org/m/databook/aecf-2015kidscountdatabook-2015-em.pdf>

²⁶ Kalil, A. (2013). Effects of the Great Recession on Child Development. *The Annals of the American Academy of Political and Social Science*, 650(1), 232-250. Retrieved from <http://ann.sagepub.com/content/650/1/232.full.pdf+html>

²⁷ Isaacs, J. (2013). Unemployment from a Child's Perspective. Retrieved from <http://www.urban.org/UploadedPDF/1001671-Unemployment-from-a-Childs-Perspective.pdf>

²⁸ Schneider, W., Waldfogel, J., & Brooks-Gunn, J. (2015). The great recession and behavior problems in 9-year old children. *Developmental Psychology*, 51(11), 1615.

²⁹ Ibid.

³⁰ Isaacs, J. (2013). Unemployment from a child's perspective. Retrieved from <http://www.urban.org/UploadedPDF/1001671-Unemployment-from-a-Childs-Perspective.pdf>

³¹ The 2016 FPL for a family of four is \$24,300. U.S. Department of Health and Human Services (2016). U.S. Federal Poverty Guidelines Used to Determine Financial Eligibility for Certain Federal Programs. Retrieved from: <https://aspe.hhs.gov/poverty-guidelines>

³² National Center for Children in Poverty (2015). Arizona Demographics of Low-income Children. Retrieved from http://www.nccp.org/profiles/AZ_profile_6.html

³³ Gassman-Pines, A., Gibson-Davis, C. M., & Ananat, E. O. (2015). How economic downturns affect children's development: an interdisciplinary perspective on pathways of influence. *Child Development Perspectives*, 9(4), 233-238.

³⁴ The Federal Interagency Forum on Child and Family Statistics. (2015). America's Children: Key National Indicators of Well-Being, 2015. http://www.childstats.gov/pdf/ac2015/ac_15.pdf

complexities of land ownership and the lack of rental properties, often leads to a shortage of safe, quality housing even when it is affordable.³⁵

Public assistance programs can help combat the effects of poverty for children and their families. Temporary Assistance for Needy Families³⁶ (TANF) provides cash assistance and services to the very poor, and can potentially improve the most extreme economic circumstances that impact young children. Further, in recognition of tribal sovereignty, the U.S. Department of Health and Human Services, Administration for Children and Families (ACF) - the federal agency in charge of overseeing the TANF program - gives federally-recognized tribes the option to administer their own TANF program. The Pascua Yaqui Tribe is one of the six Arizona tribes that operate a tribal TANF program. Tribal TANF programs have more flexibility than state programs to determining program requirements. This allows them to expand time limits on receipt of TANF cash assistance and incorporate socially and culturally appropriate activities into self-sufficiency plans for clients.³⁷

Another public assistance program, the Supplemental Nutrition Assistance Program (SNAP) has been shown to help reduce hunger and improve access to healthier food.³⁸ SNAP benefits (also known as “Nutrition Assistance” and “food stamps”) support working families whose incomes do not provide for their basic needs. SNAP benefits can substantially impact the income for low-income working families. For example, for a three-person family with one person whose wage is \$10 per hour, SNAP benefits boost take-home income by 10 to 20%.³⁹ Another program that serves as a safety net and addressed hunger and nutrition is the National School Lunch Program,⁴⁰ which provides free and reduced-price meals at school for students whose families meet income criteria (130% of the FPL for free lunch, and 185% of the FPL for reduced price lunch).

What the Data Tell Us

Economic Circumstances for Families

³⁵ Housing Assistance Council (2013). *Housing on Native American Lands*. Retrieved from http://www.ruralhome.org/storage/documents/rpts_pubs/ts10_native_lands.pdf

³⁶ In Arizona, TANF eligibility is capped at \$335 per month with an average of \$278, and has recently undergone significant changes. In 2016 Arizona became the first state to limit a person’s lifetime benefit to 12 months, which resulted in 1,600 families immediately losing TANF benefits. In addition, since 2009, a steadily decreasing percentage of Arizona TANF funds have been spent on three of the key assistance categories: cash assistance to meet basic needs, helping connect parents to employment opportunities, and child care; in 2013, Arizona ranked 51st, 47th, and 46th respectively in proportional spending in those categories across all states and the District of Columbia. Meanwhile, since 2009, an increasing percentage of Arizona TANF funds have been spent on other costs such as child protection, foster care, and adoption. Sources: Reilly, T., and Vitek, K. (2015). *TANF cuts: Is Arizona shortsighted in its dwindling support for poor families?* Retrieved from: https://morrisoninstitute.asu.edu/sites/default/files/content/products/TANF.doc_0.pdf; Floyd, I., Pavetti, L., and Schott, L. (2015). *How states use federal and state funds under the TANF block grant*. Retrieved from: <http://www.cbpp.org/research/family-income-support/how-states-use-federal-and-state-funds-under-the-tanf-block-grant>

³⁷ Hahn, H., Healy, O., Hillabrant, W. and Narducci, C. (2013). *A Descriptive Study of Tribal Temporary Assistance for Needy Families (TANF) Programs*. OPRE Report # 2013-34, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

³⁸ Food Research and Action Center (2013). *SNAP and Public Health: The Role of the Supplemental Nutrition Assistance Program in Improving the Health and Well-Being of Americans*. Retrieved from http://frac.org/pdf/snap_and_public_health_2013.pdf

³⁹ *Ibid.*

⁴⁰ United States Department of Agriculture, Food and Nutrition Service. (2015). *National School Lunch Program (NSLP)*. Retrieved from <http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>

Table 13 shows 2010-2014 American Community Survey (ACS) estimates of working parents in the Pascua Yaqui Tribe region, all Arizona reservations, the county, and the state, and illustrates that a large percentage of parents of children birth to five years of age in the Pascua Yaqui Tribe region are employed: nine percent of households are two-parent families in which both parents work and 59% of households are single-parent families in which the parent is employed. When compared to the single parents of young children on all Arizona reservations, a greater percentage of single parents in the Pascua Yaqui Tribe region were working. The percentage of the Pascua Yaqui Tribe region's single parent-households with a young child in which the parent is working is almost double the percentage for Pima County or the state as a whole. On the other hand, the percentage of the region's two parent-households with a young child in which both parents are working is much lower than the percentage for such households in Pima County and for the state as a whole.

Table 13. Employment status of parents of children ages 0-5

	Number of parents in household	Employment status	2005-2009	2010-2014
Pascua Yaqui Tribe region	Two Parents	Both Working	11%	9%
		One Working	8%	0%
		Neither Working	1%	4%
	Single Parent	Working	51%	59%
		Not Working	29%	28%
All Arizona reservations	Two Parents	Both Working	16%	13%
		One Working	15%	11%
		Neither Working	3%	2%
	Single Parent	Working	37%	40%
		Not Working	29%	34%
Pima County	Two Parents	Both Working	33%	32%
		One Working	28%	25%
		Neither Working	1%	1%
	Single Parent	Working	30%	32%
		Not Working	8%	10%
Arizona	Two Parents	Both Working	32%	31%
		One Working	33%	29%
		Neither Work	1%	2%
	Single Parent	Working	26%	29%
		Not Working	9%	10%

Source: U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table B23008. Received from First Things First.

Similar employment conditions are found for parents of the three- and four-year-old children attending Ili Uusim Mahtawa’apo Pascua Yaqui Head Start. In the last year reported (2015-2016), both two-parent and single parent families had the highest percentage of families with working parents compared with the prior two years (see Table 14). For two-parent and single-parent families, the increase in the percentage of parents working might be attributed to improvement in the economy, or conversely, to greater economic need for families. The 2010-2014 ACS estimate of percentage of parents of young children in the region who work and do not have a non-working parent at home (68%) (see Table 13, above) and the data about parents of children attending Ili Uusim Mahtawa’apo

Pascua Yaqui Head Start (see Table 14) suggest that many parents are likely to need some type of care for their children while they are at work.

Table 14. Employment status for Ili Uusim Mahtawa'apo Pascua Yaqui Head Start families by family type, 2013-2014 to 2015-2016

		2013-2014	2014-2015	2015-2016
Two-parent ^a families	Both parents employed	23 (31%)	22 (31%)	25 (33%)
	One parent employed	44 (59%)	43 (61%)	48 (63%)
	Neither parent employed	7 (9%)	6 (8%)	3 (4%)
	Total two-parent families	74 (100%)	71 (100%)	76 (100%)
Single-parent families	Parent employed	49 (73%)	45 (64%)	55 (86%)
	Parent not employed	18 (27%)	25 (36%)	9 (14%)
	Total single-parent families	67 (100%)	70 (100%)	64 (100%)

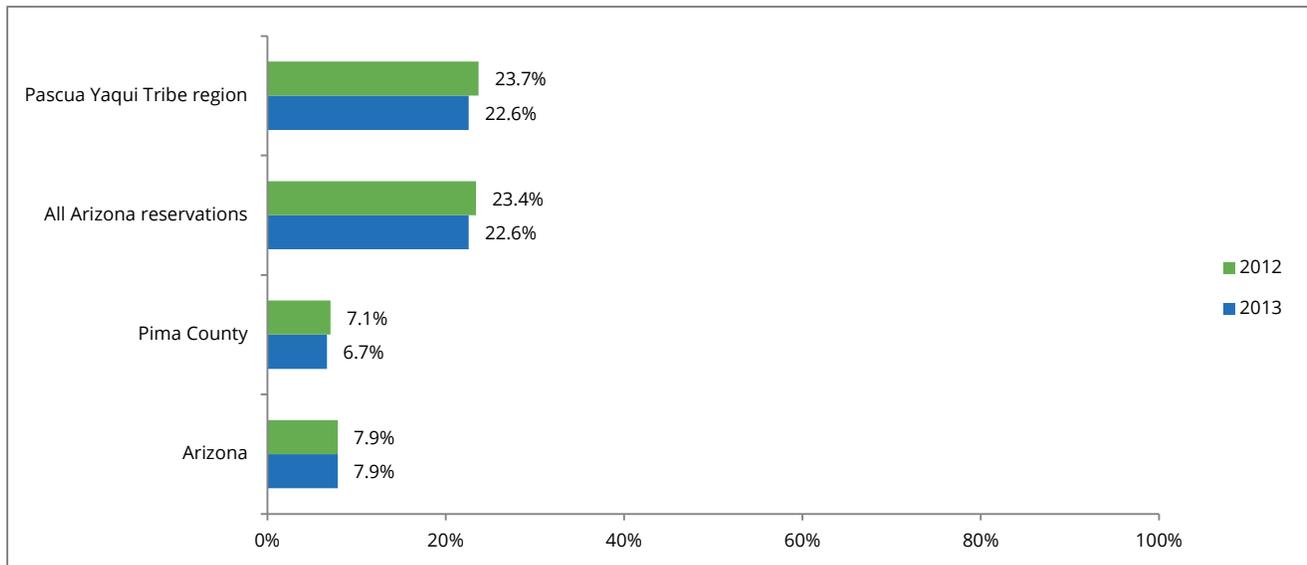
Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2013-2014, 2014-2015, 2015-2016. Received from Manager of Ili Uusim Mahtawa'apo Pascua Yaqui Head Start.

Note: "Parent" also includes guardians.

While many of the Pascua Yaqui Tribe region's residents are employed, the region's unemployment rate is high. No unemployment data are available for the region but 2012 and 2013 data for Pascua Yaqui reservation, which largely follows the boundaries of the First Things First region, show an unemployment rate approximately triple those of the county or state (See Figure 5). However, in both years the unemployment rate for the Pascua Yaqui reservation was almost the same as the aggregate unemployment rate for all Arizona reservations.⁴¹

⁴¹ Data aggregated into All Arizona reservations data in some case does not include data from a small number of reservations.

Figure 5. Annual averages of unemployment rates, 2012 and 2013



Source: Arizona Department of Administration (ADOA), Employment and Population Statistics, CES/LAUS Unit. (2013 and 2014). Arizona Unemployment Statistics Program Special Unemployment Report 2012 and Arizona Unemployment Statistics Program Special Unemployment Report 2013. Retrieved from http://www.zanran.com/q/Arizona_Average_Unemployment_Rates
 Note: Data are for all of Pima County except Native American reservations within its boundaries.

An examination of median income and poverty in the region provides needed context to the employment data. According to ACS estimates for 2010–2014, the median incomes of families in the Pascua Yaqui Tribe region are considerably lower than those of families in Pima County and the state as a whole (see Table 15). The estimated median income for husband-wife families with children 0–17 years of age in the region was \$30,417 during that five-year period, about half that of Pima County and Arizona (\$58,113 and \$59,088, respectively). Similarly, the median income for single-parent male-headed families with children 0–17 years of age (\$22,917) was well below those of Pima County and the state (\$36,069 and \$37,103, respectively).

Table 15. Median family income

	Type of family	2005-2009	2010-2014
Pascua Yaqui Tribe region	All families with children (0-17 years old)	\$30,610	\$28,324
	Husband-wife families with children (0-17 years old)	\$51,964	\$30,417
	Single parent (male) families with children (0-17 years old)	\$17,188	\$22,917
	Single parent (female) families with children (0-17 years old)	\$28,214	\$23,333
Pima County	All families with children (0-17 years old)	\$56,711	\$58,113
	Husband-wife families with children (0-17 years old)	\$69,909	\$71,768
	Single parent (male) families with children (0-17 years old)	\$32,966	\$36,069
	Single parent (female) families with children (0-17 years old)	\$25,271	\$23,687
Arizona	All families with children (0-17 years old)	\$59,231	\$59,088
	Husband-wife families with children (0-17 years old)	\$72,049	\$73,563
	Single parent (male) families with children (0-17 years old)	\$38,414	\$37,103
	Single parent (female) families with children (0-17 years old)	\$26,754	\$25,787

Source: U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table B19126. Received from First Things First.

Only for region’s single-parent female-headed families with children 0-17 years was the median income roughly the same as that of Pima County, in both cases the median income being very low (\$23,333 for the region vs. \$23,687 for the county). These data suggest that while an increasing number of parents in the region are employed, they are not working in well-paying jobs and are still in great economic need. This is especially so for women serving as the sole parent of children.

Poverty rates in the region reflect the low median incomes of the region’s families. According to ACS data, estimated poverty rate for all ages of residents and children birth to five years of age in the Pascua Yaqui Tribe region increased from 2005-2009 to 2010-2014 (see Table 16). Almost half (49%) of the region’s young children were estimated to be living in poverty in 2010-2014, somewhat lower than the rate for all Arizona reservations (55%) but much higher than the rate for that age group in Pima County and the state as a whole (29% in both).

Table 16. Children 0-5 and overall population living in poverty

Area	Population	2005-2009	2010-2014
Pascua Yaqui Tribe region	Children (0-5)	41%	49%
	All Ages	36%	46%
All Arizona reservations	Children (0-5)	49%	55%
	All Ages	38%	42%
Pima County	Children (0-5)	26%	29%
	All Ages	16%	19%
Arizona	Children (0-5)	24%	29%
	All Ages	15%	18%

Source: U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table B17001. Received from First Things First.

Housing data provide further context for interpreting median income and poverty data. The percentage of residents of the Pascua Yaqui Tribe region who own their home decreased from the 2005-2009 ACS five-year estimate to the 2010-2014 estimate, and the percentage of residents of the Pascua Yaqui Tribe region who rent their home correspondingly increased (see Table 17). This largely mirrors what is seen in Pima County and state-wide and may be a result of the severe recession that began at the end of the last decade. The percentage of residents of the Pascua Yaqui Tribe region who own their home is considerable lower than for people living on all Arizona reservations, which may in part be due to the very limited availability of new housing for sale on the reservation. According to the Director of the tribe’s Housing Department, the tribe owns all of the rental housing on the reservation (New Pascua). In 2014, the tribe renovated 40 rental units and in 2015 it finished 20 new rental units for seniors, however, it has not built new houses for ownership since 2013 and does not provide financial assistance for down payments or closing costs for purchase.

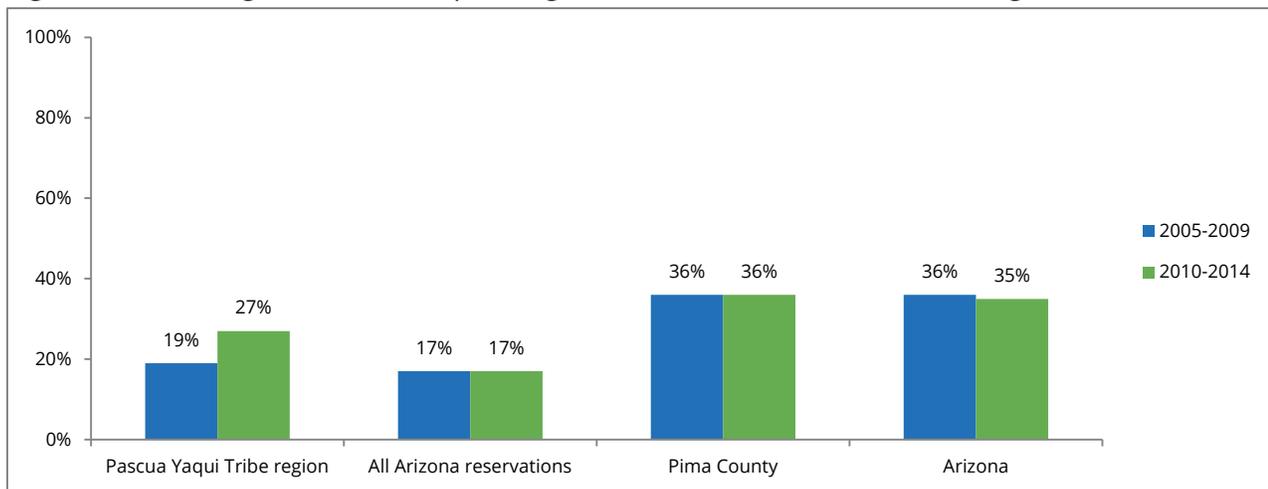
Table 17. Owner vs. renter occupied units

Area	Type of residency	2005-2009	2010-2014
Pascua Yaqui Tribe region	Owned	473 (57%)	419 (50%)
	Rented	361 (43%)	423 (50%)
All Arizona reservations	Owned	31,989 (69%)	32,863 (69%)
	Rented	14,287 (31%)	15,029 (31%)
Pima County	Owned	244,175 (66%)	238,500 (62%)
	Rented	126,089 (34%)	147,655 (38%)
Arizona	Owned	1,535,318 (68%)	1,513,294 (63%)
	Rented	712,852 (32%)	873,952 (37%)

Source: U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table S2502. Received from First Things First.

Whether they rent or own their home, the Pascua Yaqui Tribe region’s residents are estimated to be spending an increasing proportion of their income on housing. The percentage of residents of the region estimated to spend 30% or more of their income on housing increased noticeably from 2005-2009 ACS estimates (19%) to the 2010-2014 ACS estimates (27%) (See Figure 6). This contrasts with all Arizona reservations, Pima County, and the state as a whole, for which the percentage has, respectively, not changed or slightly decreased. Although the data are not broken up by type of family, they suggest that some families with young children must spend a significant portion of their income on housing, reducing resources available for other needs such as food and child care. These housing data – viewed together with the median income, unemployment, and poverty data presented – suggest a strong need for programs and services that assist low-income families in meeting their basic needs.

Figure 6. Percentage of residents spending 30% or more of income on housing



Source: U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table B25002, B25106. Received from First Things First.

Programmatic Assistance

Despite the substantial amount of data showing need for economic assistance in families with young children, it is somewhat surprising that the number of children birth to five years old in the Pascua Yaqui Tribe region receiving benefits from the SNAP (i.e., food stamps) and TANF steadily decreased between 2012 and 2015 according to Arizona Department of Economic Security (DES) (see Table 18). According to the U.S. Census, there were 470 children birth to five years of age residing in the Pascua Yaqui Tribe region in 2010. Assuming that the number of children in this age group remained about the same or grew slightly in years following the 2010 U.S. Census, in 2015 approximately 85% of children 0-5 residing in the Pascua Yaqui Tribe region received SNAP benefits and approximately 17% received TANF benefits. Between 2012 and 2015, the number of children and the number of families with young children receiving SNAP benefits showed only modest change while receipt of TANF benefits showed a more dramatic decrease.

Table 18. SNAP and TANF enrollment for children ages 0-5 and families with children ages 0-5

Area	Program	2012	2013	2014	2015
Children					
Pascua Yaqui Tribe region	SNAP	465	441	423	398
	TANF	163	112	96	81
Pima County	SNAP	41,655	40,328	38,729	35,132
	TANF	4,242	3,699	3,143	2,763
Arizona	SNAP	296,686	290,513	277,345	249,712
	TANF	26,827	24,889	19,884	16,336
Families					
Pascua Yaqui Tribe region	SNAP	286	269	270	268
	TANF	105	71	60	52
Pima County	SNAP	28,671	28,027	26,942	26,124
	TANF	3,240	2,823	2,411	2,162
Arizona	SNAP	197,022	194,599	186,377	179,992
	TANF	20,251	18,642	14,931	12,429

Source: The Arizona Department of Economic Security (2016). [SNAP/TANF Dataset]. Unpublished data. Received from First Things First

While decreases in the number of families with young children receiving TANF benefits may be a result of improvements in employment opportunities as the state’s economy has recovered from severe recession, it contrasts sharply with the need indicated by the poverty data above. It is important to note that in 2015 the Arizona Legislature passed legislation that mandates a one-year lifetime limit on cash assistance to low-income families with children. In the years before the recent severe recession, the lifetime limit on TANF benefits had been two years.⁴² With the new one-year cut-off it is likely that the number of low-income families in the region receiving TANF benefits will continue to decrease. Even for families who qualify for TANF the amount of assistance is minimal – the maximum monthly payment to a family of three with no income in 2016 was \$278.⁴³ The Pascua Yaqui Tribe manages its own TANF allocations (YOEME Services) through the tribe’s Social Services Department and is not bound by State of Arizona regulations; hence, those who qualify for services according to YOEME Services’ eligibility requirements may have access to more extensive TANF benefits. For example, the tribe is not bound by the State of Arizona’s decision to reduce the number of eligible lifetime benefit limit years and the YOEME Services (TANF) Program has had a five-year lifetime benefit limit since its inception in 1998–1999.⁴⁴ YOEME Services also recently amended their service plan to extend six month of services for CPS-involved families after case closure. YOEME Services eligibility criteria include such considerations as income, tribal membership, and family structure (single vs. two-parent).

Data for Ili Uusim Mahtawa’apo Pascua Yaqui Head Start families show a more stable trajectory in the number of families receiving TANF benefits, with the number fluctuating between 2013–2014 and 2015–2016 but not showing a dramatic decline (see Table 19). The number of Head Start families receiving SNAP benefits also fluctuated between 2013–2014 and 2015–2016 (from as low as 70 and as high as 96), with 84 families receiving them in the most recent schoolyear (60% of the 140 families with children enrolled).

Table 19. Ili Uusim Mahtawa’apo Pascua Yaqui Head Start families receiving assistance

Form of assistance	2013-2014 (of total 141 families)	2014-2015 (of total 141 families)	2015-2016 (of total 140 families)
TANF	<10	25	<10
SSI	<10	<10	<10
WIC	22	13	33
SNAP	96	70	84

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2013–2014, 2014–2015, 2015–2016. Received from Manager of Ili Uusim Mahtawa’apo Pascua Yaqui Head Start.

Note: Data suppressed where count is more than 0 but less than 10.

Participation levels in nutrition programs other than SNAP are also good indicators of the economic well-being of the region’s families. Data about usage of the Special Supplemental Nutrition Program for

⁴² Pitzl, M.J. (2016, July 1). Arizona limits poverty aid to 1 year; strictest in U.S. Retrieved from <http://www.azcentral.com/story/news/politics/arizona/2016/07/01/arizona-limits-poverty-aid-1-year-strictest-us/86499262/>

⁴³ Retrieved from https://az.db101.org/az/programs/income_support/tanf/faqs.htm#_q4731

⁴⁴ Private communication with YOEME Services on 2-16-17

Women, Infants, and Children (WIC) is informative. There are two sources of data about WIC usage by families in the Pascua Yaqui Tribe region. Arizona Department of Economic Security (ADES) documents enrollment for all of the agency's offices where women can enroll in WIC. ADHS WIC data include data for mothers who apply at any ADHS WIC office in the area who are identified as living on the Pascua Yaqui reservation. In addition, the Inter Tribal Council of Arizona (ITCA) has an office on the Pascua Yaqui reservation at which any mother who qualifies for WIC may apply for WIC benefits. ITCA maintains its own separate database of women, infants, and children enrolled in the WIC program through the WIC office it operates on the Pascua Yaqui reservation (New Pascua). The ADHS WIC data and ITCA WIC data are from separate data systems and are not intended to contain data for the same individuals.

ADHS WIC data indicates that few families from the Pascua Yaqui Tribe region were receiving WIC through their sites in 2012-2015 but the enrollment numbers showed a downward trend that mirrored trends in Pima County and Arizona (see Table 20). Of the four years reported on, the lowest enrollment for the region for all three populations (i.e., women, infants, and children) was in 2015. Given the low income rates for the Pascua Yaqui Tribe region it seems counterintuitive that WIC enrollment number have gone down and suggests that mothers and young children living in the Pascua Yaqui community are receiving their WIC services through the ITCA site on the reservation. ITCA WIC data shows a much higher number of women, infants, and children enrolled and participating in WIC at their facility in 2015 than the number of Pascua Yaqui mothers living on the reservation documented in ADHS WIC data (see Table 21), although ITCA WIC data may include mothers who are not living in the Pascua Yaqui Tribe region because it can serve all families who qualify for WIC.

Table 20. Enrollment in WIC through sites of Arizona Department of Health Services

	2012	2013	2014	2015
Women				
Pascua Yaqui Tribe region	15	14	15	<10
Pima County	12,251	11,928	11,331	10,797
Arizona	89,730	87,027	84,472	82,860
Children				
Pascua Yaqui Tribe region	26	21	21	13
Pima County	20,742	18,987	17,374	16,383
Arizona	162,376	151,630	143,989	139,485
Infants				
Pascua Yaqui Tribe region	14	16	14	11
Pima County	12,755	12,614	12,197	11,813

	2012	2013	2014	2015
Arizona	92,956	91,420	89,023	87,836

Source: The Arizona Department of Health Services (2016). [WIC Dataset]. Unpublished data. Received from First Things First.
 Note: Data suppressed where count is more than 0 but less than 10.

Table 21. Enrollment in WIC through New Pascua WIC site of Inter Tribal Council of Arizona, 2015

Category	Number enrolled	Number participating
Postpartum breastfeeding mothers	57	50
Postpartum non-breastfeeding mothers	141	129
Pregnant mothers	236	231
Infants	485	467
Children	703	657

Source: Inter Tribal Council of Arizona (2016). [WIC Dataset]. Unpublished data. Received from First Things First.
 Note: This WIC site operated by the Inter Tribal Council of Arizona provides services to both tribal members and non-tribal individuals.

Residents of the Pascua Yaqui Tribe region also participate in subsidized meal programs. The Child and Adult Care Food Program (CACFP) provides meals and snacks to children in locations such as afterschool care centers, child care centers, and child care homes. Adults may also participate at facilities such as adult day care centers and emergency shelters. In 2015, children in the region received 52,879 meals through this program, which included breakfast, lunch and afternoon snack for 140-141 children in Ili Uusim Mahtawa’apo Pascua Yaqui Head Start, and supper provided through the Community Food Bank of Southern Arizona for 48-52 children at the Pascua Yaqui Boys and Girls Club (see Table 22). There is also high participation by children and other of the region’s residents in a summer food program (see Table 23). While no data were available for the Pascua Yaqui Tribe region, Table 24 illustrates that in the county in which the region is located, the rate of eligibility for free and reduced school lunches has remained at about 59% over the last several years. Given high participation in free meal programs by the Pascua Yaqui Tribe region’s youth, and the greater economic challenges for the population in this region compared with the county as a whole in which it resides (described above), it is also likely that many are eligible for the free or reduced school lunch program. The broad reliance on food program meals suggests that such programs play an important role in helping children and some adult residents in the region fulfill their nutritional needs and also suggests a notable level of food insecurity in the region.

Table 22. Child and adult care food program meal totals

	2012	2013	2014	2015
Meal Totals				
Pascua Yaqui Tribe region	45,689	51,786	51,949	52,879*
Pima County	5,314,501	5,530,148	5,646,906	4,648,376
Arizona	20,364,845	20,847,817	20,837,067	22,209,435

Source: Child and Adult Care Food Program (2016) [2012-2015 combined dataset]. Unpublished data. Received from First Things First.

Note: Pascua Yaqui Community counts were from the Pascua Yaqui Head Start for 2012-2014; in 2015, the count also includes provision of meals by the Community Food Bank at the Pascua Yaqui Boys & Girls Club, which had a site classification as an "At-Risk Meal Service Center."

Table 23. Summer food service program meal totals

	2012	2013	2014	2015
Pascua Yaqui Tribe region	4,496*	6,352	5,581	8,410**
Pima County	333,234	321,025	316,406	301,446
Arizona	4,436,660	4,138,208	4,046,104	3,998,264

Source: Arizona Department of Education, Summer Food Service Program (2016). [2012-2015 combined dataset]. Received from First Things First.

Note: Pascua Yaqui Tribe counts were collected from the Pascua Yaqui Head Start. * Count also included a Recreation Center via TUSD.

Note: Count also included a Recreation Center via Boy's and Girl's Club.

Table 24. Rates of children eligible for free or reduced-price school lunches in Pima County and Arizona

	2012	2013	2014	2015	2016
Pima County	58%	59%	60%	60%	59%
Arizona	57%	57%	58%	58%	58%

Source: Arizona Department of Education. (2016). Unpublished dataset. Received from First Things First.



