



ALTERNATIVE
BREAKS
2014-2015
BREAK
LEADER
GUIDEBOOK

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WELCOME!

Alternative Break Leaders,

Congratulations on being selected to lead one of our week-long Alternative Breaks! I am confident that this service-learning trip will be a transformative experience for you.

As an Alternative Breaks Leader, you will continue to hone your leadership skills: developing your project planning skills, teaching and group facilitation skills, your understanding of marketing and publicity strategies, your program budgeting and fundraising skills, as well many other important leadership skills. As some of you can attest, participants and leaders each year come back from their breaks excited about the communities that they have met and committed in new ways to address the root causes of the social issues they have explored.

During this yearlong leadership experience, I encourage you to challenge yourself to grow and take risks. Ask good questions, try different leadership styles and approaches, and work hard to lead a break that is educational for participants while also serving in solidarity with the community. This education is not possible without reflecting regularly with your participants.

One of the issues I hope you will face explicitly and head-on is how your trip is *useful* to the community. On a related note, how does your community define justice, and what is your role in moving the community closer to its vision for a healthy and just community.

All of us at the Public Service Center are committed to helping you succeed in this experience, so please do not hesitate to ask for help throughout the year. I look forward to working with you, and am honored to have you on our leadership team.

Sunshine Oey
Immersion Experiences Program Manager
UC Berkeley Public Service Center

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HISTORY OF ALTERNATIVE BREAKS AND GOALS FOR 2014-2015

Alternative Breaks is a service-learning program for students to explore social issues through meaningful service, education, and reflection during their academic breaks. The Alternative Breaks (AB) program aims to: train Break Leaders with the knowledge and skills to lead their peers in memorable, safe, and fun breaks; strengthen partnerships with communities where breaks take place; sustain service education in DECals and apply the justice lens of the service trip social issues to local (Bay Area) contexts; and create trips are open to students from all income levels.

ABOUT US

Alternative Breaks originated in the spring of 2001 as a program of the Public Service Center Public Service Center. Staff member Alexis Buchanan brought the idea to Center Director Megan Voorhees and was the first staff in charge. That first year there were two trips offered, both related to the Cesar Chavez day of service. Its founding ideal was to lead teams of college students on service-learning trips to unfamiliar environments, as an alternative to conventional college spring breaks. The next year, 2002, the decision was made to make it student run,

so they hired a student director who organized the trips with the staff's support. Alternative Breaks is committed to teaching our volunteers (*or participants*) the complexities of social issues by offering full immersion in the communities directly involved. Students work and live in places outside of the usual spatial and social context that university life affords. This practice deeply challenges held notions of the way the world works, and allows students to better consider how their actions at home have clear implications. The Alternative Breaks program works to create strong leaders of students at UC Berkeley, along with sending a clear message of alliance to its community partners.

Founded in 1967 by undergraduate students who desired to promote and sustain student-led community service, the nationally recognized **UC Berkeley Public Service Center** connects people through shared learning and collaborative action for social justice. The Center now supports the work of over 5,000 students, 250 community-based organizations, and dozens of faculty members who integrate community-based learning into their teaching.

In the last 10 years, the Center drastically increased the scope, quality, and visibility of public service at UC Berkeley. Through more than 50 programs that complement classroom learning—including courses, trainings, and intensive leadership development and service-learning experiences—Center staff prepare students for the lifelong pursuit of serving the public good, while making a significant impact here and now. This includes supporting students who lead their own self-initiated service projects to address community needs around the world. The Center is guided by five core values that shape our approach to public service at UC Berkeley:

UC Berkeley Public Service Center Mission Statement

THE UC BERKELEY PUBLIC SERVICE
CENTER CONNECTS PEOPLE THROUGH
SHARED LEARNING AND
COLLABORATIVE ACTION FOR SOCIAL
JUSTICE.

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Student Learning and Leadership: We believe that social change programs can be managed effectively by students if they receive appropriate training and coaching. We prepare students for the lifelong pursuit of serving the public good, while making a significant impact here and now. Because not all students can afford to volunteer, and many students who are actively engaged in service are low-income students, we are committed to offering all students opportunities to develop personal, professional and practical leadership skills.

Serving as the Hub for Public Service: Through its own long-term campus-community partnerships, the Center provides models for structures through which students and faculty engage with community and alumni. We convene individuals and departments who are working in the community, and provides a forum to learn from each other's experiences. Through our ten-year commitment to New Orleans post-Hurricane Katrina and ongoing capacity-building to nonprofit organizations in the East Bay, we have developed best practices for the campus to pursue to amplify social change efforts in the community.

ALTERNATIVE BREAKS VISION:

Solidarity in Action

ALTERNATIVE BREAKS MISSION STATEMENT:

ALTERNATIVE BREAKS WORKS TO ADDRESS SYSTEMIC INEQUITY AND PRODUCES CONSCIENTIOUS STUDENTS THROUGH SUSTAINED PARTNERSHIPS, MEANINGFUL SERVICE, TRANSFORMATIVE EDUCATION, AND REFLECTIVE DIALOGUE.

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CENTER VALUES

Experiential & Reflective Learning

We believe people learn best through hands-on learning coupled with intentional reflection. This “praxis” offers each of us -students, scholars and community members- an opportunity to explore social issues, grounded in our own communities, academic disciplines and personal experiences. Through this process we also learn about our own values and strengths, deepening our ability to take intentional action.

Collaboration & Commitment

We believe the challenges facing our communities are complex, and can only be addressed through long-term, sustainable relationships. Our work relies heavily on relationships with community partners, students, staff and faculty. These relationships take time to build and require continuous investment and renewal. We are committed to the process required for successful collaboration and seek to form mutually beneficial partnerships for long-term community impact.

Community Wisdom

We believe wisdom comes from lived experience and so community members can be some of our best teachers. We rely on our community partners’ strategic wisdom to help us identify community assets and needs, and we value our community partners as co-educators who support student learning in ways the classroom cannot.

Student Agency

We believe in the power and possibility of students taking action. Students can use their privileged position to serve others and contribute to wider movements for social justice. We value student passions, talents, ideas and experiences and believe in their capacity to be successful change agents and leaders.

Equity & Social Justice

We believe societal structures tend to privilege the powerful. Without the intentional actions of individuals, the needs of those with fewer resources are overlooked. We believe that there are enough resources to meet the basic needs of all, and to enable each person to live a full life with dignity. UC Berkeley has a responsibility to promote the general welfare and to challenge inequitable policies and systems.

We believe that it is important live into our values each day. As you are working on your trips, reflect back on what these values mean to you and use them as a diagnostic tool for deepening your work. You might also look at the relationship or space between these values as you will be faced with circumstances when values are in conflict or tension with each other.

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LEARNING OUTCOMES AND PROGRAM GOALS

"I didn't expect to learn about the viewpoints of all aspects of the immigration issue, including those who were very opposed to the presence of undocumented immigrants. I'm glad I got to speak with the senators though in Arizona, as I was able to see the kind of inflammatory rhetoric that was used to create immigration policy, and also to see that they did have some legitimate concerns. I learned that this wasn't just an issue with one or two sides, not just pro or con, but multiple aspects with a lot of gray areas, and I'm very grateful for that." -Participant, 2012

LEARNING OUTCOMES

Student Learning Outcomes (Break Leaders)	Student Learning Outcomes (Participants)
<p>Break Leaders will:</p> <ol style="list-style-type: none">1. Lead their peers in a memorable, safe, and fun service-learning trip<ol style="list-style-type: none">a. <i>Practice risk management techniques</i>b. <i>Cultivate relationships and leadership within a group</i>c. <i>Apply reflection techniques</i>2. Create a learning environment in which break participants can examine their beliefs and assumptions<ol style="list-style-type: none">a. <i>Create sense of collective responsibility to success of group</i>b. <i>Facilitate dialogue/reflection sessions</i>c. <i>Challenge self and others appropriately</i>	<p>Break participants will:</p> <ol style="list-style-type: none">1. Examine their beliefs and assumptions concerning the break topic2. Engage and exchange ideas to gain a deeper understanding about a particular social issue and geographic area.3. Apply the service trip social issues to a local (Bay Area) context.4. Build friendships within student trips.

PROGRAM GOALS

Alt Breaks as a program seeks to:

1. Train Break Leaders with the knowledge and skills to lead their peers in memorable, safe, and fun breaks.
2. Strengthen partnerships with communities where breaks take place
3. Sustain service education in DeCals and apply the justice lens of the service trip social issues to local (Bay Area) contexts

GOAL 1: TRAIN BREAK LEADERS WITH THE KNOWLEDGE AND SKILLS TO LEAD THEIR PEERS IN MEMORABLE, SAFE, AND FUN BREAKS.

1. Create more interaction between participants/trip
 - a. Newsletter
 - b. Online interface for inter-trip sharing
 - c. Joint service projects/DeCals

GOAL 2: STRENGTHEN PARTNERSHIPS WITH COMMUNITIES WHERE BREAKS TAKE PLACE

1. Partner with at least 50% of the same agencies/people as years past
2. Encourage anchor orgs to be trip advisors
3. Leaders to speak with partners about other service opportunities/development plan as applicable

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4. Create Urban Pathways Project community advisory board in L.A. and secure 5 summer internship opportunities
5. Increase Alumni engagement by having 1-3 alumni engage in a service project during the trip

GOAL 3: SUSTAIN SERVICE EDUCATION IN DECALS AND APPLY THE JUSTICE LENS OF THE SERVICE TRIP SOCIAL ISSUES TO LOCAL (BAY AREA) CONTEXTS.

1. Increase civic agency by supporting participants in identifying actions they can take to bring their experience back to the Bay or to their hometown.
 - a. Introduce “pathways to service”
 - b. Revise Disorientation Guide to include an Intro to Organizing, the Shinnyo-en Paradigm of Service, and an exploration of the relationship between peace and justice. Include journal prompts throughout for participants to do during the trip
 - c. Strengthen Days of Action
2. Increase Break Leaders ability to analyze root causes of injustice and identify local actions of resistance by community partners
 - a. Introduce “Issues of Focus” at Break Leader Retreat
 - b. Spend 15 min/training exploring root causes of an issue and local acts of resistance at each BL Training

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LEADERSHIP TEAM

In the context of movement building, it is important to acknowledge the rich history we have on this campus. The strength of our program rests on the fact that we are “standing on the shoulders of giants.” Many people before us have dedicated their time and energy to this program and many more long after we are here. Current and past campus members we have to thank include Mark Lucia, Mike Bishop, Alexis Bucknam, Lupe Gallegos-Diaz, Abby Rincon, Carman Foghorn, Nora Sandoval, and Rachel Morello-Frosch. We also have countless community partners and past student leaders which we are currently in the process of documenting. You can expect that next year this guidebook will include their names as well.

This year, the Alternative Breaks Leadership Team consists of 6 Student Directors, 26 Break Leaders, 10 Trip Advisors (one staff, faculty, or community member for each trip), and Public Service Center staff. You also should consider your community partners as co-leaders of your trip!

The *Communications Director (Emily)*, *Resource Director (Jenny)*, *Training and Sustainability Director (Johanna)*, and *Community Partnerships Directors (Selene and Ashley)* are Bonner Leaders with the Public Service Center.

As Bonner Leaders, the directors serve a minimum of 300 hours and a maximum of 450 hours over a one-year period (approx. 10-15 hours a week). In addition to coordinating the program, they participate in leadership development trainings and service projects and undergo a formal evaluation process through the Bonner Leader program.

Each member of the leadership team is available to you for support and guidance. We will also hold you accountable to the requirements and expectations for leading a safe and educational Alternative Break. Here is a brief overview of each team member’s responsibilities to the program.

PUBLIC SERVICE CENTER PROGRAM DIRECTOR: SUNSHINE OEY

The Public Service Center Program Director supervises the Student Directors and all Break Leaders. She shares joint responsibility for ensuring that all trips meet the overall goals of the program. She trains Break Leaders to plan and lead breaks that meet these goals and has the final decision on all breaks. She has specific responsibilities to coordinate and facilitate the fall Break Leader training package, which will serve as a model for Break Leader DeCals and the Break Leader Retreat, which serves as a model for trips. In this regard the Program Director:

- Trains, supports, and coaches Break Leaders throughout the year. Devises a schedule of tasks, goals, and events for Break Leaders.
- Trains Break Leader on necessary leadership skills.
- Trains Break Leader on logistics and critical components of Alt Breaks and leading a spring DeCal course, ensuring components of service-learning are exercised.
- Supervises progress of Break Leaders, making certain they follow the proposed schedule and all policies.
- Observes spring DeCal classes to provide a Public Service Center orientation, supervise Leaders, and get to know participants.

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TRIP ADVISORS

In addition to the training provided by the Public Service Center Program Director, each Break Leader is matched with a staff, faculty, or community member to serve as an issue/geographic area-specific mentor while planning the Spring Break trip. Advisors provide indispensable information for Break Leaders to use in preparing for their service-learning trips. Advisors commit to roughly 10 hours over the course of the entire year. This includes:

- Five in-person meetings (30-60 minutes each), two in fall and three in spring; these are to be driven by the needs of the Break Leaders
- Attending 3 Alt Breaks events (events listed on the Break Leader Calendar)

COMMUNICATIONS DIRECTOR: EMILY GILLESPIE

Publicity and Communication

- Update and maintain Alternative Breaks website
- Serve as main channel for on-campus communication with program participants, student organizations and other internal partners
 - Check program e-mail regularly and respond to all inquiries in timely manner
 - Direct marketing and advertising of the program
- Develop a plan for recruitment/informing students about the Alternative Breaks program
 - Ensure information about all program opportunities are listed on calendars and in newsletters of relevant departments and organizations
 - Schedule time to talk about the Alternative Breaks program to service-oriented student groups and organizations (i.e. Canterbury House, Westminster, I-House...)
- Create a brochure/pamphlets/banner that informs community and campus organizations about the program
- Create and maintain spreadsheets of all past and current break participants
- Work with Public Service Center Immersion Experiences Program Coordinator to create newsletters for outreach and fundraising purposes each semester. The fall newsletter focuses on recruitment and fundraising, the spring newsletter focuses on telling the story of the trips in March and fundraising.

Participant Recruitment

- Update application for break participants, and maintain logs/checklists for participant waitlist offers
- Organize Break Leader participation in recruitment (flyering/tabling/announcements)
- Coordinate creation and copying flyers for specific breaks, as well as develop the PowerPoint for info-sessions
- Coordinate program tabling at Calpalooza, Cal Day, and service fairs

Media Relations

- Conduct media relations workshops at Break Leader trainings
- Communicate details about breaks to campus community media contacts (Berkeleyan, Daily Cal)

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- Establish media protocols and make presentation to all participants (NOT just Break Leaders!)

Education/Development

- Support and coach Break Leaders throughout the year: follow up on Leaders' questions immediately, and readily provide them any new information or helpful resources
- Throughout the Spring Semester meets with Break Leaders in 2:2s to check in on progress, reflect on DeCal and provide feedback.
- Manage the scrapbook process

RESOURCE DIRECTOR: JENNY TANG

Resource Development

- Create a schedule for all grants, fundraising, travel advance and reimbursement deadlines
- Identify and apply to grants available on and off campus
 - Identify other major grants that are applicable to students' majors and break topics.
 - Submit all grant applications: ASUC Intellectual Community Fund, ASUC Academic Opportunity Fund, ASUC Contingency Fund, Race and Gender Grant, Ethnic Studies Fifth Account, etc. (including Spring ASUC Budgeting for Student Groups)
 - Explore off-campus funding sources and create comprehensive timetable for grants to support overall program, specifically to include: stipends for Break Leaders, retreat costs, and to further subsidize participant costs
 - Submit all grant proposals to Public Service Center staff before submitting to funders
- Oversee budgets of breaks and works with Break Leaders to provide accurate budget ledgers
 - Collect money, distribute financial aid, and ensure disbursement of travel advances
 - Teach Break Leaders how to see the relationship between fundraising and raising community awareness about the communities served
 - Teach Break Leaders how to responsibly and ethically manage their trip budgets
- Ensure that all Alternative Break reimbursements are complete by the end of the academic year
- Complete all ASUC applications and reports for Alternative Breaks and serve as primary ASUC contact
- Organize 1 fundraising event throughout the year for the Alternative Breaks program: concessions, cookie dough, funding letters -- or equivalent that brings in equivalent income
- Maintain records on fundraising involvement by each break leader and participants
- Understand the check advance and reimbursement system for Student Affairs Business Operations and ASUC and train Break Leaders. Ensure that all Alternative Break reimbursements are complete by set deadline and no later than end of current academic year.
- Maintain relationship with Cal Dining, making timely requests for food donations and providing appropriate recognition.
- Identify and coordinate projects available off campus, such as 49ers concession stand fundraiser
- Make and/or track all in-kind requests for trips, as well as food for All Community Meetings.

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Travel, Outreach, and Misc

- Reapply for Alt Breaks Student Group status in fall
- Coordinate and support the Green Team
- Maintain Public Service Center office space: neat and clean, photos for board, etc.
- Keep in contact with Leaders during their break for emergency purposes as well as advice.

