

## 2. Developing Community Change Studies Programs – A Preview

*This chapter summarizes CLP’s approach and lessons, which are then described and analyzed in detail later in the book.*

*Chapters 3 through 21 serve as an e-manual, a practical guide for designing and implementing a Community Change Studies Degree or Certificate program. They are designed to be equally useful to other educators, organizers, and community leaders who are looking for elements or strategies which may be useful in strengthening an existing course or training program.*

*Chapters 22 and 23 focus on strategies for moving to scale through promoting widespread replication as well as campaigns for state and federal public policies to support development of Change Studies programs throughout the U.S.*

After completing its studies of College Education for Community Change in the US and internationally, CLP moved from research into action, recruiting a small staff and beginning to help develop local community/college partnerships and college-based programs in “Community Change Studies” (CCS).

To describe this emerging field of study, we chose to use the term “Community Change Studies” because it has great breadth, transcends any one academic discipline and stretches from local to global issues. These educational programs are being created as college Certificate and Degree programs in two- and four-year colleges, and are closely related to similar efforts in social justice high schools, action civics, graduate schools and continuing education. They are housed in disciplines ranging from Planning to Social Work, from Education to Public Health, from Environmental and Women’s Studies to Economics and Political Science. The fact that even some Law, Divinity and Medical Schools offer courses on these strategies demonstrates the near universal relevance of bottom-up approaches to addressing issues.

*We have set an ambitious goal – to work with others to develop Community Change Studies as a recognized field of studies in academic institutions across*

*the country and as a promising strategy for expanding grassroots leadership education and organizer training.*<sup>7</sup>

We are convinced this goal is achievable. As global crises become ever more dramatic and threatening, and as the need grows to create new ways of working together to address those massive, ***we expect a rapid escalation of demands inside and outside academia that our colleges and high schools be transformed and focus heavily on helping prepare people to cope successfully with these crises.*** When academics and social change practitioners collaborate, this transformation can be of maximum value in the US and worldwide.

As it moved into action CLP focused first on Community Colleges because of their central importance in creating educational opportunities for people from low-income and working-class backgrounds, including large numbers of people of color and first generation college students. Since then the Learning Partnership has also helped several public Universities create CCS programs, focusing especially on institutions with high enrollments of Pell-eligible students and people of color as well as a commitment to their region.

By 2020, the Community Learning Partnership had succeeded in helping create 14 college Degree and Certificate programs in Community Change Studies.<sup>8</sup> At that time, over 1000 students were enrolled in CCS courses, 80% of whom were people of color. About 70% were income-eligible for Pell grants, and 15% had experienced homelessness during the school year. In its early days, CLP also helped the Association for Neighborhood Housing and Development in New York City create a non-college intensive training program in community organizing in collaboration with Americorps' Public Allies program. ANHD's Center for

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<sup>7</sup> CLP's local affiliates use different titles for their programs including "Community and Social Change Studies", "Community Leadership", "Community Development", "Community and Political Organizing" and "Social Justice Leadership".

<sup>8</sup> CLP also helped create programs which were closed after 1-2 years. The Phoenix program was closed when conservatives took control of the Board of the Maricopa County community college system. An unexpected shift in foundation staffing and priorities suspended the CCS program in rural Mississippi. And high school budget cuts forced closure of the Detroit high school which offered a dual enrollment high school/early college curriculum in CCS.

Community Leadership has graduated ten organizers each year for eleven years and helped strengthen organizing across New York’s five boroughs.

CLP’s technical assistance work gradually expanded over the years, with four sites well underway within three years. Three of these were initiated by community organizations, with the fourth initiated by a community college. Each situation was unique with its own leadership, opportunities, and obstacles. These educational programs and the other ten which CLP has helped develop since then vary considerably to fit the local context and priorities, but all were designed to develop young people from low-income backgrounds to become agents of positive change for communities like their own.

Partnership staff has provided its sites with expert help in developing partnerships, and with planning, organizing and launching new college programs. We have provided advice and assistance with start-up and initial planning as well as continuing on-site help and coaching, curricular and program development help, and cross-site peer learning opportunities. In its early years, thanks to the generous support of Deerbrook Charitable Trust and the Kellogg Foundation, CLP was able to pass through initial funding for several start-up partnerships, leveraging philanthropic dollars to catalyze major public investments (since they were based at publicly supported colleges and their students had access to financial aid programs). *(See Chapter 21 on the dramatic leveraging success of private investment in the planning and start-up phase of CLP programs.)*

### **CLP Does Not Replicate a “Model”**

It is important to emphasize a key difference between the CLP approach and many others. The Learning Partnership does not have a “model” which it strives to replicate in different settings. Instead the Partnership has developed an “adaptable framework” for expansion to new sites: CLP works with local people and institutions to develop a program which is firmly based on the local context but includes the basic features of CLP’s approach (e.g. developing organizers and leaders for community change, combining classroom and experiential learning, and offering an educational pathway with stackable credentials).

