



FIRST THINGS FIRST

Ready for School. Set for Life.

PUBLIC NOTICE OF THE MEETING OF THE Arizona Early Childhood Development and Health Board Cocopah Tribe Regional Partnership Council

Pursuant to A.R.S. §8-1194 (A) and A.R.S. §38-431.02, notice is hereby given to the members of the First Things First Arizona Early Childhood Development & Health Board, Cocopah Tribe Regional Partnership Council, and to the general public that the Cocopah Tribe Regional Partnership Council will hold a *Regular Meeting open to the public on Wednesday, February 5, 2014 at 3:00 p.m. at the Cocopah Cultural Center, 14529 S. Veterans Dr., Somerton, Arizona 85350.* Some members of the Regional Partnership Council may elect to participate telephonically.

Pursuant to A.R.S. § 38-431.03(A)(1), A.R.S. § 38-431.03(A)(2) and A.R.S. § 38-431.03(A)(3), the Regional Partnership Council may vote to go into Executive Session, which will not be open to the public, to discuss personnel items, records exempt from public inspection and/or to obtain legal advice regarding any matter on this agenda.

The Regional Partnership Council may hear items on the agenda out of order. The Regional Partnership Council may discuss, consider, or take action regarding any item on the agenda. The Regional Partnership Council may elect to solicit public comment on certain agenda items.

The meeting agenda is as follows:

1. **Call to Order** Jill McCormick, Chair
2. **Approval of December 4th, 2013, Regional Partnership Council Meeting Minutes (Attachment 1)** Jill McCormick, Chair
3. **Introduction of New Regional Partnership Council Member** Jill McCormick, Chair
4. **Update on Family Support** Dr. Aaliyah Samuel, Sr. Director
Family Support & Literacy
5. **Discussion on Standing Committee Recommendations (Attachment 2)** Committee Members
Roselia V. Ramirez, Regional Director
 - a. Development of Early Steps Program Assistant Job Description
6. **Update on Early Steps Program** Lupi Rojas, Early Steps Specialist
Cocopah Indian Tribe – Early Steps Program
Roselia V. Ramirez, Regional Director
 - a. Report from Early Steps Specialist (Attachment 3a)
 - b. Review and Discussion on Current Target Population (Attachment 3b)
7. **Regional Director's Report** Roselia V. Ramirez, Regional Director
 - a. FY2015 Funding Plan Update
 - b. 2014 Needs and Assets Update (Attachment 4a-4b)
 - c. 2013 Regional Annual Report (Attachment 5)
 - d. Quarter 1 Data Report (Attachment 6)
 - e. Financial Report (Attachment 7)
 - f. Parent Survey Update (Attachment 8)

8. Regional Council Member Terms and Recruitment Process
(Attachment 9)

Gary P. Arnold, Sr. Regional Director

9. Regional Partnership Council Member Announcements

Regional Partnership Council Members

10. Next Meeting

Jill McCormick, Chair

March 5, 2014, 3:00p.m.

Cocopah Cultural Center

14529 S. Veterans Dr., Somerton, AZ 85350

11. Adjourn

Jill McCormick, Chair

A person with a disability may request a reasonable accommodation such as a sign language interpreter by contacting Marie Megui, Administrative Assistant III, by telephone at (928) 343-3020 or by email at mmegui@azfff.gov. Requests should be made as early as possible to allow time to arrange the accommodation.

Dated this 22nd day of January 2014

Cocopah Tribe Regional Partnership Council



Roselia V. Ramirez, Regional Director



FIRST THINGS FIRST

Ready for School. Set for Life.

Arizona Early Childhood Development & Health Board Cocopah Tribe Regional Partnership Council Meeting Minutes

Call to Order

The meeting of the First Things First – Cocopah Tribe Regional Partnership Council was held on December 4, 2013, at 12:00 p.m. at the Cocopah Indian Housing and Development Office.

Chair McCormick called the meeting to order at 12:49 p.m.

Members Present:

Chair H. Jill McCormick
Vice Chair Rev. Deal Begay
Council Member Dr. Michael Reed
Council Member Cristina Solorzano
Council Member Patricia R. Weissenberg
Council Member Ines Pampara
Council Member Paul Soto

Members Absent:

Council Member Christie Stevens
Council Member Gina Nierenhausen

Approval of November 6, 2013 Regional Partnership Council Meeting Minutes

Member Soto moved to approve the minutes of the November 6, 2013, Regional Council meeting. Edits to the minutes were noted. The motion was seconded by Dr. Reed, and the motion carried by a unanimous vote by all members present.

Cocopah Head Start Program

Member Solorzano shared her experience with the Quality First Rating process. Through the Quality First Rating program the Cocopah Head Start has achieved a three star rating indicative of progress and success in providing quality care and education. Member Solorzano shared the barriers encountered during the process that delayed the ultimate goal of achieving the three star rating.

Early Steps Program

Early Steps Specialist Lupi Rojas provided a brief update on the Early Steps Program. The update included up to date barriers, successes and trainings attended by Ms. Rojas.

Standing Committee Recommendations

A review of the Parent and Caregiver Survey and additional survey questions suggested by the Standing Committee was provided by Member Soto and Regional Director Roselia Ramirez. Additional questions were approved by the council and will be forwarded to the Vendor for further development. The possibility of the Cocopah Head Start providing the survey to the Cocopah community during the Parent Teacher Conference with approval from the

current Needs & Assets Vendor, University of Arizona Norton School of Family & Consumer Sciences, was discussed by the Regional Council.

SFY2015 Funding Plan

A review of the SFY2015 Funding Plan final draft was provided by Regional Director Roselia Ramirez. Dr. Reed moved to approve the SFY2015 Funding Plan with the stipulation that the Regional Director make any necessary edits/corrections to the funding plan as long as content is not impacted. The motion was seconded by Member Soto, and the motion carried by a unanimous vote by all members present.

Announcements

Youth Mental Health First Aid Certification training will be provided by Regional Center for Border Health (date and time to be determined).

CRIT (Colorado River Indian Tribes) Department of Health & Social Services in collaboration with First Things First and the Arizona Kith and Kin Project is hosting workshops that are aimed to spotlight the development of children ages 0-5 who are in placement or guardian care. The workshops are scheduled on December 18, 2013, 9:00am-2:30pm in Parker Arizona.

Cocopah Head Start will participate in the upcoming Christmas Light Parade, December 21st, 2013, Somerton, AZ and will also provide caroling to the various offices in the West Cocopah Reservation.

Next Meeting

No meeting is scheduled on January 2014. The next regular meeting will occur on Wednesday, February 5, 2014, 3:00 p.m. Cocopah Indian Housing and Development, 10488 Steamboat Street, Somerton, AZ.

Adjournment

Chair McCormick adjourned the meeting at 2:23 p.m.