Break Leader Training

- Support and coach Break Leaders throughout the year: follow up on Leaders' questions immediately, and readily provide them any new information or helpful resources
- Train Leaders on elements of Alternative Break budget, cost saving tips, reimbursements, fundraising and travel advances
- Provide Leaders with a financial/budget schedule and uphold all deadlines

TRAINING AND SUSTAINABILITY DIRECTOR: JOHANNA ROMERO

Break Leader and Participant Training

- Over summer 2014 transfer all 2013-14 Break Leader materials to S: drive from bspace, google, etc.
- Revise and update the Break Leader guidebook
- Serve as point, with Public Service Center Immersion Experiences Program Coordinator as support, in creating and implementing the Alt Breaks Leaders retreat
 - Train Leaders on elements of Alternative Breaks food preparation and cost saving tips
- Collaborate with Public Service Center Immersion Experiences Program Coordinator to facilitate Break Leader Trainings
 - Train leaders on effective communication skills to use when working with organizations
 - Lead community partnership workshop for Break Leaders
- Support and coach Break Leaders throughout the year: follow up on Leaders' questions immediately, and readily provide them any new information or helpful resources
- Collaborate with Break Leaders to organize All Community Meetings programmatic activities
- Provide DeCal support throughout the Spring Semester
 - Meet with Break Leaders in "2:2s" to check in on progress, reflect on DeCal and provide feedback
 - Coordinate room reservations for trip Decals
 - Serve as point director for the Decals, and provide resource support
 - Complete Decal paperwork
 - Coordinate Spring DECal observations twice in spring semester to provide a Public Service Center orientation, supervise Leaders and get to know participants.
- Coordinate post-trip service trip in the Bay Area for all break participants (Rebuilding Together in late April)
- Coordinate risk management training with Directors and Public Service Center Immersion Experiences Program Coordinator for all participants (NOT just Break Leaders!)
 - Assist Community Partnerships Director in coordinating driver trainings

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- Coordinate the development of scrapbooks

Participant Selection and Break Leader Recruitment and Selection

- Jointly with Community Partnerships and Outreach Director, oversee recruitment and selection of Break Leaders
- Update application for Break Leaders
- Develop recruitment plan for Break Leaders and coordinate interview schedule.
 - Oversee selection and transition process
 - Lead the hiring process

COMMUNITY PARTNERSHIPS AND OUTREACH DIRECTORS: SELENE CALDERON

Community Partnerships

- Contact former service partners to establish continuity of collaboration
- Serve as primary contact with community members for new trips to establish their focus
- Coordinate the development of service projects for all new trips
- Assist in securing lodging for all trips
- Devise and implement schedule for media relations in Spring: develop schedule, make follow-up phone calls, and be available for follow-up comment/interviews

Participant Selection and Break Leader Recruitment and Selection

- Schedule time to talk about the Alternative Breaks program and specific break opportunities to service-oriented student groups and organizations.
- Train with Public Service Center staff to use Sales Force for the coordination of application documents and applicant communication during the participant selection process
- Assist with the Break Leader selection process

Outreach, Alumni, Evaluation, and Misc

- Coordinate additional external program communications
 - Recruit campus staff or community leaders to serve as Trip Advisers for each break
 - Work with break leaders on involving local alumni during their breaks
 - Outreach to program alumni to attend Fall Retreat, and other relevant activities
- Coordinate with Immersion Experiences Program Coordinator all driver trainings and transportation logistics for each break
 - Manage all rental car contracts and agreements (Fleet Services Card Custodian)
 - Make all vehicle and flight reservations for breaks
- Update Alternative Breaks brochure that informs community and campus organizations about the program
- Confirm reservations for All Community Meetings
- Coordinate and compile feedback regarding trips, Decals, from BLs, and community organizations
- Organize 1 fundraising event throughout the year for the Alternative Breaks program: concessions, cookie dough, funding letters -- or equivalent that brings in equivalent income
- Assist Training & Sustainability Director with community partners related training topics.

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- Keep in contact with Leaders during their break for emergency purposes as well as advice.
- Maintain Public Service Center office space: neat and clean, photos for board, etc.

COMMUNITY PARTNERSHIPS AND OUTREACH DIRECTORS: ASHLEY MILLER

Recruit, Select, and Prepare Summer Interns for Alternative Internships

30%

- Outreach to anchor organizations and expand partnerships by arranging at least 10-15 phone calls or in-person meetings with potential internship host sites; maintain accurate contact sheets with a list of all past and potential internship sites, their addresses, and phone numbers and email addresses for a contact person.
- Update RFP as needed
- Update/improve student applications
- Market summer internships by ensuring detailed plans for the following strategies: general meetings; special events; tabling; information sessions; classroom visits; contacting professors; listservs; and fliers.
- Work with Admissions to identify Cal students from three trip areas
- Create and maintain Excel spreadsheet of all applicants with student emails, student majors, and their internship interests (either a topic or an agency/organization they hope to work for).
- Partner with Communications Director to coordinate creation of project brochures, pamphlets, banners, logos that informs community and campus organizations
- Select summer interns using best practices developed by Center and based on agreed upon criteria.
- Facilitate a daylong orientation and modified spring DECal for all Alternative Internships;
- Ensure all summer interns have completed proper forms e.g. liability waivers
- Lead pre- and post-experience survey efforts
- Prepare students to blog their summer experiences

Develop Cohesive Projects across Fall, Spring, and Summer

20%

- Convene Break Leaders leading winter and spring service projects in these three areas on consistent basis;
- Facilitate development of one syllabus and set of lesson plans/trip area so that all participants receive same educational preparation
- Each semester convene past trip participants from each trip area for next step education, reflection and service e.g. Commemorations and Mardi Gras event for Magnolia Project
- Support and coach Break Leaders throughout the year: follow up on Leaders' questions immediately, and readily provide them any new information or helpful resources
- Support Break Leaders in developing registered student organizations including applying to spring budgeting

Align Place-Based Goals with Community and Alumni Assets and Needs

20%

- Partner with Community Partners Director to support Break Leaders in partnering with anchor organizations in each trip area, seeking ongoing support of projects across fall-spring –summer;

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- Collaborate with Break Leaders to establish Community Advisory Groups in Los Angeles and Bay Area related to trip;
- Conduct fall phone calls with Community Advisory Group partners
- Ensure coordination of and serve as point person for service partners – especially CAG members – between summer service project and summer internships
- Serve as point of contact for alumni engagement; create timeline for alumni contact
- Create one newsletter/year for alumni of three trips

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Function	Public Service Center Asst & Prgm Directors	Alt Breaks Directors	Alt Breaks Leaders
Community Partners	Supervise Directors	Establish initial contact and confirm partnership	Follow-up and establish focus of trip
	Lead Community Advisory Groups		
Participant Education	Review and approve DECal lessons	Support Leaders	Facilitate DECal
	Manage program assessment	Classroom observation	Lead trip with reflection
Fundraising	Supervise Directors	Create overall grants/fundraising timeline	Staff fundraising events
		Apply directly to all grants	Testify at ASUC hearings
Budget	Supervise Directors	Lead budget workshop	Develop and adhere to budget
		Submit reimbursements and travel advances	Submit Receipts
Break Leader Training	Create and lead training	Assist with Trainings	Attend all required trainings and retreats
Alumni Outreach	Access alumni information	Create and send newsletter	Assist with alumni mailing
	Meet regularly with CAA	Put Leaders in contact with local clubs	Integrate alumni/event into break
Participant Recruitment and Screening	Supervise Directors	Design overall timeline	Flyer/chalk/table as needed to implement plan
		Conduct interviews and make final placements	Provide input into selection process
Media Relations	Supervise Directors	Develop schedule and send press releases	Submit requested information in timely manner
		Serve as primary contact for media	Serve as secondary media contact
Publicity and Communication	Supervise Directors	Create timeline and plan	Staff/implement plan
Travel/Lodging	Supervise Directors	Reserve all rental vehicles and lodging	Submit itinerary to Directors

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BREAK LEADER LEARNING OUTCOMES				
Student Learning Outcomes	Objectives	Stages	Instructional Strategies	Measurement
<i>After participating in this program students will (be able to; know; understand):</i>	<i>Each over-arching goal can be broken down into the following, more specific (1-3) objectives:</i>	<i>Each Objective can be further specified into one of three development stages:</i>	<i>Students will journey through these Stages by way of</i>	<i>And each Objective will be measured by:</i>
Lead their peers in a memorable, safe, and fun service-learning trip	<p><i>Practice risk management techniques</i></p> <p><i>Cultivate relationships and leadership within a group</i></p> <p><i>Apply reflection techniques</i></p>	<p><u>Emerging</u>: Recruit a Break team; Awareness of risk management techniques; Knowledge of group dynamics; Identify elements of quality service-learning</p> <p><u>Developed</u>: Keep Break team energized during pre-trip DeCals; Articulate RM techniques with Break team; Facilitate teambuilders in intentional manner; facilitate pre-trip reflections and integrate education sessions into trip plan</p> <p><u>Advanced</u>: Proactively address conflicts in course of trip; Practice RM during trip; Share/cultivate leadership on trip by modeling and making room for new leadership</p>	<p><i>Recruitment workshop (BLR)</i></p> <p><i>Participate in risk management training (SLSO)</i></p> <p><i>Participate in staff-led icebreakers and teambuilders (BLR)</i></p> <p><i>Attend S-L workshop (BLR)</i></p> <p><i>Participate in staff-modeled BLR</i></p> <p><i>Develop scrapbook with reflection elements</i></p>	<p>Partner evaluations</p> <p>Participant evaluations</p> <p>Co-leader evaluations</p> <p>Leader pre- and post-surveys</p>
Create a learning environment in which break participants can examine their beliefs and assumptions	<p><i>Create sense of collective responsibility to success of group</i></p> <p><i>Facilitate dialogue/reflection sessions</i></p> <p><i>Challenge self and others appropriately</i></p>	<p><u>Emerging</u>: Explore democratic facilitation and decision making models; Identify own personal beliefs and assumptions</p> <p><u>Developed</u>: Successfully facilitate dialogues during DeCals; Analyze and share personal assumptions of “other” identities and impact on communication</p> <p><u>Advanced</u>: Act as an ally to underrepresented (student and community) voices; share knowledge with participants how to create similar environments</p>	<p><i>Participate in staff-led pre-trip BLR DeCal model</i></p> <p><i>Attend facilitation workshop with staff</i></p> <p><i>Attend Ally workshop with Gen Eq staff</i></p> <p><i>Create Johari Window, take MBTI, and craft Diversity Mosaic on staff-modeled BLR</i></p>	<p>Participant evaluations</p> <p>Leader pre- and post-surveys</p>

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BREAK LEADER RESPONSIBILITIES

Leading an Alternative Break is an extremely rewarding experience, one that offers students an opportunity to learn a great deal about facilitation, communication, and leadership. Break Leaders are required to plan a service-learning trip to take place during the academically scheduled Spring Break. This planning includes scheduling events with non-profit organizations, fundraising and budgeting, securing lodging, and recruiting participants.

As a service-learning program, Alternative Breaks incorporates education into its service and reflection activities. Break Leaders are required to plan and facilitate a spring DeCal that offers rigorous academic context for the issues being addressed on the service trip. This includes syllabus planning, reading selection, and guest speaker solicitation.

Learning to lead a service-learning trip and incorporate elements of service, education, and reflection requires a considerable commitment of time and effort (roughly 10 hours a week or the equivalent of a 4 credit class). This is a significant leadership role and it will be difficult for you to do well if you are overcommitted. The weekend retreat and bi-monthly meetings offer in-depth training and preparation for leading an Alternative Break. The training program provides 1) teambuilding and a space for mutual support; 2) step-by-step instruction and guidance; and 3) leadership training tailored towards the duties of a Break Leader. Training continues with spring meetings and observation of your DeCals.

BREAK LEADER PROGRAM RESPONSIBILITIES

Reading and Community Building:

In an effort to build a cohesive group and support you in articulating the vision, values, and foundational principles of the program, all break leaders are asked to engage in approximately 10 of programmatic readings and community building assignments over the course of the year.

Alternative Break Leader Trainings:

The group meets on **Tuesday's from 6-8pm** throughout the year. These trainings will prepare you to make a formal presentation and gain approval to lead an Alternative Break. Each break leader will be matched with a staff, faculty or community member to serve as a mentor for planning.

Break Leaders' "Alternative Weekend" Retreat: This occurs within the first few weeks of the fall semester (September 5-7 for the 2014-15 program). The Alternative Weekend offers Break Leaders direct exposure to the essential components of an Alternative Break, an in-depth look at the planning process, a forum for value exploration, and an opportunity to have fun and get to know the Alternative Breaks team.

Break Proposal: Break Leaders work with each other to create a Break Proposal. This is a written document and a formal presentation to your fellow leaders and the director team. The proposal will lay out the purpose and goals of the trip, along with anticipated and confirmed community partners and lodging. Please note: *You will not be able to begin recruiting for participants until the Public*

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Service Center Immersion Experiences Program Manager or Program Director has approved this proposal!

Fundraising and Budgeting: Break Leaders attend group fundraisers and work with the Finance Director to establish fundraisers and apply for applicable grants. Leaders must also create a feasible working budget. A detailed fundraising timeline and grants deadline will be provided.

Publicity and Recruitment: In order to draw the diversity and numbers needed for quality service-learning experience, Break Leaders are instrumental in publicizing all winter and spring trips. Leaders must commit to the minimum standards of recruitment activities as determined by the Communications Director. These activities may include (but are not limited to) flyering, classroom/student organization announcements, e-mailing to listservs, or tabling at service events. The Communications Director will coordinate the publicity efforts.

Alternative Break Participant DeCal: DeCals serve as a forum to academically explore the relevant issues to each trip theme and location in preparation for the service trip. This peer education format emphasizes discussion and reflection. The DeCal will also provide opportunity for post-trip reflection and potential planning for further service work. Break Leaders will facilitate this spring DeCal, and will be eligible to receive 2 units. Break Leaders work with the Training Director to

- create a *syllabus connected to community needs and program goals*,
- create lesson plans (submitted for approval two weeks before class),
- meet with co-leaders on a weekly basis to plan for class
- co-facilitate class dialogues based on readings, films, guest speakers, and other information.
- **ALL DeCals will take place Wednesday, 6-8pm.**
- **NOTE** that the first and last classes will be held as all-participant gatherings.

Promote Civic Agency: Support participants in thinking through how they can bring their experience back the Bay or to their hometown in concrete ways through a November and Spring Day of Action.

Post-trip Reflection and Center-Wide Newsletter: Upon return, Break Leaders will coordinate the creation of a program-wide newsletter to be copied, bound and distributed to all participants, with one copy for the Public Service Center and one to all community partners. The Newsletter is a great way to save the memories and leave a lasting impression of your trip for future participants and leaders.

Break Summary and Contacts: A Break binder is to be maintained throughout the preparation and duration of your planning experience, which includes all essential information needed to execute a Break of a similar nature. Upon return, the information must be condensed to no more than five pages. You are preparing a guidebook for future Break Leaders who may coordinate a similar break. Therefore, provide itinerary, organization contact list with brief evaluation about the organizations, syllabus and reading list, budget, and an evaluation summary from participants and leaders on what to definitely do again as well as improvements for future Breaks of a similar nature. All of your documentation should also be saved on the Public Service Center server so it can be easily accessed in the future.

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Participant Celebration: Within a month after your break's return, Break Leaders will attend a potluck that brings together participants from all trips. At the potluck each Break will have an opportunity to dialogue with participants on other trips about their experiences. The purpose of the potluck is to offer participants and Leaders a chance to exchange experiences and celebrate the successes of the program.

Break Leader Recruitment and Transition: We count on you to tap your participants to be Break Leaders and to provide a quality transition for them. However, it's never too early to plant this seed. Provide opportunities for participants to take on leadership roles during the DECal and trip, such as facilitating a discussion or writing a blog post for the group (for more ideas, you can refer to the "Fostering Leadership" section of this guidebook"). In the spring you will receive a document that covers what you should include in your transition materials.

Committees: You each will be part of a committee that will be focused on different parts of the program. Some of these committees may focus on sustainability, media, finance, days of service in the bay, and all community meetings. In these spaces, you will be guided by a director and will collaborate with Break Leaders to plan events and think creatively about how to improve and strengthen Alternative Breaks.

