

# Barstow College - LGBTQ+ Program Plan 2024-2025 Plan (2024-25) CERTIFIED

## Details

### Plan Title \*

Barstow College - LGBTQ+ Program Plan 2024-2025 Plan (2024-25)

### Plan Description

Barstow Community College’s LGBTQ+ Plan for 2024-2025 outlines a series of strategic initiatives aimed at increasing support, visibility, and inclusion for LGBTQ+ students, especially within the context of its rural community. The plan focuses on expanding LGBTQ+ resources and initiatives, enhancing education on LGBTQ+ issues, and fostering an inclusive campus culture.

Outcomes for LGBTQ+ Plan:

- **Increased Visibility and Representation:** The Pride Festival, Lavender Ceremony, and faculty training initiatives are designed to increase LGBTQ+ visibility and create a stronger sense of community on campus. The Lavender Sashes, in particular, offer a symbol of solidarity and pride for LGBTQ+ graduates, contributing to a more inclusive campus environment.
- **Enhanced Support Systems:** The creation of the LGBTQ+ website and the professional development opportunities aim to establish clearer, more accessible support structures for LGBTQ+ students and staff. This will include educational materials, safe spaces, and tools for navigating campus life as an LGBTQ+ individual. The plan also seeks to foster an environment where LGBTQ+ students feel more comfortable and supported in their academic and social endeavors.
- **Faculty and Staff Engagement:** The professional development initiatives and faculty stipends will help increase faculty and staff understanding of LGBTQ+ issues, improving their ability to support students from diverse sexual orientations and gender identities. By integrating LGBTQ+ awareness into campus-wide professional development, the college hopes to ensure that all staff members are equipped to create a more inclusive learning environment.
- **Long-Term Institutional Change:** As part of a broader goal, Barstow Community College intends to lay the foundation for more permanent LGBTQ+ support structures. The plan’s focus on integrating LGBTQ+ issues into the Student Equity and Achievement (SEA) framework, along with deepening involvement in college governance, aims to create lasting institutional changes that will make Barstow Community College a more welcoming place for LGBTQ+ students for years to come.

## Lead Institution

### Lead Institution

Barstow College

### Address

N/A

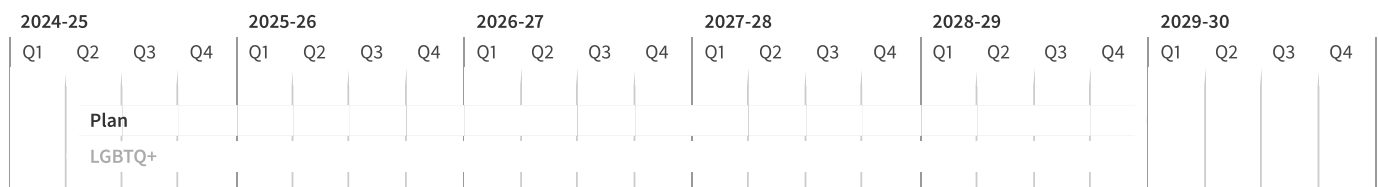
### Community College District

Barstow CCD

### Website

N/A

## Timeline



### The start year for this plan

2024-25

### The start quarter for this plan

Q2

### The funding year for this plan

2024-25

### The number of fiscal years this plan will span

4 year(s) and 3 quarter(s)

## Assurances

✓ I have read and agree to the requirements set forth in the legislation for this program.

 [AB 132\\_Sec 89.pdf](#)

✓ I have read the Student Equity and Achievement report for my campus.

## Contacts

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## System Contacts

### Fund Monitor

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## LGBTQ+ Program Plan 24-25

### 1. Section I- 2023-2024 Allocations \*

1.1 Thinking about the funds that you received in the last budget allocation (2023-2024) please tell us how you used those funds. Please estimate percentage of the total 2023-2024 funds you used on each service/initiative selected. \*

- Developed and provided LGBTQ+ specific training to college personnel
- Provided workshops or speaker series focused on how best to support LGBTQ+ students
- Other

1.1.1 (Developed and provided LGBTQ+ specific training to college personnel) Please estimate the percentage of the total funds you used on this service/initiative below. \*

1%

**1.1.1 (Provided workshops or speaker series focused on how best to support LGBTQ+ students) Please estimate the percentage of the total funds you used on this service/initiative below. \***

15%

**1.1.1 (Other) Please explain in the space below. \***

We provided LGBTQ+ students with Lavender stoles to wear at the 2024 commencement ceremony

**1.2 Thinking about the funds that you received in the last budget allocation, (2023-2024), please identify three successful uses of these funds. \***

- Developed and provided LGBTQ+ specific training to college personnel
- Lavender graduation
- Provided workshops or speaker series focused on how best to support LGBTQ+ students

**1.2.1 (Developed and provided LGBTQ+ specific training to college personnel) In the space below, please explain what made this service/initiative a success. \***

**The 6th Annual CCC LGBTQ+ Summit Watch Party:** The virtual summit held April 24-25, 2024, the overall theme “The Unstoppable Movement for Queer & Trans Liberation” provided our students and campus employees (including faculty) an opportunity to participate and attend professional development workshops, such as “If You Can’t Love Yourself, How the Hell Are You Going to Love Someone Else,” “Intersections of Neurodivergence and Queer Identities,” “All You Need to Create Your Campus Lavendar Ceremony” among others.

