

THE ARCH COAL FOUNDATION

INNOVATIVE TEACHING GRANTS PROGRAM

GRANT APPLICATION

\$500 MAXIMUM GRANT AWARD

Deadline/Postmarked: September 15, 2009

Instructions for completing this grant request:

- *Option 1: If you have Acrobat Reader or Professional on your computer, you may type your responses in this document, save the document, and send it via e-mail attachment to swilson@archcoal.com.*
- *Option 2: Print this form and write or type your responses, and mail it to the address on page 7.*

Grants can be used for any grade level, K-12, 2009/2010 school year. Please submit form **no later than 9/15/2009**. Please keep a personal copy of the request for further use. A copy of the 2008-2009 grants' news release is attached to this form.

Date

Applicant's Name and Contact Person

Home Address · Street · City · State · Zip

Home Phone

E-Mail

Position or Grade(s) Taught

Co-Applicant, if any

Co-Applicant's name

Home Address · Street · City · State · Zip

Home Phone

E-Mail

Position or Grade(s) Taught

School

Name of School

School Phone

School Address · Street · City · State · Zip

**Please list any teachers, other than applicant
(and co-applicant), who are participating in the project.**

Name, Position or Grade Taught

Address

Name, Position or Grade Taught

Address

**ALL APPLICANTS MUST BE ACTIVELY INVOLVED
IN EXECUTING THE GRANT.**

"The Arch Coal Foundation believes that teachers know their classroom challenges best; that given minimal financial assistance they know how to become significantly more innovative in their teaching; and that there is a constant struggle to balance personal finances with the pursuit of their ideas in the classroom. The Arch Coal Innovative Teaching Grants Program addresses these concerns ."

Program Guidelines

The program's key words are "innovative" and "replicable." Teachers should keep these terms foremost in mind when developing grant requests.

Grants may not be used to purchase athletic equipment or routine trips for students and/or teachers. As a general rule, grants may not be used to purchase widely available, "off-the-shelf" materials or teaching aids unless they incorporate innovation. See examples outlined below.

Eligibility: Classroom teachers, specialists (such as reading and math), and counselors in Delta County. School librarians, part time teachers, administrators and others not involved in classroom teaching or small-group teaching are not eligible. Extracurricular activities are not eligible. (Exceptions and elaboration: a librarian teaching library science would be eligible if the teacher teaches a class. A basketball coach would not be eligible for a grant for his/her basketball team. A science teacher would not be eligible for a grant to underwrite a rock-finding trip unless it was an extension of the classroom and innovation was incorporated.)

Examples: The following are provided only as examples of innovative teaching ideas that fit under the guidelines. They are not provided so that they will be copied into grant applications for this program.

1. Colorado's pre-statehood history might be a subject an elementary teacher wishes to explore. For example, Bent's Old Fort is a National Historic Site in Otero County. The adobe fort was established mainly for the acquisition of buffalo hides. The teacher might want students and parents to be engaged in having history re-enacted by the class. Parents would help make period costumes for their children and buffalo hides might be made from brown material. Students would act out a play written by the teacher before other students at the school and parents. By acting out history, the teacher feels they will better understand it. The teacher applies for a grant for patterns, cloth and thread.
2. A teacher wants to demonstrate how germs are spread, so that her students can reduce colds and learn healthier living habits – all as a part of science lessons. The teacher presents a week-long unit to introduce students to viruses and bacteria. Students learn the difference between virus and bacteria, the disease and treatment of each, and the proper activities, including a game where students will use different colors of glitter to illustrate how germs are spread. The grant is awarded to purchase glitter, specialized medical/scientific literature and regular soaps/anti-bacterial soaps.
3. A high school teacher wants to expose her students to different cultures. Because there is a second-generation Greek American living in the area near the school, they will consult-question and listen to the person describe Greek life. They also will research and read about Greek myths. Finally, students will prepare and sample a variety of Greek foods and give presentations on assigned characters from Greek myths. This project will focus on the literature of the Greek myths and the characters found within the stories, as well as cultural awareness. The grant is awarded to purchase foods to be prepared and special artwork (prints) of the Greek mythical characters.

