

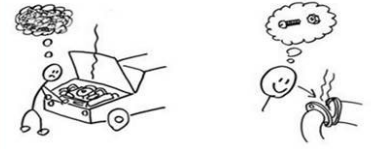
Facilitator Agenda: Day 2 Leaders and Structures for Winning Campaigns

General Materials Needed:		Room Set-up: 50 people max	
1 Set of Handouts per Person	Materials Box for each table with:	No podium, table with projector big enough for laptop	
Name Tents with the Norms	Markers (Mr. Sketch variety)	Long Rectangle table at back for facilitators	
Room signs, Stick on Name Tags	Post its – 3x3” and 4X5” sizes	Round Tables for participants	
Chart Paper (4 to 5 full w Sticky Strip)	One ream of white photocopy paper	Projector, Screen, mics, and Speakers	
Carousel stations and reporting stations			
Key Outcomes for the Event: Focus is on Structures for Day 2			
Participants will begin to vision outcomes they want to achieve 5 years into the future			
Participants will use a ladder of engagement to begin planning how to develop leaders and structures in their campaign			
Participants will develop a Demand/Win for their Campaign and Identify the Target(s) that can grant it			
Participants will explore the structural pillars of power their target uses to maintain control and will develop plans for pulling those pillars down			
Participants will analyze their spectrum of allies and develop communication strategies for each of the spectrum portions			
Participants will plan for the creation of a Dossier for their target			
Participants will use a case study to identify power building structures that grow people engagement exponentially, then they will apply that to their own campaigns			
Overview of Content, Time, and Facilitator Assignment (Focus of Day 2 is how to build leaders –test and coach, and ID structures)			
8:30-9:00 Entry and Welcome	Ellen	1:00-1:45 Spectrum of Allies	Ellen/Beth
9:00-9:30 Future Dreaming	Melissa	1:45-2:15 Dossier of Target	Hedy
9:30-10:10 Problems and Issues	Hedy	2:15-2:30 Break	
10:10-10:25 Break		2:30 – 3:25 Organizer Math	Vanessa
10:25-11:00 Demand and Target	Melissa	3:25- 4:15 Ladder of Engagement	Dr. Taraja
11:00-12:00 Pillars of Power	Amanda	4:15-4:30 Ending it Right	Ellen
12:00 –1:00 Lunch		4:30 -5:00 Adult Choice Networking	
		5:00 Adjourn	
Time Slides Facilitator	Resources	Instructions, Activity and Debrief (Facilitator Script)	Essential Questions and Outcomes
	Charts, handouts, articles, materials, slide	What are you saying, what are they doing, what questions will you use to guide learning and make clear the important points Include an estimate for how long each section of the learning will take	What question(s) will this learning answer? What will participants know or be able to do?
7:00 -8:30 – Team prep, practice, room set up, sound check, etc.			

Entry Activity			
8:30 –9:00	Ellen	30 Mins TOTAL Getting Started	
 Campaign Academy: Leaders and Structures for Winning Campaigns November, 2025  Campaign Academy By attending this training, you confirm that you are either an NEA affiliate staff person or NEA member in good standing. The information you receive here is only for your use in your capacity as an NEA affiliate staff person or NEA member. This presentation and its contents are confidential and may not be further distributed or passed on to any other person or published or reproduced, in whole or in part, by any medium or in any form, for any purpose unless written consent has been provided by Ellen Holmes. Audio/Video recording, copying of slides, and the use of AI note-taking tools are prohibited without the written consent from Kyle Serrette. Violation of these terms may result in legal action.  NEA Standards of Conduct NEA has adopted a Standard of Conduct Policy to ensure that all of our gatherings are welcoming to and free from discriminatory, harassing, or otherwise unacceptable behavior. Discrimination or harassment based on race, color, ethnicity, religion, sex, age, national origin, sexual orientation, disability, gender identity, or expression, or any other characteristic protected by law will not be tolerated. If you have experience any discriminatory or harassing behavior, please report the incident by emailing Ron "Duff" Martin (rmartin@nea.org) and Gladys Marquez (gmarquez@nea.org). Thank you for your commitment to ensuring a positive event for all.  Feedback on Feedback 	Norms in Handouts Agenda on Slides Parking Lot Chart Name Tents Handout Package	5 Minutes Review of Agenda, Agreements, housekeeping Show the are you a member and the warning about materials Share the agenda Review the Community Agreements How did we do? Any roses or thorns you want to lift up?	Participants will be re-grounded and reminded of our outcomes, agenda, and community agreements. Participants will be introduced to a campaign cycle

TODAY'S AGENDA  - o7:30-8:30 Breakfast - o8:30-Noon - o10:15-10:30 Break - o12:00-1:00 Lunch - o1:00-4:30 - o2:30-2:45 Break - o4:30-5:00 Networking and Adjourn Community Agreements Using Self-Awareness and Self-Knowledge - Listening for Understanding - Being Gracious - Staying Engaged - Being Open and Suspend Judgment - Saying "I"- tell your truth - Lean into Discomfort - Reaching Empathy - Expecting Non-Resolution and Non-Closure * Adapted from "Community Agreements and Rituals" - Arlene E. Gould, Facilitator COACHING CAMPAIGN CYCLE PLANNING  Centering Equity Leadership Team Problem and Issue Identification Target and Demand Power Analysis Allies Communication Strategy Tactics Metrics  Apply to be a Campaign Lab Coach  Campaign Coach • Possess an organizing and leadership mindset • Attends campaign coach training • Coaches 1-2 local teams • Holds coaching calls, with team 2 times a month • Engages in peer problem solving and coaching • Works with a mentor coach Online Learning Opportunities Online Learning Campaign Lab Online Learning in Campaign Lab is a series of online courses designed to help organizing team leads, campaign coaches, and mentor coaches within the Campaign Lab.  		4 Minutes - Quick overview of steps in a campaign cycle 1 Minutes Key Point – An escalating campaign is held together by a set of values and shared commitment to a demand. Escalating tactics are how we develop leaders, identify new leaders, move more people into our base. If we are organizing, we are continually building interdependent structures as we climb campaign mountain	
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In Person Opportunities Coaching and Leading Winning Campaigns June 20-23, 2025 and May 15-17, 2026  The Campaign Lab is a national network of staff, members, and leaders involved in building power to win on issues that matter. It is a platform for leadership and coaching focused on building a culture for issue organizing. This involves a strong understanding of organizing and continually communicating. It includes a shared analysis of how to win, issue identification, goal setting, strategic action, distributed leadership, and data that informs campaign progress. This NEA Center for Organizing Training is designed to build skills around coaching and leading all aspects of a campaign. Participants will learn how to help themselves and others: • Develop over coaching skills that transform individual and team agency into action within an issue campaign. • Build strong leadership teams with defined foundations and roles. • Develop skills around strategic planning, leadership team, data collection, and narrative development. • Move away from chronic mobilization of the already engaged – to the deeper work of reaching people to “win” campaigns. Key Points An escalating campaign is held together by a set of values and shared commitment to a demand. Escalating tactics are how we develop leaders, identify new leaders, move more people into our base. If we are organizing, we are continually building interdependent structures as we climb campaign mountain nea			
9:00 – 9:30	Melissa	30 Minutes – Dreaming of 2030	
nea NATIONAL EDUCATION ASSOCIATION Dreaming of 2030 Dreaming about 2030  ON YOUR OWN FIRST What do you see, hear, and feel in this future? What's one win you're most proud of? What did it take to get here? THEN – SHARE WITH YOUR TEAM 	Journal Page? Chart Paper	2 Minutes Introduction: Close your eyes. It's the year 2030. Every fight you've waged — you've won. Public schools are thriving. Educators are respected. Unions are powerful. Take a deep breath and step into this future. You walk into a school building. It's bright, clean, buzzing with energy. Teachers are smiling — not because they're pretending, but because they're rested, well-paid, and supported. Class sizes are small. Every student has what they need. You pass a bulletin board: 'Union Wins of the Decade.' It lists victories — universal healthcare, debt-free college, climate-resilient schools, racial equity programs, and more. You enter the staff lounge. There's laughter. A new educator shares how the union helped them navigate their first year. You feel proud. You helped build this." 3 Minute Journal Time – Individual consider the following and answer in your journal: • What do you see, hear, and feel in this future? • What's one win you're most proud of? • What did it take to get here 5 Minutes of Team Talk	To help organizers imagine a future where every major labor win has been achieved — and use that vision to inspire present-day action.

