



2016

NEEDS AND ASSETS REPORT

 **FIRST THINGS FIRST**

Pascua Yaqui Tribe Region

Pascua Yaqui Tribe Regional Partnership Council

2016

Needs and Assets Report

Prepared by

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Funded by

First Things First Pascua Yaqui Tribe Regional Partnership Council

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LETTER FROM THE CHAIR

December 9, 2016

The past two years have been rewarding for the First Things First Pascua Yaqui Tribe Regional Partnership Council, as we delivered on our mission to build better futures for the young Tribal children and their families.

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

Our strategic direction has been guided by the community feedback and the Needs and Assets reports, specifically created for the Pascua Yaqui Tribe in 2008-2010, 2012-2014 and this new 2016 report. These Needs and Assets reports are vital to our continued work in building an integrated early childhood system for our young children and our overall future.

The Pascua Yaqui Tribe Regional Partnership Council would like to thank our Needs and Assets vendor, the University of Arizona Norton School of Family and Consumer Sciences for their knowledge, expertise and careful analysis of the Pascua Yaqui region.

The Pascua Yaqui Tribe Regional Partnership Council is committed to continuing partnerships with the Pascua Yaqui Tribe and other community organizations and programs to meet the needs of young children by providing essential services in the region.

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 Regional Council members, staff, grantees and community partners; First Things First is making a real difference in the lives of our youngest citizens and throughout the entire State.

Thank you for your continued support.

Sincerely,



Cecilia Garcia, Chair
Pascua Yaqui Tribe Regional Partnership Council

Introductory Summary and Acknowledgments

Ninety 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 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 Pascua Yaqui Tribe Region is defined by the borders of the Pascua Pueblo Reservation in Pima County. The region covers approximately 2.2 square miles.

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, such as the Arizona Department of Economic Security (DES), the Arizona Department of Education (ADE), and the Arizona Department of Health Services (ADHS). Other data were obtained from publically available sources, including the 2010 U.S. Census, the American Community Survey (ACS), and the Arizona Department of Administration (ADOA). In addition, regional data from the 2014 First Things First Parent and Caregiver Survey are included.

Where available, tables and figures in this report include data for all Arizona reservations combined in addition to data for the state of Arizona to allow for appropriate comparisons between the region and other relevant geographies.

Population Characteristics

According to the U.S. Census, the Pascua Yaqui Tribe Region had a population of 3,478 in 2010, of whom 470 (14%) were children ages birth to five years. Thirty-six percent of households in the region included a young child.

Over two-thirds (69%) of the households with young children (birth to 5) in the region are single-parent households (58% single-female households and 11% single-male households). Four percent of young children in the region are living with at least one foreign-born parent. This proportion is similar to that across all Arizona reservations (3%). Almost half (48%) of young children in the region are living in a grandparent's household, compared to 40 percent across all Arizona reservations and 14 percent statewide. Of those children (0-17) living in a grandparent's household in the region, 61 percent live with a grandparent who is financially responsible for them, but only eight percent of the children have no parent present in the home.

The vast majority (92%) of young children (ages 0-4) in the Pascua Yaqui Tribe Region are American Indian. This proportion is equal to that of all Arizona reservations combined (92%), and differs greatly from the statewide proportion of six percent. However, 21 percent of children in the region are Hispanic or Latino, more than twice the proportion across all Arizona reservations (9%). Three-quarters (75%) of adults in the region are American Indian and 23 percent identify as Hispanic or Latino.¹ In the state, a similar proportion (25%) are Hispanic or Latino, but only four percent of adults are American Indian.

¹ Totals may add to more than 100% because some children are reported to be both Hispanic and American Indian

The ethnic composition in the Pascua Yaqui Tribe Region is also reflected in a higher proportion of residents who report speaking Spanish at home (47%) compared to that across all Arizona reservations combined (4%). A Native North American language is spoken by five percent of residents in the region, a much smaller proportion than that in all Arizona reservations (51%).

Economic Circumstances

Half (50%) of the young children in the Pascua Yaqui Tribe Region are living in poverty. This is a lower percentage than that across all Arizona reservations combined (56%) but substantially higher than that across the state as a whole (28%). For the overall (all ages) population, 47 percent of people in the region live in poverty, compared to 42 percent across all Arizona reservations and 18 percent statewide. In addition to the families whose incomes fall below the federal poverty level, a substantial proportion of households in the region, and across all Arizona reservations are low income, i.e., near but not below the federal poverty level (FPL). Seventy-nine percent of families with children aged four and under are living below 185 percent of the FPL in the region (i.e., earned less than \$3,677 a month for a family of four), compared to 77 percent in all Arizona reservations combined, and 48 percent across the state. The median family income in the region (\$28,490) is less than half of the median family income in the state of Arizona (\$58,897).

The average unemployment rate in the region for the 2009-2013 period is 24.2 percent, similar to the estimated 25 percent across all Arizona reservations combined but more than twice the average state rate of 10.4 percent.

Given the high poverty levels in the region, safety net programs such as Temporary Assistance for Needy Families (TANF) and the Supplemental Nutrition Assistance Program (SNAP) are used by many families. In 2014, an estimated 20 percent of young children in the region received TANF benefits, five times the proportion of young children receiving TANF cross the state. The vast majority of young children (90%) in the region received SNAP benefits in 2014 compared to about half of young children statewide (51%).

The proportion of young children in the region receiving SNAP decreased between 2012 and 2014. The proportion of young children on TANF also decreased in the same time period, although this may be due to funding and eligibility changes rather than reflecting decreased need.

Educational Indicators

According to the American Community Survey, almost one third (30%) of adults aged 25 and older in the Pascua Yaqui Tribe Region have some college or professional training and three percent have completed a Bachelor's or higher degree. In all Arizona reservations combined, a similar proportion (30%) of adults have some college or professional training but a slightly higher percentage (8%) have a Bachelor's or higher degree.

Children from the region attend schools in the Tucson Unified School District. Students "pass" Arizona's Instrument to Measure Standards (AIMS) if they meet or exceed the standard. Results for Pascua Yaqui students who attended third grade in TUSD schools in 2012-2013 (106 total youth) for Third Grade Reading include the following: four percent "Falls Far Below," 46

percent “Approaches”, 46 percent “Meets”, four percent “Exceeds”. AIMS results for Third Grade Math: 23 percent “Falls Far Below,” 34 percent “Approaches,” 35 percent “Meets”, and eight percent “Exceeds”.

Early Learning

Quality and Access

The Social Services Department of the Pascua Yaqui Tribe oversees a program and process for certification of family-home providers. They also provide referral services for parents of young children and subsidize the cost of care. The office of Children’s Services also provides professional development workshops for the family-home providers. Adult to child ratios for family-home providers are 1:5 (infants count as 2 children).

Child Care Providers (Centers and Family-Home Providers)

The Pascua Yaqui Tribe offers financial support for child care services and maintains a list of approved providers and centers. In 2012 there were less than 25 on-reservation, off-reservation or center-based child care providers available to families in the region. In that same year there were 33 children who were cared by approved family home-providers. There was a decrease in the number of child care providers and children enrolled in services between 2010 and 2012. The decreasing numbers served relate mainly to the decreasing amount of available funds in recent years.

Providers are compensated bi-weekly at a daily rate based on the family’s income level. For full-time care, the rate is \$19.00/day per child; part-time rate is \$10.00/day per child.

Cost of care

The number of children whose families receive support for child care through Pascua Yaqui Children’s Services has decreased in recent years (from 73 in 2010 to <25 in 2012) partly due to decreased availability of funding. The cost of care has risen as reflected in child subsidies of \$288 per month per child. Average daily costs for center care can be as high as \$36.80 for full-time infant care (ranging from \$15.00 to \$36.80).

Ili Uusim Mahtawa’apo (Pascua Yaqui Head Start)

Ili Uusim Mahtawa’apo (Pascua Yaqui Head Start), a key community asset, serves between 138 and 150 children each year. Recent assessments showed over 90 percent of the Tribe’s kindergarten children were ready for kindergarten.

In the Pascua Yaqui Tribe Region the Division of Developmental Disabilities (DDD) under the Arizona Department of Economic Security provided a total of 69 services visits to children aged birth to two years in 2013. There were no service visits to children in that same age range in 2014. The number of DDD service visits to children in the three to five age range increased from 42 in 2013 to 67 in 2014.

Child Health

In 2013, there were 82 babies born to women residing in the region. Over one-quarter (28%) of pregnant women in the region had no prenatal care during the first trimester. This proportion

is higher than that in the state as a whole (19%) and does not meet the Healthy People 2020 objective of fewer than 22.1 percent without care. Eleven percent of pregnant women in the region had fewer than five prenatal care visits, compared to five percent in the state.

Almost all of the births in the region (96%) were paid for by a public payor (Arizona Health Care Cost Containment System (AHCCCS, Arizona's Medicaid) or the Indian Health Service), while just over half (55%) of births in the state fall into that category.

According to the American Community Survey, 12 percent of the young children in the Pascua Yaqui Tribe Region are estimated to be uninsured. This percentage is lower than those of all Arizona reservations combined (20%) and only slightly higher than the estimated statewide percentage of 10 percent.

The First Things First Family and Community Survey is a phone-based survey designed to measure many critical areas of parents' knowledge, skills, and behaviors related to their young children. In 2014, First Things First conducted a modified version of the Family and Community survey in six tribal regions including the Pascua Yaqui Tribe Region, known as the 2014 First Things First Parent and Caregiver Survey. This survey included a sub-set of items from the Family and Community Survey as well as additional questions that explored health needs in tribal communities. A total of 104 parents and other caregivers responded to the survey at a variety of locations across the Pascua Yaqui Tribe Region.

A set of questions on the 2014 First Things First Parent and Caregiver Survey asked participants whether various health care services that their child had required in the past year were delayed or never received. One quarter (25%) of the survey participants in the region reported that their child (or children) had not received timely dental care during the previous year. Other types of health care delayed or not received most frequently reported by respondents were medical care (22%), and vision care (18%).

Family Support and Literacy

The 2014 First Things First Parent and Caregiver Survey collected data about parent and caregiver knowledge of children's early development and their involvement in a variety of behaviors known to contribute positively to healthy development, including two items about home literacy events. On average, respondents in the Pascua Yaqui Tribe Region indicated that they read stories to their children four days a week, and that they tell stories or sing songs to them five days a week.

The Parent and Caregiver Survey also included an item aimed at eliciting information about parents' and caregivers' awareness of their influence on a child's brain development. Almost two-thirds (61%) of the respondents recognized that they could influence brain development prenatally or right from birth. Thirteen percent responded that a parent's influence would not begin until after the infant was one year old or older.

Programs supported by First Things First Pascua Yaqui Tribe Regional Council offer family support through Parent Education classes and the First Things First Family Guide for parent outreach and awareness. Information on child development and health and early literacy are shared in safe and engaging environments that encourage all family members, including

fathers, to participate. Many of these programs are offered at the new Dr. Fernando Escalante Community Library and Resource Center, a major asset for the community and families with young children.

Child Safety

Child Abuse and Neglect

The Pascua Yaqui Tribe Social Services Department includes a Children’s Services Program that “is the public expression of the Tribe’s desire to foster and promote a stronger tribal community. The supportive services offered by the department include: Child Protective Services, ICWA, Family Preservation/Family Reunification, Foster Care, and Child Care and Guardian Services” (Pascua Yaqui Tribe, Division of Social Services, n.d., p. 8).

The department has received increasing numbers of reports on child abuse and neglect, the majority being related to neglect, but also reports decreasing numbers of out-of-home placements. The numbers of additional support programs offered by other departments (e.g., Sewa Uusim, home visitation, parent education classes) have provided alternatives to out-of-home placement. However, with the increasing numbers of reports in recent years, this trend could reverse if the programs are unable to meet the increasing numbers of referrals. For the first quarter of 2014, the department has received 122 reports.

Foster Care Placements

Pascua Yaqui Tribe Children’s Services Program within the Social Services Department oversees foster care placement including the licensing of foster care families. The overall numbers of children who receive placements vary by month and year.

In 2014, from an approved list of approximately 140 foster families, only about 15 families may be available for placement at any given time, with only five to eight families available in emergency situations. Some of the reasons for the drop in available families include the limited reimbursement amounts, which remain at Arizona state standard levels last increased in 2009, and changes to a higher level of clearance requirements.

Communication, Public Information and Awareness

The Pascua Yaqui Tribe Regional Partnership Council has participated in cross-regional communications efforts in Pima County with Pima North, Pima South, and Tohono O’odham Nation Regional Partnership Councils 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.

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 to inform tribal caregivers of children five years and younger about early childhood program and services, and early childhood development and health information .

