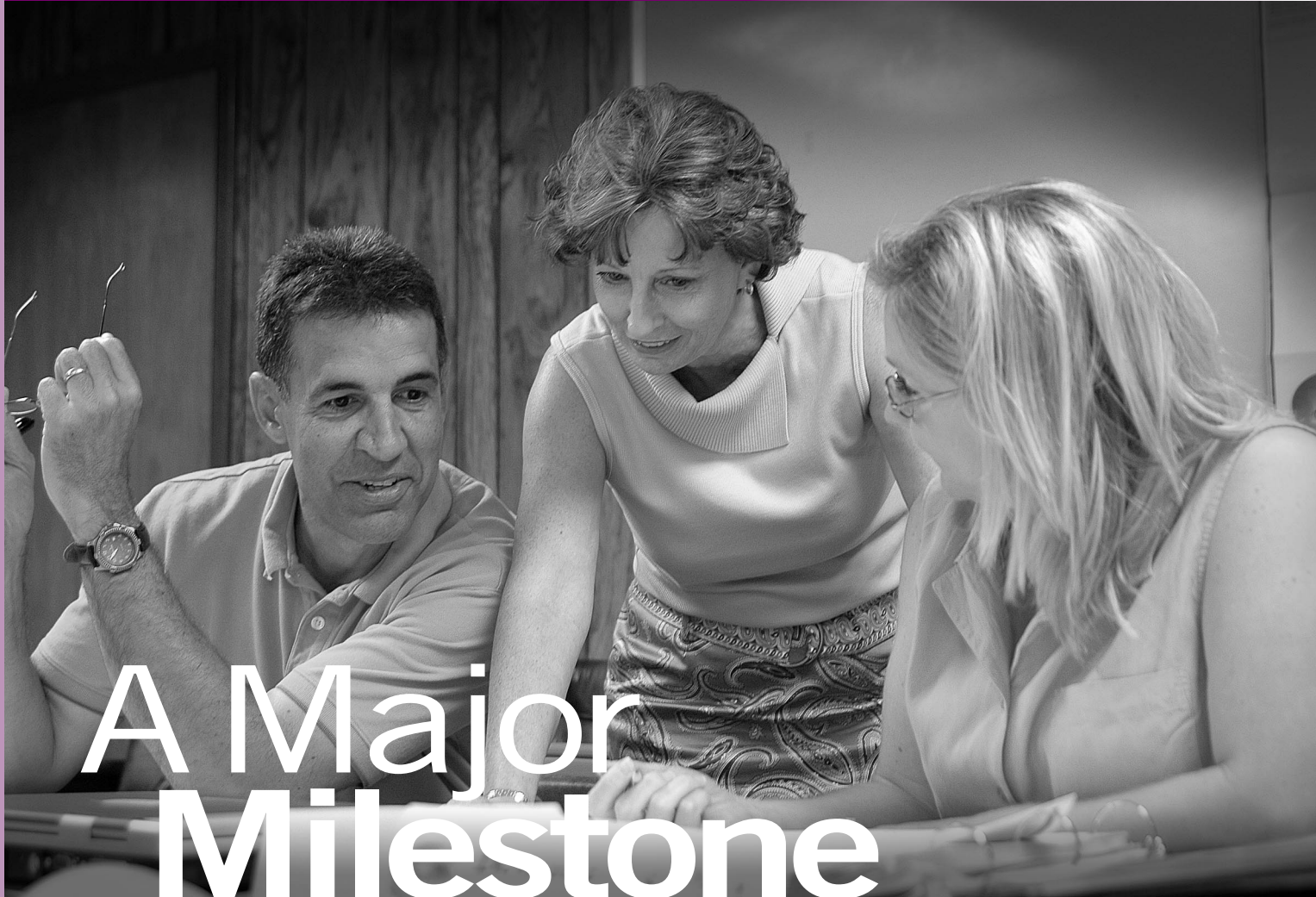


@HEALTH & WELL-BEING ISSUE

A PUBLICATION OF THE RAPIDES FOUNDATION SUMMER 2005

FOCUS: SYSTEMIC INITIATIVE IN EDUCATION



A Major Milestone

*Diane Marcantel (standing), Allen Parish personnel/school improvement supervisor and district liaison for the Systemic Initiative with teachers Carlos LaFargue and Erica Barnett at a **Power Up with Power Standards!** seminar.*