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ALTERNATIVE BREAK LEADER CONTACT LIST AND POINT DIRECTORS - 2012-2013

Trip	First Name	Last Name	Email	Director Point
Animal Welfare	Jessica	Jin	Jessicajin8@berkeley.edu	Emily
Animal Welfare	Lauren	Kivlen	laurenkivlen@berkeley.edu	Emily
AZ Immigrant Rights	Roberto	Guzman-Velazquez	Guzman_r@berkeley.edu	Jo
AZ Immigrant Rights	Valeska	Castaneda	Nubia341@gmail.com	Jo
Campo	Christopher	Lenz	Cmlenz425@berkeley.edu	Selene
Campo	Jeanny	An	jeannyan@berkeley.edu	Selene
Central Valley	Alejandra	Lopez	Alopez93234@berkeley.edu	Emily
Central Valley	Maria	Manriquez	Maria.pmanriquez@gmail.com	Emily
Environmental Justice	Anna	Costello	akcostello@berkeley.edu	Jenny
Environmental Justice	Christopher	Bernhart	chrisbernhart17@gmail.com	Jenny
Food Justice	Emily	Droge	Emily.droge@berkeley.edu	Jenny
Food Justice	Irene	Park	lpark12@berkeley.edu	Jenny
L.A. Healthcare	Mary	Ahern	mahern@berkeley.edu	Jo
L.A. Healthcare	Nicole	Yeghiazarian	nyeghiazarian@berkeley.edu	Jo
Homelessness	Pei Yang	Hsieh	Phsieh3@berkeley.edu	Selene
Homelessness				Selene
New Orleans	Awais	Spall	awaispall@berkeley.edu	Jo
New Orleans	Felix	Cruz	Felix.cruz@berkeley.edu	Jo
San Diego-Tijuana	Michael	Kinane	Michael_kinane@berkeley.edu	Selene
San Diego-Tijuana	Rebecca	Montes	Becky.montes@berkeley.edu	Selene

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BREAK LEADER CONTRACT

Leading a break requires a high level of personal responsibility, leadership, commitment and accountability. As such, this contract lays out the specific commitments each Break Leader will hold him or herself to over the coming year.

AS AN ALTERNATIVE BREAKS LEADER, I AGREE TO THE FOLLOWING EXPECTATIONS:

- Lead a safe, high quality service-learning trip following all Public Service Center policies and protocols, making every effort to work with previous service partners.
- Attend all mandatory training meetings in fall 2014 and all-group meetings in spring 2015.
- Meet September 30th deadline for break proposal.
- Support participants in thinking through how they can bring their experience back the Bay or to their hometown in concrete ways through a November and Spring Day of Action.
- Sustain Alternative Breaks by meaningfully contributing to at least one committee.
- Check in with staff or faculty advisor on a monthly basis to gain advice and update progress toward goals.
- Engage trip participants in at least two fundraising activities and participate in all required fundraisers.
- Seek help from members of the Alternative Breaks Leadership Team as soon as a concern arises rather than letting problems build.
- Contact each community partner to explore their needs and craft the trip and DECal around these salient issues.
- Coordinate break participants to present break experiences at the Closing All Community Meeting at the end of April. Presentation must include finished trip reflections for the newsletter.
- Provide Alternative Breaks Team with all the necessary documentation that might be needed by future break leaders, including: organization contact info, break itinerary and budget, participant and community partner evaluation summary and recommendations.

By signing this contract I understand that by not meeting one or more of these expectations, I may be ineligible to lead a Public Service Center sponsored Alternative Break.

_____	_____	_____
Break Leader – Print Name	Break Leader – Signature	Date
_____	_____	_____
Break Leader – Print Name	Break Leader – Signature	Date
_____	_____	_____
Public Service Center Asst Director	Public Service Center Prgm Director	Date

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BREAK LEADER FALL CALENDAR 2014-2015

Choose Center-wide Leadership Trainings based on your Individual Development Plan.

All Break Leader Meetings will occur on Tuesdays, 6:00-8:00 Unless Noted

FALL 2014 FOCUS: TRAINING, DECAL PREP, RECRUIT PARTICIPANTS, FUNDRAISERS

Monday, August 25	Student Leaders in Service Retreat, 9:00am-5pm
Monday, August 25: Winter Trip Recruitment Begins	
Tuesday, August 26	Break Leader Meeting – Retreat Prep
Tuesday, September 2	Center-wide Leadership Training
Friday – Sunday, September 5-7	Alt Breaks Leaders Retreat
Tuesday, September 9	Break Leader Meeting
Thursday, September 11	<i>Community Conversation: Youth Serving Youth (Optional)</i>
September 14: Winter Participant Applications Due	
Tuesday, September 16	Home Group 2: Helping, Fixing, or Serving
September 22-27 (Mon-Fri)	Break Directors/Leaders 2:2s
Tuesday, September 23	Break Leader Meeting: Break Proposals Presented
Wednesday, September 24: Winter Trip DeCals Begin	
September 26: Spring Trip Recruitment Begins	
September 30: Spring Trip Proposals Due	
October 6-10 (Mon-Fri)	Meet with Trip Advisor
Tuesday, October 7	Center-wide Leadership Training
Tuesday, October 14	Break Leader Meeting
Thursday, October 16	<i>Community Conversation: Voter Engagement (Optional)</i> Alt Breaks Program Participant Recruitment - Emphasize Spring Trips
October 19: Alt Breaks Participant Apps Due	
Tuesday, October 21	Home Group 2: Coalition Building and Ways of Making Change
Tuesday, October 28	Break Leader Meeting: Participant Selection
November 3-7	Break Directors/Leaders 2:2s
Tuesday, November 4	Center-wide Leadership Training
Tuesday, November 11	Break Leader Meeting
November 12: All Community Meeting (Participants Mandatory): Deposits Due	
Thursday, November 13	<i>Community Conversation: Challenging Institutional Injustice (Optional)</i>
Saturday, November 15: Day of Action	
November 17-21	Meet with Trip Advisor
Tuesday, November 18	Home Group: Coalition Building/Movement Building
December 1-5 (Mon-Fri)	Break Directors/Leaders 2:2s
Tuesday, December 2	Center-wide Leadership Training
Tuesday, December 9	End of Semester Celebration

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WHAT IS A TRIP ADVISER?

As break leaders, you will have many responsibilities. The most obvious involve planning and facilitating a week-long service learning trip and Decal in the spring. Behind the scenes you will be calling/emailing community partners and guest speakers, reading up and investigating your social justice issue, designing spreadsheets, and juggling deadlines. You will be bouncing ideas back and forth with your co-leader like basketballs (hopefully!). The catch is that most of you are by no means experts in your area. Yes, you will be leading a group of about 12 students and it will be very rewarding to see them grow as a result of your efforts. However, the great secret is that you yourself will grow just as much if not more. It is your job to sniff out, track down - and by any other metaphor - piece together resources that will make your trip a success. This is a rewarding but also exhausting job!

This is where your trip adviser comes in. Ideally, he or she is a person with experience and resources with your issue and community. Depending on whom you choose, these resources may be contacts and/or knowledge of possible new community partners in your trip's area, suggestions for articles or readings that may supplement your Decal, or experience in designing a syllabus that will explore the heart of your desired topic if they are a professor. A trip adviser may give a fresh perspective if you and your co-leader are stuck or going in circles.

In addition, one of the goals of the Alternative Breaks Program is to build networks and cultivate relationships. Working with a trip adviser is an ample opportunity to do just that! Take advantage of talking to someone knowledgeable and involved. Get to know them. Invite them to your Decal and All Community Meetings. Have them meet your participants in the spring. In the end, your relationship with your trip adviser is what you make of it.

TRIP ADVISER RESPONSIBILITIES

Advisers commit to roughly 10 hours over the course of the entire year. This includes:

- Four in-person/skype meetings (30-60 minutes each), two in fall and two in spring; these are to be driven by the needs of the student Break Leaders
- Attend 2 All Community Meetings (one in the fall and one in the spring)
- Participate in All Community Gathering during the trip if in the Bay Area

How to work with your trip adviser:

We strongly suggest that you come equipped with a concrete idea of what you would like from your adviser when you meet with him or her. Brainstorm solid questions such as “do you have any contacts in the area that you would suggest I get in touch with” or “how would you advise breaking up my syllabus to touch on topics X, Y, and Z.” The goal of this is to not only facilitate smooth conversation, but to also help your adviser be most effective and get a better idea of how to work with you. It is up to you to reflect and ask yourself what would be the most beneficial questions. Are you unsure of how to plan a Decal? Are you looking for new community partners for your trip? We have designed a form for you to fill out that will help identify what you want out of a trip adviser. In addition, this form will help your *adviser help you*.

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TRIP ADVISER GUIDE

These questions are designed to warm up your mind and get you thinking about your trip adviser in a more concrete format. I left room beneath each question for you to brainstorm, but the spacing doesn't necessarily have to dictate the length of your answer. Put some serious thought into this, get creative, and have fun!

How involved do you want your adviser to be?

Ideally, your adviser will come to each All Community Meeting and maybe even pop into a Decal or two if they are local. Unfortunately this is not always the case: most trip advisers tend to be busy people! Depending on where they are coming from, some are busier than others. This creates a sort of tradeoff when choosing an adviser. The same goes for local vs. non-local trip advisers. There may be an *awesome* candidate, but they may be only able to meet with you over the phone. Take a minute to visualize and come up with a few expectations, then write them down. You can come back to this question and skip ahead if you are unsure about your expectations for a trip advisor. For example: "I want to be able to meet with my trip adviser in person" or, "I would like my trip adviser to meet my participants during one Decal." Write your expectations here:

How comfortable are you in defining your social justice topic?

Some of these issues can be complicated and the amount of "mini-topics" can be hard to sort through. Most trip adviser who specialize in your social justice issue will be able to help you define or bring your topic into focus so this question is less directed at choosing your adviser, but rather helps you get a sense of what you would like from them. Are there any questions you have regarding your topic? Is there anything that would help you explain or talk about your topic more comfortably? Write your answers and level of comfort here:

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How much support do you need in finding resources for your Decal? This is where break leaders tend to vary. Some have taken classes or have already been involved in their issue of focus. Others may have only recently heard about their topic. It helps to make a list of the resources you have in mind. Examples include: “articles last year’s break leaders used,” or “this amazing guest speaker I have in mind.” If you don’t have a lot of literature on the topic, you may want to think about choosing an adviser with knowledge of academic resources.

How confident are you in designing a syllabus? Last year’s is probably available to you as a template, but every class is different. What worked last year might not work this year for whatever reason. You may be switching up the “mini-topics” or rearranging the order in which you present the material. Advisers with academic backgrounds may be more familiar with this work than other advisers. How important is this to you?

How are your connections to your trip’s location? Do you want an adviser who is familiar with the area or new/old community partners? There isn’t much else to say on this question. Take a minute to envision an adviser with these types of resources and write what you see here:

How much support do you need in choosing your community partners or types of service? These are crucial details that require a lot of contemplation. It is important to think critically about not only the “what,” but the “why” of things. A trip adviser with hands on experience in your topic may be able to help you navigate these murky waters. It’s okay if you aren’t sure yet. Feel free to brainstorm:

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EXPECTATIONS FOR EACH TRIP

LOGISTICAL EXPECTATIONS

- All leaders and participants will live, serve, and stay together for the entire week.
- Two hours per day – not more – will be set aside for unstructured “down time.”
- One evening per trip – not more – will be set aside for recreation.
- Disabilities and special dietary needs will be accommodated.
- In order to create a safe atmosphere where issues can be explored, there will be no use of drugs and/or alcohol; any use must be reported **immediately** to Public Service Center Assistant Director or Program Director.

TEAMBUILDING EXPECTATIONS

- Lead one teambuilding activity per day until it is clear that group members know each other’s names and feel comfortable with one another. Community building can also be intentionally built into meal preparation and service activities.

SERVICE EXPECTATIONS AND GOALS

- Service projects should be directly related to the goals of the break.
- 30 hours of direct service per trip – defined as direct interaction with community members
- 5 hours of indirect service per trip
- 80% of participants will agree that the service experiences were meaningful
- 80% of participants will agree that the service experiences made them think critically about social inequality

LEARNING EXPECTATIONS AND GOALS

- A minimum of two guest speakers, but we encourage you to have one every other day
- 80% of participants will agree that the guest speakers added to their understanding of social inequality
- One reflection activity of at least one hour per day (6-8 hours total)
- 80% of participants will agree that the reflection activities helped them internalize their service experiences
- One field trip/ service activity that helps participants think about concrete ways they can take action in their community.

SAFETY EXPECTATIONS

- As part of their Break Proposal, each team of leaders will present to and have their Risk Management Plan approved by the Public Service Center Assistant Director or Program Director.
- Key Liability Paperwork: One set of copies will be brought on the trip, and one at Public Service Center.
 - All participants will sign liability forms.

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- All participants will sign medical waivers.
- All participants will sign a copy of the “Volunteer Agreement”.

DOCUMENTATION AND REFLECTION EXPECTATIONS

- Maintain digital copies of participant rosters, information on planning the break, community and media contacts, and any and all other information on the Public Service Center server in the appropriate folder for future use.
- Each leader-team will produce an Alternative Break trip reflection book (scrapbook), to be given to all participants, community partners, and advisors. Scrapbook guidelines can be found later in this handbook.
- Each trip will be responsible for coordinating report-out’s from their team at the post-trip All Community Meeting.

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TRIP PROPOSAL TEMPLATE

Each team of Break Leaders will design a proposal for their Alternative Break. Each proposal will be presented to and reviewed for approval by the Student Directors, Public Service Center Program Director, and Public Service Center Assistant Director. We will have the first draft due on October 1, 2014. We have included a rubric to help you assess the strength of your proposal. Rate each bullet point from 1-5; one being “this does not rock” and five being “this rocks.”

TRIP NAME

A catchy title is useful for recruitment and offers a strong immediate impression about each Alternative Break. Past examples include: “Where the Wild Things Are: Rethinking Social Justice to Include Our Furry Friends;” “NOLA – Hidden, Revealed, Forgotten;” and “San Diego/Tijuana: Too Many Walls, Not Enough Bridges.” A strong title:

- Clearly communicates the focus of the trip
- “Dramatizes” the social issue to lure people in
- Is “sticky” and will generate interest
- Will resonate with community partners

ISSUE OF FOCUS

Break Leaders should think of a theme to their trip (i.e. the NOLA trip last year emphasized race, class, and gender). This theme will help focus your goals and should be carried out throughout your DECal, trip, and beyond. A strong issue of focus is:

- Describes the social issue you would like to explore in depth, the community you are working with, the age group, and the historical, political, geographical, social, or economic circumstances surrounding the community
- At least one community partner (perhaps your anchor organization would be good for this) has been consulted about the framing of your issue of focus
- Your advisor has given you feedback
- Includes plans and ideas to apply the issue of focus to a local context and take action

BREAK GOALS AND ACTION STEPS

Your goals act as your foundation and the means to provide direction to your ultimate vision. Think about goals as a way to focus your energy and time towards what matters to you most. In a world of competing opportunities, our goals help us determine our priorities. For this proposal, include no more than 3-5 goals in SMART (specific, measurable, attainable, relevant, and time-bound) goal format and the action steps you intend to take to get there. Some questions to keep in mind: How will these goals impact your work with these community partners? How have you included your community partners in the process of formulating these goals? **Strong goals are broken into the following categories and include:**

- Pre-Trip Learning
 - Trip specific learning goals with regard to the issue of focus
 - How you intend to cultivate relationships and leadership within the group

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- How you intend to create a sense of collective responsibility to the success of the group
- Community Impact
 - Your direct service goals – What you want participants to learn by doing with community partners
 - How you intend to cultivate relationships with community partners
 - What solutions originating from the local community you want to explore
- Intentional Action Upon Return
 - Have a concrete action step that participants can take to apply what they experienced and learned
 - Are clear about how you want to foster social justice awareness and how do you help students become agents of change
- Strategies for Accountability

For us to reach our goals and to move forward productively if we don't at first reach those goals, we have to hold ourselves accountable and ask others to support us in staying accountable. Here are some strategies for maintaining accountability in your work:

- Be honest with yourself. If you've decided to complete a task by a certain time, think of how choosing not to do that task will impact your goals and the lives of people around you.
- Be honest with your Co: Be open to letting others, particularly your colead, hold you responsible for things you've agreed to do. When you've agreed to complete a task, consider how choosing not to do that task will make your Co feel or how it may impede you from reaching the goals you've set out for yourselves.
- Ask for support: Part of being responsible to a task is recognizing when you cannot complete it and taking action to make sure that task gets done, even if it's not you who does it. It's ok to need support, and we all need it at some point in our lives, whether that's guidance on how to write a trip proposal or asking someone to cover a tabling shift we've signed up for. Asking others for support can also be a sign of trust in them, and giving support can show care and validate the needs of others.

LOCATION

Be as geographically specific as possible. If you are working in a particular community, mention its name. East Los Angeles, for example, is composed of Lincoln Heights, Boyle Heights, etc. Google Maps and HealthyCity tools are useful for creating a map of your trip locations. You might consider putting this in a spreadsheet format. Include:

- City, State, and Addresses of places you will be staying/serving
- The nearest care facility (hospital) from all service sites and places you will be staying

BREAK LEADER CONTACT INFORMATION

Name, mailing address, phone number, email address, and office hours.