PROBLEMS & ISSUE ❑ Campaigns start with issues that people have value-based solidarity around. ❑ An issue is a slice of a workplace problem. ○ Often a problem can have different issues depending on the people's perspective ❑ It is KEY to get enough input on what the issues are that make up the problem so that YOU do not drive the solution. ❑ Investigating the issue is necessary but not sufficient – we also need to identify workers' SHARED values ○ WHY is this an issue? ○ WHY do you want to fix this?  nead PROBLEM vs. ISSUE A problem is the whole pie. Problems are vast, complex, and entrenched.  When we try to tackle a problem, we reinforce the hopelessness of the situation. We are trying to take on the full pie all at once. Issues are the pieces of the pie. It's a small chunk of the larger problem that we can make progress on, and in turn we are slowly taking on the full problem over time. nead Issue An issue is a slice of the larger problem that is manageable and solvable.  nead PROBLEM vs. ISSUE  nead Values <i>Values are fundamental beliefs that dictate behavior</i> Ideally, Unions advance the welfare of all members. They are based on the universal ideal of human rights, the idea of justice, progress, and betterment of self and of society. Through shared values, members build solidarity and commit to active participation in the labor movement. Shared values transform individual members into part of something larger than themselves. nead		• It is KEY to get enough input on what the <i>issues</i> are that make up the <i>problem</i> so that YOU do not drive the solution. • Investigating the issue is necessary but not sufficient – we also need to identify workers' SHARED values – WHY is this an issue? WHY do you want to fix this? For example, A problem My Car is a piece of JUNK --- Issues – broken radiator hose, bad brakes, smelly interior, hole in the muffler. We are also driven by our values. Values are fundamental beliefs that dictate behavior Ideally, Unions advance the welfare of all members. They are based on the universal ideal of human rights, the idea of justice, progress, and betterment of self and of society.	Participants will differentiate between problems and issues, and evaluate issues as being well connected to values and the community, deeply and widely felt, and winnable.
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Some Union Values

Fairness, honesty/integrity, responsibility, compassion/empathy, safety, health, generosity, hard work/responsibility, community, freedom, democracy, binding contracts, equality, opportunity, respect, stability/security, unity, quality work, justice, collective action, dignity/respect, charity/community service, and due process.

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How to Link Issues and Values

Investigating member issues is necessary but not sufficient – we also need to identify workers' SHARED values –

WHY is this an issue?
WHY do you want to fix this?



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EXAMPLES- Problems to Issues + Values

VALUES – Public Schools should be safe, equitable, and inclusive learning and working environments for all people.

PROBLEM -Our school is hostile to LGBTQ+ staff and students

◦ **Issue Cut** – There are no gender inclusive bathrooms and/or transgender students and staff are forced to use the wrong restroom.

PROBLEM - Our school reinforces racism by silencing protestors

◦ **Issue Cut** - We need to stop law enforcement from arresting students and staff for exercising their Constitutional rights.

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TEAM WORK– The Problems

Look back at your Villains list. List the **problems** that your team wants to improve – these are BIG

For each of the problems you identify – try to think what the values are that are behind WHY you see this as a problem.

Example Problem – We want quality health care for everyone

Values behind wanting to fix this equity, fairness, dignity

List your problems and values on your charts.

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Key
Points



We listen for the values as talk about these problems.

This is how we build solidarity.

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Through shared values, members build solidarity and commit to active participation in the labor movement. Shared values transform individual members into part of something larger than themselves.

Here are some typically stated union values

How we link Issues and values

Investigating member issues is necessary but not sufficient – we also need to identify workers' SHARED values –

WHY is this an issue?

WHY do you want to fix this?

Here are some examples of Problems to Issues plus the values.

VALUES – Public Schools should be safe, equitable, and inclusive learning and working environments for all people.

PROBLEM -Our school is hostile to LGBTQ+ staff and students

◦ **Issue Cut** – There are no gender inclusive bathrooms and/or transgender students and staff are forced to use the wrong restroom.

PROBLEM - Our school reinforces racism by silencing protestors

◦ **Issue Cut**– We need to stop law enforcement from arresting students and staff for exercising their Constitutional rights.

10 Minutes - Cutting our Problems into Issues Page 19

TEAM WORK– Problems into Issues

Example Problem – We want quality health care for everyone

Values behind wanting to fix this equity, fairness, dignity

Possible Issues–

Not enough providers in our rural system

Values – access and equity

Drugs are not affordable

Values – fairness and access

No coverage for home health options

Values – equity and dignity

Pick ONE problem and cut into issues on your charts.

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Key Points

We listen for the values as talk about these problems.

This is how we build solidarity.

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TEAM WORK– Problems into Issues

Example Problem – We want quality health care for everyone

Values behind wanting to fix this equity, fairness, dignity

Possible Issues–

Not enough providers in our rural system

Values – access and equity

Drugs are not affordable

Values – fairness and access

No coverage for home health options

Values – equity and dignity

Pick ONE problem and cut into issues on your charts.

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Issues are the small(er) actionable pieces that contribute to the larger problem. By asking why is this an issue you can uncover values.

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Using the charts you made as we started pick one of your big problems and think about the issues that might be built into that.

Example Problem – We want quality health care for everyone

Values behind wanting to fix this – equity, fairness, dignity

Possible Issues –

Not enough providers in our rural system

benefits don't cover specialists

Drugs are not sourced in ways that make them affordable

No coverage for home health options

Cut your problems into issues on your charts

10 Minutes -Assessing Our Issues

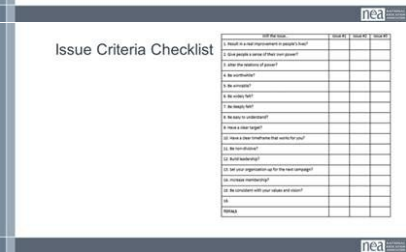
2-3 minutes on content, 10 minutes on group work - 2-3 minutes on report out.

