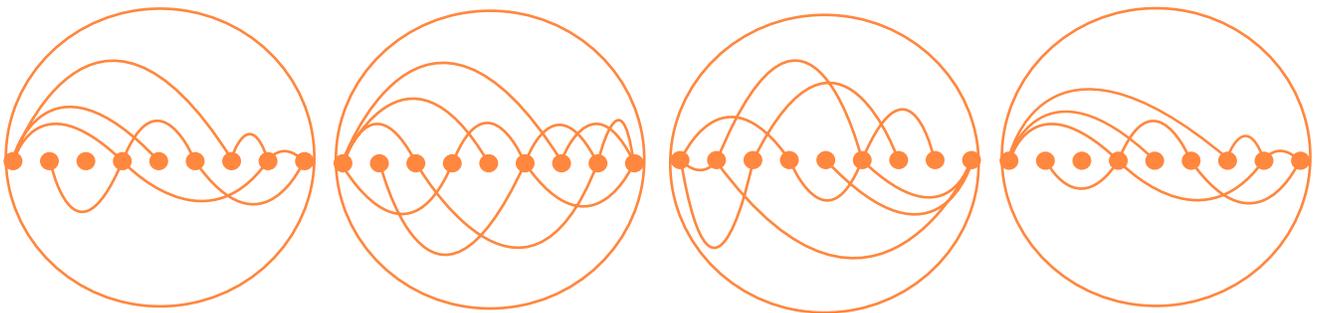


**PROFILE**  
**DE ANZA COLLEGE – CUPERTINO/SAN JOSE**  
**COMMUNITY LEARNING PARTNERSHIP**



**community learning partnership**  
*Pathways into Community Change Careers*

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**BY ANDY MOTT WITH CYNTHIA KAUFMAN**

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**Cynthia Kaufman** directs the Institute of Community and Civic Engagement at De Anza College.

## **community learning partnership** *Pathways into Community Change Careers*

The Community Learning Partnership (CLP) is a national network of community change studies programs, based in community colleges in partnership with local nonprofit and civic organizations. Our mission is to develop a diverse workforce to address injustice and inequality, and to improve the quality of life in low-income communities. We reach out to low-income students and people of color who may not otherwise gain exposure to the career possibilities in organizing and related fields.

CLP's programs offer specialized degrees or certificates that can lead directly to jobs or provide transfer credit to other educational institutions. Community change studies prepare students for jobs in community organizing, economic development and policy advocacy — and to be agents of positive, social change in various aspects of their careers and communities.

## PROFILE

### DE ANZA COLLEGE – CUPERTINO/SAN JOSE COMMUNITY LEARNING PARTNERSHIP

#### PROGRAM HIGHLIGHTS:

- Certificate in Leadership and Social Change at De Anza College, Institute of Community and Civic Engagement
- Ten Certificate Graduates, Twenty-Five Students Enrolled in the Program (2013)
- Students Reflect the Diversity of a Regional Institution
- Cohort-Based Approach Deepens the Learning and Supports Completion
- Internships and Practicums On and Off Campus Promote Many Forms of Civic Engagement and a Range of Career Pathways
- Faculty and Administration Bring Experience with Organizing for and Achieving Long-Term Institutional Change at De Anza

#### COHORT SUPPORT AND EXPERIENTIAL LEARNING ADDRESS DIVERSE STUDENT INTERESTS

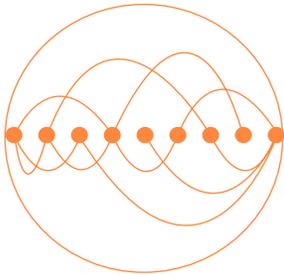
Ten students completed De Anza College's new Certificate in Leadership and Social Change in 2012. This first graduating class represented the culmination of years of organizing within De Anza to build a diverse student body and respond to the needs of its surrounding communities. With twenty-five students enrolled in 2013, De Anza plans to expand the program to one hundred students each year. The California Community Colleges Chancellor's office has approved the certificate, clearing it for inclusion on official student transcripts.

Over the course of twenty-five years, De Anza transformed itself from a focus on students from the wealthy Silicon Valley suburbs surrounding it, to become a regional institution with sixty percent of its ethnically diverse student body drawn from the nearby city of San Jose. The CLP program is one way De Anza addresses the needs and interests of these students and their communities. The college's Institute of Community and Civic Engagement houses the Certificate in Leadership and Social Change program under the leadership of longtime faculty member, Cynthia Kaufman.

