

TEACHFORAMERICA

North Carolina · Quarterly Legislative Report

June, 2015

“One day, all children in this nation will have the opportunity to attain an excellent education.”

--Vision of Teach For America

For more than 20 years, Teach For America has partnered with North Carolina school districts in pursuit of educational excellence. Enabled by the state’s investment, Teach For America has committed to maximizing our impact across the state by recruiting exceptional teachers and growing our number of alumni living and working in North Carolina. Teach For America has also committed to strengthening the North Carolina Teacher Corps.

Every June, we welcome our newest corps of incoming teachers to the state. Every year, they inspire us as we watch them learn and gear up to be the best teachers possible for students across North Carolina. This year is no different. Our incoming corps of teachers join the 1,500 alumni across the state, strengthening out total impact.

We are excited about the potential impact of our incoming teachers. Lukas Epps-Dawson will be teaching in Eastern North Carolina this fall. Lukas, a Greensboro native, is returning to North Carolina to teach after graduating from Hampden-Sydney College this spring.¹ Lukas states, “I started doing research into the program (Teach For America) and I learned that schools around the country have a great need for good teachers. I wanted to be a part of something larger than myself, and to be a part of a program where I can make a difference in the world.”² We are excited that Lukas chose to return to his roots in North Carolina.

Free Smith is another example of the many exceptional leaders entering classrooms this fall. Free, a recent graduate of The University of North Texas, will teach in Charlotte. Free’s college experience was somewhat atypical, as Free’s mom attended college with her at the same time, even living in the dorms³. Free has seen firsthand what charting an unexpected path looks like and will be able to share with her students that college graduation is indeed possible at any age. We are eager to see her impact in the classroom.

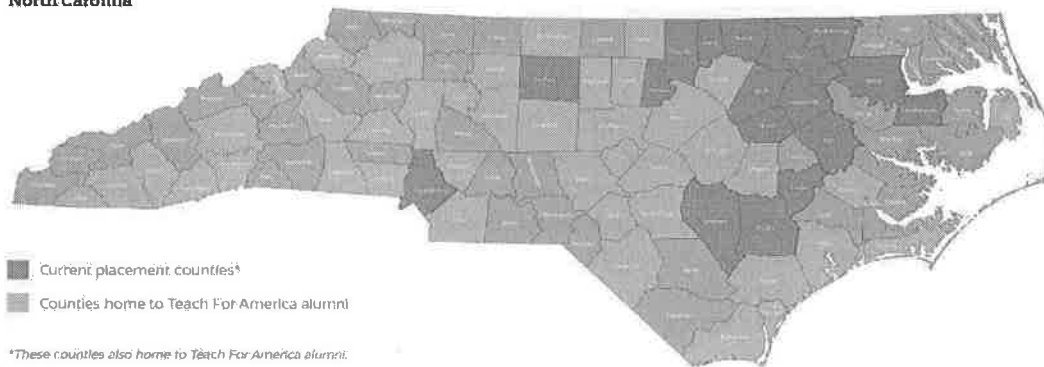
We are humbled that, with the State’s support, we are able to welcome great teachers, like Lukas and Free, into classrooms across the state in the fall. We are pleased to update you on our progress in the fourth quarter.

Statewide Impact

Teach For America’s alumni impact across North Carolina currently exceeds 1,500 individuals living and working in 59 counties across the state. Over 900 are classroom teachers. Another 288 are working in the field of education. Among the 288 is a rapidly growing number of school leaders.

Teach For America Partnership Map 2014–2015

North Carolina



¹ “Two will participate in Teach For America.” Hampden-Sydney College. 01 April 2015. Web. 25 June 2015. See appendix A

² “Two will participate in Teach For America.” Hampden-Sydney College. 01 April 2015. Web. 25 June 2015. See appendix A

³ Zakalik, Laura. “Mom, 49, achieves dream and joins her daughters at UNT.” WFAA8ABC. 30 April 2015. Web. 25 June 2015. See appendix B

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In our last report, we highlighted Steve North, a 1993 Eastern North Carolina Teach For America alumnus. In the time since our last report, an article ran on Steve in EdNC. The article tells Steve's path to becoming a doctor:

North, a Wisconsin native, was fated, it would seem, to be a doctor. His father was one, and folks always said he himself had what it takes to be a good one. But the instinct to serve led him first in another direction, to the classroom. In 1993, North took a position with the Teach For America program in eastern North Carolina's Edgecombe County.

"I saw the issues my students had accessing health care and how it impacted their focus in class ... and also their attendance," he said.

He saw kids with undiagnosed illnesses and unhealthy habits. Or sometimes the concerns were more immediate: North recalls a student who had stepped on a rusty nail and his family had been unable to get him to a doctor.

"It's really hard to focus on whatever I might be teaching when you've got a festering wound," he said.⁴

Emily Jukich, an alumna teaching in Charlotte's Ashley Park Elementary School, is another example of our alumni making a difference across the state. Emily likens her experience in the classroom with her time as an athlete at Virginia Tech. Emily states, "In my classroom, my kids and I are a team. In order to succeed, we have to work together, communicate, trust one another, take responsibility for and learn from our mistakes, and overcome the significant challenges in front of us to reach our goals. In short, we have to leave it all on the field."⁵

Steve and Emily are just two examples of the over 1,500 strong living and working across North Carolina. Joining those 1,500 alumni is our incoming corps of teachers who represent an incredibly bright, diverse, and committed group. Of our incoming corps:

- The average GPA is 3.42
- 50% come from a low-income background⁶
- 47% are people of color
- 36% come from a professional background
- 39% will be teaching math or science
- 30% are the first in their families to graduate from college
- 2% served in the military

We are grateful for the state's investment which allows us to bring in and support incredible leaders across North Carolina. We look forward to providing an update on our incoming teachers in the fall.

