

COVER - PENDING



REGIONAL PARTNERSHIP COUNCIL

Region Address here

Council Names here



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LETTER FROM THE CHAIR

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INTRODUCTORY SUMMARY AND ACKNOWLEDGMENTS

ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

THE REGION AND THE PEOPLE

The Cocopah Indian Tribe is a federally-recognized American Indian tribe situated on more than 6,500 acres along the lower Colorado River and delta in Southwestern Arizona. The reservation, created by an executive order in 1917, is comprised of three noncontiguous regions: the North, East, and West Reservations. The East and West Reservations are located 15 minutes from each other on either side of the town of Somerton, and 15 miles south of Yuma, the nearest full-service city. The North Reservation is located in Yuma, approximately 25 minutes from both the East and West Reservations. Most Cocopah Indian Tribe services are located on the West Reservation, except for the Head Start which is on the East Reservation and the HIS Fort Yuma Service Unit which is located on the Quechan/Fort Yuma Indian Reservation.

There were 817 individuals living on the Cocopah Indian Reservation in 2010, based on US Census data. Of those individuals, 65 were children ages birth through 5. The Cocopah Indian Tribal Enrollment office reported there were 94 children ages birth through five enrolled as members in 2012, however 49 of those children were living off tribal lands.

A majority (58%) of the residents living on the Cocopah Indian Reservation identified as “American Indian,” and 30% identified as “White Alone,” according to Census estimates. Among the American Indian population, 93% identified as Yuman, 2% as Tohono O’Odham, 2% as Navajo, and 3% reported being members of other tribes. Nearly three-quarters of the population five years and older in the region spoke English only. Nearly half of children under 18 living on the Cocopah Indian Reservation lived in single female headed families and 26% lived in single male headed families in 2010.

The Face of Poverty

Income

Children who grow up in poverty are more likely to lack adequate food, become victims of crime and violence, and lack basic health care. They are at significant risk for dropping out of school early, poor academic performance, behavior problems in school, lower levels of literacy, and lower educational attainment.

What does the economy look like for local children and their families?

- More than 2 out of every 3 children ages birth through five (68%) were living in poverty in 2009 in the First Things First Cocopah Region, down from 77% of children of those same ages in 2008.



- The median household income for the Cocopah Indian Tribe was \$43,300, which was higher than the median household income in Yuma County at \$40,340 in 2010. However, both the tribe and the county had lower median household incomes than the state of Arizona as a whole at \$50,448.

Unemployment

Healthy communities require an adequate supply of jobs that generate enough income to pay for basic needs.

Do parents have jobs?

- The unemployment rate on the Cocopah Indian Reservation was 32%, a much higher rate than in Yuma County (26%) and Arizona (9%) in 2011.

Economic Supports

Going without basic needs such as food, housing, child care, health care, or clothing can have short and long-term consequences to residents' health and well-being. When children suffer from lack of food, it can lead to poor physical and mental health, difficulty learning, increased school absences, and lower test scores. This makes children more likely to suffer from poverty when they become adults.

Can families meet their basic needs?

- The number of children ages birth through five receiving food stamps increased in both Somerton and Yuma City between 2007 and 2011.
- Participants in the Women, Infants, and Children (WIC) program receive nutritious supplemental foods, health screening services, age-appropriate nutrition information, and referrals to health and human services. In February 2012, 180 Cocopah Tribal members, 53 infants, 99 children, and 28 adults received WIC services.
- Thirty-three families with children birth through five in Somerton and 152 families with children birth through five in Yuma City received Temporary Assistance for Needy Families in January 2011.

THE EARLY CHILDHOOD SYSTEM

Quality child care helps children develop social and cognitive skills in preparation for school and life success. Child care, and in particular, subsidized care for low-income families, also provides critical support so that parents may go to work.



Do parents have enough high quality available child care?

- Child care options on the reservation are very limited and do not fully meet the needs of the community.
- There is not a lot of child care for children younger than three years old, according to a local early child care program representative.
- The Cocopah Head Start program was full with 20 children each year between 2007/08 and 2010/11.

Early Care and Education

Child Care Professionals

Research shows that the education and ongoing professional development of early child care professionals is closely linked to increased student learning and development. Better prepared teachers lead to better prepared students.

What is the education level of Head Start teachers?

- The Cocopah Head Start had one teacher and one assistant teacher with Associate's Degrees, but no teachers with Bachelor's Degrees in Early Childhood Education, in 2010/11.

School Readiness and Success

The DIBELS assessment measures skills related to how well children are prepared to begin kindergarten. Third grade reading scores are an excellent predictor of later school success, including high school graduation rates and career success.

Are children ready for school?

- Only 10% of kindergarteners in the Somerton Elementary School District and about 20% of kindergarteners at Crane and Yuma Elementary School Districts entered kindergarten with benchmark DIBELS scores, indicating they were at grade level in 2010/11.

Are children learning to read?

- Crane Elementary, Somerton Elementary, and Yuma Elementary school districts all saw an increase in the number of students meeting or exceeding the 3rd grade reading standards from 2007 to 2011.



Are youth graduating?

- While the graduation rate for all students in the Yuma Union High School District has remained fairly steady between 71% and 75%, the rate for American Indian students decreased from 70% in 2007 to 50% (or 14 students) in 2009.

Children with Special Needs

It's crucial to have early identification of children's special needs so that children can get the support and opportunities they need to achieve success in school and in the community. Developmental screenings including oral, vision, cognitive and audio screenings are an important practice to ensure children's optimal growth.

How many children up to 36 months old with developmental delays or at risk of delays receive AzEIP services?

- The number of children receiving Arizona Early Intervention Program (AzEIP) assistance in the Somerton zip code rose from 14 to 20 between 2006/07 and 2009/10. The city of Yuma also saw a large rise in children receiving AzEIP services from 41 to 106 between 2006/07 and 2009/10.

Health

Access to Health Care and Health Insurance

Children with a regular source of primary health care and health insurance have better health, receive more preventative care, and have lower rates of hospitalization because they get treated for conditions before they become too serious.

Do children have health insurance in the region?

- Of children ages birth through five registered at the IHS Fort Yuma Service Unit, 59% of children had additional insurance, either AHCCCS or private insurance.

Are there enough doctors/health professionals?

- The Cocopah Indian Reservation is classified as a Health Professional Shortage Area and a Medically Underserved Area.
- The nearest provider areas are in San Luis, Yuma, and Somerton. However the ratio of providers to people in those areas was 888 people for every provider in San Luis, 399 people for every provider in Yuma, and 4,389 people for every provider in Somerton.



Healthy Births

Women who receive adequate prenatal care are more likely to have healthier babies. Babies born to mothers who receive no prenatal care are three times more likely to be born at a low birth weight (less than 5.5 pounds), and five times more likely to die. Teen parents and their children are often at greater risk of experiencing short- and long-term health, economic, social, and academic challenges than parents who delay childbirth.

Are mothers getting prenatal care?

- Less than half (44%) of the 9 pregnant American Indian women residing on the Cocopah Indian Reservation received prenatal care in the first trimester in 2009.

Are babies born healthy?

- No babies were born at low birth weight (less than 5.5 pounds) to mothers residing on the Cocopah Indian Reservation between 2006 and 2009.
- There were no preterm births (a gestation period of less than 37 weeks) to women residing on the Cocopah Indian Reservation between 2008 and 2009.
- One child had medical risk factors at birth and 3 children had complications of labor and delivery in 2009.

Do teenagers have high rates of giving birth?

- Teen births represented 22% of the 9 births to American Indian women living on the Cocopah Indian Reservation in 2009.

Nutrition

When children are overweight and obese, it can lead to physical and emotional health effects including a greater risk of hospitalization, type II diabetes, cardiovascular disease, low self-esteem, and depression. The incidence of overweight and obesity for children birth through 17 of enrolled members of the Cocopah Indian Tribe has risen sharply between 2010 and 2011.

Obesity

- Among members of the Cocopah Indian Tribe, the incidence of overweight and obesity is very concerning. Nearly 63% of children ages four through five were overweight or obese in 2011. Seventy-three percent of children ages 6-17 and 93% of adults were also overweight or obese.



Oral Health

Dental and gum problems can be minimized through regular preventive dental services. Experts therefore recommend that children as young as one year old be examined for evidence of developing early childhood dental caries (also known as tooth decay or cavities), the most common form of childhood oral disease.¹

Do children have dental care?

- More dentists are needed to serve the local population.
- 3% of Cocopah Indian children ages 0-5 had tooth decay in 2011, according to IHS Fort Yuma Service Unit.
- 100% of Cocopah Head Start Children (20 each year) received preventive oral health care every year since 2006.

Supporting Families

Parenting Classes

Parenting classes can teach parents about child development, effective ways to discipline, and the best ways to prepare their children to enter school. They can also give parents the opportunity to connect with other parents who are going through similar experiences.

- The Cocopah Early Steps Program provided parenting classes, 66 home visits for families and 12 outside referrals for families between July and November 2011.
- There were a total of 13 families with children enrolled in Cocopah Early Steps as of November 2011.

Child Abuse and Foster Care

Child abuse and neglect are found in families across the social and economic spectrum. Children who are victims of abuse and neglect may be placed in foster care by the courts. It is generally held that the child's best interests are served by being with their parents, and there is often an effort to address the issues at home so as to reunite the family.

¹American Academy of Pediatric Dentistry. Council on Clinical Affairs. (2010). Policy on the Dental Home. Retrieved 2012 from http://www.aapd.org/media/Policies_Guidelines/P_DentalHome.pdf



- There was a decrease in the number of children removed from their homes due to abuse and neglect in Yuma City with 106 children removed in 2007 and 44 removed in 2010, according to Information from the Department of Economic Security. However, 12 children were removed in Somerton in 2007 and 11 children were removed in 2010.
- One service provider reported that the removal rate for children with substantiated cases of abuse or neglect had been at about 80% when he/she started to work there, but by early 2012, the rate had dropped to about 20%.

Public Awareness and Collaboration

Community ties with friends and relatives are a principal means by which people and households get supportive resources to help raise their children.

What are community members most concerned about?

- The Cocopah Head Start conducted a Community Assessment among members of the Cocopah community in 2007. When asked what issues were of highest concern, respondents reported: diabetes prevention (88%), strengthening language and culture (88%), medical/health care (85%), and keeping children safe from abuse (85%).



DEMOGRAPHIC OVERVIEW: WHO ARE THE FAMILIES AND CHILDREN LIVING IN THE COCOPAHA REGION?



About the Cocopah Tribal Region

The Cocopah Indian Tribe is a federally-recognized American Indian tribe situated on more than 6,500 acres along the lower Colorado River and delta in Southwestern Arizona. The traditional Cocopah Indian Tribal lands extended into California and Mexico, but international boundaries led to a separation of the Cocopah Indian Tribe from the Cucupá Tribe in Mexico. The current Cocopah Indian Reservation, created by an executive order in 1917, is comprised of three noncontiguous regions: the North, East, and West Reservations. The East and West Reservations are located 15 minutes from each other on either side of the town of Somerton, and 15 miles south of Yuma, Arizona, the nearest full-service city. The North Reservation is located in Yuma, approximately 25 minutes from both the East and West Reservations. Most Cocopah Indian Tribal services are located on the West Reservation, except for the Head Start which is on the East Reservation and the HIS Fort Yuma Service Unit which is located on the Quechan/Fort Yuma Indian Reservation.



BASIC DEMOGRAPHICS

Demographics describe the region's population including gender, age, ethnicity and language. These factors are important to help First Things First provide services that fit local needs.

SELECTED INDICATORS

- Population
- Family Types
- Race/Ethnic Distribution
- Language Characteristics



Population

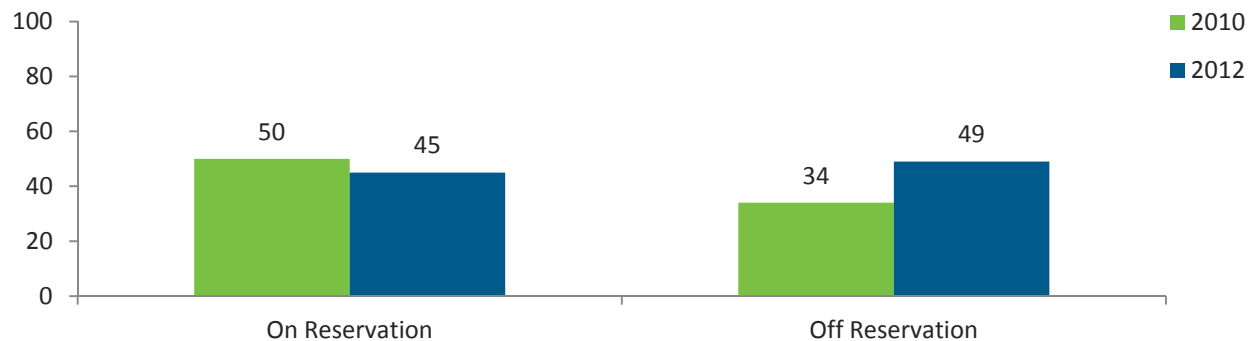
Why It Is Important

Since the 2010 First Things First Needs and Assets Report, the US Census Bureau released a number of new data. Demographics of the region rely heavily on these data. While these data provide a general understanding of the region, it is important to recognize their limitations as they are self reported and rely on the Bureau's ability to reach and build trust with local community members.

What the Data Tell Us

The Cocopah Tribal Enrollment Office reports there were 94 children age birth through five enrolled in the Cocopah Indian Tribe in 2012, however 49 of those children were living on non-tribal lands. Between 2010 and 2012 the percentage of enrolled tribal members ages birth through five living on the reservation decreased, from 59% in 2010 to 48% in 2012.

Population Birth Through Five, Cocopah Indian Tribe



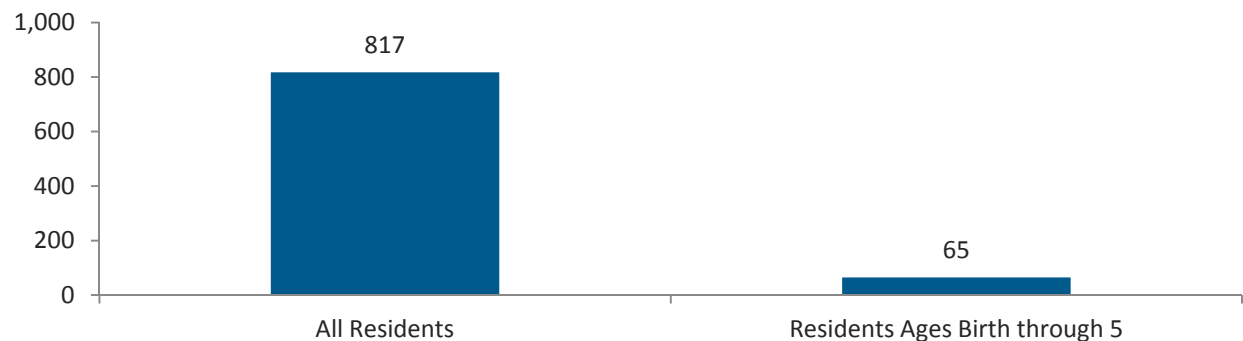
2010 N=84

Source: Cocopah Enrollment Department. (Unpublished Data). Received 2010 from Cocopah Enrollment Department.

Note: Data presented are the most recent available.

The US Census reported there were 817 individuals living on the Cocopah Indian Reservation in 2010. Of those residents, 65 were children ages birth through five.

Population, Cocopah Indian Reservation, 2010



Source: U.S. Census Bureau. (2012). Table QT-PT: Single years of Age and Sex 2010. Retrieved 2012 from <http://factfinder2.census.gov/>



Family Types

Why It Is Important

Family structure is an important factor in the health and development of young children. Household structures and family environments have been correlated with children's educational achievement and physical well-being.² A 2008 study by McLanahan and Percheski suggest that the links between family structure, income inequality and ethnicity are not only compounded by one another but increase generationally. Income inequality may lead to increases in single motherhood; single motherhood decreases children's economic mobility, and these in turn are exacerbated by already existing racial inequalities.³

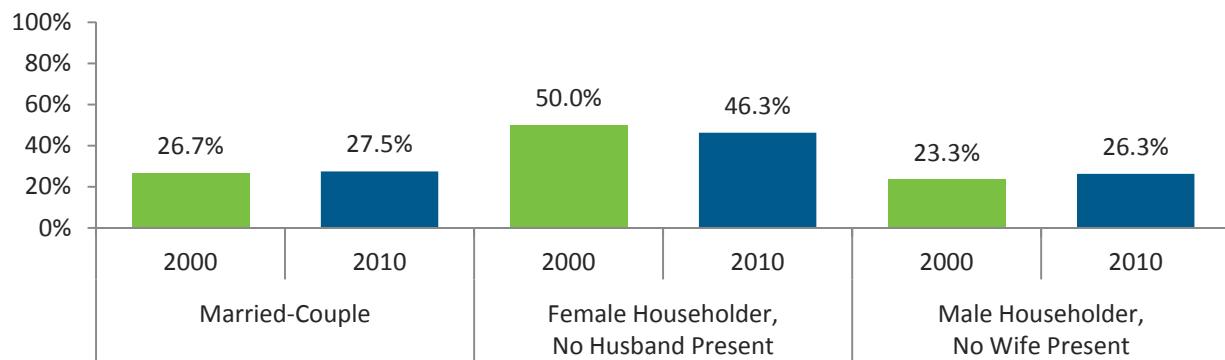
What the Community Is Saying

- Tightly knit social support among families is one of the strengths of the Cocopah community, according to Cocopah Early Steps.

What the Data Tell Us

Forty-six percent (46%) of Cocopah Indian Tribe families with children under 18 lived in households with single mothers in 2010, down from 50% in 2000. Twenty-six percent (26%) of families with children under 18 lived in single father households in 2010, up from 26% in 2000.

Types of Families with Children Under 18, Cocopah Indian Tribe



Source: U.S. Census Bureau (2010). Table P034-Family Type by Presence and Age of Own Children. *Census 2000*. Retrieved 2012 from <http://factfinder.2census.gov>.

U.S. Census Bureau (2010). Table P38-Family Type by Presence and Age of Own Children. *Census 2010*. Retrieved 2012 from <http://factfinder.2census.gov>.

Note: Due to small sample sizes (N<30), caution should be used when interpreting results.

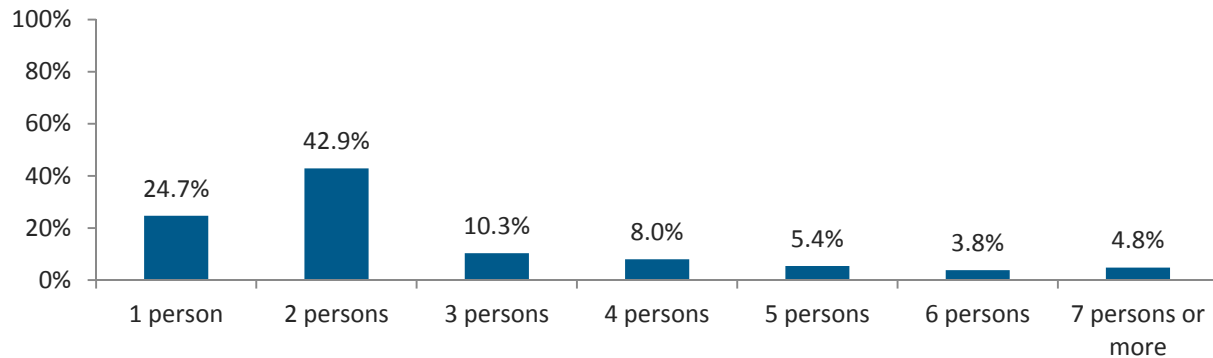
² Fields, J. & Smith, K. (1998). Poverty, family structure, and child well-being: Indicators from the SIPP. *U.S. Census Bureau, Population Division, Working Paper 23*. Retrieved 2012 from <http://www.census.gov/population/www/documentation/twps0023/twps0023.html>

³ McLanahan, S. & Percheski, C. (2008). Family Structure and the Reproduction of Inequalities. *Annual Review of Sociology, Vol. 34*. 257-276.



For the Cocopah Indian Tribe, the average household size was 2.6 people. Most households (68%) had one or two people.

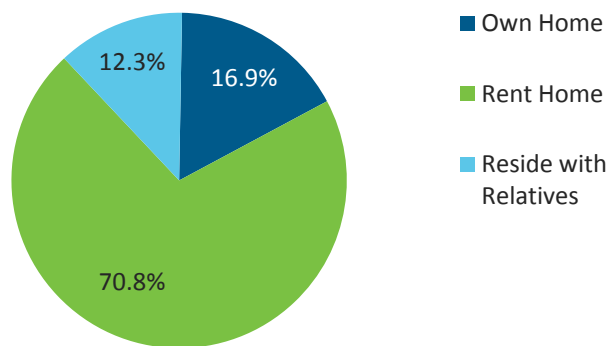
Household Size, Cocopah Indian Tribe, 2010



Source: U.S. Census Bureau. (2010). Summary File 1, QT-P11. Retrieved 2012 from <http://factfinder2.census.gov/>.

The majority (71%) of enrolled Cocopah Indian Tribe members rented their homes in 2007. A minority (17%) own their homes, and a slightly smaller percentage (12%) live with relatives.

Housing Status, Enrolled Cocopah Indian Tribe Members, 2007



N=65

Source: Cocopah Head Start Program. (2007). Community Needs Assessment FY 07. (Unpublished Data). Received 2010 from Cocopah Head Start Program.

Note: Data presented are the most recent available.

Race/Ethnic Distribution

Why It Is Important

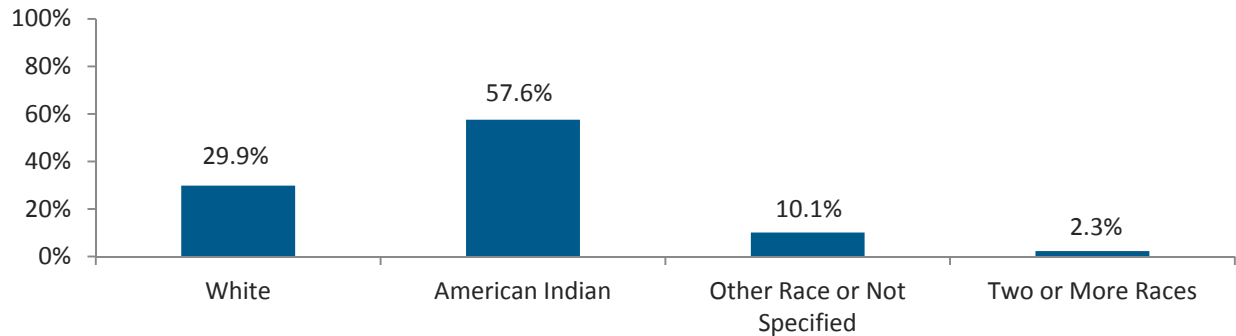
Understanding racial and ethnic diversity within the region allows First Things First to provide culturally appropriate services to families of different backgrounds.



What the Data Tell Us

A majority (58%) of the Cocopah Indian Tribe identified as American Indian. Thirty percent identified as White, 10% as “other race” or not specified and 2% as two or more races.

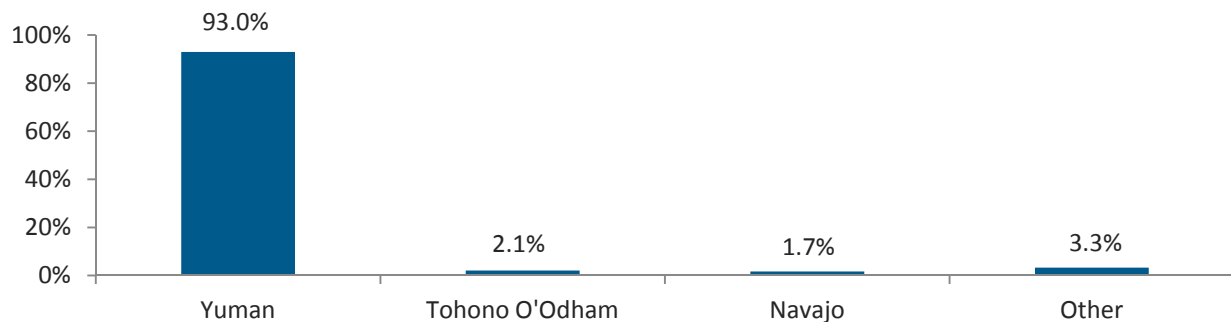
Race of Total Population, Cocopah Indian Tribe, 2010



Source: U.S. Census Bureau. (2010). Table QT-P3- Race and Hispanic or Latino Origin. Retrieved 2012 from <http://factfinder2.census.gov/>
 Note: The U.S. Census combines Native American and Alaska Native. The term Alaska Native has been omitted from our report for relevance.
 Note: Data not available by age due to small sample sizes.