The Rapides Foundation's Education Initiative reached a major milestone in the 2004-05 school year. It marked the end of a majority of the school level grants and the beginning of our work at the district level; a transition to what we call the Systemic Initiative in Education.

The Foundation's first grants in education were awarded in 1999 to individual schools in three cycles – schools in each cycle, or group received five year grants which were renewed yearly. Over 100 Central Louisiana schools received these grants. The grants focused on improving student performance through enhanced professional development of both teachers and administrative staff.

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Systemic Initiative in Education

Milestone

(continued from page 1)

"But we knew that as these schools pursued the objectives of their work we would need to develop a vehicle that would allow them to continue their progress once their grant cycle ended," said Joe Rosier, The Rapides Foundation's President and CEO. "The school district in each parish is at the heart of any meaningful and sustainable educational reform if it is to be sustained over the long term, so it was imperative that our efforts continue there."

With the guidance of the Foundation's Education Initiative consultant Dr. Kenneth Tewel, the Systemic Initiative was developed in collaboration with the district superintendents as advisors. When the Cycle 1 school grants came to a close last year, each of the nine school districts involved stepped in with a comprehensive plan of action tailored to fit the needs of all the schools in their parish, not just those that had received the Foundation's school grants.

The Systemic Initiative is certainly working in Allen Parish, which has 12 schools and 4,121 students. "We have worked from the get-go with all the schools in our system," said Diane Marcantel, Allen Parish personnel/school improvement supervisor and district liaison for the Systemic Initiative. "We have also made sure

we supported what the schools had done with their original Rapides Foundation grants, which dealt with improving student performance through enhanced professional development."

Marcantel believes the parish is able to meet its academic goals faster because of the Systemic Initiative. "The additional resources have accelerated our ability to improve student performance and achieve our professional development goals. We've always had them. We knew that teachers had to learn new and more effective strategies; had to constantly grow and change and be flexible in order to meet the changing needs of their students. And with these added funds we are able to support the goals that Allen Parish had all along. We would not have been able to do it without the Systemic Initiative."

As Louisiana continues to make more demands on schools with its accountability program, and the federal No Child Left Behind Act adds its mandates to each district's responsibility, adapting quickly to change is a must. "Time is of the essence," said Marcantel, "because accountability doesn't just slow down and wait for you to catch up. I mean it's moving. Now we're better able to handle the change."

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Diane Marcantel (standing), Allen Parish personnel supervisor with teacher Cassandra Bias at a **Power Up with Power Standards!** seminar.

"The school district in each parish is at the heart of any meaningful and sustainable educational reform if it is to be sustained over the long term, so it was imperative that our efforts continue there."

*Joe Rosier, President and CEO,
The Rapides Foundation*

Systemic Initiative in Education

(continued)

And the Allen Parish district's ability to enact change is reflected in their schools' progress. At Kinder Middle School (grades 6-8) which received a five year Foundation grant beginning in 1999, an intensive plan for adult learning has led to what are referred to as **Professional Learning Communities (PLCs)**. According to the school's principal Tracey Odom, "We have teams of teachers that meet together every day and they examine student work. They help each other with improving classroom instruction in the basics. They meet in content area groups and they also meet as grade level groups. This gives us a very unified group of people who are all on the same page. I think with the Systemic Initiative being parishwide it has helped put us all on the same page so that our work is compatible through the grades and we are all moving in the same direction."

