



MAT-SU HEALTH
FOUNDATION

2023 Report

Mat-Su Health Foundation Workforce Development Network



Mat-Su Health Foundation Workforce Development Network Background

Throughout 2023, the Mat-Su Health Foundation Workforce Development Network convened quarterly, functioning as a dedicated coalition of entities and individuals united in their mission to enhance healthcare career pathways, education, and training for Alaskan K-12 students, university attendees, and adult learners. Through concerted collaboration, these initiatives aimed to bolster access to a stable pipeline of skilled, locally based healthcare professionals within Alaska's workforce in order to meet the overall goal of enriching the quality of healthcare services accessible to Alaskans which will allow them to lead healthier, more fulfilling lives.

2023 Healthcare Workforce Stakeholders Convening goals:

- Determine the workforce needs of employers in the health and human service sector in Mat-Su, including the challenges and opportunities that exist to attract needed workers.
- Identify the strengths and challenges that residents face in entering the health and human services workforce in Mat-Su at a population level.
- Identify the gaps and possible opportunities for health and human service education/training programs that serve Mat-Su residents.
- Create networking opportunities for educators, employers, and others to help foster communication and partnerships.
- Determine if participants would like to continue meeting as a Mat-Su Workforce Development Network. If so, how should this be structured and what would be the purpose?
- Provide updates on workforce development in Mat-Su; identify who else is missing from the conversation.

No Alaskan organization is an island. Despite being a big geographic area, many programs and initiatives overlap and are interconnected. Led and facilitated by the Mat-Su Health Foundation, a regional organization dedicated to improving the health and wellness of Alaskans living in [26 communities](#), the Mat-Su Workforce Development Network extends a broad, open-door policy and system-wide invitation to anyone interested in working collaboratively to grow the Alaskan healthcare workforce. Through pulling improvements forward through the Mat-Su

Workforce Development Network, the Mat-Su Health Foundation is catalyzing systemic changes that will have positive reverberating effects throughout the state.

Executive Summary

Supporting and developing the Alaskan healthcare workforce is a bit like being on a bus where riders are on a long highway and putting in the miles, but the destination is always just over the horizon, the passengers keep getting on and off, and the landscape keeps changing.

To keep efforts on the road, the Mat-Su Workforce Development Network met four separate times in 2023, approximately once per quarter. The foundation for the agendas and priorities were generated through the September 2022 convening; a meeting initiated by recommendations included in the [2018 Mat-Su Workforce Development Assessment and Plan](#).

The 2023 Mat-Su Workforce Development Network meetings were intentionally designed to move participants from talk to action. Along with development of independent, individual initiatives, a facilitator conducted a one-on-one survey to elicit system-wide perspectives and understanding from healthcare workforce development leaders. In alignment with these efforts, the Mat-Su Health Foundation sponsored participation in the 2023 [Council for Adult and Experiential Learning \(CAEL\)](#) conference. Individuals were self-selected and asked to share their findings and experiences during the last quarter Workforce Development Network convening in November 2023.

The goal of the convenings was to strike a balance between providing goals and dictating outcomes through a participatory process. Participation in the network was entirely voluntary and fueled by the commitment and passion of those that attended. Essentially, the Mat-Su Workforce Development Network harnessed the goodwill and common understanding that the system works better through good communication and partnership, a key improvement included in the McDowell Group's *2018 Mat-Su Workforce Development Assessment and Plan*. Other recommendations included in the report were:

- Increasing coordination between employers, educators, and residents
- Enhancing education and training
- Making Mat-Su a community where people want to work and
- Assisting residents with education and employment goals.

To enact these recommendations, the 2023 Mat-Su Workforce Development Network participants identified four discrete focus areas:

- Student recruitment and development of healthcare career pathways
- Healthcare worker retention
- Development and support of a rural healthcare workforce and
- Systems change.

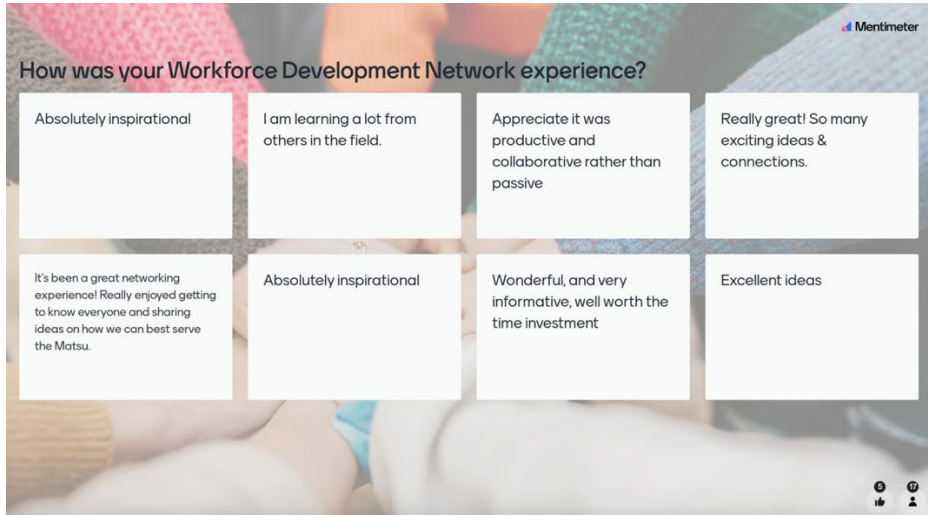
When meeting as an industry-focused group, it is generally easy to identify who should be included, point to good individual and programmatic leadership, and recognize gaps, problems, and inefficiencies. It is much harder to initiate and agree on which changes to make. Intentionally, the facilitators allowed participants autonomy and experimental creativity while developing their ideas. Facilitators set the agenda, introduced subject matter experts, and created the space and opportunities, but were entirely dependent on the commitment and initiative of participants to lend their time, their experiences, and their leadership to move ideas forward.

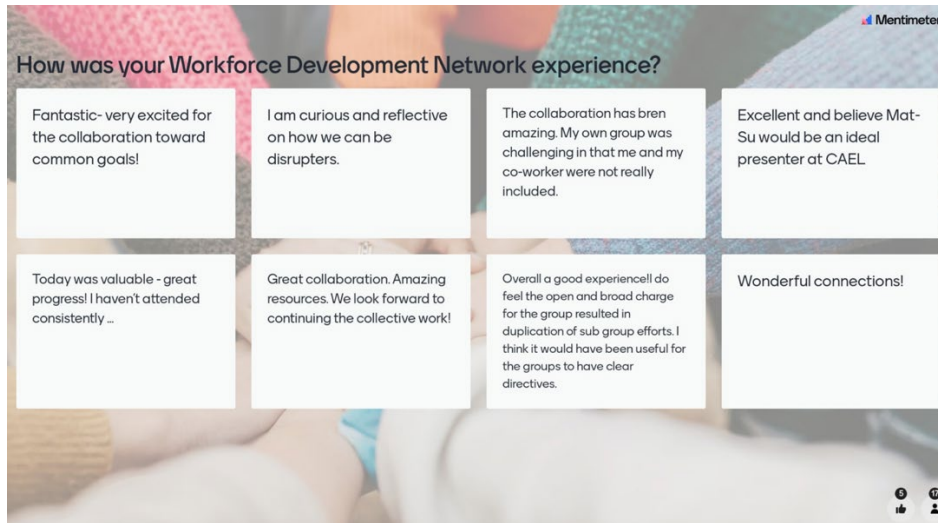
Improved relations are not guaranteed. There are overlapping loyalties, programs, and partnerships between employers, educators, and individuals that comprise the Workforce Development Network participants: they are often both colleagues and competitors. It is only through creating a space where people recognize their common goals, the benefits of working together, and the overall improved services for students, workers, and healthcare systems that critical changes have the potential to move forward.

To their credit, many committed individuals and their supporting organizations embraced the vision and opportunity provided through the 2023 Mat-Su Workforce Development Network (WDN) meetings. Along with developing strategies in four identified focus areas, the WDN meetings provided important introductions, fostered relationships, built trust, and broke down communication and institutional barriers. As a result, the convenings made significant progress toward improving system-wide relations and collaborations, key recommendations in both the *2018 Mat-Su Workforce Development Assessment and Plan* and at the 2022 September WDN convening.

Mat-Su Workforce Development Network Participants' Feedback

As part of the last 2023 convening, participants were polled and shared this information about their experience:





2023 Workforce Development Network Progress

In 2023 the Workforce Development Network moved from dissecting and discussing issues toward developing actionable ideas for implementing recommended changes. At the first March meeting participants selected to join groups focusing on the four identified topic areas.

