

Barstow College - LGBTQ+ 2025-2026 Plan (2025-26) CERTIFIED

Details

Plan Title *

Barstow College - LGBTQ+ 2025-2026 Plan (2025-26)

Plan Description

The primary outcome of the 2025–2026 LGBTQ+ program plan is to increase access to inclusive, affirming, and tailored supports for LGBTQ+ students and allies while expanding the scope, visibility, and sustainability of campus services. Through intentional use of allocated funds, the institution aims to strengthen programming despite current limitations in staffing, infrastructure, and physical space.

Planned initiatives will result in increased student participation in LGBTQ+-affirming workshops, events, and skill-building opportunities that address academic success, career readiness, and personal well-being. Tailored workshops focused on résumé development, interviewing, professional networking, and navigating workplace bias or discrimination will equip LGBTQ+ students with practical tools to support post-graduation success, particularly for students who may face compounded barriers due to identity, first-generation status, or lack of external support systems.

Another key outcome is expanded access to community-based and campus resources through strategic partnerships and carefully navigated vendor engagement. While institutional procurement processes present challenges, the program will prioritize building sustainable relationships with LGBTQ+-affirming organizations to increase students' awareness of off-campus support services, advocacy resources, and safe spaces beyond the institution.

The plan also aims to improve campus climate and sense of belonging by increasing the visibility of LGBTQ+ programming and normalizing affirming practices across student-facing spaces. Even without a dedicated physical center, coordinated programming and intentional outreach will foster connection, peer support, and ally engagement.

Finally, this plan will contribute to long-term capacity building by establishing a more consistent framework for LGBTQ+ services, evaluation, and collaboration. By expanding access, strengthening student outcomes, and centering equity-driven approaches, the program advances institutional commitment to LGBTQ+ student success, safety, and empowerment.

Lead Institution

Lead Institution

Barstow College

Address

N/A

Community College District

Barstow CCD

Website

N/A

Timeline





The start year for this plan

2025-26

The start quarter for this plan

Q2

The funding year for this plan

2025-26

The number of fiscal years this plan will span

1 year(s)

Contacts

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Legislative Requirements

1. Affirmed Name Policy- AB 2315- Has your college implemented the Affirmed Name Policy? *

Affirmed Name Policy- AB 2315

Yes

2. Designated LGBTQIA+ Confidential Point of Contact- SB 1491, Has your college identified a LGBTQIA+ confidential point of contact? *

Identify a confidential point of contact and published the contact information of the designated employee on websites and written communication, for LGBTQIA+ students, classified professional and faculty. [Legislative language SB 1491 Guidance Memo for SB 1491](#)

Yes

2.1 (Yes) Please provide contact information, (name, email, position title). *

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2024-2025 Allocations/Funding

1. Please share three successful uses of these funds during the 2024-2025 Academic Year. *

If your college didn't use the 2024-2025 funds, please explain why funds have not been used and how the college plans to spend the funds.

Lavender Celebration & Graduation Stoles:

One of the most impactful uses of funds was the inaugural Lavender Celebration, which honored the achievements of graduating LGBTQ+ students in an affirming, identity-centered space. The event brought together 15 students, 12 faculty and staff allies, and 18 community members. Designed with a trauma-informed and culturally responsive lens, the celebration fostered belonging, visibility, and connection. A dedicated "Transformation Station" offered gender-affirming dressing rooms, supporting students' comfort and authentic self-expression. Graduates received lavender stoles for commencement and discreet lavender pins for students who may not be able to openly express their identity in all spaces. The event featured a keynote from the college president and concluded with a community celebration, reinforcing institutional commitment to equity and holistic student success.

Pride Pathways Summer Bridge Program:

Funds supported the launch of the inaugural Pride Pathways Summer Bridge Program, a two-day initiative addressing summer melt and supporting transitions for incoming and returning students. The program served 50 students, 15 faculty and staff, and 7 community members. Participants engaged in career readiness, wellness and mental health workshops, registration support, and panels with LGBTQ+ professionals focused on navigating the workforce with authenticity and resilience. The program concluded with a True to You Club Mixer, leading to leadership development and the identification of the 2025-2026 student executive board, strengthening early engagement, persistence, and belonging.