Systems Coordination among Early Childhood Programs and Services

With continued community input, stronger coordination between First Things First Pascua Yaqui Tribe Regional Partnership Council, Pascua Yaqui Tribal Council, tribal departments, and community, and clear long-term strategic goals, collaborations has been established to maximize resources and improve outcomes for tribal children five and younger on the reservation (e.g., Quality First scholarships to support children attending a nearby Tucson Unified School District preschool program; provide resources and information to Ili Uusim Hiapsi Home Visitation Program—Project LAUNCH, a federally funded program; provide support and resources for the Tiny Blessings Baby Shower, Ili Uusim Taiwa'im - Day of the Child event, etc.).

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 to eight and to recommend policies to Tribal Council for the well-being of the tribal children and families.

The Pascua Yaqui Tribe Region

Regional 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 in Pima County. The region covers approximately 2.2 square miles.

Figure 1 shows the geographical area covered by the Pascua Yaqui Tribe Region. Additional information available at the end of this report includes a map of the region by zip code in Appendix 1, a table listing zip codes for the region in Appendix 2, and a map of school districts in the region in Appendix 3.

Figure 1. The Pascua Yaqui Tribe Region



Source: U.S. Census Bureau (2010). TIGER/Line Shapefiles: TabBlocks, Streets, Counties, American Indian/Alaska Native Homelands. Retrieved from <http://www.census.gov/geo/maps-data/data/tiger-line.html>

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, such as the Arizona Department of Economic Security (DES), the Arizona Department of Education (ADE), and the Arizona Department of Health Services (ADHS). Other data were obtained from publically available sources, including the 2010 U.S. Census, the American Community Survey (ACS), and the Arizona Department of Administration (ADOA). In addition, regional data from the 2014 First Things First Parent and Caregiver Survey are included.

The U.S. Census² 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. There are about 115,000 inhabited blocks in Arizona, with an average population of 56 people each. The Census data for the Pascua Yaqui Tribe Region presented in this report were calculated by identifying each block in the region, and aggregating the data over all of those blocks.

The American Community Survey³ 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 ACS data are available by census tract. Arizona is divided into about 1,500 census tracts, with an average of about 4,200 people in each. The ACS data for the Pascua Yaqui Tribe Region were calculated by aggregating over the census tracts which are wholly or partially contained in the region. The data from partial census tracts were apportioned according to the percentage of the 2010 Census population in that tract living inside the Pascua Yaqui Tribe Region. The most recent and most reliable ACS data are averaged over the past five years; those are the data included in this report. They are based on surveys conducted from 2009 to 2013. In general, the reliability of ACS estimates is greater for more populated areas. Statewide estimates, for example, are more reliable than county-level estimates.

To protect the confidentiality of program participants, the First Things First Data Dissemination and Suppression Guidelines preclude our reporting social service and early education programming data if the count is less than 10, and preclude our reporting data related to health or developmental delay if the count is less than 25. In addition, some data received from state agencies may be suppressed according to their own guidelines. The Arizona Department of Health Services, for example, does not report counts less than six. Throughout this report,

² U.S. Census Bureau. (May, 2000). *Factfinder for the Nation*. Retrieved from <http://www.census.gov/history/pdf/cff4.pdf>

³ U.S. Census Bureau (April, 2013). *American Community Survey Information Guide*. Retrieved from http://www.census.gov/content/dam/Census/programs-surveys/acs/about/ACS_Information_Guide.pdf

information which is not available because of suppression guidelines will be indicated by entries of “N/A” in the data tables.

A note on the Census and American Community Survey data included in this report:

In this report we use two main sources of data to describe the demographic and socio-economic characteristics of families and children in the region: U.S. Census 2010 and the American Community Survey. These data sources are important for the unique information they are able to provide about children and families across the United States, but both of them have acknowledged limitations for their use on tribal lands. Although the Census Bureau asserted that the 2010 Census count was quite accurate in general, they estimate that “American Indians and Alaska Natives living on reservations were undercounted by 4.9 percent.”⁴ In the past, the decennial census was the only accessible source of wide-area demographic information. Starting in 2005, the Census Bureau replaced the “long form” questionnaire that was used to gather socio-economic data with the American Community Survey (ACS). As noted above, the ACS is an ongoing survey that is conducted by distributing questionnaires to a sample of households every month of every year. Annual results from the ACS are available but they are aggregated over five years for smaller communities, to try to correct for the increased chance of sampling errors due to the smaller samples used.

According to the State of Indian Country Arizona Report⁵ this has brought up new challenges when using and interpreting ACS data from tribal communities and American Indians in general. There is no major outreach effort to familiarize the population with the survey (as it is the case with the decennial census), and the small sample size of the ACS makes it more likely that the survey may not accurately represent the characteristics of the population on a reservation. The State of Indian Country Arizona Report indicates that at the National level, in 2010 the ACS failed to account for 14 percent of the American Indian/Alaska Native (alone, not in combination with other races) population that was actually counted in the 2010 decennial census. In Arizona the undercount was smaller (4%), but according to the State of Indian Country Arizona report, ACS may be particularly unreliable for the smaller reservations in the state.

While recognizing that estimates provided by ACS data may not be fully reliable, we have elected to include them in this report because they still are the most comprehensive publically-available data that can help begin to describe the families that First Things First serve.

⁴U.S. Census Bureau. (May, 2012). *Estimates of Undercount and Overcount in the 2010 Census*. www.census.gov/newsroom/releases/archives/2010_census/cb12-95.html

⁵ 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

Considering the important planning, funding and policy decisions that are made in tribal communities based on these data, however, the State of Indian Country report recommend a concerted tribal-federal government effort to develop the tribes' capacity to gather relevant information on their populations. This information could be based on the numerous records that tribes currently keep on the services provided to their members (records that various systems must report to the federal agencies providing funding but that are not currently organized in a systematic way) and on data kept by tribal enrollment offices.

An initiative that aims at addressing some of these challenges, the Tribal Indicators Project, has been started by the American Indian Policy Institute, the Center for Population Dynamics and the American Indian Studies Department at Arizona State University. The Tribal Indicators Project⁶ was initiated at the request of tribal leaders interested in the development of tools that can help them gather and utilize meaningful and accurate data for governmental decision-making. An important part of this effort is the analysis of Census and ACS data in collaboration with tribal stakeholders. We hope that in the future these more reliable and tribally-relevant data will become available for use in these community assessments.

⁶ http://aipi.clas.asu.edu/Tribal_Indicators

Population Characteristics

Why it Matters

The characteristics of families living within a region can influence the availability of resources and supports for those families.⁷ Population characteristics and trends in family composition are often considered by policymakers when making decisions about the type and location of services to be provided within a region such as schools, health care facilities and services, and social services and programs. As a result of these decisions, families with young children may have very different experiences within and across regions regarding access to employment, food resources, schools, health care facilities and providers, and social services. It is important, therefore, that decision-makers understand who their constituents are so that they can prioritize policies that 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, their ethnic composition, whether their parents were born abroad, living arrangements and languages spoken can support the development or continuation of resources that are linguistically, culturally, and geographically most appropriate for a given locale.

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.^{8,9} 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.¹⁰ Extended, multigenerational families and kinship care are more typical in Native communities.^{11,12} The strengths associated with this open family structure -mutual

⁷ U.S. Department of Health and Human Services. Health Resources and Services Administration, Maternal and Child Health Bureau. (2014). *Child Health USA 2014. Population Characteristics*. Retrieved from: <http://mchb.hrsa.gov/chusa14/population-characteristics.html>

⁸ 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>

⁹ Kidsdata.org. (n.d.). *Summary: Family Structure*. Retrieved from: <http://www.kidsdata.org/topic/8/family-structure/summary>

¹⁰ 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>

¹¹ 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.

¹² Red Horse, J. (1997). Traditional American Indian family systems. *Families, Systems, & Health, 15*(3), 243.

help and respect- can provide members of these families with a network of support which can be very valuable when dealing with socio-economic hardships.¹³ Grandparents are often central to these multigenerational households. However, when caring for children not because of choice, but because parents become unable to provide care due to the parent's death, physical or mental illness, substance abuse, incarceration, unemployment or underemployment or because of domestic violence or child neglect in the family, grandparents may be in need of specialized assistance and resources to support their grandchildren.¹⁴

Understanding language use in the region can also contribute to being better able to serve the needs of families with young children. Language preservation and revitalization have been 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.¹⁵ Special consideration should be given to respecting and supporting the numerous 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 their access to health care and social services, and can provide challenges to communication between parents and their child's teachers, which can impact the quality of education children are able to receive.¹⁶

What the Data Tell Us

According to the U.S. Census, the Pascua Yaqui Tribe Region had a population of 3,478 in 2010, of whom 470 (14%) were children ages birth to five years (see Table 1). Thirty-six percent of households in the region included a young child.

Over two-thirds (69%) of the households with young children (birth to 5) in the region are single-parent households (58% single-female households and 11% single-male households) (see Figure 3). Four percent of young children in the region are living with at least one foreign-born parent. This proportion is similar to that across all Arizona reservations (3%) (see Table 4). Almost half (48%) of young children in the region are living in a grandparent's household,

¹³ Hoffman, F. (Ed.). (1981). *The American Indian Family: Strengths and Stresses*. Isleta, NM: American Indian Social Research and Development Associates.

¹⁴ Population Reference Bureau. (2012). *More U.S. Children Raised by Grandparents*. Retrieved from <http://www.prb.org/Publications/Articles/2012/US-children-grandparents.aspx>

¹⁵ 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>

¹⁶ 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

compared to 40 percent across all Arizona reservations and 14 percent statewide (see Table 5). Of those children (0-17) living in a grandparent's household in the region, 61 percent live with a grandparent who is financially responsible for them, but only eight percent of the children have no parent present in the home (see Table 6).

The vast majority (92%) of young children (ages 0-4) in the Pascua Yaqui Tribe Region are American Indian. This proportion is equal to that of all Arizona reservations combined (92%), and differs greatly from the statewide proportion of six percent (see Table 7). However, 21 percent of children in the region are Hispanic or Latino, more than twice the proportion across all Arizona reservations (9%). Three-quarters (75%) of adults in the region are American Indian and 23 percent identify as Hispanic or Latino. In the state, a similar proportion (25%) are Hispanic or Latino, but only four percent of adults are American Indian (see Table 8).

The ethnic composition in the Pascua Yaqui Tribe Region is also reflected in a higher proportion of residents who report speaking Spanish at home (47%) compared to that across all Arizona reservations combined (4%). A Native North American language is spoken by five percent of residents in the region, a much smaller proportion than that in all Arizona reservations (51%) (see Figure 4).

Population and Households

Table 1. Population and households, 2010

	TOTAL POPULATION	POPULATION (AGES 0-5)	TOTAL NUMBER OF HOUSEHOLDS	HOUSEHOLDS WITH ONE OR MORE CHILDREN (AGES 0-5)	
Pascua Yaqui Tribe Region	3,478	470	802	287	36%
All Arizona Reservations	178,131	20,511	50,140	13,115	26%
Pima County	980,263	74,796	388,660	53,862	14%
Arizona	6,392,017	546,609	2,380,990	384,441	16%

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Tables P1, P14, P20.

Retrieved from: <http://factfinder.census.gov>

Table 2. Population of children by single year-of-age, 2010

	AGES 0-5	AGE 0	AGE 1	AGE 2	AGE 3	AGE 4	AGE 5
Pascua Yaqui Tribe Region	470	85	69	80	86	85	65
All Arizona Reservations	20,511	3,390	3,347	3,443	3,451	3,430	3,450
Pima County	74,796	12,125	12,380	12,889	12,814	12,313	12,275
Arizona	546,609	87,557	89,746	93,216	93,880	91,316	90,894

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

Retrieved from: <http://factfinder.census.gov>

Note: Children age 0 were born between April 2009 and March 2010; children age 5 were born between April 2004 and March 2005.