North Carolina Teacher Corps (NCTC)

Teach For America has committed to partnering with the state to inspire more North Carolinians to teach and lead as educators in our state. While we know great teachers exist across the nation, we believe that teachers with personal ties to North Carolina can make a unique contribution to our state, bringing a special sense of urgency and commitment to educating North Carolina's children.

⁴ Sisk, Taylor. "School-based telehealth: A new approach to improved outcomes in rural NC counties." EdNC. 15 May 2015. Web. 25 June 2015. See appendix C

⁵ Jukich, Emily. "From the scoreboard to the chalkboard." EdNC. 10 June 2015. Web. 25 June 2015. See appendix D

⁶ As identified by receiving a full or partial Pell Grant

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Amy Leatherwood is just one example of a native North Carolinian who joined Teach For America and remained in her home state to teach. Amy, a native of Western North Carolina and graduate of Mars Hill University, teaches fourth grade at Union Intermediate School in Sampson County, located in Eastern North Carolina⁷. As a first-year teacher, Amy recognized that her fourth grade students did not have opportunities to experience other places in the world, including the ocean, a mere 50 miles away. Amy spent time each day visiting traveling blogs with her students. She then requested post cards from the bloggers to be sent to her students. They have since received cards from at least 20 countries and nine states. Amy identified a problem and increased her classroom effectiveness by implementing a creative project which expanded her students' knowledge, brought out curiosity and discourses about the broader world, and increased student engagement in their own learning. Thanks to the state's support, Teach For America teachers like Amy are inspiring children throughout North Carolina to become invested in their learning.

Our matriculated NCTC corps members to date represent 24 colleges across the United States including the University of North Carolina at Chapel Hill, Wake Forest, Duke, Harvard, and Yale. Of the matriculated NCTC corps members:

- The average GPA is 3.37
- 53% come from a low-income background⁸
- 56% are people of color
- 39% will be teaching math or science
- 33% are the first in their families to graduate from college
- 4% served in the military

To recruit this group, we supplemented Teach For America's recruitment methods with strategies tailored to NCTC candidates. These strategies include:

- **One-on-One Outreach:** We have conducted over 130 individual conversations with final round applicants from North Carolina. North Carolina staff and alumni used these calls to inspire applicants to choose to teach in North Carolina rather than choosing to teach out of state. Seventy nine percent of individuals who had a one-on-one conversation with a member of the North Carolina staff chose to teach in North Carolina.
- **NCTC Webinars:** We hosted webinars specifically for North Carolinians moving into final round of interviews. Over 150 North Carolinians attended these webinars and a recording of the webinar was sent to applicants who could not join. The webinars highlighted stories of current corps members and alumni with North Carolina ties who chose to lead in our state. Eighty five percent of applicants who attended a webinar chose to teach in North Carolina.
- **Created an NCTC Spotlight Video⁹:** We created an NCTC spotlight video to share with applicants with ties to North Carolina. The video highlights three current NCTC corps members with varied backgrounds and stories. The video aims to inspire applicants to choose to teach and live in North Carolina.
- **Presenting North Carolina Teacher Corps at Final Interviews:** For the second year in a row, we secured permission from our national admissions team to present the North Carolina Teacher Corps opportunity at all final round interview sites in the state. Following this presentation, applicants were allowed to change their regional placement selections to add Eastern North Carolina, Charlotte, or the Piedmont Triad to their list of preferred regions.

We are also working hard to ensure that our current cohort of NCTC corps members, as well as our entire corps, is deepening their conviction and commitment to the state of North Carolina. To do this, we have identified three key areas of focus. These include:

⁷ Carter, Kristy D. "Around the world." ClintonNC.com. 24 March 2015. Web. 25 June 2015. See appendix E

⁸ As identified by receiving a full or partial Pell Grant

⁹ <https://www.youtube.com/watch?v=pMwkM9GMMuI&feature=youtu.be>

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- **Retention:** We seek to strengthen NCTC corps members' connections to North Carolina for the long-term, and we are prioritizing strategies that build partnerships and provide access to career opportunities and networks in the state. While the focus of NCTC is on corps members with strong North Carolina ties, our goal is to retain corps members in education whether or not they have an existing connection to the state. As a result, NCTC-sponsored events will be open to all corps members.
- **Amplify local solutions:** Our NCTC corps members will have the opportunity to share what is working in their communities with state and local leaders. We are working to implement several communications strategies (e.g., podcasts, webinars, blasts) to connect our corps members across regions and to spotlight North Carolina specific context, policy, and leaders. We held our first state-wide webinar on March 11.
- **Gather and analyze state-level data:** To build commitment from our first cohort of NCTC corps members, we are gathering input from them about our future programming. We have tagged our NCTC corps members so that we are able to accurately analyze their data. Our first round of data analysis indicated that 56% of NCTC corps members led an extracurricular activity at their school—over 15% higher than our non-NCTC corps members.

Regional Updates

We are grateful for the continued investment from the state which allows us to operate in three regions across North Carolina. This year, the Eastern North Carolina region celebrates its 25th year in the state, Charlotte sees its 10th anniversary, and the North Carolina Piedmont Triad launches its charter year. We look forward to many more years of partnership in the state serving North Carolina's students and families.

