

# @ HEALTH & WELL-BEING ISSUE

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## FOCUS: EDUCATION

# Education Initiative Invests in Teachers and Skills

## Fifty Schools to receive funds

"This grant is just what we needed," said Althea Young, staff member at Hester Heath Elementary School in Evangeline Parish. "Now we can take our plans to improve our school and make them happen."

On July 1, 1999, 44 schools in the 11-parish Rapides Foundation Central Louisiana service area received notification that their grant requests had been approved for first-year funding. An additional six schools were provided with small planning grants -- incentives to fully develop school improvement efforts that require some additional work.

These 50 schools have become the first cohort to participate in the new Rapides Foundation Education Initiative aimed at providing teachers and principals with the resources needed to upgrade the skills of the teaching corps and to improve the environment for teaching and learning. These schools will be eligible to receive additional grants of up to \$25,000 during each of the next four years to sustain, deepen and extend their first year efforts. The Education Initiative encourages schools to choose a single goal and to keep at it until implementation of a new teaching strategy or new program is complete. Only then, the research shows, can we expect student performance to improve.

The national experience with reforming and improving schools informs us that a major reason for failure is that people leading or participating in the exhausting work of change do not have control over resources or their schedules. The Rapides Foundation designed the new education initiative so that school

people have the funds needed to research the best way of educating their students along with the time and space to attain their goals.

A second lesson learned from the people doing the hard work of improving instruction to students is that they receive very little help. People doing new things need support, coaching, and resources to be able to learn and do their work effectively.

New program and professional development that aims to transform teaching and build new knowledge is not a simple task to plan and implement. For that reason, the Rapides Foundation will continue to assist Education Initiative schools by building networks with those working on similar efforts. Foundation technical assistants will continue their visits to troubleshoot as implementation takes place and to help schools as they prepare their plans for the second year.

Looking at nature, we see that nothing that grows starts large: forests begin as small seedlings. This first group of Rapides Foundation Education Initiative Schools will be joined over the coming year by a second group; and then finally a third. The Foundation's goal is to improve the quality of life in Central Louisiana. Investing in building the skills and knowledge of teachers, we believe, helps us achieve that goal.

This newsletter highlights five of the schools recently awarded grants.



# *multipl*ing Mathematical *Success*

All of the present literature on changes in mathematics education indicate that 'quick fixes' do not work.

One of the great challenges in American schools today is improving math and science education in the face of stiff competition in a global economy.

Here in Central Louisiana, that challenge is being addressed with a new program that will help teachers help stu-

dents boost their high school math scores. As the lead school in a multi-school collaborative, Pineville High School will direct an initiative aimed at integrating mathematics instruction reforms in grades 5 through 12.

"Mathematics achievement across the nation, state and in Rapides Parish is not what it should be," according to Evelyn Sisco, principal at Pineville High School. "There exists a lack of preparation and communication about improved strategies for math instruction among teachers at all grade levels," said Sisco. To address this concern, a unified approach that involves not only high school math teachers, but also elementary math teachers has been developed.

With new state standards, new textbooks, and a new parish curriculum guide to implement, the school will use grant funds provided by The Rapides Foundation for in-service training for teachers, training in new strategies and techniques, and for follow-up studies.

Since 1993-94, the pass rate at Pineville High for students taking the Graduate Exit Exam has fallen from 88% to 76%. Sisco believes that the key to improving high school student performance is more focus on collaboration between feeder schools and high schools. The Pineville High-led project includes cooperation with elementary, sixth grade centers and junior high schools which have been identified as "feeder schools" for the city's high school. These schools include Pineville Junior High, Arthur Smith Junior High, Acadian Sixth Grade Center, J.I. Barron Elementary, Pineville Elementary, J.S. Slocum Elementary, Lessie Moore Elementary, and Peabody Sixth Grade Center.

"In our parish, we have lots of teachers that are not only well trained, but also concerned with their students. The ingredient that has been missing is the fact that we have not had the ability to communicate and collaborate between different grade levels," said Sisco.