Table 3. State and county population projections, 2015 & 2020

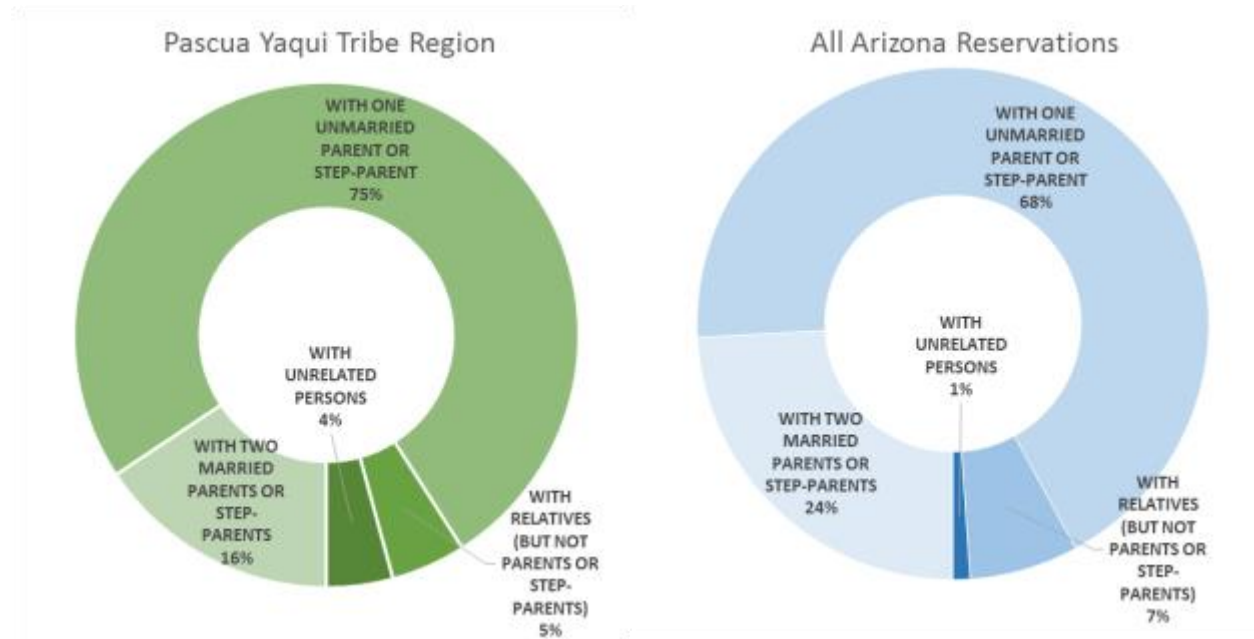
	POPULATION (AGES 0-5) IN 2010 CENSUS	PROJECTED POPULATION (AGES 0-5) IN 2015	PROJECTED POPULATION (AGES 0-5) IN 2020	PROJECTED CHANGE FROM 2010 TO 2020
Pima County	74,796	75,900	86,000	15%
Arizona	546,609	537,200	610,400	12%

Sources: Arizona Dept. of Administration, Employment and Population Statistics, "2012-2050 State and county population projections" & 2010 U.S. Census.

Note: Regional data were not available for this indicator.

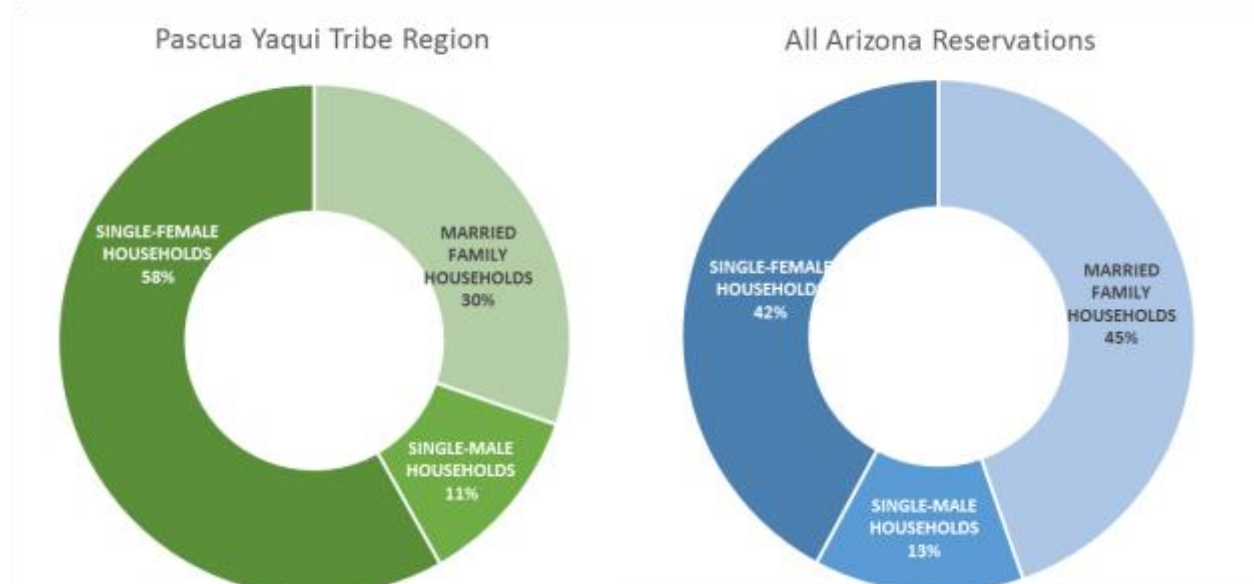
Living Arrangements for Young Children

Figure 2. Living arrangements for children (ages 0-5), 2009-2013 five-year estimate



Source: American Community Survey, 5-year estimates (2009-2013), Tables B05009, B09001, B17006.
Retrieved from: <http://factfinder.census.gov>

Figure 3. Heads of households in which young children (ages 0-5) live, 2010



Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Tables P20, P32.
Retrieved from: <http://factfinder.census.gov>

Table 4. Children (ages 0-5) living with one or two foreign-born parents, 2009-2013 five-year estimate

CHILDREN (0-5) LIVING WITH ONE OR TWO FOREIGN-BORN PARENTS	
Pascua Yaqui Tribe Region	4%
All Arizona Reservations	3%
Pima County	24%
Arizona	28%

Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B05009. Retrieved from: <http://factfinder.census.gov>

Table 5. Children (ages 0-5) living in the household of a grandparent, 2010

CHILDREN (0-5) LIVING IN A GRANDPARENT'S HOUSEHOLD	
Pascua Yaqui Tribe Region	48%
All Arizona Reservations	40%
Pima County	14%
Arizona	14%

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Table P41. Retrieved from: <http://factfinder.census.gov>

Table 6. Grandparents responsible for grandchildren (ages 0-17) living with them, 2009-2013 five-year estimate

	GRANDCHILDREN (0-17) LIVING WITH GRANDPARENT HOUSEHOLDER	GRANDPARENT HOUSEHOLDER RESPONSIBLE FOR OWN GRANDCHILDREN (0-17)		GRANDPARENT HOUSEHOLDER RESPONSIBLE FOR OWN GRANDCHILDREN (0-17) WITH NO PARENT PRESENT	
Pascua Yaqui Tribe Region	511	313	61%	42	8%
All Arizona Reservations	17,142	10,120	59%	2,013	12%
Pima County	20,528	11,327	55%	3,407	17%
Arizona	137,753	73,467	53%	20,102	15%

Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B10002. Retrieved from: <http://factfinder.census.gov>

Race, Ethnicity, and Language

Table 7. Race and ethnicity of the population of young children (ages 0-4), 2010

	Total Population (ages 0-4)	Hispanic or Latino	White, not Hispanic	Black or African American	American Indian	Asian or Pacific Islander
Pascua Yaqui Tribe Region	405	21%	1%	0%	92%	0%
All Arizona Reservations	17,061	9%	1%	0%	92%	0%
Pima County	62,521	53%	35%	4%	5%	2%
Arizona	455,715	45%	40%	5%	6%	3%

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Tables P12A-H.

Retrieved from: <http://factfinder.census.gov>

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

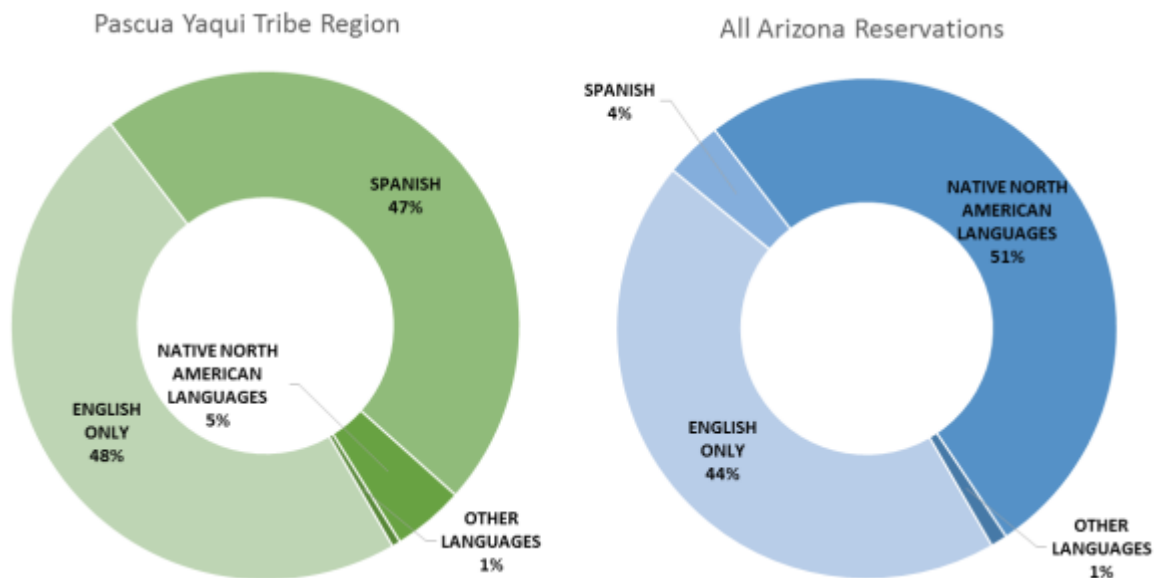
Table 8. Race and ethnicity of the adult population (ages 18 and older), 2010

	Total Population (ages 18+)	Hispanic or Latino	Not Hispanic or Latino				
			White	Black or African American	American Indian	Asian or Pacific Islander	Other
Pascua Yaqui Tribe Region	2,164	23%	1%	0%	75%	0%	0%
All Arizona Reservations	117,049	5%	5%	0%	88%	0%	1%
Pima County	754,947	29%	61%	3%	2%	3%	1%
Arizona	4,763,003	25%	63%	4%	4%	3%	1%

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

Retrieved from: <http://factfinder.census.gov>.

Figure 4. Language spoken at home, by persons ages 5 and older, 2009-2013 five-year estimate



Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B16001. Retrieved from: <http://factfinder.census.gov>

Table 9. Household use of languages other than English, 2009-2013 five-year estimate

	NUMBER OF HOUSEHOLDS	HOUSEHOLDS IN WHICH A LANGUAGE OTHER THAN ENGLISH IS SPOKEN	LIMITED ENGLISH SPEAKING HOUSEHOLDS (TOTAL)	LIMITED ENGLISH SPEAKING HOUSEHOLDS (SPANISH)	LIMITED ENGLISH SPEAKING HOUSEHOLDS (NOT SPANISH)
Pascua Yaqui Tribe Region	858	85%	5%	4%	1%
All Arizona Reservations	47,351	80%	1%	0%	1%
Pima County	384,041	30%	4%	3%	1%
Arizona	2,370,289	27%	5%	4%	1%

Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B16002. Retrieved from: <http://factfinder.census.gov>

Economic Circumstances

Why it Matters

Many economic factors contribute to a child's well-being, including family income, parent employment status, and the availability of safety-net programs such as housing and nutrition assistance.^{17,18} Understanding the economic context in which families with young children live is crucial when designing programs and policies intended to assist them.

Employment rates and income are common indicators of economic well-being. Unemployment and job loss often results in families having fewer resources to meet their regular monthly expenses and support their children's development. Family dynamics can be negatively impacted by job loss as reflected in higher levels of parental stress, family conflict and more punitive parental behaviors.¹⁹ Parental job loss can also impact children's school performance (shown by lower test scores, poorer attendance, higher risk of grade repetition, suspension or expulsion among children whose parents have lost their jobs.)²⁰ Unemployment rates, therefore, can be an indicator of family stress, and are also an important indicator of regional economic vitality.

