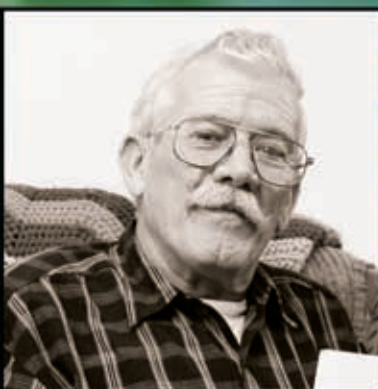


2002

ANNUAL REPORT

# The Learning Connection



THE RAPIDES FOUNDATION

Alexandria, Louisiana

# Our Mission

The Rapides Foundation is a community resource dedicated to improving the lives of Central Louisiana citizens through financial support of worthy projects.

Our vision is to be a perpetual resource for exploiting opportunities that strengthen health and well-being, education, and the arts and humanities.

Our mission is to improve community health and brighten the future through building capacity to resolve local challenges in Central Louisiana.

## Table of contents

<b>1</b>	Program Priority Summary
<b>2-3</b>	President and Chairman’s Message
<b>3</b>	Philanthropic Objectives
<b>4-13</b>	Direct Charitable and Foundation-Initiated Projects <ul style="list-style-type: none"><li>• Cenla Medication Access Program</li><li>• AED Network</li><li>• Education</li><li>• Workforce Development</li><li>• Cenla Nursing Workforce Coalition</li><li>• Community Development Works</li></ul>
<b>14</b>	Community Health Assessment
<b>15</b>	Grants Lists
<b>25</b>	Grant Application Process
<b>26-27</b>	Financial Highlights
<b>28</b>	Trustees, Advisors
<b>29</b>	Foundation Staff



# Program Priority

## Program Priority Summary

### Healthy People

Healthcare Access	An unacceptable number of community members cannot get the medical, dental and mental health services they need as a result of one or more of the following: lack of private insurance, shortage of available Medicaid providers, long waiting times for appointments with publicly-funded services, cost of medication, problems getting to services and, in some cases, shortages of certain types of medical, dental and mental health professionals.
Healthcare Access Infrastructure	The availability and affordability of local healthcare services is constantly being impacted by changes in state and federal funding. The Foundation may support assessments and programs that seek to better integrate systems of care for all community members, with specific emphasis on new or enhanced systems for the uninsured and underinsured.
Health Promotion and Disease Prevention	The historic public health work by William Foege and J. Michael McGinnis has conclusively demonstrated that at least 50% of all illness and death is directly connected to lifestyle choices. Proposals are particularly encouraged that clearly identify and link existing services in ways that make these services understandable, comprehensive, and effective.
Participatory Arts Programs	Increasingly, clinical health professionals and health educators are effectively incorporating professionals from the artistic disciplines as part of both preventive health practices and disease treatment programs.

### Education

K-12 Grants Programs	Although closed to new schools, the Foundation currently has grants with about 100 K-12 schools.
Systemic Change Initiative	To engage school districts more deeply in the type of school improvement work that the Foundation has supported over the last five years through its K-12 grants.
Educators Leadership Institute (ELI)	A number of local school districts are participants in a challenging and intensive program of learning and planning under the umbrella of ELI, all focused on improving instructional leadership.
Local Education Fund	The Foundation is in the process of establishing a new organization to provide meaningful opportunities for local engagement, with the goal of providing a permanent home for local efforts supporting higher student achievement.

### Healthy Communities

Citizen and Nonprofit Training and Organizational Development	The Foundation funds these activities under the umbrella of Community Development Works (CDW). CDW offers a variety of training programs and resources for both inexperienced and experienced community members and organizations interested in promoting positive community change. On a limited basis, the Foundation will consider proposals for operating funds from new or developing organizations who have, as their primary focus, the improvement of neighborhood or community standards of living.
Workforce Development	The grants program pushes employers to develop creative solutions for any perceived shortcomings that impact employee wage-earning potential and, concurrently, business productivity. Ultimately, the Foundation's interest in this area correlates the ability to earn a higher wage with other indicated measures such as home ownership and the ability to purchase health insurance.
Effective and Innovative Business Environment	The Foundation will consider funding requests for projects and programs that can raise the knowledge levels of employers and focus the community on legitimate higher wage economic opportunity. Some examples of these types of projects might include coordination and development of: small business incubators, business learning networks, industry-led alliances, joint apprenticeship programs, ISO certification teams, entrepreneur networks, seed capital funds, among others.
Arts and Culture Infrastructure	Although the Foundation is not accepting proposals for new funding in this area, we will continue involvement with three important programs: <b>1)</b> A Regional Arts Council, <b>2)</b> Affordable office and performance space at The Rapides Foundation Building, and <b>3)</b> A Performing Arts Center in downtown Alexandria.
Community Data, Information and Resources	A great deal of the activity of the Foundation reflects our role as a broker of information. From early in the Foundation's history, we have emphasized the power of fact-based decision-making in everything from targeting a nonprofit's outreach efforts to developing plans for locating healthcare and counseling services. We have invested both time and funds in the development of various assessments, surveys and databanks. All of these are available to community members through the Foundation's program department.

### Eligibility Requirements

The Foundation will award grants to organizations which are tax exempt under IRS Section 501(c)(3) and are not a private foundation as described under Section 509(a). Public agencies that meet additional criteria may also receive grant awards.

It is “the

learning

connection”

that is woven

through the

work we do.

## Message from the President and Chairman

# The Learning Connection

For most people in today's busy world when they hear the word “connection,” they think about their Internet provider or cell phone. For our Foundation, it brings to mind something different - it is “the learning connection” that is woven through the work we do with people and organizations in our communities.

Much of what you hear and read about the Foundation's work ends up focusing on learning, whether we call it training as part of a discussion about our higher wage development efforts, or skills building when working with grassroots community members in our Community Development Works program, or sharing of best practices when teachers, principals and superintendents get together for an intense look at their own schools. It's all learning and is, in many ways, the long-term strategy (and opportunity) for improving the health and well-being of Central Louisiana.

**CMAP** - While we are pleased that we can announce over 6000 people (end of 2002) had a consistent and reliable source of medication (where no help was available previously), we are especially proud to say that we have seen substantive progress in having medically at-risk residents learn how to take better care of themselves. Everything the experts know about health improvement says that people have to take ownership over their own health - that a handout only goes so far. We believe the CMAP model of medication access, with its heavy emphasis on pharmacist education and client learning is a strong model for the community about individual empowerment.

**AEDs** - In the pages of this report, you will see a photo of a proud and thankful survivor of cardiac arrest, Mr. Ray Yates. Through the intercession of some committed community members in Olla, Mr. Yates was brought back to life. He has taken it upon himself to become one of the area's most enthusiastic spokespersons on the need for everyone to learn CPR and AED operations. By the end of the year, over 2000 people had been trained, with thousands more scheduled for 2003. Once again, while the Foundation did conclude the first phase of its partnership with the American Heart Association, placing 225 AEDs with First Responders, the long-term value of the program is in the individual learning and group learning that has pulled together communities for new and more effective ways to respond to medical emergencies.

**RETREAT AND COMMUNITY DEVELOPMENT WORKS (CDW)** - And learning shouldn't just be for the community. Our Foundation needs to constantly be looking at what we do and how we do it - and learning from those experiences. As an example, we held over 60 CDW trainings in 2002 in every parish on almost every day of the week. We learned a lot - both during and after the year was over as we tried to quantify how



Joseph R. Rosier, Jr.  
President and CEO



Gregory L. Nesbitt  
Board Chairman

# Philanthropic Objectives of The Rapides Foundation

the participants were using what they had learned. As a result, we have revamped the CDW training schedule with programs that are more specific to the needs of the audience and are more "action-oriented."