Along with brainstorming possible directions, teams selected team leaders and team names. In addition to working together during the Workforce Development convenings, teams were asked to independently meet to make progress toward their goals. At subsequent quarterly meetings, workgroups shared their updates and continued to have time to work together, and, for general insights as well as sharing resources, facilitators invited guest speakers to present on relevant topics. The four groups were:

- **Waves of Change:** focusing on system change
Team lead: Shena Marcil (State of Alaska Department of Labor) members: Fallon Wright (Mat-Su Services for Children & Adults), Ruth Schloenleben (Nine Star Education & Employment Services), Deb Lundy (Nine Star Education & Employment Services), Noel Crowley-Bell (Alaska Family Services), and Lisa Mecham (Mat-Su Senior Services)
- **Career Engagers:** focusing on healthcare worker retention
Team lead and primary participant: Michele Kirton (Alaska Career College); members: Annette Menzies (Nine Star Education & Employment Services), Lisa Cauble University of Alaska Anchorage Alaska Training Cooperative), Liz Gerken-Miller (University of Alaska Anchorage Alaska Training Cooperative), and Eric Murphy (University of Alaska Anchorage Psychology Department)

- **Mat-Su S.T.A.R.T.:** focusing on student recruitment and development of career pathways
Team lead: Katharine Pagani (Alaska Pacific University); members: Beth Tusten (State of Alaska Division of Vocational Rehabilitation), Trish Zugg (Mat-Su Borough School District), Teresa Novakovich (Alaska Primary Care Association), Julia Renfro (State of Alaska Commission on Postsecondary Education)
- **Rural Connections:** focusing on development and support of a rural healthcare workforce
Team leads: Gloria Burnett (University of Alaska Anchorage Area Health Education Center) and Jennifer Motes (University of Alaska Anchorage College of Health); members: Vandana Ingle (Mat-Su Health Foundation), Cassie Hulse (Thread Alaska), Teyanna Dumont (Cook Inlet Tribal Council), Shane Reader (Charter College)



Kindling enthusiasm within a group of committed participants is relatively easy, keeping those fires burning is considerably harder. Through creating opportunities for ongoing engagement, regular check-ins, and deadlines and deliverables, the Mat-Su Workforce Development Network facilitators successfully kept groups and ideas moving forward.

At the 2023 wrap-up event and celebration, the *Waves of Change*, *Career Engagers*, *Mat-Su S.T.A.R.T.* and *Rural Connections* presented their findings and recommendations. These are:

Waves of Change: Implementing more registered apprenticeships.

Career Engagers: Developing a healthcare employer survey that allows them to gain insights about their employees' career and personal needs.

Mat-Su S.T.A.R.T. (Student Training and Resource Team): Development of a comprehensive website that identifies and directs users to healthcare training career options and training opportunities.

Rural Connections: Development of a rural community champion strategy that identifies and creates relationships with proactive community members for integrating healthcare education and information into local networks.

A recording of the November 2023 meeting and presentations, along with the presentation slides, were widely distributed following the event. (workgroup final presentations are in Appendix C)

The work will continue in 2024 when Workforce Development Network facilitators will work with participants to refresh and re-envision priorities. Thanks to 2023 Workforce Development Network participants' efforts, there are improved healthcare training and career opportunities in Mat-Su and throughout Alaska. Although the WDN group is not at the final destination, the work and dedication shown by everyone who contributed in 2023 helped make significant progress in getting a long way further down the road.

When polled, WDN participants made these recommendations for future meetings:

Mentimeter

What would you like to see at Workforce Development Convenings in 2024?

| | | | |
|-----------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------|---------------------------|
| More cross collaboration | Continued engagement, conversations, and progress | Building resource sharing. | Follow-up on work started |
| Action plans. More connections. Whole group progress in the smaller groups. | More learning sessions with each other. | More connections to outreach opportunities | More student involvement |

Mentimeter

Mentimeter

What would you like to see at Workforce Development Convenings in 2024?

| | | | |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Collaboration between the universities and colleges. How can we complement rather than compete? | More interface with industry and employers. Maybe a networking speed dating event to pair employers and training providers? | Continuation of initial ideas with ongoing collaboration | Continued collaboration, growth, commitment and communication. |
| More diverse employer participation | Connections to the state workforce board, work on housing and child care for the workforce | Continued conversations, collaboration | AK Board of Nursing Data from website clicks and trackings Deployment of apprenticeships for nurses...be the change |

Mentimeter

Mentimeter

What would you like to see at Workforce Development Convenings in 2024?

| | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------|
| Build on networking | Possibly longer form, workshop meetings resulting in tangible changes. Learning into the big picture and bringing it to ground level. | M.S.H.F Community Champion Awards recognizing the individual efforts. | Maybe a half day/full day summit to include employers |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------|

Mentimeter

(Appendix D: November 2023 final convening poll results)

2023 Council for Adult and Experiential Learning (CAEL)

As part of the Workforce Development Network, the Mat-Su Health Foundations collaborated with eight self-selected participants across eight different organizations to attend the 2023 CAEL Conference. Participants attended multiple sessions over a three-day period and brought home a series of possible changes including micro-credentialing, stacking courses, helping students with stranded credits, and working more directly with the State of Alaska’s Workforce Development Board.



Workforce Development Network Healthcare Leaders Interviews

In addition to the convenings and workgroups, one-on-one survey of healthcare workforce development leaders was developed and administered primarily between April and September 2023.

The purpose of the survey was to gain valuable insights of the workforce needs, understand challenges experienced in recruitment and retention, and capture and share creative ideas with the larger Workforce Development Network as well as a general audience of funders, programs, state agencies, and stakeholders.

Surveys allow program developers to crowdsource feedback and collect information not always freely shared during meetings. Scheduling one-on-one interviews allowed participants to share their ideas more personally and more expansively. Initially experimental, it proved to be an effective and excellent method to gain deep insights as well as generate ideas and themes.

The survey was not comprehensive. (Appendix E: survey questions) It was conducted primarily to gain general feedback and collect creative ideas. It relied on favorable responses from the initial contact list and, subsequently, referrals from those that were interviewed. Thirty identified contacts were contacted and 20 were interviewed for a total time of approximately 13 hours.

One key stakeholder group is missing from this survey: students. It is recommended that a similar one-on-one survey of existing and former students be conducted. Hearing from those that have been successful, those currently enrolled, and those who were not successful would provide insights about what is working and where there could be improvements.

Themes

Key themes emerged after completion of the interviews that are captured below. Their interviews provided a general understanding and overview of Alaskan healthcare education, training opportunities, and careers. Answers and themes have been categorized. Some responses have been lightly edited to provide clarity.

Many Instruments, No Conductor

Unlike many states, Alaska doesn't have a state-level office or position charged with coordinating and providing leadership to healthcare programs or workforce development. Although that creates a space for many independent organizations to develop their own programs, it also leads to duplication, a poor use of resources, and a lack of a unified vision.

- *There is a lot going on in the state regionally that has no statewide coordination. As a result, there is a lot of duplication. The same conversations are being duplicated over and over.*
- *Many states coordinate healthcare workforce development at the state level and provide both positions and funding. Alaska has no or minimal healthcare workforce development within the state services. For example, many states provide state funding for their AHEC programs. Alaska does not.*
- *The formal process of coordinating through the Workforce Coalition Group, led by Kathy Craft for many years, was highly effective. Through it, people*

developed an overarching workforce plan and actively coordinated their efforts, brought disparate groups together, and created a shared vision. This group was used to create the Workforce Plan, an official, required document.

- *Coordination is one of the main pieces that is missing. Organizations and groups can be territorial, and yet there is a problem with duplication. It might be helpful to assign roles or figure out primary and secondary focus areas.*
- *Which group should focus on youth? AHEC? Alaska Primary Care Association? Alaska Hospital and Healthcare Association? If everyone is offering similar programs and talking to the same schools and students, it can be confusing and counterproductive.*
- There should be a revitalization of the Alaska Healthcare Workforce Coalition which previously coordinated communication across organizations.

Career Information and Career Pathways are Confusing and Difficult to Find

Whether you are a middle, high school, graduate, or an adult student, it can be difficult to get a fully informed, clear understanding regarding potential healthcare careers, educational opportunities, and career pathways. Universities, technical and job-training programs exist at universities, career colleges, and training centers throughout the state but information about them must be pieced together either by individuals or career counselors.

Cross-comparing the programs, including their costs, is difficult or impossible. Depending on students' economic circumstances or personal and other obligations, they may need to select one program over another but may not be able to easily find programs or compare their costs. Some universities make their application processes or pre-requisite requirements so difficult and confusing that students either assume they can't get it or languish on waitlists for multiple years.

Adult students may find it hard to attend classes unless there are options to have virtual, hybrid, or evening classes.

- Programs talk about Pathways and Pipelines a lot, but they aren't actually clear to the people who try to use them. For many it is self-service: you have to figure it out on your own. It would be helpful to have a more clear, formal process.

- *I'd develop a database of different career pathways and make sure that potential students could see what each group does. Many programs are new.*
- *Although the UAA Nursing program is well regarded, many students are frustrated by the time and expense of trying to qualify for the program. Sometimes the pre-requisite courses change and students are left scrambling trying to meet the new requirements. Simply based on what they've heard from family and friends, many skip trying to study in state and opt to go out of state schools. The best way to keep students in the state and grow a healthcare workforce is to make it easier for them to access healthcare training without taking on enormous amounts of debt.*
- *Multiple programs / many new programs / difficult or confusing pre-requisites or application processes / long waiting lists.*
- *Delivering training is now easier than it has ever been. With online training, hybrid training, and the inclusion of V/R and A/R, students from all over Alaska can more easily access programs. In certain regions of the state, accessing broadband can be challenging but it will continue to improve.*
- *There needs to be more opportunities for people to stay in Alaska to study healthcare careers. Both UAA and APU have long waitlists and it can be difficult for students who want to move forward quickly and launch their careers without going out of state.*
- *Internal recruitment and support are a big opportunity. Many people who are CNA's, PCA's, or medical assistants who are interested in pursuing nursing degrees. If they were supported within their organizations and matched with programs, it could help individuals and help grow the healthcare workforce.*
- *In order to create a pathway, APU has an LPN to RN bridge. It helps students create a stepped career path.*
- *Accessing educational and training opportunities can be difficult for lower-income students. Trying to open up programs and provide resources so that they can be accessed as part of the school day or provide transportation would guarantee that all students have opportunities to grow into healthcare careers.*

Paid-Training, Pre-Apprenticeships, and Apprenticeships

Hospitals, clinics, assisted living, skilled nursing, and community organizations have extensive openings for entry-level positions. Anyone who is interested in healthcare can easily access training that will qualify them for entry level positions. Similarly, employer-based pre-apprenticeships and apprenticeships programs allow participants to build careers while being trained and learning as part of their employment.