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COMMUNITY PARTNERS

In a spreadsheet format, provide the contact information of individuals and organizations that will be assisting you with housing, service, or academic preparation (i.e. guest speakers). Make sure you have outlined at least 30 hours of direct service for your trip. Work with each site to plan the week's itinerary. Include the following:

- Confirmed place to serve each day with plans for an on-site orientation with each agency/site contact. Be in contact with more organizations than you anticipate being able to work for – this allows for more flexibility as plans may change.
- Identify an “Anchor Organization” to serve with for 1-2 days according to the guidelines provided in this guidebook
- Community interaction is incorporated into the week (i.e. a meal, conversation, or game)
- Schedule an on-site orientation session with each agency/site contact
- For spreadsheet include the following headers (and add your own as you need them): Semester/Year, Trip Name, Organization Name, Organization Address, Brief Description of Site, Brief Description of Service, # of Students Who Served at this Organization, Number of Hours Served at This Location, Number of Youth Served at this location

RECRUITMENT PLAN

Think about recruitment as the first stages in an organizing campaign. It's not just as a way to get participants involved with Alternative Breaks, but as a way to promote awareness of the social issues that we face as a society. It is also an opportunity to build relationships across difference with people all over campus. A strong recruitment plan will include:

- A 1-3 minute pitch (mini-speech) about the program in general and your trip specifically. This will be helpful for recruitment events (tabling, info sessions, informal conversations) and for other trips to read and help articulate to anyone interested in trips besides their own.
- How many people you aim to recruit
- A description of the type of participants you are looking for and description of the kind of group dynamics do you envision (ie. people with lots of expertise in your issue area, people who are eager to learn and serve, people who demonstrate commitment, etc.)?
- A list out specific student organizations, classes, departments, and organizations you plan to target with an explanation for why these are good targets for your trip recruitment
- Recruitment tools you plan to use

BUDGET AND FUNDRAISING PLAN

Each year we completely raise the 50,000 dollars to run our program. We have one of the lowest Alternative Breaks trip cost in the country and much of this has to do with our ability to both fundraise and manage our resources well. You will find that planning ahead by outlining your goals and your budget will help you think through the scope of your project. If you have less time to plan an event, it is harder to be creative in seeking outside resources. By creating a budget, you can forecast where you can look for and seek in-kind donations. A good budget can also help you decide what you are actually able to do for your event. A strong budget includes:

- Trip expenses that are clearly in line with your trip values and goals. It is easy to see what you are prioritizing.

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- All anticipated expenses including all project expenses (materials, equipment, transportation, etc.) are listed in your spreadsheet.
- Extra excursions or costs are outlined. **For example, you must rent a car through the University process for all field trips and cannot drive your own cars.**
- Costs are realistic. You can find out how much things cost by calling ahead or looking at prices online. Greatly exaggerating costs, either above or below, does not help
- A clearly defined fundraising plan
- A list of possible in-kinds and how you plan to obtain them

TRANSPORTATION

Transportation is one of our largest costs as a program and represents 50% of our budget. We need to know what your transportation needs are so that we can coordinate effectively. How will everyone get to your service site *cost-effectively and safely*? Do you need airfare? Rental Vehicles? Public transportation? How will everyone get home at the end of the trip? We typically rent two 7 passenger cars per trip. Strong proposals include the following:

- Transportation to and from the general trip location (especially for AZ and NOLA: clearly identify the airports you want to depart/leave from on both ends of the trip).
- The specific dates you need the vehicles with a clear pick up location and return location. If you don't need vehicles for parts of the trip, be sure to say that. For example, the Homelessness trip typically does not need vehicles until mid-way through the trip and the Environmental Justice Break Leaders shared that they really only needed vehicles for one day instead of the whole trip last year.
- Short distance transportation – Do you need BART or bus tickets?

HOUSING

Obviously, we all need a place to stay. But some of you may have no idea how to go about finding that place. Hopefully, the step-by-step guide presented this summer as well as in this guidebook can help you see what goes into finding a housing partner. For some trips that have well-established housing partners, this may be one of the easiest parts of your planning. However, if you are changing or establishing partners and do not plan ahead, it can become a huge source of stress. Our goal is to have housing secured by October. For your proposal, we need the following:

- 3-5 potential housing sources and the specific arrival and departure dates and times
- Is there access to a kitchen? Food storage? Showers? If not, what is your plan for addressing these needs? What are the locations for other amenities if such as showers if not available at the site
- The materials will participants need? Sleeping bags, etc.
- The service project, if any, you might do with your housing partner

FOOD

This part of your proposal will be fleshed out in greater detail in the spring once you know who your participants are. For now, include the following:

- How you plan to address group dietary concerns (vegetarian, vegan, low salt, etc.).

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- The date/ tentative location for the Alumni Dinner. Will you invite Community Partners? Will it be potluck style?
- If planning to eat out, when and how much do you intend to spend.
- Outreach ideas for in-kind donations both in Bay Area and in trip locations.

SUSTAINABILITY

How can you incorporate sustainability into your trip? What are some sustainable choices your trip can make to make less of an impact on the environment as well as continuing to foster this experience for participants after their trip and after the last DECal/reflection?

- Identify ways to reduce waste, energy, and resources (have each participant bring their own utensils, bring a shower clock to keep shower time to a minimum, etc)
- Have an action plan for how to get participants to think about continuity. Be Creative! (i.e. final presentation, service project, resource guide)
- Tie in the experiences and service done on the trip to opportunities and events locally. Try to coordinate a local service event before and after the trip as a way to show the universality of these issues.

RISK MANAGEMENT

As a leader, one of the important things you can do is ensure the physical and emotional safety of all participants in your project. Only by running safe programs for your participants can you make transformational shifts – within your participants, within your group, and between campus and community. A detailed risk management plan demonstrates due diligence. A strong proposal includes:

- All activities that involve risk are identified. Precautions you will take to minimize these risks are outlined.
- Brainstorm on any possible solutions to cultural conflict/cultural humility (we will go over this more in-depth in the spring, but just be thinking about it)
- A plan for taking care of the social, physical, intellectual, emotional, and spiritual parts of your team

*BREAK SCHEDULE

Please include a schedule of the week including a detailed narrative. Include:

- Plans for direct service (refer to guidelines)
- Time for group/individual reflection, group activities, and free time (refer to guidelines)

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CREATING S.M.A.R.T. GOALS

(ADAPTED FROM GENDER EQUITY RESOURCE CENTER: [HTTP://GENEQ.BERKELEY.EDU](http://GENEQ.BERKELEY.EDU))

As previously mentioned, setting goal is an extremely helpful tool that will guide you and keep you accountable to your work. It is important to keep your goals somewhere you will see them on a regular basis. Each goal should only be a sentence long, written in the present tense and positive. Your goals should be in the orientation of what, how to do it, and how to measure your success.

SMART IS AN ACRONYM FOR GOALS THAT ARE:



pecific

A SPECIFIC goal is simple and easy to describe. When you set goals for yourself, are they specific and precise? “I want to be happy” is not specific. “I want to live happily by working for an organization whose mission I believe in” is specific. Your personal power lies in clarity.



easurable

A MEASURABLE goal is one that has a specific outcome. How will you know when you’ve achieved your goal? For example, the goal of fundraising \$1,000 by December 1st is measurable—on December 1st you’ve either raised \$1,000 or not.



ttainable

An ATTAINABLE goal is one that allow you to stretch, but is not impossible. Let’s say you want to raise a million dollars by December 1st. Great goal. But if you’ve never fundraised before and it’s already October 31st, this goal is currently not achievable. If fundraising is your goal, start by putting together a fundraising team and identifying grant opportunities and then create another set of attainable goals as you work towards your vision.



levant

A RELEVANT goal is one that has meaning for you. It’s not just a good idea or a “should”. It reflects who you are and what you value. If you want to fundraise, connect that goal to the larger intention. Putting on programs that serve the communities you’re passionate about is the larger intention that makes the fundraising goal relevant, since you need money to run programs. Choose things that are important to YOU.



ime-based

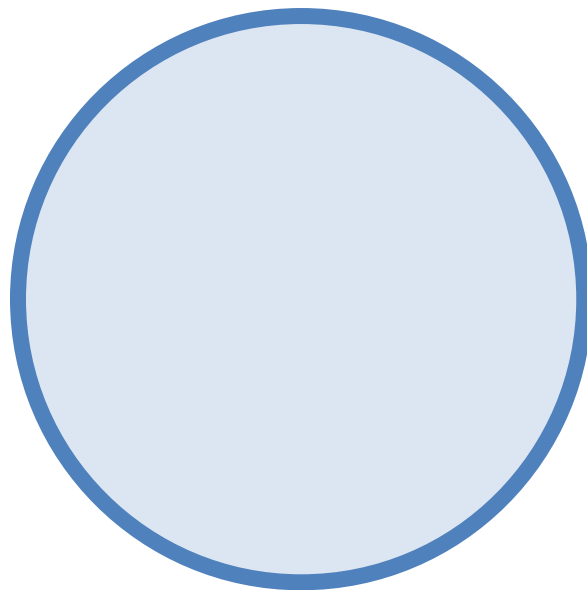
A TIME-BASED goal is one that has an end date. Even if you don’t know if you can accomplish your goal in the time you’ve set for yourself, set a date anyway because the mind responds to specifics. Setting a date and creating a plan for the goal will show that you mean business!

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USING "SPIDER" CONCEPT MAPS TO CLARIFY PERSONAL GOALS

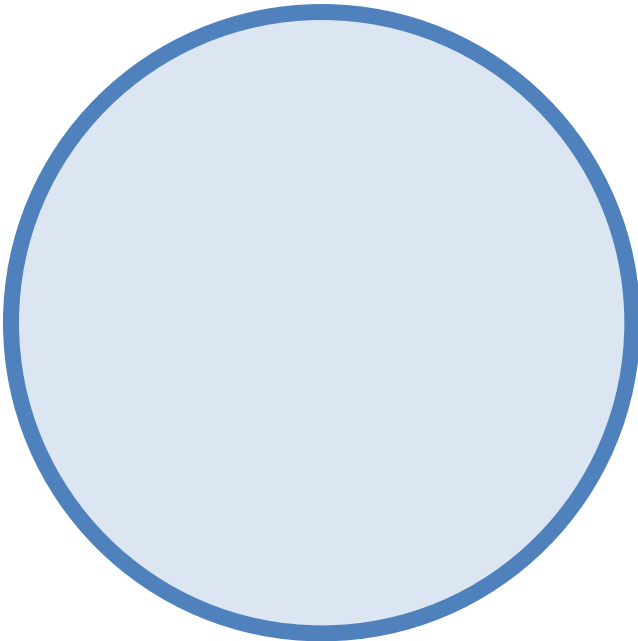
The "spider" concept map is organized by placing the central theme or unifying factor in the center of the map. Outwardly radiating sub-themes surround the center of the map and further connections are made from there. Start with the focus question in the center. Create new bubbles for each of your ideas and draw connections between the links.



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USING "SPIDER" CONCEPT MAPS TO CLARIFY TRIP GOALS



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FROM YOUR CONCEPT MAP, WHAT 2-3 GOALS DO YOU HAVE FOR YOURSELF THIS YEAR?

1.

2.

3.

TRIP GOALS:

1. Pre-trip Goal:

2. Community Impact Goal:

3. Post-trip Goal:

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SAMPLE BREAK PROPOSAL - #1

ALTERNATIVE BREAKS PROGRAM, SAN DIEGO-TIJUANA

NAME OF TRIP "BREAKING DOWN BORDERS BETWEEN SAN DIEGO AND TIJUANA"

Contact Information Stephanie Tran stran@berkeley.edu (714) 401-5270 Eva Masadiego emasadiego@berkeley.edu (323) 614-1404	Class Information Office Hours: 102 Sproul, Friday 10-11am Email: sdtj.altbreaks@gmail.com Blog: thebordercrossedthem.blogspot.com
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ISSUES OF FOCUS:

Taking on a political and historical, but most importantly a social perspective, this trip examines the relationship between the United States and Mexico. With emphasis on contemporary issues in regards to the unrest the country is living, we will also explore social issues that continue to affect and contort our border. Mexico and the United States is currently facing an uprising and critical conflict in a war against drugs. The United States seems to be facing a serious threat on national security and has taken measures that have drastically deviated immigration reform. We will unravel the current violence that surfaces the border and across Mexico that has dramatically deteriorated public security causing great political and social implications on many communities. We will further learn about Central Americans, unmentioned, yet strongly affected, through their distinct migration journey through Mexico into the United States. Overall, we will be given insight to form an understanding of immigration today, the current conflict between two countries, and the impact it has on society.

BREAK GOALS:

- To create a fun, welcoming environment for all participants where they can feel part of a family
- For all participants to have a clear grasp on the issue at the shared border between the United States and Mexico
- For participants to feel empowered and motivated by experiences and form a connection to privilege and power by challenging their preconceived notions about immigration and undocumented workers/students.
- To forge a parallel between the San Diego/Tijuana border and relevant issues in the Bay Area through encouragement so that participants find passion in a social injustice and continue to be creative with service and helping those in need.

TRIP DESCRIPTION:

This break strives to peel away at the complex layers surrounding the turmoil on the United States-Mexico border. We will examine the forces that have instigated immigration, including legislation, lifestyles, narcotics, and violence. Over the course of the semester, we hope to challenge the participants to question conventional attitudes and beliefs portrayed in the media or widely

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accepted. We want to learn about the causes behind the “danger” of the border and experience a first-hand account of the lifestyles that meet. As an Alternative Breaks member, we hope that through the break, we learn the strength of community and how to effectively fight for social justice

LOCATION:

We will be in San Diego, CA and Tijuana, Mexico. In San Diego, we will be lodging at Foothills United Methodist Church on 4031 Avocado Blvd. La Mesa, CA 91941. In Tijuana, we will be lodging at Casa del Migrante on Calle Galileo No. 239 Col. Postal, Tijuana, B.C.

Class Schedule	
Week 1	Introduction
Week 2	History and Militarization of the Border: Past and Present Immigration Laws/Policies
Week 3	Overview of Mexico’s War on Drug Trafficking: Political Corruption and Social Ramification
Week 4	Narco-culture: Drug Cartels and their influence on border culture (SPEAKER)
Week 5	Central Americans: Their Distinct Migration Journey Across Borders
Week 6	Border Women: Maquiladoras & Environmental Justice
Week 7	Conditions on both sides of the Border (SPEAKER)
Week 8	SPRING BREAK SERVICE TRIP!
Week 9	US-Mexico Experiences
Week 10	Jornaleros: Day Laborers in the Bay Area
Week 11	Undocumented Students and Higher Education: Their fight and struggle
Week 12	End of the Semester Celebration!

COMMUNITY ORGANIZATIONS

Organization	Description	Contact Information
Border Angels	<i>Founded by Enrique Morones in 1986, Border Angels is a non-profit organization supporting humanity. The organization consists of extraordinary volunteers who want to stop unnecessary deaths of individuals traveling. Volunteers travel to border areas to maintain water stations. They also provide outreach to migrants that live in Canyons in North County with food, water and used clothing</i>	Isabel Montano Imontano3@cox.net 619-739-5508 2660 Hardy Drive Lemon Grove, CA 91946
Border Patrol		Diana Hinojosa Diana.Hinojosa@dhs.gov 619-213-4575 2411 Boswell Rd Chula Vista, Ca 91914
	<i>Casa Familiar understands the unique challenges</i>	David Flores

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Casa Familiar	<i>faced by border communities. They respond to what is known to be a multidimensional concern offering over fifty programs spanning the program areas of Human Services, Community Development, Recreation Services, Technology, Arts and Culture, and Education.</i>	davidf@casafamiliar.org 619-587-5557 119 W. Hall Avenue San Ysidro, CA 92173
Casa de la Esperanza Inc.	<i>One of Baja California's largest orphanages serving as a safe heaven for children who have been separated from their families. (In Mexico all children who have unfit homes and are removed from their parents are put in orphanages.)</i>	Alejandra Lara casaorfa@telnor.net 664-684-4350 Km. 8.5 Carretera a Ensenada Apartado Postal 532 C.P. 22000 Tijuana, B.C.
Casa del Migrante en Tijuana	<i>La Casa del Migrante is refuge to many men on their journey through Mexico in hopes of crossing the US border. Migrant men receive food, shelter, facilities to shower, clean clothes, shoes, basic medical assistance and anything else they made need to complete their journey.</i>	Friar Luiz Kendzierski sadelmig@yahoo.com (664) 382-7685 and (664) 682-5180 Calle Galileo 239, Col. Postal Tijuana, B.C. 22350
Western Maquiladora Trade Association (WMTA)	<i>WMTA aims to keep maquiladora operators and related businesses informed about changes and trends affecting the maquiladora industry and U.S. - Mexico issues. The WMTS assists members in complying with U.S. and Mexican regulations and represents maquiladora industry interests with governmental agencies in the U.S. and Mexico. Works closely with National Maquiladora Council and the Maquiladora Industry Association Coastal Zone of Baja.</i>	619-234-9682 1250 Sixth Ave. Suite 210, San Diego 92101
American Friends Service Committee	<i>San Diego branch of a national organization that provides legal services to immigrants; monitors human rights violations occurring in the San Diego/Tijuana border area</i>	3850 Westgate San Diego, CA 92105 Telephone: 619-233-4114 Fax: 619-233-6247
Colectivo Chipancingo Pro Justicia Ambiental	<i>Colectivo members learn about toxics in the home and the community, about contamination from the maquiladoras, trade agreements, globalization, and how to work together to create change.</i>	2727 Hoover Ave., Suite 202 National City, CA 91950 Phone: 619-474-0220 Fax: 619-474-1210 ehc@environmentalhealth.org

RECRUITMENT PLAN

Aside from the structured recruitment, we will be reaching out to Latino/a-based clubs and organizations, including La Raza Workers' Rights Clinic, Hermanas Unidas de UCB, Hermanos Unidos, and Chicanos/Latinos in Health Education. Already through tabling, we have encountered many interested potential participants. In addition to attending club meetings and sending out information

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on their listservs, we will be targeting Ethnic Studies and Latin American Studies majors. Our goal is to have ten to twelve interested and passionate participants, regardless of their affiliation or recruitment process.

