

2025-2026 Latino Leadership Initiative

Your Advisor

Sarah Melissa Ramirez

sarahr17@uw.edu

Community Engaged Learning Program Manager

Latino Leadership Initiative Staff Advisor

Office of Connected Learning

Welcome

Hello and welcome to the Latino Leadership Initiative! I'm so excited you've chosen to be part of the Civic Engagement group. If you find this helpful, please feel free to use this spreadsheet as your guide to organize your group and establish the division of labor for your campaign. You may find this project group to be slightly more intensive, and the purpose is for you to have a high-impact, experiential learning experience that will grow skills applicable to careers in law, public policy, career organizing, and other fields. You will gain various hard and soft skills that will be beneficial to you, and which you can take with you to market your leadership skills for future employers and graduate schools. Per the guideline of the Teaching Social Action institute, with which we are affiliated: "the campaign students choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective...or it may have no ideology. Whatever campaign you choose to do, I will teach you about democracy, power, and how to bring about change. Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on, and can change campaigns at any point in the semester."

Participation Requirements

Acceptance into LLI, desire to participate in social action

Student Learning Outcomes

1. Learn and master navigating the bureaucratic processes related to campaign building.
2. Plan and execute campaign actions to support larger campaign mission.
3. Understand power mapping and finding people in power to reach out to.
4. Ground campaign curriculum in historically, theoretically, socially, and culturally relevant contexts.
5. Identify logistical and safety considerations of campaign actions via thorough campaign analysis.
6. Identify strategies involved in lobbying, including preparing fact sheets and legislative testimony as well as bill tracking.

Evaluation

As a non-credit bearing, co-curricular, cohort program, success in the LLI will be measured based on peer evaluation, personal effort, and success of service project. For this program, you get out what you put in. If you want a substantial experience that has the power to change your leadership skills and build your job market and graduate school potential, then I recommend that you take this seriously and put in the effort required to effectively complete this project.

Required Readings

Meyers-Lipton, S. J. (2023). CHANGE! A Student Guide to Social Action 2nd Edition. Routledge. New York

Meeting Date	Theme	Topic	Readings (Due)	Campaign Activity	Campaign Action	Details	Student Assignments
January 13	Introduction	Project management workshop				Students use TSA schedule to schedule tasks for a hypothetical campaign topic. Based on the slideshow examples, they will divide each task into smaller bundles and divide those into individual tasks. Students will assign themselves into subcommittees based on existing strengths or growth points.	
OFF WEEK	Issue Development	Brainstorm campaigns, brainstorm demands				Students should individually review syllabi and feel free to add their own suggestions, suggest campaign names (if applicable)	
January 27	Issue Development	Decide campaigns, decide and	Chapter 1: Issue Develop			Students can ask questions about project, research existing	

		workshop demands, review syllabi	ment			campaigns, discuss interests and potential barriers to each. Students will decide if they want to do one campaign together or split into different groups.	
OFF WEEK	Group Dynamics	Review group dynamics				Sign group contract to demonstrate acknowledgment of group norms and rotating roles	
February 10		Review group dynamics, recruitment	Chapter 4: Building Power			Recruitment subcommittee: begin recruitment plan Research subcommittee: begin interviewing stakeholders Media subcommittee: makes flyers Students will look into each of the roles (facilitator, vibe checker, etc) and assign them. They can create roles based on needs. Team will have general managerial duties but can still be on on specific committees. They will not always take on a decision maker or facilitator role.	
OFF WEEK							
February 24	Building Power	Research	Chapter 5: Research			Research subcommittee: historical research Power mapping and	

						target mapping Media subcommittee: make flyers	
OFF WEEK							
March 10	Strategies & Tactics		Chapter 7: Strategies and Tactics			Campaign subcommittee: deciding campaign actions Media subcommittee: make flyers for campaign actions	
OFF WEEK	Campaign Kick-Off		Chapter 8: Campaign Kick-Off			Planning campaign kick off: - What action are we doing? - What permissions are needed? - Who do we give foresight to? - Do what call media? Whom? - Who is invited? How do we recruit? - What safety measures are needed?	
March 24	Campaign Kick-Off	Plan campaign kick-off				Confirm all finished work, check-in with whatever is needed, finalize all details	
OFF WEEK	Campaign Kick-Off					Consider hosting campaign kick-off this week	
April 7	Campaign Plan					How to proceed? What other campaign action will you take? On-campus or in the community?	
OFF						Planning continued	

WEEK							
April 21						Planning continued + finalizing details	
OFF WEEK	Campaign Action 2					Consider having second campaign action this week	
May 5	Marketing LLI Experiences w/ Career Services						
OFF WEEK	Create Presentation						
May 19	Practice Presentation						
OFF WEEK	Graduation						
June 2	LLI Debrief						