All the efforts of this united front are geared to improving student achievement. For Kinder Middle this means developing better student assessment tools. "Our school's specific goal for next year is to use our comprehensive curriculum and begin shaping assessments so we can start to monitor our students throughout the year before they actually have to take the LEAP and the iLEAP. We want to make sure they're acquiring each of the skills necessary to be successful on those tests," said Odom. (The iLEAP will include tests in English, Math, Science, and Social Studies at grades 3, 5, 6, and 7. At grade 9, iLEAP will include English and Math only. Like LEAP, scores will be reported in terms of the state's achievement levels, such as Basic, Mastery, or Advanced. In addition, the tests may yield norm-referenced scores on a limited basis.)

Professional Learning Communities are also an important element of the Systemic Initiative in Winn Parish with its eight schools and 2,752 students. Jan Anyan is the technology specialist for Winn Parish, as well as district liaison for the Systemic Initiative. "The focus of our Systemic Initiative effort has been on the development of PLCs as our strategy for improving student



Principal Tracey Odom (left), and Susan Wilhelmi, Building Resource Coach at Kinder Middle School work with student Mary-Alaina DeWees during teaming time.

achievement through this effort. We had already begun to function with Professional Learning Communities through The Rapides Foundation grants to schools so it was a natural transition."

Winn Parish, like Allen, will concentrate next year on locally developed and standardized performance student assessment instruments. "We're really going to build on what we have. Now that we have the state model curriculum in hand, we're going to have to really hone in on our common assessments so that what we teach is aligned with what is expected," said Anyan. "We want to make sure that when we do an assessment on a student that we're really assessing true student learning. We also want to assess often so that we know the things that we're teaching are actually being learned, and we're going to spend a lot of time next year focusing on interventions. We also want to do it

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Systemic Initiative in Education

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in a timely way so that we get ongoing feedback about what children are learning. We don't want to have to do remediation at the end when the results of standardized tests come back; we want to intervene as the students are having difficulty in learning."

Through the Systemic Initiative, the school districts of Central Louisiana will continue to

grow, and progress, and build on their accomplishments. It is a major milestone indeed, not only for The Rapides Foundation, but for the schools and districts of Central Louisiana whose efforts are reshaping the educational experience for our young people and preparing them for the future.

"We had already begun to function with Professional Learning Communities through The Rapides Foundation grants to schools so it was a natural transition."

Jan Anyan, Technology Specialist, Winn Parish School Board



L to R: (seated) Jane Griffin, Principal, Winnfield Senior High School, Robin Potts, Principal, Dodson High School, Al Simmons, Principal, Winnfield Intermediate School, and Jan Anyan, Technology Specialist/Grant writer.

From Foundation Grants To The Systemic Initiative



Deborah Mayo, principal of Jena Elementary School, observes students during an activity/reward party.

A Seamless Transition

LaSalle Parish is unique in that all nine of its schools have received five-year grants from The Rapides Foundation. Two of those schools, Jena Elementary and Olla-Standard Elementary, were in the first group of schools to receive Foundation grants in 1999. Their individual school grants ended at the end of the 2004 school year – which meant they were the first schools in the parish to be shifted from receiving grants to now having their efforts funded at the district level through the new Systemic Initiative.

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From Foundation Grants To The Systemic Initiative

A Seamless Transition

(continued from page 5)

So, how successful has the grant cycle and the transition to the Systemic Initiative been for both the schools and the district itself? If you ask Deborah Mayo, principal of Jena Elementary School, you'll hear this; "Looking at the whole picture, I would say going from The Rapides Foundation school grants into the Foundation's Systemic Initiative is probably one of the most influential factors that we've had in improving student achievement. It's provided resources for us to connect with schools both within and outside of our parish and also to other states that have seen academic improvement with their students, successfully closing the achievement gap."

Mayo points with pride to the parish's performance scores as proof of their success. "All of the schools in our parish scored 95 or above on our school performance scores and that is exceptional. You don't have many parishes that have achieved that and we are very proud of our success. At the same time we are realistic. We understand that growth is continual and that we have to work hard to continue our achievements. It's not something we take for granted."

