



**2016**

**NEEDS AND ASSETS REPORT**

 **FIRST THINGS FIRST**

**Cocopah Tribe Region**

# **Cocopah Tribe Regional Partnership Council**

**2016**

## **Needs and Assets Report**

**Prepared by**

Community Research, Evaluation & Development (CRED)  
The Frances McClelland Institute for Children, Youth, and Families  
John & Doris Norton School of Family and Consumer Sciences  
College of Agricultural and Life Sciences  
The University of Arizona

**Funded by**

**First Things First Cocopah Tribe Regional Partnership Council**

Frances McClelland Institute for Children, Youth and Families  
John & Doris Norton School of Family and Consumer Sciences  
College of Agricultural and Life Sciences  
The University of Arizona  
PO Box 210078  
Tucson, AZ 85721-0462  
Phone: (520) 621-8739  
Fax: (520) 621-4979  
<http://ag.arizona.edu/fcs/>

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## Cocopah Tribe Regional Partnership Council

233 South 2nd Avenue, Yuma, Arizona 85364  
928.343.3020 | 877.803.7234 | azfff.gov

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Jill McCormick

### Vice Chair

Rev. Deal Begay

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Efrain Quintero  
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River Twist  
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Roselia V. Ramirez

### Message from the Chair:

The past two years have been rewarding for the First Things First Cocopah Tribe Regional Partnership Council, as we delivered on our mission to build better futures for young children and their families. During the past year, together with our community partners we continue to touch many lives of young children and their families by continuing to promote awareness of early childhood development, providing support to families and children through home visitation, ensuring children receive basic food staples during these tough economic times, and by supporting the Head Start program through the Quality First Rating system allowing for children to have a safe, high quality learning environment.

The First Things First Cocopah Tribe Regional Partnership Council will continue to advocate and provide opportunities for parent education and family support that is culturally sensitive and specific to the needs of families and caregivers as indicated throughout this report. We appreciate the support of the Cocopah Tribal Council and Tribal departments for their contributions and partnership in working towards achieving our mission.

Our strategic direction has been guided by the Needs and Assets reports, specifically created for the Cocopah Tribe Region in 2014 and the new 2016 report. The Needs and Assets reports are vital to our continued work in building a true integrated early childhood system for our young children and our overall future. The Cocopah Tribe Regional Council would like to thank our Needs and Assets vendor University of Arizona Norton School of Family and Consumer Sciences for their knowledge, expertise and analysis of the Cocopah Tribe region. The new report will help guide our decisions as we move forward for young children and their families within the Cocopah Tribe region.

Going forward, the First Things First Cocopah Tribe Regional Partnership Council is committed to meeting the needs of young children by providing essential services and advocating for social change.

Thanks to our dedicated staff, volunteers and community partners, First Things First is making a real difference in the lives of our youngest citizens and throughout the entire State.

Thank you for your continued support.

Sincerely,



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H. Jill McCormick, Chair  
Cocopah Tribe Regional Partnership Council

## Introductory Summary and Acknowledgments

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

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

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

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

### ***Acknowledgments:***

We want to thank the Arizona Department of Economic Security and the Arizona Child Care Resource and Referral, the Arizona Department of Health Services, the Arizona Department of Education, the Census Bureau, the Arizona Department of Administration- Employment and Population Statistics, and the Arizona Health Care Cost Containment System for their contributions of data for this report, and their ongoing support and partnership with First Things First on behalf of young children.

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

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## Executive Summary

### ***Regional Description***

The Cocopah Indian Tribe is a federally--recognized, sovereign tribe located in the most southwestern corner of the state, 13 miles south of Yuma and along the Colorado River. The Cocopah (Kwapa), also known as the River People, have historically lived along the lower Colorado River and delta. They are descendants of the Yuman--language speaking people that occupied the lands along the Colorado River. The current Cocopah Reservation is comprised of three noncontiguous regions: East, North and West Reservations. The boundaries of the First Things First Cocopah Tribe Region match those of the Cocopah Reservation.

### ***Data Sources***

The data contained in this report come from a variety of sources. Some data were provided to First Things First by state agencies, such as the Arizona Department of Economic Security (DES), the Arizona Department of Education (ADE), and the Arizona Department of Health Services (ADHS). Other data were obtained from publically available sources, including the 2010 U.S. Census, the American Community Survey (ACS), and the Arizona Department of Administration (ADOA). In addition, regional data from the 2014 First Things First Parent and Caregiver Survey are included.

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

### ***Population Characteristics***

According to the U.S. Census the First Things First Cocopah Tribe Region had a population of 817 in 2010, of whom 65 (8%) were children ages birth to 5 years. Fifteen percent of households in the region included a young child, a proportion that is similar to that of households across the state (16%) but lower than in all Arizona reservations combined (26%).

Almost half of the households with young children (birth to 5) in the region (47%) are single-female households. The proportion of young children living in a grandparent's household in the region (23%) is higher than the percentage statewide (14%), but it is much lower than that in all Arizona reservations combined (40%). For those children (0-17) living in a grandparent's household, 27 percent live with a grandparent who is financially responsible for them; the same proportion of children (27%) living in a grandparent's household have no parent present in the home.

The vast majority of young children (ages 0-4) in the Cocopah Tribe Region are American Indian (90%), and a fifth are Hispanic or Latino (21%). Across all Arizona reservations combined a similar percentage of children are identified as American Indian (92%) but only nine percent are Hispanic or Latino. The overall race and ethnicity breakdown among adults in the region is very different to that of young children, with almost half of the residents (49%) identifying as



American Indian, 40 percent as white and 10 percent as Hispanic or Latino. In the state, however, only four percent of adults identified as American Indian, and twenty-five percent as Hispanic or Latino. The overall adult ethnic breakdown in the region reflects a high proportion of white population in the North Reservation.

The ethnic and racial breakdown in the region is also reflected in a higher proportion of households that report speaking a Native North American language (11%) compared to households statewide (2%). This proportion, however, is lower in the region compared to all Arizona reservations combined (51%). The Native language spoken in the region is Cocopah, a language of the Yuman family.

### ***Economic Circumstances***

Almost three-quarters (73%) of the children aged 0-5 in the Cocopah Tribe Region live in poverty. This proportion is substantially higher than that in all Arizona reservations combined and the state (56% and 28%, respectively). In addition to the families whose incomes fall below the federal poverty level, a substantial proportion of households in the region, and across all Arizona reservations are low income, i.e., near but not below the federal poverty level (FPL). Almost all families (96%) in the region with children aged four and under are living below 185 percent of the FPL (i.e., earned less than \$3,677 a month for a family of four), compared to 77 percent in all Arizona reservations combined, and 48 percent across the state. The median family income in the region (\$38,889) is substantially lower than the median family income in the state of Arizona (\$58,897).

In 2014, 75 children aged 0-5 received Supplemental Nutrition Assistance Program (SNAP) benefits. This is a higher number than the total population of children in that age range reported to be living in the region according to Census 2010 data. Additionally, the number of young children participating in the SNAP program increased from 50 in 2012 to 75 in 2014.

### ***Educational Indicators***

There are no schools on the Cocopah Indian Tribe Reservation so children in the region attend schools in the surrounding communities of Yuma and Somerton. Data are provided for the three ADE districts where children from the region attend school: Crane Elementary School District, Somerton School District and Yuma Elementary School District. Students pass Arizona's Instrument to Measure Standards (AIMS) if they meet or exceed the standard. There is some variability in the percent of students passing AIMS in the three districts. Crane and Yuma Elementary School Districts have a similar proportion of 3<sup>rd</sup> grade students passing the math test (68% and 72%, respectively) and reading test (76% and 74%, respectively). Somerton School District has the lowest percentage of students passing in both the math and reading tests (59% and 73%, respectively).

### ***Early Learning***

Early care and education settings in the Cocopah Tribe Region include the Cocopah Day Care and the Cocopah Head Start, both tribally-operated.

### **Center-based Care**

The Cocopah Day Care provides childcare services to families in the region with children ages 3 to 12, Monday to Friday from 7:30 am to 5:30 pm. Enrollment is available to children from the Cocopah Indian Tribe and also to members of any other federally--recognized tribe, such as the neighboring Quechan Tribe. Eligibility requirements are based on income and according to key informants the vast majority of families who apply for the program qualify for subsidized care. The Cocopah Day Care has one classroom and a total capacity to serve 20 children.

In fiscal year 2013 the Cocopah Day Care served a total of 12 children and eight of them were between the ages of 3 to 5. As of December of 2013, the Day Care had no children on the waiting list and five slots were available to families in the region. Several parents had recently lost their jobs and therefore were not in need of child care services at the moment. In past years, there were two children on the waiting list on average.

A big challenge for families in the region is the fact that no infant care is available within the reservation boundaries and parents must travel 5-15 miles to the nearest infant child care facility.

At the Cocopah Day Care fees for each family are calculated on a sliding scale that ranges from \$1 to \$15 a day for full-time care. With no subsidized infant care available within the regional boundaries, covering the cost of child care for the youngest children represents a major challenge to parents in the region.

### **Cocopah Head Start**

Head Start is a comprehensive early childhood education program for pre-school aged children whose families meet income eligibility criteria. The program addresses a wide range of early childhood needs such as education and child development, special education, health services, nutrition, and parent and family development. The Cocopah Head Start Program is located on the East Reservation and it is a half day program with a total funded capacity to serve 20 children ages 3 to 5. Priority for enrollment is given to Cocopah tribal members, but the program is also open to children from other tribes. After all slots are filled with tribal members, enrollment can be open to children in the community at large. The Cocopah Head Start program serves children from the three reservation areas and transportation is provided to most children. Children with special needs can attend the Cocopah Head Start Program in the morning and participate in a school-based preschool program in the afternoon, with transportation provided by the Head Start Program.

### **Developmental support services**

No children from the Cocopah Tribe Region were being served by the Arizona Early Intervention Program (AzEIP) in October 2014. Similarly, no children under the age of 6 from the region were served by the Division of Developmental Disabilities (DDD) in FY2013 or FY2014.

### **Parent perceptions of their children's developmental needs**

The First Things First Family and Community Survey is a phone-based survey designed to measure many critical areas of parents' knowledge, skills, and behaviors related to their young children. In 2014, First Things First conducted a modified version of the Family and Community survey in six tribal regions including the Cocopah Tribe Region, known as the First Things First Parent and Caregiver Survey. This survey, conducted face-to-face with parents and caregivers of young children living in the region, included a sub-set of items from the First Things First Family and Community Survey, as well as additional questions that explored health needs in tribal communities. A total of 26 parents and other caregivers from the Cocopah Tribe Region responded to the survey.

The 2014 First Things First Parent and Caregiver Survey included a set of questions aimed at gauging parents' and caregivers' concerns about their children's development. Respondents were asked to indicate how concerned they were about several developmental events and stages in eight key areas. The three areas which revealed the greatest degree of concern for respondents were "How well your child behaves" (75% worried), "How well your child gets along with others" (40% worried), and "How well is your child learning pre-school or school skills" (24% worried).

Across the eight questions, 12 percent of the respondents reported being "worried a lot" about one or more, and 24 percent were "not worried at all" about all eight. (The remaining 64 percent were "worried a little" about at least one of the eight).

### ***Child Health***

In 2013, there were fewer than 25 babies born to women residing in the region. More than half of pregnant women in the region (57%) had no prenatal care during the first trimester. This percentage is much higher than that in Yuma County (37%) and the state as a whole (19%) and does not meet the Healthy People 2020 objective of fewer than 22.1 percent without care. Nineteen percent of pregnant women in the region had fewer than five prenatal care visits, compared to thirteen percent in the county and five percent in the state. None of the babies born during 2013 in the region were premature (less than 37 weeks), or had low birth weight (2.5 kg or less). This meant that the region met Healthy People 2020 objectives for both of these indicators.

All of the births in the region were paid for by a public payor (Arizona Health Care Cost Containment System (AHCCCS, Arizona's Medicaid), or the Indian Health Service). In comparison, sixty-one percent of births in Yuma County and 55 percent of births in the state as a whole fall into that category.

According to the American Community Survey, 12 percent of the young children in the Cocopah Tribe Region are estimated to be uninsured. This proportion is lower than in all Arizona reservations combined (20%) but slightly higher than the percentage of uninsured young children across the state (10%).

Indian Health Service data for the Cocopah Tribe Region (FY2013) indicate that 77.8 percent of children 19-35 months have had the recommended vaccine series (using series 4:3:1:3:3:1:4), which is slightly below the Healthy People Target.

A set of questions on the 2014 First Things First Parent and Caregiver Survey asked participants whether their child had required health care services in the past year, but the care was delayed or never received. Nearly half (45%) of the parents and caregivers reported that their child (or children) had not received timely health care at least once during the previous year. Most frequently, it was medical care (20%) or vision care (15%) that was delayed or not received.

### ***Family Support and Literacy***

The 2014 First Things First Parent and Caregiver Survey collected data about parent and caregiver knowledge of children's early development and their involvement in a variety of behaviors known to contribute positively to healthy development, including two items about home literacy events.

Fifteen percent of the respondents reported that someone in the home read to their child six or seven days in the week prior to the survey. A much larger fraction (46%) reported that the child was not read to, or only once or twice during the week (about 8% of the respondents did not give an answer to this question). In comparison, telling stories or singing songs was much more frequent. In a large majority of the homes (81%), children were hearing stories or songs three or more days per week. The average respondent reported reading stories 2.8 days per week, and singing songs or telling stories 4.8 days per week.

The First Things First Parent and Caregiver Survey also included an item aimed at eliciting information about parents' and caregivers' awareness of their influence on a child's brain development. More than two-thirds (69%) of the respondents recognized that they could influence brain development prenatally or right from birth. Fewer than 1 in 10 (8%) responded that a parent's influence would not begin until after the infant was 7 months old.

### **Raising young children in the region: positive aspects and challenges**

Parents and caregivers of young children who participated in the 2014 First Things First Parent and Caregiver Survey were asked what they liked best about raising young children in their community.

Parents and caregivers who participated in the 2014 First Things First Parent and Caregiver Survey were asked what they liked best about raising children in their community, and participants noted a number of community strengths. The vast majority of parents indicated that they appreciate raising children in a small, safe community, where most people know each other or are even related to each other, where children can grow up around other family members. Parents and caregivers also express an appreciation for their children growing up in contact with their Native culture and surrounded by other Native families. The quotes below are some examples of participants' responses:

- Small community, where everyone knows everyone. Mostly safe, family lives close by

- The way we are close to other community members, working together for the well-being of our children
- Small community; knowing everybody; allowed to be around other Native Americans/Families. Being able to know your family.
- There are little community events I can take [my child] to...she can learn about her cultural traditions...
- [My daughter] gets to know her culture and it is quiet

The First Things First Parent and Caregiver Survey included a question that asked participants about the most difficult aspects of raising young children in the region. The majority of parents and caregivers indicated that negative influences such as drugs and alcohol were among the main challenges of raising children in their community. Other difficult aspects of raising children in the Cocopah Tribe Region included: the lack of activities available for young children and for the whole family to spend time together; lack of mental health services and resources for children with special needs; transportation and the loss of tradition and the Cocopah language. A couple of survey participants reported that they do not experience any particular challenge related to raising children in the region.