CLASSES TO APPROACH

- Ethnic Studies 190 Advanced Seminar in Comparative Ethnic Studies
- Ethnic Studies 41AC. A Comparative Survey of Protest Movements Since the 60's
- Ethnic Studies 159AC. The Southern Border
- Chicano Studies 162. The U.S. Role in Central America. Social Welfare 274. Immigrants and Refugees in the U.S.
- Social Welfare 270. Access to Human Services Among Low Income and Minority Populations. Peace and Conflict Studies 128AC. Human Rights and American Culture
- Peace and Conflict Studies 126. International Human Rights
- Sociology 145 Social Change in Latin America
- Political Science 166 Latinos and the U.S. Political System

BUDGET/FUNDRAISING PLAN

Aside from the protocol donation letters and cookie fundraiser, we have looked into grants from Kappa Alpha Theta Fraternity and some ASUC Grants. Most of our budgeting will come from in-kind donations for food from Chipotle, Somersaults/Luna, Trader Joe's Ralph's, Albertson's and other local restaurants and food distributors.

TRANSPORTATION

Because we plan on crossing during our Alternative Break, we want to fly via Southwest Airlines from OAK to SAN airports. Plane tickets are estimated to cost \$93/person one-way. We will be renting a car from San Diego's airport with proper insurance needed for crossing the border. Gas will be roughly \$200, if we plan on flying.

Risk Management

Driving

- 2 Designated Drivers (18 or 21+) for the entire trip: 1 per vehicle
- Designate a team of Navigators who work well with Drivers
- Photocopy driver's licenses and have copies handy
- Get signed liability waivers and have a copy in each car
- Continuous phone contact between vehicles
- Be aware of what rental car insurance covers
- Educate drivers on cultural driving norms found in SD and TJ
- Have First Aid Kit readily available
- Enforce the use of seat belts
- Create an agreement between passengers in the car about what is comfortable driving etiquette (music, food, sleeping, noise, etc.)

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	<ul style="list-style-type: none"> • Have multiple maps/directions (printed) and a GPS for all destinations and commutes between community partners • In the case of an accident, have both cars pull over right away. Call the police, assure that all passengers are okay, take photos of damage of car, get vehicle information from other car at the scene, and do not leave until given the okay
Food	<ul style="list-style-type: none"> • Ensure food is properly cooked and that sanitation is always upheld • Continuous hand washing when dealing with food. Packing of own lunches for the day • Proper clean-up and cleaning of the food equipment • Follow dietary preferences and concerns • Making sure that food is put away properly and preserved if needed • Choose foods that have proper nutrition and vitamins that will sustain our work duties
Theft/Crime	<ul style="list-style-type: none"> • Strongly discourage bringing valuables • Carry only maximum amount that one is willing to lose • Abstain from using flashy items/clothing • Keep spending money in different places • Allow no one to go off alone • Educate participants to not get distracted. Be aware of surroundings! • When in doubt, don't dare continue • Report theft or crime immediately to the Consulate
Injury	<ul style="list-style-type: none"> • Clearly identify safety procedures before the service activity (Risk Management protocol) • Have emergency contacts in each participant's phone • Have a master list of emergency contacts and insurance policies • Bring a first aid kit to all service sites • Hold directions to nearest hospital from any location
Physical Well-Being	<ul style="list-style-type: none"> • Take necessary water/bathroom breaks • Make sure everyone has access to first aid kit

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	Saturday 3/24	Sunday 3/25	Monday 3/26	Tuesday 3/27	Wednesday 3/28	Thursday 3/29	Friday 3/30
7	5:00 Meet at Rochdale Co-Op (8 hrs 24 mins)	8:00 Wake up call//Breakfast Breakfast out, food packed for TJ, snacks packed.	7:00 Wake up call Breakfast out, snacks packed	Wake up call	Wake up call	Wake up call. Breakfast pack lunch	5:00 Leave for Berkeley! (8 hrs 24 min)
8	8:00-8:30AM Pit Stop 1 -- snacks/b-fast, check-in's		7:30 Leave for San Diego car rental. Cross the border (est. 3 hrs)	San Diego Maquiladora Workers Network Tour	7:40 Leave FUMC. Meet with Border Angels	Trip Reflection (30 mins) 8:30 Leave for Border Patrol	8:00-8:30AM Pit Stop 1-- snacks/b-fast, check-in's
9	Driving 5 of 8.5 hrs completed by 10AM	Leave for Car Rental	Imperial Valley Cemetery				
10	11:30-12:30PM Pit Stop 2-- Lunch, energizers, check-in's, yoga	Cross border (est. 2 hrs)		Drop off car rentals, back to FUMC	Community project.	Lunch, Yoga Stretch, Reflection	Pit Stop #2: Lunch, energizers
11	Driving again Complete remaining	Service with CdM, Paint and clean the house.	Leave for Chicano Park	Tour Ends			
12					Lunch	Lunch	Free time in Old Town. Group for Dinner at Dos Brasas!
1	Pit Stop #3: Costco, bathroom breaks, check- in's (20 mins)	Prepare dinner with CdM	1:30 Guest speaker, Roberto Hernandez, to talk about park's history.	Arrive in SD//Prepare Dinner	Back to FUMC// Prepare dinner	Pit Stop #3: Snacks, bathroom breaks, check-ins	
2							Dinner with CdM. Conversation with migrant workers.
3	Dinner/Clean-up// Reflection	Reflection	Reflection	Reflection.	Reflection. Showers. Full clean-up. Pack for home.	Arrive in Berkeley!	
4							Present schedule and menu//Prepare dinner
5	Showers. Down time. Pack for Tijuana	Showers. Down-time. Pack for SD	Showers. Down-time.	Reflection.	Reflection. Showers. Full clean-up. Pack for home.	Arrive in Berkeley!	
6							Lunch, energizers, check-in's, yoga
7	Driving again Complete remaining	Service with CdM, Paint and clean the house.	Leave for Chicano Park	Tour Ends	2-2:20 Drive	Complete remaining driving.	
8							Pit Stop #3: Costco, bathroom breaks, check- in's (20 mins)
9	Dinner with CdM. Conversation with migrant workers.	Pick up an in-kind donation for dinner.	Back to FUMC. Dinner	Arrive in SD//Prepare Dinner	Back to FUMC// Prepare dinner	Pit Stop #3: Snacks, bathroom breaks, check-ins	
10							Dinner/Clean-up// Reflection
11	Showers. Down time. Pack for Tijuana	Showers. Down-time. Pack for SD	Showers. Down-time.	Reflection.	Reflection. Showers. Full clean-up. Pack for home.	Arrive in Berkeley!	
							Lights-out

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SAMPLE BREAK PROPOSAL #2

ALTERNATIVE BREAKS PROGRAM, FOOD JUSTICE NAME OF TRIP "FOOD JUSTICE AND SUSTAINABILITY"

Contact Information

Audrey Smith

512-826-8257 (cell)

audreyasmith@berkeley.edu

Office hours: W 10-11am

Julie Lee

408-440-7994 (cell)

juliejlee@berkeley.edu

Office hours: W 10-11am

ISSUES OF FOCUS:

During our week long trip, we will focus on the current developments and practices in sustainable agriculture and farming being implemented by organic farms in the Bay Area. This will primarily be done by drawing similarities and making comparisons among the four farms at which we will serve. Specifically, we hope to gain knowledge in terms of how each are addressing the issue of sustainability in our food system, and are dealing with the pressures of competing with more commercial farms focused on revenue and government subsidies.

BREAK GOALS:

During the trip, our goal is to provide a safe, but educational experience encompassing the above issues of focus. We will provide our services to the farms in the duties they delegate to us, and show them that we advocate and want to practice their cause, especially in our own Berkeley community.

By the end of this trip, participants will be able to:

- apply the insight gained during the DeCal to knowledge and foundation established on-location, increasing awareness and motive for activism in our trip-targeted issues
- grasp our place and roles within this issue of sustainability, and that we're ultimately all effectors in this system
- use this experience to apply it to the "big picture" both locally, nationally, and globally

TRIP DESCRIPTION:

In an era dominated by fast food chains and sugar-dense, processed foods that fuel the cravings of many, we hope to explore the social, political, medical and environmental effects of this appalling recent trend. As a new trip for Spring 2010, this alternative spring break [*will preferably put our trip title here when we finalize it*] will travel to various Bay Area farms that practice sustainable agricultural and farming practices. We will examine their determined efforts to eradicate the bad habits that characterize America's consumption, while directly providing our services to on-location farm duties. Moreover, we will be able to directly observe how each farm is implementing its goal to transform our current food system from the roots up. Join us as we take this opportunity to reflect on our eating habits and bring a new aspect to what it means to 'watch your mouth'!

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LOCATIONS:

Vacaville, then Petaluma, CA, respectively. (**During our service term in Petaluma, we will be lodging in the nearby city of Sonoma)

MAIN COMMUNITY PARTNERS: PLEASE SEE ATTACHED CHART FOR COMPLETE LIST OF COMMUNITY PARTNERS

- Petaluma Bounty Farm, Amy Rice-Jones, (707) 775-3663 ext. 213, amy.ricejones@gmail.com
- Soul Food Farm, Alexis and Eric Koefoed, (707) 469-0499, soulfoodfarm@aol.com
- Brahm Ahmadi (guest speaker) People's Community Market, brahm.ahmadi@gmail.com
Yonadan Landau (guest speaker) Berkeley Student Food Collective, ylandau1@gmail.com
- Sibella Kraus (guest speaker) SAGE, sibella@sagecenter.org
- Kendra Klein (guest speaker) UC Berkeley CNR, ESPM Dept., kleinkec@yahoo.com

RECRUITMENT PLAN:

We plan to recruit 10-12 students. We will be selecting participants, such that the group encompasses a variety of educational backgrounds, and not primarily restricted to those that have previous knowledge/study in our issues of focus. We will recruit via in-person classroom announcements, flyering on Sproul and info sessions. Probable classes for announcements will be ESPM 118 Agricultural Ecology, among other departments to promote range in our participant selection.

BUDGET/FUNDRAISING PLAN:

We plan to write at least one grant each to benefit AB funding as a whole. Each participant and break leader will take part in two concession stand fundraisers, write donation letters, and participate in the cookie dough fundraiser. We will ask for in-kind donations at Safeway, Staples, and other local stores & restaurants. We estimate that we will need a maximum of \$200 for gas.

TRANSPORTATION:

Rental cars from Enterprise (an AB community partner) will be used for moving from site to site. We plan on renting up to three 5-passenger cars that will accommodate all participants. The cost of each car (room to seat 5 passengers) is estimated at \$339.56 per week, so in total, three vehicles will cost _____. We expect to drive around 200 miles total, and will use this estimate in calculating gas money for each car. Students over the age of 18 are eligible to drive the cars, and the \$15/day/vehicle fee for having drivers under 21 years of age will be waived by Enterprise.

HOUSING:

In Vacaville, we will be staying at a St. Paul's United Methodist Church located about six minutes from Soul Food Farm. The pastor and church members will generously be allowing us to use the main hall as well as its kitchen and bathroom facilities during our three day stay. We will be using showers on-site at Soul Food. During our service term at Petaluma, we will be lodging in First Congregational

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Church in Sonoma, located about half an hour from Bounty Farm. We will be utilizing the shower facilities at Parkpoint Health Club in Sonoma.

FOOD:

We will be buying most of our food necessities at Costco in Richmond on the morning of our departure. We will have to have at least one cooler to store perishables. Lunch (primarily sandwiches) will be prepared following breakfast, and be eaten during a break in our service block. Dinner will be cooked together. Efforts will be made to receive in-kind donations from local businesses for meals on the day of our departure.

Risk Management:	
Driving	<ul style="list-style-type: none"> • Designated drivers (18 and over) • Sign liability waivers • Photocopy drivers' licenses • Three sets of directions & maps • Contact between cars at all times
Food Issues	<ul style="list-style-type: none"> • Survey food preferences • Access to ice for coolers • Proper food preparation & storage
Exceeding physical capacity	<ul style="list-style-type: none"> • Know your limits; ask for help • Drink water • Importance of rest time/free time
Injury at service site	<ul style="list-style-type: none"> • Safety check every day • Access to local hospital • First aid kits (three total; one per car)
Spending time alone with students	<ul style="list-style-type: none"> • Do not go off alone with a student • Communicate with supervisor
Spending free time in the community	<ul style="list-style-type: none"> • Let someone know where you are • Travel in groups • Be back by designated time
Theft of personal belongings	<ul style="list-style-type: none"> • Do not bring expensive items • Keep track of your belongings • Access to locked room/area

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Break Schedule							
	Saturday 3/20	Sunday 3/21	Monday 3/22	Tuesday 3/23	Wednesday 3/24	Thursday 3/25	Friday 3/26
7:30		Wake-up call	6:00 Wake-up call// Round 2 of showers	Wake-up call	Wake-up call	Wake-up call	Wake-up call
8		Breakfast & prepare lunches	Breakfast at Be Love Farm	Breakfast & prepare lunches// Pack-up!	Breakfast & prepare lunches	Breakfast & prepare lunches	Breakfast & prepare lunches
9	Pick up rental cars// Costco shopping// Pick up Cheeseboard & Cheese 'N Stuff donations	8:30 Morning meeting 8:45 Leave for Soul Food (SF) 9:00 Arrive at SF	9:00 Be Love Farm tour!	9:15 Morning meeting 9:30 Leave for SF 9:40 Arrive at SF	8:30 Morning meeting 9:00 Leave for PB 9:40 Arrive at PB and energizer!	8:45 Morning meeting 9:00 Leave for Petaluma	Pack-up!
10		<u>Activities/duties:</u> pick & wash eggs plant gardens erect fences install laying boxes	Leave for SF// Service learning for the Soul	Activities/duties Q&A with Alexis... then final goodbyes	Bounty-ful duties!	Arrive at Tara Firma! & tour	Sonoma's Farmers Market!
11					<u>Activities/duties:</u> clear cover crop beds learn about bio-intensive digging technique to prep beds care and training of fruit trees		Lunch// Final reflection at park
12	Meet everyone at West Circle// Lunch		Lunch & mid-day reflection	12:00 Eat lunch		Lunch & mid-day reflection	
1	Leave for Vacaville	Lunch & mid-day reflection	Continue Soul-ful service work under the gorgeous Vacaville sunshine	1:00 Leave for Petaluma Bounty (PB)	Lunch & mid-day reflection	1:30 Bounty workin' 3:50 Q&A with Amy... then final goodbyes	Back to Berkeley we go!
2	Arrive at St. Paul's	Continue SF Farm duties!		2:30 Meet with Amy 3:00 Intro from executive director of PB Grayson James	Continue to spread more Bounty love		Arrive in Berkeley & drop offs
3	Icebreakers// Discussion of AB program		Morningsun Herb Farm tour!				Take cars back to Enterprise
4	Explore Vacaville/gain understanding of community		4:30 Finish up duties on the Soul-ful soil!	Leave for Sonoma// Meet with Denise at FCC	Leave for Sonoma	Exploration at Seed Bank// Leave for Sonoma	
5	Assign chores & outline goals for trip			Round 1 of showers// Dinner prep	Showers at gym	5:15 Talk with Earth Care Committee	
6	Dinner prep	Round 1 of showers// Dinner prep	Dinner with Alexis at Farm// Clean-up	Round 2 of showers// Dinner prep	Dinner at In-N-Out	Dinner prep	
7	Dinner// Clean-up	Dinner with Sandy at Church// Clean-up		Dinner// Clean-up	Free screening of "Nourish" & discussion panel at Seed Bank	Dinner// Clean-up	
8						Showers at gym	
9-11	Evals// Downtime/ Games	Evals// Reflection & downtime	Evals// Reflection & downtime	Evals// Reflection & downtime	Evals// Reflection & downtime	Evals// Reflection & downtime	

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WORKING WITH COMMUNITY ORGANIZATIONS: GUEST SPEAKERS

This section complements the section titled “Developing and Maintaining Strong Community Partnerships” in your Leadership Toolkit

Inviting community members and representatives from local organizations as guest speakers provides a valuable opportunity to hear different first-hand perspectives and provides great material for discussion. As facilitators, break leaders must lay the groundwork for effective presentations.

