

***That's Geography!* Educator RFP
FAQs**

The deadline for the *That's Geography!* RFP is January 15, 2020. Will there be future opportunities to submit proposals for projects related to geography education?

This Request for Proposals (RFP) will be offered again with a July 2020 deadline.

After this RFP closes in July 2020, proposals focused on teaching geography can be submitted under the Exploration or Early Career Grant opportunities.

For information on all of our funding opportunities, please see the [National Geographic Grants website](#).

What are your top priorities under this RFP?

The National Geographic Society seeks to elevate and showcase geography's power to engage students in uncovering and exploring complex *connections*—across subject areas, ideas, places, people, and time. Specifically, this RFP intends to engage and grow the number of educators who are actively involved in designing and incorporating geographic concepts and skills into other subject areas—enhancing and bolstering student learning in those subject areas and expanding the understanding of what geography is. The RFP will support projects led by innovative teaching professionals in a team approach in designing, implementing, and testing with students rich K-12 geographic lessons using an “adopt-a-standard” approach. This approach supports teachers in selecting and integrating one or a select few standards from the National Geography Standards (and, if required locally, aligning them with country/state/local geography standards) into their courses and content curriculums, helping students see connections within and across subject areas. Teachers will implement the geographic lessons they design with their students, gather evidence on their impact on student learning, and then broadly share high-quality, useful artifacts (e.g., series of lessons, examples of student work, a teacher leader guide for “adopt-a-standard”) to engage additional colleagues through their teacher networks and through National Geographic's platform and networks.

What countries are priorities for this RFP?

We welcome proposals from all over the world. If you are not from the country where you will be working, be sure to include at least one local partner on your team, and clearly identify their role in the project. Local partners should be integral members of the team who are truly involved in the proposed work.

What duration should my project be?

Your project should be between one and two years in duration. You will then have an additional six months from the end of your project to assess the work and submit your final report.

What is the difference between a “teacher team” and “teacher network” as stated in the RFP?

In the RFP, a teacher team generally refers to a group of teachers at a school or district. The team could be “officially” recognized (e.g., department teams, grade-level teams) with support through, for

example, common planning times or collaboration during district professional development days. However, a teacher team might also be a more informal group that has naturally connected and has been working together at a site. A teacher network generally refers to a group of teachers across schools/districts that has come together—in person, virtually, or via a hybrid model—around common, self-identified interests.

What are the size of projects that you intend to fund?

Project size could vary greatly, but generally we imagine that a large project might directly involve a network of 75-100 teachers across schools or districts who are involved in design and/or implementation, whereas a smaller project might directly involve under 10 teachers. Regardless of size, all projects should articulate the estimated number of teachers they would subsequently reach via dissemination.

Could you share some examples of what a funded project might look like?

Here are two general examples:

- Through a *That's Geography!* grant-funded project, a middle school science teacher leads a network of science teacher leaders in the region to plan a field experience based on the science content standard of Ecosystems: Interactions, Energy & Dynamics by adopting [Geography Standard 14](#): How human actions modify the physical environment. Together, the network members design a series of six in-class lessons (50 minutes each) and two half-day in-the-field data collection activities in which students use National Geographic's Geo-Inquiry Process to identify the causes of local flooding in their communities, explore its direct effect on humans and the ecosystem, and identify possible solutions they will then share with local government officials. The science teacher leaders then work with science teachers in their schools/districts to implement and test the lessons with students approximately one day per week during eight weeks of the area's rainy season. Teacher reflections on the implementation will inform the teacher leaders' lesson revisions as part of the deliverable. The project furthers National Geographic's focus area of Changing Planet. During the project, the network shares videos and photos of students in action via social media and blogs about what they are learning from the project implementation. For the deliverables, the project leader submits the network's lesson designs, shares highlights from their blogs as implementation guidance for others, and provides examples of the solutions that students designed.
- Through a *That's Geography!* grant-funded project, a virtual network of high school English Language Arts (ELA) and English teachers uses [Geography Standard 4](#), The physical and human characteristics of places, to teach a number of ELA standards related to reading literature (e.g., citing textual evidence, analyzing the development of themes, analyzing choices on text structure). The virtual team builds, shares, and tests classroom lessons that guide students in exploring the concept of place and the characteristics of place as they relate to each novel they read during the year—both the authors' representations of place in the novels and the impact of the novels in contributing to community identities. In addition to focusing on literature, the lessons map to National Geographic's Learning Framework for knowledge development in the Human Journey focus area. For their deliverables, the network leader submits a teacher leader framework and tools for facilitating an "adopt-a-geography standard" design with teachers, along with sample lessons that were tested by different teachers with different novels.

I am interested in learning more about this RFP and hope to submit a competitive application. Where can I find more information about the National Geographic Society Grants Program and this RFP to submit the best application possible?

The best place to find the most up-to-date information on our grants and upcoming deadlines is on the National Geographic Grants Program [website](#) and the *That's Geography!* RFP webpage.

If I am awarded a grant, what other opportunities will be available to me?

All National Geographic grantees are invited to join a network of global changemakers and leaders in conservation, research, education, technology, and storytelling. As part of the National Geographic Explorer Community, you may also be invited to participate in specialized training sessions, such as our [Sciencetelling Bootcamps](#), and unique professional development opportunities, such as our [Explorers Festival](#). Occasionally, there are opportunities for grantees to work more closely with National Geographic in achieving our programmatic objectives.