Learners are increasingly concerned about acquiring student debt. Many in healthcare workforce development see apprenticeships and on-the-job training as a way to efficiently increase the qualified healthcare workforce in Alaska.

- *The Alaska Primary Care Association has training for people who want to work in dialysis patient care, do medical assisting, and work as psychiatric care technicians. It is important to create relationships with employers who want to grow these programs.*
- *Creating relationships with employers is important but it can also be challenging. When they hire apprentices, there are associated wage requirements.*
- *Some people who would be excellent healthcare providers aren't able to move forward because of the educational requirements. It is important to help navigate people into programs that fit them where they can be successful. One solution would be for them to work in entry level positions, like being a CNA or PCA to gain experience and capabilities.*
- *It is important to work with vocational high school programs at places like Mat-Su Career College and King Tech High School that offer health career tracks.*
- *The Mat-Su Career and Technical High School has a CNA program that is excellent. The teachers and programs do a great job and a whole series of students have been guided toward and entered healthcare careers as a result.*
- *Providing paid education and training opportunities is the best way to build the healthcare workforce pipeline. Students need to be able to support themselves while they are learning. A survey respondent said, " When we do offer paid training opportunities, there are more applicants than there are spots."*

- *Creating paid career pathways so that students can start in an Emergency Medical Technician or Licensed Practical Nurse program and get into paid learning opportunities.*

Scholarships and Funding

Funding for students and programs, including grants and scholarships, came up frequently in the survey discussions. For example, healthcare workers employed as Certified Nursing Assistants (CNA) or Personal Care Assistants (PCA) often want to advance their careers but, due to financial constraints, may find it difficult. Small amounts of individual funding, \$1,000 or less, may provide significant assistance in helping them bridge application requirements for Nursing or other Allied Health degree programs. If there is available funding, more students and career changers will pursue healthcare fields.

- *In Juneau they put together a panel of people from the hospital and included jobs, like finance and IT, that students wouldn't normally associate with the hospital. If they can get students interested in working in those jobs, they can recommend appropriate middle and high school classes that will allow students to step into paid positions. They can also guide them toward grants and scholarships: it is often difficult for students and their parents to find them on their own. School guidance programs are overwhelmed and don't have time to provide curated assistance.*
- *People should be made aware of scholarship opportunities. Recruitment and Retention of Natives in Nursing (RANN) pays for Alaska Natives / American Indians to go into nursing and pays their tuition. Most potential students don't know about it.*
- *There should be less federal restrictions and paperwork for students trying to apply for financial aid. There needs to be a way to lessen the burden on students trying to go to college. Many requirements were waived during Covid but are now back.*
- *Paying for school is simply challenging and scholarships are time consuming. If students could get more access to grant funds, it would be helpful.*
- *There has been funding to pay employers for CNA training at their locations. It has been very successful. One concern is whether employers will continue the program if there isn't any future funding. Is it providing enough workforce development that they'd be willing to fund it on their own?*

- *I'd reimagine how the State funds workforce development programs. There is duplication and people aren't collaborating and working together well.*
- *Anything that reduces education costs for entry level healthcare workers is helpful. Sometimes CNA's are required to pay for training, tests, fingerprinting and other costs. Since the wages are low, anything that helps with these costs decreases the barriers to entry.*

Healthcare Educators / Employer Partnerships / Mentors

Successful education and employer partnerships depend on collaborative partnerships and good communication as well as clear delineations of roles and responsibilities. It is important to not overburden uncompensated healthcare staff with overseeing students. Additionally, providing both educational and employee mentorship is important. If students or employees have trusted relationships and people who care about them, they are more likely to stay in their careers.

- *Hiring and retaining professional healthcare educators is difficult. First, just because someone is a healthcare professional doesn't always mean they'll be good with students or good at teaching them. Second, the wages are not comparable: educators can often make more by staying in their profession. Paying healthcare educators comparable wages would mean more people would do it.*
- *More attention and support need to be given to internships and student training placements. Students can't simply be dumped onto employers. Many times, overworked staff don't have time for students and students don't get a quality experience. Making sure there is someone designated to support both the site and the student during that transition is important.*
- *The biggest constraint is organizations' capacities to provide on-site oversight. There needs to be someone delegated to oversee and train students. It would be helpful to have funding for on-site education experiences.*
- *One of the biggest challenges is there simply aren't enough healthcare education coordinators or educators. Whether they exist internally or externally, education departments are small and the needs are complex. They are recruiting and training for a variety of positions.*
- *Leadership has to support training, education, and mentorship initiatives. Educators need to be paid adequately and compensated.*

- *Many educational programs are based on old hospital-education models and need to be updated. If more educational investment was done upfront, there would be future positive results.*
- *Organizational mentorship programs that guide internal recruits, CNA's and Medical Assistants, toward nursing or other medical degrees would be a good way to support career advancement. Potentially there could be 1-2 reserved spots for them.*
- *In healthcare, students can be trained in weeks or months and then build their careers within organizations. A two-year Nursing associate degree can lead toward a specialty degree as a surgical technician, work in the emergency department, or in Behavioral Health. However, for people to easily and successfully move forward, there needs to be a process or pathway they can follow. This works best when mentors or supervisors are dedicated to making connections and being aware of individuals' goals and interests. If someone works as a CNA and it doesn't fit with their interests, they should be encouraged to find an alternative. By not capturing and keeping their interest in healthcare, employers miss out on an opportunity to expand the healthcare workforce.*
- *Rural students who come to study in urban areas can often feel culture shock. It is important to include resources and information and support as they transition.*
- *I'd advocate for having at least three experienced, qualified nurse/educators at each hospital work who have the heart and compassion necessary to train and mentor students and who are paid appropriately for their time.*



Marketing Healthcare Careers and Opportunities and Information

There is a need to counteract the negative messaging around healthcare and generally inform the general public, especially students, parents, and career changers, about the variety of careers and opportunities available in healthcare. Targeted marketing outside of Alaska could potentially attract available healthcare workers through promoting Alaska's environment and lifestyle.

- *Education about healthcare career opportunities is really needed. When people think about healthcare, they only think about being a doctor or a nurse but there are multiple other careers that are possible.*
- *Working within the schools, even as young as 5th grade, and providing exposure programs is really important. It helps them understand the wide range of career options available. Students are often blown away when they realize the hospital hires IT and security positions as well as health positions.*
- *There needs to be more information about the variety of healthcare careers. Generally, people will immediately think of being a doctor or a nurse, but don't know about the variety of additional healthcare careers.*

- *We need to promote Alaska as a good place to stay and have a career. Working with the economic development groups, there needs to be a marketing campaign that talks about Alaska as a great place to work and live.*
- *Some sort of public marketing campaign on television or social media that would broadcast career opportunities in Alaskan healthcare.*
- *Sponsor a world class drama television that would make healthcare sexy.*
- *Provide information in a public setting. On tv or on ads that could reach everyone in the state to inform everyone in the state about the opportunities for healthcare.*
- *Missouri did a statewide healthcare day that was really inspiring. It was done virtually, and both the hospitals and high schools participated. Each hospital focused on a specialty and the high school students asked questions. They had a local newscaster who facilitated. Because it reduced the requests for job shadows, it helped the hospitals spread their message without the typical disruption and use of scarce personnel resources.*
- *On hiatus due to Covid, UAA is now spooling up the Rural Immersion Institute. Through the program, students apply and pay for a rural Alaskan, educational experience. Previously, 40-50 students went through the program and between 8-9 stayed. Finding foundation funding or providing scholarships would be a good way to support students with an interest in working in rural areas.*
- *Since Covid, there is a change in the messaging. There is a lot of incorrect messaging regarding the value of education, and it can make it difficult to enroll people in programs.*
- *Modeling something after the Rural Immersion Institute of the North. It could be used to serve both economic growth, tourism, and workforce development in Alaska using the educational-tourism model.*

Rural Healthcare Development

It is important to recognize the differences between rural and urban healthcare systems as well as differences between rural and urban students. Being intentional about building welcoming and culturally relevant programs will allow rural students to be successful. Similarly, rural healthcare systems operate differently from their urban counterparts. Cross-training and creating exchanges will prepare and encourage future healthcare workers to explore rural careers.