CLP’s stress on building on each local situation is based on our experience working in dozens of communities, learning again and again how critical the local context

is. As technical assistance providers, coaches and supporters of community-controlled efforts, we have learned to go into each situation seeking first to understand the local context and then to work with local people to help them design an approach which is based on their local situation – their assets, and needs, their local leadership and priorities, the unique opportunities, barriers and dynamics which exist there – while it also includes the essential elements of a Community Change Studies program.

We have also learned from witnessing the many failures of top down models and strategies which are not firmly rooted in local organizations and priorities, but are instead designed by thinktanks, government agencies, funders, and other outside institutions, and which stall out over time with little independent evaluation or lasting impact.

## A New Phase in Our Work

CLP is now entering a new phase, preparing to scale up its impact by adding new strategies. The CLP Network now operates on a team basis. Its Board includes representatives from almost all its sites and meets bi-monthly by Zoom or in person. This enables the sites to be directly involved in shaping policy and priorities for the Network. It also facilitates unusually extensive cross-site learning, mutual support and collaboration. **This team approach has created great opportunities for shared leadership across generations and across roles, bringing younger people of color into powerful roles in the intergenerational Network.**

The concluding chapters of this book outline our plans for the future. This book is one of the first steps in that transition. Its central chapters provide an e-manual to guide people who want to learn from CLP's on-the-ground experience and ongoing evaluation and dialogue. Readers can download whichever chapters they find most useful or the whole book. They are available on the CLP website [www.clpclp.org](http://www.clpclp.org).

We hope this book will help growing numbers of community leaders and faculty members to design and create additional Degree and Certificate programs in Community Change Studies. It should be equally useful for others who are

enriching their courses or training programs to expand the knowledge, skills and vision of emerging leaders and change agents.

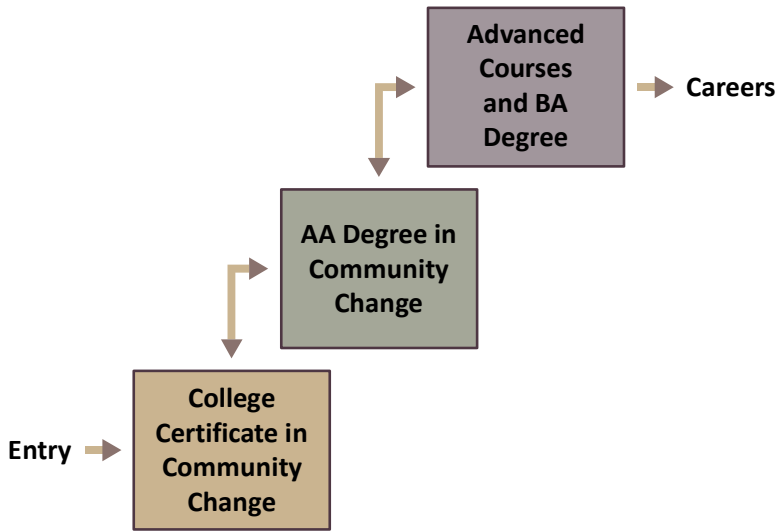
The remainder of this chapter briefly reviews seven key elements of CLP programs --

1. Educational pathways with stackable credentials.
2. Recruiting students.
3. The labor market for graduates.
4. Knowledge and skills needed.
5. Teaching practices.
6. Partnerships between communities and colleges.
7. Key courses.

Each of these key elements is addressed in greater depth later in the book.

## **1. Educational Pathways with Stackable Credentials**

CLP programs are designed as educational pathways which enable students to proceed step by step to deepen their knowledge and skills and earn “stackable credentials”. These start with college credit and perhaps a “micro-certificate” for each course they complete. These are steps toward College Certificates, Associate Degrees and, for many, Bachelor’s Degrees. This system of stackable credits provides students with rewards at each step of their educational pathway, and each credential helps students access relevant part-time jobs as they continue along the path.



