

Predominantly Black Institutions – Formula Program

Los Angeles Southwest College
October 21, 2021





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1. Abstract

Los Angeles Southwest College (LASC) is a fully accredited, two-year community college located within Los Angeles County's Service Planning Area 6 and includes the cities of Compton, Hawthorne, Gardena, and Inglewood all of whom have a large Black/African American population. Additionally, LASC is a Black-Serving Institution, with a student body of nearly 8,000 students each semester, approximately 45% of whom are Black/African American. The institution is committed to serving all students, especially low-income and first-generation college students who face unique and challenging situations and who aspire to enter the workforce with marketable skills and/or have a goal to transfer to four-year colleges or universities. Since its founding in 1967 as a result of the Watts Rebellion, LASC has been devoted to social justice, closing equity gaps, and being a leader within the community to create intentional social change.

Los Angeles Southwest College is requesting the annual allocation of **\$352,289** to complete the following activities in alignment with the purpose of the Predominantly Black Institutions – Formula Program:

- A. **Objective 1:** Generate additional revenue for the college to provide meaningful financial support to LASC's Black student population
 - a. Establish an endowment to provide ongoing scholarships to LASC's Black Students
- B. **Objective 2:** Expand K-12 outreach capacity
 - a. Provide bus transportation for our K-12 feeder schools to bring students to LASC and develop a college going culture beginning in the 1st grade
 - b. Purchase an outreach vehicle to provide onsite outreach within the community and onsite at K-12 feeder schools including assisting with applications, enrolling in courses, financial aid support, orientations, onsite engagement and onboarding.
 - c. Begin outreach to elementary schools to establish a college-going culture within the community from a young age
- C. **Objective 3:** Develop sustainable dual and concurrent enrollment infrastructure to build capacity for increased enrollment
 - a. Hire a Dual Enrollment Director to support the college with building infrastructure and capacity to increase dual and concurrent enrollment at LASC
- D. **Objective 4:** Increase marketing, outreach, and in-reach to the Black Community
 - a. Increase recruitment of Black/African American males with unique marketing campaigns
 - b. Enhance community partnerships
 - c. Increase capacity of the outreach team to allow for an increased events calendar annually
 - d. Develop a success guide for Black students

These projects will enhance a college going culture from an early age, provide focused professional development and curricular activities that enhance the Black student experience within and outside of the classroom, and support building a sustainable legacy of funding to support Black students through the establishment of a significant endowment and expanding the College's fundraising capacity. LASC is committed to breaking systemic barriers and generational poverty through higher education.



2. Project Narrative

Need for Project

About Los Angeles Southwest College

[Los Angeles Southwest College](#) is a fully accredited, two-year community college located within Los Angeles County's Service Planning Area 6 and includes the cities of Compton, Hawthorne, Gardena, and Inglewood all of whom have a large Black/African American population. Additionally, LASC is a Black-Serving Institution, with a student body of nearly 8,000 students each semester, approximately 45% are Black/African American. The institution is committed to serving all students, especially low-income and first-generation college students, who face unique and challenging situations and who aspire to enter the workforce with marketable skills and/or have a goal to transfer to four-year colleges or universities.

The smallest of nine colleges in the Los Angeles Community College District, LASC, home of the Cougars, is also the fiercest with a passion for social justice, community engagement, and supporting students to overcome all obstacles to achieve their personal and professional dreams. LASC continues to cultivate a culture of care, being intentional about diversity and student success. Since its founding in 1967 as a result of the Watts Rebellion, LASC has been devoted to social justice, closing equity gaps, and being a leader within the community to create intentional social change. The College pursues academic excellence in all levels and is devoted to empowering students to find their voices, their passions, and achieving the freedom to live the lives they want to live. The College takes pride in our high academic standards, our excellent programs and services, and our approach to meeting each unique student's personal needs to find success at LASC.

Please find our LASC Fact Sheet on the next two pages that provide additional, high-level information about the institution, our students as well as programs and services available for our Black students and the surrounding community.



2020-2021

Fact Sheet

ABOUT LASC

At Los Angeles Southwest College (LASC), you are in control of your destiny. Although we are the smallest college in the Los Angeles Community College District (LACCD), the LASC Cougars are the fiercest! We cater to your personal and professional needs, providing premier instruction, small class sizes, and customized student support services. From traditional, full-semester offerings to online, evening, weekend, and short-term, eight-week courses, we have classes that will help you frame your own success. Once you register for classes here, you will find support and encouragement all around you.

We recognize how our campus has the capability to transform not just one student's life, but an entire community who rely upon us. We continue to embrace the unknown and work together as one, united college to create the best version of ourselves and to best represent and support you. At LASC, we care and are committed to you and your success.

MORE THAN
8,000
STUDENTS PER
SEMESTER

69% OF STUDENTS
ARE UNDER 30
YEARS OF AGE

70% ARE WOMEN



97%
STUDENTS OF COLOR

MORE THAN
85%
OF LASC STUDENTS
RECEIVE FINANCIAL AID

75%
OF LASC STUDENTS
WERE FIRST GENERATION
STUDENTS IN 2016-17

MORE THAN
450
EMPLOYEES

TOP THREE TRANSFER DEGREES



Business
Administration
Associate of Science
Transfer Degree



Psychology
Associate of Arts
Transfer Degree



Sociology
Associate of Arts
Transfer Degree

TOP THREE ASSOCIATE DEGREES



Liberal Studies
(Teacher Prep)
Associate of Arts



Social and
Behavioral Sciences
Associate of Arts



Liberal Arts:
Natural Sciences
Associate of Arts

TOP THREE SKILLS CERTIFICATES



Associate Teacher
Skill Certificate



Recovery Specialist
Skill Certificate



Fingerprinting
Skill Certificate

TOP THREE CERTIFICATES OF COMPETENCY



English as a Second
Language Life
Skills Certificate of
Competency



English as a
Second Language
for Citizenship
Certificate of
Competency



Career and
Technical Education
Career Exploration
Certificate of
Competency

Tuition IS ON US!