Teaching Grant Examples (continued)

4. “Off-the-shelf” materials: Many off-the-shelf materials will not qualify for innovative teaching grants. For example, a Delta County elementary school teacher discovers that a lesson plan has been developed by another teacher in St. Louis, and may be purchased for \$150, including all necessary materials. She wants a grant to cover the expense of purchasing the pre-written lesson plans and materials for her class. This grant most likely would be denied. However, examine this same scenario with some important changes: That same elementary school teacher discovers that a lesson plan has been developed by another teacher, in St. Louis, that is unique and covers a part of the subject matter that needs to be covered by her class. The St. Louis lesson plan may be purchased for \$150, including all necessary materials. The Delta County teacher knows that the program was designed for use in a suburban environment, so it probably will not work in her classroom. The teacher proposes modifying the pre-written lessons so that it will work in her rural setting. The grant request proposes purchasing the program, modifying it, testing it and providing results to evaluate its ultimate success or failure. If successful, the Delta County teacher will contact the St. Louis teacher to suggest an addendum for rural schools. This second grant request would most likely be approved because the teacher has demonstrated innovation by extending a concept originated for a different classroom application.
5. Elementary school students are exposed to and conduct “measurements” – how to measure objects. This project uses the theme of a county fair as a fun and inviting way to teach measurement skills. After reading about county fairs and pumpkin judging contests, students will set up a county fair in their classroom. A variety of objects will be measured with nonstandard units (plastic links, inchworms, etc.), as well as standard units (rulers, inches). Each child will have a pumpkin and estimate and measure the circumference. The grant is awarded to purchase pumpkins, the nonstandard measuring “tools,” as well as rulers/tape measures for each child.
6. A special education teacher wishes to teach his physically and mentally challenged students life skills in a productive, educational and fun manner. He demonstrates the skills required to make a milkshake: choosing the ice cream, opening the carton, scooping the ice cream into the blender, opening a carton of milk and pouring the correct amount into the blender. Finally, the students get to “pulse” the blender until the milkshake is smooth. This teaches a wide range of mental and physical acts to produce a milkshake, which the students then enjoy. The grant is awarded to purchase a blender, ice cream, syrups and scoop.
7. Field trips: A field trip may be considered for a grant. However, the request must demonstrate innovation. For example, Teacher #1 submits a grant proposal for a field trip to the museum to spend half a day looking around. The grant request is not approved. Teacher #2 submits a proposal for expenses to cover a field trip to a museum that features geologic samples and structures and a trained museum guide will explain how various rocks are formed. The trip is a part of Teacher #2’s science curriculum. The difference between the two grant requests is in the details: Teacher #2 can further the students’ understanding of subject matter by taking advantage of a resource that is available outside the school. The teacher’s innovative thought is to explore and find community resources that provide assistance that is not available in the classroom. The grant request is approved.

PROJECT NUMBER

4

For Office Use Only

Please type or use black ink when filling out the application. Inks of other colors do not always copy clearly. Please duplicate the completed application and retain the copy for your file.

1. Title _____

Overview _____

2. a. What is the goal of this project? _____

b. Why do you think there is a need for it? _____

c. How will students benefit from participating in this project? _____

PROJECT NUMBER

5

For Office Use Only

3. Total cost of the project _____

Amount requested (\$500 Maximum) _____

Funding source of balance (if applicable) _____

4. List in detail the budget amount of each expenditure (as best as possible).

ITEM	AMOUNT
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____

TOTAL \$

PROJECT NUMBER

6

For Office Use Only

5. What grade(s) will this project benefit? _____

6. Give a time schedule of events. (For example: "The project will be a week in length, expected to be February 6 – 10.")

7. Approximately how many students will be participating in this project? _____

8. Will this project be ongoing, continuing to be implemented in future years?

☐ Yes ☐ No (depending upon its success)

9. How will you measure the project's success? _____

IMPORTANT INFORMATION FOR APPLICANTS:

1. The Arch Coal Foundation will reimburse the school of selected applicants after receipt of invoices and/or the final financial report, as applicable. To the greatest extent possible, applicants should try to complete financial reports so that only one reimbursement check would be issued. You may request up to two reimbursement checks.