"We want to find out how teachers are adjusting to student needs as we implement new textbook and curriculum changes."

"What is exciting about this initiative," said Gail Gerry, the Rapides Foundation's technical assistant for the development of this grant, "is the energy the teachers and their principal bring to it. They recognized early on that math success for their students is dependent upon meaningful and on-going articulation with teachers at Pineville High School's feeder schools, so they included teachers from these schools in professional development opportunities."

The project will establish dialogue between teachers from various grade levels, and observe patterns of weakness and strength among students. In depth in-service training in the new curriculum, new textbooks, and LEAP tests is also planned, with an emphasis placed on how mathematics is used in the real world.

"We have been given a very unique opportunity by the Rapides Foundation. This gives us a promise of ongoing support as well as time to track students over several years, gather data, and find out what works and what doesn't," noted principal Sisco.

# Education Becomes A Community Effort

Better education is everybody's business. Riverside Elementary, a small school located in Simmesport, has embraced this philosophy and is involving the community in the education of its children. The Riverside TIDE (Teachers In-Service Developing Excellence) project is an intensive staff development project designed to improve student achievement, deepen teacher knowledge in their content areas, enhance teacher skills and strategies and improve parental engagement.

“By increasing parental and community involvement and increasing the knowledge of our teachers, we can make a difference in the education of our children,” explained Riverside Assistant Principal Tommy Smith. The school's new program is expected to promote best teaching practices within the school, resulting in improvement in student achievement in this community where many students come from single-parent households, have family incomes of less than \$20,000, and are considered “at-risk.”

A grant from The Rapides Foundation will permit implementation of sustained staff development activities, as well as the development of action teams to increase parental involvement. A portfolio of the “best practices” for parental involvement is also planned. In addition, teachers will visit model schools and adapt their practices to Riverside.

The school is also building partnerships with local government, businesses and higher education institutions for classroom enrichment, welcoming outside speakers, staff development, job training and financial support. A school-wide writing project and the development of a standard method of assessment for writing are also proposed for each grade. A central theme in the program is for teaching to become “student-centered rather than teacher-centered.”

The Riverside effort represents “a rare and comprehensive opportunity for diverse segments of the community to come together to resolve educational issues and build a better school,” said Dr. Betty Webb, former associate superintendent in the Minneapolis public school system and Rapides Foundation technical assistant for Riverside.

“At Riverside, everyone is involved in educating our children,” said Riverside's Tommy Smith. “From the janitor to the lunch room worker, we all lend a helping hand.”

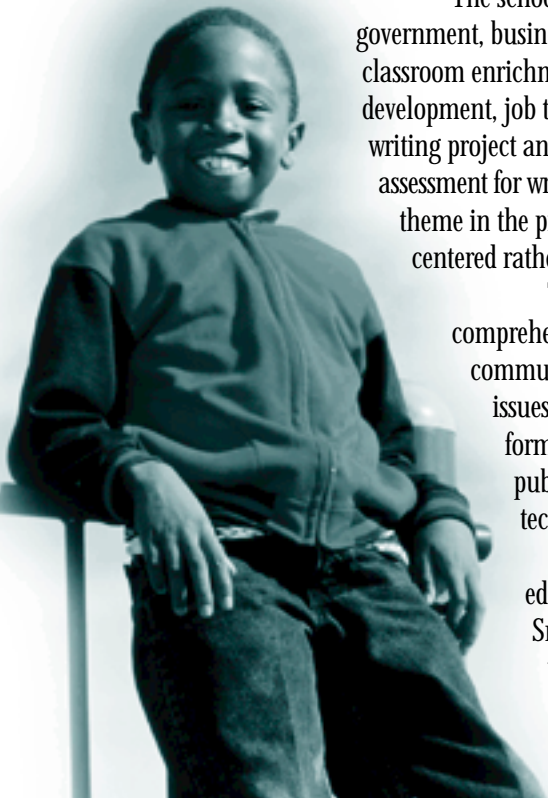
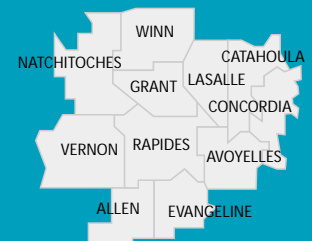
At Riverside, everyone is involved in educating our children.