So how can we determine – assess what issues make the best organizing issues. We can work them through a couple of processes. Using these processes with them keeps us from taking over and allows for leadership development opportunities. They build their confidence and trust and solidarity through a shared process.

At the very least a good issue

- It is widely felt and/or deeply felt.
 - The pain can be felt by just one, but the injustice of that pain is shared by many.
 - The pain AND the injustice of that pain is felt by many.
- It is winnable.
- It builds their union and builds leaders.
- It has a values-based connection to our workers, students, and the public.

Using the issues you charted at the beginning of this section about issues – Spend just a few minutes using the simplified screener from

Assessing Our Issues ☐ Widely felt and/or deeply felt. — The pain can be felt by just one, but the injustice of that pain is shared by many. — The pain AND the injustice of that pain is felt by many. ☐ Winnable. ☐ Builds the union and builds leaders. ☐ Has a connection to students and the public. Secrets of a Successful Organizer "A Good Organizing Issue" Handout  Issue Criteria Checklist Key Points Problems are big conditions of injustice Issues are the smaller member identified components that make up the problem Issues indicate a path to action Values build a relatable why across people experiencing the pain of the problem We intentionally work to connect members around issues and values to build solidarity		Labor Notes – and see how it would allow you to screen out issues that might not be good for Organizing. 5 Minutes Report out - what did you find? (if it doesn't come out, reemphasize the earlier Key Point – Not every issue is an organizing issue) Key Ideas Problems are big conditions that have several smaller solutions › Issues are the components that make up the problem › Issues indicate a path to action › Values build a relatable why across people experiencing the pain of the problem We intentionally work to connect people around issues and values to build Solidarity	
10:10-10:25 BREAK			
10:25-11:00	Melissa	35 Minutes – Targets and Demands	
 Demand, Win, Target Melissa	Campaign Guide	Content 5 Minutes -Identify and Analyze the Target(s) We are now going to do a little work identifying the Target and Demand for your campaign. Definition of Target Ask group: Who has an idea of what we mean by a target in the context of a campaign?	How do you identify your TARGET? How do you determine the demand? Participants will understand how to NAME A TARGET for their campaign and

A Target Is

The person with the power to give you what you are demanding.

This person

- Has a name
- Has a face
- Has an address



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TEAMWORK

Return to Your Problems Charts

Who are the Potential Targets for Each of the Problems?

Remember our Definition



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Demand:

"Hey **TARGET**,
we demand **ACTION**
because **HARM or IMPACT!**"

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Demand:

Hey Dean Sam: We demand gender affirming bathrooms in every building because all students and faculty need to feel safe and included in our schools. "

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- A target is the person who can make the decision to give you what you want. The target is the person who can meet your demands. We need to be very specific in identifying the target. A target is not an organization or a committee. A target is a person with a face, name, and address.

10 Minutes – Teamwork Identify Potential Targets for your Issues

10 Minutes of Content

A demand is the *outcome* that *addresses the issue* that you are *making of a target*. In your campaign you can have a very simple demand, or you can include community needs and think bigger.

The demand should have 3 components: the target, the action, and the harm or impact.

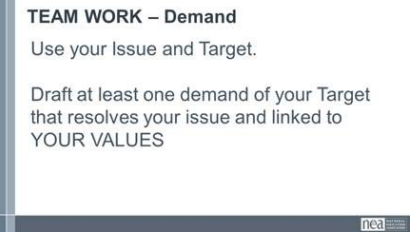
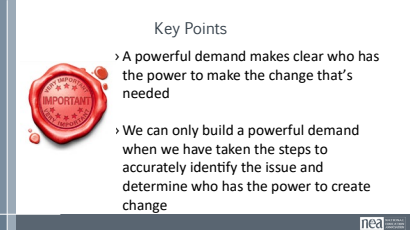
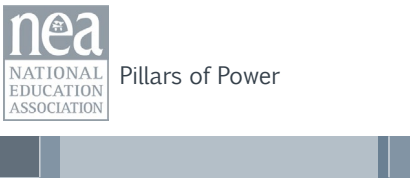
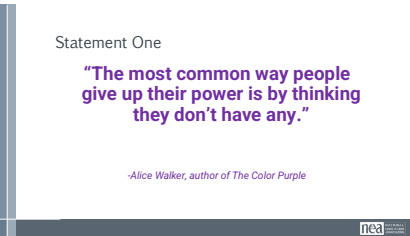
"Hey Superintendent Sam: We demand gender affirming bathrooms in every school because all students need to feel safe and included in our schools. "

This example clearly articulates the Target (Superintendent Sam), the action that we want the target to take (implement gender affirming bathrooms in every school), and the harm or impact (that this will allow students to feel safe and included).

The demand is usually the first thing that your supporters or potential supporters will hear about the campaign. This is why it is important to include the harm or impact, because it creates a moral crisis in the listener and moves them to act in support of the campaign.

- Measurable
- Achievable

determine a measurable and winnable demand.

 TEAM WORK – Demand Use your Issue and Target. Draft at least one demand of your Target that resolves your issue and linked to YOUR VALUES  Key Points > A powerful demand makes clear who has the power to make the change that's needed > We can only build a powerful demand when we have taken the steps to accurately identify the issue and determine who has the power to create change		The demand should be measurable in that we can clearly know whether the target takes the action in the demand or not Team work – 10 Minutes Return to your charts and draft a demand of your Target that resolves your issue and linked to YOUR VALUE 4 Minutes – Share some Targets and Demands 1 Minute Key Ideas • A powerful demand makes clear who has the power to make the change that's needed We can only build a powerful demand when we have taken the steps to accurately identify the issue and determine who has the power to create change	
11:00 – 12:00	Amanda	60 Minutes Total - Pillars of Power	
 nea NATIONAL EDUCATION ASSOCIATION Pillars of Power  Statement One "The most common way people give up their power is by thinking they don't have any." -Alice Walker, author of The Color Purple	Pillars of Support Content Pillars of Support Worksheet Dissecting the Pillars	30 Minutes before lunch and 30 Minutes after Lunch 15 minutes of Intro Once you have identified a target, and decided on a clear demand, how do you actually win against people who have more power than you? To get us started, I'm going to say a series of statements. I want you to place yourself in the room based on how much you agree or disagree. One end of our room will be completely agree, and the other side will be completely disagree. Or you may stand somewhere in between.	Participants will analyze the pillars of support for a particular social problem -privatization of schools – and identify the pillars they believe they can win or neutralize. How do the powerholders maintain the status quo and what can be done about that?