Indeed they do not. Plans are being finalized at the district level for next year that will respond to the unique needs of Jena Elementary, as well as answer the needs for the whole parish. "We've become an integral part of the entire parish," said Mayo. "We no longer function independently on a grant. Instead our parish has focused on a collaborative effort where all of our schools have come together along with administrators, supervisors and central office personnel. We understand now that it takes a team effort for our parish to achieve academic success for every child."

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Students at Jena Elementary School enjoy their activity/reward party.

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Deborah Mayo, Jena Elementary School Principal

From Foundation Grants To The Systemic Initiative



“There’s just a wealth of information you can get from those test scores, and using the data to really make a difference for students – that has come to us from The Rapides Foundation’s grant program.”

Berton Kelly, Olla-Standard Elementary School Principal

Berton Kelly, Olla-Standard Elementary School Principal, observes Teacher's Aide Tabetha Howell with students Mitchell Douglas and Katlyn Franklin.

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Over at Olla-Standard Elementary, its principal, Berton Kelly is also a firm believer that the Systemic Initiative has allowed them to continue their work begun with a Rapides Foundation school grant. He gives as an example test score data analysis: “We were one of the first schools to do data analysis; that was in year five of our grant. That project evolved and now every school does it. Now through the Systemic we are still able to do that.”

According to Kelly, data analysis has become an invaluable resource for teachers. “Before school each year we have a one or two day in-service to work on data analysis. I have teachers now that can come in and they can observe a child from the beginning of the year to the end of the year and see what progress they’ve made.”

Teachers also share this information with parents. “Here in our parish we have what we call 100 percent parent participation. Twice a year our teachers meet with every parent of every child and go over a checklist of things,” said Kelly.

“One of those things is the test data which they explain to parents, telling them their child’s strengths and weaknesses and what they plan to do to help. Then from that we do remediation and enrichment derived from those scores. There’s just a wealth of information you can get from those test scores, and using the data to really make a difference for students – that has come to us from The Rapides Foundation’s grant program.”

At the district level the Systemic Initiative funds many of the educational activities at both Jena Elementary and Olla-Standard Elementary and some at other schools in the parish even though they are still under the Foundation’s school grant program.

Sylvia Norris is LaSalle’s middle school supervisor. She is also the district liaison for the Systemic Initiative. “We’re a close knit parish. We see each other on a regular basis and communicate all the time.”

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From Foundation Grants To The Systemic Initiative

A Seamless Transition

(continued from page 7)

She says funding from The Rapides Foundation was used in a myriad of ways to improve education in LaSalle Parish; projects involving parental involvement, and data analysis described on page 7 by Principal Kelly, as well as administrative leadership, staff development and meetings for two parish education committees which evolved from the Foundation's Educators Leadership Institute (ELI).

There were also book studies where administrators met to discuss the merits and pertinence of books they had read on school administration. A collaboration with Winn Parish was developed to exchange ideas and to share the successes and failures of programs within each parish.

Next year when three more LaSalle Parish schools will transition to being funded only through the Systemic Initiative, much of what has been done this year will be continued. A major new component will be adapting the "Write Track" program to focus on writing skills. Rather than having to hire outside consultants, LaSalle Parish will be taking advantage of the knowledge and expertise gained by teachers in Vernon parish who used this program over the past five years. This is another example of the districts pooling the knowledge they have gained.

To Norris, the Systemic Initiative has been a big plus for LaSalle Parish. "I feel that the Systemic Initiative has put us right on top of everything. Everything has worked well for us and we've seen excellent results through testing." She says the parish's eighth graders were number one for

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Sylvia Norris (seated), LaSalle Middle School Supervisor and Systemic Initiative district liaison looks over materials with Kathryn Tyler of the LaSalle Parish School Board office in Jena.

To Norris, the Systemic Initiative has been a big plus for LaSalle Parish.

"I feel that the Systemic Initiative has put us right on top of everything."