### **Most important things that would improve young children's lives**

Parents and caregivers were also asked to consider what would improve the lives of young children birth and their families in the region. The majority of parents and caregivers indicated that more community involvement and community activities (especially around education) would make a big difference for families with young children. Survey respondents seemed to agree that strengthening the sense of community belonging in general would benefit families in the region. Survey participants also indicated that more cultural activities being offered in the community would help families with young children (including activities being offered at the Cocopah Tribe Head Start). Additional educational programs and opportunities in general, and parenting education/better parenting in specific, were also cited by several parents and caregivers. Other responses to this question included: having community centers in all parts of the reservation and decreasing the use of drugs and alcohol in the community.

### ***Communication, Public Information and Awareness, and Systems Coordination among Early Childhood Programs and Services***

Information on early childhood-related topics in the region is regularly included in the Cocopah Times Newsletter.

Key informants in the region reported that there is good collaboration among the different tribal departments that provide services to families with young children in the region. Tribal departments also work closely with other outside agencies, including the Regional Center for Border Health, which provides health education services to members of the Cocopah Tribe community and the Department of Economic Security's Somerton office.

## The Cocopah Tribe Region

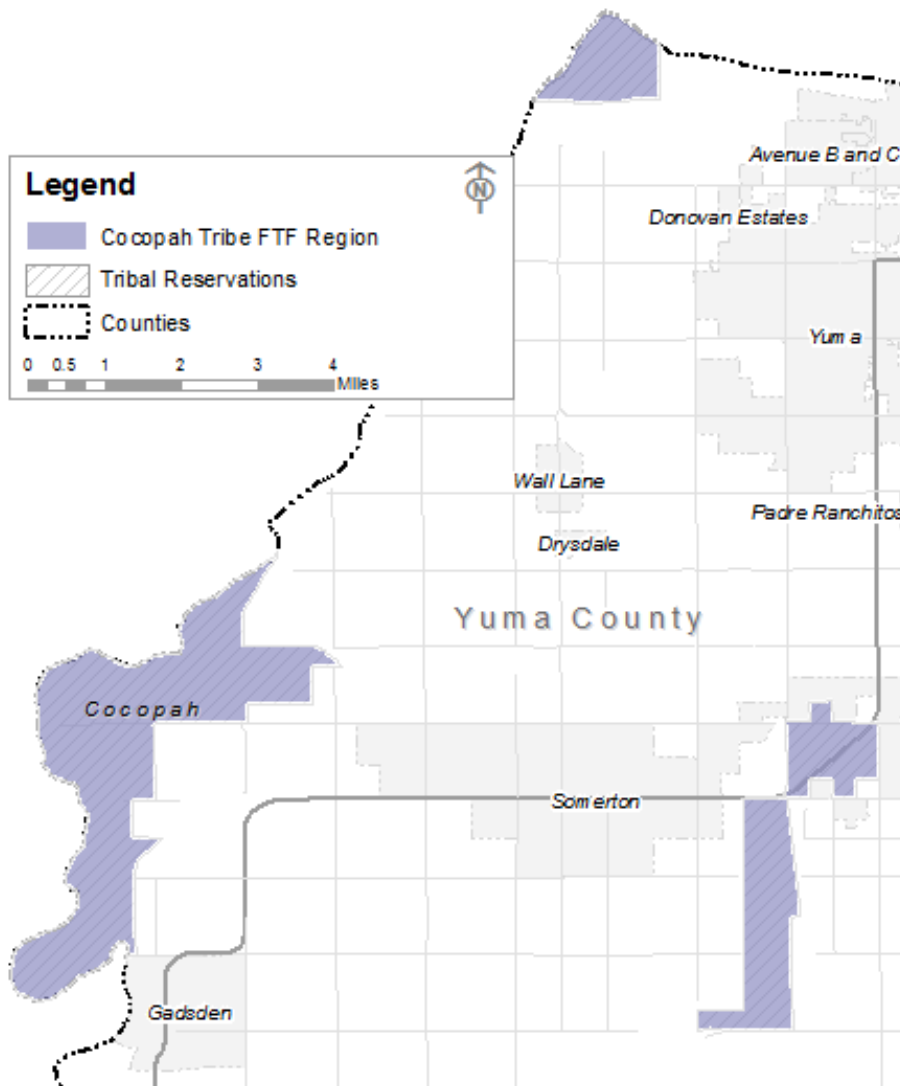
### Regional Description

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

The Cocopah Indian Tribe is a federally-recognized, sovereign tribe located in the most southwestern corner of the state, 13 miles south of Yuma and along the Colorado River. The Cocopah (Kwapa), also known as the River People, have historically lived along the lower Colorado River and delta. They are descendants of the Yuman-language speaking people that occupied the lands along the Colorado River. The current Cocopah Reservation is comprised of three noncontiguous regions: East, North and West Reservations. The boundaries of the First Things First Cocopah Tribe Region match those of the Cocopah Reservation.

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

**Figure 1. The Cocopah Tribe Region**



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

## Data Sources

The data contained in this report comes from a variety of sources. Some data were provided to First Things First by state agencies, such as the Arizona Department of Economic Security (DES), the Arizona Department of Education (ADE), and the Arizona Department of Health Services (ADHS). Other data were obtained from publically available sources, including the 2010 U.S. Census, the American Community Survey (ACS), and the Arizona Department of Administration (ADOA). In addition, regional data from the 2014 First Things First Parent and Caregiver Survey are included.

The U.S. Census<sup>1</sup> is an enumeration of the population of the United States. It is conducted every ten years, and includes information about housing, race, and ethnicity. The Census data for the Cocopah Tribe Region presented in this report were calculated based on the Cocopah Tribe reservation boundaries.

The American Community Survey<sup>2</sup> is a survey conducted by the U.S. Census Bureau each month by mail, telephone, and face-to-face interviews. It covers many different topics, including income, language, education, employment, and housing. The ACS data for the Cocopah Tribe Region were calculated based on the Cocopah Tribe reservation boundaries. The most recent and most reliable ACS data are averaged over the past five years; those are the data included in this report. They are based on surveys conducted from 2009 to 2013. In general, the reliability of ACS estimates is greater for more populated areas. Statewide estimates, for example, are more reliable than county-level estimates.

To protect the confidentiality of program participants, the First Things First Data Dissemination and Suppression Guidelines preclude our reporting social service and early education programming data if the count is less than ten, and preclude our reporting data related to health or developmental delay if the count is less than twenty-five. In addition, some data received from state agencies may be suppressed according to their own guidelines. The Arizona Department of Health Services, for example, does not report counts less than six. Throughout this report, information which is not available because of suppression guidelines will be indicated by entries of “N/A” in the data tables.

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

In this report we use two main sources of data to describe the demographic and socio-economic characteristics of families and children in the region: U.S. Census 2010 and the American Community Survey. These data sources are important for the unique information they are able to provide about children and families across the United States, but both of them have acknowledged limitations for their use on tribal lands. Although the Census Bureau asserted that the 2010 Census count was quite accurate in general, they estimate that “American Indians and Alaska Natives living on reservations were undercounted by 4.9 percent.”<sup>3</sup> In the past, the decennial census was the only accessible source of wide-area demographic information. Starting in 2005, the Census Bureau replaced the “long form”

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<sup>1</sup> U.S. Census Bureau. (May, 2000). *Factfinder for the Nation*. Retrieved from <http://www.census.gov/history/pdf/cff4.pdf>

<sup>2</sup> U.S. Census Bureau. (April, 2013). *American Community Survey Information Guide*. Retrieved from [http://www.census.gov/content/dam/Census/programs-surveys/acs/about/ACS\\_Information\\_Guide.pdf](http://www.census.gov/content/dam/Census/programs-surveys/acs/about/ACS_Information_Guide.pdf)

<sup>3</sup> U.S. Census Bureau. (May, 2012). *Estimates of Undercount and Overcount in the 2010 Census*. [www.census.gov/newsroom/releases/archives/2010\\_census/cb12-95.html](http://www.census.gov/newsroom/releases/archives/2010_census/cb12-95.html)



questionnaire that was used to gather socio-economic data with the American Community Survey (ACS). As noted above, the ACS is an ongoing survey that is conducted by distributing questionnaires to a sample of households every month of every year. Annual results from the ACS are available but they are aggregated over five years for smaller communities, to try to correct for the increased chance of sampling errors due to the smaller samples used.

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

While recognizing that estimates provided by ACS data may not be fully reliable, we have elected to include them in this report because they still are the most comprehensive publically-available data that can help begin to describe the families that First Things First serve. Considering the important planning, funding and policy decisions that are made in tribal communities based on these data, however, the State of Indian Country report recommend a concerted tribal-federal government effort to develop the tribes' capacity to gather relevant information on their populations. This information could be based on the numerous records that tribes currently keep on the services provided to their members (records that various systems must report to the federal agencies providing funding but that are not currently organized in a systematic way) and on data kept by tribal enrollment offices.

A current initiative that aims at addressing some of these challenges has been started by the American Indian Policy Institute, the Center for Population Dynamics and the American Indian Studies Department at Arizona State University. The Tribal Indicators Project<sup>5</sup> begun at the request of tribal leaders interested in the development of tools that can help them gather and utilize meaningful and accurate data for governmental decision-making. An important part of this effort is the analysis of Census and ACS data in collaboration with tribal stakeholders. We

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<sup>4</sup> Inter Tribal Council of Arizona, Inc., ASU Office of the President on American Indian Initiatives, ASU Office of Public Affairs. (2013). *The State of Indian Country Arizona. Volume 1*. Retrieved from [http://outreach.asu.edu/sites/default/files/SICAZ\\_report\\_20130828.pdf](http://outreach.asu.edu/sites/default/files/SICAZ_report_20130828.pdf)

<sup>5</sup> [http://aipi.clas.asu.edu/Tribal\\_Indicators](http://aipi.clas.asu.edu/Tribal_Indicators)

hope that in the future these more reliable and tribally-relevant data will become available for use in these community assessments.

## Population Characteristics

### Why it Matters

The characteristics of families living within a region can influence the availability of resources and supports for those families.<sup>6</sup> Population characteristics and trends in family composition are often considered by policymakers when making decisions about the type and location of services to be provided within a region such as schools, health care facilities and services, and social services and programs. As a result of these decisions, families with young children may have very different experiences within and across regions regarding access to employment, food resources, schools, health care facilities and providers, and social services. It is important, therefore, that decision-makers understand who their constituents are so that they can prioritize policies that address the needs of diverse families with young children. Accurate and up-to-date information about population characteristics such as the number of children and families in a geographic region, their ethnic composition, whether their parents were born abroad, living arrangements and languages spoken can support the development or continuation of resources that are linguistically, culturally, and geographically most appropriate for a given locale.

In addition to being affected by community resources, the likelihood of a child reaching his or her optimal development can also be affected by the supports and resources available within the family.<sup>7,8</sup> The availability of family resources can be influenced by the characteristics of the family structure, such as who resides in a household and who is responsible for a child's care.

Children living with and being cared for by relatives or caregivers other than parents, is increasingly common.<sup>9</sup> Extended, multigenerational families and kinship care are more typical in Native communities.<sup>10,11</sup> The strengths associated with this open family structure -mutual

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<sup>6</sup> U.S. Department of Health and Human Services. Health Resources and Services Administration, Maternal and Child Health Bureau. (2014). *Child Health USA 2014. Population Characteristics*. Retrieved from: <http://mchb.hrsa.gov/chusa14/population-characteristics.html>

<sup>7</sup> Center for American Progress. (2015). *Valuing All Our Families. Progressive Policies that Strengthen Family Commitments and Reduce Family Disparities*. Retrieved from: <https://cdn.americanprogress.org/wp-content/uploads/2015/01/FamilyStructure-report.pdf>

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

<sup>9</sup> U.S. Department of Health and Human Services. (2012). *ASPE Report. Children in Nonparental Care: A Review of the Literature and Analysis of Data Gaps*. Retrieved from <http://aspe.hhs.gov/basic-report/children-nonparental-care-review-literature-and-analysis-data-gaps>

<sup>10</sup> Harrison, A. O., Wilson, M. N., Pine, C. J., Chan, S. Q., & Buriel, R. (1990). Family ecologies of ethnic minority children. *Child Development, 61*(2), 347-362.

<sup>11</sup> Red Horse, J. (1997). Traditional American Indian family systems. *Families, Systems, & Health, 15*(3), 243.

help and respect- can provide members of these families with a network of support which can be very valuable when dealing with socio-economic hardships.<sup>12</sup> Grandparents are often central to these multigenerational households. However, when caring for children not because of choice, but because parents become unable to provide care due to the parent's death, physical or mental illness, substance abuse, incarceration, unemployment or underemployment or because of domestic violence or child neglect in the family, grandparents may be in need of specialized assistance and resources to support their grandchildren.<sup>13</sup>

Understanding language use in the region can also contribute to being better able to serve the needs of families with young children. Language preservation and revitalization have been recognized by the U.S. Department of Health & Human Services as keys to strengthening culture in Native communities and to encouraging communities to move toward social unity and self-sufficiency.<sup>14</sup> Special consideration should be given to respecting and supporting the numerous Native languages spoken by families, particularly in tribal communities.

## What the Data Tell Us

According to the U.S. Census the First Things First Cocopah Tribe Region had a population of 817 in 2010, of whom 65 (8%) were children ages birth to 5 years (see Table 1). Fifteen percent of households in the region included a young child, a proportion that is similar to that of households across the state (16%) but lower than in all Arizona reservations combined (26%).

Almost half of the households with young children (birth to 5) in the region (47%) are single-female households (see Figure 3). The proportion of young children living in a grandparent's household in the region (23%) is higher than the percentage statewide (14%), but it is much lower than that in all Arizona reservations combined (40%) (see Table 4). For those children (0-17) living in a grandparent's household, 27 percent live with a grandparent who is financially responsible for them; the same proportion of children (27%) living in a grandparent's household have no parent present in the home (see Table 5).

The vast majority of young children (ages 0-4) in the Cocopah Tribe Region are American Indian (90%), and a fifth are Hispanic or Latino (21%). Across all Arizona reservations combined a similar percentage of children are identified as American Indian (92%) but only nine percent are

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<sup>12</sup> Hoffman, F. (Ed.). (1981). *The American Indian Family: Strengths and Stresses*. Isleta, NM: American Indian Social Research and Development Associates.