We understand that paying for college can be a challenge, but we are here to help. Take advantage of all the financial aid opportunities available to you such as federal, state, and local grants as well as fee waivers, federal work-study, and loans. For more information, visit lasc.edu/financialaid

LASC is waiving tuition fees and providing guaranteed admission to first-time, full-time students as part of the College Promise. This means that all students will receive support in their journey to complete a higher education degree and/or a certificate no matter their financial situation. For more information, visit lasc.edu/promise

CAREER READY

Our respected academic departments provide students with an exceptional education by preparing them for success in and out of the classroom.

- Art and Humanities
- Behavioral & Social Sciences
- Business
- Child Development
- Counseling
- English & Foreign Languages
- Library
- Mathematics
- Natural Sciences, Health, and Kinesiology
- Nursing

ACADEMIC PROGRAMS

Academic Success

Administration of Justice

Anthropology

Art

Art History

Associate Teacher

(Formerly: Teacher, Private Lic Preschool)

Banking and Finance

Beginning

Biology

Bookkeeping

Business Administration options:

- Accounting/General Business
- Banking and Finance
- Economics

Business and Office Technology

Certified Internet Webmaster

Associate (CIWA)

Certified Nursing Assistant/

Home Health Aide

Chemical Dependency Counselor Program

Chemical Dependency Specialist in

Criminal Justice

Child Development

Children with Special Needs

(Formerly: Teacher, Private Lic.

Preschool-Differently Abled)

Communication Studies

Computer Applications and

Office Technology

Computer Network Cabling Technician

Computer Science:

Information Technology

Computer Technician

Custodial Technician Preparation

Early Childhood Education

Economics

Electronic Technician

Electronics Technology

English

Finance

Fingerprinting

General Business

General Office Assistant

Geography

Geology

History

Homeland Security and

Computer Network

Homeland Security Network

Administrator

Interdisciplinary Studies (IDS) options:

- Arts & Humanities (Opt. 1)
- Arts & Humanities (Opt. 2)
- Social & Behavioral Science (Opt.1)
- Social & Behavioral Science (opt.2)

Income Tax Form Preparation

Infant and Toddler Studies

(Formerly: Teacher, Private Lic

Preschool-Infant Toddler)

Journalism

Law Office Specialist 1

Kinesiology

Law/Paralegal

Legal Office Assistant

Liberal Arts options:

- Administration of Justice
- Child Development
- Computer Applications & Office Technology
- Computer Science
- Electronics
- English
- Natural Sciences
- Psychology of Substance Abuse
- Real Estate
- Teaching Prep (Opt. 1)
- Teaching Prep (Opt. 2)

Management

Management/Supervision

Mathematics

Mathematics: Computer Science

Microsoft Excel

Microsoft Word

Music

Nursing

Nutrition and Dietetics

Pan American Studies

Physics

Political Science

Professional Spanish

Psychology

Public Health

Personal Trainer

Real Estate: Broker

Real Estate: Escrow

Real Estate: Salesperson

Receptionist

Recovery Specialist

Small Business Entrepreneurship I

Small Business Entrepreneurship II

Social Justice

Social Services

Sociology

Spanish

Studio Arts

Supervision

Teacher Assistant

Telecom and Network Technician

Theater Arts

Web Site Designer

Word Processing

LASC has several great partners that look to better our community and our students. Learn about many of them at lasc.edu/community.



#LascALLin

In 2020, a Steering Taskforce consisting of LASC employees created a work plan for the implementation of a Fiscal Recovery and Long-Term Sustainability Report for the college as well as developed a Change Theory that defines long-term goals and steps needed to accomplish them. Review their work at lasc.edu/taskforce



Los Angeles Southwest College is part of the Los Angeles Community College District

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For more information, visit lasc.edu/enroll

#LASCcougars ON SOCIAL MEDIA:

@LASCcougars @LASouthwestCollege @LASouthwestCollege @LASCcampus

1600 West Imperial Highway, Los Angeles, California, 90047 | lasc.edu/enroll



College Strengths

Los Angeles Southwest College is recognized within the South Los Angeles Community as a responsive partner, pursuing academic excellence to meet the needs of the community. The college has a rich history from its inception in 1967 as result of the [Watts Rebellion](#), founding the college on the principles of social justice, equity, and open access to education. Through strategic hiring, the college employs passionate individuals who commit their lives to supporting underrepresented and at-risk populations of the college. As a small college, students receive customized support in a hands-on, caring environment with smaller class sizes. LASC has numerous student support services, including the Umoja Learning Community, TRIO STEM, and TRIO Scholars program, that aid our Black students with customized learning support. LASC is recognized for innovation and developing degree and certificate pathways to meet the needs of the students and community. Some examples include our partnership with Los Angeles County to create the free, Career for a Cause, 8-week non-credit certificate program that trains students to enter into the homeless services industry while receiving weekly stipends. Another example is our award-winning Social Justice Theater Program, which has been recognized nationally for creating original performances on meaningful community issues such as police violence against the Black community. Most recently, we have developed unique curriculum in the information technology fields with industry leaders. LASC partnered with Apple to develop three coding certificates, beginning with a free, 8-week non-credit certificate leading into two credit coding certificate programs. Other technology partnerships include a certificate in Amazon Web Services and artificial intelligence certificates with Microsoft. Our Non-Credit program offers adult education and free preparatory courses to best prepare our students for college-level courses without impacting their financial aid dollars. We also provide strong non-credit certificate programs that lead to career pathways including in phlebotomy, certified nursing assistant, and construction pre-apprenticeship programs. The College is committed to being a responsive community partner.

Weaknesses

As the only community college in South Los Angeles, LASC has a unique set of issues to face from the lowest regional median household income to the 16 gangs surrounding the perimeter of the campus. Through it all, LASC is committed to breaking systemic barriers and generational poverty through higher education. However, like all institutions, LASC does possess weaknesses that are being addressed. Below is a summary of weaknesses that the college would like to address using these proposed project funds:

1. Declining enrollment, specifically with Black men ages 18 to 35
2. Fiscal instability due to declining enrollment

LASC's neighboring communities are characterized by high rates of poverty, limited economic opportunities, low educational attainment levels, and high concentrations of gang activity and violence. Declining enrollment within the Black community has been exacerbated by ongoing gentrification within the college's service area. In addition, residents face multiple academic, social, and economic barriers including limited English proficiency and college readiness, cultural isolation, and a high unemployment rate. Census Bureau data from the American Community Survey indicates that in LASC's Primary Service Area (PSA) Population, which consists of 13 zip codes, 52.3% of the population is female and 47.7% of male. However, College enrollment data from fall 2019 specifies that 68.1% of LASC's credit student population was female and 31.8% was male. It is believed that the main reasons why male students in the PSA do not attend college, and LASC in particular, is due to the many barriers associated with crime, violence, and incarceration within the surrounding region.