INITIAL CONTACT:

- Research organization/person beforehand.
- Mention Alternative Breaks and that you are a UC Berkeley student.
- Be clear and specific about what you are asking. Speak slowly and clearly.
- Know when to be formal and when it’s okay to be informal: always begin on the side of formal until the partner sets an informal tone.
- Offer to send an e-mail with more info (but don’t assume they have e-mail).
- Set clear deadlines. If you agree that you will speak again, set a time for the phone conversation. If they agree to get back to you, set a deadline.
- Leave your name, email, and phone number.
- If you are still nervous about contacting them, please ask Kari for sample emails or support.

INVITING PEOPLE TO SPEAK IN A CLASS OR FOR YOUR GROUP (FOR DECAL AND WHILE ON TRIP):

- Be sure to identify someone who is not only knowledgeable about the subject, but is also a good speaker and/or is interested in being a co-educator with you.
- Check evaluations of previous guest speakers.
- Develop a very clear agreement **in writing** about the speaking engagement:
 - Date, time, and place of speaking engagement
 - How much time they have to speak? Are they okay with a Q&A component? Will you serve as their timekeeper?
 - What are the overall goals of the class? What specific learning objectives do you want the speaker to address?
 - What is the context? Who will they be speaking to? How many people?
 - Will they have handouts? Can you help to make those copies? Are there any materials or equipment they need?
 - Provide link to campus map, info on parking and transportation.
- Give the speaker a little background information about the class and/or group. Provide a syllabus or other materials.
- Offer suggestions to the presenter: How do they want classroom to be set up? What kinds of activities and discussion formats seem to work well? How can the speaker ensure that the class will be interactive?
- Prepare a brief introduction of the speaker that includes their name, relationship to the community, knowledge about the topic or issue, and any other pertinent information.

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FOLLOW-UP

- Take time during the meeting or in class to share reactions and discuss what was said.
- Think about how you will evaluate the session. How will you share feedback with the speaker?
- Be sure to formally thank the speaker...a card with notes from everyone in the class, or positive quotes from the evaluations works well!

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WORKING WITH COMMUNITY ORGANIZATIONS: SERVICE SITES

***Develop clear outcomes for service experiences!
Be respectfully persistent! Keep calling (emailing, faxing...) and be polite, courteous,
understanding, etc...***

INITIAL CONTACT (THE SAME GUIDELINES APPLY!):

- Research organization/person beforehand. Write down notes/questions you have to help you communicate without awkward pauses on the phone
- Mention you are a UC Berkeley student.
- Be clear and specific about what you are asking. Speak slowly and clearly.
- Know when to be formal and when it's okay to be informal: always begin on the side of formal until the partner sets an informal tone.
- Offer to send an e-mail with more info (but don't assume they have e-mail).
- Set clear deadlines. If you agree that you will speak again, set a time for the phone conversation. If they agree to get back to you, set a deadline.
- Leave your name, email, and phone number.
- Think outside the box when deciding on agencies to contact.
 - Not only non-profits
 - Agencies might surprise you – try a variety of organizations

DURING THE PROCESS:

- When contacting agencies be SPECIFIC and use the Community Partner Learning Agreement.
 - What exactly do you expect to be doing?
 - What kinds of service will you be involved with? What services do they need?
 - Time/day breakdowns of the different service activities.
- Find out the goals and purposes of the service you will be doing
- Attempt to get different forms of agency support during your service search. (i.e. guest speakers, reflection, reading, etc.)
- Clearly explain what Alternative Breaks are and what the purpose is (may include mailing or faxing).
- What information can the agency send to you (pamphlets or brochures) that you can distribute to your break participants?

OTHER HELPFUL INFORMATION

- Make sure that you are talking to the right people within the agencies.
- Find out the best way to reach your agency contact to make it as easy as possible for them to help you.
- Do not forget LOGISTICS
 - Time for meals
 - Exact times (Not Berkeley Time)
 - Transportation issues (give yourself plenty of time)
 - Meeting places (for post-service, on-site reflection).

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- Clothing/special instructions.
- Directions.

PHONE SCRIPT FOR CALLING COMMUNITY PARTNERS

Hello, my name is XXXX. I'm co-leading the XXXX trip/project in the Alternative Breaks Program through the UC Berkeley Public Service Center. I'd like to speak with you about partnering with us this year. Is now a good time to talk? (If it isn't, say "We are eager to speak with you, when is a better time to call you this week?"). If they are able to talk...

- We are leading a XXX long service trip during XXXX dates and are interested in doing XXX number of service hours with you.
- We are interested in partnering with you because....(match your goals with the goals of the organization)
- We are hoping to serve with you by....
- Set deadlines for getting back in touch
- Leave phone number and trip email
- Ask what the best forms of communication are to reach them
- Thank them for their time

SAMPLE EMAIL

Dear XXX,

I received your information from XXX from the XXX Center. I represent Alternative Breaks, a service learning group from UC Berkeley. We are currently looking for help from local agencies.

Let me give a brief overview of what we are doing. Alternative Breaks at UC Berkeley began in 2001 with the desire to lead college students to unfamiliar environments as an alternative to conventional college spring breaks. The immersive experience invites students to critically examine complex social issues by directly engaging with communities. It is the hope of the Alternative Breaks program that students will take their experiences from these trips and continue to engage in social action in their own communities.

In the past thirteen years, our program has expanded tremendously into a total of eleven different trips which occur during a week-long duration over spring break. Each trip consists of 12-14 participants and is led by two student break leaders. Participants are expected to enroll in a semester-long course (taught by the student break leaders) so that they can dialogue and engage with their peers regarding social, political, and economic issues relevant to their trip.

The idea is to get students engaged in critical service-learning. The trips are created and run by students for students, in coordination with faculty and staff. To be considered for these programs students must agree to a no alcohol or substance abuse policy.

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This year XXX (number of students) students will be participating in the XXX trip in order to learn about XXX. As a break leader for this trip, my co-leader and I have contacted several other agencies in the area and are interested in working with you on XXX project (show you understand what their organization does/why you specifically want to work with them). Since this year's trip is evolving we would be open to hear any suggestions that you may have.

Thank you so much for your time and cooperation. Also, if you know of any other agencies that might be interested in helping us I would be interested in any information you could divulge.

Respectfully,

(Name)

(Position and Location of site)

Public Service Center Public Service Center

University of California, Berkeley

(Email)

(Phone)

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COMMUNITY PARTNER LEARNING AGREEMENT

CONTACT INFORMATION

Trip Name:	Break Leaders:	Trip Email:
Date, Time, Location, and Duration of service project:		
Community Partner Organization:		
Address:	Phone:	Web Site:
On-Site Supervisor:	Direct Phone:	Email:
Best Method of Communication:	Frequency of Communication:	

STUDENT LEARNING PLAN:

The learning objectives (below) are specific to the trip and community partner identified.

Learning Objective(s):

Provide 1-2 learning goals for the service project at this site.

Tasks to Accomplish:

The specific activities the group will do to reach the learning objectives

Outcome Measures:

Process for measuring the achievement of the objectives

- Community Partner Survey
- Pre-and-Post Participant Survey
- Final Reflection Scrapbook

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Student Commitments:

- All students sign a participant agreement.
- Clearly communicate what students be reading, watching, and/or attending to help them prepare for service at the site.
- If desired, provide a copy of the trip itinerary, class syllabus, and risk management plan for community partners.

Public Service Center/University Commitments:

- The Alternative Breaks Program has both program goals and learning outcomes for both Break Leaders and participants as a whole (attached).
- Students attend a semester-long course on the trip topic
- Students pay a trip fee
- We will provide coolers, first aid kits, and other supplies as needed to ensure a quality trip

Community Partner Commitments:

- Clearly communicate:
 - Define what success looks like to you given the length of the service project.
 -
 -
 -
 - What the students will be doing and the skills needed to successfully complete the project.
 -
 -
 -
 - What supplies will be provided.
 -
 -
 -
 - Whether or not an orientation will be provided and what it will include if provided.
 -
 -
 - Whether or not on-site training will be needed and what it will include if provided.
 -
 -
- Complete a Community Partner Survey at the end of the service project and put it in the secure envelope provided. All surveys will be given to the Immersion Experiences Program Manager at the Public Service Center at the end of the trip.

Health, Safety and Conduct (Risk Management Plan attached):

- The students are aware of health and/or safety risks involved in the assignment, specifically: (type of work, tools needed, skills required, etc)
- The students understand and accept the responsibility to determine, in consultation with competent medical authorities, his/her physical and emotional capacity to participate in the program.
- The students will notify the Community Partner and supervisor/instructor of any problems as soon as they arise.
- The students understand that they should never transport clients/patients in a personal vehicle.
- The students understand that they are expected to attend all required trainings, be respectful and

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punctual, and abide by the Community Partner's code of conduct and safety plan. Provide a copy **if available**.

- Attach a copy of the Community Partner's safety policies and code of conduct, **if available**.
- The students will provide emergency contact information and sign liability waiver, media release form, and participant agreement.

SIGNATURES:

By signing this plan, you have read, understood, and agree to the terms set out in the pages above.

Break Leader Signature _____ Date _____

Break Leader Signature _____ Date _____

Community Partner Signature _____ Date _____

Public Service Center Staff Signature _____ Date _____

Provide copies of this plan and all attachments to the student and to the Community Partner. Originals should be kept by the Public Service Center.

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YOUR ANCHOR ORGANIZATION

Chances are that you will be working with several different community partners over the course of your trip. Sometimes you may be able to spend only a couple of hours with a given organization. While it is great to sample the different types of work pertaining to your issue of focus, limited time means a limited ability to become familiar with your community partners. For this reason, you are to choose an anchor organization with which you will serve at least 8 to 10 hours over the course of two days if possible (these do not need to be consecutive). The goal is to build a more familiar relationship with this partner and to better understand the work that is being done and why.

THE GOLDEN CIRCLE APPROACH TO IDENTIFYING YOUR ANCHOR ORGANIZATION

The Golden Circle, by Simon Sinek, is a new way to think about the work that we do. Often times we get so overwhelmed by the logistics of what we are doing that we forget why we bother in the first place. He argues: "It doesn't matter what you do, if matters WHY you do it." Think about it, how in the world did ipods and iphones become something that everyone *had* to own? It was not because Apple could do things that other technologies could not do as well; it was because they made you believe that being innovative was cool. In short, if you had an ipod, you were identifying as someone on the cutting edge of innovative technology. So what in the heck does that have to do with Alternative Breaks?

"Do business with people who believe what you believe"

Simon Sinek urges us to do business with people who believe that what we believe because if we share core beliefs, we are going to be much more motivated to accomplish our collective goals.

So what do we believe?

(If you want to learn more on this model check out):

http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html

WHY:

We value **Equity and Social Justice**...We believe societal structures tend to privilege the powerful. Without the intentional actions of individuals, the needs of those with fewer resources are overlooked. We believe that there are enough resources to meet the basic needs of all, and to enable each person to live a full life with dignity. UC Berkeley has a responsibility to promote the general welfare and to challenge inequitable policies and systems.

In Alternative Breaks, we believe we can promote equity and social justice. We believe that all living beings deserve respect because of life that they possess and they have an equal right to opportunities for success and happiness, regardless of race and ethnicity, gender, sexual orientation, nationality, religion, political beliefs, species, class, ability, etc.

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Take a moment and reflect on why you are here. There are so many programs and movements you could work with: why did you choose Alternative Breaks? Here are some questions to help you mull it over:

Why are you a part of the program?

What is your dream for the world? What do you believe in?

Why do you work for social justice?

Why/How does Alternative Breaks align with your personal beliefs?

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HOW:

We value **Community Wisdom**... We believe wisdom comes from lived experience and so community members can be some of our best teachers. We rely on our community partners' strategic wisdom to help us identify community assets and needs, and we value our community partners as co-educators who support student learning in ways the classroom cannot.

We value **Experiential and Reflective Learning**... We believe people learn best through hands-on learning coupled with intentional reflection. This "praxis" offers each of us -students, scholars and community members- an opportunity to explore social issues, grounded in our own communities, academic disciplines and personal experiences. Through this process we also learn about our own values and strengths, deepening our ability to take intentional action.

We value **Collaboration and Commitment**... We believe the challenges facing our communities are complex, and can only be addressed through long-term, sustainable relationships. Our work relies heavily on relationships with community partners, students, staff and faculty. These relationships take time to build and require continuous investment and renewal. We are committed to the process required for successful collaboration and seek to form mutually beneficial partnerships for long-term community impact.

In Alternative Breaks we expose participants to critical issues facing our communities and inspire them to think about how they can get involved in the movement to build health community for a year and hopefully for the rest of their lives. We try to live into the idea of "solidarity in action" by providing direct services defined by the community partners that we serve. We aim to create sustainable relationships with community members that further our work year after year.

What do you value in working towards change?

How will you give participants a chance to hear community wisdom?

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How will you lead quality reflections?

How will you represent the complexity of different issues facing the community?

How can we measure if we are building relationships with organizations?

WHAT:

We value **Student Agency**...We believe in the power and possibility of students taking action. Students can use their privileged position to serve others and contribute to wider movements for social justice. We value student passions, talents, ideas and experiences and believe in their capacity to be successful change agents and leaders.

This year we will commit to 30 hours of direct service per participant over the course of spring break. We will choose organizations that share our “why” and will deepen our connection to the community. We will work with one organization specifically for a longer period of time, 1-2 days, which we have determined to be a strong voice for community needs. We will host a Cal Alumni Dinner for those who live and work in the community and can help further our relationship.

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What skills do you have to offer? What sort of work do you want to do?

What organizations are you most drawn to?

What qualities do you want in your anchor organization?

What do you hope to gain from talking to alumni?

What are your personal goals for working with community partners? (see SMART Goals)

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OUR GOAL:

We want our service experiences to be mutually beneficial. By this we mean that our direct service should be of benefit to the community and make an impact, but also help our participants broaden their awareness and kindle their passion for social justice so that they wish to keep doing this work after their Alternative Breaks experience is over. We want to avoid voluntourism- experiences that only benefit our participants and leave the community feeling confused and disrespected. At the same time, our program is about sustainability. If we do service that benefits the community, but is distant and separated from that community (i.e. filing forms in an office) then our participants will not feel connected and may not know how to continue that work later on. Think carefully about the service activities you are engaging in- how are they benefiting the community? Is this something they really need or just something we want to provide?

IDENTIFYING YOUR ANCHOR ORGANIZATION

We want to choose anchor organizations that have the same “why’s” as us. Sometimes it can be difficult to figure out how our values align with the organization. Here are some tips that might help:

1. Program Director grew up in the community/ is directly affected by the issue (i.e. was migrant farm worker)

- Why: If the Program Director is a community member, then they are much more deeply tied to the issues. They know the community more intimately than an outside professional can. Since we value community wisdom, we value programs run by community members.
- Questions to ask: How long have you lived here? Why are you passionate about this work?

2. More than 50% of the staff are community members

- Why: Again, if most of the organization is from the community, the organization as a whole will have a much better understanding of the issue at hand and as we value community wisdom, we want community members to be intricately involved.
- Questions to Ask: How do you find volunteers/staff members? Did most of your staff grow up in the area?

3. The service the participants will be doing will be directly alongside staff and community members, giving them a chance to dialogue.

- Why: It is much more impactful for your participants to hear community wisdom straight from the source, rather than through you. It also fits our goal of collaborating. If your participants and community partners have a chance to discuss the issues in depth, they may be able to give each other valuable ideas that they otherwise never would have shared. In addition, we want to be able to communicate to community members why we are here and what we are doing, so that we can get feedback on our own effectiveness.
- Questions to Ask: Who else will be at the site? Is there a space for community participation in the project we will be working on?

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4. **There is a way for community members/people receiving their services to provide feedback to the organization: through open meetings, a community newsletter, etc.**
 - Why: I cannot stress enough: community wisdom is essential to our program! If we value all people equally, then everyone should have an opportunity to share their opinion about things that are directly affecting them. If the organization is not taking community response into account, they are probably not building real relationships with the community.
 - Questions to Ask: Do you have a newsletter I can look at? How do you keep people informed about your projects? How often do you assess your services?

5. **They approach issues from a holistic perspective- offer various services or are connected to other organizations who can offer solutions that they cannot**
 - Why: We value collaboration, because none of the issues Alternative Breaks studies are simple. Our community partners should recognize this as well. When they approach issues from a holistic perspective they are committing to making real, sustainable change.
 - Questions to Ask: Do you refer to other organizations for X service? What services do you offer yourself? What are your long-term goals (this can tell you if they are really looking to eradicate the entire issue or just provide short-term solutions)?

6. **The organization was created by community need, not as part of an outsider project (such as a large corporation's public service project)**
 - Why: You guessed it, community wisdom. When community members are the ones calling for change, they are much more likely to stick with it until the end.
 - Questions to ask: How did your work begin? Who founded your organization?