SUBMITTED BY:

Marie Megui, Administrative Assistant III

APPROVED BY

H. Jill McCormick, Chair, Cocopah Tribe Regional Partnership Council

February 5, 2014

To apply:
Human Resources Department
14515 S. Veterans Drive
Somerton, AZ. 85350
928-624-2102 * Fax; 928-627-4895
www.cocopah.com



Cocopah Indian Tribe Job Description

Job Title: Early Steps Program Assistant
Department: Early Steps (First Things First)
Reports To: Early Steps Specialist
Salary: (this is a grant funded position)

SUMMARY

This position will include administrative support services to the Cocopah Early Steps Program; and works with plans outlined by the First Things First Program in accordance to the Cocopah Tribal Regional Partnership Council.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Types or produces via computer; reports, records, correspondence and outreach materials to include fliers.
- Files and organizes correspondences, reports and educational materials.
- Prepares enrollment packets.
- Answers telephone and takes messages, both written and electronic. Will pick mail and messages from Tribal Office.
- Assists with the preparation and presentation of age-appropriate lesson planning.
- Purchasing and management of program materials.
- Assist with the coordination of monthly group meetings.
- Prepare and implement activities with the children at the group meetings.
- Schedule and follow-up with appointments.
- Assist in coordination of follow-up visits between pregnant tribal women, tribal families and tribal community health service providers.
- Assists tribal members and their families to access other applicable tribal community and public services, including employment services, continuing educational institutions and governmental agencies, to provide program and referral services.
- Assist with the identification and recruitment of families who are eligible for services by working closely with tribal departments, schools, and community agencies.
- Assist with the tracking of recruitment to include disenrollment of families, families not interested, etc.
- Assist with Community Events and Presentations.

Knowledge, Skills, and Abilities

- Ability to greet public in a pleasant and professional manner.
- Strong interpersonal and organizational skills.
- Strong verbal and written communication skills.
- Must have basic skills using a computer to include, Word, Excel, Power Point and Publisher as well as ability to navigate the internet and utilize electronic messaging.
- Strong understanding of child development and effective parenting techniques. Will meet with families in the absence of Specialist.
- Ability to be flexible and adaptable to meet the needs of various types of families.
- Knowledge of tribal community with ability to maintain effective relationships with families.

Requirements, Education and/or Experience

- High School Diploma or GED required.
- Experience working with culturally and linguistically diverse populations.
- Must be certified in CPR/ First Aid or able to obtain certification upon employment.
- Must have a valid Arizona Driver's license and insurance.
- Must meet requirements to operate a GSA vehicle.
- Ability to work effectively as part of a team.

- Ability to meet deadlines.
- Follow policies & procedures for First Things First and Cocopah Tribe.
- Maintain program confidentiality requirements.
- Must be eligible for and able to obtain a Class 1 Fingerprint Clearance Card.
- Must be able to work a flexible work schedule.
- Must be willing to travel out of town for training if needed.
- Office and client home based work with frequent sitting, standing, writing and computer usage.
- This position includes the handling of materials for families that could include lifting and managing boxes as heavy as 40 pounds.
- Testing may be required.

NATIVE AMERICAN AND CURRENT EMPLOYEE EMPLOYMENT PREFERENCE POLICIES ARE APPLICABLE TO ALL POSITIONS. MUST BE ABLE TO PASS PRE-EMPLOYMENT AND ON-GOING RANDOM DRUG/ALCOHOL TESTS

First Things First Early Steps Program
December 1 - 31, 2013

1) Activities

1. Conducted 18 out of 28 scheduled home visits
 1. Families will often call to reschedule
 2. Most are not at their homes when I arrive
 3. Lack of cell phone minutes result in lack of communication
2. In collaboration with Precious Treasures Mission, two families (chosen by the PTM) received Christmas gifts.
3. Distributed NCR incentives to families
4. Conducted 4th "Connections" group with Early Steps Program @ CCC on December 23
 1. 4 families in attendance
 2. Served lunch
 3. Presented PAT (Parents as Teachers) lesson information, *Understanding Temperament*

2) Trainings/Education

No professional development in December

3) In Process

1. Plan for the monthly Early Step connections meeting
2. Continue to meet with parents for family visit

4) Issues

1. Will move the Connections Meeting to a different day and a later time in hopes of attracting more families

5) Goals/Plans

1. Continue to work with families within the Cocopah community.

Submitted by: _____ Date: January 2, 2014
Lupi Rojas, Early Steps Specialist

Received by: _____ Date: _____
Christopher J. Nunez, Tribal Administrator

Cocopah Early Steps Program

	Reservation	Pre Natal - 1 yr	1-3yrs	3-5 yrs	Additional children kinder and up
1 ✓	East			1	
2 ✓	Town		1	1	1
3 ✓	North	1	2	1	
4 ✓	Town	1			2
5 ✓	North	1			2
6 ✓	West	1	1		4 adult
7 ✓	East	1	1	1	
8 ✓	East		2	1	1
9 ✓	West			1	4 Not living with
10	West		1		
11 ✓	Town	1			2
12	West			1	1
13 ✓	East	1	1		
14	East	1	1		
15 ✓	Somerton	1			
16	West	1		1	1
17	Town			1	
18 ✓	West	1	1	1	
19 ✓	West	1			
20 ✓	West			1	
21 ✓	West	1	1		
22 ✓	Town	1			1
23	Somerton/orange grove		1	1	
24	West			1	2
25 ✓	West	1	1		
26 ✓	North	1		1	1
		16	14	13	

Referrals for new families have attempted to contact

1	West	1	2		2
2	East	1			

- ✓ indicates regular contact
- Head Start Students
- Attending Public School Preschool for Special Services

43 total children served

Cocopah Indian Tribe Regional Partnership Council

2014

Needs and Assets Report

OUTLINE

Prepared by the
Norton School of Family and Consumer Sciences
College of Agricultural and Life Sciences
The University of Arizona

Funded by
First Things First Cocopah Indian Tribe Regional Partnership Council

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Please note: This outline contains the data and information that we hope to be able to include in the 2014 Regional Needs and Assets report. This outline includes data that we anticipate receiving from the FTF Research and Evaluation Office in their forthcoming data delivery to all Needs and Assets vendors, as well as data from various tribal agencies and by the Indian Health Service. In the event that any data are not available to us as anticipated, we will provide these updates to the Regional Director promptly. Where we are familiar with the format of the data, we have provided the anticipated table headings or figure titles for illustrative purposes. These may change if the data come to us in a different format. We may highlight certain data with additional figures where warranted. Because the Needs and Assets process is ongoing, we may uncover additional data sources that speak to the region; if so, those will be included as well. To that extent, the outline is preliminary.

The UA Norton School is also contractually required to follow the First Things First Data Dissemination and Suppression Guidelines:

- “For data related to **social service** and **early education** programming, all counts of **fewer than ten**, excluding counts of zero (i.e., all counts of one through nine) are suppressed. Examples of social service and early education programming include: number of children served in an early education or social service program (such as Quality First, TANF, family literacy, etc.)”
- “For data related to **health or developmental delay**, all counts of **fewer than twenty-five**, excluding counts of zero (i.e., all counts of one through twenty-four) are suppressed. Examples of health or developmental delay include: number of children receiving vision, hearing, or developmental delay screening; number of children who are overweight; etc.”

-First Things First—Data Dissemination and Suppression Guidelines for Publications

The UA Norton School is committed to producing an informative and useful report that adheres to the guidelines provided to us by First Things First. If you have any questions, please feel free to contact any member of the UA Norton School team.

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Executive Summary

Who are the families and children living in the Cocopah Indian Tribe Region?