Our student population and their needs directly align with the funding requirements for this grant. Over 80% of LASC students qualify for financial aid and are from low socio-economic households. Over 75% of our students are first-generation college students. Almost all LASC students come from underrepresented populations. With this funding, LASC aims to reduce, combat, or eliminate these challenges as well as



other identified barriers to entry. LASC aims to provide focused interventions and a safe environment for all students that attend the college. The college is a small, under-funded institution with historical deficit spending, so it has been unable to address staffing. Specifically, the College's marketing and outreach departments are one-person departments, making it difficult to increase capacity and create meaningful change within our Black Student population. The details within this proposal will directly impact the weaknesses identified and provide LASC the opportunity to significantly enhance the Black student experience at LASC.

Project Design

Goals, Objectives, and Implementation Plan

The College has engaged in significant planning processes including a Fiscal Recovery and Long-Term Sustainability Assessment, California State Institutional Effectiveness Partnership Initiative (IEPI), and most recently with the approval of the College's FY 2021-2026 Strategic Education Master Plan. These planning processes have outlined specific goals and objectives that the college must pursue to positively impact the Black student population.

Based on extensive planning activities, the goals, objectives, activities, and measurable outcomes for this proposal are listed below.

Goal 1: The College will become fiscally viable and accomplish long-term operational sustainability
<i>Objective 1: Generate additional revenue for the college to provide meaningful financial support to LASC's Black student population</i>
Activities: A. Establish an endowment to provide ongoing scholarships to LASC's Black Students
Measurable Project Outcomes: A. Minimum annual fundraising goal of \$75,000 to support endowment development, scholarship distribution, and Black student basic needs
Goal 2: The College will increase concurrent and dual enrollment within the Black community
<i>Objective 1: Expand K-12 outreach capacity</i>
Activities: A. Provide bus transportation for our K-12 feeder schools to bring students to LASC and develop a college going culture beginning in the 1 st grade B. Purchase a vehicle to provide onsite outreach within the community and onsite at K-12 feeder schools including assisting with applications, enrolling in courses, financial aid support, orientations, onsite engagement and onboarding. C. Begin outreach to elementary schools to establish a college-going culture within the community from a young age.
Measurable Project Outcomes: A. Increase concurrent and dual enrollment of Black students by 50% in five years B. Increase overall Black student enrollment at LASC by 25% in five years
<i>Objective 2: Develop a sustainable dual and concurrent enrollment infrastructure to build capacity for increased enrollment</i>



Activities: A. Hire a Dual Enrollment Director to support the college with building infrastructure and capacity to increase dual and concurrent enrollment at LASC
Measurable Project Outcomes: A. Increase dual enrollment course offerings by 21% in five years
Goal 3: Increase access to education opportunities
<i>Objective 1: Increase marketing, outreach, and in-reach to the Black Community</i>
Activities: A. Increase recruitment of Black/African American males with unique marketing campaigns B. Call students each semester who have applied, but not registered to triage and encourage enrollment C. Develop partnerships with Brotherhood Crusade , and other community partners to bolster Black/African American outreach D. Enhance partnerships with the Los Angeles County Gang Intervention Team as well as the County Probation and Parole Office to promote a reentry program E. Targeted marketing to parents F. Increase capacity of the outreach team to allow for an increased annual events calendar G. Bolster outreach strategies for new and returning students, especially for those from marginalized populations, and enhance marketing and branding strategies that increase the recognition of LASC and its programs as premier in the community H. Develop a success guide for Black students
Measurable Project Outcomes: A. Increase Black student credit headcount at LASC by 25% in five years

Project Services

Los Angeles Southwest College has struggled with declining enrollment, specifically within the Black community. These services will provide an array of support to our Black students. The additional revenue through fundraising and the establishment of an endowment will significantly benefit our Black students with financial resources, scholarships, and basic needs support. The expansion of our K-12 capacity will support the college going culture within our service area and increase college enrollments within the Black community. The development of dual enrollment and concurrent enrollment infrastructure at LASC will provide a sustainable workforce to enhance enrollments within the K-12 Black student population. Due to the ongoing gentrification in the area along with the impact of COVID-19, significant investments in marketing are required. This marketing will focus on the benefits of attending LASC and ensure that the Black community is aware of the extensive resources available to them, as well as the positive socio-economic impact of a college education. The hiring of an additional student support services representative for the Outreach Department will expand the capacity of the current, one-person department. LASC is deeply invested in meeting the changing needs of our Black students and community. The heavy investment in professional development, completing of a cultural audit, and reinforcing culturally relevant and sensitive andragogies will provide a nurturing learning environment for our Black students. Overall, the services detailed in this proposal will provide direct support to Black students and create long-term systemic changes by addressing generational poverty through higher education. These services will support gaps within our institution due to funding and the investment over five years aligns with our strategic education master plan and will provide the College the capacity to positively impact our Black student outcomes and LASC's service area.

Project Personnel

Below is summary of the positions with links to job descriptions that are being requested to complete this proposal in its entirety. Also included are short biographies of the individuals providing leadership and implementation guidance at LASC. The college has experienced, passionate, dedicated personnel committed to enhancing the Black student experience.