A large majority (93%) of the Cocopah Indian Tribe identified as Yuman. Much smaller percentages identified as Tohono O’Odham (2%), Navajo (2%) and other (3%).

Race Reporting for the American Indian (Tribe Alone or in Any Combination), Cocopah Indian Tribe, 2010



N=483.

Source: U.S. Census Bureau. (2010). Table QT-P7- Race Reporting for the American Indian and Alaska Native Population by Selected Tribes. Retrieved 2012 from <http://factfinder2.census.gov/>

Note: Data not available by age due to small sample sizes.

Language Characteristics

Why It Is Important

In Arizona overall, English is the most commonly spoken language, followed by Spanish and Native American languages.⁴ The First Things First Cocopah Region is working to preserve the Cocopah language.

⁴ The Center for Public Education. (2000). Top Five Languages by State. Retrieved 2012 from <http://www.centerforpubliceducation.org>



What the Community Is Doing

- **The Cocopah Cultural Resources Department** works with elders on language preservation, and is producing Cocopah-language coloring books for Head Start children. The department plans to produce coloring books for older children as well.
- **The Cocopah Community Center** serves Cocopah tribal members of all ages (enrolled or not) in a wide variety of ways, including support in learning Cocopah culture and language. The center's classes include beading, sewing, and language.

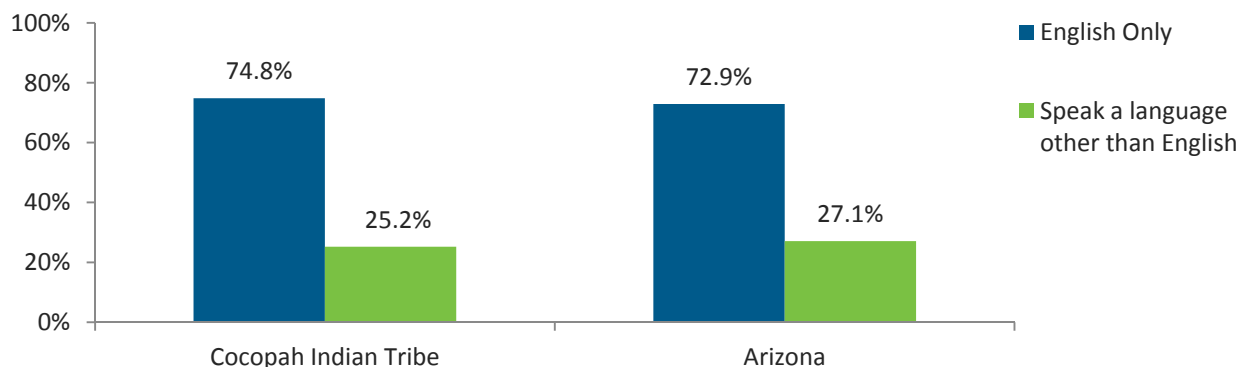
What the Community Is Saying

- There are few people left who still speak the Cocopah language. It is important to help kids get interested in speaking it, so the Cocopah language must be accessible and part of every-day life.
- The Community Center offers programs that serve the individual in learning the native culture that has been diminishing with time. This includes story time with Cocopah and English sentences.
- The Cocopah Cultural Resource Department has an elders' newsletter that goes out every other month, focusing on language preservation.
- A loss of cultural self identity that provides a sense of strength and self worth is one of the biggest issues faced by families, according to a local community representative.

What the Data Tell Us

Three-quarters (75%) of the population five years and older in the Cocopah Indian Tribe speak English only and the remainder speak a language other than English.

Language Spoken at Home by Population Five Years and Over, 2006-2010 Estimates



Source: U.S. Census Bureau. (2011). Table S1601-Language Spoke in the Home by Ability to Speak English for the Population 5 years and over. *American Community Survey 5-Year Estimates 2006-2010*. Retrieved February 2012 from <http://factfinder2.census.gov>.

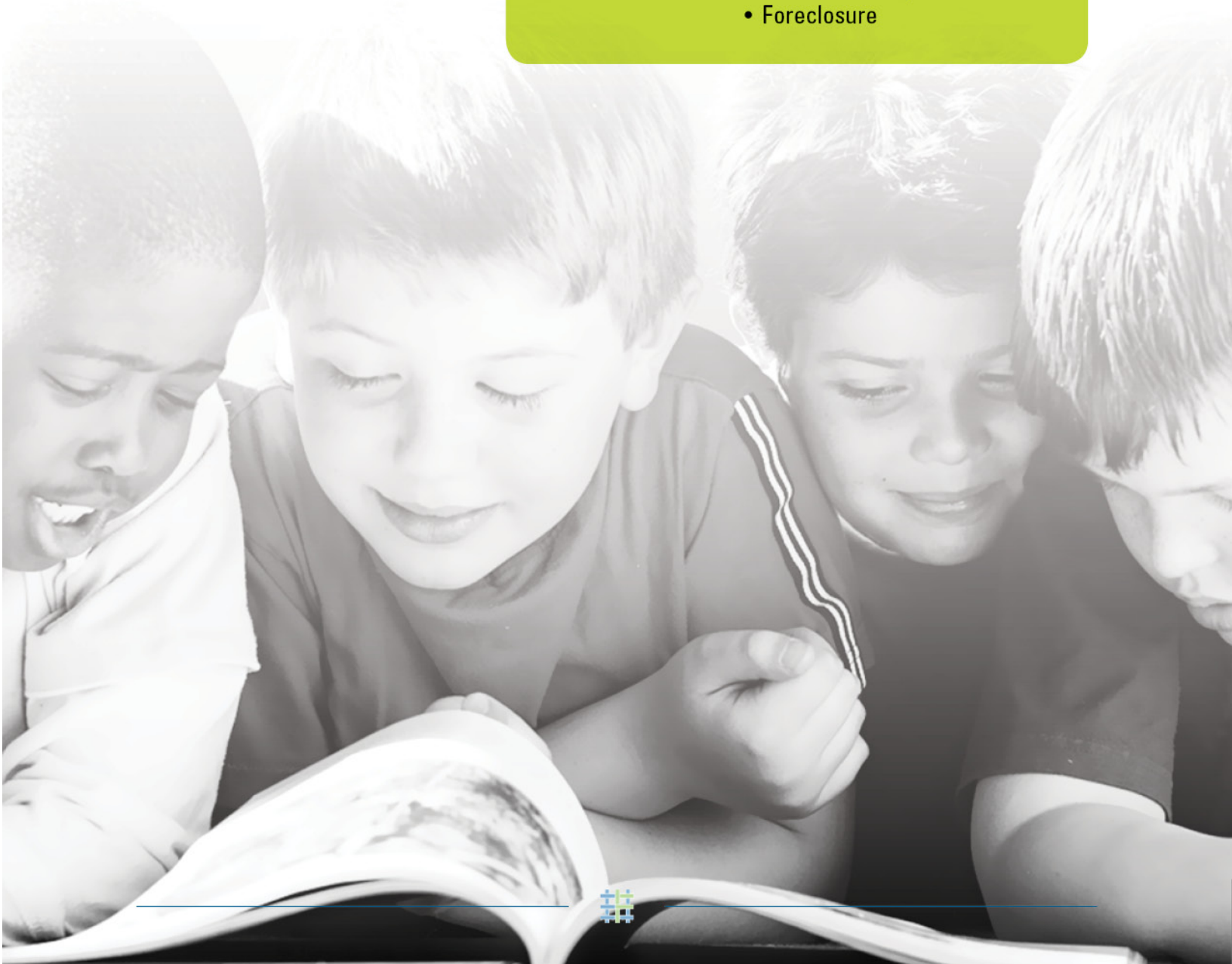


ECONOMIC CIRCUMSTANCES

It is important to consider the current national economic climate when assessing the needs and assets of local regions. The nation still faces economic challenges that greatly impact families and their children. Cuts in federal and state spending have major effects on health status, child care, and the educational needs of young children.

SELECTED INDICATORS

- Income
- Unemployment
- Poverty
- Economic Supports
- Food Insecurity
- Foreclosure



Income

Why It Is Important

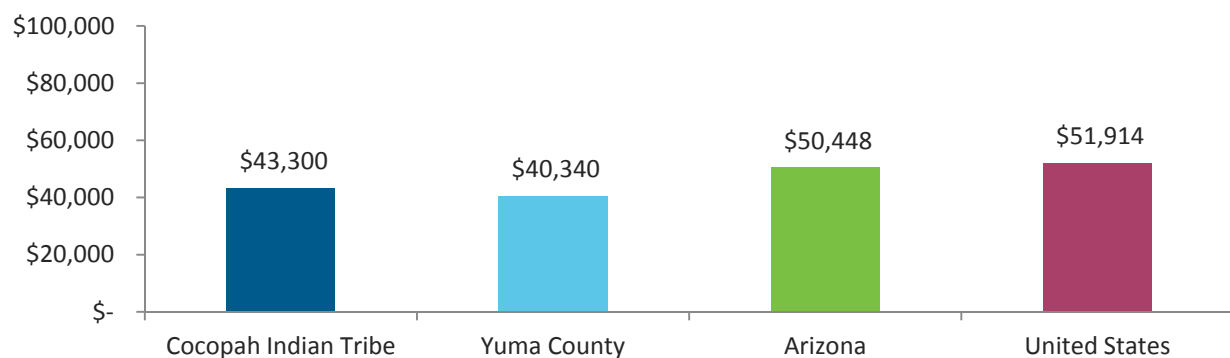
Income levels are important for understanding the vitality of a community and the well-being of its residents. The income of families is related to the health, well-being, educational attainment and future economic success of children.

What the Data Tell Us

Median household income means that half of the households earn more than the median household income, and half earn less. The median household income includes all households, including family households, non-family households, and households of single individuals.

In Yuma County, the median household income was \$40,340 in 2010, lower than the median household income for the Cocopah Indian Tribe at \$43,300 in 2010. However, both areas were lower than the state of Arizona (\$50,448) and the United States (\$51,914).

Median Household Income, 2010



Source: US Census Bureau (2010). *Table B19013-Median Household Income in the Past 12 Months. American Community Survey 2006-2010 5-Year Estimates*. Retrieved 2012 from <http://factfinder2.census.gov>.

Note: Caution should be used when interpreting Cocopah Indian Tribe results due to the small sample size and the resulting margin of error.

Unemployment

Why It Is Important

Healthy communities require an adequate supply of jobs that generate enough income to pay for basic needs. The unemployment rate as defined by the International Labor Organization measures the number of people who are without jobs and who have actively sought work within the past four weeks.⁵

⁵ International Labour Organization. (1982). Resolution concerning statistics of the economically active population, employment, unemployment and underemployment adopted by the Thirteenth International Conference of Labour Statistics. Thirteenth International Conference on Labour Statistics.



The unemployment rate is calculated as a percentage by dividing the number of unemployed individuals by all individuals currently in the labor force. Since the economic recession began, much attention has been paid to the unemployment rate and its inability to capture data on individuals that are underemployed or have stopped searching for work. However, it remains the primary indicator of a community's economy. Job growth is an additional indicator of economic well-being and Arizona has added jobs at a slower rate than the US as a whole for the past three years (2010 to 2012).⁶

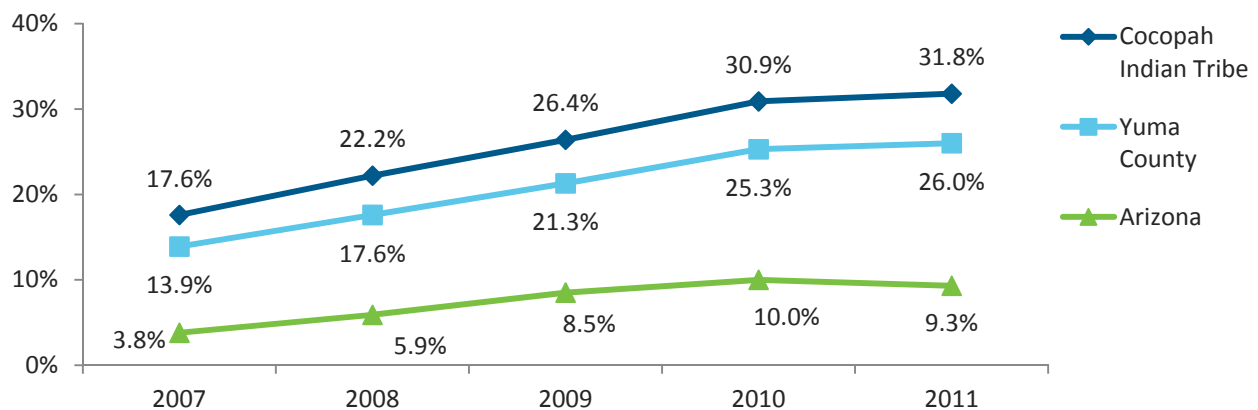
What the Community Is Doing

- **The Yuma Private Industry Council (YPIC)** offers job search help, resume assistance, life skills workshops, on-the-job training and more at its Yuma and Somerton offices.
- **The Cocopah Vocational Training Center** of the United Way of Yuma County provides adult vocational education, employment, and job search training to enrolled tribal members (any tribe).
- **The Cocopah Tribe's** Casino, Resort and Conference Center, Cocopah Korner store/gas station, Cocopah Ben RV and Golf Resort, Cocopah Rio Colorado Golf Course, and Cocopah Museum and Cultural Center offer employment opportunities in the area.

What the Data Tell Us

The unemployment rate on the Cocopah Indian Reservation was 32% in 2011. This was higher than the rate in Yuma County (26%) and much higher than for Arizona as a whole (9%).

Unemployment Rate



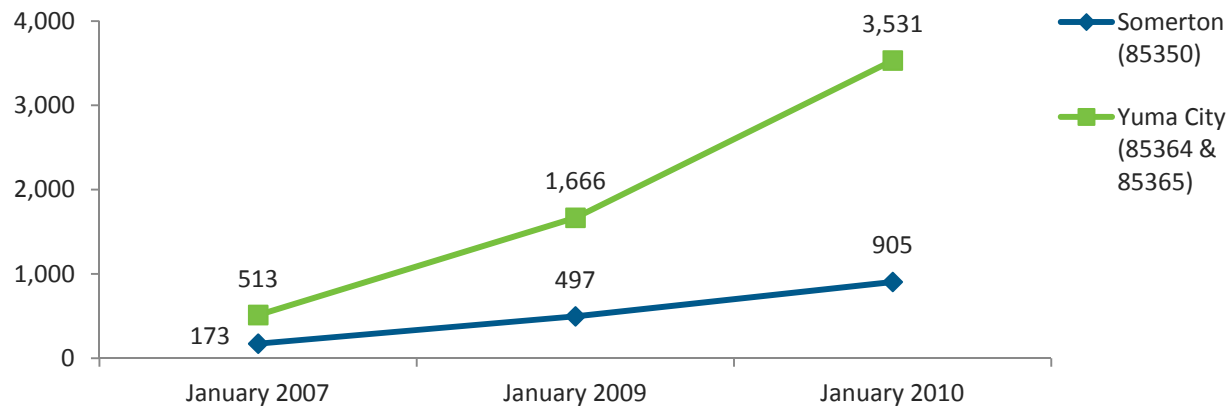
Source: Department of Commerce Research Administration. (2010). Special unemployment report. *Arizona Workforce Informer*. Retrieved 2012 from <http://www.workforce.az.gov/>.

⁶ Arizona Directions. (2012). Arizona Indicators. Retrieved 2012 from Arizonaindicators.org



There was a sharp rise in the number of unemployment claims in both Somerton and Yuma City between 2007 and January 2010.

Total Unemployment Claimants



Source: Arizona Department of Economic Security. (2011). (Unpublished Data). Received 2012 from the State of Arizona.

Poverty

Why It Is Important

Developed in the early 1960s, the Federal Poverty Thresholds (more commonly known as Federal Poverty Levels) were based on three times the cost of a nutritionally adequate food plan, as determined by the Department of Agriculture. This figure presupposes that the average family spends one-third of their income on food. Annual adjustments for inflation occur, based on changes in the Consumer Price Index, but the Federal Poverty Thresholds do not consider other factors besides food, such as child care, and housing costs. The Federal Poverty Thresholds are used mainly for statistical purposes – including estimates of the number of Americans in poverty each year. Each person or family is assigned to one of 48 possible poverty thresholds based on size of family and ages of the family members.⁷

With more than 1 in 4 children ages birth through five living in poverty, Arizona had the 5th highest child poverty rate in the nation in 2010.⁸ Living in poverty puts children at risk for a wide variety of challenges with both immediate and lasting effects. Children who grow up in poverty are more likely to lack adequate food, become victims of crime and violence, and lack basic health care. They are at significant risk for dropping out of school early, behavior problems in school, and lower levels of literacy.

⁷ U.S. Department of Health and Human Services. (2011). Poverty Guidelines and Poverty Measurement. Retrieved 2011 from <http://aspe.hhs.gov/poverty/index.shtml>.

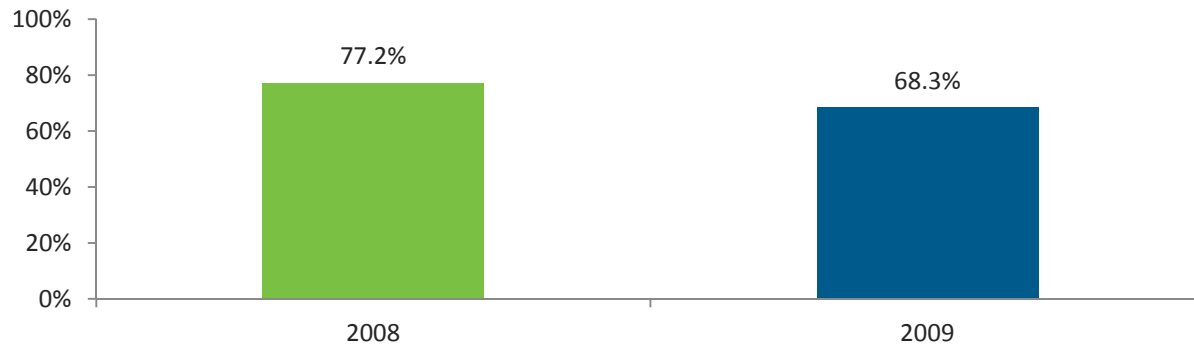
⁸ Arizona Directions. (2012). Arizona Indicators. Retrieved 2012 from Arizonaindicators.org



What the Data Tell Us

The percentage of Cocopah Indian Tribe children birth through five who lived in families earning less than the federal poverty level was 68% in 2009. This was a decrease from 77% in 2008.

Children Ages Birth Through Five in Families Earning Less than the Federal Poverty Level, Cocopah Indian Tribe



Source: First Things First. (2011). (Unpublished data). Received 2011 from First Things First.
Note: Data presented are the most recent available. 2008 and 2009 estimates are based on Census 2000.

As there are no schools on the Cocopah Indian Reservation, children living on the reservation attend public schools in the surrounding Somerton and Yuma areas, including Somerton, Crane, and Yuma Elementary Districts. Somerton Elementary District area consistently had the highest percentages of children 5 through 17 living in poverty between 2006 and 2010, compared to Crane Elementary School District and Yuma Elementary School District and Yuma County, Arizona, and the United States overall. In 2010, 37% of Somerton Elementary School District area children ages 5 to 17 were in families living in poverty.

Children Ages 5 Through 17 in Families Living in Poverty, Cocopah Indian Tribe Region School Districts

	2006	2007	2008	2009	2010
Crane Elementary District	21.9%	20.5%	26.6%	21.6%	27.7%
Somerton Elementary District	33.6%	31.5%	40.7%	33.4%	37.4%
Yuma Elementary District	26.4%	24.7%	32.0%	25.9%	27.0%
Yuma County	26.3%	24.7%	31.9%	25.9%	31.6%
Arizona	18.2%	18.4%	19.2%	21.4%	23.0%
United States	16.7%	16.4%	16.5%	18.2%	19.8%

Source: U.S. Census Bureau. (2011). Small Area Income and Poverty Assessments. Retrieved 2011 from <http://www.census.gov/cgi-bin/saipe/saipe.cgi>

Head Start Income Eligibility, Cocopah Indian Tribe

	2007/08	2008/09	2010/11
Income Eligible	75%	85%	90%
Over Income	-	-	10%

Source: Cocopah Head Start. (2011). Cocopah Head Start Information Report. (Unpublished Data). Received 2012 from Cocopah Head Start.



Economic Supports

Why It Is Important

Many families need economic support to meet their basic needs during periods of reduced income, illness, or unemployment. Some families are falling into the income eligibility gap for support services. To be eligible for federal and state supports, a family has to be extremely low-income. Those who earn slightly more are not eligible for support, yet often have difficulty meeting their basic needs.

What the Community Is Doing

- **The Cocopah Tribe** is paying for bus services for members to access more services provided in the nearby communities or in the surrounding reservation areas. This resource should lessen the transportation problems faced by tribe members in previous years, so that more families will be able to obtain health care, disability services, and economic support services.

What the Community Is Saying

- Despite economic hard times, the local Community Center has remained strong and maintained funding. The center has worked independently to find the income, and has been able to get what is needed through innovative honesty and working well with others, according to the program representative.
- The economic hard times are among the biggest challenges families are facing—but they do not often speak up about problems, according to a local community representative.
- Cutbacks to local departments have led to staff shortages, which in turn have made it harder to provide programs and services to families, according to a local community representative.
- Cocopah Early Steps transports families to Department of Economic Security to help families with paperwork and follow up. The program has found that going into appointments with clients has helped families get what they need.

What the Data Tell Us

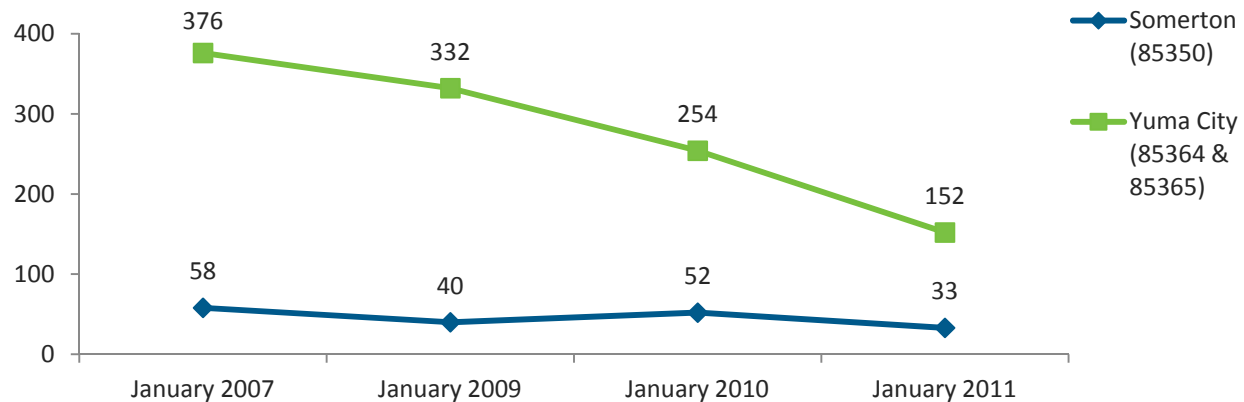
The Temporary Assistance for Needy Families (TANF) program provides some temporary cash assistance for struggling families with children, while the parent/parents are trying to return to work.⁹ The federal TANF law allows states to offer a maximum of 60 months of assistance within one's lifetime. In 2012, Arizona reduced its TANF cash assistance time limit to 24 months, one of the shortest in the nation.

⁹ U.S. Department of Health and Human Services, Administration for Children and Families. (2008). About TANF. Retrieved 2012 from <http://www.acf.hhs.gov/programs/ofa/tanf/about.html>.



The number of families in the Yuma City zip codes with children birth through five who received TANF was 152 in 2011, down from 376 in 2007. In Somerton, the number of families receiving TANF decreased from 58 in 2007 to 33 in 2011.

Families with Children Ages Birth Through Five Receiving Temporary Assistance for Needy Families (TANF) Recipients



Source: Arizona Department of Economic Security. (2011). DES Multidata Database. (Unpublished Data). Retrieved 2011 from First Things First.

Food Insecurity

Why It Is Important

Households are classified as food insecure with hunger if one or more household members went hungry at least once during the year because the household could not afford enough food to eat. Approximately 16 million children lived in households without enough food in the US in 2010. Arizona was among the top 5 states with the highest rate of food insecure children under 18.¹⁰

The lack of nutritious food is harmful to any individual, but food insecurity is particularly devastating to children and can have long-term consequences. Chronic under-nutrition, food insecurity, unhealthy foods, and hunger can lead to poorer physical and mental health, difficulty learning, lower test scores, increased school absences, tardiness, and suspensions.¹¹ This makes children more likely to suffer from poverty when they become adults.

