

TEACHFORAMERICA

North Carolina · First Quarter Report

September 2016

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

--Vision of Teach For America

This year marks 26 years of partnership between Teach For America and the state of North Carolina. As a partner, Teach For America has committed to maximizing our contribution to the state by recruiting, training, and supporting excellent, diverse teachers and growing our number of alumni living and working in North Carolina. We are also committed to strengthening the North Carolina Teacher Corps.

In the first quarter, the Eastern North Carolina team completed North Carolina's first ever summer residency training. Like many Teach For America regions, Eastern North Carolina's teachers had always been trained at national institutes. Teachers in the residency program provided free summer school programming for nearly 700 students in Lenoir and Northampton counties, 72% of whom receive free and reduced lunches (see appendix A).

Andrew Lakis, the executive director of the Teach For America, Eastern North Carolina region explains the rationale behind hosting a regional residency, saying:

Part of what we want is corps members who are effective and can have a meaningful impact right away, but we also want more of our alums to stay long-term in the classroom, in school leadership, and in other sectors of the community in eastern North Carolina.

In total, the residency invested over \$1,000,000 directly in rural North Carolina communities throughout the year, including \$400,000 on housing and expenses, and additional funds to support the hiring of local instruction partners, master teachers, principals, and school operators to help facilitate the summer residency program.



EDNC recently spotlighted Eastern North Carolina's residency program and the partnership with rural communities, saying:

To introduce eastern North Carolina corps members to their local community, Teach for America has branched out from the national institute model. Instead of living in dorms as I did, corps members in Kinston live in houses recently renovated by Stephen Hill, co-founder of Mother Earth Brewing Company. They receive a stipend for living expenses, meals, and gas, which they use to support local businesses. From the beginning, corps members have been encouraged to buy locally. When I visited, lunch was provided by the Peach House, a locally owned café in Kinston. Emma Todson, a corps member from New Jersey, described how they were "encouraged to be part of the community from day one," adding, "It really does feel homey already."

With the state's partnership, we are continue to train and support great teachers across the state each year. We are pleased to update you on our progress in the first quarter.

¹ Osborne, Molly. "Place Matters: Why Teach for America Created Residency." *EducationNC*. N.p., 15 Aug. 2016. Web. 28 Sept. 2016. See Appendix B.

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Statewide Impact

Across the state, our teachers, principals, and administrators returned back to school to classrooms throughout North Carolina. We work hard to be excellent partners to principals, schools, communities, and families and are honored to serve the state's students.



In Guilford County, Principal Fabby Williams of Northeast Guilford High School, shared:

I have worked with TFA members for the past 8 years, and I always try to hire TFA candidates whenever I can. They have been very effective in reaching my students from diverse backgrounds, and continue to be among the most effective teachers in my building. I accredit most to the training and support the TFA organization provides to the teachers. I also believe that the organization does an excellent job of selecting candidates who are passionate about what they do. These teachers are definitely a part of the change process that we so badly need in the field of education.

Dr. Timisha Jones-Barnes, the principal at West Charlotte High School, expressed similar sentiments:

I love my TFA corps members. It's hard to put into words how much they mean to me. My TFA corps members come in with a great mindset. They know the challenges my kids are facing, our community faces, and instead of running away from it they choose it and sign up for it. You can't replace that! They contribute so much to our staff culture – from jumping up to be the first to volunteer for the dance-off at the back-to-school meeting, to jumping in where we need them during the year in their departments. Whenever it's time to set aside my spots for Teach For America, I get physically excited because I know I'm getting someone who believes in our kids, is effective in the classroom, is going to drive towards data and outcomes and will bring a great energy to everything they do. If I could describe the feeling in one word, it would be – stress-reliever. I can always count on TFA to fill my teacher gap with effective people.

Superintendent Ray Spain of Warren county said, "As a rural school district, Teach For America has been an essential source for finding some of our most effective teachers."