<sup>13</sup> Population Reference Bureau. (2012). *More U.S. Children Raised by Grandparents*. Retrieved from <http://www.prb.org/Publications/Articles/2012/US-children-grandparents.aspx>

<sup>14</sup> U.S. Department of Health & Human Services, Administration for Native Americans. (n.d.). *Native Languages* <http://www.acf.hhs.gov/programs/ana/programs/native-language-preservation-maintenance>

Hispanic or Latino (see Table 6). The overall race and ethnicity breakdown among adults in the region is very different to that of young children, with almost half of the residents (49%) identifying as American Indian, 40 percent as white and 10 percent as Hispanic or Latino. In the state, however, only four percent of adults identified as American Indian, and twenty-five percent as Hispanic or Latino (see Table 7). The overall adult ethnic breakdown in the region reflects a high proportion of white population in the North Reservation.<sup>15</sup>

The ethnic and racial breakdown in the region is also reflected in a higher proportion of households that report speaking a Native North American language (11%) compared to households statewide (2%). This proportion, however, is lower in the region compared to all Arizona reservations combined (51%) (see Figure 4). The Native language spoken in the region is Cocopah, a language of the Yuman family.

## Population and Households

**Table 1. Population and households, 2010**

	TOTAL POPULATION	POPULATION (AGES 0-5)	TOTAL NUMBER OF HOUSEHOLDS	HOUSEHOLDS WITH ONE OR MORE CHILDREN (AGES 0-5)	
Cocopah Tribe Region	817	65	312	47	15%
All Arizona Reservations	178,131	20,511	50,140	13,115	26%
Yuma County	195,751	18,048	64,767	12,998	20%
Arizona	6,392,017	546,609	2,380,990	384,441	16%

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Tables P1, P14, P20.  
Retrieved from: <http://factfinder.census.gov>

<sup>15</sup> According to the First Things First Cocopah Tribe Regional Partnership Council 2014 Needs and Assets Report, the North Reservation has the largest total population of the three reservation areas. The majority of the residents in the North Reservation appear not to be tribal members but are presumably residents of an RV resort in the area. The First Things First Cocopah Tribe Regional Partnership Council 2014 Needs and Assets Report is available at: <http://www.azftf.gov/RPCCouncilPublicationsCenter/Regional%20Needs%20and%20Assets%20Report%20-%202014%20-%20Cocopah%20Tribe.pdf>

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

	AGES 0-5	AGE 0	AGE 1	AGE 2	AGE 3	AGE 4	AGE 5
Cocopah Tribe Region	65	14	6	14	11	7	13
All Arizona Reservations	20,511	3,390	3,347	3,443	3,451	3,430	3,450
Yuma County	18,048	2,938	2,959	3,054	3,024	3,011	3,062
Arizona	546,609	87,557	89,746	93,216	93,880	91,316	90,894

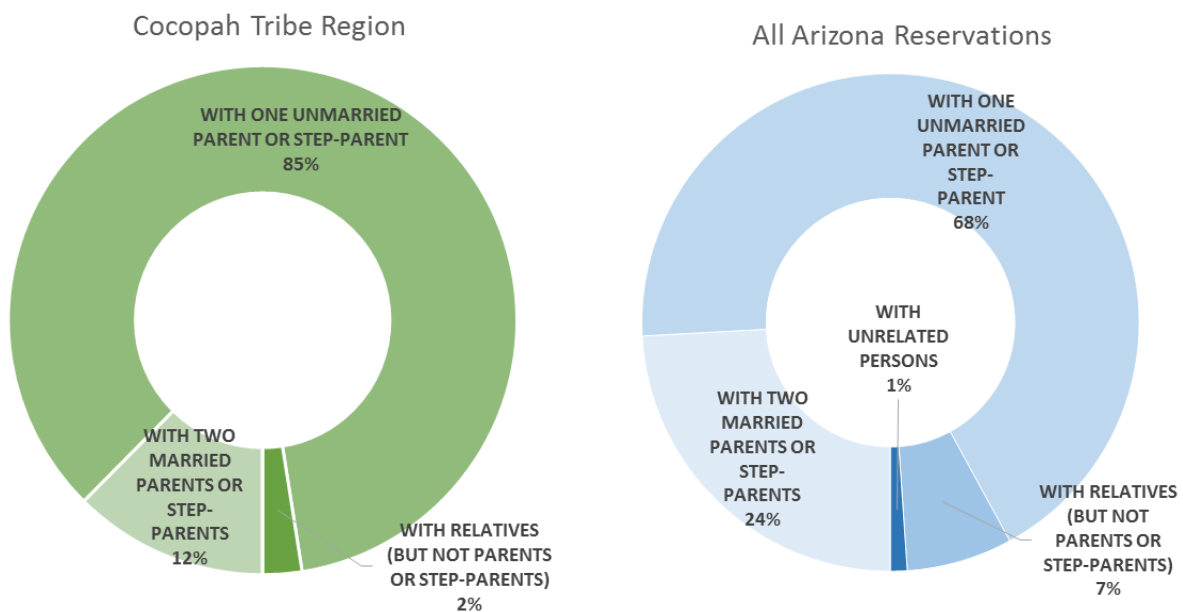
Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Table P14.

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

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

## Living Arrangements for Young Children

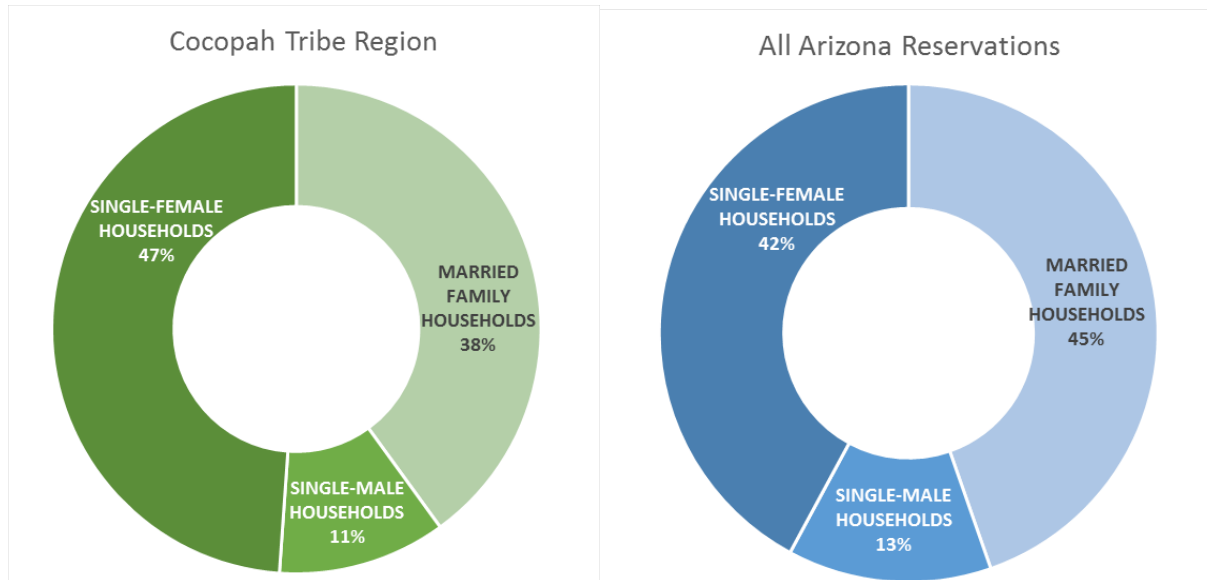
**Figure 2. Living arrangements for children (ages 0-5), 2009-2013 five-year estimate**



Source: American Community Survey, 5-year estimates (2009-2013), Tables B05009, B09001, B17006.

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

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



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

**Table 3. Children (ages 0-5) living with one or two foreign-born parents, 2009-2013 five-year estimate**

CHILDREN (0-5) LIVING WITH ONE OR TWO FOREIGN-BORN PARENTS	
Cocopah Tribe Region	0%
All Arizona Reservations	3%
Yuma County	43%
Arizona	28%

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

**Table 4. Children (ages 0-5) living in the household of a grandparent, 2010**

CHILDREN (0-5) LIVING IN A GRANDPARENT'S HOUSEHOLD	
Cocopah Tribe Region	23%
All Arizona Reservations	40%
Yuma County	19%
Arizona	14%

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

**Table 5. Grandparents responsible for grandchildren (ages 0-17) living with them, 2009-2013 five-year estimate**

	GRANDCHILDREN (0-17) LIVING WITH GRANDPARENT HOUSEHOLDER	GRANDPARENT HOUSEHOLDER RESPONSIBLE FOR OWN GRANDCHILDREN (0-17)		GRANDPARENT HOUSEHOLDER RESPONSIBLE FOR OWN GRANDCHILDREN (0-17) WITH NO PARENT PRESENT	
Cocopah Tribe Region	37	10	27%	10	27%
All Arizona Reservations	17,142	10,120	59%	2,013	12%
Yuma County	5,168	2,002	39%	401	8%
Arizona	137,753	73,467	53%	20,102	15%

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



## Race, Ethnicity, and Language

**Table 6. Race and ethnicity of the population of young children (ages 0-4), 2010**

	Total Population (ages 0-4)	Hispanic or Latino	White, not Hispanic	Black or African American	American Indian	Asian or Pacific Islander
<b>Cocopah Tribe Region</b>	<b>52</b>	<b>21%</b>	<b>0%</b>	<b>0%</b>	<b>90%</b>	<b>0%</b>
All Arizona Reservations	17,061	9%	1%	0%	92%	0%
Yuma County	14,967	76%	19%	2%	2%	1%
Arizona	455,715	45%	40%	5%	6%	3%

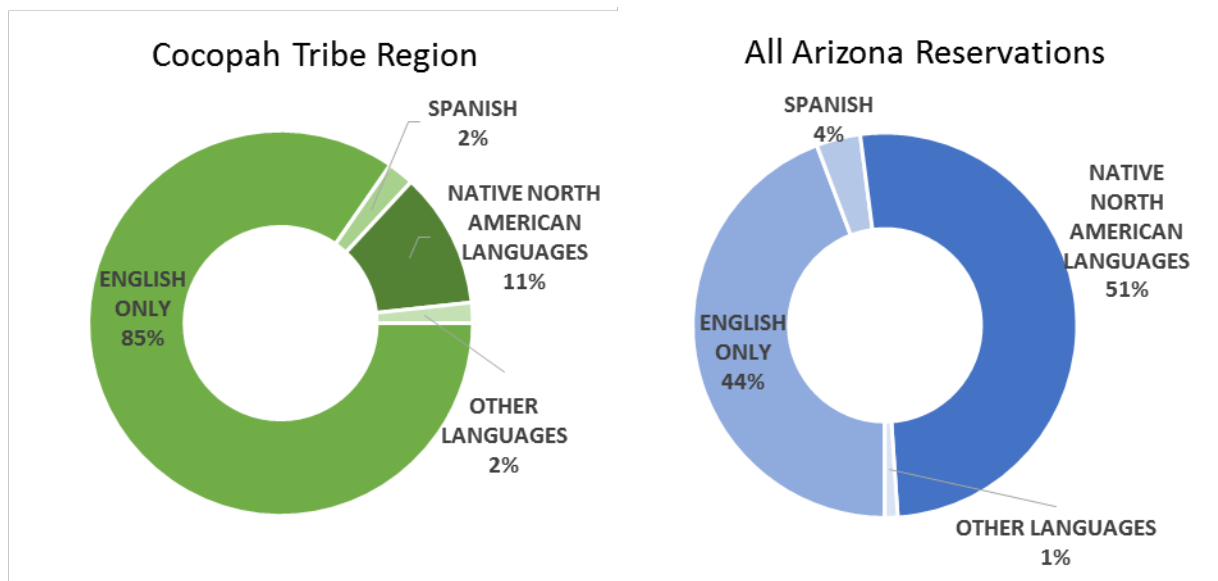
Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Tables P12A-H.  
Retrieved from: <http://factfinder.census.gov>

**Table 7. Race and ethnicity of the adult population (ages 18 and older), 2010**

	Total Population (ages 18+)	Hispanic or Latino	Not Hispanic or Latino				
			White	Black or African American	American Indian	Asian or Pacific Islander	Other
<b>Cocopah Tribe Region</b>	<b>610</b>	<b>10%</b>	<b>40%</b>	<b>0%</b>	<b>49%</b>	<b>0%</b>	<b>1%</b>
All Arizona Reservations	117,049	5%	5%	0%	88%	0%	1%
Yuma County	140,566	53%	42%	2%	1%	1%	1%
Arizona	4,763,003	25%	63%	4%	4%	3%	1%

Source: U.S. Census Bureau (2010). 2010 Decennial Census, Summary File 1, Table P11  
Retrieved from: <http://factfinder.census.gov>

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



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

**Table 8. Household use of languages other than English, 2009-2013 five-year estimate**

	NUMBER OF HOUSEHOLDS	HOUSEHOLDS IN WHICH A LANGUAGE OTHER THAN ENGLISH IS SPOKEN	LIMITED ENGLISH SPEAKING HOUSEHOLDS (TOTAL)	LIMITED ENGLISH SPEAKING HOUSEHOLDS (SPANISH)	LIMITED ENGLISH SPEAKING HOUSEHOLDS (NOT SPANISH)
Cocopah Tribe Region	447	26%	3%	0%	3%
All Arizona Reservations	47,351	80%	1%	0%	1%
Yuma County	70,122	51%	13%	12%	0%
Arizona	2,370,289	27%	5%	4%	1%

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

## Economic Circumstances

### Why it Matters

Many economic factors contribute to a child's well-being, including family income, parent employment status, and the availability of safety-net programs such as housing and nutrition assistance.<sup>16,17</sup> Understanding the economic context in which families with young children live is crucial when designing programs and policies intended to assist them.

Employment rates and income are common indicators of economic well-being. Unemployment and job loss often results in families having fewer resources to meet their regular monthly expenses and support their children's development. Family dynamics can be negatively impacted by job loss as reflected in higher levels of parental stress, family conflict and more punitive parental behaviors.<sup>18</sup> Parental job loss can also impact children's school performance (shown by lower test scores, poorer attendance, higher risk of grade repetition, suspension or expulsion among children whose parents have lost their jobs.)<sup>19</sup> Unemployment rates, therefore, can be an indicator of family stress, and are also an important indicator of regional economic vitality.

