• Birgit Meany, Ed. D
  – Dean of Academic Affairs, Ilisagvik College

• Mary Williard, DDS
  – Director, Alaska Dental Therapy Educational Program, Ilisagvik College

• Robert P. Onders, MPA, MD, JD
  – Acting President, Alaska Pacific University
To Help Build Strong Communities through Education and Training
OVERVIEW

• Tribal Colleges/Iḷisaġvik College
• Partnerships with communities/employers
• Programs
• Persistence & Retention
• Preparation
• Outcomes & Transition to Workforce
TRIBAL COLLEGES/UNIVERSITIES

American Indian Higher Education Consortium (AIHEC)

• 37 Tribal Colleges/Universities
• Serving 230 tribes in 16 states, 75 campuses
• Ranging in size from 50 to 2000 students
• Combined enrollment, app. 20,000
ILISAGVIK COLLEGE

- Alaska’s only Tribal College
- 2-year institution (4 year pending)
- Serves app. 1600-1700 students/year
- 60% Native student population
- Unusual in some ways
  - Not sponsored by tribe, but ICAS
  - Not located on a reservation
  - Smaller % Native students
  - 50% Workforce Development
  - Distance Education
PARTNERSHIPS

• Alaska Native Tribal Health Consortium (ANTHC)
  – Dental Health Aide Therapist
  – Behavioral Health Aide

• Arctic Slope Native Association (ASNA)
  – Dental Assistant Trainee
  – Certified Nurse’s Aide
  – Internships/Clinical rotations/Job shadow

• Hiland Mountain Correctional Center (HMCC)
  – Construction Technology, Computer Training

• Iñupiat Heritage Center (IHC)
  – Iñupiaq Language and Culture classes/ community events

• Metlakatla (Metlakatla Indian Council)
  – Academic, vocational-technical programs
WORKFORCE DEVELOPMENT

Vocational Education and Workforce Development (VEWFD) strives to promote a diverse selection of educational opportunities by connecting residents with the quality training they need to realize economic self-sufficiency and employment security. VEWFD works directly with employers to plan and coordinate present and future workforce needs with a focus on skills training for the underemployed and unemployed. VEWFD is a dynamic department that offers hundreds of trainings and classes each year, serving students and employers on the North Slope and beyond.

Two of the trainings offered by VEWFD that emphasize the traditional Inupiaq value of Respect for Nature are 40 Hr. HAZWOPER and North Slope Training Consortium (NSTC) Unescorted certification. Students who take these two classes learn essential safety information that empowers them to respect nature and the environment while handling hazardous materials on our land. This knowledge is essential in protecting our land from the many hazards associated with industry.

Total number of classes held: 270
Number of Communities served: 15
Number of Training Topics: 81
Students: 1,878
Number of Certifications Awarded: 1,878
Completion Rate: 100%

Employers Served:
- Arctic Slope Regional Corporation
- City of Kaktovik
- City of Wainwright
- Inupiat Community of the Arctic Slope
- North Slope Borough
- North Slope Borough School District
- Northwest Arctic Borough
- Okpik Corporation
- Tikigaq Corporation
- Traditional Council of Wainwright
- Ukpeagvik Inupiaq Corporation
- University of Alaska Anchorage
- Hiland Correctional Facility
PARTNERSHIPS

• **North Slope Borough (Various Departments)**
  – Academic programs (Business, Accounting, Emergency Medical Services, Construction)
  – Early Childhood Education (Barrow Early Learning Center)
  – Short term trainings and certifications (CDL; HEO; HAZWOPER; First Aid; MS Office, MS Project, Adobe Acrobat; QuickBooks)
  – Allied Health Summer Camps

• **North Slope Borough School District**
  – Dual credit
  – Teacher Preparation

• **Ukpeاغvik Iñupiaq Corporation (UIC)**
  – Construction Management

*Alaska’s Only Tribal College*
PROGRAMS

• Responsive to community and Native Student needs
  – Promote self-sustaining communities
  – Guided by advisory committees

• Dual mission
  – Educate to compete in a global world
    • National, standardized curricula
  – Perpetuate of Native/Iñupiaq culture, language, values and traditions

• Regional accreditation standards (Academic)
PERSISTENCE & RETENTION

Challenges:
• First generation college student population
• Lack role models
• Value of education?
  – Education = Loss of Iñupiaq identity
• Remediation

Solutions:
• Employers establish career ladders
  – Support for employees continuing education
• Students complete programs in home communities
• Experiential learning opportunities
• Student support programs
There may be poor Wi-Fi in the Arctic, but I promise you will have a better connection.
• Distance Education
• Teaching through the culture, not about the culture.
  – Place-based, culturally relevant curriculum
  – Redefining concept “Career”
  – Connection to Iñupiaq Values
  – First year seminar
• Cultural competencies for faculty/staff
PREPARATION

