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### Application Information

1. Name: \*

Nayeli Garcia

2. GCC Title/Position: \*

Academic Noncredit Counselor

3. Department: \*

Continuing Education - Career and Counseling Center

4. Campus: \*

Verdugo

Garfield

5. E-mail: \*

ngz@glendale.edu

6. Phone: \*

818-240-1000 ext. 5069

7. Dean or Department Head's Name: \*

Aarin Edwards

### Project Proposal

8. Name of Project/Program: \*

Dream Big Program

9. Please select which category best describes your project: \*

- Arts & Culture
- Athletics & Fitness
- Career & Work Training
- College Operations & Facilities
- Humanities/Social Sciences
- Science & Technology

10. Amount requested: \*

\$19,100.00

11. What do you propose to do? \*

Garfield students often have big dreams. They share wanting to develop their English, earn a degree, start a business, transfer to a university, or learn a trade. Some students arrive with bachelor's or master's degrees from their home countries and want to learn how to use their education and experience in the United States. Many are first-generation college students, new to the United States, and have experienced violence, trauma, genocide, oppression, poverty, homelessness, domestic violence, or negative past educational experiences. It takes resilience and courage to walk into an American college and begin again.

The Dream Big Student Program serves as a support network that connects students to their educational and career goals while creating a sense of belonging and community. For the 2026–2027 academic year, we propose combining the Dream Big Club efforts at both the Garfield continuing education campus and the Verdugo credit campus into one connected support system that guides students throughout their transition from noncredit to credit education.

At the Garfield Campus, the Dream Big Club will continue supporting students while they are enrolled in noncredit courses. Through weekly gatherings, educational workshops, peer support calls, email, Canvas communication, and community-building events, students will learn how to connect their Garfield studies to degree/certificate attainment and career goals. Workshops will continue focusing on career exploration, certificate and degree pathways, financial aid, student support services, and the transition process into credit courses at the Verdugo Campus.

Additionally, during workshops and events, students will have opportunities to connect with counseling and student services for academic, career, and personal support. Educational workshops will continue to include presentations from credit students who were once Garfield noncredit students, helping students better understand the transition process and feel encouraged by peers who have successfully navigated it.

At the Verdugo Campus, the Dream Big Club will serve as the continuation of that support system for students who have transitioned from Garfield into credit courses. Former Garfield students often describe the Verdugo Campus as exciting but also intimidating and overwhelming due to its larger size and more complex systems. The Verdugo Dream Big Club will help students navigate this transition through peer mentoring, counseling support, resource referrals, student life activities, and community-building events.

The Verdugo component of the program will focus especially on students during their first year in credit courses, when many students are most likely to stop-out. Students will be connected to student support programs and learning communities including EOPS, Promise Plus, CalWORKs, GCC Cares, DSP&S, the Pride Center, Veterans' Services, learning communities, and other equity-focused support services.

Together, the Garfield and Verdugo Dream Big Clubs create a continuous support network that begins when students first enter continuing education and continues through their transition into credit coursework and beyond. Rather than existing as two separate programs, the Dream Big Club now functions as one connected student support system designed to help students persist, transition successfully, and accomplish their education and career goals.

During Year One, 2024-2025 the Garfield Dream Big Club exceeded its goal of servicing 200 students and finished the year supporting 246 students. In Year Two, 2025-2026 Garfield Dream Big had goals of supporting a total of 350 students, and currently we have supported 364 students. At the Verdugo Campus, staff identified and supported 397 former Garfield students who transitioned into credit courses during Spring 2025 through peer mentoring outreach, referrals, and transition-focused events. Building on these accomplishments, our goal for 2026–2027 is to conti

## 12. Who will be involved in the project/program? \*

The Dream Big Student Program is operated collaboratively by staff, faculty, managers, and student partners at both the Garfield and Verdugo Campus. Partner programs include the Garfield Career and Counseling Center, the Garfield Welcome Center, the CalWORKs Program for Parenting Students, and EOPS.