We are honored that leaders like Superintendent Spain, Principal Williams, and Principal Jones-Barnes are supportive of their partnership with Teach For America. We are excited to continue to partner with educators across the state throughout the school year. With twenty Teach For America teacher coaches across the state, we are eager to continue to develop and support exceptional teachers for North Carolina's next generation of leaders.

North Carolina Teacher Corps (NCTC)

Teach For America is 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

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educating North Carolina's children. This year, 45% of our first and second year teachers either went to a North Carolina college or university and/or identify North Carolina as their home state.

Our NCTC corps members represent 31 different North Carolina colleges and universities including the University of North Carolina at Chapel Hill, North Carolina State University, Duke University, and Wake Forest. They represent 57 different North Carolina cities. Our North Carolina connected corps members make up a diverse group of teachers and leaders across the state:

- The average GPA is 3.39
- 51% come from a low income background²
- 54% are people of color
- 40% will be teaching math or science
- 29% are the first in their families to graduate from college
- 5 served in the military

Teach For America has made significant changes to our recruitment and application model to be more responsive to our applicants, many of whom are millennials. We have listened to feedback from applicants, tested new ideas through pilots, and we have evolved our application process to be more intuitive, timely, and applicant-driven. The selectivity of our program and standards for admission—including the unique mix of leadership experience, achievement, and commitment that we look for in applicants—remains the same. Major changes to our new, evolved process include:

- **A Faster and More Intuitive Application:** We have redesigned the application to take under two hours to complete, with the introduction of a simple resume drop and a single, short-answer essay.
- **Direct Route to Final Interview:** Applicants will move to the final round interview faster, with fewer steps, thus keeping them more engaged in the process and reducing wait time.
- **Shorter Decision Timeline:** Applicants will receive an admissions decision nearly three weeks earlier than in the past. We have aligned the timing of our decision windows with important campus events (e.g., final exams, winter break) as well as other employers' timelines to enable applicants can make a fully informed decision about their options.
- **Applicant-Driven Regional Placement:** Applicants will receive more time and support in determining which of our 53 regions is the right fit. Previously, regional preferences were part of our application. In our new process, this step happens after applicants are admitted to the corps. During this window, applicants will have access to support from a placement consultant who will help them learn more about each of our unique communities.

We are building on these changes by supplementing Teach For America's national recruitment methods with strategies tailored to North Carolina candidates. Tailored strategies include:

- **One-on-One Outreach:** We will conduct individual conversations with final round applicants from North Carolina. North Carolina staff and alumni will use these calls to inspire applicants to choose to teach in North Carolina rather than choosing to teach out of state.



² As identified by receiving a full or partial Pell Grant

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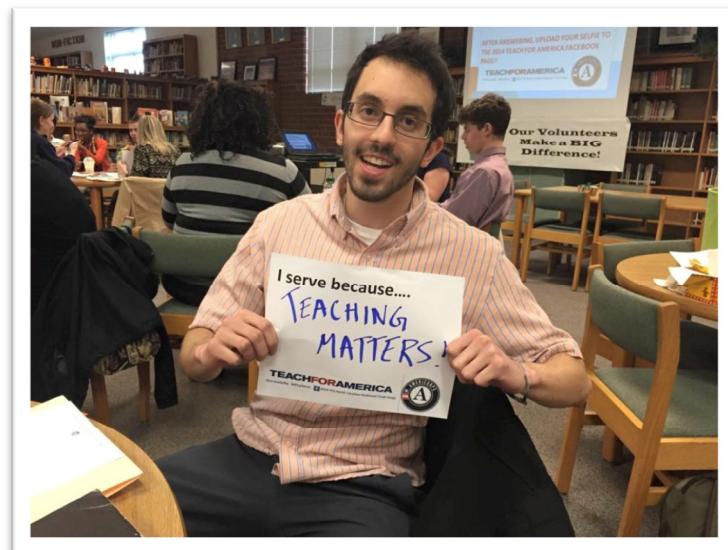
- **NCTC Webinars:** We will host webinars specifically for North Carolinians moving into final round of interviews. These webinars will highlight stories of current corps members and alumni with North Carolina ties who chose to lead in our state.
- **School Visits:** In partnership with our recruitment team, are in the process of planning two school visits across the state for prospective applicants to Teach For America. These school visits give applicants a line of sight into the work they would be leading as a first year teacher in North Carolina. Applicants had the opportunity to ask questions of Teach For America alumni and staff and provide an excellent lever for helping prospects complete the final stages of their application.

