

Report to the Truist Center for Leadership

The Brody School of Medicine Distinction Track Program

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1. Needs or Opportunities

The health care system is undergoing a major, disruptive change at a rapid pace that will fundamentally change care delivery, financing, regulations, and patients and payor expectations. To respond to these challenges, physicians are being called upon to lead the transformation of the system. Unfortunately, many of the skills and capacities for providing leadership have been absent in the medical education system. This transformation of the health care system goes far beyond just care delivery; it impacts the medical educational system, research programs and community engagement. All of these areas are ready for physician leadership. In fact, regulatory and accrediting bodies such as the Association of American Medical Colleges and the Accrediting Council of Graduate Medical Education have specifically incorporated leadership competencies into their standards.

The Brody School of Medicine (BSOM) is positioned to enhance the development of the skills, capacity and competencies of selected students through participation in paracurricular longitudinal Distinction Tracks (DT). The programs and year of first student acceptance are:

- Health System Leadership and Transformation (LINC) - 2015
- Medical Education and Teaching (MED) - 2016
- Research (RDT) - 2015
- Service Learning (SL) - 2016



Diagram A. Program Design

2. Defined Aims

Each of the four programs have unique content and learning objectives, but they use a similar adult learning theory model, emphasizing experiential learning and mentored project completion. In this report we will focus solely on the component embedded in all of the programs - development of leadership capacity, which is the mission supported by the Truist Center for Leadership Development. In each of the programs, the specific capabilities and competencies may be taught using a different activity or experience, but there are some unifying transformational leadership themes across the distinction track programs.

These themes include:

- Leading Self
- Leading Others
- Becoming a Change Agent

Each program can accept up to 10 students a year, who are competitively selected from applications at the end of the first year of medical school. Each scholar begins their program by participating in an 8-week summer immersion. During this time the scholars will pursue their individual content area of interest. Depending on the particular track, this education may involve formal course work, lectures, small group sessions, independent learning, and experiential activities. During this summer, they will also begin to develop their leadership capabilities and skills. Following the summer immersion, all scholars will be paired with a faculty mentor to develop and complete a 3-year longitudinal project. Depending on the DT, these may be a research project, curricular development, service activity, or quality improvement project. During the longitudinal component over years 2-4 of school, students will have regular meetings where they will discuss project progress, receive additional didactic or experiential learning. Each scholar will participate in a two-week Capstone during the fourth year of school. It is the expectation that all students will complete their project, present their findings, and prepare a manuscript for submission. Upon successful completion of all program requirements, the students will be recognized and graduate with distinction.

Leading Self. A foundation of any leader is an awareness of one's own beliefs, motivations, capacities, and competencies. Developing this insight is important for each student as they develop their leadership capabilities. Skills for this area include the ability to understand self-motivation, empathetic listening, and appreciation of other points of view and personality styles.

Leading Others. Since health care is provided through teams, skill development in leading others is an important objective of the programs. All students will participate in a longitudinal project. Through this activity they will learn, team science, to work with others toward a common goal, learn to balance the paracurricular track work with their primary studies, and learn to negotiate and manage conflict with others. Integral to team functioning and success are effective

communication skills. We develop skills in communication through writing, small and large group presentations and giving and receiving feedback.

Becoming a Change Agent. A final leadership theme and capability is becoming a change agent and representing the institutions. Students participate in several activities which help with skill development of professional identify, public speech and discourse and service to the community. Integral to this becoming a change agent is understanding systems of care.

3. Logic Model

See attached

4. Activities:

Collectively, the DT use a combination of didactics, experiential activities and reflection to teach the skills and develop individual capacities. In this report we will describe a sample of the types of activities used for the various leadership themes.