Employment rates and job opportunities contribute to the income families have available. It is estimated that families need an income of about twice the federal poverty level (FPL)<sup>20</sup> to meet basic needs.<sup>21</sup> Families earning less may experience unstable access to basic resources like food and housing. Food insecurity – the lack of reliable access to affordable, nutritious food – negatively impacts the health and well-being of children, including a heightened risk for developmental delays.<sup>22</sup> High housing costs, relative to income, are associated with increased

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<sup>16</sup> Annie E Casey Foundation. (2015). *Kids Count 2015 Data Book – State Trends in Child Well-being*. Retrieved from <http://www.aecf.org/m/databook/aecf-2015kidscountdatabook-2015-em.pdf>

<sup>17</sup> Kalil, A. (2013). Effects of the Great Recession on Child Development. *The Annals of the American Academy of Political and Social Science*, 650(1), 232-250. Retrieved from <http://ann.sagepub.com/content/650/1/232.full.pdf+html>

<sup>18</sup> Isaacs, J. (2013). *Unemployment from a child's perspective*. Retrieved from <http://www.urban.org/UploadedPDF/1001671-Unemployment-from-a-Childs-Perspective.pdf>

<sup>19</sup> Ibid

<sup>20</sup> The 2015 FPL for a family of four is \$24,250. Source: U.S. Department of Health and Human Services. (2015). *2015 Poverty Guidelines*. Retrieved from: <http://aspe.hhs.gov/2015-poverty-guidelines>

<sup>21</sup> National Center for Children in Poverty. (2015). *Arizona Demographics of Low-income Children*. Retrieved from [http://www.nccp.org/profiles/AZ\\_profile\\_6.html](http://www.nccp.org/profiles/AZ_profile_6.html)

<sup>22</sup> Rose-Jacobs, R., Black, M. M., Casey, P. H., Cook, J. T., Cutts, D. B., Chilton, M., Heeren, T., Levenson, S. M., Meyers, A. F., & Frank, D. A. (2008). Household food insecurity: associations with at-risk infant and toddler development. *Pediatrics*, 121(1), 65-72. Retrieved from <http://pediatrics.aappublications.org/content/121/1/65.full.pdf>

risk for homelessness, overcrowding, poor nutrition, frequent moving, lack of supervision while parents are at work, and low cognitive achievement.<sup>23</sup> Even when housing is affordable, housing *availability* is typically lower on tribal land, due to the legal complexities of land ownership and the lack of rental properties, often leading to a shortage of safe, quality housing.<sup>24</sup> Low income and poverty, especially among children, can have far reaching negative consequences, including an effect on brain development and later cognitive ability.<sup>25</sup>

Public assistance programs are one way of combating the effects of poverty and providing supports to children and families in need. Temporary Assistance for Needy Families<sup>26</sup> (TANF, which has replaced previous welfare programs) provides cash assistance and services to the very poor and can help offset some of the economic circumstances of families that may have a detrimental effect on young children.

Another safety net program, the Supplemental Nutrition Assistance Program (SNAP, also referred to as “Nutrition Assistance” and “food stamps”) has been shown to help reduce hunger and improve access to healthier food.<sup>27</sup> SNAP benefits support working families whose incomes simply do not provide for all their needs. For low-income working families, the additional income from SNAP is substantial. For example, for a three-person family with one person whose wage is \$10 per hour, SNAP benefits boost take-home income by ten to 20 percent.<sup>28</sup> Similarly, the National School Lunch Program<sup>29</sup> provides free and reduced-price

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<sup>23</sup> The Federal Interagency Forum on Child and Family Statistics. (2015). *America's Children: Key National Indicators of Well-Being, 2015*. [http://www.childstats.gov/pdf/ac2015/ac\\_15.pdf](http://www.childstats.gov/pdf/ac2015/ac_15.pdf)

<sup>24</sup> Housing Assistance Council. (2013). *Housing on Native American Lands*. Retrieved from [http://www.ruralhome.org/storage/documents/rpts\\_pubs/ts10\\_native\\_lands.pdf](http://www.ruralhome.org/storage/documents/rpts_pubs/ts10_native_lands.pdf)

<sup>25</sup> Noble, K.G., Houston, S.M., Brito, N.H., Bartsch, H. Kan E., et. al. (2015). Family Income, parental education and brain structure in children and adolescents. *Nature Neuroscience*, 18, 773–778. Retrieved from <http://www.nature.com/neuro/journal/v18/n5/full/nn.3983.html#close>

<sup>26</sup> In Arizona, TANF eligibility is capped at \$335 per month, or \$4020 annually for a family of four, and has recently undergone significant changes. Beginning in 2016, Arizona will become the first and only state that limits a person’s lifetime benefit to 12 months. In addition, since 2009, a steadily decreasing percentage of Arizona TANF funds have been spent on three of the key assistance categories: cash assistance to meet basic needs, helping connect parents to employment opportunities, and child care; in 2013, Arizona ranked 51<sup>st</sup>, 47<sup>th</sup>, and 46<sup>th</sup> respectively in proportional spending in those categories across all states and the District of Columbia. Meanwhile, since 2009, an increasing percentage of Arizona TANF funds have been spent on other costs such as child protection, foster care, and adoption. Sources: Reilly, T., and Vitek, K. (2015). *TANF cuts: Is Arizona shortsighted in its dwindling support for poor families?* Retrieved from: [https://morrisoninstitute.asu.edu/sites/default/files/content/products/TANF.doc\\_0.pdf](https://morrisoninstitute.asu.edu/sites/default/files/content/products/TANF.doc_0.pdf) ; Floyd, I., Pavetti, L., and Schott, L. (2015). *How states use federal and state funds under the TANF block grant*. Retrieved from: <http://www.cbpp.org/research/family-income-support/how-states-use-federal-and-state-funds-under-the-tanf-block-grant>;

<sup>27</sup> Food Research and Action Center. (2013). *SNAP and Public Health: The Role of the Supplemental Nutrition Assistance Program in Improving the Health and Well-Being of Americans*. Retrieved from [http://frac.org/pdf/snap\\_and\\_public\\_health\\_2013.pdf](http://frac.org/pdf/snap_and_public_health_2013.pdf)

<sup>28</sup> Ibid

meals at school for students whose families meet income criteria. These income criteria are 130 percent of the federal poverty level (FPL) for free lunch, and 185 percent of the FPL for reduced price lunch.

### What the Data Tell Us

Almost three-quarters (73%) of the children aged 0-5 in the Cocopah Tribe Region live in poverty. This proportion is substantially higher than that in all Arizona reservations combined and the state (56% and 28%, respectively) (see Figure 5). In addition to the families whose incomes fall below the federal poverty level, a substantial proportion of households in the region, and across all Arizona reservations are low income, i.e., near but not below the federal poverty level (FPL). Almost all families (96%) in the region with children aged four and under are living below 185 percent of the FPL (i.e., earned less than \$3,677<sup>30</sup> a month for a family of four), compared to 77 percent in all Arizona reservations combined, and 48 percent across the state (see Table 9). The median family income in the region (\$38,889) is substantially lower than the median family income in the state of Arizona (\$58,897) (see Figure 6).

In 2014, 75 children aged 0-5 received Supplemental Nutrition Assistance Program (SNAP) benefits (see Table 14). This is a higher number than the total population of children in that age range reported to be living in the region according to Census 2010 data (see Table 1). Additionally, the number of young children participating in the SNAP program increased from 50 in 2012 to 75 in 2014.

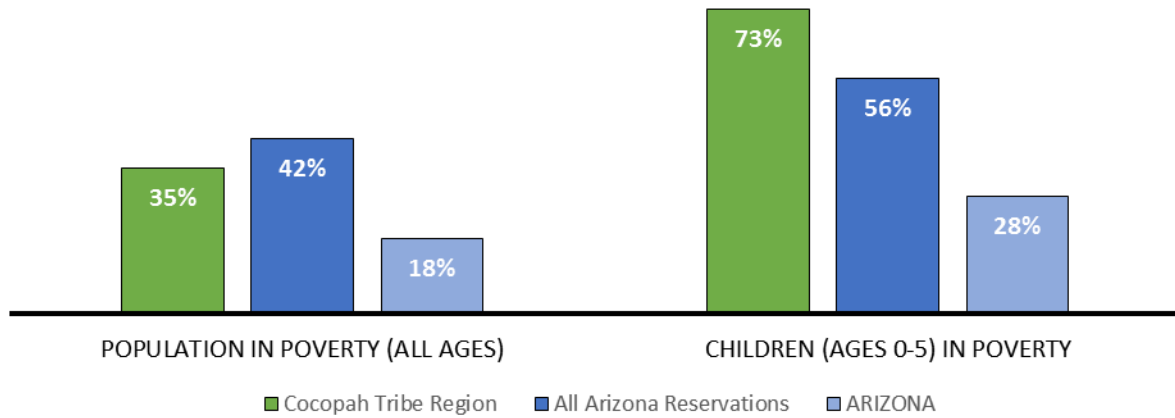
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<sup>29</sup> United States Department of Agriculture, Food and Nutrition Service. (2015). *National School Lunch Program (NSLP)*. Retrieved from <http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>

<sup>30</sup> Based on 2014 FPL Guidelines, see <http://aspe.hhs.gov/2014-poverty-guidelines>

## Poverty and Income

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



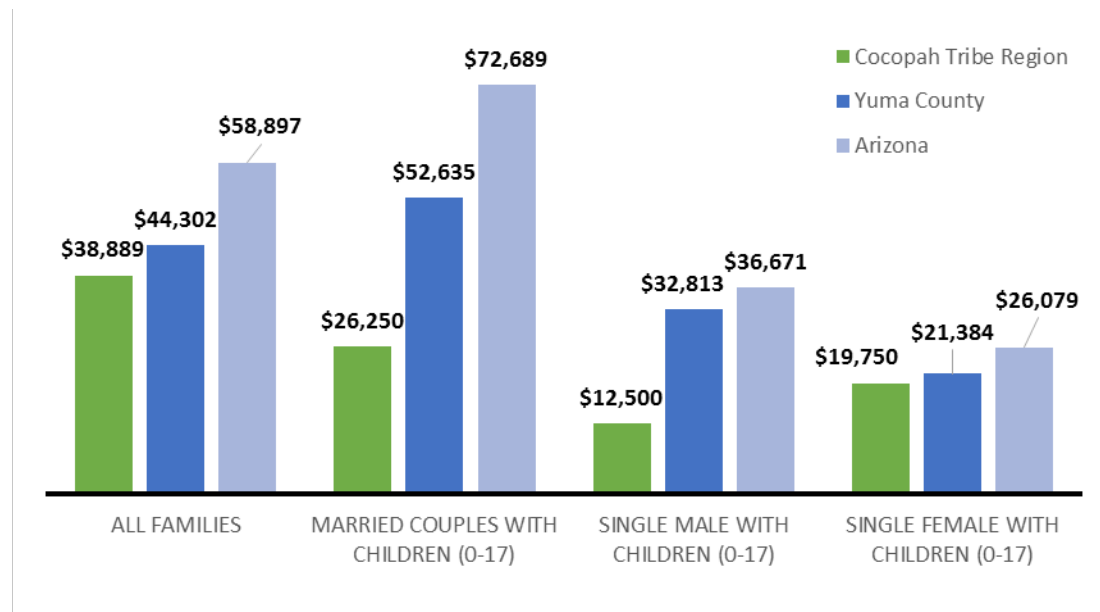
Source: U.S. Census Bureau (2014). 2009-2013 American Community Survey 5 Year Estimates, Table B17001.  
Retrieved from: <http://factfinder.census.gov>

**Table 9. Federal poverty levels for families with young children (ages 0-4), 2009-2013 five-year estimate**

	FAMILIES WITH CHILDREN 0-4	FAMILIES WITH CHILDREN 0-4			
		BELOW POVERTY	BELOW 130% POVERTY	BELOW 150% POVERTY	BELOW 185% POVERTY
Cocopah Tribe Region	55	65%	75%	80%	96%
All Arizona Reservations	9,660	52%	63%	69%	77%
Yuma County	12,224	28%	42%	49%	58%
Arizona	307,126	26%	35%	40%	48%

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

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



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

**Table 10. Parents of young children (ages 0-5) who are or are not in the labor force, 2009-2013 five-year estimate**

	ESTIMATED NUMBER OF CHILDREN (AGES 0-5) LIVING WITH ONE OR TWO PARENTS	CHILDREN (0-5) LIVING WITH TWO PARENTS			CHILDREN (0-5) LIVING WITH ONE PARENT	
		BOTH PARENTS IN LABOR FORCE	ONE PARENT IN LABOR FORCE	NEITHER PARENT IN LABOR FORCE	PARENT IN LABOR FORCE	PARENT NOT IN LABOR FORCE
<b>Cocopah Tribe Region</b>	<b>157</b>	<b>4%</b>	<b>9%</b>	<b>0%</b>	<b>39%</b>	<b>48%</b>
All Arizona Reservations	18,682	13%	11%	2%	40%	34%
Yuma County	17,787	29%	29%	1%	31%	10%
Arizona	517,766	31%	29%	1%	29%	10%

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

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

**Table 11. Vacant and occupied housing units, 2009-2013 five-year estimate**

	TOTAL HOUSING UNITS	OCCUPIED HOUSING UNITS	VACANT HOUSING UNITS (NON-SEASONAL)	VACANT HOUSING UNITS (SEASONAL)
<b>Cocopah Tribe Region</b>	<b>831</b>	<b>54%</b>	<b>9%</b>	<b>38%</b>
All Arizona Reservations	68,118	70%	15%	15%
Yuma County	88,505	79%	8%	13%
Arizona	2,859,768	83%	10%	7%

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

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

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

**Table 12. Occupied housing units and costs relative to income, 2009-2013 five-year estimate**

	NUMBER OF OCCUPIED HOUSING UNITS	UNITS WHICH COST THE OWNER OR RENTER MORE THAN 30% OF THEIR INCOME	
<b>Cocopah Tribe Region</b>	<b>447</b>	<b>32</b>	<b>7%</b>
All Arizona Reservations	47,351	8,030	17%
Yuma County	70,122	23,694	34%
Arizona	2,370,289	847,315	36%

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

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

## Economic Supports

**Table 13. Children (ages 0-5) receiving Temporary Assistance to Needy Families (TANF)**

	CENSUS 2010 POPULATION (AGES 0-5)	CHILDREN (AGES 0-5) RECEIVING TANF			CHANGE FROM 2012 TO 2014
		2012	2013	2014	
<b>Cocopah Tribe Region</b>	<b>65</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
All Arizona Reservations	NA	NA	NA	NA	NA
Yuma County	18,048	4%	4%	3%	-21%
Arizona	546,609	5%	5%	4%	-26%

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

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

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



**Table 14. Children (ages 0-5) in the Supplemental Nutrition Assistance Program (SNAP)**

	CHILDREN (AGES 0-5) RECEIVING SNAP			CHANGE FROM 2012 TO 2014
	2012	2013	2014	
<b>Cocopah Tribe Region</b>	<b>50</b>	<b>66</b>	<b>75</b>	<b>50%</b>
All Arizona Reservations	N/A	N/A	N/A	N/A
Yuma County	10,939	10,876	10,742	-2%
Arizona	296,686	290,513	277,345	-7%

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

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

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

## Educational Indicators

### Why it Matters

Characteristics of educational involvement and achievement in a region, such as school attendance, standardized tests scores, graduation rates, and the overall level of education of adults, all impact the developmental and economic resources available to young children and their families. Education, in and of itself, is an important factor in how able parents and caregivers are to provide for the children in their care. Parents who graduate from high school earn more and are less likely to rely on public assistance programs than those without high school degrees.<sup>31,32</sup> Higher levels of education are associated with better housing, neighborhood of residence, and working conditions, all of which are important for the health and well-being of children.<sup>33,34</sup>

By third grade, reading ability is strongly associated with high school completion. One in six third graders who do not read proficiently will not graduate from high school on time, and the rates are even higher (23%) for children who were both not reading proficiently in third grade and living in poverty for at least a year.<sup>35</sup> In recognition of the importance of assuring that children are reading by the third grade, legislators enacted the Arizona Revised Statute §15-701 (also known as the *Move on When Reading* law) which states that as of school year 2013-2014 a student shall not be promoted from the third grade if the student obtains a score on the statewide reading assessment “that demonstrates that the pupil’s reading falls far below the third-grade level.” Exceptions exist for students identified with or being evaluated for learning disabilities, English language learners, and those with reading impairments.