New Positions Funded through Proposal

- [Dual Enrollment Director](#)
- [Student Support Representatives](#)

College Leadership Team

Dr. Seher Awan, College President

Seher Awan is a passionate educator, administrator, and advocate. As a community college graduate herself, she began her career as an hourly staff member at College of the Canyons. She earned a contract classified position in EOPS/CARE & CalWORKs, falling in love with the transformational change that occurs through the community college system. She served some of the most disadvantaged and underrepresented populations and has continued to build on her passion for helping others during her tenures at San Jose City College and Valencia College in Orlando, Florida. Dr. Awan has an extensive educational background and has earned a Bachelor's of Science in Business Administration, a Masters of Business Administration, a Masters of Public Administration and a Doctorate in Organizational Leadership. In 2014, Dr. Awan was hired as Vice President of Administrative Services for San Diego City College. At San Diego City College, she served in her role as Vice President of Administrative Services, guiding the College through new processes, participatory governance, and integrating a student success approach towards operations. In 2018, Dr. Awan became the youngest California Community College President at 32. Joining the Los Angeles Southwest College (LASC) team as president, Dr. Awan jumped in with enthusiasm and a focus on student-centered care. She has led the college through extensive organizational change and fiscal recovery, keeping students at the center of her decision-making. Dr. Awan served as a Wheelhouse Fellow in 2019 and will be an Aspen Institute New Presidents Fellow in 2021. She has over sixteen years of experience in education as an administrator and instructor, with a strategic focus on equity and social justice, empowering the most underserved communities through education.



Dr. Howard Irvin, Vice President, Student Services



Dr. Howard Irvin is the Vice President of Student Services at Los Angeles Southwest College, where he administers a comprehensive Student Services program and provides college-wide leadership for student success in all operational activities related to Student Services in divisions, departments and programs that provide services to students prior to their entering the institution. These areas provide wrap-around services during a student's educational journey and celebrate their achievements at graduation. He has an extensive background serving in the California Community College System, beginning as a freeway flying adjunct counselor and administration of justice faculty member, EOPS Counselor/Coordinator, General Counselor, Department

Chair/Acting Dean, Dean of Counseling and Matriculation, Dean of Counseling and Enrollment Services, Dean of Counseling Services, Dean of Student Development and Matriculation, Interim Vice President of Administrative Services, Interim President, and Vice President of Student Services. Educationally, Dr. Irvin earned a Ph.D. in Human Organizational Systems from Fielding Graduate University; two Master's degrees, one in Counseling from San Diego State University and the other in Human Development, also from Fielding; a Bachelor's degree in Liberal Studies/Sociology from San Diego State University, and an Associate's degree in Liberal Studies from San Diego Mesa College. Dr. Irvin is a participatory/transformational leader with more than 20 years of leadership experience in creating and building effective teams and programs. As a leader in higher education, he believes in the shared/participatory governance process and strongly supports the inclusion of others in the decision-making process. Dr. Irvin is an approachable leader who truly believes in "meeting people where they are." Dr. Irvin conducts organizational management/teambuilding seminars both nationally and internationally and is frequently called upon to serve as keynote speaker at conferences and workshops on topics such as micro-aggressions/subtle forms of racism and systemic barriers and boundaries while leading while black in the educational system.

Dr. Lawrence Bradford, Vice President, Academic Affairs



Dr. Lawrence L. Bradford was born and raised in Los Angeles. He holds a Bachelor's degree in Psychology and a Master's degree in Counseling; both from the California State University, Los Angeles. He holds a Doctorate in Education from the University of Southern California with emphasis on Higher Education Administration, Leadership, and Public Policy. He was a Harvard University Summer Fellow, a graduate of the Lakin Institute for Mentored Leadership, a graduate the Los Angeles Community College Districts Administrative Leadership Program, and a graduate of the LACCD/UCLA Presidents Academy. He is also a member of Phi Beta Sigma Fraternity Incorporated. Dr.

Bradford currently works at Los Angeles Southwest College as Vice President of Academic Affairs and the Accreditation Liaison Officer. With more than 28 years of combined administrative experience in higher education working at California Community Colleges, the

California State University System, and the University of Southern California, Dr. Bradford has served as a Chief Instructional Officer and Chief Student Services Officer. Dr. Bradford is dedicated to assisting students with their college aspirations, and believes that given the proper guidance and motivation, all students can learn and be successful. His motto is, "I don't care who gets the credit for what we do as long as the students benefit from our efforts." His research interests have included college access and equity, higher education's impact on class, gender and ethnic identity; underrepresented student persistence, retention, and college completion; and the expansion of higher education. His current work-related projects include increasing access, success, and completion for nontraditional students employing a guided pathways model; developing a pipeline to identify promising underrepresented faculty to prepare and educate the next generation of underrepresented scholars; and working with community entities to provide educational opportunities for underrepresented and marginalized populations.

Mr. Dan Hall, Vice President, Administrative Services



Dan Hall is passionate about transforming the lives of young and adult learners, and relishes the opportunity to make a difference. Mr. Hall is a Finance professional (MBA) with 38 years of experience at the senior executive level in Higher Education, International Non-Profits, Government, Private and Public (Fortune 75) organizations. He holds an MBA from the University of Oregon and Bachelor's degrees in Economics and Urban and Regional Governments from Willamette University in Salem, Oregon. He currently serves as Vice President of Administrative Services at Los Angeles Southwest College.

At LASC, he has led the achievement of a balanced college budget for the first time in 15 years; co-led the college HR

Restructuring Plan; increased facility rental revenues by over \$1.0M per year through strategic partnerships; led the development of the college Facilities and Technology Master Plans and completed the new School of Science on time and within budget. He has worked collaboratively with the Work Environment Committee to address long-standing campus issues that help support a strong and positive organizational culture; revitalized the college Budget, Facilities and Technology committees; and is working with students, faculty and staff leading the development of our new Student Union Building. Prior to joining LASC, Mr. Hall served as Vice President of Finance and Facilities/CFFO for North Hennepin Community College (NHCC), one of the largest and most diverse colleges in Minnesota. At NHCC, he led the achievement of a balanced budget despite declining enrollment and 4 years of tuition freezes and was recognized with the MnSCU award for outstanding service as a CFO (2013). He has a strong record of fostering a culture of collaboration, mutual respect, innovation, quality service and continuous improvement. Mr. Hall is a strong advocate for the importance of open, inclusive and transparent communications.