And in October, the Board of Trustees met for their first real analysis of what we have learned since our initial formalized program of grantmaking was implemented back in 1998. They heard from senior staff and advisors on our progress, challenges for the Foundation and community, barriers to moving ahead and opportunities for the future.

We learned a great deal and have made some major steps towards sharpening our focus for the next five years. Some of those changes are reflected in the new grant guidelines, Program Interests and service area geography that you see mentioned in the pages that follow. Expect to see a lot of information about the implementation of those changes in the 2003 Annual Report.

As part of the Retreat Planning, we revisited the initial Community Health Assessments that we informally refer to as the Tulane Study. We worked with PRC, a leading national healthcare information firm, to put together an update that helps our staff and Board, but more importantly, gives community members a base for learning about the health of the community. The Assessment information is available at [www.rapidesfoundation.org](http://www.rapidesfoundation.org).

**EDUCATION** - Our Education work continued in 2002 with over 100 schools and with a new learning vehicle - the Educators Leadership Institute (ELI). ELI puts together key school leaders from within a parish and moves them quickly towards making important changes in the learning environment based upon proven strategies from districts like Brazosport, Texas where underperforming districts have rapidly turned their systems around with a renewed commitment to learning and achievement. 2003 will also feature expansion of our educational work with the development of a Local Education Fund and a Systemic Initiative - both of which will be innovative efforts aimed at increasing professional development opportunities for educators across Cenla and improving student achievement.

**NEW DIRECTIONS** - Increasingly, we are being asked by community leadership to serve as a facilitator or "honest broker" as the region faces serious challenges in areas like healthcare access for the indigent, economic development, and nursing recruitment and retention. In 2002, our Trustees confirmed that this was an appropriate role to play in those cases where the Foundation can provide added value to the discussion, either as a facilitator and organizer or as a provider of data and best practices. In 2003, we will be actively involved in high visibility public efforts in many of the issues already mentioned.

As our Foundation prepares for these new directions, we will continue our commitment to "the learning connection" - and use all these lessons to strengthen the work we do.

The Rapides Foundation will develop Initiatives and award grants which are judged to advance our philanthropic objectives in three areas of interest:

## HEALTH & WELL-BEING

To promote healthy behavior, improve access to quality, affordable healthcare, foster a safe and caring community, and build capacities that enable people to address local concerns.

## EDUCATION

To encourage the attainment of knowledge and skills and the practice of responsible citizenship through access to effective learning opportunities.

## ARTS & HUMANITIES

To enhance appreciation, presentation and participation in artistic and cultural activities.



## Cenla Medication Access Program/CMAP



*Kevin Brown, CMAP Pharmacist and Stop Smoking team leader.*

By the end of 2002, over 6000 local residents were routinely getting their medicines through the Cenla Medication Access Program (CMAP) - one of the largest rural medication assistance programs in the nation. But getting people the medicine they need is only half the battle. CMAP program staff, along with their colleagues at Huey P. Long Medical Center and community sites throughout the area, are heavily invested in promoting the proper use of medication in the treatment and maintenance of chronic diseases like diabetes and high blood pressure.

CMAP pharmacists Sue Fontenot and Kevin Brown sit down with the majority of CMAP card program members at enrollment and then every six months for an in-depth discussion of an individual's health, medication and understanding of how and when to take their medications. Many problems have already been mended or averted when the pharmacists catch drug interactions, duplicate prescriptions and improper dosage, for example. The members learn how to take better care of themselves by learning how their behavior makes their medications most effective.

After all, what good is getting people medicine unless they have a regular source and know why they are taking it; when to take it; and how to take it? Early results show a decreased use of emergency rooms, more members that keep their doctor's appointments and better controlled diabetes, high blood pressure and cholesterol.



*Elaine Whited, registered dietician and CDE at Huey P. Long Airpark, instructs CMAP participants on the use of the Bayer Breeze glucometer to check blood sugar levels.*

Early results show a decreased use of emergency rooms, more members that keep their doctor's appointments and better controlled diabetes, high blood pressure and cholesterol.



*Sue Fontenot, CMAP Supervising Pharmacist, works with CMAP enrollees to develop individual medication plans and help them learn to take better care of themselves.*



Automated External Defibrillator

# AED network

Staff at the Avoyelles Parish Correctional Center are learning how to save lives through a CPR and AED certification program.

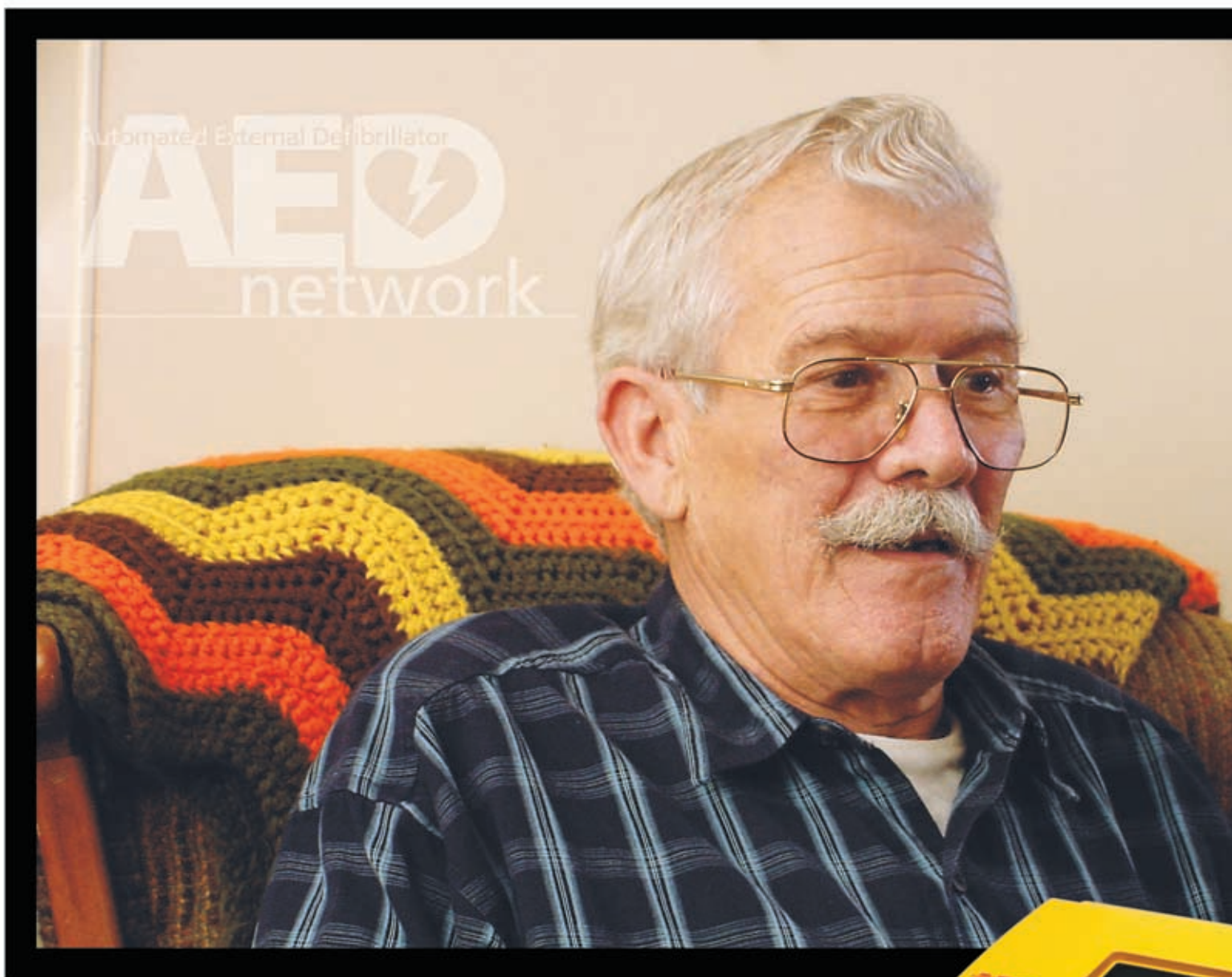


## THE AED NETWORK

We are very proud of the fact that the Foundation, in collaboration with the American Heart Association, has placed 225 Automated External Defibrillators (AEDs) with over 90 volunteer fire departments, sheriff's deputies and other First Responders throughout rural areas in Central Louisiana.