The Rapides Foundation is a philanthropic organization that provides grants to organizations throughout an 11 parish service area that share the foundation's mission to improve the health and well-being of Central Louisiana.

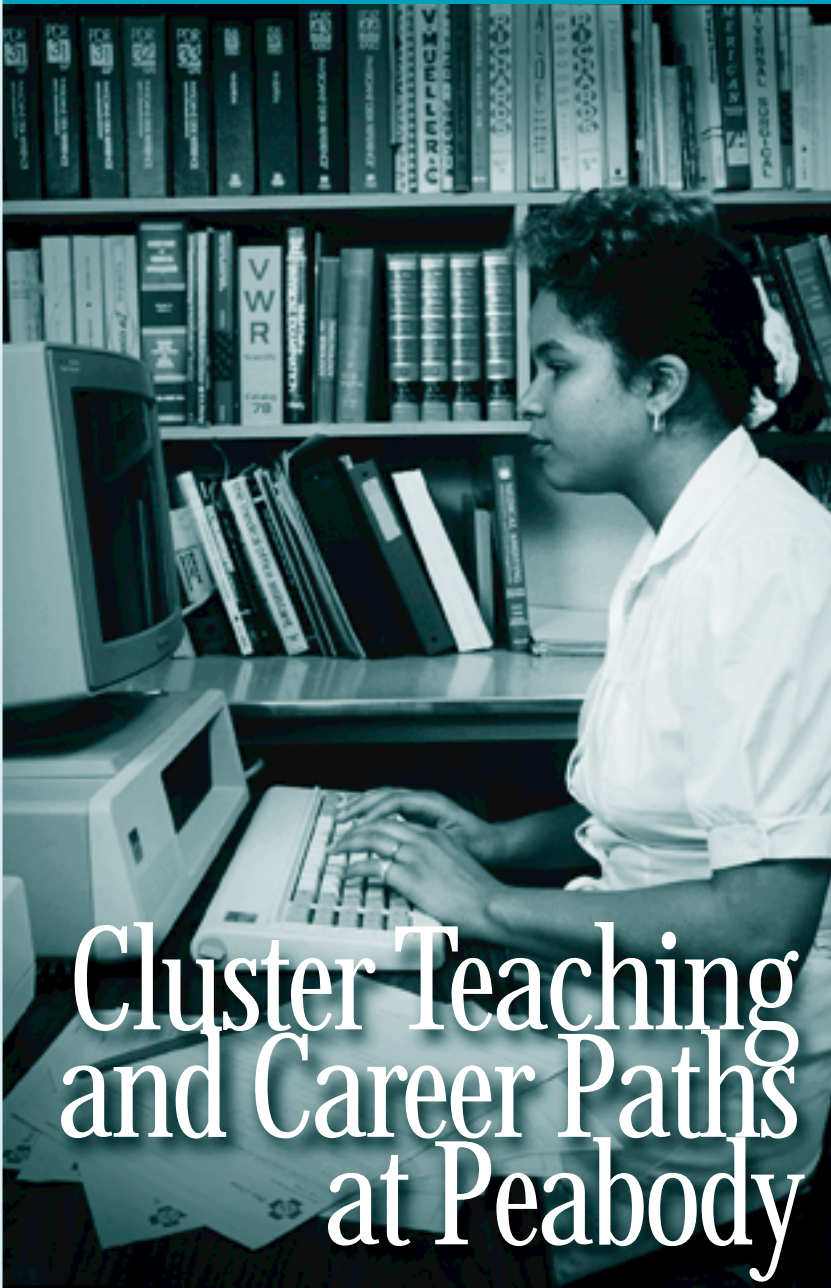


The Rapides Foundation

[www.rapidesfoundation.org](http://www.rapidesfoundation.org)



## Peabody Magnet High School/Alexandria



# Cluster Teaching and Career Paths at Peabody

An innovative approach to preparing high school students for the work world and higher education is underway at Peabody Magnet School in Alexandria. In 1997, the Louisiana Legislature enacted Act 1124 mandating the establishment of career paths and at least one career major in all high schools by the year 2005. This mandate has led to the development of Peabody's new cluster program which effectively restructures the school's educational organization.