Employment rates and job opportunities contribute to the income families have available. It is estimated that families need an income of about twice the federal poverty level (FPL)²¹ to meet basic needs.²² Families earning less may experience unstable access to basic resources like food and housing. Food insecurity – the lack of reliable access to affordable, nutritious food – negatively impacts the health and well-being of children, including a heightened risk for developmental delays.²³ High housing costs, relative to income, are associated with increased risk for homelessness, overcrowding, poor nutrition, frequent moving, lack of supervision while

¹⁷ 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>

¹⁸ 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>

¹⁹ Isaacs, J. (2013). *Unemployment from a child's perspective*. Retrieved from <http://www.urban.org/UploadedPDF/1001671-Unemployment-from-a-Childs-Perspective.pdf>

²⁰ Ibid

²¹ The 2015 FPL for a family of four is \$24,250. U.S. Department of Health and Human Services. (2015). *2015 Poverty Guidelines*. Retrieved from: <http://aspe.hhs.gov/2015-poverty-guidelines>

²² National Center for Children in Poverty. (2015). *Arizona Demographics of Low-income Children*. Retrieved from http://www.nccp.org/profiles/AZ_profile_6.html

²³ Rose-Jacobs, R., Black, M. M., Casey, P. H., Cook, J. T., Cutts, D. B., Chilton, M., Heeren, T., Levenson, S. M., Meyers, A. F., & Frank, D. A. (2008). Household food insecurity: associations with at-risk infant and toddler development. *Pediatrics*, 121(1), 65-72. Retrieved from <http://pediatrics.aappublications.org/content/121/1/65.full.pdf>

parents are at work, and low cognitive achievement.²⁴ Even when housing is affordable, housing *availability* is typically lower on tribal land, due to the legal complexities of land ownership and the lack of rental properties, often leading to a shortage of safe, quality housing.²⁵ Low income and poverty, especially among children, can have far reaching negative consequences, including an effect on brain development and later cognitive ability.²⁶

Public assistance programs are one way of combating the effects of poverty and providing supports to children and families in need. Temporary Assistance for Needy Families²⁷ (TANF, which has replaced previous welfare programs) provides cash assistance and services to the very poor and can help offset some of the economic circumstances of families that may have a detrimental effect on young children. In recognition of tribal sovereignty, the federal agency in charge of overseeing the TANF program, the U.S. Department of Health and Human Services, Administration for Children and Families (ACF), 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. Some Tribal TANF program requirements are different from those in state programs (e.g. time limit on receipt of TANF cash assistance). Tribal TANF programs also have more flexibility in determining program requirements, which allows them, for instance, to incorporate socially and culturally appropriate activities into their self-sufficiency plans for clients.²⁸

Another safety net program, the Supplemental Nutrition Assistance Program (SNAP, also referred to as “Nutrition Assistance” and “food stamps”) has been shown to help reduce hunger

²⁴ 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

²⁵ Housing Assistance Council. (2013). *Housing on Native American Lands*. Retrieved from http://www.ruralhome.org/storage/documents/rpts_pubs/ts10_native_lands.pdf

²⁶ 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>

²⁷ In Arizona, TANF eligibility is capped at \$335 per month, or \$4020 annually for a family of four, and has recently undergone significant changes. Beginning in 2016, Arizona will become the first and only state that limits a person’s lifetime benefit to 12 months. 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>;

²⁸ Hahn, H., Olivia Healy, Walter Hillabrant, and Chris Narducci (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.

and improve access to healthier food.²⁹ SNAP benefits support working families whose incomes simply do not provide for all their needs. For low-income working families, the additional income from SNAP is substantial. For example, for a three-person family with one person whose wage is \$10 per hour, SNAP benefits boost take-home income by ten to 20 percent.³⁰ Similarly, the National School Lunch Program³¹ provides free and reduced-price meals at school for students whose families meet income criteria. These income criteria are 130 percent of the federal poverty level (FPL) for free lunch, and 185 percent of the FPL for reduced price lunch.

What the Data Tell Us

Half (50%) of the young children in the Pascua Yaqui Tribe Region are living in poverty. This is a lower percentage than that across all Arizona reservations combined (56%) but substantially higher than that across the state as a whole (28%). For the overall (all ages) population, 47 percent of people in the region live in poverty, compared to 42 percent across all Arizona reservations and 18 percent statewide (see Figure 5). In addition to the families whose incomes fall below the federal poverty level, a substantial proportion of households in the region, and across all Arizona reservations are low income, i.e., near but not below the federal poverty level (FPL). Seventy-nine percent of families with children aged four and under are living below 185 percent of the FPL in the region (i.e., earned less than \$3,677³² a month for a family of four), compared to 77 percent in all Arizona reservations combined, and 48 percent across the state (see Table 10). The median family income in the region (\$28,490) is less than half of the median family income in the state of Arizona (\$58,897) (see Figure 6).

The average unemployment rate in the region for the 2009-2013 period is 24.2 percent, similar to the estimated 25 percent across all Arizona reservations combined but more than twice the average state rate of 10.4 percent (see Figure 7).

Given the high poverty levels in the region, safety net programs such as Temporary Assistance for Needy Families (TANF) and the Supplemental Nutrition Assistance Program (SNAP) are used by many families. In 2014, an estimated 20 percent of young children in the region received TANF benefits, five times the proportion of young children receiving TANF across the state (see

²⁹ 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

³⁰ Ibid

³¹ 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>

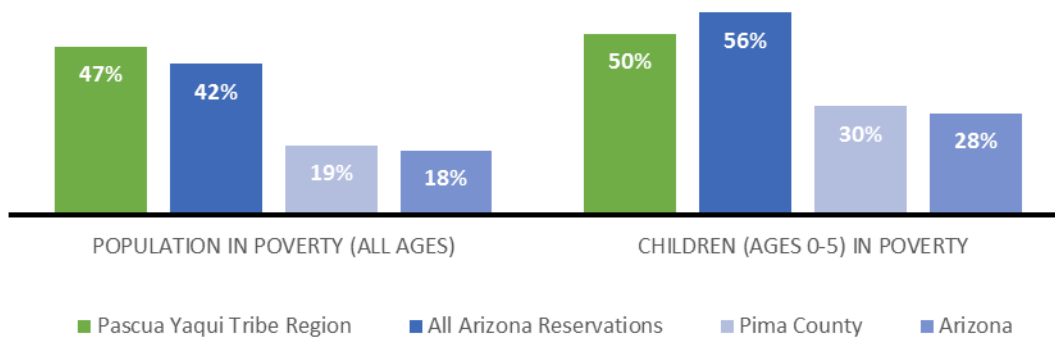
³² Based on 2014 FPL Guidelines, see <http://aspe.hhs.gov/2014-poverty-guidelines>

Table 14). The vast majority of young children (90%) in the region received SNAP benefits in 2014 compared to about half of young children statewide (51%) (Table 15).

The proportion of young children in the region receiving SNAP decreased between 2012 and 2014. The proportion of young children on TANF also decreased in the same time period, although this may be due to funding and eligibility changes rather than reflecting decreased need.

Poverty and Income

Figure 5. Percent of population in poverty, 2009-2013 five-year estimate



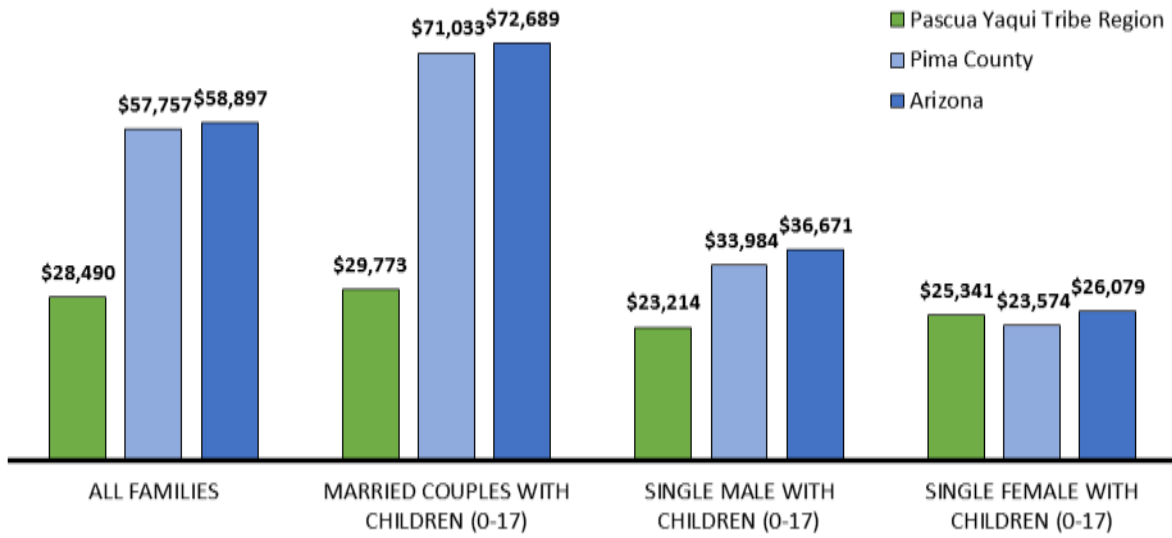
Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B17001.
Retrieved from: <http://factfinder.census.gov>

Table 10. Federal poverty levels for families with young children (ages 0-4), 2009-2013 five-year estimate

	FAMILIES WITH CHILDREN 0-4	FAMILIES WITH CHILDREN 0-4			
		BELOW POVERTY	BELOW 130% POVERTY	BELOW 150% POVERTY	BELOW 185% POVERTY
Pascua Yaqui Tribe Region	248	50%	62%	72%	79%
All Arizona Reservations	9,660	52%	63%	69%	77%
Pima County	41,863	28%	37%	43%	51%
Arizona	307,126	26%	35%	40%	48%

Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table 17010 & 17022.
Retrieved from: <http://factfinder.census.gov>

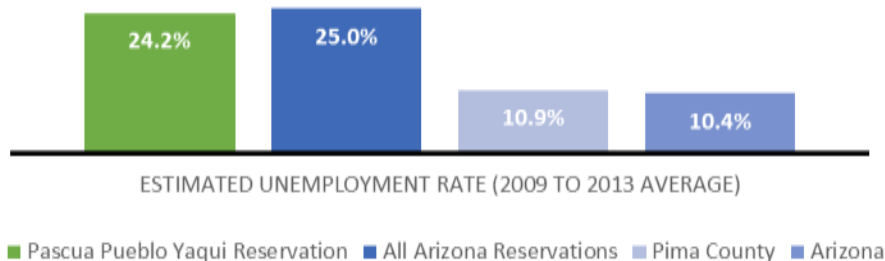
Figure 6. Median annual family incomes, 2009-2013 five-year estimate



Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B19126.
Retrieved from: <http://factfinder.census.gov>

Employment and Housing

Figure 7. Average annual unemployment rates, 2009 to 2013³³



Source: U.S. Census Bureau (2015). 2009-2013 American Community Survey 5-Year Estimates, Table S2301. Retrieved from <http://factfinder.census.gov>

Table 11. Parents of young children (ages 0-5) who are or are not in the labor force, 2009-2013 five-year estimate

	ESTIMATED NUMBER OF CHILDREN (AGES 0-5) LIVING WITH ONE OR TWO PARENTS	CHILDREN (0-5) LIVING WITH TWO PARENTS			CHILDREN (0-5) LIVING WITH ONE PARENT	
		BOTH PARENTS IN LABOR FORCE	ONE PARENT IN LABOR FORCE	NEITHER PARENT IN LABOR FORCE	PARENT IN LABOR FORCE	PARENT NOT IN LABOR FORCE
Pascua Yaqui Tribe Region	493	13%	0%	4%	56%	26%
All Arizona Reservations	18,682	13%	11%	2%	40%	34%
Pima County	70,699	31%	27%	1%	32%	10%
Arizona	517,766	31%	29%	1%	29%	10%

Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B23008. Retrieved from: <http://factfinder.census.gov>

Note: Persons who are unemployed but looking for work are considered to be “in the labor force.”

³³ Please note that the source for the unemployment data presented in this report is different than that used in previous Needs and Assets Reports for the region. The previous estimates are no longer be available, so the data in this figure are the most recent available for the region. According to the Arizona Department of Administration Office of Employment and Population Statistics, these unemployment rates are calculated using a fixed ratio method derived from the 2009-2013 American Community Survey. Previous unemployment statistics for Arizona reservations were obtained using a fixed ratio derived from the 2000 Decennial Census. Source: Arizona Department of Administration, Office of Employment and Population Statistics (2014). *Special Unemployment Report, 2009-2014*; Arizona Department of Administration, Office of Employment and Population Statistics. (2015). *2009 to 2015 Special Unemployment Report*. Retrieved from <https://laborstats.az.gov/local-area-unemployment-statistics>

Table 12. Vacant and occupied housing units, 2009-2013 five-year estimate

	TOTAL HOUSING UNITS	OCCUPIED HOUSING UNITS	VACANT HOUSING UNITS (NON-SEASONAL)	VACANT HOUSING UNITS (SEASONAL)
Pascua Yaqui Tribe Region	907	95%	5%	0%
All Arizona Reservations	68,118	70%	15%	15%
Pima County	442,960	87%	10%	4%
Arizona	2,859,768	83%	10%	7%

Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B25002, B25106.

Retrieved from: <http://factfinder.census.gov>

Note: Seasonal units are intended for use only in certain seasons or for weekends or other occasional use.

Table 13. Occupied housing units and costs relative to income, 2009-2013 five-year estimate

	NUMBER OF OCCUPIED HOUSING UNITS	UNITS WHICH COST THE OWNER OR RENTER MORE THAN 30% OF THEIR INCOME	
Pascua Yaqui Tribe Region	858	208	24%
All Arizona Reservations	47,351	8,030	17%
Pima County	384,041	140,206	37%
Arizona	2,370,289	847,315	36%

Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B25002, B25106.

Retrieved from: <http://factfinder.census.gov>; <http://www.realtytrac.com/statsandtrends/az>

Economic Supports

Table 14. Children (ages 0-5) receiving Temporary Assistance to Needy Families (TANF)

	CENSUS 2010 POPULATION (AGES 0-5)	CHILDREN (AGES 0-5) RECEIVING TANF			CHANGE FROM 2012 TO 2014
		2012	2013	2014	
Pascua Yaqui Tribe Region	470	35%	24%	20%	-41%
All Arizona Reservations	N/A	N/A	N/A	N/A	N/A
Pima County	74,796	6%	5%	4%	-26%
Arizona	546,609	5%	5%	4%	-26%

Source: The Arizona Department of Economic Security (July 2015). [SNAP/TANF Dataset]. Unpublished data.

Note: The data reflect unduplicated counts of children served during each of calendar year.

Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression, or are otherwise not available.

Note: Change from 2012-2014 is based on percentage change formula

Table 15. Children (ages 0-5) in the Supplemental Nutrition Assistance Program (SNAP)

	CENSUS 2010 POPULATION (AGES 0-5)	CHILDREN (AGES 0-5) RECEIVING SNAP			CHANGE FROM 2012 TO 2014
		2012	2013	2014	
Pascua Yaqui Tribe Region	470	99%	94%	90%	-9%
All Arizona Reservations	N/A	N/A	N/A	N/A	N/A
Pima County	74,796	56%	54%	52%	-7%
Arizona	546,609	54%	53%	51%	-7%

Source: The Arizona Department of Economic Security (July 2015)

Note: The data reflect unduplicated counts of children served during each calendar year.

Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression, or are otherwise not available.

Note: Change from 2012-2014 is based on percentage change formula

Table 16. Percentage of Nearby Primary and Elementary School Students Reported as Economically Disadvantaged

	2010	2011	2012	2013
Frances J. Warren Elementary School	85.2%	64.8%	77.1%	85.3%
John E. White Elementary School	72.2%	67.1%	66.5%	73.1%
Anna Lawrence Intermediate School	93.4%	87.2%	83.3%	89.6%
Harriet Johnson Primary School	89.4%	66.4%	78.3%	87.9%
Vesey Elementary School	79.5%	59.6%	70.2%	74.4%
TUSD	71.8%	60.6%	64.3%	69.5%
Pima County	66.0%	56.1%	58.5%	61.7%
Arizona	50.9%	49.9%	50.8%	50.9%

Source: Arizona Department of Education

Note: Regional data were not available for this indicator

Table 17. Students eligible for free or reduced-price lunch, 2012-2014

	STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH		
	2012	2013	2014
Tucson Unified School District	69%	70%	71%
Pima County	58%	59%	60%
Arizona	57%	57%	58%

Source: The Arizona Department of Education (July 2015). [Education Dataset]. Unpublished data.

Note: Regional data were not available for this indicator.

Educational Indicators

Why it Matters

Characteristics of educational involvement and achievement 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. 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.^{34,35} 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.^{36,37}

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.³⁸ In recognition of the importance of assuring that children are reading by the third grade, legislators enacted the 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 shall not be promoted from the third grade if the student obtains a score on the statewide reading assessment “that demonstrates that the pupil’s reading falls far below the third-grade level.” Exceptions exist for students identified with or being evaluated for learning disabilities, English language learners, and those with reading impairments.

³⁴ 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>

³⁵ 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.

³⁶ 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>

³⁷ Lynch, J., & Kaplan, G. (2000). Socioeconomic position (pp. 13-35). In *Social Epidemiology*. Berkman, L. F. & Kawachi, I. (Eds.). New York: Oxford University Press.

³⁸ 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>.

From 2000-2014, the primary in-school performance of students in the public elementary schools in the state has been measured by Arizona’s Instrument to Measure Standards (AIMS).³⁹ AIMS scores were used to meet the requirement of *Move on When Reading*.

However, a new summative assessment system which reflects Arizona’s K-12 academic standards, Arizona’s Measurement of Educational Readiness to Inform Teaching (AzMERIT), was implemented in the 2014-2015 school year.⁴⁰ This assessment replaced the reading and mathematics portions of the AIMS test. Although it is not a graduation requirement, it will still be used to determine promotion from the third grade in accordance with Arizona Revised Statute §15-701.⁴¹

AIMS results are included in this report, but future reports will use AzMERIT scores as they become available.

In order for children to be prepared to succeed on tests such as the AIMS or AzMERIT, research shows that early reading experiences, opportunities to build vocabularies and literacy rich environments are the most effective ways to support the literacy development of young children.⁴²

What the Data Tell Us

According to the American Community Survey, almost one third (30%) of adults aged 25 and older in the Pascua Yaqui Tribe Region have some college or professional training and three percent have completed a Bachelor’s or higher degree. In all Arizona reservations combined, a similar proportion (30%) of adults have some college or professional training but a slightly higher percentage (8%) have a Bachelor’s or higher degree (see Figure 8).

Children from the region attend schools in the Tucson Unified School District (see Appendix 3). Students “pass” Arizona’s Instrument to Measure Standards (AIMS) if they meet or exceed the standard. Results for Pascua Yaqui students who attended third grade in TUSD schools in 2012-2013 (106 total youth) for Third Grade Reading include the following: four percent “Falls Far Below,” 46 percent “Approaches”, 46 percent “Meets”, four percent “Exceeds”. AIMS results

³⁹ For more information on the AIMS test, see <http://arizonaindicators.org/education/aims>

⁴⁰ For more information on AzMERIT, see <http://www.azed.gov/assessment/azmerit/>

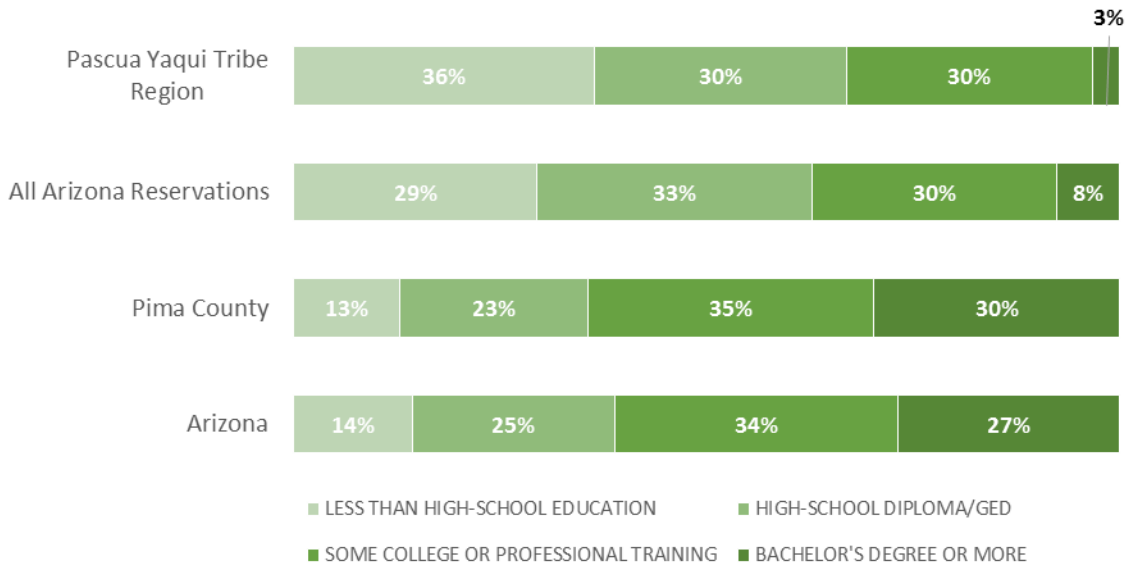
⁴¹ For more information on Move on When Reading, see <http://www.azed.gov/mowr/>

⁴² First Things First. (2012). *Read All About It: School Success Rooted in Early Language and Literacy*. Retrieved from http://www.aztf.gov/WhoWeAre/Board/Documents/Policy_Brief_Q1-2012.pdf (April, 2012)

for Third Grade Math: 23 percent “Falls Far Below,” 34 percent “Approaches,” 35 percent “Meets”, and eight percent “Exceeds”.⁴³

Educational Attainment of the Adult Population

Figure 8. Level of education for the population ages 25 and older, 2009-2013 five-year estimate



Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B15002. Retrieved from: <http://factfinder.census.gov>

⁴³ First Things First Pascua Yaqui Tribe Regional Partnership Council 2012-2014 Needs and Assets Report. Retrieved from <http://www.azftf.gov/RPCCouncilPublicationsCenter/Regional%20Needs%20and%20Assets%20Report%20-%202012%20to%202014%20-%20Pascua%20Yaqui%20Tribe.pdf>

Third-grade Test Scores

Figure 9. Results of the 2014 third-grade AIMS Math test

	RESULTS OF THE THIRD-GRADE AIMS MATH (2014)				
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS	PASSES
Anna Lawrence Intermediate School	27%	27%	37%	9%	46%
Frances J Warren Elementary School	18%	20%	53%	10%	63%
John E White Elementary School	5%	25%	43%	28%	70%
Vesey Elementary School	10%	28%	49%	13%	62%
TUSD	11%	29%	43%	17%	60%
Pima County	9%	24%	43%	24%	67%
Arizona	9%	23%	43%	26%	68%

Notes: * AIMS DPA = Arizona's Instrument to Measure Standards Dual Purpose Assessment. Writing was not reported for third grade.

FFB = Falls Far Below; A = Approaches; M = Meets; E = Exceeds; P = Passing.

Source: Arizona Department of Education for the First Things First Pascua Yaqui Tribe Regional Partnership Council 2012-2014 Needs and Assets report.

Note: Regional data were not available for this indicator.

Figure 10. Results of the 2014 third-grade AIMS Reading test

	RESULTS OF THE THIRD-GRADE AIMS READING (2014)				
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS	PASSES
Anna Lawrence Intermediate School	1%	51%	42%	6%	48%
Frances J Warren Elementary School	8%	28%	58%	8%	65%
John E White Elementary School	3%	20%	64%	13%	78%
Vesey Elementary School	6%	30%	59%	5%	64%
TUSD	5%	27%	60%	8%	68%
Pima County	4%	22%	63%	12%	75%
Arizona	4%	21%	62%	13%	75%

Notes: * AIMS DPA = Arizona's Instrument to Measure Standards Dual Purpose Assessment. Writing was not reported for third grade.

FFB = Falls Far Below; A = Approaches; M = Meets; E = Exceeds; P = Passing.

Source: Arizona Department of Education for the First Things First Pascua Yaqui Tribe Regional Partnership Council 2012-2014 Needs and Assets report.

Note: Regional data were not available for this indicator.

Early Learning

Why it Matters

Early childhood marks a time of peak plasticity in the brain, and early adversity can weaken the foundation upon which future learning will be built; in other words, positive developmental experiences in early life are crucial.⁴⁴ Research has shown that the experiences that children have from birth to five years of age influence future health and well-being, and that supporting children during this time has a great return on investment.⁴⁵ 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.^{46,47} Children whose education begins with high-quality preschool repeat grades less frequently, obtain higher scores on standardized tests, experience fewer behavior problems, and are more likely to graduate high school.⁴⁸

The ability of families to access quality, affordable early care and education opportunities, however, can be limited. 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.⁴⁹ Although the Department of Health and Human Services recommends that parents spend no more than 10 percent of their family income on child care,⁵⁰ the cost of center-based care for a single infant, toddler, or 3-5 year old is an estimated 17, 15 and 11 percent, respectively, of an average Arizona family's income.⁵¹

⁴⁴ 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>

⁴⁵ 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

⁴⁶ The Heckman Equation. (2013). *The Heckman Equation Brochure*. Retrieved from <http://heckmanequation.org/content/resource/heckman-equation-brochure-0>

⁴⁷ The Heckman Equation. (n.d.). *Research Summary: Abecedarian & Health*. Retrieved from <http://heckmanequation.org/content/resource/research-summary-abecedarian-health>

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 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

⁵⁰ 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>

⁵¹ The cost of center-based care as a percentage of income is based on the Arizona median annual family income of \$58,900.

Child care subsidies can help families who otherwise would be unable to access early learning services.⁵² However, the availability of this type of support is also limited. The number of children receiving Child Care and Development Fund (CCDF) subsidies in Arizona is low. In 2014, only 26,685 children aged birth to five (about 5% of Arizona’s children in this age range) received CCDF vouchers. With half of young children in Arizona living below the federal poverty level, the number in need of these subsidies is likely much higher than those receiving them.