The Cocopah Indian Tribe Region

(This section will provide an overview of the region)

General Population Trends

Figure. The region – MAP (2010 TIGER/Line Shapefiles prepared by the US Census, 2010)

Figure. The region, by zip code – MAP 2010 TIGER/Line Shapefiles prepared by the US Census, 2010)

Figure. School districts in the region – MAP 2010 TIGER/Line Shapefiles prepared by the US Census, 2010)

Table: Population and households by area in the region (US Census, 2010)

GEOGRAPHY	TOTAL POPULATION	POPULATION (AGES 0-5)	TOTAL NUMBER OF HOUSEHOLDS	HOUSEHOLDS WITH ONE OR MORE CHILDREN (AGES 0-5)	
Cocopah Tribe	817	65	312	47	15%
North Reservation	365	12	179	10	6%
West Reservation	244	32	76	21	28%
East Reservation	208	21	57	16	28%
All Arizona Reservations	178,131	20,511	50,140	13,115	26%
Arizona	6,392,017	546,609	2,380,990	381,492	16%
Yuma County	195,751	18,048	64,767	12,998	20%

Note: The geography in the table above will be used for tables that include Census or American Community Survey Data. We are committed to attempting to provide data at the most regionally-specific level, but please be aware that other data sources may not be available at this level. Some may only be available for larger geographic areas.

Tribal Enrollment

[Note: inclusion of tribal enrollment data will be discussed with the Regional Director]

Table: Comparison of U.S. Census 2000 and U.S. Census 2010 (US Census 2000 and 2010)

GEOGRAPHY	TOTAL POPULATION			POPULATION OF CHILDREN (0-5)		
	2000 CENSUS	2010 CENSUS	CHANGE	2000 CENSUS	2010 CENSUS	CHANGE

Figure. Geographic distribution of children under six according to the 2010 Census (by census block)-MAP (US Census, 2010)

Additional Population Characteristics

Household Composition

Figure: Type of household with children (0-5)-PIE CHART (US Census, 2010)

Figure. Living arrangements for children in the Cocopah Indian Tribe Region- PIE CHART (US Census, 2010)

Table: Number of children living in a grandparent's household by area in the region (US Census, 2010)

GEOGRAPHY	POPULATION (AGES 0-5)	CHILDREN (0-5) LIVING IN A GRANDPARENT'S HOUSEHOLD	TOTAL HOUSEHOLDS	HOUSEHOLDS WITH THREE OR MORE GENERATIONS	TOTAL GRANDPARENT HOUSEHOLDERS	GRANDPARENTS RESPONSIBLE FOR CHILDREN (0-17) LIVING WITH THEM
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Table: Children (0-5) living with one or two foreign-born parents (American Community Survey 2008-2012)

Ethnicity and Race

Table: Race and ethnicity for adults in the region (US Census, 2010)

GEOGRAPHY	TOTAL POPULATION	HISPANIC	NOT HISPANIC				
			WHITE	BLACK	AMERICAN INDIAN	ASIAN or PACIFIC ISLANDER	OTHER

Table: Race and ethnicity for children ages 0-4 in the region (US Census, 2010)

GEOGRAPHY	POPULATION (AGES 0-4)	HISPANIC	WHITE (NOT HISPANIC)	AFRICAN AMERICAN	AMERICAN INDIAN	ASIAN or PACIFIC ISLANDER
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Note: The number for children ages 0-5 are not readily available from the US Census, but it is likely that the percentage distribution for children 0-4 will be similar to that of children 0-5.

Language Use and Proficiency

Table: Home language use in the region for those 5 years and older (American Community Survey, 2008-2012)

GEOGRAPHY	POPULATION 5 AND OLDER	PERSONS (5+) WHO SPEAK ONLY	PERSONS (5+) WHO SPEAK	PERSONS (5+) WHO SPEAK AN INDIAN	PERSONS (5+) WHO SPEAK ENGLISH LESS
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		ENGLISH AT HOME	SPANISH AT HOME	LANGUAGE AT HOME	THAN "VERY WELL"
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Table: Household home language use in the region (American Community Survey, 2008-2012)

GEOGRAPHY	TOTAL NUMBER OF HOUSEHOLDS	HOUSEHOLDS IN WHICH A LANGUAGE OTHER THAN ENGLISH IS SPOKEN	LINGUISTICALLY ISOLATED HOUSEHOLDS
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Note: A “linguistically isolated household” is one in which all adults (14 and older) speak English less than “very well.”

Language Revitalization and Preservation Efforts

Economic Circumstances

Tribal enterprises

Income and Poverty

Table: Median family annual income and persons living below the U.S. Census poverty threshold level (American Community Survey, 2008-2012)

GEOGRAPHY	MEDIAN FAMILY ANNUAL INCOME (2010 DOLLARS)	POPULATION IN POVERTY (ALL AGES)	ALL RELATED CHILDREN (0-5) IN POVERTY
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Table: Median family annual income for families with children (0-17) (American Community Survey, 2008-2012)

GEOGRAPHY	MEDIAN FAMILY INCOME			
	ALL FAMILIES	HUSBAND-WIFE FAMILIES	SINGLE FATHER FAMILIES	SINGLE MOTHER FAMILIES

Unemployment

Figure. Annual unemployment rates in the Cocopah Indian Tribe, All Arizona Reservations and Arizona, 2009-2013- LINE GRAPH (Arizona Department of Commerce, Research administration, CES/LAUS Unit, 2014)

Table: Employment status of parents of young children (American Community Survey, 2008-2012)

GEOGRAPHY	POPULATION (AGES 0-5)	CHILDREN (0-5) LIVING WITH TWO PARENTS			CHILDREN (0-5) LIVING WITH SINGLE 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

Public Assistance Programs

SNAP

Table: Children ages 0-5 receiving SNAP (Supplemental Nutritional Assistance Program) (Arizona Department of Economic Security, 2014)

	Jan-09	Jul-09	Jan-11	Jun-11	Jan-13	Jul-13
Arizona						
Region						

Figure. Percentage of children ages 0-5 receiving SNAP in July 2013- COLUMN CHART (Arizona Department of Economic Security, 2014)

TANF

Table: Children ages 0-5 receiving TANF (Temporary Assistance for Needy Families) (Arizona Department of Economic Security, 2014)

	Jan-09	Jul-09	Jan-11	Jun-11	Jan-13	Jul-13
Arizona						
Region						

Figure. Percentage of children ages 0-5 receiving TANF in July 2013- COLUMN CHART (Arizona Department of Economic Security, 2014)

[Note: SNAP and TANF data available at the zip code level. Data may or may not be available for the region depending on how reservation boundaries align with zip code boundaries.]