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<sup>31</sup> Planty, M., Hussar, W., Snyder, T., Provasnik, S., Kena, G., Dinkes, R., KewalRamani, A., & Kemp, J. (2008). *The Condition of Education 2008* (NCES 2008-031). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C. Retrieved from: <http://nces.ed.gov/pubs2008/2008031.pdf>

<sup>32</sup> Waldfogel, J., Garfinkel, I. & Kelly, B. (2007). Welfare and the costs of public assistance. In C.R. Belfield and H.M. Levin (Eds.). *The price we pay: Economic and social consequences for inadequate education*. Washington, DC: The Brookings Institution, 160-174.

<sup>33</sup> Annie E. Casey Foundation. (2013). *The First Eight Years. Giving kids a foundation for lifelong success*. Retrieved from <http://www.aecf.org/m/resourcedoc/AECF-TheFirstEightYearsKCpolicyreport-2013.pdf>

<sup>34</sup> Lynch, J., & Kaplan, G. (2000). Socioeconomic position (pp. 13-35). In *Social Epidemiology*. Berkman, L. F. & Kawachi, I. (Eds.). New York: Oxford University Press.

<sup>35</sup> Hernandez, D. (2011). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. The Annie E. Casey Foundation. Retrieved from <http://files.eric.ed.gov/fulltext/ED518818.pdf>.

From 2000-2014, the primary in-school performance of students in the public elementary schools in the state has been measured by Arizona's Instrument to Measure Standards (AIMS).<sup>36</sup> AIMS scores were used to meet the requirement of *Move on When Reading*.

However, a new summative assessment system which reflects Arizona's K-12 academic standards, Arizona's Measurement of Educational Readiness to Inform Teaching (AzMERIT), was implemented in the 2014-2015 school year.<sup>37</sup> This assessment replaced the reading and mathematics portions of the AIMS test. Although it is not a graduation requirement, it will still be used to determine promotion from the third grade in accordance with Arizona Revised Statute §15-701.<sup>38</sup>

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

In order for children to be prepared to succeed on tests such as the AIMS or AzMERIT, research shows that early reading experiences, opportunities to build vocabularies and literacy rich environments are the most effective ways to support the literacy development of young children.<sup>39</sup>

## What the Data Tell Us

There are no schools on the Cocopah Tribe Reservation so children in the region attend schools in the surrounding communities of Yuma and Somerton (see Appendix 3). Data are provided for the three ADE districts where children from the region attend school: Crane Elementary School District, Somerton School District and Yuma Elementary School District. Students pass Arizona's Instrument to Measure Standards (AIMS) if they meet or exceed the standard. There is some variability in the percent of students passing AIMS in the three districts. Crane and Yuma Elementary School Districts have a similar proportion of 3<sup>rd</sup> grade students passing the math test (68% and 72%, respectively) and reading test (76% and 74%, respectively). Somerton School District has the lowest percentage of students passing in both the math and reading tests (59% and 73%, respectively; see Table 15 and Table 16).

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<sup>36</sup> For more information on the AIMS test, see <http://arizonaindicators.org/education/aims>

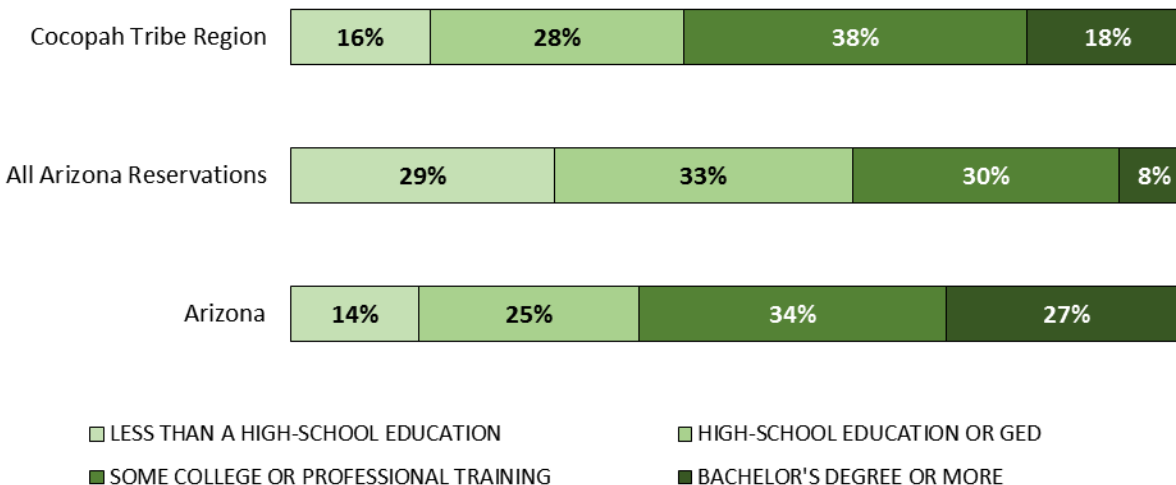
<sup>37</sup> For more information on AzMERIT, see <http://www.azed.gov/assessment/azmerit/>

<sup>38</sup> For more information on Move on When Reading, see <http://www.azed.gov/mowr/>

<sup>39</sup> First Things First. (2012). *Read All About It: School Success Rooted in Early Language and Literacy*. Retrieved from [http://www.azftf.gov/WhoWeAre/Board/Documents/Policy\\_Brief\\_Q1-2012.pdf](http://www.azftf.gov/WhoWeAre/Board/Documents/Policy_Brief_Q1-2012.pdf) (April, 2012)

## Educational Attainment of the Adult Population

**Figure 7. Level of education for the population ages 25 and older, 2009-2013 five-year estimate**



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

## Third-grade Test Scores

**Table 15. Results of the 2014 third-grade AIMS Math test**

	RESULTS OF THE THIRD-GRADE AIMS MATH (2014)				
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS	PASSES
Crane Elementary District	9%	23%	44%	24%	68%
Somerton Elementary District	12%	29%	46%	13%	59%
Yuma Elementary District	8%	20%	44%	28%	72%

Source: Arizona Department of Education, Research and Evaluation (2015). AIMS Assessment Results  
Retrieved from: [www.azed.gov/research-evaluation/aims-assessment-results](http://www.azed.gov/research-evaluation/aims-assessment-results)

**Table 16. Results of the 2014 third-grade AIMS Reading test**

**RESULTS OF THE THIRD-GRADE READING (2014)**

	<b>FALLS FAR BELOW</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>EXCEEDS</b>	<b>PASSES</b>
Crane Elementary District	3%	21%	69%	7%	76%
Somerton Elementary District	4%	24%	68%	5%	73%
Yuma Elementary District	3%	23%	66%	8%	74%

*Source: Arizona Department of Education, Research and Evaluation (2015). AIMS Assessment Results  
Retrieved from: [www.azed.gov/research-evaluation/aims-assessment-results](http://www.azed.gov/research-evaluation/aims-assessment-results)*

## Early Learning

### Why it Matters

Early childhood marks a time of peak plasticity in the brain, and early adversity can weaken the foundation upon which future learning will be built; in other words, positive developmental experiences in early life are crucial.<sup>40</sup> Research has shown that the experiences that children have from birth to five years of age influence future health and well-being, and that supporting children during this time has a great return on investment.<sup>41</sup> Investing in high-quality early childhood programs, particularly for disadvantaged children, provides substantial benefits to society through increased educational achievement and employment, reductions in crime, and better overall health of those children as they mature into adults.<sup>42,43</sup> Children whose education begins with high-quality preschool repeat grades less frequently, obtain higher scores on standardized tests, experience fewer behavior problems, and are more likely to graduate high school.<sup>44</sup>

The ability of families to access quality, affordable early care and education opportunities, however, can be limited. The annual cost of full-time center-based care for a young child in Arizona is only slightly less than a year of tuition and fees at a public college.<sup>45</sup> Although the Department of Health and Human Services recommends that parents spend no more than 10 percent of their family income on child care,<sup>46</sup> the cost of center-based care for a single infant, toddler, or 3-5 year old is an estimated 17, 15 and 11 percent, respectively, of an average Arizona family's income.<sup>47</sup>

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<sup>40</sup> Center on the Developing Child at Harvard University (2010). *The Foundations of Lifelong Health Are Built in Early Childhood*. Retrieved from <http://developingchild.harvard.edu/wp-content/uploads/2015/05/Foundations-of-Lifelong-Health.pdf>

<sup>41</sup> Executive Office of the President of the United States. (2014). *The Economics of Early Childhood Investments*. Retrieved from [https://www.whitehouse.gov/sites/default/files/docs/early\\_childhood\\_report1.pdf](https://www.whitehouse.gov/sites/default/files/docs/early_childhood_report1.pdf)

<sup>42</sup> The Heckman Equation. (2013). *The Heckman Equation Brochure*. Retrieved from <http://heckmanequation.org/content/resource/heckman-equation-brochure-0>

<sup>43</sup> The Heckman Equation. (n.d.). *Research Summary: Abecedarian & Health*. Retrieved from <http://heckmanequation.org/content/resource/research-summary-abecedarian-health>

<sup>44</sup> Annie E. Casey Foundation. (2013). *The First Eight Years. Giving kids a foundation for lifelong success*. Retrieved from <http://www.aecf.org/m/resourcedoc/AECF-TheFirstEightYearsKCpolicyreport-2013.pdf>

<sup>45</sup> Child Care Aware® of America. (2014). *Parents and the High Cost of Child Care. 2014 Report*. Retrieved from [https://www.ncsl.org/documents/cyf/2014\\_Parents\\_and\\_the\\_High\\_Cost\\_of\\_Child\\_Care.pdf](https://www.ncsl.org/documents/cyf/2014_Parents_and_the_High_Cost_of_Child_Care.pdf)

<sup>46</sup> U.S. Department of Health and Human Services, Child Care Bureau (2008). *Child Care and Development Fund: Report of state and territory plans: FY 2008-2009*. Section 3.5.5 – Affordable co-payments, p. 89. Retrieved from <http://www.researchconnections.org/childcare/resources/14784/pdf>

<sup>47</sup> The cost of center-based care as a percentage of income is based on the Arizona median annual family income of \$58,900.

Child care subsidies can help families who otherwise would be unable to access early learning services.<sup>48</sup> However, the availability of this type of support is also limited. The number of children receiving Child Care and Development Fund (CCDF) subsidies in Arizona is low. In 2014, only 26,685 children aged birth to 5 (about 5% of Arizona’s children in this age range) received CCDF vouchers. With half of young children in Arizona living below the federal poverty level, the number in need of these subsidies is likely much higher than those receiving them.

The availability of services for young children with special needs is an ongoing concern across the state, particularly in more geographically remote communities. The services available to families include early intervention screening and intervention services provided through the Arizona Department of Education AZ FIND (Child Find),<sup>49</sup> the Arizona Early Intervention Program (AzEIP)<sup>50</sup> and the Division of Developmental Disabilities (DDD).<sup>51</sup> These programs help identify and assist families with young children who may need additional support to meet their potential. Timely intervention can help young children with, or at risk for, developmental delays improve language, cognitive, and social/emotional development. It also reduces educational costs by decreasing the need for special education.<sup>52,53,54</sup>

## What the Data Tell Us

Early care and education settings in the Cocopah Tribe Region include the Cocopah Day Care and the Cocopah Head Start, both tribally-operated.

### Center-based Care

The Cocopah Day Care provides childcare services to families in the region with children ages 3 to 12, Monday to Friday from 7:30 am to 5:30 pm. Enrollment is available to children from the Cocopah Indian Tribe and also to members of any other federally--recognized tribe, such as the

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<sup>48</sup> For more information on child care subsidies see [https://www.azdes.gov/child care/](https://www.azdes.gov/child%20care/)

<sup>49</sup> For more information on AZ FIND see <http://www.azed.gov/special-education/az-find/>

<sup>50</sup> For more information on AzEIP see <https://www.azdes.gov/azeip/>

<sup>51</sup> For more information on DDD see [https://www.azdes.gov/developmental\\_disabilities/](https://www.azdes.gov/developmental_disabilities/)

<sup>52</sup> The National Early Childhood Technical Assistance Center. (2011). *The Importance of Early Intervention for Infants and Toddlers with Disabilities and their Families*. Retrieved from <http://www.nectac.org/~pdfs/pubs/importanceofearlyintervention.pdf>

<sup>53</sup> Hebbeler, K, Spiker, D, Bailey, D, Scarborough, A, Mallik, S, Simeonsson, R, Singer, M & Nelson, L. (2007). *Early intervention for infants and toddlers with disabilities and their families: Participants, services and outcomes. Final Report of the National Early Intervention Longitudinal Study (NEILS)*. Retrieved from [http://www.sri.com/sites/default/files/publications/neils\\_finalreport\\_200702.pdf](http://www.sri.com/sites/default/files/publications/neils_finalreport_200702.pdf)

<sup>54</sup> NECTAC Clearinghouse on Early Intervention and Early Childhood Special Education. (2005). *The long term economic benefits of high quality early childhood intervention programs*. Retrieved from <http://ectacenter.org/~pdfs/pubs/econbene.pdf>

neighboring Quechan Tribe. Eligibility requirements are based on income and according to key informants the vast majority of families who apply for the program qualify for subsidized care. The Cocopah Day Care has one classroom and a total capacity to serve 20 children.<sup>55</sup>

In fiscal year 2013 the Cocopah Day Care served a total of 12 children and eight of them were between the ages of 3 to 5. As of December of 2013, the Day Care had no children on the waiting list and five slots were available to families in the region. Several parents had recently lost their jobs and therefore were not in need of child care services at the moment. In past years, there were two children on the waiting list on average.<sup>56</sup>

A big challenge for families in the region is the fact that no infant care is available within the reservation boundaries and parents must travel 5-15 miles to the nearest infant child care facility.<sup>57</sup>

At the Cocopah Day Care fees for each family are calculated on a sliding scale that ranges from \$1 to \$15 a day for full-time care. With no subsidized infant care available within the regional boundaries, covering the cost of child care for the youngest children represents a major challenge to parents in the region.<sup>58</sup>

### **Cocopah Head Start**

Head Start is a comprehensive early childhood education program for pre-school aged children whose families meet income eligibility criteria. The program addresses a wide range of early childhood needs such as education and child development, special education, health services, nutrition, and parent and family development. The Cocopah Head Start Program is located on the East Reservation and it is a half day program with a total funded capacity to serve 20 children ages 3 to 5. Priority for enrollment is given to Cocopah tribal members, but the program is also open to children from other tribes. After all slots are filled with tribal members, enrollment can be open to children in the community at large. The Cocopah Head Start program serves children from the three reservation areas and transportation is provided to most children. Children with special needs can attend the Cocopah Head Start Program in the

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<sup>55</sup> First Things First Cocopah Tribe Regional Partnership Council 2014 Needs and Assets Report retrieved from: <http://www.azftf.gov/RPCCouncilPublicationsCenter/Regional%20Needs%20and%20Assets%20Report%20-%202014%20-%20Cocopah%20Tribe.pdf>

<sup>56</sup> Ibid

<sup>57</sup> Ibid

<sup>58</sup> Ibid



morning and participate in a school-based preschool program in the afternoon, with transportation provided by the Head Start Program.<sup>59</sup>

### **Developmental support services**

No children from the Cocopah Tribe Region were being served by the Arizona Early Intervention Program (AzEIP) in October 2014 (see Table 17). Similarly, no children under the age of 6 from the region were served by the Division of Developmental Disabilities (DDD) in FY2013 or FY2014 (see Table 18 and Table 19).

