

"Do It AGAIN"! Teaching Grants Catalog

Take a GREAT Project... and

"Do It AGAIN"!

**In this catalog, learn about available hands-on projects
that you can adapt to *your* classroom!**

Each project has a mentor to help you succeed!

2007-2008

**Fully-funded projects for which you can apply
through the Champaign Urbana Schools Foundation!**

**The projects in this catalog have been designed and successfully
implemented by educators in the public schools of Champaign and Urbana.**



What is a *“Do It AGAIN”!* Grant?

The Champaign Urbana Schools Foundation supports a grant program for educators within the Unit 4 and 116 School Districts that will provide funding to adapt a project that has already been implemented within our districts! There are so many fun, creative and successful projects that have been previously financed by CUSF. We want to see them done again in your classroom. With a “Do It AGAIN” Grant, you will receive a “Do It Again” packet that will help you set up the project and provide the information on how to put the idea to work in your classroom. You will also receive mentor support *and* the money to make it happen!

How will this program work?

The projects that have been selected for this program have been previously funded by CUSF. They have been implemented successfully and completed in our schools. We believe they are adaptable to *your* classroom. This program will not only provide money to grant recipients to put project ideas to work in their classroom, but will also provide money to *Mentor Teachers*. The mentors will be available to support the recipient in the implementation of their “Do It Again” grant and to share their experience with these recipients. In most cases, the originator of the idea will be the mentor to the process!

How do I apply?

Twelve project ideas available for adapting are presented in this catalog. Please read the project descriptions and decide which one can fit into your classroom. For each one you will find a brief description, the age/grade level originally served, what is involved in the implementation, who the Mentor Teacher is for the project, what state standards may be covered in implementing the project, materials and how much money will be granted to complete the project.

You may adapt any project idea for any grade level.

If you are interested in applying for funding you must:

- 1. Use the application in this catalog to apply for funding of the project! This application will also be available on our website for downloading.**
- 2. Make sure you are aware of all the due dates and the final report deadlines as printed on the application!**



Table of Contents

Introduction **Inside Front Cover**

“Do It Again” Grant Application **15**

Champaign Urbana Schools Foundation

Board of Directors

Phil Van Ness
Chair

Anne Broom
Vice-chair

Julia Guth
Secretary

Kent Williamson
Treasurer

Arthur Culver
Superintendent, Champaign District #4

Preston Williams
Superintendent, Urbana District #116

Scott MacAdam
Champaign School Board Representative

John Dimit
Urbana School Board Representative

Nicole Wade
Champaign Unit 4 Teacher Representative

Kevin Erlinger
Urbana Unit 116 Teacher Representative

Members at Large

*Tom Berns
Tom Costello
Jim Davito
Mae Donaldson
C.K. Gunsalus
Eve Harwood
Paul Hobbs
Pam Knox
Sharon Lash
James Quisenberry
Jen Shelby
Joan Walls
Brenda Wiggins*

Executive Director
Gail Glende Rost

Project Descriptions **4 - 13**

Language Arts

Multicultural Language Link-Up 4

Celebration of Poetry 5

You Name it Book Club 6

Hands on History, Writing Historic Tales 7

Reach the Hardest to Teach 8

Language Arts/Social Sciences

See It! Play It! Write It! 9

Bridging Home and School 10

Fine Arts/Science

Scientific Illustration 11

Social Sciences

Power of Peace 12

Science

Fun Physics 13

Mathematics/Social Studies

Building Our Community 14

School Readiness

Learning Activity Take-Home Packs 15

Frequently Asked Questions (FAQ) **Inside Back Cover**

2007-2008 “Do It AGAIN”! Grants

**Fully-funded projects for which you can apply
through the Champaign Urbana Schools Foundation!**

Deadline: noon, February 15, 2008



Multicultural Language Link-up

Grant Amount: \$575.00

Original grades served: K – 1

Mentor Teacher:
Donna Reed, speech pathologist,
Unit 4

Contact email:
reeddo@champaignschools.org

Original School:
Southside Elementary

Project Description

As our community increases in the diversity of its population, children are exposed to many differing cultural backgrounds. As a result, they are very curious as to how these cultures relate to their own. This project allows students to learn more about cultural diversity through reading and hands-on tasks such as cooking, games and art projects.