What the Community Is Doing

For families who earn above 185% of the poverty level (where WIC and SNAP end) but are still unable to afford food, charitable services and programs become their safety net.¹²

¹⁰ Feeding America. (2012). Child Hunger Facts. Retrieved 2012 from <http://www.feedingamerica.org>.

¹¹ Center on Hunger and Poverty, Heller School for Social Policy and Management. (2002, June). *The Consequences of Hunger and Food Insecurity for Children, Evidence from Recent Scientific Studies*. Massachusetts: Brandeis University.

¹² Map the Meal Gap. (2011). Child Food Insecurity. Gundersen, C., E. Waxman, E. Engelhard and J. Brown. Feeding America.



- The Yuma Community Food Bank, distributes food boxes to families in need through a partnership with the Cocopah Community Center. The goal for fiscal year 2012 is to distribute at least 50 food boxes. Funded by The First Things First Cocopah Tribe Regional Partnership Council.
- **The Cocopah Tribe and Cocopah Casino** supported the Yuma Community Food Bank with \$10,000 in 2009.
- **The Yuma Community Food Bank's Back Pack Program** provided weekend backpacks filled with food to students at Desert Sonora Elementary, Orange Grove Elementary, Tierra Del Sol Elementary, Valle Del Encanto, Somerton Middle School, and Dateland Elementary.
- **The Yuma Community Food Bank's Commodity Supplemental Food Program** provides a monthly supplemental food box for pregnant and postpartum women, children, and senior citizens.
- **The Yuma County Food Bank Emergency Food Assistance Program** provides low-income individuals and households with surplus commodities donated by USDA. There is a location for services in Somerton at the Somerton Gymnasium on the last Wednesday of every other month.
- Participants in the **Women Infants and Children (WIC) program** receive nutritious supplemental foods, health screening services, age-appropriate nutrition information, and referrals to health and human services.

What the Community Is Saying

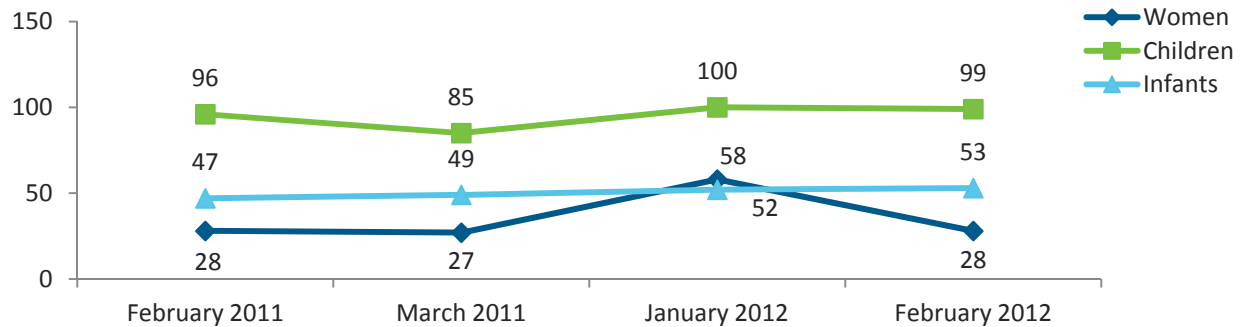
- The Yuma Community Food Bank passes out food throughout Yuma County so that lack of transportation does not prevent families from getting food, according to a local community representative.
 - People are aware that they can take as much food as they need (first come first serve basis), and feel safe coming to the food bank without social stigma attached to needing the support, according to a community representative.
 - The food bank has also increased the vegetables it hands out to community members, according to a community representative.



What the Data Tell Us

There were 99 children, 53 infants and 28 adult women in the Cocopah Indian Tribe who received Women, Infants, and Children (WIC) services in February 2012. Women, infants, and children within the Cocopah Tribe have received services at a fairly steady pace over the last year (February 2011 to 2012).

Women, Infants, and Children (WIC) Recipients, Cocopah Indian Tribe

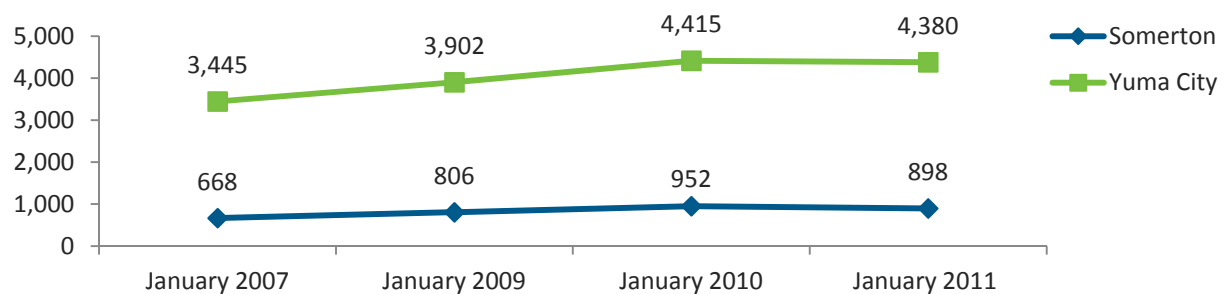


Source: Fort Yuma Hospital. (2012). Personal Correspondence. (Unpublished data). Received 2012 from Fort Yuma Hospital.
Note: Data presented are for the months available from the WIC Department.

The Supplemental Nutrition Assistance Program (SNAP), previously called Food Stamps, provides benefits to individuals struggling to obtain food for their families. The program focuses on providing nutritional assistance that can be used on any foods that can be eaten in the home. In 2009, 48% of all SNAP participants were children in the US. The average SNAP (food stamp) benefit is \$29/week for a qualifying individual.¹³

There were 898 children ages birth through five who received food stamps in Somerton in 2011, up 34% from 2007. In Yuma City, the number of children ages birth through five receiving SNAP benefits increased 27% from 3,445 in 2007 to 4,380 in 2011.

Supplemental Nutrition Assistance Program Recipients (SNAP/Food Stamps), Children Ages Birth Through Five



Source: Arizona Department of Economic Security. (2011). Supplemental Nutrition Assistance Program (SNAP) Recipients. (Unpublished Data). Received 2011 from First Things First.

Note: The Supplemental Nutrition Assistance Program was formerly the Food Stamp Program.

Note: Somerton includes zip code 85350

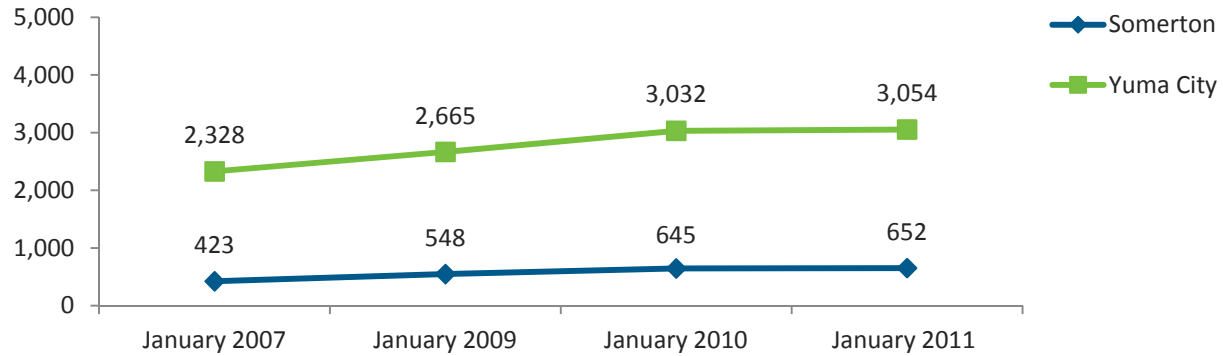
Note Yuma City includes zip codes 85364 & 85365

¹³ Ibid.



There were 652 families with children ages birth through five who received food stamps in Somerton in 2011, up 54% from 2007. In Yuma City, the number of families with children ages birth through five receiving SNAP benefits increased 31% from 2,328 in 2007 to 3,054 in 2011.

Supplemental Nutrition Assistance Program Recipients (SNAP/Food Stamps), Families with Children Ages Birth Through Five



Source: Arizona Department of Economic Security. (2011). Supplemental Nutrition Assistance Program (SNAP) Recipients. (Unpublished Data). Received 2011 from First Things First.

Note: The Supplemental Nutrition Assistance Program was formerly the Food Stamp Program.

Note: Somerton includes zip code 85350

Note Yuma City includes zip codes 85364 & 85365

The number of Cocopah Head Start families receiving various economic support services was greatest for those receiving the transportation assistance in 2010/2011, with 100% of families receiving this service from Head Start.

Services Received by Head Start Families

TYPE OF SERVICE	2007/08	2008/09	2010/11
Housing Assistance (Subsidies, Utilities, Repairs, etc.)	23.5%	27.8%	5%
Transportation Assistance (Subsidizing Public Transportation, etc.)	29.4%	0.0%	100%
Women, Infants, and Children (WIC)	11.8%	11.1%	60%
Total Number of Families	17	18	20

Source: Cocopah Head Start. (2012). Cocopah Head Start Information Report. (Unpublished Data). Received 2012 from Cocopah Head Start.



Foreclosure

Why It Is Important

Many families across the country have been harmed by the mortgage crisis. When foreclosures force children out of their homes, they are affected both physically and emotionally. Children who frequently move tend to have lower performance in math and reading and more delinquent behaviors in the classroom. The mortgage crisis is projected to cause more than 86,000 foreclosures and affect more than 68,000 children in Arizona.¹⁴

What the Data Tell Us

The foreclosure rate was one in every 286 homes in Somerton in April 2012, compared to 1 in 523 in the county.

Foreclosure Rate, April 2012

PLACE (ZIP CODE)	APRIL 2012
Somerton (85350)	1 in 286
Yuma City (85364)	1 in 460
Yuma City (85365)	1 in 426
Yuma County	1 in 523
Arizona	1 in 377

Source: RealtyTrac. (2012). National Real Estate Trends. Retrieved 2012 from <http://www.realtytrac.com/tendcenter/>.

Note: The foreclosure rate is calculated by dividing the total housing units (based on the most recent estimate from the U.S. Census Bureau) by the total number of properties that received foreclosure filings during the month.

¹⁴ Lovell, P. & Isaacs, J. (2008). The Impact of the Mortgage Crisis on Children and Their Education. First Focus, Brookings Institute. Retrieved June 29, 2010 from http://www.brookings.edu/papers/2008/04_mortgage_crisis_isaacs.aspx



THE EARLY CHILDHOOD SYSTEM



EARLY CARE AND EDUCATION

Over forty years of research has shown that children begin learning at birth and they need quality learning environments that support optimal growth and development.¹⁵ For example, children exposed to high quality early childhood education are less likely to need special education or be held back a grade. They score higher on school-readiness tests and are more likely to advance to college and successful careers.¹⁶

Parents need options for their children to be cared for in quality early care and educational settings. Quality early care and education settings include: safe, healthy environments; highly educated teachers; classrooms and materials that stimulate children at different stages of learning; low staff turnover rates, and small child to staff ratios so that kids get the attention and support they need. All of these can contribute to a child's development and have long term effects that extend into adolescence and adulthood.¹⁷

SELECTED INDICATORS

Early Child Care and Development

- Child Care Access and Enrollment
- Cost of Child Care
- Child Care Providers

Special Needs

- Children with Disabilities

Education

- School Enrollment
- School Readiness
- 3rd Grade Test Scores
- Graduation Rate
- Educational Attainment
- Family Literacy

¹⁵ Enterprise Community Partners, Inc. (2006). The Importance of Early Care and Education. Retrieved 2010 from <http://www.practitionerresources.org/cache/documents/639/63935.doc/>

¹⁶ First Things First. (2010). Quality Early Learning. 2010 Annual Report. Retrieved 2012 from http://www.azfff.gov/WhoWeAre/Board/Documents/FTF_Annual_Report_FY2010_web.pdf.

¹⁷ Ibid.



Early Child Care and Development

Child Care Access and Enrollment

Why It Is Important

Quality child care helps children develop social and cognitive skills in preparation for school and life success.¹⁸ Child care, and in particular, subsidized care for low-income families, also provides critical support for working families. Child care choices include center-based facilities, family and child care homes, and informal care by family (kin) and friends (kith).

On the Cocopah Indian Reservation, child care options are limited and do not fully meet the needs of the community. The Cocopah Head Start provides early care and education to 20 children ages three to five. However, it is located on the East Reservation, so children from the North and West Reservations must be transported to the East Reservation to receive care. The Cocopah Day Care provides before and after school and summer care for up to 20 children ages 3 through 12. There is no infant or toddler care available on the reservation. The nearest Department of Economic Security certified home care providers are located in Somerton and Yuma. The only licensed child care centers are in Yuma. When parents must rely on providers outside of the Cocopah community, issues of transportation, quality, and cultural competency can arise. As a result, many families may experience unstable child care arrangements in which children are watched by a different person each day.

What the Community Is Doing

- **The Arizona Kith and Kin Project** aims to improve the quality of care provided by friends and family who provide child care. The Association for Supportive Child Care provides the services in Yuma County with funding from First Things First.
- Families are accessing more child care programs and services over time as they begin to trust the program staff and care providers, according to local program representatives.
- **The Cocopah Early Steps Program** provides in-home visits with parent training, prenatal support services, basic resources, developmental screenings and education for families with children birth through five and older. Funded by the First Things First Cocopah Tribe Regional Partnership Council.

¹⁸National Institutes of Health. (2010). Link between child care and academic achievement and behavior persists into adolescence. *Eunice Kennedy Shriver National Institute of Health and Child Development*. Retrieved 2012 from <http://www.nichd.nih.gov/news/releases/051410-early-child-care.cfm>



What the Community Is Saying

- Cocopah Head Start has received lots of support from parents, with 17 parent volunteers coming in the month of February 2012.
- Head Start will be holding a 40 year celebration in 2012. This celebration will be an opportunity to improve communication between programs and connect with local school districts to improve school readiness. This partnership is important for securing places for younger children in district programs.
 - The celebration is also an opportunity for professional development by improving networking with Western Association Council of Governments (WACOG) and Chicanos Por La Causa, to connect on more trainings.
- There is not a lot of care for children younger than three years old, according to a local early child care program representative.
 - Building a nursery that offers free care, or offering scholarships to children birth to two are suggested ways to meet the need for under-three care. This approach would also allow single parents more opportunities to feel secure in leaving their child in day care while they work or pursue higher education.
- The Cocopah Indian Tribe has a “wonderful” social support system, offering members additional positive protective factors when it comes to children’s chances to succeed, according to a local service provider.
- The Indian Health Services (IHS) dietician reviews Head Start menus to make sure they are nutritious and balanced. The IHS public health nurse does vision and hearing screenings, and another IHS staff does safety inspections at the local Head Start.



What the Data Tell Us

The Head Start Program is a program of the United States Department of Health and Human Services that provides comprehensive education, health, nutrition, and parent involvement services to low-income children and their families. There were 20 Head Start enrollment slots for the Cocopah Indian Tribe and 20 children enrolled from 2007 to 2011. While the majority of children enrolled were American Indian in all of those years, the percentage fell from 90% to 80% between 2007/08 and 2010/11. Cocopah Head Start had a child to staff ratio of 1:10 from 2005-2011.

Head Start Enrollment Demographics, Cocopah Indian Tribe

	2007/08	2008/09	2010/11
Enrollment			
Funded Enrollment Number	20	20	20
Actual Enrollment Number	20	20	20
Age			
3 years old	35%	45%	50%
4 years old	65%	55%	50%
Ethnicity			
Hispanic	10%	20%	20%
Race			
American Indian or Alaska Native	90%	80%	80%
Unspecified	10%	0%	0%
Other	0%	20%	20%
Primary Language of Family			
English	90%	90%	95%
Spanish	10%	10%	5%

Source: Cocopah Head Start. (2011). Cocopah Head Start Information Report. (Unpublished Data). Received 2012 from Cocopah Head Start.

There were a total of 13 families with children enrolled in the Cocopah Early Steps program as of November 2011. The North reservations had two families, the East reservation had one family, the West reservation had five families, and there were five enrolled families from Yuma.

Cocopah Early Steps Program Enrollment Demographics

	JULY-AUGUST 2011	SEPTEMBER- OCTOBER 2011	NOVEMBER 2011
Enrollment			
North reservation	2	2	2
West reservation	4	3	5
East reservation	2	1	1
Yuma	3	3	5
Total number of families	11	9	13
Age of Children			
Under 1 year	3	5	6
1 year old	1	1	5
2 years old	4	3	3
3 years old	4	3	3
4 years old	5	2	2
5 years old	3	1	1

Source: Early Steps. (2011). Personal correspondence with program representative. (Unpublished data). Received 2012 from Early Steps.



Cost of Child Care

Why It Is Important

Child care can be very costly for families. The cost of child care has grown twice as fast as the median income of families with children in the United States since 2000.¹⁹ However, many families are benefiting from local child care programs and subsidies that significantly lessen these costs. For those who qualify, Head Start child care is provided at no cost to parents. Low-income parents who are working, in job training, or in school can receive child care subsidies through the Child Care and Development Fund (CCDF).

What the Community Is Doing

- **The Cocopah Head Start** provides early care and education at no cost to parents.
- **The Cocopah Day Care** is tribally and federally subsidized, with parental co-pays between \$1 and \$10 for a full day of child care.
- **The Department of Economic Security** provides child care subsidies to eligible families.

What the Data Tell Us

Children eligible for and receiving subsidies decreased by more than half—falling from 104 to 59 between January 2010 and January 2011 in Somerton. In January of 2011, 97% of children eligible for subsidies were receiving them, greater than the statewide rate of 77%.

Families Eligible and Receiving Child Care Subsidies, Somerton Zip Code (85350)

	JANUARY 2009	JANUARY 2010	JANUARY 2011
Families			
Number of Families Eligible for Subsidies	108	57	44
Number of Families Receiving Subsidies	81	50	42
Percent of Eligible Families Receiving Subsidies: 85350	75.0%	87.7%	95.5%
Percent of Eligible Families Receiving Subsidies: Arizona	81.3%	82.2%	82.2%
Children			
Number of Children Eligible for Subsidies	147	82	61
Number of Children Receiving Subsidies	104	68	59
Percent of Eligible Children Receiving Subsidies: 85350	70.7%	82.9%	96.7%
Percent of Eligible Children Receiving Subsidies: Arizona	76.4%	77.0%	77.0%

Source: Arizona Department of Economic Security. (2011). DES Multidata Database. (Unpublished Data). Retrieved 2011 from First Things First.

¹⁹ McSweeney, T. (January 29, 2010). Helping Middle Class Families with Soaring Child Care Costs. In the White House. Retrieved July 1, 2010, from www.thewhitehouse.gov/blog/2010/01/29/helping-middle-class-families-with-soaring-child-care-costs.



Children eligible for and receiving subsidies decreased by more than half—falling from 595 to 301 between January 2010 and January 2011 in Yuma City. In January of 2011, only 72% of children eligible for subsidies were receiving them, less than the statewide rate of 77%.

Families Eligible and Receiving Child Care Subsidies, Yuma City Zip Codes (85364 and 85365)

	JANUARY 2009	JANUARY 2010	JANUARY 2011
Families			
Number of Families Eligible for Subsidies	654	356	302
Number of Families Receiving Subsidies	527	290	232
Percent of Eligible Families Receiving Subsidies	80.6%	81.5%	76.8%
Percent of Eligible Families Receiving Subsidies: Arizona	81.3%	82.2%	82.2%
Children			
Number of Children Eligible for Subsidies	935	513	417
Number of Children Receiving Subsidies	595	385	301
Percent of Eligible Children Receiving Subsidies	63.6%	75.0%	72.2%
Percent of Eligible Children Receiving Subsidies: Arizona	76.4%	77.0%	77.0%

Source: Arizona Department of Economic Security. (2011). DES Multidata Database. (Unpublished Data). Retrieved 2011 from First Things First.

Child Care Providers

Why It Is Important

The preparation and ongoing professional development of early child care professionals is closely linked to increased student learning and development.²⁰ According to the National Association of Early Childhood Teacher Educators, teachers who have good preparation in early childhood education can apply their knowledge of child development, use appropriate teaching strategies, meet the social/emotional demands of young children, understand children's thinking, know how to build student learning over time, and understand language and literacy developments.

It is often too costly for those who want to seek further education in the area of child development to obtain advanced degrees. To address this barrier, First Things First offers TEACH scholarships to help child care center teachers, directors and providers to obtain their Early Childhood Associate's Degree or Child Development Associate (CDA) certificate by providing recipients with support for tuition, books, travel, and paid release time.

Beyond the necessity of child care for parents, the quality of the child care source is essential for a child's success. Quality First was started by First Things First in 2009 to increase the availability of quality early care and education in child care centers and homes so that children can begin

²⁰ Bowman, B. T., Donovan, M. S., & Burns, M. S. (2000). Eager to learn: Educating our preschoolers. Washington DC: National Academy Press.



school safe, healthy, and ready to succeed. It is a voluntary quality improvement and rating system for programs serving children ages birth through five. The Cocopah Head Start is currently the only Quality First participant in the Cocopah Indian Tribe First Things First Region.

What the Community Is Doing

On the Cocopah Indian Reservation, there are limited opportunities for the professional development of Early Childhood Education (ECE) professionals. Those individuals wishing to pursue a college degree or Child Development Associate (CDA) certificate must either attend classes off the reservation or have access to the Internet.

- **The Cocopah Education Department** provides scholarship assistance for advanced education in ECE for tribal members seeking higher education.
- **The First Things First Cocopah Tribe Regional Partnership Council** offered TEACH scholarships to assist child care center teachers, directors, and providers obtain their Associate of Early Childhood or Child Development Associate Assessment. Recipients received tuition support, books, travel, and paid release time. In FY 2010, there were no applicants for TEACH in the region. Although professional development has been a prioritized need, sporadic outreach and recruitment, high staff turnover in the Head Start program, and limited availability of the early education staff, have been the major contributing factors to the TEACH scholarships not being a utilized for professional development.
- **Arizona Department of Economic Services and Western Arizona Council of Governments (WACOG)** provides free early child care professional development trainings.

What the Community Is Saying

- Child care staff members need transportation in order to take advantage of the free Arizona Department of Education/WACOG professional development trainings, according to Cocopah Head Start. Cocopah Head Start partners with the Quechan Head Start in Witterhaven, California to access shared training. Quechan Head Start is about a half hour away from Cocopah Head Start—just across the state border.



What the Data Tell Us

Many of the professional development options available in the region are only accessible online. Rio Salado College offers associate degrees in a variety of Early Childhood fields. Others, such as Arizona Western College's occupational degree in ECE and Arizona State University's certificate in Early Childhood Education are available in Yuma, Somerton, San Luis, and Wellington.

ECE Professional Development Programs

COLLEGE OR INSTITUTION	DEGREE	DEGREE NAME	LOCATION
Arizona State University	M.Ed.	Curriculum and Instruction – Concentration in Early Childhood Education	Online
Arizona Western College	Certificate	Early Childhood Education	Yuma, Somerton, San Luis, Wellton
	Occupational Degree	Early Childhood Education	Yuma, Somerton, San Luis, Wellton
	A.A.	Elementary Education: Early Childhood Emphasis	Yuma, Somerton, San Luis, Wellton
Childcare Education Institute	C.D.A. Certificate	Child Development Associate	Online
Grand Canyon University	B.S.	Elementary Education: Early Childhood Education	Online
	M.A.	Elementary Education	Online
Northern Arizona University	B.A.S.	Early Childhood Education	Online
	M.Ed.	Special Education: Early Childhood	Yuma
	M.Ed.	Early Childhood Education	Yuma
Prescott College	B.A.	Early Childhood Education	Locally with one trip to Prescott, AZ
	B.A.	Early Childhood Special Education	Locally with one trip to Prescott, AZ
Rio Salado College	Certificate	Early Childhood Education	Online
	A.A.S.	Early Childhood Education	Online
	A.A.S.	Early Learning and Development	Online
	A.A.S.	Early Childhood Administration and Management	Online
	A.T.P.	Early Childhood Teacher Education	Online
University of Phoenix	M.Ed.	Early Childhood Education	Online

Source: College or Institution website searches. (2012).



Research has shown that teachers' wages play a significant role in program quality. Higher wages enable centers to hire better-qualified teachers, which can contribute to both lower turnover rates and more secure attachments between children and teachers.²¹

In 2010/11, the Cocopah Head Start had one teacher and one Assistant Teacher with an Associate's Degree, and one Family Development Specialist with a Bachelor's Degree.