Regional Updates

- **North Carolina Piedmont Triad**

In their third year of operating, the North Carolina Piedmont Triad is seeing excellent results across Guilford County. At the request of Guilford County Schools, the North Carolina Piedmont Triad placed our first teachers in three elementary schools in the district: Fairview Elementary, Rankin Elementary, and Wiley Elementary.

This year will also mark the creation of the inaugural regional advisory board in the Triad region. In addition, the Triad has created its first alumni board which will engage and mobilize the 120+ alumni living in the Piedmont Triad region, leading to strengthened alumni networks and increased numbers of alumni in prioritized leadership strands (such as school leaders, policy and advocacy leaders, and social entrepreneurs).



In the first quarter, the Armfield Foundation awarded the region with a \$100,000 gift over two years. The gift will enable Teach For America to build a sustainable pipeline of high-quality teachers, with an emphasis on growing local talent, who will strengthen the long-term effort for improved educational outcomes for all children in Guilford County.

- **Charlotte**

Two Teach For America alumni were recently nominated as part of Charlotte's 30 Under 30 List³. Sarah Reeves and Erica Jordan-Thomas were both Charlotte alumni and are now leading schools in Charlotte Mecklenburg Schools.

At Ranson IB Middle School, where Erica Jordan-Thomas serves as principal, Teach For America corps members and alumni make up 50 percent of the teaching staff. In 2015 Ranson ranked number one for student growth among Title 1 schools in Charlotte Mecklenburg Schools, was in the top 10 for growth in the district, and was in the top 25 for growth in the state.

Sarah Reeves, the principal at Shamrock Gardens Elementary School explains the role Teach For America played in bringing her to Charlotte from Ohio:

³ Dunn, Andrew. "Meet the Charlotte Agenda 30 Under 30 - Young People Making an Impact on Our City." *Charlotte Agenda*. N.p.19 Aug. 2016. Web. 28 Sept. 2016. See Appendix C.

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I made the commitment to join Teach For America and move south to Charlotte. Through Teach For America, I received an incredible foundation of education knowledge. After being in the classroom for several years, I began to see the importance of having instructional leaders that truly supported the work of the teachers, and I was nominated to join a cohort of teachers in Charlotte Mecklenburg Schools to pursue my Master's degree in Educational Leadership with the Charlotte Mecklenburg Schools Leaders for Tomorrow program. During this program, I completed my principal internship work at Albemarle Road Elementary, Butler High School, and Bruns Academy.

- **Eastern North Carolina**

Teach For America, Eastern North Carolina alumni Anne Steptoe and Patrick O'Shea have teamed up to create MedServe, a program that the *Triangle Business Journal* says could revolutionize rural health care.⁴

Intended to be a "Teach For America for health care," MedServe will connect college graduates with rural healthcare providers. The *Triangle Business Journal* explains the model, saying:

The fellowship lasts two years at which point fellows leave the program, possibly to attend medical school. Fellows are paid \$20,000 per year with the clinics where they work shouldering a portion of the cost. MedServe also raised money from sources that include the government, UNC and Duke and foundations to supplement what health care centers can't afford.

The inaugural group of 13 fellows was selected from more than 80 applicants and includes a mix of graduates from many North Carolina universities, including UNC-Chapel Hill, N.C. State, Duke, Wake Forest, East Carolina and UNC-Pembroke, as well as Ivy League institutions, including Harvard, Yale and Brown.

Put simply, the goal of MedServe is to improve the health of communities across North Carolina while exposing potential future doctors to the impact that a primary care physician can make in a community.⁵

We are thankful for the continued investment from North Carolina which allows us to support incredible teachers and leaders, like the ones highlighted above, throughout the state.