From Foundation Grants To The Systemic Initiative

(continued)

passing the state's latest LEAP test. Within that result the eighth graders were first in the math and science portions of the test, second for language arts and third for social studies. The fourth graders' scores were not as strong, but did show marked improvement.

Norris says the entire parish continues to improve. "Our parish's school performance score has been in the top ten consistently." She believes the Systemic Initiative is the stimulus for their continued success. "I think it's been great for our parish, I really do."

So does Bill Delp, Ed.D, who was the former associate superintendent in Sarasota, Florida and is now special education superintendent for Lake County Illinois Schools. As the Foundation's technical assistant for school grants to LaSalle Parish schools for almost six years, he's seen the difference The Rapides Foundation's school grants have made. "It's been like a major growth pattern. It went from individual school projects and grants to the Educators Leadership Institute bringing

some of the administrators together so that they could start collaborating to improve teaching and learning in each school. Then the expansion to the Systemic Initiative which makes the collaboration parish-wide and really extends all of what was trying to be done into one real focused area, so that the control then goes back to the entire parish and everyone within the parish can benefit."

Delp added that not only LaSalle Parish, but all of Central Louisiana is profiting from the Foundation's investment. "I just think what The Rapides Foundation did was provide a vehicle to Central Louisiana parishes to really go in and make some systemic changes; some positive steps forward to the kinds of things that will really improve student achievement."

And student achievement has and will be at the heart of The Rapides Foundation's commitment to education which they believe will, by extension, contribute greatly to the overall health and well-being of all of Central Louisiana.

"I just think what The Rapides Foundation did was provide a vehicle to Central Louisiana parishes to really go in and make some systemic changes; some positive steps forward to the kinds of things that will really improve student achievement."

Bill Delp, Ed.D, technical assistant for The Rapides Foundation

A Conversation With State Superintendent Cecil Picard

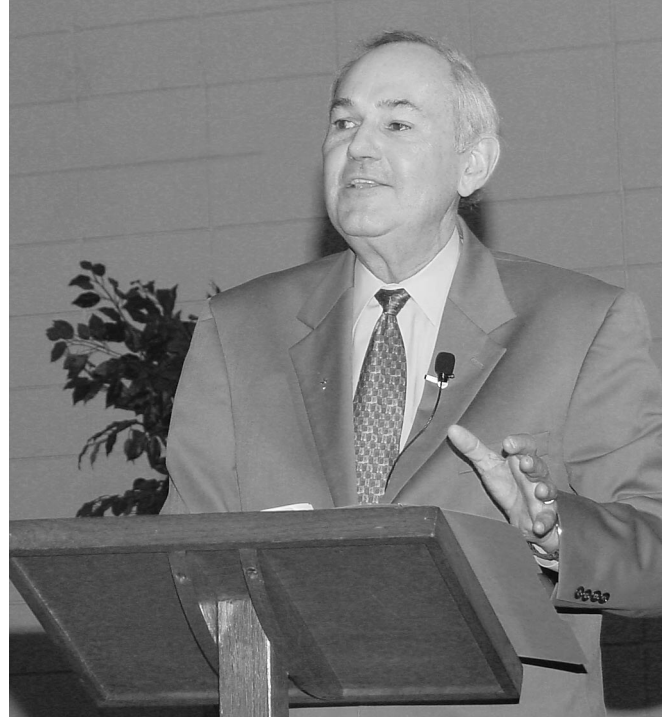
Louisiana is Making the Grade

Since the 1990s Louisiana has been working to raise academic standards. In 2004 the state's accountability program established GLEs (grade level expectations) and in April of 2005 added model curriculum that aligns to those GLEs. In the end the success of this curriculum realignment is dependent on the quality of the teacher in the classroom. The state is working to equip teachers with the strategies needed to meet these new expectations.

Q How do Louisiana's GLEs compare to other states?