## 2. Recruiting Priority Students

Since CLP’s primary goal is creating new educational pathways to prepare people of color and students from disinvested communities for careers and leadership roles in community change work, CLP identified four major sources of potential candidates for local Community College and public University programs.

**1. Current college students**

- Especially people of color and first gen students
- Showing interest in and potential for tackling community issues and social change.

**2. Youth in Low-Income Neighborhoods**

- Especially people of color (POC), including kids not now college-bound.
- Showing interest in “giving back” and potential for change careers.

**3. Community leaders**

- Especially POC and first gen.
- With experience in organizing, working on a community issue, leadership potential.
- Showing potential to tackle larger issues or become organizers.

**4. Early and Midcareer Organizers**

At critical point in careers and needing chance to reflect, learn, look ahead, earn credentials for advancement

### 3. What Areas of Knowledge and Skills Are Most Essential?

Before CLP began its action phase, several key points of consensus emerged during a two-day meeting CLP hosted at New York University. That meeting brought together community leaders and representatives of outstanding college educational programs in the US and several other countries. It helped the Learning Partnership as it moved forward to help create new Community Change Education programs in the States.

All the participants at NYU agreed that **three areas of study should be combined** in education and training programs on community change so students have the full range of knowledge and skills they will need. They include mastery of –

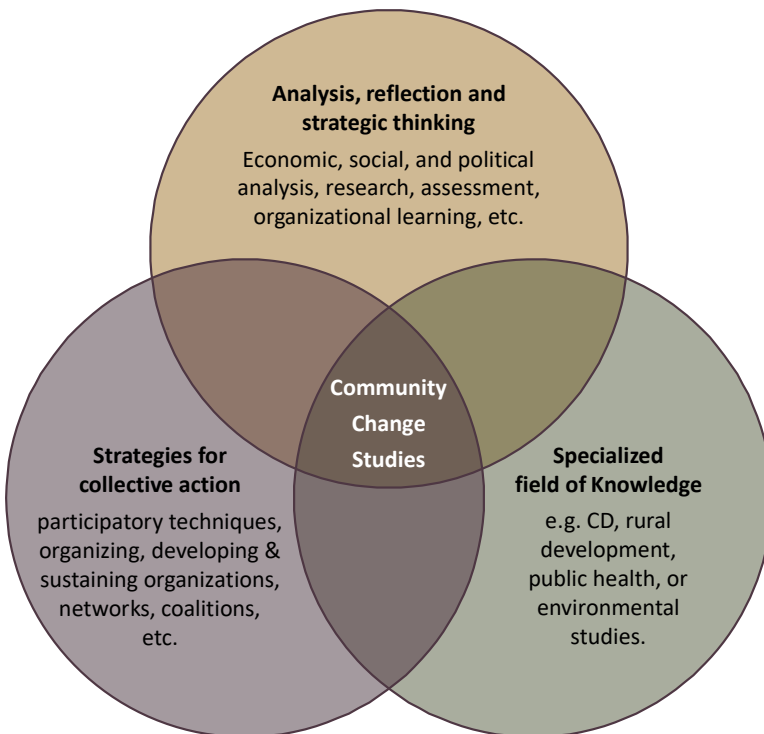
- The tools of collective action – getting people involved and participating, organizing them for action, and helping them build

movements and organizations through which they can have a growing impact;

- Strategic thinking, analysis and reflection – helping people understand the environments in which they are working, including analyzing trends, power, and potential allies, and developing their skills in critical thinking, strategy and reflection so they can become increasingly effective; and
- Knowledge of the specific issues they are most concerned about (e.g. community development, public and community health, environmental justice and sustainability), including understanding the root causes, current policies, how decisions are made, and alternative strategies for creating significant change.

These are depicted in the Venn diagram below.

## Areas of Knowledge and Competency



### A Crucial Additional Area of Competency for the US



As CLP began working with local partners, it solidified our understanding that a fourth area of learning and competency is essential in the United States because of its racial, cultural and socioeconomic divisions. **This fourth area focuses on issues of race, cultural identity, class, prejudice, white domination, historical trauma and healing, and, especially, how they relate to a person's sense of agency and identity as an agent of change.**

Later chapters of this book flesh out these four areas of competency, showing the skills and knowledge which people need to gain substantial improvements in their communities and major policy and institutional reforms.