Pride Festival 2024:

The 2024 Pride Festival advanced campus and community engagement, drawing 131 attendees, including students, faculty, classified professionals, administrators, community members, and a trustee. Programming included a "Queer-oes Throughout History" workshop, an LGBTQ+ resource and vendor fair, Queerstory BINGO, an open mic, and the annual drag performance. Free Pride t-shirts promoted visibility and collective pride. Through intentional design and cross-campus collaboration, the festival expanded awareness of LGBTQ+ histories, strengthened partnerships, and fostered inclusive spaces where all students could thrive.

2. What was the greatest challenge your campus/district faced in creating support services for LGBTQ+ students during the 2024-2025 funding year? *

Staffing

2.1 (Staffing) Please explain *

During the 2024–2025 academic year, the greatest challenges in creating and sustaining support services for LGBTQ+ students were primarily related to staff capacity, infrastructure, and access to external partnerships. The committee operates without a dedicated coordinator or department for LGBTQ+ programs, and these efforts are carried out as part of broader responsibilities within the Equity Office. With the Equity Coordinator supporting multiple initiatives across campus, capacity remains limited for the consistent development, coordination, and evaluation of LGBTQ+-specific programs and services.

Additionally, the institution continues to face logistical barriers in partnering with external vendors and community organizations. Institutional procurement processes and compliance requirements, while necessary, often create delays and discourage smaller LGBTQ+-affirming vendors from participating in campus events or resource fairs. This limits the ability to provide students with robust community connections and real-time access to affirming services.

Physical space also remains a challenge. There is currently no dedicated location on campus for LGBTQ+ student engagement, reflection, or peer connection. The committee frequently competes with larger student support programs for event and meeting space, which restricts opportunities for ongoing visibility and belonging. Despite these challenges, the campus remains committed to advancing equity through collaborative, capacity-building approaches that center LGBTQ+ student success, safety, and empowerment.

3. 2025-2026 Allocation/Funding *

3.1 Please tell us how you plan to use 2025-2026 allocations? Please estimate the percentage of the total 2025-2026 funds you will use on each service/initiative selected. *

Enter the percentage amount per category that applies.

Make sure the total adds up to 100%.

This is just an estimate, the Chancellor's Office needs to know how the college plans to spend this year's funds understanding that priorities can shift throughout the year.

	Percentage
Hire/salaries dedicated staffing specifically for LGBTQ+ student support	0%
Establish a LGBTQ+ center on your campus	0%
Maintain LGBTQ+ center on your campus	0%
Develop and provide LGBTQ+ specific training to college personnel	15%
Dedicate funding for mental health services for LGBTQ+ students	0%
Direct support, including but not limited to educational supplies, food, clothes closet	15%
Direct LGBTQ+ Health services, (sexual health supplies, condoms, access PrEP and PEP, hormones)	0%
Dedicate funding for LGBTQ+ resources for students experiencing housing insecurity	0%
	Percentage
Implement LGBTQ+ learning communities	10%
Establish Student Clubs for LGBTQ+ students, (Queer/Trans Club, Gay/Straight Alliance club)	20%
Develop LGBTQ+ curriculum	0%
Lavender graduation	10%
Provide workshops or speaker series focused on how best to support LGBTQ+ students	10%
Conferences (PD)	10%
Community/Outreach Events, (Pride events)	10%

3.2 What do you foresee as the greatest (one) challenge your campus/district will face in providing these support services? Please select your greatest challenge. *

Establish a LGBTQ+ center on your campus

3.2.1 (Establish a LGBTQ+ center on your campus) Please explain *

The most significant challenge the campus anticipates in providing sustained support services for LGBTQ+ students is the continued lack of dedicated physical space. Without a permanent, accessible location where students can gather, connect, and access affirming resources, it becomes increasingly difficult to cultivate a visible and engaged LGBTQ+ community on campus, especially with safety concerns present. The absence of such a space limits opportunities to host regular programming, provide peer mentorship, and create the consistent sense of safety and belonging that research shows is essential to LGBTQ+ student success and persistence.

This challenge is compounded by the need for broader campus and community buy-in to prioritize and institutionalize LGBTQ+ inclusion. While there is strong individual advocacy, a shared understanding of the importance of identity-affirming spaces within the college's equity infrastructure is still developing. Without visible and consistent spaces, it can be challenging to build the cultural momentum and sustained engagement necessary to strengthen student participation and community partnerships.

Addressing this challenge will require intentional investment in space, infrastructure, and education across all levels of the institution to ensure that LGBTQ+ students are not only supported through programming, but also visibly valued as an integral part of the campus community.