A Louisiana's grade-level expectations (GLEs) were written in English language arts, mathematics, science, and social studies and further define the state's content standards in each of these areas. All content standards in Louisiana are based on national standards for each discipline as are the standards in most other states. **Therefore, our standards would be in line with any other state whose standards are also based on national standards.** When the GLEs were developed, Louisiana GLE committees studied the standards and expectations of a select group of states that performed highly on NAEP and received high marks for their content standards.

In 2005, the Fordham Foundation compared the 2004 Standards/GLEs in English language arts (ELA) and mathematics for the 49 states that have them. In ELA, Louisiana ranked 4th with an average of 3.59 out of a possible 4.0 and was one of 20 states designated as an honor roll state. Based on this average, **Louisiana was one of**



Superintendent Cecil Picard addresses the 2004 ELI group.

five states receiving an "A" with the remaining honor roll states receiving a "B." Excerpts from the report, *The State of State English Standards 2005*, note that Louisiana's "standards and expectations are strong in all areas, and its standards for literature are some of the best in the country. Its standards and expectations are clear, specific, measurable, and comprehensive."

In mathematics, Louisiana received a grade of "C" in 2005 after having received an "F" in 2000. The Fordham Foundation report, *The State of State Mathematics, 2005*, states that a "somewhat greater emphasis" on the GLE documents led to the increase in Louisiana's numerical score. It should be noted that only six states scored an "A" or "B." The Fordham Foundation has some philosophical differences of opinion with many mathematics educators in regards to the use of technology.

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A Conversation With State Superintendent Cecil Picard

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Additionally, the Association of State Math Supervisors worked with the National Council of Teachers of Mathematics under a National Science Foundation Grant during the summer of 2004 to compare the state math standards/GLEs. Louisiana was consistently in agreement with the majority of other states in terms of what students should know or do by the end of each grade.

No Child Left Behind (NCLB) did not mandate the development of GLEs in science until approximately one year after mandating these standards for ELA and math. As a result, most states are presently in the final stages of developing their GLEs for science and there have been no comparisons made at this time.

Louisiana is one of only a few states that developed GLEs for Social Studies since the development of grade-level standards in this content area has not been mandated by NCLB.



Teacher Alanna Bradford, South Polk Elementary School, is interviewed at the ELI Conference.

Q How will they help close the academic achievement gap?

A GLEs will help close the achievement gap by providing uniformity in what is taught across the state. Prior to the GLEs teachers followed locally-developed curriculum and textbooks. The GLEs specifically identify what all students should know and do based on the grade they are in, not on the school in which they are enrolled or the teacher to whom they are assigned.

The GLEs along with the state's Comprehensive Curriculum ensures access for all students. The Comprehensive Curriculum aligns with Louisiana standards, benchmarks, and the Grade-Level Expectations.

Q The federal government has set up its own educational standards and requirements in the No Child Left Behind Act (NCLB). How are Louisiana requirements aligned with the federal standards and will the federal and Louisiana standards create synergy and strengthen each other?

A The federal government established academic and assessment standards as listed on page 12. Louisiana's requirements fully meet the federal requirements in both areas. The aim of the federal requirements is to increase student achievement across the nation. The aim of the Louisiana standards/GLEs is to increase academic achievement in our state. Thus, Louisiana is doing its part in helping the federal government to meet its goal. Both are long range objectives that are meant to create significant improvement over time.

The principal requirement for standards and assessments in *The No Child Left Behind Act* is to

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A Conversation With State Superintendent Cecil Picard

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ensure that all public school students have access to a high-quality and challenging education and become proficient in the core academic subjects of reading/language arts, mathematics, and science. NCLB mandates that states develop and implement academic content and achievement standards in these subjects, and administer annual assessments aligned to the standards. Additionally, because English language proficiency is essential for academic success, states must also administer annual assessments of English language proficiency to measure and be held accountable for limited English proficient students' progress in acquiring English. Finally, states are required to participate in biennial reading and math assessments of the National Assessment of Educational Progress.

