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Page 1: Please review the following:

Q1

Contact Person:

Name	Rachel Polakoski
Email Address	rachel.polakoski@gcccd.edu

Q2

Department:

Mathematics

Q3

Title of Request:

Two-Year Funding Request to Support Ongoing Math Department Community of Practice (COP) and Mentorship Program

Q4

Location of Request:

N/A

Q5

Type of Request (Select one):

Miscellaneous: All non-operational requests and requests that do not fall under staffing, technology, or facilities requests are considered other requests. For department operational needs, please discuss with your Deans office. Please specify miscellaneous request::
The Math Department would like to request funding for two years to support our efforts and sustain our community of practice and mentorship program.

Q6

Description of Request: Please provide a description of the supplies, equipment, or miscellaneous request. When making your request, please be as specific as possible and include information such as make, model, manufacturer, color, quantity, etc.

The Math Department would like to request funding for two years to support our efforts and sustain our community of practice and mentorship program.

Q7

Estimated Cost:

\$60,000

Q8

Please attach quote, if available

[2025%20Fall%20COP%202-year%20Funding%20Request.docx \(2.4MB\)](#)

Q9

Total Cost of Ownership: Your requested item may incur ongoing expenses. What are the ongoing expenses associated with your request? If there are ongoing expenses, please detail how you plan to support these costs with your existing budget by completing the text boxes below.

Initial Cost of Item	\$60,000
Total	\$60,000
Amount available in department budget to support this request Smarkey:	0
Remaining requested amount	\$60,000

Q10

Justification of Request: The justification of the request is a key area to focus on. The ROC encourages you to strengthen your request by providing a robust rationale detailing all relevant criteria. When writing the rationale, keep in mind that those reviewing the justification may not be familiar with your department and needs. Providing detailed information and context can help clarify the need for your request. Please select the applicable criteria(s) and provide the details of how the criteria(s) relate to your request.

Critical need,**Impact on student success and access,****Equity and Antiracism,**

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Since 2016, the Math Department's Community of Practice (COP) has been a critical driver of faculty professional learning, instructional innovation, and equity-minded teaching. The COP provides structured, collaborative professional development that supports faculty in implementing math pathways reforms and equity-focused instructional practices, directly impacting student access, persistence, and success in mathematics. The instructional changes required by AB 705/1705 and the department's equity goals are complex and time-intensive. The COP serves as the primary mechanism for faculty to engage in sustained learning, examine student data, redesign curriculum, and adopt antiracist teaching practices. Peer-to-peer collaboration within the COP has been essential in building faculty capacity, confidence, and consistency across sections. In addition to the COP, the department provides structured faculty mentorship for instructors teaching a course for the first time. New faculty are paired with experienced peers or mentors and receive one-on-one support throughout the semester. Mentors and mentees meet regularly to address course design, classroom challenges, equity-minded instructional strategies, and student support practices. This individualized mentorship complements the COP by translating shared learning into immediate, course-specific instructional practice. To ensure broad participation and recognize the labor involved in both COP participation and faculty mentorship, the department provides pay at the non-classroom hourly rate. These payments remove barriers to engagement and signal institutional commitment to equity and instructional improvement. From 2016–2024, COP and mentorship activities were funded primarily through one-time or soft funding sources, including BSSOT, AB 705/1705, and Student Success and Equity funds. The department anticipates an ongoing need for both the COP and the faculty mentorship program as student needs, curricular expectations, and equity imperatives continue to evolve. Additionally, the department has hired 6 new part-time faculty in the last two years. The mentorship program is

Recently, in the last two years, the mentorship program has been crucial in getting new faculty up to speed in our pedagogy and classroom culture. The college's previous one-time investments (2024–2026) demonstrate recognition of the COP's value. We respectfully request an additional two-year funding allocation to sustain this high-impact work. Faculty consistently identify the COP and mentorship support as essential to their instructional transformation. As one faculty member noted, "I started teaching this way because the college was training me to do it and putting me in an opportunity where that was going to be supported." Sustained funding is necessary to maintain instructional quality, advance equity goals, and support student success in mathematics.

Q11

Program Goals: Please identify the program goal(s), as stated in your current annual or comprehensive program review, that this request would help your program achieve. Provide a brief explanation of how it would do so.

Goal #1: Assess, revise as needed, and continue to improve Math Pathways

Community college math professors have never been trained to teach with culturally relevant materials in an equity-minded teaching and learning environment. Consequently, the Math Department's Community of Practice (COP) and Teacher Mentoring are essential to the success of Math Pathways. Each course specific COP requires all teachers with a current assignment in that course to meet regularly and discuss best teaching practices, just-in-time remediation, teaching and learning in the student-centered classroom, student engagement, and productive struggle. In the department's COP groups, assignments are developed to address students' affective needs and internal struggles or fears about being in college and/or learning math. We work on creating culturally relevant teaching materials and develop techniques for using equity-minded practices in the classroom. The COP members continually develop new instructional materials, classroom activities and assessments, and online assignments in support of these practices.

Estimated Cost: \$60,000 (\$30,000 per year for two years, 2026-2028)

Activity	Details	Total	Notes
Community of Practice Meetings	Monthly 2hr meetings for approx 12 participants @ non-classroom hourly rate, which is about \$70/hr average. Projected 9 meetings per academic year (Aug, Sept, Oct, Nov, Dec, Feb, Mar, April, May)	\$15,120	
Mentorships	Bi-weekly 1hr meetings for approximately 10 participants @ non-classroom hourly rate, which is about \$70/hr average. Projected 14 meetings per academic year (7 in fall and 7 in spring).	\$9,800	
		\$24,920	Total includes all proposed items before benefits
TOTAL		\$29,904 per year	Including benefits at 20%