### **Parent perceptions of their children’s developmental needs**

The First Things First Family and Community Survey is a phone-based survey designed to measure many critical areas of parents’ knowledge, skills, and behaviors related to their young children. In 2014, First Things First conducted a modified version of the Family and Community survey in six tribal regions including the Cocopah Tribe Region, known as the First Things First Parent and Caregiver Survey. This survey, conducted face-to-face with parents and caregivers of young children living in the region, included a sub-set of items from the First Things First Family and Community Survey, as well as additional questions that explored health needs in tribal communities. A total of 26 parents and other caregivers from the Cocopah Tribe Region responded to the survey.

The 2014 First Things First Parent and Caregiver Survey included a set of questions aimed at gauging parents’ and caregivers’ concerns about their children’s development. Respondents were asked to indicate how concerned they were about several developmental events and stages in eight key areas. The three areas which revealed the greatest degree of concern for respondents were “How well your child behaves” (75% worried), “How well your child gets along with others” (40% worried), and “How well is your child learning pre-school or school skills” (24% worried) (see Figure 8).

Across the eight questions, 12 percent of the respondents reported being “worried a lot” about one or more, and 24 percent were “not worried at all” about all eight. (The remaining 64 percent were “worried a little” about at least one of the eight).

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<sup>59</sup> Ibid

## Families with Children Who Have Special Needs

**Table 17. AzEIP referrals and children served, 2014**

	NUMBER OF AzEIP REFERRALS DURING FISCAL YEAR 2014			NUMBER OF CHILDREN BEING SERVED BY AzEIP ON OCTOBER 1, 2014		
	LESS THAN 1 YEAR OLD	FROM 13 TO 24 MONTHS OLD	FROM 25 TO 35 MONTHS OLD	LESS THAN 1 YEAR OLD	FROM 13 TO 24 MONTHS OLD	FROM 25 TO 35 MONTHS OLD
Cocopah Tribe Region	0	N/A	N/A	0	0	0
All Arizona Reservations	N/A	N/A	N/A	N/A	N/A	N/A
Yuma County	91	86	154	N/A	28	47
Arizona	2,651	3,669	5,421	746	1,659	2,843

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

Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression (counts of <25), or are otherwise not available. For Cocopah Tribe Region, "N/A" represents counts of <25. For All Arizona Reservations, "N/A" represents data that are unavailable.

**Table 18. Division of Developmental Disabilities (DDD) services to children (ages 0-2), 2013-2014**

	CHILDREN (AGES 0-2) REFERRED TO DDD		CHILDREN (AGES 0-2) SCREENED BY DDD		CHILDREN (AGES 0-2) SERVED BY DDD		NUMBER OF DDD SERVICE VISITS TO CHILDREN (AGES 0-2)	
	FY 2013	FY 2014	FY 2013	FY 2014	FY 2013	FY 2014	FY 2013	FY 2014
Cocopah Tribe Region	0	0	0	0	0	0	0	0
All Arizona Reservations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yuma County	44	51	N/A	N/A	49	50	2,698	2,828
Arizona	2,186	2,479	314	216	2,693	2,341	158,496	130,486

Source: The Arizona Department of Economic Security, Division of Developmental Disabilities (July 2015). [Special needs dataset]. Unpublished data. Note: Entries of "N/A" indicate percentages which cannot be reported because of data suppression (counts of <25), or are otherwise not available.

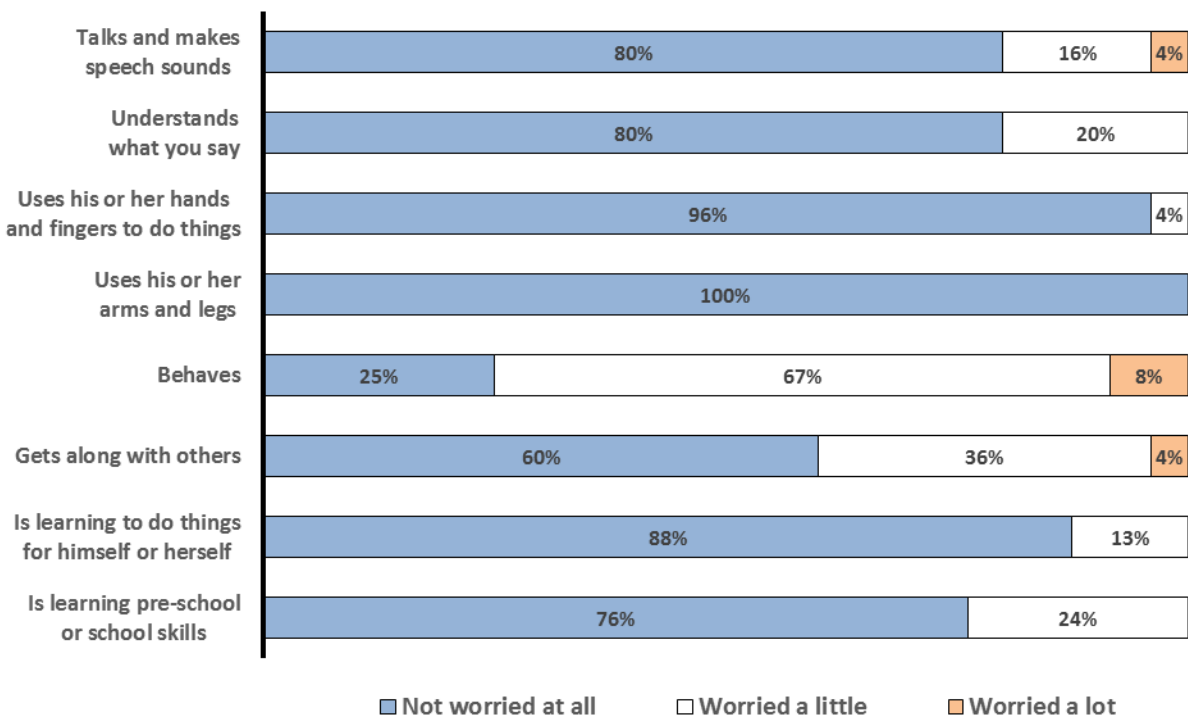
**Table 19. Division of Developmental Disabilities (DDD) services to children (ages 3-5), 2013-2014**

	CHILDREN (AGES 3-5) REFERRED TO DDD		CHILDREN (AGES 3-5) SCREENED BY DDD		CHILDREN (AGES 3-5) SERVED BY DDD		NUMBER OF DDD SERVICE VISITS TO CHILDREN (AGES 3-5)	
	FY 2013	FY 2014	FY 2013	FY 2014	FY 2013	FY 2014	FY 2013	FY 2014
Cocopah Tribe Region	0	0	0	0	0	0	0	0
All Arizona Reservations	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yuma County	32	37	N/A	27	54	55	7,064	6,665
Arizona	1,401	1,804	731	727	2,600	2,533	374,440	367,590

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

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

**Figure 8. Parents' and caregivers' reported levels of concern of how well their children are meeting developmental milestones (Parent and Caregiver Survey, 2014).**



Source: FTF Parent and Caregiver Survey, 2014

## Child Health

### Why it Matters

The Institute of Medicine defines children's health as the extent to which children are able or enabled to develop and realize their potential, satisfy their needs, and develop the capacities that allow them to successfully interact with their biological, physical, and social environments.<sup>60</sup> Health therefore encompasses not only physical health, but also mental, intellectual, social, and emotional well-being. Children's health can be influenced by their mother's health and the environment into which they are born and raised.<sup>61,62</sup> The health of a child in utero, at birth, and in early life can impact many aspects of a child's development and later life. Factors such as a mother's prenatal care, access to health care and health insurance, and receipt of preventive care such as immunizations and oral health care all influence not only a child's current health, but long-term development and success as well.<sup>63,64,65</sup>

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

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<sup>60</sup> National Research Council and Institute of Medicine. (2004). *Children's Health, the Nation's Wealth: Assessing and Improving Child Health*. Washington, DC: National Academies Press. Retrieved from <http://www.ncbi.nlm.nih.gov/books/NBK92198/#ch2.s3>

<sup>61</sup> The Future of Children. (2015). *Policies to Promote Child Health*, 25(1). Retrieved from <http://www.princeton.edu/futureofchildren/publications/docs/FOC-spring-2015.pdf>

<sup>62</sup> Center on the Developing Child at Harvard University (2010). *The Foundations of Lifelong Health Are Built in Early Childhood*. Retrieved from <http://developingchild.harvard.edu/wp-content/uploads/2015/05/Foundations-of-Lifelong-Health.pdf>

<sup>63</sup> Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services. (n.d.). *Prenatal services*. Retrieved from <http://mchb.hrsa.gov/programs/womeninfants/prenatal.html>

<sup>64</sup> Patrick, D. L., Lee, R. S., Nucci, M., Grembowski, D., Jolles, C. Z., & Milgrom, P. (2006). Reducing oral health disparities: A focus on social and cultural determinants. *BMC Oral Health*, 6(Suppl 1), S4. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2147600/>

<sup>65</sup> Council on Children With Disabilities, Section on Developmental Behavioral Pediatrics, Bright Futures Steering Committee, and Medical Home Initiatives for Children With Special Needs Project Advisory Committee. (2006). Identifying infants and young children with developmental disorders in the medical home: An algorithm for developmental surveillance and screening. *Pediatrics*, 118s(1), 405-420. Retrieved from <http://pediatrics.aappublications.org/content/118/1/405.full>

reducing preterm births; and increasing abstinence from cigarette smoking among pregnant women.<sup>66</sup> Although not a target of a Healthy People 2020 objective, high-birth weight, or macrosomia, is also associated with health risks for both the mother and infant during birth. These children are also at increased risk for obesity and metabolic syndrome (which is linked to an increase risk of heart disease, stroke, and diabetes).<sup>67</sup>

The ability to obtain health care is critical for supporting the health of young children. In the early years of a child's life, well-baby and well-child visits allow clinicians to offer developmentally appropriate information and guidance to parents and provide a chance for health professionals to assess the child's development and administer preventative care measures like vaccines and developmental screenings. Without health insurance, each visit can be prohibitively expensive and may be skipped.<sup>68</sup> Health care services to members of federally-recognized Indian tribes are available from Indian Health Service (IHS) facilities and other tribally-administered health care facilities.<sup>69</sup> Being eligible for IHS services alone, however, does not meet the minimum essential coverage requirement under the Affordable Care Act.<sup>70</sup>

## What the Data Tell Us

In 2013, there were fewer than 25 babies born to women residing in the region. More than half of pregnant women in the region (57%) had no prenatal care during the first trimester. This percentage is much higher than that in Yuma County (37%) and the state as a whole (19%) and does not meet the Healthy People 2020 objective of fewer than 22.1 percent without care (see Figure 9). Nineteen percent of pregnant women in the region had fewer than five prenatal care visits, compared to thirteen percent in the county and five percent in the state (see Table 20). None of the babies born during 2013 in the region were premature (less than 37 weeks), or had

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<sup>66</sup> Arizona Department of Health Services. (2013). *Arizona Health Status and Vital Statistics 2013 Annual Report. Table 6A: Monitoring Progress Toward Arizona and Selected Healthy People 2020 Objectives: Statewide Trends*. Retrieved from: [http://www.azdhs.gov/plan/report/ahs/ahs2013/pdf/6a1\\_10.pdf](http://www.azdhs.gov/plan/report/ahs/ahs2013/pdf/6a1_10.pdf)

<sup>67</sup> Mayo Clinic Staff. (2015). *Fetal macrosomia*. Retrieved from <http://www.mayoclinic.org/diseases-conditions/fetal-macrosomia/basics/complications/con-20035423>

<sup>68</sup> Yeung, LF, Coates, RJ, Seeff, L, Monroe, JA, Lu, MC, & Boyle, CA. (2014). Conclusions and future directions for periodic reporting on the use of selected clinical preventive services to improve the health of infants, children, and adolescents—United States. *Morbidity and Mortality Weekly Report 2014*, 63(Suppl-2), 99-107. Retrieved from <http://www.cdc.gov/mmwr/pdf/other/su6302.pdf>

<sup>69</sup> As a result of the Indian Self-Determination and Education Assistance Act (PL-93-638) (ISDEAA), federally recognized tribes have the option to receive the funds that the Indian Health Service (IHS) would have used to provide health care services to their members. The tribes can then utilize these funds to directly provide services to tribal members. This process is often known as 638 contracts or compacts. Source: Rainie, S., Jorgensen, M., Cornell, S., & Arsenault, J. (2015). The Changing Landscape of Health Care Provision to American Indian Nations. *American Indian Culture and Research Journal*, 39(1), 1-24.

<sup>70</sup> <https://www.ihs.gov/aca/index.cfm/thingstoknow/>

low birth weight (2.5 kg or less). This meant that the region met Healthy People 2020 objectives for both of these indicators (see Figure 10).

All of the births in the region were paid for by a public payor (Arizona Health Care Cost Containment System (AHCCCS, Arizona's Medicaid), or the Indian Health Service). In comparison, sixty-one percent of births in Yuma County and 55 percent of births in the state as a whole fall into that category (see Table 20).

According to the American Community Survey, 12 percent of the young children in the Cocopah Tribe Region are estimated to be uninsured. This proportion is lower than in all Arizona reservations combined (20%) but slightly higher than the percentage of uninsured young children across the state (10%) (see Figure 11).