- **North Carolina Piedmont Triad**

The *Triad Business Journal* recognized Nafeesha Irby, executive director of Teach For America – Piedmont Triad, as one of its 2015 Women in Business honorees. Nafeesha was recognized alongside 20 other women for their "influence extending well beyond their professional roles."¹⁰ The *Triad Business Journal* and presenting sponsor, First Community Bank, celebrated Nafeesha and the other honorees on April 24 at an awards luncheon at the Greensboro-High Point Airport Marriott.

- **Eastern North Carolina**

On April 18, education leaders, students, parents, district and community partners, and Teach For America corps members and alumni gathered for *One Night*, an evening event to mark the organization's 25 years in North Carolina. The event was held at the Friday Center in Chapel Hill and included student perspectives, reflections from community members, and a silent auction. Teach For America's national co-CEO, Elisa Villanueva Beard, served as keynote speaker, and Jamaal Rice, a senior at Roanoke Valley Early College, provided a student address. The Halifax County NAACP Children's Choir and the Wellcome Middle School STEP Team in Pitt County provided student entertainment.

- **Charlotte**

For a tenth year running, Teach For America – Charlotte was the primary beneficiary of the Wells Fargo Championship tournament.¹¹ The annual golf tournament benefits Charlotte youth and has donated over \$17 million to charity in its history. This is the first year that the tournament showcased the organizations it supports in a community courtyard.

¹⁰ Whittington, Lloyd. "Announcing the 2015 class of Women in Business honorees." *Triad Business Journal*. 10 April 2015. Web. 25 June 2015. See appendix F

¹¹ Barnes, Jenna. "Wells Fargo Championship gives back to Charlotte kids." Time Warner Cable News. 16 May 2015. Web. 25 June 2015. See appendix G

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Financial Reporting

Teach For America is committed to maximizing the state's investment through fiscal responsibility and working diligently to inspire private donors to invest in our work in North Carolina. For the last 12 years, Teach For America has received Charity Navigator's (the leading charity evaluator in America) four-star rating for sound fiscal management. Less than one percent percent of the charities rated by Charity Navigator have received 12 consecutive four-star evaluations. As such, Teach For America outperforms most U.S. charities in carrying out its mission in a fiscally responsible manner (see appendix H).

We remain grateful for the state's investment and are committed to making every public and private dollar work hard for students across our state. It remains a privilege to serve the communities of North Carolina with a spirit of urgency and diligence. We are encouraged by the progress we made in the past year and are excited to begin a new year. We look forward to updating the state on our progress in our September quarterly report.

APPENDIX A

Two will Participate in Teach for America

April 01, 2015



Senior, Lukas Epps-Dawson, of Greensboro, NC, was recently selected to join the Teach for America program.

Teach For America (TFA) is a national teacher corps of college graduates and professionals who commit to teach for two years and raise student achievement in public schools. This elite program accepts only around 11%-12% of their applicants each year.

When asked how he became interested in TFA and why it was important to him Lukas said, "I was first encouraged by Dr. David Marion (Elliott Professor of Government & Foreign Affairs) to think about doing Teach for America after graduation... I started doing research into the program and I learned that schools around the country have a great need for good teachers. I wanted to be a part of something larger than myself, and to be a part of a program where I can make a difference in the world."

The 11,000 corps members involved with TFA in the 2013-14 school year, were able to reach more than 750,000 students while 32,000 alumni continued to deepen their impact as educational leaders and advocates.

Lukas recognizes that he will have a great opportunity with this program and says that, "Teaching appeals to me because teachers can tremendously influence their students by helping them discover and achieve their life goals. I think back to the many teachers I have had over the years who helped set the course for my life by pushing me to work hard and to overcome my fears... If I can help a student discover his or her passions in life, and encourage that student to pursue his or her dreams, I will be pleased with my efforts."

A Patrick Henry Scholar, Lukas is a member of the German club, classics club, the honors leadership society *Omicron Delta Kappa*, the honors political science society *Pi Sigma Alpha*, the student newspaper *The Tiger*, *Cogito*, and the Intervarsity Christian Fellowship. He also serves as President of the English honors society *Sigma Tau Delta*.

Another Hampden-Sydney senior, Dontae Buck, of Baltimore, MD, was also accepted recently into



the TFA program. Dontae is a member of the Hobbie Business Ethics Scholarship Program and the Wilson Center Public Service Program. He has played lacrosse for four seasons and has been recognized as Academic All-ODAC. He also participates in Intramural flag football, soccer, and basketball. Dontae serves as Head Resident Advisor and as a Student Court Advisor. He is a member of the Society of '91, President's Leadership Council, Circle K, the Fellowship of Christian Athletes, and the honors leadership society *Omicron Delta Kappa*.

APPENDIX B

Mom, 49, achieves dream and joins her daughters at UNT

Lauren Zakalik, WFAA 11:19 p.m. CDT April 30, 2015



(Photo: WFAA)

CONNECT 18 TWEET LINKED IN COMMENT EMAIL MORE



DENTON – In a first-floor room inside Transitions Hall on the University of North Texas campus lives a 49-year-old woman, living out her dream deferred.

"There was always that voice inside me that said, 'You're supposed to have a college education, that's something that's on your to-do list,'" said Darla Ray of Fort Worth.