- *Due to disparities in education, rural students who want to go into healthcare workforce training programs face higher challenges than their urban counterparts. They simply don't always have underlying reading, science, and math skills.*
- *One thing to consider, especially for rural areas, is how the training requirements are set up. Many jobs in rural areas require a minimum of two years of experience. Most students will learn, intern, and apply for their first jobs in urban areas. By the time they graduate and get the required experience, they are settled in urban areas and may not want to return or go to rural areas.*
- *Rural healthcare is quite different from urban healthcare. It is important for those hoping to work in rural areas to understand the differences and what to expect when working in rural settings.*
- *Creating a Rural Residency Exchange would allow people to explore working in remote areas. It would also increase understanding and communication between those working in rural and urban settings. When sharing information or transferring patients, understanding the settings, challenges, and processes will help identify solutions.*
- *There is the ongoing challenge of employing healthcare travelers and itinerant workers. They are expensive and don't have an investment in the hospital or the community. Focus on investing in local people who have an interest in returning to rural areas as well as people who are interested in working in Alaska due to the lifestyle, would help redirect funds toward investing in people who may remain in the community rather than simply directing it toward crisis management.*
- *There needs to be consideration of the cultural environment of rural areas. How do you grow people who come from villages? How do you grow people who have different educational and cultural backgrounds?*

- *Through the State of Alaska Rural Health, a rural provider would shadow another rural provider. The cross learning was (is) huge. Rural providers have to do much more and be more creative than their urban counterparts. Working with other rural providers increased the applicability of what was being learned.*

Employee Retention

Employee retention is an important strategy for maintaining and, eventually, growing the Alaskan healthcare workforce. Employee acquisition and churn is expensive and works against creating a stable, efficient workplace. Building a respectful and rewarding workplace culture, redirecting signing bonuses towards improving wages, rewarding retention, and tuition reimbursements or payments are ways employers can retain their current employees.

- *In order to maintain a pipeline of healthcare career workers, there needs to be a separation between maintaining and building a workforce. There should be a focus on retention, and it should be reflected in their salaries and benefits. A focus on retention would also make sure people are valued and they feel a purpose in their work. Re-allocating funding toward investing in people and their careers. Rather than paying signing bonuses, funding could go toward retention and education. For example, paying for tuition.*
- *There needs to be a focus on retention and making sure people feel valued through their salary and benefits as well as their workplace culture and environment. Healthcare industry and the offices that are employing traveling nurses. 2-3 times more per hour to do the same quality of work. The local people have a history with the patients that can't be replaced. Local people provide value that travelers really don't.*
- *Tuition reimbursement continues to provide an avenue for continuing education. It puts less financial stress on workers who want to invest in their careers.*
- *Is there a way to reallocate the funding that is currently being spent on signing bonuses to investing in current or future employees. Investing in people and showing you care about them will increase the retention rate.*
- *Many fixes aren't financial. It is about treating people with respect and caring about them.*

- *Culture is important and workplaces should include onboarding programs and be happy and healthy workplaces so that people want to work there, and it could potentially avoid burnout and workforce challenges.*
- *Encourage the Mat-Su Regional Hospital to do more workforce development through either raising their pay or providing bonuses.*

Need for Alaskan Collaborations | Duplication Versus Agility

Increasing communications and collaborations is important to reduce duplication and use resources wisely, but it is often unwieldy because it slows the process down through adding decision-makers and bureaucracy. There is no perfect balance and those working in healthcare workforce education and employment often have to trade between duplication and agility.

- *Although Nightingale, APU, UAA, Charter, Alaska Career College offer programs, it is incongruous.*
- *One of the biggest challenges is in coordinating the various healthcare workforce educational groups. People and organizations can feel threatened and territorial.*
- *The \$9.7M provided through the Good Jobs Challenge is an incredible opportunity, but we need to make sure that the way it is used and the programs that are built and supported are sustainable. It makes no sense to build something that disappears once the funding is gone.*
- *Hiring traveling workers is expensive and because Alaska no longer draws people with higher wages and obtaining visas for foreign workers is bureaucratic and cumbersome, hiring and training locally is the best way to build the Alaskan healthcare workforce.*

Big Advances Through Systemic Changes

Although a very creative, advanced field, healthcare often retains systems designed for different eras and circumstances. Changing regulations, policies, education, and work practices would most certainly open up huge advances in healthcare workforce availability. Finding new ways to qualify, test, and license healthcare workers or allowing for flexible work schedules would provide a wider range of available healthcare professionals.

- *Flexible scheduling can address some issues. At Norton Sound in Nome. They are trying to address the scheduling for their staff. When you live in a rural community then you'll need to hunt and fish and be on the seasonal schedule. It is important to honor that rural places are different.*
- *The role of nurses needs to be updated. If systems stay with the traditional model, demographically, there will always be a shortage.*
- *The way competency is shown needs to be updated. The nursing boards and testing system select for a certain demographic. Many students are "washed out" and can't advance although, given opportunities, they'd qualify. A change in how competency is tested and shown could break down these barriers.*
- *Hospital and healthcare systems often work on 12-hour shifts which can be a huge challenge for working or single-parent families. Some hospital systems are working on adjusting scheduling as well as nurses' roles.*
- *The current cost of pay is a huge challenge. Entry-level positions need to be able to make livable wages, but a steady increase in pay rates means that employers can afford to fully staff facilities and it makes patients vulnerable. The federal government also needs to increase their reimbursement rates.*
- *Legislative changes, like approving the Nurses Compact Initiative or increasing the wages of low-level workers like DSP's, could have big impacts if they were passed.*
- *Decrease institutional barriers in education and in the healthcare industry. There are often outdated regulations and admission criteria. Sometimes there are no programs for students that possibly have a DUI 20 years ago. It would be good to include a way to recover from past mistakes or circumstances.*



Last Thoughts

Difficult to categorize, but still valuable, these ideas provide additional suggestions for improving healthcare education or increasing the available healthcare workforce.

- *I wish there would be true Diversity, Equity, and Inclusion. Organizations talk about it but don't always put it into practice. They often hire for a certain type and exclude people who look different or have different life experiences. Hiring people with previous healthcare experience seems like a low-risk decision, but what would happen if systems actually hired and gave opportunities to people with no experience or who don't fit a certain stereotype?*
- *A big challenge is successfully integrating qualified English-as-a-Second Language speakers into the workforce. Many have degrees and are qualified, but employers don't always hire them.*
- *Nurse navigators are a new role that is really taking off. It allows patients to be seen in one location rather than multiple offices and provides personalized healthcare instead of segmented healthcare.*
- *Representation matters. There needs to be an active recruitment of Alaska Native and other cultures and all genders throughout the healthcare system.*

- *How you design programs and create educational pathways for students is important. In Fairbanks they created a CNA course to grow the CNA workforce but, unintentionally, created a pass-through program because many students simply took the course as a step toward their nursing program applications. Consequently, they only worked temporarily as CNA's before transferring.*

A special note of gratitude to the people who participated in the Workforce Development Network survey. (Appendix D: a full list of one-on-one interview participants)

Thank you!

We want to express our immense gratitude to everyone who took part in these convenings and for all the effort contributed beyond the gatherings.

Appendices

Appendix A: List of 2023 Mat-Su Workforce Development Network Attendees

| | |
|---------------------|-------------------------------------------------------------|
| Alexander, Chaz | Alaska Career College |
| Anderson, Kelsey | Mat-Su Health Foundation |
| Biccharella, Joshua | Charter College |
| Brown, Kyle | Nightingale College |
| Burnett, Gloria | Area Health Education Center University of Alaska Anchorage |
| Cannon, Joli | Cook Inlet Tribal Council |
| Cauble, Lisa | University of Alaska Anchorage Alaska Training Cooperative |
| Champney, Kim | Alaska Association of Developmental Disabilities |
| Crowley-Bell, Noel | Alaska Family Services, Inc. |
| Deitz, Jennifer | Alaska Career College |
| Dahl, Nathan | Colony Manor |
| Dumont, Teyanna | Cook Inlet Tribal Council |
| Dunlop, Lance | Pacific Northwest University |
| Fecowicz, Bonnie | Nightingale College |
| Ferguson, Janie | Alaska Mental Health Trust |
| Frost, Katie | University of Alaska Anchorage School of Nursing |
| Gerken-Miller, Liz | University of Alaska Anchorage Alaska Training Cooperative |
| Hamburger, Marjie | Alaska Healthcare & Hospital Association |
| Holland, Jo | Alaska Pacific University |
| Holcomb, Stephanie | Knik Tribe |
| Holmes, Nikki | Alaska Healthcare & Hospital Association |
| Hulse, Cassie | Thread Alaska |
| Ingle, Vandana | Mat Su Health Foundation |
| Johnson, Megan | Thread Alaska |
| King, Elizabeth | Alaska Healthcare & Hospital Association |
| Kirton, Michelle | Alaska Career College |
| Lemmons, Bill | Alaska Primary Care Association |
| Lundy, Deb | Nine Star Education & Employment Services |
| Maier, Russell | Pacific Northwest University |
| Marcil, Shena | State of Alaska Department of Labor |
| McDanial, Tamikia | Nightingale University |

| | |
|---------------------|-------------------------------------------------------|
| Menzies, Annette | Nine Star Education & Employment Services |
| Mecham, Lisa | Mat-Su Senior Services |
| Miles, Charlene | Cook Inlet Tribal Council |
| Motes, Jennifer | University of Alaska Anchorage College of Health |
| Murphy, Eric | University of Alaska Anchorage Psychology Department |
| Novakovich, Teresa | Alaska Primary Care Association |
| Pagani, Katherine | Alaska Pacific University |
| Reader, Shane | Charter College |
| Renfro, Julia | State of Alaska Commission on Postsecondary Education |
| Rodriguez, Adelina | University of Alaska Anchorage / Mat-Su College |
| Schoenleben, Ruth | Nine Star Education & Employment Services |
| Summers, Jacqueline | Paxaro Solutions LLC |
| Taylor, Leila | Cook Inlet Tribal Council |
| Tusten, Beth | State of Alaska Division of Vocational Rehabilitation |
| Vito, Easter | Senator Murkowski's Office |
| Wright, Fallon | Mat-Su Services for Children & Adults |
| Zugg, Trish | Mat-Su Borough School District |