Ray Yates, a retired sawmill foreman from Olla, was saved through the quick and skilled intervention of Olla Police Chief Gary Taylor, Assistant Chief John Stott and LaSalle Parish Sheriff's Deputy Terry Keene. They knew what to do because their community commitment led them to invest time in being trained in the Chain of Survival - Early Access to 911 - Early CPR - Early Defibrillation - Early Advanced Care. Through the Operation Heartbeat AED project - over 2000 area residents have been trained in CPR/AED.





*Mr. Ray Yates is a survivor of cardiac arrest, as a result of his neighbors learning CPR/AED.*

## AED NETWORK

We recognize that the AED is not a miracle cure for cardiac disease, which is all too prevalent among Central Louisiana residents. But the units are a key component of a sustainable community health system for our rural residents. In 2003, we will tackle an even more challenging project - placing AEDs in the hands of trained volunteers at churches, schools, public places and businesses. Thousands more residents will be trained in these lifesaving skills. Healthy communities all have people who want to learn how to do more for themselves, their families, their neighbors and the strangers across town.





# Education

## EDUCATION



*Oakdale School Based Health Center's Phyllis Crawford, RN, provides an ear exam for Oakdale High School freshman Hailey Crawford through an effort to make healthy living an integral part of every student's school day.*

2002 marked the fourth year of our grant-funded work with over 100 K-12 schools in the region. Many of the schools are making remarkable progress towards their goals of improving student achievement by focusing on implementing school-specific strategies for improvement in areas like math, reading and technology. We are very happy to report that almost all the schools have stuck with the five year program as we all recognize the challenges of the work and the need to sustain the progress.

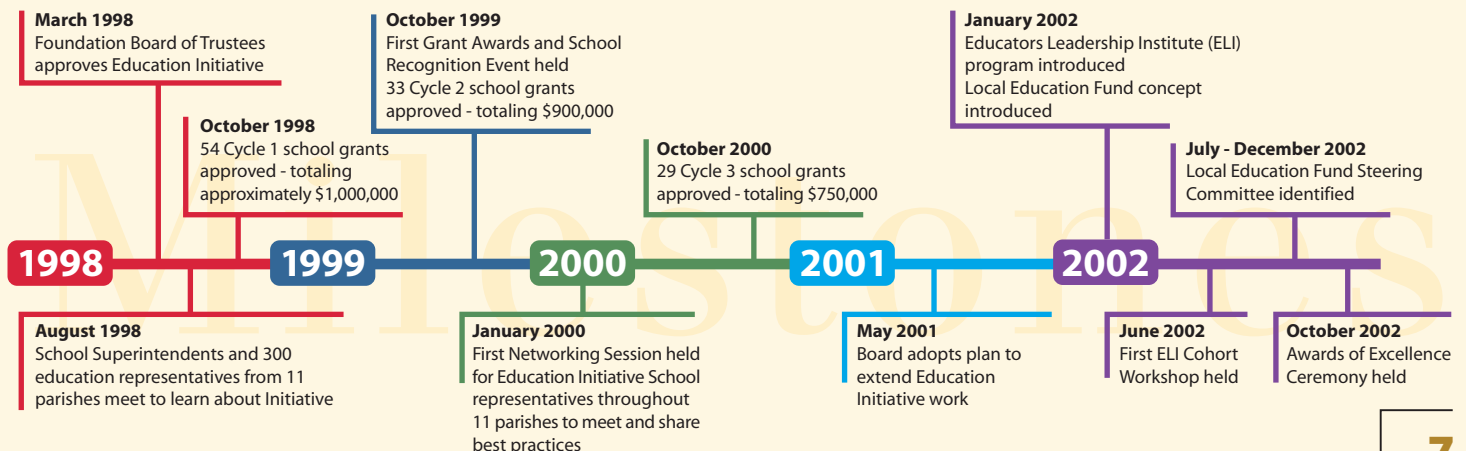
2002 also marked the start-up of ELI - the Educators Leadership Institute. These parish-wide teams of educational leaders (superintendents, district staff, principals and teachers) are studying and piloting best practices strategies for school improvement that will prove to be effective on the district level. We started out with six parish teams and will add an additional four in 2003.

Also in 2003, we will work toward the establishment of the area's first Local Education Fund (LEF). The LEF will be an independent nonprofit organization dedicated to regional school improvement. Local Ed Funds have been very successful in other communities as a way to raise funds for schools, lead continuing education and curriculum improvements and serve as high profile community advocates for public education.



*East Leesville Elementary second grade students participate in C.A.T.S, Curriculum Alignment to The Standards, with (left) Ramona Bennett, Asst. Principal, (center) Laura Clark, Vernon Parish School System Curriculum Supervisor, and (right) Debbie Clark, Principal.*

## THE RAPIDES FOUNDATION EDUCATION INITIATIVE MILESTONES





Workforce Development and Business Infrastructure Development

# Workforce D



Participants in the Fast-Track Auto Technician program in association with Louisiana Technical College-Alexandria will have good jobs waiting for them.

The Foundation's interests in workforce and economic development all go back to our initial vision of being a philanthropy that supports both individual (Healthy People) and community health (Healthy Communities). In our workforce development grants program, we continue to work with employers like Martco, Cleco, Afco Industries, Boise Cascade, Alliance Compressors, Cabot Corporation, Trus-Joist and Cooper-Cameron to help current and prospective employees to increase skills, move up the ladder more quickly and earn higher wages. The companies can logically support higher wage employment when their employees are more effective.



# evelopment



*Angie Cullen, Tesla Laborde and Carla Reed from Cleco's Energy Control Center and Evangeline Power Station in St. Landry work together to solve a problem using skills they learned in computer classes at the Louisiana Technical College in Ville Platte.*

**The Central Louisiana Business Incubator received funding from the Foundation's Workforce Development Initiative to help develop fledgling businesses to a level of self-sufficiency and graduate them into the community with high paying jobs.**

In 2003, we will begin the second phase of our economic development program which will support learning and organization around effective business practices, from the technical, like ISO certification, to a renewed effort to focus economic development efforts in the region on the practical and attainable. We are constantly posing the following: Does a proposal have a reasonable chance of producing higher wage jobs? Does the project take advantage of whatever competitive advantages the area may have? Already, we are working with the Forest Hill nursery growers to assist in developing new marketing tools and are the lead funder in the establishment of the region's first small business incubator. And in our first work with smaller employers, four independent auto repair shops are actively supporting the development of a fast-track class of well trained auto repair technicians to meet the ongoing shortages of qualified personnel in their industry.