Each week, the teacher provides a thirty-minute lesson by reading a story. Students are then asked to tell what they like and dislike about it and to discuss some of the cultural details presented. They are then given a project to work on that relates back to the book, such as a game, drawing a picture, or learning more about different concepts in the book through additional reading.

Students

This project was initially developed for K – 1 students. It can easily be adapted to other grades and class sizes by revising booklists and the complexity of the support projects.

Materials and Facilities

This project can be implemented in the regular classroom. The book the *Kids' Multicultural Art Book, Art and Craft Experience from Around the World* was used to provide craft ideas. This book

is still readily available, new and used. Found materials, ordinary class supplies, puppets, and balloons were used. Games from around the world are introduced to teach students new approaches to fun. At times, the teacher may dress up in a supportive costume to represent a country or a character. Food from other countries is also introduced. Different book selections from the booklist provided are introduced each week. Although a booklist is provided with the grant, substitutions could easily be made.

Outside Resources

Used and new books at a discount are easily obtained through Internet shopping. The public libraries also offer many materials for borrowing. Parents may be able to provide native costuming and food ideas.

Impact

This project allows children to explore and gain an appreciation for other cultures. The project also provides students with a greater appreciation for interactive storytelling through books and what they can offer. It also provides a hands-on way to learn about different cultures through reinforcing activities such as cooking and art projects.

State Goals

Social Sciences - 16.B.1b; 16.B.1w; 16.D.1w; 18.A.1;
Fine Arts - 27.A1b; 27.B.1; 27.B.2
Language Arts - 1.A.1a; 4.B.1b



Celebration of Poetry

Grant Amount: \$550.00

Original grades served: 9 - 12

Mentor Teacher:
Karen Hackman, English, Unit 4

Contact email:
hackmaka@champaignschools.org

Original School:
Central High School

Project Description

This project contains two components. The first is the sponsorship of a poetry-writing contest available to the entire student body. After exposure and discussion in English classes, students submit poems, the entries are judged, recognition is given to the chosen winners and an anthology is compiled of all valid entries. The second component is a Poetry Café, open to the various English classes for two scheduled days. By invitation, students who submitted entries for the contest participate and are given a copy of the anthology. Food, an open mike, various events and displays are all part of the café. This project originally involved the media center and the English department in a cooperative effort.

Students

This project was designed for the high school grade levels, but can be adapted to other class levels.

Materials and Facilities

The regular classroom is all that is necessary for the project and an opportunity to rearrange your class or the use of an open space for two days during the academic year for the café event. Judges need to be appointed with appropriate expertise. Display materials, audio/visual equipment, café environment furnishings, refreshments and photocopying for the anthology are needed.

Outside Resources:

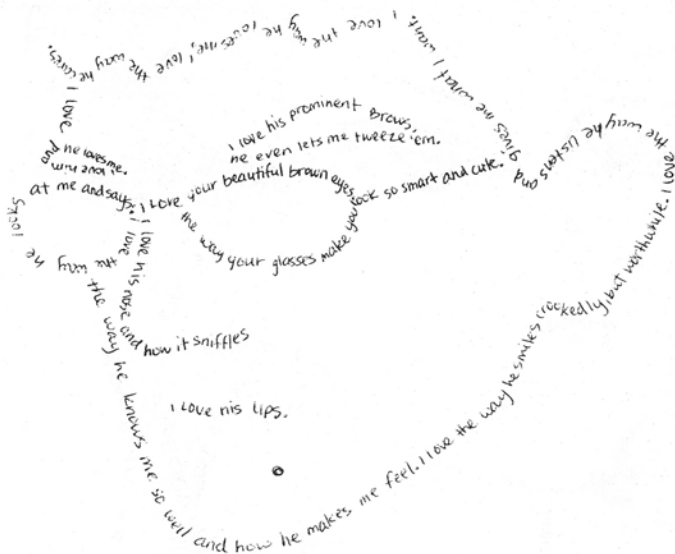
The public and school libraries and media centers can supply examples of poetry and poets. A parent group may support the café portion of the event as well as local businesses for café supplies and prizes.