The first of its kind in Rapides Parish, the new plan aims to use cluster teaching to improve

student education in both core subjects and career-related electives. With the help of funding from The Rapides Foundation, Peabody teachers will be trained to teach effectively in a cluster teaching educational program.

"The school is being reorganized around career clusters," explained Peabody business teacher Mary Williamson. "Core subjects will now be placed into career areas." Four career clusters will be available to students. These "occupational cluster/career paths" include 1) Health and Human Services, 2) Business and Marketing, 3) Art and Humanities, and 4) Engineering and Technology. The core subjects — math, English, social studies, and sciences — will be integrated into each curriculum cluster.

"Subjects taught will relate to real life applications," Williamson said. "Math concepts, for example, will be related to job examples."

Gail Gerry, the Foundation's technical assistant to Peabody during the development of their proposal, said, "There was recognition by the teachers who comprised the grant development committee that cluster teaching must first be understood and embraced by the teachers before it would yield positive results in student achievement. Opportunities for teacher learning are important pieces of Peabody's plan."

Workshops are already planned for training teachers to make the transition from traditional teaching to the more collaborative cluster teaching approach. After initial training, it is expected that teachers will then be able to train other teachers.

Williamson sees the project as a unique opportunity. "It gives students the chance to graduate from high school with a certificate in an area that will lead to employment." For those students planning to further their education, it is expected that these career clusters will better prepare them for success in college.

Supporting and enhancing this new educational program at Peabody will be a new school facility specifically designed to house cluster training areas. School officials expect that the cluster/career path plan will allow "students to graduate more focused and have a more positive outlook on life," Williamson points out.



# Making Technology Matter

**Technology** — everything from computers to digital cameras, cellular phones and fax machines — touches our lives from our first waking moments each morning to day's end. Continuous advances in technology mean that schools must stay in the mainstream if they are to equip students with the requisite skills for successful entry into a highly technical world.

Many schools are making the shift to technology education and integrating computers and the Internet into classroom instruction. A project developed by Our Lady of Prompt Succor School, a private parochial school in Alexandria, is designed to develop technologically literate students who are learning core subjects through better use of computers. The plan includes an emphasis on improving student math and science scores on standardized tests in grades 4 through 6.

Supported by a grant from The Rapides Foundation, the five-year project also seeks to improve teacher computer literacy, helping teachers to be more effective educators. Although many of the classrooms at the school have computers readily available, their use, for the most part, has been limited to remedial work and/or enrichment activities.

"Technology has the potential to greatly enhance the learning environment, provided teachers are given the opportunity

to learn how to use this tool most effectively in their teaching," said Jo Tassin, computer teacher and technology coordinator at Prompt Succor. Professional development is key to effective technology integration and to increased student learning, affirm studies by the U.S. Department of Education.

**Professional development is key to effective technology integration**

Foundation funding will allow for basic computer training and integration of technology into the curriculum. Workshops planned for teachers will focus on a review of essential computer terminology, the Windows environment, and basic word processing, spreadsheet, and database software. After learning basic technology skills, teachers will then participate in the statewide INTECH program, focusing on equipping teachers with the expertise needed to successfully infuse technology into the curriculum.

The anticipated result of Prompt Succor's project will be that teachers are more computer literate, and their students' learning across the curriculum is enriched.