Financial Reporting

Teach For America is steadfast in maximizing the state's investment through fiscal responsibility and investing donors in our important work in North Carolina. In 2014 (the most recent data available), we earned a perfect four-star rating from Charity Navigator for the 13th straight year for exemplary financial health. Less than one percent of all nonprofits nationwide have received this many consecutive four-star ratings, putting us in the 99th percentile among all nonprofits.

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. We look forward to updating the state on our progress in our December quarterly report.

⁴ DeBruyn, Jason. "How Two MD/MBA Students Might Revolutionize Rural Doctor Training." *Triangle Business Journal*. N.p., 16 June 2016. Web. 28 Sept. 2016. See Appendix D.

⁵ DeBruyn, Jason. "How Two MD/MBA Students Might Revolutionize Rural Doctor Training." See Appendix D.



Serving North Carolina's Students

In addition to the broad impact on rural teacher training, **ENC Residency will provide summer school programming for nearly 700 students** in Lenoir and Northampton counties.

Lenoir County 227 students served in 1st-12th grades	Northhampton County 470 students served in 1st-12th grades	72% of students in Lenoir & Northampton counties qualify for free or reduced lunch	76% high school graduation rate in Lenoir & Northampton counties vs. the state-wide average of 85.4%	84% of students in Lenoir & Northampton counties are students of color
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The newly designed summer residency program, focused on training incoming teachers to be best-in-class educators for North Carolina's students, will improve the way teachers are trained in North Carolina and have a lasting impact on top-talent retention in the state. Over \$1,000,000 will be directly invested in rural North Carolina communities throughout the year including \$400,000 on housing and expenses, and additional funds to support the hiring of local instruction partners, master teachers, principals, and school operators to help facilitate the summer residency program.

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Place matters: Why Teach for America created Residency

by Molly Osborne | August 15, 2016

"We know that in our rural communities, the need for a talent pipeline is real. At the end of the day, we're trying to maximize the potential of the 20,000 students growing up in eastern North Carolina because they're the leaders that will be critical for reaching the vision of educational equity long-term." - Andrew Lakis, Executive Director of Teach for America in Eastern North Carolina

A few weeks ago I had the chance to visit Teach for America's newest training program in eastern North Carolina, called Residency. With the goal of creating educators rooted in their communities, Teach for America has created a unique opportunity for incoming eastern North Carolina corps members. Utilizing both school district partners and community partners, Teach for America is building a new model for what teacher training looks like.

The Old Model

I look back on my Institute experience as one would a bad dream – thankful that I do not have to relive it. Institute is Teach for America's training program for incoming corps members. Each region is assigned to a specific Institute. As a 2012 Greater New Orleans corps member, I was assigned to the Atlanta National Institute along with corps members from Atlanta, South Carolina, and Ohio.

I spent five weeks at Institute, staying in Georgia Tech dorms, teaching in an Atlanta elementary school, and barely getting five hours of sleep a night as I struggled to get all my materials ready for the next day's lesson before waking up at 5:30 AM to board the bus by 6:15. At the end of the five weeks, I said goodbye to the two people I had grown closest to, my two co-teachers who were both teaching in different regions, and made the eight-hour drive to my new home, New Orleans.

I had visited New Orleans before, but one visit is a drop in the hat in terms of understanding New Orleans' rich historical and cultural context. At Institute I learned a good amount about Atlanta but very little about the place where I was about to spend two years teaching. As someone who grew up in Massachusetts, where saying hello

to someone on the street will only get you strange looks, I needed all the help I could get as I entered my school for the first time.