Students have three different options for how they can earn the eighteen units required for the certificate. There are two cohort options. One is the General Cohort. The other is the

APALI Cohort, offered in partnership with a nonprofit organization that promotes Asian Pacific American leadership in public, nonprofit and private sector decision-making. Students who join a cohort take a specified set of classes together as a group each quarter. De Anza recommends this approach, as it includes mentoring and offers a stronger sense of community among students.

Students also have a third option, which is to put together their own approach and choose from a list of course offerings, without being part of a cohort.



#### STUDENT IMPACT: *Ohran Pilon*

“Learning about other people in history who made mass change a possibility, who started movements and whole eras of change was inspiring. It taught me that I could do the same. It has changed everything; the way I see myself, the way I see others, and mostly the way I want to be that change. I know that I now have the skills to do these things. As I continue my education at San Francisco State and major in Urban Studies and Planning, I hope to bring the skills I’ve learned here and implement them in everything I do. I know I would not be the person I am today without having this amazing opportunity.”

### **DE ANZA COLLEGE – CUPERTINO/SAN JOSE CLP COURSES FOR THE CERTIFICATE IN LEADERSHIP AND SOCIAL CHANGE**

All General Cohort and APALI Cohort students complete the following four required courses:

- **CRITICAL CONSCIOUSNESS AND SOCIAL CHANGE**

Students gain a general introduction to issues in social justice, how movements have addressed those problems and an introduction to organizing theory. (4 units)

- **GRASSROOTS DEMOCRACY: LEADERSHIP AND POWER**

Students explore an introduction to organizing skills and emotionally intelligent leadership development. (4 units)

- **COMMUNITY BASED LEARNING IN INTERCULTURAL STUDIES**

Students complete two hundred hours in internship and practicum experiences. In this intensive mentoring class, taught by Edmundo Norte, Dean of Intercultural International Studies, they reflect on what they are doing in their internships and engage in deep learning on emotional intelligence and on working with others. (6 units)

- **JUSTICE NATURE AND THE GEOGRAPHIES OF IDENTITY: FOCUS ON SILICON VALLEY**

Students examine the history of struggles and power relations in the Silicon Valley and gain skill development by doing community research. (4 units)

In addition, APALI Cohort students complete the following required 4 unit course.

- **CONTEMPORARY ISSUES IN ASIAN AMERICAN COMMUNITIES: INTRODUCTION TO ASIAN AMERICAN STUDIES**

Students who do not choose to join a cohort can earn the Certificate in Leadership and Social Change by choosing classes from the list below and completing a minimum number of units in each of four categories. The courses are offered through various academic departments:

**LEADERSHIP AND POWER** (Complete the following 4 unit required course.):

- GRASSROOTS DEMOCRACY: LEADERSHIP AND POWER

**LEADERSHIP SKILLS** (Complete a minimum of 4 units. Choose from the among the following courses.):

- LEADERSHIP (BUSINESS DEPARTMENT)
- ENVIRONMENTAL LEADERSHIP
- ENVIRONMENTAL TEAM-BUILDING
- COMMUNITY-BASED COALITIONS AND STAKEHOLDERS
- CIVIC LEADERSHIP FOR COMMUNITY EMPOWERMENT
- CRITICAL DECISION-MAKING IN GROUPS
- EFFECTIVE ORGANIZATIONAL COMMUNICATION

**UNDERSTANDING SOCIAL CHANGE** (Complete a minimum of 4 units. Choose from the among the following courses.):

- CRITICAL CONSCIOUSNESS AND SOCIAL CHANGE
- GRASSROOTS DEMOCRACY: RACE, CULTURE AND LIBERATION
- GRASSROOTS DEMOCRACY: SOCIAL MOVEMENTS SINCE THE 1960's
- SOCIOLOGY OF GLOBALIZATION AND SOCIAL CHANGE

**LEADERSHIP INTERNSHIP** (Complete a minimum of 6 units. Choose from the among the following courses):

- COMMUNITY-BASED LEARNING IN INTERCULTURAL STUDIES
- COMMUNITY-BASED LEARNING IN SOCIAL SCIENCES

### **CIVIC EDUCATION — ON AND OFF CAMPUS**

One unique element in De Anza's overall civic education and social justice program is the strong role which various student organizations play in giving students practical experience. For example, some students practice offering popular education and literacy education to nearby farmworker families. Others provide services on immigration issues, tackle statewide issues such as funding for community colleges, and address other student concerns. Those organizations and the college's emphasis on civic education have resulted in an unusually strong and involved Student Government which itself provides a good forum for developing student leadership and addressing important issues.

