



Promoting and supporting
excellence in education in
Lafayette Parish schools.

2016-2017 Classroom and School Impact Grants

Lafayette Education Foundation Grants Program

Mission: To promote and support excellence in education.

Who is eligible to submit applications?

Lafayette Parish public school teacher, librarian, resource coordinator, instructional strategist or counselor.

Grant Awards:

Classroom: \$1,000 each, maximum of two per teacher, per year

School Impact: \$5,000 for an entire school, subject area, or grade level with a minimum of four teachers participating; maximum of one per school annually.

Time Frame:	(Subject to change)
November	Applications Available
April	Application Deadline
April/May	Notification of Funding/Grant Reception
March	Receipts Deadline
May	Final Grant Evaluation Deadline

LEF Information

Founded in 1989, LEF is a private, non-profit foundation governed by a 25-member board of directors. For additional information, contact Etienna Wright, LEF Executive Director.

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Lafayette Education Foundation
thanks its Funding Partners for
the 2016-2017 grant cycle:

Acadian Companies
Rucks Family Foundation

2016-2017 Grants Summary:

Amount Awarded- \$45,311.20

Number of Grants - 27

Number of Schools - 16+

Broussard Middle School

Lisa Smith, Amy Moss, Nicole Falgout,
Rebecca Didier, Amanda Gregory
Grades 5-8

“Wild About Books: Students and Parents Reading Together ”

Number of students: 565 Amount Funded: \$5,000

Promoting literacy and building parent involvement will be accomplished by inviting students and parents to read books together. Throughout the school year, students and parents will participate in Family Reading Safaris and Wild About Books Breakfasts to talk about books in student-led discussion groups.

Measurement: Summative assessments will be used to determine if parent involvement increased the number of books read during the academic school year and if shared reading led to greater reading comprehension. AR test records will provide us with this information. Standardized tests will enable us to gauge reading comprehension.

Comeaux High School

Simone McCrocklin
Grades 10-11

“Lightbox and Stained Glass ”

Number of students: 90 Amount Funded: \$956.91

Students will be using a light table to enhance their drawing abilities and further their exploration of stained glass. The goal of the project is to give students the confidence to explore their own artistic style. They will use the light table as a jumping off point into art by duplicating images by hand and then using their creativity to make the work their own.

Measurement: Formative assessments will be used to track their progress from beginning stages (tracing, grinding and cutting). Students’ final art work will be used as a summative assessment.

Comeaux High School

Lisa Ranney

Grades 9-12

“Promoting STEM Through Robotics ”

Number of students: 25 Amount Funded: \$918.50

The goal of this project is to give students a better understanding of how to strategize to design, build and program a robot to be able to perform particular tasks in a specific amount of time. This project will prepare the next generation of engineers and scientists!

Measurement: Summative and diagnostic assessments will be employed to evaluate students’ terminology of the robot parts and functionality of the parts before and during the actual build of the robot. Furthermore, individual evaluations will be conducted to be sure each student knows how to program the robot.

Comeaux High School

Simone McCrocklin, Laycie Fanguy,

Lisette Henderson, Matthew Canone

Grades 9-12

“School Beautification”

Number of Students: 90 directly, 2,000 indirectly

Amount Funded: \$3,000.00

This grant will purchase materials for school beautification. The students will design murals to enhance the halls, specifically focusing on the subject matter associated with the hall. The goal of the project is to establish a sense of pride in the students by knowing their artwork will enhance the halls. They will design, sketch, paint and present their murals and mosaics.

Measurement: Students’ sketches and ideas will be evaluated against the final outcome of their artwork. The teacher will question each student’s reason for any changes that might occur that caused them to deviate from the original idea and how they implemented creative problem solving.

Ernest Gallet Elementary School

Diane Soucy

Grades 4-5

“Aim at Our School”

Number of Students: 150-180 Amount Funded: \$700.00

Students will learn French with a method using a system of signs and gestures to allow a more authentic learning environment, almost exclusively using the target language. Utilizing kits of materials, students will be better prepared to continue the acquisition of French in middle and high school.

Measurement: All activities are formative and contain a self evaluation or an evaluation by peers or teacher. Students will also be able to do evaluations aligned with the method online.