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

Free and Reduced Lunch

Table: Free and reduced lunch eligibility in the region (Arizona Department of Education, 2013)

SCHOOL DISTRICT NAME	PERCENT ELIGIBLE FOR FREE OR REDUCED LUNCH
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Educational Indicators

Educational Attainment

Table: Educational achievement of adults in the region (American Community Survey, 2008-2012)

GEOGRAPHY	Adults (ages 25+) without a high school diploma or GED	Percent of births to women with less than a high school education, 2012	Adults (ages 25+) with bachelor's degree or more	Percent of births to women with a bachelor's degree or more, 2012
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Table: Children (3-4) enrolled in nursery school, preschool, or kindergarten (American Community Survey, 2008-2012)

GEOGRAPHY	CHILDREN (AGES 3-4)	CHILDREN (AGES 3-4) ENROLLED IN NURSERY SCHOOL, PRESCHOOL, OR KINDERGARTEN
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Standardized Test Scores

Table: Math 3rd grade AIMS results (Arizona Department of Education, 2013)

School District Name	Math % Falls Far Below	Math % Approaches	Math % Meets	Math % Exceeds	Math % Passing
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Table: Reading 3rd grade AIMS results (Arizona Department of Education, 2013)

School District Name	Reading % Falls Far Below	Reading % Approaches	Reading % Meets	Reading % Exceeds	Reading % Passing
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Figure. Results of the Arizona Instrument to Measure Standards (AIMS) Test (Arizona Department of Education, 2013)

Graduation and Drop-out Rates

[Note that data on the graduation and drop-out rates in the region may or may not be available from the AZ Department of Education. The Cocopah Tribe Education Department has provided information on graduation rates from tribal members and this will be included in this section.

Information on the financial and other type of support provided by the tribe's Education Department to tribal members will be included here.]

The Early Childhood System: Detailed Descriptions of Assets and Needs Quality and Access

Early Care and Education

Center-based Care

Quality First

Local Education Authority Preschools

Head Start

Cost of Childcare

Professional Development

Scholarships

Opportunities for Professional Development

Health

Access to Care

Figure. Ratio of population to primary care providers- BAR CHART (Arizona Department of Health Services, 2014)

Pregnancies and Births

Figure. Number of births in the region per calendar year (since 2007)- BAR CHART (Arizona Department of Health Services, Vital Statistics, 2007 to 2010)

[Note: These data are available from the Health Status Profile of American Indians in Arizona. The most recent version of this report shows data from 2010].

Figure. Average percent of births with prenatal care begun first trimester (2002-2011)- BAR CHART
 (Arizona Department of Health Services, 2013)

Figure. Average percent of births with fewer than five prenatal care visits (2002-2011)- BAR CHART
 (Arizona Department of Health Services, 2013)

Figure. Average low birth weight (5 lbs., 8oz. or less) births per 1,000 (2002-2011)- BAR CHART
 (Arizona Department of Health Services, 2013)

Figure. Rate of Teen Births per 1,000 Females (2002-2011)- BAR CHART (Arizona Department of Health Services, 2013)

Figure. Average infant mortality rate per 1,000 live births (2002-2011)- BAR CHART (Arizona Department of Health Services, 2013)

Figure. Average percent of uninsured births (2002-2011)- BAR CHART (Arizona Department of Health Services, 2013)

Table. Infant and child health indicators from Cocopah Indian Tribe WIC clients, Cocopah Indian Tribe WIC Program, 2014

		TRIBE WIC (2011)	
AGES OF INFANTS AND CHILDREN DURING 2010			
	0		
	1		
	2		
	3 to 4		
BIRTH WEIGHT			
	High birth weight (4 kg or more)		
	Normal birth weight		
	Low birth weight (2.5 kg or less)		
PRETERM BIRTHS			
	Less than 37 weeks		
INFANT BREASTFEEDING			
	Ever breastfed		
	Breastfed 3+ months*		
	Breastfed 6+ months*		
OVERWEIGHT AND OBESITY IN CHILDREN (2-4 YEARS OLD)			
	Overweight (85th to 95 percentile)		
	Obese (95th percentile or greater)		

Table: Maternal health indicators from the Cocopah Indian Tribe WIC program clients, Cocopah Indian Tribe WIC Program, 2014

		TRIBE WIC (2011)	
MATERNAL AGE			
	17 or younger		
	18 to 19		
	20 to 29		
	30 to 39		
	40 or older		
PRE-PREGNANCY BODY MASS INDEX (BMI)			
	Normal weight (or Underweight)		
	Overweight (BMI 25 to 30)		
	Obese (BMI over 30)		
PRE-PREGNANCY OVERWEIGHT OR OBESE			
	2006		
	2007		
	2010		
	2011		
PRENATAL CARE			
	Begun during first trimester		
ALCOHOL AND TOBACCO			
	Mother smokes at initial WIC visit		
	Smoker present in the household		
	Alcohol consumption in last trimester		

Insurance Coverage

Affordable Care Act and Medicaid Expansion

Table: Percent of population uninsured (American Community Survey, 2008-2012)

GEOGRAPHY	POPULATION (ALL AGES)	PERCENT OF POPULATION UNINSURED (ALL AGES)
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Medicaid (AHCCCS) Coverage

Developmental Screenings and Services for Children with Special Developmental and Health Care Needs

AeZIP Referrals and Services

DDD Services

Preschool and elementary school children enrolled in special education

Immunizations

Behavioral Health

Oral Health

Overweight and Obesity

Substance Abuse

Family Support

[Note: this section will contain data from the Parent and Caregiver Survey on parental involvement, as well as on positive aspects and challenges of raising children in the region from the parent perspective]

Parental Involvement

Parent Education

Teen Parenting

Home Visitation Programs

Child Welfare

Data from the Cocopah Indian Tribe Social Services Department

Incarcerated Parents

Domestic Violence

Food Security

Homelessness

Public Information and Awareness

This section will contain findings on the importance of public awareness and support for early childhood programs in the region from key informant interviews and from the Parent and Caregiver Survey

System Coordination

This section will contain findings on the level of coordination among agencies providing services to families with young children in the region from key informant interviews. It will also include information about system building efforts in the region led by FTF.

Summary and Conclusion

Appendices

Table of Regional Assets

Table of Regional Challenges

Table of Regional Strategies, FY 2014

Data Collection Methods

Data Collection Instruments

Citations

Monthly Status Report for the Cocopah Tribe Regional Partnership Council

Vendor: Norton School of Family and Consumer Sciences

Date Report Submitted: 01/10/14

Period Report Covers: 12/01/13 – 12/31/13

BASE REPORT

Task/Deliverable	Deadline (FTF)	Task Status	Action Necessary
Workplan (base plus additional SOW, if applicable) submitted and approved by Regional Partnership Council	7/1/2013 (initial draft); 10/10/2013 (final draft)	<p align="center">COMPLETED</p> <p>A draft Workplan for the base report and template of monthly status report were submitted for Regional Director and Regional Partnership Council review on 07/01/2013.</p> <p>A final version of the Workplan was submitted to the Regional Director on 10/9/2013.</p>	
Data collection plan submitted and approved by Regional Partnership Council	8/10/2013 (initial draft); 10/10/2013 (final draft)	<p align="center">COMPLETED</p> <p>A draft data plan was submitted for Regional Director and Regional Partnership Council review on 08/12/13.</p> <p>A revised draft data plan to correct information regarding CPS removals and the Cocopah Tribe WIC program was submitted to the Regional Director and Senior Regional Director on 08/29/13.</p> <p>A final version of the data plan was submitted to the Regional Director on 10/9/13.</p>	
Acquire tribal approval for data collection (if applicable)	10/20/2013	<p align="center">COMPLETED</p> <p>Tribal Approval for the collection of data for the Needs and Assets Report was obtained as stated on a Memo from Christopher Nunez, Tribal Administrator, to Sherry Cordova, Tribal Chairwoman, dated 6/24/13 and signed on 6/27/13. It is our understanding that this approval includes the collection of data for School Readiness Indicator No. 10, which will be based on the FTF Family and Community Survey (F&CS).</p>	