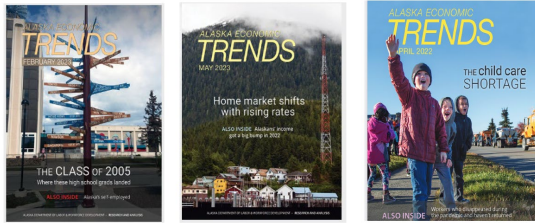
Appendix B: Mat-Su's Economy – An Outlier, Neal Fried, State of Alaska Economist (retired)

Mat-Su's Economy—An Outlier



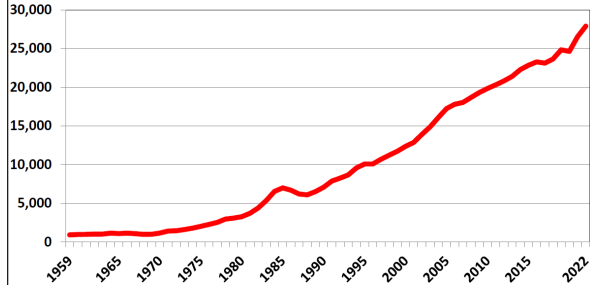
Interest rates
Labor hoarding?

Inflation
"Quiet Quitting"



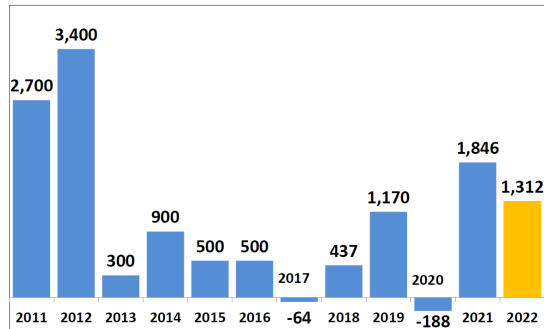
Employment Just Keeps On Trucking

Mat-Su wage and salary employment

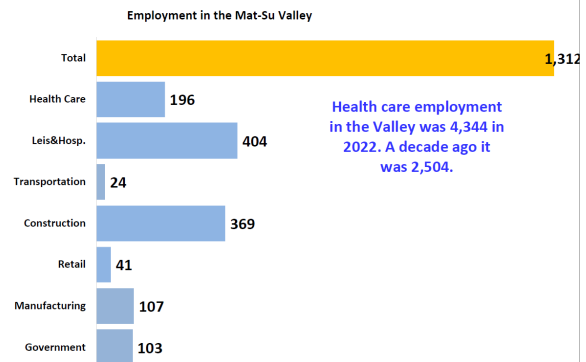


Nice Recovery

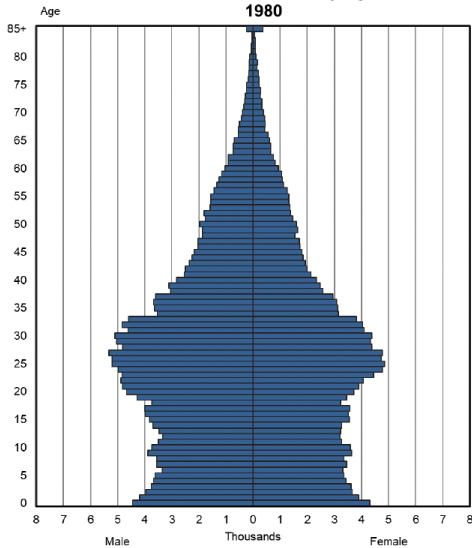
Annual wage and salary employment changes, Mat-Su



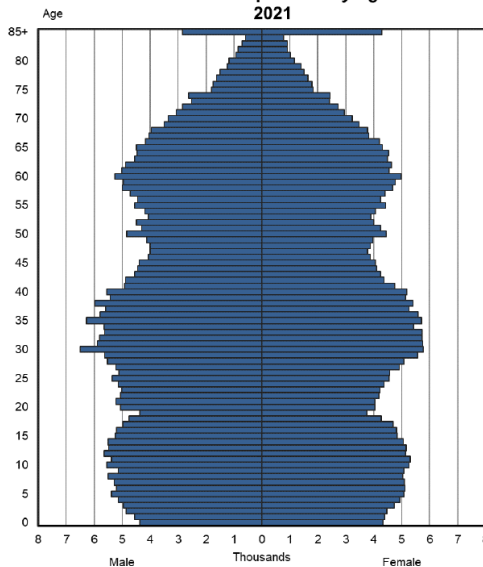
And Some Industry Detail 2021-2022*

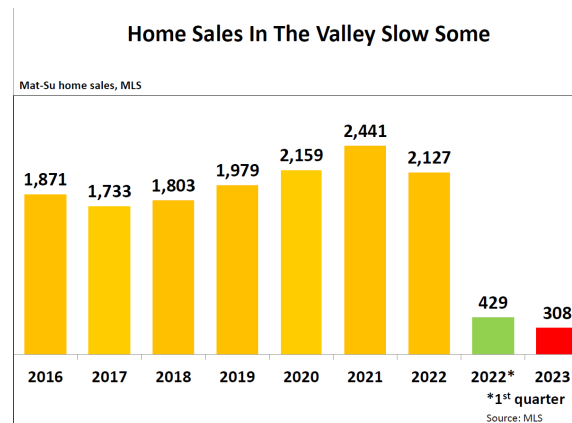
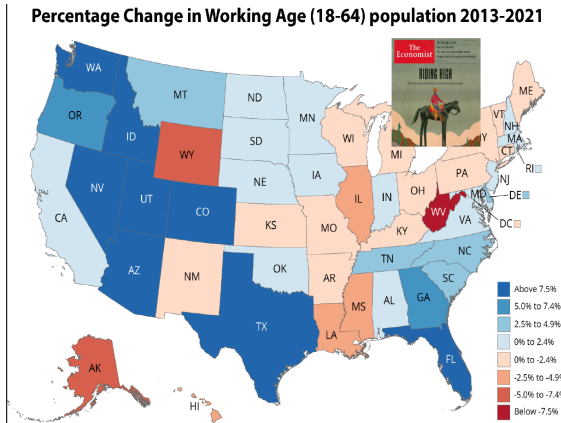
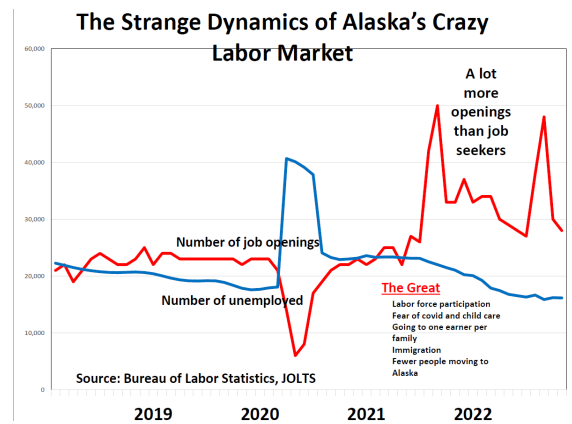
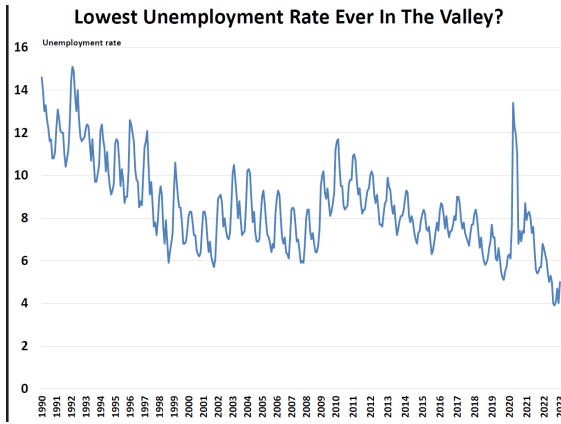
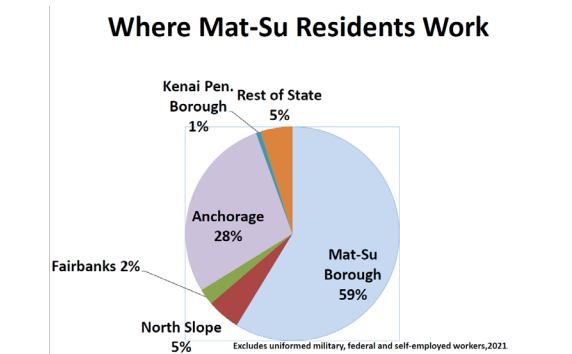
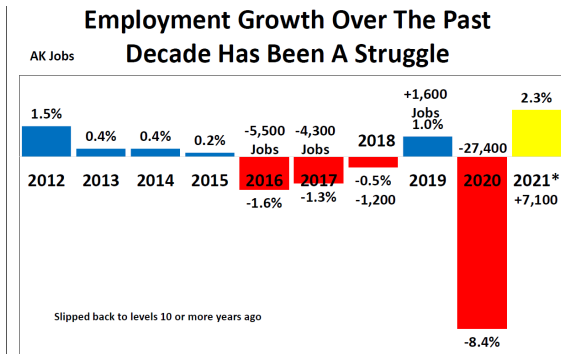
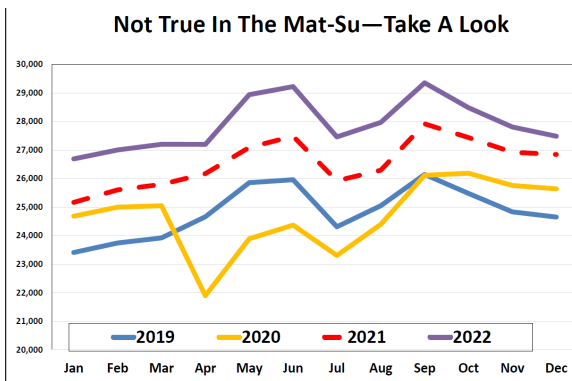
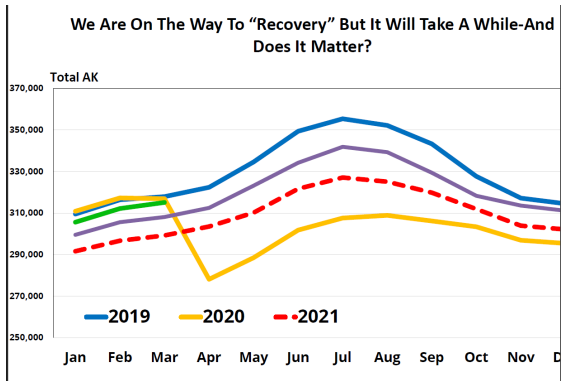