Ernest Gallet Elementary School

Debby Dumas

Kindergarten

“Doing it Write”

Number of Students: 25-27 Amount Funded: \$1,000.00

This project will help kindergarten students progress through the continuum of skills of writing. The goals for this project are for my kindergarten students to experience the joy in writing, the desire to write often, to understand that writing is a way of sharing their ideas, and to build on knowledge as they write.

Measurement: Evaluations will be made by examining the work samples from each of the students at different times of the year. The work samples will also be compared to developmentally appropriate standards and milestones. Reading and writing scores should also go up on report cards, along with DIBELS test results, which are given three times a year.

Ernest Gallet Elementary School

Natalie Hidalgo

3rd Grade

“Every Day Math”

Number of Students: 150 Amount Funded: \$1,000.00

Who finds math and science boring? Who finds that as soon as they are tested on a skill, they forget it? The goal of this project is to decrease or eliminate the gap between non-proficient and proficient learners with the use of daily math journals and read alouds, changing the way children feel about math and science.

Measurement: The way to determine whether or not the needs have been addressed is by assessing the growth of students at the very beginning and very end of the year. This will be done through pre and post assessments.

Ernest Gallet Elementary School

Tracy Sanders

Grades PreK-5

“Read Away with Playaways”

Number of Students: 950 Amount Funded: \$1,000.00

This grant will allow students to utilize Playaway Bookpacks, which are all-in-one audiobooks, including the preloaded audiobook and a print version of the novel. Students will read Playaway Bookpacks to build comprehension and increase vocabulary.

Measurement: The first way to measure growth is to utilize the formative assessment of booktalks. Students will present a book talk on their Playaway Bookpack to demonstrate their comprehension. The book talks will also be used to increase student awareness and interest in Playaway Bookpacks. Growth will also be measured using STAR and Accelerated Reader quiz scores.

Ernest Gallet Elementary School

Tracy Sanders

Grades PreK-5

“POP the Question”

Number of Students: 950 Amount Funded: \$380.00

Our project goal is to enhance the comprehension of our students through the online tools BrainPOP and BrainPOP Jr., which will be incorporated into weekly library lessons. These tools are great supplemental resources that will enhance our already highly interactive library lessons and be used for enrichment and/or intervention.

Measurement: A ten-question quiz will follow each video/activity. The librarian will assess student learning or understanding of lesson concepts using the results from the quiz. Once the results of the program have been compiled and evaluated, this data will be beneficial in persuading school administrators and other funding source supervisors to use other sources of funding to extend the subscription of this valuable resource in subsequent years.

LEF’S Endowment Contributors

\$100,000 Named Endowments

Acadian Ambulance	Anonymous	Bank One
Lod Cook (in honor of his mother, Ettrice H. Cook)		
Cox Communications	Lafayette General Medical Center	
Ocean Energy	Safety Management Systems	

\$10,000 – \$55,000

Acadiana Bottling	ARCO	Chastant Investments
Chevron Corporation	CONOCO, Inc.	Darnall, Gardes & Frederick
The Delta Foundation	Robert Eddy, Jr., Prudential Insurance	Fenstermaker & Associates
Mr. & Mrs. Frank Harrison	Heymann Foundation	Hibernia National Bank
Iberia Bank	Kerr-McGee Corporation	Marathon Oil Company
MidSouth Bank	Edmund Nagem, M.D.	Our Lady of Lourdes Regional Medical Center
Pennzoil	Petroleum Helicopters	Realtor Association of Acadiana
Southwest Medical Center	Stone Energy	UNOCAL
Van Eaton & Romero	Whitney National Bank	Woodson Construction Co.

Green T. Lindon Elementary School

Christina Livings-Laday

1st Grade

“Mathematicians in Training”

Number of Students: 22 Amount Funded: \$806.82

This grant will provide students with hands-on math materials that will allow students to verbalize their mathematical thinking, think divergently to find numerous ways to solve problems, master basic facts and work collaboratively to take ownership of their learning experiences as they work to master the Common Core State Standards in first grade.

Measurement: I will use my student learning targets (SLT’s) which use NEWA (Northwest Evaluation Association) to measure academic progress in math. I will also use the formative and summative assessments provided by the district. This will determine if my students have achieved sufficient progress in math as a result of this project.

J.W. Faulk Elementary School

Megan Didier

Kindergarten

“Can You Hear Me Now?”