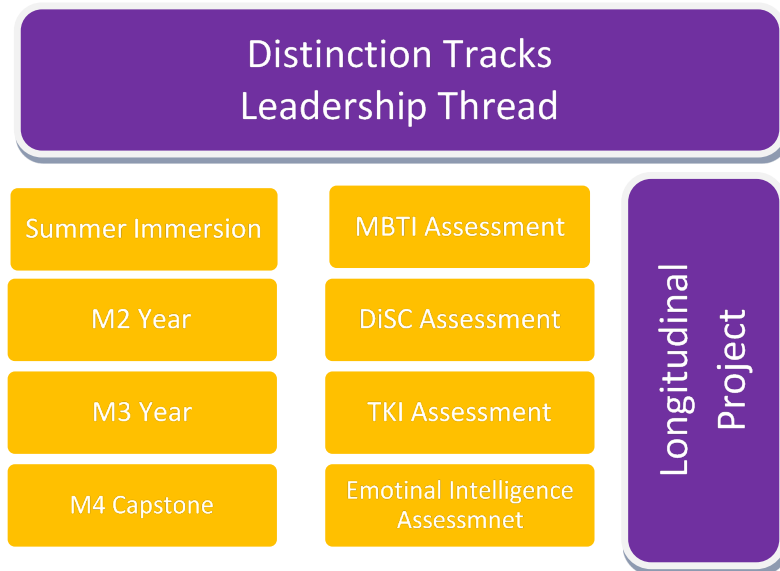


Diagram 2. Leadership Assessments

Leading Self

In the theme of leading self, one of the activities involves individual assessments of student using the Myers-Briggs Type Indicator to assist students in exploring their own personality preferences and how to utilize this recognition to interact with various personality types. This activity was facilitated by our partners at ECU Health. Each of the DT students also completed a self-assessment of Emotional Intelligence. They were then led through a discussion of the testing, their individual responses and how to use this information in their professional development.

Many of the activities in each of the DTs are done in small groups and are highly interactive. In these settings, students must learn how to interact in professional manner, sharing and discussing controversial topics while maintaining civility and mutual respect. One example is an activity related to health policy. In this activity, two students selected a current political issue (ex. Medicaid expansion, certificate of need laws, required motorcycle helmets) and debated the merits for or against the issue in front of their peers who would then ask questions. In some instances, the student argued a position that was not their individual opinion. In this manner, they were able to appreciate and argue an opposing position.

In the service-learning track, the students did an activity to explore their personal values against institutional values. They discussed the intersection and conflicts that may arise in community activism and how to manage these issues.

Leading Others

All students participate in a longitudinal project involving some type of team. This experience reinforces the concepts of team science, team formation, team-work, and collaboration. Students must negotiate division of work, authorship, and engaging others in the work product.

One activity, facilitated by our partners at ECU Health, is the individual DiSC assessment session. In session, students learn and explore the various behavior styles identified by the assessment. Students debrief their assessment reports as guided by the facilitator and receive constructive methodologies to enhance professional relationships to lead effective teams.

Communication is a critical skill across all leadership domains, but particularly in leading others. Although many students present their longitudinal projects at regional and national forums, all students present either a poster or oral format as part of the Capstone block. They received both didactic information and the opportunity of individual coaching from distinction track leadership, mentors, and faculty.

Another important capacity of a leader is the ability to give and receive feedback. These skills were improved through several activities. Students give regular feedback to each other on their projects, presentations and through informal 360 evaluations. Students give formal and informal feedback to DT program leadership.

Becoming a Change Agent

By the nature of the DTs, all students strive to change the environment around them, whether it be the educational curriculum, discovering new knowledge, service learning within the community or improving care delivery in the health care system.

In the LINC program, student participate in a quality improvement project in the authentic clinical environment. In addition to learning the underlying science of quality improvement, the student help lead system innovation. For example, these projects improved screening for diabetic retinopathy and neuropathy, access to long term contraceptive use, prevent complications in

neonatal babies and many others. These projects have made meaningful improvements in both the ECU and Vidant clinics.

One activity during the third year is a session using the Thomas-Kilmann Instrument which assesses tools for dealing with conflict and change. Prior to the session, students complete an individual assessment. Students reviewed their individual assessment and a facilitator led a guided discussion about making meaning and incorporating the information into the formation of their professional identity.

In the MET program, students design and execute a longitudinal medical education research project (MERP) aimed at improving teaching and learning of students within the curriculum, innovating instructional methods and activities, and addressing opportunities to increase foundational knowledge and enhance the development and application of clinical skills among learners. These MERP's have created alternative avenues of learning core basic sciences content by introducing targeted videos to supplement dissection efforts, provided additional training to increase student ability to identify and address patient communication errors that occur in clinical settings, and developed learning sessions to positively impact a student's ability to manage conflict in interprofessional healthcare team settings.