4. Staffing and Space *

4.1 Does your campus have a classified professional(s) assigned to supporting LGBTQ+ students? *

No

4.1.1 (No) Open response

The campus does not currently have a classified professional solely designated to support LGBTQ+ students. Oversight of LGBTQ+ programs and services is shared within the Equity Office through the Coordinator of Student Success and Equity position. This role supports all affinity and marginalized student populations across multiple initiatives, meaning that direct support for LGBTQ+ students is part of a broader, shared portfolio rather than a dedicated assignment.

To strengthen institutional coordination and representation, the campus established an official LGBTQ+ Subcommittee under the Student Equity and Achievement (SEA) Committee during the 2024-2025 academic year. This subcommittee includes classified professionals from Academic Affairs, the LGBTQ+ club advisor (who is also classified staff), and is chaired by the Coordinator of Student Success and Equity. The creation of this subcommittee has enhanced cross-campus collaboration, increased visibility for LGBTQ+ initiatives, and provided a more structured venue for advancing equity goals despite the absence of a dedicated full-time position.

4.2 Approximately what percentage of the classified professional's salary and benefits is coming from the LGBTQ+ allocations? If not 100%, what other funding streams are being used? *

Not applicable, Student Equity and Achievement funds the Coordinator salary.

4.3 Does your campus have a faculty member(s) assigned to supporting LGBTQ+ students? *

No

4.3.1 (No) Open response

The campus has multiple faculty members actively supporting LGBTQ+ students through designated roles and committee service. An adjunct faculty member and a full-time faculty member serve on the Pride Planning Committee and are provided one hour of release time to participate in biweekly committee meetings focused on program planning, advocacy, and student support. Additionally, a full-time faculty member serves as the campus's Designated LGBTQIA+ Confidential Point of Contact in accordance with SB 1491, providing a trusted, affirming resource for students seeking confidential support, guidance, and referrals.

4.4 Approximately what percentage of the faculty member's salary and benefits is coming from the LGBTQ+ allocations? If not 100%, what other funding streams are being used? *

Not applicable. The Designated LGBTQIA+ Confidential Point of Contact is funded through the campus mental health program.

4.5 Is there an administrator(s) assigned to the LGBTQ+ Program? *

Administrator(s) assigned who only has oversight

4.5.1 (Administrator(s) assigned who only has oversight) Title of Administrator providing oversight

The Dean of Instruction and Vice President of Student Services sit on the LGBTQ+ committee

4.6 Approximately what percentage of the administrator's salary and benefits is coming from the LGBTQ+ allocations? If not 100%, what other funding streams are being used? *

Not applicable

4.7 Does your campus have a pride center/LGBTQ+ student center? *

No

4.7.1 (No) Does your college have a space where LGBTQ+ students receive support? Please describe the physical space. If there is no space, describe how LGBTQ+ students are supported on your campus. *

The campus does not currently have a dedicated physical space specifically for LGBTQ+ students. However, LGBTQ+ students are supported through intentional, flexible use of existing student-centered spaces across campus. The Pride Planning Committee regularly reserves the same student spaces for the majority of LGBTQ+ events and programming to promote consistency, familiarity, and a sense of belonging.

To further expand access and remove participation barriers, events and programs are intentionally offered in hybrid formats whenever possible. This approach allows students to engage remotely from environments where they feel most comfortable and safe, while still maintaining meaningful connection to campus resources and community. Through consistent programming, intentional space use, and flexible engagement options, the campus remains committed to fostering inclusive, affirming environments that support LGBTQ+ student success, connection, and well-being.

5. Program Collaboration/Future Planning *

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

The Student Equity & Achievement Plan, SEA, is focused on delivering race conscious student support services. The CCC has the privilege of serving a racially/ethnically diverse student population. Please explain how your college does/will ensure that supports for LGBTQ+ students are also welcoming and affirming of those students' racial and ethnic identities.

The LGBTQ+ Program is intentionally aligned with the Student Equity & Achievement (SEA) Plan through a shared commitment to race-conscious, equity-minded student support services. Recognizing that LGBTQ+ students are not a monolithic group, the program centers intersectionality by affirming the lived experiences of students whose sexual orientation and gender identity intersect with race, ethnicity, first-generation status, disability, and other marginalized identities.