Data collection, compilation, analysis and integration into report	N/A	<p style="text-align: center;">IN PROGRESS</p> <p>The UA Norton School continues to clean and process some publically available data for the Cocopah Tribe Region.</p> <p>The Norton School team traveled to the region on 12/11/13 to meet with the heads from the following tribal departments: Education, Social Services, Day Care, Head Start, WIC, Early Steps and Elderly Services.</p> <p>The Norton School team will be working closely with the Regional Director on the next steps of the data collection for the Family and Community Survey, including adding the additional questions that the RPC members suggested.</p>	<p>We are awaiting data requested by FTF Research and Evaluation Office.</p> <p>The Norton School team will follow up in the next weeks with the different department heads on the data requests discussed during the 12/11/13 meetings.</p> <p>The Norton School team will provide training to the Head Start and Early Steps program staff that will assist in the collection of data for the Family and Community Survey.</p>
Detailed outline of report	1/10/2014	<p style="text-align: center;">COMPLETED</p> <p>Outline of the report was submitted to the Regional Director on 1/10/2014.</p>	
First draft of report	4/10/2014	PENDING	
Review and editing needs and assets report with Regional Partnership Council	N/A	PENDING	
Final draft of report approved by Regional Partnership Council	by 9/1/2014	PENDING	
Delivery of Monthly Status Report by the 10th of each month	ONGOING	ONGOING	

2013

ANNUAL REPORT



COCOPAHI TRIBE
REGIONAL PARTNERSHIP COUNCIL



FIRST THINGS FIRST

Ready for School. Set for Life.

Why Early Childhood Matters

Research shows that 80% of a child's brain is formed by age 3; more than 90% by age 5. Because of this rapid development, what happens to children in the early years lays the foundation for a lifetime. Research has demonstrated that kids with quality early childhood experiences do better in school. They are more likely to advance into college and successful careers. They also tend to be healthier and demand less from the public welfare system.

On November 7, 2006, Arizonans made a historic decision on behalf of our state's smallest citizens. By majority vote, they made a commitment to all Arizona children 5 and younger: that kids would have the tools they need to arrive at school healthy and ready to succeed.

The voters backed that promise with an 80-cent per pack increase on tobacco products, so some reliable funding for early childhood services for our youngest children would be available.

The initiative also created the statewide First Things First Board and the 31 regional partnership councils that share the responsibility of ensuring that these early childhood funds are spent on strategies that will result in improved education and health outcomes for kids 5 and younger.

Not all children have the same needs; and voters designed First Things First to meet the diverse needs of Arizona



communities. Decisions about which early education and health strategies will be funded are made by the 31 regional partnership councils made up of community volunteers. Each regional council member represents a specific segment of the community that has a stake in ensuring that our children grow up to be healthy productive adults, including: parents, tribal representatives, educators, health professionals, business leaders, philanthropists and leaders of faith communities. The regional councils study the challenges faced by children in their communities and the resources that exist to help kids in their area. Because of all these factors, the regional councils know best what their kids need.

First Things First respects the sovereignty of all Arizona tribes. Tribes may elect to have their tribal lands treated as a separate region by the statewide FTF Board; or, tribes may elect to participate in the designated geographical region in which their tribal lands are located. The Cocopah Tribe region is comprised of the tribal lands of the three Cocopah Indian Reservations.

Regional Council Members

Jill McCormick,
Chair

Rev. Deal Begay
Vice Chair

Dr. Michael Reed

Gina Nierenhausen

Ines Pampara

Patricia
Rodriguez-Weissenberg

Maria Cristina Solorzano

Paul Soto

Christie Stevens

Tribal Leadership

Tribal Council

Sherry Cordova,
Chairwoman

A SNAPSHOT OF CHILDREN IN OUR REGION

Demographics

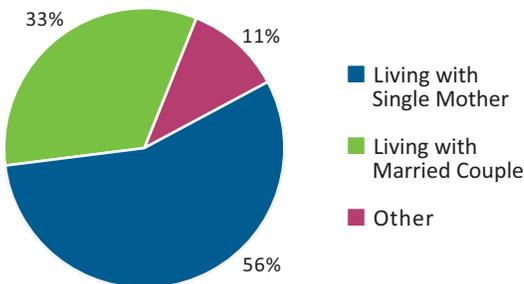
65

Number of Kids Under 6 in Region

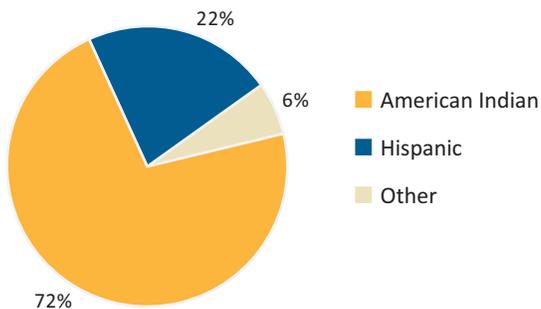
68%

Percentage of Kids Under 6 Living in Poverty

Living Arrangements of Kids Under 6



Ethnic Breakdown of Kids Under 6



Education

99%

Percentage of 4-Year-Olds Who Attend the Head Start Program for Preschool

71%

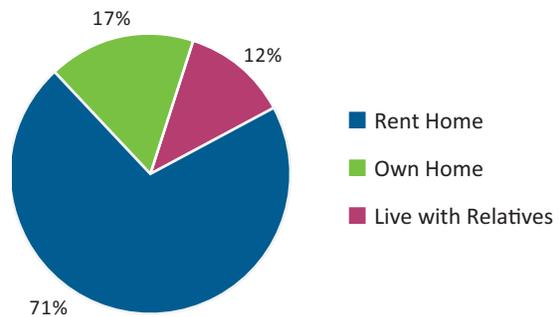
Percentage of 3rd Grade Students Passing AIMS in Reading

Economics

\$43,300

Median Family Income

Housing Status of Cocopah Indian Tribe Members



32%

Unemployment Rate

Health

32%

Percent of Children Not Up-to-Date on Immunizations

22%

Percentage of Births to Teen Parents

OUR REGION'S PRIORITIES

Research regarding children 5 and younger in the Cocopah Tribe region revealed the need for the following programs to promote optimal development and school readiness:

Home Visitation: Parents are a child's first and best teacher. The region's home visitation program partners with parents to encourage stronger, more supportive parent-child relationships through in-home visits. A variety of topics are covered, including parenting skills, early childhood development, literacy and health. The program also connects parents and caregivers with community resources to help them better support their child's health and early learning. The primary goal of home visiting services is to promote effective parenting and bring services to families that may be geographically or socially isolated.