Education Indicators

Why It Matters

Characteristics of education in a region, such as school attendance, standardized tests scores, graduation rates, and the overall level of education of adults, all impact the developmental and economic resources available to young children and their families.⁴⁵ Education in and of itself is an important factor in how able parents and caregivers are to provide for the children in their care. Parents who graduate from high school earn more and are less likely to rely on public assistance programs than those without high school degrees.^{46,47} Higher levels of education are associated with better housing, neighborhood of residence, and working conditions, all of which are important for the health and well-being of children.^{48,49}

Research has shown that educational attainment is one of the most important determinants of long-term health. In contrast, incomplete or poor-quality education can jeopardize a child's prospects for health and well-being.⁵⁰ Developmental progress is most rapid in early childhood when children are best able to learn. Greater sensitivity to experiences and interventions during that time frame can yield life-long impacts on children's cognitive, social, behavioral, and academic futures.⁵¹ Research shows that early reading experiences, opportunities to build vocabularies, and literacy-rich environments are the most effective ways to support literacy development for young children.⁵²

By third grade, reading ability is strongly associated with high school completion. One in six third graders who do not read proficiently will not graduate from high school on time and the rates are even higher (23%) for children who were both not reading proficiently in third grade and living in poverty for at least a year.⁵³ In response to recognizing how important it is that children can read proficiently by the third grade, legislators enacted Arizona Revised Statute §15-701 (also known as the "Move on When Reading" law) which states that, as of school year 2013-2014, a student will not be promoted from the third grade if the student has a score on the statewide reading assessment "that demonstrates that the pupil's reading falls far below the third-grade level." Exceptions exist for English language learners, students with or being evaluated for learning disabilities, and those with reading impairments.⁵⁴

⁴⁵ The following passages rely greatly on the Why It Matters section on Education Indicators in the Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report developed by the Frances McClelland Institute for Children, Youth and Families at the John & Doris Norton School of Family and Consumer Sciences of the University of Arizona.

⁴⁶ Planty, M., Hussar, W., Snyder, T., Provasnik, S., Kena, G., Dinkes, R., KewalRamani, A., & Kemp, J. (2008). *The Condition of Education 2008* (NCES 2008-031). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C. Retrieved from: <http://nces.ed.gov/pubs2008/2008031.pdf>

⁴⁷ Waldfogel, J., Garfinkel, I. and Kelly, B. (2007). *Welfare and the costs of public assistance*. In C.R. Belfield and H.M. Levin (Eds.). *The Price We Pay: Economic and Social Consequences for Inadequate Education*. Washington, DC: The Brookings Institution, 160-174.

⁴⁸ Annie E. Casey Foundation (2013). *The First Eight Years: Giving Kids a Foundation for Lifelong Success*. Retrieved from <http://www.aecf.org/m/resourcedoc/AECF-TheFirstEightYearsKCpolicyreport-2013.pdf>

⁴⁹ Lynch, J., & Kaplan, G. (2000). Socioeconomic position (pp. 13-35). In *Social Epidemiology*. Berkman, L. F. & Kawachi, I. (Eds.). New York: Oxford University Press.

⁵⁰ Grindal, T., Bowne, J. B., Yoshikawa, H., Schindler, H. S., Duncan, G. J., Magnuson, K., & Shonkoff, J. P. (2016). *The added impact of parenting education in early childhood education programs: A meta-analysis*. *Children and Youth Services Review*, 70, 238-249.

⁵¹ *Ibid.*

⁵² Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. National Academies Press.

⁵³ Hernandez, D. (2011). *Double Jeopardy: How Third-grade Reading Skills and Poverty Influence High School Graduation*. The Annie E. Casey Foundation. Retrieved from <http://files.eric.ed.gov/fulltext/ED518818.pdf>

⁵⁴ Arizona State Board of Education (n.d.) Retrieved from <https://azsbe.az.gov/resources/move-when-reading>

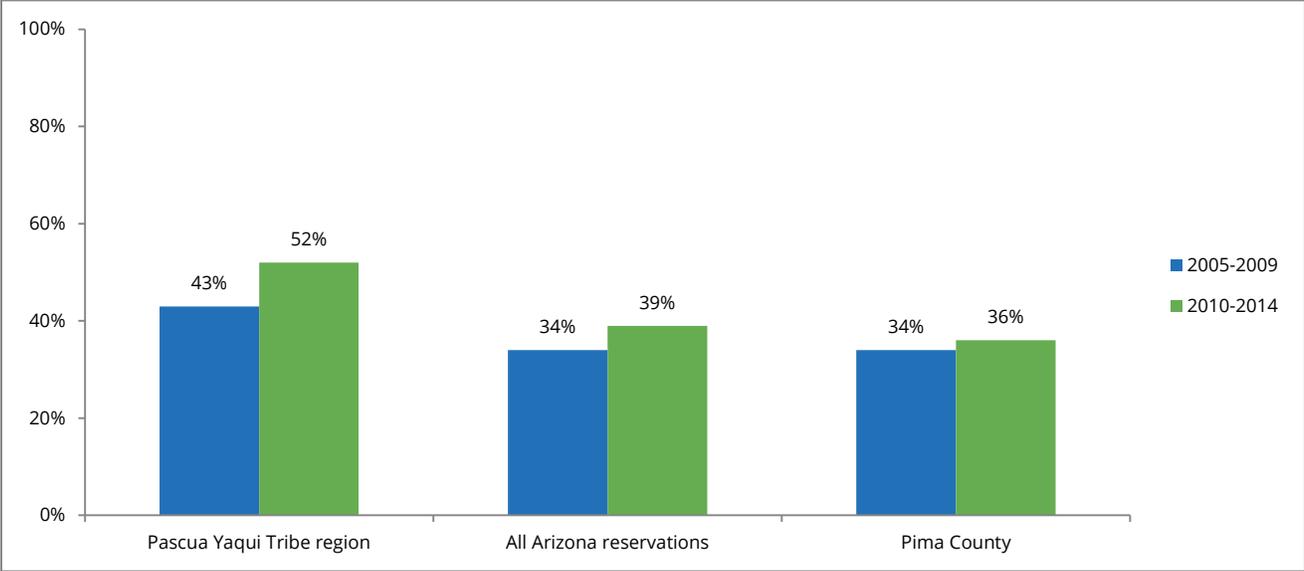
From 2000–2014, the primary in-school performance of students in the public elementary schools in the state was measured using standardized test scores from Arizona’s Instrument to Measure Standards (AIMS). In the 2014–2015 schoolyear, Arizona switched to assess students using Arizona’s Measurement of Educational Readiness to Inform Teaching (AzMERIT). To provide the most recent data available, this single year of student performance data – AzMERIT results – are included in this report. However, this single year of results may not represent student performance levels over time because the assessment was new to teachers and students alike and the test is designed differently than AIMS.

What the Data Tell Us

Educational Indicators for Children

Children living in the Pascua Yaqui Tribe region begin their educational interactions at an early age. According to American Community Survey (ACS) estimates, over the last 10 years, the percentage of Pascua Yaqui children ages 3-4 enrolled in nursery/preschool has been higher than for children of the same age group in Pima County and Arizona (See Figure 7). This may point to the success of the Ili Uusim Mahtawa’apo Pascua Yaqui Head Start program in reaching a high number of the community’s young children. Another contributing factor could be the many child care centers participating in First Things First’s Quality First program that are in close proximity to the reservation where tribal children may receive services as well, including the preschool classrooms at Johnson School.

Figure 7. Percentage of children ages 3-4 enrolled in nursery school/preschool



Source: U.S. Census Bureau (2016). 2005–2009 and 2010–2014 American Community Survey 5–Year Estimates, Table B17001. Received from First Things First.

As they enter and progress through the public education system, children from the Pascua Yaqui Tribe region attend a wide variety of schools, most of them part of TUSD, the largest school district in Tucson, Arizona. In the 2013–2014 schoolyear, the district school with the greatest number of students from the Pascua Yaqui Tribe was Lawrence 3-8 School, with 238 students (see Table 25). That same

year, a large number (160) of the tribe’s younger children attended Johnson Elementary School. The middle schools with the largest Pascua Yaqui student enrollment were Valencia Middle School (56) and Pistor Middle School (49). Older Pascua Yaqui youth attend the school district’s magnet high schools – Tucson Magnet High School (113 Pascua Yaqui students), Cholla High Magnet School (108 Pascua Yaqui students), and Pueblo Communication Arts Magnet High School (48 Pascua Yaqui students). Some of the tribe’s students also attend Hiaki High School, a school on the Pascua Yaqui reservation run in collaboration with Chicanos Por La Causa. Hiaki High School’s curriculum includes an elective Yaqui language course, and other courses offered allow students to get dual-credit for them at Pima Community College. In the 2014-2015 academic year, Hiaki High School had an enrollment of 96 students.⁵⁵

Table 25. Tucson Unified School District schools with enrollment of 15 or more Pascua Yaqui children, 2013-2014 schoolyear

Schools by type	Number of students
Elementary Schools	
Johnson	160
Miller	43
White	38
Warren	26
Vesey	22
K-6th/K-8th/3rd-8th	
Lawrence	238
Roskruge Magnet	50
Safford Magnet	50
Middle Schools	
Valencia	56
Pistor	49
Utterback Magnet	19
High Schools	
Tucson Magnet	113
Cholla High	108

⁵⁵ Enrollment data obtained through phone communication with staff at Chicanos Por La Causa.

Schools by type	Number of students
Pueblo	48

Source: Tucson Unified School District Native American Student Services 2013-2014 Pascua Yaqui Student enrollment data.

Additional data from some of the schools in TUSD attended by children from the Pascua Yaqui Tribe region can provide additional context about the educational environment in which many of the region's students pursue their studies. Data for the 2015 AzMERIT test of third graders show that, similar to student performance across the state, fewer than half of the students at some of the schools that Pascua Yaqui children attend met or exceeded the desired math or reading level, a pattern that was also evident for TUSD as a whole (see Table 26). Low scoring on the tests was common across the state and may have resulted because 2014-2015 was the first academic year this new statewide assessment was implemented and it was dramatically different from the statewide assessment (AIMS) previously used.

Table 26. AzMERIT third grade achievement levels in mathematics and reading for selective schools in Tucson Unified School District attended by children from Pascua Yaqui Tribe region, 2015

	Mathematics percentages					Reading percentages				
	FFB	A	M	E	P	FFB	A	M	E	P
Anna Lawrence Intermediate School	30%	36%	23%	11%	33%	64%	20%	15%	2%	17%
Frances J. Warren Elementary School	38%	31%	29%	2%	31%	38%	31%	24%	7%	31%
John E. White Elementary School	30%	21%	35%	14%	49%	35%	21%	38%	7%	44%
Vesey Elementary School	50%	29%	17%	4%	21%	60%	18%	21%	2%	24%
TUSD	36%	30%	25%	9%	34%	52%	16%	25%	7%	32%
Arizona	28%	31%	29%	13%	41%	44%	16%	30%	10%	40%

Source: Arizona Department of Education. Received from First Things First.

Notes: FFB = Falls Far Below; A = Approaches; M = Meet; E = Exceeds; P = Passing. Passing (P) includes students who meet (M) and exceed (E) the standard.

The percentage of English Language Learner (ELL) students in the third grade, the only grade for which data are available, varies greatly in schools near to the Pascua Yaqui Tribe region that are attended by Pascua Yaqui children – in most of the schools this rate is lower than TUSD, county, and Arizona rates. However, in Frances J. Warren Elementary School the rate is substantially higher than the other nearby schools attended by Pascua Yaqui children (see Table 27). This implies that at least one of the schools that the region's children are likely to attend has high resource needs.

Table 27. Percentage of third grade students at nearby primary and elementary school reported as English Language Learner (ELL)

Schools and comparisons	Percentage of students
Frances J. Warren Elementary School	17%
John E. White Elementary School	4%
Anna Lawrence Intermediate School	6%
Johnson Elementary School	4%
Vesey Elementary School	7%
TUSD	12%
Pima County	17%
Arizona	10%

Source: Arizona Department of Education. (2016). [2015 AzMERIT dataset]. Unpublished data. Received from First Things First.

High school graduation and dropout data provide insight into the degree to which one of the core objectives of early childhood education has been realized – preparing children to succeed in their academic careers. Data for Hiaki High School provided by its principal show substantial fluctuation in graduation and dropout rates for schoolyears 2011-2012 through 2014-2015 (see Table 28). The graduation rate has been as high as 61% and as low as 26%. The dropout rate has varied from 6% to 24%. Data from the Arizona Department of Education (ADE) substantially replicates the graduation numbers and illustrates that the high school’s graduation rates are below those of the state as a whole (and below Pima County in the 2014-2015 schoolyear) (see Table 29). Note, however, that because enrollment at Hiaki High School is small (91-103 students over the four schoolyears) outcomes for just a few students can noticeably affect graduation and dropout rates.

Table 28. Hiaki High School students' graduation and dropout rates (as reported by Hiaki High School's interim principal)

	2011-2012	2012-2013	2013-2014	2014-2015
Graduation rate	26%	35%	61%	59%
Drop-out rate	21%	24%	6%	11%
Number of students enrolled	91	103	93	96

Source: Graduation rates and dropout rates were obtained by First Things First from the interim principal of Hiaki High School. Enrollment numbers were obtained from Chicanos Por La Causa, which operates Hiaki High School in collaboration with the tribe. Graduation rates presented here differ from those in the Arizona Department of Education dataset.

Table 29. High school graduation rates (as reported by Arizona Department of Education)

	2010-2011	2011-2012	2012-2013	2013-2014
4-year rate				
Hiaki High School	24%	26%	37%	61%
Pima County	-	-	-	71%
Arizona	78%	77%	75%	76%
5-year rate				
Hiaki High School	40%	45%	70%	65%
Pima County	-	-	-	77%
Arizona	81%	80%	79%	80%

Source: Arizona Department of Education. (2016). Received from First Things First
 Note: Pima County data were not available prior to the 2013-2014 school year.

Educational Indicators for Adults

The region's overall educational attainment, the highest level of education achieved by its adult residents, lags behind Pima County and the state as whole but in some areas has been showing improvement in recent years. ACS estimates indicate that the percentage of adults 25 years of age and older who have not completed high school has decreased from 41% for 2005-2009 to 35% for 2010-2014 (see Table 30). Mirroring this decrease in not completing high school is an increase in the percentage of adults who have completed some college or professional school (30% for 2010-2014). While the percentage of adults 25 years of age or older who have completed a bachelor's degree or higher degree went up in the later five-year estimate to three percent, it still was lower than all

Arizona reservations (8%) and considerably lower than that of Pima County (30%) or the state as a whole (27%).

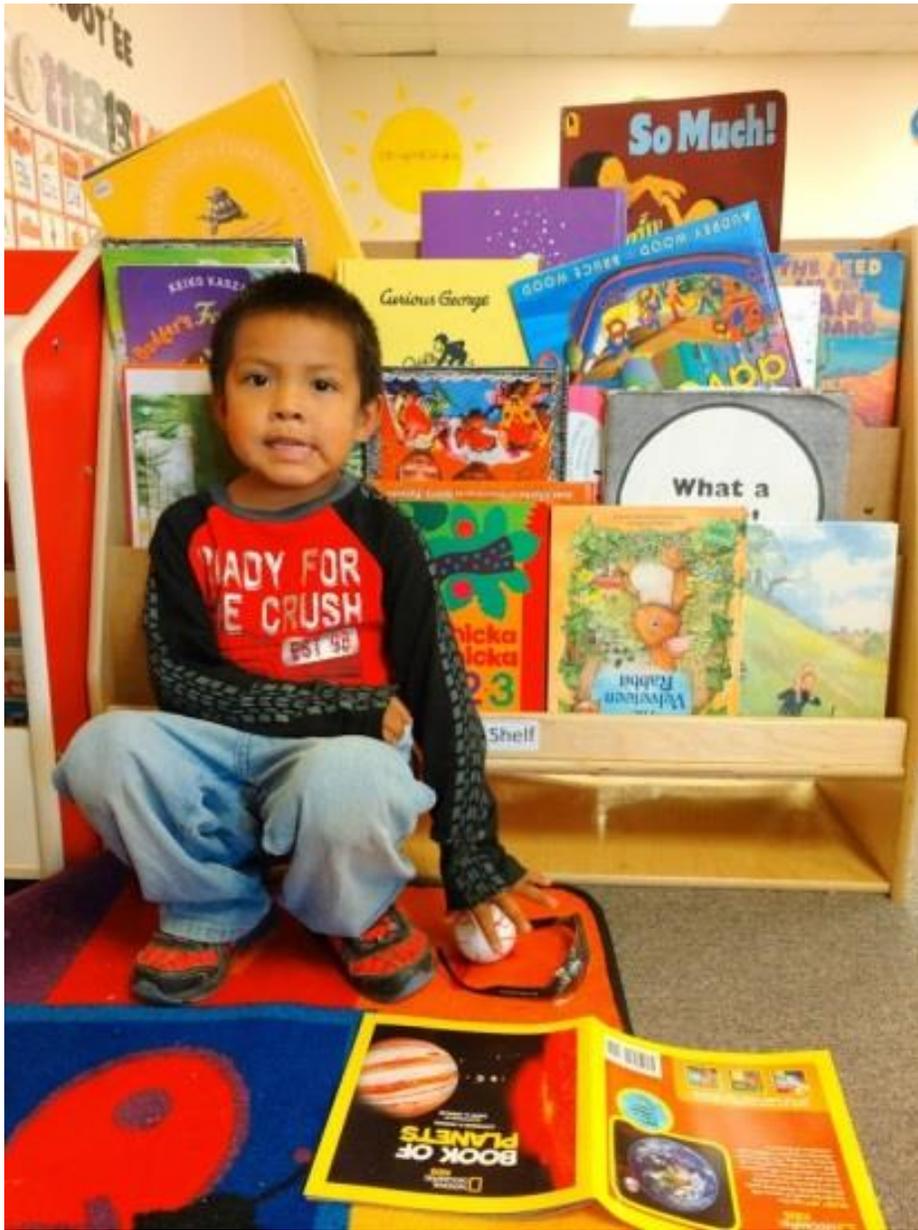
Table 30. Educational attainment of adults (25 years of age and older), 5-year estimates

	2005-2009	2010-2014
Less than high school		
Pascua Yaqui Tribe region	41%	35%
All Arizona reservations	35%	28%
Pima County	14%	13%
Arizona	16%	14%
High school or GED		
Pascua Yaqui Tribe region	35%	32%
All Arizona reservations	33%	34%
Pima County	24%	23%
Arizona	26%	25%
Some college or professional school		
Pascua Yaqui Tribe region	22%	30%
All Arizona reservations	25%	29%
Pima County	33%	35%
Arizona	33%	34%
Bachelor's degree or more		
Pascua Yaqui Tribe region	2%	3%
All Arizona reservations	7%	8%
Pima County	29%	30%
Arizona	26%	27%

Source: U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table B15002. Received from First Things First.

These educational data suggest an improving educational environment for the region's children but that additional efforts are needed "upstream" from early education to build on early successes. Given the high percentage of adults in the region with less than a high school education, they also suggest that social service and health program written materials (paper materials such as brochures and forms as well as information posted on tribal department websites) need to be written using language that "user-friendly" for clientele who may have a lower literacy rate. For the same reason, some clientele may need assistance reading materials and completing forms, this having implications for the length of scheduled appointments.

On a broader level, educational attainment is an important indicator because how much education an individual has will strongly affect their ability to earn a good living and provide well for their children. Education can also provide parents with information useful for parenting, the skills for obtaining information to better care for their children, and the ability to effectively advocate for their children in educational, medical, and other settings.



Early Learning

Why It Matters

The human brain is at its peak of plasticity in early childhood, and adversity early in life can weaken the foundation upon which future learning will be built.⁵⁶ In other words, positive developmental experiences early in life are essential to our capacity for learning for the rest of our lives.⁵⁷ Research has shown that the experiences that children have from birth to five years of age have “lifelong benefits for children, including an increased ability to learn, greater achievement in school and later life, citizenship, involvement in community activities, and overall quality of life.” Investing in high-quality early childhood programs, particularly for disadvantaged children, provides substantial benefits to society through increased educational achievement and employment, reductions in crime, and better overall health of those children as they mature into adults.^{58, 59} Children who receive high-quality preschool repeat grades less frequently, obtain higher scores on standardized tests, experience fewer behavior problems, and are more likely to graduate from high school.⁶⁰ From an economic standpoint, supporting children in early childhood has a great return on investment^{61,62} and current research on early childhood interventions programs shows average returns of \$3 to \$4 for every dollar spent on programs, with upper estimates reaching \$17.⁶³

Yet families can have difficulty accessing quality, affordable early care and education opportunities. The availability of quality preschool opportunities can be limited, especially in rural and economically-depressed areas,⁶⁴ and even where available, the cost can be prohibitive. The annual cost of full-time, center-based care for a young child in Arizona is only slightly less than a year of tuition and fees at a public college.⁶⁵ Although the U.S. Department of Health and Human Services recommends that parents spend no more than 10 percent of their family income on child care,⁶⁶ the cost of center-based care for a single infant is an estimated 17% of an average Arizona family’s income; care for toddlers and 3-5 year old is an estimated 15% and 11%, respectively.⁶⁷ Family characteristics that are associated with reduced access to and use of early care and education opportunities for their young children include

⁵⁶ The following passages rely greatly on the Why It Matters section on Early Learning in the Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report developed by the Frances McClelland Institute for Children, Youth and Families at the John & Doris Norton School of Family and Consumer Sciences of the University of Arizona.

⁵⁷ Hahn, R. A., Barnett, W. S., Knopf, J. A., Truman, B. I., Johnson, R. L., Fielding, J. E., ... & Hunt, P. C. (2016). Early Childhood Education to Promote Health Equity: A Community Guide Systematic Review. *Journal of Public Health Management and Practice: JPHMP*.

⁵⁸ The Heckman Equation (2013). *The Heckman Equation Brochure*. Retrieved from <http://heckmanequation.org/content/resource/heckman-equation-brochure-0>

⁵⁹ The Heckman Equation (n.d.). *Research Summary: Abecedarian & Health*. Retrieved from <http://heckmanequation.org/content/resource/research-summary-abecedarian-health>

⁶⁰ Annie E. Casey Foundation (2013). *The First Eight Years. Giving Kids a Foundation for Lifelong Success*. Retrieved from <http://www.aecf.org/m/resourcedoc/AECF-TheFirstEightYearsKCPolicyreport-2013.pdf>

⁶¹ Britto, P. R., Lye, S. J., Proulx, K., Yousafzai, A. K., Matthews, S. G., Vaivada, T., ... & MacMillan, H. (2016). Nurturing care: promoting early childhood development. *The Lancet*, 389, p91-102.

⁶² Executive Office of the President of the United States. (2014). *The Economics of Early Childhood Investments*. Retrieved from https://www.whitehouse.gov/sites/default/files/docs/early_childhood_report1.pdf

⁶³ Karoly, L. A. (2016). *The Economic Returns to Early Childhood Education*. *The Future of Children*, 26 (2), 37-55.

⁶⁴ Colker, L.J. & Dewees, S. (2000). *Child care for welfare participants in rural areas. Administration for Children and Families' Rural Welfare to Work Project Rural Welfare Issues Brief*, 1-8. Retrieved from https://www.acf.hhs.gov/sites/default/files/opre/cc_for_welfare.pdf.

⁶⁵ Child Care Aware® of America (2014). *Parents and the High Cost of Child Care. 2014 Report*. Retrieved from https://www.ncsl.org/documents/cyf/2014_Parents_and_the_High_Cost_of_Child_Care.pdf

⁶⁶ U.S. Department of Health and Human Services, Child Care Bureau (2008). *Child Care and Development Fund: Report of state and territory plans: FY 2008-2009. Section 3.5.5 – Affordable co-payments*, p. 89. Retrieved from <http://www.researchconnections.org/childcare/resources/14784/pdf>

⁶⁷ The cost of center-based care as a percentage of income is based on the Arizona median annual family income of \$58,900.

parents' education status, low socio-economic status, being a single-parent household, and ethnicity.⁶⁸ These family characteristics have also been recognized as risk factors for poorer life outcomes for children.⁶⁹

What the Data Tell Us

Child Care Capacity

Families with young children living in Pascua Yaqui Tribe region have a range of child care options within and near the Pascua Yaqui Tribe region. Quality First is a First Things First initiative to improve early learning in Arizona that assesses programs in key early education domains and based on this assessment gives each program a rating of one to five stars, and assists programs in continuous quality improvement.⁷⁰

Within a five-mile radius of the Pascua Yaqui Tribe region are 14 center-based facilities (child care centers based at schools, Head Start programs, and private child care centers) and 11 Arizona Department of Economic Security (DES) Family Child Care Homes that participate in First Things First's Quality First Star Rating system (although fewer than half of these centers or home providers have received a rating of Quality or higher from First Things First) (see Tables 31 and 32). The Quality First website also identifies providers in the Pascua Yaqui Tribe region. Although there are no providers in the Pascua Yaqui Tribe region that are currently participating in Quality First, Ili Uusim Mahtawa'apo Pascua Yaqui Head Start recently applied to participate in the system and has begun to receive services provided by Quality First⁷¹ (see Table 33). Table 33 also notes that there are 12 Family Child Care Homes in the Pascua Yaqui Tribe region. These Family Child Care Homes can provide care for up to 48 children given state regulations that allow such homes to care for up to 4 children birth to 12 years of age for compensation and a maximum of 6 children.⁷²

⁶⁸ Hahn, R. A., Barnett, W. S., Knopf, J. A., Truman, B. I., Johnson, R. L., Fielding, J. E., ... & Hunt, P. C. (2016). Early Childhood Education to Promote Health Equity: A Community Guide Systematic Review. *Journal of Public Health Management and Practice*, 0 (0), p1-8.

⁶⁹ Landry, S. H., Zucker, T. A., Taylor, H. B., Swank, P. R., Williams, J. M., Assel, M., & Phillips, B. M. (2014). Enhancing early child care quality and learning for toddlers at risk: The responsive early childhood program. *Developmental Psychology*, 50 (2), 526.

⁷⁰ A 1-star rating (Rising Star) = committed to quality improvement; a 2-star rating (Progressing Star) = approaching quality standards; a 3-star rating (Quality) = meets quality standards; a 4-star rating (Quality Plus) = exceeds quality standards; a 5-star rating (highest Quality) = far exceeds quality standards. Retrieved from <http://qualityfirstaz.com/providers/star-ratings/>

⁷¹ Personal communication from the Regional Director of the Pascua Yaqui Tribe Regional Partnership Council

⁷² Retrieved from <https://des.az.gov/services/basic-needs/child-care/family-child-care-homes>.

Table 31. Child care facilities within 5 miles of the Pascua Yaqui Tribe region participating in Quality First and their Quality First Star Ratings

Provider	Rating
Centers	
Grijalva P.A.C.E. Program (TUSD)	Quality Plus
Little Castle Childcare and Preschool (2 locations)	Quality
De Colores Learning Center and Childcare	Quality
Warren Elementary School (TUSD)	Quality
Mulcahey City/YMCA	Quality
La Petite Academy	Progressing Star
Johnson Primary P.A.C.E./Explorer (TUSD)	Progressing Star
New Life Day Care	Progressing Star
Maldonado Title 1 P.A.C.E. (TUSD)	Progressing Star
Liberty Head Start	No rating
Little Friends Learning Center	No rating
Herencia's Guadalupe Lab Schools	No rating
Mary Belle McCorckle Title I P.A.C.E. (TUSD)	No rating
Tribal	
San Xavier Head Start/Child Care	Progressing Star

Source: Quality First search tool for facilities within 5 miles of zip codes 85746 and 85757. Retrieved from <http://www.qualityfirstaz.com/search/>

Table 32. Child care home providers within 5 miles of the Pascua Yaqui Tribe region participating in Quality First and their Quality First Star Ratings

Provider	Rating
Home	
Marita's Child Care	Highest Quality
Donna's Child Care	Quality
Grand Star Childcare	Quality
Yolanda's Childcare	Quality
Tiny Toone Adventures Child Care	Quality
Mi Casita Childcare	Progressing Star
Marmion Child Care	Progressing Star
My Small World Group Home	Progressing Star
Leticia's Child Care	Progressing Star
M & M Childcare	Progressing Star
Angeles Child Care L.L.C.	No rating

Source: Quality First search tool for facilities within 5 miles of zip codes 85746 and 85757. Retrieved from <http://www.qualityfirstaz.com/search/>

Table 33. Child care options in the Pascua Yaqui Tribe region identified by Quality First

Type	Number of facilities	Quality First status	Capacity
Family Child Care Homes	12	Providers not enrolled in Quality First	48
Ili Uusim Mahtawa'apo Pascua Yaqui Head Start	1	Pending Quality First enrollment	141
Total	13		189

Source: Quality First search tool for FTF regions. Retrieved from <http://datacenter.azftf.gov/az-quality-first>

Note: According to state regulations (<https://des.az.gov/services/basic-needs/child-care/family-child-care-homes>), Family Child Care Homes may care for up to 4 children birth to 12 years of age for compensation and a maximum of 6 children; no more than 2 children may be younger than one-year-old unless they are a sibling group.

Within the Pascua Yaqui Tribe region, Ili Uusim Mahtawa'apo Pascua Yaqui Head Start can serve up to 141 children 3-4 years old and there are 24 certified/licensed Family Home Providers. These local resources offer the convenience of greater accessibility and are, perhaps for some parents, more culturally appropriate. Family Home Providers who are certified/licensed by the tribe can each provide care for up to five children with the costs subsidized by the Pascua Yaqui Tribe for children

who are tribally-enrolled (see Table 34). In the 2015-2016 schoolyear, Ili Uusim Mahtawa'apo Pascua Yaqui Head Start served 64 three-year-olds and 76 four-year-olds (see Table 35). This represents a substantial proportion of the Pascua Yaqui Tribe region's children in this age group (see Table 2 above); however, Ili Uusim Mahtawa'apo Pascua Yaqui Head Start is a federal program that provides services to families on and off the reservation (five miles around the reservation), so children can attend Head Start who do not reside in the region covered by Pascua Yaqui Tribe reservation boundaries.

Table 34. Child care options in the Pascua Yaqui Tribe region, 2016

Service/support	Number	Capacity
Head Start: school day for 3 and 4 year olds only	1	141
Number of Early Care and Education Centers	0	N/A
Number of Family Home Providers Certified/Licensed by Pascua Yaqui Social Services*	24	120

Source: Pascua Yaqui Tribe Social Services Department

Note: Family Home Providers can have up to 5 children (or 4 if one of the children is an infant) in addition to their own but not to exceed 6 total.

Table 35. Ili Uusim Mahtawa'apo Pascua Yaqui Head Start child enrollment by age

Age (in years)	2013-2014	2014-2015	2015-2016
3	51	51	64
4	89	89	76
5 or older	1	1	0
Total	141	141	140

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2013-2014, 2014-2015, 2015-2016. Received from Manager of Ili Uusim Mahtawa'apo Pascua Yaqui Head Start.