Mr. Alfred Gallegos, Dean of Institutional Effectiveness



José Alfredo Gallegos, known by his friends and colleagues as Alfred, is the Dean of Institutional Effectiveness at Los Angeles Southwest. Research has been a part of his academic and professional life since the mid-1990s. As an undergraduate student he presented research findings on sensation and perception at national and regional conferences. He has also co-authored a research article in the Acoustical Society of America. Additionally, Alfred was the recipient of several undergraduate minority research fellowships. In graduate school he completed several research lab rotations.

Professionally, Alfred has been part of the Los Angeles Community College District since 2007 in the following capacities: Assistant Research Analyst, Research Analyst, Dean of Institutional Effectiveness. In his role as researcher and now Dean of Institutional Effectiveness at LASC, he leads all research and planning efforts. Throughout his professional career he has worked extensively with academic, administrative, and student services programs. Alfred has led and provided expertise and support in the development of institutional plans, including Accreditation reports and institutional self-evaluations. Alfred regularly designs studies to support and evaluate instructional and non-instructional programs. In that capacity he implements research projects, assesses and analyzes institutional data, monitors assessment measures, and ensures compliance with state and federal performance metrics. Alfred also has experience teaching in both high school and community college. As a high school teacher, Alfred taught at John C. Fremont High School – one of LASC's feeder schools.

Mr. Robert L. Stewart, Jr., Associate Professor of Biology, Academic Senate President



Mr. Robert L. Stewart, Jr. completed his K-12 education in the Compton Unified School District. He then completed a Bachelor's of Science Degree in Biology from California State University, Dominguez Hills and a Master's of Science Degree in Biological Sciences with a focus in Molecular Reproductive Endocrinology from California State University, Los Angeles. He began his teaching career as a part-time Biological Sciences faculty at California State University, Los Angeles in 2005. In 2008, he began teaching as a part-time Biology faculty for the Los Angeles Community College District at the Los Angeles Southwest and Los Angeles Trade-Technical Colleges, while still teaching for California State University, Los Angeles. In 2013, he applied and was hired as a full-time

Biology faculty at Los Angeles Southwest College and became fully tenured in 2017. While serving as a full-time faculty member at LASC, he led and served on many local, districtwide and statewide committees. He currently serves as the Academic Senate President at LASC, leads numerous campus and district committees, and is a member of the state Academic Senate for California Community Colleges where he serves as the Area C representative while furthering the college's pursuit of social justice and academic excellence.

Mr. Ben Demers, College Public Relations Manager



Ben Demers is the public relations manager at Los Angeles Southwest College and has been at the college since 2015. Ben leads the marketing as well as on-campus and off-campus communications and public relations efforts for the college. He also is LASC's webmaster having led the complete redesign of the college's website in 2019, manages the college's social media accounts, and oversaw the rollout of a brand enhancement for the college in 2020 that included a new logo, brand book and other critical assets.

Ben currently represents the Los Angeles region on the Community Colleges Public Relations Organization's Board of Directors. A former newspaper journalist for more than a decade, Ben received a Bachelor of Arts in Journalism from the University of Rhode Island where he also minored in History and Political Science.

Dr. Ralph Davis, Dean of Student Services



Ralph Davis is a student services dean whose work is centered on increasing student persistence and success by developing effective support programs. Ralph has dedicated 21 years of his career to higher education. His work has focused on students from historically excluded communities. He has extensive experience leading efforts to increase outcomes for males of color and student athletes. Currently, he manages Loss Angeles Southwest College's Promise (first year), counseling, retention, and transfer programs. Ralph's began his career as a counselor. He creates programs that address barriers to student success using a holistic approach. Ralph's work is motivated by his aspirations to create educational opportunities. He believes in the power of

education to transform students' lives. Ralph holds a Bachelor's degree in Psychology from Stanford University, a Master's degree in Education from the University of Pennsylvania and a Doctorate in Education from California State University, Long Beach.

Dr. Katrin R. Wilson, Counselor, Department Chair of Counseling



Dr. Katrin R. Wilson is an enthusiastic educator at Los Angeles Southwest College where she serves as Department Chair of Counseling, Articulation Officer, Counselor, Associate Professor of Counseling, LASC's HBCU Tour Coordinator and Chaperone, and a District Academic Senate Representative. Her professional experience at Los Angeles Southwest College began as an Administrative Assistant in the Department of Intercollegiate Athletics and then as an adjunct counselor with the Passage Program. The Passage Program was a comprehensive, culturally responsive student support services program intending to improve the educational outcomes of African-American male students based on the state recognized Umoja Model. She

has also served as a counselor, advisor, learning assistant and master tutor at various institutions of higher learning in the Southern California region. Throughout her experiences, she has always ascribed to the philosophy of student empowerment through positive identity development. Understanding the intersectionality of identity will afford the opportunity to improve performance, strengthen and enhance success, increase engagement, and foster positive experiences. Dr. Wilson earned an Ed.D. in Educational Leadership: Educational Psychology from the University of Southern California, a Master of Science in Human Services: Organizational Management and Leadership from Springfield College, a Master of Art in Kinesiology: Coaching and Student-Athlete Development and Community College Counseling from California State University Long Beach where she also earned a Bachelor's degree in Communication Studies: Interpersonal and Organizational Communication. Dr. Wilson is also active in the community in which she lives and serves as a mentor and consultant on topics that include positive identity development, intentional learning, progressive growth mindset and academic success strategies.

Ms. Stephanie Burrus, Reading Instructor, Professional Growth Coordinator



Ms. Burrus serves as the Professional Growth Coordinator and an Associate Professor of Reading for Los Angeles Southwest College. She is a 32-year veteran educator who has worked for two K-12 school districts, two county offices, and one community college district. Ms. Burrus holds a B.A. in Psychology from UCLA and an M.A. in Educational Administration from California State University, Dominguez Hills. Additionally, she possesses two certificates; a Reading Specialist Credential from UCLA Extension and a Clear Multiple-Subject Credential from California State University, Dominguez Hills. Eight years of her career were spent training and facilitating statewide workshops for elementary administrators and faculty pertaining to the

implementation and teaching of Reading/Language Arts. Ms. Burrus's teaching experience extends from elementary to high school and now community college. At all levels of education, she has worked in schools, juvenile facilities, and community colleges that serve a large population of black students. Ms.

