

Early Childhood Education Initiatives

Strengthening Early Childhood Educational Opportunities
& Creating Systems of Care and Learning



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ECE Programming Across Tribal Colleges & Universities (TCUs)¹

- TCUs served 19,326 students and 91,984 additional community members in AY 2011-2012.
- AY 2013-2014 23 of the 37 TCUs have a program in Early Childhood Education, or similar degree program
 - AY 2013-2014 Associates Degrees Programs: 24
 - AY 2013-2014 Bachelor's Degrees Programs: 6
- 2 TCUs current have reported capacity to offer distance learning for part of their ECE program: Southwestern Indian Polytechnic Institute and United Tribes Technical College
- 1 TCU offers a Master's Degree in the area of Early Childhood Education, specialization in Special Ed

American Indian College Fund Early Childhood Education Initiatives: Wakanyeja and Ké' ECE Initiatives

Wakanyeja "Sacred Little Ones" Early Childhood Education



- \$5 Million, five-year initiative funded by the W.K. Kellogg Foundation
- 4 Grantees: Ilisagvik College, College of Menominee Nation, Southwestern Indian Polytechnic Institute, and Northwest Indian College

Ké' Early Childhood Initiative



Ké' Early Childhood Initiative:
STRENGTHENING SYSTEMS OF SHARED RESPONSIBILITY
WITH FAMILIES, SCHOOLS AND COMMUNITIES

- \$500,000, 18 month initiative funded by the W.K. Kellogg Foundation (plus \$100,000 matching funds)
- 4 Grantees: Sitting Bull College, College of Menominee, Southwestern Indian Polytechnic Institute, and Northwest Indian College

Program Findings and Impact 2011-2013

Fostering Families with Young Children

331 Total families served
326 Total children served
18 local partners engaged
10 regional partners engaged
11 national partners engaged

Percentage of families across four sites at or below poverty line: 80-100%

29 tribal nations served

Family Engagement:

195 parents participated in activities & trainings
43 parents are enrolled TCU students at a TCU

Types of Family Engagement

Chaperone field trips
Parents visit classroom
Encourage reading to their children
Collecting & analyzing developmental assessment data with teachers
Developing & supporting implementing culture-based curriculum

Numbers of Teachers Trained

2011-2012. 226
2013 145

¹ All TCU program and enrollment data reported by AIHEC AIMS AKIS 2012-2013; 2014



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In 2013, the Wakanyeja ECE Initiative: Launched 5 Websites Collectively Reaching Over 300 Viewers Each Month!

American Indian College Fund main webpages for our ECE Initiatives:

<http://www.collegefund.org/content/wakanyeja>

Grantee Sites: Ilisagvik, College of Menominee, SIPI, and Northwest Indian College:

<http://www.sacredlittleones-ilisagvik.org/>

<http://www.cmnsacredlittleones.com/>

<http://sacredlittleones-sipi.org/>

<http://www.sacredlittleones-nwic.org/>



Adoption of Programming and Processes

The Wakanyeja ECE Initiative Grantees have developed programming, addressing diverse areas of work to inform other tribal colleges on teacher education:

- Envisioning and launching a new early childhood education program
- Engagement in self-study of institutional change to strengthen existing teacher education programming, practicum, scope and sequence of course work, and “Indigenizing” the early childhood teacher education
- Development of empowered early childhood student-teachers and teachers in the areas of family engagement, culturally-based curriculum development, documentation of children’s development, participation in collective inquiry, and leadership advancement



College of Menominee Nation,
World Indigenous Peoples Conference,
Honolulu, HI, 2014

Institutional Impact: Transformation

“The Wakanyeja “Sacred Little Ones” Project has positively impacted the College in a number of ways. First, it has impacted the quality of the Early Childhood Education A.A. degree program by drawing upon high quality faculty and staff [who contribute] to the program; individuals who not only have extensive experience from the field but who can turn around and contribute back to the advancement of the profession.”

– VP Academic Affairs (SIPI Annual Report, 2014)

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