Impact

Students participating in this project will be exposed to various types of poetry and to many poets, encouraged in their creative writing skills, rewarded with recognition of their talents and will develop an appreciation for this genre of literature. Presenters at the café gain experience in performance and public speaking.

State Goals

English Language Arts -
1.C.3c; 1.C.3e; 1.C.2e; 1.B.2a;
1.B.1a; 1.B.1b; 2.A.1c; 2.A.4d;
2.A.5c; 2.B.5a; 3.B.4a; 3.B.4b;
4.B.4c; 4.B.5a; 4.B.5c; 2.B.1a;
2.B.3a; 3.C.4a; 3.A.5



You Name It BOOK CLUB

Grant Amount: \$1,285.00

Original grades served: K – 5

Mentor Teacher:
Shauna Carey, Art Teacher, Unit 4

Contact email:
careysh@champaignschools.org

Original School:
BT Washington Elementary School

Project Description

This Book Club grant provides a template for establishing a book club modeled on adult reading clubs, for children. Working with the school public librarians, a series of 7 books are chosen for 7 months for group discussion. Children participate on a voluntary basis but have incentives to become part of the project.

Students

This project was initially developed for K – 5 students. It can easily be adapted to other grades and class sizes by revising booklists and the complexity of support projects.

Materials and Facilities

This project will most likely occur in an after-school setting or during the school lunch period at the school building. Books will need to be available to all children participating - either through the library or

purchase. Discussion leaders will need to be available. These could be reading specialists, volunteers or classroom teachers.

Outside Resources

This idea could easily be coordinated through the public libraries and school libraries. Parents may be able to serve as volunteer discussion leaders. Outside speakers could be brought in to enhance the discussion.

Impact

You Name It Book Club offers children a fun and relaxed setting to share ideas learned as they read books together. Research shows that talking about what you read enforces concepts and deepens the appreciation people have about the subject matter. Parents and children together can share in the process as well as the school librarian.

State Goals

Language Arts - 2.A.1a; 2.A.1b; 2B.1b; 2.B.1c; 4.B1b



Hands On History and Writing Historic Tales

Grant Amount: \$1,005.00

Original grade served: 3rd

Mentor Teacher:
Ellen Baranowski, 3rd Grade, Unit 4

Contact email:
baranows@uiuc.edu

Original Schools:
Dr. Howard, Robeson and
Westview Elementary Schools

Project Description

In the original grant, two teachers worked with community partners to help children learn creative writing using artifacts from the local history found at the Early American Museum in Mahomet. After an all day visit at the museum, children were asked to identify an artifact seen and then to construct a story around it. Other grants that have used these same resources in the past have been focused on science and on social studies. There are 3 parts to the project: an introduction with the author (or specialist) in the classroom, a visit to the museum, and a post-event where student work is shown and families, other classes, etc. are invited to attend. This project was aligned with the writing emphasis in the 3rd grade classroom.

Note: the Mentor Teacher for this grant has also used this same idea for Local History and Science.

Students

This project was used at the 3rd grade level but could easily be adapted to other class levels and subject areas.

Materials and Facilities

The regular classroom and routine supplies are all that is necessary for the project. An exhibition space for the final event would be advantageous. Effort needs to be made in arranging the trip to the museum and organizing calendars for the author (specialist) visit.

Outside Resources

The public and school libraries for story-writing examples could be helpful. Field trip planning may require parent involvement. Because a large part of the grant is in collaborating with other outside professionals, good communication and planning will be required.

Impact

Students benefit from working with a “real” author who can highlight technique and point out strategies for their story-writing. Working with the museum staff using real artifacts can enliven the content issues and stimulate the imagination in a hands-on way.