Estimated Alaska Population by Age and Sex 1980

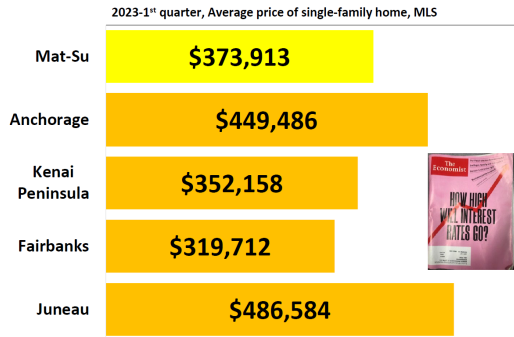


Estimated Alaska Population by Age and Sex 2021

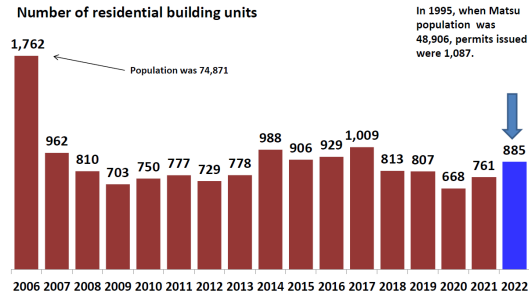




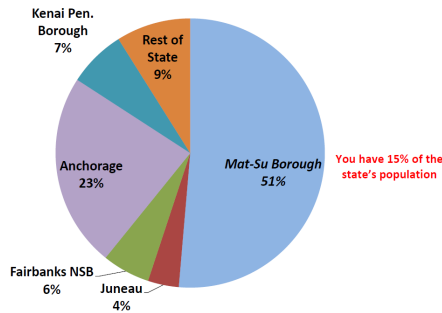
A Pretty Competitive Housing Market



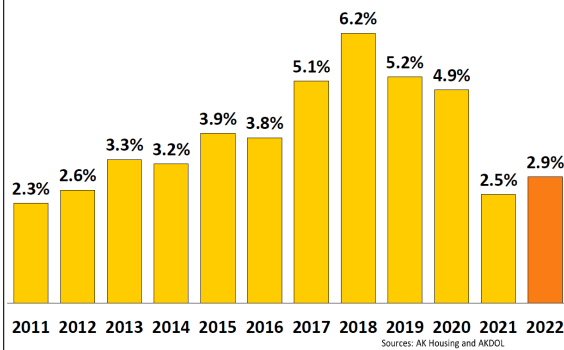
Building Permits In The Mat-Su Did Perk Up In 2022



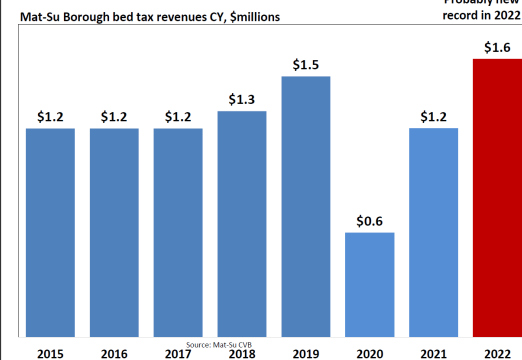
The Valley Built Half Of The New Home In The State In 2022



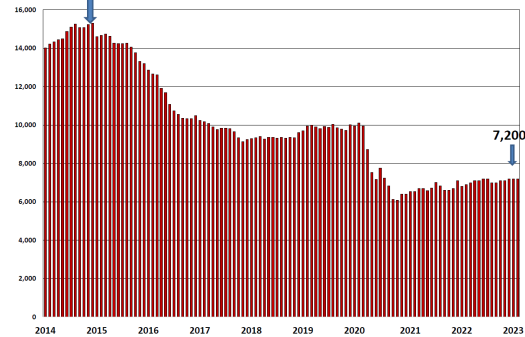
Vacancy Rates For Rentals Go Low In The Valley



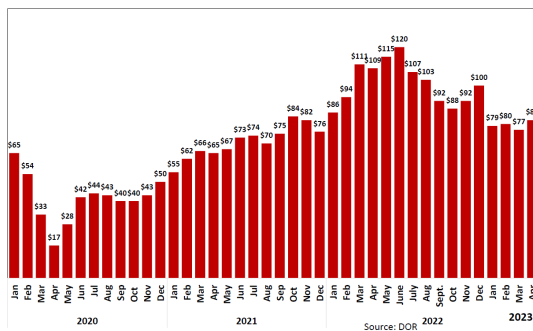
Tourism Made a Nice Comeback



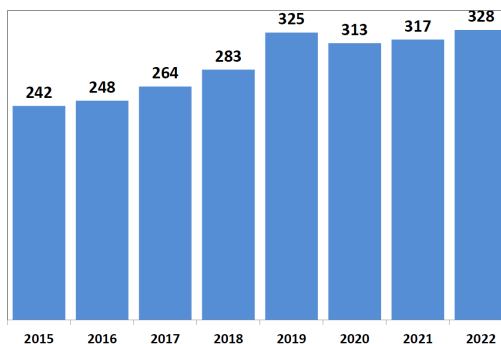
Alaska Oil Industry Employment Continues To Struggle



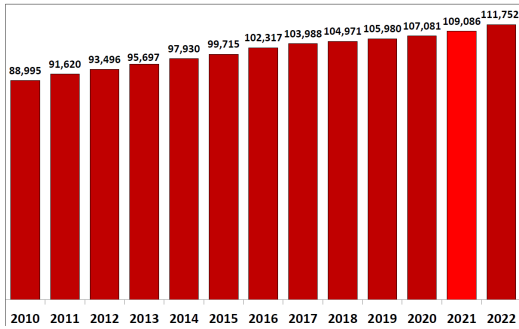
Nice Recovery In Oil Prices



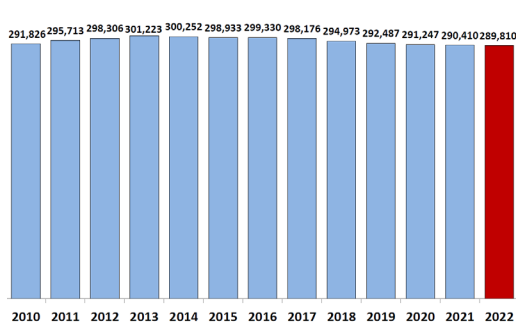
Child Care Employment In The Valley



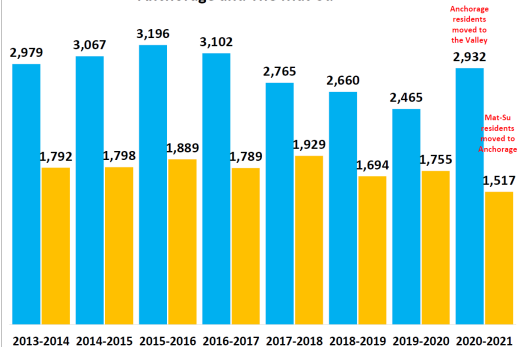
Mat-Su's Population Keeps Growing



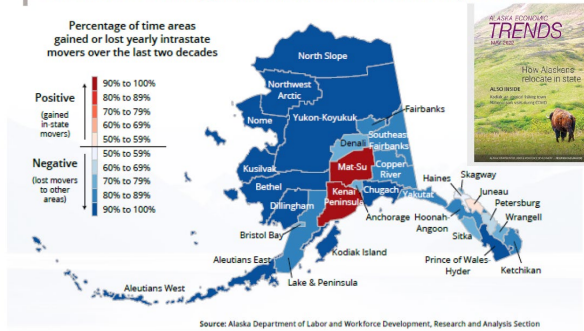
Anchorage's Population Fell Again In 2022-600 Fewer Souls Than Last Year