Level of Education of Head Start ECE Professionals, 2008/09 and 2010/11

TYPE OF ECE PROFESSIONAL	LEVEL OF EDUCATION	2008/09	2010/11
Teacher	Bachelor's Degree in ECE	1	0
	Associate's Degree	0	1
Assistant Teacher	Advanced Degree in ECE	1	0
	Associate's Degree	0	1
Head Start Director	Associate's Degree	1	0
Family and Community Partnerships Manager	GED or High School Graduate	1	0
Family Development Specialist	Bachelor's Degree	0	1

Source: Cocopah Head Start. (2011). Cocopah Head Start Information Report. (Unpublished Data). Received 2012 from Cocopah Head Start.

The Cocopah Early Steps Program offers parenting classes and home visits to families. The program representative also attends trainings in order to improve her ability to support children and parents.

Cocopah Early Steps Professional Development Activities

	JULY-AUGUST 2011	SEPTEMBER-OCTOBER 2011	NOVEMBER 2011
In Home Visits	26	17	23
Trainings Attended	4 ¹	1 ²	1 ²
Collaboration Groups Attended	5	1	1
Number of Outside Referrals Made for Clients	4	5	3

Source: Early Steps. (2011). Personal Correspondence with Program Representative. (Unpublished data). Received 2012 from Early Steps.

¹Trainings included: Parents as Teachers 3-K, Teen Pregnancy, Parenting Counts (online course), and PGMS training

²Training included: Parenting Counts (online course)

²¹ Phillips, D., Mekos, D., Scarr, S., McCartney, K., & Abbott-Shim, M.. (2000). Within and beyond the classroom door: Assessing quality in child care centers. *Early Childhood Research Quarterly*, 15(4), 475-496.



Special Needs

Children with Disabilities

Why It Is Important

Early identification of children with special needs helps ensure these children get the support and opportunities they need to achieve success in school and in the community.²² Developmental screenings including oral, vision, cognitive and audio screenings are an important practice to ensure children's optimal growth, setting them up for success by identifying early on when services are needed.

What the Community Is Saying

- Head Start is screening children and catching developmental delays before they attend public school, according to the local Head Start representative. A partnership with local school districts to provide more services to Cocopah children with special needs could also help to improve care.
- Indian Health Services (IHS) provides mental health screenings at Head Start and will provide services to families that need require them.
- Cocopah Early Steps helps parents look for developmental delays, and teaches baby sign language to children with speech delays.

What the Data Tell Us

Data indicated that of the 20 students enrolled in the Cocopah Head Start Program, 100% were screened for developmental disabilities. Of those screened in 2010/11, six children required follow-up or formal evaluation. This was an increase from the previous two years, in which only one child in 20 required follow-up or formal evaluation.

Head Start Developmental Screenings, Cocopah Indian Tribe

	2007/08	2008/09	2010/11
Number of Children Screened	20	20	20
Number of Screened Children Needing Follow-up or Formal Evaluation	1	1	6
Percent of Screened Children Needing Follow-up or Formal Evaluation ¹	5.0%	5.0%	30.0%

Source: Cocopah Head Start. (2011). Cocopah Head Start Information Report. (Unpublished Data). Received 2012 from Cocopah Head Start.

¹Caution should be used when interpreting results due to small sample size (N<30).

²² Steele, M.M. (2004). Making the Case for Early Identification and Intervention for Young Children at Risk for Learning Disabilities. *Early Childhood Education Journal*, Vol. 32, 2, 75-79.



In 2010/11, there was one Head Start child with a diagnosed disability. Of the 7 children who were diagnosed with disabilities since 2007/2008, all of them had speech or language impairments.

Head Start Children with Diagnosed Disabilities, Cocopah Indian Tribe

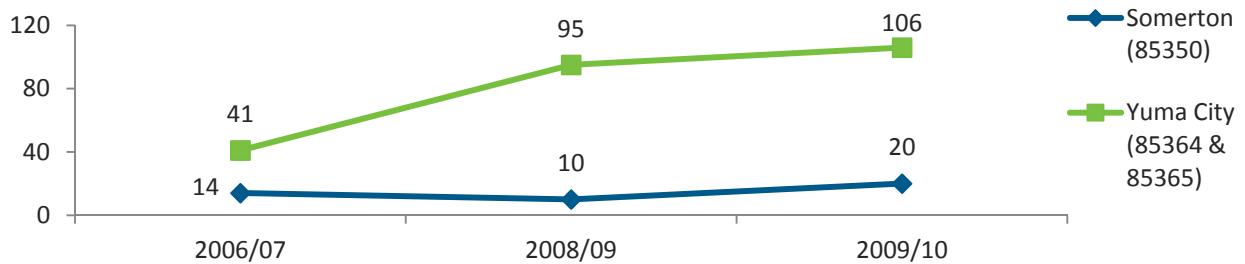
DIAGNOSED DISABILITY	2007/08	2008/09	2010/11
Number of Children Screened	20	20	20
Speech or language impairment	6	0	1

Source: Cocopah Head Start. (2011). Cocopah Head Start Information Report. (Unpublished Data). Received 2012 from Cocopah Head Start.

The Arizona Early Intervention Program (AzEIP) provides services for children with special needs. However, state funding for early intervention services was eliminated effective November 1, 2010 and federal stimulus was used to backfill state funding cuts. As a result, families must share some cost in order to receive services, a practice which may deter many from obtaining services until children turn three years old, when the local school districts assume responsibility for services for children with disabilities.

The number of children receiving Arizona Early Intervention Program (AzEIP) assistance in the Somerton zip code (85350) rose from 14 to 20 between 2006/07 and 2009/10. The city of Yuma also saw a large rise in children receiving AzEIP services from 41 to 106 between 2006/07 and 2009/10.

Children Receiving Arizona Early Intervention Program (AZEIP) Services

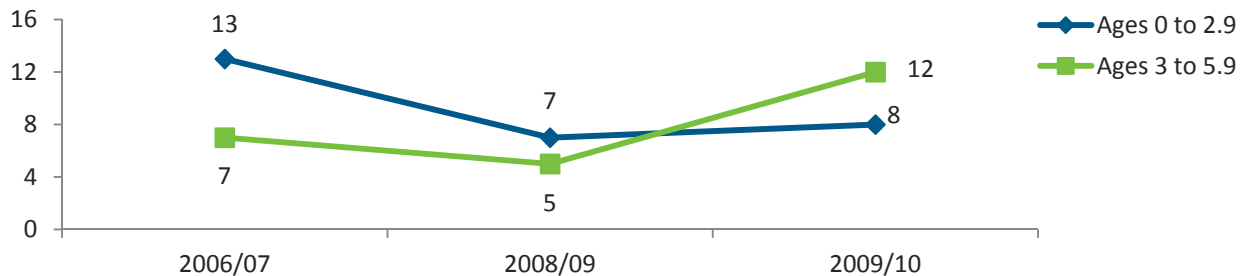


Source: Arizona Department of Economic Security, Division of Developmental Disabilities. (2012). DES Multidata Database. (Unpublished Data). Retrieved 2012 from First Things First.

Note: Data includes cases serviced between July 1 and June 30 for the fiscal year.

Only children who are considered at risk for epilepsy, cerebral palsy, cognitive disability, or autism qualify for DDD services (in addition to AzEIP services). There were 20 children ages birth through five who received DDD services in the 85350 zip code in 2009/10.

Children Receiving Division of Developmental Disabilities (DDD) Services, 85350 Zip Code



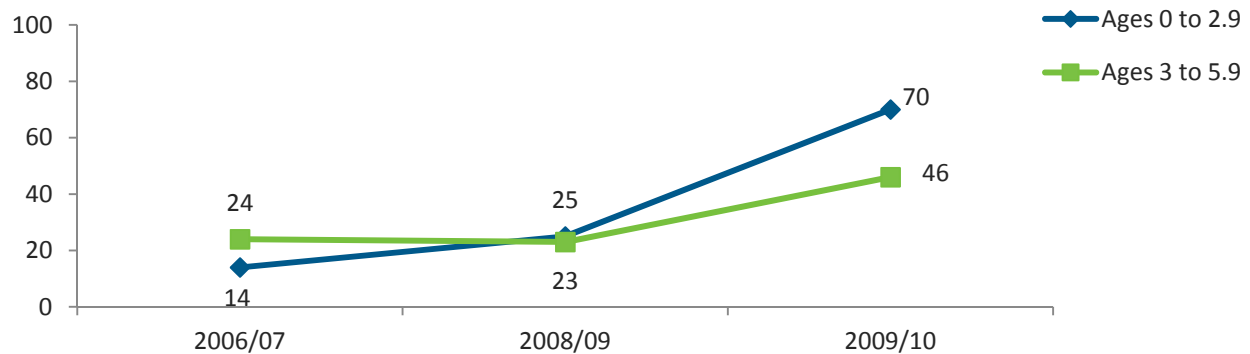
Source: Arizona Department of Economic Security, Division of Developmental Disabilities. (2012). DES Multidata Database. (Unpublished Data). Retrieved 2012 from First Things First.

Note: Children are eligible for DDD services if they are considered at risk for epilepsy, cerebral palsy, cognitive disability, or autism.



There were 116 children ages birth through five who received DDD services in Yuma City in 2009/10 an increase from 38 children in 2006/07.

Children Receiving Division of Developmental Disabilities (DDD) Services, Yuma City (85364 & 85365 Zip Codes)



Source: Arizona Department of Economic Security, Division of Developmental Disabilities. (2012). DES Multidata Database. (Unpublished Data). Retrieved 2012 from First Things First.

Note: Children are eligible for DDD services if they are considered at risk for epilepsy, cerebral palsy, cognitive disability, or autism.

Education

Children's success in school is improved by a combination of promoting physical and mental health, increasing literacy, enhancing social and emotional skills, and increasing youth leadership roles and involvement within the community. Preparing children for success after graduation through higher levels of educational attainment in turn leads to healthier communities and more supportive environments for future Cocopah children's growth and development. In the United States overall, American Indian/Alaska Native children have some of the lowest high school graduation rates and college entry rates. It is very important to refocus efforts to address education issues and improve students' chances at success.

School Enrollment

Why It Is Important

School enrollment data are used to determine school funding and to plan for services and programs for students.

What the Community is Doing

- **The Cocopah Social Services Department** social workers do education planning with children in their care once they reach the age of 12.



What the Data Tell Us

As there are no schools on the Cocopah Indian Reservation, children living on the reservation attend public schools in the surrounding Somerton and Yuma areas, including Crane Elementary, Somerton Elementary and Yuma Elementary School Districts. The overall numbers of children enrolled in each of these districts stayed relatively constant between 2009/10 and 2010/11.

School Enrollment of Surrounding School Districts

SCHOOL DISTRICT	% PRESCHOOL	% KINDERGARTEN	DISTRICT TOTAL
2009/2010			
Crane Elementary School District	0.8%	10.2%	6,049
Somerton Elementary School District	2.9%	11.4%	2,754
Yuma Elementary District	2.1%	10.2%	10,007
2010/2011			
Crane Elementary School District	0.6%	10.4%	6,082
Somerton Elementary School District	3.6%	11.0%	2,767
Yuma Elementary District	2.1%	11.5%	9,687

Source: Arizona Department of Education. (2012). Research and evaluation section. Retrieved 2012 from <http://www10.ade.az.us/researchpolicy/AZenroll>.

For kindergarten in the Somerton Elementary School District, children attend Valle del Encanto and for elementary school, children attend Tierra del Sol, Orange Grove, and Desert Sonora. The primary elementary schools that Cocopah children attend in Crane Elementary School District are Salida Del Sol, Rancho Viejo, Pueblo, Gary Knox, and Ronald Reagan Elementary schools.

The elementary schools with the most Cocopah children enrolled were Orange Grove Elementary (19) and Tierra del Sol Elementary (20).

Elementary School Enrollment of Cocopah Indian Tribe Children Kindergarten Through 5th Grade, 2011/2012

SCHOOL	KINDER-GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	TOTAL
Desert Sonora	0	0	1	1	0	0	2
Orange Grove Elementary	2	3	4	2	4	4	19
Tierra Del Sol Elementary	0	0	3	8	4	5	20
Valle Del Encanto	2	3	0	0	0	0	5
St. Francis of Assisi*	1	0	0	0	1	0	2
Harvest Prep*	0	0	0	0	0	1	1
Salida Del Sol Elementary	1	1	1	0	0	0	3
Rancho Viejo Elementary	0	0	0	0	2	3	5
Pueblo Elementary	0	0	1	3	0	0	4
Gary Knox Elementary	0	0	0	0	0	1	1
Ronald Reagan Elementary	0	0	1	0	0	0	1
Total	6	7	11	14	11	14	63

Source: Cocopah Education Department. (2012). Personal Correspondence with Department Representative. (Unpublished data). Received 2012 from the Cocopah Education Department.

Note: Data may be incomplete due to students moving or dropping out mid-year.

* Indicates a private or charter school.

Note: Total number of students out of town for all grades was 28, with 2 out of the country.



The top three most common surrounding middle schools Cocopah students attended were Somerton Middle (18), Centennial Middle (5), and Gila Vista Junior High (5).

Middle School Enrollment of Cocopah Indian Tribe 6th Through 8th Grade, 2011/2012

SCHOOL	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE	TOTAL
Pueblo Elementary	2	-	-	2
McGraw School	1	0	0	1
Carver School	1	0	0	1
4 th Avenue Junior High	0	0	1	1
Somerton Middle	4	8	6	18
Carpe Diem Middle*	1	0	1	2
Gila Vista Junior High	4	0	1	5
Centennial Middle	-	2	3	5
Crane Middle	-	0	3	3
Total	13	10	15	38

Source: Cocopah Education Department. (2012). Personal Correspondence with Department Representative. (Unpublished data). Received 2012 from the Cocopah Education Department.

Note: A dash (-) indicates that the school does not enroll for this grade.

Note: Data may be incomplete due to students moving or dropping out mid-year.

* Indicates a private or charter school.

Note: Total number of students out of town for all grades was 28, with 2 out of the country.

High school is completed at Cibola, Kofa, and Yuma High Schools within the Yuma Union High School District. Bus transportation to the schools is provided by the school districts.

There were 17 Cocopah children enrolled in 9th grade and 12 students enrolled in 12th grade in 2011/2012.

High School Enrollment of Cocopah Indian Tribe Children 9th Through 12th Grade, 2011/2012

SCHOOL	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELTH GRADE	TOTAL
San Pasqual High	1	0	0	0	1
Kofa High	9	10	4	4	27
Cibola High	4	4	0	3	11
Gila Ridge High	1	0	0	0	1
Yuma High	1	2	4	0	7
Ppep Tec*	1	1	0	1	3
Vista Alternative*	-	1	0	1	2
Aztec*	-	0	3	1	4
EOC Charter High*	-	0	0	1	1
Carpe Diem High*	-	-	-	1	1
Total	17	18	11	12	58

Source: Cocopah Education Department. (2012). Personal Correspondence with Department Representative. (Unpublished data). Received 2012 from the Cocopah Education Department.

* Indicates a private or charter school.

Note: Data may be incomplete due to students moving, dropping out, or graduating.

Note: Total number of students out of town for all grades was 28, with 2 out of the country.



Speaking English as a second language presents greater challenges for students who are learning to speak, read, and write at grade level. In the Somerton Elementary School District, there were a total of 976 students that were identified as English Language Learners.

Number of English Language Learners (ELLs) by School District, 2010/2011

SCHOOL DISTRICT	NUMBER OF ELLS	% OF TOTAL STUDENTS
Crane Elementary District	911	15.0%
Somerton Elementary District	976	35.3%

Source: Arizona Department of Education. (2012). School Report Card. Retrieved 2012 from www.ade.state.us.gov/.

School Readiness

Why It Is Important

Children who have early learning skills as they enter kindergarten do better in school, are more likely to graduate with a high school diploma, are more successful in their careers, and are less likely to be involved in crime and drugs.²³ A recent study of high needs school districts showed that of children who were ready for kindergarten, 62% of them performed well on standardized tests at 3rd grade. Of children who weren't ready for kindergarten, only 6% of them performed well on standardized tests at 3rd grade. Typically, children will not make up the learning gap that they started off with when they entered kindergarten.²⁴

In Arizona, children's literacy and reading skills, between kindergarten and 6th grade, are assessed by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). While the DIBELS assessments only measure skills related to the letter knowledge component of kindergarten readiness, they provide some picture of how well children are prepared when beginning school.

What the Community Is Doing

- **The Cocopah Head Start** program provides home visits to families of enrolled children to support the family in their child's educational attainment. The program has a volunteer group of parents that participate in the school readiness activities the program conducts each year.
- **The Cocopah Education Department** provides tutoring and counseling services for Cocopah students from kindergarten through 12th grade. They have reference guides available for students to learn more about the department's programs and services.

²³ Rolnick, A., & Grunewald, R. (2003). Early Childhood Development: Economic Development with a High Public Return. *Big Ideas for Children*. First Focus, Washington, DC.

²⁴ Applied Survey Research. (2008). Does readiness matter: How kindergarten readiness translates into academic success. San Jose, California: Applied Survey Research.



What the Data Tell Us

For the 2010/11 school year, only 10% of children in the Somerton Elementary School District entered kindergarten with benchmark DIBELS scores, indicating they were at grade level. A larger percentage of kindergarten students at Crane Elementary School District and Yuma Elementary school district entered kindergarten with benchmark DIBELS scores (21% and 22%, respectively).

Kindergarten DIBELS Scores, Beginning of School Year

SCHOOL DISTRICT	2006/07	2007/08	2008/09	2009/10	2010/11
Crane School District					
Benchmark - At Grade Level	16%	19%	19%	20%	21%
Strategic - Additional Intervention	35%	38%	39%	36%	36%
Intensive - Needs Substantial Intervention	49%	44%	42%	44%	44%
Somerton Elementary School District					
Benchmark - At Grade Level	15%	11%	12%	59%	10%
Strategic - Additional Intervention	38%	35%	31%	79%	31%
Intensive - Needs Substantial Intervention	46%	54%	56%	90%	58%
Yuma Elementary School District					
Benchmark - At Grade Level	17%	43%	17%	19%	22%
Strategic - Additional Intervention	36%	39%	41%	40%	39%
Intensive - Needs Substantial Intervention	47%	19%	42%	41%	39%

Source: Somerton Elementary School District. (2011). Correspondence with District Representative. Received 2011 from Somerton Elementary School District. Crane School District. (2011). Correspondence with District Representative. Received 2011 from Crane School District.

Note: Dash (-) indicates data is unavailable for comparison.

By the end of the 2010/11 school year, most kindergarten students at Somerton, Crane and Yuma school districts had benchmark DIBELS.

Kindergarten DIBELS Scores, End of School Year

SCHOOL DISTRICT	2006/07	2007/08	2008/09	2009/10	2010/11
Crane School District					
Benchmark - At Grade Level	79%	86%	93%	88%	87%
Strategic - Additional Intervention	10%	6%	3%	6%	6%
Intensive - Needs Substantial Intervention	11%	8%	4%	7%	7%
Somerton Elementary School District					
Benchmark - At Grade Level	<1%	98%	97%	95%	76%
Strategic - Additional Intervention	2%	1%	2%	28%	13%
Intensive - Needs Substantial Intervention	98%	1%	1%	2%	11%
Yuma Elementary School District					
Benchmark - At Grade Level	78%	82%	83%	79%	85%
Strategic - Additional Intervention	10%	8%	8%	9%	8%
Intensive - Needs Substantial Intervention	12%	9%	9%	12%	8%

Source: Somerton Elementary School District. (2011). Correspondence with District Representative. Received 2011 from Somerton Elementary School District. Crane School District. (2011). Correspondence with District Representative. Received 2011 from Crane School District.

Note: Dash (-) indicates data is unavailable for comparison.



3rd Grade Test Scores

Why It Is Important

One of the most powerful indicators of later academic success is a child's reading level at the end of third grade. In third grade it is expected that children will show evidence of reading comprehension and be able to read unfamiliar words through various strategies. Reading proficiency at this point prepares the student for fourth grade, where the focus of reading instruction changes from "learning to read" to "reading to learn."²⁵ The Arizona Instrument to Measure Standards (AIMS) is the tool used to measure third grade academic proficiency in Arizona.

What the Community Is Doing

- **The Social Services Department** has a truancy program that works with children with high rates of absenteeism and their parents to encourage behavior management with the child.

What the Data Tell Us

Beginning in the year 2013/14, students whose scores are "falling far below" on their 3rd grade AIMS reading will not be promoted from 3rd grade. In 2010/11, parental notification requirements began for any student who seemed to be falling behind. Somerton Elementary School District had 9% of 3rd grade students who were "falling far below" on their 3rd grade AIMS reading in 2011.

Percentage of Students "Falling Far Below" on 3rd Grade AIMS Reading by Surrounding School Districts

SCHOOL DISTRICT	PERCENT FALLING FAR BELOW
Crane Elementary School District	5%
Somerton Elementary School District	9%
Yuma Elementary School District	5%

Source: Arizona School Boards Association. (2012). Personal Correspondence. Received 2012 from Arizona Schools Boards Association.

Crane Elementary, Somerton Elementary, and Yuma Elementary school districts all saw an increase in the number of students meeting or exceeding the 3rd grade reading standards from 2007 to 2011.

AIMS Reading: 3rd Grade Students Meeting or Exceeding the Standard

SCHOOL DISTRICT	2007	2008	2009	2010	2011
Crane Elementary School District	66%	62%	70%	68%	77%
Somerton Elementary School District	57%	54%	68%	62%	64%
Yuma Elementary School District	66%	62%	65%	68%	72%
Arizona	69%	69%	72%	73%	76%

Source: Arizona Department of Education. (2011). School Report Cards. Retrieved 2011 from <http://www10.ade.az.gov/ReportCard/>.

Note: A dash (-) indicates that AIMS Scores for the district were unavailable for the school year.

²⁵ Annie E. Casey Foundation. (2010). Early Warning! Why Reading by the End of Third Grade Matters. Retrieved June 23, 2010 from <http://datacenter.kidscount.org/>



AIMS math scores were generally lower than reading or writing, ranging from 54% (Somerton Elementary School District) to 68% (Yuma Elementary School District) in 2011.

AIMS Math: 3rd Grade Students Meeting or Exceeding the Standard

SCHOOL DISTRICT	2007	2008	2009	2010	2011
Crane Elementary School District	65%	59%	66%	59%	66%
Somerton Elementary School District	62%	53%	64%	48%	54%
Yuma Elementary School District	67%	66%	64%	57%	68%
Arizona	72%	71%	73%	65%	68%

Source: Arizona Department of Education. (2011). School Report Cards. Retrieved 2011 from <http://www10.ade.az.gov/ReportCard/>.

Note: A dash (-) indicates that AIMS Scores for the district were unavailable for the school year.

Graduation Rate

Why It Is Important

High school graduation is an important indicator of future economic and personal success. Youth who leave high school prior to graduation are more likely to experience lower earnings and unemployment.²⁶ Dropping out of high school may be a result of several risk factors including child abuse, substance abuse, unaddressed learning disabilities, mental health problems, pregnancy, homelessness, and poverty.²⁷

There are differences in graduation rates by ethnicity in Arizona which may be due to language and cultural barriers, as well as higher poverty rates. It is important to identify the contributing factors to these low graduation rates to ensure greater success for all children.²⁸

What the Community Is Doing

- **The Cocopah Indian Tribe Department of Education**
 - **Provides information** to students on pursuing higher education, scholarship opportunities for future schooling, and tutoring services.
 - **Offers funding for a range of school-related expenses** including registration fees, books, tutoring, uniforms, and standardized tests.
 - When funding is available, the department holds a **Summer Youth Employment Program** that offers paid employment to high school students for developing job experience and in achieving their high school diploma.

