



American Indian College Fund
Early Childhood Education Initiatives
*Strengthening Early Childhood Educational Opportunities &
 Creating Systems of Care and Learning*



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: *Wakanyeya* and *Ké'* ECE Initiatives

***Wakanyeya* “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**

- \$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**

<p><u>FOSTERING FAMILIES WITH YOUNG CHILDREN</u></p> <p>331 Total families served 326 Total children served 18 local partners engaged 10 regional partners engaged 11 national partners engaged</p> <p>Percentage of families <i>across four sites</i> at or below poverty line: 80-100%</p> <p>29 tribal nations served</p>	<p><u>TYPES OF FAMILY ENGAGEMENT</u></p> <p>Chaperone field trips Parents visit classroom Encourage reading to their children Collecting & analyzing developmental assessment data with teachers Developing & supporting implementing culture-based curriculum</p>
<p><u>FAMILY ENGAGEMENT:</u></p> <p>195 parents participated in activities & trainings 43 parents are enrolled TCU students at a TCU</p>	<p><u>NUMBERS OF TEACHERS TRAINED</u></p> <p>2011-2012: 226</p> <p>2013: 145</p>

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

In 2013, the Wakanyeja ECE Initiative: Launched 5 websites collectively reaching over 300 viewers each month!

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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