The availability of services for young children with special needs is an ongoing concern across the state, particularly in more geographically remote communities. The services available to families include early intervention screening and intervention services provided through the Arizona Department of Education AZ FIND (Child Find),⁵³ the Arizona Early Intervention Program (AzEIP)⁵⁴ and the Division of Developmental Disabilities (DDD).⁵⁵ These programs help identify and assist families with young children who may need additional support to meet their potential. Timely intervention can help young children with, or at risk for, developmental delays improve language, cognitive, and social/emotional development. It also reduces educational costs by decreasing the need for special education.^{56,57,58}

What the Data Tell Us

Quality and Access

The Social Services Department of the Pascua Yaqui Tribe oversees a program and process for certification of family-home providers. They also provide referral services for parents of young children and subsidize the cost of care. The office of Children’s Services also provides

⁵² For more information on child care subsidies, see <https://www.azdes.gov/child-care/>

⁵³ For more information on AZ FIND, see <http://www.azed.gov/special-education/az-find/>

⁵⁴ For more information on AzEIP, see <https://www.azdes.gov/azeip/>

⁵⁵ For more information on DDD, see https://www.azdes.gov/developmental_disabilities/

⁵⁶ The National Early Childhood Technical Assistance Center. (2011). *The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families*. Retrieved from <http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>

⁵⁷ Hebbeler, K, Spiker, D, Bailey, D, Scarborough, A, Mallik, S, Simeonsson, R, Singer, M & Nelson, L. (2007). *Early intervention for infants and toddlers with disabilities and their families: Participants, services and outcomes. Final Report of the National Early Intervention Longitudinal Study (NEILS)*. Retrieved from http://www.sri.com/sites/default/files/publications/neils_finalreport_200702.pdf

⁵⁸ NECTAC Clearinghouse on Early Intervention and Early Childhood Special Education. (2005). *The long term economic benefits of high quality early childhood intervention programs*. Retrieved from <http://ectacenter.org/~pdfs/pubs/econbene.pdf>

professional development workshops for the family-home providers. Adult to child ratios for family-home providers are 1:5 (infants count as 2 children).⁵⁹

Child Care Providers (Centers and Family-Home Providers)

The Pascua Yaqui Tribe offers financial support for child care services and maintains a list of approved providers and centers. In 2012 there were less than 25 on-reservation, off-reservation or center-based child care providers available to families in the region (see Table 16). In that same year there were 33 children who were cared by approved family home-providers. There was a decrease in the number of child care providers and children enrolled in services between 2010 and 2012. The decreasing numbers served relate mainly to the decreasing amount of available funds in recent years.⁶⁰

Providers are compensated bi-weekly at a daily rate based on the family's income level. For full-time care, the rate is \$19.00/day per child; part-time rate is \$10.00/day per child.⁶¹

Cost of care

The number of children whose families receive support for child care through Pascua Yaqui Children's Services has decreased in recent years (from 73 in 2010 to <25 in 2012) partly due to decreased availability of funding. The cost of care has risen as reflected in child subsidies of \$288 per month per child. Average daily costs for center care can be as high as \$36.80 for full-time infant care (ranging from \$15.00 to \$36.80).⁶²

Ili Uusim Mahtawa'apo (Pascua Yaqui Head Start)

Ili Uusim Mahtawa'apo (Pascua Yaqui Head Start), a key community asset, serves between 138 and 150 children each year. Recent assessments showed over 90% of the Tribe's kinder-bound children were ready for kindergarten.

In the Pascua Yaqui Tribe Region the Division of Developmental Disabilities (DDD) under the Arizona Department of Economic Security provided a total of 69 services visits to children aged birth to two years in 2013 (see Table 21). There were no service visits to children in that same age range in 2014. The number of DDD service visits to children in the three to five age range increased from 42 in 2013 to 67 in 2014 (see Table 22).

⁵⁹ First Things First Pascua Yaqui Tribe Regional Partnership Council 2012-2014 Needs and Assets Report. Retrieved from <http://www.azftf.gov/RPCCouncilPublicationsCenter/Regional%20Needs%20and%20Assets%20Report%20-%202012%20to%202014%20-%20Pascua%20Yaqui%20Tribe.pdf>

⁶⁰ Ibid

⁶¹ Ibid

⁶² Ibid

Early Care and Education

Table 18. Pascua Yaqui Tribe child care services and support

	2010	2011	2012
Pascua Yaqui Tribe Region			
Number of Certified/Licensed Family Home Providers			
<i>On Reservation Care</i>	41	<25	<25
<i>Off Reservation Care</i>	<25	<25	<25
<i>Center Care</i>	<25	<25	<25
Number of Children Enrolled in Family Home Providers	149	47	33
Number of Single Parent Households	55	38	32
Number of Children of Teen Mothers	<25	<25	0
Number of Young Children Living with Grandparents	32	<25	<25
Number of Families Living on Reservation	32	<25	<25
Number of Children Living on Reservation	73	31	<25

Source: Pascua Yaqui Tribe Social Services Department (counts <25 removed to preserve privacy) for the First Things First Pascua Yaqui Tribe Regional Partnership Council 2012-2014 Needs and Assets Report.

Table 19. Pascua Yaqui Tribe Average Monthly Child Care and Development Fund Subsidies

	FISCAL YEAR 10/2010-9/2011	FISCAL YEAR 10/2011-9/2012
Pascua Yaqui Tribe Region		
Per Child	\$270.00	\$288.00
Per Center	\$261.00	\$309.00

Source: Pascua Yaqui Tribe Social Services Department for the First Things First Pascua Yaqui Tribe Regional Partnership Council 2012-2014 Needs and Assets Report.

Families with Children Who Have Special Needs

Table 20. AzEIP referrals and children served, 2014

	NUMBER OF AZEIP REFERRALS DURING STATE FISCAL YEAR 2014			NUMBER OF CHILDREN BEING SERVED BY AZEIP ON OCTOBER 1, 2014		
	LESS THAN 1 YEAR OLD	FROM 13 TO 24 MONTHS OLD	FROM 25 TO 35 MONTHS OLD	LESS THAN 1 YEAR OLD	FROM 13 TO 24 MONTHS OLD	FROM 25 TO 35 MONTHS OLD
Pascua Yaqui Tribe Region	N/A	N/A	N/A	0	0	N/A
All Arizona Reservations	N/A	N/A	N/A	N/A	N/A	N/A
Pima County	345	556	848	100	199	369
Arizona	2,651	3,669	5,421	746	1,659	2,843

Source: The Arizona Department of Economic Security (July 2015). [Special needs dataset]. Unpublished data.

Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression, or are otherwise not available.

Table 21. Division of Developmental Disabilities (DDD) services to children (ages 0-2), 2013-2014

	CHILDREN (AGES 0-2) REFERRED TO DDD		CHILDREN (AGES 0-2) SCREENED BY DDD		CHILDREN (AGES 0-2) SERVED BY DDD		NUMBER OF DDD SERVICE VISITS TO CHILDREN (AGES 0-2)	
	SFY 2013	SFY 2014	SFY 2013	SFY 2014	SFY 2013	SFY 2014	SFY 2013	SFY 2014
Pascua Yaqui Tribe Region	N/A	0	0	0	N/A	0	69	0
All Arizona Reservations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pima County	290	338	33	N/A	340	327	16,428	13,697
Arizona	2,186	2,479	314	216	2,693	2,341	158,496	130,486

Source: The Arizona Department of Economic Security, Division of Developmental Disabilities (July 2015). [Special needs dataset]. Unpublished data.

Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression, or are otherwise not available.

Table 22. Division of Developmental Disabilities (DDD) services to children (ages 3-5), 2013-2014

	CHILDREN (AGES 3-5) REFERRED TO DDD		CHILDREN (AGES 3-5) SCREENED BY DDD		CHILDREN (AGES 3-5) SERVED BY DDD		NUMBER OF DDD SERVICE VISITS TO CHILDREN (AGES 3-5)	
	SFY 2013	SFY 2014	SFY 2013	SFY 2014	SFY 2013	SFY 2014	SFY 2013	SFY 2014
Pascua Yaqui Tribe Region	N/A	N/A	0	0	N/A	N/A	42	67
All Arizona Reservations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pima County	196	237	93	83	267	256	27,830	28,344
Arizona	1,401	1,804	731	727	2,600	2,533	374,440	367,590

Source: The Arizona Department of Economic Security, Division of Developmental Disabilities (July 2015). [Special needs dataset]. Unpublished data.

Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression, or are otherwise not available.

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.⁶³ 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 environment into which they are born and raised.^{64,65} 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.^{66,67,68}

Healthy People is a science-based government initiative which provides 10-year national objectives for improving the health of Americans. Healthy People 2020 targets are developed with the use of current health data, baseline measures, and areas for specific improvement. Understanding where Arizona mothers and children fall in relation to these national benchmarks can help highlight areas of strength in relation to young children's health and those in need of improvement in the state. The Arizona Department of Health Services monitors state level progress towards a number of maternal, infant and child health objectives for which data are available at the regional level, including increasing 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

⁶³ 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>

⁶⁴ 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>

⁶⁵ 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>

⁶⁶ 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>

⁶⁷ 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/>

⁶⁸ 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*, 118s(1), 405-420. Retrieved from <http://pediatrics.aappublications.org/content/118/1/405.full>

women.⁶⁹ Although not a target of a Healthy People 2020 objective, high-birth weight, or macrosomia, is also associated with health risks for both the mother and infant during birth. These children are also at increased risk for obesity and metabolic syndrome (which is linked to an increase risk of heart disease, stroke, and diabetes).⁷⁰

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 developmental screenings. Without health insurance, each visit can be prohibitively expensive and may be skipped.⁷¹ 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.⁷² Being eligible for IHS services alone, however, does not meet the minimum essential coverage requirement under the Affordable Care Act.⁷³

What the Data Tell Us

In 2013, there were 82 babies born to women residing in the region. Over one-quarter (28%) of pregnant women in the region had no prenatal care during the first trimester. This proportion is higher than that in the state as a whole (19%) and does not meet the Healthy People 2020 objective of fewer than 22.1 percent without care (see Figure 10). Eleven percent of pregnant women in the region had fewer than five prenatal care visits, compared to five percent in the state (see Table 23).

Almost all of the births in the region (96%) were paid for by a public payor (Arizona Health Care Cost Containment System (AHCCCS, Arizona's Medicaid) or the Indian Health Service), while just over half (55%) of births in the state fall into that category (see Table 23).

⁶⁹ 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/6a1_10.pdf

⁷⁰ Mayo Clinic Staff. (2015). *Fetal macrosomia*. Retrieved from <http://www.mayoclinic.org/diseases-conditions/fetal-macrosomia/basics/complications/con-20035423>

⁷¹ 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>

⁷² 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., & Arsenault, J. (2015). The Changing Landscape of Health Care Provision to American Indian Nations. *American Indian Culture and Research Journal*, 39(1), 1-24.

⁷³ <https://www.ihs.gov/aca/index.cfm/thingstoknow/>

According to the American Community Survey, 12 percent of the young children in the Pascua Yaqui Tribe Region are estimated to be uninsured. This percentage is lower than those of all Arizona reservations combined (20%) and only slightly higher than the estimated statewide percentage of 10 percent (Figure 13).

The First Things First Family and Community Survey is a phone-based survey designed to measure many critical areas of parents' knowledge, skills, and behaviors related to their young children. In 2014, First Things First conducted a modified version of the Family and Community survey in six tribal regions including the Pascua Yaqui Tribe Region, known as the 2014 First Things First Parent and Caregiver Survey. This survey included a sub-set of items from the Family and Community Survey as well as additional questions that explored health needs in tribal communities.⁷⁴ A total of 104 parents and other caregivers responded to the survey at a variety of locations across the Pascua Yaqui Tribe Region.

A set of questions on the 2014 First Things First Parent and Caregiver Survey asked participants whether various health care services that their child had required in the past year were delayed or never received. One quarter (25%) of the survey participants in the region reported that their child (or children) had not received timely dental care during the previous year. Other types of health care delayed or not received most frequently reported by respondents were medical care (22%), and vision care (18%) (see Figure 14).

⁷⁴ For more information about the 2014 Parent and Caregiver Survey see the First Things First Pascua Yaqui Tribe Regional Partnership Council 2012-2014 Needs and Assets Report. Available at: <http://www.azftf.gov/RPCCouncilPublicationsCenter/Regional%20Needs%20and%20Assets%20Report%20-%202012%20to%202014%20-%20Pascua%20Yaqui%20Tribe.pdf>

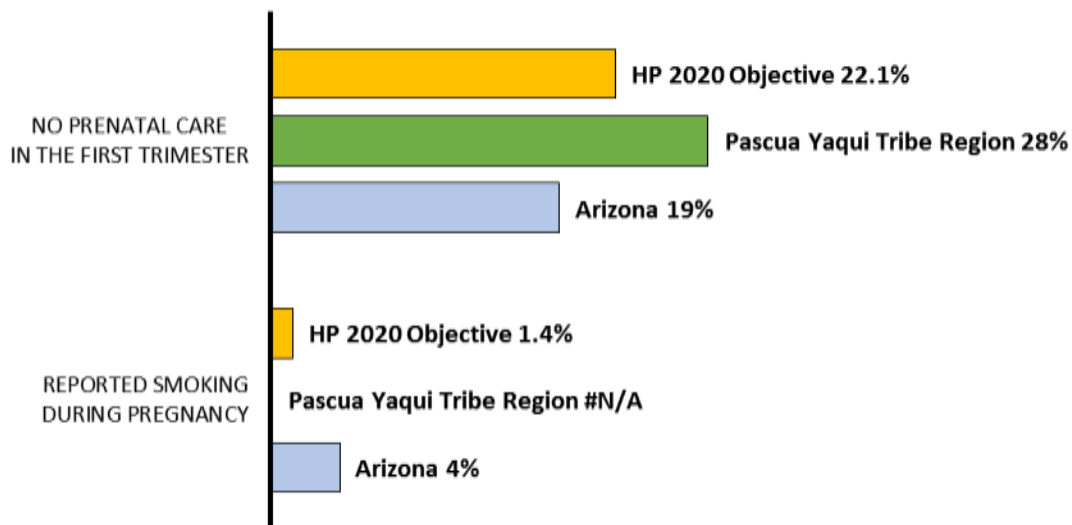
Mothers Giving Birth

Table 23. Selected characteristics of mothers giving birth, 2013

	TOTAL NUMBER BIRTHS TO ARIZONA-RESIDENT MOTHERS, 2013	HAD FEWER THAN 5 PRENATAL VISITS	HAD NO PRENATAL CARE IN FIRST TRIMESTER	MOTHER REPORTED SMOKING DURING PREGNANCY	MOTHER REPORTED DRINKING DURING PREGNANCY	MOTHER HAD LESS THAN A HIGH SCHOOL-EDUCATION	MOTHERS YOUNGER THAN 20 YEARS OLD	BIRTH WAS PAID FOR BY AHCCCS OR IHS (PUBLIC PAYOR)
Pascua Yaqui Tribe Region	82	11%	28%	N/A	0%	35%	24%	96%
All Arizona Reservations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pima County	11,965	8%	26%	4%	0%	16%	8%	54%
Arizona	84,963	5%	19%	4%	0%	18%	9%	55%

Source: The Arizona Department of Health Services, Bureau of Public Health Statistics (July 2015). [Vital statistics dataset]. Unpublished data.
 Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression (counts of <25), or are otherwise not available.