#### **4. What's the Labor Market for Graduates?**

As we moved into operation, we gave early priority to learning more about the depth and breadth of **the labor market** for graduates in Community Change Studies. While we were already thoroughly familiar with the personnel and leadership needs of community-based organizations, we were far less familiar with the broader job market for people of color and people from low-income and working-class backgrounds with the skills and knowledge they could develop from Certificate, AA and BA programs in Change Studies.

CLP therefore sought early funding to explore the labor market in one of our initial new sites – metropolitan Detroit. Following the DACUM<sup>9</sup> process, the gold standard for labor market studies, CLP worked with consultants to analyze that region's employment patterns, interview potential employers, and conduct focus groups of nonprofits and representatives of public agencies and the private sector to discuss their workforce and leadership needs.<sup>10</sup> The study greatly deepened our knowledge of the knowledge, skill-sets and credentials different types of employers require. We explored the nature and scale of the demand beyond community-based organizations so we could demonstrate to colleges that there will be enough jobs to justify launching CCS programs, while also helping recruit

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<sup>9</sup> DACUM is the acronym for Developing a Curriculum.

<sup>10</sup> This resulted in a report which is available on the CLP website entitled *Listening. Building. Making Change. Job Profile of a Community Organizer.*

students by showing them the wide ranges of career opportunities open to people with backgrounds in Community and Social Change.

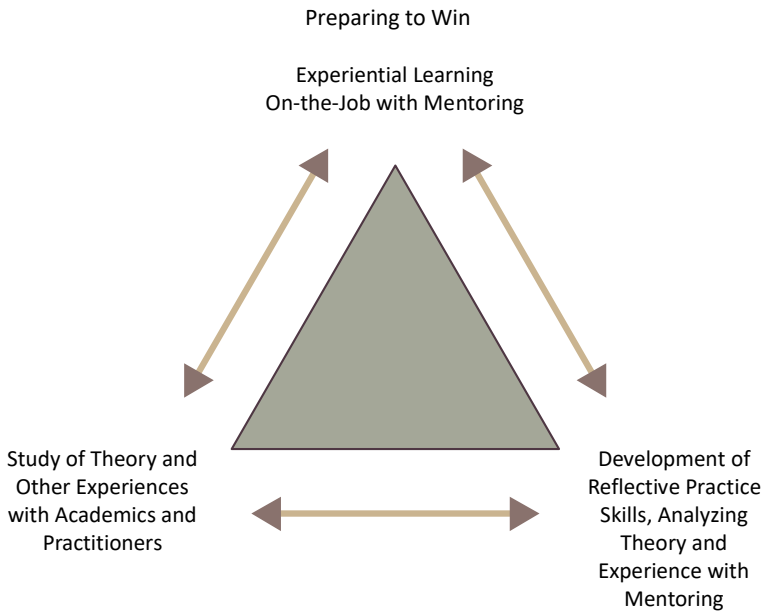
The DACUM study revealed that the cross-sector skills and knowledge which CCS graduates gain would open up career opportunities in a surprisingly wide range of organizations including —

- Community-based organizations and other constituency-based groups.
- Nonprofits advocating on issues and needing constituency involvement
- Nonprofits providing services to low-income people.
- Public agencies providing services and otherwise impacting poor people and communities of color.
- Electoral politics, including running for elective office, campaigns, and constituent services.
- Private sector jobs which are community-facing, including jobs in organized labor, the church, media, and business, including marketing, labor relations, and community reinvestment positions.

## 5. Teaching and Learning Methods

The NYU participants agreed on the critical importance of incorporating three learning methods into each curriculum. Together they reinforce each other, deepening the students' mastery of the subject and their ability to apply their new knowledge and skills in their community work. As illustrated below, **these three techniques for learning are** –

- **Reading and classroom work**, including attention to theory and to learning from the experience of others,
- **Experiential education** through field work with expert training and mentoring, and
- **disciplined reflection** to deepen a student's learning from both theory and practice.



All CCS programs use these techniques -- a cooperative educational approach which combines work, study, and reflection. Work on the ground in often challenging situations creates great opportunities for students to develop practical skills and test the theory and ideas they gain from reading and coursework and discussion. "Academic" study enables practitioners to go beyond the immediate issues they face to analyze their historical context, examine root causes and the roles various institutions play, and learn about the widely varying, often highly creative strategies which others have pursued in tackling those issues. And, as skilled organizers constantly stress, reflective practice – continuously cycling through a repeating process of planning, action, and reflection. – is a third element which is critical to continuing learning and to success.