Through our Dream Big programming, we additionally partner with:

-Noncredit ESL

-Noncredit Business Division

-Garfield Student Success Center

-DSPS

-GCC Cares

-Career Education

-Promise Plus

-Admissions and Records

-Financial Aid

-Academic Division and Departments (including and not limited to, Health Sciences, Visual and Performing Arts, and Technology and Aviation)

An advisory group composed of faculty, classified professionals, and student services representatives from both campuses will continue supporting program planning and student outreach efforts.

## 13. What are the benefits of this project/program to the students, college, and the community? \*

The Dream Big Student Club benefits students by creating a reliable, accessible, equity-focused support network that encourages persistence, educational planning, transition into credit coursework, long-term academic success, and improved quality of life.

Many Garfield students do not initially understand how the American educational system works or how educational pathways connect to career opportunities. Students frequently ask questions about the differences between noncredit and credit coursework, certificate versus degree programs, community colleges versus universities, and the steps required for particular careers. Through educational workshops, peer mentoring, and counseling support, the Dream Big Club helps students better understand these pathways while building confidence in their ability to succeed.

## 14. How does this project/program support the College's Institutional Strategic Plan? \*

View ISP at <https://www.glendale.edu/home/showpublisheddocument/68172>

The Dream Big Student Club supports Institutional Strategic Plan Goals A, B, C, and D.

Goal A: Promote and Protect Anti-Racism, Diversity, Equity, Inclusion, and Accessibility

Garfield Equity Gap data shows that Asian/Pacific Islander, Black, Filipino, Latino, male students, and students over 50 do not transition from noncredit to credit at rates equal to the general noncredit population. Additionally, Black, Filipino, male, and younger students do not earn certificates at the same rate as other noncredit students.

The Dream Big Student Club serves as a strategic intervention designed to reduce these equity gaps through intentional outreach, relationship-building, counseling engagement, peer mentoring, and targeted support services.

Data clearly demonstrates that counseling interactions positively improve student outcomes. Students who interact with Garfield Counseling transition to credit at a rate of 30.6%, compared with students who transition to credit without counseling at 15.9%. Students who engage with counseling services also earn certificates at rates of 22.4%, while students who earn certificates without counseling support earn them at a rate of 7.7%. The Dream Big Club broadens the population of students who interact with counseling and student support services, helping close equity gaps and improve student success outcomes.

Goal B: Clarify Student Pathways

The Dream Big Club helps students understand educational and career pathways through workshops, presentations, and peer-to-peer learning opportunities. Previous workshops included information about programs such as Welding, Animation, Nursing, Medical Assistant, Medical Coding, and other career and academic pathways.

During 2026–2027, the program will continue offering pathway workshops while introducing additional presentations focused on certificate programs, degree pathways, transfer opportunities, and career education programs available at Glendale Community College.

Goal C: Facilitate Student Entry into Pathways

The Dream Big Student Club supports students in completing credit applications, understanding enrollment procedures, understanding residency requirements, understanding financial aid eligibility and benefits, and connecting with student support services at both campuses.

At Garfield, students receive early guidance about the transition process into credit coursework. At Verdugo, students receive continued support with navigating credit systems, procedures, campus resources, and student life opportunities. Together, these efforts reduce barriers that often prevent students from successfully transitioning into credit education.

Goal D: Help Students Stay on Pathways

Through weekly meetings, peer mentoring, community-building events, referrals to student support programs, and strong relationships with counselors and staff, the Dream Big Student Club helps students remain connected to the college and persist toward their goals.

The Dream Big Student Club also benefits Glendale Community College by increasing successful transitions from noncredit to credit education, supporting student retention, strengthening campus engagement, and contributing to enrollment growth through the Student-Centered Funding Formula.

## 15. Timeline for the project/program. \*

The Garfield Dream Big Club will continue meeting weekly during the Fall 2026 and Spring 2027 semesters at the Garfield Campus. Weekly meetings will include educational workshops, student panels, career exploration activities, and community-building events.

The Verdugo Dream Big Club will continue providing peer mentoring outreach and transition support to former Garfield students enrolled in credit coursework. Staff will continue using PeopleSoft data to identify former Garfield students during their first semesters in credit courses in order to provide proactive outreach and referrals.

