Affordable Materials Grants, Round 21:

Transformation Grants

(Spring 2022-Spring 2023)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 21 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r21).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 21 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 25, 2022 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | Fort Valley State University |
| Applicant name | Shanah Grant, Ph.D. |
| Applicant email  | shanah.grant@fvsu.edu |
| Applicant position/title | Assistant Professor |
| Submitter name  | Shanah Grant, Ph.D. |
| Submitter email  | shanah.grant@fvsu.edu |
| Submitter position/title | Assistant Professor |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Samuel Cartwright, Ph.D. | cartwris@fvsu.edu |
| Team member 2 | Bhavana Burell | burellb@fvsu.edu |

If you have any more team members to add, please enter their names and email addresses in the text box below.

|  |
| --- |
| N/A |

# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories*Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | *Collaborative Projects with Professional Support* |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | *16,964* |
| Final Semester of Project | *All Transformation Grants for Round 22 end in Spring 2023.*  |
| Using OpenStax Textbook?*This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | *No - OER* |

# Impact Data

Please fill in the data below with impact data in below with one course (all sections) in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.** If the materials used by different instructors in a course vary drastically, it is possible to enter one course per instructor.

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | Math 2008 - Foundation of Numbers and Operation |
| N/A | Course instructors | Shanah Grant, Ph.D. |
| 1 | Average number of students enrolled per section | 40 |
| 2 | Average number of affected course sections scheduled in a summer semester | 0 |
| 3 | Average number of affected course sections scheduled in a fall semester | 1 |
| 4 | Average number of affected course sections scheduled in a spring semester | 0 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 40 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Sybilla Beckmann (4th Edition). Mathematics for Elementary Teachers:with Activities. Pearson. (ISBN: 978-0-321-82572-8). This book does not have any additional materials. The cost of the book is $193.31 before tax and $213.08 with tax. |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $213.08 |
| 9 | Average post-project cost per student section enrollment | $0.00 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $213.08 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $8,523.20 |

# Narrative Section

## 1. Project Goals

The goal of this project is to provide the student who take Math 2008 – (Foundation of Numbers and Operation) can access effect and excellent course materials at little to no cost. This will be provided electronically. Students will be able to print the material at their leisure. We would like to explore the impact of little to no cost resources on the performance of students in successfully completing the course. Qualitative data from the students in this study (students who paid little to no cost) and the students prior to this study (students who paid full price) will be collected in the form of grades and surveys. We predict that the students who have little to no cost for the course will be impacted positively. This will lead to retention. This project has will greatly impact the Early Childhood Education majors in the College of Education at Fort Valley State University as they prepare their teaching degree.

## 2. Statement of Transformation

Students complained of the difficulties in obtaining the course materials thus leading them to be unprepared for class. In addition, the cost of textbooks is steadily increasing (Jaggars & Marcos, 2019). This **transformation** from a high-cost textbook to little to no cost course materials will be done over the course of Summer 2022 into Fall 2022. The team will work to find little to no cost materials to be loaded into the university’s D2L Bright Space for ease of access to students and future instructors.

The students of the Foundation of Numbers and Operations course, also known as the **stakeholders**, are a part of the 88% student population at FVSU who rely on financial aid. Many of whom do not receive a book voucher to cover resources for classes. There will be an immediate impact on the students from this transformation. The students of this course are usually late completing assignments at the beginning of the semester because they are waiting to get a “refund” from the loans they obtained to pay for their tuition. After falling behind the first few weeks of school, students are often discouraged and hence result to dropping the course.

With this transformation, students will have access to the course material at the beginning of the semester, allowing them a fair change of completing all assignments from the beginning of the semester on time. Additionally, this transformation will allow instructors to used online quizzes and the adaptive learning platform D2L easing the pressure of the stakeholders finding the funds to cover the materials of the course and.