• “I know I can” – Grade 2 (79)
• “College-Bound” – Grade 5 (96)
• “GLIMPSE” – Grades 6-8 (196)
• “Junior Public Health Educator” – Grades 9-12 (10)
• Dual credit
• Summer Camps (app. 300; 43% NS)
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<th>Sec.</th>
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<th>Credits</th>
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OUTCOMES & TRANSITION TO WORKFORCE

• Skills aligned with those needed in the workplace

• Employment opportunities
  – Employers request and frequently fund training
  – Employers inquire regarding potential candidates for open positions
  – Employer/college monitor job market

• Career advancement
  – Incentives for current employees
    • Career ladder
    • Funding to continue education
Certification

CHAP Certification Board
Federal Authority, 12 members

Standards and Procedures
Individuals, Training Centers, Curricula

487 individuals certified
405 CHA/Ps certified, 328 meet criteria for reimbursement for services to Medicaid eligible clients

51 Dental Health Aides certified
31 Behavioral Health Aides certified
Health Aide Program Key Components

- Community’s Role in Selection
- Culturally Competent Care and Curriculum
- Competency base curriculum
- Part of a team
Dental Therapists: A Definition

- Primary oral health care professionals
  - Basic clinical dental treatment and preventive services
  - Multidisciplinary team members
  - Advocate for the needs of clients
  - Refer for services beyond the scope of the dental therapist’s practice*

WK Kellogg Foundation

* SASKATCHEWAN DENTAL THERAPISTS ASSOCIATION
Different Providers

Different Education

DHAT

- NEED TO KNOW
- Limited scope, 46 procedures
- Supervised
- Prevention oriented team approach
- Accessible to students in target populations
- Culturally competent
- Patient centered

DENTIST

- NEED to know+ nice to know
- Large scope, 500+
- Team leader
- Surgically oriented
- Education is difficult to access, especially for minorities
- Struggling to address cultural competency
- Practice centered
Dental Therapy Curriculum

• Streamlined
  o need to know vs. nice to know
• Challenges the traditional college and university format
• Maximum accessibility for students
• Hands on
• Intensive by design
Alaska Dental Therapy Educational Program at Ilisagvik College

“No significant learning occurs without a significant relationship.”

- Educational philosophy of James Comer, MD, MPH

At ADTEP, the student is highest among priorities.

- 73% student retention rate
- 71% retention rate of graduates over 10 years
Building Healthy Communities

The development of ADTEP began with discovering what was authentically needed.
Education With Meaning

ADTEP is a proven educational model

The right approach in the right place growing the right providers-
a local solution to a local problem

This sets it apart from many other educational programs
ADTEP challenges the way dental education is done in the U.S

Because the existing system does not address the needs of, and is not accessible to AI/AN people

Because less than 1% of dental providers in the U.S. are AN/AI, while AK villages are 70-100% AN/AI

Because the existing system has not, is not, and is unlikely to start producing dental providers who are meaningfully culturally competent
Alaska Native Education-
Self-Determined

Based in community, place and culture
and nurtured by the belief that
excellent health is a basic human right,

ADTEP exists to address the oral health
inequities faced by Alaska Native people
Alaska Native values are integral to the teaching and nurtured in the students

- show respect to others
- share what you have
- know who you are
- live carefully
- take care of others

Rita Pitka Blumenstein (born 1936) was the first certified traditional doctor in Alaska
OUR VISION:
Alaska Native people are the healthiest people in the world.
OUR VISION:
Alaska Native people are the healthiest people in the world.
Community Health

- Health Provider Education
- Wellness and Prevention
- Research
Great educational programs make changes happen for individuals, for communities, for the economy of Alaska.

Education is related to the health of individuals, communities, and Alaska.
History of APU

- Founded in 1959 by Reverend Peter Gordon Gould as Alaska Methodist University (AMU)
- Campus in 1964 was 505 acres
- 1974 Kellogg Campus in Palmer established with Dewolf Kellogg Trust
- 1978 renamed to Alaska Pacific University
Health Aide Program Key Components

- Community’s Role in Selection
- Culturally Competent Care and Curriculum
- Competency base curriculum
- Part of a team
Competencies

❖ CbC
  – Competency-based Curriculum

❖ Essential Competencies
  – Effective Communication
  – Critical Thinking
  – Cultural & Historical Perspective
  – Scientific Inquiry
  – Ethical Engagement
Key Areas of Focus

- Maintain and Develop curricula that
  - Honors Indigenous knowledge
  - Relevant to workforce and student needs
  - Focus on issues facing Alaska
- Providing personalized, experiential, hands-on instruction “in the field” with Alaska as its primary classroom
- Professional pathways