State Goals

Language Arts - 3.A.1; 3.B.1a; 3.B.1b; 3.C.1a; 3.C.1b; 4.B.1a; 4.b.1b; 5.B.1a; 5.C.1a

Social Science - 16.A.1a; 16.A.1b; 16.A.1c

Using Audio Books to REACH the Hardest to TEACH

Grant Amount: \$432.40

Original grades served:
Middle School

Mentor Teacher:
Sheri Murphy, Franklin Middle
School, Unit 4

Contact email:
murphysh@champaignschools.org

Original School:
Franklin Middle School, Unit 4

Project Description

In the original grant, 10 audio players were purchased to support the Scholastic Read180 curriculum that uses independent reading, guided reading, computer programs and independent LISTENING to improve the skills of struggling readers.

Students

This project was used at the middle school level with the two building literacy specialists serving a cross-section of the school population.

Materials and Facilities

The regular classroom and or library are all that is necessary for the project.

Outside Resources

The original grant used software already belonging to the school district. To replicate the project exactly, the software would need to be part of the project. Adapting teachers should check with their buildings and or their technology directors to see what software is available.

Impact

Struggling readers benefit from listening to good reading. Often these students do not read fluently in the classroom and need an opportunity to practice in an independent environment.

State Goals

Language Arts - 1.A.3b; 1.B.3b;
1.B.3c; 1.B.3d; 2.A.3a; 2.A.3d

See It! Play It! Write It!

Grant Amount: \$ 950.00

Original grades served: K

Mentor Teacher:
Trudy Dartt Walters, Principal,
Unit 4

Contact email:
waltertr@champaignschools.org

Original School:
Dr. Howard Elementary

Project Description

By using city and farm play mats and sets of playmobil or similar materials, children explore "community" on a manageable scale. While encouraging language development and imagination, social skills are enhanced through play and writing skills are developed through a daily journal.

Students

This project was initially developed for Kindergarten students.

Materials and Facilities

This project can be implemented in the regular classroom. Plastic, carpeted or canvas playmats; and durable toys such as Playmobil or Fisher Price play figures are part of the project. These materials are found at local stores or are competitively priced on the internet. Each child will also maintain a personal journal.

Outside Resources

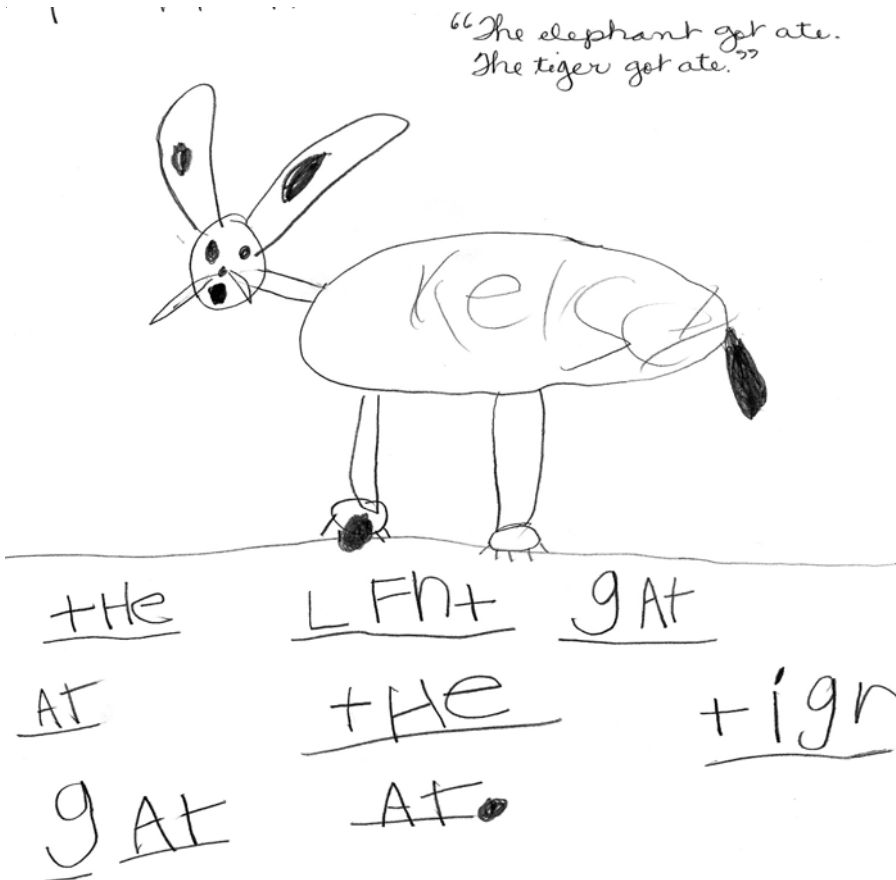
Intergration of relative outside resources has great potential for this project - for example, field trips, library trips, or professionals coming into the classroom.