## 6. Genuine Community + College Partnerships

CLP's central approach has therefore stressed the creation of local partnerships which bring together the knowledge and strengths of two key sources of expertise and capacity-building skills –

- Community-focused nonprofits, community leaders and organizers on the one hand, and

- Academic institutions and faculty with extensive community experience as well as success in educating students from minority and low-income backgrounds.

**Both academics and practitioners can make tremendous contributions in developing people’s knowledge and skills** related to community and social change. In particular, professional teachers are expert in helping people learn and develop their analytic and strategic capacities can add greatly to the depth of the understanding, thinking and learning skills of their students, be they traditional students or activists, organizers, developers, researchers, or otherwise engaged in bringing about social change.

Experienced practitioners also have vital roles to play as educators, bringing great knowledge and skills to teaching in this field. However, their full involvement in college-based programs is still rare. While some college programs involve practitioners as formal adjunct faculty-members, or in co-teaching with regular faculty, or as guest lecturers or “community scholars”, there are tremendous barriers to involving practitioners in these ways.

CLP works to create genuine partnerships between these two sectors, each of which can offer great educational value to students. We stress “genuine” because there are so many examples of pseudo-partnerships which adopt language stressing collaboration, while papering over the great power imbalance which usually exists between major institutions and small nonprofits, often resulting in top-down approaches in which a university, agency, or foundation imposes its model and its institutional priorities on its neighbors. Even when well-intentioned, such lop-sided relationships fail to create the levels of trust, mutual respect, and mutual support which are needed.

Creating a partnership and gaining support from both the community and the college is no easy task. It requires that the planners develop their own “organizing” strategy, including identifying and organizing supporters in the faculty, administration, student body and local community, analyzing how decisions are made and where power lies, creating an action plan, pursuing it assiduously, and constantly learning through reflection. *(See chapter 20 on partnerships.)*

With this expansion strategy, CLP is continually learning and adapting, discovering useful new lessons by testing different ways of creating local partnerships and programs, developing and adapting curricula, recruiting students and providing them with the support and practical experience they need to prepare for careers in this field.

## **Core Courses Offered Within the CLP Network**

CLP's suggestions for the core CCS curriculum have evolved over time as we have learned from curriculum development at each site. CLP sites vary somewhat in the courses they offer, depending on what the local partners decide to emphasize and how much flexibility there is in the college curriculum for adding new courses and/or modifying existing ones.

**However, to be part of the CLP Network, a program must offer students a set of courses aimed at building their knowledge, skills, commitment and vision concerning community and social change, preparing them for jobs, leadership or further education in this field.** In particular, they must enable students to develop the initial knowledge and skills they will need to begin mastering “organizing”. These include competencies in reaching out to people of color and others with low-incomes, bringing them together, helping them identify and analyze common issues and how they might be addressed, and preparing them to develop leadership and take collective action on those issues.

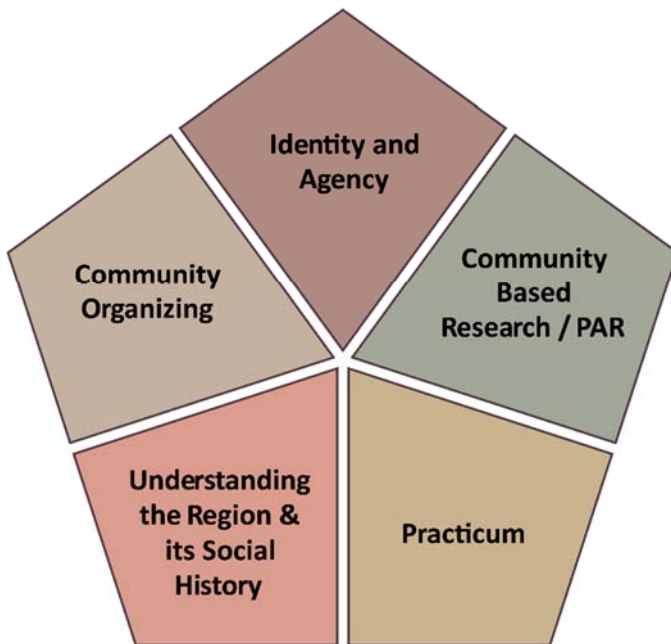
As noted earlier, **these cross-sector competencies are in high demand in several sectors of the economy** – community-based organizations, other nonprofits, public agencies and politics, and in community-related positions with banks and other for-profit businesses. This point is dramatically illustrated in a recent chart from *Business Week* listed as high priority for employers are virtually identical to those developed by CCS programs. (*The BW chart is included in chapter 11 - Linking Students to Jobs.*)

CCS programs range from 3-5 core courses and range in teaching strategies and emphases, but these are the main topics covered in core courses at CLP sites. These are described briefly in the remainder of this chapter and described in greater depth in Chapters 12-18. All the syllabi in the CLP website's sections on

Curricula on Community Organizing and Community-Based Action Research include examples of practical experience and skill-building for students.