Statement Two

**Political leaders don't implement their policies, plans, and repression.
People do.**

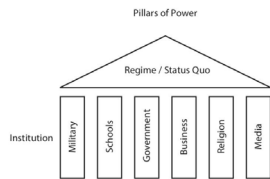
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Pillars of Power

- › Tool to analyze and identify how your target maintains their power.
- › Powerful figures are supported by institutions
- › Individuals within these institutions give their consent to support people in power.
- › Individuals within those institutions can also withdraw their support, eventually toppling the leader
- › Can also be used to analyze an injustice

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Statement 1: People often willingly give up their own power because they think they don't have any.

Once people have placed themselves where they think they belong, ask them to turn and talk in groups of 2-3 for 5 minutes about why they chose where they stand. Do they have a story or an example to share?

Ask for a volunteer to share from both sides, and if there is time, someone in the middle.

Statement 2: Political leaders don't implement their policies, plans, and repression. People do.

Repeat the process from statement 1. After people have shared out, ask them to go back to their seats

15 minutes of Content

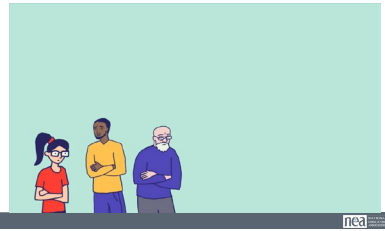
Who here knows about the Pillars of Power? Sometimes called the Pillars of Support (Ask for a show of hands)

Ask volunteers to share what they know about it.

Add key points if not mentioned:

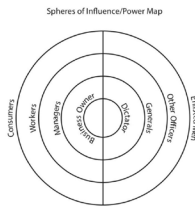
- It's a tool to analyze and identify how your target maintains their power
- Powerful figures are supported by institutions
- Individuals within these institutions give their consent to support people in power.
- Individuals within those institutions can also withdraw their support

What are some examples of how the institutions listed on this slide act to support power holders? (ask for volunteers)



Eroding the Pillars

- › Who could you influence?
- › Who is out of your reach?



Question...

- › Do you have to reach ALL the people in each section?
- › Do you have to reach the people at the center of the pillar?



What Works

- › Forcing a Crisis- Actions that force those in power to act in ways that are in direct conflict with what most people think is acceptable
 - Example: Civil Disobedience
- › Positive Visions
 - Example: The Schools our Communities Deserve
- › Creating easy ways for people to join you
 - Example: Regular protests

Examples may include:

- Media bias towards the powerful
- Military and Law enforcement attacking protestors and terrorizing vulnerable communities.
- Faith communities giving powerful people moral authority
- Schools teach history or other topics in a way that supports the powerful at the expense of the oppressed.

Let's take a closer look.

(Play Video)

So how do we erode those pillars of support? How do we get the individuals within institutions to withdraw their support and defect to our side? First, we have to take a look at the people who make up each pillar.

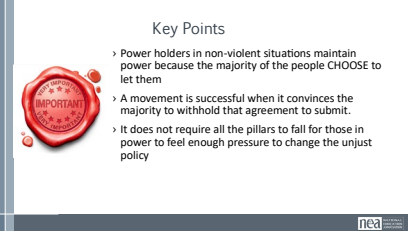
This slide shows a cross section of two different pillars, one for business and one for the military. The center is CLOSEST to the Decision maker at the top of this "building". The outer rings are people who have less and less direct contact to the decision maker or target at the top.

So if you were going to erode the support of these pillars, where would you start? First, you have to think about who you could realistically influence.

Start at the outside - you have more surface area – more ability to touch/influence more people

Show of hands, how many people know someone who is an enlisted person? Probably most of us. How many know a general? Probably no one. And even if you did, how much influence would you have?

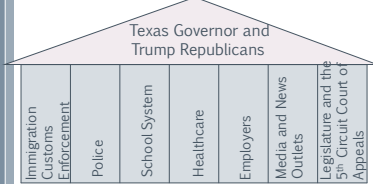
You have to start with the people you can reach.

 Key Points › Power holders in non-violent situations maintain power because the majority of the people CHOOSE to let them › A movement is successful when it convinces the majority to withhold that agreement to submit. › It does not require all the pillars to fall for those in power to feel enough pressure to change the unjust policy nead		Question- Is it necessary to get all the people in each section on your side? (Ask for volunteers) Answer- No. First, because it's unrealistic. Second, you just need enough to force a crisis. Question- Do you have to get to the people at the center? (ask for volunteers) Answer- No. First, because those at the center are often too closely aligned to change. Second, because if you have eroded enough of the support in the outer rings, those at the center also lose power. Think of a Superintendent whose employees are all on strike with the full support of the parents. So what works to get people to your side? 1. Forcing a crisis. This means creating a situation that forces your opponent to act in a way that makes them lose moral authority. An example is Civil Disobedience. 2. Creating a positive vision that shows what you are for, not just what you are against. 3. Creating easy ways for people to join you. For example a regular protest. Key Points › Power holders in non-violent situations maintain power because the majority of the people CHOOSE to let them › A movement is successful when it convinces the majority to withhold that agreement to submit. › It does not require all the pillars to fall for those in power to feel enough pressure to change the unjust policy	
		Team Work Time Total 30 Mins - We are going to work in teams of 5ish to examine the pillars of support that exist to uphold the	

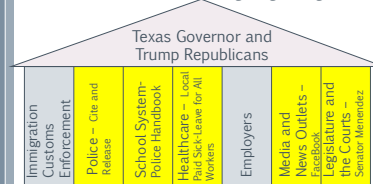


- Group Work!!**
- › Campaign Teams
 - › Pillars of Support Content Sheet
 - › Name the Injustice of your Issue
 - › Name the “Power Holders” for this issue
 - › Identify the Pillars of Support that exist to keep this Injustice going.
 - › AND identify the pillars that you YOUR TEAM believes they can win over or neutralize.
 - › Create one dissection of one pillar you think you can win over

Targeting Immigrant Families



Neutralized Pillars- Targeting Immigrant Families



Pillars of Power Report Out



- › Team Reports- (3 Mins or less each)
- › Who are the powerholders?
- › What are the pillars of support?
- › Which pillars can you neutralize or turn – by doing what?
- › Debrief
- › What stands out to you?
- › Are there any questions you would like to ask a team?
- › Is there any idea you would like to hold up as a an awesome idea?

Key Points

› Coalitions are a part of your structure that you should consider

› We only have to neutralize the pillars of support

privatization of public schools. You will need the Pillars of Support Content Sheet, page 26/27

Using these resources, your team is going to create a House of Injustice Poster. In the top you will write the “Power Holders” for this issue AS YOUR TEAM SEES IT. You will identify the Pillars of Support that exist to keep this Injustice going. AND you will then identify the pillars that you YOUR TEAM believes they can win over or neutralize.

Here is an example from Texas. The issue is the attacks on immigrant families by Greg Abbott and MAGA Republicans. You can see all of the pillars making this happen.

Then you can see how these pillars have been neutralized.

Work time directions on slide

- › Campaign Teams
- › Pillars of Support Content Sheet
- › Name the Injustice of your Issue
- › Name the “Power Holders” for this issue
- › Identify the Pillars of Support that exist to keep this Injustice going.
- › AND identify the pillars that you YOUR TEAM believes they can win over or neutralize.
- › Create one dissection of one pillar you think you can win over

10 Mins – Report out from each team – (3 Mins or less each)

Who are the powerholders?

