

THE ARCH COAL FOUNDATION INNOVATIVE TEACHING GRANTS PROGRAM GRANT OVERVIEW

\$500 MAXIMUM GRANT AWARD

Deadline/Postmarked: Sept. 26, 2011

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.

Instructions for submitting your grant request:

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

Grants can be used for any grade level, K-12, 2011/2012 school year. Please submit the application no later than Sept. 26, 2011. Please keep a personal copy of the request for further use.

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. Judges may award more than the limit should funds be available.

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.

- 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.
- 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.
- 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.
- “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.
- 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.

- 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.
- 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.
- Books. The purchase of books for a classroom, without an innovative use for the books, would not qualify for a grant. The key is not the books, but the proposed innovative use of the materials.

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 is issued. You may request up to two reimbursement checks.
2. The Arch Coal Foundation requires a PROGRESS SUMMARY and a FINAL SUMMARY REPORT. These possibly will be used for planning news media coverage and inclusion in the Arch Coal Foundation online report.
3. Projects should be completed by May 11. Advance approval from the grants steering committee must be obtained for project completion after May 11. Contact Grants Coordinator Sherrie Braslin at (970) 929-2303 with any special requests.
4. If a grant recipient determines that the grant cannot be used as planned, the recipient should immediately (no later than Dec. 31) contact the Grants Coordinator Sherrie Braslin, so that the funds may be reallocated to another teacher.
5. By submitting the application, the applicant agrees that the Arch Coal Foundation and Arch Coal, Inc. may share the information contained in the application, as well as project reports.

**Arch Coal Teaching Grants Program • West Elk Mine • Attn: Sherrie Braslin
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