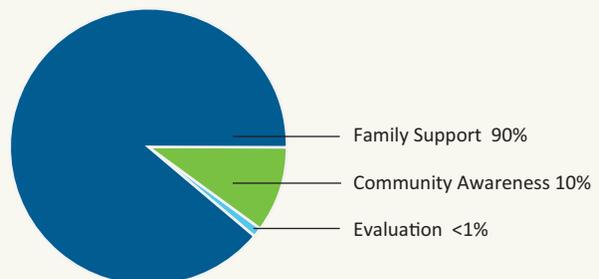
Quality Support: With almost all of the region's children attending the Cocopah Head Start prior to entering kindergarten, the Cocopah regional council implemented a strategy to enhance the quality of the learning environment. By blending funding from FTF, the Cocopah Indian Tribe and Head Start, the strategy was successful in improving health and safety of the facility, as well as the quality of the Cocopah Head Start learning environment.

Community Outreach and Awareness: In a small community, rich in a tradition of oral communication and community gathering, the Regional Partnership Council is focused on conducting outreach to raise awareness of the importance of early childhood, primarily through participation in community events. For example, community outreach has included a Talking Circle with parents and grandparents. Grassroots community engagement in the region is also supported by the community outreach coordinator through a cross-regional collaboration with the Yuma Regional Partnership Council.

Financial Report

EXPENDITURES BY GOAL AREA – FY2013

Family Support	\$37,359
Early Learning Quality and Access	3,994
Evaluation	189
TOTAL	\$41,542



OUR REGION'S IMPACT

Healthy and Ready for School

A child's most important developmental years are those leading up to kindergarten. Good nutrition is vital to healthy development in young children, and poor nutrition in the early years can lead to learning problems later on.

Through the Harvest Food Box program funded by the Cocopah Tribe Regional Council, more families with young children are able to access nutritious food. Young kids and their caregivers learn about proper nutrition for the whole family and how to prepare healthy snacks and serve nutritious meals with the food they receive. Families also receive referrals to other services, depending on the family's needs.

"We have single parents and grandparents raising grandchildren," said Gina Nierenhausen, Coordinator at the Cocopah Community Center. "Thanks to First Things First, families with young children are able to have nutritious meals and have a healthy lifestyle."



Working Together to Help Young Kids

In 2010, the leadership of the First Things First Cocopah Tribe and Yuma regional councils began holding regular meetings to develop closer communication and collaboration, cross-regional coordination of services, and an increased awareness of the issues that confronted both regions.

The regions host bi-monthly grantee coordination meetings to establish collaborative efforts among FTF grantees and local community agencies. The purpose is to establish an organized and inter-related network of programs and support services for children birth to 5 in both regions.

As a result, several programs are available to young kids in the Cocopah community that otherwise would not have been possible. These include: training and support to providers who care for the children of friends and/or family members; oral health screenings and fluoride varnishes for young kids to prevent dental decay, as well as information for parents about the benefits of oral care routine and regular visits to the dentist; and, grassroots community engagement to build public awareness of the importance of early childhood among parents, caregivers and the community.

Collaborative efforts from both councils with the Cocopah Tribal Departments are strengthening families in their efforts to prepare their young children for kindergarten.

30

FAMILIES ENJOY STRONGER, MORE SUPPORTIVE PARENT-CHILD RELATIONSHIPS

43

FOOD BOXES DISTRIBUTED TO FAMILIES OF KIDS 5 AND YOUNGER TO PREVENT THE DEVELOPMENTAL AND LEARNING ISSUES THAT CAN RESULT FROM POOR NUTRITION

20

CHILDREN HAVE ACCESS TO A HIGHER STANDARD OF CHILD CARE THROUGH QUALITY FIRST

1

BIRTH TO 5 HELPLINE CALLS ANSWERED

MOVING FORWARD

The Cocopah Tribe Regional Partnership Council wants every child to be healthy and prepared for success in kindergarten and beyond. Connecting families to resources to support their child's health and early learning is critical in that mission. Through ongoing strategic planning and evaluation, the needs of young kids are identified and strategies are implemented that address those needs. Looking forward, it is crucial that the system of partners is working together and is looking inward from the perspective that each child comes from a unique family with a unique scenario. The resources available to families of young children have the greatest impact when they are coordinated and when families are aware of them.

The Cocopah regional council will work to expand programs in two areas: home visitation in order to provide on-going support for families and increasing the quality of and access to early learning opportunities for young kids.

In order for children to be ready for school, more families need to know how to support their child's early learning and health, more children need access to developmental screenings and immunizations, more young kids need nutritious food, and more children need access to high quality child care and preschool.



Grantees – FY2013

- Arizona Department of Health Services
- Cocopah Indian Tribe
- Southwest Human Development
- United Way of Tucson and Southern Arizona
- Yuma Community Food Bank

Cocopah Tribe Regional Partnership Council

233 South 2nd Avenue
Yuma, AZ 85364

Roselia Ramirez, Regional Director

Phone: (928) 343-3020 | Fax: (928) 343-4710
garnold@azftf.gov

JOIN THE CONVERSATION

Twitter: @AZFTF

Facebook: /AZFirstThingsFirst

www.readyazkids.com

Instructions for interpreting data report fields:

*Quarterly Data Submission Status

Quarterly Data Submission Status is not a strategy-specific data field. This is a FTF designated field in a report that indicates within a quarter the number of months of data that were submitted for a single contract out of the three mandatory months for the quarter.

0 = 0 months out of 3 months of data for this quarter were submitted.

Note:

No strategy-specific data fields will be displayed for a contract with a "0" Quarterly Data Submission Status

1 = 1 month out of 3 months of data for this quarter were submitted

2 = 2 months out of 3 months of data for this quarter were submitted

3 = 3 months out of 3 months of data for this quarter were submitted

Note:

A Quarterly Data Submission Status of "0" may be assigned in the following scenarios:

- (a) The grantee did not set their PGMS data submission status to "complete" or did not submit data via other acceptable file transfer protocols
- (b) The grantee signed their contract only one month prior to the end of the quarter and data submission is not applicable until the following quarter
- (c) The contract's strategy-specific data reporting requirements may not be available and/or no training on data submission has taken place

**Contracted Service Units

Contracted Service Units only appear for a contract's lead strategy

Instructions for reading null and zero as data field values:

Blank data field = A null data field appears if the grantee selected "NA (Not Applicable)" when given a YES/NA option on their data reporting template indicating the specific data field(s) are not a part of their contract

0 = Grantee selected "No" in a YES/NO option on their data reporting template indicating the specific data field(s) were not collected for the quarter

0 = Grantee reported "0" on their data reporting template indicating the specific data field(s) were not collected for the quarter

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Food Security

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC031-14-0604-01 / Yuma Community Food Bank	Quarterly Data Submission Status*		3				
	Number of food boxes distributed	30					0
	Number of families who received food boxes						
	Number of children (0-5 yrs) in families who received food boxes						
	Number of families who received other items						
	Number of children (0-5 yrs) in families who received other items						

Home Visitation

A data field is flagged in grey for a SFY quarter:

Home visitor caseload for the quarter – when the ratio of home visitors to families served is above 1:20.

Staff turnover for the quarter – when the staff turnover is above 20% (from one quarter to the next).

Client turnover for the quarter - when the client turnover is above 20% (from one quarter to the next).

Clients disenrolled due to moving - when the percent of clients disenrolled due to “moving” is above 20%.