Number of Students: 15 Amount Funded: \$275.42

The goal of this project is to have a set of headphones for each of our iPads. With headphones, our small groups will not have any disturbances and everyone will be able to focus on the task at hand, such as letter and sound recognition and math concepts such as numbers 0-20, counting to 100 and composing (addition) and decomposing (subtraction).

Measurement: The Developing Skills Checklist (DSC) is given the first day of school. My class is designed by taking the lowest performers on the DSC. The Dynamic Indicator of Basic Literacy Skills (DIBELS) is given to each student individually three times a year. This tests alphabet knowledge and first sound fluency. My small groups will be customized to meet the individual needs of the students. The apps on the iPads are also customized to meet the individual needs. In addition, I can track progress through the Benchmark reading assessments that I give four times a year.

J.W. Faulk Elementary School

Nikki Thevis, Jennifer Broussard, Caroline Hamlin, Catherine Sciarillo

Grades PreK-5

“R.E.A.D. - Read Everyday And Dream”

Number of Students: 500 Amount Funded: \$4,807.12

This project will provide a beautiful, inviting atmosphere to the heartbeat of our school, the library! The goal is to provide books with the accompanying puppets while sitting around the library in various cozy places. It is an opportunity for our children to actually handle and play with real books and puppets in a digital age that does not lend itself to tangible play.

Measurement: DIBELS testing will show significant growth in reading and comprehension. In addition, growth can be tracked with Benchmark Reading assessments that are given three times a year. STAR testing is also a very adaptable screening. It can and should be used more than simply twice a year. Students who meet their Accelerated Reading goals quickly and proficiently should be retested and challenged.

J.W. Faulk Elementary School

Megan Didier

Kindergarten

“Rocking in My Red Shoes”

Number of students: 15 Amount Funded: \$981.59

The goal of kindergarten is to have our classes reading on grade level. This specific level is a level D book. In order to get students to attain this goal, they need to be exposed to as much literature as possible. The goal of this project is to place engaging and appealing books at the little fingertips of my students.

Measurement: The Developing Skills Checklist (DSC) is given the first day of school. My class is designed by taking the lowest performers on the DSC. The Dynamic Indicator of Basic Literacy Skills (DIBELS) is given to each student individually three times a year. This tests alphabet knowledge and first sound fluency. I will design my reading groups with this assessment and the DSC results. The DIBELS is given two more times throughout the school year. From these results, I can and will see improvement.

L. Leo Judice Elementary

Lisa Labarraque, Paula Guidry, Mary Jo Welch, Jennifer Carpenter
Grades 3-5

“Kindling Future Leaders”

Number of students: 189 **Amount Funded: \$3,014.42**

This project gives students access to a wide variety of book titles through the Lafayette Public Library’s Overdrive collection. It will also allow teachers to provide multiple copies of a single text to use in literature circles. Kindles can be used to enhance students’ current vocabulary by using features such as highlighting, note-taking and a dictionary.

Measurement: Students will take the STAR reading test at the start of the school year to determine their current reading level. This test will be administered a total of five times throughout the school year. This will allow teachers and students to monitor reading growth and ensure that students are reading at an appropriate level within their reading level to continue to show reading growth.

L.J. Alleman Middle School

Phobe Boutte
8th Grade

“Chromebook Science Investigation”

Number of Students: 165 **Amount Funded: \$890.03**

Chromebooks will allow my students to collaborate with one another through Google Classroom. Investigative Vernier sensor probes have apps which work well with Chromebooks. There are online lab simulations that my students would have access to, minimizing lab costs. Communicating with science professionals by blogging, email or Skype would be possible with Chromebooks.

Measurement: Enthusiasm in learning is very hard to give a numerical value to. It is something that can be observed by the attitudes of the students during the learning process. Using formative assessments can guide me as to how well the student is synthesizing information. Summative assessments, not necessarily tests, can inform me as to how well the students can apply what they have learned to real world situations in science.

Lafayette High

Stacy Hargrove, Sam Taulli III, Angie Motte, Jaime Cook
Grades 9-12

“Academics in Action”

Number of students: 70-140 **Amount Funded: \$4,942.81**

Academics in Action will offer at-risk students a chance to incorporate physical movement into the school day, promoting engaged learning. Students will complete an intervention program using active workspaces/ desks and exercise ball chairs. Encouraging movement while learning will positively influence their ability to learn, listen and progress academically.