Unlike some other community change studies programs, De Anza does not have one overall nonprofit partner that participates in designing the program and teaching courses. A field organizer helps faculty members to develop partnerships with local nonprofit organizations, focusing on student placements, recruitment and other aspects of the program. The local partners include TransForm, CALPIRG, Californians for Justice, Tutor Outreach Uniting Communities for Change, Society for the Advancement of Chicanos and Native Americans in Science, People Acting in Community Together (PACT), South Bay Labor Council, Silicon Valley De-Bug and Day Worker Center of Mountain View. The issues they address range from voter registration and leadership training to immigrant rights and services, youth programs, labor issues, food access and farming, and racial justice.

## USING AN INSTITUTIONAL TRANSFORMATION STRATEGY: RECRUITING A DIVERSE STUDENT BODY

De Anza's CLP program builds on a twenty-five year history of institutional change. Critical to this history has been the role that feminist faculty members have played in bringing about change, starting with a small group of women coming together to build strong personal relationships and lay a foundation for institutional transformation. They developed a systematic, long-range organizing strategy for building power to bring about major changes in the college's staffing, leadership, curriculum and student body. They built alliances with other progressive leaders who were committed to De Anza having a strong intercultural program and reaching students most in need. They succeeded in transforming De Anza into a regional and national leader in civic education and social justice studies, as well as a leader in serving students from low-income communities of color.

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**De Anza is unusually proactive and creative in its efforts to recruit students of color.** The college advertises for students on ethnic radio stations, especially on programs that reach high school students and others who might be interested in going to community college. De Anza reaches into seventy-two high schools in San Jose as well as the rest of Silicon Valley, bringing faculty members and student leaders into the recruitment process and stressing De Anza's commitment to intercultural and international studies and student activities

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The agenda grew and broadened over the years as progressives won initial victories and found ways of collaborating with others within the college, including the Office of Diversity, to shift the college's mission from serving students who came in ready to do well in college to emphasizing serving students who had the greatest needs.

Key to the growing success of these efforts has been the seriousness and skill with which their leaders pursued change. When faculty positions opened up, they volunteered for hiring committees. When the college prepared new strategic plans, they influenced the goals for recruitment of students of color and other important issues.

After twenty years of systematically building power, they had a major influence in the selection of De Anza's current President Brian Murphy. Gradually, with Brian's leadership, these organizing efforts changed the college's culture, staffing and student enrollment.

One key tool for diversifying student enrollment is Mentors for Youth Empowerment. This program exposes high school students to De Anza student mentors as they prepare for graduation and college. De Anza also heavily publicizes a series of African American, Latino/a and Asian recruitment days that it holds on campus. De Anza runs a number of intensive cohort programs to support students from underserved communities. These include:

- Puente: a statewide program for supporting low-income Latino/a students.
- Sankofa Scholars: a program for supporting African American students.
- First Year Experience: a program for very low-income students from underserved communities.

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**One student group mobilized around transportation issues, especially transit from San Jose's neighborhoods to the De Anza campus.** It persevered over two years, negotiating how the region would implement a new Ecopass program. The students eventually won agreement on a plan which they refer to as providing "essentially an express bus to De Anza," cutting travel time from San Jose from two hours to one hour. With this victory the students also learned social justice leadership skills related to issue analysis, power analysis, argumentation, coalition building and negotiation.

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Another high school recruitment mechanism is the annual Youth Voices United for Change conference, which brings two hundred high school students to De Anza from under resourced and underserved areas. The purpose of the conference is to highlight the opportunities that the college offers these students, including the opportunity to develop their abilities to make a difference in communities like their own.

Campus organizing also plays a role. Several years ago, with encouragement from faculty, student activists won the key positions on the Student Government and transformed that body into the base for a series of activities that reinforced activism within the student body. Among significant steps they took was the reallocation of a portion of the Student Government's budget to hire organizers to build involvement in various student organizations, including those that focus on justice issues and community outreach.