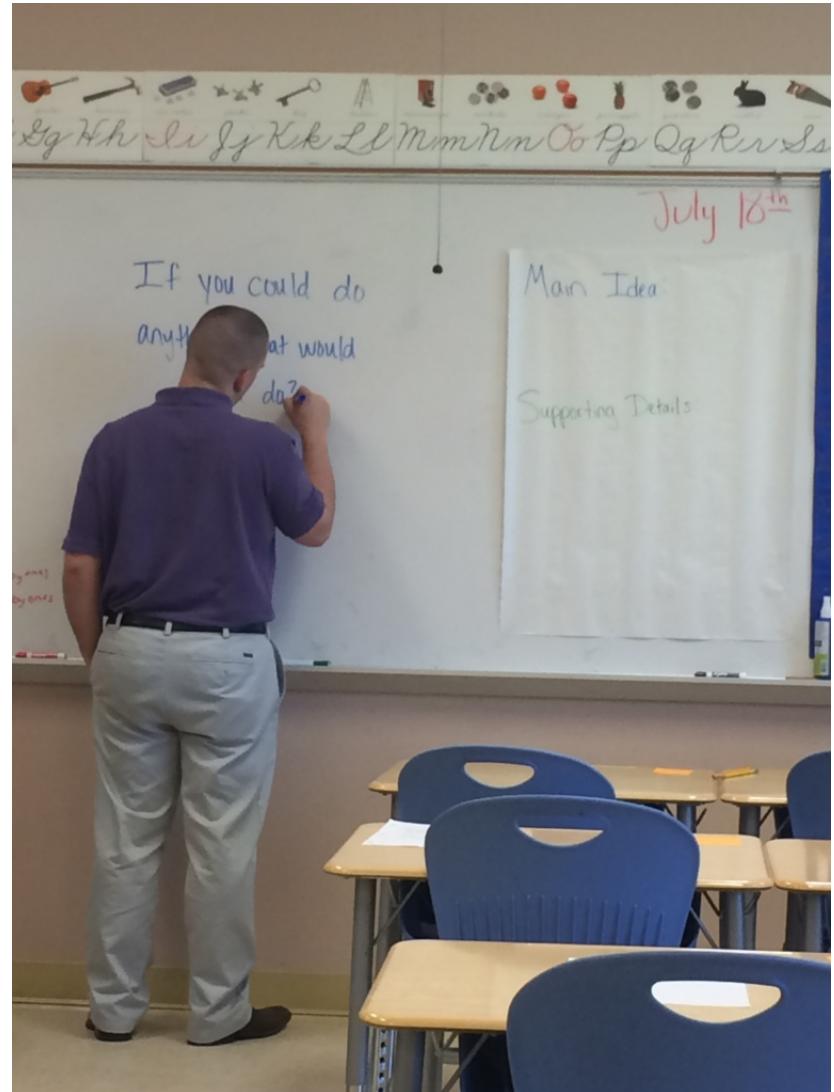
I say all this not to criticize Teach for America's training program – I learned more in those five weeks than probably any other five-week period in my life. Instead, I describe my experience in order to provide a context through which to understand Teach for America's newest regional institute in eastern North Carolina.

On-the-Job Training with a Community Focus

Mr. Jones, a corps member from Rocky Mount, gets ready for his lesson

Teach for America's first eastern North Carolina institute is called Residency. "We decided to call it Residency to reflect the on-the-job training you get in medical school," Caty Gray Urquhart, Director of Elementary Content, told me as she gave me a tour.

In previous years, eastern North Carolina corps members were sent to Institute at either the Mississippi Delta or Tulsa, Oklahoma. These national institutes were equipping corps members to be effective teachers, but something was missing. Andrew Lakis, interim Executive Director of Teach for America in eastern North Carolina, explained how the motivation to create Residency came from the



very real problem of brain drain in the rural eastern North Carolina school districts. He told me, "Part of what we want is corps members who are effective and can have a meaningful impact right away, but we also want more of our alums to stay long-term in the classroom, in school leadership, and in other sectors of the community in eastern North Carolina." Their theory of change is that if they can get their corps members rooted in the community during their summer training, they will not only be more effective educators, but they might end up staying in these communities long term.

Building Community Partnerships



Northeast Elementary in Kinston

Teach for America has partnered with Lenoir County Public Schools and Northampton County Schools to offer summer school for local students while corps members train. 240 students are enrolled in Lenoir County at Northeast Elementary and Kinston High and another 470 students are enrolled in Northampton County.