Impact

This project allows children to explore and develop social and writing skills in a low risk environment. Expanded access to vocational choices, cooperation with other students and expression of personal emotions are fostered by this project.

State Goals

Language Arts - 3.A.1a; 3.B.1a; 3.C.1a; 5.B.1a; 5.C.1a
Social Sciences - 17.A.1a; 17.C.1a; 18.C.1



Bridging Home and School

Grant Amount: \$ 1,284.00

Original grades served: Pre-K

Mentor Teacher:
Teresa Mendez-Bray, Pre-K, Unit 4

Contact email:
brayte@champaignschools.org

Original School:
Champaign Early Learning Center

Project Description

This project provides for developing a foreign language library for ESL students. Multilingual materials are purchased, placed into the regular classroom and a workshop is held to familiarize parents with the project. The original project purchased books in Arabic, Chinese, Vietnamese, Hebrew, Gujarati, French and Telugu.

Students

This project was designed for the preschool level, but could easily be adapted to other grade levels.

Materials and Facilities

The regular classroom is all that is necessary for the project. Book purchase must be pursued using the advice of the librarian and the internet to locate appropriate materials for your age group. Parents of non-native students can also be a valuable resource as trips to their native lands can be used for purchasing materials. In addition, speaking toys in the native language were purchased. The workshop may require a larger space than the classroom and bookmaking materials will be necessary.

Outside Resources

The public and school libraries, district staff, the internet, parents and local non-native organizations can be excellent resources for locating foreign language books.

Impact

Students, teachers and parents are very excited about this project. For some children, the presence of home language materials in the classroom increases their positive view toward their home language. This project enhances the home/school bridge. One of the unexpected benefits is how the English speaking children picked up the foreign words and also enjoyed the books.

State Goals

Language Arts - 1.C.1b; 1.C.1c;
2.B.1a; 2.B.1c
Social Science - 16.A.1b; 1b.A.1c;
16.D.1(W); 16.E.1(W)

Scientific Illustration: Drawing the World Around You

Grant Amount: \$1,100.00

Original grade(s) served: 7th

Mentor Teacher:
Sharon Lash, retired

Contact Email:
slash@insightbb.com

Original School:
Franklin Middle School

Project Description

Scientific Illustration is a course designed to integrate art and science through hands-on experience. Students learn to develop the skill of observation while conducting scientific investigations, rendering ink drawings and building models. The importance of “art in science” and “science in art” will become a springboard for discovery of viable careers that utilize both talents.

By observing real-life animals, models and skeletons, students will learn about their structure, form, texture, line and light and dark areas. Students will be instructed in ink drawing techniques and paper mache model building. Students will also conduct scientific investigations and maintain a lab manual to learn about how animals survive in nature and what their living requirements are. Field trips are also a component of this project.

Students

This project was designed for the middle school level, but could be adapted within age appropriate guidelines for other class levels.

Materials and Facilities

This project can be implemented in the regular classroom. A science lab and/or art room with supplies available would be an asset. The project was originally designed as a nine-week course using one period regularly. A

science and an art teacher collaborated within the school. The catalogs/resources used are still available on-line or in hard print and pricing is still viable. Many of the materials purchased are non-consumables and can be used for many years. Support materials are highly recommended to make abstract concepts more concrete for this age group.

Outside Resources

Science professionals and scientific illustrators can be brought in to share their expertise. Field trips to local pet stores, the University of Illinois and to the Champaign County Forest Preserve in Mahomet may provide information and resources about local biology.

Impact

This project allows children to explore and gain an understanding of the interdisciplinary aspect of science and art. It can make the learning of biology and art more accessible to a broader group of students with its hands-on approach.