Measurement: We will use quantitative data gathered by the team. Using the progress monitoring component of Successmaker, we will look at the growth rate from their placement course level and their ending course level. For students who are continuing in Response to Intervention from their previous school or school year we can compare the current year’s data to past data to extrapolate the degree of success of this project. Our team will also explore whether attendance rates changed for the students involved in the project.

Live Oak Elementary

Melissa Arceneaux
Kindergarten

“Guiding Light”

Number of students: 15 **Amount Funded: \$958.88**

Meeting the needs of every student’s reading ability is a pretty serious task. Having the material available is sometimes a struggle. With this project I will have ALL we need to guide our readers into first grade success. The goal of this project is to increase our guided reading library. In order to get our students prepared for first grade reading, I must get my students reading on grade level. However, our guided reading books have been used for over 15 years. They need to be replaced and updated.

Measurement: With the various Benchmark reading assessments that are given at the end of each nine weeks period, I see tangible proof of learning. In addition, with the microphone, I can have digital proof as well since the recordings can be downloaded onto a PC. In addition, the DIBELS screenings done 3 times a year will show significant growth as well in all the areas of reading.

Ossun Elementary

Keri Citrano

Kindergarten

“I Can Learn With Just A Snap!”

Number of students: 23

Amount Funded: \$511.04

Students will use visual cards to learn and recognize their numerals, letters, and sight words as well as application of their sight words, letter sounds and addition/subtraction strategies through a multi-sensory approach. My goal is to use the multi-sensory approach to address the different type of learners that make up a classroom.

Measurement: NWEA Measures of Academic Progress (MAP) testing in reading and math is administered three times a year to assess individual student improvement in specific skill areas over the course of the year. Additionally, observations and progress monitoring assessments would be used in assisting the teacher in making decisions concerning when to progress to higher level skills with individual students or those who may need RTI.

Ossun Elementary

Heather Deshotel

Kindergarten

“Learning Can Be A Snap!”

Number of students: 23

Amount Funded: \$511.04

Students will learn to recognize and apply numerals, letters, letter sounds, sight words as well as addition/subtraction strategies through this supplemental multi-sensory approach addressing visual, auditory, and kinesthetic learners. The goal is to increase the amount of students achieving mastery of these skills to increase student reading and math success. My goal is to increase the amount of students reaching mastery level of these targeted math and reading skills as well as increase their level of understanding and ability to apply these skills.

Measurement: NWEA Measures of Academic Progress (MAP) testing in reading and math is administered three times a year to assess individual student improvement in specific skill areas over the course of the year. Additionally, observations and progress monitoring assessments would be used in assisting the teacher in making decisions concerning when to progress to higher level skills with individual students or those who may need RTI.

Ossun Elementary

Heather Deshotel, Patti Benoit, Keri Citrano, Jenn Duhon

Kindergarten

“Redesigning Centers for Rigor”

Number of students: 70-85

Amount Funded: \$3,000.00

Math and literacy centers are utilized abundantly in today’s kindergarten classroom to provide opportunities for students to independently practice skills and to provide the classroom teacher opportunities to work with small groups of students. Many of our current center materials do not address the required teaching standards appropriately in today’s kindergarten classroom.

Measurement: Our goal is for our students to independently practice math and literacy skills we have taught in a rigorous manner so they may achieve higher levels of understanding and ability to apply these skills.

Paul Breaux Middle

Karen Latiolais

6th Grade

“Physical Science Lab Investigations”

Number of students: 52

Amount Funded: \$949.80

The investigative labs will provide the students with opportunities for engagement and discovery supporting thinking like a scientist activities. The goal of this project is to give students access to science labs that will allow students opportunities to demonstrate their understanding of scientific concepts.

Measurement: The students will use the concepts investigated and taught in labs using the Cluster Kits in activities that will require the students to justify/evaluate different science positions, create and design experiments developing a hypothesis when creating their product or analyzing/comparing/contrasting between different scientific concepts.

Ridge Elementary

Joelle LeBreton

Grades PreK-5

“Only One You: School-Wide Arts and Leadership Integration”

Number of students: 600

Amount Funded: \$685.00

This grant will enable our students to come together and complete a school-wide arts and leadership lesson. After reading *Only One You*, by Linda Kranz, students will learn that being unique makes us special. The illustrations use photographs of painted rock-fish. For this inspired lesson, students will create their own fish painting on rocks that will go into a leadership rock garden.