For more than 20 years, Darla had been living her life for her daughters. She was a single mother, sometimes living with relatives and working the overnight shift just so she could be there when her children were awake.

"I'd put them to bed at 9 o'clock, and I'd lay with them and let them go to sleep," Darla Ray said, "and about 10:15, I'd get up, I'd go get dressed, put my steel-toed boots on, my FedEx shirt

on, and I'd take off."

Darla Ray (Photo: WFAA)

But six years ago, Darla was diagnosed with a life-altering, rare auto-immune disorder that left her needing a motorized wheelchair. She says the scare of the diagnosis gave her the push she needed to eventually go back to school.



Ray had started after high school graduation from Paschal, but had dropped out. She started up again at Tarrant County College, and then decided to go the next step.

"When she told me she wanted to come to UNT, I was actually really excited," said her daughter, Free Smith. "I read her her acceptance letter."

That acceptance letter didn't just mean a new start for Darla. It also meant the mom would become schoolmates with both of her daughters.

Darla Ray and her daughters in a family photo. (Photo: Courtesy: Darla Ray)

Free is a senior at UNT; Whitley Smith is a freshman. They are all very close, but no amount of closeness could prepare them for news their mom would live in the dorms.

"The thing was, when she told me she was going to live on campus, me and my sister were both like, 'Wait,'" Free said, laughing. "It just got real. Wait a minute. Wait a minute."

And for Whitley, who also lives on campus, it took a little getting used to.

"At first, I was worried about what my friends were going to think," Whitley said. "It's kind of weird she's moving in. But I quickly got over that, because I was like, 'Who am I that's going step over her dreams, because I'm worried about someone else and what they're going to think?'"



Whitley Smith and Free Smith (Photo: WFAA)

"I'm 49 years old," Darla said of her worries before moving in. "I'm old enough to be almost everyone's mother who lives there, and I'm there with a lot of kids. I don't know if they'll accept me."

Thankfully, they did. Darla said her classmates visit her in her room, and she enjoys being surrounded by like-minded, education-focused people.

"I'm just so fulfilled by doing this, by staying in a dorm," she said.

The mother is what UNT considers to be a "non-traditional" student, and Darla's in good company. In fact, they have about 8,000 non-traditional undergraduate students on campus, from veterans to students with young children.

"And now," she said with a smile, "I'm about to graduate. It's very surreal."

Darla Ray will graduate in August, just a few months after her daughter, Free, is set to graduate.

Free will be joining Teach for America in Charlotte, North Carolina. As for Darla, she hopes to get her masters degree to complete her goal of becoming a rehabilitation counselor.

When you ask her children about the accomplishment, they become emotional.

"I see the woman who used to scrub the floors at dance studios, so I could dance," Free said, tearing up. "That's what I see when I see her. And it's so inspirational, because I now feel like I can accomplish anything."

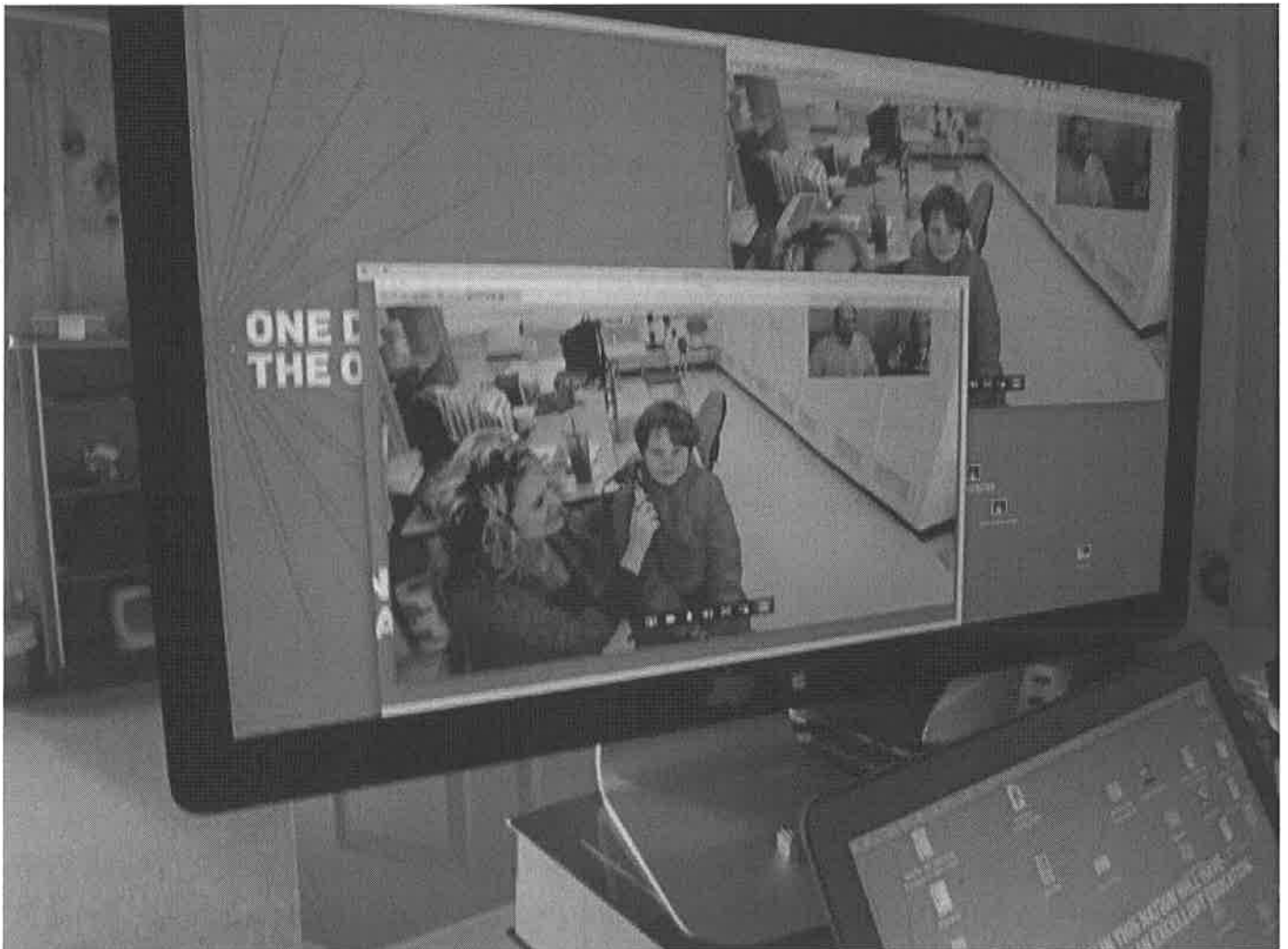
That's mission accomplished for Darla Ray, in so many ways.