Child Care Need

It is difficult to determine whether this degree of child care capacity is sufficient to meet the child care needs of the region's families. Based on American Community Survey (ACS) 5-year estimates for 2010-2014 for families with children birth to five years old where all of the parents in the household are working, it appears that as many as 291 young children in the region require child care (see Table 36). While many of the region's 3-4 years old are being served by Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, the program is currently functioning at maximum capacity. It is currently working to expand its program to include Early Head Start and, thereby, be able to serve some of the region's 0 to 2-year-olds as well. Still, the care provided in this setting is limited to a school day and not sufficient for many working parents. Further, the apparent capacity of licensed Family Home Providers may also over-represent actual capacity. Family Home Providers are not required to take the maximum possible number of children. The Pascua Yaqui Tribe Childcare Feasibility Study illustrated that traditional

capacity numbers are not fully representative for a population such as that of the Pascua Yaqui community, where many working parents have child care needs in evening and nighttime hours due to jobs with the casinos or public service such as the police department.⁷³

Table 36. Estimated child care need for children ages 0-5 in the region based on children in households where all parents work, 2010-2014

Number of parents	Work status of parent(s)	Number of children
Two parents	Both work	39
Single parent	Father working	96
	Mother working	156
All Parents in the labor force		291

Source: U.S. Census Bureau (2016). 2010-2014 American Community Survey 5-Year Estimates, Table B23008. Received from First Things First.

Child care facilities and child care homes within five miles of the region offer some additional capacity and, in some cases, expanded hours, but transportation to those locations and child care costs are likely to be a challenge for parents in the region. The cost of child care varies greatly for parents, dependent on the number of hours of care needed (i.e., part-time or full-time), age of the child, type of facility, and licensing/certification status. For example, in 2014 the average daily cost of full-time care at a licensed center was \$39 for an infant (under age one), \$33.50 for a toddler (1-2 years of age), and \$30 for a preschooler (3-5 years of age) (see Table 37). Full-time care at an approved family child care home, certified group home, or unregulated home average in cost from \$24 to \$27 dollars per day for children in the three age ranges. Based on these average child care costs for licensed centers and ACS 2010-2014 estimates of the median income of families in the Pascua Yaqui Tribe region, a family may spend 30-39% of its income for child care.

⁷³ LeCroy & Milligan Associates. (2014). Pascua Yaqui Tribe Childcare Feasibility Study.

Table 37. Pima County early child care centers' average daily cost

		2012		2014	
		Full-time	Part-time	Full-time	Part-time
Licensed centers	Infant (under 1 year of age)	\$38.00	\$33.40	\$39.00	\$28.80
	Toddler (age 1 and 2)	\$32.56	\$25.00	\$33.50	\$25.40
	Preschooler (age 3, 4, and 5)	\$31.00	\$22.20	\$30.00	\$23.00
Approved Family Child Care Homes (includes DES Certified Homes and ADE Alternate Approval Homes)	Infant (under 1 year of age)	\$25.00	\$15.00	\$25.00	\$15.00
	Toddler (age 1 and 2)	\$24.00	\$15.00	\$25.00	\$15.00
	Preschooler (age 3, 4, and 5)	\$23.00	\$15.00	\$25.00	\$15.00
Certified Group Homes	Infant (under 1 year of age)	\$25.00	\$18.00	\$25.00	\$19.00
	Toddler (age 1 and 2)	\$25.00	\$18.00	\$25.00	\$19.00
	Preschooler (age 3, 4, and 5)	\$25.00	\$18.00	\$25.00	\$19.00
Unregulated Homes (listed with a Child Care Resource & Referral agency)	Infant (under 1 year of age)	\$28.00	\$18.00	\$27.00	\$20.50
	Toddler (age 1 and 2)	\$28.00	\$18.00	\$26.00	\$21.00
	Preschooler (age 3, 4, and 5)	\$25.00	\$18.00	\$26.00	\$20.50

Source: Arizona Department of Economic Security, Division of Employment and Rehabilitation Services, Child Care Administration. Child Care Market Rate Survey (2012 and 2014). Received from First Things First.

Table 38 illustrates that even in Pima County more generally, the cost of early child care can consume a substantial percentage of a family's income. Moreover, that percentage increased from the 2005-2009 estimate to the 2010-2014 estimate (see Figure 8). The financial impact of child care costs on the region's families may be somewhat lessened by child care subsidies for low-income families provided by the Arizona Department of Economic Security. In 2015, of the 36 families in the region eligible for such subsidies, 34 (94%) received them; 59 of the 63 eligible children (94%) received them in the same year (see Table 39). For the years 2013 to 2015, a small number of the region's families and children were on a waiting list for the child care subsidy (see Table 40), demonstrating modest unmet need in the region. The tribe also offers a child care subsidy for eligible enrolled tribal children through its Pascua Yaqui Tribe Child Care and Development Fund (CCDF)⁷⁴. For center-based child care this subsidy ranges from \$22-\$25 per day, depending on the child's age (see Table 41). For care with a family home provider, the daily subsidy is from \$19-\$25. The number of families that can receive a child care subsidy is dependent on the amount of federal funding the tribe receives from the U.S. Department of Health and Human Services. According to the Pascua Yaqui Tribal Child Care Program Coordinator, there has been no wait list for subsidies for years, and few families that apply have been ruled ineligible

⁷⁴ According to the Tribe's Child Care Coordinator, the Tribe applies for funding annually from the Child Care and Development Fund (CCDF) based on a child count. However, every three years, the Tribe's CCDF Plan serves as its application for CCDF funds. The plan contains specific assurances and certifications required by the Child Care and Development Block Fund (CCDBF) statute, under which CCDF funding is provided.

due to having too high an income. In 2016, the tribe instituted new eligibility criteria based on net income and family size to make the subsidy more of a “sliding scale.”⁷⁵

Table 38. Cost of early child care using licensed centers for young children (percentage of family incomes)

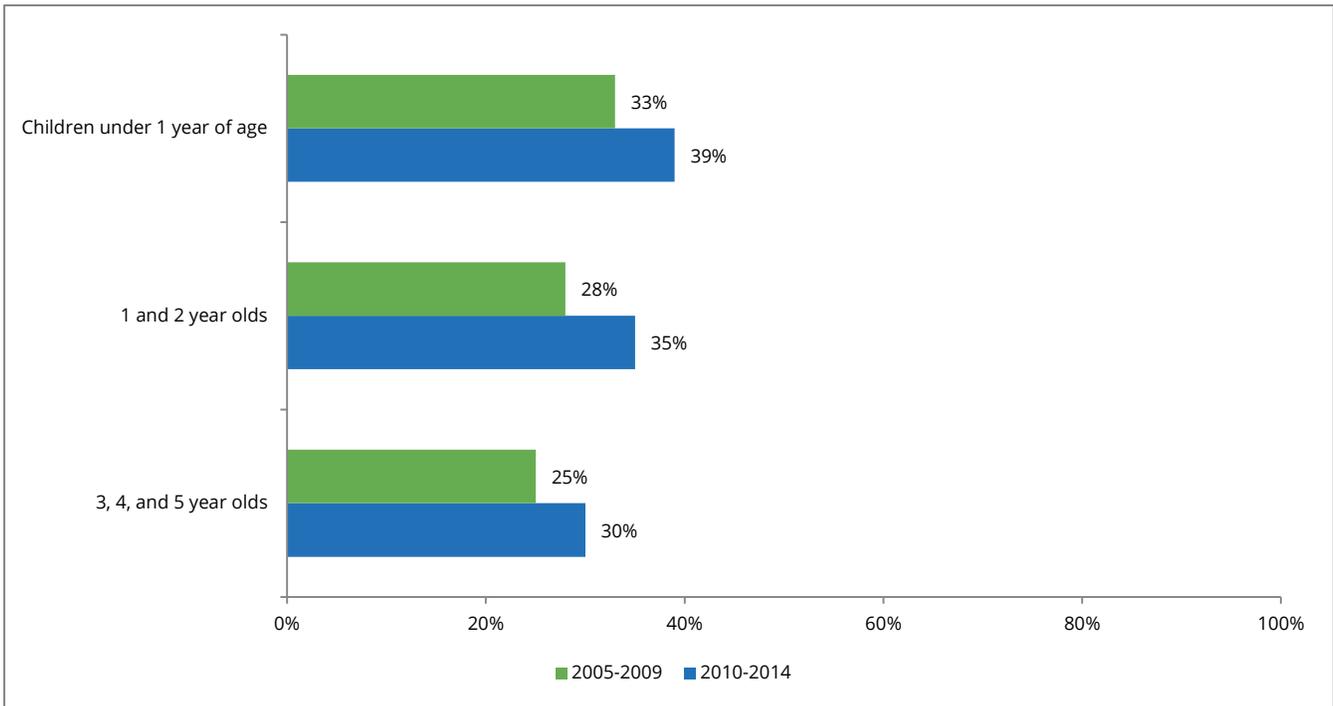
		2005-2009	2010-2014
Pima County	Children under 1 year of age	33%	39%
	1 and 2 year olds	28%	35%
	3, 4, and 5 year olds	25%	30%
Arizona	Children under 1 year of age	31%	36%
	1 and 2 year olds	26%	32%
	3, 4, and 5 year olds	25%	28%

Source: Arizona Department of Economic Security, Division of Employment and Rehabilitation Services, Child Care Administration. Child Care Market Rate Survey (2012 and 2014); U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table B19126. Received from First Things First.

Note: Numerators used to calculate percentages in this table were obtained from the Child Care Market Rate Surveys. Denominators used were from the American Community Survey 5-Year Estimates for median income for families with children 0-17 years of age - \$30,610 in 2005-2009 and \$28,324 in 2010-2014. Income data for families with children 0-5 years of age were not available.

⁷⁵ Personal communication with Pascua Yaqui Tribal Child Care Program Coordinator.

Figure 8. Change in average percentage of family income needed to meet cost of early child care using licensed centers for young children – Pima County



Source: Arizona Department of Economic Security, Division of Employment and Rehabilitation Services, Child Care Administration. Child Care Market Rate Survey (2012 and 2014); U.S. Census Bureau (2016). 2005-2009 and 2010-2014 American Community Survey 5-Year Estimates, Table B19126. Received from First Things First.

Note: Numerators used to calculate percentages in this table were obtained from the Child Care Market Rate Surveys. Denominators used were from the American Community Survey 5-Year Estimates for median income for families with children 0-17 years of age - \$30,610 in 2005-2009 and \$28,324 in 2010-2014.

Table 39. Families and children eligible for and receiving DES child care subsidy

			2013	2014	2015
Number					
Eligible	Children	Pascua Yaqui Tribe region	69	72	63
		Pima County	6,399	6,389	9,338
		Arizona	28,429	29,180	43,860
	Families	Pascua Yaqui Tribe region	43	43	36
		Pima County	4,421	4,471	6,524
		Arizona	19,086	19,791	29,906
Number (percentage of eligible)					
Receiving	Children	Pascua Yaqui Tribe region	70 (101%)*	62 (86%)	59 (94%)
		Pima County	6,256 (98%)	5,960 (93%)	8,425 (90%)
		Arizona	27,041 (95%)	26,685 (91%)	38,855 (89%)
	Families	Pascua Yaqui Tribe region	42 (98%)	38 (88%)	34 (94%)
		Pima County	4,340 (98%)	4,194 (94%)	5,947 (91%)
		Arizona	18,218 (95%)	18,184 (92%)	26,743 (89%)

Source: Arizona Department of Economic Security. (2016). [unpublished dataset]. Received from First Things First.

Note: *70 children in the Pascua Yaqui Tribe region were reported as receiving a DES child care subsidy, one child more than was reported as being eligible.

Table 40. Number of families and children ages 0-5 on priority (waiting) list for DES child care subsidy

		2013	2014	2015
Children	Pascua Yaqui Tribe region	<10	<10	<10
	Pima County	1,087	1,097	1,133
	Arizona	5,094	5,195	5,140
Families	Pascua Yaqui Tribe region	<10	<10	<10
	Pima County	601	557	830
	Arizona	2,774	2,739	3,683

Source: Arizona Department of Economic Security. (2016). [unpublished dataset]. Received from First Things First.

Note: Where the total number of children was less than 10 (<10), the number was suppressed to protect confidentiality.

Table 41. Pascua Yaqui Tribe Child Care and Development Fund subsidy, per day

	Fiscal Year 10/2015-9/2016	
	Family home provider	Center
Infant	\$20.00	\$25.00
1-2 year old	\$19.00	\$22.00
3-5 year old	\$19.00	\$22.00

Source: Pascua Yaqui Tribe Social Services Department

Despite the availability of child care subsidies, affording child care and particularly licensed child care is likely a challenge for many Pascua Yaqui parents given the region’s high poverty rates and families’ low annual median income. Even for those who receive the subsidy, the subsidy is not enough to cover full-time care.

Special Needs

While for many of the region’s parents, placing and keeping their children in affordable quality child care can be difficult, parents of a child who has a developmental disability face additional challenges. In each year from 2012 to 2014 a small number of children ages 0-35 months were referred to the Arizona Early Intervention Program (AzEIP), a state interagency collaboration with community providers that provides support and services to young children with developmental delays or disabilities and their families (see Table 42). Where there are concerns, children may also be referred to the state’s Department of Developmental Disabilities (DDD) for screening and, if assessed eligible, services. DDD referrals of children 0 to 2.9 years in State Fiscal years (SFYs) 2012, 2013, 2014, and 2015 were zero or very small for Pascua Yaqui Tribe region residents (see Table 43), due at least in part to the relatively small number of children in this age range. The number of children served by DDD was also small, although the exact numbers are suppressed to protect confidentiality. In each of the same fiscal years, there were also a small number of children 3 to 5.9 years old in the region referred to and served by DDD (see Table 44) but, again, exact numbers are suppressed due to their small size.

Table 42. Number of children referred for and receiving AzEIP referrals and services

		State Fiscal Year 2013		State Fiscal Year 2014		State Fiscal Year 2015	
		Referred	Served	Referred	Served	Referred	Served
Pascua Yaqui Tribe region	0-12 months	<10	0	<10	0	<10	<10
	13-24 months	<10	<10	<10	0	<10	<10
	25-35 months	<10	<10	<10	<10	<10	<10
Pima County	0-12 months	294	89	345	100	580	350
	13-24 months	459	177	556	199	859	433
	25-35 months	821	404	848	369	608	473
Arizona	0-12 months	2,472	634	2,651	746	4,691	2,860
	13-24 months	3,389	1,546	3,669	1,659	5,523	3,660
	25-35 months	4,854	2,619	5,421	2,843	4,236	3,519

Source: Arizona Department of Economic Security. (2016) [unpublished dataset]. Received from First Things First.

Note: Where the total number of children was less than 10 (<10), the number was suppressed to protect confidentiality.

Table 43. Number of children with Department of Developmental Disabilities (DDD) referrals and services, ages 0-2.9 years

		State Fiscal Year 2012	State Fiscal Year 2013	State Fiscal Year 2014	State Fiscal Year 2015
		Referred	0	<10	0
Pascua Yaqui Tribe region	Served	<10	<10	0	<10
	Referred	162	290	338	324
Pima County	Served	310	340	327	311
	Referred	1,439	2,186	2,479	2,484
Arizona	Served	2,646	2,693	2,341	2,336

Source: Arizona Department of Economic Security. (2016) [unpublished dataset]. Received from First Things First.

Note: Where the total number of children was less than 10 (<10), the number was suppressed to protect confidentiality.

Table 44. Number of children with Department of Developmental Disabilities (DDD) referrals and services, ages 3-5.9 years

		State Fiscal Year 2012	State Fiscal Year 2013	State Fiscal Year 2014	State Fiscal Year 2015
Pascua Yaqui Tribe region	Referred	<10	<10	<10	<10
	Served	<10	<10	<10	<10
Pima County	Referred	200	196	237	227
	Served	268	267	256	265
Arizona	Referred	1,393	1,401	1,804	1,969
	Served	2,563	2,600	2,533	2,540

Source: Arizona Department of Economic Security. (2016) [unpublished dataset]. Received from First Things First.
 Note: Where the total number of children was less than 10 (<10), the number was suppressed to protect confidentiality.

Screening and referral are the first steps in children with special needs getting the additional assistance they need but utilizing services that are available is equally important. Table 45 shows that few DDD service visits are typically made in the Pascua Yaqui Tribe region, however due to the suppression of small numbers of children needing services (see Tables 43 and 44 above), it is not possible to tell from these data whether this represents a gap in services or simply a low need for service visits.

Table 45. Number of DDD service visits provided

		State Fiscal Year 2012	State Fiscal Year 2013	State Fiscal Year 2014	State Fiscal Year 2015
Pascua Yaqui Tribe region	0-2.9 years old	47	69	0	<10
	3-5.9 years old	<10	42	67	25
Pima County	0-2.9 years old	13,141	16,428	13,697	13,969
	3-5.9 years old	29,504	27,830	28,344	28,294
Arizona	0-2.9 years old	168,992	158,496	130,486	120,519
	3-5.9 years old	363,468	374,440	367,590	358,322

Source: Arizona Department of Economic Security. (2016) [unpublished dataset]. Received from First Things First.
 Note: Where the total number of children was less than 10 (<10), the number was suppressed to protect confidentiality.

In some cases, the education system and AzeIP/DDD could meet children’s special needs but families have not sought services through these avenues. Ili Uusim Mahtawa’apo Pascua Yaqui Head Start data provides additional information about disabilities in early childhood by reporting on children who required an Individualized Education Plan (IEP). Children needing special education services must, by law, be given an IEP. In the 2014-2015 reporting year, 25 out of the 141 children enrolled in Ili Uusim

Mahtawa'apo Pascua Yaqui Head Start (18%) had an IEP; in 2015-2016, 30 out of 140 children (21%) had an IEP (see Table 46). Some children were identified as having a speech or language impairment and some as having a non-categorical developmental delay. Table 47 illustrates that many children are identified as needing an IEP during enrollment at Ili Uusim Mahtawa'apo Pascua Yaqui Head Start; in 2015-2016 schoolyear, of the children with an IEP, 26 (87%) were determined during school enrollment to need an IEP.⁷⁶ These data suggest that the Head Start program may play an important role in identifying young children's special needs. Children not enrolled in the Head Start may not receive a developmental screening allowing for proper identification of a special need, which can prevent children from receiving needed supports and services in a timely fashion. Parents can have their children screened for special needs at no cost through TUSD's Child Find, which provides screening services for young children between 2 years nine month old and five-years-old.

Table 46. Ili Uusim Mahtawa'apo Pascua Yaqui Head Start counts of preschool children with an Individualized Education Plan (IEP)

	Schoolyear		
	2013-2014	2014-2015	2015-2016
All children in Head Start with an Individualized Education Plan (IEP) indicating they are eligible to receive special education and related services	<25	25	30
Children with an IEP whose primary disability is a speech or language impairments	<25	<25	<25
Children with an IEP whose primary disability is a non-categorical/ developmental delay	<25	<25	<25
Total number of children enrolled in Head Start	141	141	140

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2013-2014, 2014-2015, 2015-2016. Received from Manager of Ili Uusim Mahtawa'apo Pascua Yaqui Head Start.

Note: Where the total number of children was less than 25 (<25), the number was suppressed to protect confidentiality.

Table 47. IEP designation for children in Ili Uusim Mahtawa'apo Pascua Yaqui Head Start by time of determination

		2014-2015	2015-2016
Children with an IEP	Children eligible for Specialized Services	25	30
	Determined prior to enrollment	<25	<25
	Determined during enrollment	<25	26

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2014-2015 and 2015-2016. Received from Manager of Ili Uusim Mahtawa'apo Pascua Yaqui Head Start.

Note: Where the total number of children was less than 25 (<25), the number was suppressed to protect confidentiality.

⁷⁶ According to Manager of Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, the number of children who qualify for an IEP is not fully represented by numbers in the American Indian and Alaska Native (AIAN) Head Start Program Information Reports because the process for obtaining an IEP can take as long as two years, particularly for autism and attachment disorders, and "overwhelming evidence" is needed to support the diagnosis of a qualifying disability. In addition, the process can be hampered by reluctance to label children and missed appointments with medical professionals.

Disabilities that require the care of a professional may require traveling beyond the Pascua Yaqui Tribe region for services. Children needing assistance with a hearing or speech problem can receive care from one of a large number of audiology or speech language pathologists with offices within 15 miles of the region (see Table 48).

Table 48. Number of speech and language specialists in vicinity of Pascua Yaqui Tribe region, 2016

	Within 15 miles of Pascua Yaqui Tribe region	Pima County	Arizona
Audiologists	49	77	339
Hearing aid dispensers	45	101	542
Professionals with special licensing	0	0	2
Speech language pathologists	282	480	3,740

Source: Arizona Department of Health Services. (2016). Provided by First Things First.

Note: A 15-mile radius was based on assumptions that people are willing to travel to specialized health care and a 15 mile radius accesses providers inclusive of northwest Tucson.

Support for Child Care Professionals

Early child care and education professionals play a key role in ensuring that all children get the foundational skills they need to be ready for and succeed in school. To provide the best quality early care it is important for early care professionals to have completed a degree in early childhood education and, once working in the field, have opportunities for ongoing professional development. The Pascua Yaqui Tribe Regional Partnership Council has actively supported growing the workforce of early childhood professionals in the region and providing professional development to those already working in early childhood settings. Beginning in SFY 2010, the Pascua Yaqui Tribe Regional Partnership Council collaborated with other First Things First Regional Partnership Councils in Pima County to provide T.E.A.C.H. (Teacher Education and Compensation Helps) scholarships to tribal early care and education professionals. In SFY2013, the Pascua Yaqui Tribe Regional Partnership Council entered into another partnership with the former Central Pima, North Pima and South Pima and Tohono O’odham Nation Regional Partnership Councils that enabled Pascua Yaqui Tribe region early childhood professionals to participate in the large range of professional development opportunities available across Pima County from SFY2013 to SFY2015. In SFY 2016, the Pascua Yaqui Tribe Regional Council joined a new and expanded professional development partnership with the Regional Councils in Pima and Cochise County as well. Because of this partnership, the Pascua Yaqui Tribe Regional Partnership Council was able to leverage services and supports for more Pascua Yaqui early childhood professionals because Pima North, Pima South, Tohono O’odham Nation and Cochise Regional Councils have multiple professional development opportunities that are also open to tribal professionals in the region through the Great Expectations for Teachers, Children, Families, and Communities program. Additionally, the Regional Partnership Council has collaborated with the tribal

Social Services Department's Child Care Program to provide professional development opportunities to the tribal child care home providers on the reservation.⁷⁷

In collaboration with the efforts of Regional Partnership Councils like that of the Pascua Yaqui Tribe region, First Things First funds various statewide initiatives to help people interested in working in early care and education to obtain a degree or accreditation. It offers the First Things First College Scholarships to eligible early childhood professionals seeking to complete a credential (e.g., associate or bachelor's degree in early childhood education or a related field). The First Things First College Scholarships strategy transitioned from the T.E.A.C.H. scholarships model for the fall 2015 semester. The First Things First College Scholarships cover tuition, books, course and college fees and the application fee (\$425) for the Child Development Associate (CDA) credentialing from the Council of Professional Recognition. The main requirements for obtaining the CDA credential are 16 credit hours of required classes and passing a national exam. The 16 credit hours may later be applied to an associate's degree.

First Things First also collaborates with the Arizona Department of Education (ADE) in implementing a Preschool Development Grant Scholarship program. This program provides scholarships to eligible individuals to complete a bachelor's or master's degree, or post degree work in Early Childhood Education (ECE) and Early Childhood Special Education (ECSE) leading to ADE teaching certification or careers in the ECE/ECSE field.

A First Things First region may also choose to allot funds to help their residents obtain credentials or a degree in early childhood education or individuals already in the field participate in professional development. The Pascua Yaqui Tribe Regional Partnership Council has decided to provide college scholarships to tribal early childhood educators and high school students to continue their education in the early childhood field. Currently, the Regional Partnership Council is funding scholarships to assist two individuals in obtaining a bachelor's degree in ECE. The Regional Partnership Council has worked closely with First Things First to promote the previously described First Things First College Scholarship for Professionals. In the fall of 2016, First Things First approved one resident of the region to receive funding for the application fee (\$425) for the test to obtain CDA credentialing. In January 2017, there were two individuals in the region who had requests for scholarship assistance from First Things First for a CDA pending awaiting submittal of additional paperwork. The Pascua Yaqui Tribe has also collaborated with First Things First and the Tohono O'odham Community College to offer the classes needed for CDA credentialing in the region. In October 2016 an informational meeting about the scholarships and CDA classes was held in the region, with approximately 20 community members in attendance.⁷⁸

In addition to the other efforts in the region to develop a larger workforce of high quality early childhood professionals, the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start supports the professional development of its staff. The Head Start Act has directed Head Start programs to make efforts to increase the percentage of staff members with a bachelor's or more advanced degree in ECE, with a

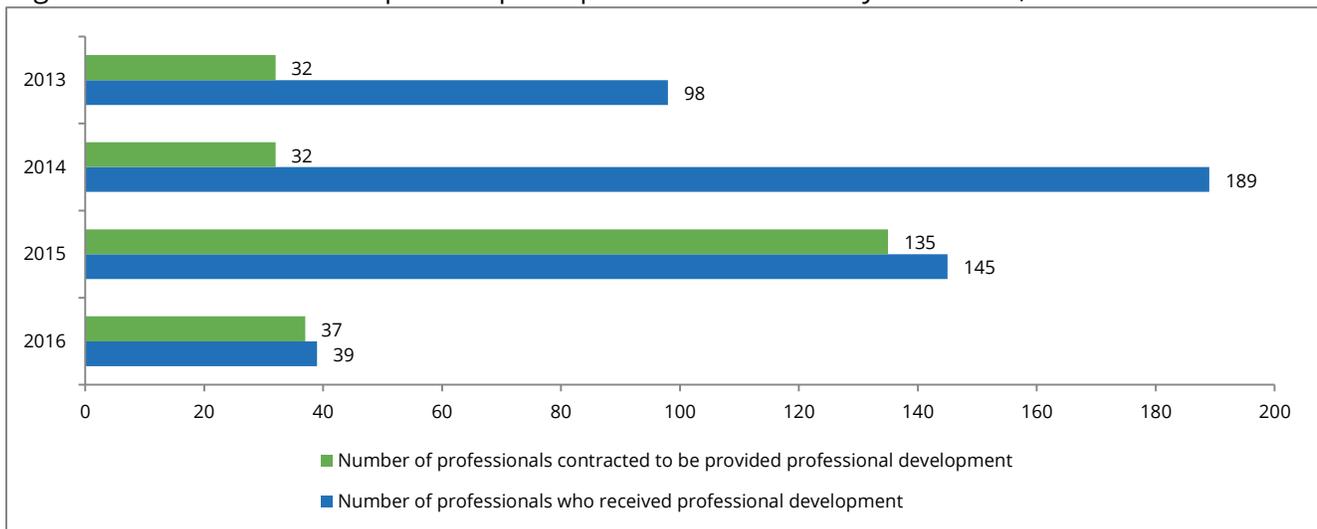
⁷⁷The Regional Director provided information on the Regional Partnership Council's efforts in this area.

⁷⁸Information about First Things First scholarship-related activities in the region are from personal communication with, Regional Outreach Coordinator for the Arizona Early Childhood Workforce Registry in Cochise County, Pima County and Santa Cruz counties and website of Council for Professional Recognition (<http://www.cdacouncil.org/credentials/apply-for-cda>).

national goal of at least 50% of Head Start teachers having such a level of educational attainment. Ili Uusim Mahtawa'apo Pascua Yaqui Head Start staff members have been able to utilize a five hours per week educational leave benefit for tribal employees to advance their education. One staff member has completed a master's degree, two are working towards a bachelor's degree, and two co-teachers are working towards an associate's degree in ECE with assistance from First Things First scholarship programs.

Staff members from the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start as well as other early childhood professionals in the region may participate in early childhood professional development-Communities of Practice initiated by United Way of Tucson and Southern Arizona (UWTSA) and funded by First Things First. The Communities of Practice were established as part of an early childhood systems building initiative known as *Great Expectations for Teachers, Children, and Families* that was funded by the five First Things First Regional Partnership Councils in Pima County, including the Pascua Yaqui Tribe Regional Partnership Council. Some of the Communities of Practice are more appropriate for individuals wishing to make a career in early childhood while others are more suitable for those already working in the field who wish to pursue professional development or improve the quality of care they provide to young children in their child care business. For example, for individuals wishing to enter the field of early childhood education, the ENLACE Community of Practice may be appropriate. ENLACE works to help students complete an early childhood associate's degree at Pima Community College and then transfer to the University of Arizona's bachelor's degree program in the same subject. Similarly, the University of Arizona's Higher Education Early Childhood Degree Program Completion Community of Practice seeks to increase the number of students completing bachelor's, master's, and Ph.D. programs in ECE by providing guidance and reducing barriers that may thwart students' progress. This Community of Practice may be suitable for both people wishing to start a career in ECE (with a bachelor's degree) and those who wish to obtain more advanced educational credentials to enable them to work in higher positions.⁷⁹ The region has been quite successful in this funded strategy, reaching many more Early Childhood professionals in 2013 and 2015 than contracted for, falling just over the target in 2015, and slightly surpassing it in 2016 (see Figure 9).

Figure 9. Professional development – participation in a Community of Practice, 2013-2016



⁷⁹ Retrieved from <https://www.getcf.org/communities-of-practice/>

Source: First Things First grant partner reporting data on funded strategies, 2013-2017.

Note: The region has contracted to have 37 early childhood professionals receive professional development in a Community of Practice in 2017 but data are not yet available regarding the number who received it.

A Memorandum of Understanding approved in January 2016 formalizes an agreement among the Pascua Yaqui Tribe, First Things First, and UWTSA to implement a Professional Development Community of Practice on the reservation.

Residents of the region who wish to pursue a degree or credentialing in early childhood education may choose from a wide range of degree and certification programs available. Nine educational institutes or campuses offer campus-based (in Tucson), on-line, or limited residency programs (outside Tucson) to individuals wishing obtain a certification, associate's degree, or bachelor's degree in early childhood education or a related field (see Table 49).

Table 49. Education and certification programs for child care professionals, Pascua Yaqui Tribe region

Type of degree or program	Institution	Degree or Certification
Associates of Arts and Certification Programs	Pima Community College	Associate of Arts in Early Childhood Education for Transfer
		Associate of Science in Early Childhood Education
		Basic Early Childhood Studies Certificate for direct employment
		Advanced Early Childhood Studies Certificate for direct employment
		Advanced Early Childhood Degree Certificate for direct employment
	Tohono O'odham Community College	Associate of Arts in Early Childhood Education
		Associate of Applied Science in Early Childhood Education for direct employment
Bachelor of Arts and Bachelor of Science Programs	Arizona State University	Bachelor of Arts in Early Childhood Education and Early Childhood Special Education
	Grand Canyon University	Bachelor of Science in Early Childhood Education
	Prescott College	Bachelor of Arts in Early Childhood Education
		Bachelor of Arts in Early Childhood Mild to Moderate Special Education
	Northern Arizona University	Bachelor of Applied Science in Early Childhood
		Bachelor's Degree - Interdisciplinary Studies in Early Childhood
		Bachelor of Science in Education in Early Childhood Education
	Northern Arizona University (Tucson Campus)	Early Childhood Education certificate
		Bachelor of Applied Science in Early Childhood
	University of Phoenix	Bachelor of Science in Education/Early Childhood Education
	University of Arizona	Bachelor of Arts in Early Childhood Education

Source: The website of each educational institute.