These questions may seem a little awkward to ask if you make it explicit that you are asking simply to determine how much time you want to spend with them. I recommend looking at their website and talking with alumni in the area about the different organizations. If you ask them directly, approach it as questions you are asking out of general interest rather than as if you are evaluating them. We are not here to judge, but we want to make sure that the little time we have in communities does the most benefit.

DIFFERENT TYPES OF ORGANIZATIONS:

There is not ONE way to do this work. There are many different “what’s” for operationalizing caring for our communities. Here are a few different types you may come across and want to partner with:

- **Advocacy Orgs:** trying to change policy, enact change on a grander scale (working to raise minimum wage, gain universal health care, increase housing projects, change immigration law, etc)
- **Immediate Direct Service:** providing services community members need immediately (shelter, food, blankets, etc.) directly to those community members

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- **Patience Direct Service-** Longer Impact: Provide skills, training, legal assistance, treatment, etc. for community members over a longer period of time to help them make a real change in their lives
- **Indirect Service:** distribute services that community members need to organizations that work with them (food banks, goodwill, etc.); less connection with the immediate community
- **Community Organizing:** provides a space for community members to come together and discuss needs, advocate for the change they want to see, gives community members a voice and helps them to create it (community gardens, rec centers, etc.)

In the past, we have found that a mixture of organizations followed by quality reflection helps participants expand their understanding of the range of ways to action in their communities. An Anchor Organization could probably fit into any of these categories, but think critically as to whether your Anchor Organization is one that aligns with the goals of our program and the your personal goals. By partnering with that organization for an extended period of time, you should be striving to do the most benefit for the community as well as give your participants the most realistic view of the issue you are focusing on.

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FINANCE

FREQUENTLY ASKED QUESTIONS:

Where does Alternative Breaks money come from?

Alternative Breaks is funded by numerous grants, fundraising efforts, and generous donations. As Resource Directors, we do the bulk of this behind the scenes, submitting grant applications, setting up fundraising events, and making sure you get reimbursed for your purchases. While grants are awesome, they always come with strings attached. For example, most ASUC funding cannot be used for food and travel. It is through fundraising and donations that we are able to make all other purchases necessary for trainings, DeCals, and trips to function. This means that your participation in fundraising efforts is crucial to the success of the program. Without our combined efforts, Alternative Breaks would not be possible.

What is the budget for my trip?

Each trip will receive a projected budget based off actual expenses from similar/ same breaks in years past. Our expectations are that you will do your best to remain within the amount that we have allotted for your specific costs. However, don't spend money just because you have it – if you end up not having spent all of your allotted trip money, don't waste it on excess and unnecessary things. The money can be used for giving students with financial difficulties stipends in the future. These budgets are fluid, meaning that you are allowed to shift money from one expense (e.g. transportation) to another (e.g. food) given your trip's specific needs.

What are the need-based stipends and how does the process work?

Our trip stipends are awarded to students based on financial need and/or extenuating circumstances that render financing trip participation difficult. Stipend applications are to be filled out the same time as the program application, but each applicant's current Financial Aid Award Offer Letter and Student Aid Report, AB 540 affidavit, and most recent unofficial transcript must also be turned in to the resource director's box by the application deadline.

There are a total of three \$50 stipends available per trip, and this amount is not flexible. For example, one student cannot be awarded a \$100 stipend while the other two only \$25. Finally, these stipends will always be given if applied for; if one trip only receives 3 stipend applications, then those 3 students will be guaranteed stipends. Selection based on financial circumstances will take place if more than 3 stipend applications are received for the same trip.

How do I purchase things for my break?

All spending must be approved and handled by the Finance Director. If you spend money without approval, you will not be reimbursed!

1. Reimbursements
2. Cash Advance Checks
3. Travel Advance
4. Personal Service Agreements

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SPENDING:

Reimbursement Process:

All break leaders will sign-up on CalLink to receive reimbursements for materials used in the DECal and trip at a training session. Afterwards, follow these steps:

1. Go to callink.berkeley.edu. Log-in with CalNet. (top right of screen)
2. Go to "Alternative Breaks (Alt Breaks)" profile. (page 3 of Organizations Directory)
3. Click "Finance." (bottom of left sidebar)
4. Click "Create Purchase Request." (top right of screen)
5. Very important: Fill out all fields except "invoice number" and "special instructions," unless you have special instructions.
 1. *Account* – "Alt Breaks MISC"
 2. *Category* – either cash (under \$50) or check reimbursement (over \$50)
 3. *Payee* – your name
 4. *Expenditure Action* – either hold for pick up (cash or check) or mail (check only)
6. After you submit, it will be sent to me. *If I've received your original receipt*, and all fields are correct, we will approve it to Stage 2.
7. ASUC staff will continue from there. At this point, I will print out your reimbursement, attach its receipt, and submit it to 102 Hearst.
8. CalLink will notify you when your cash or check is ready, and you will go to 102 Hearst, present photo ID, and receive your reimbursement.

Important Reminders for Reimbursements:

- *Save all receipts! The originals!* Track all funds used during the DeCal and break (gas, food, gifts, misc, etc.). At the top of the receipts, write the date and what it was for if not already clear somewhere on the receipt. Organize receipts with an envelope. You should make copies for your reference.
- Make sure everything on the receipt is legitimate. The reimbursement process is very strict and will look at receipts to make sure totals and costs make sense.
- Receipts from small businesses must be stamped with the vendor's name.
- Credit card receipts must be accompanied with a detailed cash register receipt.

Submit all receipts for reimbursement within one week of your breaks' conclusion. Any receipts submitted to the Finance Director after one week will NOT be reimbursed.

Cash Advance Checks:

A cash advance check is a "reverse reimbursement." Instead of turning in receipts and waiting to receive a check, you receive the check first, and then submit your receipts. Check advances are available through the ASUC Auxiliary, 102 Hearst. With the Finance Director, you may request a check advance form from the LEAD Center, who handles all of the accounting for Alternative Breaks. There will also be copies of the check request forms in 102 Sproul.

Before you request a cash advance check, you must make sure that you have enough money in your

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Alternative Breaks account to cover the cost. This can be done by giving the Finance Director your participant fees to deposit or having her request that grant funds be transferred to the Alternative Breaks account. You must talk to the Finance Director to get this done. Make sure you have funds deposited into your account by Friday 4pm to receive the cash advance check on Friday 4pm of the following week.

Once you have been issued a cash advance *check*, ***YOU MUST SUBMIT ALL OF YOUR RECEIPTS AND/OR BALANCE OF THE ADVANCE WITHIN ONE WEEK OF THE ISSUANCE OF THE CHECK.*** It is important that you have a good idea exactly how much you are going to spend during the break, because all cash advance fund must be accounted for.

Travel Advance:

The travel advance is money distributed by the Student Affairs Business Operations that is specifically for your one-week service trip. One break leader from each trip will receive funds through EFT for the trip itself through a travel advance. Once you submit your final break proposal by February 10, you will be able to receive your travel advance in time for your trip. The week after your trip, you will meet with the Business Operations contact to submit the receipts.

Paying Your Guest Speakers: The Personal Service Agreement

The Personal Service Agreement (PSA) is a standard form used by the ASUC to contract service from an individual or business. The PSA is normally used to pay performers, speakers, disc jockeys, or any person(s) rendering a service or performing for your group based on a contractual agreement. These persons are not considered to be employees of the ASUC. PSAs are contractual agreements between Alt Breaks and an individual and are not considered valid and services not guaranteed until they have been signed by the Director of Student Affairs.

How to use a PSA:

1. A PSA form may be obtained from the Lead Center.
2. Fill the form out completely and have it signed by the individual including his/ her Social Security Number. Inform the individual s/he will be responsible for paying their own taxes, and will be mailed a 1099 tax form at the end of the year.
3. Create an Expenditure Request Form in CalLink requesting a check to the individual performing services.
4. Print out the PDF cover sheet.
5. Attach the person's business card.
6. Completed PSAs must be returned to the Front Desk accompanied by a completed Expenditure Request Form.
7. PSAs must be turned in 10 working days prior to the date service is rendered.
8. Checks written to the individual rendering service may be picked up by the Finance Director at the Front Desk the day of the event or the Friday before the day of the event. Payment shall only be made to the contractee immediately following satisfactory completion of the contract.

Submit your paperwork 2 weeks in advance in order to ensure your check is ready on time!

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FUNDRAISING AS ORGANIZING:

AKA Movement Building; If we think about fundraising as organizing to raise awareness around our given social justice issues, it will be much easier to bring in the *fun(draising)* and to feel empowered, not burdened, by fiscal matters. It is important to realize that without effective fundraising, our organizations' goals would not be possible.

So what defines effective fundraising? Grants are undoubtedly crucial for our organization's budget each year, but money coming from sources such as large companies or institutions do not empower individual people. Because Alternative Breaks emphasizes the importance of establishing a sense of community amongst those working for social justice, this form of fundraising, while helpful, does not generate the same solidarity that grassroots fundraising does. We must view efficient fundraising as organizing the people we are connected to, whether by the physical space we inhabit or by familial relationships or friendships, into supporting us in our cause. This gives us the opportunity to create community across social divides, such as class or age or race.

When fundraising, we should not treat potential donors like ATM machines – they have more to offer than just money. Money is always useful, yes, but what ultimately makes a cause powerful is the passionate, emotional connections that its supporters has for the fulfillment of its goals. If we use fundraising as a means to organize people and invite them to get more involved in a movement, your organization can not only gain more than money, but it can also gain a committed activist or ally to the larger movement. Use fundraising as a way to share your vision – what vision is your mission working towards? And as you fundraise, invite people to see that vision. Have a dialogue with them and allow potential donors to partner with you and the broader movement of people in fighting for social justice, not just in funding a trip.

Fundraising is the way we are able to offer affordable trips. While we charge only \$350 per trip, the trips usually cost twice as much. Every single break leader is required to participate in one Alternative Breaks fundraising event, as these will be some of the easier and more successful ways to raise money. These dates will be announced at the beginning of the semester.

Piggybackr

Piggybackr is a platform for crowdfunding where individuals and even teams of people can share their projects, the mission of their projects, and their fundraising goals (both collective goals and individual goals). By allowing donors to see not only the progress of the individual participants they are supporting, but also the progress of participants in other trips, donors can learn that they are not just giving you money for a cool spring break trip, but that they are actually engaging in the larger mission of Alternative Breaks with their financial support.

Making a Piggybackr Account

The Resource Director will be responsible for creating trip pages and inviting respective participants to join the fundraisers of those trips after the participants are chosen. To join, simply accept the email invitation, which will direct you to Piggybackr.

- If you've used Piggybackr before, you will be automatically redirected to your personal page.

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- If this is your first time using Piggybackr, you will be redirected to the registration page. Enter the appropriate information to create your account.
- Follow the instructions on the website to edit your page. You will insert information about yourself, what you're fundraising for, and why people should support your cause.
- Promote your page by emailing friends and family through the Piggybackr website. You can also attract visitors by uploading video blurbs or photos. Remember to thank your donors and keep them updated

Cookie Dough Fundraiser and Donation Letters

All leaders and participants will be required to raise \$150 in piggybackr donations and cookie-dough sales combined or, ideally, \$75 in donation and \$75 cookie dough sales.

Alumni Challenge

If you receive support from alumni or from seniors who are scheduled to graduate between fall 2014 and spring 2015, their donations will be matched 1:1 or sometimes even 2:1.

Alumni Sponsored Dinners

All trips are required to have an alumni dinner, and when possible, an alumni-sponsored dinner. These include Alternative Breaks alumni and UC Berkeley alumni. The Community Partnerships Director will help contact alumni in the local area for each trip to help BLs organize this event. Although we do encourage alumni-sponsored dinners to help reduce costs, our main objective is organizing *not* fundraising. We want to continue spreading awareness about our program and our causes. Reaching out to alumni simultaneously allows us spread awareness and engage alumni back into UC Berkeley.

REQUESTING DONATIONS:

In-kind Donation Requirement and Tracking

Each trip is required to request and receive **3** in-kind donations. However, we encourage all trips to request as much in-kind donations as possible, especially from businesses local to your trip, which will make the donation more relevant to that business, as well as making logistics easier for transporting food and other donations.

There will be a spreadsheet set up at the beginning of the semester to track which businesses have been approached. This will avoid multiple requests throughout the trips.

In-kind Donation Request Procedure

You may make requests either in-person with a letter, by phone, or email. A letter template is located on the server, and they should also be within the records of your trip's past BLs. Try to contact the potential business donor 3-4 weeks in advance. The tax ID number for the University of California is 94-600-2123.

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SAMPLE IN-PERSON REQUEST

Call and ask when the manager or owner (or whoever oversees donation processes) of the store will be present. Visit the store during those hours. The following is a possible script to follow when requesting donations at the store:

“Hi, my name is _____ and I’m a representative from a non-profit organization seeking donations. Is the manager or owner present, and may I speak with them?”

The manager arrives (or not, in which case you ask when might be a better time to visit, leave your letter as a message with the intent to follow up...) and you re-introduce yourself and proceed in asking:

[Repeat intro above] “I was wondering if [Safeway] could donate [food] for our Alternative Break during Spring Break in a month from now. We are a student-led group from UC Berkeley and our funding comes from student fundraising throughout the year. This letter provides details on what our organization does and states our tax ID number.”

Thank the businesses that donate and follow up with thank-you notes.

Contacts and Processes for Berkeley Businesses (on server):

This sheet notes the many Berkeley businesses that have donated to the Public Service Center before, which will hopefully cut down on time spent finding willing donors. This will be a great resource in soliciting donations as well as sustaining these connections to Alternative Breaks and to the Public Service Center.

Personal Donation Letters (on server):

This template is designed to present a formal letter of request to parents, grandparents, family members and friends. Arguably the easiest way to request is via email, pasting the body of the letter into the email and providing the donation link. Provide the potential donor with the giving form as well. Be sure to send prompt thank you notes to all donors.

HOW CAN I SAVE MONEY?

1. Consider public transit before rental cars; rental cars before airfare.
2. Solicit as many in-kind donations as possible! Go beyond the minimum of 3!
3. Offer to perform service for your housing partner rather than giving a donation.
4. Use available office supplies provided by Public Service Center, in 102 Sproul.

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STARTER BUDGET SPREADSHEET - NET ASSETS = INCOME - EXPENSES

Expense	Description	Estimated	Actual
Transportation	Airfare		
	Bus/BART fare		
	Car rental		
	Gas		
Housing			
Food	Breakfast		
	Lunch		
	Dinner		
	Snacks		
Training Materials	Butcher paper/markers		
	Snacks		
	Guest speaker fees		
	Journals/pens		
	Photocopies		
Project Supplies	Tools		
	Paint		
First Aid	Kits		
Documentation	Camera		
	Film/developing		
	Video Tape		
Portfolio	Printing		
Miscellaneous			
Expense Subtotal			
Income			
Grants			
ASUC			
Fundraisers			
Participant Fees			
In-kind donations			
Income Subtotal			

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HOUSING

THE PROCESS OF FINDING HOUSING

Obviously, we all need a place to stay. But some of you may have no idea how to go about finding that place. Hopefully, this step-by-step guide can help you see what goes into finding a housing partner. For some trips that have well-established housing partners, this may be one of the easiest parts of your planning. However, if we do not take this seriously, it can become a huge source of stress. I know from experience, you do NOT want to be two weeks away from your trip and still looking for a place to stay. If at any time you are struggling or feeling stressed, please do not hesitate to contact me, and I will support you as best I can. I will also try to be transparent with you and ask for your support if we are not making headway with your housing. At the same time, if we work together and follow these steps, I feel confident that we can make this process a lot quicker and easier than it would otherwise be.

Determine your space: (ASAP by BL's)

- The first step in finding housing is creating a list of necessities and ideals for your housing. To start, I recommend contacting your break leaders from last year to get feedback on the space you stayed in and their thoughts on it. Please discuss with your co-leader to see what you agree upon.
- A few things to consider:
 - How far is the accommodation from your service site(s)?
 - How many beds are available, if any? (Most Alternative Break housing will not have beds. Part of the experience is to sleep on the floor!)
 - If there are no beds, how much floor space is available and what can you do to make it comfortable for an extended period of time? Is there carpet?
 - What bedding do you need to bring?
 - Is there a kitchen to store and prepare food?
 - Do you have access to showers? Access to bathrooms at night?
 - Is there space available for reflections or breakout/private meetings?
 - What requirements does the site have for guests?
 - Do you need a contract?
 - Do you need to supply an insurance certificate?
 - What sort of community do you want to stay in?
 - Where is the nearest grocery store? Hospital?
 - Do you want to stay with a community partner/place that is active in community?
 - (If considering same space as last year) What was the feedback from participants/old BL's?
 - Are you going to be changing locations during your trip? How will you determine whether changing locations is worth the cost?

Find a Location! (by August 1st by BL's)

- (For Trips Who Want a New Location) Once you have created your ideal list, you can start looking for locations. A good place to start is with churches/community centers

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within the area you have chosen. I recommend creating a radius that you want to stay within. **This does not mean contacting the sites.** Just create a list with their name, address, phone number and email so we can contact them when ready.