Across both campuses, the Dream Big Student Club will host educational workshops, transition-focused activities, and community-building events throughout the academic year, including joint events designed to strengthen the connection between Garfield and Verdugo students.

## 16. How do you propose to use the funds requested? Please include specific budget information. \*

The requested funds will support educational workshops, peer mentoring activities, transition events, student engagement activities, food, supplies, and community-building programming across both campuses.

These budget estimates are based on Year One and Year Two program costs and anticipated growth in student participation for 2026–2027.

The budget for food/water for workshops and events will be \$14,000. The proposed budget for supplies/event materials/outreach materials will be \$5,100. The total amount needed for the Dream Big Program (for both Verdugo and Garfield) is \$19,100.00

Funds will support:

- Weekly Garfield Dream Big Club meetings
- Verdugo transition and peer mentoring events
- Educational workshops
- Student panels
- Resource fairs (including but not limited to a Noncredit to Credit Transition Fair)
- Community-building activities
- Outreach materials
- Student engagement supplies

## 17. Please list any other sources of funding you have applied for and include dollar amounts if already awarded. \*

CalWORKs has committed to continuing partial support for the Garfield portion of the program due to the large percentage of Garfield students participating in CalWORKs services. They will contribute a total of \$2,275 for the academic year. EOPS might be able to contribute a portion as well, but the details and amount have not been finalized.

## 18. How will the Foundation's support be recognized? \*

The Glendale College Foundation logo will continue to be included on flyers, outreach materials, and event advertisements associated with the Dream Big Student Club. We have also mentioned to other staff members that Dream Big events are made possible due to the support from the Foundation. Additionally, we have encouraged some of our colleagues to submit grant applications for their ideas.

## 19. How do you plan to evaluate this project's success? \*

The Dream Big Student Club will continue tracking student participation, attendance, workshop engagement, and use of counseling and support services through student ID collection and attendance records.

We will evaluate:

- Club membership growth
- Participation in workshops and events
- Student and pathway persistence
- Noncredit and credit certificate completion
- Degree completion
- Transition rates from noncredit to credit
- Student engagement with counseling and support services

Anonymous student surveys will allow for collecting feedback regarding student experiences, sense of belonging, workshop effectiveness, and recommendations for improvement.

We will also continue evaluating outcomes for the equity groups identified in Goal A to measure the program's effectiveness in reducing equity gaps.

20. If your project/program is successful, how will it inform your practice moving forward? \*

The Dream Big Club has become a recognized student support community at Garfield and has successfully expanded to the Verdugo Campus to support students transitioning into credit coursework.

Moving forward, the success of this combined model will continue informing how Garfield and Verdugo Student Services collaborate to create seamless student support systems across campuses. The project has demonstrated the importance of sustained relationships, peer mentoring, culturally responsive support, and intentional transition services for nontraditional, historically underserved, and marginalized students.

If successful, we will continue seeking opportunities to institutionalize the Dream Big Student Club through Program Review, collaborative campus partnerships, and the college's budget allocation process to ensure long-term sustainability and continued support for students across both campuses.

21. Please provide a 2 – 3 sentence summary of your project proposal. \*

The Dream Big Club provides a supportive student community at both the Garfield and Verdugo campuses, helping nontraditional, historically underserved, and marginalized students successfully transition into credit classes and persist in credit coursework. Through peer mentoring, culturally responsive support, and collaborative student services, the program promotes student connection, academic success, and long-term educational achievement across campuses. Funding will support the continued expansion and sustainability of the Dream Big Club model through institutional partnerships and campus-wide collaboration.

## Signature and Acknowledgments

22. I hereby acknowledge/certify: \*

- My Dean or department head is aware of this application and has authorized its submission.
- If my proposal involves the hiring of temporary/contracted professionals, I will obtain approval from Human Resources before proceeding and will provide documentation to the Foundation that the hiring/contracting has been reviewed and approved.
- If my proposal involves conference and/or other travel, I will complete the GCC travel approval process and adhere to GCC travel guidelines.