What are the pillars of support?

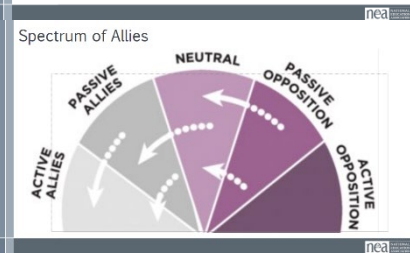
Which pillars can you neutralize or turn – by doing what?

10 mins-Debrief

What stands out to you?

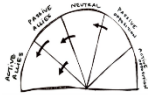
Are there any questions you would like to ask a team?

Is there any idea you would like to hold up as a an awesome idea?

		Key Points › Coalitions are a part of your structure that you should consider › We only have to neutralize the pillars of support	
12:00-1:00 LUNCH			
1:00-1:45	Ellen and Beth	45 Minutes Total – Spectrum of Allies and Messages	
 Spectrum of Allies Keep it in mind... › If campaigns put people at the center of solving the problems they are experiencing... › Then understanding the relationship people have with the win you seek is essential 	3 Map Spectrum of Allies.pdf Campaign Guide	The times below SHOULD BE expanded in the team work sections on identifying people in each of the wedges and then again on the team work about messaging. A full Hour is what this content can take up 10 Minutes - Spectrum of Allies Content If campaigns put people at the center of solving the problems they are experiencing...then understanding the relationship people have with the win you seek is essential. We are going to learn a method called Spectrum of Allies. All of our campaigns CAN include a wide range of groups, but particularly in the campaigns we are thinking about they must include that. These include a wide range of groups that can be put on a kind of spectrum, from those closest to the point of view of the advocates to those who actively oppose change. When working within these groups, it is helpful to move people, constituents, groups, etc. as close to active allyship as possible and probable. • Active allies: people who agree with you & are organizing alongside you.	Participants will apply the Spectrum of Allies connecting to messaging. This prepares coaches to coach team leads on this concept. Coaches will assess what their possible interventions might be if these practices are not in place with the locals they are coaching.

Spectrum of Allies

1. Active allies: people who agree with you & are organizing alongside you
2. Passive allies: people who agree but aren't doing anything about it (yet!)
3. Neutrals: people who aren't sure, or are unengaged (they might just not know about you yet)
4. Passive opponents: people who disagree, but aren't trying to stop you
5. Active opponents: people who have done something to prevent you from reaching your goal



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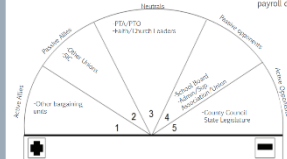
An example from history – Freedom Summer



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Spectrum of Allies Example

- Issue: Removing payroll deduction for ESP members
- Target: State Legislature
- Demand: Stop bill that would remove payroll deduction for ESP members



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Key Points



- › It is only necessary to move some or all of the pie wedges one step in your direction.
- › If we shift each wedge one step, we are likely to win, even if the hardliners on the opponent's side don't budge.

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- Passive allies: people who agree but aren't doing anything about it (yet!)
- Neutrals: people who aren't sure, or are unengaged (they might just not know about you yet)
- Passive opponents: people who disagree, but aren't trying to stop you
- Active opponents: people who have done something to prevent you from reaching your goal

An example from history -

In 1964, the Student Nonviolent Coordinating Committee (SNCC), a major driver of the civil rights movement in the U.S. South, conducted a spectrum-of-allies"-style analysis. **They had a lot of passive student allies in the North:** they were sympathetic, but had no entry point into the movement. They didn't need to be "educated" or convinced, **they needed an invitation to enter.** SNCC sent buses north to bring folks down to "Freedom Summer." Students became active allies -- they came in droves, and many were deeply radicalized in the process, witnessing lynching & violent police simply because black folks were trying to vote.

Many wrote letters home to their parents, who suddenly had a personal connection to the struggle. This triggered another shift: their families became passive allies as they learned about the struggle from those letters. The students went back to school in the fall and proceeded to organize their campuses. More shifts. The result: a profound transformation of the political landscape of the U.S., resulting from a deliberate movement strategy.

Ask questions – turn and talk at table

I am going to share a couple of questions

- Which group should a campaign spend the least amount of time trying to move?
- Which group is the most dangerous to a campaign if they don't move?

3 Minutes – Key Points

Messaging is Movement-Building

- › Messaging isn't about arguing—it's about inviting.
- › Focus determines who gets included and who is left out.
- › Equity-centered messaging helps build power with, not for.



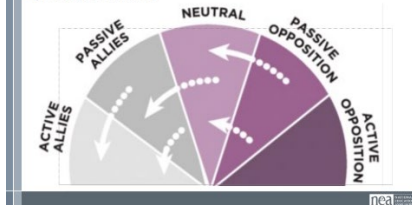
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Who Are You Talking To?

Spectrum	Needs Messaging That...
Active Allies	Deepens commitment
Passive Allies	Invites low-risk engagement
Neutrals	Frames values alignment
Passive Opponents	De-escalates with dignity
Active Opponents	Not the focus but you gotta say something and it needs to make sense

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Spectrum of Allies



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- It is only necessary to move some or all of the pie wedges one step in your direction.
- If we shift each wedge one step, we are likely to win, even if the hardliners on the opponent's side don't budge.

5 minutes - Messaging Lecturette -

Messaging is one of our most powerful organizing tools. But too often we aim in the wrong direction. Focusing only on opponents—or even just active allies—can burn people out or create silos. Centering equity means we think about who is included in our messaging and who is left out. When we focus only on powerholders, we often ignore the people closest to the problem—people we should be building with.

Good messaging doesn't try to convince, it tries to connect

Use messaging to activate, not just inform

The goal is to message centering equity

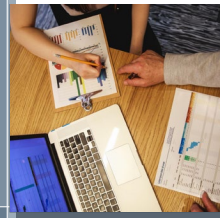
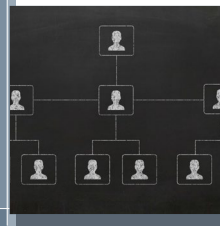
This means seeing and reaching people in their full humanity

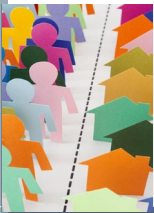
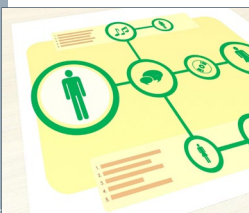
This table breaks down how messaging changes depending on where someone is on the spectrum of allies. For example, you wouldn't message the same way to an active ally as you would to a passive opponent. Passive allies often need invitations. Neutrals need to hear how the issue connects to their values. You can coach your teams to think about who they're messaging to and tailor their message accordingly.