Burrus spent 10 years at a predominantly black serving school in LAUSD and was a facilitator for the Language Development Program for African American Students. She has studied and witnessed the disparities between black students and their counterparts since the beginning of her career. Several years of her career were spent implementing California's Reading First grant, which was tied to the "No Child Left Behind" federal initiative. She is familiar with establishing S.M.A.R.T. goals, data-driven decision making, collaborative planning, and reflective practices needed in order to achieve success when implementing grants.

Ms. Laura Perez, Dean of Non-Credit, Adult Education, and Workforce Development



Laura I. Perez is the Dean of Adult, Community & Continuing Education at Los Angeles Southwest College. Dean Perez has over 20 years of experience working in both community colleges and K-14 Unified School Districts. Dean Perez has onboarded many unique training programs, including, a Pre-Apprenticeship Construction Training program, Careers for a Cause, a pre-employment training program to prepare students to compete for careers in social services, and the Phlebotomy Technician training program. As a dean, she works with a number of programs including Allied Health, Career Technical Education, Noncredit, Career Center and specially funded grants like the Strong Workforce, Perkins, WIOA, and Adult Education. Dean Perez holds a M.Ed. from National University and a B.S. in Biology and Biomedical Physics from California State University, Northridge.

Resources

Los Angeles Southwest college is deeply invested in our Black students and in achieving the presented goals and objectives. Even without this funding, LASC is pursuing these goals tied to our Strategic Education Master Plan over the next five years. As a Black Serving Institution, our campus community cares deeply about the impact higher education can have on our students and community. In regard to fiscal resources, the college is leveraging general fund dollars, Student Equity funds, Strong Workforce funds, the California State Housing and Homelessness Pilot funds, and federal funds from the TRIO STEM and TRIO Scholar programs. Along with these funds, our existing personnel are pursuing operational changes and process enhancements to align with our Strategic Education Master Plan goals, presented within this proposal. The college administrative team and Academic Senate are also deeply committed to these goals and are aligned with these efforts.



Management Plan

The management plan for this proposal is documented below. The responsible parties are identified to ensure that the goals, objectives, and activities are completed within the budget and on time.

Goal 1: The College will become fiscally viable and accomplish long-term operational sustainability	Responsible Party	Timeline	Milestones
Objective 1: Generate additional revenue for the college to provide meaningful financial support to LASC's Black student population	College President	Five Years	• Annual fundraising goal of \$75,000 for endowment match and scholarships for Black students
Activity 1: Establish an endowment to provide ongoing scholarships to LASC's Black Students	College President	Year One	• Once funding is received, the college will work with the LACCD Foundation to establish an endowment. • If funding is allowed to be received annually, the endowment will continue to be expanded • The interest from the endowment will be issued to Black students in the form of annual scholarships

Goal 2: The College will increase concurrent and dual enrollment within the Black community	Responsible Party	Timeline	Milestones
Objective 1: Expand K-12 outreach capacity	Vice President, Student Services Dean, Student Services	Five Years	• Increase concurrent and dual enrollment of Black students by 50% in five years • Increase overall Black student credit headcount at LASC by 25% in five years
Activity 1: Provide bus transportation for our K-12 feeder schools to bring students to LASC and develop a college going culture beginning in 1st grade	Dean, Student Services	Annually for Five Years	• Work with campus community to develop showcase activities relevant to age groups coming to LASC • Bus at least twenty K-12 feeder schools to LASC during a one-week Southwest Showcase annually



Activity 2: Purchase an outreach vehicle to provide onsite outreach within the community and onsite at K-12 feeder schools including assisting with applications, enrolling, financial aid support, and onboarding.	Vice President, Administrative Services Vice President, Student Services	Year One	- Once funding is received, the College will purchase an SUV for the outreach department. - The College will purchase laptops and other equipment to outfit the outreach vehicle for onsite enrollment activities. - The fully outfitted vehicle will be available for annual outreach and contribute to the increased enrollment of Black students within the College's service area
Activity 3: Begin outreach to the elementary schools to establish a college-going culture within the community from a young age	Vice President, Student Services Dean, Student Services	Annually for Five Years	- Identify key K-12 feeder school partners - Development of the Cougar/Cub Promise Program to engage with elementary school aged children and bring them into the LASC Promise Program and create a college going culture - Implement the Cub Promise Program and increase overall K-12 enrollment within five years
Objective 2: Develop a sustainable dual and concurrent enrollment infrastructure to build capacity for increased enrollment	Vice President, Academic Affairs	Annually for Five Years	- Increase dual enrollment course offerings by 21% in five years - Increase successful course completion by Black students in dual and concurrent courses by 23% in five years
Activity 1: Hire a Dual Enrollment Director to support the college with building infrastructure and capacity to increase dual and concurrent enrollment at LASC	College President Vice President, Academic Affairs Academic Senate President	Year One	- Within 1-month of receiving funding, this position will be recruited through a competitive hiring process - Within the first year, the Dual Enrollment Director, working with campus leadership, will map the process for the college to grow both dual and concurrent enrollment within the next five years - The Director will develop and document processes and procedures to streamline the K-12 process for students and K-12 partners

Goal 3: Increase access to education opportunities	Responsible Party	Timeline	Milestones
Objective 1: Increase marketing, outreach, and in-reach to the Black Community	College President Public Relations Manager	Five Years	Increase Black student enrollment at LASC by 25% in five years