"Schools are the only places in the United States where computers can go down and people might not notice the difference," said Kathleen Ware, an educational consultant who assisted Prompt Succor with its project. "However, that will no longer be the case at Our Lady of Prompt Succor School. With the help of the Rapides Foundation, teachers there will bring to the classroom the full power of technology to the teaching of math and science."

# Promoting Anti-Violence Education.

In the wake of recurring episodes of school violence in the U.S., educators and school officials are faced with the challenge of creating safe learning environments for students. With the help of grants from The Rapides Foundation, four Winnfield area schools are addressing the problem through a collaborative effort.

Principals at these schools - Winnfield Kindergarten, Winnfield Primary School, Winnfield Intermediate School, and Winnfield Middle School - have joined hands to work toward a common goal - to reduce incidences of violent behavior in their schools. According to Winnfield Intermediate Principal Laverne Jordan, recent trends seen in schools around the country demand that more be done to address violent behavior among students. The approach utilized by the principals is unique because of the involvement of several area schools.

"By involving these three feeder schools, we can begin anti-violence education at an early age and ensure consistency throughout the child's schooling," said Jordan.

The project, entitled Promoting Anti-Violence Education (PAVE) THE WAY, emphasizes working together as a consortium to decrease violence in schools. The schools will work together to share ideas and data, develop staff training, and identify successful strategies for the prevention and management of violent behavior. Using a collaborative approach, officials believe, will result in greater consistency in standards for acceptable school behavior.

"This approach is sound and reasonable, and given time, these schools, which are already doing a good job, will do an even better job of making schools in Winn Parish safer for children," said Thomas Geismar, a Florida-based educational consultant who provided technical assistance to the Winn schools. "I hope the whole community will support them."

The program focuses on reducing violent or aggressive student behavior; providing staff development opportunities for teachers in effective behavior management strategies; developing and implementing effective incentives and consequences; educating students, faculty, and parents on methods of reducing inappropriate behaviors; and providing coping skills.



"School violence is a much bigger issue than we have ever faced before, and correcting the problem goes far beyond the schools," said Winnfield Middle School principal Kay Kieffer. "We must involve parents and community members as well."

Claudia Franks, principal of Winnfield Primary School, explained that the grant provided by the Rapides Foundation will make it possible to observe model programs in other schools and adapt these programs to their schools. "We hope to see a decrease in the number of incidences reported to the office, in discipline referrals, and in the suspension rate. Additionally, we hope to foster increased parental and community/involvement," she said.

# Education Initiative Schools:

These fifty schools have become the first to participate in the new Rapides Foundation Education Initiative aimed at providing teachers and principals with the resources needed to upgrade the skills of the teaching corps and to improve the environment for teaching and learning. These schools will be eligible to receive additional grants of up to \$25,000 during each of the next four years to sustain, deepen and extend their first year efforts.

## ALLEN PARISH SCHOOL BOARD

### Kinder High School

Planning grant to conduct a needs assessment and develop a proposal for a comprehensive school to career program of studies.

### Oakdale Junior High School

To support a whole school reform effort to reorganize the school class schedule, institute interdisciplinary team teaching, and improve class management.

### Oberlin Elementary School

To address low reading performance through expanded professional development in assessment techniques, identifying student weaknesses, and development of individualized interventions.

### Reeves High School

Planning grant for school to conduct a needs assessment and develop a plan to implement a comprehensive school to career program of studies.

## AVOYELLES PARISH SCHOOL BOARD

### Avoyelles Parish School Board

To support program development, organization and staff training on new curricula to meet the needs of at-risk students involving the integration of technology at a proposed agriculture alternative high school.

### Bunkie High School

To support training for integration of technology into curriculum to improve reading achievement.

### Lafargue Elementary School

To improve student performance through a multi-year school restructuring project addressing teacher content knowledge, teaching strategies, and integration of technology into instruction. Teaching collaboratives, team teaching, and a re-conceptualization of curriculum changes will be involved.

### Marksville Elementary School

To improve student reading performance through the use of Spalding and Reading Renaissance strategies in language arts instruction and to institute technology training for students and their parents.