Note: Some programs are offered on-line or with a limited residency requirement.



Child Health

Why It Matters

The Institute of Medicine defines children's health as the extent to which children are able or enabled to develop and realize their potential, satisfy their needs, and develop the capacities that allow them to successfully interact with their biological, physical, and social environments.^{80,81} Health therefore encompasses not only physical health, but also mental, intellectual, social, and emotional well-being. Children's health can be influenced by their mother's health and the environments into which they are born and raised.^{82,83} The health of a child in utero, at birth, and in early life can impact many aspects of a child's development and later life. Factors such as a mother's prenatal care, access to health care and health insurance, and receipt of preventive care such as immunizations and oral health care all influence not only a child's current health but long-term development and success as well.^{84,85,86}

The Arizona Department of Health Services monitors state level progress towards maternal, infant and child health objectives for which data are available at the regional level, including the proportion of pregnant women who receive prenatal care in the first trimester, reducing low birth weight, reducing preterm births, and increasing abstinence from cigarette smoking among pregnant women.⁸⁷ Preterm infants are faced with significantly increased risks for cognitive and biological disabilities, resulting in increased mental health disorders for families and billions of dollars annually for lost productivity and both medical and educational costs.⁸⁸ High birthweight, or macrosomia, is also associated with health risks for both the mother and infant during birth and these children are also at increased risk for obesity and metabolic syndrome (which is linked to an increased risk of heart disease, stroke, and diabetes).⁸⁹

The ability to obtain health care is critical for supporting the health of young children. In the early years of a child's life, well-baby and well-child visits allow clinicians to offer developmentally appropriate information and guidance to parents, and provide a chance for health professionals to assess the child's development and administer preventative care measures like vaccines and

⁸⁰ The following passages rely greatly on the Why It Matters section on Child Health in the Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report developed by the Frances McClelland Institute for Children, Youth and Families at the John & Doris Norton School of Family and Consumer Sciences of the University of Arizona.

⁸¹ National Research Council and Institute of Medicine. (2004). *Children's Health, the Nation's Wealth: Assessing and Improving Child Health*. Washington, DC: National Academies Press. Retrieved from <http://www.ncbi.nlm.nih.gov/books/NBK92198/#ch2.s3>

⁸² The Future of Children. (2015). *Policies to Promote Child Health*, (25) 1. Retrieved from <http://www.princeton.edu/futureofchildren/publications/docs/FOC-spring-2015.pdf>

⁸³ Center on the Developing Child at Harvard University. (2010). *The Foundations of Lifelong Health Are Built in Early Childhood*. Retrieved from <http://developingchild.harvard.edu/wp-content/uploads/2015/05/Foundations-of-Lifelong-Health.pdf>

⁸⁴ Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services. (n.d.). *Prenatal Services*. Retrieved from <http://mchb.hrsa.gov/programs/womeninfants/prenatal.html>

⁸⁵ Patrick, D. L., Lee, R. S., Nucci, M., Grembowski, D., Jolles, C. Z., & Milgrom, P. (2006). Reducing oral health disparities: a focus on social and cultural determinants. *BMC Oral Health*, 6(Suppl 1), S4. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2147600/>

⁸⁶ Council on Children with Disabilities, Section on Developmental Behavioral Pediatrics, Bright Futures Steering Committee, and Medical Home Initiatives for Children with Special Needs Project Advisory Committee. (2006). Identifying infants and young children with developmental disorders in the medical home: An algorithm for developmental surveillance and screening. *Pediatrics*, 118(1), 405-420. Retrieved from <http://pediatrics.aappublications.org/content/118/1/405.full>

⁸⁷ Arizona Department of Health Services. (2013). *Arizona Health Status and Vital Statistics 2013 Annual Report. Table 6A: Monitoring Progress Toward Arizona and Selected Healthy People 2020 Objectives: Statewide Trends*. Retrieved from: http://www.azdhs.gov/plan/report/ahs/ahs2013/pdf/6aL_10.pdf

⁸⁸ Benzies, K. M., Magill-Evans, J. E., Hayden, K. A., & Ballantyne, M. (2013). Key components of early intervention programs for preterm infants and their parents: a systematic review and meta-analysis. *BMC Pregnancy and Childbirth*, 13(1), 1.

⁸⁹ Mayo Clinic Staff. (2015). *Fetal Macrosomia*. Retrieved from <http://www.mayoclinic.org/diseases-conditions/fetal-macrosomia/basics/complications/con-20035423>

developmental screenings. Without health insurance, each well-baby and well-child visit can be so expensive that parents or caregivers may skip them.⁹⁰ Health insurance is available for some families through parents' employers and through the Arizona Health Care Cost Containment System (AHCCCS). Additionally, health care services to members of federally-recognized Indian tribes are available from Indian Health Service (IHS) facilities and other tribally-administered health care facilities.⁹¹

First Things First supports healthier kids by building awareness of health insurance options available for families with children, supporting pregnant mothers and giving parents tools to promote good nutrition and healthy weight, use of early screening to identify children with developmental delays, and expanding access to oral health screenings and preventive fluoride varnishes. In addition, First Things First focuses on helping early educators meet the social-emotional needs of kids in their care and improving health practices in home- and center-based child care settings.

What the Data Tell Us

Mothers Giving Birth

A young child's health is affected by both obvious and more subtle factors, including their mother's health status before and after their birth, access to health care facilitated by health insurance, and access to nutritious food. According to the Arizona Department of Health Services (ADHS), the number of births in the Pascua Yaqui Tribe region fluctuated between 2009 and 2014, with a notable increase between 2013 and 2014, from approximately 80 to approximately 100 (see Table 50). The increase may be arbitrary but such fluctuations impact the demand for resources such as home visitation programming, immunizations, child care, and parenting classes.

Table 50. Number of births

	2009	2010	2011	2012	2013	2014
Pascua Yaqui Tribe region	90 [‡]	90 [‡]	80 [‡]	80 [‡]	80 [‡]	100 [‡]
Pima County	12,840	12,169	11,874	11,876	11,965	11,844
Arizona	92,616	87,053	85,190	85,725	84,963	86,648

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Note: [‡] Rounded down to nearest tens unit if last digit is less than 6.

⁹⁰ Yeung, LF, Coates, RJ, Seeff, L, Monroe, JA, Lu, MC, & Boyle, CA. (2014). Conclusions and future directions for periodic reporting on the use of selected clinical preventive services to improve the health of infants, children, and adolescents—United States. *Morbidity and Mortality Weekly Report* 2014, 63(Suppl-2), 99-107. Retrieved from <http://www.cdc.gov/mmwr/pdf/other/su6302.pdf>

⁹¹ As a result of the Indian Self-Determination and Education Assistance Act (PL-93-638) (ISDEAA), federally recognized tribes have the option to receive the funds that the Indian Health Service (IHS) would have used to provide health care services to their members. The tribes can then utilize these funds to directly provide services to tribal members. This process is often known as 638 contracts or compacts. Source: Rainie, S., Jorgensen, M., Cornell, S., & Arsenaault, J. (2015). *The Changing Landscape of Health Care Provision to American Indian Nations. American Indian Culture and Research Journal*, 39(1), 1-24.

Table 51 illustrates projections of births in Pima County and Arizona through 2050. According to the U.S. Census, there were 82 births in the Pascua Yaqui Tribe region in 2000 and 85 births in 2010, a four percent increase in births over the ten years (see Table 2). If this rate of increase continues, the number of births in the Pascua Yaqui Tribe region in 2050 will be approximately 99. It should be noted that the number of births documented in the 2010 Census is slightly lower than the number identified that year by ADHS (over 90, see Table 50), and that ADHS documented 100+ births in 2014. Hence, the number of births in 2050, and the commensurate need for services for mothers and children, may actually be greater than Census data-based projections suggest.

Table 51. County and state birth projections

	Pima County	Arizona
2015	12,023	87,438
2020	12,880	95,411
2025	13,584	103,361
2030	14,104	109,726
2035	14,484	114,067
2040	14,877	117,714
2045	15,371	121,929
2050	15,931	127,479

Source: Arizona Department of Administration, Employment and Population Statistics, "Medium Series, All Areas, 2015-2050, Population Projections, Table 4. Retrieved from <https://population.az.gov/population-projections>

The majority of births in the Pascua Yaqui Tribe region are to mothers who are identified as American Indian by ADHS (see Table 52). In 2014, 71 of over 100 births in the Pascua Yaqui Tribe region were to mothers identified as American Indian (approximately 70%). Another 20 births in 2014 were to mothers identified as Hispanic or Latino (approximately 20%).

Table 52. Race/ethnicity of new mothers

	2009	2010	2011	2012	2013	2014
American Indian						
Pascua Yaqui Tribe region	70	67	61	73	65	71
Pima County	594	553	578	589	535	474
Arizona	6,170 [†]	5,820 [†]	5,830 [†]	5,570 [†]	5,480 [†]	5,150 [†]
Hispanic or Latino						
Pascua Yaqui Tribe region	15	15	9	8	12	20
Pima County	6,140	5,459	5,211	5,244	5,346	5,547
Arizona	38,362	34,333	32,398	33,146	33,075	33,720 [†]
White (not Hispanic)						
Pascua Yaqui Tribe region	<6	<6	<6	<6	<6	<6
Pima County	5,044	5,049	4,911	5,012	5,019	4,896
Arizona	39,781	38,777	38,294	38,670	38,220	40,097
African American						
Pascua Yaqui Tribe region	0	0	<6	0	<6	0
Pima County	551	548	546	569	594	541
Arizona	4,380 [†]	4,330 [†]	4,370 [†]	4,720 [†]	4,730 [†]	4,520 [†]
Asian or Pacific Islander						
Pascua Yaqui Tribe region	0	0	0	<6	0	<6
Pima County	419	457	471	462	471	386
Arizona	3,400 [†]	3,290 [†]	3,510 [†]	3,630 [†]	3,470 [†]	3,170 [†]
Total Births						
Pascua Yaqui Tribe region	90 [†]	90 [†]	80 [†]	80 [†]	80 [†]	100 [†]

	2009	2010	2011	2012	2013	2014
Pima County	12,840	12,169	11,874	11,876	11,965	11,844
Arizona	92,616	87,053	85,190	85,725	84,963	86,648

Sources: Arizona Department of Health Services (2016). Data provided by First Thing First.

Note: Where the total number of children was less than 6 (<6), the number was suppressed to protect confidentiality.

Note: †Rounded down to nearest tens unit if last digit is less than 6.

Note: No data are available for the Pascua Yaqui Tribe region for the “Other” race/ethnicity category and almost no data are available for that category for Pima County or Arizona. Because of such limited data, the category has not been included in the table.

It appears that AHCCCS or Indian Health Services subsidized the cost of a large percentage of Pascua Yaqui Tribe region births (see Table 53). The percentage of subsidized births for the Pascua Yaqui Tribe region (approximately 86% in 2014 based on number of births covered by AHCCCS or Indian Health divided by the rounded number of total births) appears to be much higher than the percentage of such births in Pima County or the state as a whole, which typically hovers between 52% and 54%.

Table 53. Number of births where costs were subsidized by AHCCCS or Indian Health Services

	2013	2014
Births covered by AHCCCS or Indian Health Services		
Pascua Yaqui Tribe region	80 [†]	100 [†]
Pima County	11,965	11,844
Arizona	84,963	86,648
Number (percentage**) of total births		
Pascua Yaqui Tribe region	79 (=99%)	86 (=86%)
Pima County	6,440 (54%)	6,194 (52%)
Arizona	45,792 (54%)	46,064 (53%)

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Note: †Rounded down to nearest tens unit if last digit is less than 6.

Note: The percentages preceded by “≈” are approximations because rounded totals were used to calculate them. For example, to calculate the percentage of births covered by AHCCCS or Indian Health Services in 2014, 86 was divided by 100 (a rounded number) to arrive at 86%.

A majority of pregnant women in the Pascua Yaqui Tribe region start prenatal care during their first trimester, with only a small number not receiving any prenatal care (see Table 54). Comparing the data for Pascua Yaqui Tribe region mothers-to-be who started prenatal care during their first trimester to other mothers-to-be in Pima County, it appears that rates for the two groups are similar over the period reported. The rate of first trimester care appears to be at its lowest in five years for both the

Pascua Yaqui Tribe region and Pima County mothers-to-be in 2014 (approximately 63% and 65%, respectively).

Table 54. Prenatal care

	2009	2010	2011	2012	2013	2014 ^a
Started prenatal care during first trimester						
Pascua Yaqui Tribe region	59	72	56	59	59	63
Pima County	9,224	9,164	8,841	8,859	8,830	7,705
Arizona	74,331	71,331	69,609	70,817	69,076	57,180†
Received no prenatal care						
Pascua Yaqui Tribe region	<6	0	<6	<6	<6	<6
Pima County	311	215	197	159	228	498
Arizona	1,700 [‡]	1,380 [‡]	1,340 [‡]	1,070 [‡]	1,180 [‡]	1,840 [‡]
Total births						
Pascua Yaqui Tribe region	90 [‡]	90 [‡]	80 [‡]	80 [‡]	80 [‡]	100 [‡]
Pima County	12,840	12,169	11,874	11,876	11,965	11,844
Arizona	92,616	87,053	85,190	85,725	84,963	86,648

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data received from First Things First.

Note: ^aPrior to 2014, ADHS collected and reported information on prenatal care that was gathered by asking the mother what trimester she has started prenatal care. Beginning in 2014, ADHS changed the way they collected and reported information about prenatal care, instead calculating it from the mother's report of the date of her last menstrual cycle and the date of her first prenatal visit. This change in practice may have impacted the pattern of prenatal care in the first trimester reflected across years in this time frame.

Note: Where the total number of children was less than 6 (<6), the number was suppressed to protect confidentiality.

Note: [‡]Data provided rounded down to nearest tens unit if last digit is less than 6.

Data from ADHS suggest that many Pascua Yaqui Tribe region expectant mothers may be at risk for birth complications and other health problems due to their weight. Approximately 40% of expectant Pascua Yaqui Tribe region mothers were obese during pregnancy in the last four reported years and another 24–32% were overweight (see Table 55).

Table 55. Pre-pregnancy weight status of expectant mothers as a percentage of expectant mothers receiving WIC in the Pascua Yaqui Tribe region

	2011	2012	2013	2014	2015
Healthy	31%	24%	32%	28%	26%
Obese	34%	41%	40%	42%	41%
Overweight	29%	31%	24%	26%	32%
Underweight	5%	4%	3%	4%	<1%

Sources: Inter Tribal Council of Arizona. Unpublished data. Received from First Things First.

The reported rates of drinking and smoking during pregnancy were very low in the years 2009-2013 for mothers in the Pascua Yaqui Tribe region (see Tables 56 and 57). In most years, no Pascua Yaqui Tribe region women reported drinking during pregnancy. However, a small number reported smoking during pregnancy in the years 2009-2014, suggesting a continuing need for smoking cessation education outreach targeting women in the region. It may be useful to combine these efforts with those addressing weight control as it is common for young women to believe smoking is an effective method to control weight.^{92, 93}

⁹² Nichter, M. (2000). *Fat Talk: What Girls and their Parents Say About Dieting*. Cambridge: Harvard University Press.

⁹³ Chiolero, A., Faeh, D., Paccaud, F., & Cornuz, J. (2008). Consequences of smoking for body weight, body fat distribution, and insulin resistance. *American Journal of Nutrition* 87 (4): 801-809.

Table 56. Health practices during pregnancy

	2009	2010	2011	2012	2013
Smoked during pregnancy					
Pascua Yaqui Tribe region	<6	<6	<6	<6	<6
Pima County	707	519	433	410	417
Arizona	4,260 [†]	3,870 [†]	3,490 [†]	3,450 [†]	3,620 [†]
Drank during pregnancy					
Pascua Yaqui Tribe region	<6	0	0	0	0
Pima County	60	35	24	21	18
Arizona	280 [†]	270 [†]	300 [†]	250 [†]	200 [†]
Smoked and drank during pregnancy					
Pascua Yaqui Tribe region	0	0	<6	0	0
Pima County	52	33	13	22	16
Arizona	200 [†]	190 [†]	130 [†]	150 [†]	130 [†]
Total births					
Pascua Yaqui Tribe region	90 [†]	90 [†]	80 [†]	80 [†]	80 [†]
Pima County	12,840	12,169	11,874	11,876	11,965
Arizona	92,616	87,053	85,190	85,725	84,963

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Note: Where the total number of children was less than 6 (<6), the number was suppressed to protect confidentiality.

Note: [†]Rounded down to nearest tens unit if last digit is less than 6.

Table 57. Smoking during pregnancy, 2014

	Non-smoker	Light smoker	Heavy smoker	Unknown smoking status	Total births
Pascua Yaqui Tribe region	93	<6	<6	0	100 [†]
Pima County	11,423	264	132	25	11,844
Arizona	82,687	2300 [†]	1,100 [†]	560 [†]	86,648

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Note: Where the total number of children was less than 6 (<6), the number was suppressed to protect confidentiality.

Note: [†]Rounded down to nearest tens unit if last digit is less than 6.

Note: Birth certificate information was amended in 2014 to no longer include alcohol use and to expand the smoking information to include degree of usage.

Births to teens in the Pascua Yaqui Tribe region fluctuated between 2009 and 2014 but the lowest number of teen births was in 2014, approximately 11% of births reported that year (see Table 58). It is not possible to determine if the lower number in 2014 is just a fluctuation in the lower direction or the beginning of a trend for which one or more causes (e.g., new sex education programming in schools) may be identified. Nationwide, the trend for teen births is declining.

Table 58. Births to teen mothers

	2009	2010	2011	2012	2013	2014
	Number (percentage) of total births					
Pascua Yaqui Tribe region	25 (≈28%)	19 (≈21%)	20 (≈25%)	14 (≈18%)	20 (≈25%)	11 (≈11%)
Pima County	1,524 (12%)	1,346 (11%)	1,183 (10%)	1,103 (9%)	1,007 (8%)	901 (8%)
Arizona	10,952 (12%)	9,416 (11%)	8,435 (10%)	8,117 (9%)	7,222 (9%)	6,620 [†] (≈8%)

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Note: Percentages that are calculated with rounded numbers in the numerator or denominator are designated with a “≈”.

Note: [†]Rounded down to nearest tens unit if last digit is less than 6.

The number of births to teen mothers in the Pascua Yaqui Tribe region over the period may in part be reflected in the educational attainment of mothers in the region. Over a quarter of the more than 100 births in 2014 in the Pascua Yaqui Tribe region were to mothers without a high school education (27); however, the number of births to mothers without a high school education was declining even as the number of annual births rose between 2009 and 2014 (see Table 59). In the same time frame, the number of Pascua Yaqui mothers with 1-4 years of college rose in almost all years.

Table 59. Live births by mother’s educational attainment

	2009	2010	2011	2012	2013	2014
Less than high school completion*						
Pascua Yaqui Tribe region	34 ^a	35	32 ^a	26	27 ^a	27 ^a
Pima County	-	-	-	-	1,963	2,134
Arizona	21,500 [‡]	18,490 [‡]	16,380 [‡]	16,160 [‡]	14,931 [‡]	16,910 [‡]
Graduated high school or obtained GED						
Pascua Yaqui Tribe region	37	35	24	37	33	33
Pima County	-	-	-	-	3,608	2,917
Arizona	27,779 [‡]	26,340 [‡]	25,737 [‡]	26,765 [‡]	26,226	22,050 [‡]
1-4 years of college						
Pascua Yaqui Tribe region	12	15	14	19	20	30 [‡]
Pima County	-	-	-	-	4,991	5,796
Arizona	32,719 [‡]	31,810 [‡]	32,200 [‡]	33,060 [‡]	34,684	40,650 [‡]
Post-graduate education						
Pascua Yaqui Tribe region	0	0	<6	<6	0	0
Pima County	-	-	-	-	1,357	948
Arizona	8,490 [‡]	8,570 [‡]	8,790 [‡]	8,790 [‡]	8,630 [‡]	6,490 [‡]

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Note: Vital Statistics data were reported as years of school completed (i.e., <8, 8, 9-11, 12, 13-16, 17). For years 2009-2013 in the table, the category “No High School Degree” reflects a sum of <8, 8, and 9-11 years; the category “High School Degree” reflects 12 years; the category “1-4 Years College” reflects 13-16 years, and the category “Post-graduate Education” reflects 17 or more years. For year 2014, Vital Statistics data were reported as categories (i.e. “8th Grade or Less,” “Some High School,” “High School/GED,” “Some College,” “Associate’s Degree, Bachelor’s Degree, and Post-graduate Education”). For year 2014, in the table, the category “No High School Degree” reflects a sum of 8th Grade or Less and Some High School; the category “High School Degree” reflects High School/GED; the category “1-4 Years College” reflects a sum of Some College, Associate’s Degree, and Bachelor’s Degree; and the category “Post-graduate Education” reflects Post-graduate Education. Education data were only provided at the county level in 2013 and 2014.

Note: Where the total number of children was less than 6 (<6), the number was suppressed to protect confidentiality.

Note: [‡] Rounded down to nearest tens unit if last digit is less than 6.

Note: ^a The number is a sum of values from two or more categories that includes at least one value of more than 1 but less than 6.

Baby’s Health

Birth outcome data for 2009 through 2014 show there were some occurrences of low birth weight, premature births, and newborns needing neonatal intensive services for the Pascua Yaqui Tribe region (see Table 60). There were no infant deaths at birth for the region for 2012 and 2013, although previous years had a small number of such deaths. In 2013 and 2014 a small number of children were born with

abnormal conditions and some experienced birth complications of labor and delivery (see Table 61). Approximately 25% of the over 100 births in 2014 experienced birth complications of labor and delivery, about the same rate experienced in births in Pima County (27%) and a little higher than the rate for Arizona (21%). A low number of the 75 babies screened for hearing did not pass their initial screening in 2015, less than 25, and none required a diagnostic evaluation (see Table 62). Because none required a diagnostic evaluation, none were confirmed to have normal hearing, unilateral hearing loss (one ear), or bilateral hearing loss (both ears).

Table 60. Healthy baby outcomes

	2009	2010	2011	2012	2013	2014
Low birth weight (<2,500g)						
Pascua Yaqui Tribe region	<25	<25	<25	<25	<25	<25
Pima County	895	853	841	842	845	860
Arizona	6,573	6,160 [‡]	5,949	5,946	5,849	6,070 [‡]
Premature births (<37 weeks)						
Pascua Yaqui Tribe region	<25	<25	<25	<25	<25	<25
Pima County	1,215	1,099	1,055	1,063	1,067	1,051
Arizona	9,295	8,374	7,913	7,892	7,672	7,770 [‡]
Neonatal intensive services						
Pascua Yaqui Tribe region	<25	<25	<25	<25	<25	<25
Pima County	772	750	702	661	688	812
Arizona	5,770 [‡]	5,354	4,640 [‡]	4,158	4,520 [‡]	5,810
Infant deaths at birth						
Pascua Yaqui Tribe region	<25	<25	<25	0	0	0
Pima County	81	74	57	59	58	61
Arizona	550 [‡]	520 [‡]	500 [‡]	500 [‡]	450 [‡]	490 [‡]
Total births						
Pascua Yaqui Tribe region	90 [‡]	90 [‡]	80 [‡]	80 [‡]	80 [‡]	100 [‡]
Pima County	12,840	12,169	11,874	11,876	11,965	11,844
Arizona	92,616	87,053	85,190	85,725	84,963	86,648

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Note: Where the total number of children was less than 25 (<25), the number was suppressed to protect confidentiality.
 Note: † Rounded down to nearest tens unit if last digit is less than 6.

Table 61. Abnormal conditions, congenital anomalies, and birth complications

		2013	2014 ^a
Abnormal conditions of the newborn ^b	Pascua Yaqui Tribe region	<25	<25
	Pima County	1,446	604
	Arizona	7,772	3,673
Congenital anomalies of the newborn ^c	Pascua Yaqui Tribe region	0	0
	Pima County	107	44
	Arizona	630 [†]	420
Birth with complications of labor and delivery	Pascua Yaqui Tribe region	39	27
	Pima County	5,830	3,240
	Arizona	27,211	18,509
Total births	Pascua Yaqui Tribe region	80 [†]	100 [†]
	Pima County	11,965	11,844
	Arizona	84,963	86,648

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Note: Where the total number of children was less than 25 (<25), the number was suppressed to protect confidentiality.

Note: † Sum rounded to nearest tens unit due to non-zero addend less than 6.

Note: ^a The 2014 data provided reported different conditions, anomalies, and complications than 2013.

Note: ^b Most prevalent abnormal conditions included membrane disease, assisted ventilation, and other conditions.

Note: ^c The only commonly prevalent anomaly was "other respiratory/circulatory"; most prevalent complications included febrile, meconium, rupture of membrane, dysfunctional labor, breech malpresentation, fetal distress, and other complications.

Table 62. Number of infants in the Pascua Yaqui Tribe region receiving hearing screenings and results, 2015

	Number of infants
Babies initially screened	75
Babies not passing initial screen	<25
Babies requiring diagnostic evaluation	0
Babies confirmed as having normal hearing	0

Babies confirmed as having unilateral hearing loss	0
Babies confirmed as having bilateral hearing loss	0
Babies "lost to follow-up" – no final diagnosis	0

Source: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Note: Where the total number of children was less than 25 (<25), the number was suppressed to protect confidentiality.

Of the 179 postpartum mothers participating in Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) through the New Pascua WIC site of Inter Tribal Council of Arizona (ITCA) in 2015, 50 (30%) were breastfeeding (see Table 27), although it is not possible to determine what the percentage was for those living in the Pascua Yaqui Tribe region because the ITCA WIC office in the region serves individuals who reside outside of as well as within the region. The breastfeeding rates for mothers who reported they had ever breastfed who were receiving WIC through off-reservation DES offices and identified as residing within the Pascua Yaqui Tribe region was much higher, increasing from 50% to 86% between 2012 and 2014 (see Table 63); however, the number of mothers receiving WIC through off-reservation DES offices was small and, as such, percentages could be dramatically affected by behavior variation of just a few individuals.

Table 63. Mothers receiving WIC benefits from off-reservation WIC offices who ever breastfed

	2012		2013		2014	
	Enrolled in WIC	Percentage who ever breastfed	Enrolled in WIC	Percentage who ever breastfed	Enrolled in WIC	Percentage who ever breastfed
Pascua Yaqui Tribe region	15	50%	14	88%	15	86%
Pima County	12,251	73%	11,928	73%	11,331	74%
Arizona	89,730	63%	87,027	63%	84,472	66%

Source: The Arizona Department of Health Services (2016). [WIC Dataset]. Unpublished data. Received from First Things First.

Health Insurance

According to American Community Survey (ACS) 2010-2014 estimates, the percentage of children 0-5 in the region without health insurance (13%) is substantially higher than for Pima County (9%) and the state (10%) (see Table 64). The high rate of "uninsured" children may result because children in Pima County who are members of the Pascua Yaqui Tribe are eligible for health services through the Yoeme Health Plan, funded through IHS, which may not be recognized by census respondents as a "health insurance." Data from the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start program show that, from 2013-2014 through 2015-2016, most children enrolled in Ili Uusim Mahtawa'apo Pascua Yaqui Head Start had health insurance at enrollment, with most having Medicaid and/or coverage through the Children's Health Insurance Program (CHIP, also called "KidsCare" in Arizona) (see Table 65). In 2014-2015 and 2015-2016, some children did not have insurance at the beginning of the year but most or all had obtained it by the end of the year. According to the nurse at the program, Ili Uusim Mahtawa'apo Pascua Yaqui Head Start has a performance standard requiring all enrolled children to have insurance

and a medical home (i.e., a primary care provider) to ensure continuous access to health care. Therefore, it is standard practice for the nurse to review files and determine those children who have insurance and those who lack it. During the Final Head Start Roundup prior to the start of the school year and throughout the school year, the program invites Yoeme/Managed Care Program staff to verify children's insurance coverage. If a child is found to not have insurance, Yoeme/Managed Care Program staff contact their families to help them apply or, in the case of having lost coverage, reapply for AHCCCS. Additionally, the Yoeme/Managed Care Program is given a list of all children who have the Yoeme Health Plan to make sure their families have applied for AHCCCS because families must first apply for and be denied by AHCCCS before they are eligible for the Yoeme Health Plan.

Table 64. Estimated percent of children (0-5) without health insurance, 2010-2014 estimate

	Estimated percentage of children ages 0-5 without health insurance in 2010-2014
Pascua Yaqui Tribe region	13%
All Arizona reservations	18%
Pima County	9%
Arizona	10%

Source: U.S. Census Bureau (2016). 2010-2014 American Community Survey 5-Year Estimates, Table B27001. Received from First Things First.

Table 65. Type of insurance of children in Ili Uusim Mahtawa'apo Pascua Yaqui Head Start

Time	Type of insurance	2013-2014	2014-2015	2015-2016
At enrollment	Medicaid and/or CHIP	120	108	112
	Private Health Insurance	20	19	21
	Other	1	0	0
	None	0	14	7
At end of year	Medicaid and/or CHIP	120	115	120
	Private Health Insurance	20	24	20
	Other	1	0	0
	None	0	2	0
Total number of children enrolled		141	141	140

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2013-2014, 2014-2015, and 2015-2016. Received from Manager of Ili Uusim Mahtawa'apo Pascua Yaqui Head Start.

With health insurance coverage obtained mostly from the state or tribe, the families are able to access preventative care for their children and as well as treatment for acute and chronic health conditions and injuries. Immunizations against a variety of diseases are a primary form of preventative care. Region-wide data on immunization rates for young children in the Pascua Yaqui Tribe region were not available but immunization rates for children in child care and kindergarten settings in Pima County are lower than state rates, particularly for Hepatitis A (see Table 66). The percentage of children enrolled at Ili Uusim Mahtawa'apo Pascua Yaqui Head Start who were up to date on their immunizations steadily increased from a low of 93% in 2013-2014 to 98% in 2015-2016 (see Table 67). Meanwhile, the number of children that a health care professional determined had received all immunizations possible by the end of the schoolyear but who had not received all immunizations appropriate for their age decreased from seven percent to two percent over the same period. This information, along with the information previously presented regarding insurance coverage, suggests that Ili Uusim Mahtawa'apo Pascua Yaqui Head Start plays a major role in promoting the health of a large number of 3-4 years olds in the region.