Activity 1: Develop partnerships with Brotherhood Crusade, and other community partners to bolster Black/African American outreach	College President Public Relations Manager	Annually for Five Years	• Create unique showcase events and outreach activities to recruit through established community partnerships • Use targeted marketing to provide unique outreach data and information to support recruitment activities
Activity 2: Enhance partnerships with the County Gang Intervention Team, County Probation and Parole Office to promote a reentry	College President	Year One	• Launch the Justice-Impacted Center at LASC • Establish a clear pipeline to ensure smooth transition of new students to support anti-recidivism • Work with the County of Los Angeles to support the closing of the Men's County Jail and support students with re-entry activities
Activity 3: Increase capacity of the outreach team to allow for an increased events calendar annually	College President Vice President, Student Services Outreach Coordinator	Annually for Five Years	• Within 1-month of receiving funding, this position will be recruited through a competitive hiring process • Hire one student support services representative to expand the capacity of the one-person Outreach Department • Support the additional 20 large-scale outreach events annually
Activity 4: Bolster outreach strategies for new and returning students, especially for those from marginalized populations, and enhance marketing and branding strategies that increase the recognition of LASC and its programs as premier in the community	College President Public Relations Manager Vice President, Student Services Outreach Coordinator	Annually for Five Years	• Leverage the Outreach Department, EOP&S, CalWORKs, Foster Youth Program, and Umoja Learning Community to develop unique marketing and outreach strategies to grow enrollment within those special, underrepresented populations. • Increase Black student enrollment in special programs at LASC by 35%
Activity 5: Develop a success guide for Black students	College President	Year One	• Leverage internal resources to develop a Black Student Success Guide for LASC students



	Public Relations Manager		• Contract with outside agency and use data to develop guide that is responsive to student needs • Poll students to update guide annually
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All processes will be evaluated through a rigorous annual review process to ensure outcome achievement and continuous quality improvement. These activities also align with LASC's strategic goals, so the activities will also be reviewed by college committees and aligned with the annual strategic education master plan update.

Evaluation Plan

As discussed throughout the Management Plan, LASC has aggressive goals aligned with the college's strategic education plans to ensure improvements with the Black student experience, success and retention rates. The plan and respective goals, objectives, and activities will be evaluated annually. The responsible parties will work annually on ensuring goal achievement. The overall plan will be evaluated annually by the College leadership team to ensure responsiveness, timeliness, and that college data is reflective of goal completion. This will also allow for continuous quality improvement and opportunities for LASC to pivot as needed. The accomplishment of these goals will be measured by the detailed qualitative and quantitative data points below on an annual basis as a part of LASC's Annual Strategic Plan Update.

- A. Minimum annual fundraising goal of \$75,000 to support endowment development, scholarship distribution, and Black student basic needs
- B. Increase concurrent and dual enrollment of Black students by 50% in five years
- C. Increase overall Black student enrollment at LASC by 25% in five years
- D. Increase dual enrollment course offerings by 21% in five years



3. Goals and Objectives Form

Allowable Activities	Goals and Objectives	Performance Indicators/Measures Addressed	Baseline Data	Proposed Outcomes/Target Data	Budget Period*
1.a. Establish an endowment to provide ongoing scholarships to LASC's Black students	1. Generate additional revenue for the college to provide meaningful financial support to LASC's Black student population	Successful fundraising to support LASC's Black students through scholarships	College has no fundraising capacity or infrastructure through the Foundation	Fundraise a minimum of \$75,000 to match endowment funds and award scholarships	1,2,3,4,5
2.a. Provide bus transportation for our K-12 feeder schools to bring students to LASC and develop a college going culture beginning in 1 st grade	2. Expand K-12 outreach capacity	K-12 enrollment growth	Number of dual enrollment classes in Fall 2019: 34	Increase to: 41 (+21%)	1,2,3,4,5
2.b. Purchase an outreach vehicle to provide onsite outreach within the community and onsite at K-12 feeder schools including assisting with applications, enrolling in courses, financial aid support, orientations, onsite engagement and onboarding.	2. Expand K-12 outreach capacity	K-12 enrollment growth	Number of Black first-year students in Fall 2019: 317	Increase to: 400 (+26%)	1
2.c. Begin outreach to the elementary schools to establish a college-going culture within the community from a young age	2. Expand K-12 outreach capacity	K-12 enrollment growth	Number of Black first-year students in Fall 2019: 317	Increase to: 400 (+26%)	1,2,3,4,5
2.d. Develop a College Team including faculty, outreach, counselors, and student leadership to complete road shows at the college's K-12 feeder schools.	2. Expand K-12 outreach capacity	K-12 enrollment growth	NA	Complete at 20 road show visits annually at K-12 schools	1,2,3,4,5



Allowable Activities	Goals and Objectives	Performance Indicators/Measures Addressed	Baseline Data	Proposed Outcomes/Target Data	Budget Period*
3.a. Hire a Dual Enrollment Director to support the college with building infrastructure and capacity to increase dual and concurrent enrollment at LASC	3. Develop a sustainable dual and concurrent enrollment infrastructure to build capacity for increased enrollment	Successful hiring of Dual Enrollment Director	Number of dual enrollment classes in Fall 2019: 34	Increase to: 41 (+21%)	1,2,3,4,5
4.a. Call students each semester who have applied, but not registered to triage and encourage enrollment	4. Increase marketing, outreach, and in-reach to the Black Community	Contract with Blackboard Connect to complete the calling campaign each semester	Fall 2018 to Fall 2019: 39.9%	Increase to: 50% (+25%)	1,2,3,4,5
4.b. Develop partnerships with Brotherhood Crusade, and other community partners to bolster Black/African American outreach	4. Increase marketing, outreach, and in-reach to the Black Community	NA	Number of first-year African American/Black male students in Fall 2019: 105	Increase to: 210 (+100%)* *includes multi-ethnic students	1,2,3,4,5
4.c. Enhance partnerships with the County Gang Intervention Team, County Probation and Parole Office to promote a reentry	4. Increase marketing, outreach, and in-reach to the Black Community	NA	Fall 2019 Credit Black Student Headcount: 3,005	Increase to: 3,756 (+25%) *includes multi-ethnic students	1,2,3,4,5
4.d. Increase capacity of the outreach team by hiring Student Services Support Representative to allow for an increased events calendar annually	4. Increase marketing, outreach, and in-reach to the Black Community	Successful hiring of Student Services Support Representative	NA	Complete at least 25 road show visits annually	1,2,3,4,5
4.e. Develop a success guide for Black students	4. Increase marketing, outreach, and in-reach to the Black Community	Use data to develop unique, targeted marketing campaigns using social media, print, web, calling, radio, TV, and other platforms to increase recruitment of Black men ages 18-35	Number of first-year African American/Black male students in Fall 2019: 105	Increase to: 210 (+100%)* *includes multi-ethnic students	1,2,3,4,5



4. Budget Form and Narrative



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

OMB Control Number:
1894-0008
Expiration Date: 09/30/2023

Los Angeles Southwest College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	119,484	175,353	175,353	175,353	175,353			820,896
2. Fringe Benefits	61,845	90,763	90,763	90,763	90,763			424,897
3. Travel								
4. Equipment	100,503							100,503
5. Supplies								
6. Contractual		15,716	15,716	15,716	15,716			62,864
7. Construction								
8. Other	70,457	70,457	70,457	70,457	70,457			352,285
9. Total Direct Costs (lines 1-8)	352,289	352,289	352,289	352,289	352,289			
10. Indirect Costs *Enter Rate Applied:								
11. Training Stipends								
12. Total Costs (lines 9-11)	352,289	352,289	352,289	352,289	352,289			1,761,445

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No.

