That's Geography! Educator RFP
Application Guidance

This document provides step-by-step guidance on how to complete the online application for the *That's* Geography! Request for Proposals (RFP) for educators. A PDF of a sample education grant application form is <u>here</u> for your reference. Please refer to our [FAQ list](#) as well.

STEP 1 - PROJECT DESCRIPTION

- **Project Start and End Dates:** Projects must be one to two years in length. Please note: The start dates for all National Geographic grant projects must be <u>at least</u> six months from the application deadline (e.g., on or after July 15, 2020, for January 15, 2020, submission). For *That's* Geography! projects in particular, please plan your start date to be July or August 2020 to allow for teacher planning during the time many schools are on break. If your project requires your start date to be past August 30, 2020, please provide a brief rationale in the Step 4 - Project Details section.

- **Fieldwork Start and End Dates:** These dates should indicate when you anticipate your team or network will implement your "adopt-a-geography-standard" lessons with students.

- **Fieldwork Locations:** Please identify the schools or districts you will be working in. If there are more than three schools or districts, please identify the three that include the largest number of teachers and students involved in the project.

- **Fieldwork Latitude and Longitude:** This is required data that National Geographic collects on all of our grant requests to help us track our reach and projects.

- **Primary Focus:** Education

- **Secondary Focus**: N/A

- **National Geographic Society Focus Areas:** Your proposed project must focus on one of National Geographic's three [lenses](#)—Human Journey, Changing Planet, or Wildlife. Note: While we recognize that some projects might touch on more than one of these three areas, more competitive proposals will clearly focus on only one.

- **Discipline/Field of Study:** Identify the subject area(s) in which you anticipate that your teacher team or network will implement your "adopt-a-geography-standard" lessons (e.g., art, Spanish, biology).

- **Project Summary:** Be sure to include the following:
  - The number of teachers directly participating in your project.
  - The type of teacher group, team, or network. Some examples include the following:
    - Department or cross departments
    - Same grade or cross grades

- ■ Teams of classroom teachers and specialists
- ■ School-based, district-based, or networked through a mutual external organization
- ■ On-site, virtual, or hybrid
  - ○ The grade level(s) you are focusing on.
  - ○ The number of students who will be directly involved. If applicable, include the percentage of students your team or network will serve who are living in poverty or who are from low-income backgrounds. Please include your data source.
  - ○ The estimated number of teachers you will reach through your dissemination plan.

- **Media Commitments or Interest:** We anticipate that this is likely not applicable to your project. If it is, however, please provide details.

- **Special Qualifications, Certifications, or Credentials:** Please provide information on your experience and expertise as a teacher leader, as well as information on the experience and expertise of your teacher team or network. Specifically, provide a brief description of the innovative instructional strategies you have collectively used and substantiate the impact of those strategies on student learning. Also, include information about the educator networks, organizations, and/or associations you and your team or network members are currently involved with and the level of involvement.

- **Total Project Budget:** This amount should reflect the total scope of the project, including the amount requested from National Geographic and any other funding sources, if applicable. National Geographic does not require applicants to have other funding to support their project.

STEP 2 - PROJECT LEADER INFORMATION

Provide the requested information about you, the lead applicant. Eligible lead applicants are teaching professionals globally who work directly with K-12 (or equivalent) teachers and/or students in the classroom. Preference will be given to K-12 (or equivalent) teaching practitioners, such as the following:
- Classroom teachers of any subject
- Instructional leaders/teacher coaches
- Teacher specialists
- Special education teachers
- Teacher network leaders
- Professionals from teaching network organizations

STEP 3 - PROJECT MEMBERS

Provide the requested information about up to five individuals who will be actively engaged in the project. For smaller teacher teams (three to five teachers), you might include information on each participating teacher. For larger teacher networks, you might include information on a few key teachers who are helping to lead the work or other staff members who will be involved.