North Carolina Health News

School-based telehealth: A new approach to improved outcomes in rural NC counties

by Taylor Sisk (<https://www.ednc.org/author/taylor-sisk/>) on May 15, 2015



It was the teacher in Steve North who connected the dots.

North, a Wisconsin native, was fated, it would seem, to be a doctor. His father was one, and folks always said he himself had what it takes to be a good one.

But the instinct to serve led him first in another direction, to the classroom. In 1993, North took a position with the Teach For America program in eastern North Carolina's Edgecombe County.

“I saw the issues my students had accessing health care and how it impacted their focus in class ... and also their attendance,” he said.

He saw kids with undiagnosed illnesses and unhealthy habits. Or sometimes the concerns were more immediate: North recalls a student who had stepped on a rusty nail and his family had been unable to get him to a doctor.

“It’s really hard to focus on whatever I might be teaching when you’ve got a festering wound,” he said.

That two-year experience led North back to his destiny, in medicine, and to where he is today, founder, president and medical director of [the Center for Rural Health Innovation](http://crhi.org/) (<http://crhi.org/>). The center is a Spruce Pine-based nonprofit launched in 2010 to administer MY Health-e-Schools, a program providing school-based telehealth services in three largely rural Western North Carolina counties.

MY Health-e-Schools uses high-definition videoconferencing with specially equipped medical instruments and cameras that allow a health care provider to examine students without leaving the office. The provider then coordinates follow-up care with primary care physicians, mental health care providers or other practitioners as necessary.

“My interest is in this integration into the school,” North said, “so that we’re addressing the whole kid and doing risk screenings to look at high-risk behaviors and then getting them to the right resources.”

The visit

A virtual visit to the MY Health-e-Schools office is not so different from the traditional visit to a doctor’s office, but kids often find the experience to be more comfortable. A parent or guardian can come to the school to join them.

Parents are encouraged to enroll their kids in the program at the beginning of the school year; consent is required before a child can be seen. Billing works just as it does in the traditional model. The program accepts Medicaid.

On a recent Tuesday afternoon, North is networked into Deyton Elementary in Spruce Pine. Lacey Jones, a MY Health-e-Schools program coordinator for Mitchell and Yancy counties, is at Deyton to help facilitate the session. Most often though, school nurses serve in that role.

North has an otoscope and a camera at his control. He can also listen to the heart and lungs through a remote stethoscope that the nurse moves at his instruction, and record those sounds. Since he can’t physically examine the body, he asks more questions than he might



(<http://www.ednc.org/wp-content/uploads/2015/04/300x225.jpg>)

North can control medical dev camera from his office. Photo © Sisk

otherwise. The nurse will check lymph nodes or other areas that might require a little probing.

Of course, a kid falling off the monkey bars and breaking an arm isn't a case for the MY Health-e-Schools practitioner. Schools have their own emergency protocols.

What the program aims for, said Amanda Martin, the Center for Rural Health Innovation's executive director, are "things that kids leave school for and don't come back, but they're not that sick; they could go back to class."

But when a parent has to pick up the child for a doctor's appointment, then bring him back to school, only to pick him back up two hours later, odds are the kid will miss the rest of the day.

MY Health-e-Schools strives to keep kids in school if it's possible and prudent, meanwhile learning more about the child and building long-term relationships.

Saving a day

One such kid is Michael Robertson, 13, a seventh-grader at Harris Middle School in Spruce Pine. Michael has had a heart murmur since birth and last February had blood pressure issues. He visited a cardiologist in Asheville, about 50 miles away – a trek for the family, meaning missed school and work, plus travel expenses.

Then they learned that Michael could follow up via MY Health-e-Schools.

"He loves it," said his father, Chad Robertson. "The experience is incredible. With this technology, they can look in your ears, down your throat, hear your heartbeat. They've got everything right there and you're looking right at the doctor."

Michael is in and out of his session in 30 minutes or less. "Instead of him missing a full day, he only misses part of a class," Robertson said.

Michael hasn't yet had to return to Asheville. "It's a huge savings," said his dad.