If yes, please provide the following information and provide a copy of your Indirect Cost Rate Agreement:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ___ED ___Other (please specify): ___ The Indirect Cost Rate is ___%

If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ___Yes ___No. If yes, you must comply with the requirements of 2 CFR §200.414(f).

If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ___Yes ___No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: ___ Is included in your approved Indirect Cost Rate Agreement?

Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ___%

For Training Rate Programs (check one) -- Are you using a rate that: ___ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or ___ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).



Los Angeles Southwest College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other	70,457	70,457	70,457	70,457	70,457			352,285
9. Total Direct Costs (Lines 1-8)								
10. Indirect Costs *Enter Rate Applied:								
11. Training Stipends								
12. Total Costs (Lines 9-11)								



SECTION C – BUDGET NARRATIVE (see instructions)

Objective 1: Generate additional revenue for the college to provide meaningful financial support to LASC's Black student population

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Endowment	\$ 70,457	\$ 70,457	\$ 70,457	\$ 70,457	\$ 70,457
TOTAL	\$ 70,457	\$ 70,457	\$ 70,457	\$ 70,457	\$ 70,457

Objective 2: Expand K-12 outreach capacity

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Student Support Services Rep Salary (Outreach)		\$ 55,869	\$ 55,869	\$ 55,869	\$ 55,869
Student Support Services Rep Benefits (Outreach)		\$ 28,918	\$ 28,918	\$ 28,918	\$ 28,918
Buses		\$ 15,716	\$ 15,716	\$ 15,716	\$ 15,716
Bus & Laptops	\$ 100,503				
TOTAL	\$ 100,503	\$ 100,503	\$ 100,503	\$ 100,503	\$ 100,503

Objective 3: Develop a sustainable dual and concurrent enrollment infrastructure to build capacity for increased enrollment

Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Dual Enrollment Director Salary	\$ 119,484	\$ 119,484	\$ 119,484	\$ 119,484	\$ 119,484
Dual Enrollment Director Benefits	\$ 61,845	\$ 61,845	\$ 61,845	\$ 61,845	\$ 61,845
TOTAL	\$ 181,329	\$ 181,329	\$ 181,329	\$ 181,329	\$ 181,329

5. Part III – Application for Federal Assistance SF - 424

OMB Number: 4040-0004
Expiration Date: 12/31/2022

Application for Federal Assistance SF-424	
*1. Type of Submission: ☐ Preapplication ☒ Application ☐ Changed/Corrected Application	*2. Type of Application: * If Revision, select appropriate letter(s): ☒ New ☐ Continuation ☐ Revision *Other (Specify): _____
* 3. Date Received: Completed by Grants.gov upon submission	4. Applicant Identifier:
5a. Federal Entity Identifier:	*5b. Federal Award Identifier:
State Use Only:	
6. Date Received by State:	7. State Application Identifier:
8. APPLICANT INFORMATION:	
*a. Legal Name: Los Angeles Southwest College	
*b. Employer/Taxpayer Identification Number (EIN/TIN): 95-2587353	*c. Organizational DUNS: 021084694
d. Address:	
*Street 1:	1600 West Imperial Highway
Street 2:	
*City:	Los Angeles
County/Parish:	
*State:	California
Province:	
*Country:	USA
*Zip / Postal Code:	90047
e. Organizational Unit:	
Department Name:	Division Name:
f. Name and contact information of person to be contacted on matters involving this application:	
Prefix: Mr.	*First Name: Robert

Middle Name:	L.
*Last Name:	Stewart
Suffix:	Jr.
Title:	Academic Senate President and Associate Professor of Biology
Organizational Affiliation:	
*Telephone Number:	323-241-5212
Fax Number:	323-241-5220
	STEWARRL@LASC.EDU
Application for Federal Assistance SF-424	
9. Type of Applicant 1: Select Applicant Type:	
New Application, Predominantly Black Institution Grant	
Type of Applicant 2: Select Applicant Type:	
Type of Applicant 3: Select Applicant Type:	
*Other (Specify)	
*10 Name of Federal Agency:	
US Department of Education, Department of Post Secondary Education	
11. Catalog of Federal Domestic Assistance Number:	
CFDA Title:	
*12 Funding Opportunity Number:	
P031P200003	
*Title:	
Predominantly Black Institutions Formula Program	
13. Competition Identification Number:	
Title:	

14. Areas Affected by Project (Cities, Counties, States, etc.):

***15. Descriptive Title of Applicant's Project**

Increasing Black Student Success at Los Angeles Southwest College

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

*a. Applicant CA-043

*b. Program/Project: Increasing Black Student Success at
Los Angeles Southwest College

17. Proposed Project:

*a. Start Date: 10/01/2021

*b. End Date: 12/31/2028

18. Estimated Funding (\$):

*a. Federal	1,761,445
*b. Applicant	
*c. State	
*d. Local	
*e. Other	
*f. Program Income	
*g. TOTAL	1,761,445

***19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on _____
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

***20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach.

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances****

and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr.

*First Name: Seher

Middle Name: _____

*Last Name: Awan

Suffix: _____

*Title: College President

*Telephone Number: 323-362-3477

Fax Number: 323-241-5220

* Email: awans@lasc.edu

*Signature of Authorized Representative:



*Date Signed: 10/20/21