45 minutes TOTAL from Lecture to Key Points – Small Group Messaging Activity

In campaign lab groups (need charts with spectrum predrawn)
15 mins - Identify the allies in each wedge for your campaign

Key Points › Equity means naming nuance - be specific, be inclusive › Don't center your opponent - build around your base › Good coaching = helping teams build power, not chase power  		15-minute activity Using the allies you have identified in each groups will select a wedge within the spectrum to craft messaging around the issue. The goal is to invite folks in that wedge to move at least one wedge to the left. The messaging should be 1-3 minutes at most 7 - minute share out Have groups share out providing any pluses or deltas where appropriate 3 minutes – Key Points Equity means naming nuance - be specific, be inclusive Don't center your opponent - build around your base Good coaching = helping teams build power, not chase power	
1:45-2:15	Hedy	30 Minutes Dossier of Target	
 Dossier of Target Who is getting it, and who is getting fat?  	USE DOSSIER Handout	10 Minutes of Content We are going to talk about one of the most powerful tools in our organizing toolbox: research. Not just any research—strategic, targeted, and relentless. Because when we know who we're up against—whether it's a superintendent, a school board chair, or a department head—we know how to win. We don't organize in the dark. Every campaign we run—whether it's for better pay, safer schools, or stronger contracts—depends on knowing who holds the power and how they use it. Research isn't just about facts. It's about finding leverage. It's about understanding what makes our targets tick, and how we can make them move. Start by mapping the power structure. Who makes decisions about staffing, budgets, curriculum, or safety? Is it the superintendent? A board committee? A department director? We need to know who has formal authority—and who has informal influence. Understanding	Participants will understand that research must be a critical part of their campaign. It is a key leadership role and it helps to define the structures needed to win.

 Strategic Research as a Tool for Organizing Power of Strategic Research Strategic research is a powerful tool that helps organizers understand their opposition and plan effectively. Understanding the Opposition Knowing who holds power and how they act allows campaigns to target efforts and increase chances of success. Research as Leverage Research uncovers what motivates targets and reveals leverage points to influence decisions and actions. nea  Institutional Power & Influence Mapping Power Structures Identify who holds decision-making authority over policy, budgets, curriculum, and other within the institution. Formal vs Informal Influence Recognize the difference between official authority and informal influence to locate real decision-making authority. Targeting Campaign Strategies Use insights about power structures to focus campaigns on the right targets and tailor strategies accordingly. nea Funding & Financial Ties Identifying Funding Sources Understanding who funds programs reveals priorities and potential conflicts of interest in decision-making. Analyzing Financial Relationships Financial ties highlight loyalty, pressure points, and reveal hidden agendas impacting leadership. Leveraging Financial Insights Organizers use funding analysis to uncover leverage points and build effective narratives for influence.  nea Policy History & Public Statements Tracking Policy Decisions Analyzing policies pushed helps understand impact on educators and students and anticipate future moves. Monitoring Public Statements Reviewing statements from forums and interviews reveals decision-makers' positions and accountability. Crafting Targeted Messaging Understanding history and statements enables tailored campaigns that anticipate resistance and build credibility. Highlighting Inconsistencies Pointing out contradictions and failures strengthens campaign urgency and public trust. <i>Publication</i> nea		both types of power helps us identify the real decision-makers and the pathways to influence them. This foundational step ensures our campaigns are directed at the right targets and that our strategies are grounded in the actual dynamics of local governance. Money talks. Who funds the programs your target oversees? Are they connected to private vendors, consultants, or foundations? Are there contracts or partnerships that reveal priorities—or conflicts of interest? Follow the money to understand loyalty and pressure points. Financial relationships often reveal hidden agendas and can be used to expose vulnerabilities or influence decision-making. By analyzing these ties, organizers can uncover leverage points and build narratives that resonate with stakeholders and the public. What policies have they pushed? What decisions have they made that impacted educators or students? What have they said in public forums, interviews, or board meetings? We use this to hold them accountable and to anticipate their moves. Understanding a decision-maker's policy history and public engagement helps us craft targeted messaging and anticipate resistance. It also allows us to highlight inconsistencies or failures, strengthening our campaign's credibility and urgency. Who is affected by their decisions? What communities are being served—or underserved? We look at race, income, language, housing, and education levels. This helps us understand who we're fighting for and how to mobilize them. Demographic analysis reveals the social and economic context in which decisions are made and helps identify potential allies and constituencies. It also informs outreach strategies and ensures that campaigns are inclusive and representative of the communities most impacted. Power lives in institutions. Churches, schools, community centers, advocacy groups. Who does the decision-maker collaborate with? Who	
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 Community Impact & Demographics Affected Communities Understanding which communities are served or underserved guides inclusive and effective decision-making. Demographic Factors Analyzing race, income, language, housing, and education levels reveals social and economic context. Mobilizing and Outreach Demographic insights help identify allies and design outreach strategies to mobilize communities effectively. nea  Local Institutions & Networks Institutions as Power Centers Institutions like churches and schools hold significant influence and shape local power dynamics. Identifying Allies and Opponents Mapping which groups support or oppose decision makers reveals strategic allies and opponents. Strategic Coalitionbuilding Understanding networks and power pressure points and opportunities to build coalitions for greater impact. nea  Personal Background & Affiliations Understanding Personal Background Researching a person's history reveals motivations and key factors beyond their professional title. Exploring Affiliations Identifying formal and organizations linked to the person highlights their networks and influence. Humanizing Through Research Personal research humanizes targets, perceptions and aids storytelling to engage public opinion effectively. nea  Local Intel & Relationships Continuous Communication Always talk to a variety of people to gather real stories and understand dynamics deeply. Informal Intelligence Gathering Informal intel fills gaps left by formal research, providing context and actionable insights. Building Trust Sustaining long-term efforts depends on building trust and maintaining relationships. nea		do they listen to? Who endorsed them or supports their leadership? This is where we find allies—and opponents. Mapping institutional networks helps us understand the broader ecosystem of influence and identify strategic partners. It also reveals potential pressure points and opportunities for coalition-building, which are essential for scaling our campaigns and amplifying our impact. We're not just researching a role—we're researching a person. What's their background? What boards do they sit on? What organizations are they affiliated with? What motivates them? What are they trying to protect—or hide? Personal research helps humanize the target and uncover motivations that may not be visible through institutional analysis. It also provides material for storytelling and public engagement, which can be powerful tools in shifting public opinion and applying pressure. Talk to people. Always. Staff, union members, community leaders, journalists, even former colleagues. This is where you get the real story—the relationships, the grudges, the pressure points. This is gold. Informal intelligence gathering fills in the gaps left by public records and formal research. It provides context, nuance, and actionable insights that can make or break a campaign. Building trust and maintaining these relationships is key to sustaining long-term organizing efforts. This isn't just research—it's resistance. It's how we build campaigns that win. So let's commit to doing the work. Let's build dossiers that expose power and build people power. Because when we know our target, we know how to organize. And when we organize, we win. This final message reinforces the strategic importance of research in organizing and calls for collective action. It frames research as a tool of empowerment and a pathway to justice, aligning with the values and goals of labor activism. 20 Minutes of Team Time to Work on their Dossier	
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 Research as Resistance Research as Empowerment Research serves as a powerful tool to expose power structures and empower communities. Building People Power Organizing informed by solid research strengthens collective action and campaign success. Pathway to Justice Strategic research leads to effective organizing, which ultimately achieves justice and change. nea Team Time – pages 31 & 32 With your team review the Dossier of Your Target Document. Be ready to discuss the following: › What surprised you most about the information you will need to research? › Which section of the handout felt most useful or revealing? › Did you discover any gaps in your current understanding of local power structures? nea Key Points When we know our target, we know how to organize. And when we organize, we win. nea		With your team review the Dossier of Your Target Document. Be ready to discuss the following: What surprised you most about the information you will need to research? Which section of the handout felt most useful or revealing? Did you discover any gaps in your current understanding of local power structures? Key Points When we know our target, we know how to organize. And when we organize, we win.	
2:15-2:30 BREAK			
2:30-3:25	Vanessa	60 Minutes Organizer Math	
 Organizer Math: Building Exponential Power	Dunbar’s Numbers Content Case Study of Organizer math	15 Minutes Intro and Content – How does one person topple the target? Show video	Participants will understand the actual number of people needed in order to pull off a final outcome.