### Riverside Elementary School

To restructure the school educational program with a formal, on-going professional development program that will include new teaching methods, new content and problem solving activities to engage students as active learners.

## CATAHOULA PARISH SCHOOL BOARD:

### Block High School

A planning grant to assist in development of better teaching strategies for motivating students and improving achievement.

### Martin Junior High School

To improve reading skills in grades 5-8 through a comprehensive professional development program addressing diagnosis and individualized improvement plans based upon student need. The program will include teacher training to integrate reading skills throughout all subject areas, collaborative teaching, classroom management, motivational teaching strategies, etc.

### Sicily Island High School

To develop standards-based, career oriented student instruction and learning through a staff training program addressing teaching methods, strategies, integration of technology into curriculum and interdisciplinary lessons and collaborative teaching.

## CATHOLIC DIOCESE OF ALEXANDRIA

### Holy Ghost Catholic School

The school, in a collaborative effort with Sacred Heart School, St. Joseph's, and St. Anthony's, will address the technology training for teachers required to integrate technology into instructional strategies.

### Our Lady of Prompt Succor School

The school will address the integration of technology use into the classroom and curriculum through an intense teacher development and training program.

# Education Initiative Schools:

## Sacred Heart School

The school, in a collaborative effort with Holy Ghost School, St. Joseph's, and St. Anthony's, will address the technology training for teachers required to integrate technology into instructional strategies.

## St. Anthony's of Padua

The school, in collaboration with Holy Ghost, Sacred Heart, and St. Joseph's, proposes technology training for its teachers to build new teaching strategies and integration of technology use into everyday instructional strategies.

## St. Joseph's School

The school, in collaboration with Holy Ghost, Sacred Heart, and St. Anthony's, proposes the technology training for its teachers to build new teaching strategies and integration of technology use into the curriculum.

## EVANGELINE PARISH SCHOOL BOARD:

### Bayou Chicot High School

To begin a major restructuring of the school's education program to include the school schedule (block scheduling) and teacher training in multi-sensory, integrated learning techniques to further involve students in the learning process.

### Carver Elementary School

To implement character education and violence prevention through new teaching strategies.

### Chataignier High School

To implement character education and violence prevention through improved teaching methods and greater student involvement in learning.

### Hester Heath Elementary School

To improve reading literacy for students using Write Track and Accelerated Reading.

### Ville Platte High School

To improve student performance and attendance through an intense teacher training program focusing on new teaching methods.

## GRANT PARISH SCHOOL BOARD:

### Colfax Elementary School

The school effort will focus on improving student performance through the development of small adult learning communities that will emphasize instructional strategies, assessment procedures and changing learning environment.

### Georgetown High School

Planning grant to establish direction for the school and to determine strategies for teaching/learning techniques necessary to achieve the plan.

## South Grant Elementary School

To focus on reading achievement using professional development in assessment and diagnosis of learning barriers, alternatives for the learning disabled students, and improved motivation strategies.

## Verda Elementary School

To improve student achievement beginning with a professional development program focused on new teaching strategies/learning techniques in reading.

## LASALLE PARISH SCHOOL BOARD

### Jena Elementary School

The school, in collaboration with Olla/Standard Elementary, will begin technology training for teachers focused on the integration of computer use within curriculum and classroom learning activities. Training will include classroom management and interactive learning activities.

### Olla-Standard Elementary School

The school, in collaboration with Jena Elementary, will begin technology training for teachers focused on the integration of computer use within curriculum and classroom learning activities. Training will include classroom management and interactive learning activities.

## NATCHITOCHE PARISH SCHOOL BOARD:

### Cloutierville Elementary/Jr. High School

Planning grant to refine and focus the school's strategies to improve student achievement, emphasizing classroom evaluation and assessment, and classroom management.

### Lakeview Junior/Senior High School

To address weaknesses in the language/communications skills of students through the development of skill and strategies of teachers in teaching writing across the curriculum.