North and his colleagues hope to find money and resources to study the benefits of MY Health-e-Schools on performance, attendance and the extent to which the program curtails the need for more expensive services.

[A study of inner-city child-care centers \(http://www.ncbi.nlm.nih.gov/pubmed/15867035\)](http://www.ncbi.nlm.nih.gov/pubmed/15867035) conducted by the University of Rochester found that telehealth reduced absences due to illness by 63 percent. Another University of Rochester study determined 28 percent of visits to a pediatric emergency department [could have been avoided with telehealth. \(http://www.urmc.rochester.edu/news/story/index.cfm?id=1978\)](http://www.urmc.rochester.edu/news/story/index.cfm?id=1978)

A different approach

North attended medical school at UNC-Chapel Hill, then did a residency in family practice at the University of Rochester, where he gained experience in school-based health centers.



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id Amanda Martin of the
al Health Innovation, which
e Spruce Pine-based MY
ols program. Photo credit:

At that time, Neil Herendeen in the University of Rochester Medical Center's department of pediatrics had begun using telemedicine to connect to Head Start centers and kindergarten classrooms for acute health issues.

North was impressed, but had a different model in mind, one that would involve health counseling, examining behavioral health issues and building long-term relationships with kids.

His wife, Jennifer Larson, also a physician, is a Spruce Pine native and wanted to return to the area. Here North found the place to realize his ambitions: a rural, remote region with a physical terrain (and winter weather conditions) that can make travel difficult, and thus a considerable need for easier access to health care services.

Throughout his first five years in Mitchell County, he saw patients in two very rural communities, Buladean and Tipton Hill, up the Unaka Range near the Tennessee border, about 45 minutes from Spruce Pine on a "good day," according to North. There he did community clinic work with a focus on K-5 schools, until the schools where he was

working closed due to a shortage of students.

At the same time, in 2007, North was selected for a fellowship through the N.C. Foundation for Advanced Health Programs that allowed him to spend two years developing the idea of a school-based health network, learn more about telemedicine and assess his community's needs.

Equally important was building community support. "You're changing both how you deliver health care and where you deliver health care," North said.

"Because I had been in Tipton Hill and Buladean, and was really showing an interest in those schools, and showing up, I think that they were more receptive to the idea."

North emphasized that any program has to be community driven.

"One of the fundamental tenets of comprehensive school-based health care is reflecting the values of the community in what you do," he said.

MY Health-e-Schools was initiated in three schools in Mitchell and Yancey counties in 2011. It expanded to 10 schools the next year, then to 14 the third year. This summer, the program received nearly three-quarters of a million dollars from the Duke Endowment through [Mission Health's Center for Telehealth \(http://www.mission-health.org/centers-and-](http://www.mission-health.org/centers-and-)

[services/medical-technology/telehealth](#)), allowing it to expand into McDowell County. This doubled the number of kids they're reaching, from about 4,000 to 8,000, in 22 rural schools. That same funding will allow for growth to a fourth district next year.

MY Health-e-Schools now employs a full-time family nurse practitioner who sees students via the teleconferencing network from her office in Marshall, in Madison County.

The program also offers telepsychiatry visits with Mission Health practitioners.

'An amazing thing'

North and Martin would like to see the MY Health-e-Schools network extended statewide – not necessarily administered by the Center for Rural Health Innovation, rather, “It’s more that we’d like to see school-based health care grow and happen in more places, serve more kids, but in what we consider to be the right way: in this comprehensive way,” Martin said.

CRHI also has received grant money to pursue a different telehealth project: They plan to open a telemedicine unit with a medical assistant in Tipton Hill where patients can come to connect with primary care physicians throughout the area.

Meanwhile, North is a busy man. In addition to his CRHI duties, he has a family medicine practice in Spruce Pine and is a medical director at the Mission Center for Telehealth. (His wife is chief of staff at Blue Ridge Regional Hospital and practices at the Blue Ridge Medical Center in Spruce Pine.)

“Rural physicians already are an amazing thing,” Martin avowed. “But to be a rural physician who says just me bringing my wonderful self to this community to practice isn’t enough and I’m going to find ways to do even more ... I just think we’re really fortunate in this community to have Steve working as hard as he does to make this happen.

“It’s pretty amazing to see it grow.”

“I think telehealth in a variety of forms is going to be the driver of change in the health care industry,” North said. “And the goal is to make sure that whatever awesome idea is out there, it’s integrated into a primary care medical home, somebody who follows that patient from day to day to day.”

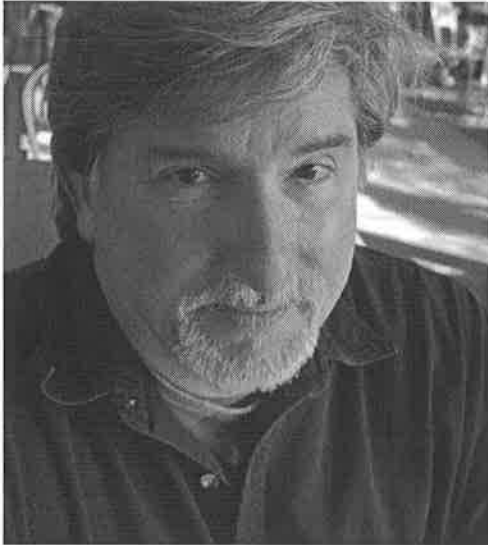
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(<http://www.ednc.org/wjcontent/uploads/2015/04/300x225.jpg>)

North examines a forehead scanner in his telehealth office in Spruce Pine. Photo credit: Sisk

About Taylor Sisk



Taylor Sisk is a writer, editor, researcher, producer and documentary filmmaker. He has served as a managing and contributing editor of The Carrboro Citizen and an associate and contributing editor of the Independent Weekly and has contributed to a wide range of publications. Organizations with which he's worked include: the Social Science Research Council, the Drug Policy Alliance, the National Undersea Research Program and the UNC School of Public Health. Sisk has won awards from the N.C. Press Association for enterprise and feature writing – including a series on the breakdown of the mental health care system in North Carolina – and has been cited for excellence in higher education reporting by the Chronicle of Higher Education.