Programming and services are designed to uplift the whole student by embedding LGBTQ+ student success metrics within broader SEA outcomes related to access, retention, persistence, and completion. Data-informed approaches guide the development of targeted interventions that address equity gaps faced by LGBTQ+ students of color, ensuring that supports are both culturally responsive and identity-affirming.

The program prioritizes collaborations with equity-focused initiatives and affinity-based programs to create spaces where students can explore multiple aspects of their identity without compartmentalization. Workshops, celebrations, and support services intentionally highlight diverse racial, cultural, and community narratives within LGBTQ+ experiences, reinforcing belonging and representation.

By weaving LGBTQ+ programming into existing equity frameworks rather than isolating it, the college ensures that LGBTQ+ students, particularly those from racially and ethnically marginalized backgrounds, experience support that is inclusive, affirming, and aligned with institutional equity goals outlined in the SEA Plan.

5.2 As we plan for the potential of future LGBTQ+ specific funding, what is the number one priority in supporting LGBTQ+ students? *

Establish Student Clubs for LGBTQ+ students, (Queer/Trans Club, Gay/Straight Alliance club)

5.2.1 (Establish Student Clubs for LGBTQ+ students, (Queer/Trans Club, Gay/Straight Alliance club)) Please explain

The top priority for future LGBTQ+-specific funding is the establishment of a dedicated, safe, and affirming campus space coupled with increased development of our LGBTQ+ student club. A consistent, designated space is essential for club meetings, leadership development, and community-building, while also providing a visible and trusted location for students to gather and access resources. Together, the space and student organization would strengthen the college's ability to identify and engage LGBTQ+ students, better understand their needs, and expand tailored supports. This combined investment would support sustained programming, increase student leadership and peer connection, and foster a stronger sense of belonging and visibility for LGBTQ+ students and allies across campus.

5.3 Is your campus braiding LGBTQ+ services and funding with current categorical/grant programs? *

Yes

5.3.1 (Yes) Specifically explain how services are being braided *

Name the categorical programs, (EOPS, Next Up, Guardian Scholars, Basic Needs, Mental Health, Emerging Scholars, Veterans, etc) and provide an example(s).

The campus intentionally braids LGBTQ+ services and funding with existing categorical and grant programs to maximize impact and alignment with institutional equity goals. For example, the Lavender Celebration was supported with SEA-aligned funds to honor graduating LGBTQ+ students while intentionally highlighting intersectional identities and promoting belonging. Similarly, the Pride Pathways Summer Bridge Program utilized SEA and other grant resources to provide career readiness workshops, wellness support, and professional networking for LGBTQ+ students, particularly those from historically underrepresented backgrounds, reinforcing persistence and early engagement. The Pride Festival 2024 also integrated categorical funding to support intersectional programming, including educational workshops, community resource fairs, and inclusive campus engagement activities. By strategically braiding LGBTQ+ funding with SEA and other grants, the campus ensures programming is coordinated, sustainable, and responsive to the unique needs of LGBTQ+ students and allies, while advancing broader student equity and success outcomes.

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

- Data & Research field guidance implementation- Options for collection data on LGBTQ+ students, to provide stronger support services
- Participatory governance- Chancellor level/system wide participatory governance group to provide action items, (in addition to the LGBTQ+ advisory board)
- Partnerships & network development- Community of practice, a space for colleges to collaborate
- Professional development- Online platform for online learning, webinars focused to best support LGBTQ+ students inside the classroom and out

5.5 What Professional Development topics would you like to have offered during 2025/26? *

Please identify the audience,(ie faculty, classified professionals, administrators, students, community members).

Professional development for the 2025–2026 year should include gender sensitivity training for faculty, staff, and administrators, focusing on creating inclusive and affirming learning and work environments, understanding and respecting diverse gender identities and expressions, and implementing evidence-based strategies to support LGBTQ+ students. For community audiences, culturally responsive training is critical for destigmatizing LGBTQ+ identities within marginalized communities, and could include workshops such as “Supporting Your Student’s Authentic Identity: Strategies for Families and Caregivers,” which provide research-informed guidance on understanding gender identity and sexual orientation, fostering affirming home and community environments, and connecting students to campus and local resources. Together, these initiatives strengthen institutional capacity, promote equity and belonging across the campus ecosystem, and equip internal and external stakeholders with the knowledge and skills necessary to support LGBTQ+ student success.

Certification

Plan Approver

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Approved by Michael Wangler

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