### Natchitoches Junior High School

To provide teachers with exposure to other teaching methods along with specific training related to school organization/scheduling, discipline, interdisciplinary collaborations, etc.

## RAPIDES PARISH SCHOOL BOARD:

### Bolton High School

To provide resources to build staff capacity to implement the Bolton Model: training to restructure teaching, broaden the curriculum content for team/multi-discipline use, and infuse technology in curriculum.



# Education Initiative Schools:

## S. M. Brame Junior High School

To reorganize the school using the middle school concept, develop staff skills in team teaching and improve content knowledge.

## J. I. Barron Elementary School

This is a collaboration among the elementary schools, Hall, Barron, and Hadnot, to redesign the math curriculum. The Barron project will provide inter- and intra-grade level training and planning for teachers, and develop varied methods of teaching to reach the different learning styles.

## Mary Goff Elementary

To provide teacher training related to new and more effective teaching and learning strategies to raise student achievement.

## Walter D. Hadnot Primary School

The project is a collaborative among Hadnot and its feeder schools, Barron and Hall. They will address staff training and curriculum re-design to include alternative, hands-on activities to enhance comprehension of math concepts. Training will be expanded to include parents and other community resources.

## W. O. Hall Primary School

This is a collaborative effort involving Barron and Hadnot to improve student attainment in math by redesigning the math curriculum and providing professional training and inter- and intra-grade planning that would include new teaching methods.

## Kelso Redirection Academy

The project involves offering alternatives to the traditional teaching methods, incorporating job skills training across the curriculum, and building staff skills with conflict management techniques.

## J. B. Nachman Elementary

To improve student reading achievement using the Accelerated Reader and to provide professional development for teachers.

## Peabody 6th Grade Center

To further implement the “accelerated schools” model within this one-grade middle school. Teacher training will concentrate on development of interdisciplinary instruction by multiple teams of teachers.

## Peabody Magnet High School

To focus on student learning centered around career paths, and to upgrade teaching skills to teach within interdisciplinary clusters.

## Phoenix Magnet School

To plan for a year-round education program developed in consultation with parents, local universities with pre-service

teacher education programs, central office and to include community involvement.

## Pineville High School

To improve achievement and standardized test scores in math with an effort involving 8 feeder schools, focusing on new teaching strategies for the math teachers. Secondly, to bring the science department into the project to allow the science and math areas to support and reinforce student learning.

## Pineville Junior High School

To implement the “middle school” concept and to provide staff training in team teaching and interdisciplinary learning and project-centered curriculum.

## VERNON PARISH SCHOOL BOARD

### Leesville High School

To develop and plan the “career academy” as a means of fostering academic achievement, reducing absenteeism and drop outs, and improving test scores. The grant will provide assistance for curriculum development and staff training and support efforts to develop business coalitions.

### Rosepine Junior/Senior High Schools

Planning to assess instructional needs and to plan for a school wide school to career education program.

## WINN PARISH SCHOOL BOARD:

### Dodson High School

To develop an aqua-culture/horticulture program emphasizing math and science concepts as the method of improving student performance. Grant funding would be used for consultation, curriculum development, staff development costs, training materials, etc.

### Winnfield Intermediate School

To develop and implement, in collaboration with the elementary and junior high schools, a character education/violence prevention effort which will include funding for consultation, staff development, training materials, etc.

### Winnfield Middle School

To develop and implement, in collaboration with the primary school and junior high, a character education and violence prevention effort which will include staff development, training materials, etc.

### Winnfield Primary School

To develop and implement, in collaboration with the middle school and junior high, a character education and violence prevention effort which will include staff development, training materials, etc.