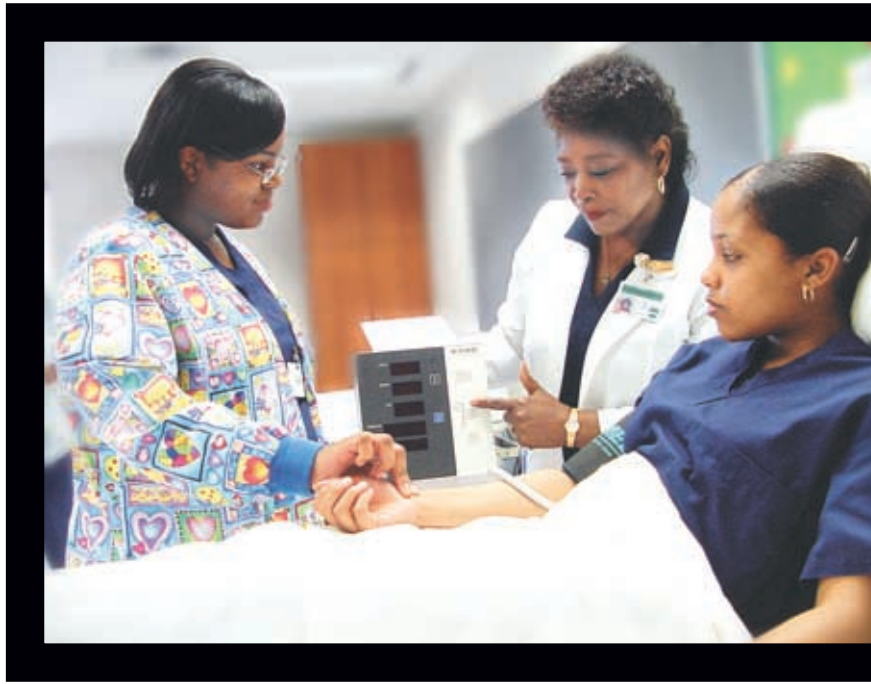
*John Harley, President of JD's Rebar Specialist, Inc., shares technical information at a highway construction site in Rapides Parish with Dara Antee, General Manager of the Central Louisiana Business Incubator.*

## Cenla Nursing Workforce Coalition

New graduates of Central Louisiana nursing schools are routinely employed at salaries above the local median income. Local employment opportunities are relatively plentiful in a wide variety of healthcare settings. Yet local colleges are graduating only half of the nurses they were five years ago and high school principals and counselors report little interest in nursing as a career. The bright high school student with a solid science background is no longer considering nursing. Why?

What has been a national issue for a number of years is hitting Central Louisiana. Healthcare employers are struggling to be able to provide the number and quality of services to meet patient needs. In response, the Cenla Nursing Workforce Coalition has been formed with an \$800,000 grant from the Foundation. The goals of the Coalition are to (1) increase the number of local residents attending and completing nursing school, (2) to improve the local image of nurses, and (3) to help employers get and keep the nursing professionals needed for today's and tomorrow's healthcare service.

This is an innovative employer-run group with hospitals, long-term care and home care agencies coming together for mutual benefit. The group is investing considerable time and energy in learning about successful nurse development strategies in similar communities around the country. Without a doubt, there is tremendous potential in Central Louisiana for development of more quality nurses at all levels of training. And those opportunities are some of the most rewarding jobs in the area, as well as filling a business and human need.



*The Cenla Nursing Workforce Coalition will work with young people interested in nursing careers like these students at Peabody Magnet High School in Alexandria.*



## Collaborative Divorce

*Judge Ross Foote, on behalf of the Ninth Judicial District Court, leads a group of trained attorneys and other professionals, to help families reach a better decision for their children and themselves.*





Community Development Works (CDW)

# Community Development Works

In its first year of full operation, CDW developed and conducted training and leadership programs for over a thousand local residents - with particular emphasis on our rural citizens. As the nonprofit development arm of the Foundation, CDW's work helps a wide range of people and organizations, all devoted to making their communities better places to live.

**2002 was our pilot year and we have learned a great deal about when and how to provide effective assistance. In 2003, with the help of our new Community Advisory Board, we will roll out new programs and trainings that respond to these lessons learned.**

*Charles King, MSA, is the director of Childrens Mental Health Services at Volunteers of America in Alexandria and a 2002 graduate of the CDW program. He oversees programs that help children with emotional or behavioral problems and assists parents to keep them functioning within their communities.*



# Community Dev



*(above) Gwen Maddox, LCSW, Medical Social Worker and Leadership for a Healthy Cenla graduate, discusses patient discharge care with Medical Director, Dr. David Barnard at Huey P. Long Medical Center.*

*Cindy Hilger, BSN, RN, Nonprofit Management Program graduate, is using her new skills as director of an innovative Nurse-Family home visiting program for new mothers.*

**Some of the community success stories in 2002 are the graduates of the six month Nonprofit Management Program in association with LSU-A and LSUS, and the year-long Leadership for a Healthy Cenla Program. Join us in congratulating the graduates listed on these two pages.**



## 2002 Nonprofit Management Program Graduates

### **D.C. Sills**

Executive Director  
Louisiana Youth Prevention Services

### **Elaine DeLoach**

Board President  
Girl Scouts of Central Louisiana

### **Daisy Dempsey**

Director  
Community Senior Citizens  
Multi-Purpose Resource Center, Inc.

### **Scott Emery**

Captain/Administrator  
Cotile Volunteer Fire Department

### **Herbie Lou Flynn**

Executive Director  
The Extra Mile, Region VI

### **Curman Gaines**

Executive Director  
Central Louisiana Business Incubator

### **Lisa Harris**

Board Member  
YMCA of Central Louisiana

### **Roy Heath, Ph.D.**

Interim Director, Faith and Health Program  
Louisiana College

### **Cindy Hilger**

Department of Health and Hospitals  
Office of Public Health

### **Charles King**

Program Director  
Volunteers of America

### **Tricia Lopez**

Marketing/Business Manager  
Family Playhouse

### **Ann Lowrey**

Executive Director  
Central Louisiana AIDS Support Services

### **Killy Manganaro**

Project Coordinator  
Hope House

### **Suelynne Mickey**

Executive Director  
Girl Scouts of Central Louisiana

### **Denny Moore**

Executive Director  
Life Share Blood Centers

### **Ron Smith**

Chairman  
Central Louisiana Business Incubator

### **Wanda Ozier**

Executive Director  
Hope House

*Note: Places of employment were at time of graduation from program, and may have subsequently changed.*



# elopment Works

## Leadership for a Healthy Cenla - 2002 Participants

### Allen Parish

Sandy Ray  
The Health Enrichment Network  
Oakdale

Gerald Simon  
Allen Parish School Board  
Oberlin

### Avoyelles Parish

Bruce Coulon  
Coulon's Electrical  
Bunkie

Micheal Jordan  
USDA Natural Resources  
Conservation Service  
Marksville

### Catahoula Parish

Jackie Rouse  
Catahoula Office Products  
Jonesville

Woodrow Martin, Jr.  
USDA Rural Development  
Jonesville

### Concordia Parish

Dorothy Oliver  
LaSalle Community Action Association, Inc.  
Clayton

Susan Rabb  
Governors Program on Abstinence (GPA)  
Vidalia

### Evangeline Parish

Joyce Latigue  
Retired (Evangeline Parish School Board)  
St. Landry

Ricky Thomas  
Evangeline Parish School Board  
Ville Platte

### Grant Parish

Lamar Briggs  
Grant Parish Sheriff's Department/School Board  
Pollock

Jim Reid  
LA Conference of the United Methodist Church  
Colfax

### LaSalle Parish

Pam Callender  
Town Clerk  
Urania

Lynette Villemarette  
LaSalle Parish  
School Board  
Jena

### Natchitoches Parish

Ronnie Evans  
Natchitoches Parish  
Sheriff's Department  
Natchitoches

Marissa Fernbaugh  
DOVES (domestic  
violence program)  
Campti

### Rapides Parish

Gwen Maddox  
Huey P. Long  
Medical Center  
Pineville

Johnie Varnado  
KaZette Enterprises, Inc.  
Alexandria

### Vernon Parish

Neil Early  
NSU Leesville/First Christian Church  
Leesville

Doug Stannard  
West Central Broadcasting Company  
Leesville

### Winn Parish

Tony Acosta  
Winn Parish Medical Center  
Winnfield

Sandra Goff  
Winnfield Kindergarten School  
Winnfield

*Note: Places of employment were at time of graduation from program, and may have subsequently changed.*



*Micheal Jordan, 2002 Leadership Program graduate, is Director of Silent Love Ministries, an Avoyelles parish nonprofit working to help the needy.*

## Community Health Assessment

In 2002, we finished a year-long update of the original 1997 Community Health Assessment. Updating information for our own internal use and getting information to meet the needs of current and future grantees was one important goal. Just as important was a need to get this information out to a broader set of residents - for learning, teaching and taking action.