In addition to the Truist Center for Leadership Funding, there is considerable financial and administrative support from the BSOM. State teaching dollars are used to fund DT leadership, and faculty mentors. BSOM allocates permanent, recurring funding for administration and operational support. In addition, there are 5 ECU Foundation Accounts to help support the DTs for items such as curricular activities, student travel and research projects.

5. Implementation Fidelity, Quality and Outputs

Fidelity: All DT's undergo ongoing modifications based on feedback from the participants. Recognizing the value of in-person session, most of the programming had moved back to this format. For appropriate session, a hybrid format was used to allow remote participation for students on away rotations and when the content was suitable. Student attendance at each activity is monitored by each track leader.

Fidelity is measured as students are also required to submit regular progress reports in our learning management system which allows tracking of project completion. Our standard operating procedure specifies that any unexcused absence or failure to submit the required reports results in disciplinary action which could include dismissal from the DT. We do have a mechanism for due proves to appeal a dismissal. Students must maintain normal academic standing to continue program participation.

Quality. All DT programs perform end of the year and program annual evaluations. All show consistent positive response for the sense of community, skill development in their individual content areas and preparation for residency interviews. The formal leadership assessments are felt to be very valuable. There was feedback that the individual sessions could be shorter in duration. The DT's have been successful in the development of individual successful projects

that have led to improved clinical care, educational advances, creation of new knowledge and community impact. While students may not explicitly recognize that leadership skills are necessary for successful completion of their projects, they develop and demonstrate skill development over the course of the programs.

Outputs.

The collective scope of the DTs includes many students, faculty members and departments across the institution. In the academic years 2021-2023 the programs included:

| Academic Year | Health Systems Leadership and Transformation | | Medical Education and Teaching | | Research | | Service Learning | |
|-----------------------------------|--|-------|--------------------------------|-------|----------|-------|------------------|-------|
| | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 |
| Longitudinal Participants (M2-M4) | 26 | 23 | 20 | 20 | 30 | 28 | 20 | 20 |
| Capstone participants (M4) | 9 | 10 | 7 | 5 | 5 | 10 | 7 | 5 |
| # Departments with mentors | 7 | 8 | 7 | 6 | 13 | 11 | 7 | 6 |
| # Unique mentors | 16 | 17 | 12 | 11 | 23 | 24 | 12 | 11 |
| # Longitudinal sessions (M2-M4) | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 |

Table 1. Outputs



TRUIST leadership success story

Gary Allen

An ECU medical student learns the value of flexibility and communication in leadership

Brody School of Medicine LINC Scholar



beginning the journey

Coming into East Carolina University, Gary Allen had a laser focus on being a part of the LINC distinction track. Gary took three gap years after graduating from UNC Chapel Hill. During that time, he worked as a medical scribe in a primary care outpatient office. He would eventually move into a quality metrics/improvement role in the same office.

new avenues to leadership

After choosing to attend ECU for medical school, Gary knew that he would benefit from what LINC had to offer. He describes sometimes feeling like “a bull in a china shop” in his role in quality improvement. He oftentimes found himself spinning his wheels or feeling as if he was being ineffective. Gary felt as if LINC would give him an educational foundation and the training to rid him of those feelings.

A broadened perspective

Gary has a new appreciation of what being a leader truly is. “Leaders aren’t necessarily the smartest people in the group, they’re just the people that are able to get the group to a better place,” he says. He explains the importance of being open and flexible in team settings and understanding that everyone has valuable contributions to offer, it just may take a leader to get it out of them.

With that, flexibility and communication are the two cornerstones of teamwork to Gary. Being rigid in how to approach a particular problem discourages other people to voice their perspective, a problem that Gary strives to avoid.

his testimonial

“The Health Systems Transformation and Leadership Distinction Track gave me priceless training on how to be an effective change agent within our complex healthcare delivery system. The self-awareness, flexibility, and knowledge I gained as a LINC Scholar will make me a better physician for my patients, students, and other clinicians on a daily basis the first day of my medical residency.”

understanding the change process

The eight-week period of formal training in health care systems science helped Gary gain his new perspectives on leadership. Researching international healthcare systems, speaking with leaders in healthcare, completing a project on healthcare in rural communities, and learning about health policy all broadened his view of healthcare, reinforcing the importance of effective communication and flexibility.