²⁶ United States Department of Education. (n.d.). Promoting Educational Excellence for all Americans, Questions and Answers on No Child Left Behind. Retrieved 2012 from <http://www.ed.gov/>

²⁷ U. S. Department of Health and Human Services. (2010). Trends in the Well-being of America's Youth, 2000. Washington DC: U.S. Department of Health and Human Services. Retrieved from <http://www.aspe.hhs.gov/hsp/00trends/EA1.pdf>

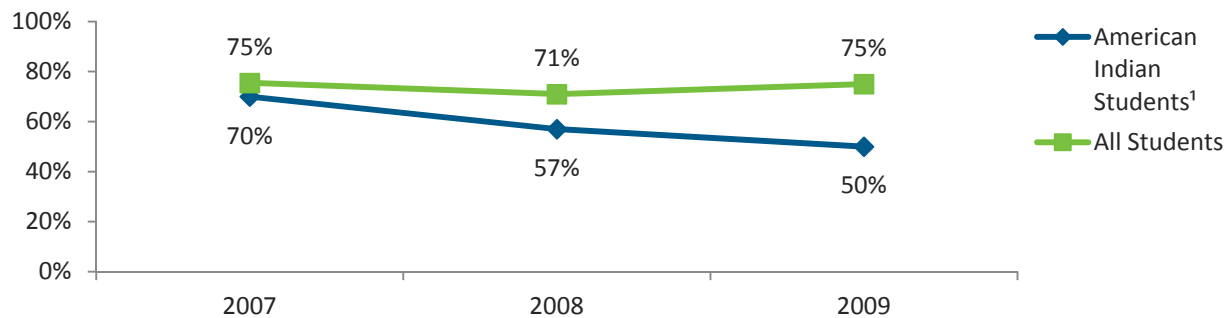
²⁸ Arizona Directions. (2012). Arizona Indicators. Retrieved 2012 from Arizonaindicators.org



What the Data Tell Us

While the graduation rate for all students in the district has remained fairly steady at 71%-75% for 2007 to 2009, the rate for American Indian students has decreased twenty percentage points since 2007.

Graduation Rate, Yuma Union High School District



Source: 2008 and 2009 data: Yuma County Superintendent of Schools Office. (2009). Personal Correspondence with Department Representative. (Unpublished data). Received 2010 from the Yuma County Superintendent of Schools Office. 2007 data: Arizona Department of Education. (2010). Research Evaluation Section. Retrieved 2012 from <https://www.ade.state.az.us/>.

Note: Data presented are the most recent available.

¹ Percent of American Indian graduates are based on small N's, interpret results with caution.

Educational Attainment

Why It Is Important

Educational attainment is an important indicator of future economic success because those with at least a high school diploma have better employment opportunities. Limited education and employment can also impact other quality of life areas including access to health care and life expectancy. Low educational attainment is often associated with lower income or poverty, less access to good quality child care, and poorer health.

Research suggests that a mother's education relates to her child's health,²⁹ school readiness,³⁰ and school achievement.³¹ Mothers who have attained higher levels of education tend to have healthier children who are more ready for school, and who do better in school.

²⁹ Basu, A. M., & Stephenson, R. (2005). Low levels of maternal education and the proximate determinants of childhood mortality: A little learning is not a dangerous thing. *Social Science & Medicine*, 60(9), 2011-2023.

³⁰ Augustine, J.M., Cavanagh, S. E., & Crosnoe, R. (2009). Maternal education, early child care and the reproduction of advantage. *Social Forces*, 88(1), 1-29.

³¹ Boxer, P., Dubow, E.F., Huesmann, L.R. (2009). Long-term effects of parents' education on children's educational and occupational success: Mediation by family interactions, child aggression, and teenage aspirations. *Merill Palmer Q (Wayne State University Press)*, 55(3).



What the Community Is Doing

- **Arizona Western College** is based in Yuma and has satellite campuses in Somerton, San Luis, and Wellton. They offer occupational certificates, occupational degrees, and transfer degrees.
- **Northern Arizona University** has a Yuma campus where students can pursue a wide range of opportunities. The other two public four-year universities are located in Phoenix and Tucson.
- **The Cocopah Education Department** assists with the cost of school. It offers support for full and part-time college students, students entering or completing a graduate level program, and those engaged in summer study or internships.
- **The Somerton Elementary School District's Family Literacy Program** offers Adult Education classes for Cocopah Indian Tribal members. The classes cover computer literacy, English as a second language, basic reading and writing education, and GED preparation.
- **The Yuma Private Industry Council (YPIC)** offers GED classes.

What the Community Is Saying

- Cocopah students have continued to be primarily interested in GED preparation to improve their opportunities for careers. This was especially true for many single mothers living on the reservation, according to a local program representative.
- Lack of education is one of the biggest issues that the tribe currently faces, according to several local community representatives. One community representative suggested that Cocopah needed their own school in order for students to get a better start instead of being left in the gaps because of not enough tutoring or noticing that a student may have a problem.
- Cocopah families feel it is important to have more help for children in school.
 - This help is especially important for young people in high school who might get their GED, according to a local community representative.
 - Families also feel it is important to address the educational needs of children of all ages.
- Another community representative suggested that there are many young parents in the community who are need of basic schooling and training so that they can get better jobs.



What the Data Tell Us

One-third of American Indian mothers (3 mothers) residing on the Cocopah Indian Reservation that gave birth in 2009 had not completed high school, and two-thirds (6 mothers) had achieved their high school degree or obtained their GED.

Educational Attainment of American Indian Mothers Who Gave Birth That Year, Residing on the Cocopah Indian Reservation

EDUCATIONAL ATTAINMENT LEVEL	2005	2006	2007	2008	2009
Less than High School Graduate	42.9%	28.6%	42.1%	42.9%	33.3%
High School Graduate	57.1%	57.1%	42.1%	42.9%	66.7%
Some College, Associate's Degree or Bachelor's Degree	0.0%	14.3%	15.8%	14.3%	0.0%
Graduate or Professional Degree	0.0%	0.0%	0.0%	0.0%	0.0%
Total Number of Mothers Who Gave Birth	14	7	19	7	9

Source: Arizona Department of Health Services. (2010). Health Status and Vital Statistics. *Health Status Profile of American Indians*. Retrieved 2012 from <http://www.azdhs.gov/plan/report/hspam/index.htm>

Note: Percentage of all births based on small N's, interpret results with caution.

Half of parents with children enrolled in Head Start had completed high school or had their GED, 28% had less than a high school education and 22% of parents had more than a high school diploma in 2010/11.

Educational Attainment of Parents with Children Enrolled in Cocopah Head Start

HIGHEST LEVEL OF EDUCATION	2007/08	2008/09	2010/11
Less than High School Graduate	41.2%	55.6%	27.8%
High School Graduate or GED	35.3%	44.4%	50.0%
Some College, Vocational School, or Associate's Degree	23.5%	0.0%	22.2%
Bachelor's or Advanced Degree	0.0%	0.0%	0.0%
Total Number of Head Start Parents	17	18	18

Source: Cocopah Head Start. (2011). Cocopah Head Start Information Report. (Unpublished Data). Received 2012 from Cocopah Head Start.

Note: Data presented are the most recent available.

Note: Caution should be used when interpreting results due to small N's.

In spring 2012, 20 Cocopah students were enrolled in Associate's Degree programs, 7 were enrolled in Bachelor's degree programs and 1 was in a Master's program, for a total of 28 students enrolled in higher education.

Cocopah Students Enrollment in Higher Education

DEGREE	FALL SEMESTER 2011	SPRING SEMESTER 2012
Associate's Degree	21	20
Bachelor's Degree	6	7
Masters Degree	2	1
Total	29	28

Source: Cocopah Education Department. (2012). Personal Correspondence with Department Representative. (Unpublished data). Received 2012 from the Cocopah Education Department.



Family Literacy

Why It Is Important

One important component of parenting knowledge is understanding the importance of reading to and with children from an early age. When families read to their infants and preschool children, children learn crucial skills such as how to recognize letters, words, and sounds. Young children who have these early literacy skills are more successful later in school and life.³² Other key activities such as playing games and exercising also help children learn and develop.

What the Community Is Doing

- **The Somerton Family Literacy Program** is open to Cocopah parents of children in preschool to third grade. Parents follow the same reading curriculum as their children so that they are familiar with the topics and can continue working with their child at home.
- **The Cocopah Head Start** offers parenting education services to families with children birth through five.
- **The Reach Out and Read** initiative for American Indian family literacy includes a coalition between the AAP Committee on Native American Child Health (CONACH) and the Indian Health Services.
- **Cocopah Early Steps** has a program called First Book that promotes literacy in the family and home. According to the program representative, over 1000 books or more were given out last year.

What the Community Is Doing

- Cocopah Early Steps reported that parents and children enjoy the books, with some families reading their book every day until the next shipment.

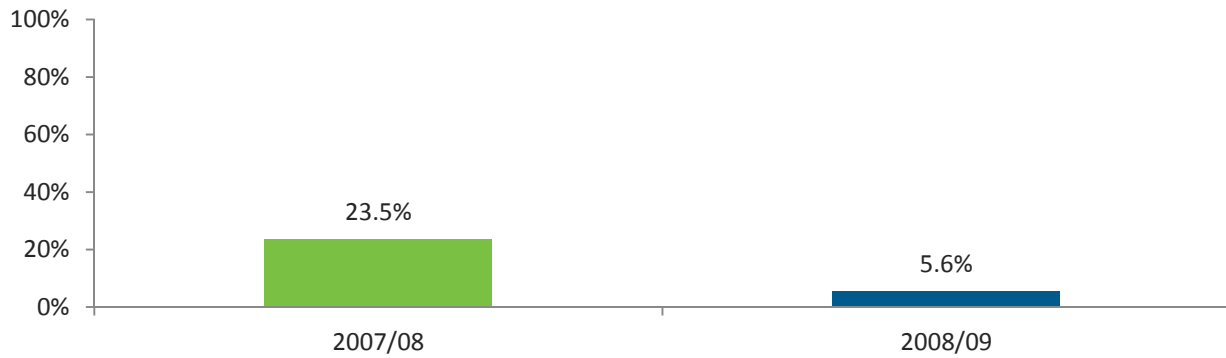
³² Levy, B. A., Gong, Z., Hessels, S., Evans, M. A., & Jared, D. (2006). Understanding print: Early reading development and the contributions of home literacy experiences. *Journal of Experimental Child Psychology*, 93(1), 63-93.



What the Data Tell Us

Although Cocopah parents are welcome to participate in Head Start's Parenting Education program, very few parents were enrolled; 24% (4) of parents accessed the program in 2007/08 and 6% (1) participated in 2008/2009. According to the program representative, parents were also accessing these services in 2010/11, but exact numbers were unavailable.

Head Start Parents Receiving Parenting Education Services, Cocopah Indian Tribe



2007/08 N=17, 2008/09 N=18

Source: Arizona Department of Economic Security. (2009). Child Protective Services. (Unpublished Data). Received 2010 from First Things First.

Note: Data presented most recent available.



SUPPORTING FAMILIES

All families need support of one kind or another. Families experiencing the strain of substance abuse or family violence may need extra resources. At the same time, every family has strengths. We need to recognize and build on the capacity and resiliency of our families, while helping to provide them with the supports needed to best care for their children. The identified indicators within this section help us understand how well we are doing to keep our families strong.

SELECTED INDICATORS

Community Supports

- Family and Community Supports

Social Services

- Child Abuse & Foster Care
- Children of Incarcerated Parents



Community Supports

Family and Community Supports

Why is it Important

Community ties with friends and relatives are a principal means by which people and households get supportive resources.

What the Community Is Doing

- **The Cocopah Early Steps Program**, funded through First Things First, provides free trainings, in-home visits and other resources to parents of children ages birth through five and expecting parents on the Cocopah Indian Reservation. Early Steps distributed 47 Baby Kits and implemented the Parents As Teachers Program as of July/August 2011.
- **The First Things First Cocopah Tribe Regional Partnership Council** funds a parenting skills trainer to provide parenting classes.
- **The Yuma County Health Department** offers additional parent support trainings in Yuma, yet that these trainings are often held during working hours and require transportation so access is often limited for many parents. Topics covered include breastfeeding, car seat safety, asthma in young children, and prenatal care.
- **The First Things First Cocopah Region Resource Guide** offers support to families regarding local services and programs
- **Birth to Five Helpline** helps families with young children get free answers to their toughest parenting questions.
- **The Cocopah Community Center** serves all Cocopah Tribal Members and their families whether they are enrolled or not. The center also serves the surrounding communities as well. The center serves over 300 Community Members at events. This includes about 18 to 25 elders, 25 youth ages 8 to 11, 20 Teens ages 12 to 17, and the families served all year long are from 15 to 20 different families. There may be differences in access due to the distance from other parts (East and North) of the reservation. Families located on the West Reservation can walk to events and are able to participate more.
 - The Community Center offers beading classes, sewing, language, sports, and crafts for youth as well as for the elderly.

What the Community Is Saying

- Families are accessing more educational parenting programs and home visitation services over time as they begin to trust the program staff and care providers, according to local program representatives.



- For many programs, earning the trust of families is an important part of getting them involved in utilizing the services available.
- Word of mouth through current program participants has been a successful strategy for communicating program events and new offerings.

Social Services

Child Abuse and Foster Care

Why It Is Important

Child abuse and neglect are found in families across the social and economic spectrum. Social isolation, financial stress, poverty, substance abuse, and domestic violence are all factors that can lead to adults abusing children.³³ Children who are victims of abuse or neglect experience higher rates of suicide, depression, substance abuse, difficulties in school, and other behavioral problems later in life, including a greater risk of mistreating their own children.³⁴ The estimated average lifetime cost per victim of nonfatal child maltreatment is \$210,012 in 2010 dollars, including \$32,648 in childhood health care costs. It is therefore essential that communities work to prevent child abuse and neglect so as to end this cycle of abuse.

Children who are victims of child abuse or neglect may be placed in foster care by the court. Foster care is care for children ages birth through 17 who are removed from their parents' or guardians' home and placed in a different setting such as a family foster care home, relatives' home, group residential home, or an institutional care facility. It is generally held that the child's best interests are served by being with their parents, and there is often an effort to address the issues at home so as to reunite the family.³⁵

What the Community Is Doing

- **The Cocopah Tribe Social Services Department**
 - Guides social workers to ensure the safety and security of children, their basic needs, and to offer families support and reduce the parents' fears of approaching them for help.

³³ Child Welfare Information Gateway. (2004, February). Risk and protective factors for child abuse and neglect. Retrieved 2012 from <http://www.childwelfare.gov/preventing/pdfs/riskprotectivefactors.pdf>

³⁴ Kolbo, J. R. (1996). Risk and resilience among children exposed to family violence. *Violence & Victims, 11*, 113-128; and American Academy of Child and Adolescent Psychiatry. (2008, May). Child abuse: The hidden bruises. Retrieved 2012 from http://www.aacap.org/cs/root/facts_for_families/child_abuse_the_hidden_bruires

³⁵ Department of Health and Human Services, Administration for Children and Families. (2010). Family Preservation Services. Retrieved 2010 from <http://www.childwelfare.gov/supporting/preservation/>



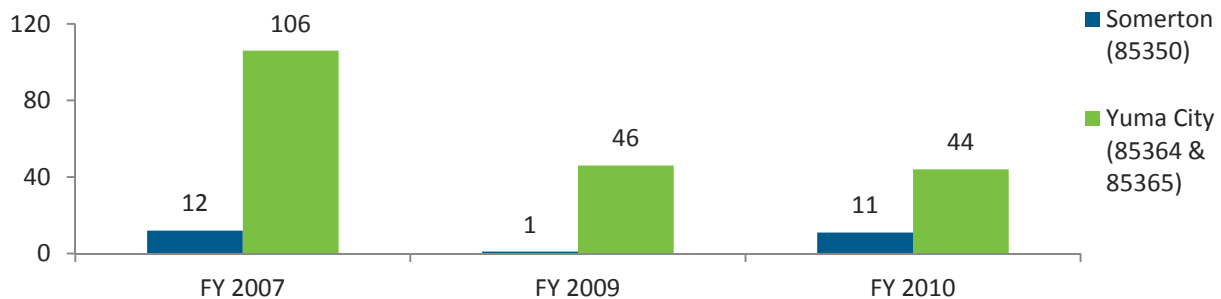
What the Community Is Saying

- According to a local service provider speaking about the Cocopah Tribe Social Services Department:
 - There is a huge stigma attached to social services (including child placement) as people are worried about “everyone knowing their business.”
 - The removal rate (rate of children removed from their families) has dropped. When the service provider started, the removal rate for cases of substantiated child abuse and neglect was around 80%, but by early 2012, the rate had dropped to around 20%.
 - The department is getting more calls, but they are about less serious issues.

What the Data Tell Us

There was a decrease in the number of children removed from their homes due to abuse and neglect in Yuma City with 106 children removed in 2007 and 44 removed in 2010, according to Information from the Department of Economic Security. However, 12 children were removed in Somerton in 2007 and 11 children were removed in 2010.

Children Removed from Home by Child Protective Services (CPS)

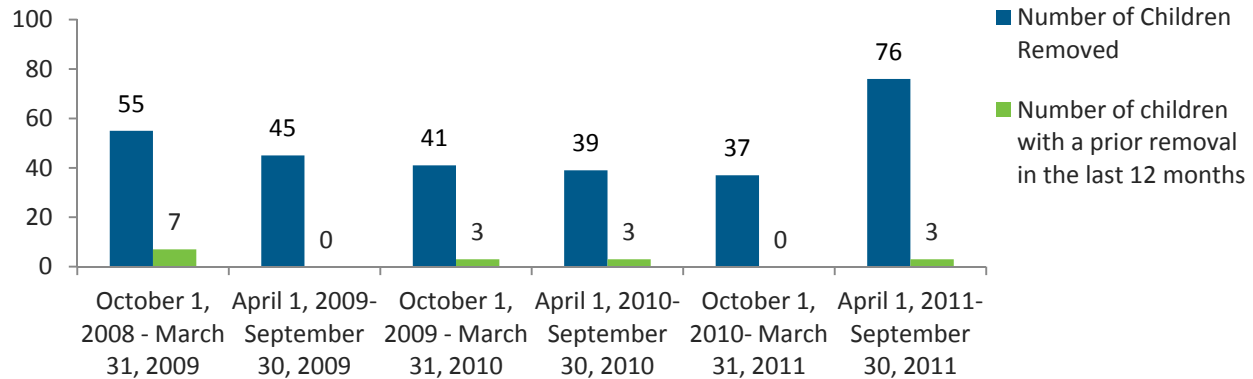


Source: Arizona Department of Economic Security. (2009). Child Protective Services. (Unpublished Data). Received 2012 from First Things First.
 Note: Data presented are the most current available.



The number of children entering out-of-home care is reported in 6 month increments. Between April 1st and September 30th of 2011, there were 76 children removed from homes in Yuma County, the highest number report since October 1st, 2008. Between April 1st and September 30th of 2011, 4% of those children had a prior removal in the 12 months previous.

Number of Children Entering Out-of-Home Care, Yuma County



Source: Arizona Department of Economic Security. (2011). Child Protective Services. (Unpublished Data). Received 2012 from First Things First. Note: Fiscal year goes from October to September.

Children of Incarcerated Parents

Why It Is Important

Children of incarcerated parents are more likely to experience poverty and household instability, especially due to the increased likelihood of single parent households or grandfamilies. These children are more likely to witness drug and alcohol abuse and domestic violence and they are more likely to exhibit higher levels of emotional and behavioral problems than children whose caregivers have never been arrested. They are also more likely to later be incarcerated themselves if preventive steps are not taken.³⁶ Arizona had the highest rate of incarceration nationally. There were an estimated 95,669 minor children in Arizona affected by parental incarceration in 2007, and an additional 80,398 children had at least one parent on probation. Overall, it was estimated that on any given day, 176,067 children have a parent involved in the Arizona criminal justice system.³⁷

³⁶ Nickel, J. Garland, C., and Kane, L. (2009). *Children of Incarcerated Parents: An Action Plan for Federal Policymakers* (New York: Council of State Governments Justice Center, 2009). Retrieved June 29, 2010 from http://www.thecrimereport.org/wp-content/uploads/2009/10/Children_Incarcerated_Parents_v8.pdf

³⁷ Prima Prevention Partnership. (2007, December). *Arizona Children of Incarcerated Parents Arizona: Bill of Rights Project*. Retrieved 2010 from http://thepartnership.us/newsite/pdfs/Final_report.pdf



What the Data Tell Us

There were nearly 2,650 children of incarcerated parents in the correctional system in Yuma County in 2011, with over 5,000 affected by parental incarceration in 2011.

Population of Children of Incarcerated Parents in the Correctional System, 2011

	YUMA COUNTY	ARIZONA
Total population of children of incarcerated parents	2,640	93,245
Total population of children affected by parental incarceration	5,318	171,662

Source: Coconino County CIP Task Force. (2011). Study and Recommendations for Coconino County's Children with Incarcerated Parents.

* On average, every inmate in Arizona has 1.7 minor children.

Source: The Prima Prevention Partnership. (2008). *Arizona Children of Incarcerated Parents* Arizona: Bill of Rights Project. Retrieved 2011 from http://thepartnership.us/newsite/pdfs/Final_report.pdf

* On average, every inmate in Arizona has 1.7 minor children.



HEALTH

Ensuring that children and youth are in good physical health provides an essential foundation for healthy development so that children can become successful, healthy, and thriving adults. It is critical that children have access to health care to ensure that they have a chance at obtaining optimum health. However, Arizona's general fund budget has been reduced by more than 20%, from \$10.6 billion in fiscal year (FY) 2008 to \$8.5 billion in FY 2011. Cuts to health and human services have been especially profound.³⁸

According to the 2008 FTF Family and Community Survey, more than 1/3 of parents were dissatisfied with the health information and resources available, and 70% of parents of children with health issues expressed dissatisfaction with available information and resources. The cuts that have occurred to date are beginning to take their toll on children and their families, especially the most vulnerable populations such as children with behavioral health conditions and special health needs.

SELECTED INDICATORS

Maternal and Child Health

- Prenatal Care
- Birth Characteristics
- Teen Births
- Immunizations

Health Care

- Health Insurance
- Primary Care
- Oral Health Care

Chronic Disease and Mortality

- Injury
- Illness
- Overweight and Obesity
- Diabetes
- Leading Causes of Death

³⁸ Arizona Health Futures. (2011). After the Dust Settles. Retrieved 2012 from <http://slhi.org/wp-content/uploads/2011/05/ib-2011-April.pdf>.



Maternal and Child Health

Prenatal Care

Why It Is Important

Prenatal care is comprehensive medical care for pregnant women, including screening and treatment for medical conditions and identification and interventions for behavioral risk factors like tobacco, alcohol, and substance abuse that are associated with poor birth outcomes. Women who receive adequate prenatal care are more likely to have better birth outcomes, such as full term births and babies born weighing more than 5.5 pounds. Babies born to mothers who receive no prenatal care are three times more likely to be born at a low birth weight (less than 5.5 pounds), and five times more likely to die, than those whose mothers received prenatal care.³⁹ Lack of prenatal care is often associated with lack of health insurance and other barriers to health care, including communication difficulties, lack of child care, and transportation obstacles.⁴⁰

It is essential for women to receive prenatal care early in their pregnancy (first trimester) and to have regular prenatal visits throughout the pregnancy (nine or more visits). Timely and consistent visits allow for the identification of medical problems. Health providers are also able to provide pregnancy and delivery education, education service referrals, and prevent maternal health risks including death.⁴¹

What the Community Is Doing

- **The Fort Yuma Service Unit Indian Health Service (IHS)** has public health nurses who provided education about pregnancy, labor and delivery, breastfeeding, newborn care, and postpartum follow up. IHS also offers counseling services with behavioral health specialists.
- **The March of Dimes** provides free prenatal health and parenting educational materials in El Centro California, about a 90 minute drive from the Cocopah Reservation.
- **The Cocopah Indian Tribe WIC program** offers manual and electric breast pumps.

³⁹ U.S. Department of Health Services, Maternal and Child Health Bureau (n.d.) A Healthy start: Begin before baby's born. Retrieved June 28, 2010 from <http://www.mchb.hrsa.gov/programs/womeninfants/prenatal.htm>

⁴⁰ American Congress of Obstetricians and Gynecologists. (2010). Universal maternity care. Retrieved June 23, 2010 from http://www.acog.org/acog_districts/dist_notice.cfm?recno=1&bulletin=2893

⁴¹ Kotelchuck, M. (1994). An evaluation of the Kessner Adequacy of Prenatal Care Index and a Proposed Adequacy of Prenatal Care Utilization Index. *American Journal of Public Health*, 84(9), 1414-1420. Retrieved 2012 from <http://ajph.aphapublications.org/cgi/reprint/84/9/1414.pdf>



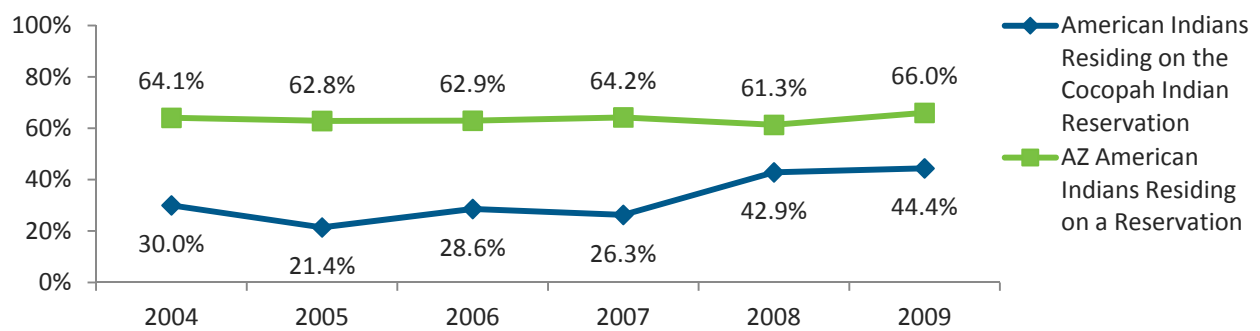
What the Data Tell Us

Women in the Cocopah tribe with low-risk pregnancies primarily receive prenatal care from a Nurse Practitioner at the Fort Yuma Service Unit. When they near term, around 30 weeks, they are transferred to the Women’s Health Center in Yuma. Women with high-risk pregnancies are referred directly to a prenatal provider in Yuma to receive all prenatal care.