2. The Arch Coal Foundation requires a brief summation of the grant following the conclusion of the project. This will be used for possible news media coverage and for a possible printed or Web report. The summation must include a statement as to whether the project, if successful, is replicable in other schools. A report guide will be provided to grant recipients.

3. Projects should be completed by May 10, 2010. Advance approval from the grants steering committee must be obtained for any date after May 10 or if a date must be changed. Contact Sherrie Wilson at (970) 929-2303 with any special requests.

4. By submitting this application, the applicant agrees that the Arch Coal Foundation and Arch Coal, Inc. may share the information contained in this application, as well as project reports.

PROJECT NUMBER

7

For Office Use Only

**The Arch Coal Foundation Innovative Teaching Grants Program
Final Financial Report**

Dollar amount approved for grant: \$ _____

Instructions:

1. Itemize expenditures of the project on the back of this page.
2. Attach receipts or copies of receipts.
3. Write your evaluation on a separate sheet(s) of paper.
4. This report should be sent to the Grant Coordinator with your evaluation of your project.

As soon as the project has concluded, complete this report, with the responsible teacher's signature, and return it to the address below. (If there are receipts not yet in hand, please note this. When you have all receipts, send this information noting that it is an adjustment to your project.) You may request up to two checks from the Arch Coal Foundation for a single project.

Mail the report to:

**Arch Coal Teaching Grants Program
West Elk Mine • Attn: Sherrie Wilson
P.O. Box 591 • 5174 Highway 133
Somerset, CO 81434**

Total of itemized expenditures \$ _____

Teacher's Signature _____ Date _____

(For Office Use Only)

Project Number

Amount of Funds Approved

Month to Visit

Date Application Received

Date Funds Requested

Contract Letter Received

Final Report Received



**ARCH COAL
FOUNDATION**

Mountain Coal Company

West Elk Mine

P.O. Box 591

Somerset, CO 81434

www.archcoal.com

24 Innovative Teaching Grants Totaling \$10,000 to Be Made To Delta County, Colorado, Teachers by Arch Coal Foundation

SOMERSET, Colo. (Oct. 28, 2008) -- Twenty four teaching projects suggested by Delta County teachers and teaching specialists have been selected to receive 2008 Arch Coal Foundation innovative teaching grants.

Announcement of the \$10,000 in grants was made by Pete Wyckoff, general manager of Mountain Coal Company's West Elk mine in Somerset.

"This is the second year for these unique grants," said Wyckoff. "Our program challenges the county's educators to use their experience, skills and imagination to create new teaching models that aid learning in their classrooms."

The Arch Coal Foundation received 59 applications for this year's grants, almost double the number from the program's first year. If all the grants are utilized as anticipated, more than 2,500 students will be impacted by the teachers' innovative ideas this school year.

This number includes some students who will be exposed to more than one innovative teaching idea. Because the program also asks that the program be replicable, successful ideas will continue to be used, as well as shared with other teachers, so that thousands more students will benefit from the ideas for years to come, according to Wyckoff.

"We were very pleased with the outstanding growth of this program," said Wyckoff. "It made it increasingly difficult for our judging panel of educators, citizens and company personnel to select these innovative ideas from the many excellent applications."

The 2008 recipients, their schools and their grants are:

- Maureen Ayers, Hotchkiss K-8 School. Experiential Life Skills Instruction: This program is designed to prepare special needs children to become independent, productive adults through explicit life-skills instruction, interactive games and real-life experiences.
- Lenore Cambria, Hotchkiss K-8 School. Radio Broadcasting: This program's goal is to introduce students to radio broadcasting through theater, history and real-life situations of the day.
- Tara Cox, Paonia Elementary School. Science Thinking Outside the Book: Taking science out of the textbook and into the hands of students and emphasizing the importance of working in a group are the goals of this project.
- Hailey S. Eck and Daniel P. Renfrow, Delta Middle School. My Book for President: A Student Campaign: This program is designed to take "Literacy Circles" to a new level, one in which students actively encourage classmates that their book is the best book in the class.
- Brandy Girard, Delta Middle School. Read, Listen and Learn: The goal of this project is to help below grade reading students develop larger vocabularies and comprehension by experiencing books through the use of audio equipment at the same time they view the literature.
- Mary Groome, Paonia Junior-Senior High School. Using a Document Camera to Enhance and Share Writing: This project seeks to enhance the entire class of students' writing skills, in addition to sparking interest in individuals and classmates' writing by sharing, analyzing and communicating.
- Linda Hodges, Hotchkiss K-8 School. An Evening Under the Stars: This project seeks to provide a home-to-school connection by encouraging students and their families to explore the night sky.
- Richard Hypio, Hotchkiss High School. Physics, Math and Technology – Using Calculator-based Laboratories: This project is designed to provide advanced physics students opportunities to work with up-to-date equipment and programs in a hands-on process for math that will increase their understanding of physics and math concepts.
- Brad Kahrs, Delta Middle School. Technology in Math Class: This program is designed to test the teaching of math using new technologies.

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- Zac Lemon, Hotchkiss High School. Winter Ecology: This project's goal is to build awareness of life in harsh winter conditions and to teach winter survival.
- Jennifer Magner, Delta Middle School. Birds of a Feather: This science teacher will partner with colleague Dan Dunham's technology class, which will build a mobile aviary. The aviary will allow the display of various birds that Magner's class will study, including the birds' life cycles, embryology and genetics.
- Ryan McCay and Julie Mottern, Delta Middle School. Wii Fitness: This project will be designed to motivate and engage students, especially those who are reluctant participants in physical fitness, by use of popular technology. It also will introduce the same students to key concepts in physical education.
- Alicia Michelsen, Lamborn Vision School. Plants As Food and Medicine: This program will be designed to help students identify and use plants for cooking and how plants can be utilized for remedies in a medicinal sense.
- Julie Mottern and Chuck Sidor, Delta Middle School. Orienteering As a Life Skill: The teachers will design a program to develop student interest in orienteering and map reading skills and to help students develop self-confidence through successful decision making.
- Karla Nolte, Hotchkiss K-8 School. Bare Books for Young Authors: This program promotes writing excellence by giving students a venue in which to publish their finest work.
- Rhonda E. Pinckard, Hotchkiss K-8 School. Summer Book Sets: This program reflects improvements designed by Pinckard over her first year grant – an effort to improve or maintain student's reading ability over the summer.
- Kelly Rienks, Paonia Elementary School. Ready, Set, Strategize: This program's design will help students practice and master strategic thinking and mathematical reasoning.
- Janet Rogers, Crawford School. Scientific Method Through Germs for Primary Students: This program's design will provide first grade students an understanding of scientific methods and will increase their abilities to present their learning to others.
- Nancy Rowe, Garnet Mesa Elementary School. Civil War Highlights: Students will write, read and perform a skit about the Civil War.

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- Tricia Shriver, Cedaredge Elementary School. Connecting Literature and Cultures Through Cooking: The project's goal is to have students connect to their classroom studies by using cooking to enhance understanding.
- William Thompson, Delta Middle School. Eighth Grade Science Students Go to C.B.I.: This grant will expose students to the use of science (genetics) by professionals in the real world and to conduct some of the same tests in a school setting.
- Amy Wright, Crawford School. Music and Reading/Discovering the Link: This project is designed to improve reading comprehension by integrating reading and music.
- Sheryl Yeager and Renee' Tracyzk, Delta Middle School. Reading Champs: Designed to target and provide books of high interest to young, male readers, this program's goal is to improve reading skills and to develop a love of reading.

Key components of the grants program are that the teachers must demonstrate "innovation" in their ideas and that the program must be "replicable," according to Wyckoff.

Arch Coal, Inc. is one of the nation's largest coal producers. The company's core business is providing U.S. power generators with clean-burning, low-sulfur coal for electric generation. Through its national network of mines, Arch Coal supplies the fuel for approximately 6 percent of the electricity generated in the United States. The company is listed on the New York Stock Exchange (NYSE: ACI) and maintains its corporate headquarters in St. Louis, Mo. Mountain Coal Company's West Elk Mine is located in Somerset, Colo. Nearly 450 people are employed at West Elk.

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