The course being transformed is foundational course for students who plan to take the Georgia Assessments for the Certification of Educators (GACE) and thus both the College of Education and the College of Arts and Sciences would benefit from this transformative grant, thus resulting in a positive impact. Overall, the university would benefit since this transformation would lead to retention of students in the course and students will have access to the course materials for little to no cost at the beginning of the course. In terms of faculty, this transformation will assist the faculty who will teach this course and ease the burden of having to push back deadlines and getting back up with grading assignment in efforts of meeting the needs of the students. Other faculty members will also have access to the course materials promoting relationship and interdisciplinary studies.

## 3. Action Plan

During the spring 2022 semester, the team will collectively meet to determine a textbook for the course. Team will check all online resources and other available resources in order to find the cheapest possible route for the students. The textbook and course materials will be selected based on cost and quality of course materials. The workload of the chapters of the book selected will be split into three parts and assigned to each team member. Each member of the team will be responsible for PowerPoints, videos and assignments for their assigned chapters and uploading each course content in D2L Bright Space.

During Summer 2022, the team will work to create all related content for the course and upload them respectively in D2L Bright Space. These contents include PowerPoints, videos, and notes as supplementary resources for the students. In addition, during Summer 2022, Dr. Grant will obtain Human Subjects Research (IRB) approval for the research survey questions to be completed by the students of Math 2008. All recourses will be available for use university wide.

**Clarification on Access to Open Materials:**

**• We will provide links to the materials**

**• We will provide all Word or PDF Documents related materials**

**• We will provide links for the textbooks being used**

## 4. Quantitative and Qualitative Measures

The quantitative measures include grade comparison. Students’ grades (past students of the course and upcoming students of the course) will be analyzed to determine the effect of the availability of the little to no cost materials and resources on their grades. The qualitative measures include surveys and potential interviews with students. As a result, IRB approval will be needed. The surveys will be conducted at the beginning (pre-survey) and at the end (post-survey) of the course to help identify the quality of the resources. The potential questions of the surveys are:

1. Did the little to no cost course materials help you to learn better in the course?
2. Do you prefer the textbook in the online format or a traditional textbook?
3. How effective were the additional resources such as the videos, PowerPoints etc.?
4. Did you use the additional resources provided in D2L?
5. In your opinion, what additional resources may be added to help you learn better in this course?

## 5. Timeline

|  |  |
| --- | --- |
| Timeframe | Task |
| March 2022 – April 2022 | Book selection (Potential book: Mathematics for Elementary Teachers by Michelle Manes, OER) |
| April 2022 – May 2022 | * Chapter Assignments
* Syllabi Revision
 |
| June 2022 – July 2022 | * Chapter uploads
* IRB application submitted
 |
| August 2022 – December 2022 | * Implementation of materials in course
* Pre and Post surveys given
 |
| December 2022 | Submission of final report |

## 6. Budget

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Unit | Quantity | Total |
| Team member salary | $4300 | (3) | $12,900 |
| Supplies (student supplies such as early childhood manipulatives) | $2,000 | (1) | $2,000 |
| Senior Fringe Benefits | $688 | (3) | $2,064 |
|  |  | Total | *$16,964* |

Each team member will receive the maximum of $5000 allotted by the ALG transformation grant. The remaining $2,000 will be for student supplies to facilitate learning how to teach math. The supplies include but are not limited to legos, cubes etc.

## 7. Sustainability Plan

Based on the information on the in the pre-survey and post survey, adjustments will be made to the course annually. The course material will be adopted departmental and university wide thus lending to annual updates and revisions. Additional funding will be sought to explore how to incorporate teaching pedagogy and High Impact Practices (HIPs) assignments in the curriculum.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the Request for Proposals.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

|  |
| --- |
| *Frederick Mclaughlin, Interim Chairman, Unit 1* |

# Grants or Business Office Acknowledgment Form

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed form.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide this form.*

*Please provide the name and title of the grants or business office representative who provided you with the acknowledgement form.*

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| --- |
| Mrs. Joyce Y. Johnson, Director of the Office of Sponsored Programs. |