# Grant Update:

## The Rapides Foundation Grants from April-June 1999

<b>Alexandria Museum of Art</b> Establishment of an Arts Education Institute to better integrate arts knowledge into the teaching patterns of current teachers and Louisiana College education students.	\$15,320	1 yr
<b>Cenla Pride</b> Establishment of the STAR Center for environmental awareness training and the establishment of a neighborhood tool loan program.	38,000	1 yr
<b>Central Louisiana Community Theatre</b> Partial support for a production using a multi-cultural cast.	5,000	1 yr
<b>Christian Love Baptist Church</b> Support of a Saturday mentoring/tutoring program in a neighborhood of South Alexandria.	10,000	1 yr
<b>Concord Youth and Development Organization</b> To develop a recreational complex and tutoring program in Vidalia, and to support Board and staff development.	42,000	1 yr
<b>Concord Youth and Development Organization</b> Plan for the development of health and support services for Concordia Parish residents with sickle cell anemia.	10,000	1 yr
<b>First United Methodist Church of Natchitoches</b> Implementation of an intensive volunteer-led mentoring program with a local elementary school.	9,997	1 yr
<b>Garden District Neighborhood Foundation</b> Creation and maintenance of a mini-park across from Bolton High School by adult and adolescent volunteers.	23,500	1 yr

# Grant Update:

<b>Grant Parish School District</b> To purchase vision and hearing screening equipment.	\$4,520	1 yr
<b>Grant Parish School District</b> To pilot a school-to-work training program for computer technicians.	2,191	1 yr
<b>Hope Development Center</b> Renovation funds to provide space for Office of Public Health nursing services and Head Start classrooms.	4,410	1 yr
<b>Inner City Revitalization Coordinating Committee</b> To provide time-limited funding for organizational stability.	52,000	2 yrs
<b>Inner City Revitalization Coordinating Committee</b> To conduct a block-by-block study of housing conditions in Alexandria.	21,000	1 yr
<b>LaSalle Council on Aging</b> Feasibility study for integration of senior services at a single downtown site.	10,000	1 yr
<b>Moms for Kees Park</b> To develop and implement a youth activity program in collaboration with the Boys and Girls Club.	10,000	1 yr
<b>Natchitoches Council on Aging</b> To develop a plan for a variety of intergenerational programs in conjunction with RSVP, Boys and Girls Club and the Martin Luther King Community Center.	10,000	1 yr
<b>New Scott Olly Baptist Church</b> Planning for the implementation of a health services ministry at this South Alexandria church.	10,000	1 yr
<b>Ole Frontier Opry</b> Partial funding to stabilize the musician troupe for this Colfax-based musical variety show emphasizing rural performers.	4,500	1 yr
<b>Southern Forest Heritage Museum</b> Development and distribution of informational materials designed to attract school groups to the museum.	5,000	1 yr
<b>Tom Peyton Memorial Arts Festival</b> Partial support of an arts weekend devoted to the cultivation and support of local and rural artists and performers.	3,500	1 yr
<b>United Hands Youth Center</b> To develop a youth center site in unincorporated Concordia Parish.	5,040	1 yr
<b>Village of Hessmer Fire Department</b> Partial funding for the purchase of Jaws of Life equipment.	10,000	1 yr
<b>Winn Parish Council on Aging</b> To conduct a feasibility study of the purchase, operation and programming of a larger Senior Center site.	10,000	1 yr
<b>Winnfield Political Museum</b> To expand the museum to increase youth and volunteer participation.	10,000	1 yr

[www.rapidesfoundation.org](http://www.rapidesfoundation.org)



The Rapides Foundation's website is now online. Located at [www.rapidesfoundation.org](http://www.rapidesfoundation.org), the site provides comprehensive grant program information as well as workshop dates and application deadlines.

"Given the vast amount of information that must be made available to potential grantees as well as the general public, the Internet is a natural medium for us to utilize," says Joe Rosier, President/CEO of The Rapides Foundation. "This site makes our foundation and programs more accessible to our 11 parish service area stretching from Texas to Mississippi."

**Toll-Free Foundation Number 1-800-994-3394**

The Rapides Foundation has a new toll-free number for callers outside the Alexandria/Pineville area. "This is a major convenience for people contacting the foundation, especially for those grant and technical programs requiring contact with the foundation prior to submitting an application," says Allen Smart, Program Officer for The Rapides Foundation.



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