How can I make a difference?



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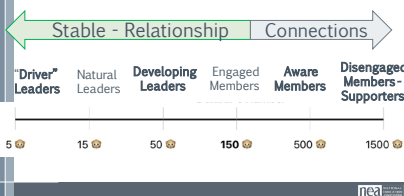
DUNBAR'S NUMBER : 150

TYPICAL NUMBER OF PEOPLE WE CAN KEEP TRACK OF AND CONSIDER PART OF OUR ONGOING SOCIAL NETWORK.



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Why do we care about Dunbar's Numbers?



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THE SCHOOLS EVERYONE DESERVES CAMPAIGN



- Crisis: Board announced cuts (15 social workers, class size increase, salary freeze).
- Union's Shift: From service model → organizing model using Bargaining for the Common Good (BCG).
- Victory Metr: 5,000 public pledges.

What does this have to do with building structures and power in a campaign?

Dunbar's number is the cognitive limit to the number of people with whom an individual can maintain stable personal relationships, generally cited as **approximately 150 people**.

Challenges of Growth Beyond 150

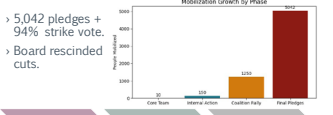
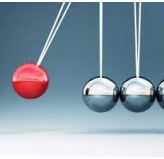
Once a group surpasses **150 members**, the reliance on informal bonds and peer pressure to maintain cohesion begins to fail, leading to:

- **Loss of Solidarity:** The sense of common purpose weakens as members can no longer know everyone personally, making it harder to build deep **trust and kinship** required for collective action.
- **Weakened Communication:** Communication shifts from fluid and informal to more **structured and formalized**, which reduces face-to-face interaction between general members and leadership.
- **Need for Formal Structure:** A more formal, hierarchical management structure becomes necessary to maintain organization.

Why do we care about Dunbar's Numbers? Because it is all about the intersection of continual base building that leads to BOTH membership density and power. At a density of **50% +1**, a local keeps lights on, but if you are not at 80% or greater of engagement then you are not building power

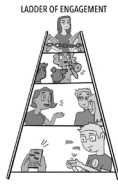
Anything beyond the 150 is why we need BOTH leaders and structures.

Scenario Summary

Phase 1 – Internal Unity (The Spark)  > 10 Core Leaders → 150 organizers (10% of union). > Internal test: 92% participation in 'Green for Harmony Day'. Internal Unity → External Coalition → Victory nea		IN phase 1 we are building internal union. The goal is for 10% of the union to be engaged. 10 core Leaders each worked with 15 Organizers getting 150 people engaged in a leadership structure. The big test way to get 92% participation in Green for Harmony Day. Stress importance of structure tests and supermajority commitment before going public. This phase builds internal strength.	
Phase 2 – External Coalition (The Multiplier)  > 50 external organizers recruited (parents, students, clergy). > Rally: 1,250 attendees (60% nonunion). Internal Unity → External Coalition → Victory nea		IN phase 2 of the campaign, they moved to external work and that is the real power multiplier. They recruited 50 external organizers that shared their values through a framing that encompassed bigger shared interests. This framing helps bring more and more people in. The internal numbers, plus the external numbers resulted in a rally of 1250 attendees where 60% are non union	
Final Phase – The Confrontation (Victory)  > 5,042 pledges + 94% strike vote. > Board rescinded cuts. Internal Unity → External Coalition → Victory nea		The overall outcome – the measurable part of the win – was to get 5042 pledges – a 94% strike vote. This internal and external pressure caused the board to rescind the cuts. Emphasize measurable commitment as ultimate power metric. Translate numbers into political cost for decision-makers.	
Team Work Time > At your table, answer the Debrief Questions in the Case Study (p. 46-47), using all of the information included in pages 37-46 > Be ready to report out.  nea			
		Teams will use the scenario worksheet and the answers that they developed as pre work to apply to their own campaign.	

Action Checklist for Organizers <table><tr><td>Identify</td><td>Identify 10% organizers.</td></tr><tr><td>Test</td><td>Test structure with measurable asks.</td></tr><tr><td>Frame</td><td>Frame demands as Common Good.</td></tr><tr><td>Build</td><td>Build coalition.</td></tr><tr><td>Track</td><td>Track power metrics.</td></tr></table> Team Work Time › As a Team, using the guide, and the added information in the scenarios, complete the Planning Checklist for your own campaign (p. 47) › Be ready to report out  Key Points:  •Power is not what you have, but what you can mobilize. •Organizing success depends on measurable commitment, not just membership size.	Identify	Identify 10% organizers.	Test	Test structure with measurable asks.	Frame	Frame demands as Common Good.	Build	Build coalition.	Track	Track power metrics.		Now, lets apply this to your campaigns. Here is a checklist for building leaders and structures that exponentially grow your campaign. Provide practical steps for replication. Encourage organizers to apply these immediately in their campaigns Key points – Power is not what you have, but what you can mobilize. Organizing success depends on measurable commitment, not just membership size.	
Identify	Identify 10% organizers.												
Test	Test structure with measurable asks.												
Frame	Frame demands as Common Good.												
Build	Build coalition.												
Track	Track power metrics.												
3:25-4:15 nea NATIONAL EDUCATION ASSOCIATION Ladder of Engagement	Dr. Taraja Ladder of Engagement Handout	50 Minutes Ladder of Engagement Introduction and Content: 5 minutes >Welcome to the “Stories That Lift Us” ladder activity. This guide is designed to support facilitators as they lead participants through a creative planning session for a book giveaway and storytelling event. The goal is to engage union members and community leaders in actions that uplift diverse voices and build collective power.	Participants will understand how to engage the continuum of people inside their campaign to maximize leadership development. They will develop plans for the people they are										

A Strategic Ladder for Union Campaigns



What is the Ladder of Engagement?