The training corps members receive reflect this partnership. In the morning, corps members teach classes while Master Teachers observe them and give real-time feedback. These Master Teachers are veteran teachers from the district, not Teach for America staff members. In the afternoon, corps members receive training on curriculum and instruction led by community partners. At Northeast Elementary, Carla Gilchrist, an experienced educator from Chapel Hill City Schools, leads these sessions. Additionally, the School Director and School Operations Manager at each school site are district staff, unlike national institutes where Teach for America staff hold these positions.

These partnerships are a win-win for Teach for America and the school districts. Teach for America corps members gain experience teaching students who are representative of the students they will teach in the fall – in fact some corps members will teach in these same schools. Moreover, the same Teach for America staff overseeing Residency are the ones working all school year in the region. After observing corps members all summer, the Teach for America staff can tell the districts what additional professional development each corps member needs. As Urquhart stated, “This sets us up for success as a region.”

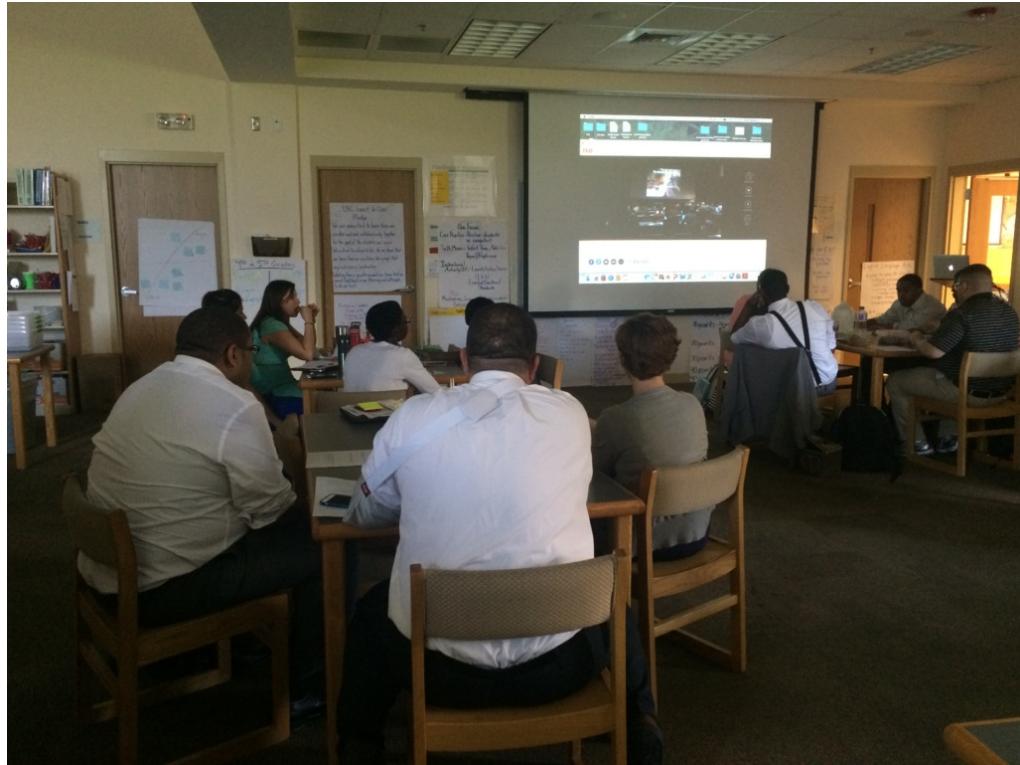
For the school districts, this partnership means that they can offer free summer school to over 700 students for the first time. The districts provide the schools, meals, and transportation, while Teach for America provides the teachers. The district staff involved in Residency, such as the Master Teachers, are also learning alongside the corps members. They are learning to be effective coaches, but they are also gaining the opportunity to reflect on their own teaching practice. Lynn Morris, one of the Master Teachers at Northeast Elementary, asked Urquhart if she could come observe her classroom in the fall and give the same real-time feedback to Morris that she gives to her corps members.