Many students participate in De Anza's LEAD! program (Latino Empowerment at De Anza!) which forms small groups that build strong bonds among students. These *Familias* offer students support as they go through college, providing continuity even when students drop out for a semester or more for financial or other reasons.

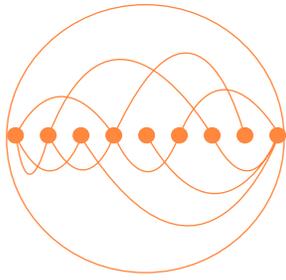
All of these student supports and organizing laid a healthy foundation for the Certificate in Leadership and Social Change. When the college was first planning this program, the Community Learning Partnership added its financial and other support. The college used this to assign Cynthia Kaufman as part-time faculty coordinator and to hire a field organizer to help with outreach on campus and in the broader community.

## **STRATEGIZING FOR GROWTH AND FOR ESTABLISHING A PATHWAY IN CALIFORNIA**

Cynthia's institute is developing relationships to launch a formal Advisory Committee for the certificate program, to help with issues ranging from recruitment through field placements to long-term career opportunities.

De Anza is playing an important role regionally and nationally in promoting the growth of community change studies programs. In California, college leaders are working with the Community Learning Partnership and CDTEch, a Los Angeles nonprofit, in exploring the creation of new community college programs in Oakland and Fresno. This joint effort starts with catalyzing the formation of community/college partnerships that collaborate in designing and launching new certificate or degree programs. Those academic programs will include strong elements of experiential education along with a combination of courses to prepare graduates for work in community organizing and change-oriented nonprofits.

At the national level, De Anza's President Brian Murphy co-founded The Democracy Commitment (TDC), a growing alliance of community college presidents and other leaders who are promoting the expansion of civic education and other academic programs that fortify students' interest and skills in participating in our democracy. Allied with the American Association of State Colleges and Universities (AASCU)'s American Democracy Project (ADP), TDC works closely with CLP to foster replication of community change studies programs.



## STUDENT IMPACT: *Ali Masood*

“Having the opportunity to be a part of the Leadership program at De Anza and achieving a Certificate in Leadership and Social Change has taught me so much. Through taking these leadership courses I’ve grown more than I ever thought I would as an individual, a student, an organizer and as a leader. Having that safe space to think critically and to push my own boundaries was the key thing that helped me the most.

“The most significant experience the Certificate in Leadership and Social Change program has given me is the radical transformation of my worldview and life purpose. The skills I’ve learned and developed in the program are integral to my work, but have only developed due to that vision and drive.

“I was not brought up to care about others. I enrolled in college because of social expectations and money. I was brought up with the idea that it is fundamentally human nature to be selfish. My brothers and I were taught to keep our heads low, to not speak up against injustices, and to only focus our attention on achieving our own financial security, since we were the only ones looking out for ourselves.

“The certificate program changed that. Through the program I learned about the vastly different ways humans have lived in different times and places. I worked, studied and debated with students who had very different life experiences and very different ways of thinking about the world. I was exposed to the writing and work of people like Martin Luther King Jr., bell hooks and Antonio Gramsci, who’ve dedicated their lives to helping others. I asked myself, ‘If so many people can spend their lives dedicated to others why can’t *everyone* do the same?’ My experiences in the program changed my reference frame of human nature from the dichotomy of good versus bad to the fluidity of potentiality. I now believe that human nature is fluid; a person raised in a society where people take advantage of her is more likely to be selfish than if she were raised in a society where people treated her with care. This shift of my worldview challenged me to more closely examine how I lived my life and what I lived it for. I asked myself, ‘If so many people can spend their lives dedicated to others why can’t *I* do the same?’ My current purpose in life is to help people live together more happily and harmoniously.

“Since I received the certificate last year, I’ve worked on two projects. The first of which is the Youth Voices United for Change conference. For the conference I coordinated volunteer recruitment, training and placement. The second project was creating community support for Bus Rapid Transit (BRT), a faster and more reliable form of public transportation, in order to create greater educational access to De Anza. For BRT, I worked on bus rider, student, business and community outreach in order to have people contact their city council members in favor of the project.

“Right now I’m preparing to move to Berkeley to begin studying political science at the University of California Berkeley next semester. The organizing project I’m contemplating working on at Berkeley is statewide and local organizing to overturn Prop 13.”

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