Figure 11. Healthy People 2020 objective for mothers, compared to 2013 region and state data



Sources: The Arizona Department of Health Services, Bureau of Public Health Statistics (July 2015). [Vital statistics dataset]. Unpublished data. Healthy People 2020 objectives from ADHS, "Arizona Health Status and Vital Statistics 2013 Annual Report," Table 6A. Retrieved from <http://www.azdhs.gov/plan/menu/info/status.php>

Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression (counts of <25), or are otherwise not available.

Infant Health

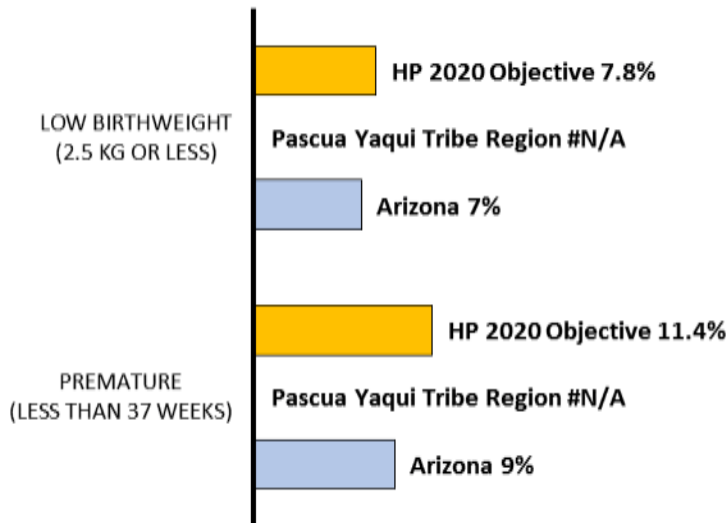
Table 24. Selected characteristics of babies born, 2013

	TOTAL NUMBER OF BIRTHS TO ARIZONA-RESIDENT MOTHERS, 2013	BABY HAD LOW BIRTH WEIGHT (2.5 kg OR LESS)	BABY HAD HIGH BIRTH WEIGHT (4 kg OR MORE)	BABY WAS PREMATURE (LESS THAN 37 WEEKS)	BABY WAS IN NEONATAL INTENSIVE CARE
Pascua Yaqui Tribe Region	82	N/A	N/A	N/A	N/A
All Arizona Reservations	N/A	N/A	N/A	N/A	N/A
Pima County	11,965	7%	7%	9%	6%
Arizona	84,963	7%	8%	9%	5%

Source: The Arizona Department of Health Services, Bureau of Public Health Statistics (July 2015). [Vital statistics dataset]. Unpublished data.

Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression (counts of <25), or are otherwise not available.

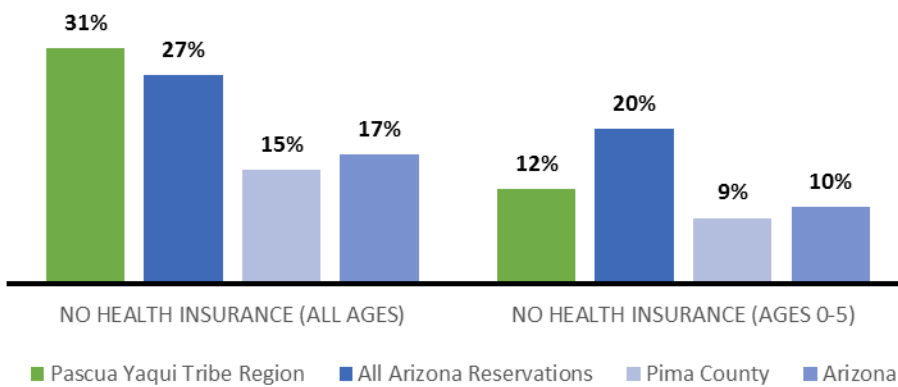
Figure 12. Healthy People 2020 objectives for babies, compared to 2013 region and state data



Sources: The Arizona Department of Health Services, Bureau of Public Health Statistics (July 2015). [Vital statistics dataset]. Unpublished data. Healthy People 2020 objectives from ADHS, "Arizona Health Status and Vital Statistics 2013 Annual Report," Table 6A. Retrieved from <http://www.azdhs.gov/plan/menu/info/status.php>
 Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression, or are otherwise not available.

Health Insurance

Figure 13. Estimated percent of population without health insurance, 2009-2013 five-year estimate



Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B27001. Retrieved from: <http://factfinder.census.gov>

Immunizations

Table 25. Immunizations for children in child care, school year 2014-15

	NUMBER OF STUDENTS	DTAP (DIPHTHERIA, TETANUS, PERTUSSIS), 4 OR MORE DOSES	POLIO, 3 OR MORE DOSES	MMR (MEASLES, MUMPS, RUBELLA), 1 OR MORE DOSES	RELIGIOUS BELIEFS EXEMPTIONS	MEDICAL EXEMPTIONS
Pima County	13,295	97%	98%	98%	2.5%	0.3%
Arizona	84,778	93%	95%	96%	3.6%	0.5%

Source: The Arizona Department of Health Services (2015). [Regional immunization dataset]. Unpublished data. Arizona Department of Health Services (2015). Arizona childcare immunization coverage. Retrieved from: <http://azdhs.gov/preparedness/epidemiology-disease-control/immunization/index.php#reports-immunization-coverage>

Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression, or are otherwise not available.

Note: Regional data were not available for this indicator.

Table 26. Immunizations for children in kindergarten, school year 2014-15

	NUMBER OF STUDENTS	DTAP (DIPHTHERIA, TETANUS, PERTUSSIS), 4 OR MORE DOSES	POLIO, 3 OR MORE DOSES	MMR (MEASLES, MUMPS, RUBELLA), 1 OR MORE DOSES	PERSONAL BELIEFS EXEMPTIONS	MEDICAL EXEMPTIONS
Pima County	11,704	96%	97%	97%	2.8%	0.4%
Arizona	84,651	94%	95%	94%	4.6%	0.3%

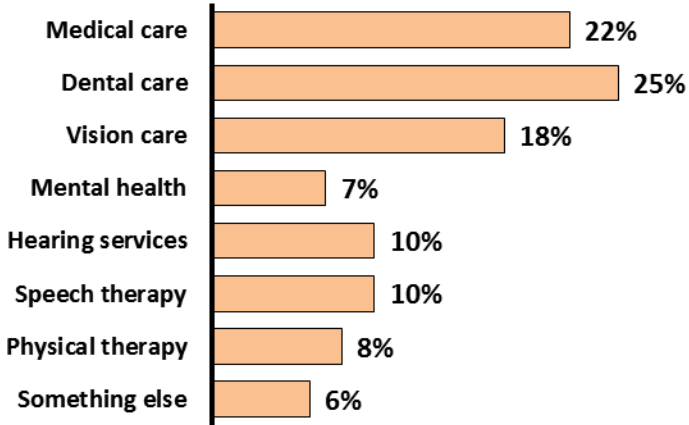
Source: Arizona Department of Health Services (2015). [Regional immunization dataset]. Unpublished data. Arizona Department of Health Services (2015). Arizona kindergarten immunization coverage. Retrieved from: <http://azdhs.gov/preparedness/epidemiology-disease-control/immunization/index.php#reports-immunization-coverage>.

Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression, or are otherwise not available.

Note: Regional data were not available for this indicator.

Access to care

Figure 14. Percent of respondents who reported that necessary health care was delayed or not received (Parent and Caregiver Survey, 2014).



Source: FTF Parent and Caregiver Survey, 2014

Family Support and Literacy

Why it Matters

Parents and families have a crucial role in providing nurturing and stable relationships for optimal brain development during their child's first years.^{75,76,77} When children experience nurturing, responsive caregiving, they face better life prospects across a number of social, physical, academic and economic outcomes.^{78,79} Consequently, healthy development depends on positive relationships between children and their caregivers from an early age.⁸⁰ For parents of young children, reading aloud, singings songs, practicing nursery rhymes, and engaging in conversation primes children to reach their full potential. Such interactions not only support literacy skills, but also offer exposure to a range of ideas, including recognizing and naming emotions, an important socio-emotional skill. Parents and family are children's first teachers; the most rapid expansion in vocabulary happens between ages one and three.⁸¹ 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 pediatric care, aiming to make parents more aware of their important role in literacy.⁸²

Data on the amount and quality of the interaction parents typically have with their children can be useful to inform programs and policies to encourage positive engagement. Communities may employ many resources to support families in engaging with their children.

⁷⁵ Evans, G. W., & Kim, P. (2013). Childhood Poverty, Chronic Stress, Self-Regulation, and Coping. *Child Development Perspectives*, 7(1), 43-48. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/cdep.12013/abstract>

⁷⁶ 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, 1635- 1653. Retrieved from http://journals.cambridge.org/download.php?file=%2FDPPP%2FDPPP25_4pt2%2FS0954579413000813a.pdf&code=aeb62de3e0ea8214329e7a33e0a9df0e

⁷⁷ Shonkoff, J. P. & Phillips, D. A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press. Retrieved from <http://www.nap.edu/read/9824/chapter/1>

⁷⁸ Magnuson, K. & Duncan, G. (2013). Parents in poverty (95-121) In Bornstein, M. *Handbook of Parenting: Biology and Ecology of Parenting Vol. 4: Social Conditions and Applied Parenting*. New Jersey: Lawrence Erlbaum.

⁷⁹ Center on the Developing Child at Harvard University (2010). *The Foundations of Lifelong Health Are Built in Early Childhood*. Retrieved from <http://www.developingchild.harvard.edu>

⁸⁰ National Scientific Council on the Developing Child. (n.d.). Category: Working Papers. Retrieved from <http://developingchild.harvard.edu/resourcecategory/working-papers/>

⁸¹ 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/>

⁸² American Academy of Pediatrics. (n.d.). *Pediatric Professional Resource: Evidence Supporting Early Literacy and Early Learning*. Retrieved from https://www.aap.org/en-us/Documents/booksbuildconnections_evidencesupportingearlyliteracyandearlylearning.pdf

What the Data Tell Us⁸³

The 2014 First Things First Parent and Caregiver Survey collected data about parent and caregiver knowledge of children’s early development and their involvement in a variety of behaviors known to contribute positively to healthy development, including two items about home literacy events. On average, respondents in the Pascua Yaqui Tribe Region indicated that they read stories to their children four days a week, and that they tell stories or sing songs to them five days a week.

The Parent and Caregiver Survey also included an item aimed at eliciting information about parents’ and caregivers’ awareness of their influence on a child’s brain development. Almost two-thirds (61%) of the respondents recognized that they could influence brain development prenatally or right from birth. Thirteen percent responded that a parent’s influence would not begin until after the infant was one year old or older (see Figure 15).

Programs supported by First Things First Pascua Yaqui Tribe Regional Council offer family support through Parent Education classes, and the First Things First Family Guide for parent outreach and awareness. Information on child development and health and early literacy are shared in safe and engaging environments that encourage all family members, including fathers, to participate. Many of these programs are offered at the new Dr. Fernando Escalante Community Library and Resource Center, a major asset for the community and families with young children.

Child Safety

Child Abuse and Neglect

The Pascua Yaqui Tribe Social Services Department includes a Children’s Services Program that “is the public expression of the Tribe’s desire to foster and promote a stronger tribal community. The supportive services offered by the department include: Child Protective Services, ICWA, Family Preservation/Family Reunification, Foster Care, and Child Care and Guardian Services” (Pascua Yaqui Tribe, Division of Social Services, n.d., p. 8).