Table 66. County and state rates of immunizations, 2015-2016

	Child care and Preschool		Kindergarten	
	Pima County	Arizona	Pima County	Arizona
DTAP (diphtheria, tetanus, pertussis), 4 or more doses	87%	92%	92%	94%
Polio	86%	93%	92%	95%
MMR (measles, mumps, rubella), 1 or more doses	87%	94%	92%	94%
Hib (meningitis, pneumonia, epiglottitis, etc.)	87%	92%	-	-
HepA (hepatitis A)	65%	82%	-	-
HepB (hepatitis B)	87%	92%	93%	96%
Chicken pox	87%	95%	93%	97%
Religious/Personal Exemption	2%	4%	2%	5%
Medical Exemption	<1%	1%	<1%	<1%

Source: The Arizona Department of Health Services (2016). [Immunization dataset]. Unpublished data. Received from First Things First.

Note: Data about kindergarten immunization rates for Hib and HepA for the 2015-2016 schoolyear were not available for Pima County and Arizona.

Table 67. Immunization completion status at end of schoolyear for children attending Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, 2013-2016

	2013-2014	2014-2015	2015-2016
Number of children determined by a health care professional to be up-to-date on all immunizations appropriate for their age	131 (93%)	137 (97%)	137 (98%)

	2013-2014	2014-2015	2015-2016
Number of children determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	10 (7%)	4 (3%)	3 (2%)
Number of children who meet state's guidelines for an exemption from immunizations	0	0	0
Total number of children	141	141	140

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2013-2014, 2014-2015, and 2015-2016. Received from Manager of the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start.

Most other data available on the health status of young children in the region comes from Ili Uusim Mahtawa'apo Pascua Yaqui Head Start. It is important to note again that these data are only for three- and four-year-olds, and that although they make up a rather large percentage of the region's children in that age range, data about them provide only limited insight into the health status of children under three years of age and between four and five years old.

Asthma

For the most recent three years of reporting, between 27% and 30% of the children enrolled in the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start received medical treatment for asthma (see Table 68). The large percentage of children being treated for asthma has implications in a variety of areas including monitoring of children's physical activities and medication needs at Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, as well as, more generally, determining if additional community efforts are required to address environmental factors associated with the illness.

Table 68. Children enrolled in Ili Uusim Mahtawa'apo Pascua Yaqui Head Start who received medical treatment for asthma

	2013-2014	2014-2015	2015-2016
Number of all children who received medical treatment for asthma*	43 (30%)	42 (30%)	38 (27%)
Number of children enrolled in Head Start	141	141	140

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for, 2013-2014, 2014-2015, and 2015-2016. Received from Manager of the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start.

Note: A year's number includes children diagnosed prior to that year.

Vision Health

The number of children at the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start who received services for vision problems over the last three reporting years fluctuating from 14% to 39% of children (see Table 69). There may be a need for more public education in the region about healthy vision practices for young children and a need for earlier screenings.

Table 69. Hearing and vision services received by children enrolled in Ili Uusim Mahtawa’apo Pascua Yaqui Head Start

	2013-2014	2014-2015	2015-2016
Hearing difficulties	5 (4%)	9 (6%)	4 (3%)
Vision problems	35 (25%)	55 (39%)	19 (14%)
Number of children enrolled in Head Start	141	141	140

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2013-2014, 2014-2015, and 2015-2016. Received from Manager of the Ili Uusim Mahtawa’apo Pascua Yaqui Head Start.

Note: A year’s number includes children diagnosed prior to that year.

Oral Health

Oral health is also a priority for Ili Uusim Mahtawa’apo Pascua Yaqui Head Start. According to the nurse at the Ili Uusim Mahtawa’apo Pascua Yaqui Head Start, all enrolled children are required to have a “dental home” (i.e., dentist treating them) and a “medical home” (i.e., primary care physician). She explains the importance of dental care to parents, who are expected to have their children seen by a dentist every six months. The nurse has found that most of the children who come to Ili Uusim Mahtawa’apo Pascua Yaqui Head Start have already been seen by a dentist but, for those who haven’t, she works with their parents to choose a dentist and, if needed, helps make the first appointment. Most children go to Pascua Yaqui Dental Center but some parents take their children to Kool Smiles, General Dentistry for Kids, El Rio Southwest, or El Rio Congress.

It is standard practice for the Dental Director of the Pascua Yaqui Dental Clinic to come to Ili Uusim Mahtawa’apo Pascua Yaqui Head Start at the beginning of the school year to conduct a visual dental exam with all enrolled children. If the Dental Director sees a child with severe dental issues (Class 1 Dental Referrals = Very decayed, needs referral), he refers them to a specialist. The Pascua Yaqui Dental Clinic comes three times a year to provide fluoride varnish applications for all the children. According to data provided by the Dental Director, children ages birth to five years of age in the region had 1,132 “dental encounters” between 2013 and 2015. Dental encounters include all types of dental procedures and a single visit can include more than one type of encounter (emergent/acute, preventative, or recall). The dental center’s database does not allow a breakdown by type of encounter or calculating an unduplicated number of children ages birth to five years of age who were serviced. The Dental Director stated that, given that the overall number of visits by patients of all ages in a year is approximately 8,500, the number of visits required by children age birth to five years old is “alarming and needs to be addressed.” He also noted that many tribal families are on AHCCCS and choose to take

their children to dental clinics off the reservation because they can get an appointment sooner and because the tribal clinics schedule is often full with appointments for adults.⁹⁴

Oral health data from Ili Uusim Mahtawa’apo Pascua Yaqui Head Start show that in the 2013-2014 through 2015-2016 schoolyears only a small number of children (6-9) were diagnosed as needing treatment; however, in the last two reporting years, a majority of children diagnosed as needing treatment did not receive treatment (see Table 70). The reason reported for those children not receiving treatment was that their parents did not make or keep an appointment.⁹⁵ The reasons for a smaller proportion of enrolled children having regular dental care in the last two years is worthy of further investigation as dental problems may negatively impact a young child in numerous ways and may lead to irreversible dental issues at an older age. Finding a suitable time for a child’s dental appointment may be especially difficult for two-parent families in which both parents work and single-parent families in which the sole parent works. Transportation to the appointment may also be an issue for some households. In some cases, the children whose parents are not making a dental appointment for them or not ensuring that they keep an appointment may be those who have been referred because of severe dental decay. Parents may fear that there will be a high cost to such care or fear other negative consequences for their children. Additional follow-up may be required with the parents of children that the Dental Director refers to a specialist.

Table 70. Dental services needed and received by children enrolled in Ili Uusim Mahtawa’apo Pascua Yaqui Head Start

	2013-2014	2014-2015	2015-2016
Received preventive care	141 (100%)	141 (100%)	140 (100%)
Completed a professional dental examination	141 (100%)	141 (100%)	140 (100%)
Diagnosed as needing treatment	6 (4%)	7 (5%)	9 (6%)
Received or receiving treatment	6 (4%)	3 (2%)	3 (2%)
Percentage of those receiving treatment of those needing treatment	100%	43%	33%
Number of children enrolled in Head Start	141	141	140

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2013-2014, 2014-2015, and 2015-2016. Received from Manager of the Ili Uusim Mahtawa’apo Pascua Yaqui Head Start.

Note: In each year the number reported reflects the number of children needing or receiving services since the previous year’s Program Information Report.

The region’s outreach to parents around children’s dental health may benefit from increased use of culturally-appropriate public health materials. The Inter Tribal Council of Arizona collaborated with the Phoenix Indian Medical Center’s Dental and Nurses’ Programs to produce culturally-appropriate materials for promoting preventative dental care for children 16 months and younger. These materials include a flyer (“Give Your Baby the Gift of a Proud Smile”), a brochure (“Your Baby’s Precious Teeth

⁹⁴ Personal communication from the Dental Director of the Pascua Yaqui Tribal Dental Clinic

⁹⁵ Personal communication from the Dental Director of the Pascua Yaqui Tribal Dental Clinic

are at Risk for Decay Starting with the First Tooth”), and posters (“1st Birthday, 1st Priority: 1st Dental Visit” and “Your Baby’s Teeth are at Risk for Decay Starting with the First”).

Other Indicators of Child Health

Another factor that impacts young children’s health is unintentional injuries. Between 2012 and 2014, hospital Emergency Department (ED) visits and hospital stays for unintentional injuries decreased for Pascua Yaqui Tribe region children 0-5, largely mirroring a similar decline at the county and state levels (see Tables 71 and 72). This may reflect a decline in actual injuries, or it may reflect a decline in hospital usage.

Table 71. Emergency Department visits for unintentional injuries for children ages 0-5

	2012	2013	2014
Pascua Yaqui Tribe region	52	53	46
Pima County	6,543	6,325	6,191
Arizona	48,429	45,218	44,998

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Table 72. Non-fatal injuries requiring hospitalization in children ages 0-5

	2012	2013	2014
Pascua Yaqui Tribe region	<6	<6	0
Pima County	175	154	136
Arizona	1,316	1,060	907

Sources: Arizona Department of Health Services, Population Health and Vital Statistics. (2016). [Vital statistics dataset]. Unpublished data. Received from First Things First.

Note: Where the total number of children was less than 25 (<25), the number was suppressed to protect confidentiality.

High obesity rates have been described in this report as a risk to pregnant women and to the children to whom they will give birth. Data show that rates of being overweight or obese also put young children in the region at risk. Rates of being overweight ranged from 16% to 18% for children two years and older in the years 2011-2015, while rates for obesity during the same period ranged from 15% to 20% (see Table 73). Data from Ili Uusim Mahtawa’apo Pascua Yaqui Head Start largely mirror region-wide data, with 24% to 30% of children reported in the last three schoolyears as being obese (see Table 74). Rates of being overweight or obese were even higher for mothers (see Table 73), illustrating a trend that may be a concern for the tribe. The high rate of obesity among young children suggests a need for parent education, health programming, and physical education programming at Ili Uusim Mahtawa’apo Pascua Yaqui Head Start. As regional data show only a small percentage of children under two years of

age being obese (see Table 73), identifying factors that may contributing to the much greater prevalence of obesity from age two onward would be worthwhile and potentially point to effective public health educational outreach efforts that can address the issue.

Table 73. Weight issues for children receiving WIC in the Pascua Yaqui Tribe region

	2011	2012	2013	2014	2015
Children under 2 years old					
Underweight	1%	<1%	1%	1%	1%
Normal Weight	94%	94%	94%	93%	93%
Overweight	5%	6%	5%	5%	6%
Obese	1%	<1%	1%	2%	1%
Children 2 years and older					
Overweight	16%	16%	18%	16%	17%
Obese	18%	16%	18%	20%	15%

Source: Inter Tribal Council of Arizona. Unpublished data. Received from First Things First.

Note: Definitions of “underweight,” “overweight,” and “obese” are based on World Health Organization percentiles for child under two and over two years of age. Overweight is defined as greater than or equal to the 85th percentile (i.e., 85% of the children in the age group) and obesity is defined as greater than or equal to the 97.7th percentile based on weight-for-length.

Note: Percentages that are less than 1% but greater than 0 are designated at <1%; “<1%” does not reflect suppressed data.

Table 74. Body Mass Index (BMI) category of children enrolled in Ili Uusim Mahtawa’apo Pascua Yaqui Head Start

	2013-2014	2014-2015	2015-2016
Underweight	1%	-	3%
Healthy Weight	58%	55%	51%
Overweight	14%	15%	16%
Obese	26%	26%	30%

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2013-2014, 2014-2015, and 2015-2016. Received from Manager of the Ili Uusim Mahtawa’apo Pascua Yaqui Head Start.

Note: Some percentages cannot be calculated where available data were suppressed due to non-zero count less than 25.

Access to nutritious food and recreational facilities are important factors that influence children’s weight and health in general. Data about the number of food establishments (grocery stores, restaurants, etc.) within or close to the Pascua Yaqui Tribe region are not available; however, there is information for the surrounding area. In 2012 Pima County had 121 grocery stores, 13 supercenters or club stores, 318 convenience stores, and 47 specialized food stores (see Table 75). There was little

change in the number of grocery stores from the other year for which data were available (2007), but over the five-year period the number of supercenters or food clubs grew substantially (44%) and the number of convenience stores dramatically shrank – from 667 to 318. The number of fast food restaurants in Pima County increased from 594 in 2007 to 627 in 2012.

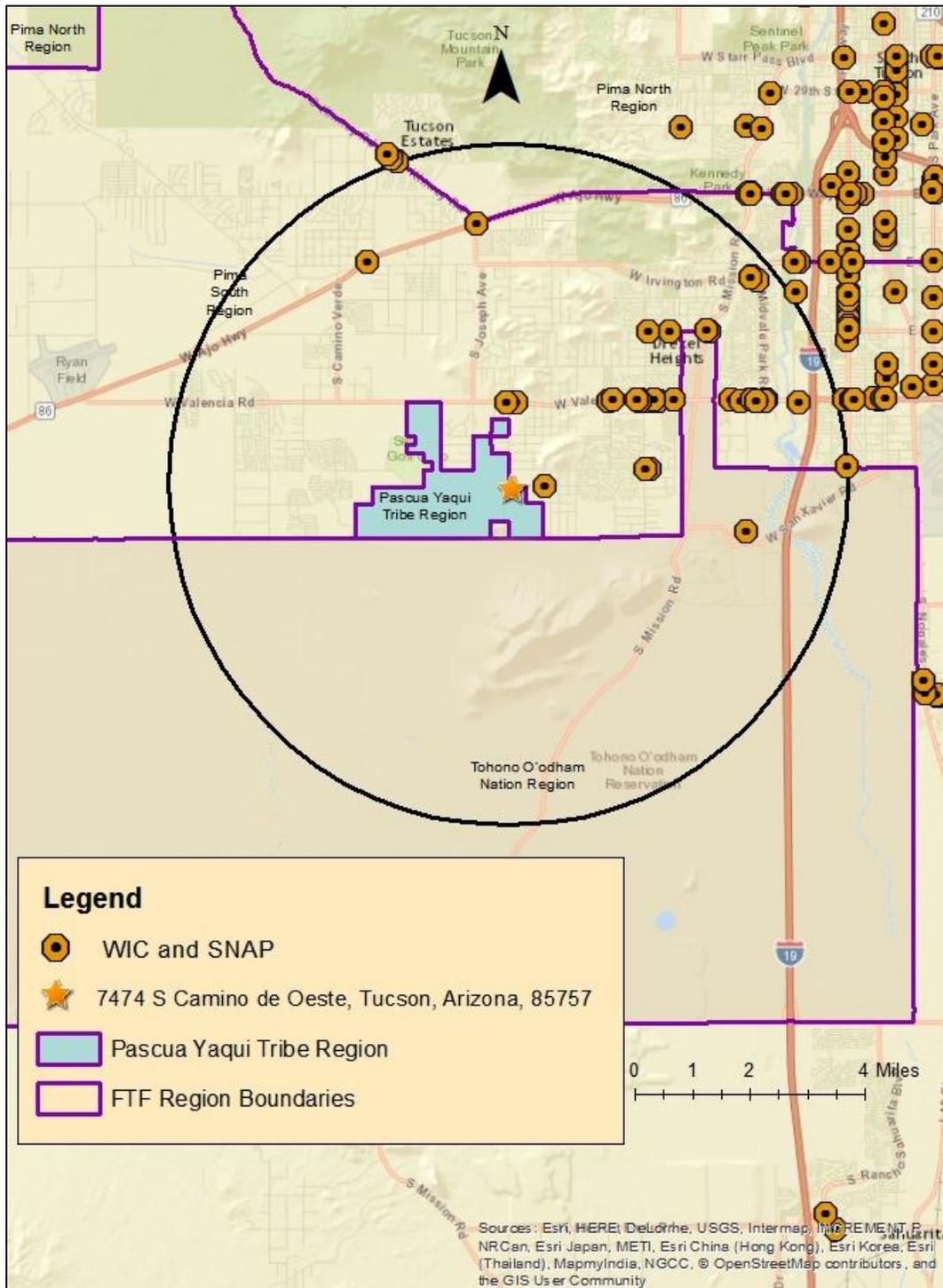
Table 75. Food stores and restaurants in Pima County

Type of establishment	2007	2012
Grocery store	122	121
Supercenter and club store	9	13
Convenience store	667	318
Specialized food store	58	47
Fast food restaurant	594	627
Full-service restaurant	615	627

Source: United States Department of Agriculture, Economic Research Service. (2016). Food Environment Atlas data file and documentation – Current Version. Retrieved from <http://www.ers.usda.gov/data-products/food-environment-atlas/>

A more localized picture of access to food, particularly access to healthy food for low-income families, is provided by data about establishments within 5 miles of the region that accept Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) and Supplemental Nutrition Assistance Program (SNAP). Figure 10 illustrates that within a five-mile radius of the region there are 32 establishments that accept SNAP, with those same 32 also accepting WIC.

Figure 10. Map of WIC and SNAP retailers within five miles of region



Sources: Arizona Department of Health Services. (n.d.). Retrieved from azdhs.gov/documents/prevention/azwic/az-wic-vendor-list.pdf; United States Department of Agriculture. (n.d.). Retrieved from <http://www.fns.usda.gov/snap/retailerlocator>

Note: Map created using resources from Esri, HERE, DeLorme, USGS, Intermap, INCREMENT P, NRCan, Esri Japan, METI, Esri China (Hong Kong), Esri Korea, Esri (Thailand), MapmyIndia, NGCC, © OpenStreetMap contributors, and the GIS User Community.

Note: The Pascua Yaqui Tribe Administrative office at 7474 S. Camino de Oeste was used as the center point for determining a five-mile radius for the region in which WIC and SNAP locations would be identified. All 32 WIC locations identified within the 5-mile radius also accepted use of the SNAP Electronic Benefits Transfer (EBT) card.

Access to recreational facilities can promote good health in parents and their young children. The region has two major recreational facilities – the Boys & Girls Club’s Pascua Yaqui Clubhouse and the Pascua Yaqui Wellness Center (see Table 76). The Boys & Girls Club serves children ages 7- to 17-years-old but the Pascua Yaqui Wellness Center is open to young children with their families. According to the Recreation and Fitness Coordinator, the center has offered classes and activities for children birth to five years of age and their parents but few people sign up for them. These have included a “Mommy and Me” workout class (in which a parent can exercise with a stroller), and basketball, soccer, and football programs for children ages 3-6. These programs have been advertised through e-mail, Facebook, posters, flyers, and information sent to various offices of the tribe.

Table 76. Recreation and fitness facilities in the Pascua Yaqui Tribe region

	Address	Population served
Pascua Yaqui Wellness Center	5305 W. Calle Torim Tucson, AZ 85757	All tribal members
Boys & Girls Club – Pascua Yaqui Clubhouse	5010 W. Calle Torim Tucson, AZ 85757	Children ages 7-17

Source: Retrieved from <http://www.bgctucson.org/clubhouse-locations/pascua-yaqui-clubhouse> and <https://www.google.com/#q=Pascua+Yaqui+Wellness+Center>



Family Support and Literacy

Why It Matters

Caregivers and families play crucial roles in providing nurturing and stable relationships for optimal brain development during children's early years.^{96,97,98,99} When children experience nurturing, positive caregiving, they face better life prospects across a number of cognitive, social, physical, academic, and economic outcomes.^{100,101} Consequently, healthy development depends on positive relationships between children and their caregivers from an early age.¹⁰² For caregivers of young children, reading aloud, singing songs, practicing nursery rhymes, and engaging in age-appropriate conversation primes children to reach their full potential. Such interactions not only support literacy skills but also offer exposure to other important opportunities, such as recognizing and naming emotions, important socio-emotional skills with life-long implications. Caregivers and families are children's first teachers; the most rapid progress in initially learning languages and expanding vocabulary happens between ages one and three.¹⁰³ In fact, literacy promotion is so central to a child's development that the American Academy of Pediatrics has recently focused on it as a key issue in primary care, aiming to make parents more aware of their important role in literacy.¹⁰⁴

The development of language skills in more than one language can also be useful. Recent research has shown that multilingualism (speaking more than one language) is related to faster language acquisition and comprehension, critical thinking, focus, and spatial awareness; its benefits extend into non-verbal skills and it can increase economic and social opportunities that are not available to single language speakers.¹⁰⁵

In addition to the many benefits that stem from positive family environments, attentive, informed, and supportive caregivers and families are significant protective factors against early childhood challenges and barriers. Detrimental life outcomes for children, such as physical disorders, problematic internal and external behaviors, stunted development, low incomes, crime, incomplete education, and poor quality of life, are minimized or prevented by providing prenatal and early life education resources to

⁹⁶ The following passages rely greatly on the Why It Matters section on Family Support in the Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report developed by the Frances McClelland Institute for Children, Youth and Families at the John & Doris Norton School of Family and Consumer Sciences of the University of Arizona.

⁹⁷ Evans, G. W., & Kim, P. (2013). Childhood poverty, chronic stress, self-regulation, and coping. *Child Development Perspectives*, 7(1), 43-48.

⁹⁸ Shonkoff, J. P., & Fisher, P. A. (2013). Rethinking evidence-based practice and two-generation programs to create the future of early childhood policy. *Development and Psychopathology*, 25(4pt2), 1635-1653.

⁹⁹ Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. National Academies Press.

¹⁰⁰ Magnuson, K. A., & Duncan, G. J. (2002). Parents in poverty. In Bornstein, M. *Handbook of Parenting*, 4, 95-121.

¹⁰¹ Center on the Developing Child at Harvard University (2010). *The Foundations of Lifelong Health Are Built in Early Childhood*. <http://www.developingchild.harvard.edu>

¹⁰² National Scientific Council on the Developing Child. (n.d.). Category: Working Papers. Retrieved from <http://developingchild.harvard.edu/resourcecategory/reports-and-working-papers/>

¹⁰³ Read On Arizona. (n.d.). As a parent what can I do at home to support early literacy? Retrieved from <http://readonarizona.org/about-us/faq/>

¹⁰⁴ American Academy of Pediatrics. (n.d.). Pediatric Professional Resource: Evidence Supporting Early Literacy and Early Learning. Retrieved from https://www.aap.com/en-us/Documents/booksbuildconnections_evidencesupportingearlyliteracyandearlylearning.pdf

¹⁰⁵ Paradowski, M. B. (2010). The Benefits of Multilingualism. Retrieved from <http://www.multilingualliving.com/2010/05/01/the-benefits-of-multilingualism/>

caregivers and families. Such resources help caregivers and families experience lower levels of stress and higher incomes as well.^{106,107,108,109}

What the Data Tell Us

Family Support Service Needs

Family support includes a range of services and programs that provide parents with knowledge about effective parenting, behavioral health assistance, and protection for children while providing help to their families during crisis situations. The Pascua Yaqui Tribe Regional Partnership Council has funded family support strategies such as Home Visitation (through State Fiscal Year 2015) and Parenting Education. From State Fiscal Year (SFY) 2011 through SFY 2015, the Pascua Yaqui Tribe Regional Partnership Council implemented, through a partnership with the tribe's Health Department, the Home Visitation strategy to expand and enhance the services available in the region for family support through home visitation and parenting education for families with children birth to age five on the reservation. Parenting Education services have been provided since SFY 2011 to families with children birth to five on the reservation through different strategies: Community-Based Family Education, Parent Education Community-Based Training, Parenting Education and Parenting Outreach and Awareness. Through the implementation of these funded approaches, parents and other caregivers have completed a voluntary series of community-based classes on topics like parenting skills, brain development, and nutrition. In addition, tribal families of children birth to five have received books and participated in family events on the reservation to increase families' awareness of the importance of early childhood development, including early literacy and language acquisition, and tribal heritage learning opportunities. The Pascua Yaqui Tribe Regional Partnership Council has also distributed Arizona Parent Kits to Pascua Yaqui Tribe families throughout Pascua Yaqui departments and programs such as the Community Library and Resource Center, Community Health Nurses, Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) and the Home Visitation Program. The Pascua Yaqui Tribe Regional Partnership Council and First Things First staff worked in partnership with tribal staff to organize Tiny Blessings Baby Showers to provide resources and information to tribal families with young children. (See Appendix A for further information).

Although data regarding the support services and programs in which parents are participating are not available for all of the Pascua Yaqui Tribe region's families with young children, data from the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start provide insight into what types are both needed and utilized (see Table 77). Although need and receipt of some service data are suppressed to protect confidentiality, during the 2015-2016 program year, 140 families of enrolled children had an expressed interest or identified need for parenting education and 99 (71%) received such services. Job training was also a

¹⁰⁶ García, J. L., Heckman, J. J., Leaf, D. E., & Prados, M. J. (2016). *The life-cycle benefits of an influential early childhood program* (No. w22993). National Bureau of Economic Research.

¹⁰⁷ Dishion, T. J., Brennan, L. M., Shaw, D. S., McEachern, A. D., Wilson, M. N., & Jo, B. (2014). Prevention of problem behavior through annual family check-ups in early childhood: intervention effects from home to early elementary school. *Journal of Abnormal Child Psychology*, 42(3), 343-354.

¹⁰⁸ Walker, S. P., Chang, S. M., Wright, A., Osmond, C., & Grantham-McGregor, S. M. (2015). Early childhood stunting is associated with lower developmental levels in the subsequent generation of children. *The Journal of Nutrition*, 145(4), 823-828.

¹⁰⁹ Schindler, H. S., Kholoptseva, J., Oh, S. S., Yoshikawa, H., Duncan, G. J., Magnuson, K. A., & Shonkoff, J. P. (2015). Maximizing the potential of early childhood education to prevent externalizing behavior problems: A meta-analysis. *Journal of School Psychology*, 53(3), 243-263.

major identified need for Ili Uusim Mahtawa'apo Pascua Yaqui Head Start families, with 31 of 49 families (63%) identified as receiving those services. Adult education such as a GED program was a need for 31 families but only received by two. Many families (51) had emergency or crisis-level needs (e.g., food, clothing, or shelter) identified but only 13 received such services during the program year. These data are consistent with the education and economic data provided in this report which show low educational attainment and a high rate of poverty among the region's residents and suggest that family support services are crucial for the region's parents. They also suggest some gaps in provision of needed services, which can result from services not being offered or families not taking advantage of offered services. It is also possible that families may locate the services outside of Ili Uusim Mahtawa'apo Pascua Yaqui Head Start (e.g., emergency/crisis services) and their receipt of services is not documented in Ili Uusim Mahtawa'apo Pascua Yaqui Head Start records.

Table 77. Ili Uusim Mahtawa'apo Pascua Yaqui Head Start family services, 2015-2016

Type of service	Identified need	Received services
Emergency/crisis intervention	51	13
Housing assistance	<10	<10
Mental health services	<10	<10
English as a 2nd Language	0	0
Adult education (e.g., GED)	31	<10
Job training	49	31
Substance abuse prevention	0	0
Substance abuse treatment	0	0
Child abuse and neglect treatment	14	14
Domestic violence services	<10	<10
Child support services	0	0
Health education	<10	<10
Assistance to families of incarcerated individuals	0	0
Parenting education	140	99
Relationship/marriage education	0	0
Asset-building services (e.g. financial education)	<10	<10

Source: American Indian and Alaska Native (AIAN) Head Start Program Information Reports for 2015-2016. Received from Manager of the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start.

Note: Where the total number of children was less than 10 (<10), the number was suppressed to protect confidentiality.

The large number of parents whose children are enrolled at Ili Uusim Mahtawa'apo Pascua Yaqui Head Start who received parenting education during the program year highlights how important such programs are considered in the Pascua Yaqui Tribe region. Their relevance is further emphasized by data from the 2014 First Things First Parent and Caregiver Survey suggesting that some parents in the Pascua Yaqui Tribe region know about early childhood cognitive development (see Table 78) and the ability of parents to positively impact such development (see Table 79). Twenty-nine percent of respondents to the 2014 First Things First Parent and Caregiver Survey recognized that as early as prenatally parents can make a difference in a child brain development, 31% recognized that children begin to react to their environment from birth, and 44% recognized that children can be affected by how the parent is feeling from birth. Additionally, almost half (49%) were aware of parents' impact on children's capacity for learning and many (39%) knew the benefit for children of in-person speech

relative to hearing talking on TV. Further outreach and parent education could inform even more parents about early childhood cognitive development and parents' role.

Table 78. Parent knowledge about early childhood cognitive development – 2014 Family Survey

Survey question	Response options*	Frequency of each response
When do you think a parent can begin to make a big difference on a child's brain development? (N=82)	Prenatal	29%
	Right from birth	48%
	One week to one month	2%
	2- 11 months	5%
	1 year or more	16%
At what age do you think an infant or young child begins to really take in and react to the world around them? (N=97)	Prenatal	4%
	Right from birth	31%
	One week to one month	4%
	2- 11 months	32%
	1 year or more	28%
At what age do you think a baby or young child can begin to sense whether or not his parent is depressed or angry, and can be affected by how his parents are feeling? (N=95)	Prenatal	14%
	Right from birth	44%
	One week to one month	5%
	2- 11 months	9%
	1 year or more	28%

Source: First Things First. (2016). [2014 FTF Parent and Caregiver Survey dataset]. Received from First Things First.

Note: Correct response options are shaded.

Note: N=104 parents

Table 79. Parent knowledge about the role of parents in early child development

Survey statement	Percentage reporting the statement is "probably true" or "definitely true"	Percentage reporting the statement is "probably false" or "definitely false"
Children's capacity for learning is pretty much set from birth and cannot be greatly changed by how the parents interact with them. (N=102)	53%	47%
In learning about language, children get the same benefits from hearing someone talk on TV as hearing a person in the same room talking to them. (N=103)	61%	39%

Source: First Things First. (2016). [2014 FTF Parent and Caregiver Survey dataset]. Received from First Things First.

Note: Correct response options are shaded.

Note: N=104 parents

Child Abuse and Neglect

The risk for child abuse and neglect can be increased by stress that is put on the family by poverty, unemployment, and childcare needs.¹¹⁰ Indicators of rates of these kinds of family stressors are reported in earlier sections, particularly the section on Economic Circumstances and Early Learning.