Throughout these experiences, Gary was able to speak with North Carolina congressmen and women, the dean of the medical school at ECU and CEO of Vidant Health, the chief medical officer at Vidant, and many others who influenced his changes of perspective.

the lasting impacts

Gary has further earned the values of flexibility and communication since being part of the LINC program, meeting the expectations he set from the beginning. He says that now instead of being the bull in the china shop, he is more of a ballet dancer, “knowing how to avoid all the dishes and stuff.”

continuing the journey

As an intern in his residency program, Gary strives to work cohesively on his team with other interns and a senior resident. When it is his turn to act as senior resident, he plans to use his knowledge about teamwork to train better doctors by not only showing them how things are done, but being open to how they do things.

Evidence of Impact

Impacts During Participation:

Throughout the program, participants present their projects to faculty mentors, peers, and the community. Students give poster and oral presentations of their work at the end of the summer immersion, the Unified Quality Improvement Seminar, Medical Education Program, regional, and national meetings. Some of these opportunities to present involve competitive or peer-reviewed process for acceptance. Many of the participants submit and have abstracts and manuscripts accepted for publication. See Tables 2 and 3 for more information on the program's impact.

| | Health Systems Leadership and Transformation | | Medical Education and Teaching | | Research | | Service Learning | |
|---------------|--|-------|--------------------------------|-------|----------|-------|------------------|-------|
| | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 |
| Academic Year | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 |
| Presentations | 11 | 13 | 11 | 17 | 26 | 36 | 6 | 13 |
| Manuscripts | 1 | 3 | 0 | 2 | 23 | 24 | 2 | 7 |
| Grants funded | 0 | 0 | 0 | 0 | 4 | 12 | 3 | 1 |

Table 2. Impacts

Selected other notable achievements collected through program evaluation, feedback sessions, and required reports:

| Health Systems Leadership and Transformation | Medical Education and Teaching | Research | Service Learning |
|---|--|--|--|
| <ul style="list-style-type: none"> • Won several awards for poster and oral presentations at the Unified QI symposium • Led or participated in numerous QI projects | <ul style="list-style-type: none"> • Provided > 2500 hours of educational contact • Integrate adult educational certificate into program requirements | <ul style="list-style-type: none"> • National award for research essay contest • Student elected to national research leadership position (American Physician Scientist Association) | <ul style="list-style-type: none"> • 13 students inducted into ECU Service Society • >500 service hours annually • Self-organized multiple events – Meals on Wheels, greenway clean up, homeless shelter project |

Table 3. Notable Achievements

Post-participation Impacts:

Following the impact of students after medical school graduation is an ongoing effort. We have developed and are using a post-graduation survey for past participants. Our response rate has been fair, but we are analyzing the responses to look for long-term impacts. We have some

anecdotal information on individual participants demonstrating this impact. For example, several students became Chief Residents of their program, one was selected to serve on the board of the state professional association. One of the MET graduates has developed a geriatric curriculum in the residency program. One RDT student used the grant funding to apply for and receive a grant during residency. A SLDT comment indicated that the training helped her understand and relate to the underserved community in her residency.

Impacts of Products Created:

The development and evolution of the DT's has created lasting institutional impact. For the student participants, it has contributed significantly to the development of content specific learning communities, enhanced their professional identity, and enhanced their residency program applications. In addition to the previous established Medical Student Research Day, the DT contributions have enhanced the development of the annual Unified Quality Improvement Symposium and Medical Education Day. Student participation from the DT's in these programs have enhanced the academic output from BSOM for both students and faculty. Student projects have frequently won award at these events.

In addition to the impact on individual students, the DTs have contributed significantly to the institution. The LINC program has produced many improvement projects that have enhanced the health outcomes of patients throughout both ECU Health and ECU Physicians. These initiatives have contributed to helping achieve the quadruple aim of lower costs, better outcomes, enhanced patient experience and staff satisfaction. MET has contributed to the development of enduring curriculum to enhance the medical school experience. RDT has contributed to the discovery of scientific knowledge and grant funding for the institution. SL has contributed to community relationships and projects to positively improve our community and create student activism.

6. Lessons Learned

Moving past the COVID pandemic all tracks have integrated a hybrid approach to learning. DT leaders have been able to modify the curriculum to efficiently balance the needs of in-person educational activities with virtual learning. While the long-term impact is yet to be determined, our programs and students continued to succeed. With a growing number of graduates from the DTs, the scale and impact of BSOM will continue. Our graduates have achieved leadership positions in professional organizations, administrative positions, fellowships, and in the clinical environment.