Q The Rapides Foundation has worked towards enhancing professional development for the teachers of Central Louisiana for the past six years. It started with individual school grants, then the

establishment of the Educators Leadership Institute (ELI), and now a shift to the school district level (Systemic Initiative). How do you feel The Rapides Foundation's efforts in Central Louisiana add value to what the state is already doing?

A The role of school leaders to impact instruction and student achievement cannot be underestimated. Research tells us what many of us know from observation – it takes an effective principal to make a successful school.

The department has launched the Louisiana Educational Leaders Network to aggressively target the needs of educational leaders throughout our state – to recruit, prepare, induct, and support these leaders.

The work of The Rapides Foundation in the leadership arena supports and enhances department leadership initiatives. The department encourages the Foundation's effort and looks forward to continued collaboration in this area.



2004 ELI participants listen to Superintendent Cecil Picard during his presentation.

Systemic Initiative in Education



THE RAPIDES FOUNDATION

Grant

UPDATE:

Systemic Initiative in Education

\$5,974,650 (3 years)

To provide resources for districts to nurture new instructional approaches for administrators and teachers that produce high student achievement, improved graduation rates and a more successful transition from one level of schooling to the next and then on to college and/or career placement.

Allen Parish School Board – Student Achievement through Teaching Excellence

To improve instruction in reading and mathematics through the establishment of Professional Learning Communities (PLCs) at all schools and at the district level.

Avoyelles Parish School Board – Advancing Leadership & Instruction (ALI)

To address student learning improvement in literacy and math through development of district and school-level instructional leadership, using Effective Schools Model and TQM to build high performance teams.

Catahoula Parish School Board – Improving Instruction Through Leadership

To develop a TQM-based program to improve achievement in math and language arts through broadened leadership in instructional practice.

Grant Parish School Board – Effective Instruction

To equip a cadre of people as Highly Skilled Educators (HSE) at schools throughout the district with leadership skills and instructional strategies to mentor and coach younger and less experienced teachers.

LaSalle Parish School Board – LaSalle Impact

To support district-wide efforts to improve teaching and learning in reading and math.

Natchitoches Parish School Board – Improving Student Achievement in Steps

To improve student achievement in literacy through the development of Professional Learning Communities (PLCs) at each school and at the district level.

Rapides Parish School Board – Differentiated Instruction K-12

To develop a district-wide plan to improve student achievement in math and reading through the design of research-based instructional strategies and techniques.

Vernon Parish School Board – Fostering Professional Learning Communities (PLCs)

To build district and school leadership with Whole Faculty Study Groups (WFSG) and improve instruction in literacy and mathematics in all schools.

Winn Parish School Board – Professional Learning Communities

To support the development of a Professional Learning Community among Winn Parish schools, teams of teachers at each school and at the district level that will lead in the improvement of instruction primarily in literacy and math, supplemented by and expanding to science and social studies.



THE RAPIDES FOUNDATION

High School Reform

William Carver, Evans High School principal observes teacher Bonita Phillips during an Accelerated Reader student lesson.



“Redesigning high schools will be one of the most important issues our Foundation tackles in the next five years and we’re ready for Central Louisiana to lead the state with innovative efforts – to make Louisiana a shining example for the rest of the country,” explains Joe Rosier, President and CEO of The Rapides Foundation.

Rosier hopes to capitalize on the momentum being generated by Governor Kathleen Blanco and state education officials. Just last month the Foundation’s efforts to improve education in Cenla were cited in a grant application our state submitted to the National Governors Association. And it was recently announced that Louisiana was chosen as one of only ten states in the nation to receive a grant from the Association to

continue its groundbreaking work in high school redesign. This recognition as an “honor state” by the NGA is further confirmation that Louisiana is heading in the right direction to change the way high schools serve our children.

Shortly after that announcement, Rosier and Dr. Kenneth Tewel, the Foundation’s education consultant met with Louisiana’s Education Superintendent Cecil Picard, members of his staff and also members of the State’s High School Redesign Commission to discuss how the Foundation can participate in our state’s efforts to restructure high school education.

