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**To Help Build Strong Communities  
through Education and Training**

*Alaska's Only Tribal College*



# OVERVIEW

- Tribal Colleges/Iñisagvik 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

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# 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 Iñupiaq 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
- Iñupiat Community of the Arctic Slope
- North Slope Borough
- North Slope Borough School District
- Northwest Arctic Borough
- Olgoonik Corporation
- Tikigaq Corporation
- Traditional Council of Wainwright
- Ukpeagvik Iñupiat Corporation
- University of Alaska Anchorage
- Hilland 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
- **Ukpeaġvik Iñupiaq Corporation (UIC)**
  - Construction Management





Alaska

# 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.*

# PEDAGOGY & MODALITIES

- 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



Wyoming State University

K

# 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)

## SPECIAL SUMMER CAMP PROGRAMS

Dept.	Course #	Sec.	Course Name	Credits	Start Date	End Date	Days	Time	Instructor	Bldg/Rm	Availability
Allied Health Camp: High School											
HLTH	195	80C	Becoming a Healthcare Professional	1	6/4	6/9	Daily	8:30 AM - 05:00 PM	TBD	Dr. Albert Hall	Barrow
EMS	103	80C	Emergency Trauma Technician: First Responder	1	6/12	6/16	Daily	8:30 AM - 05:00 PM	FD Staff	NSB Fire Dpt.	Barrow
SAFE	123	80C	Standard First Aid and CPR	0.6 CEU	6/12	6/16	Daily	8:30 AM - 05:00 PM	FD Staff	NSB Fire Dpt.	Barrow
Allied Health Camp: Middle School											
			Healthy Living Camp: Grades 6 - 8		5/28	6/4	Daily	8:30 AM - 05:00 PM	TBD	Dr. Albert Hall	Barrow
Behavioral Health Camp: High School											
PSY	195	80C	Behavioral Health Camp	1	6/4	6/10	Daily	8:30 AM - 05:00 PM	Burnett	NACTEC	Nome
PSY	195	81C	Behavioral Health Camp	1	6/4	6/10	Daily	8:30 AM - 05:00 PM	TBD	TBD	Ketchikan
Future Teachers for the Arctic Camp: High School											
ED	195	80C	Becoming a Teacher	1	5/28	6/4	Daily	8:30 AM - 05:00 PM	Brent	TBD	Barrow
Iñupiaq Art & Culture Camp: High School											
INU	195	80C	Iñupiat Art & Culture	1	6/18	6/25	Daily	8:30 AM - 05:00 PM	Judkins	Dr. Albert Hall	Barrow
INU	195	80C	North Slope Iñupiaq Immersion	2	7/15	7/22	Daily	8:30 AM - 05:00 PM	Leavitt/Skin	Ulliqpaa	Barrow
Iñupiaq Land Use Values and Resources Camp: Adult											
INU	210	80C	Iñupiaq Land Use Values Land Resources	3	7/9	7/18	Daily	8:30 AM - 05:00 PM	Lillian Lane	Field Camp	Pt. Hope
Methods in Molecular Biology: High School											
BIOL	195	80C	Methods in Molecular Biology	2	6/4	6/18	Daily	8:30 AM - 05:00 PM	Nicholas-Figueroa	Hut 60	Barrow



# 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



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ALASKA NATIVE  
TRIBAL HEALTH  
CONSORTIUM

**National Indian Health Board**  
**2017 National Tribal Public Health Summit**  
Dena'ina Center, June 8, 2017, Anchorage, AK