STEP 4 - PROJECT DETAILS
- **Background and Relevance:** In this section, please describe your "adopt-a-geography-standard" approach, its intended impact on student learning, and your teacher team's or network's anticipated

pedagogical approach. Preference will be given to projects that outline how they will incorporate the National Geographic Learning Framework and Geo-Inquiry Process. Specifically, please do the following:

- ○ Identify the one—or select few—standard(s) your team or network is "adopting" from the National Geography Standards with a rationale for *why* you selected the specific geography standard(s). Note: We recognize that submitted projects on behalf of large teacher networks might need additional time to select a geography standard(s). If so, you should outline your process for doing so as part of the grant work and provide examples of which standards might be a good fit and why given the focus of your teacher network.
- ○ Detail how your proposed project aligns with and enhances your network members' course(s), curriculum(s), and/or other standards (e.g., your country, state, or local geography standards; national or state subject area standards; Next Generation Science Standards).
- ○ Outline your team's or network's intended impact on student learning.
- ○ Describe your expected pedagogical approach as a team or network, referring to its research base.

- **Goals and Objectives:** In this section, you should identify your project's overarching goals and provide objectives for the following: 1) Engaging team or network teachers and impacting their practices; 2) Engaging students of those teachers and impacting their learning; and 3) Disseminating artifacts to engage additional colleagues and impact the larger education, geography, and/or subject area fields.

- **Methodology Details:** Please describe how you will accomplish your project:
- ○ Describe your plan for how your team or network will work together to design, implement, and reflect on your work with students. Also, identify when planning will occur (e.g., an initial one-week summer planning in person and then virtual sessions throughout the year) and the potential tools/methods you will use to facilitate the co-design process.
- ○ Outline your preliminary thinking about how your team or network might embed the *That's Geography!* lessons they design into course curriculum(s) and how you will use the resulting information on student learning.
- ○ Provide a timeline with details on when co-design, implementation, reflection/revision, dissemination, data collection, and deliverable submissions will occur, noting who is responsible for specific work.

- **Methodology Justification:** Provide a rationale for why your methodology and activities will achieve the results you expect. Identify potential challenges and strategies for overcoming those challenges.

- **Summary of Outputs and Results:** Identify and describe the instructional artifacts your team or network will produce for dissemination that will be useful to other practitioners and the larger education, geography, and other subject area fields. General examples include the following:
- ○ A set of lessons for a specific geography standard within a content area
- ○ Examples of anonymous student work

- ○ Teacher leader framework and tools for facilitating "adopt-a-geography-standard" lesson design and implementation with a teacher network
  - ○ Other artifacts you expect to emerge from your work

  Explain the expected changes from these outputs through your dissemination plan below and identify who will benefit.

- **Dissemination:** Provide details for how you will share your team's work and artifacts with additional colleagues. General examples include the following:
  - ○ Using professional social media to document, highlight, and broadly share *That's* Geography! teacher and student work in real time
  - ○ Sharing artifacts and garnering feedback from other colleagues in your school, district, or virtually
  - ○ Presenting at convenings
  - ○ Publishing your network's work

  Include information on how you will leverage the educator networks, organizations, and/or associations with whom you and your team members are currently involved and/or how you will create new connections. Note: Preference will be given to applicants who build in engaging dissemination strategies for sharing their work as it is happening, as well as disseminating final artifacts.

- **Evaluate Your Work and Results:** Provide information on how you will evaluate your work on three levels: 1) Engaging team or network teachers and impacting their practices; 2) Engaging students of those teachers and impacting their learning; and 3) Disseminating artifacts to engage additional colleagues and impact the larger education, geography, and/or subject area fields.

- **External Capacity Development:** Describe how your project builds capacity. This could be at the teacher, school, district, regional, network, and/or other applicable level.

- **Works Cited:** Include bibliographic information for any research you reference.

STEP 5 - BUDGET DETAILS

Your budget request must between U.S. $10,000 and $75,000 for a grant period between one and two years. Budgets of successful proposals include reasonable, well-justified costs that directly support the project and reflect the proposed number of participants. Please see our Grant Budget Guidelines for further information. A few examples of budget line items that might be pertinent to your project include the following:

- Substitute teacher costs for teacher collaboration, planning, and convening
- Dependent care related to work on the project
- Costs for teacher convenings
- Reasonable consultant support related to the tracking and reporting of the project, as well as up to 15 percent overhead for requests totaling $50,000 or more.

STEP 6 - OTHER FUNDING SOURCES

Provide information if applicable. Matching funds are not required.

STEP 7 - EXPECTED OUTCOMES

This section asks you to categorize the expected outputs and results you outlined in Step 4.