**1.2.1 (Lavender graduation) In the space below, please explain what made this service/initiative a success. \***

**The Lavender Stoles:** The LGBTQ+ sashes were a major success and provided students the opportunity to wear these proudly during our 2024 Commencement ceremonies. This was the first year that the lavender sashes were ordered and provided to students at no charge. Several students noted that the Lavender Sash represented their strength in their LGBTQ+ identity and their shared gratitude for the institution offering these to graduates.

**1.2.1 (Provided workshops or speaker series focused on how best to support LGBTQ+ students) In the space below, please explain what made this service/initiative a success. \***

**The Barstow Community College Pride Festival:** The Barstow Community College Pride Festival on September 28, 2023, marked a triumphant return to celebrating diversity and inclusion after a two-year hiatus due to the pandemic. The event was a resounding success, drawing significant attendance and positive feedback from students, faculty, staff, and the broader community. The festival offered a diverse range of activities featuring drag show performances, vital health and human services and resources, and showcased information about BCC programs and resources to students, community members, and campus employees. Given the scarcity of support groups, resources, and advocacy within the rural areas served by Barstow Community College and San Bernardino County at large, the institution is a critical hub and primarily the only location where there is community and campus support for our LGBTQ+ students to learn and be in safe environments. Student-led clubs such as True to You were present. Student leaders modeled their dedication to cultivating safe spaces for students to be part of a student-led organization that represents their interests, learning and development, and advocacy.

**1.3 What were the greatest challenges that your campus/district faced in creating support services for LGBTQ+ students during the 2023-2024 funding year? \***

- Staffing
- Facilities (Helper text: Dedicated space for LGBTQ+ Student Center, all gender restrooms, locker/changing room, shower facilities)
- Campus climate
- District service area climate (Helper text: Community concerns and/or reservations about serving LGBTQ+ students)

## 2. Section II- 2024-2025 \*

**2.1 Does your center or office have a professional (paid) personnel member dedicated to serving LGBTQ+ students who works at least 20 hours per week? \***

No- our college/center does not have a professional personnel person who meets the definition above.

**2.2 Does your college have student employees dedicated to serving LGBTQ+ Students? \***

No

**2.3 Does your college have a dedicated LGBTQ+ center or office that services LGBTQ+ students in a dedicated stand-alone space, that is marketed as an LGBTQ+ center or office with expressed purpose of serving LGBTQ+ students? \***

No- the college does not have a specific space/location on campus devoted to serving LGBTQ+ students.

**2.4 How is your LGBTQ+ Program aligned with your Student Equity Plan? \***

This year, the Vice-President of Student Services and the Dean of Counseling and Student Success are integrating more intentionally the LGBTQ+ Plan into the Student Equity and Achievement committee. Last year, the co-chairs of SEA shared and gained approval of the LGBTQ+ plan from the previous fiscal year. The VPSS is attending and co-leading the Queer Agenda with an emphasis to establish greater strategic planning and vision that is sustainable and based on a growth model.

**3. Please tell us how you plan to use 2024-2025 allocations? Please estimate percentage of the total 2024-2025 funds you will use on each service/initiative selected. \***

Enter the percentage amount per category that applies.

- Develop and provide LGBTQ+ specific training to college personnel
- Implement LGBTQ+ learning communities
- Establish student clubs for LGBTQ+ students (Helper text: Queer/Trans Club, Gay/Straight Alliance club)
- Lavender graduation
- Provide workshops or speaker series focused on how best to support LGBTQ+ students

**3.1 (Develop and provide LGBTQ+ specific training to college personnel) Please estimate percentage of the total 2024-2025 funds you will use on this service/initiative. \***

8%

**3.2 (Implement LGBTQ+ learning communities) Please estimate percentage of the total 2024-2025 funds you will use on this service/initiative. \***

1%

**3.3 (Establish student clubs for LGBTQ+ students (Helper text: Queer/Trans Club, Gay/Straight Alliance club)) Please estimate percentage of the total 2024-2025 funds you will use on this service/initiative. \***

3%

**3.4 (Lavender graduation) Please estimate percentage of the total 2024-2025 funds you will use on this service/initiative. \***

5%

3.5 (Provide workshops or speaker series focused on how best to support LGBTQ+ students) Please estimate percentage of the total 2024-2025 funds you will use on this service/initiative. \*

3%

4. Thinking about your plans for providing services to LGBTQ+ students during 2024-2025 funding year, what do you foresee as the greatest challenge your campus/district will face in providing these support services? Please select your greatest challenge. \*