While most pregnant women on the Cocopah Indian Reservation received some prenatal care, most women are not receiving care as frequently or as early as recommended.

Less than half (44%) of the 9 pregnant American Indian women residing on the Cocopah Indian Reservation received prenatal care in their first trimester in 2009.

Women Who Began Prenatal Care in First Trimester of Pregnancy



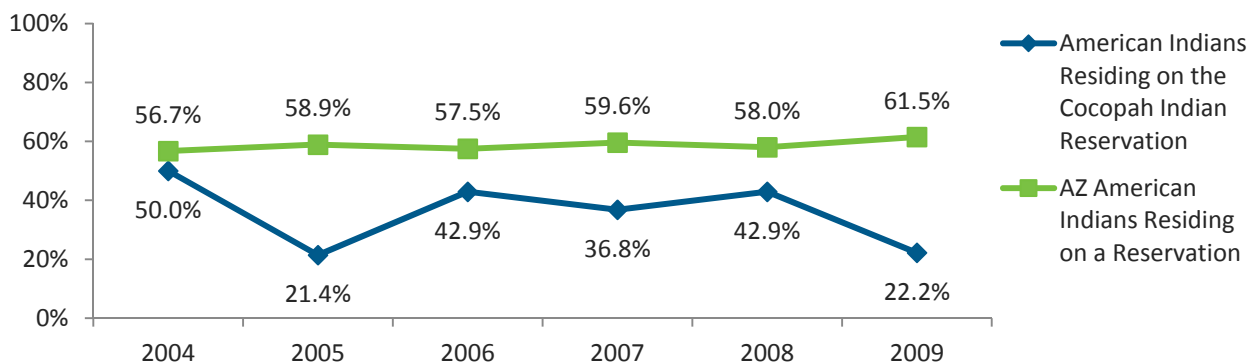
Source: Arizona Department of Health Services. (2010). Health Status Profile of American Indians. Retrieved 2012 from <http://www.azdhs.gov/plan/index.html>

Note: Percentage of total births based on small N’s, interpret results with caution.

Note: Data presented are the most recent available.

Only 22% of the 9 pregnant American Indian women residing on the Cocopah Indian Reservation had nine or more prenatal visits in 2009.

Women Who Had Nine or More Prenatal Visits



Source: Arizona Department of Health Services. (2010). Health Status Profile of American Indians. Retrieved 2012 from <http://www.azdhs.gov/plan/index.html>

Note: Percentage of total births based on small N’s, interpret results with caution.

Note: Data presented are the most recent available.



Only one of the nine American Indian women residing on the Cocopah Indian Reservation who gave birth in 2009 received no prenatal care.

Women Who Received No Prenatal Care During Pregnancy, American Indians Residing on the Cocopah Indian Reservation

	2005	2006	2007	2008	2009
No Prenatal Care	5	0	1	0	1
Total Births	14	7	19	7	9

Source: Arizona Department of Health Services. (2010). Health Status Profile of American Indians. Retrieved 2012 from <http://www.azdhs.gov/plan/index.html/>

Note: Data presented are the most recent available.

Birth Characteristics

Why It Is Important

Low birth weight in particular is a risk factor for developmental delays, visual and hearing defects, chronic respiratory problems, autism, and learning difficulties.⁴² Low birth weights are also commonly associated with pre-term births which increase the risk of infant mortality and serious lasting disabilities like cerebral palsy.⁴³

What the Data Tell Us

Pregnant women of the Cocopah Indian Tribe deliver their babies at the Yuma Regional Medical Center. The hospital is a 15 to 20 minute drive from the East and West reservation.

One newborn baby had medical risk factors, and three babies had complications of labor and delivery in 2009.

Selected Birth Characteristics, American Indians Residing on the Cocopah Indian Reservation

BIRTH CHARACTERISTIC	2005	2006	2007	2008	2009
Low Birth Weight (Less than 2,500 Grams)	14.3%	0.0%	0.0%	0.0%	0.0%
Preterm Births (Gestational Age of Less Than 37 Weeks)	14.3%	0.0%	15.8%	0.0%	0.0%
Births with Complication of Labor and Delivery	50.0%	57.1%	36.8%	42.9%	33.3%
Births with Medical Risk Factors	21.4%	0.0%	15.8%	0.0%	11.1%
Total Births	14	7	19	7	9

Source: Arizona Department of Health Services. (2010). Health Status Profile of American Indians. Retrieved 2012 from <http://www.azdhs.gov/plan/index.html/>

Note: Percentage of births based on small N, results should be interpreted with caution.

Note: Data presented are the most recent available.

⁴² U.S. Department of Health and Human Services, Health Resources and Services and Administration. (2009, September). Child health USA 2008-2009. Retrieved from <http://mchb.hrsa.gov/chusa08/>

⁴³ March of Dimes Foundation. (2010). Preterm Births. Retrieved June 22, 2010 from http://www.marchofdimes.com/professionals/14332_1157.asp#head4



Due to the close proximity to Yuma Regional Medical Center, most women living on the Cocopah Indian Reservation had their babies at the center. Therefore, nearly all Cocopah births were attended to by a licensed Medical Doctor (8 births) or a Certified Nurse Midwife (1 birth).

Attendant at Birth, American Indians Residing on the Cocopah Indian Reservation

ATTENDANT	2005	2006	2007	2008	2009
Doctor of Medicine (M.D.)	10	5	17	5	8
Certified Nurse Midwife	4	2	2	2	1
Other	0	0	0	0	0
Total Births	14	7	19	7	9

Source: Arizona Department of Health Services. (2010). Health Status Profile of American Indians. Retrieved 2012 from <http://www.azdhs.gov/plan/index.html>

Note: Data presented are the most recent available.

About half (56% in 2009) of the labors and deliveries of American Indian women residing on the Cocopah Indian Reservation were paid for by the Arizona Health Care Cost Containment System (AHCCCS), about the same compared to American Indians living on a reservation throughout the state of Arizona (58%). About one-fifth (22%) of births were paid for by the Indian Health Service or private insurance.

Source of Payment for Labor and Delivery

PAYEE	2005	2006	2007	2008	2009
AHCCCS					
American Indians Residing on the Cocopah Indian Reservation	64.3%	57.1%	63.2%	71.4%	55.6%
Arizona American Indians Residing on a Reservation	48.1%	52.4%	52.0%	52.6%	57.5%
Indian Health Service					
American Indians Residing on the Cocopah Indian Reservation	7.1%	28.6%	5.3%	28.6%	22.2%
Arizona American Indians Residing on a Reservation	37.8%	36.2%	37.6%	36.5%	25.9%
Private Insurance					
American Indians Residing on the Cocopah Indian Reservation	7.1%	14.3%	31.6%	0.0%	0.0%
Arizona American Indians Residing on a Reservation	7.1%	7.9%	7.7%	7.7%	12.5%
Self					
American Indians Residing on the Cocopah Indian Reservation	21.4%	0.0%	0.0%	0.0%	22.2%
Arizona American Indians Residing on a Reservation	1.0%	0.8%	0.6%	0.5%	0.8%
Unknown					
American Indians Residing on the Cocopah Indian Reservation	0.0%	0.0%	0.0%	0.0%	0.0%
Arizona American Indians Residing on a Reservation	6.0%	2.8%	2.2%	2.6%	3.3%

Source: Arizona Department of Health Services. (2010). Health Status Profile of American Indians. Retrieved 2012 from <http://www.azdhs.gov/plan/index.html>

Note: Data presented are the most recent available.



Teen Births

Why It Is Important

Teen parents and children born to teenagers are often at greater risk of experiencing short and long term health, economic, social, and academic challenges than parents who delay childbirth. Additionally, research from the National Campaign to Prevent Teen Pregnancy links teen pregnancy to premature births and low birth weight, and indicates that children born to teens are 50% more likely to repeat a grade, are less likely to complete high school, and perform lower on standardized tests than the children of older mothers.⁴⁴

What the Data Tell Us

Teen births represented 22% of the 9 births to American Indian women living on the Cocopah Indian Reservation in 2009.

Births to Teen Mothers

	2005	2006	2007	2008	2009
Number of Births to American Indian Teen Mothers Residing on the Cocopah Indian Reservation	2	1	4	1	2
Percent of Total Cocopah Indian Tribe Births to Teen Mothers Residing on the Cocopah Indian Reservation	14.3%	14.3%	21.1%	14.3%	22.2%
Number of Births to American Indian Teen Mothers Residing in Arizona	19.1%	19.1%	20.1%	18.6%	19.0%

Source: For American Indians: Arizona Department of Health Services. (2010). Health Status and Vital Statistics, Health Status Profile of American Indians. Retrieved 2012 from <http://www.azdhs.gov/plan/report/hspam/index.htm>; For Arizona as a whole: Arizona Department of Health Services. (2010). Health and Vital Statistics. Retrieved 2012 from <http://www.azdhs.gov/plan/report/ahs/index.htm>.

Note: Caution should be used when interpreting percentages due to small sample size.

Note: Data presented are the most recent available.

Immunizations

Why It Is Important

Immunization requirements help to prevent against a number of serious and sometimes fatal vaccine-preventable diseases in young children. In Arizona, immunizations are a requirement for entry into kindergarten and children must be up-to-date with age-appropriate vaccinations in order to attend preschool or child care. The required vaccinations protect against hepatitis B, polio, measles, mumps, rubella, diphtheria, tetanus, pertussis, influenza, and varicella (chickenpox).

⁴⁴ National Campaign to Prevent Teen and Unplanned Pregnancy (2002). Not Just Another Single Issue: Teen Pregnancy Prevention's Link to Other Critical Social Issues. Retrieved 2004 from <http://www.teenpregnancy.org/resoures/data/pdf/notjust.pdf>.



A standard measure of vaccinations, as measured by the National Immunization Survey, is the percentage of children ages 19 to 35 months who have received the appropriate number of vaccines across a wide range of diseases; it is referred to as the 4:3:1:3:3:1 immunization schedule.⁴⁵

What the Community Is Doing

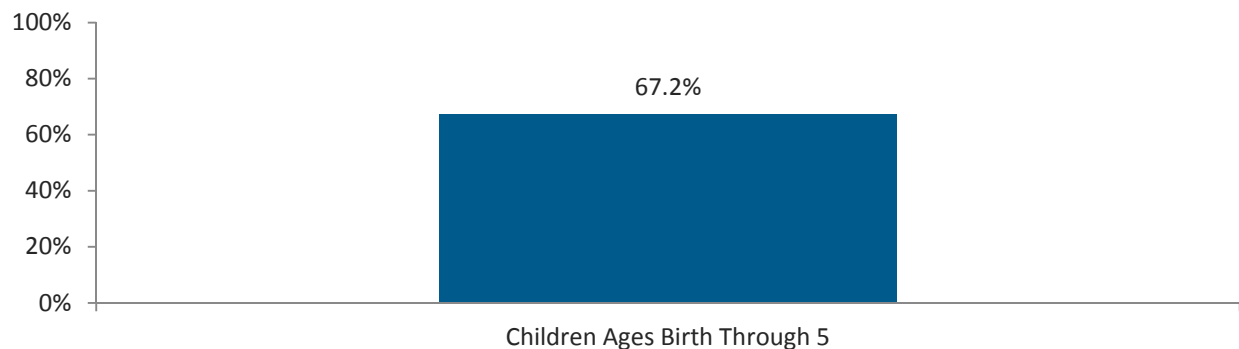
- **The Fort Yuma Service Unit Indian Health Service (IHS)**'s public health nurse holds immunization clinics at the Cocopah Wellness Center on the West Reservation each month, including flu shots at no cost as part of Cocopah tribal members' IHS coverage.

What the Data Tell Us

Children on the Cocopah Indian Reservation had a range of coverage levels for vaccine-preventable diseases based on age. Of the 80 Cocopah children ages birth through five registered with the Fort Yuma Health Service Unit, 16 children had not been to the clinic in 2010. It is important to note; however, that these 16 children may have received immunizations at locations outside of the Fort Yuma Service Unit.

Of the 64 children ages birth through five who have been to the clinic in the past year, 67% were up-to-date on their vaccinations. In comparison, data from Arizona Health Matters for 2007/08 indicated that 96% of Arizona kindergarteners had completed all required vaccinations.⁴⁶

Children Up-to-Date on Age-Appropriate Immunizations, Fort Yuma Service Unit, Cocopah Indian Tribe, 2010



N=64.

Source: Indian Health Service (2010). Personal Correspondence with Representative. (Unpublished data). Received July 23, 2010 from the Indian Health Service.

Note: Data presented are the most recent available.

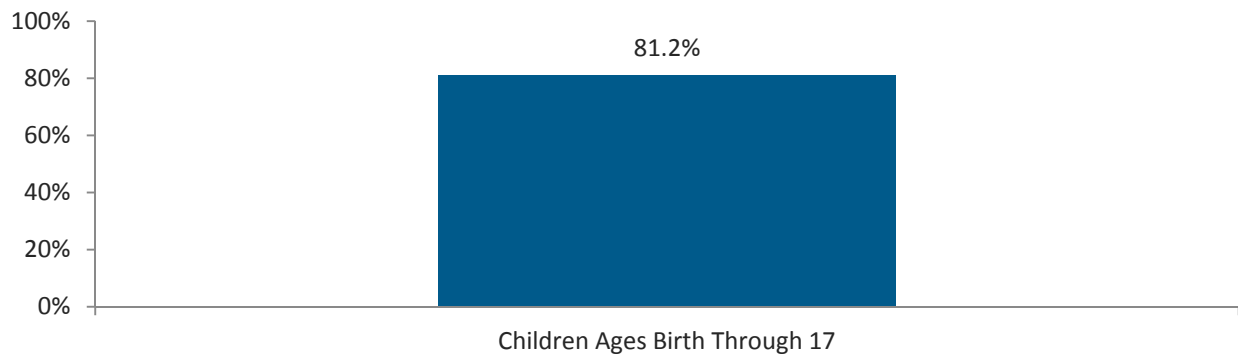
⁴⁵ U.S. Centers for Disease Control. (May 2010). National Immunization Survey. Retrieved June 2010 from <http://www.cdc.gov/vaccines/stats-surv/imz-coverage.htm#nis>.

⁴⁶ Arizona Health Matters. (2010). Kindergarteners with Required Immunizations. Retrieved 2010 from Arizona Health Matters.



Of the 303 Cocopah children ages birth through 17 registered with the Fort Yuma Health Service Unit, 81% were up to date on immunizations in 2011.

Children Up-to-Date on Age-Appropriate Immunizations, Fort Yuma Service Unit, Cocopah Indian Tribe, 2011



N=303

Source: Indian Health Service (2010). Personal Correspondence with Representative. (Unpublished data). Received July 23, 2010 from the Indian Health Service.

Note: 2011 data presented are the percentages of the 303 Cocopah children birth through 17 who are registered at the Fort Yuma Service Unit.

Health Care

Health Insurance

Why It Is Important

A key measure of access to the health care system is whether a child has health insurance. Children who have health insurance have better health, learn better in school, and miss fewer days of school.⁴⁷ Children who do not have health insurance are four times more likely to have delayed medical care, and are more likely to be hospitalized for conditions that could have been treated by a primary care physician.⁴⁸

The situation is slightly different among the American Indian population, in which every person with a Certificate of Degree of Indian Blood is guaranteed coverage by the Indian Health Service (IHS). IHS, an agency within the Department of Health and Human Services, is responsible for providing federal health services to American Indians and Alaska Natives. IHS provides a health service delivery system for approximately 1.9 million American Indians and Alaska Natives who belong to 564 federally recognized tribes in 35 states. Tribal members may have access to additional care beyond that which IHS offers through an additional source of insurance, whether through private, employment-based insurance, or through state programs like the Arizona Health Care Cost Containment System (AHCCCS).

⁴⁷ Mathematica Policy Research, Inc. (2004). Evaluation of the Santa Clara County Children's Health Initiative, *In Brief Number 4*. Retrieved June 22, 2010 from <http://www.mathematica-mpr.com/publications/PDFs/CHLImproves.pdf>

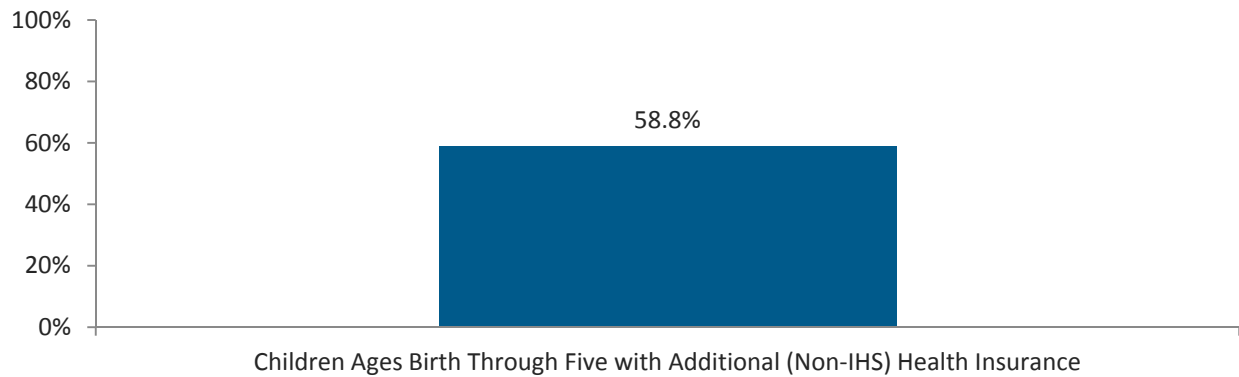
⁴⁸ American Academy of Pediatrics. (2010). *MediKids Fact Sheet*. Retrieved 2012 from <http://www.aap.org/advocacy/washing/MediKids-Fact-Sheet.pdf>.



What the Data Tell Us

Of children ages birth through five registered at the IHS Fort Yuma Service Unit, 59% of children had additional insurance, either AHCCCS or private insurance.

Children Birth Through Five with Additional (Non-IHS) Health Insurance Coverage, Fort Yuma Service Unit, Cocopah Indian Tribe, 2010



Source: Indian Health Service (2010). Personal Correspondence with Representative. (Unpublished data). Received July 23, 2010 from the Indian Health Service.

Note: Data presented are the percentage of the 80 living Cocopah children birth through 5 who are registered at the Fort Yuma Service Unit.

Primary Care

Why It Is Important

Access to primary care is tied to many financial, physical, and cultural factors, such as employment, health insurance, transportation, language, and education.⁴⁹ Children's access to primary health care is especially important to monitor healthy growth and development and to prevent illnesses from progressing into more serious health problems. However, there are not enough doctors or therapists in the state to serve many communities, especially children with special health care or socio-emotional needs.

The Cocopah Indian Reservation is classified by the Arizona Department of Health Services as a Health Professional Shortage Area and a Medically Underserved Area. This designation identifies the reservation as having a need for medical services based on demographic data, including provider to population ratio, the population living in poverty, uninsured births, low birth weight, access to prenatal care, infant mortality rate, and unemployment.⁵⁰

⁴⁹ U.S. Department of Health and Human Services. (2003). National Healthcare Disparities Report 2003. Retrieved June 22, 2010 from <http://www.ahrq.gov/qual/nhdr03/nhdrsum03.htm#ref6>

⁵⁰ Arizona Department of Health Services. Bureau of Health Systems Development and Oral Health. (2010). Arizona Medically Underserved Areas. Retrieved 2012 from <http://www.azdhs.gov/hsd/azmuadesignation.htm>.



What the Community Is Doing

- **The Cocopah Indian Tribe** has access to a family specialist through Head Start who visits families in their homes to make sure children's immunizations are up to date and that the family is set up for their first well child visit. This helps to increase parents' awareness of these important health prevention behaviors.

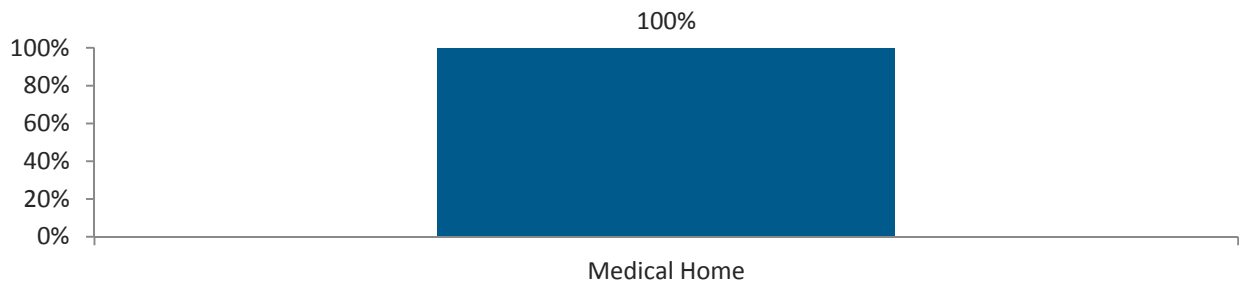
What the Community Is Saying

- Parents have begun to use the free transportation provided by them to go to their dental or medical appointments, according to the local Head Start representative.
 - Many families had experienced difficulties getting to the doctor for follow up appointments, and free transportation helps them receive necessary preventive care and follow up.

What the Data Tell Us

All 20 Cocopah children enrolled in Head Start had a medical home. A medical home is an approach to provide comprehensive primary care. For example, it is the place where patients have complete medical records, have an ongoing trusting relationships with their primary care health professional, and where families can coordinate specialty care, other health care services, and education services important to family health.⁵¹

Percent of Cocopah Head Start Children with a Medical Home, 2010/2011



Source: Cocopah Head Start. (2012). Cocopah Head Start Information Report. (Unpublished Data). Received 2012 from Cocopah Head Start.

There were a total of 70 children ages birth to five who had a total of 73 well child visits in 2011.

Well Child Visits, Fort Yuma Service Unit, Cocopah Indian Tribe

	2011
Number of Well Child Visits	73
Total Children Ages Birth Through 5	70

Source: Indian Health Service (2010). Personal Correspondence with Representative. (Unpublished data). Received July 23, 2010 from the Indian Health Service.

Note: Data presented only represent Cocopah Indian Tribal members who are registered at the Fort Yuma Service Unit.

⁵¹ American Academy of Pediatrics (2012). A Medical Home Where Everybody Knows Your Name. Retrieved 2012 from www.aap.org.



The IHS Fort Yuma Service Unit is the primary source of medical care for the Cocopah Indian Tribe, and provides various types of care to the community. The Fort Yuma ambulatory (outpatient) care center is located just across the river from Yuma, Arizona on the Quechan/Fort Yuma Indian Reservation. Transportation time is approximately 30 minutes for residents living on the East and West Reservations and approximately 15 minutes for residents living on the North Reservation. The Cocopah Tribal Health Maintenance Program provides transportation at no cost for Cocopah Indian Tribal members to get to the medical center.

The Fort Yuma Service Unit serves all tribal members (of any tribe) who live in the service area. In 2010 there was an active user population of about 4,450 patients. An active user is someone who has had an appointment within the last three years. Active users from the Cocopah Indian Reservation made up about 700 patients in 2010. To provide care for this population, there were three family medicine physicians (2 M.D. and 1 D.O.), 13 nurses (including nurse practitioners, registered nurses, a licensed vocational nurse, and public health nurses), 1 dentist, and 1 nutritionist on-site. Several specialists made trips to Fort Yuma a couple times a month or year. Telemedicine is another option for accessing care. Patients who are referred for specialty care can be seen remotely by a Cardiologist, Rheumatologist, Dermatologist, or a Pain Management specialist.

Patients requiring additional services are either referred to Yuma Regional Medical Center or to other medical centers, specifically the Phoenix Indian Medical Center (PIMC). The Indian Health Service will pay for the costs of the referred care, including transportation to services. For optometry and ophthalmology services, patients are sent directly to PIMC. Other services provided by Fort Yuma Service Unit include a pharmacy, radiology, and a lab. Prescription medications are free to the patient if they are filled at Fort Yuma; if the medication is not available at Fort Yuma, the patient must go elsewhere and is responsible for the bill.