Measurement: All teachers will assess their students with enriched assessment. Students are evaluated on their ability to create and reflect, rather than a paper and pencil test. Students will be able to verbalize their unique perspective and purpose in the school, along with other students. Their art work, discussions, and written reflections will determine that they have grasped the overarching concept.

S.J. Montgomery Elementary

Jodie Pitre

Kindergarten

“B.O.W. Wow! Books on Wheels!”

Number of students: 15

Amount Funded: \$611.11

B.O.W. WOW- Books on Wheels is a project that would put over 60 leveled reading books in the hands of my kindergarten class. These books would be on a mobile cart available to move around the room! The goal for my entire class - not just this project - is to send my targeted class of kindergartners to first grade ready to read and compete with their peers on a level playing field. My main objective is to teach children the joy of reading a good book. I not only want to teach them HOW to read, I want to teach them to LOVE to read!

Measurement: The Benchmark assessment will give specific information on the student's method of reading. It is a record of checks and errors. A teacher can see which strategies a child is using. Specifically, if a child does not know certain sounds, the teacher can adjust the reading instruction to meet that student's needs.

Woodvale Elementary

Susan Yerino

Grades 2-4

“Discovering Forces of Nature”

Number of students: 363

Amount Funded: \$1,000.00

Students will use best engineering practices to design and test ideas as they experiment with forces using the scientific method to test fly wheel, spring, and battery powered vehicles they build. They will choose testable effects of inertia, force, speed, and friction. Our goal is to bridge the gap between concepts and understanding in science as students construct STEM-like experiments.

Measurement: Students will be assessed on progress from pre to post test for physical science in the classroom. Although the Parish sets the goal at 70%, our school scores higher. If students score a minimum of 80% on their post test or a 20% increase from pre to post test, the grant will be considered a success. Students will also be assessed on meeting their goal on the MAP testing in physical science, a computerized test given by the Lafayette Parish school system. If students meet their yearly goal in physical science, the program will be considered a success.

Woodvale Elementary

Susan Yerino

-Grades 1-4

“Teaching with Tablets”

Number of students: 363

Amount Funded: \$3,217.53

Students will use Nexus tablets to enrich, direct, and individualize learning. Our project's goal is to put learning and choice into the hands of our students. Tablets will be used to offer a variety of assignment options, to reteach on an individual basis, and to enrich further learning in the area of study.

Measurement: Standardized MAP testing is done on a computer three times per year, in fall, winter, and spring. We will check the progress of 2nd, 3rd, and 4th grades to see who is meeting their goals in all subjects tested. Each student is given a goal to reach by the end of the year. We will also use 10 minute "Pop" activities to determine understanding at the end of each subject strand (75% and above success). We will also grade end of unit pre/post tests in science to evaluate success. (75% and above pre test successful)

LPSS Talented Program

Alicia Chiasson

Grades 1-12

“Multi-Disciplinary Arts Festival”

Number of students: 600 Amount Funded: \$3,500.00

Over 600 students will participate in a three-week long, multi-disciplinary arts festival at Cite' des Arts and the Acadiana Center for the Arts. Students get the opportunity to showcase the art they create in the classroom in a professional setting. There will be a visual arts exhibition along with music and theatre performances throughout the festival.

Measurement: Throughout the school year leading up to the festival, embedded and formative assessments are used in every session. The program is highly individualized in a small group or individual setting. Teachers work with each student to set goals that improve their weaknesses and advance their strengths. The festival culminates in a summative assessment. Teachers meet to discuss successes and areas of improvements. Each student gets the opportunity to reflect and discuss their experience of creating art and then sharing it in a professional setting, including feedback from family, friends, and other audience members. The students set goals for the next year's project.

LPSS Talented Music Program

Timothy Gaffga

Grades 5-12

“Talented Music Library”

Number of students: 30 Amount Funded: \$500.00

Students in the LPSS Talented Music program grow musically through preparation and performance of high quality and ability appropriate music. With the LEF classroom grant, the studio teacher will choose appropriate and challenging music curriculum for students which they will prepare and perform in their recitals and in the community, and will be available to community ensemble directors.