This anecdote illustrates Teach for America's vision for Residency, "Growth for All." Through their partnerships with the school districts, Teach for America is having an exponential impact beyond the impact their corps members will have in the classroom. They are seeing growth for the students who are participating in summer school for the first time, growth for their corps members, and growth for their district partners, including the master teachers.

Building Community Understanding

To introduce eastern North Carolina corps members to their local community, Teach for America has branched out from the national institute model. Instead of living in dorms as I did, corps members in Kinston live in houses recently renovated by Stephen Hill, co-founder of Mother Earth Brewing Company. They receive a stipend for living expenses, meals, and gas, which they use to support local businesses. From the beginning, corps members have been encouraged to buy locally. When I visited, lunch was provided by the Peach House, a locally owned café in Kinston. Emma Todson, a corps member from New Jersey, described how they were "encouraged to be part of the community from day one," adding, "It really does feel homey already."



To further their understanding of the community, Teach for America instituted a day of community exploration every week. Lakis explained, “We realized early on that the best way to help our corps members understand the local context and build meaningful relationships was to have them in our community hearing from parents, local leaders, and community members.” One week this involved bringing all staff and

corps members to Rocky Mount, where they heard from community members from Rocky Mount and Tarboro who are working in education and social justice.

The community has embraced this partnership. Corps members have received free meals from local restaurants and brewery tours at Mother Earth Brewing Company. For me, this is one of the most important results of this experiment. After teaching in an area where Teach for America did not have strong community support, I fully appreciate the importance of establishing these bonds.

Building a Community of Support

During their seven-week training, corps members have formed their own community of support. Instead of teaching with corps members from several different regions who they will likely never see again, the eastern North Carolina corps members get the chance to develop strong relationships with each other that will continue to grow throughout the school year. Teach for America staff have helped foster that bond by holding barbecues and weekly dinners for corps members.

At week five, the sense of community is strong. Ellie Beam, a corps member from Pennsylvania, told me, “We’ve really bonded and formed a support system already.” Walking through the halls of Northeast Elementary, I could feel it.

Meet the Charlotte Agenda 30 Under 30 — young people making an impact on our city



By [Andrew Dunn](#) | August 3, 2016
Views: 55411

OrthoCarolina would like to extend our sincere congratulations to the 30 Under 30 class of 2016. Cheers to the young innovators making things happen and pushing Charlotte forward!

For years, Charlotte's growth and culture were dominated by the "[rich uncles](#)" who ran the city's big banks. No longer. Young people are rushing into the city and leaving an indelible mark on Charlotte's business, philanthropy, sports, food and music.

The Agenda set out to recognize 30 people who have made an impact on Charlotte before the age of 30. You, our readers, submitted scores of names. Our team discussed, debated and dissected the nominees for weeks before arriving at this list.

What emerged is a true cross-section of our city. The honorees include leaders at both startups and Fortune 500 companies, app designers and soda artisans, real estate rainmakers and writers.

Meet Charlotte Agenda's first 30 Under 30:

Erica Jordan-Thomas

Leading a school that's setting a blistering pace in student growth

Title: Principal, [Ranson IB Middle School](#)

Age: 29

Neighborhood: University

What advice would you give your 21-year-old self? "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." – Jeremiah 29:11

What book do you recommend to other young leaders? "[Year of Yes](#)," by Shonda Rhimes

What's one thing you look for in an employer? I greatly value an employer who values authentic leadership.

Maintaining two identities, one at work and one outside of work, is exhausting and leading others is



already hard work. When you are true to yourself and your core values, the celebrations are sweeter, the feedback is richer, and you stay grounded in your happiness. I believe this is key to being an effective leader.

What local Charlotte leader do you look up to? My boss, Dr. Denise Watts, Project L.I.F.T. Learning Community Superintendent. She exemplifies authentic leadership, is unwavering in her expectations for adults and kids, and incredibly supportive. She makes everyone around her better, including me.

Sarah Reeves

Strengthening a vital neighborhood school

Title: Principal, [Shamrock Gardens Elementary School](#)

Age: 28

Neighborhood: Mallard Creek

What advice would you give your 21-year-old self? Know who you are, be true to yourself, and spend every day discovering what you were created to do.