State Goals

Fine Arts - 25.A.3e; 26.A.5
Science - 11.B.3b; 11.B.3c;
11.A.2b; 11.A.2c; 11.B.2c



*Darin Trulock
7th Grade*

The Power of Peace

Grant Amount: \$900.00

Original grades served: 5th

Mentor Teacher:
Sharon Lash, retired

Email Contact
slash@insightbb.com

Original School:
Garden Hills Elementary

Project Description

Through the use of thematic activities, posters, resource books, videos, literature books and art projects, students will learn about issues that create conflict and the power of peace to solve problems, so that we can make our world a more peaceful place.

Students

Originally designed for intermediate students – particularly for the 5th grade Holocaust requirement, this project can be adapted to various grade levels.

Materials and Facilities

This project can be completed in the regular classroom with classroom supplies. Purchase of an extensive booklist is part of the program. Access to audio/visual equipment and internet research would be very useful. Display areas within the school and classroom are needed.

Outside Resources

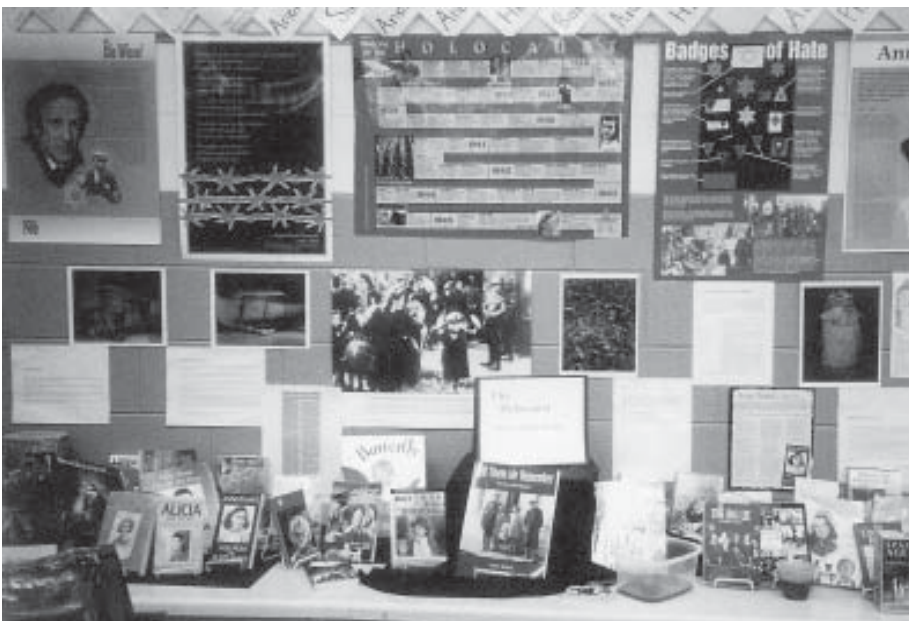
Internet shopping for texts and public and school libraries will make texts available at a reasonable cost. Many of these resources have been purchased with previous funding and may be available for use through Unit 4.

Impact

Students will reach an understanding that conflict and disagreement are inevitable and that skills are available to resolve conflict constructively. They will also learn that discussion is an important part of resolving conflict. Students will demonstrate a knowledge of the basic concepts of the social sciences and learn how to apply these to decision-making in life situations. Students will also learn to identify with historic people, values and beliefs.

State Goals

Social Science - 16.A2a; 18.A.2; 16.A.2c; 16.B.3b; 16.A.4a; 16.A.4b; 16.A.5a; 16.A.5b; 16.A.5c; 16.D.5w; 18.C.5



Fun Physics

Grant Amount: \$1,000.00

Original grades served: 5th

Mentor Teacher:

Debi Stapleton, 5th Grade, Unit 4

Contact email:

staplede@champaignschools.org

Original School:

Barkstall Elementary



Project Description

The Fun Physics program is designed to teach the basic principles of physics through activity-based, discovery-oriented science instruction. This project uses commonly found toys to illustrate key concepts of mechanical energy and energy conversions. The original project had a scientist-in-residence who was also a toy collector come to the classroom and demonstrate science principles. The project concludes with a *Rube Goldberg Competition* among the students.