Behavioral health services are also provided by the Fort Yuma Service Unit. In 2010, there was one contracted psychiatrist who made two visits per month. On-site support included two counselors, one behavioral health technician, and one social worker.

The Fort Yuma Service Unit uses an appointment system to schedule some medical appointments in advance while leaving some same-day slots available. Wait times for scheduled appointments vary by specialty, but were about 15 days for Family Medicine and about 23 days for Women's Health in 2010. The number of providers and services offered by the Fort Yuma Service Unit have been insufficient to handle the patient case load. There is a great need for more than one dentist, and more family medicine providers are needed as opposed to specialists. In addition, an internal medicine provider is necessary due to the high rate of diabetes in the community.



Health Care Providers, Fort Yuma Service Unit, 2010

TYPE OF PROVIDER	NUMBER	SCHEDULE OR LOCATION
Primary Care Practitioners		
Family Medicine Physicians	3 (2 M.D., 1 D.O.)	On-Site
Nurse Practitioners	3 (1 Pediatric, 1 Family Medicine, 1 Women's Health)	On-Site
Registered Nurses	7	On-Site
Licensed Vocational Nurse	1	On-Site
Public Health Nurse	2	On-Site
Nutritionist	1	On-Site
Dentist	1	On-Site
Dental Assistant	1	On-Site
Specialists		
Rheumatologist	1	3 to 4 times per year
Obstetrician/Gynecologist	1	2 times per month
Cardiologist	1	4 times per year
Telemedicine		
Cardiologist	1	Native American Cardiology, Tucson
Rheumatology	1	Phoenix Indian Medical Center
Pain Management	1	Phoenix Indian Medical Center
Dermatologist	1	Phoenix Indian Medical Center
Behavioral Health		
Psychiatrist	1	2 times per month
Counselor	2	On-Site
Behavioral Health Technician	1	On-Site
Social Worker	1	On-Site

Source: Indian Health Service. (2010). Personal Correspondence with Representative. (Unpublished data). Received 2010 from the Indian Health Service.

Note: Data presented are the most recent available.

The next nearest provider is in San Luis, followed by Yuma. The primary care area of Somerton had the fewest providers for the population (1 for 4,389 people).

Provider to Population Ratio by Primary Care Area, 2009

	SOMERTON	SAN LUIS	YUMA SOUTH ¹	YUMA COUNTY	ARIZONA
Population-Provider Ratio	1:4,389	1:888	1:399	1:933	1:639

Source: Arizona Department of Health Services. (2009). Statistical Profile. Received 2012 from First Things First.

Note: Data presented are the most recent available.

¹Yuma City was divided into four areas: Yuma North, Yuma South, Yuma East, and Yuma West. Yuma South is the closest distance to the Cocopah Reservation so it is included here.



Oral Health Care

Why It Is Important

Many pediatricians highlight dental problems as a major health problem among low-income children. Dental and gum problems can be minimized through regular preventive dental services. Experts therefore recommend that children as young as one year old be examined for evidence of developing early childhood dental caries (also known as tooth decay or cavities), the most common form of childhood oral disease.⁵² In addition to providing an opportunity for early diagnosis, treatment, and prevention of oral disease, regular dental visits can develop oral health knowledge and healthy dental practice habits for parents and children.

What the Community Is Doing

- **The Indian Health Service** began an Early Childhood Dental Caries Initiative to promote prevention and early intervention for tooth decay in children. The program provides oral health assessments and application of dental sealants, and participates in the establishment of a national oral health system that will track oral health in the population over time.
- **Cocopah Head Start** promotes oral health through daily teeth brushing, fluoride varnish applications, and promoting positive oral health messages. Head Start staff can be certified to apply fluoride varnish through online programs; the *Cocopah Head Start* was certified to apply fluoride varnishes in 2010.
- **Kool Smiles** provides dental care to many families who do not have private insurance or receive services from the IHS clinic. The closest location is in Yuma, Arizona.

What the Community Is Saying

- Many families are seeing a lot of dental problems in their young children, according to the local Head Start representative. At the same time, parent awareness of the importance of dental health is increasing, according to a local program representative.
 - Head Start encourages many parents to make their child's first visit to the dentist. Parents have been very cooperative and have learned how to follow up with their pediatricians to help their child have healthy teeth.
 - Head Start also provides transportation to dental visits to help families find where they need to go, and to get follow up visits after initial check-ups. Many families require more than just one trip to the dentist after their child's first visit, so the transportation provided by Head Start has been helpful at increasing the care received.

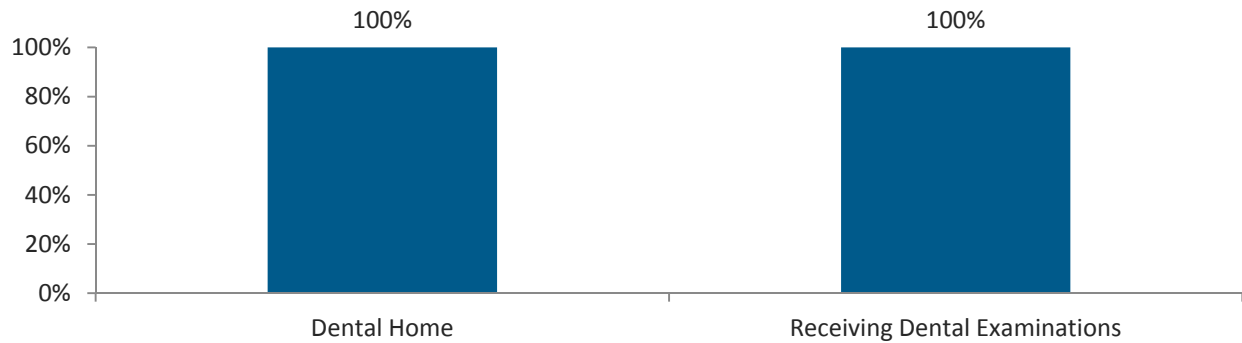
⁵²American Academy of Pediatric Dentistry. Council on Clinical Affairs. (2010). Policy on the Dental Home. Retrieved 2012 from http://www.aapd.org/media/Policies_Guidelines/P_DentalHome.pdf.



What the Data Tell Us

100% of Cocopah Head Start Children were receiving preventive oral health care by receiving dental examinations through their dental home (every year since 2006). A dental home is when a patient has an ongoing relationship with the dentist, including all aspects of oral health delivered in a comprehensive, continuously accessible, coordinated, and family-centered way.⁵³

Cocopah Head Start Children Receiving Oral Health Preventive Care, 2010/11

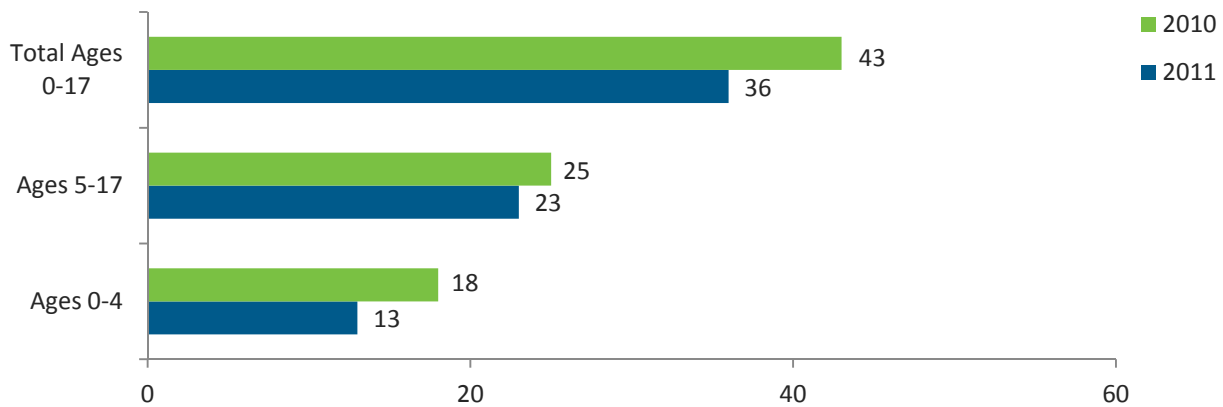


N: 20

Source: Cocopah Head Start. (2012). Cocopah Head Start Information Report. (Unpublished Data). Received 2012 from Cocopah Head Start.

There was a total of 36 children in 2011 who visited the dental clinic at Fort Yuma. Overall there was a 16% decrease in children birth through 17 with dental care visits between 2010 and 2011.

Cocopah Children Birth Through 17 with Fort Yuma Dental Care Visits by Age



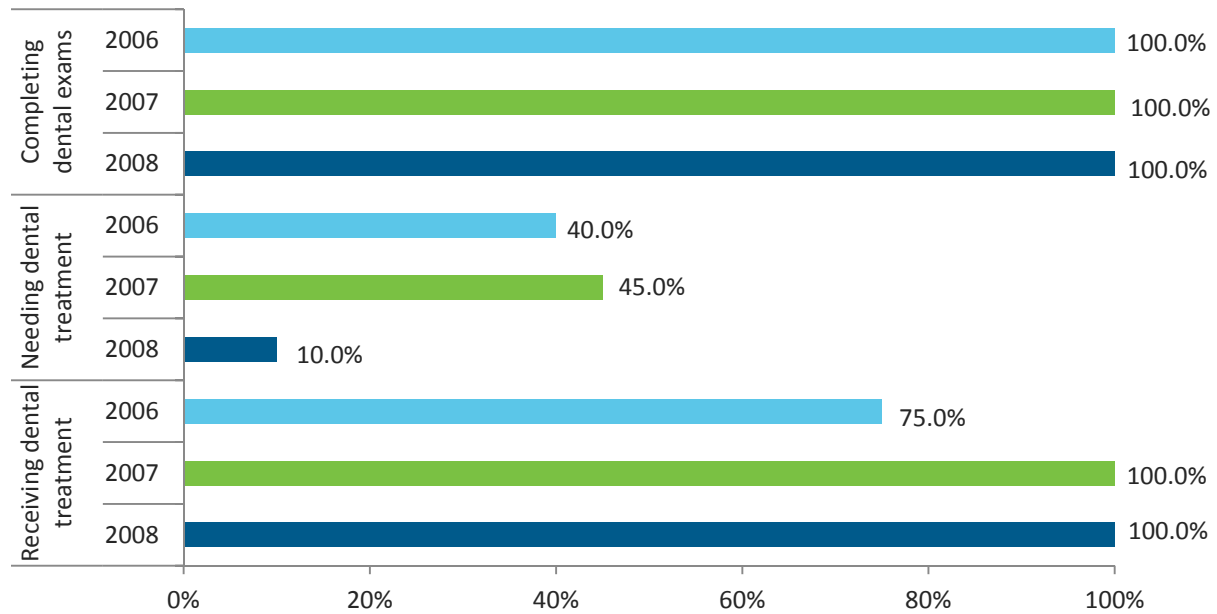
Source: Indian Health Service. (2012). Personal Correspondence with Representative. (Unpublished data). Received 2012 from the Indian Health Service.

⁵³ American Academy of Pediatric Dentistry. (2010). Definition of a Dental Home. Retrieved 2012 from www.aapd.org.



All of the children enrolled in the Cocopah Head Start got dental exams each year between 2006 and 2008, and all enrolled children who needed dental treatment received it in 2007 and 2008.

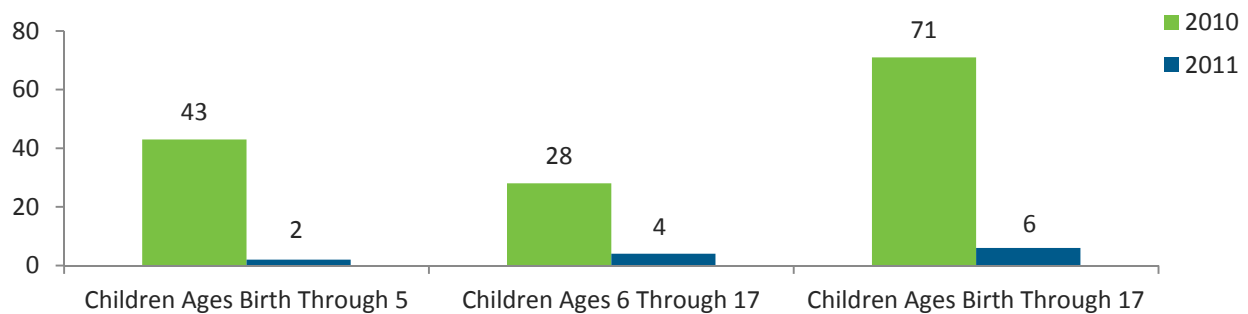
Cocopah Head Start Children Receiving Dental Exams and Treatments



Source: Cocopah Head Start. (2012). Cocopah Head Start Information Report. (Unpublished Data). Received 2012 from Cocopah Head Start. Note: Data presented are the most recent available.

In 2011, a total of six children who visited the dental clinic at Fort Yuma had dental caries (tooth decay or cavities), with most (4) being ages 6 through 17. This is much lower than the number of children in 2010, which may be due to a change in the number of children visiting Kool Smiles for dental care.

Cocopah Children Birth Through 17 Who Had Dental Caries, Fort Yuma Dental Clinic

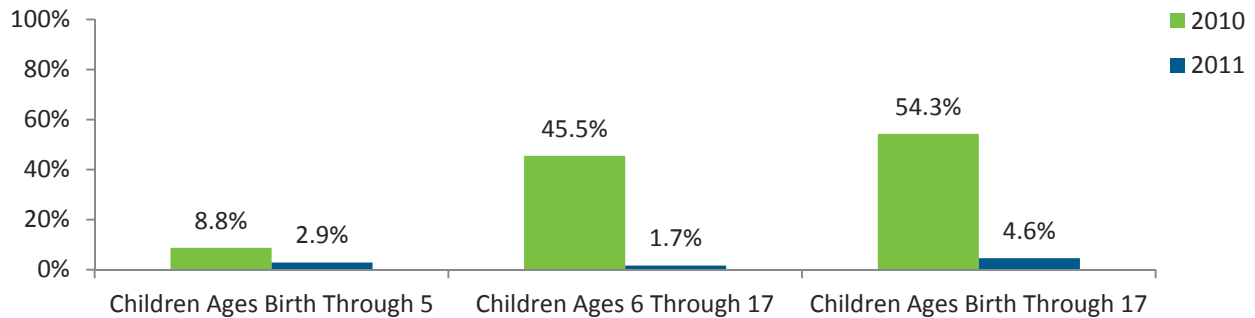


Source: Indian Health Service. (2012). Personal Correspondence with Representative. (Unpublished data). Received 2012 from the Indian Health Service.



Nine percent of Cocopah children birth through five registered with the Fort Yuma Service Unit had tooth decay in 2010. Forty-six percent of children ages six through 17 had decay in that year. In 2011, 5% of children ages birth through 17 had tooth decay, compared to 54% in 2010. According to a community health representative, it should be noted that this may be due in part to the large number of children going to Kool Smiles for dental care.

Total Cocopah Children with Tooth Decay by Age, Fort Yuma Service Unit, Cocopah Indian Tribe



Source: Indian Health Service. (2012). Personal Correspondence with Representative. (Unpublished data). Received 2012 from the Indian Health Service.

Note: 2010 data presented are the percentages of the 80 living Cocopah children birth through 5 and the 222 children ages 6 through 17 who are registered at the Fort Yuma Service Unit. 2011 data presented are the percentage of 70 living Cocopah children birth through 5 and the 233 children ages 6 through 17.

Chronic Disease and Mortality

Injury

Why It Is Important

Injuries among children can be intentional or unintentional. Intentional injuries, including child abuse, assault, and self-inflicted injuries, require intervention by the authorities to protect the child and prevent recurrence. Unintentional injuries, or accidents, are more common, and are generally preventable. Parent education on the importance of child-proofing the home, appropriate use of car/booster seats, placing fences around pools and yards, bicycle helmet use, animal safety, and safe storage of weapons can reduce the likelihood of accidents.

What the Community Is Doing

- **The Indian Health Service Fort Yuma Service Unit** is an ambulatory (outpatient) center with scheduled hours from 9am to 5pm Monday through Friday and 10am to 4pm on Saturday. For patients requiring care outside of the scheduled hours, there is a 24 hour nurse line at Yuma Regional Medical Center to provide assistance over the phone or to determine whether it is an emergency situation.
- For emergency care, people living on the Cocopah Indian Reservation use **the Emergency Department at Yuma Regional Medical Center**. The Indian Health Service (IHS) pays for verified emergency visits. However, IHS will not pay if a Cocopah Indian Tribal member goes to the Emergency Department for non-emergency reasons.



What the Data Tell Us

The most common reason that patients ages birth through five visited the Emergency Department at the Yuma Regional Medical Center was for diseases of the respiratory system (29%), including pneumonia, asthma, and bronchitis. Injuries and poisoning were the second most common cause of visits to the Emergency Department with 19% of visits. The majority of patients were treated as outpatients; only 4% of cases resulted in hospitalization.⁵⁴

Emergency Department Utilization for Children Ages Birth Through Five by Diagnosis Category, Yuma Regional Medical Center, 2009 Fiscal Year

DIAGNOSIS	NUMBER OF CASES	PERCENT OF TOTAL CASES
Diseases of the Respiratory System (Includes Acute Respiratory Infections)	2,629	28.7%
Injuries and Poisoning	1,764	19.3%
Diseases of the Digestive System (Includes Dental Conditions)	956	10.4%
Ear Infections and Other Ear Complaints	885	9.7%
Unclassified Symptoms (Includes Fever)	850	9.3%
Infectious or Parasitic Disease	497	5.4%
Diseases of the Skin	421	4.6%
Routine or Scheduled Visits	253	2.8%
Examination with No Diagnosis	129	1.4%
Congenital Anomalies and Conditions Originating in the Perinatal Period	128	1.4%
Other	638	7.0%
Total	9,150	100.0%

Source: Yuma Regional Medical Center. (2010). Personal Correspondence with Representative. (Unpublished data). Received June, 2010 from Yuma Regional Medical Center.

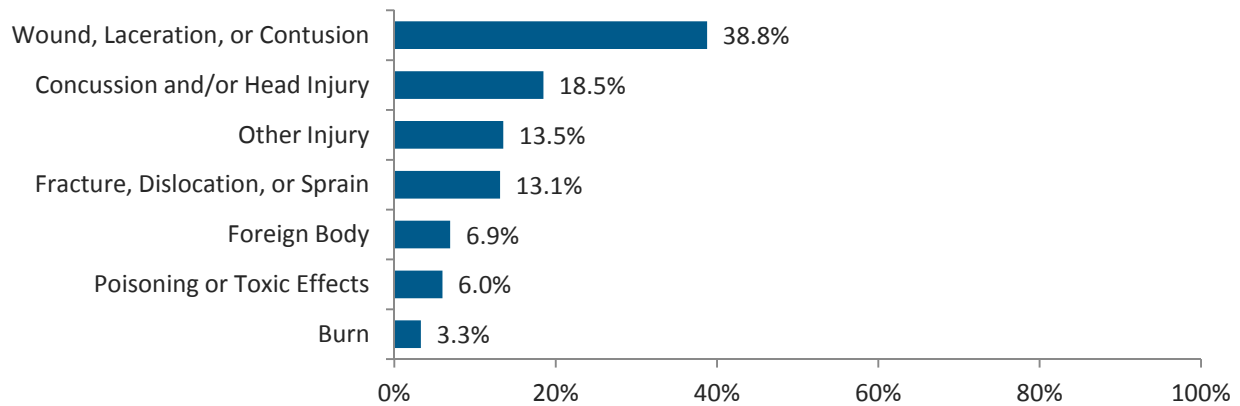
Note: Data presented are the most recent available.

⁵⁴ Yuma Regional Medical Center. (2009). Inpatient and Outpatient ER Visits Ages 0-5. (Unpublished Data). Received 2010 from Yuma Regional Medical Center.



The Yuma Regional Medical Center Emergency Department reported the greatest number of injuries to children ages birth through five as wounds, lacerations, or contusions (39%). Concussions and other head injuries were the next most common cause of injury to children in the Emergency Department (19%).

Cause of Injury-Related Emergency Department Visits for Children Ages Birth Through Five, Yuma Regional Medical Center, 2009 Fiscal Year



N=1,764.

Source: Yuma Regional Medical Center. (2010). Personal Correspondence with Representative. (Unpublished data). Received June, 2010 from Yuma Regional Medical Center.

Note: Data presented are the most recent available.

Illness

Why It Is Important

Communicable diseases are conditions that can be transmitted directly or indirectly to a person from an infected person or animal. Reporting cases of communicable diseases are essential to preventing further spread and protecting the public health of the community. State and federal agencies have certain diseases that are required by law to be reported.

What the Data Tells Us

The Fort Yuma Service Unit reported a total of nine cases of Arizona notifiable diseases among the Cocopah population between 2010 and 2011, all of which were in adults.

Reported Cases of Notifiable Diseases, Cocopah Indian Tribe

NOTIFIABLE DISEASE	NUMBER OF ADULT CASES
2011	
Chlamydia	5
Gonorrhea	0
2010	
Chlamydia	2
Hepatitis C	2

Source: Indian Health Service. (2012). Personal Correspondence with Representative. (Unpublished data). Received 2012 from the Indian Health Service.

Note: Data presented only represent Cocopah Indian Tribal members who are registered at the Fort Yuma Service Unit.



Overweight and Obesity

Why It Is Important

Children and adolescents with a BMI between the 85th and 94th percentiles are generally considered overweight, and those with a BMI at or above the gender- and age-specific 95th percentile of the population on this growth chart are typically considered obese. Overweight and obese conditions in children can lead to severe physical and emotional health effects, including a greater risk of hospitalization, type II diabetes, cardiovascular disease, low self-esteem, and depression. Furthermore, overweight adolescents have a 70% chance of becoming overweight adults, and this increases to 80% if one or both parents are overweight.⁵⁵

What the Community Is Doing

- **The Cocopah Cultural Resources Department** had a garden where children and other community members can grow traditional plants such as tepary beans, melons, gourds, flint corn, and beans. There isn't a garden this year (2012) but there was a garden in 2010 and 2011.
- **The Cocopah Community Center:**
 - Offers **sports programs** for tribal members of all ages, and there are hopes for expansion according to a local program representative.
 - Purchased additional **exercise equipment**.
- **The Somerton Parks and Recreation Department** offers activity classes, including Zumba, karate, Latin hip hop, boxing and swimming. Its facilities include four parks, a pool, a ball field and several centers.
 - Pool admission is free for toddlers ages three and under, \$1.00 for children ages four to seventeen, and \$2.00 for adults. Summer swimming lessons cost \$25.00 per participant per session for city of Somerton residents and \$30.00 for non-residents.
 - Zumba classes are open to all ages and cost \$25 per month.
 - Karate classes are open for ages five and up and cost \$25.00 per month.
 - Latin hip hop classes are open to ages eight and up and cost \$25.00 per month.
 - The Somerton Power House Boxing Club is for teens (ages 13-17) and costs \$15.00 per month.

⁵⁵ Goran, M. (2001). Metabolic precursors and effects of obesity in children: A decade of progress, 1990–1999. *American Journal of Clinical Nutrition*, 73(2), 158-171.



- **The Cocopah Wellness Center**
 - Provides **educational services** to prevent chronic diseases like obesity and diabetes.
 - Purchased **exercise equipment and a laser therapy devise**.
 - Is planning a **second fitness park** (with walking path, exercise stations, children’s playground, rest areas, skating track, and basketball court).
- **The Fort Yuma Indian Health Clinic** offers nutrition assessment and education for children and families on an individual basis.
- **The First Things First Cocopah Region Harvest Box**, provided by a grant made to the Yuma Community Food Bank, the box seeks to improve the health and nutrition of children birth through five.

What the Data Tell Us

According to the 2007 to 2008 National Health and Nutrition Examination Survey (NHANES), 10% of infants and toddlers in the US were obese, 49% of children and adolescents aged 2 through 19 years were considered overweight or obese, and 60% of adults were obese or overweight.^{56 57 58}

Among members of the Cocopah Indian Tribe, the incidence of overweight and obesity is concerning. Nearly 63% of children ages four through five were overweight or obese in 2011, rising to nearly 73% of children ages 6 through 17, to then 93% of adults. The incidence of overweight and obesity for children birth through 17 has risen sharply between 2010 and 2011.

It should be noted that these data only represent patients who have a Body Mass Index (BMI) measurement on record at the Fort Yuma Service Unit, thus possibly slightly overestimating the percentage of overweight or obese tribal members.