Tribal data regarding child protection activities in the Pascua Yaqui Tribe region are limited. According to Pascua Yaqui Social Services Department data, in 2014, there were 377 reports of abuse or neglect and in 2015 there were 321 reports of abuse or neglect (see Table 80). The number of reports of child abuse or neglect made to Pascua Yaqui Child Protective Services that were confirmed or “substantiated” decreased from 184 (49% of those reported) in 2014 to 115 in 2015 (36% of those reported) but the percentage of reported cases that were substantiated at the county and state levels in 2014 and 2015 were far lower than for cases reported to Pascua Yaqui Child Protective Services (see Table 81). Tables 82 and 83 illustrate that reports at the county and state level were less likely to be for neglect and sexual abuse and more likely to be for physical abuse than reports made to Pascua Yaqui Child Protective Services. Although Table 84 provides information only for Pima County and Arizona, it gives a sense of the distribution of priority levels across substantiated reports with most substantiated cases reflecting “an immediate, significant and clearly observable family condition present which has resulted in or is likely to result in serious or severe harm requiring an immediate initial response” (Priority 1) or “impending danger [that] may not be occurring in the present but [is] likely to occur in the immediate to near future and will likely result in serious or severe harm to a child” (Priority 2).

Table 80. Reported and substantiated cases of child abuse/neglect in the Pascua Yaqui Tribe region

	2014	2015
Reported cases	377	321
Substantiated cases	184 (49%)	115 (36%)

Source: Pascua Yaqui Social Services Department. (2016).

Table 81. Number of substantiated cases of child abuse/neglect and percent of reports, Pima County and Arizona

	2014	2015	2016
Pima County	895 (11%)	961 (10%)	617 (7%)

¹¹⁰Retrieved from <http://www.apa.org/pi/families/resources/understanding-child-abuse.aspx>

	2014	2015	2016
Arizona	4,280 (10%)	5,062 (10%)	3,604 (7%)

Source: Sources: Arizona Department of Child Safety- Child Welfare Reporting Requirements Semi-annual Reports for the period of October 1, 2013 through March 31, 2016.

Note: Due to DCS' reporting practices, each year runs from April 1st of a previous year to March 30th of the reporting year.

Table 82. Frequency of types of maltreatment reports made to Pascua Yaqui Child Protective Services, 2014 and 2015

	2014	2015
Neglect	306 (81%)	262 (82%)
Physical abuse	47 (12%)	45 (14%)
Sexual abuse	24 (6%)	14 (4%)
Total	377	321

Source: Pascua Yaqui Social Services Department. (2016).

Table 83. Reports of maltreatment of children ages 0-17 made to Arizona Department of Child Safety

		2014		2015		2016	
		Pima County	Arizona	Pima County	Arizona	Pima County	Arizona
Percentage by type	Neglect	72%	70%	74%	72%	74%	72%
	Physical abuse	25%	26%	23%	24%	22%	24%
	Sexual abuse	2%	3%	3%	3%	3%	3%
	Emotional abuse	1%	1%	1%	1%	1%	1%
Total number of reports		7,928	44,988	9,268	50,584	9,297	50,922

Sources: Arizona Department of Child Safety Child Welfare Reporting Requirements Semi-annual Reports for the period of October 1, 2013 through March 31, 2016

Note: Due to DCS' reporting practices, each year runs from April 1st of a previous year to March 30th of the reporting year.

Table 84. Number of substantiated reports made to Arizona Department of Child Safety by priority level

		2011	2012	2013	2014	2015	2016
Priority 1. An immediate, significant and clearly observable family condition present which has resulted in or is likely to result in serious or severe harm requiring an immediate initial response.	Pima County	18%	27%	43%	41%	42%	31%
	Arizona	38%	42%	43%	42%	40%	40%
Priority 2. Impending danger may not be occurring in the present but likely to occur in the immediate to near future and will likely result in serious or severe harm to a child.	Pima County	26%	28%	23%	26%	32%	40%
	Arizona	21%	18%	21%	20%	23%	27%
Priority 3. Does not rise to the level of present or impending danger but an incident of abuse or neglect has happened in the past 30 days. This includes a current minor injury to the child.	Pima County	51%	34%	25%	22%	20%	23%
	Arizona	29%	27%	24%	23%	23%	22%
Priority 4. Does not rise to the level of present or impending danger, but either an incident of abuse or neglect happened more than 30 days ago, the date of last occurrence is unknown and there is no current physical indicator of maltreatment, or there is unreasonable risk of harm to the child's health or welfare.	Pima County	6%	11%	9%	11%	6%	6%
	Arizona	13%	13%	12%	14%	15%	12%

Source: Arizona Department of Economic Security, Child Welfare Semi-Annual Reports for the periods of April 1, 2010 through March 31, 2016.

Note: Due to DCS' reporting practices, each year runs from April 1st of a previous year to March 30th of the reporting year.

Retrieved from <https://dcs.az.gov/data/dcs-documents>

Data on service needs and provision for Ili Uusim Mahtawa'apo Pascua Yaqui Head Start families in the 2015-2016 schoolyear (see Table 77 above), illuminates aspects of how child abuse and neglect prevention and identification are addressed for a subset of young children in the Pascua Yaqui Tribe region. Given the extent of healthcare-related contact the resident nurse has with children enrolled in Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, it is likely that a substantial proportion of children who have experienced child abuse or neglect are identified there. During the 2015-2016 program year 14 children at Ili Uusim Mahtawa'apo Pascua Yaqui Head Start were identified as needing treatment for child abuse and neglect prevention and 100% of children (14 of 14) received it. However, the children attending Ili Uusim Mahtawa'apo Pascua Yaqui Head Start constitute less than a third of the birth to five population in the region and it is of concern that children who are experiencing child abuse or neglect but are too young to attend the program, as well as three- and four-year-old children who do not attend the program, may be overlooked. Of additional concern, family crisis is a known factor in child abuse and neglect, yet less than 25% of program families identified as in need of emergency or crisis intervention received it.

Out of Home Placement

According to Pascua Yaqui Social Services Department, the number of children birth to 18-years-old in foster care decreased from 17 in 2014 to 11 in 2015 (see Table 85). The number of children entering out of home care more than doubled in 2014, to 50 children, compared with the preceding year and the following year (see Table 86). A substantial increase in any given year has implications for administrative and family support needs. The average age of children entering out of home care

decreased steadily from 7.5 years old in 2013 to 6.1 years old in 2015, which implies an increasing percentage of younger children. Although there are no data available on the age breakdown of the children entering out of home care, based on the average age it is likely that each year some are in the birth to five age group. There appears to be no shortage of foster care options in the region; Pascua Yaqui Social Services Department reports 48 licensed foster care homes in both 2014 and 2015.

Table 85. Number of children 0-18 in foster care in the Pascua Yaqui Tribe region

	2014	2015
Children in foster care	17	11

Source: Pascua Yaqui Social Services Department. (2016).

Table 86. Number of children ages 0-17 in the Pascua Yaqui Tribe region removed by Pascua Yaqui Child Protective Services and placed in out of home care, by year

	2013	2014	2015
Number of children removed by CPS and entering out of home care	23	50	24
Average age of children removed/entering out of home care	7.5 years	6.8 years	6.1 years

Source: Pascua Yaqui Social Services Department. (2016)

Domestic Violence

Prevention of domestic violence and support of victims in the region is especially relevant, given the Pascua Yaqui Tribe region’s large proportion of single-parent female-headed households with young children. The Pascua Yaqui Tribe proactively works in the region to raise awareness about domestic violence. Pascua Yaqui Victim Services staffs a booth most months at community locations (e.g., at the tribe’s administrative center) and at special events such as Tribal Recognition Day, where it provides information about crimes such as domestic violence, child abuse, and elder abuse. Pascua Yaqui Victim Services also provides assistance to victims of domestic violence.

Tribal agencies and courts are required to treat victims of domestic violence in accordance with the Pascua Yaqui Tribe Victim Rights Ordinance, a set of rights the tribe guarantees for victims of any crime. A victim of domestic violence may directly contact Victim Services at any time to receive assistance or may request that police put them in contact with a crisis worker at the agency at the time of an incident to which police have responded. Police referral is preferred as it facilitates funding services that can be provided. A number of types of assistance that may be useful to victims of domestic violence are available through Walking in Balance Victim Services, including emergency shelter, court advocacy, transportation to court hearings, and assistance with Emergency Protection Orders (short-term) and Restraining Orders (long-term). Some domestic violence victims may also be eligible for limited financial assistance from the Pascua Yaqui Victim Compensation Fund which covers costs incurred as a direct result of a crime, such as changing door locks, installing window guards, and

filing fees associated with orders of protection, however the fund's size is very limited.¹¹¹ Domestic violence programs and services are available both within the Pascua Yaqui Tribe region and in adjacent communities (see Table 87).

Table 87. Domestic violence programs serving Pascua Yaqui Tribe region

Organization	Address
Pascua Yaqui Victim Services	7777 S. Camino Huivisim, Tucson, AZ 85757
Emergel Center Against Domestic Abuse Administrative Office	2545 E. Adams Street, Tucson, AZ 86716
Genesis House – Hands of a Friend (Manos Amigas)	P.O. Box 2097, Green Valley, AZ 85622

Source: Retrieved from <http://www.emergencecenter.org/>; and <http://www.handsofafriend.org/contact.html>; information on Pascua Yaqui Victim Services was obtained from an electronic flyer obtained from an employee of that agency.

Note: The Genesis House services are available to members of the Pascua Yaqui Tribe region was confirmed by phone communication with a staff person at the shelter.

Data for all domestic violence cases in the region show that the problem remains a challenge: according to the Pascua Yaqui Attorney General, in FY 2015 there were 90 domestic violence cases (including those with a Family Violence designation) while in FY 2016 there were 125 such cases. Data on service needs and provision for Ili Uusim Mahtawa'apo Pascua Yaqui Head Start families in the 2015-2016 schoolyear (see Table 77 above), indicates that staff were aware of fewer than 10 families but more than zero who were in need of domestic violence services.

In recent years, the Pascua Yaqui Tribe has put additional effort into addressing domestic violence on the reservation. The tribe petitioned and, in February 2014, was granted Special Domestic Violence Criminal Jurisdiction (SDVCJ) by the U.S. Department of Justice under a pilot project of the Violence Against Women Reauthorization Act (VAWA) of 2013 to, under certain circumstances, arrest and prosecute non-American Indians who commit certain domestic violence crimes within tribal territory. During Phase 2 of the Pilot Project, which began in February 2014, 15 non-American Indian offenders were arrested in 18 domestic violence cases affecting 18 women and 18 children. Several of the cases resulted in convictions.¹¹² VAWA cases accounted for 25% of all domestic violence cases filed by the tribe during the pilot period from February 2014 to March 2015.¹¹³ The tribe's experience with the pilot project (e.g., finding that 11 perpetrators had prior criminal records in Arizona and 2 had outstanding arrest warrants) brought to light gaps in information access and sharing between tribal criminal justice agencies and off-reservation law enforcement agencies. In response, the tribe pursued, and in August 2016 was accepted for, participation in a new program of the Department of Justice that will allow tribes to access national crime information databases.¹¹⁴

¹¹¹ Information regarding Victim Services was obtained through phone communications with the Pascua Yaqui Tribe Program Manager at Victim Services and from an electronic copy she provided of a brochure the agency distributes.

¹¹² Retrieved from http://www.ncj.org/tribal-vaava/pilot-project-itwg/Pascua_Yaqui_VAWA_Pilot_Project_Summary_2015.pdf

¹¹³ Retrieved from <http://www.tribaljustice.org/program-profiles/violence-against-women-act-special-domestic-violence-criminal-jurisdiction>

¹¹⁴ Retrieved from <https://www.justice.gov/opa/pr/pascua-yaqui-tribe-announces-deployment-tribal-access-program-improve-exchange-national-crime>



Communication, Public Information and Awareness

Why It Matters

Public awareness of the importance of early childhood development and health is a crucial component of efforts to build a comprehensive, effective early childhood system in Arizona. Building public awareness and support for early childhood is a foundational step that can impact individual behavior as well as the broader objectives of system building. For the general public, information and awareness is the first step in taking positive action in support of children birth to 5, whether that is influencing others by sharing the information they have learned within their networks or taking some higher-level action such as elevating the public discourse on early childhood by encouraging increased support for programs and services that impact young children. For parents and other caregivers, awareness is the first step toward engaging in programs or behaviors that will better support their child's health and development.

Unlike marketing or advocacy campaigns which focus on getting a narrowly-defined audience to take short-term action, communications efforts to raise awareness of the importance of early childhood development and health focus on changing what diverse people across Arizona value and providing them multiple opportunities over an extended time to act on that commitment.

There is no one single communications strategy that will achieve the goal of making early childhood an issue that more Arizonans value and prioritize. Therefore, integrated strategies that complement and build on each other are key to any successful strategic communications effort. Employing a range of communications strategies to share information – from traditional broad-based tactics such as earned media to grassroots, community-based tactics such as community outreach – ensures that diverse audiences are reached more effectively wherever they are at across multiple mediums. Other communications strategies include: strategic consistent messaging, brand awareness, community awareness tactics such as distribution of collateral and sponsorship of community events, social media, and paid media which includes both traditional and digital advertising. Each of these alone cannot achieve the desired outcome of a more informed community, so a thoughtful and disciplined combination of all of these multiple information delivery vehicles is required. The depth and breadth of all elements are designed to ensure multiple touch-points and message saturation for diverse audiences that include families, civic organizations, faith communities, businesses, policymakers and more.

What the Data Tell Us

Since State Fiscal Year (SFY) 2011, First Things First has led a collaborative, concerted effort to build public awareness and support across Arizona employing the integrated communications strategies listed above.¹¹⁵ Results of these statewide efforts from SFY2011 through SFY2016 include:

- More than 2,000 formal presentations to community groups which shared information about the importance of early childhood;

¹¹⁵ First Things First (2010-2017). Unpublished internal data tracking conducted by First Things First.

- Nearly 230 tours of early childhood programs to show community members and community leaders in-person how these programs impact young children and their families;
- Training of almost 8,700 individuals in using tested, impactful early childhood messaging and how to best share that message with others;
- The placement of more than 2,400 stories about early childhood in media outlets statewide; and
- Increased digital engagement through online platforms for early childhood information, with particular success in the growth of First Things First Facebook Page Likes, which grew from just 3,000 in 2012 to 124,000 in 2016.

Statewide paid media campaigns about the importance of early childhood from SFY2010 through SFY2015 included traditional advertising such as television, radio and billboards as well as digital marketing. These broad-based campaigns generated millions of media impressions over that time frame; for example in SFY2015 alone, the media campaign yielded over 40 million media impressions.

At the regional level, the Pascua Yaqui Tribe Regional Council participates in cross-regional communications efforts with the other Regional Partnership Councils in Pima County to do cross-regional community awareness, outreach, and education on the importance of early childhood development and health and the role of First Things First in supporting children birth to 5 and their families and communities. Some of the regional awareness-raising efforts led by First Things First include the distribution of Arizona Parent Kits to Pascua Yaqui Tribe region families through Pascua Yaqui departments and programs such as the Dr. Fernando Escalante Community Library and Resource Center, Community Health Nurses, WIC and the Home Visitation Program. The Pascua Yaqui Tribe Regional Council partners with tribal community resources such as KPYT Radio, *The Yaqui Times* and tribal department events such as Children's Day, Tribal Recognition Day and All-Staff Meetings in order to share information about early childhood, First Things First and the work of the Regional Council as broadly as possible. In collaboration with *The Yaqui Times*, articles about early childhood development and First Things First programs are distributed to all the Pascua Yaqui communities in Arizona.

KPYT radio station, which broadcasts 24/7 and reaches out through regular signal and internet stream to all the Pascua Yaqui communities in Pima, Pinal and Maricopa counties, is an important ally in sharing public information and increasing awareness about child development and early childhood programs and services. First Things First staff collaborate with the KPYT Radio Station Manager, a former member of the Pascua Yaqui Tribe Regional Partnership Council, to produce and broadcast Public Service Announcements (PSA's) and Did You Know Facts about early childhood development and health issues. The Station Manager also interviews early childhood professionals and shares information about the early years in a child's brain development at different events.

Furthermore, the Pascua Yaqui Tribe Regional Partnership Council and First Things First staff also did a site visit to the tribal Dr. Fernando Escalante Community Library and Resource Center in December 2013 and the Preschool Program at Johnson Primary School in April 2015 to showcase how these programs impact tribal young children and their families.

In addition, First Things First began a community engagement effort in SFY2014 to recruit, motivate and support community members to take action on behalf of young children. The community engagement program is led by community outreach staff in regions which fund the First Things First Community Outreach strategy. This effort focuses on engaging individuals across sectors – including business, faith, K-12 educators, and early childhood providers – in the work of spreading the word about the importance of early childhood since they are trusted, credible messengers in their communities. First Things First characterizes these individuals, depending on their level of involvement, as Friends, Supporters, and Champions. Friends are stakeholders who have a general awareness of early childhood development and health and agree to receive more information and stay connected through regular email newsletters. Supporters have been trained in early childhood messaging and are willing to share that information with their personal and professional networks. Champions are those who have been trained and are taking the most active role in spreading the word about early childhood.

Supporters and Champions in the engagement program reported a total of 1,088 positive actions taken on behalf of young children throughout Arizona as of the end SFY2016. These actions range from sharing early childhood information at community events, writing letters to the editor to connecting parents to early childhood resources and more. Table 88 shows total recruitment of individuals in the tiered engagement program through SFY2016.

Table 88. First Things First engagement of early childhood supporters, SFY2014 through SFY2016

Geographic area	Friends	Supporters	Champions
Pascua Yaqui Tribe region	166	20	21
Arizona	21,369	3,102	908

Note: Pascua Yaqui Tribe region receives limited Community Outreach coverage in partnership with Tohono O’odham Nation region.

In July 2015, the Pascua Yaqui Tribe Regional Partnership Council and First Thing First staff presented the First Things First 2015 Champion for Young Children Award to the Pascua Yaqui Tribal Council for their support and work on behalf of the region’s children. Lately, the First Things First 2016 Champion for Young Children Award was presented in May 2016 to Ili Uusim Mahtawa'apo Pascua Yaqui Head Start for their hard work preparing the children (3-5 years old) for Kindergarten and for all the support they provide to the region’s families and children. Recently, the Dr. Fernando Escalante Library was the recipient of the 2017 Champion for Young Children Award for their work engaging and educating families with young children about the importance of the early years in a child’s life. The First Things First Champion for Young Children Award is given to local champions who actively volunteer their time to raise public awareness of the importance of early childhood development and health.

In addition to these strategic communications efforts, First Things First has also led a concerted effort of policymaker awareness-building throughout the state. This includes meetings with all members of the legislature to build their awareness of the importance of early childhood. First Things First sends

emails to all policymakers providing information on the impact of early childhood investments (such as the First Things First annual report) and also has instituted a quarterly email newsletter for policymakers and their staff with the latest news regarding early childhood.

Furthermore, the Arizona Early Childhood Alliance – comprised of early childhood system leaders like First Things First, the United Ways, Southwest Human Development, Children’s Action Alliance, Read On Arizona, Stand for Children, Expect More Arizona and the Helios Foundation – represent the united voice of the early childhood community in advocating for early childhood programs and services.

Finally, First Things First recently launched enhanced online information for parents of young children, including the more intentional and strategic placement of early childhood content and resources in the digital platforms that today’s parents frequent. Future plans for this parenting site include a searchable database of early childhood programs funded in all the regions, as well as continuously growing the amount of high-quality parenting content available on the site and being “pushed out” through digital sources.



System Coordination Among Early Childhood Programs and Services

Why It Matters

The partners in Arizona’s early childhood system – who encompass a diverse array of statewide public and private entities dedicated to improving overall well-being and school readiness for children birth to five – work to promote and establish a seamless, coordinated, and comprehensive range of services that can meet the multiple and changing needs of young children and families.¹¹⁶

In January 2010, the Arizona Early Childhood Taskforce was convened by First Things First to establish a common vision for young children in Arizona, and to identify priorities and roles to build an early childhood system that will lead to this common vision. System coordination was identified as one of the priority areas by Arizona’s early childhood system partners. The Task Force identified six system outcomes, including that the “early childhood system is coordinated, integrated and comprehensive.” First Things First’s role to realize this outcome is to foster cross-system collaboration among and between local, state, federal and tribal organizations to improve the coordination and integration of Arizona programs, services and resources for young children and their families.¹¹⁷

First Things First is focused on developing approaches to connect various areas of the early childhood system through strategic planning and system-building efforts that are both First Things First-funded and non-First Things First funded. When the system operates holistically, the expectation is for a more seamless system of coordinated services that families can access more easily and navigate successfully to meet their needs. Agencies that work together and achieve a high level of coordination and collaboration help establish and support a coordinated, integrated, and comprehensive system. At the same time, agencies also increase their own capacity to deliver services as they work collectively to identify and address gaps in the service delivery continuum.

Service coordination and collaboration approaches work to advance the early childhood system by:

- building stronger collaborative relationships amongst providers,
- increasing availability and access of services for families and children,
- reducing duplication,
- maximizing resources,
- enhancing long term sustainability,
- leveraging existing assets,
- improving communication,
- reducing fragmentation,
- fostering leadership capacity among providers,
- improving quality,
- sharing expertise and training resources, and
- influencing policy and program changes.

¹¹⁶ The following passages rely greatly on the Why It Matters section on System Coordination among Early Childhood Programs and Services in the Pascua Yaqui Tribe Regional Partnership Council 2016 Needs and Assets Report developed by the Frances McClelland Institute for Children, Youth and Families at the John & Doris Norton School of Family and Consumer Sciences of the University of Arizona.

¹¹⁷ Source: System Coordination among Early Childhood Programs and Services report section for FTF Maricopa County regions. (2016). Received from First Things First.

For early childhood efforts to be effective in a tribal region it is essential to coordinate and collaborate with tribal institutions. For early childhood efforts to be effective, collaboration with other early childhood system partners within First Things First regions is also vital for system-building. To gain a better understanding of the coordination and collaboration occurring among early childhood system partners within First Things First regions, First Things First developed the Coordination and Collaboration Survey, which was disseminated to system partners via an online survey in October of 2016. The survey asked system partners about their organization's role in the Early Childhood System, the system building efforts within each area of the Early Childhood System in the region/county (i.e., Family Support and Literacy, Early Learning, Child's Health and Professional Development), the level of collaboration that is occurring among system partners, the sectors engaged in system-building work, and the First Things First regional partnership councils' role in system-building efforts. The Coordination and Collaboration Survey was collected from system partners in 18 county-based First Things First regions. The two largest First Things First regions in Pima County (Pima North and Pima South) conducted a combined, county-wide survey. Although the survey was not collected from partners in the Pascua Yaqui Tribe region specifically, key results from the survey conducted in the adjacent Pima North and Pima South regions can inform efforts to enhance the tribe's Early Childhood System-building work because the Pascua Yaqui Tribe's government departments provide services not only in the Pascua Yaqui Tribe region (i.e., New Pascua), but to all of the tribe's communities in Arizona including those in Pima County (Old Pascua and Barrio Libre in Tucson and Marana, northwest of Tucson). Additionally, the Pascua Yaqui Tribe Regional Partnership Council works with many community partners on and off the reservation to provide support to Pascua Yaqui Tribe region families and children. Results of the Coordination and Collaboration Survey collected in the North Pima and South Pima regions are provided in Appendix C.

Partners located on tribal lands will be surveyed at a later date after tribal approvals are requested and received.

What the Data Tell Us

Coordination and Collaboration in the Pascua Yaqui Tribe region. There are numerous examples of the Pascua Yaqui Tribe Regional Partnership Council working, interacting, and cooperating with tribal departments in recent years (see Table 89). Regional assets that are available to the community, many of whom are likely to collaborate with each other, are provided in Appendix D.

Table 89. Examples of coordination or collaboration in the region

Month and Year	Coordination/collaboration activity
July 2015	The Regional Partnership Council and First Thing First staff presented a progress report on the work of the Regional Partnership Council, including the 2012-2014 Regional Needs and Assets Report, to tribal Leaders at a Tribal Council Meeting.
August 2015	Two Tribal Council members participated in the 2015 First Things First Early Childhood Summit.
September 2015	The Tribal Council passed a resolution approving the continuation of the Memorandum of Understanding among the Pascua Yaqui Tribe, First Things First, and Tucson Unified School District to provide preschool services through Quality First to 16 tribal children on the Head Start waiting list at Johnson Primary School in State Fiscal Years 2016 and 2017.
October 2015	The Regional Partnership Council and First Thing First staff worked with tribal staff that organized the Tiny Blessings Baby Shower, an event that provide parenting resources and information to tribal families. This was part of an ongoing partnership with tribal staff to provide a Community Education Series on early childhood development and health topics.
December 2015	The Tribal Council approved resolutions allowing data collection for the 2016 and 2018 Regional Needs and Assets reports, contingent upon execution of a research agreement.
January 2016	The Tribal Council approved a Memorandum of Understanding (MOU) among the Pascua Yaqui Tribe, First Things First and United Way of Tucson and Southern Arizona to implement a professional development Community of Practice on the reservation.
February 2016	The Tribal Council sponsored two tables for Regional Partnership Council members and tribal staff at the 11 th Annual Business Leaders for Early Education Breakfast in Tucson.
March 2016	The Regional Partnership Council and First Thing First staff engaged in conversations with the tribal Ili Uusim Hiapsi/Sewa Uusim Community Partnership regarding the tribal Sewa Uusim Community Partnership's initiative to apply for the tribal Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) Grant. First Things First submitted a letter of support for this grant application.
April 2016	The Regional Partnership Council and First Thing First staff worked in partnership with tribal staff to organize the second Tiny Blessings Baby Shower to provide resources and information to tribal families with young children. Continue this partnership with tribal staff that provide Community Education Series regarding early childhood development and health topics.
Spring and Summer 2016	Regional Partnership Council members and First Thing First staff attended several meetings at the tribal Head Start to discuss and plan for the 2016 Early Head Start- Child Care Partnerships Federal Grant. The tribe applied for this grant in August 2016 and one of the letters of support came from First Things First.
September 2016	The Regional Partnership Council Chair and First Thing First staff engaged in a discussion about early childhood issues with two Tribal Council members who attended the 2016 First Things First Tribal Consultation.
November-December 2016	The Regional Partnership Council and First Thing First staff presented the 2016 Regional Needs and Assets draft report to Tribal Council, which approved it for publication and dissemination.



Summary and Conclusions

The Population

Estimates of the number of children birth to five years old living in the Pascua Yaqui Tribe region are difficult to estimate because the U.S. Census tends to undercount populations (including children) in tribal regions and the Pascua Yaqui Enrollment Department only documents those children who are tribally-enrolled. Still, the number is likely over 500. A substantial proportion of families in the region have children in this age group and the majority of these children live in a single-parent household. Nearly half live in their grandparent's household with implications that, for many, the grandparent is their primary caregiver.

The population of young children and of adults in the Pascua Yaqui Tribe region are predominantly American Indian, with a substantial representation of Hispanic or Latino heritage. Few residents speak the Yaqui language, which is considered an endangered language, but a large proportion speak Spanish, suggesting that outreach about and implementation of services for families of young children may benefit from a bilingual approach. There are ongoing efforts in the Pascua Yaqui education system to promote the Yaqui language.

Economic Characteristics

Economic challenges were evident in the findings. Data about parents of children attending Ili Uusim Mahtawa'apo Head Start and 2010-14 ACS estimates of the percentage of parents in the region who work and do not have a non-working parent at home suggest that many parents are likely to require some type of child care. Data on the median income, unemployment, poverty, and housing suggest a strong need for programs and services that assist low-income families in meeting their basic needs. Although many parents in the Pascua Yaqui Tribe region are employed, the region's median income is low and unemployment and poverty rates are high compared with Pima County and the state. ACS estimates suggest that poverty rates for children birth to five years of age in the Pascua Yaqui Tribe region have been increasing and that almost half of the region's young children were living in poverty in 2010-2014. Home ownership appears to be decreasing and the percentage of income spent on housing appears to be increasing. High participation in free meal programs, indicate a level of food insecurity in the region. While economic security appears to be decreasing, access to economic assistance for families with young children such as SNAP, TANF, and WIC has fluctuated and in some cases declined in recent years.

Education Indicators

The Ili Uusim Mahtawa'apo Pascua Yaqui Head Start appears to meet a great deal of education need for young children in the Pascua Yaqui Tribe region. Over the last decade, the percentage of Pascua Yaqui Tribe region children ages 3-4 enrolled in nursery/preschool has been higher than for children of the same age group in Pima County and Arizona, pointing to the success of the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start in reaching a high number of the community's young children. Academic opportunities vary as children age out of Head Start: a large proportion of children in the Pascua Yaqui Tribe region attend school in TUSD, with some high school students attending Hiaki High School, a charter school on the reservation. Educational attainment for adults in the Pascua Yaqui Tribe region

lags behind Pima County and the state as whole but in some areas has been showing improvement in recent years.

Early Learning

Families with young children living in the Pascua Yaqui Tribe region have a range of child care options within and near the Pascua Yaqui Tribe region, including Ili Uusim Mahtawa'apo Pascua Yaqui Head Start and 24 certified/licensed Family Home Providers within the Pascua Yaqui Tribe region and 13 center-based facilities and 11 DES Family Child Care Homes in a five mile radius (although many of these centers and home providers do not have a rating of Quality or higher from First Things First's Quality First Program). Based on ACS 5-year estimates for 2010-2014 it appears that about 291 young children in the region require child care. It is difficult to know whether the available services are sufficient to meet the need. While many of the region's 3 to 4-year-olds are being served by Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, the program is functioning at maximum capacity (141) and the care provided in this setting is not sufficient for many working parents, including those with children younger than three and those who have child care needs in evening and nighttime hours due to jobs with the casinos or public service such as the police department. Further, the apparent capacity of Family Home Providers may over-represent actual capacity because they are not required to take the maximum possible number of children. Although many families are eligible for and receive DES childcare subsidies or subsidies through the Pascua Yaqui Tribe's federally-funded Child Care and Development Fund, access to childcare can also be impeded by the high cost.

State data on special needs for children in the Pascua Yaqui Tribe region indicated that little usage was made of DDD services in State Fiscal Years (SFYs) 2012, 2013, 2014, and 2015 for children birth to five years of age. In local data, some children attending Ili Uusim Mahtawa'apo Pascua Yaqui Head Start were identified as having a speech or language impairment or a non-categorical delay in the 2013-2014, 2014-2015, and 2015-2016 reporting year and 21% of the children enrolled had an IEP, which suggests that Ili Uusim Mahtawa'apo Pascua Yaqui Head Start may play an important role in identifying young children's special needs.