A framework to help union leaders activate and elevate member participation through a series of intentional steps.

Each stage builds trust, capacity, and ownership—turning passive members into powerful advocates and leaders.



Step 1: Spotting the Ladder— *Recognizing the Path to Collective Power*

Objective: Introduce the campaign and spark initial interest.

Tactics:

- Send targeted emails or texts with campaign goals and relevance to educators.
- Share compelling stories or visuals on social media.
- Host informal info sessions or coffee chats at school sites.

Leadership Focus:

- Equip building reps and site leaders with talking points and flyers.
- Use warm, inclusive language that affirms educators'.



Step 2: Gripping the First Rung— *Taking Hold of Shared Purpose*

Objective: Encourage members to express curiosity and take a first step.

Tactics:

- Invite members to sign a petition or pledge of support.
- Conduct short surveys to gather input and build buy-in.
- Offer low-barrier opportunities to attend virtual briefings or town halls.

Leadership Focus:

- Track engagement and follow up personally.
- Celebrate participation publicly to build momentum.



Step 3: Climbing with Purpose— *Building Strength Through Action*

Objective: Move members from passive support to active involvement.

Tactics:

- Recruit volunteers for canvassing, phone banking, or event support.
- Form working groups around specific campaign issues (e.g., class size, funding).
- Host action nights or community forums.

Leadership Focus:

- Provide clear roles, training, and support.
- Recognize contributions and foster team spirit.



Participants will work in small groups to fill out a five-rung ladder, mapping out member activities, leadership support, and communication strategies for each stage of engagement. Use the prompts and examples below to guide discussion and inspire ideas.

working with in their home campaigns.

Spotting the Ladder

Description: Spark curiosity and introduce the campaign in a low-barrier way.

- **Member Activity:** Distribute flyers, post on social media, or start casual conversations about the book giveaway.
- **Leadership Action:** Create and share messaging materials; encourage leaders to model excitement and curiosity.
- **Communication Method:** Use posters, email blasts, and informal chats to raise awareness.

Gripping the First Rung

Description: Invite members to take a simple action to show interest.

- **Member Activity:** Sign up to donate books, RSVP for the event, or complete a short interest survey.
- **Leadership Action:** Provide sign-up sheets and digital forms; personally invite members to participate.
- **Communication Method:** Send targeted texts or emails and make announcements at meetings.

Climbing with Purpose

Step 4: Standing Steady- *Holding Space for Collective Voice*

Objective: Cultivate consistent, reliable contributors.

Tactics:

- Invite members to take on formal roles (e.g., site coordinator, committee lead).
- Offer leadership development workshops.
- Engage committed members in strategic planning or negotiations.

Leadership Focus:

- Build trust through transparency and shared decision-making.
- Create pathways for growth and mentorship.



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Step 5: Reaching the Top- *Creating Opportunities for Others to Climb*

Objective: Empower members to lead, organize, and inspire others.

Tactics:

- Support members in organizing their own events or initiatives.
- Encourage representation at regional or statewide union gatherings.
- Develop a leadership pipeline with coaching and peer support.

Leadership Focus:

- Shift from directing to empowering.
- Celebrate leadership as a collective legacy.



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Scenario
Time!
Page 22

Welcome to the "Scenario Time" ladder activity. Together, we will plan how to engage members and community leaders in a book giveaway and storytelling event. Use this ladder to map out actions, leadership support, and communication strategies that build momentum and uplift diverse voices.

Ladder of Engagement Step	Member activity to inspire others	Leadership action to support it	Communication method to amplify it
Sparking the Ladder: Inspire members and motivation for the campaign			
Supporting the First Run: Assist in initial book giveaway to other leaders			
Standing with Members: Share resources and peer support through collective action			
Mentoring Members: Share experiences and lessons learned			
Reaching the Top: Share success stories and sustain the campaign			

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Share Out!



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Future Application: Applying the Ladder to Your Base Building Plan

Base Building Plan	
TARGET AUDIENCE	KEY CONTACTS
Which group of members or community leaders will be most receptive to your campaign?	Who are the key people who can help you reach your target audience?
OUTREACH STRATEGIES	CONTACTS
What are the best ways to reach your target audience? (e.g., social media, email, in-person events)	Who are the key people who can help you reach your target audience?
GOALS	COMMITMENT & TIMELINE
What are your short-term and long-term goals? (e.g., number of books given away, number of stories shared)	What are the key dates and deadlines for your campaign? (e.g., book giveaway date, storytelling event date)

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Description: Build momentum and visibility through collective action.

- **Member Activity:** Help sort books, prepare story-sharing materials, or invite others to attend the event.
- **Leadership Action:** Coordinate logistics, organize prep sessions, and support team collaboration.
- **Communication Method:** Share updates via group chats, social media, and printed schedules.

Standing Steady

Description: Deepen commitment by taking on leadership roles.

- **Member Activity:** Volunteer to lead a book table, facilitate story circles, or join the planning team.
- **Leadership Action:** Mentor new volunteers and delegate responsibilities to build ownership.
- **Communication Method:** Hold planning meetings and use collaborative tools like shared docs or group texts.

Reaching the Top

Description: Empower others and sustain the movement.

- **Member Activity:** Mentor new leaders, organize future giveaways, or speak publicly about the campaign.
- **Leadership Action:** Celebrate successes, document stories, and create pathways for continued engagement.
- **Communication Method:** Use newsletters, public speaking opportunities, and social media storytelling.

Team Time Scenario: 15 minutes (USING HANDOUT) Page 22

Together, we will plan how to engage members and community leaders in a book giveaway and storytelling event. Use this ladder to map out actions, leadership support, and communication strategies that build momentum and uplift diverse voices.

Share-Out: 5 minutes

Journal: Open a Document and Reflect › What ideas or perspectives shifted as your group built the ladder? › Which step did you see a strong potential for big impact? › What strategies felt most effective for supporting and amplifying member voices?  Key Points: Using the Ladder Strategically  Map your members Identify where individuals currently sit on the ladder. Design your campaign Align tactics with each stage to meet members where they are. Track progress Use engagement metrics to assess movement and adjust strategy. Build culture Reinforce that union work is shared, valued, and visionary.		5 Minutes Journal Questions • What ideas or perspectives shifted as your group built the ladder? • Which stage did you see a strong potential for impact? • What strategies felt most effective for supporting and amplifying member voices? • What's one action you feel ready to take after this session? • How can you help others climb the ladder with you?	
4:15-4:30	Ellen	15 Minutes - Ending it Right	
What is becoming clearer? What remains murky? Housekeeping 		Questions, Connections, Reflections Housekeeping announcements Plus/Delta at the Door FOR TOMORROW –	Participants will be able to bring a little closure to their learning and provide feedback on the day.
4:30 – 5:00		30 Minutes - Choice Networking Activities –	
		This is a time for participants to meet and discuss any issues they are thinking about with other members of the group. This is not led by facilitators and highly encourage to occur in any other space besides the conference room.	Participants will make useful connections with staff from other affiliates.
ADJOURN 5:00			