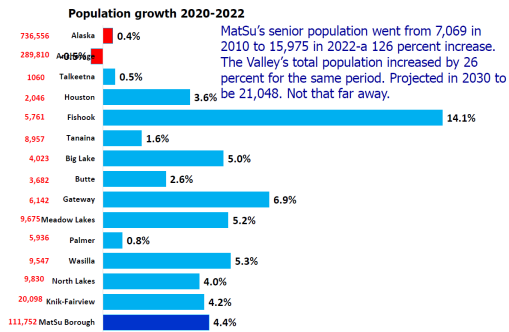
Mat-Su Net Gainer In Annual Migration Between Anchorage and The Mat-Su



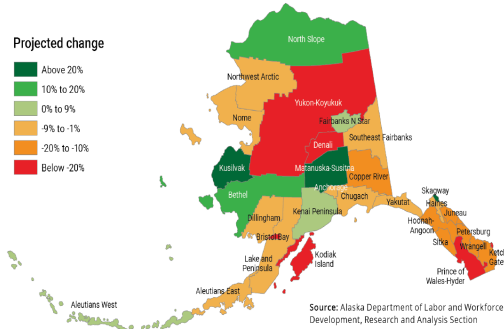
Some areas consistently gain in-state movers and some usually lose them



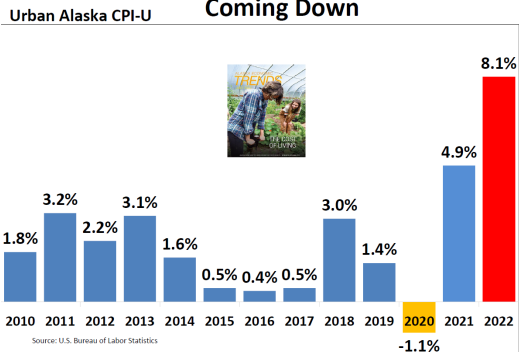
The Valley-Always The Outlier



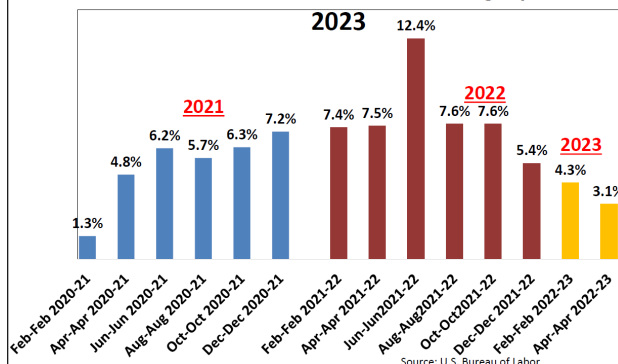
Population projections by borough or census area, 2021 to 2050



Two Years of High Inflation-Maybe Coming Down

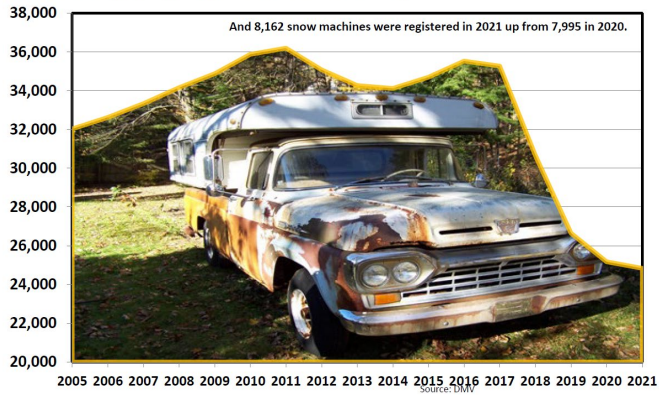


Urban Alaska's Inflation Is Easing Up In 2023



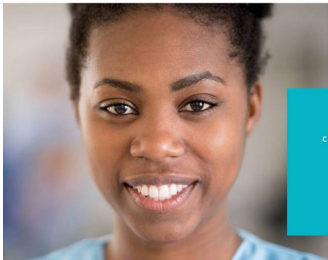
Wow. What's Happening? Death Of The Pick-up?

Number of pick-up registrations in the Valley



Appendix C: Final Work Group Presentations

Career Engagers



HEALTHCARE CAREER SURVEY

At MSHF, we empower hospitals to foster collaborative thinking to further support patient care and drive workplace innovation.

OVERVIEW



AN EMPLOYEE SATISFACTION SURVEY ALLOWS M.H.F. TO MEASURE EMPLOYEES' FEELINGS OF CONTENTMENT AND EMPOWERMENT REGARDING VARIOUS COMPONENTS OF THEIR JOB. IT'S ACCESSED VIA AN INTERNAL ONLINE LINK, ALLOWS ANONYMITY AND GIVES M.H.F. DIRECT EMPLOYEE FEEDBACK FOR A NUMBER OF SPECIFIC TOPICS:

- INCLUSION AND BELONGING
- COMPENSATION
- GENERAL BENEFITS AND WELLNESS
- HEALTH BENEFITS
- CAREER DEVELOPMENT
- WORK ENVIRONMENT
- THE LIST GOES ON

THE WHY

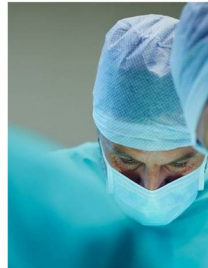
The survey's purpose is to provide actionable data that'll help organizations improve their employee experience by boosting engagement and productivity. Why is this important?

Organizations that don't do them can suffer from high turnover, low morale and a decreased ability to recruit top talent.

Happy Employees are more productive

Skilled Employees add to better outcomes

Satisfied Employees add to our community



HAPPY HEALTHCARE EMPLOYEES = BETTER HEALTH OUTCOMES

Are Mat-Su healthcare employees happy and content with their jobs? If you can't say with the utmost certainty that most of our employees are happy and content, it's time to do an employee satisfaction survey and find out.

CONDUCTING THE SURVEY

Simple and efficient to use and easy access



SOLUTION



CLOSE THE GAP

Our survey makes reaching medical professionals easier, fun, and direct to market



TARGET AUDIENCE

Medical professionals in the Mat-Su Valley



COST SAVINGS

Reduce expenses of medical training and development with retained employees



EASY TO USE

A simple survey conducted annually gives M.H.F. the information we need in order to retain skilled and satisfied employees in our community

GROWTH STRATEGY

How M.H.F. will distribute and use the data

RESEARCH

Annually, gather feedback from the medical staff and the healthcare community Roll out survey to hospitals, social media, and public locations in the Mat-Su Valley to help establish the survey.

CONNECTIONS

Release the survey results to all healthcare employers in the Mat-Su Valley. This sharing of research will strengthen the relationship between employer, M.H.F., and healthcare workers.

BETTER CAREERS

to expand availability of career growth, employee satisfaction, contribute to labor needs, and ultimately create better health outcomes for Mat-Su valley residents.

SURVEY SAMPLE

Pull out your device and scan the code:



Mat-Su S.T.A.R.T



MATANUSKA SUTSITNA VALLEY
EVOLVING NEEDS

Matsu S.T.A.R.T
Student Training And Resource Team
(formerly Student Training and Recruitment Transitions)
Strengthening the Matsu Valley Together



Proposed Action:
Webpage Creation
Creating Opportunities

- Proposed Name of Website:
 - Matsu S.T.A.R.T Here
- Collaborative Design with Matsu Health Foundation
- User-friendly, mobile-responsive, and up-to-date resource linking

Objectives of Matsu S.T.A.R.T. Here



Create accessible information hub for education, employment and family support.



Enhance the visibility of the AKICS program, apprenticeship opportunities, local colleges, and scholarship options.



Facilitate community involvement and information dissemination through physical and digital outreach.



Community Outreach Connection & Collaboration

- Fliers with QR Codes linking to resources
- Strategic distribution in schools, job centers and community hubs
- Social media promotions for wider reach

Partnerships & Collaborations



Work closely with AKICS, local educational institutions and other stakeholders to ensure the information provided is up-to-date and beneficial.



Explore possibilities of collaborations with local businesses for apprenticeship opportunities.



Benefits

- Empowerment**
 - By offering these resources in a centralized hub, we empower Matsu Valley residents to pursue further education or career opportunities, leading to better socio-economic outcomes.
- Increased Visibility**
 - By integrating this resource hub into the Matsu Health Foundation's website, we boost the foundation's reputation as a community-centric organization.
- Engagement**
 - Through the combined digital and physical outreach, we can engage with a broader spectrum of the community, ensuring maximum impact.