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Teach For America

From the scoreboard to the chalkboard

by [Emily Jukich](https://www.ednc.org/author/emily-jukich/) (https://www.ednc.org/author/emily-jukich/) on June 10, 2015



Growing up, sports were a huge part of my life. In college, I loved my classes, my friends, nights downtown, but none of it compared to how I felt when I stepped onto the field in my soccer jersey. Playing at Virginia Tech taught me so much – from finishing a cross to just plain finishing what I started. What I didn't know then is that so much of what I was learning was pointing me to a career I hadn't fully anticipated and a group of students I can't picture my life without.



Photo Credit: Hokie Sports

Teaching first came onto my radar when I learned about Teach for America during a course I was taking on service-oriented careers. As I heard more about the program and the deep injustices it was part of trying to address, I knew I wanted this movement for equity to be my next team. So I applied, joined, and got my start.

As I found my feet in the classroom, I had to grow quickly – from public speaking to classroom management. As I did, I also began to recognize the parallels between my life as a college athlete and my work on education's front lines. And as I think about what it will take to grow a next generation of teachers as diverse as the students they'll lead, I can't help but wonder if we're doing enough to help our young people

picture themselves at the front of the classroom. A [new study](http://www.act.org/newsroom/data/2014/states/futureeducators.html) (<http://www.act.org/newsroom/data/2014/states/futureeducators.html>) suggests that just 4 percent of North Carolina high school students aspire to be teachers – well below the national average. But for people who love a challenge and want take pride in what they do, it doesn't get much better than this.

To use my own example, I knew I loved collaboration, comradery and pursuit of a common goal but hadn't drawn the connection between those passions and the career I now count among them. All those times I had to play, and play well, in front of hundreds of people? They taught me how to perform under pressure. Those games where we had to come back from behind? That translates to resilience. The hundreds of hours spent getting lost in my sport with teammates, working together to and press toward our goals? These are foundational skills and mindsets that principals and parents look for in teachers. Combined with the right training and support, they make great things possible.

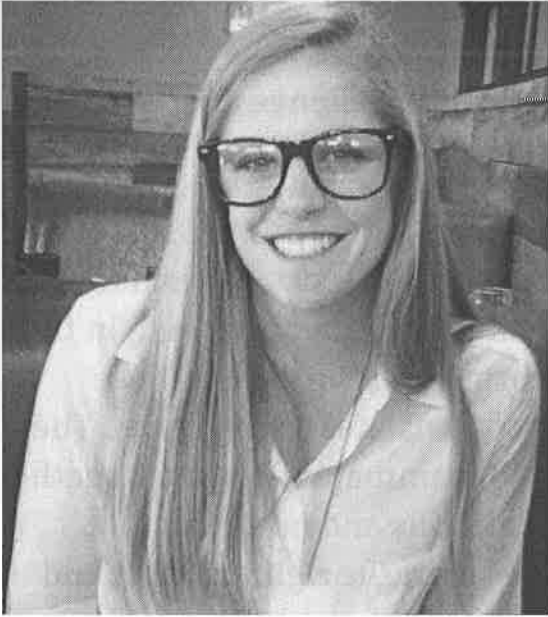
In my classroom, my kids and I are a team. In order to succeed, we have to work together, communicate, trust one another, take responsibility for and learn from our mistakes, and overcome the significant challenges in front of us to reach our goals. In short, we have to leave it all on the field.


And when we reach our goals I feel the same rush I once got from scoring the game-winning goal. I felt it when all of my second graders managed two years of reading growth last year. I felt it when each could name a college he or she wanted to attend and explain what it would take to get there.

As athletes, we strive to jump higher, run faster, push farther. When we become teachers, we ask our kids to do the same – give their all and reach new heights. It's a legacy that lives on long past any conference title or national championship.

One of my students knows this well. He came to me in second grade struggling to read a sentence. He worked tirelessly in third grade to pass his state test in reading, only to miss the passing score just barely. But he didn't give up and neither did I. We found ourselves together again his fourth grade year and, this time, when he got his scores back, he had passed. We both burst into tears. Then he cracked a smile that I will never forget. Victory never tasted so sweet.

About Emily Jukich



 [@msjukich](https://twitter.com/msjukich) (<http://twitter.com/msjukich>)
Emily Jukich is a blended learning fifth grade teacher at Ashley Park Pre-K-8. She is an alum of Teach For America and former forward for the Virginia Tech women's soccer team.

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From the Triad Business Journal

[:http://www.bizjournals.com/triad/news/2015/04/10/announcing-the-2015-class-of-women-in-business.html](http://www.bizjournals.com/triad/news/2015/04/10/announcing-the-2015-class-of-women-in-business.html)

Announcing the 2015 class of Women in Business honorees

Apr 10, 2015, 7:03am EDT



Lloyd Whittington

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For the 16th year, the Triad Business Journal is honoring the top women business leaders in the region whose influence extends well beyond their professional roles.