The 2002 Community Health Assessment is available on-line through our Web site at [www.rapidesfoundation.org](http://www.rapidesfoundation.org). Foundation staff can also assist in accessing a password-protected Question and Answer system that can quickly and efficiently get you the information you need for your individual community or parish. The Web site features many other helpful data links to local, state and federal health, economic and census information. These are featured under the Resources tab.

In summarizing the findings, the chronic health conditions that are pervasive throughout the area continue to overwhelm the local health systems. Emergency room use is far greater than in other parts of the state and country, for example. Diabetes measures have gone up 50% since our 1997 assessment. We continue to strongly emphasize the use of good information to help attack problems and find solutions. We believe that as a result the problem solving capacity of the communities is being enhanced.



### The Rapides Foundation Service Area Parishes

1. Allen
2. Avoyelles
3. Catahoula
4. Grant
5. LaSalle
6. Natchitoches
7. Rapides
8. Vernon
9. Winn

*Effective August 2003, the number of parishes served by the Foundation was reduced to nine. This action was taken after much deliberation by the Foundation's Board of Trustees. It was determined that the Foundation can have a greater impact through its grantmaking efforts if the geography is consolidated and more focus is placed on the remaining parishes.*



## The Rapides Foundation Grants 2002

### Arts and Humanities Initiative Grants

Alexandria Museum of Art (2 years)	\$500,000
Support of intensive K-12 educational programs linking schools in multiple parishes with Heart of Spain exhibit	
Arts and Humanities Council of Avoyelles, Inc. (1 year)	30,000
Support of arts programs for elementary school students in association with Avoyelles Parish School District	
Kent Plantation House, Inc. (2 years)	90,000
Planning funds to develop enhanced education and fundraising programs and strategies	

### Arts and Humanities Mini-Grants and Technical Assistance (1 year)

Family Playhouse	10,000
Funds to assess and standardize current math and science curriculum used by this Rapides Parish-based youth arts organization	
Jena (Town of)	10,000
Fiscal agent for development of LaSalle Parish Cultural Alliance - new umbrella organization for existing arts and culture organizations	
Jena (Town of)	10,000(matching)
Fiscal agent for various arts programs for students in LaSalle Parish schools	
Rapides Symphony Orchestra, Inc.	10,000
Development of strategic and fundraising plans	
River Oaks Square Arts Center	10,000
Pilot program of community-based arts education classes	

### Health and Well-Being Initiative Grants

#### Healthcare Access Initiative

Administrators of Tulane Educational Fund (1 year)	\$50,000(matching)
Development of cancer control plan for Cenla	
Allen Parish School Board (3 years)	600,000
Establishment of school-based health center at Oakdale High School	
American Heart Association (2 years)	300,000
Implementation of Phase II of AED campaign for automated external defibrillator placement in public places (churches, auditoriums, schools) throughout Cenla	
AED Fund (2 years)	300,000
Matching funds to subsidize purchase of AEDs in collaboration with American Heart Association	
Central Louisiana Area Health Education Center (1 year)	135,000
Implementation of Phase III of assessment on barriers to healthcare access to include Concordia, Evangeline and Natchitoches Parishes	
Natchitoches Parish School Board (3 years)	500,000
Establishment of model school-based health center at Natchitoches Central High School to emphasize risk reduction and disease management programs	
Volunteers of America (3 years)	270,000
Establishment of outreach and treatment programs for homeless mentally ill persons	

## The Rapides Foundation Grants 2002

### Health and Well-Being Initiative Grants cont.

#### Healthy Senior Initiatives

Alzheimer's program set aside (2 years)	\$200,000
Funds assigned for establishment of programs for Alzheimer's patients and families	

#### Healthy Futures I Initiatives

Food Bank of Central Louisiana (2 years)	\$165,000
Establishment of Kids Café afterschool programs at three Cenla sites	

#### Health and Well-Being Mini-Grants and Technical Assistance (1 year)

Allen Innovative Youth Care Center	\$10,000
Development of youth-operated afterschool program in Oakdale	
Campti (Town of)	10,000
Development of wellness programs for older adults	
Central Louisiana Occupational Health Nurses	10,000
Organizational and program development for worksite health leader group	
Eunice Alfred Ministries	7,500
Organizational development and pilot program funds for Rapides Parish-based start-up group dedicated to working with children of incarcerated parents	
Food Bank of Central Louisiana	10,000
Programmatic development for Kids Café afterschool programs	
4 Rivers Youth & Adult Community Association	10,000
Organizational development funds for this Jonesville-based community group involved in after school tutoring and LEAP test preparation	
Joy Dara Ministries	10,000
Organizational development and programmatic development of youth risk-reduction programs	
Kappa Alpha Psi Scholarship and Guide Right Foundation	10,000
Pilot youth recreation, tutoring and health education programs	
Mount Zion Development Corporation	5,000
Refinement of afterschool program plans	
Ninth Judicial District Court	10,000
Pilot project to develop Web site, marketing and training materials for families and attorneys involved in family law cases	
Rapides Parish Fire Protection District #8 (Cotile VFD)	5,000(matching)
Purchase of medically oriented equipment and training materials to be used in collaboration with adjoining departments	
Special Olympics Louisiana, Inc.	10,000
Identification and assessment of prospective program participants in Cenla	
The National Donor Awareness Foundation	8,000
Community perception study on attitudes and beliefs regarding organ donation	
Tioga Elementary School	8,500(matching)
Funds for walking trail construction	
Tullos (Town of)	4,000(matching)
Funds for walking trail construction	



## The Rapides Foundation Grants 2002

### Economic Development (Workforce) Grants

Alexandria Metropolitan Foundation (1 year)	\$10,000
Funds for further exploration of intermodal transportation opportunities in Cenla	
Louisiana Technical College (Alexandria) - (2 years)	100,000
Fast track auto technician training program in association with four independent auto service employers	
Louisiana Technical College (Natchitoches) - (2 years)	150,000
Years Two and Three of collaborative workforce training project with Martco and Trus Joist as employer leaders	

### Responsive Grants

Ninth Judicial District Court (3 years)	\$200,000
To develop and implement a collaborative law process to result in better resolution for families contemplating divorce	

### Direct Charitable Programs

Programs of importance to be initiated and operated by the Foundation with intent of creating independent nonprofit organizations.

Cenla Medication Access Program (CMAP)	\$1,912,991*/\$4,600,317**
A comprehensive program of medication access and education for low-income residents	
Community Development Works (CDW)	\$461,043*/\$1,178,000**
A comprehensive program of leadership development, nonprofit management training and grassroots organizational development	
Nursing Workforce Development	\$800,000***
Establishment of independent employer-led nonprofit dedicated towards promoting nursing as a career, enhancing the quality of the nursing workforce and recruiting middle and high school students into nursing educational programs	

\* Actual 2002 expenditures

\*\* Three year funding award

\*\*\* Two year funding award. Program to begin in 2003.



**This is a list of schools that were awarded funding through five year grants under our Education Initiative. Each school is eligible to receive up to \$25,000 annually for efforts to improve student achievement.**

### ALLEN PARISH SCHOOL BOARD

Allen Parish Alternative Education School

To improve student achievement particularly in reading and math. The school will begin with Reading Renaissance.

Fairview High School

To improve student achievement in reading and math through Reading Renaissance, Math Renaissance and other strategies.

Kinder Elementary School

To improve student achievement by rethinking curriculum content and developing new teaching strategies in math and language arts.