Clients disenrolled due to unable to locate - when the percent of clients disenrolled due to "unable to locate" is above 10%.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
GRA-RC031-13-0488-01-Y2 / Cocopah Indian Tribe	Quarterly Data Submission Status*		3				
	Number of families newly enrolled during the quarter		10				
	Number of families served	15	40				40
	Number of families at the end of the quarter (subtracting disenrolled)		40				
	Number of families continuing to receive services who have moved out of the region during the quarter		0				
	Number of families disenrolled during the quarter		0				
	Number of full time equivalent (FTE) home visitors at the end of the quarter		1.0				
	Homevisitor caseload for the quarter		40.0				
	Staff turnover for the quarter		0				
	Family turnover for the quarter		0				
	Families disenrolled due to moving		0				
	Families disenrolled due to unable to locate		0				
	Number of children newly enrolled during the quarter		24				

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

	Number of children served		67				
	Number of families who received community based referrals		19				

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Parent Kits - statewide

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-12-0334-03-Y3 / SPF Consulting, LLC	Number of English cases distributed						
	Number of Spanish cases distributed						
	Number of cases distributed						
	Number of parent kits distributed						

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Quality First Assessment - Regional Funding

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	0	0	0	0	0	
	Number of Homes	0	0	0	0	0	
	Number of Rating Only Centers	1	1	1	0	0	

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Quality First Coaching & Incentives - Regional Funding

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
	Number of Centers	0	0	0	0	0	
	Number of Homes	0	0	0	0	0	
	Number of Rating Only Centers	1	1	1	0	0	

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Scholarships TEACH - All

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0				
	CDA Credentials Completed Contract to Date		0				
	BA Degrees Completed Contract to Date		0				
	AA Degrees Completed		0				
	CDA Credentials Completed		0				
	BA Degrees Completed		0				
	AA Credits Completed		0				
	AA Contracts Completed		0				
	AA Withdrawn		0				
	AA Contracts Initiated		0				
	AA Scholarships Awarded		0				
	BA Credits Completed		0				
	BA Contracts Completed		0				
	BA Withdrawn		0				
	BA Contracts Initiated		0				
	BA Scholarships Awarded		0				

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

CDA Scholarships Withdrawn		0				
CDA Contracts Initiated		0				
CDA Scholarships Currently Awarded		0				
Scholars Currently Receiving T.E.A.C.H. Scholarship		0				

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Scholarships TEACH - Regional

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0				
	CDA Credentials Completed Contract to Date		0				
	BA Degrees Completed Contract to Date		0				
	AA Degrees Completed		0				
	CDA Credentials Completed		0				
	BA Degrees Completed		0				
	AA Credits Completed		0				
	AA Contracts Completed		0				
	AA Withdrawn		0				
	AA Contracts Initiated		0				
	AA Scholarships Awarded		0				
	BA Credits Completed		0				
	BA Contracts Completed		0				
	BA Withdrawn		0				
	BA Contracts Initiated		0				
	BA Scholarships Awarded		0				

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

CDA Scholarships Withdrawn		0				
CDA Contracts Initiated		0				
CDA Scholarships Currently Awarded		0				
Scholars Currently Receiving T.E.A.C.H. Scholarship		0				

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

Scholarships TEACH - Statewide

A data field is flagged in grey for a SFY quarter:

T.E.A.C.H. Scholar Turnover – when the student turnover (sum of AA withdrawn, BA withdrawn and CDA withdrawn) is above 15% of the total Scholars Currently Receiving T.E.A.C.H. Scholarship.

Contract Number/ Grantee Name	Data Field	Contracted Service Units**	First Fiscal Quarter (July-Sept)	Second Fiscal Quarter (Oct-Dec)	Third Fiscal Quarter (Jan-Mar)	Fourth Fiscal Quarter (Apr-Jun)	Fiscal YTD Total
FTF-STATE-13-0350-01-Y2 / Association for Supportive Child Care	AA Degrees Completed Contract to Date		0				
	CDA Credentials Completed Contract to Date		0				
	BA Degrees Completed Contract to Date		0				
	AA Degrees Completed		0				
	CDA Credentials Completed		0				
	BA Degrees Completed		0				
	AA Credits Completed		0				
	AA Contracts Completed		0				
	AA Withdrawn		0				
	AA Contracts Initiated		0				
	AA Scholarships Awarded		0				
	BA Credits Completed		0				
	BA Contracts Completed		0				
	BA Withdrawn		0				
	BA Contracts Initiated		0				
	BA Scholarships Awarded		0				

Data Reports by Regional Partnership Council

Council: Cocopah Tribe

Fiscal Year: 2014

CDA Scholarships Withdrawn		0			
CDA Contracts Initiated		0			
CDA Scholarships Currently Awarded		0			
Scholars Currently Receiving T.E.A.C.H. Scholarship		0			

FY 2014 Cocopah Tribe Contract Detail

	Grantee Name	Contract Number	Contract Period	Allotment		YTD Expense	Expense Variance	Award Expended	Allotment Expended	Reimbursement Activity	
				Total Allotment	Awarded			% of Award Expended	% of Allotment Expended	Pending	Paid (Last 30 Days)
Evaluation	Statewide Evaluation Strategy			Strategy Subtotal:	\$1,065	\$1,065	\$1,065	-	100.0%	100.0%	
	First Things First (FTF-Directed)	PSC-STATE-14-0669-01	07/01/2013-06/30/2014			\$1,065	\$1,065	-	100.0%		
				Goal Area Subtotal:	\$1,065	\$1,065	\$1,065	-	100.0%	100.0%	
	<hr/>										
Family Support	Food Security Strategy			Strategy Subtotal:	\$750	\$750	\$25	\$725	3.3%	3.3%	
	Yuma Community Food Bank	GRA-RC031-14-0604-01	07/01/2013-06/30/2014			\$750	\$25	\$725	3.3%		
	Home Visitation Strategy			Strategy Subtotal:	\$79,182	\$79,182	\$39,591	\$39,591	50.0%	50.0%	\$19,796
	Cocopah Indian Tribe	GRA-RC031-13-0488-01-Y2	07/01/2013-06/30/2014			\$79,182	\$39,591	\$39,591	50.0%		\$19,796
	Parent Outreach and Awareness Strategy			Strategy Subtotal:	\$1,700	\$1,700	-	\$1,700	0.0%	0.0%	
	First Things First (FTF-Directed)	PSC-STATE-14-0664-01	07/01/2013-06/30/2014			\$1,700	-	\$1,700	0.0%		
			Goal Area Subtotal:	\$81,632	\$81,632	\$39,616	\$42,016	48.5%	48.5%		\$19,796
<hr/>											
Quality and Access	Quality First Strategy			Strategy Subtotal:	\$0	-	-	-	0.0%	0.0%	
						-	-	-	0.0%		
	Quality First Assessment Strategy			Strategy Subtotal:	\$6,600	\$6,600	\$2,139	\$4,461	32.4%	32.4%	\$573
	Southwest Human Development	FTF-STATE-13-0347-01-Y2	07/01/2013-06/30/2014			\$6,600	\$2,139	\$4,461	32.4%		\$573
	Quality First Coaching & Incentives Strategy			Strategy Subtotal:	\$1,932	\$1,932	\$682	\$1,250	35.3%	35.3%	-
	Valley of the Sun United Way	FTF-STATE-14-0427-02	07/01/2013-06/30/2014			\$1,932	\$682	\$1,250	35.3%		-
			Goal Area Subtotal:	\$8,532	\$8,532	\$2,821	\$5,711	33.1%	33.1%	-	\$573
			Overall Total:	\$91,229	\$91,229	\$43,502	\$47,727	47.7%	47.7%	-	\$20,368

Parent and Caregiver Survey

(Screening questions: To ask prior to consent)

Are there any children ages 5 or younger living in your household?