Measurement: It would be fair to describe an individual's preparation of their part as embedded within the task of performing that prepared part with the rest of the ensemble. My individual instruction and response to a student's individually selected preparation in a lesson constitutes a diagnostic assessment. Public performance marks a summative assessment in that students are asked to play with certain technical accuracy their part and yield a certain effect as a whole in one instance.

LEF Model Grant

Leader In Me

Ernest Gallet Elementary School

J. Wallace James Elementary School

Judice Middle School

Youngsville Middle School

The Leader In Me process creates a common language in schools, built on proven, principle-based leadership skills found in Dr. Stephen R. Covey's best-selling book, *The 7 Habits of Highly Effective People*.

The process is integrated into a school's core curriculum and everyday language so that it isn't just "one more thing" teachers and administrators have to do. It becomes part of the culture, an instant instinct, gaining momentum and producing improved results year after year, benefiting schools and students in the following ways: develops students who have skills and self confidence to succeed as leaders in the 21st century, decreases discipline referrals, teaches and develops character and leadership through existing core curriculum, improves academic achievement, and lastly raises levels of accountability among students, parents and staff.

LEF established Leader In Me in as a pilot Model Grant in Lafayette Parish at Plantation Elementary in 2010. On the heels of Plantation's success, LEF has since partnered with the Stuller Foundation, Capital One Bank, JPMorgan Chase Bank, and the Pugh Family Foundation to expand to Ernest Gallet Elementary, J. Wallace James Elementary, Judice Middle and Youngsville Middle. J. Wallace James and Plantation are on their way to achieving Lighthouse Status, while Judice Middle has already obtained the honor!

LEF Leader In Me

2015-2016 Contribution
Plantation Elementary - \$6,450

Total Contributions
\$116,261.76

LEF Model Grant

Matching Struggling Readers with Books that Fit

Ernest Gallet Elementary School
L. Leo Judice Elementary School
Milton Elementary School
Plantation Elementary School

“Matching Struggling Readers with Books that Fit” is an effective program developed by a Lafayette Parish educator with the goal to increase the percentage of students reading on or above grade level by third grade. By providing research-based leveled texts for reading instruction, tutoring, and reading practice at home, we are successfully increasing the number of students reading on or above grade level.

Beginning in the fall of 2007, LEF assisted thirteen schools with the help of a \$100,000 grant from Capital One Bank. By the end of the second school year, test results indicated 89%-94% of their second grade students were reading on or above grade level. Prior to the implementation, only 3 of the 13 schools reported reading scores above 80%. ALL schools showed an improvement; some as much as 33%.

Through the help of our donors, LEF was able to continue aiding in the development of the youth’s reading skills. Ernest Gallet Elementary received funding for this Model Grant for the 2014-2015 school year.

Since it’s inception, this Reading Initiative has awarded over \$145,000 in funding and reached over 11,000 students in 20 schools across Lafayette Parish.

Matching Struggling Readers with Books that Fit

2015-2016 Funding Partner:

Junior League of Lafayette - \$4,774
Pugh Family Foundation - \$6,000



Save the Date!

LEF Teacher Awards
January 26, 2017

LEF ReProm
April 8, 2017

LEF 2017-2018
Grant Application Deadline
April 24

LEF PROGRAMS

Grants are a primary tool in LEF's effort to promote excellence in education. Individual teachers initiate classroom grants of up to \$1,000. School impact grants of up to \$5,000 are awarded for large-scale projects involving an entire school, grade level or curriculum. By awarding grants directly to teachers, LEF encourages and rewards teachers for creating innovative and exceptional classroom strategies for learning.

Any elementary, middle, or high school teacher in a Lafayette Parish public school may apply for a grant. Awards are made on the basis of a competitive review by panels of community representatives from both business and the education community.

In addition to the original grants program, LEF continues to pilot innovative projects with the intention of replicating successful model grants, designed to help educators and students reach their goals.

Teacher Awards recognizes and honors Lafayette Parish educators who have made a difference in the life of a child. Each year, sixteen finalists are honored during an "Academy Awards" style gala that is designed to recognize all of the nominated teachers for their contributions to excellence in education.

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The Power of One

One action.

One thought.

One idea to empower
and encourage.

One catalyst to push us toward
realizing the potential that
resides in all of us.

One educator to make
a difference.