Students

This project was initially developed for 5th grade students.

Materials and Facilities

Toy-based activities rely on specific toys, such as Push-n-Go's, water balloon slingshots, cars and car tracks, to demonstrate the physical principals. A list of toys that match up to the themes in the program will be included the the grant materials. Most activities can take place in the regular classroom.

Outside Resources

Toys will need to be purchased. Parents may be involved in helping with the *Rube Goldberg Competition*. Libraries may be able to supplement with appropriate texts. the Scientist-in-Residence is an optional piece and may be difficult to duplicate for free. Parents, or U of I staff may be able to offer this component.

Impact

This project allows children hands-on exploration and interaction with the physical forces. Students learn that physics explains the world around them and that science can be fun. The Fun Physics program can link well into an Inventions Unit. While designing experiments with common toys, students will demonstrate knowledge in how to identify and control variables in experiments, work together to engage in a meaningful test and to apply what they learned in their own inventions.

State Goals

Science - 11.A.a; 11.A.2b; 11A.2e; 11B.2c; 11.B.2d; 12.D.2a; 12.D.2b

Building our Community

Grant Amount: \$450.00

Original grade served: 2nd

Mentor Teacher:
Sue Davis, Kenwood, Unit 4

Contact email:
daviss@champaignschools.org

Original School:
Kenwood Elementary School



Project Description

This single-classroom grant had a goal of educating students about the unique farm community in which we live. Working as curriculum enhancement that related to the science unit on structures, it also became an opportunity to problem, use math skills, write, observe and design. Various manufactured building materials were purchased for the classroom.

Students

This project was used at the 2nd grade level but could easily be adapted to other class levels and subject areas.

Materials and Facilities

The regular classroom and routine supplies are all that is necessary for the project. An exhibition space for the final event would be advantageous. Effort needs to be made in arranging a speaker if possible, in this case a farmer came to the classroom to visit and share his knowledge.



Outside Resources

The public and school libraries have books that can provide additional images and information about your community. A field-trip planning may require parent involvement.

Impact

Students benefit from learning about the real world around them while practicing necessary skills to be successful students. By relating new concepts to our community, the relevance becomes clear and the presentation is potentially more engaging.

State Goals

Mathematics - 8.A.1a; 8.B.1;
9.A.1a; 9.B.1a; 9.B.1b; 9.B.1c
Social Studies - 15.A.1a; 15.B.1;
15.C.1a; 15.C.1b

Learning Activity Take-Home Packs

Grant Amount: \$600.00

Original grades served: Pre-K-K

Mentor Teachers:
Mary Beth, Pre-K, Unit 116

Contact email:
mbeth@insightbb.com

Project Description

This grant supplies the funds for providing activity packs, based on assessed needs, to preschool and early primary age children to take home. Parents are oriented at the start of the project and fill out an evaluation form after each activity. Basic skills are reinforced to ready the potentially at-risk child for learning and positive communication between teacher, school and family is established. This project can also support home visits, and parental help in assembly of the take-home packs. Some packs are designed for the child to keep at home and others are designed to be returned and replenished.

Students

This program has been used with preschool-age and kindergarten children and families in at-risk situations. The concept could be applied in other learning situations.

Materials and Facilities

Many materials are purchased and are also handmade. Donations of goods, such as ziplock bags, are also an important possibility. The supply list recommends materials that are readily available, such as manipulatives, games (already designed), crayons, scissors, index cards, glue sticks and paper. Access to a laminator is recommended for the handmade materials. This project takes place in the regular classroom and at the student's home.

Outside Resources

Parents are a vital component to this project. Donations from local businesses will help defray kit assembly costs.

Impact

The individualized learning packs are an invaluable tool to bridge the gap between home and school. Activities available in the packs will reinforce concepts that are crucial to the development of the early learner while creating a positive learning environment at home.