IF NO CHILDREN UNDER FIVE, PARTICIPANT NOT ELIGIBLE

Are you one of this child(ren)'s main caregivers?

Yes No

How old are the child(ren) 5 or younger that you care for?

Parent and Caregiver Survey

1. When do you think a parent can begin to make a big difference on a child's brain development? (For example: impact the child's ability to learn?)
 - a) Prenatal (when the child is still in the womb)
 - b) Right from birth
 - c) After birth but by 2 or 3 weeks old
 - d) After 1 month but before 2 months
 - e) After 2 months but before 4 months
 - f) After 4 months but before 6 months
 - g) After 6 months but before 8 months
 - h) After 8 months but before 10 months
 - i) After 10 months but before 12 months
 - j) After 12 months (1 year) of age

2. At what age do you think an infant or young child begins to really take in and react to the world around them?
 - A. Right from birth
 - B. At about 1 or 2 weeks old
 - C. At 1 month old
 - D. At 2 months old
 - E. At 3 months old
 - F. At 4 months old
 - G. At 5 months old
 - H. At 6 months old
 - I. After 6 months by before 12 months
 - J. After 12 months (1 year) of age

3. At what age do you think a baby or young child can begin to sense whether or not his parent is depressed or angry, and can be affected by how his parents are feeling?
 - A. Right from birth
 - B. After 2 weeks but before 2 months
 - C. After 2 months but before 4 months
 - D. After 4 months but before 6 months
 - E. After 6 months but before 8 months
 - F. After 8 months but before 10 months
 - G. After 10 months but before 12 months
 - H. At 12 months (1 year) but before 2 years

- I. After 2 years but before 3 years
- J. After 3 years of age

4. During the past week, how many days did you or other family members read stories to your child/children?

- A. None
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. Every day last week

5. During the past week, how many days did you or other family members tell stories or sing songs to your child/children?

- A. None
- B. 1 day
- C. 2 days
- D. 3 days
- E. 4 days
- F. 5 days
- G. 6 days
- H. Every day last week

6. *Children's capacity for learning is pretty much set from birth and cannot be greatly changed by how the parents interact with them.* This statement is...

- Definitely True Probably True Probably False Definitely False

7. *In learning about language, children get the same benefit from hearing someone talk on TV as hearing a person in the same room talking to them.* This statement is....

- Definitely True Probably True Probably False Definitely False

8. *I feel I am able to support my child's safety, health and well-being.*

- Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree

9. *I feel I am able to support my child's learning and ability to think (cognitive development).*

- Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree

Now I'm going to ask you some questions about your child/ren's health:

10. Sometimes people have difficulty getting health care when they need it. During the past 12 months, was there any time when your children needed these types of care but it was delayed or not received?

- | | |
|------------------------|--|
| Medical care | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Dental care | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Vision care | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Mental health services | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Hearing services | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Speech therapy | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Physical therapy | <input type="checkbox"/> yes <input type="checkbox"/> no |
| Something else | <input type="checkbox"/> yes <input type="checkbox"/> no (Describe: _____) |

The following questions are for parents and caregivers of children who **are between the ages of 4 months and 5 years old**. [Check here if not caring for a child age 4 months or older ___]

11. Please tell me if you are currently worried a lot, a little or not at all about how your child(ren):

- Talks and makes speech sounds? (**ages 4 months – 5 years**)
 Worried a lot A little worried Not at all worried I don't have a child this age
- Understands what you say? (**ages 4 months – 5 years**)
 Worried a lot A little worried Not at all worried I don't have a child this age
- Uses his/her hands and fingers to do things? (**ages 4 months – 5 years**)
 Worried a lot A little worried Not at all worried I don't have a child this age
- Uses his/her arms and legs? (**ages 4 months – 5 years**)
 Worried a lot A little worried Not at all worried I don't have a child this age
- Behaves? (**ages 4 months – 5 years**)
 Worried a lot A little worried Not at all worried I don't have a child this age
- Gets along with others? (**ages 4 months – 5 years**)
 Worried a lot A little worried Not at all worried I don't have a child this age

- Is learning to do things for himself/herself? (ages 10 months – 5 years)
 - Worried a lot
 - A little worried
 - Not at all worried

- Is learning pre-school or school skills? (ages 18 months – 5 years)
 - Worried a lot
 - A little worried
 - Not at all worried

We are almost done! We now have a few questions for you to answer about yourself.

12. Do you currently have a paid job?

- Yes No

13. Are you currently....?

- | | |
|---|--|
| <input type="checkbox"/> Married | <input type="checkbox"/> Widowed |
| <input type="checkbox"/> Single | <input type="checkbox"/> Living with a partner |
| <input type="checkbox"/> Divorced/separated | |

14. What is the highest grade or year of school you have completed?

- | | | |
|---|--|---|
| <input type="checkbox"/> Less than high school graduate | <input type="checkbox"/> Technical School/Vocational School | <input type="checkbox"/> College Graduate |
| <input type="checkbox"/> High School Graduate | <input type="checkbox"/> Some College (includes Associates Degree) | <input type="checkbox"/> Postgraduate |
| <input type="checkbox"/> GED | | |

15. What is your age? _____

16. Gender? Male Female

17. How would you describe your ethnic or racial background:

- | | | |
|--|---|--|
| <input type="checkbox"/> Native American/
American Indian | <input type="checkbox"/> African American/Black | <input type="checkbox"/> Hawaiian/Pacific Islander |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Asian | <input type="checkbox"/> Two or more races |
| | <input type="checkbox"/> White/European/Anglo | <input type="checkbox"/> Other (Specify): _____ |

18. Is your total family income before taxes...

- | | | |
|---|---|---|
| <input type="checkbox"/> Less than \$10,000 | <input type="checkbox"/> \$30,000 to \$39,999 | <input type="checkbox"/> \$60,000 to \$74,999 |
| <input type="checkbox"/> \$10,000 to \$19,999 | <input type="checkbox"/> \$40,000 to \$49,999 | <input type="checkbox"/> \$75,000 to \$99,999 |
| <input type="checkbox"/> \$20,000 to \$29,999 | <input type="checkbox"/> \$50,000 to \$59,999 | <input type="checkbox"/> \$100,000 or more |

19. Where do you live?

Town: _____
Zip code: _____

Open-ended questions (optional, depending on time)

20. What do you like best about raising young children in your community?

21. What are the hardest things about raising young children in your community?

22. What do you think are the two most important things that should happen to improve the lives of kids 0-5 and their families in your community?



FIRST THINGS FIRST
Ready for School. Set for Life.

Cocopah Tribe Regional Partnership Council
Council Seat Terms

Ending June 30, 2014

Seat
Parent
Tribal Representative At-Large
At-Large
Faith Based
Philanthropy

Ending June 30, 2016

Seat
At- Large
Business
Child Care Provider
Early Childhood Educator
School Administrator
Health Services Provider