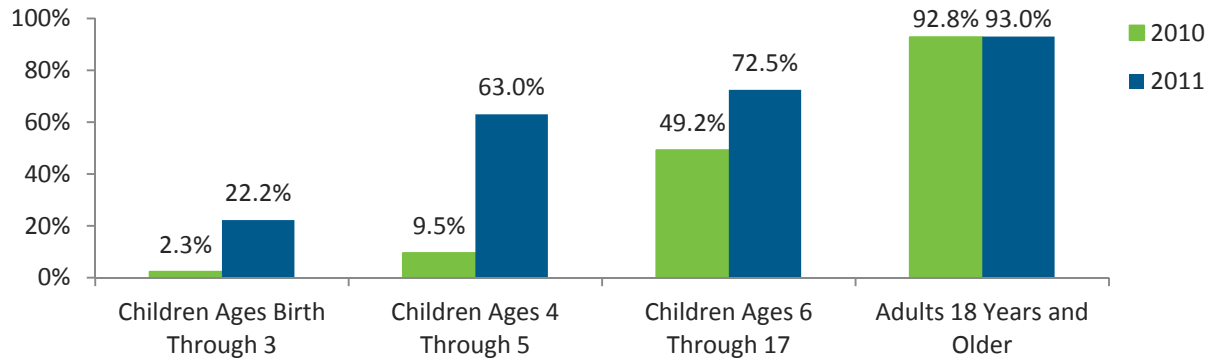
⁵⁶ Ogden, C.L., Carroll, M., Curtin, L., Lamb, M., & Flegal, K. (2010). Prevalence of high body mass index in US children and adolescents 2007-2008. *Journal of American Medical Association*, 303(3), 242-249.

⁵⁷ Centers for Disease Control and Prevention. National Center for Health Statistics. (2010, March). Health behaviors of adults: United States, 2005–2007. *Vital and Health Statistics*, 10(245), 1-143. Retrieved 2012 from http://www.cdc.gov/nchs/data/series/sr_10/sr10_245.pdf

⁵⁸ Ogden, C.L., Carroll, M., Curtin, L., Lamb, M., & Flegal, K. (2010). Prevalence of high body mass index in US children and adolescents 2007-2008. *Journal of American Medical Association*, 303(3), 242-249.



Children and Adults Who are Overweight or Obese, Fort Yuma Service Unit, Cocopah Indian Tribe , 2011



Source: Indian Health Service. (2011). Personal Correspondence with Representative. (Unpublished data). Received 2012 from the Indian Health Service.

Note: Data presented for 2011 are the percentages of the 9 living Cocopah children birth through 3, the 27 children ages 4 to 5, the 109 children ages 6 to 17, and the 385 adults 18 years and older at the Fort Yuma Service Unit and have a Body Mass Index on record.

Source: The Indian Health Service Representative, Personal Correspondence, 2010.

Note: Data presented for 2010 are the percentages of the 43 living Cocopah children birth through 3, the 21 children ages 4 to 5, the 126 children ages 6 to 17, and the 433 adults 18 years and older who are registered at the Fort Yuma Service Unit and have a Body Mass Index on record.

Diabetes

Why It Is Important

While type II diabetes is primarily associated with overweight adults over age 40, inactivity and increased obesity rates have led to greater incidence in children. Children with type II diabetes are at greater risk for the long-term complications of diabetes, including hypertension and cardiovascular disease. Early diagnosis and treatment of type II diabetes can prevent or delay the onset of diabetes complications. The cornerstones of diabetes management for children with type II diabetes are weight management and increased physical activity.⁵⁹ This is important to consider when looking at the rising rates of obesity in Cocopah Indian Tribal members as they age.

What the Community Is Doing

- **The Fort Yuma Service Unit Indian Health Service (IHS)** has a nutritionist who serves as a Diabetes Educator and holds a support group on the Cocopah Indian Reservation.
- **Diabetes Education Clinics** are held at the **Cocopah Wellness Center** on the West Reservation.

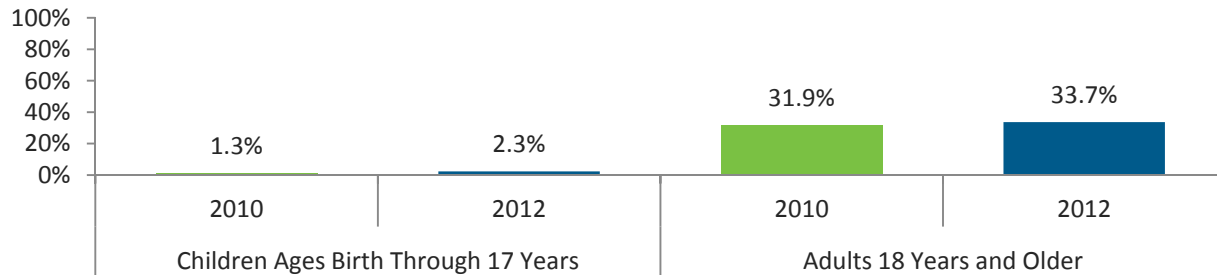
⁵⁹ National Diabetes Education Program. (2008). Overview of diabetes in children and adolescents. Retrieved 2012 from www.yourdiabetesinfo.org



What the Data Tell Us

Among Cocopah Indian Tribal members receiving medical care at Fort Yuma Service Unit, one-third (34%) of adults 18 years and older had been diagnosed with type II diabetes in 2012. The percentage of children under age 18 with type II diabetes was 2% in 2012.

Children and Adults Diagnosed with Type II Diabetes, Cocopah Indian Tribe



Source: Indian Health Service. (2012). Personal Correspondence with Representative. (Unpublished data). Received 2012 from the Indian Health Service.

Note: 2010 data presented are percentage of the 302 living Cocopah children birth through 17 and the 634 adults 18 years and older who are registered at the Fort Yuma Service Unit.

Note: 2012 data presented are percentage of the 303 living Cocopah children birth through 17 and the 727 adults 18 years and older who are registered at the Fort Yuma Service Unit.

Leading Causes of Death

Why It Is Important

The infant mortality rate in the United States has decreased dramatically over the last 30 years from 20 deaths per 1,000 babies born to 6.9 deaths per 1,000 babies in 2003.⁶⁰ The leading causes of death are birth defects, premature birth, Sudden Infant Death Syndrome (SIDS) and complications with the mother.

What the Data Tell Us

Deaths among children are rare on the Cocopah Indian Reservation. Between 2005 and 2009 there were two deaths to children ages birth through four.

Number of Deaths for Children Ages Birth Through Four, American Indians Residing on the Cocopah Indian Reservation

AGE GROUP	2005	2006	2007	2008	2009
Less than 1 year	0	0	1	0	0
1 through 4 years	0	0	0	1	0
Total Number of Deaths	0	0	1	1	0

Source: Arizona Department of Health Services. (2010). Health Status and Vital Statistics, Health Status Profile of American Indians. Retrieved 2012 from <http://www.azdhs.gov/plan/report/hspam/index.htm>

Note: Data presented are the most recent available.

⁶⁰ United States Department of Health and Human Services. (2006). Preventing Infant Mortality Fact Sheet. Retrieved 2012 from <http://www.hhs.gov/news/factsheet/infant.html>



From 2005 to 2009, the primary causes of death for American Indians of all ages residing on the Cocopah Indian Reservation were accidents, cardiovascular disease, chronic liver disease, and diabetes.

Cause of Death for All Ages, American Indians Residing on the Cocopah Indian Reservation

CAUSE OF DEATH	2005	2006	2007	2008	2009
Accidental Death	1	0	0	1	1
Cardiovascular Disease	1	1	0	1	0
Cancer	1	1	0	0	0
Chronic Liver Disease or Cirrhosis	0	1	2	0	0
Diabetes	1	0	1	1	0
Influenza or Pneumonia	1	0	0	0	1
Septicemia	0	0	1	0	1
Stroke	0	1	0	1	0
Symptoms, Signs, Abnormal Findings	0	0	1	0	0
Other	1	0	3	0	3
Total	6	4	8	4	6

Source: Arizona Department of Health Services. (2010). Health Status and Vital Statistics, Health Status Profile of American Indians. Retrieved 2012 from <http://www.azdhs.gov/plan/report/hspam/index.htm>

Note: Data presented are the most recent available.



PUBLIC AWARENESS AND COLLABORATION

Parents are their children's first teachers and all parents can benefit from networking with other parents, sharing ideas with them, and hearing from experts about a range of topics such as child development, nutrition, positive discipline, managing a crying baby, and building a child's self-esteem. Family support includes collaboration between families, programs and services with the goal of helping families reach their full potential.

The Birth to Five Helpline (1-877-705-KIDS) is a free resource open to all families with young children and professionals looking for information about their child's development. The helpline is staffed by early childhood development specialists, registered nurses, disability specialists, early literacy specialists, and mental health counselors.

SELECTED INDICATORS

- Community Concerns
- Community Input



Community Concerns

Why Is It Important

It is important to know the perceptions of parents about early childhood services in the region so that First Things First can work with partner agencies to improve services and supports to parents.

What the Community Is Doing

- **Local community programs** increase awareness of early childhood issues in the community and provide tangible resources for community members. This includes the immunization clinic, obesity prevention program, Early Steps parenting class funded by First Things First, and the supplemental food assistance program.
- **The Wild River Family Entertainment Center** provides the community with a family friendly space that offers bowling, laser tag, and meeting rooms.
- **The Cultural Resources Department's Cultural Arts and Language** program provides positive youth activities to help deepen the connection between youth and tribal elders.
- **The First Things First Cocopah Tribe Regional Partnership** Council funds a variety of community-based activities and materials to increase public awareness of the critical importance of early childhood development and health.

What the Community Is Saying

- The Community Center works with different programs and departments to offer resources that educate people about how to ask for help, where to go to get it, and how to follow up to get the best results.
- Partnerships in the area have been strong and supportive of each other, according to the local head start representative.
- The Head Start and Early Steps programs work hand in hand to provide resources to families and make sure families are utilizing those resources. Cocopah Early Steps also provides the Head Start class with early literacy lessons focusing on development.
- The Cocopah Cultural Resource Department and Community Center work together to provide culture sustainability programs. They will soon collaborate with Head Start to provide the Cocopah language coloring book.
- Cocopah Early Steps attends community events to promote birth to five children's development.
 - Early Steps staff also attend Yuma events with agencies that can help Cocopah families. This practice helps put a face to the program representative when calling on behalf of families in need of additional services or referrals.

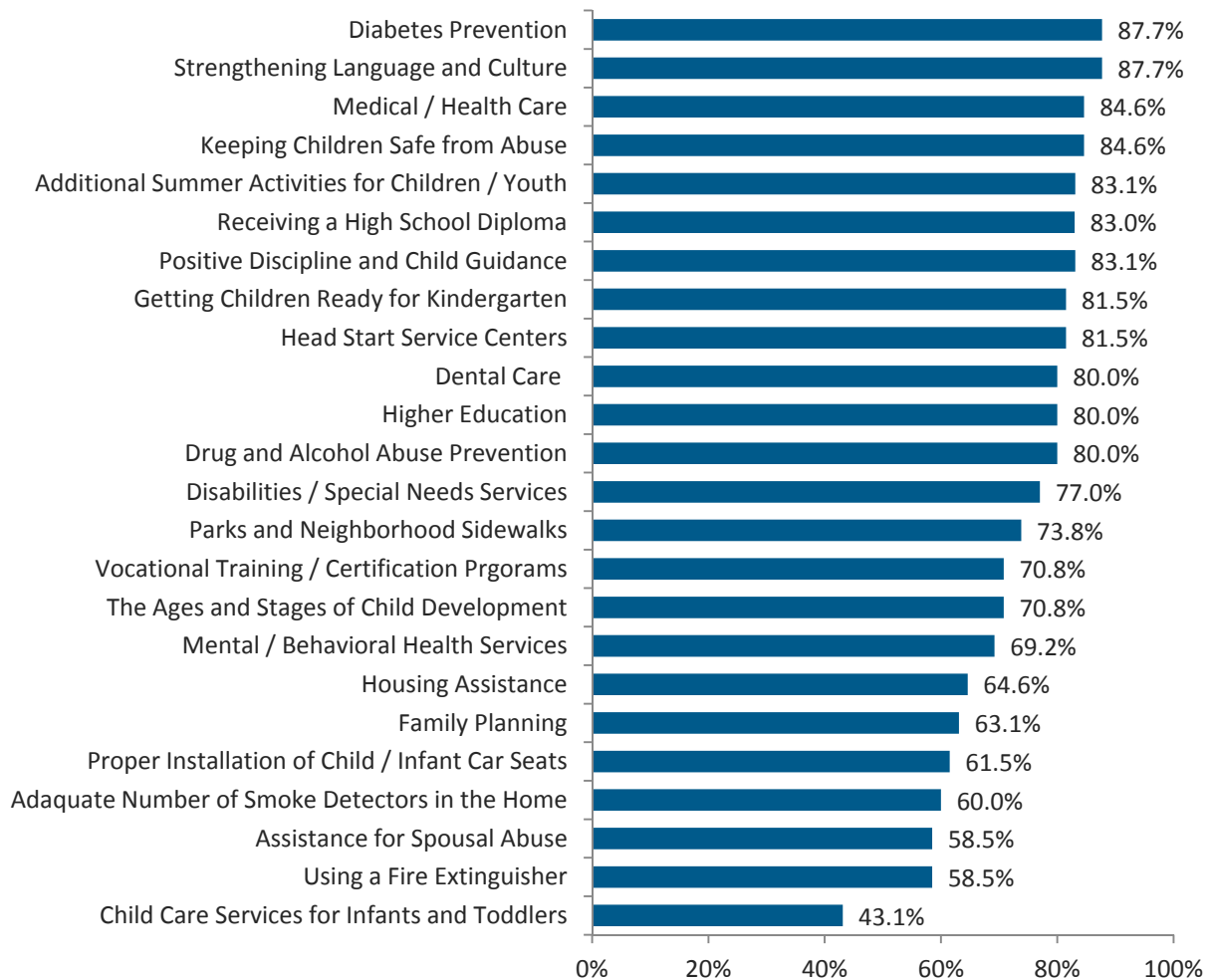


- Word of mouth is more effective than posting events in newspapers or posting advertisements. The community trusts family or friends who have attended a program or event in the past and offer positive feedback.

What the Data Tell Us

The Cocopah Head Start conducted a Community Assessment among members of the Cocopah community in 2007. When asked what issues were of most concern in the community, respondents rated diabetes prevention (88%), strengthening language and culture (88%), medical/health care (85%), and keeping children safe from abuse (85%) as “high concerns.” Respondents were also concerned about issues related to children and their safe and healthy development, such as positive discipline and child guidance (83%), getting children ready for kindergarten (82%), and Head Start service centers (82%). Notably, only 43% of respondents rated child care services for infants and toddlers as a “high concern,” despite the lack of these services in the community.

Community Members Who Had a High Level of Concern for the Following Community Issues, Cocopah Indian Tribe, 2007



N=65

Source: Cocopah Head Start Program. (2007). Community Needs Assessment FY 07. (Unpublished Data). Received 2010 from Cocopah Head Start Program.

Note: Data presented are the most current available.



Community Input

The Cocopah Regional Partnership Council discussed with Applied Survey Research (ASR) the possibility of having a Talking Circle to give tribal families the opportunity to reflect on the previous year's data as well as share their family's current experiences and challenges in a safe environment. In January 2012, the Talking Circle took place on the reservation and it was a very successful event and several important issues related to parenting were discussed. The talking circle was led by a tribal council member who started with a blessing and a brief introduction to the process. A talking stick was then passed around and everyone had the opportunity to discuss their feelings, hopes, and dreams about parenting and support for Cocopah families. After the talking circle was finished, data results from the 2010 report, including graduation rate, prenatal care, and family income, were shared through posters hanging on the wall. Several participants confirmed the data findings from the 2010 report and shared stories behind the data. Several participants shared their feelings about the importance of helping youth succeed in school and some of the challenges and opportunities Cocopah families face in trying to support their children. There was a call to have more frequent additional Talking Circles to share stories and concerns, and to bond.

In addition, Cocopah Early Steps would like to carry on an annual or semi-annual talking circle event. The hope is to improve participation and deal with more topics pertaining to the community. The important step is to find the current barrier that is keeping parents from speaking up about the issues, and then find a solution so more families can get involved in this healing process.



CONCLUSION



Conclusion

The families and children living within the Cocopah Region

There were 817 individuals living on the Cocopah Indian Reservation in 2010, based on US Census data. Of those individuals, 65 were children ages birth through 5. The Cocopah Indian Tribal Enrollment office reported there were 94 children ages birth through five enrolled as members in 2012, however 49 of those children were living off tribal lands.

A majority (58%) of the residents living on the Cocopah Indian Reservation identified as “American Indian,” and 30% identified as “White Alone,” according to Census estimates. Among the American Indian population, 93% identified as Yuman, 2% as Tohono O’Odham, 2% as Navajo, and 3% reported being members of other tribes. Nearly three-quarters of the population five years and older in the region spoke English only. Nearly half of children under 18 living on the Cocopah Indian Reservation lived in single female headed families and 26% lived in single male headed families in 2010.

Community Assets and Areas of Strength

There are many people and organizations in the First Things First Cocopah Region dedicated to making a difference in the lives of children ages birth through five and their families, and they appear to be having a positive effect.

Children have access to primary care, dental care, and have health insurance coverage

It’s important to have what is called a “medical home” where children get health care at the same place on a regular basis. The medical home keeps complete medical records and creates an atmosphere to develop ongoing trusting relationships between the patient and the care health professional. All Cocopah children enrolled in Head Start had a medical home.

A dental home is when a patient has an ongoing relationship with the dentist, including all aspects of oral health delivered in a comprehensive, continuously accessible, coordinated, and family-centered way. 61 100% of Cocopah Head Start Children were receiving preventive oral health care by receiving dental examinations through their dental home every year since 2006.

Of children ages birth through five registered at the IHS Fort Yuma Service Unit, 59% had additional insurance, either AHCCCS or private insurance.

⁶¹ American Academy of Pediatric Dentistry. (2010). Definition of a Dental Home. Retrieved 2012 from www.aapd.org.



3rd grade test scores are improving

Crane, Somerton, and Yuma Elementary School Districts all saw increases in the number of students meeting or exceeding the 3rd grade reading standards from 2007 to 2011. AIMS math scores were generally lower than reading or writing, but all three school districts also saw an increase in the number of students meeting or exceeding the math standards from 2010 to 2011.

Fewer children were removed from their homes due to abuse and neglect

There was a decrease in the number of children removed from their homes due to abuse and neglect in Yuma City with 106 children removed in 2007 and 44 removed in 2010, according to Information from the Department of Economic Security. However, 12 children were removed in Somerton in 2007 and 11 children were removed in 2010. This drop in Yuma City aligns with what the community is seeing. One service provider reported that the removal rate had been at about 80% of children with substantiated cases of abuse and neglect when he/she started to work there, but by early 2012, the rate had dropped to about 20%.

Community Challenges and Areas for Improvement

Despite the concerted efforts of First Things First, community organizations, and individuals, there are areas affecting the health and well-being of children and families in the First Things First Cocopah Region that need additional improvement.

The region is severely impacted by poverty and unemployment

Unemployment on the Cocopah Indian Reservation and in Yuma County has increased dramatically between 2007 and 2011 and has remained higher than the state of Arizona as a whole. The unemployment rate on the Cocopah Indian Reservation was 32% in 2011, almost double the rate in 2007 at 18%. While the number of children birth through five living in poverty in Arizona was 1 in 4 in 2010, in the Cocopah Region, more than 2 out of every 3 children birth through five (68%) were living in poverty in 2009.

School readiness needs improvement

Only 10% of kindergarteners in the Somerton Elementary School District entered school with benchmark DIBELS scores, indicating they were at grade level for the 2010/11 school year. Less than one-fourth of kindergarten students at Crane and Yuma Elementary School Districts entered kindergarten with benchmark DIBELS scores (21% and 22%, respectively). A large majority (78% and over) of children in the Somerton district had DIBELS scores indicating that they required additional or substantial intervention to bring them up to kindergarten grade level. The Cocopah community does recognize the need to improve school readiness. The Cocopah Head Start Program offers home visits to families of enrolled children to support the family in their child's educational attainment. The program has a volunteer group of parents that participate in the school readiness activities the program conducts each year.



Less women receiving prenatal care than in Arizona as a whole

Less than half (44% or 4 of 9) of the pregnant American Indian women residing on the Cocopah Indian Reservation began prenatal care in the first trimester of their pregnancy in 2009. More Arizona American Indian women residing on a reservation were receiving prenatal care in the first trimester than those residing on the Cocopah Indian Reservation between 2004 and 2010.

Need for additional quality service providers

The Cocopah Indian Reservation is classified as a Health Professional Shortage Area and an area that is medically underserved. There are providers nearby in San Luis, Yuma, and Somerton however, the ratio of providers to people is high, especially in Somerton where there is only one health provider for every 4,389 people.

Child care programs also provide critical support for working families. On the reservation, child care options are very limited and do not fully meet the needs of the community.

Conclusion

This Needs and Assets report on the health and well-being of children ages birth through five in the First Things First Cocopah Region has identified the areas where children are doing well and areas that need additional investment. Many families are struggling to meet some of the health, economic and social needs of their children. In light of these challenges, targeted efforts and continued collaboration are needed to help improve the situation of children and families. First Things First is committed to working with the Cocopah Indian Reservation to address these issues and ensure that all children have the opportunity for a bright and healthy future.



APPENDICES



APPENDIX A: METHODOLOGY

Secondary Data

Secondary (pre-existing) data were collected from a variety of sources, including but not limited to: the U.S. Census; the Arizona Department of Health Services; the Arizona Department of Economic Security; the Arizona Department of Education; the Indian Health Service; Cocopah Tribal Departments such as Head Start, Child Care, and the Indian Health Service Fort Yuma Service Unit; and other local, state, and federal agencies. Additional data were provided by First Things First for inclusion in the Needs and Assets Report.

Whenever possible, multiple years of data were collected to present trends. County and state level data were also collected for comparison to local Cocopah data. While all efforts were made to identify data for the population ages birth through five on the Cocopah Indian Reservation, data were not always available at this level. In these cases, data were collected for other age ranges (such as birth through four) or for comparable areas (such as the Somerton zip code 85350 and Yuma City 85364 and 85364). Cocopah data presented from the U.S. Census is for the “Cocopah Reservation.” Cocopah data from the Arizona Department of Health Services is for American Indians residing on the Cocopah Indian Reservation. School District data includes the Somerton Elementary School District and Crane Elementary District.

Data in the report underwent extensive proofing to ensure accuracy. The data proofing protocol is a nine-step process that thoroughly checks text, numbers, and formatting in narrative, tables, charts, and graphs no fewer than three times.



APPENDIX B: DATA DEVELOPMENT AGENDA

Thanks to the support and collaboration of the Cocopah Indian Tribe this is the most comprehensive Needs and Assets report to date. Data collection for small communities such as the Cocopah Indian Tribe can be difficult. Many state and federal agencies do not provide data at this level, and data that are available may not be fully representative of the community. Working directly with the departments on the Reservation can provide the most accurate up-to-date data. In the future, continued partnership is essential for monitoring and updating the status of children ages birth through five and their families. In particular, enrollment data; data regarding recipients of Women, Infants, and Children (WIC) services; and health data from the Indian Health Service Fort Yuma Service Unit would not have been accessible without the collaboration between First Things First and the Cocopah Indian Tribe.

Even with collaboration between First Things First and the Cocopah Tribal Departments, some vital information about the children birth through five on the Reservation was still missing simply because the data do not exist. More comprehensive, current, and representative data will help to make informed conclusions about the state of Cocopah children and can better guide initiatives in the community. Future efforts should be made to improve the data available for the following areas of interest:

- **Educational Data** –Much of the education data presented in this report are not specific to Cocopah Indian children. In future reports, additional data identifying kindergarten readiness, test scores, and graduation rates specific to Cocopah Indian children could provide a better understanding of the educational strengths and needs of the community.
- **Children with Disabilities** – The data available do not give a comprehensive picture of the children with disabilities on the Cocopah Indian Reservation. More data would help to identify whether this is an area of concern and whether services are meeting the needs of the community.
- **Barriers to Care** – Members of the Cocopah Indian Tribe have access to free or reduced cost health care, education, and social supports but are not always taking full advantage of these services. In future reports, a survey of residents and parents about barriers to care, support needed, and knowledge of supports would provide a better understanding regarding the underutilization of services.
- **Parent Knowledge of Child Development and Early Childhood Services** – Surveys conducted by First Things First to measure the level of knowledge parents had regarding child development and available services did not interview a representative sample from the Cocopah Indian Reservation. Thus there are little data available on the knowledge level of parents.