A variety of professional development initiatives for early childhood professionals are being implemented in the region through the efforts of the Pascua Yaqui Tribe Regional Partnership Council, First Things First, and Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, including a partnership with the former Central Pima, Pima North, Pima South, and Tohono O'odham Nation Regional Partnership Councils that enabled Pascua Yaqui early childhood professionals to participate in the large range of professional development opportunities available across Pima County. In SFY 2016, the Pascua Yaqui Tribe Regional Council joined a professional development partnership with the Regional Councils in Pima and Cochise County, which gave Pascua Yaqui early childhood professionals access to professional development opportunities available to Pima North, Pima South, Tohono O'odham Nation and Cochise Regional Councils through the Great Expectations for Teachers, Children, Families, and Communities program. Additionally, the Pascua Yaqui Regional Partnership Council has collaborated with the tribal Social Services Department's Child Care Program to provide professional development opportunities to the Family Home Providers on the reservation. The Pascua Yaqui Tribe Regional Partnership Council also provides college scholarships to early childhood educators and high school

students to continue their education in the early childhood field. The Ili Uusim Mahtawa'apo Pascua Yaqui Head Start is supporting its staff in taking advantage of the available scholarship programs.

Child Health

There are indications of improving health conditions in some indicators for infants and young children in the Pascua Yaqui Tribe region, but increasing risk is apparent in other health indicators. According to the U.S. Census, there were 82 births in the Pascua Yaqui Tribe region in 2000 and 85 births in 2010. ADHS documented more than 100 births in the region in 2014. The majority of births in the Pascua Yaqui Tribe region are to mothers who are identified as American Indian by ADHS. A large percentage of Pascua Yaqui births in recent years were subsidized by AHCCCS or Indian Health Services, a much higher percentage than in Pima County or the state. A majority of pregnant women in the Pascua Yaqui Tribe region start prenatal care during their first trimester, comparable with other mothers-to-be in Pima County, and reported rates of drinking or smoking during pregnancy were very low in the years 2009-2013 for mothers in the Pascua Yaqui Tribe region, however, Pascua Yaqui Tribe region expectant mothers may be at risk for birth complications and/or other health problems due to their weight. Risk factors such as births to teen mothers appear to be decreasing and protective factors such as maternal education appear to be increasing. Birth outcome data for 2009 through 2014 show some occurrences of low birth weight, premature births, and newborns needing neonatal intensive services for the Pascua Yaqui Tribe region. It is difficult to estimate the breastfeeding rates for mothers in the Pascua Yaqui Tribe region because available data, which is only available for those receiving WIC, is not clearly representative of even that subpopulation of mothers in the Pascua Yaqui Tribe region.

A fairly high percentage of young children in the Pascua Yaqui Tribe region lack health insurance, although the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start program has procedures in place to help ensure enrollment for its students. The percentage of children enrolled at Ili Uusim Mahtawa'apo Pascua Yaqui Head Start who were up to date on their immunizations was 98% in 2015-16. In other health indicators from Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, for the most recent three years of reporting, between 27% and 30% of the children received medical treatment for asthma; and between 14% and 39% of the children received services for vision problems. For all of reported years all enrolled children (100%) were seen by a dentist. Data from Ili Uusim Mahtawa'apo Pascua Yaqui Head Start and ADHS show that being overweight or obese are factors impacting the health of young children in the region, despite accessible food resources and recreational facilities.

Family Support and Literacy

The Pascua Yaqui Regional Partnership Council has funded various family support strategies. From SFY 2011 through SFY 2015, the Pascua Yaqui Tribe Regional Partnership Council, in partnership with the tribe's Health Department, implemented a strategy to enhance home visitation and parenting education opportunities for families with children birth to age five in the region. In addition, since SFY 2011, the Pascua Yaqui Tribe Regional Partnership Council has provided educational opportunities to families with children birth to five in areas such as parenting skills, brain development, and nutrition through strategies such as Community-Based Family Education, Parent Education Community-Based Training, Parenting Education, and Parenting Outreach and Awareness. Families have also received books and participated in family events to increase awareness of the importance of early childhood

development, including early literacy and language acquisition, and of tribal heritage learning opportunities. The Regional Partnership Council has also distributed Arizona Parent Kits to Pascua Yaqui Tribe region families throughout Pascua Yaqui departments and programs and worked with Pascua Yaqui staff to organize Tiny Blessings Baby Showers to provide resources and information to region families with young children.

Despite such efforts, data from the Ili Uusim Mahtawa'apo Pascua Yaqui Head Start and findings from the 2014 First Things First Parent and Caregiver Survey suggest that additional parent support services are needed in the region. Data from Pascua Yaqui Social Services Department also points to many reports of child abuse and neglect and a very high rate of substantiation. Although not a preferred recourse, there appears to be enough foster care options in the region. A peak in the number of children entering out of home care was seen in 2014, with 50 children placed out of their homes.

The Pascua Yaqui Tribe and Pascua Yaqui Victim Services work in the region to raise awareness about domestic violence and Pascua Yaqui Victim Services offers assistance such as emergency shelter, court advocacy, transportation to court hearings, and assistance with Emergency Protection Orders (short-term) and Restraining Orders (long-term). The tribe's also obtained, in 2014, Special Domestic Violence Criminal Jurisdiction from Department of Justice to arrest and prosecute non-American Indians who commit certain domestic violence crimes on the reservation and has been able to successfully exercise this jurisdiction.

Communication, Public Information, and Awareness

First Things First has supported public awareness of the importance of early childhood at the state and regional levels. Beginning in SFY 2011 First Things First has led a collaborative, concerted effort to build public awareness and support across Arizona, employing integrated communications strategies to share information and ensure that diverse audiences are reached more effectively. At the state level these efforts have included formal presentations about the importance of early childhood; tours of early childhood programs to show community members and leaders how these programs impact young children and their families; training individuals in sharing effective early childhood messaging; placement of stories about early childhood in statewide media outlets; increasing digital engagement through online platforms for early childhood information; and statewide paid television, radio, billboards, and digital marketing campaigns about the importance of early childhood. Many of these efforts are visible at the local level; for example, the Pascua Yaqui Tribe Regional Partnership Council and First Things First staff did a site visit to the Dr. Fernando Escalante Community Library and Resource Center in December 2013 and the Preschool Program at Johnson Primary School in April 2015 to showcase how these programs impact Pascua Yaqui Tribe region young children and their families.

At the regional level, the Pascua Yaqui Tribe Regional Council participates with the other Regional Partnership Councils in Pima County to engage in cross-regional community awareness, outreach, and education on the importance of early childhood development and health, and the role of First Things First in supporting children birth to five and their families and communities. Communication efforts are visible at the local level, including the distribution of Arizona Parent Kits to Pascua Yaqui Tribe region families through Pascua Yaqui departments and programs. The Pascua Yaqui Tribe Regional Council also utilizes community resources on the tribal reservation such as KPYT Radio Station, The

Yaqui Times, and outreach activities coordinated by the tribal departments, including the Children's Day event, Tribal Recognition Day, and tribal All Staff Meetings. In collaboration with *The Yaqui Times*, articles about early childhood development and First Things First programs are distributed to all the Pascua Yaqui communities in Arizona.

In SFY2014, First Things First began a community engagement effort to recruit advocates on behalf of young children and successfully recruited several individuals in Pascua Yaqui Tribe region. The Pascua Yaqui Tribe Regional Partnership Council and First Thing First present The First Things First Champion for Young Children Award to local champions who actively volunteer their time to raise public awareness of the importance of early childhood development and health. In 2015, the award was presented to the Pascua Yaqui Tribal Council, in 2016 it was presented to Ili Uusim Mahtawa'apo Pascua Yaqui Head Start, and in 2017 the Dr. Fernando Escalante Library was the recipient of this award.

First Things First also continues to advocate for young children and their families at the state level and is currently working to improve online information for parents of young children.

System Coordination

For early childhood efforts to be effective in a tribal region it is essential to coordinate and collaborate with tribal institutions. This section of the report provides many examples of the Pascua Yaqui Tribe Regional Partnership Council working, interacting, and cooperating with tribal departments in recent years. In addition, First Things First is working to obtain the needed approvals to conduct a Coordination and Collaboration Survey in the region similar to the Coordination and Collaboration Survey administered in the North Pima and South Pima regions.

Appendix A. First Things First Pascua Yaqui Tribe Regional Partnership Council, Progress Report, January 2017

In February 2008, the Pascua Yaqui Tribal Council passed a resolution supporting the tribe as a separate region within First Things First. This decision has allowed the Pascua Yaqui Tribe to consider increasing the early childhood development and health services to children birth to five on the federally recognized reservation land located in Pima County. This community, known as Pascua Pueblo, is the designated recipient of the First Things First allocation according to the Arizona Early Childhood Development and Health Board state statute. Pascua Yaqui Tribe has seven other traditional communities in Pima, Maricopa and Pinal County where the tribal government also provides services.

In 2008, the Pascua Yaqui Tribe Regional Partnership Council sent a letter to Central Pima, North Pima, Pinal, Central Maricopa and Northeast Maricopa Regional Councils, asking them for support to serve tribal children and families that reside or access services in their area. As a result, more early care and education and professional development opportunities have been provided to children and teachers and caregivers, along with community outreach to provide information about the services and programs that are available to the families and children living in the region.

With continued community input; stronger coordination between the First Things First Pascua Yaqui Tribe Regional Partnership Council, Pascua Yaqui Tribal Council, tribal departments, and community; and clear long-term strategic goals, collaborations have been established to maximize resources and improve outcomes for tribal children five and younger on the reservation.

The diverse backgrounds and expertise of the Regional Council members help ensure robust and thoughtful strategic planning that is in the best interest of the community and the young children of the Pascua Yaqui Tribe. The Regional Partnership Council has solidly built a foundation in which many tribal young children and families are positively impacted. Some of the Regional Partnership Council Members also attend the meetings of the new Pascua Yaqui Tribe Children and Families Provider Networking Board that was established by tribal resolution to coordinate services for tribal children birth through age eight and to recommend policies to Tribal Council for the well-being of the tribal children and families.

Some of the Coordination and Collaboration Opportunities that have been created are:

Early Care and Education

Since 2009, the Pascua Yaqui Tribe Regional Partnership Council has been working in partnership with the tribe's Child Care Program to support the tribal child care home providers. The Child Care Program took on recruitment of child care home providers and the Regional Council took on the Quality First program. Also, the Regional Council had a cross-regional collaboration with the former South Pima Regional Council to support tribal child care home providers through Quality First in SFY 2012.

In addition, the Regional Partnership Council partnered with the tribal Head Start to expand services for children on the center waiting list. From SFY 2014 to SFY 2017, the Regional Partnership Council had worked with the Tribal Council, tribal Head Start, and Tucson Unified School District to provide more high quality preschool services to tribal children, age three and four, from the Head Start waiting list through a Memorandum of Understanding between the Pascua Yaqui Tribe, First Things First, and Tucson Unified School District. First Things First provided the Quality First Scholarship funds, Tucson Unified School District provided the preschool educational experience to 16 tribal children, and the tribe, through the tribal Head Start program, transported the tribal children to Johnson Primary School (this primary school under TUSD is close to the reservation and where many of the tribal children attend school). Also, there was and continues to be a cross-regional collaboration with the Pima South Regional Council to fund the participation of the preschool site at Johnson School in the Quality First program.

Additionally, the tribal Head Start program invited other tribal departments and First Things First staff to several meetings in 2014, 2015 and 2016 to discuss and plan for the Early Head Start Child Care Partnerships Federal Grant. Some of the tribal staff that joined these meetings were also Regional Partnership Council members. The Pascua Yaqui Tribe applied for the Early Head Start Child Care Partnerships Federal Grant in 2014 and 2016 and one of the letters of support for both grant applications came from First Things First.

Furthermore, the Regional Council has continued the conversation with the tribal government about the need to create a Child Care facility on the reservation. In SFY 2014, the Regional Partnership Council established a partnership with the tribe's Social Services Department to conduct a Child Care Feasibility and Implementation Study that would be used to create a Child Care Center on the reservation. In addition to the funds from the Regional Council, the Social Services Department used other funding source for the completion of this study. This partnership facilitates coordination between the Regional Council, Pascua Yaqui Tribal Council and the Social Services Department in exploring an issue that is of critical importance to the community.

Professional Development

The Pascua Yaqui Tribe Regional Council has established cross-regional collaborations with other Regional Councils in Pima County including former Central Pima Regional Council to provide T.E.A.C.H. (Teacher Education and Compensation Helps) scholarships to tribal early care and education professionals from SFY 2010 to SFY 2015, allowing the Pascua Yaqui Tribe Regional Council to utilize their limited allocation to address other needs.

In SFY 2013, the Pascua Yaqui Tribe Regional Partnership Council entered into another partnership with the other four Regional Councils in Pima County (former Central Pima, North Pima and South Pima and Tohono O'odham Nation) to provide more professional development opportunities to tribal child care home providers that wanted to continue their professional development on the reservation. In SFY 2016, the Pascua Yaqui Tribe Regional Council joined a new and expanded professional development partnership with the Regional Councils in Pima and Cochise County as well. Because of

this partnership, the Pascua Yaqui Tribe Regional Partnership Council was able to leverage services and supports for more Pascua Yaqui early childhood professionals because Pima North, Pima South, Tohono O’odham Nation and Cochise Regional Councils have multiple professional development opportunities that are also open to our professionals in the region. There was also a great collaboration with the tribal Child Care Program under the tribe’s Social Services Department to provide these professional development opportunities to the tribal child care home providers on the reservation.

In January 2016, the Tribal Council approved by resolution the Memorandum of Understanding (MOU) among the Pascua Yaqui Tribe, First Things First and United Way of Tucson and Southern Arizona to implement the Professional Development- Community of Practice on the reservation. This MOU identifies the collaboration process and roles of each party as they relate to the creation and implementation of the Early Childhood Education Community of Practice on the reservation to provide professional development opportunities to tribal educators and other individuals preparing for careers in early childhood education. In addition, information has been provided to other tribal programs that have expressed interest on these professional development opportunities.

Finally, the Regional Council decided to provide College Scholarships to tribal early childhood educators and interested high school students in SFY 2016 through SFY 2018 since there is a need to provide Bachelor’s degree scholarships to tribal early childhood professionals that are ready to continue their formal education in the early childhood field. In addition, the Regional Council will partner with the Tribal Council and the tribe’s Education Department to explore other funding opportunities for College Scholarships and to help ensure there are tribal teachers in the pipeline for children birth through age five.

Family Support and Children’s Health

Family support and children’s health are two important areas that the Pascua Yaqui Tribe Regional Council has been working on with funded and unfunded approaches from the beginning. In SFY 2010, emergency food boxes were distributed to families with children birth through age five on the reservation. In SFY 2010 and SFY 2011, the Regional Council provided public health insurance enrollment materials and early childhood development and health information and supplies to four existing tribal programs that were already hosting a number of other health services and could be viable sources for outreach: Women, Infants, and Children (WIC), Maternal Child Health, Dental Clinic, and Healthy Families.

From SFY 2011 through SFY 2015, the Regional Council implemented, through a partnership with the tribe’s Health Department, the Home Visitation strategy to expand and enhance the services available in the region for family support through home visitation and parenting education for families with children birth through five on the reservation. During system building and strategic planning discussions for SFY 2016 with community partners, particularly with Ili Uusim Hiapsi Program staff (tribal Project LAUNCH), the Regional Council learned that there was an opportunity for the Home Visitation partner to use other funding sources to enhance and continue implementing the Home Visitation strategy. The tribal partner informed the Regional Partnership Council that Home Visiting was part of a system of care that has been implemented on the reservation to support the tribal

families and young children. The Regional Council eliminated the Home Visitation strategy for SFY 2016, recognizing the tribal partner is supporting a significant asset in Home Visitation. The Regional Council opted to address other important needs on the reservation to support and enhance the Pascua Yaqui Tribe Early Childhood Development and Health System.

Since SFY 2011, Parenting Education services have been provided to families with children birth to five on the reservation through different strategies: Community-Based Family Education, Parent Education Community-Based Training, Parenting Education and Parenting Outreach and Awareness. Through the implementation of these funded approaches, parents and other caregivers have completed a voluntary series of community-based classes on topics like parenting skills, brain development, and nutrition. In addition, tribal families of children birth to five have received books and participated in family events on the reservation to increase families' awareness of the importance of early childhood development, including early literacy and language acquisition, and tribal heritage learning opportunities.

Also, Arizona Parent Kits have been distributed to tribal families throughout tribal departments and programs such as the Community Library and Resource Center, Community Health Nurses, WIC and Home Visitation Program. Moreover, the Regional Council and First Thing First staff partnered with tribal staff that organized the Tiny Blessings Baby Showers to provide resources and information to tribal families with young children. We continue this partnership with tribal staff that implemented Community Education Series regarding early childhood development and health topics.

Community Outreach

The Pascua Yaqui Tribe Regional Council has participated in cross-regional communications efforts with the other Regional Partnership Councils in Pima County to do cross-regional community awareness, outreach and education on the importance of early childhood development and health, as well as the role of First Things First.

In addition, the Regional Partnership Council submitted an application to the Census 2010 to receive free promotional materials such as safety outlet covers, healthy baby pocket sliders, and healthy snack sheets with logos for both Census 2010 and First Things First. The Regional Council utilized these materials at community outreach activities to raise awareness of both the importance of the early childhood development and the participation in the Census 2010.

Furthermore, the Regional Council has been maximizing the available community resources on the tribal reservation such as KPYT Radio Station, the Yaqui Times, and outreach activities coordinated by the various tribal departments. Information has been provided about early childhood programs and services, First Things First and the work of the Regional Council to the Tribal Council, staff and community members throughout the KPYT Radio Station and informational tables at various tribal staff and community events including the Children's Day event, Tribal Recognition Day, and tribal All Staff Meetings.

Through the partnership with *The Yaqui Times*, articles about early childhood development and First Things First programs are distributed to all the Pascua Yaqui communities in Arizona.

Some of the unfunded collaborations that have positively impacted the Pascua Yaqui Tribe community include Public Service Announcements (PSA's) and *Did You Know Facts* about early childhood development and health issues developed by First Things First staff in collaboration with the KPYT Radio Station Manager, who is also a former member of the Pascua Yaqui Tribe Regional Partnership Council. KPYT broadcasts 24/7 and reaches out through regular signal and internet stream to all the Pascua Yaqui communities in Pima, Pinal and Maricopa counties. Airing PSA's is an important part of KPYT's programming, as are the various tribal departments' radio shows. As a result of the partnership between the Pascua Yaqui Tribe Regional Partnership Council and KPYT, the radio station staff broadcast First Things First PSA's frequently, interview early childhood professionals and share the importance of the early years in a child's brain development at various community events.

In 2015, the Pascua Yaqui Tribe KPYT Radio Station Manager was recognized with the *Champion for Children* Media Award at the 10th Annual Business Leaders for Early Education Breakfast in February. The United Way of Tucson and Southern Arizona's First Focus On Kids Impact Council Early Childhood Awareness Subcommittee recognizes a *Champion for Children* in the media community with this award presented at the annual Business Breakfast.

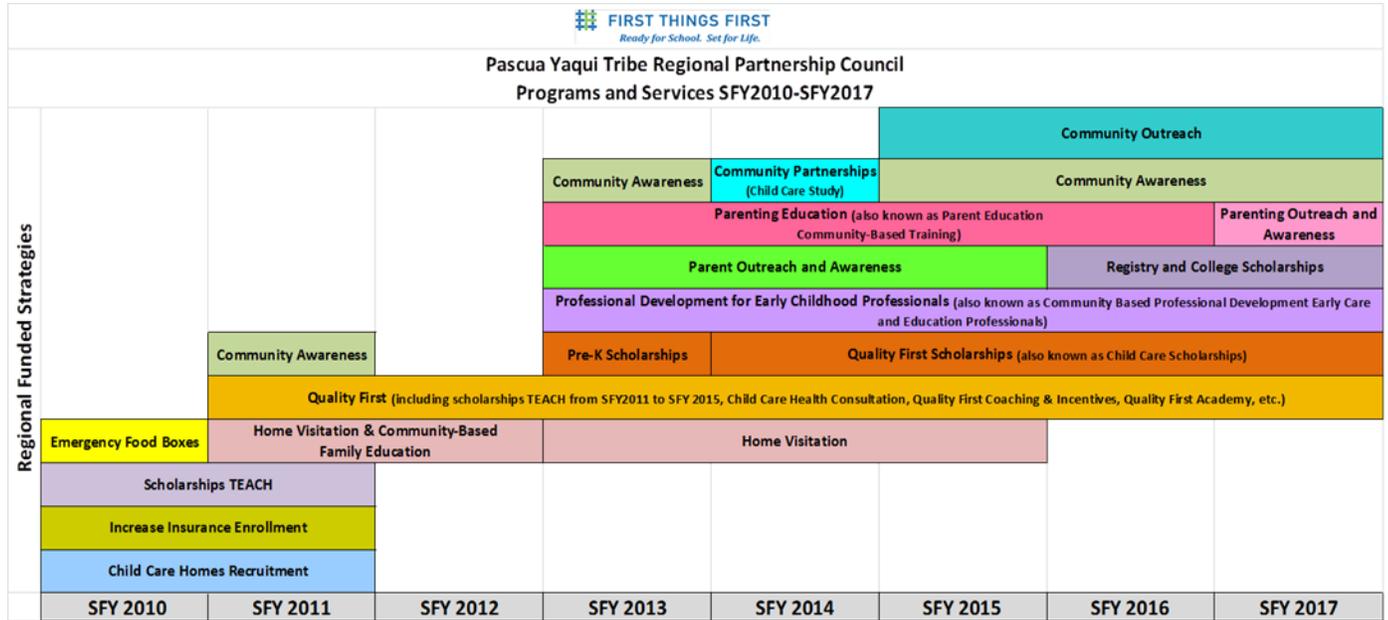
Other Coordination and Collaborations opportunities:

- ❖ **July 2015-** The Regional Council and First Thing First staff presented a progress report on the work of the Regional Council including the 2012-2014 Regional Needs and Assets Report to tribal Leaders at the Tribal Council Meeting on July 8th. In addition, the First Things First Champion For Young Children Award was presented to Tribal Council. Tribal Leaders are the champions that support our work and help us achieve all what we have accomplished so far.
- ❖ **August 2015-** Two Tribal Council Members attended the 2015 First Things First Early Childhood Summit to gain more knowledge about early childhood development and health. This was also an opportunity to share with tribal leaders the current work to enhance the early childhood development and health system in Arizona. In addition, a Tribal Council member nominated the First Things First Pascua Yaqui Tribe Regional Council to receive the 2015 Eddie Basha Regional Council Excellence Award for Service and Leadership; however, the Pascua Yaqui Tribe Regional Partnership Council was not the recipient of this award.
- ❖ **September 2015-** The Tribal Council passed a resolution approving the continuation of the Memorandum of Understanding among the Pascua Yaqui Tribe, First Things First, and Tucson Unified School District to provide more preschool services through Quality First to 16 tribal children, age three and four, from the Head Start waiting list at Johnson Primary School in State Fiscal Year 2016 and State Fiscal Year 2017.
- ❖ **October 2015-** The Regional Council and First Thing First staff worked in partnership with tribal staff that organized the Tiny Blessings Baby Shower to provide resources and information to tribal families. More than 60 community members attended, including teen parents. We continue this partnership with tribal staff that provide Community Education Series regarding early childhood development and health topics.

- ❖ **December 2015-** Tribal Council approved the resolutions, with a clause: Contingent upon execution of a Research Agreement, for the 2016 and 2018 Regional Needs and Assets data collection.
- ❖ **January 2016-** Tribal Council approved by resolution the Memorandum of Understanding (MOU) among the Pascua Yaqui Tribe, First Things and United Way of Tucson and Southern Arizona to implement the Professional Development- Community of Practice on the reservation.
- ❖ **February 2016-** Tribal Council sponsored two tables for Regional Council members and tribal staff to attend the 11th Annual Business Leaders for Early Education Breakfast in Tucson.
- ❖ **March 2016-** Tribal Council approved by resolutions the Research Agreements for the 2016 and 2018 Regional Needs and Assets data collection.
- ❖ **March 2016-** The Regional Council and First Thing First staff engaged in conversations with the tribal Ili Uusim Hiapsi | Sewa Uusim Community Partnership regarding the tribal Sewa Uusim Community Partnership's initiative to apply for the tribal Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) Grant. First Things First submitted a letter of support for this grant application.
- ❖ **April 2016-** The Regional Council and First Thing First staff worked in partnership with tribal staff that organized the second Tiny Blessings Baby Shower to provide resources and information to tribal families with young children. This partnership continued with tribal staff that provide Community Education Series regarding early childhood development and health topics.
- ❖ **May 2016-** The *First Things First Champion For Young Children Award 2016* was presented to Ili Uusim Mahtawa'apo Pascua Yaqui Head Start for their hard work preparing the children (3-5 years old) for Kindergarten and for all the support they provide to the tribal families and children.
- ❖ **Spring and summer 2016-** Regional Council and First Thing First staff attended several meetings at the tribal Head Start to discuss and plan for the 2016 Early Head Start- Child Care Partnerships Federal Grant. The tribe applied for this grant in August 2016 and one of the letters of support came from First Things First.
- ❖ **September 2016-** The Regional Council Chair and First Thing First staff engaged in conversation with two Tribal Council members that attended the 2016 First Things First Tribal Consultation.
- ❖ **October 2016-** The Regional Council and First Thing First staff presented the 2016 Regional Needs and Assets draft report to the Tribal Research Review Committee. This committee approved the 2016 Regional Needs and Assets draft report and sent a recommendation for Tribal Council approval.
- ❖ **November- December 2016-** The Regional Council and First Thing First staff presented the 2016 Regional Needs and Assets draft report to the Tribal Council. The Tribal Council approved by resolution the publication and dissemination of the 2016 Regional Needs and Assets report on December 7th.

Figure 11 provides a view of how the strategies funded by the Pascua Yaqui Tribe Regional Partnership Council have changed between SFY 2010 and SFY 2017.

Figure 11. Programs and services State Fiscal Year (SFY) 2010-2017



Appendix B. List of Acronyms

Acronym	What it stands for
ACF	Administration for Children and Families
ACS	American Community Survey
ADE	Arizona Department of Education
ADHS	Arizona Department of Health Services
AHCCCS	Arizona Health Care Cost Containment System
AIMS	Arizona's Instrument to Measure Standards
ASCC	Association of Supportive Child Care
AzEIP	Arizona Early Intervention Program
AzMERIT	Arizona's Measurement of Educational Readiness to Inform Teaching
BMI	Body mass index
CACFP	Child and Adult Care Food Program

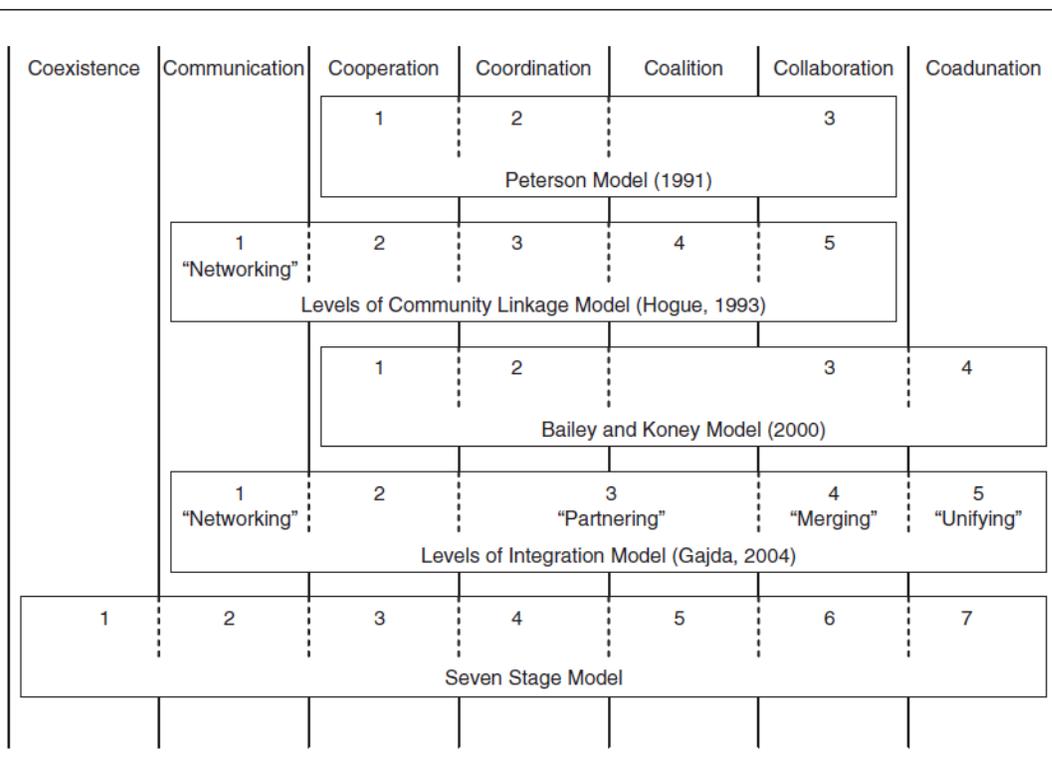
Acronym	What it stands for
CCDF	Child Care and Development Fund
CDA	Child Development Association
CHIP	Children's Health Insurance Program (also known as KidsCare)
CSA	Child Care Services Association
DCS	Arizona Department of Child Safety
DDD	Arizona Department of Developmental Disabilities
DES	Arizona Department of Economic Security
ECE	Early Childhood Education
ECSE	Early Childhood Special Education
ED	Emergency Department
ELL	English Language Learner
ENLACE	Educate, Nurture, Lead, Advocate, Communicate, Envision; also a Spanish term meaning "interconnected"
FTF	First Things First
FPL	Federal poverty level
GED	General Education Development (alternative to a high school diploma)
IEP	Individualized Education Plan
IHS	Indian Health Services
ITCA	Inter Tribal Council of Arizona
NCAI	National Council of American Indians
SDVCJ	Special Domestic Violence Criminal Jurisdiction
SFY	State Fiscal Year
SNAP	Supplemental Nutrition Assistance Program
TANF	Temporary Assistance for Needy Families
TEACH	Teacher Education and Compensation Helps
TUSD	Tucson Unified School District
UNESCO	United Nations Educational, Scientific, and Cultural Organization

Acronym	What it stands for
UWTSA	United Way of Tucson and Southern Arizona
VAWA	Violence Against Women Reauthorization Act
WIC	Special Supplemental Nutrition Program for Women, Infants, and Children

Appendix C. System Coordination among Early Childhood Programs and Services

Several authors have examined coordination and collaboration efforts in terms of stages or levels of collaboration among organizations (see Figure 12). Frey et al., (2006) noted that stage theories describe levels of collaboration, with the lowest level being little or no collaboration and the highest level being full collaboration or some form of unification or “coadunation” (union into a single body or mass). The figure below depicts numerous stage models in the research literature along a continuum of collaboration.