Indian Health Service data for the Cocopah Tribe Region (FY2013) indicate that 77.8 percent of children 19-35 months have had the recommended vaccine series (using series 4:3:1:3:3:1:4), which is slightly below the Healthy People Target.<sup>71</sup>

A set of questions on the 2014 First Things First Parent and Caregiver Survey asked participants whether their child had required health care services in the past year, but the care was delayed or never received. Nearly half (45%) of the parents and caregivers reported that their child (or children) had not received timely health care at least once during the previous year. Most frequently, it was medical care (20%) or vision care (15%) that was delayed or not received (Figure 12).

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<sup>71</sup> First Things First Cocopah Tribe Regional Partnership Council 2014 Needs and Assets Report retrieved from: <http://www.azftf.gov/RPCCouncilPublicationsCenter/Regional%20Needs%20and%20Assets%20Report%20-%202014%20-%20Cocopah%20Tribe.pdf>

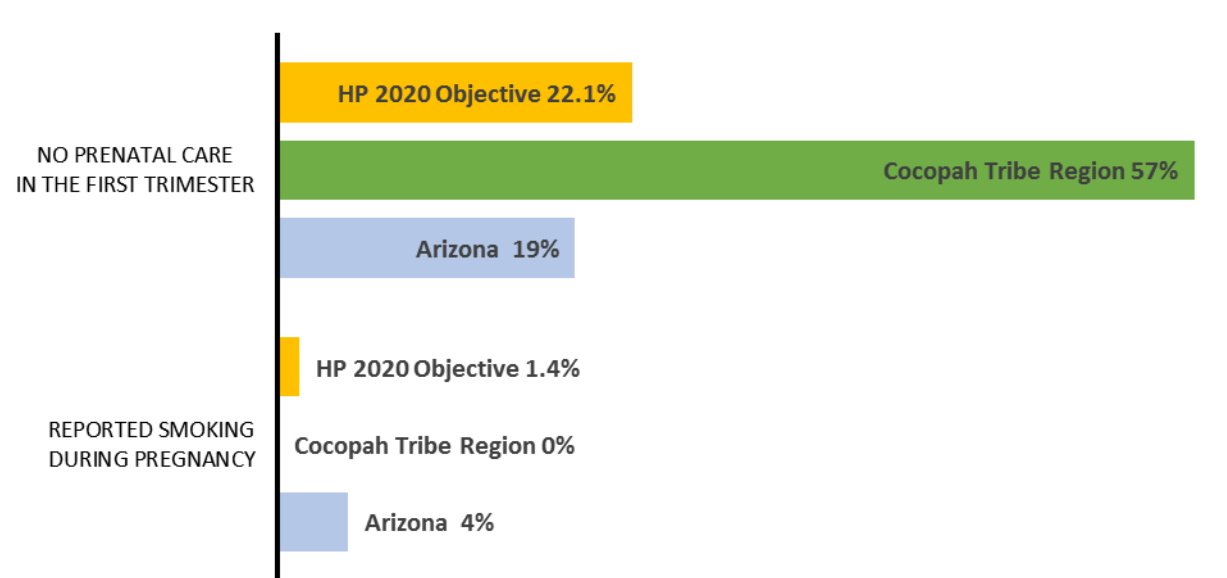
## Mothers Giving Birth

**Table 20. Selected characteristics of mothers giving birth, 2013**

	TOTAL NUMBER BIRTHS TO ARIZONA-RESIDENT MOTHERS, 2013	HAD FEWER THAN 5 PRENATAL VISITS	HAD NO PRENATAL CARE IN FIRST TRIMESTER	MOTHER REPORTED SMOKING DURING PREGNANCY	MOTHER REPORTED DRINKING DURING PREGNANCY	MOTHER HAD LESS THAN A HIGH SCHOOL-EDUCATION	MOTHERS YOUNGER THAN 20 YEARS OLD	BIRTH WAS PAID FOR BY AHCCCS OR IHS (PUBLIC PAYOR)
<b>Cocopah Tribe Region</b>	<b>&lt;25</b>	<b>19%</b>	<b>57%</b>	<b>0%</b>	<b>0%</b>	<b>57%</b>	<b>33%</b>	<b>100%</b>
Yuma County	3,116	13%	37%	2%	0%	24%	12%	61%
Arizona	84,963	5%	19%	4%	0%	18%	9%	55%

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

**Figure 9. Healthy People 2020 objective for mothers, compared to 2013 region and state data.**



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

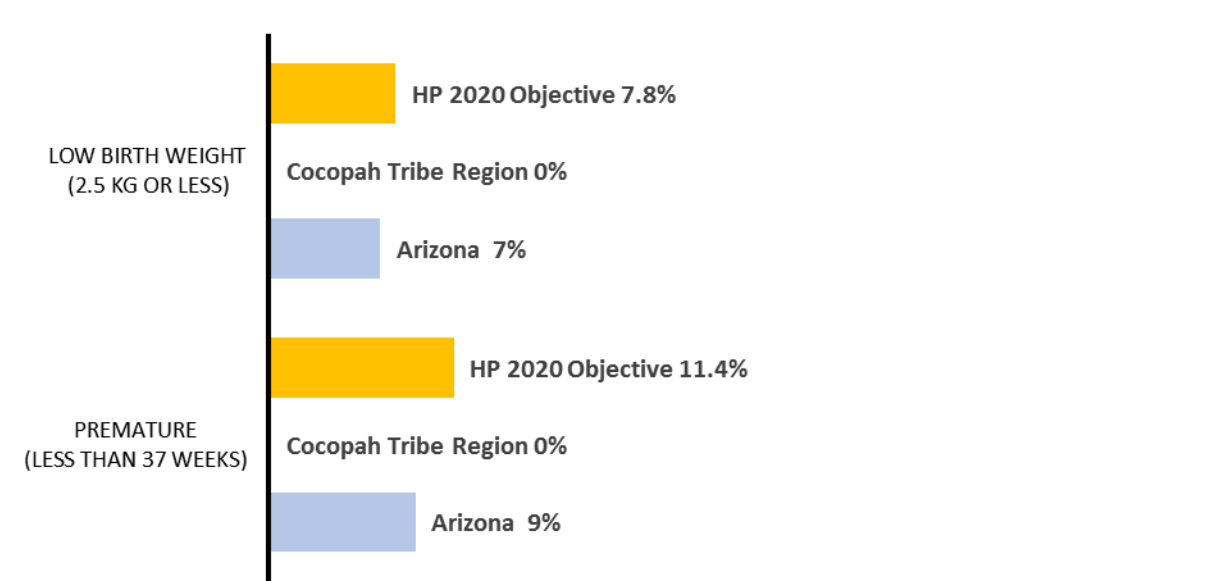
## Infant Health

**Table 21. Selected characteristics of babies born, 2013**

	TOTAL NUMBER OF BIRTHS TO ARIZONA-RESIDENT MOTHERS, 2013	BABY HAD LOW BIRTH WEIGHT (2.5 kg OR LESS)	BABY HAD HIGH BIRTH WEIGHT (4 kg OR MORE)	BABY WAS PREMATURE (LESS THAN 37 WEEKS)	BABY WAS IN NEONATAL INTENSIVE CARE
Cocopah Tribe Region	<25	0%	N/A	0%	N/A
Yuma County	3,116	5%	8%	8%	8%
Arizona	84,963	7%	8%	9%	5%

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

**Figure 10. Healthy People 2020 objectives for babies, compared to 2013 region and state data**

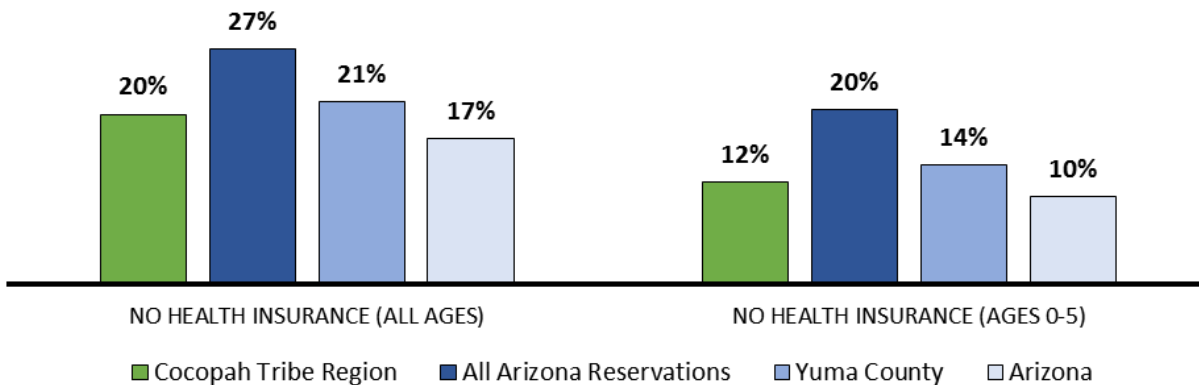


Sources: The Arizona Department of Health Services, Bureau of Public Health Statistics (July 2015). [Vital statistics dataset]. Unpublished data. Healthy People 2020 objectives from ADHS, "Arizona Health Status and Vital Statistics 2013 Annual Report," Table 6A. Retrieved from <http://www.azdhs.gov/plan/menu/info/status.php>



## Health Insurance

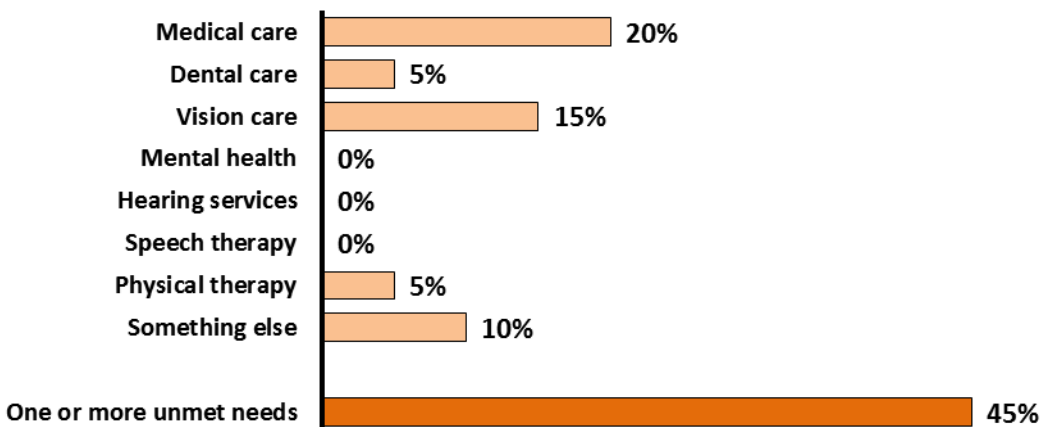
**Figure 11. Estimated percent of population without health insurance, 2009-2013 five-year estimate**



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

## Access to care

**Figure 12. Percent of respondents who reported that necessary health care was delayed or not received (Parent and Caregiver Survey, 2014).**



Source: FTF Parent and Caregiver Survey, 2014

## Family Support and Literacy

### Why it Matters

Parents and families have a crucial role in providing nurturing and stable relationships for optimal brain development during their child's first years.<sup>72,73,74</sup> When children experience nurturing, responsive caregiving, they face better life prospects across a number of social, physical, academic and economic outcomes.<sup>75,76</sup> Consequently, healthy development depends on positive relationships between children and their caregivers from an early age.<sup>77</sup> For parents of young children, reading aloud, singing songs, practicing nursery rhymes, and engaging in conversation primes children to reach their full potential. Such interactions not only support literacy skills, but also offer exposure to a range of ideas, including recognizing and naming emotions, an important socio-emotional skill. Parents and family are children's first teachers; the most rapid expansion in vocabulary happens between ages one and three.<sup>78</sup> In fact, literacy promotion is so central to a child's development that the American Academy of Pediatrics has recently focused on it as a key issue in primary pediatric care, aiming to make parents more aware of their important role in literacy.<sup>79</sup>

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

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<sup>72</sup> Evans, G. W., & Kim, P. (2013). Childhood Poverty, Chronic Stress, Self-Regulation, and Coping. *Child Development Perspectives*, 7(1), 43-48. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/cdep.12013/abstract>

<sup>73</sup> Shonkoff, J. P., & Fisher, P. A. (2013). Rethinking evidence-based practice and two-generation programs to create the future of early childhood policy. *Development and Psychopathology*, 25, 1635- 1653. Retrieved from [http://journals.cambridge.org/download.php?file=%2FDPP%2FDPP25\\_4pt2%2FS0954579413000813a.pdf&code=aeb62de3e0ea8214329e7a33e0a9df0e](http://journals.cambridge.org/download.php?file=%2FDPP%2FDPP25_4pt2%2FS0954579413000813a.pdf&code=aeb62de3e0ea8214329e7a33e0a9df0e)

<sup>74</sup> Shonkoff, J. P. & Phillips, D. A. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press. Retrieved from <http://www.nap.edu/read/9824/chapter/1>

<sup>75</sup> Magnuson, K. & Duncan, G. (2013). Parents in poverty (95-121) In Bornstein, M. *Handbook of Parenting: Biology and Ecology of Parenting Vol. 4: Social Conditions and Applied Parenting*. New Jersey: Lawrence Erlbaum.

<sup>76</sup> Center on the Developing Child at Harvard University. (2010). *The Foundations of Lifelong Health Are Built in Early Childhood*. Retrieved from <http://www.developingchild.harvard.edu>

<sup>77</sup> National Scientific Council on the Developing Child. (n.d.). Category: Working Papers. Retrieved from <http://developingchild.harvard.edu/resourcecategory/working-papers/>

<sup>78</sup> Read On Arizona. (n.d.). *As a parent what can I do at home to support early literacy?* Retrieved from <http://readonarizona.org/about-us/faq/>

<sup>79</sup> American Academy of Pediatrics. (n.d.). *Pediatric Professional Resource: Evidence Supporting Early Literacy and Early Learning*. Retrieved from [https://www.aap.org/en-us/Documents/booksbuildconnections\\_evidencesupportingearlyliteracyandearlylearning.pdf](https://www.aap.org/en-us/Documents/booksbuildconnections_evidencesupportingearlyliteracyandearlylearning.pdf)

## What the Data Tell Us<sup>80</sup>

The 2014 First Things First Parent and Caregiver Survey collected data about parent and caregiver knowledge of children's early development and their involvement in a variety of behaviors known to contribute positively to healthy development, including two items about home literacy events.

Fifteen percent of the respondents reported that someone in the home read to their child six or seven days in the week prior to the survey. A much larger fraction (46%) reported that the child was not read to, or only once or twice during the week (about 8% of the respondents did not give an answer to this question). In comparison, telling stories or singing songs was much more frequent. In a large majority of the homes (81%), children were hearing stories or songs three or more days per week (see Figure 13). The average respondent reported reading stories 2.8 days per week, and singing songs or telling stories 4.8 days per week.

The First Things First Parent and Caregiver Survey also included an item aimed at eliciting information about parents' and caregivers' awareness of their influence on a child's brain development. More than two-thirds (69%) of the respondents recognized that they could influence brain development prenatally or right from birth. Fewer than 1 in 10 (8%) responded that a parent's influence would not begin until after the infant was 7 months old (see Figure 14).