CLP's website includes materials drawn from different CLP sites for each of the courses which are offered most commonly. To access those teaching materials, go to [www.clpclp.org/curricula/](http://www.clpclp.org/curricula/).

## Core Learning Areas



### 1. Culture, Community and Becoming an Agent of Change

CLP sites share an understanding that – to prepare for life as an agent of social and community change – students benefit greatly from classes which help them develop their understanding of themselves, their fellow students, their community and the broader society. These include exploring their personal history and identity while delving into issues of race, class, power and privilege, internalized oppression, trauma and healing. It also includes analyzing structural racism and other biases and how they affect public policy and the behavior of

institutions and individuals, and learning how they can draw upon the strengths of their own culture and community.

These classes help students understand the communities and context where they work and to develop their capacities for reflection, critical thinking, active listening, conflict resolution and the building of groups, organizations, coalitions and alliances. Most importantly, they develop the students' sense of agency, of being able to change things.

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*“Without a minimum of hope, we cannot so much as start the struggle.”*

— Paolo Freire

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## **2. Community Organizing and Other Forms of Collective Action**

CLP sites typically offer at least one full course on organizing – the theory and practice of various strategies for organizing people around issues they care about. These strategies include community organizing, community development, organizing to influence public policy, nonviolent action, building effective nonprofits and unions, and mobilizing movements and voters. These courses introduce students to the skills and knowledge they will need to be effective in increasing people's engagement in influencing the social, economic and political institutions and policies which affect them, to become full participants in our democracy.

## **3. Community-Based Action Research**

Like organizing skills, community-based action research skills are of central importance to change agents. Change leaders must continually deepen their understanding of the realities they face – the community itself, a major issue it faces, the causes behind the issue, where power lies and how it can be countered.

Virtually every course offered by a CLP site integrates some level of experience with community-based research as essential background for taking action. In addition, several CLP programs offer full courses on Community-Based Action Research.

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*“The popular education approach centers on creating opportunities for people to increase their consciousness of the circumstances they live in, the root causes of those conditions, and how they can become actors in changing them.”*

— Carlos Cortez Ruiz, Universidad  
Autonoma Metropolitana

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#### **4. Understanding the Region -- the Issues, Politics, and Economy, and Lessons from the History of Struggle**

CLP sites typically include courses designed to give students a strong understanding of the regional contexts where they will be working. These courses also develop the students’ analytic skills, enabling them to better understand new situations as they face them in the future. While these courses differ significantly, all are aimed at helping students understand their regions from a social, economic and political point of view while grounding them in lessons from the history of efforts by marginalized people to influence issues which impact their lives.



*“In order to see where we are going, we not only must remember where we have been, but we must understand where we have been....*

*“I have always thought that what is needed is the development of people who are interested not in being leaders as much as in developing leadership in others.”*

— Ella Baker

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## 5. Capstone Projects and Internships

Most CLP programs conclude with a practicum or capstone project during which students work with others to make progress on a community issue. These projects typically involve students in applying what they learned from their courses and field experience to a community campaign or analyzing how an organization is addressing a community issue. This analysis includes examining their processes for identifying issues, involving their communities, developing a consensus on goals and strategy, planning and then acting to bring about change. The students’ research methods usually include participant observation, interviewing, other field research, and an assessment of lessons to be learned from the effort. This includes self-assessment by each student of their own skills, knowledge, and personal strengths and weaknesses as potential agents of positive change.