Recognizing the importance for ongoing impact reports for Truist Center for Leadership and other stakeholders, we are working to improve and streamline our reporting infrastructure. We are working with the BSOM Office of Data Analysis and Strategy to develop automated reporting, database management and dashboards to track program outcomes and impacts.

The LINC program is undergoing a leadership change as the past directors have assumed other leadership positions. A new director has been identified and will work with past directors to

ensure a smooth transition. The BSOM representative to the Truist Leadership cohort will also transition to Dr Jennifer Crotty. Shen has participated throughout the year and will be an asset to the Truist cohort.

Finally, we continue to evaluate tools to measure leadership skill development in the near and long-term. Although we believe and witness evidence of enhanced leadership skills development and capacity, measuring this impact has proven elusive. This is an on-going area of focus for our program leadership. We appreciate the opportunity to collaborate with the other Truist Leadership Center directors and programs to share information and develop more robust outcome measures.

The Brody School of Medicine Distinction Track Scholars Program 2022-2023

Goal: Develop twenty-first century physicians prepared to lead the US healthcare system, including ongoing changes in one area of specialized content area: care delivery, the medical educational system, scientific discovery, and community engagement.

Leadership Competencies Targeted: Leading Self, Leading Others, Becoming a Change Agent

Who Participates:
Each of 4 tracks can accept up to 10 students a year, who are competitively selected from applications at the end of the first year of medical school.

Activities:
Students selected into one of 4 Distinction Track Scholars Program tracks (year started):

- Health System Leadership and Transformation (LINC) – 2015
- Medical Education and Teaching (MED) – 2016
- Research (RDT) – 2015
- Service Learning (SL) – 2016

Eight-week summer immersion after M1 year including formal course work, lectures, small group sessions, independent learning, and experiential activities.

Scholars paired with faculty mentor to develop and complete a 3- year longitudinal project (e.g., research, curricular development, service activity or quality improvement project).

Students have regular meetings where they discuss project progress and participate in additional didactic or experiential learning.

Scholars complete two- week Capstone during the fourth year of medical school. Students present their findings and submit a manuscript or portfolio. Upon successful completion students are recognized and 7graduate with distinction.

Outputs:

- 121 participants
- 135 Presentations
- 21 manuscripts
- 41 quality projects
- >2500 hours of teaching
- 6 grants funded
- 97 unique faculty members

Which Will Change Participants in These Ways (short-term):

- Increased understanding of leadership and their own leadership style and philosophy
- Greater confidence in leading, more nuanced understanding of when to follow
- More strategies for leading within hierarchal systems
- Skills for working with individuals from different backgrounds

Which Will Change Participants in These Ways (short-term):

- Students who undertake leadership positions during medical school
- Improved learning environment with greater empathy and student well-being
- More sophisticated understanding about the healthcare system compared to peers
- Improved professional identity
- Master public speaking and discourse skills
- Measure the impact of their efforts
- Increased leadership toolkit development
- Understand self-motivation
- Understand and collaborate in team settings
- Understanding of emotional intelligence and their personal EQ

Which Will Lead to (long-term):

Care Delivery

- Leaders who achieve the quadruple aim: better care, lower costs enhanced patient experience improved clinician experience

Medical Education:

- Innovative educators to prepare students as lifelong learners

Scientific Discovery

- Leaders in the discovery of new knowledge

Community Engagement

- Leaders who work collaboratively to improve the health of medically underserved and marginalized populations through activism and community engagement.

Acct Pool Summary by Fund

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[Click Fund for Personnel Snapshot](#)