The first effort to bring this issue to the forefront in our region begins on October 25-26, when the Foundation is sponsoring a two-day Central Louisiana High School Summit geared

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High School Reform

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toward education professionals, business, and community representatives. Kati Haycock, Executive Director of The Education Trust in Washington, D.C. will be the featured speaker. The Foundation is also inviting education experts from around the nation to participate in workshops with Central Louisiana school, district, and community representatives that will cover a wide range of issues confronting high schools. As possible programs and solutions begin to emerge from these discussions the school districts can begin implementing change through the Foundation's Systemic Initiative.

This summit is being held in response to Governor Blanco's campaign to increase the effectiveness of secondary education programs throughout Louisiana. Governor Blanco's effort is called the High School Reform Initiative and its goal is to significantly raise the rigor of high school standards, assessments, and curricula to better align them with the demands of postsecondary education and the workplace.

Here's the reason for concern. The United States ranks 16th out of 20 industrialized nations in the percentage of students who graduate from high school on time. High schools have failed to make significant gains in reading achievement and have been inconsistent in math. (In Louisiana fully 45 percent of last year's high school graduates who attended college needed remedial work in math and 36 percent in English.) Almost a third of all students fail to graduate. These statistics indicate that a new type of high school is needed for the 21st century.

This past February Governor Blanco journeyed to Washington, D.C. to attend a two-day education summit on high schools sponsored by the National Governors Association and Achieve, Inc., an organization of governors and CEOs. The keynote speaker was Microsoft Chairman Bill Gates who called high schools "obsolete." He elaborated by telling the governors, "By obsolete, I don't just mean that our high schools are broken, flawed and underfunded. By obsolete, I mean that our high schools, even when they are working exactly as designed, cannot teach our

kids what they need to know today.

Our high schools were designed 50 years ago to meet the needs of another age. Until we design them to meet the needs of the 21st century, we will keep limiting, even ruining the lives of millions of Americans every year." To begin efforts to address this situation Bill Gates' charitable foundation has contributed \$1.2 billion to high school reform.

At the conclusion of this first-ever national summit Governor Blanco and 12 other governors from Arkansas, Georgia, Indiana, Kentucky, Massachusetts, Michigan, New Jersey, Ohio, Oregon, Pennsylvania, Rhode Island, and Texas, entered into an agreement to aggressively pursue action to improve high schools through a new coalition, the American Diploma Project. They are committed to raising graduation rates, and realigning their curricula with college standards to ensure that every student receives a college-prep curriculum.

Back in Louisiana, Governor Blanco is mobilizing state business and community leaders, local school districts, principals and teachers to reshape the high school experience. The state Board of Elementary and Secondary Education and the Board of Regents have appointed a High School Redesign Commission to develop statewide policies and guiding principles for each high school to redesign their programs. Meetings at the state and local level are occurring with participants beginning to discuss the situation and examine options and opportunities for change. The idea is to create rigorous academic standards for all students to better prepare them for success in college and in the workplace.

The Rapides Foundation is at the forefront of this statewide effort. The state has recognized the Foundation's leadership role in education in Central Louisiana and understands its potential to serve as a catalyst for redesigning high schools. Rest assured the Foundation will remain committed to this discussion and provide support to Central Louisiana schools where it is needed. It's the future of our area at stake and we want to be part of it.

Central Louisiana High School Summit

• Tuesday & Wednesday – October 25-26, 2005 •

The Foundation is sponsoring this two-day Central Louisiana High School Summit geared toward education professionals, business, and community representatives.

Kati Haycock, Executive Director of The Education Trust in Washington, D.C. will be the featured speaker.

The Foundation is also inviting education experts from around the nation to participate in workshops with Central Louisiana school, district, and community representatives to address a wide range of issues confronting high schools.

• Mark your calendars and plan to attend. Further details of time and location to be announced.



• For more information please contact Annette Beuchler at 318-443-3394.



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*The Rapides Foundation continues
a legacy of community healthcare
initiated in 1903.*

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