ABSTRACT
Over the last decade, population trends indicate a rapidly expanding Latino population in the United States. Unfortunately for these potential patients, the number of Latinos graduating from medical schools has remained stagnant since 2002; a trend that has and will continue to lead to social/cultural barriers in the practice of medicine. In order to provide better healthcare for communities around this country, it is imperative that this discrepancy be corrected. Our program, CASCADE (Creating Access for Students Committed to Addressing Disparities and Equity) will focus on combining mentorship and education to increase interest in medicine in underrepresented (URM) high school and college students. We believe that this initiative will eventually help increase the number of URM students enrolling and graduating medical school. Our area of focus is The Greater New Brunswick area, a region reported to have a population that is 49% Latino and 16% African American.

BACKGROUND
The Growing Health Disparity
- The Pew Research Center shows a changing demographic in the United States where the Hispanic/Latino population will be the majority by 2050
- The number of US educated and trained Hispanic/Latino doctors has not increased in number since 2002 when the AAMC began collecting data
- Fewer Black man in medical school in 2014 than in 1978
  - 1978: 1,410 applicants; 542 enrolled
  - 2014: 1,337 applicants; 515 enrolled
- Decreased quality of care
  - Identifying with the Hispanic/Latino Culture (Religious beliefs and food)
  - Communication Barrier

METHODS
Increasing URM Medical Students Interest in Academic Medicine
- Invited medical students of all.Races and ethnicities to come help teach the workshops
- Instructed them on the goals of the workshop that day
- Gave students freedom of range to teach how they wanted as long as the goals were met
- Filled out a survey after teaching

The CASCADE Classroom Experience
- Held interactive workshops
  - O,P,Q,R,S
  - Cardiac, Neurology, Pulmonology Clinical Skills
  - Anatomy Lab
- Encouraged team based learning
- Assisted medical students in teaching complicated medical jargon in laymen’s term
- Motivational speeches and life stories were shared
- SAT tutoring for high school students

COMMUNICATION
Staying in communication with our past scholars
- Always gave out our contact information
- Mentor-Mentee relationship is a two-way street
- Blast and personal emails to keep an open line of communication

SUSTAINABILITY
- Embedded our community program into an existing and established community program
- Linked the community, the local High School, the local University and the local Medical School
- Linked the program with electives in the school that require a community service component to be completed, to recruit medical student to assist with the weekly didactics

CONCLUSIONS/FUTURE DIRECTION
- Data suggests increasing student interest after each clinical skills session
- The starting point for pre-interest was also steadily increasing as the program moved along
- CASCADE assists medical students with patient communication skills
- CASCADE shows that early exposure to interest increases interest in an academic career
- CASCADE demonstrates that having mentors closer in age and of similar ethnicity/race is beneficial to the mentor protegee relationship
- Further study is warranted to increase sample size
- Expand program throughout the state of NJ by using the local medical school’s LMSA and SNMA chapters
- Continue to spread the mission of CASCADE into residency
- Expand using avenues and programs that are already established

The Sustainability and Expansion of a Community Project Into The Residency Years
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