Approval and collaboration with Matsu Health Foundation



Stakeholder and partner identification



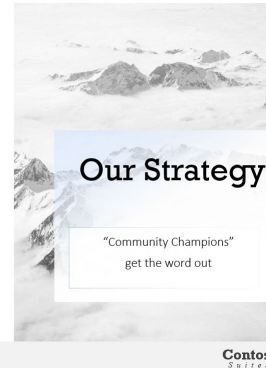
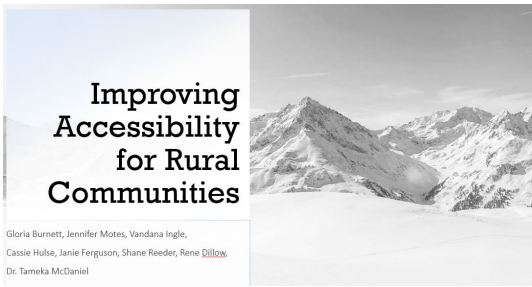
Webpage and flier design



Phased rollout: Webpage launch, followed by flier distribution and social media campaign

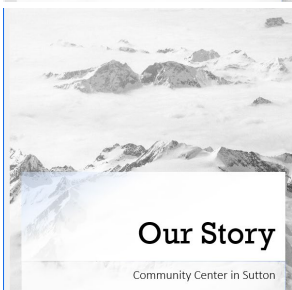
Proposed Next Steps

Rural Connections



Breaking Trail in Talkeetna

- Participation in Northern Valley Health Coalition
- Connections with Mary Gundersen
- Connections to Su Valley High School Counselor [Tamra Harrison](#)
- HLTH110: Health Care Occupations week-long intensive scheduled for April 8-12, 2024
- Recruitment Underway!



Public Health Nursing Community Outreach

- Partnership with Chickaloon Tribe and Sutton Librarian to develop Community Center space with renovation to existing infrastructure
- Multiple public meetings and information sessions
- Needs assessment under review

Next Steps

- Working with Mat-Su Borough School District to continue and expand work in Talkeetna to all communities in the Valley
 - Conversations with [MaryCatherine Harmon](#) at Houston High School
 - MSBSD is an APCA Good Jobs Challenge recipient; tying this work together with our work
- Expansion of Community Champion model to new communities



Waves of Change

The Wave of Change

Systems Change Committee Members

Shena Marcil, Program Coordinator
State of Alaska Department of Labor & Workforce Development
Alaska Workforce Investment Board – Grants Unit, Apprenticeship

Fallon Wright - Mat-Su Services for Children and Adults
Ruth Schloenleben – Nine Star
Deb Lundy – Nine Star
Noel Crowley-Bell – Alaska Family Services
Lisa Mecham – Mat-Su Senior Services

The Wave of Change

Systems Barriers

- Workforce shortages
 - Low unemployment rate
 - COVID – morale losses
 - Language barriers vs. Medicaid
- Childcare access
- Negative net migration
- Educational pathway breakdowns
 - Bridge gap between CTE in high school to business and college
 - No bridge from CNA, CMA to nursing
 - No credit for Medic out of military

Work pathways for youth under 18

The Wave of Change

Remedies

- **Workforce support**
 - State of Alaska Department of Labor & Workforce Development
 - Federal Department of Labor
 - Alaska Primary Care Association
- **Industry Involvement**
 - Be a part of your Career & Technical Student Organizations
 - Join professional boards and/or attend board meetings
- **The conversations**
 - The more we communicate and collaborate the more we can pull together to solve Alaska's healthcare system needs



Healthcare Apprenticeship in Alaska

Apprenticeable Health Care Occupations in Alaska

- Behavioral Health Aide
- Dental Assistant
- MRI Technologist
- Dispensing Optician
- Medical Office Assistant
- Nursing Assistants
- Medical Assistants
- Chiropractic Clinical Assistant
- Pharmacy Tech
- Sterile Processing Tech
- Surgical Technologist
- Tumor Registrar
- Medical Biller-Coder
- Peer Support Specialist
- Community Health Worker
- Dental Assistant

Apprenticeship Benefits for Job Seekers

- A Paycheck
- Hands-on Career Training
- A Career
- National Certification
- Training without DEBT!

Registered Apprenticeship Facts and Figures

Did You Know?

\$1.47 per \$1.00

For Every \$1 Spent on Registered Apprenticeship, employers get an average of \$1.47 back in increased productivity

150,000 Employers and Labor Management Organizations participate in Registered Apprenticeship.

500,000 Registered Apprenticeships nationwide in more than 1,000 occupations.

93% work in Alaska

\$77,000 average wage

State of Alaska Department of Labor & Workforce Development - Alaska Workforce Investment Board Apprenticeship Unit

Program Coordinator
Shena Marcil
Shena.Marcil@alaska.gov
(907) 269-4590

A proud partner of the American Job Center network

Appendix D: Complete Mentimeter Poll Slides

Mentimeter

How was your Workforce Development Network experience?

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------|
| Absolutely inspirational | I am learning a lot from others in the field. | Appreciate it was productive and collaborative rather than passive | Really great! So many exciting ideas & connections. |
| It's been a great networking experience! Really enjoyed getting to know everyone and sharing ideas on how we can best serve the Matsu. | Absolutely inspirational | Wonderful, and very informative, well worth the time investment | Excellent ideas |

👍 👤

Mentimeter

How was your Workforce Development Network experience?

| | | | |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Fantastic- very excited for the collaboration toward common goals! | I am curious and reflective on how we can be disrupters. | The collaboration has been amazing. My own group was challenging in that me and my co-worker were not really included. | Excellent and believe Mat-Su would be an ideal presenter at CAEL |
| Today was valuable - great progress! I haven't attended consistently ... | Great collaboration. Amazing resources. We look forward to continuing the collective work! | Overall a good experience! do feel the open and broad charge for the group resulted in duplication of sub group efforts. I think it would have been useful for the groups to have clear directives. | Wonderful connections! |

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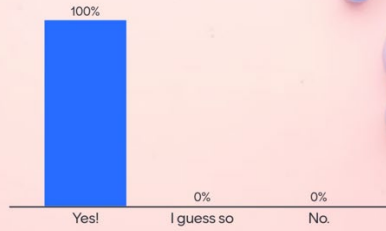
Mentimeter

How was your Workforce Development Network experience?

| | | | |
|------------------------|--------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wonderful connections! | Excellent, learned a lot and developed relationships I wouldn't have otherwise | I'm bursting with ideas. | I appreciate the energy and collaboration happening in Mat-Su and will stay in touch with stakeholders I've discovered today as AHHA continues our workforce development efforts |
|------------------------|--------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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Would you like the Workforce Development Network to continue?



Mentimeter



What would you like to see at Workforce Development Convenings in 2024?

| | | | |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Collaboration between the universities and colleges. How can we complement rather than compete? | More interface with industry and employers. Maybe a networking speed dating event to pair employers and training providers? | Continuation of initial ideas with ongoing collaboration | Continued collaboration, growth, commitment and communication. |
| More diverse employer participation | Connections to the state workforce board, work on housing and child care for the workforce | Continued conversations, collaboration | AK Board of Nursing Data from website clicks and trackingsDeployment of apprenticeships for nurses...be the change |



What would you like to see at Workforce Development Convenings in 2024?

| | | | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------|
| Build on networking | Possibly longer form, workshop meetings resulting in tangible changes. Leaning into the big picture and bringing it to ground level. | M.S.H.F Community Champion Awards recognizing the individual efforts. | Maybe a half day/full day summit to include employers |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------|





Who else should be involved that is not present?

| | | | |
|-----------------|----------------|-----------|---------------------------------------------------------|
| AWIB leadership | More employers | Employers | Tribal organizations |
| Lawmakers | Students | AKBHA | An IT expert for help facilitate the technical dynamics |

Who else should be involved that is not present?

| | | | |
|----------------------------|-----------------------------|--------------------------------------------------|--------------------------|
| Student champions | Workforce Development Board | Board of Nursing | Employee success peoples |
| Workforce investment board | Legislators | Other types of health care and disability groups | Lawmakers |

Mentimeter

Who else should be involved that is not present?

| | | | |
|-----------------|----------------|-----------|---------------------------------------------------------|
| AWIB leadership | More employers | Employers | Tribal organizations |
| Lawmakers | Students | AKBHA | An IT expert for help facilitate the technical dynamics |

👍 👤

Mentimeter

Who else should be involved that is not present?

| | | | |
|---------------------------------------------------------------------|-----------|---------------------|--------------------------------|
| School District representative, any organization that is interested | Lawmakers | Clinician champions | Veteran Affairs representative |
| Alaska Native / American Indian - focused programs | Walter! | Walter! | Walter! |

👍 👤

Mentimeter

Who else should be involved that is not present?

| | |
|---------------------------|--------------|
| Community Representatives | ..and Walter |
|---------------------------|--------------|

👍 👤

Appendix E: Interview Questions



The Workforce Development Network is designed to improve strategic communications and feedback within organizations and between healthcare workforce development and training partners.

Mat-Su Health Foundation Workforce Development Network Survey

1. What are the best ways to maintain and continue to build a pipeline of Alaskan healthcare workers?
2. What are the biggest career development opportunities?
3. What are the challenges?
4. If you were king/queen/emperor for a day, what would you change?
5. What role do you think the Workforce Development Network should play?
6. What role do you see your organization playing in the Workforce Development Network?
7. Has there been a particular program, event, or change you think has been especially impactful and inspiring?
8. What is a question you'd ask?
9. Is there anyone else you think I should interview?

Appendix F: one-on-one interview list

- **Stephanie Ahmed**, President, Nightingale Solutions
- **Jessie Beyer**, Talent Development Specialist, Foundation Health Partners
- **Joshua Bicchinella**, Regional Campus Manager, Charter College
- **Kyle Brown**, Director, Workforce Development Nightingale Solutions
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