As you can see from the list below, we once again have a remarkable group of honorees. The 2015 class, as in years past, highlights the remarkable caliber of businesswomen in the Triad.

Want to help us honor these remarkable women? The Triad Business Journal — along with sponsor First Community Bank — will hold the Women in Business Expo and Awards Luncheon on April 24 at the Greensboro-High Point Airport Marriott. [Reserve your ticket now and join us.](#)

See Also

- [Women in Business: A call for nominations, and a look back](#)
- [Slideshow: Celebrating the Triad's 2014 Women in Business honorees](#)

You'll also be able to learn more about the 2015 Women in Business honorees soon. They will be featured in the April 24 edition of the Triad Business Journal and a slideshow on our website.

Until then, here are this year's honorees:

[Marti Asher](#), audit manager, Gilliam Coble & Moser LLP

[Mary Ellen Boelhower](#), executive director of development, UNC-Greensboro, Bryan School of Business & Economics

Dr. [Bobbi Carbone](#), former president and chief operating officer, Wake Forest Baptist Health

[Jo Ellen Carson](#), executive director, Leadership Winston-Salem

Lee Comer, co-owner, Fresh.Local.Good. food group and the Iron Hen Café

Gwyneth Cote, chief operating officer, Bell Partners Inc.

Kimberly Crews, vice president and chief financial officer, High Point Regional Health

April Durr, director of community impact, United Way of Alamance County

Leslie Grab, attorney, Kilpatrick Townsend & Stockton LLP

Nafeesha Irby, executive director, Teach For America

Cheryl Lindsay, director, human resources & inclusion/diversity, Hanesbrands Inc.

Joanna Lyall, director, community and affiliate marketing and programming, Wake Forest Baptist Health

Winston McGregor, executive director, Guilford Education Alliance

Marta Mitchell, president, Marta Mitchell Interior Design

Tammy O'Kelley, executive director, Randolph County Tourism Development Authority

Elizabeth Phillips, executive director, Phillips Foundation

Nancy Radtke, branch leader, Allen Tate Realtors

Heather Robinson, regional operations manager, Caterpillar Inc., Advanced Components Systems Division

LaMonica Sloan, director of career development services, Winston-Salem State University

Judy Tharp, president and CEO, Piedmont Advantage Credit Union

Melissa Wittner, vice president, application software engineering, Inmar Inc.

Lloyd Whittington manages day-to-day newsroom operations, fields inquiries about news coverage and is the primary editorial contact on special sections and awards publications. Contact him at 336-370-2914.

APPENDIX G

Wells Fargo Championship Gives Back to Charlotte Kids

By Jenna Barnes

Saturday, May 16, 2015 at 06:03 PM EDT



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CHARLOTTE -- The Wells Fargo Championship Tournament donates proceeds to more than 40 charities, including Levine Children's Hospital, the First Tee of Greater Charlotte, and Teach for America.

Charlotte officials say each year they can count on as much as \$300,000 from the championship to fund teachers in Charlotte-Mecklenburg schools.

"Without that support it would be one less teacher, five less teachers, 20 less teachers in these classrooms," said Allison O'Connor, a spokeswoman.

This is the first year that the tournament is showcasing the organizations it supports in a community courtyard. It will be open for the final day of the tournament on Sunday



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December 1, 2013

Elisa Villanueva Beard
Teach For America
315 West 36th Street
7th Floor
New York, NY 10018

Dear Elisa Villanueva Beard:

On behalf of Charity Navigator, I wish to congratulate Teach For America on achieving our coveted 4-star rating for sound fiscal management and commitment to accountability and transparency.

As the nonprofit sector continues to grow at an unprecedented pace, savvy donors are demanding more accountability, transparency and quantifiable results from the charities they choose to support with their hard-earned dollars. In this competitive philanthropic marketplace, Charity Navigator, America's premier charity evaluator, highlights the fine work of efficient, ethical and open charities. Our goal in all of this is to provide donors with essential information needed to give them greater confidence in the charitable choices they make.

Based on the most recent information available, we have issued a new rating for your organization. We are proud to announce Teach For America has earned our twelfth consecutive 4-star rating. Receiving four out of a possible four stars indicates that your organization adheres to good governance and other best practices that minimize the chance of unethical activities and consistently executes its mission in a fiscally responsible way. Less than 1% of the charities we rate have received at least 12 consecutive 4-star evaluations, indicating that Teach For America outperforms most other charities in America. This "exceptional" designation from Charity Navigator differentiates Teach For America from its peers and demonstrates to the public it is worthy of their trust.

Forbes, *Business Week*, and *Kiplinger's Financial Magazine*, among others, have profiled and celebrated our unique method of applying data-driven analysis to the charitable sector. We evaluate ten times more charities than our nearest competitor and currently attract more visitors to our website than all other charity rating groups combined, thus making us the leading charity evaluator in America. Our data shows that users of our site gave more than they planned to before viewing our findings, and in fact, it is estimated that last year Charity Navigator influenced approximately \$10 billion in charitable gifts.

We believe our service will enhance your organization's fundraising and public relations efforts. Our favorable review of Teach For America's fiscal health and commitment to accountability & transparency will be visible on our website as of December 1st.

We wish you continued success in your charitable endeavors.

Sincerely,

Ken Berger
President & Chief Executive Officer