Kinder Middle School

To improve student performance in math through new teaching strategies and the expanded use of technology.

Oakdale High School

To implement a career education program. Included will be a change in the school's schedule to longer instructional blocks.

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.

Oberlin High School

Beginning in grades 7-8, use the Accelerated Reader to improve the ability of teachers to respond to student needs and to develop appropriate intervention strategies.

### AVOYELLES PARISH SCHOOL BOARD

ALERT School - LaSAS

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 new agri-science alternative high school.

Avoyelles High School

To provide teacher training in use of technology throughout the curriculum.

Bunkie Elementary School

To improve student test scores through the integration of technology into the curriculum, developing interdisciplinary units and thematic teaching.

Bunkie High School

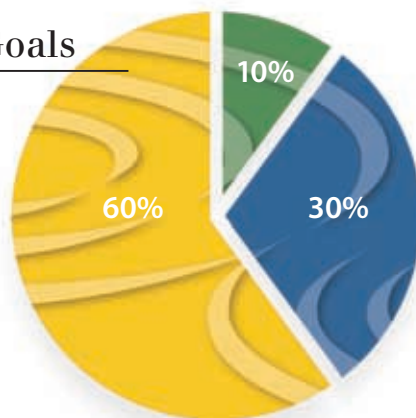
To support faculty training for integration of technology into curriculum to improve reading achievement.

Cottonport Elementary School

To upgrade student achievement in mathematics primarily through integration of technology into the math curriculum.

### Trustee Approved Grant Allocation Goals

- Health & Well-Being
- Education
- Arts & Humanities





### 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.

### Mansura Middle School

To assist teachers in effectively utilizing state mandated benchmarks to improve instruction. The focus will include content knowledge and use of technology.

### 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.

### Marksville High School

To provide the training necessary for teachers to incorporate technology into curriculum and instruction.

### Marksville Middle School

To improve student achievement in reading comprehension and vocabulary. The school will use an interdisciplinary approach by including reading in all subject areas.

### Plaucheville Elementary School

To integrate the use of technology into daily lessons and to develop and then implement the use of thematic units as the foundation for curriculum.

### 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

### Jonesville Elementary School

To provide training for teachers for hands-on, minds-on strategies in math, science and social studies.

### 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, interdisciplinary lessons and collaborative teaching.

## CATHOLIC DIOCESE OF ALEXANDRIA

### 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 across the curriculum.

### 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, will undertake technology training for its teachers to build new instruction strategies and integration of technology into the curriculum.

### St. Mary's Assumption School

To train teachers in the use of technology so that students use higher order thinking skills in solving problems across all curriculum areas.

### St. Mary's Catholic School

To provide teachers with new skills that improve student achievement in reading and writing. The school will focus on aligning curriculum and use coaching and project-centered learning activities with a writing emphasis.

### St. Rita Catholic School

To improve student achievement through improved instruction in mathematics.

# Grants

## Education Grants 2002

### CONCORDIA PARISH SCHOOL BOARD

Ferriday Junior High School

To equip faculty in the use of technology across the curriculum as a strategy for improving student performance and state assessments.

Ferriday Upper Elementary School

To improve reading achievement by developing a comprehensive reading program. The school will begin efforts with training in the Accelerated Reader.

Vidalia High School

To provide teachers with training in the use of technology as a tool for more effective instruction in all curriculum areas.

### EVANGELINE PARISH SCHOOL BOARD

Bayou Chicot High School

To restructure the school's education program to include the school schedule (block scheduling) and teacher training in multi-sensory, integrated learning techniques to actively engage students in the learning process.

Carver Elementary School

To implement character education learning into the curriculum through new teaching strategies.

Chataignier High School

To implement character education through new teaching methods and more active engagement of students in their own learning.

Hester Heath Elementary School

To improve literacy for students using Write Track and Accelerated Reader.

James Stephens Elementary School

To provide faculty with advanced training related to instructional programs curriculum for a cadre of teachers who will then serve as teacher trainers or mentors. The program will initially focus on language arts.

Ville Platte Lower Elementary School

To improve student reading achievement through assessment and diagnosis of student needs and then new program development.

## Y-Wolf Project

Y-WOLF stands for Working On Leadership and Fitness. The YMCA of Winn Parish offers this program to students to gain a "YMCA Fitness Leader certification."

Benefits include leadership skills, community problem solving, life long decision making ability, healthy habits, and exercise.

*Thomas McGinnis, Winn Parish YMCA director, instructs Y-WOLF members Lacey Johnson (seated) and Catherine Brewton on proper weight lifting techniques.*





## **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.

### **Dry Prong Junior High School**

To implement the middle school model using interdisciplinary teams for instruction to enhance and improve student learning.

### **Georgetown High School**

To improve language skills in grades 5-12 using new teaching/learning techniques. Teacher training will focus on reading and writing activities.

### **Pollock Elementary School**

To improve student achievement in math through the use of hands-on activities and other teaching strategies such as manipulatives.

### **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.

## **LASALLE PARISH SCHOOL BOARD**

### **Fellowship Elementary School**

To improve the student achievement through the integration of technology in all curriculum areas.

### **Goodpine Middle School**

To improve student performance by equipping paraprofessionals in the use of more individual and small group instruction in all subject areas.

### **Jena Elementary School**

The school, in collaboration with Olla-Standard Elementary, will institute 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.

### **Jena High School**

To increase student achievement through the use of technology, to provide training for teachers on the full integration of technology throughout the curriculum.

### **Jena Junior High School**

To provide training in the use of technology as an instructional tool to improve student achievement in all subject areas.

### **LaSalle High School**

To increase student achievement through the use of technology, to provide training for teachers on the full integration of technology throughout the curriculum.

### **LaSalle Junior High School**

To provide faculty training in the use of technology as an instructional tool to improve student achievement on state tests.

### **Nebo Elementary School**

To develop a comprehensive reading program by beginning with the Accelerated Reader.

### **Olla-Standard Elementary School**

The school, in collaboration with Jena Elementary, will institute 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.

## **NATCHITOCHES PARISH SCHOOL BOARD**

### **Cloutierville Elementary/Junior High School**

To refine and focus strategies to improve student achievement in reading and writing, emphasizing evaluation, assessment and the management of classroom instruction.

### **Lakeview Junior/Senior High School**

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

### **Natchitoches Central High School**

To improve instruction through a broadened curriculum and the implementation of team/multi-disciplinary teaching as well as technology integration.

### NSU Elementary Lab School

To improve student achievement through the use of new brain research on how young people learn. It will include changes in class scheduling, assessment methods, new strategies for teachers and expanded use of technology.

### **RAPIDES PARISH SCHOOL BOARD**

#### Alexandria Middle Magnet School

To plan for and implement a modified middle school model with an emphasis on improving math and reading scores.

#### Alexandria Senior High School

To build staff knowledge in new strategies and teaching techniques, develop a relationship with the business community and increase communications with parents all focused on improving student achievement.

#### Arthur F. Smith Junior High School

To implement the middle school concept with training for teachers in academic teaching teams, advisory programs, and interdisciplinary teaching.

#### Bolton High School

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.

#### Buckeye High School

To implement technology instruction and learning strategies to improve student critical thinking skills. The focus will be on math.

#### Cherokee Elementary School

The school will redefine curriculum content and skills by grade level and the connections among them using the Basic School model. The objective is to improve student higher-thinking skills and test scores.

#### D. F. Huddle Elementary School

To improve student achievement in math and language arts through the development and use of interdisciplinary thematic units and team teaching.

#### E. C. Hayes School for Exceptional Students

To provide training for special education teachers in new strategies and techniques for special education students.

#### Glenmora Elementary School

To improve student achievement in reading and math.

#### Hayden R. Lawrence Middle School

To improve student writing skills through staff training in new standards and approaches of teaching writing skills.