What book do you recommend to other young leaders? ["Influencer: The New Science of Leading Change,"](#) by Joseph Grenny

What's one thing you look for in an employer? I have always sought out a workplace in which I am allowed to do what I do best every day. I consistently seek opportunities to work with leaders that allow me to be true to myself, to think outside the box, to take risks, and to learn from my mistakes. Finally, I always strive to find a workplace where I am surrounded by a diverse group of individuals that are equally passionate about the work of serving children and communities.

What local Charlotte leader do you look up to? N.C. Sen. Jeff Jackson, for always being an advocate for children and supporting our public schools.



How two MD/MBA students might revolutionize rural doctor training

SUBSCRIBER CONTENT: Jun 16, 2016, 3:07pm EDT Updated: Jun 17, 2016, 1:22pm EDT



Dr. Shauna Guthrie uses an otoscope to examine the ears of Cynthia Henderson at Vance Family Medicine in Henderson on Thursday, Nov. 12, 2015. As a rural health care provider, Guthrie knows first-hand the challenges of providing health care in underserved areas.

Two MD/MBA students put their heads together to launch a program that could revolutionize rural health care.

“We call ourselves a Teach For America for health care,” says [Anne Steptoe](#), a dual MD/MBA student from Brown University’s Alpert School of Medicine and Duke’s Fuqua School of Business.

The program they created is MedServe and is being hailed as a first-of-a-kind program that will connect recent college graduates with rural health providers in desperate need of help.

There is a common refrain in health care that the United States faces a physician shortage. That’s not exactly true. It would be far more accurate to say that the United States faces a physician distribution problem. Specifically that there are too few physicians in underserved and rural areas. Just 12 percent of medical students nationwide are choosing to enter primary care.

Read: [North Carolina’s imbalanced graduate medical education funding shortchanges rural areas](#)

During her first year of medical school in 2011, Steptoe proposed a research project that would connect students with rural health providers. “I was promptly told that it was awfully ambitious for a research project,” she says.

Around the same time, [Patrick O’Shea](#) was finishing a stint as a middle school teacher in Henderson. He had taken the position through Teach For America, the organization that matches young teachers with underserved schools. He applied to medical schools, but was rejected being told that he needed more clinical experience. He earned a Certified Nursing Assistant license and looked for work to build up experience, even shadowing providers when possible.

Now, he’s a dual MD/MBA student from the UNC School of Medicine and Fuqua, where he connected with Steptoe. Together, they formed MedServe.

Students with an undergraduate degree apply to MedServe and are matched with a rural health provider. The fellowship lasts two years at which point fellows leave the program, possibly to attend medical school. Fellows are paid \$20,000 per year with the clinics where they work shouldering a portion of the cost. MedServe also raised money from sources that include the government, UNC and Duke and foundations to supplement what health care centers can't afford.

The inaugural group of 13 fellows was selected from more than 80 applicants and includes a mix of graduates from many North Carolina universities, including UNC-Chapel Hill, N.C. State, Duke, Wake Forest, East Carolina and UNC-Pembroke, as well as Ivy League institutions, including Harvard, Yale and Brown.

Put simply, the goal of MedServe is to improve the health of communities across North Carolina while exposing potential future doctors to the impact that a primary care physician can make in a community.

“We believe that by showing our fellows the best of rural and community-based primary care, we can encourage the next generation of primary care physicians to think more broadly about where their career in medicine can occur,” Steptoe said.

In other areas of the country, groups are looking to improve rural care as well. Universities are teaming up to launch and jointly operate new medical schools. Last week, Arkansas State University rededicated Wilson Hall as the home of a new college of osteopathic medicine, which will be run by the New York Institute of Technology. It's NYIT's second med school site. “We train students in big metro areas. Is it really a surprise that they don't want to leave those areas?” says Dr. Shane Speights, associate dean of clinical affairs at the new NYIT location in Arkansas.

Jason deBruyn
Staff Writer
Triangle Business Journal