Figure 12. Levels of collaboration according to respected theoretical models



Source: System Coordination among Early Childhood Programs and Services report section for FTF Maricopa County regions. (2016). Received from First Things First.

Grounded in the work of stage theorists, First Things First adopted a five stage level of collaboration model based on the following levels of a continuum of collaboration:

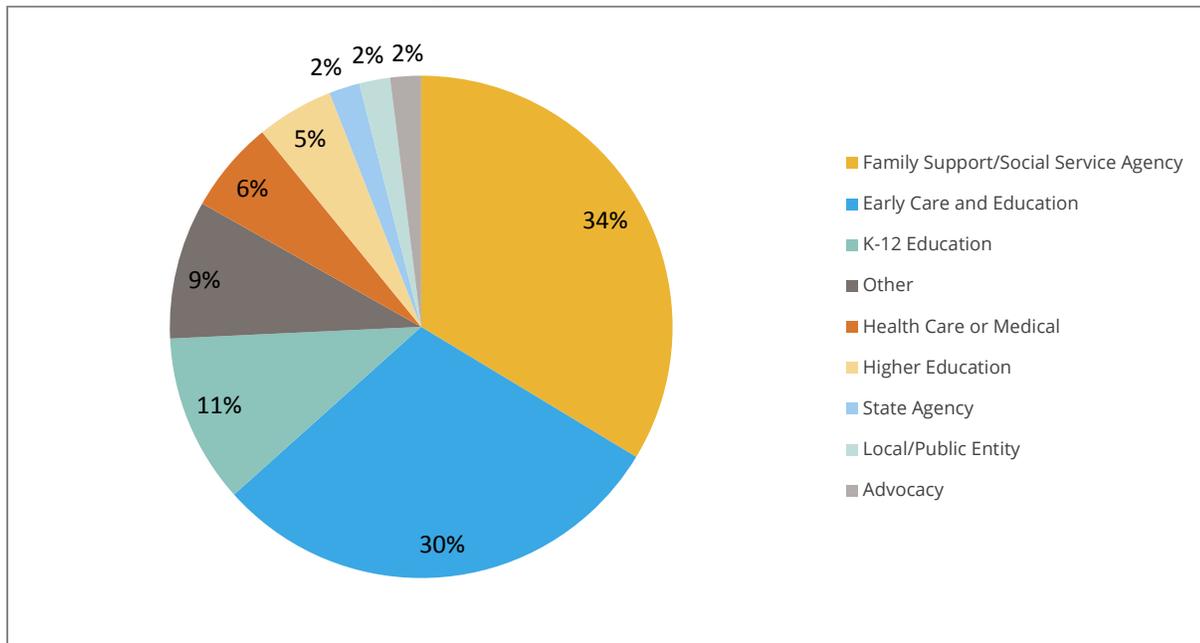
- *No Interaction*: No interactions occurring at all.
- *Networking*: Activities that result in bringing individuals or organizations together for relationship building and information sharing. Networking results in an increased understanding of the current system of services. There is no effort directed at changing the existing system. There is no risk associated with networking.

- *Cooperation*: Characterized by short-term, informal relationships that exist without a clearly defined mission, structure, or planning effort. Cooperative partners share information only about the subject at hand. Each organization retains authority and keeps resources separate. There is very little risk associated with cooperation.
- *Coordination*: Involves more formal relationships in response to an established mission. Coordination involves some planning and division of roles and opens communication channels between organizations. Authority rests with individual organizations, however, risk increases. Resources are made available to participants and rewards are shared.
- *Collaboration*: Collaboration is characterized by a more durable and pervasive relationship. Participants bring separate organizations into a new structure, often with a formal commitment to a common mission. The collaborative structure determines authority and leadership roles. Risk is greater. Partners pool or jointly secure resources, and share the results and rewards.

Participants in the Coordination and Collaboration Survey. Both county-based First Things First regions in Pima County (Pima North and Pima South) conducted a combined county-wide Coordination and Collaboration Survey of partners in 2016. Sixty-four respondents from the Pima North and Pima South regions participated in the survey out of 99 who were invited to participate, a 65% survey response rate. Some findings are for fewer than the full survey sample however, because not all 64 respondents answered all questions.

Of the 64 respondents to the Coordination and Collaboration Survey, 46 (72%) indicated that their organization receives funding from First Things First. A majority of respondents to the survey were staff members from Family Support/Social Service agencies (34%) and Early Care and Education organizations (30%) (see Figure 13).

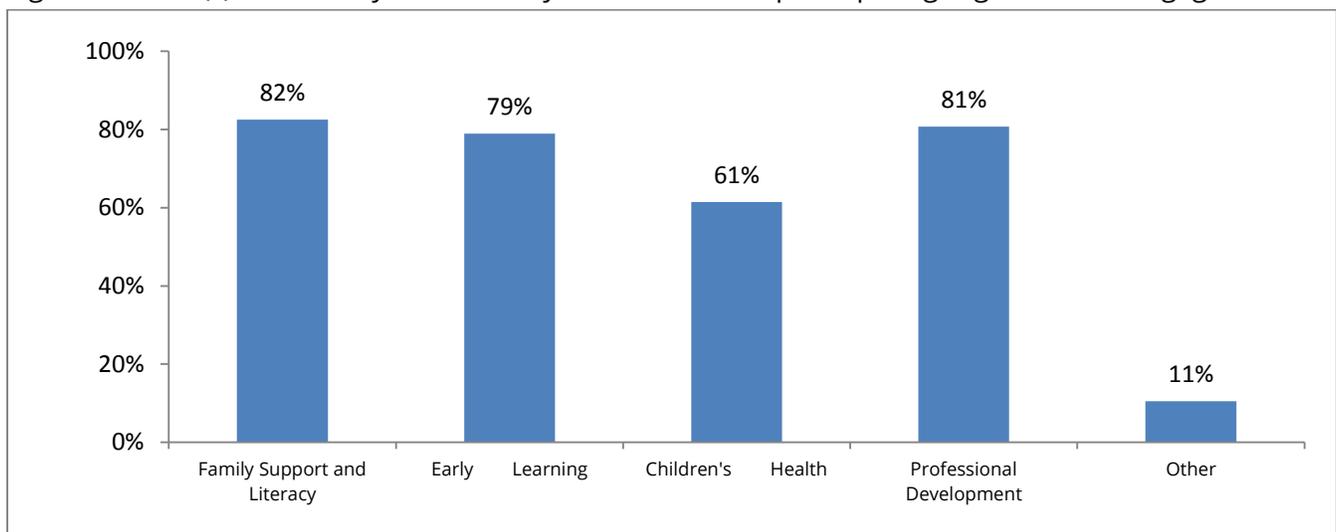
Figure 13. Sectors in which survey respondents work in Pima County



Source: First Things First. (2016). [2016 Coordination and Collaboration Survey dataset]. Unpublished data.
N=64 respondents

Fifty-four of 57 respondents to the Coordination and Collaboration Survey (95%) reported that they were part of the Early Childhood System in Pima County. The most common areas within the early childhood system in which the organizations of respondents engaged were: Family Support and Literacy (82%), Professional Development (81%), and Early Learning (79%) (see Figure 14).

Figure 14. Area(s) of the early childhood system with which participating organizations engage



Source: First Things First. (2016). [2016 Coordination and Collaboration Survey dataset]. Unpublished data.

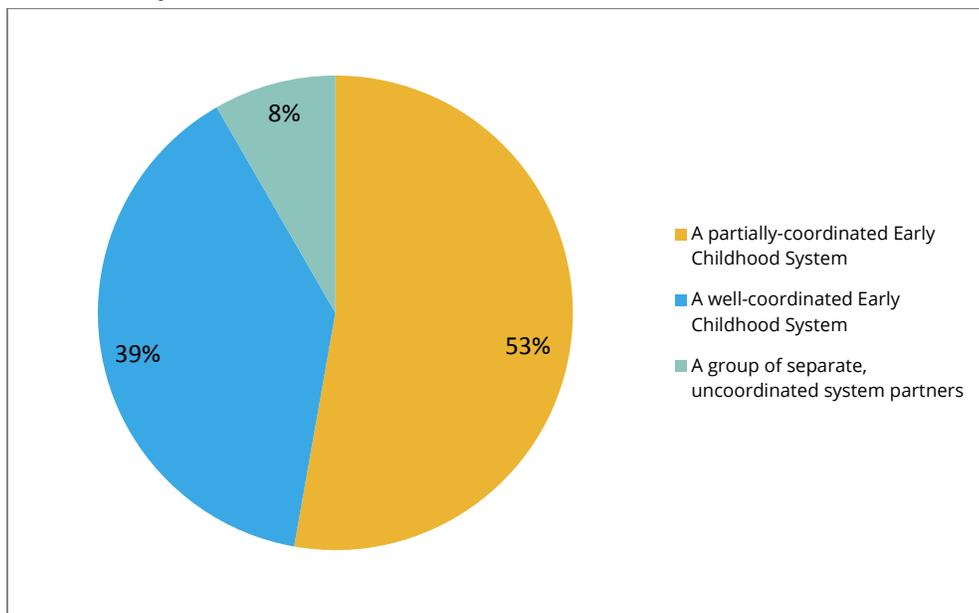
Note: "Other" included early childhood professional development systems building, early intervention, evaluation and planning, and early childhood mental health consultation.

N=57 respondents

Findings on the Early Childhood System from the Coordination and Collaboration Survey.

Respondents to the Coordination and Collaboration Survey were asked to provide their perspective on the early childhood system and the system building work. Early childhood system-building is the process of developing approaches and connections whereby all of the components of an early childhood system operate as a whole to promote benefits for children and families. Thirty-six survey participants answered this question, of whom the majority appear to view the early childhood system in Pima County as a system that has achieved some success in coordination but still requires work to optimize coordination. Just over half (53%) identified the Early Childhood System in Pima County as a partially-coordinated system, 39% as a well-coordinated system, and eight percent as a group of separate, uncoordinated system partners working in isolation (see Figure 15).

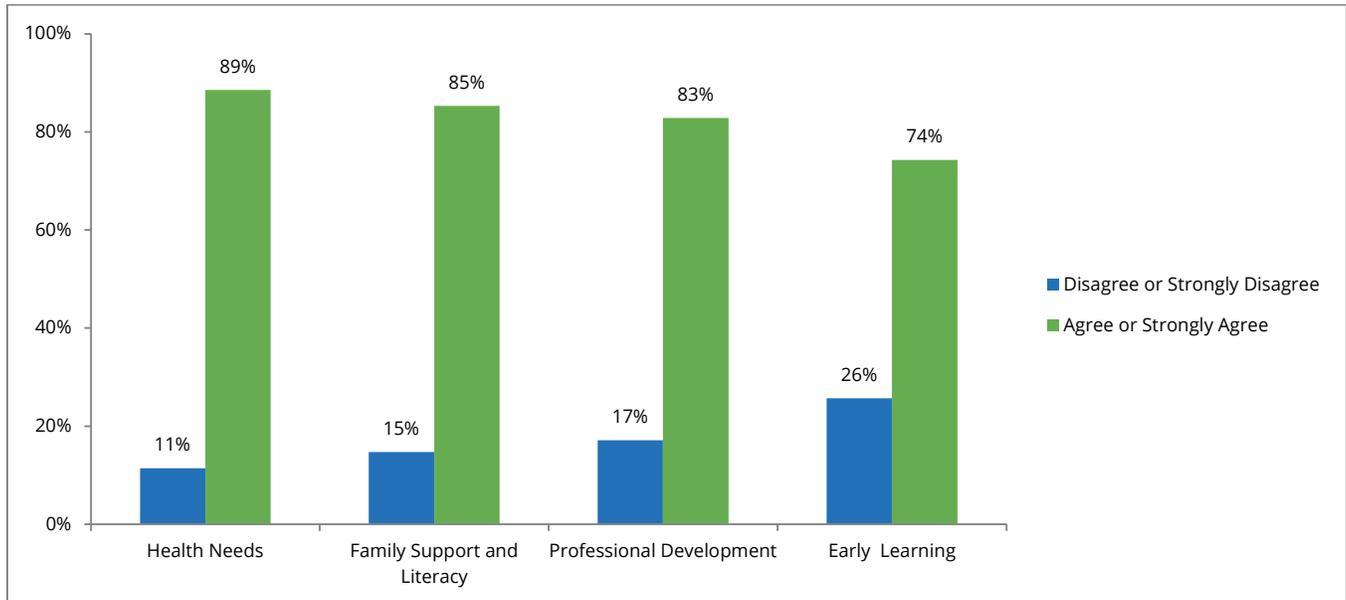
Figure 15. System partners' perceptions of the level of coordination in the Early Childhood System in Pima County



Source: First Things First. (2016). [2016 Coordination and Collaboration Survey dataset]. Unpublished data. N=36 respondents

About half of respondents to the Coordination and Collaboration Survey (34) answered questions about the extent to which the Early Childhood System in Pima County effectively addresses the needs of young children and their families in the areas of Health, Family Support and Literacy, Professional Development, and Early Learning. Most respondents agreed or strongly agreed that the early childhood system in Pima County effectively addresses the needs of young children in these areas, although 26% disagreed or disagreed strongly that Pima County effectively addresses the needs of young children in Early Learning (see Figure 16).

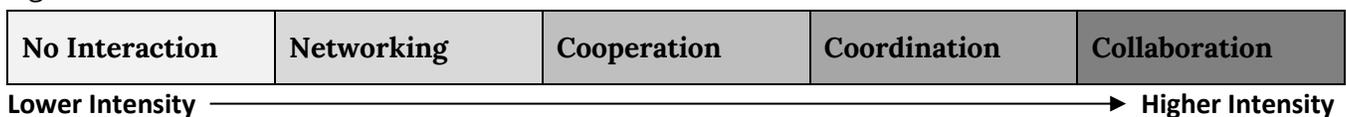
Figure 16. System partners' perceptions of the extent to which the Early Childhood System in Pima County effectively addresses the needs of young children and their families across Early Childhood Development System



Source: First Things First. (2016). [2016 Coordination and Collaboration Survey dataset]. Unpublished data. N=34 respondents

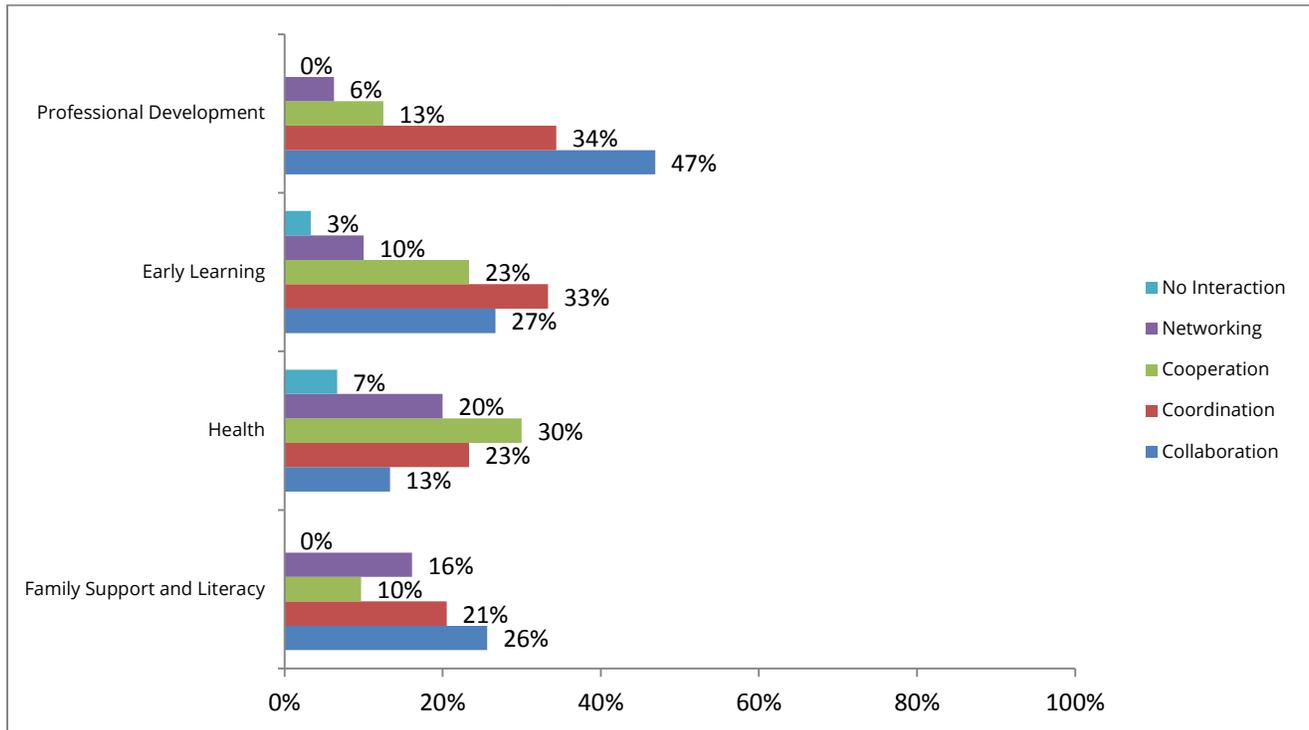
Coordination and Collaboration Survey respondents were asked to identify the level of collaboration that is occurring among partners in Pima County for each area of the Early Childhood System using a Continuum of Collaboration five-level model (see Figure 17). As shown in Figure 18, fewer than half of respondents to this question identified any areas as having reached “collaboration” – the highest level on the continuum – in Pima County. Professional Development is the area that the largest percentage of respondents (47%) identified as having reached the level of “collaboration.” Only 27% of respondents identified Early Learning as an area at the “collaboration” level of the continuum but a larger percentage (33%) of respondents indicated that the area was at the “coordination” level, just one level below “collaboration.” These findings are consistent with the finding that 53% of respondents considered the Early Childhood System in Pima County only partially-coordinated (see Figure 15) and suggest that, with additional efforts by partners, a majority of future survey respondents may identify the area as being at the “collaboration” level. For the Pascua Yaqui Tribe region, the data presented in this report suggest that Professional Development available in adjacent communities is the area that may be best characterized as functioning at the collaboration level.

Figure 17. The five levels of the Continuum of Collaboration



Source: First Things First (2016)

Figure 18. System partners' perceptions of the level of cooperation in major area according to Continuum of Collaboration in Pima County



Source: First Things First. (2016). [2016 Coordination and Collaboration Survey dataset]. Unpublished data.

Note: In cases where no respondents selected a response choice there is no bar, only an indication of 0%.

Note: Percentages do not total to 100% because the "Other" category of response, which was only chosen by a small percentage of respondents, was not included in the graph to allow optimal presentation of the most relevant data.

N=34 or 35 respondents, depending on area

Coordination and Collaboration Survey respondents were also asked to reflect on barriers in moving the system forward with other Early Childhood System partners. A number of open-ended responses identified barriers related to coordination and collaboration. Themes raised included: the need to fund collaborative efforts rather than individuals programs; a need for agencies providing similar services to increase their collaboration and reduce duplicated efforts to achieve better outcomes; and lack of time or excessive distance between agencies prevent cross-agency collaboration. A few respondents mentioned barriers related to professional development, such as a lack of university early childhood classes scheduled at times that working early childhood educators are available, transferability of community college courses to the University of Arizona, and a lack of a clear set of expected competencies for the early childhood workforce. The barrier related to the timing of university early childhood classes mentioned by a Pima County respondent may also hold true for residents of the Pascua Yaqui Tribe region and is worth further examination by the Pascua Yaqui Tribe Region Partnership Council and those implementing the region's efforts to have more tribal members in the early childhood workforce.

Appendix D. List of Regional Assets

Area	Tribal Department or Community Agency	Address	Contact Information	
Education	Education Department	7474 S. Camino De Oeste, Tucson, AZ 85746	(520) 883-5050	
	Adult and Continuing Education Department	4726 W. Calle Tetakusim, Tucson, AZ 85757	(520) 879-5728	
	Ili Uusim Mahtawa'apo Pascua Yaqui Head Start	5060 W. Calle Tetakusim, Tucson, AZ 85757	(520) 838-7150	
	Pascua Yaqui Education Services	7474 S. Camino De Oeste, Tucson, AZ 85757	(520) 879-5706	
	Tech Ania (Tech World) Program	5100 W. Calle Tetakusim, Tucson, AZ 85757	(520) 879-5713	
	Schools			
	Academy Del Sol (K-8 Charter)	7102 W. Valley Crest Pl., Tucson, AZ 85757	(520) 789-7731	
	Anna E. Lawrence 3-8 School (TUSD)	4850 W. Jeffrey Rd., Tucson, AZ 85746	(520) 908-3900	
	Cholla High Magnet School (TUSD)	2001 W. Starr Pass Blvd., Tucson, AZ 85713	(520) 225-4000	
	Frances J. Warren Elementary School (TUSD)	3505 W. Milton Rd., Tucson, AZ 85746	(520) 908-4700	
	Harriet Johnson Elementary School (TUSD)	6060 S. Joseph Ave., Tucson, AZ 85756	(520) 908-3800	
	Hiaki High School (Chicanos Por La Causa Charter)	4747 W. Calle Vicam, Tucson, AZ 85757	(520) 882-3029	
	John E. White Elementary School (TUSD)	2315 W. Canada St., Tucson, AZ 85746	(520) 908-5300	
	Johnson Primary School (TUSD)	6060 S. Joseph Ave., Tucson, AZ 85757	(520) 908-3800	
	Pistor Middle School (TUSD)	5455 S. Cardinal Ave., Tucson, AZ 85746	(520) 908-5400	
	San Xavier Mission School (K-8 Charter)	1980 W. San Xavier Rd., Tucson, AZ 85746	(520) 294-0628	
	Tucson Unified School District (TUSD)	1010 E. 10 th St., Tucson, AZ 85719	(520) 225-6000	
	Valencia Middle School (TUSD)	4400 W. Irvington Rd., Tucson, AZ 85746	(520) 908-4500	
Vesey Elementary School (TUSD)	5005 S. Butts Rd., Tucson, AZ 85757	(520) 908-4600		
Employment	Pascua Yaqui Tribe Human Resources Department, Workforce Development/Workforce Investment Act Program	7410 S. Camino Vahcom, Tucson, AZ 85757	(520) 879-5840	
Enrollment	Enrollment Department	7474 S. Camino de Oeste, Tucson, AZ 85746	(520) 879-6226	

Area	Tribal Department or Community Agency	Address	Contact Information
Health	Health Department	7474 S. Camino de Oeste, Tucson, AZ 85746	(520) 879-6000
	Alcoholism Treatment	4960 W. Vai Sevoi, Tucson, AZ 85957	(520) 883-5145
	Alternative Medicine	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6129
	Behavioral Health Child Team	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-5662
	Centered Spirit Behavioral Health Program	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6060
	Community Health Nursing	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6119
	Community Health Representative	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6119
	Dental Center	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6141
	Diabetes Prevention	4960 W. Vai Sevoi, Tucson, AZ 85757	(520) 879-6200
	Dialysis (GAMBRO)	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6161
	El Rio Pharmacy	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 838-6617
	HIV/AIDS Prevention Program	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6151
	Home Community Based Services – We Care Program	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6020
	Injury Prevention	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6124
	Arizona Long-term Care System (ALTC)	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6020
	Managed Care Office	4725 W. Calle Tetakusim, Tucson, AZ 85757	(520) 879-6041
	Medical Records	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6026
	Men's Path	7402 S. Camino Vahcom, Tucson, AZ 85757	(520) 879-5855
	New Beginnings Methadone Clinic	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6003
	Sewa Uusim (community behavioral health treatment program for children)	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-5478
	Temporary Assistance to Needy Families (TANF)	7474 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-5664
	Tobacco Prevention Program	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6024
	Transportation	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6100
	Vahcom House	7426 S. Camino Vahcom, Tucson, AZ. 85757	(520) 879-5691
Victim Services	7777 S. Camino Huivisim, Bldg. A, Tucson, AZ 85757	(520) 879-5777	
Women, Infants, and Children (WIC) Program	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6300	

Area	Tribal Department or Community Agency	Address	Contact Information
	Yoeme Health Plan	4725 W. Calle Tetakusim, Tucson, AZ 85757	(520) 879-6041
	Youth Wellness Program	5305 W. Calle Torim, Tucson, AZ 85757	(520) 879-5715
	Hospitals and Clinics		
	Banner – University Medical Center - Tucson	1501 N. Campbell Ave., Tucson, AZ 85724	(520) 694-0111
	Banner University Medical Center South	2800 E. Ajo Way, Tucson, AZ 85713	(520) 874-2000
	Diamond Children's Medical Center	1501 N. Campbell Ave., Tucson, AZ 85724	(520) 694-5437
	El Rio Community Health Center – Birth and Women's Health Center	5979 E. Grant Rd., # 107, Tucson, AZ 85712	(520) 795-9912
	El Rio Community Health Center – CODAC and El Rio's Whole Health Program	630 N. Alvernon Way, Tucson, AZ 85711	(520) 202-1800
	El Rio Community Health Center – Congress Dental Center	839 W. Congress St., Tucson, AZ 85745	(520) 670-3909
	El Rio Community Health Center – Congress Health Center	839 W. Congress St., Tucson, AZ 85745	(520) 670-3909
	El Rio Community Health Center – El Pueblo Health Center	101 W. Irvington Rd., Bldg. 10, Tucson, AZ 85706	(520) 670-3909
	El Rio Community Health Center – El Rio Congress Midwives	839 W. Congress St., Tucson, AZ 85745	(520) 670-3909
	El Rio Community Health Center – OB/GYN Associates	225 W. Irvington Rd., Tucson, AZ 85714	(520) 670-3909
	El Rio Community Health Center – Pascua Yaqui Health Center	7490 S. Camino de Oeste, Tucson, AZ 85757	(520) 879-6225
	El Rio Community Health Center – Southwest Dental Center	1500 W. Commerce Court, Bldg. 3, Tucson, AZ 85746	(520) 670-3909
	El Rio Community Health Center – Southwest Health Center	1500 W. Commerce Court, Bldg. 1, Tucson, AZ 85746	(520) 670-3909
	El Rio Community Health Center – Southwest Pediatrics Health Center	1500 W. Commerce Court, Tucson, AZ 85746	(520) 670-3909
	Indian Health Service	7900 S. J. Stock Rd., Tucson, AZ 85746	(520) 295-2402
	La Frontera Center Inc.	1601 E. Apache Park Pl., Tucson, AZ 85714	(520) 746-0260
	St. Elizabeth's Health Center	140 W. Speedway Blvd., Suite 100, Tucson, AZ 85705	520-628-7871
	Carondelet St Mary's Hospital	1601 W. St. Mary's Rd., Tucson, AZ 85745	(520) 872-3000
	Tucson Medical Center Pediatric Emergency Center	5301 E. Grant Road, Tucson, Arizona 85712	(520) 327-5461*
Housing	Housing Department	4730 W. Calle Tetakusim, Tucson, Az 85757	(520) 879-5890
	Resident Service Manager	4730 W. Calle Tetakusim, Tucson, Az 85757	(520) 879-5910
Language and Culture	Language and Culture Department	5100 W. Calle Tetakusim, Tucson, AZ 85757	(520) 879-5939
Legal	Tribal Court	7777 S. Camino Huivism, Tucson, AZ 85757	(520) 879-6276

Area	Tribal Department or Community Agency	Address	Contact Information
	Civil Complaints – Restraining Orders, Orders of Protection, Probate	7777 S. Camino Huivism, Tucson, AZ 85757	(520) 879-6278
	Traffic, Animal Control, Juvenile Matters	7777 S. Camino Huivism, Tucson, AZ 85757	(520) 879-6279
	Criminal Matters	7777 S. Camino Huivism, Tucson, AZ 85757	(520) 879-6280
	Child Welfare or Guardianship	7777 S. Camino Huivism, Tucson, AZ 85757	(520) 879-6278
	Administrative Matters	7777 S. Camino Huivism, Tucson, AZ 85757	(520) 879-6288
	Prosecutor's Office	7777 S. Camino Huivism, Tucson, AZ 85757	(520) 879-6251
	Probation	7777 S. Camino Huivism, Tucson, AZ 85757	(520) 879-6207
	Pre-Trial	7777 S. Camino Huivism, Tucson, AZ 85757	(520) 879-6208
	Public Defender	7474 S. Camino de Oeste, Tucson, AZ 85746	(520) 883-5013
	Tribal Employment Rights Office (T.E.R.O.)	7474 S. Camino de Oeste, Tucson, AZ 85746	(520) 879-5669
Libraries	Dr. Fernando Escalante Tribal Library	5100 W. Calle Tetakusim, Tucson, AZ 85757	(520) 879-5743
	El Pueblo Library	101 W. Irvington Rd., Tucson, AZ 85714	(520) 594-5250
	Mission Library	3770 S. Mission Rd., Tucson, AZ 85713	(520) 594-5325
	Southwest Library	6855 South Mark Rd., Tucson, AZ 85757	(520) 594-5270
	Valencia Branch Library	202 W. Valencia Rd., Tucson, AZ 85706	(520) 594-5390
Mass Media	Radio Station KPYT-LP 100.3 FM	7406 S. Camino de Oeste, Tucson, AZ 85746	(520) 838-7111
Recreation	Boys & Girls Clubs of Tucson, Pascua Yaqui Clubhouse	5010 Calle Torim, Tucson, AZ 85757	(520) 883-8172
	Wellness Center	5305 W. Calle Torim, Tucson, AZ 85757	(520) 879-6203
Senior Services	Senior Center (Nutritional, Wellness, Adult Protective Services, Ombudsman, Caregiver)	7601 S. Camino Benem, Building B, Tucson, AZ 85757	(520) 879-5530
	Adult Protective Services	5305 W. Calle Torim, Tucson, AZ 85757	(520) 879-5533
Social Services	Social Services Department, Adult Services (General Assistance, Emergency Housing, Utility Assistance, Burial Services, Food Vouchers, Food Boxes)	7474 S. Camino de Oeste, Tucson, AZ 85746	(520) 879-5640
	Social Services Department, Child Services (CPS, Foster Care, Guardianship, Child Care and ICWA)	7474 S. Camino de Oeste, Tucson, AZ 85746	(520) 879-5060
Tribal Government	Tribal Council and Administration	7474 S. Camino de Oeste, Tucson, AZ 85746	(520) 883-5000