**Internships** provide invaluable in-depth experience on the job. However, most community college students cannot afford to give up part-time jobs for an unpaid internship. They need to be paid a living wage. Because of the immense importance of lengthy, well-planned and well-paid internships which provide directly relevant experiential learning, the Community Learning Partnership and its network have recently begun campaigns at the state and federal levels for substantial new government funding for well-paid **“Community Building Internships”**. **These would resemble apprenticeships in providing opportunities for low income and working class people to “earn while you learn” on the job**

**and in the classroom, earning college credentials while preparing for careers in community health, sustainability, caring services and other careers helping strengthen the social fabric, community resilience and democratic participation and leadership.** CLP has recently received funding to collaborate with local partners in five California cities in developing detailed plans for launching a California Youth Leadership Corps along those lines in 2021. *(See Chapters 13 and 23 for more information on this exciting breakthrough in paid internships.)*

## 6. Other courses

CCS programs also offer such electives as —

- Advanced community organizing, campaigns and movement-building.
- Political theory, democracy, history of social movements and social reforms.
- Social media and communications strategies for social change.
- Legislative and electoral organizing strategies.
- Nonprofit management.

Courses on such specialized issue areas as community health, criminal justice or gentrification may also be offered at a community college or a university.

## STUDENT STORIES

### Angelica Esquivel, on Building a Network Through Organizing

*As a high school student, CLP Executive Committee Member Angelica Esquivel didn't think college was for her. Sure, it seemed prohibitively expensive. But mostly she figured the challenges to obtaining higher education as an undocumented student were insurmountable.*



*"I wasn't really ready," Angelica admitted. "I never thought I would go to college because of my status so I hadn't really prepared myself mentally to go."*

*Her senior year of high school, however, that all changed when an outreach coordinator from DeAnza College came to speak with students and do placement testing. "My cousin and I went and asked him: 'Can we take the placement test and go to DeAnza if we're undocumented?'"*

*When answer came back an unequivocal "yes," Angelica wasted no more time in pursuing her education. "I started at DeAnza in 2009 and right away I joined the student club for undocumented students, called I.M.A.S.S., that was just getting started," she said, using the group's acronym, which stands for Integral Movement for AB 540 Student Success. "That's where my activism started," Angelica said.*

*Through I.M.A.S.S., she learned about the Vasconcellos Institute for Democracy In Action (VIDA), which in turn introduced her to Cynthia Kaufman, VIDA's director. Cynthia informed her of the Certificate in Leadership and Social Change (LSC) program, which was just starting up in the fall of 2011. After joining the LSC program and becoming an intern*

with VIDA she worked on institutionalizing a resource center at De Anza Community College. The resource center is called Higher Education for AB 540 Students (HEFAS) and has been serving undocumented and low-income students for the past 5 years.

***“When I read more about the LSC program and the classes, I thought: ‘This is perfect! I don’t have to take random classes to learn more about civic engagement, I can take the classes for the Certificate.’”***

By the time Angelica enrolled in the LSC program, it was her fourth year on campus. “I was already really active in movements on and off campus, mostly around immigration,” she said. But being part of the LSC cohort helped her connect more with students who were similarly active and passionate, but on a whole array of community issues.

*“It broadened my thinking about movements and how issues are connected,” she said. Angelica said she benefitted most from being part of a close-knit cohort of students, whom she studied and worked with through the*



*LSC coursework. “Students were there because they chose to be there,” she said of her cohort. “It’s not just a random group taking the class because it fit their schedule. Everyone was involved in social justice because the issue affected them or someone they know.”*

*Her cohort didn’t always agree ideologically or politically, Angelica pointed out. “But having a consistent group to work with created a safe space where we can be open,” she elaborated. “And you need that safe space because a lot of social justice is about being vulnerable. We don’t all have to agree but we have to be willing to hear and respect what other people have to say. For me, having that space to share about my life and experiences and learn about other’s was really important.”*

*Angelica also appreciated how the LSC classes relied upon the lived experiences of the students in the classroom. “Usually, it’s the other way around,” she said. “You take what you learn in the classroom, and then apply it in your life.” In the LSC classes, she said, “I brought to the class what I had from my experiences on the streets. That’s the whole message of LSC—Come here with your experiences. Your experiences are important.”*

***“Students were there because they chose to be there,” she said of her cohort. “It’s not just a random group taking the class because it fit their schedule. Everyone was involved in social justice because the issue affected them or someone they know.”***

*Angelica’s first job after obtaining her four-year degree was with a social justice nonprofit called Transnational Institute for Grassroots Research and Action (TIGRA). Even though she was new to the professional nonprofit world, she felt her classwork through the LSC program gave her a leg up in her new position.*