#### J. B. Nachman Elementary

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

#### J. S. Slocum Elementary School

To improve student achievement in math by implementing a teacher assessment program to identify areas of weakness, improve teacher content knowledge and then develop instructional strategies.

#### Mary Goff Elementary

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

#### Peabody Magnet High School

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

#### Phoenix Magnet Elementary School

To improve student achievement in reading literacy and vocabulary through new teaching strategies.

#### Pineville High School

To improve achievement and standardized test scores in math with an effort involving eight 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.

#### Plainview High School

To provide staff training to improve student achievement in math.



# Grants

## Education Grants 2002

### Reed Avenue Elementary School

To improve student achievement by incorporating instructional methodologies such as team teaching and planning new assessment strategies.

### Ruby Wise Elementary School

To improve student learning through creative team-teaching strategies to be integrated into the curriculum, including creative writing, arts and music.

### 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.

### Tioga Elementary School

To improve student achievement in math and language arts through the integrated use of technology in instruction and performance assessment strategies.

### W.O. Hall Math/Science Magnet Elementary School

This is a collaborative effort with its feeder school 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.

### Walter D. Hadnot Elementary School

The project is a collaborative with its feeder school. 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.

## VERNON PARISH SCHOOL BOARD

### Anacoco Elementary School

To improve reading and math achievement through interdisciplinary teaching strategies.

### East Leesville Elementary School

To create an integrated curriculum plan for science and social studies through extensive writing and problem solving/critical thinking.

## Walking Trails

## Research shows regular exercise is an important element in any healthy lifestyle.



*Bruce and Juanita DeKeyzer enjoy Walking Trails such as those being funded by The Rapides Foundation.*

The Foundation has identified walking as an inexpensive and fun activity that appeals to residents of all ages, in both urban and rural settings.

The Foundation provides matching cash funds of 50% of up to \$10,000 for the construction of walking trails. So far the Foundation has funded nine walking trails throughout our service area, at a variety of locations.

Schools have applied for funding, and also cities/towns, nonprofit hospitals, Councils on Aging and Recreation Districts. While the groups and settings for these walking trails may be different, they all have one thing in common; the desire to provide a special place where community members can walk their way to improved health.

### Evans High School

The school will address the new teaching methods required in order to make the most effective use of time under block scheduling.

### 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 provides assistance for curriculum development and staff training and support efforts to develop business coalitions.

### Leesville Junior High School

To implement the middle school concept, to provide teachers with additional training in understanding adolescent development and individual learning styles.

### North Polk Elementary School

To improve student achievement through a curriculum that is built around developmentally appropriate learning opportunities based upon the developmental level of the child.

### Pickering Elementary School

To provide staff training to deepen and expand the writing curriculum.

### Pickering High School

To improve student reading comprehension and develop critical thinking skills through a program that emphasizes writing across the curriculum.

### Simpson High School

To improve student achievement through collaborative team planning and cross-curricular teaching using interdisciplinary approaches.

### South Polk Elementary School

To improve student achievement in math and reading. First strategies include Accelerated Reader and Math Renaissance programs.

### Vernon Middle School

To improve student achievement in reading and vocabulary through the use of Project Read.

### West Leesville Elementary School

To implement a school-wide focus on literature and reading as a means of improving student achievement.

## WINN PARISH SCHOOL BOARD

### Atlanta High School

To improve student achievement in reading, language arts and English through changed teaching strategies and practices for the whole school. The school will start with and then build upon existing teaching tools such as Accelerated Reader and targeted instructional focuses.

### Dodson High School

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

### Winnfield Intermediate School

To develop and implement, in collaboration with the primary and middle schools, a character education effort.

### Winnfield Middle School

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

## PRIVATE SCHOOLS

### Avoyelles Public Charter School

To provide training in the use of Direct Instruction to improve reading achievement of students.

### Grace Christian School

To implement a professional development program to build technology skills and to integrate technology use in the classroom so that student learning involves higher thinking skills.



# Application

## Grant Application Process

Qualified organizations requesting funds through the Program Priority or Responsive Grant Program should submit a Letter of Intent prior to the deadline. Letters of Intent will be reviewed and the applicants will be notified if a full proposal is desired for further evaluation. Applicants will be notified of selection decisions approximately 30 days after the deadline for the Letter of Intent.

Applicants requesting funds for Mini-Grants (up to \$10,000) or Technical Assistance (up to \$10,000) can submit at any time and a decision will be provided in 60-90 days.

Application materials and eligibility criteria are contained in the booklet entitled, *Applying for Funds from The Rapides Foundation*. Any group or organization interested in applying for funds is encouraged to call the Program Assistant at 318-767-3013. She will direct your call to the appropriate program staff person. Calls and e-mails are strongly encouraged prior to any formal written submissions.

### First Stage: Letter of Intent (Program Priority and Responsive Grants)

Before submitting a Letter of Intent under any of the grant programs, an applicant should request a brochure from the Foundation which details complete requirements and guidelines. Applicants are also encouraged to discuss their project with a Foundation Program Officer.

In a Letter of Intent applicants will be asked to address the following:

- Organizational mission
- Problem or need
- Risk factors
- Desired outcomes
- Strategy
- Sustainability

### Selection Criteria

- Successful applicants will look to maximize use of existing local, state and federal funds and services in an effort to develop and sustain more effective systems.
- Successful applicants will demonstrate a high level of knowledge of the issues. They will also be able to demonstrate that they can be expected to manage a program with a good chance of being effective and creating positive change in community health and well-being.
- Successful applicants will propose to develop or provide services to a sufficient number of community residents to make an impact.

On the other hand, proposals calling for large grants to serve thousands of individuals across multiple parishes are rarely funded, at that scale. Successful applicants will, at a minimum, recognize the importance of evaluation in developing and supporting services that go beyond goodwill or charity. Start-up organizations are encouraged to apply for pilot and technical assistance support through the Mini-Grant Program. Construction, renovation and equipment purchases are funded only in those unique cases where the capital purchase is a minor component to a larger Foundation program grant.

Applicants with weak or non-functioning Boards of Directors are generally not successful.

### Second Stage: Project Proposal (Program Priority and Responsive Grants)

If your Letter of Intent is favorably reviewed, you will be asked to submit a complete Project Proposal on or before the announced proposal deadline. You will have about 60 days to complete the full proposal. This second stage of the application includes a complete business plan with project description, workplan and timeline, staffing and other resource requirements, and an evaluation plan. A project budget and narrative describing the assumptions for preparation of the budget will be a part of the proposal. You will be provided an outline for the proposal requirements as well as a budget worksheet and instructions when you are notified that your Letter of Intent has been favorably reviewed.

### Evaluative Criteria

Grant decisions are made through the combined effort of the Budget and Grants Committees of the Board of Trustees and the full Board. Staff provides recommendations to the Budget and Grants Committee based upon some or all of the following procedures: analysis of the written proposal, consultation with experienced program leaders and researchers in the field, site visits and meetings with project staff and Board, and experience with your organization or contributing personnel on prior grants.

Applicants will hear of decisions regarding their submissions via a letter. Award/decline letters will communicate the decisions of the Budget and Grants Committee or full Board and will also include information on various contingencies or pre-funding requirements. Please keep in mind that grant awards may contain significantly different terms of award than originally proposed by your group. Also, a contract (Grant Agreement) must be signed between your group and The Rapides Foundation which spells out requirements and expectations for superior performance.

Decline letters will generally not indicate specific reasons for Committee or Board action. Groups who are unsuccessful are encouraged to contact the Program Department. In many cases, staff are able to highlight certain areas of the proposal that may require additional refinement for program excellence.

### Grant Cycle Deadlines

Contact the Foundation for grant cycle deadlines or visit our Web site at [www.rapidesfoundation.org](http://www.rapidesfoundation.org).