State Goals

Mathematics - 9.B.1b; 9.B.1c
Language Arts - 1.C.1a; 2.A.1a;
2.B.1a; 2.B.1c; 4.B.1b; 4.A.1c



Champaign Urbana Schools Foundation
"DO IT AGAIN" GRANT APPLICATION 2007-2008

Application Deadline: NOON, February 15, 2008

1. THE BASICS

Catalog ID # _____ Mentor Teacher _____

Project Title _____

Number of children who will be served? _____

Your name: _____

What do you teach? _____ How long have you taught? _____

Best email address _____ School _____

School Address _____ Home Phone _____

Note: You may only apply for one "Do It Again" grant per year. You may apply for other CUSF grants in addition to a "Do It Again" grant in any given year.

2. My Support

Administrative Support (To be completed by the Building Principal)

I support the implementation of this project during the 2008-2009 school year _____ yes _____ no

Principal's Signature (required) _____ Date _____

3. My Idea

To complete this application, please answer the following questions in NARRATIVE FORM in as much detail as possible. (You may use the back of this page and extra paper if you choose):

- 1. Explain why you selected this particular "Do It Again" grant for your classroom.
2. Explain your plans for a creative adaptation of this grant?
3. What will be the educational benefits of this proposal for your students?
4. Please provide a generalized budget of how you envision spending the funding if you receive this grant.

4. My Commitment

All award recipients must make contact with the Project Mentor Teacher upon learning of their award. No funds will be released until this contact is made.

If awarded this grant, I will contact the project's Mentor Teacher by (check all that apply)
_____ telephone _____ email _____ visit

APPLICANT'S SIGNATURE _____ Date _____

FREQUENTLY ASKED QUESTIONS

1. If I am selected to be a recipient, when do I have to use my grant money?

The money that is given to you by CUSF must be used in the grant year for which it is given. Money for your use will become available at your district office on June 1st so that you can have the summer to plan and get ready! Funds remaining the following June 30th will be returned to CUSF.

2. What if I run out of money?

CUSF will provide only the amount of money listed in the catalog for each grant. Research indicates that the money provided should be sufficient to adapt the program as provided in the “Do It Again” packet. If more money is needed, other sources must be found.

3. What if I can’t adapt the grant the way I thought I could because of circumstances out of my control?

This is why your project will have a Mentor Teacher. The projects selected for these grants are fairly straightforward. Your mentor and you should be able to overcome most hurdles that come along. Contact with the assigned Mentor Teacher must be made after you are awarded your grant to release the funds for your project. From your mentor, you will obtain a “Do It Again” packet. This idea packet will include the project’s original report, pertinent information about how to implement it and a budget for the project.

4. How will recipients be held accountable for the project?

CUSF requires the building principal to sign off on the application and each recipient is assigned an experienced educator to his or her project. CUSF will also require a final report. Each recipient may also be asked to make a short presentation to the CUSF Board of Directors.

About the Application

- This catalog includes 1 application, which can be duplicated to create as many copies as you need.
- Each teacher may only apply for one “Do It Again” grant per year. This includes partnerships. Previous CUSF Grant Recipients may apply for a “Do It Again” Grant, but not for their own previously funded project idea.
- You must submit your original application (one copy) with original signatures by the DUE DATE. SEE THE APPLICATION FOR THE DATES. All grants will be announced in April.

Do you want more information? Call 217.351.7512, the CUSF office.

Are you a past recipient of a successfully completed CUSF grant? Would you be interested in being a MENTOR Teacher? We have educators who are serving as “at-large” mentors to help implement our “Do It Again” Grants. You may be eligible for a Mentor Teacher Grant. Contact the CUSF office at 217.351.7512 or info@CUSchoolsFoundation.org

Send Applications to:

**Champaign Urbana Schools Foundation
303 W. Green Street
Urbana, IL 61801**

2007-2008

"Do It AGAIN!"

Grants

An application is available inside and on-line at
The Champaign Urbana Schools Foundation
www.CUSchoolsFoundation.org

Champaign Urbana Schools Foundation
in cooperation with Illinois School District Units 4 and 116
303 W. Green Street
Urbana, IL 61801
217.351.7512
info@CUSchoolsFoundation.org