*“Thanks to LSC, I had the vocabulary and concepts I needed to understand the ideas and strategies we were using,” she said. “When you come from DeAnza, and especially with the full-on training we get through the LSC, you come out and lead with a certain kind of experience. A lot of people running nonprofits have been there for more than 20 years and yet they never received that kind of training.”*

*Angelica then worked at San Mateo Adult School as a college and career counselor. Here, too, she found opportunity to apply what she’d learned through LSC to her community change work and professional life. For me, having a Certificate in Leadership and Social Change at the college level is really important,” Angelica said. “When I interviewed for the jobs I’ve had at TIGRA and the school district, they would point to the Certificate on my resume and ask me: ‘So what is this Certificate about? What did they teach you and what kinds of skills did you learn?’ I’m always very proud*

*to list the Certificate on my resume and explain what it is—that I have these extra skills and knowledge.”*

*Angelica also attributes the LSC program for helping develop a useful network. “In the LSC, we had to do community service hours every quarter,” she said. “That was great. Cynthia would bring nonprofits with different volunteer opportunities to meet with us, and that’s how I met TIGRA. “*

*Her time in LSC also provided her with a surprising source of comfort, given the current political environment. Angelica says she, like many around the country, is concerned about the potential reversal of the Obama-era Deferred Action for Childhood Arrival (DACA) program, which allows children of undocumented individuals to work and study legally in the country. But the LSC program, she says, helped her to build the confidence to face whatever the future has in store.*

*“Of course I want DACA to continue,” she said. “But I lived before DACA and I can live after DACA. If it doesn’t survive, I know I’ll face obstacles. But I also know that I’ll still have possibilities.” If DACA is repealed, for instance, she and some friends from LSC have considered starting their own nonprofit. “Nonprofits can have private funding,” she said. “We can still be entrepreneurs even without DACA.”*

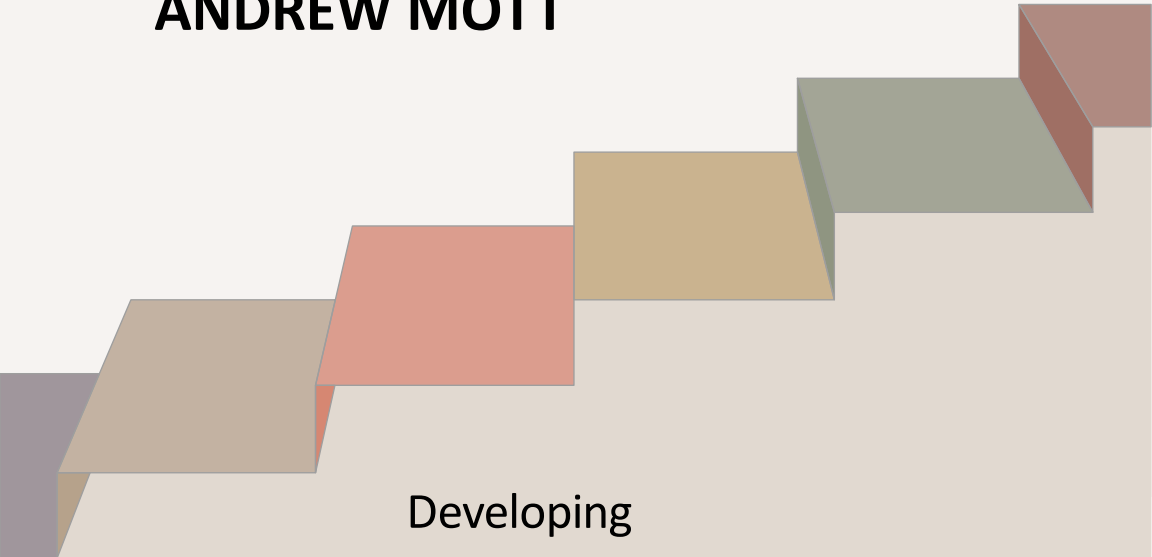
***“I feel very confident that there will always be a space and place in the community organizing and social justice world for me to work and volunteer in,” she continued. “I see myself doing this work for a very, very long time.”***

*Angelica is now back at De Anza College as the Program Coordinator for VIDA. She says she is honored to work with the program that gave her the tools to become a change agent in the community and pass the knowledge to current and future LSC participants. She is also the Director of HEFAS, the program she co-founded, which is now part of VIDA.*

Profile by David Dodge

# Preparing to Win

ANDREW MOTT



Developing  
Community Leaders,  
Organizers & Allies

To Strengthen Our Democracy,  
Our Communities and Social Justice