## Financial Summary

### Combined Statements of Activities and Changes in Net Assets

For the Years Ended December 31, 2002, 2001, and 2000

	2002	2001	2000
CHANGES IN UNRESTRICTED ASSETS:			
INVESTMENT INCOME:			
Income on cash and long-term investments	\$2,782,882	\$5,310,932	\$5,163,449
Gains and losses on securities	(11,910,270)	(9,302,613)	1,590,770
Equity earnings of jointly owned companies	4,125,051	2,841,635	6,381,656
TOTAL INVESTMENT INCOME	(\$5,002,337)	(\$1,150,046)	\$13,135,875
INVESTMENT EXPENSE	783,549	940,751	1,633,172
NET INVESTMENT INCOME	(5,785,886)	(2,090,797)	11,502,703
CONTRIBUTIONS	1,369	400,000	25
PROGRAM EXPENSES			
Grants	5,227,544	7,080,969	4,544,947
Memorial Contributions	400,000	0	0
Direct Charitable Expenses	5,014,458	853,596	0
Development	631,211	817,309	580,567
Administration	1,327,877	1,169,209	292,471
TOTAL PROGRAM EXPENSES	\$12,601,090	\$9,921,083	\$5,417,985
INCREASE/DECREASE IN UNRESTRICTED NET ASSETS FROM OPERATIONS	(18,385,607)	(11,611,880)	6,084,743
EXPENSES FROM DISCONTINUED OPERATIONS	(10,697)	0	(51,048)
INCREASE IN NET ASSETS	<b>(18,396,304)</b>	<b>(11,611,880)</b>	<b>6,033,695</b>
NET ASSETS, BEGINNING OF YEAR	198,526,124	210,138,004	204,104,309
NET ASSETS, END OF YEAR	<b>\$180,129,820</b>	<b>\$198,526,124</b>	<b>\$210,138,004</b>



## Financial Summary

### Statement of Financial Position

For the Years Ended December 31, 2002, 2001, and 2000

	2002	2001	2000
<b>ASSETS</b>			
Cash and cash equivalents	\$773,078	\$4,342,005	\$16,533,699
Accounts receivable			
Prepaid expenses	20,542	19,858	19,858
Furniture and equipment, net	2,474,856	378,709	292,845
Assets whose use is limited	458,187	4,471,206	499,575
Marketable securities	128,685,115	145,982,110	150,578,786
Investments - at cost plus equity in undistributed earnings	51,348,172	49,142,156	46,938,521
<b>Total Assets</b>	<b>\$183,759,950</b>	<b>\$204,336,044</b>	<b>\$214,863,284</b>
<b>LIABILITIES</b>			
Accounts payable	443,472	131,426	105,362
Due to Partnership	0	0	0
Retirement plan expense payable	0	49,820	49,820
Payroll, payroll taxes and benefits payable	10,254	7,280	5,636
Grants payable	2,789,120	5,270,909	4,202,183
Annuity obligations payable	387,284	350,485	362,279
<b>Total Liabilities</b>	<b>\$3,630,130</b>	<b>\$5,809,920</b>	<b>\$4,725,280</b>
<b>Net Assets - Unrestricted</b>	<b>180,129,820</b>	<b>198,526,124</b>	<b>210,138,004</b>
<b>Total Liabilities and Net Assets</b>	<b>\$183,759,950</b>	<b>\$204,336,044</b>	<b>\$214,863,284</b>

## Trustees

**Gregory L. Nesbitt** - Board Chairman  
Former President & CEO, Cleco

**Rev. Doyle Bailey**  
Former Director of Stewardship  
Louisiana Baptist Convention

**J. Lynn Bordelon**  
Avoyelles Parish President  
Hibernia National Bank

**James R. Byrd**  
Alexandria City Marshall

**Blake Chatelain**  
President & CEO - Red River Bank

**Ilyas Chaudhry, M.D.**  
Physician

**Vanda L. Davidson, M.D.**  
Physician

**Gail C. Little**  
Manager - Software Development  
Time Trend, Inc. (retired)

**John McCabe, M.D.**  
Physician

**Kathleen F. Nolen**  
Treasurer - Cleco

**Bernard E. Patty, III, M.D.**  
Physician

**Robert T. Ratcliff**  
President/Owner - Ratcliff Construction Co.

**Daphne R. Robinson**  
Assistant District Attorney - Rapides Parish

**Joseph R. Rosier, Jr.**  
President & CEO - The Rapides Foundation

**Regionald K. Seastrunk**  
Equal Employment Opportunity Manager  
Ft. Polk

**Harry B. Silver**  
Chairman - Weiss & Goldring

**Melanie Torbett**  
Community Volunteer and  
Freelance communications writer

**Paul M. "Mac" Davis, Jr., M.D.**  
Director Emeritus, Physician

**Roane Hathorn**  
Director Emeritus - Rapides Bank (retired)

## Advisors

**Michael A. Carter, DNSc**  
University Distinguished  
Professor  
The University of Tennessee  
Health Science Center  
Memphis, Tennessee

**Carol Goldstein**  
Cultural Planning Consultant  
Los Angeles, California

**J. Pat Harris, DDS**  
Dental Director  
Los Barrios Unidos  
Community Clinic, Inc.  
Dallas, Texas

**Linda Juszczak, DNSc, MPH, CPNP**  
Director, Education and Training, Montefiore School Health Program  
Director, Center for Evaluation and Quality, National Assembly  
on School Based Health Care - Montefiore Medical Center  
Bronx, New York

**Judith K. Leavitt, RN, MEd, FAAN**  
Associate Professor  
University of Mississippi Medical Center  
Jackson, Mississippi

**Kenneth J. Tewel, Ph.D.**  
Associate Professor of Education (retired)  
Program in School Administration and Supervision  
Queens College of the City University  
of New York

**Dianne Williams**  
Organizational, Leadership and Rural  
Community Development Consultant  
Greenbrier, Arkansas

**J. Trent Williams**  
Principal  
Regional Technology Strategies, Inc.  
Chapel Hill, North Carolina

**Mary Chase-Ziolek, PhD, RN**  
Director of the Center for Faith and Health  
Associate Professor of Health Ministries  
North Park Theological Seminary  
Chicago, Illinois

## TRUSTEE HIGHLIGHTS

### 2003 APPOINTMENTS

The following began service as Trustees in January of 2003:

Jacque Caplan, John Rhodes, M.D., Caroline Theus, and  
Renick Webb, M.D.

### SPECIAL RECOGNITION

We wish to recognize the contributions of these Board  
members whose terms concluded in 2002:

James R. Byrd, Gail C. Little, John McCabe, M.D.,  
Gregory L. Nesbitt, Bernard E. Patty, III, M.D.,  
Robert T. Ratcliff, and Harry B. Silver.





## The Rapides Foundation Staff



*front (left to right):*

**Patricia M. LaCour**

Grant Administrator

**Margaret Daniel**

Receptionist/Secretary

*middle (left to right):*

**Loretta T. Magee**

Executive Assistant to the President

**Vicki Bernard**

Director of Communications

**Annette Clark, MBA**

Special Projects Associate

**Flora S. Keys**

Grant Technician

*back (left to right):*

**Joseph R. Rosier, Jr., CPA, CFA**

President/CEO

**Yvette Desrosiers-Alphonse, MPH**

Program Officer

**Ingrid Davis**

Accountant

**Allen J. Smart, MPH, CHE, CHES**

Vice President of Programs

*(part-time not shown):*

**Cindy F. Avery**

## Cenla Medication Access Program (CMAP) Staff



*left to right:*

**Tammy Billings**

Patient Assistance Program Specialist

**Wendy Roy**

Program Manager

**Kevin Brown, RPh**

Program Pharmacist

**Sue Fontenot, RPh**

Supervising Pharmacist

**Tigist Smith**

Administrative Technician

## Community Development Works (CDW) Staff



**Tigist Smith**

Administrative Technician