Establishing a LGBTQ+ center on your campus

5. As we plan for the potential of future funding, what do you believe the top three priorities for future funding should be? \*

- Hiring dedicated staffing specifically for LGBTQ+ student support (Helper text: did you hire, Faculty coordinator, Classified Professional, Student Assistant, Administrator )
- Establishing a LGBTQ+ center on your campus
- Developing and providing LGBTQ+ specific training to college personnel

6. Will your campus braid LGBTQ+ services with current categorical programs? \*

Yes

6.1 (Yes) Please name the categorical programs in the space below- i.e. EOPS, Next Up, Guardian Scholars, Basic Needs, Mental Health, Emerging Scholars, Veterans, other. \*

It is recognized that LGBTQ+ services must be integrated into the Student Equity and Achievement (SEA) framework, and that deeper involvement within the Barstow Community College (BCC) college governance model will enhance overall success and provide more holistic support. This integration should not only encompass LGBTQ+ initiatives but also be aligned with other essential categorical programs that serve underserved and marginalized students. For example, the Basic Needs and Housing Support program is crucial for LGBTQ+ students who may face housing instability or lack access to nutritious food, as these students often experience unique challenges in accessing basic resources. Similarly, the Extended Opportunity Programs and Services (EOPS), which supports low-income students, is a vital resource for LGBTQ+ students who may face financial hardships due to discrimination or family rejection. Ensuring that the needs of LGBTQ+ students are acknowledged within the EOPS framework will allow these students to receive tailored support alongside other low-income peers.

The Mindful Space, a mental health resource initiative, is particularly important for LGBTQ+ students who may experience higher rates of mental health challenges due to societal stigma, discrimination, and isolation. Integrating the Queer Agenda into the Mindful Space can create a more inclusive, affirming space where LGBTQ+ students feel safe and supported in addressing mental health concerns. Additionally, the Promise Program, which focuses on supporting first-generation students, presents an important opportunity to ensure that first-generation LGBTQ+ students receive the resources, guidance, and mentorship they need to succeed in college. By incorporating LGBTQ+ issues into the Promise Program's framework, the college can provide a more comprehensive approach to supporting first-generation LGBTQ+ students as they navigate both their academic and personal journeys.

By strategically aligning the LGBTQ+ services with these categorical programs—Basic Needs, EOPS, Mindful Space, and the Promise Program, the college will create a more interconnected, inclusive, and holistic support system for LGBTQ+ students. This integration will ensure that LGBTQ+ students are not only recognized and supported in terms of their gender and sexual identities but are also provided with the academic, financial, mental health, and basic resource support they need to thrive at Barstow Community College.

7. What kind of state level support would be most helpful in moving your work forward? Select the top three? \*

- Participatory Governance (Helper text: Chancellor level/system wide participatory governance group to provide action items)
- Partnerships & Network Development (Helper text: Community of practice, a space for colleges to collaborate)
- Professional Development (Helper text: Online platform for online learning, webinars focused to best support LGBTQ+ students inside the classroom and out)

## 8. What Professional Development topics would you like to have offered during 2024/25? \*

For the 2024-2025 academic year, professional development for the CEO/Board of Trustees at Barstow Community College should focus on equipping leaders with a holistic understanding of how districts can create safe and inclusive spaces for LGBTQ+ students and employees. The trainings should encompass several key areas to ensure comprehensive support for LGBTQ+ individuals on campus. First, the trainings should address the unique challenges LGBTQ+ students face, especially in rural and conservative settings. This includes understanding how intersectionality (e.g., socio-economic status, race, mental health) impacts LGBTQ+ individuals and how the college can integrate support networks into existing programs like Basic Needs, EOPS, Promise Programs, and Mindful Space. This approach ensures LGBTQ+ students receive food security, mental health resources, and academic support tailored to their needs. Another key focus is on creating safe spaces for LGBTQ+ students and employees. The Board and administration need to understand how to incorporate LGBTQ+ resources and services into the Student Equity and Achievement (SEA) framework, ensuring that LGBTQ+ issues are included in all student services and resources. This also involves making campus facilities more inclusive, such as providing gender-neutral restrooms and accessible LGBTQ+ resources, particularly important in rural areas where LGBTQ+ support may be limited. The trainings should also emphasize the role of faculty and staff development in fostering an inclusive learning environment. This includes developing faculty resources on gender pronouns, LGBTQ+ cultural competence, and teaching intersectionality. It is important to build a campus culture of allyship and support across all levels, from faculty to administrative staff. Additionally, the Board should be trained on how to integrate LGBTQ+ initiatives into college governance models. Understanding how leadership commitment and resource allocation contribute to sustainable LGBTQ+ programs will help the college embed inclusivity into its core values. This will empower the Board to make informed decisions that positively impact the LGBTQ+ community. Trainings should include strategies for advocating for LGBTQ+ students and staff at the state level. This involves fostering partnerships with other educational institutions and community groups to provide access to statewide resources, conferences, and alliances.

## Certification

### Plan Approver

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Approved by Oscar Espinoza-Parra

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