The department has received increasing numbers of reports on child abuse and neglect, the majority being related to neglect, but also reports decreasing numbers of out-of-home placements. The numbers of additional support programs offered by other departments (e.g., Sewa Uusim, home visitation, parent education classes) have provided alternatives to out-of-

⁸³ Please note that the data presented in this section are from the 2012-2014 Pascua Yaqui Tribe Regional Partnership Council Needs and Assets Report and are the most recent data available. The report is available at <http://www.aztf.gov/RPCCouncilPublicationsCenter/Regional%20Needs%20and%20Assets%20Report%20-%202012%20to%202014%20-%20Pascua%20Yaqui%20Tribe.pdf>

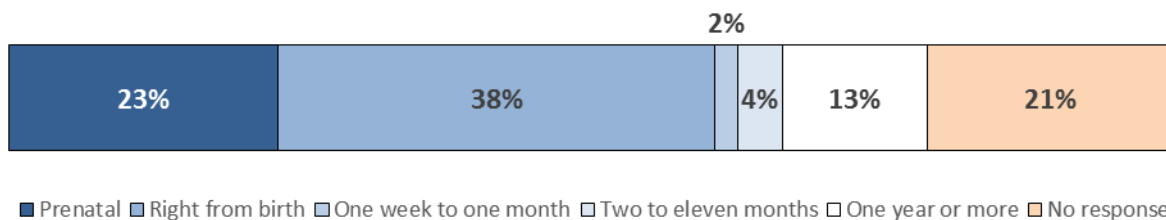
home placement. However, with the increasing numbers of reports in recent years, this trend could reverse if the programs are unable to meet the increasing numbers of referrals. Table 27 describes the number of reports received in the past few years. For the first quarter of 2014, the department has received 122 reports.

Foster Care Placements

Pascua Yaqui Tribe Children’s Services Program within the Social Services Department oversees foster care placement including the licensing of foster care families. The overall numbers of children who receive placements vary by month and year. Table 28 describes the ranges of the numbers of children in Foster Care in recent years.

In 2014, from an approved list of approximately 140 foster families, only about 15 families may be available for placement at any given time, with only five to eight families available in emergency situations. Some of the reasons for the drop in available families include the limited reimbursement amounts, which remain at Arizona state standard levels last increased in 2009, and changes to a higher level of clearance requirements.

Figure 15. Responses to the question "When do you think a parent can begin to make a big difference on a child's brain development?" (Parent and Caregiver Survey, 2014).



Source: FTF Parent and Caregiver Survey, 2014

Table 27. Number of child abuse and neglect reports (Pascua Yaqui area).

	2010	2011	2012	2013
Pascua Yaqui Tribe Region				
Child Abuse and Neglect Reports	180	234	208	418

Source: Pascua Yaqui Tribe Social Services Department for the First Things First Pascua Yaqui Tribe Regional Partnership Council 2012-2014 Needs and Assets Report.

Table 28. Number of children in foster care (Pascua Yaqui area).

	2010	2011	2012	2013
Pascua Yaqui Tribe Region				
Children in Foster Care	65-70	65-77	71-80	60-80

Source: Pascua Yaqui Tribe Social Services Department for the First Things First Pascua Yaqui Tribe Regional Partnership Council 2012-2014 Needs and Assets Report.

Communication, Public Information and Awareness

Why it Matters

To create a strong, comprehensive, and sustainable early childhood system, communities need an awareness of the importance of the first five years in a child’s life, and a commitment to align priorities and resources to programs and policies affecting these first years. Supporting public awareness by providing accessible information and resources on early childhood development and health, and educating community members about the benefits of committing resources to early childhood, are key to supporting and growing this system. Assessing the reach of these educational and informational efforts in First Things First regions across the state can help early childhood leadership and stakeholders refine, expand or re-direct these efforts.

What the Data Tell Us

The Pascua Yaqui Tribe Regional Partnership Council has participated in cross-regional communications efforts in Pima County with Pima North, Pima South, and Tohono O’odham Nation Regional Partnership Councils 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.

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 to inform tribal caregivers of children five years and younger about early childhood program and services, and early childhood development and health information.

Systems Coordination among Early Childhood Programs and Services

Why it Matters

Through system-building, First Things First is focused on developing approaches to connect various components of the early childhood system. This is done in an effort to create a more holistic system that operates to promote shared results for children and families. Agencies that work together and achieve a high level of coordination and collaboration are often easier for families to access and the services provided are more responsive to the needs of the families. Coordination efforts may also result in an increased capacity to deliver services because of the work that organizations do to identify and address gaps in the service delivery continuum. By supporting a variety of coordination efforts, First Things First aims to create a high quality, interconnected, and comprehensive early childhood service delivery system that is timely, culturally responsive, family driven, community based, and directed toward enhancing children’s overall development. Determining how these efforts are impacting regions and the families within them can help inform service, program and policy decisions that will benefit families and young children across the state.

What the Data Tell Us

With continued community input, stronger coordination between First Things First Pascua Yaqui Tribe Regional Partnership Council, Pascua Yaqui Tribal Council, tribal departments, and community, and clear long-term strategic goals, collaborations has been established to maximize resources and improve outcomes for tribal children five and younger on the reservation (e.g., Quality First scholarships to support children attending a nearby Tucson Unified School District preschool program; provide resources and information to Ili Uusim Hiapsi Home Visitation Program—Project LAUNCH, a federally funded program; provide support and resources for the Tiny Blessings Baby Shower, Ili Uusim Taiwa’im - Day of the Child event, etc).

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 to eight and to recommend policies to Tribal Council for the well-being of the tribal children and families.

Appendix 1: Map of zip codes of the Pascua Yaqui Tribe Region



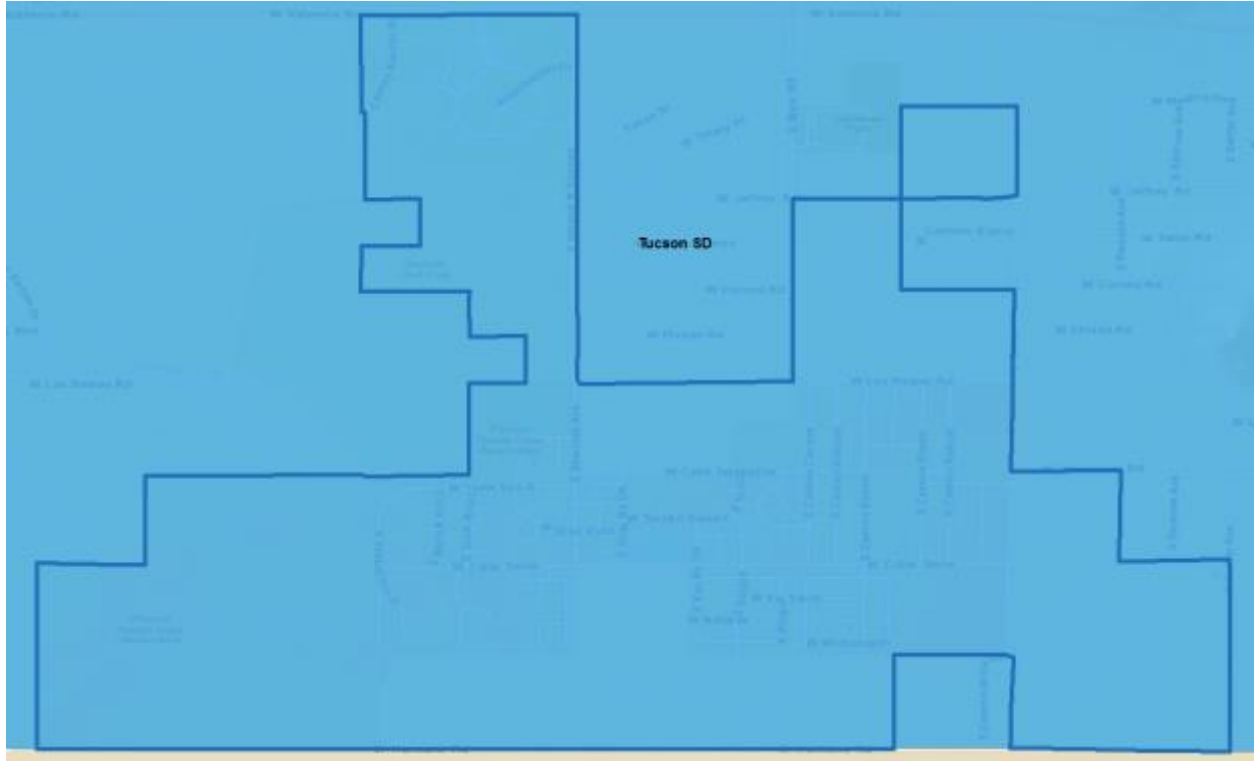
Source: U.S. Census Bureau (2010). TIGER/Line Shapefiles: ZCTAs, Counties, American Indian/Alaska Native Homelands. Retrieved from <http://www.census.gov/geo/maps-data/data/tiger-line.html>

Appendix 2: Zip codes of the Pascua Yaqui Tribe Region

ZIP CODE TABULATION AREA (ZCTA)	TOTAL POPULATION	POPULATION (AGES 0-5)	TOTAL NUMBER OF HOUSEHOLDS	HOUSEHOLDS WITH ONE OR MORE CHILDREN (AGES 0-5)	PERCENT OF ZCTA'S TOTAL POPULATION LIVING IN THE PASCUA YAQUI TRIBE REGION	THIS ZCTA IS SHARED WITH
Pascua Yaqui Tribe Region	3,478	470	802	287		
85757	3,478	470	802	287	20%	Pima South

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Tables P1, P14, P20.

Appendix 3: Map of Elementary and Unified School Districts in the Pascua Yaqui Tribe Region



Source: U.S. Census Bureau (2015). TIGER/Line Shapefiles: Elementary School Districts, Unified School Districts. Retrieved from <http://www.census.gov/geo/maps-data/data/tiger-line.html>

Appendix 4: Data Sources

Arizona Department of Administration, Office of Employment and Population Statistics (December 2012): “2012-2050 State and county population projections.” Retrieved from <http://www.workforce.az.gov/population-projections.aspx>

Arizona Department of Administration, Office of Employment and Population Statistics (2014). Local area unemployment statistics (LAUS). Retrieved from <https://laborstats.az.gov/local-area-unemployment-statistics>

Arizona Department of Economic Security (2015). Child Care Market Rate Survey 2014. Data received from the First Things First State Agency Data Request

Arizona Department of Economic Security (2015). [Attendance data set]. Unpublished raw data received from the First Things First State Agency Data Request

Arizona Department of Economic Security (2015). [AzEIP Data]. Unpublished raw data received through the First Things First State Agency Data Request

Arizona Department of Economic Security (2015). [DDD Data]. Unpublished raw data received through the First Things First State Agency Data Request

Arizona Department of Economic Security (2015). [Drop-Out and Graduation data set]. Unpublished raw data received from the First Things First State Agency Data Request

Arizona Department of Economic Security (2015). [Homeless data set]. Unpublished raw data received from the First Things First State Agency Data Request

Arizona Department of Economic Security (2015). [SNAP data set]. Unpublished raw data received from the First Things First State Agency Data Request

Arizona Department of Economic Security (2015). [TANF data set]. Unpublished raw data received from the First Things First State Agency Data Request

Arizona Department of Education (2014). AIMS and AIMS A 2014. Retrieved from <http://www.azed.gov/research-evaluation/aims-assessment-results/>

Arizona Department of Education (2015). Percentage of children approved for free or reduced-price lunches, July 2015. Unpublished raw data received from the First Things First State Agency Data Request

Arizona Department of Health Services (2015). [Immunizations Dataset]. Unpublished raw data received from the First Things First State Agency Data Request

Arizona Department of Health Services, Bureau of Public Health Statistics (2015). [Vital Statistics Dataset]. Unpublished raw data received from the First Things First State Agency Data Request

Arizona Department of Health Services, Office of Injury Prevention (2015). [Injuries Dataset]. Data received from the First Things First State Agency Data Request

Arizona Health Care Cost Containment System (2014). KidsCare Enrollment by County. Retrieved from <http://www.azahcccs.gov/reporting/Downloads/KidsCareEnrollment/2014/Feb/KidsCareEnrollmentbyCounty.pdf>

First Things First (2014). [Parent and Caregiver Survey] 2012-2014 Needs and Assets Report Pascua Yaqui Tribe Regional Partnership Council.

U.S. Census Bureau (2010). 2010 Decennial Census, Tables P1, P11, P12A, P12B, P12C, P12D, P12E, P12F, P12G, P12H, P14, P20, P32, P41. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

U.S. Census Bureau (2010). 2010 Tiger/Line Shapefiles prepared by the U.S. Census. Retrieved from <http://www.census.gov/geo/maps-data/data/tiger-line.html>

U.S. Census Bureau (2014). American Community Survey 5-Year Estimates, 2009-2013, Table B05009, Table B10002, B14003, B15002, B16001, B16002, B17001, B17010, B17022, B19126, B23008, B25002, B25106. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

U.S. Census Bureau (2015). 2015 Tiger/Line Shapefiles prepared by the U.S. Census. Retrieved from <http://www.census.gov/geo/maps-data/data/tiger-line.html>