### **Raising young children in the region: positive aspects and challenges**

Parents and caregivers of young children who participated in the 2014 First Things First Parent and Caregiver Survey were asked what they liked best about raising young children in their community.

Parents and caregivers who participated in the 2014 First Things First Parent and Caregiver Survey were asked what they liked best about raising children in their community, and participants noted a number of community strengths. The vast majority of parents indicated that they appreciate raising children in a small, safe community, where most people know each other or are even related to each other, where children can grow up around other family members. Parents and caregivers also express an appreciation for their children growing up in

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<sup>80</sup> Please note that the data presented in this section are from the 2014 Cocopah Tribe Regional Partnership Council Needs and Assets Report and are the most recent data available. The report is available at <http://www.azftf.gov/RPCCouncilPublicationsCenter/Regional%20Needs%20and%20Assets%20Report%20-%202014%20-%20Cocopah%20Tribe.pdf>

contact with their Native culture and surrounded by other Native families. The quotes below are some examples of participants' responses:

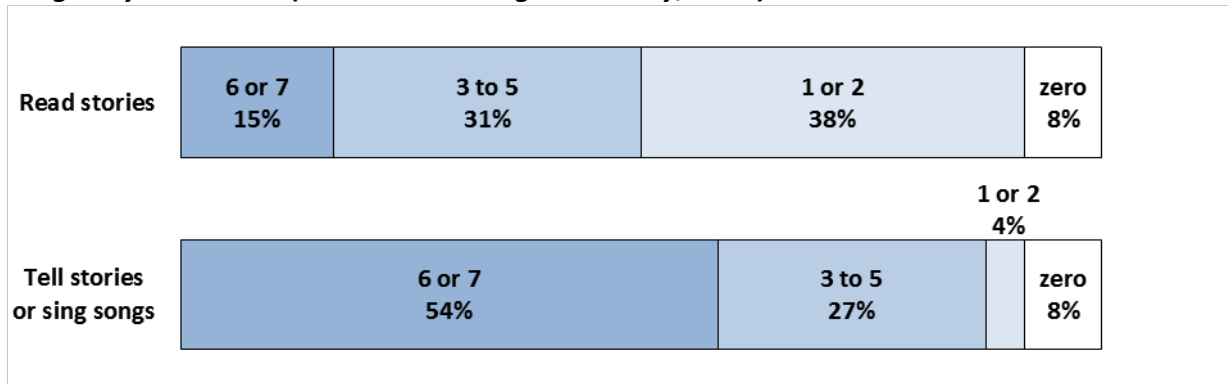
- Small community, where everyone knows everyone. Mostly safe, family lives close by
- The way we are close to other community members, working together for the well-being of our children
- Small community; knowing everybody; allowed to be around other Native Americans/Families. Being able to know your family.
- There are little community events I can take [my child] to...she can learn about her cultural traditions...
- [My daughter] gets to know her culture and it is quiet

The First Things First Parent and Caregiver Survey included a question that asked participants about the most difficult aspects of raising young children in the region. The majority of parents and caregivers indicated that negative influences such as drugs and alcohol were among the main challenges of raising children in their community. Other difficult aspects of raising children in the Cocopah Tribe Region included: the lack of activities available for young children and for the whole family to spend time together; lack of mental health services and resources for children with special needs; transportation and the loss of tradition and the Cocopah language. A couple of survey participants reported that they do not experience any particular challenge related to raising children in the region.

### **Most important things that would improve young children's lives**

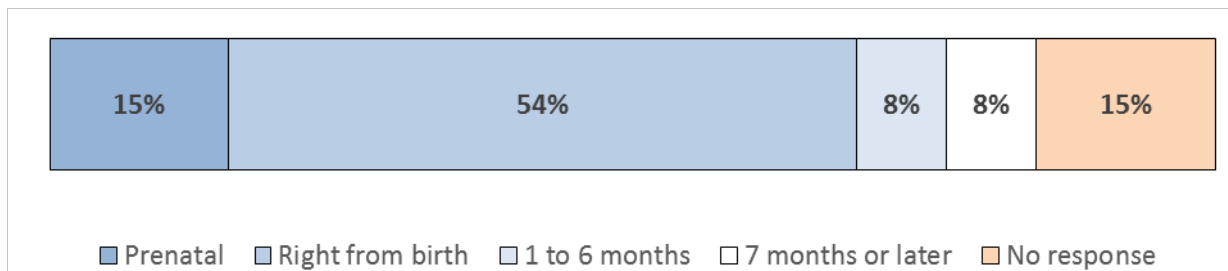
Parents and caregivers were also asked to consider what would improve the lives of young children birth and their families in the region. The majority of parents and caregivers indicated that more community involvement and community activities (especially around education) would make a big difference for families with young children. Survey respondents seemed to agree that strengthening the sense of community belonging in general would benefit families in the region. Survey participants also indicated that more cultural activities being offered in the community would help families with young children (including activities being offered at the Cocopah Tribe Head Start). Additional educational programs and opportunities in general, and parenting education/better parenting in specific, were also cited by several parents and caregivers. Other responses to this question included: having community centers in all parts of the reservation and decreasing the use of drugs and alcohol in the community.

**Figure 13. Reported frequencies of home literacy events: “How many days per week did someone read stories to your child? How many days per week did someone tell stories or sing songs to your child?” (Parent and Caregiver Survey, 2014).**



Source: FTF Parent and Caregiver Survey, 2014

**Figure 14. Responses to the question “When do you think a parent can begin to make a big difference on a child's brain development?” (Parent and Caregiver Survey, 2014).**



Source: FTF Parent and Caregiver Survey, 2014

## **Communication, Public Information and Awareness and Systems Coordination among Early Childhood Programs and Services**

### **Why it Matters**

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

### **What the Data Tell Us<sup>81</sup>**

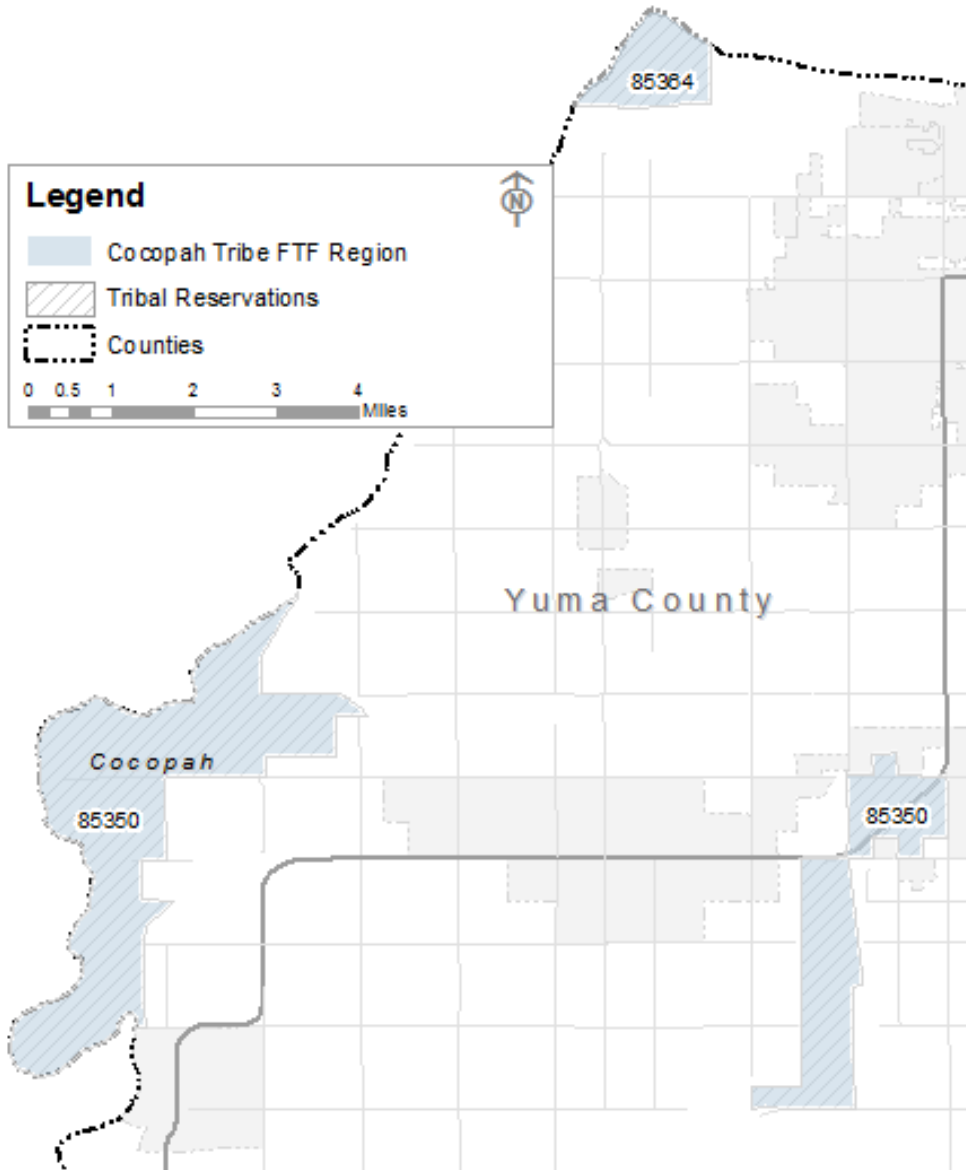
Information on early childhood-related topics in the region is regularly included in the Cocopah Times Newsletter.

Key informants in the region reported that there is good collaboration among the different tribal departments that provide services to families with young children in the region. Tribal departments also work closely with other outside agencies, including the Regional Center for Border Health, which provides health education services to members of the Cocopah Tribe community and the Department of Economic Security’s Somerton office.

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<sup>81</sup> Please note that the data presented in this section are from the 2014 Cocopah Tribe Regional Partnership Council Needs and Assets Report and are the most recent data available. The report is available at <http://www.azftf.gov/RPCCouncilPublicationsCenter/Regional%20Needs%20and%20Assets%20Report%20-%202014%20-%20Cocopah%20Tribe.pdf>

## Appendix 1: Map of zip codes of the Cocopah Tribe Region



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

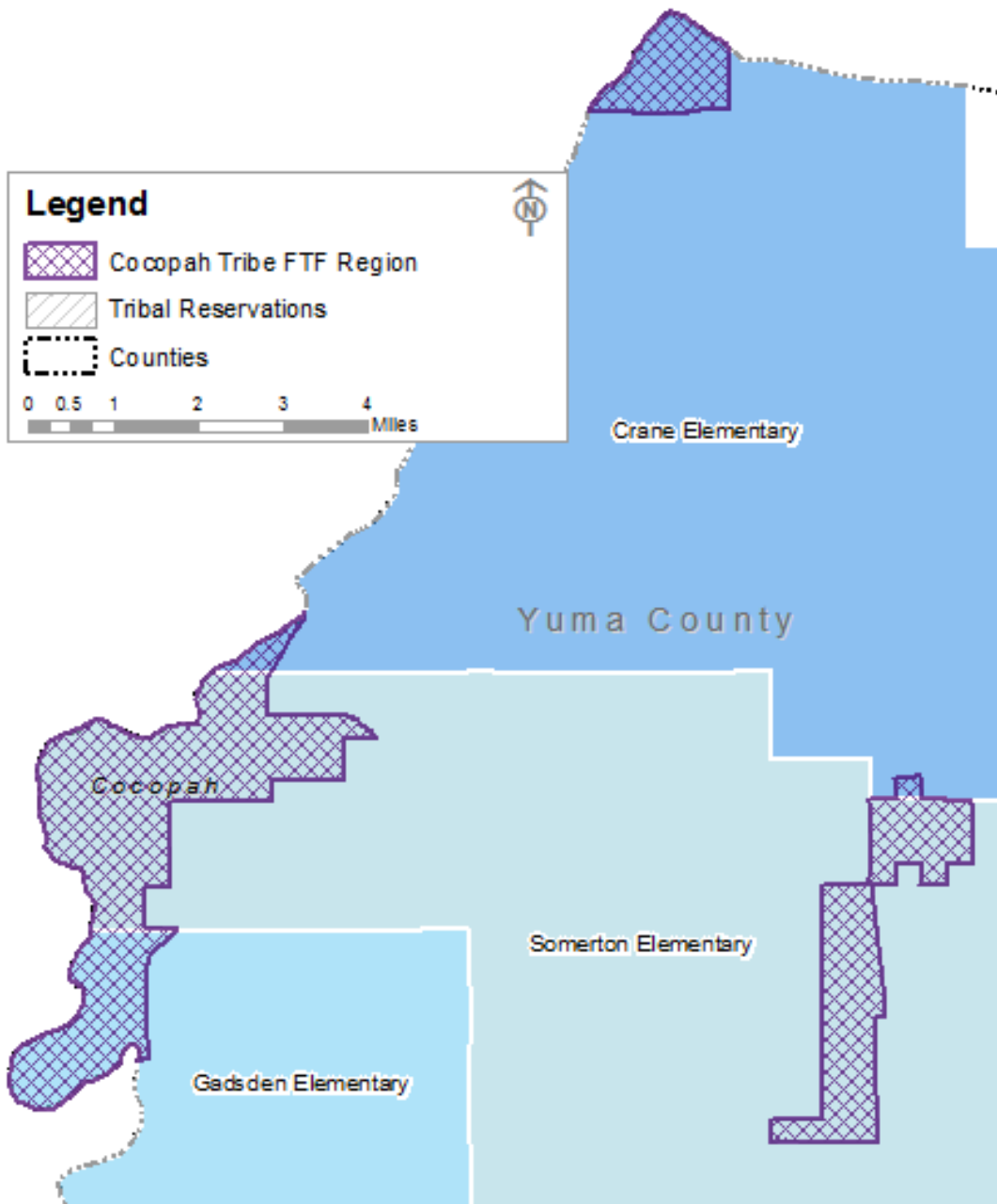
## Appendix 2: Zip codes of the Cocopah Tribe Region

ZIP CODE TABULATION AREA (ZCTA)	TOTAL POPULATION	POPULATION (AGES 0-5)	TOTAL NUMBER OF HOUSEHOLDS	HOUSEHOLDS WITH ONE OR MORE CHILDREN (AGES 0-5)	PERCENT OF ZCTA'S TOTAL POPULATION LIVING IN THE COCOPAH TRIBE REGION	THIS ZCTA IS SHARED WITH
<b>Cocopah Tribe Region</b>	<b>817</b>	<b>65</b>	<b>312</b>	<b>47</b>		
85350	452	53	133	37	2%	Yuma
85364	365	12	179	10	0.5%	Yuma

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



## Appendix 3: Map of Elementary and Unified School Districts in the Cocopah Tribe Region



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

## Appendix 4: Data Sources

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

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

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

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

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

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

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First Things First (2014). [2012 Family and Community Survey data]. Unpublished data received from First Things First

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

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

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

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