| Fund | Orgn | Type | Account Pool | Account | As of 8/7/2023 | | | |
|------|---------------|------|--|---|----------------------|----------------------|--------------------------------------|------|
| | | | | | 2022 YTD Activity | 2023 YTD Activity | 2024 YTD Activity Encumbrances | |
| | | | 72000-Supplies Budget Pool | | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | 73000-Purchased Contractual Svcs Pool | | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | EXPENDITURES | | 0.00 | 0.00 | 0.00 | 0.00 |
| | 660201 | | EHH BSOM Academic Affairs | | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | 50711-Oth Supporting Revenue | | -20,000.00 | -20,000.00 | 0.00 | 0.00 |
| | | | REVENUE | | -20,000.00 | -20,000.00 | 0.00 | 0.00 |
| | | | 72000-Supplies Budget Pool | | 1,691.87 | 2,185.77 | 0.00 | 0.00 |
| | | | | 72110-Office Supplies | <u>32.08</u> | <u>0.00</u> | <u>0.00</u> | 0.00 |
| | | | | 72150-Food Products | <u>55.20</u> | <u>18.17</u> | <u>0.00</u> | 0.00 |
| | | | | 72160-Clothing Uniforms | <u>890.09</u> | <u>274.90</u> | <u>0.00</u> | 0.00 |
| | | | | 72181-Educational Supplies | <u>0.00</u> | <u>1,892.70</u> | <u>0.00</u> | 0.00 |
| | | | | 72205-Books | <u>714.50</u> | <u>0.00</u> | <u>0.00</u> | 0.00 |
| | | | 73000-Purchased Contractual Svcs Pool | | 10,682.73 | 16,563.04 | 3,007.03 | 0.00 |
| | | | | 73040-Service Agreement Food Service | <u>0.00</u> | <u>3,060.88</u> | <u>283.08</u> | 0.00 |
| | | | | 73061-Communication Services | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | 0.00 |
| | | | | 73078-Stipends | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | 0.00 |
| | | | | 73088-Vidant Current Services | <u>0.00</u> | <u>2,263.00</u> | <u>0.00</u> | 0.00 |
| | | | | 73089-Other Current Services | <u>0.00</u> | <u>700.00</u> | <u>0.00</u> | 0.00 |
| | | | | 73095-Acknowledge and Recognition | <u>5,807.21</u> | <u>5,013.06</u> | <u>1,722.16</u> | 0.00 |
| | | | | 73105-Food and Food Services NonTravel | <u>4,875.52</u> | <u>5,526.10</u> | <u>1,001.79</u> | 0.00 |
| | | | | 73115-Sales Tax Paid By Foundations | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | 0.00 |
| | | | 73200-Travel Budget Pool | | 202.50 | 128.64 | 0.00 | 0.00 |
| | | | | 73200-Travel Budget Pool | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | 0.00 |
| | | | | 73211-In State Transportation Ground | <u>0.00</u> | <u>128.64</u> | <u>0.00</u> | 0.00 |

| Fund | Orgn | Type | Account Pool | Account | 2022 | 2023 | 2024 | |
|---------------|------------------------------------|------|---|--|------------------|------------------|-----------------|--------------|
| | | | | | YTD Activity | YTD Activity | YTD Activity | Encumbrances |
| | | | | 73552-Out of State Registrations Fees | 202.50 | 0.00 | 0.00 | 0.00 |
| | | | | 73554-Nonemployee Travel Registration | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | 73400-Current Services Pool | | 1,784.28 | 2,924.25 | 0.00 | 0.00 |
| | | | | 73481-Printing and Binding | 1,515.54 | 2,924.25 | 0.00 | 0.00 |
| | | | | 73493-Promotions | 268.74 | 0.00 | 0.00 | 0.00 |
| | | | | 73562-Other Employee Educational Expense | 0.00 | 0.00 | 0.00 | 0.00 |
| | | | 73700-Other Expenses and Adjustments | | 0.00 | 391.06 | 0.00 | 0.00 |
| | | | | 73732-Subscriptions | 0.00 | 391.06 | 0.00 | 0.00 |
| | | | EXPENDITURES | | 14,361.38 | 22,192.76 | 3,007.03 | 0.00 |
| | 660209 | | EH BSOM Acad Aff Distinction Tracks | | -5,638.62 | 2,192.76 | 3,007.03 | 0.00 |
| MT7035 | Leadership Enhancement BSOM | | | | -5,638.62 | 2,192.76 | 3,007.03 | 0.00 |

| | | | | | | | |
|--------|--|--|--------------------------------------|-------------------|-------------------|-------------------|-------------------------|
| MT7035 | | | 10010-Claim on Cash | 26,963.83 | 26,777.46 | 23,770.43 | Debit is Normal |
| MT7035 | | | FGITBSR Current Fund Balance: | -26,761.33 | -24,568.57 | -21,561.54 | Credit is Normal |