# The Alaska Community Health Aide Program



# 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

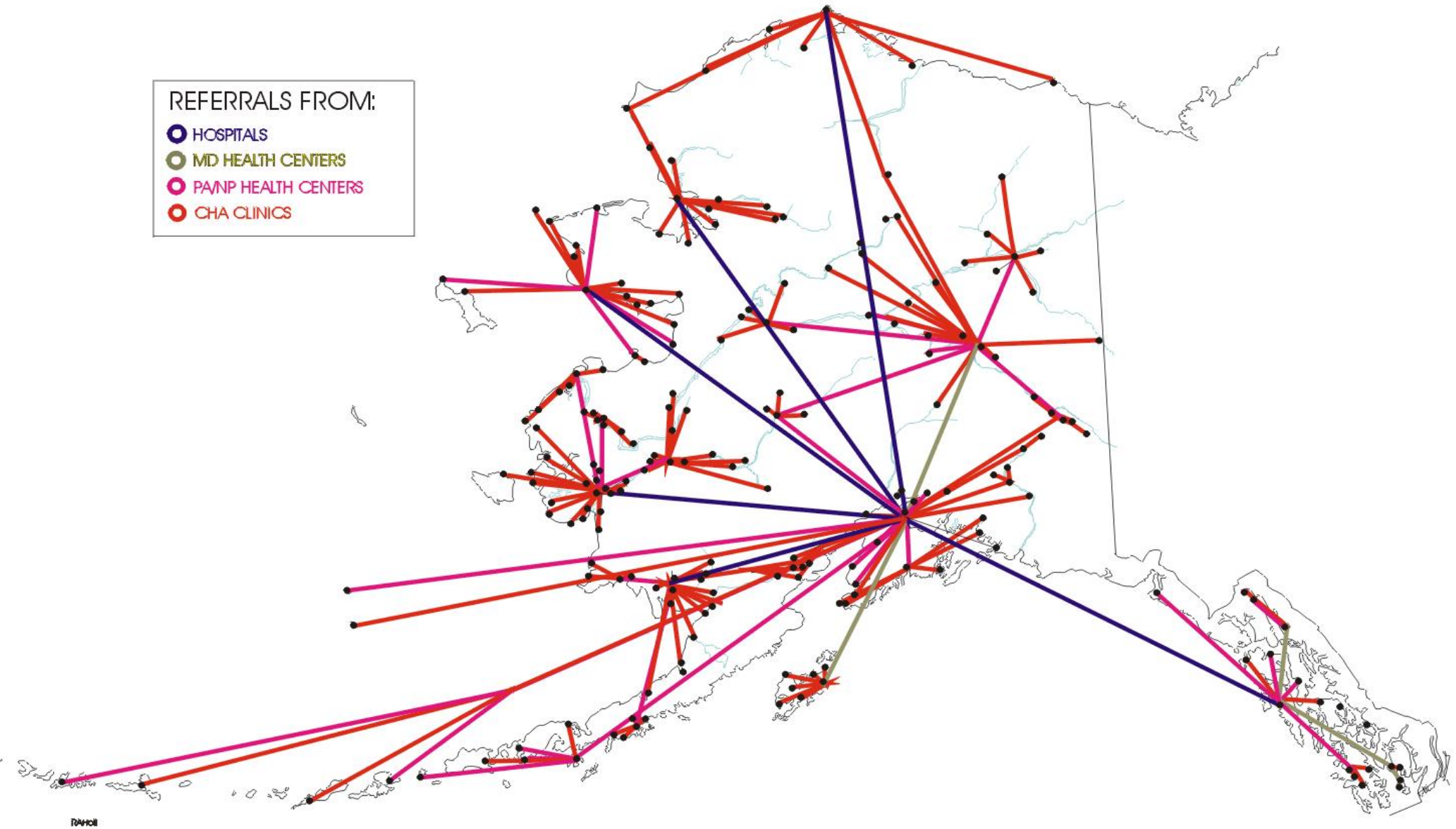
31 Behavioral Health Aides certified

# THE ALASKA NATIVE HEALTH CARE SYSTEM

## Typical Referral Patterns

REFERRALS FROM:

- HOSPITALS
- MD HEALTH CENTERS
- PA/NP HEALTH CENTERS
- CHA CLINICS

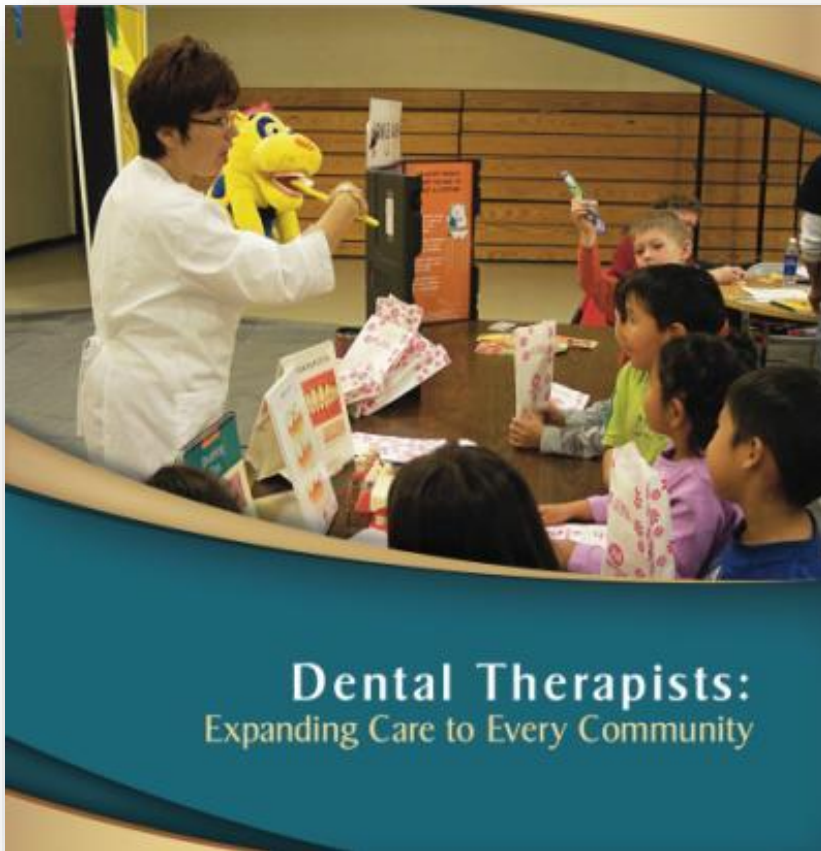


# Health Aide Program Key Components

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



# Dental Therapists: A Definition



WK Kellogg Foundation

<http://www.wkkf.org/resource-directory/resource/oral-health-resources/dental-therapists-expanding-care-to-every-community>

- 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\*

\* SASKATCHEWAN DENTAL THERAPISTS ASSOCIATION





Dentist

Hygienist

### TRADITIONAL DENTAL TEAM



Dental Assistant



Dentist



Hygienist

### EXPANDED DENTAL TEAM



Dental  
Assistant



Dental  
Therapist



Community Dental  
Health Coordinator

Community Clinics  
& Private Practice

Mobile Dental  
Clinics

School-Based  
Health Clinics

**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
  - need to know vs. nice to know
- Challenges the traditional college and university format
- Maximum accessibility for students
- Hands on
- Intensive by design



## A Sample Dental Therapy Curriculum for Community Colleges

Community Catalyst  
One Federal Street  
Boston, MA 02110

[twitter.com/healthpolicyhub](https://twitter.com/healthpolicyhub)  
[blog.communitycatalyst.org](http://blog.communitycatalyst.org)

# 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.**



ALASKA NATIVE  
TRIBAL HEALTH  
CONSORTIUM



ALASKA NATIVE  
TRIBAL HEALTH  
CONSORTIUM

## OUR VISION:

Alaska Native people are the  
healthiest people in the world.

# Community Health

- ❖ Health Provider Education
- ❖ Wellness and Prevention
- ❖ Research



# Education and Workforce Development

- ❖ 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

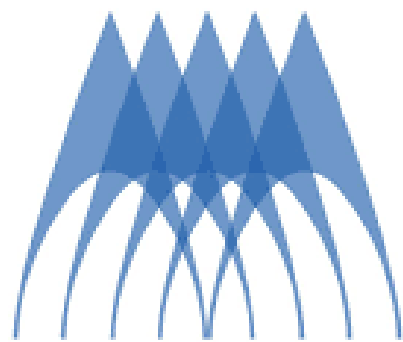




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ALASKA  
PACIFIC  
UNIVERSITY



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