- (For Trips that Want to Remain with Previous Partner) Even though you want to remain with the same place, please try to find three emergency sites, in case the previous partner cannot host you again.
- For some trips, we may already have a list of organizations that have been contacted in the past. I will share these with you, so you can decide for yourself if they are still sites you are interested in.
- **If you are struggling**, a great way to start is by googling churches and community centers in your area. You can also contact old CP's and see if they know of any locations that may be useful, or talk to past BL's to see if there were other places they considered staying in.

Drafting a Contact Letter (August 15th by CP Director)

- We will be creating a letter to send to all the housing partners with the dates and logistics for your trips.

Initial Contact: (September 1st by CP Director/Staff Member)

- A staff member will be sending out the initial letters and phone calls to the housing partners. We feel that it seems more professional for them to send this out, because some housing partners may be anxious about hosting a group of college students on spring break. They need to know that we take this commitment seriously and they can trust us with their space.
- If we are struggling to find partners, you may need to help with this step later in the year. However, do not contact anyone initially until we ask for your support.

Creating/Confirming an Agreement (October 15th by CP Director and Sunshine)

- After your housing partner agrees to host, we will create an agreement with them that outlines the terms of your stay (length, amenities to be used, amount to be donated, etc.)

Follow Up Contact (November 15th by BL's)

- Once they have confirmed the agreement, you will contact them to introduce yourselves, thank them for their hospitality, and ask any other questions you may have. We will try to create a draft/model email for this contact if you are unsure of what to say.
- From this point on, you will serve as the primary contact with your housing partner. In this email, it is a good idea to tell them the next steps (when you will be contacting them in the future and what you still need to agree upon)

Reminders/ Reconfirming the stay (January 30th by BL's)

- This should just be a short email to remind them that you are coming to stay on the dates and make sure they don't have any concerns or questions.

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Final Details/Logistics (February 15th by BL's)

- About a month before the trip, you should contact your housing partner to work out the detailed logistics. It would be best to do this by phone, but if necessary, an email would suffice
- Things to Consider for this discussion:
 - What time you will be arriving?
 - How will you gain access to the building?
 - Who else will be there during your stay?
 - What supplies do you need to bring/what will be provided?
 - Where will you store your belongings during the day?
 - What time do you need to leave/return to the building each day?
 - Are you going to be doing any service with them?
 - Is there a plan/person to contact in case of emergencies?
 - What time will you be leaving at the end of your trip?
 - Who should you return keys to?
 - Do they have any other questions/concerns?

Have a wonderful stay! (By participants and BL's)

Thank you letter (May 10th by BL's and CP Director)

- After the trip is over, be sure to send a thank you letter to your housing partner!

SAMPLE SCRIPT TO USE WHEN CALLING ABOUT POTENTIAL HOUSING SITES

Of course you should add all of your own personality and pleasantries, but the important thing is to share the project and issues you will be working with:

Hello, my name is _____ and I am a student at UC Berkeley. I am a Student Leader with an Alternative Break trip focusing on _____ issue in your community and will be working with _____ agencies during the week/days of _____. I am contacting you because we think your church/school/etc could be perfect as a housing site for our group of _____ volunteers. We specifically need _____ (specifics from above) and would be love to work out an arrangement for housing our group that could also benefit your organization and the community. Please let us know if you can accommodate us.

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TRANSPORTATION

Depending on the location of your Alternative Break and the nature of your service, there are several options available for transportation. Note that the Finance Director will make all vehicle and airplane reservations. ***If you fail to provide her with the information needed to make these reservations in a timely manner, then you will have to potentially raise the cost of the trips to cover airfare increases!***

PUBLIC TRANSPORTATION IN AND AROUND THE BAY AREA

<http://pt.berkeley.edu>

BART, MUNI and AC Transit tickets can be purchased at the Transportation Center, 2150 Kittredge Street, 642-4283. The center provides free information and assistance about local transportation and sells tickets for BART, AC Transit, Vallejo Transit, BearTransit and the UC Davis Shuttle systems. All Cal students can use their Class Pass for unlimited rides on AC Transit and the Campus BearTransit Shuttles. You can even ride AC Transit's Transbay service to San Francisco. The Transportation Center also sells discount BART tickets for Cal Students.

Using public transits is ideal in that it saves all of us MONEY and lessens your risk management. In identifying the location of your break, consider the cost savings when you can use public transit to reach your various destinations.

RENTING A VEHICLE

If your trip uses vehicles, the Community Partnership Student Director will work with Business Operations to rent from Enterprise. UC Berkeley and Public Service Center have special arrangements with Enterprise. You will receive corporate contracted rates, appropriate insurance coverage and a waiver of the under 25 driver fee.

UCOP has negotiated new car rental rates with Hertz, National, and Enterprise rental car services. Effective immediately, all authorized drivers renting cars for university business should rent from these agencies using the associated UC ID numbers. For step-by-step instructions on how to rent a vehicle and UC ID numbers please go to:

<http://controller.berkeley.edu/riskManagement/Insurance/Automobile/Rental/index.htm>

The rate per trip for 2013-2014 for two 7-passenger vehicles was \$800-\$1000. The Homelessness and Poverty trip was \$400 because they used vehicles for a portion of the trip.

The figure included in your budget for transportation costs is estimated from actual transportation expenses in past years. However, check this website for the most up-to-date rates:

<http://businessservices.berkeley.edu/property/fleetservices/rentalcard>

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FOOD PREPARATION

It is never too early to be thinking about food. Food happens to be one area that will help you save some costs and getting creative is a wonderful way to include participant involvement. Also, you should plan in advance to ask supermarkets for specific donations from your shopping list. For trips in California, it is a good idea to try and ask for in-kind donations or donation gift cards from surrounding grocery stores.

TIPS FOR GROCERY SHOPPING:

- Make sure to hand out the medical info and dietary needs sheet before you go shopping and check information to see if participants are vegetarian, vegan, lactose-intolerant or if they have any food allergies
- Before the break, ask participants if they have any ideas for dinner/lunch meals that they would like to cook.
- Make a shopping list before you head to the store
- Buy in bulk and go to Costco to buy main products: pasta, meat, granola bars, etc
- Safeway and other general grocery stores are good for purchasing smaller items: ketchup, mayo, etc. Watch for the sale items and the “buy one get one free” items
- Make sure each break has coolers if they need to keep meat and dairy products cold while traveling. Block ice will stay frozen longer than bags of cubes.
- Buy snack food (including healthy things like fruit and veggies) to keep people energized
- Make sure your meals are balanced with plenty of healthy foods!

OTHER THINGS TO CONSIDER:

- Brown paper bags – easy and helpful when packing lunches for the day or dinners on the go.
- Ziploc bags – Easy for sandwiches and snacks throughout the day
- Variety of food – try to make sure to include food from all food groups and to spice up the week with an assortment of fruits and veggies
- Try to think of meals that are easy to buy in bulk and that most people enjoy. Below are a few ideas.

Breakfast Ideas	Lunch Ideas	Dinner Ideas
Cereal Bagels English Muffins Toast Fruit Yogurt Oatmeal Frozen waffles (toaster?) Tea Coffee Juice	Sandwiches Applesauce Fruit Granola Bars Chips Trail Mix Carrots	Pasta and Salad Sandwich Bar Burrito/ Taco Bar Lasagna Soup Mac and Cheese Burgers/Veggie and Fries Chicken with Rice Chicken and potatoes Pizza (Boboli or English Muffin) Stir-fry

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	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast						
		Bagels	Bagels	Bagels	Bagels	Bagels
		Cream Cheese	Cream Cheese	Cream Cheese	Cream Cheese	Cream Cheese
		Cereal	Cereal	Cereal	Cereal	Cereal
		OJ	OJ	OJ	OJ	OJ
		Milk	Milk	Milk	Milk	Milk
		Oatmeal	Oatmeal	Oatmeal	Oatmeal	Oatmeal
		Yogurt	Yogurt	Yogurt	Yogurt	Yogurt
Lunch	Arrive in LA					
		Sandwiches	Sandwiches	Sandwiches	Sandwiches	
		Chips	Chips	Chips	Chips	
		String Cheese	String Cheese	String Cheese	String Cheese	
		Fruit	Fruit	Fruit	Fruit	
		Granola Bars	Granola Bars	Granola Bars	Granola Bars	
		Boxed Juice	Boxed Juice	Boxed Juice	Boxed Juice	
		Bottled Water	Bottled Water	Bottled Water	Bottled Water	
Dinner						
	Spaghetti	Burrito Bar	Baked Potatoes	Pizza	Going out	
	Garlic Bread	Chips	Soup	Salad	In & Out	
	Salad	Salsa	Fruit Salad	Ice Cream	Tommy's	
	Cookies	Ice Cream	Juice	Juice		
	Juice/water/milk	Juice/water/milk	Water/milk	Water Milk		

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RECRUITMENT AS ORGANIZING

Think about recruitment as organizing. It's not just as a way to get participants involved with Alternative Breaks, but as a way to promote awareness of the social issues that we face as a society. It is also an opportunity to build relationships across difference with people all over campus. Think back to your own trip....how did group dynamics contribute to the effectiveness of your service? What about the breadth and depth of the experience?

Typically, as the Center views the most effective social change efforts as collective efforts, your first action will involve recruiting participants. Who are your potential participants who have both the ability to make a positive impact in the community and the leadership potential you are looking to cultivate? In addition, we want you to think more broadly....are there advisors, faculty, and community partners/members, with whom you can share your passion for Alternative Breaks and find ways to get them involved? Here are some nuts and bolts of taking action: where to go, who to talk with, and resources at your disposal as a Public Service Center student leader.

THE GOLDEN KEYS TO RECRUITMENT

Create a clear and thought-provoking theme. A clear theme and goal for the trip will attract more people than a vague idea of what the trip will accomplish. Take the time to think through you and your co-leaders goals for the trip, and exactly what core theme you both want to pursue. This will make your recruitment pitches that much more compelling!

Develop a great program or organization to volunteer with. If the volunteer opportunity is not stellar, it won't be worth your time to recruit. People want to take part in amazing programs.

Set a SMART goal and create a timeline! How many people are you trying to recruit? What populations or groups do you want to target? Remember, more people aren't always better! Determine when your recruitment campaign starts and ends. Decide on your recruitment strategies (see below for examples) based on how much time you have. Set dates for info sessions and other recruitment events/activities.

Prepare, Prepare, Prepare! Assemble your recruitment team and outline roles that each person will play. Make sure everyone in your program is spreading the same message. Develop necessary materials to implement your strategies.

Implement your plan. Now it's time for action. Follow up with your recruitment team and make sure everyone is active.

General Recruitment Tips

1. Dream up your ideal participants, group dynamics, and discussions. Always keep these in mind during recruitment.
2. Know the program and all 10 trips very well. Be able to answer all general questions.
3. Direct people to the website (publicservice.berkeley.edu/alternativebreaks) or email (altbreaks@berkeley.edu)
4. Know your audience. Tailor your pitches/conversations to the people with whom you're talking.

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Evaluate your tactics. In surveys or on applications, ask your volunteers, “How did you hear about our program?” to determine what worked and what didn’t work during your recruitment campaign. Alter your strategies for the future.

PARTICIPATION SELECTION

Selecting your participants is the first big stepping stone to not only creating a really dope trip, but for transforming the Alternative Breaks program into its future self. The people who you choose as your participants this year will go on to be Break Leaders in the next and Directors after that. They’ll shape your DeCals, they’ll create the discussion, and they’ll create the experiences as much as you and your co-lead will. For these reasons, it may be worth being intentional with whom you select as your participants.

How to be intentional with selection:

Perhaps the most wonderful thing about humans is our incredible complexity (also, we invented things like burritos and ice cream). All of us have different experiences that inform our ways of thinking and we’re all in different places of understanding and being. Consider the different things an applicant could bring to your DeCal:

- Knowledge: Does the person appear to know a lot about the subject, or do they have a lot of learning still to be done? They may enjoy sharing their knowledge with others, or may ask engaging questions.

- Experience: Does the person seem to have a lot of experience with the topic, are they from a place where they’ve experienced the social injustice, or do they have a lot to learn from others about what this subject looks like? This can change how someone approaches learning about the subject. Something else that may be important to you is the ethnic background or major of the applicant.

- Strength of voice/personality: It’s not always easy to gauge a personality based on someone’s application essay, but it may give you an interesting look into how comfortable a person is with sharing their opinions or ideas, how much they believe they know about a subject, or how they approach social justice work in general. Someone may be very comfortable with sharing their ideas, while others may feel more reserved, and this will impact how they approach their learning and work.

There are literally hundreds of things that could make an applicant stand out to you, and it may not always be easy to tell whether those characteristics are present just by the application.

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ELEVATOR PITCH

What is it?

- A 30-second to one-minute mini-speech used to grab someone's attention and get him/her interested in your program

When can you use it?

- Classroom/club announcements, the beginning of 1:1 conversations, flyering on Sproul, etc.

What makes it good?

Preparation and practice

Inspire your audience

Think short and sweet

Connect with your audience – introduce yourself!

Hype! Be energetic and enthusiastic

Ways to make it sticky. To make your pitch **SUCCESS**fully sticky...

- Simple. Determine the most important part of your pitch and focus on that. What is your goal in giving this pitch?
- Unexpected. Surprise your audience. Get their attention. Break patterns. Start with a striking statistic, a question, or a personal experience.
- Concrete. Be clear and concise. Make sure your audience members understand exactly what they should do next.
- Credible. Be convincing. Use true facts and personal experiences to make your audience believe you.
- Emotional. Make your audience care about what you're saying. Use your own true emotions and appeal to the self-interest and identity of your audience.
- Stories. Tell a brief story as part of your pitch. Talk about a community partner you've met or a project you've seen to fruition. Tell your audience they could be part of these stories too.

Examples

- How many of you have ever thought to yourself, "I want to make a difference in the world"? UC Berkeley Public Service Center is a place to help you do that. We promote leadership through service and offer ways for you to connect your interests with local communities and grow as a student by linking academics with real life experience. We need one-time and regular volunteers to address education, environmental, and health disparities throughout the East Bay.
- Five years ago, Mack McClendon transformed his antique car garage into a community center and now, a skate park. His goal? To "make his community whole again" in the wake of Hurricane Katrina. Last year, I visited Mack and his community in New Orleans as part of the Alternative Breaks program. We are a student-run social justice program that offers ten

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distinct spring break service-learning trips, each one focusing on a different social justice issue and accompanied by a spring semester DeCal. Visit our website to learn more and apply!

- A year ago, I didn't consider myself a leader. But two months from now, I'll be facilitating a DeCal and the beginning of an incredible social justice journey for twelve students, hopefully including you. Alternative Breaks is an organization dedicated to serving communities, developing leaders, and educating students about social justice issues throughout the United States. We have several spring break trips, ranging from food justice to immigration to health issues. You will learn about an issue, participate in service relating to the issue, and hang out with all around awesome people. Apply today by visiting our website.

Write your own!

RECRUITMENT STRATEGIES

LISTSERV EMAILS

Where should you send them? Professors, department advisors, department mailing lists, student organization mailing lists, etc. List some possible listservs/professors here:

What makes them good?

- Include specific information (like application deadline) in the subject line.
- Use **exciting** and **succinct** language. What drew you to the program? Use that.
- Give a one-sentence overview of the program, examples of what potential applicants

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can look forward to, and logistical information. Be positive and brief.

- End emails with **action steps**. Tell people to attend information sessions, visit the website, or email you back with questions.
 - Link to the website, application, and specific trip information in your email.
 - Include your title and contact information at the end of every email.
 - Run your email by several people before sending it out. Typos and errors are unprofessional and make it look like you don't care. Also, check the Recruitment google doc to make sure someone else hasn't already sent an email to your listserv.

Example:

Hello from UC Berkeley **ALTERNATIVE BREAKS 2014-2015!**

Online Applications are due **Sunday, OCTOBER 19th at 11:59pm.**

Join a national movement of college students making a difference during their spring breaks. Explore a social justice issue, immerse yourself in a community, and apply your knowledge! Alternative Breaks takes teams of students to various areas throughout the Western United States on **week-long service-learning trips**, exploring the complexities of social issues by allowing students to work, eat, and live with people who are directly impacted by racism, poverty, and other injustices addressed in **2-unit DeCals**. **Financial aid** is available for all trips. Participants often come away from these experiences with a new perspective on social justice not only on the trips, but also in their own communities.

What Alternative Breaks has to offer:

A 2-unit Spring DECal Course to learn about a particular social justice issue

A week-long spring service trip with your peers to visit an impacted community

We are celebrating our **13th** year with **ELEVEN Alternative Spring Break service-learning trips (March 21-27, 2015)**, focusing on issues including poverty and homelessness, immigration, environmental justice, and urban health.

If you'd like more information, visit our website, attend one of our four information sessions (locations/times on website), or respond to this email and I'll gladly answer any questions you may have.

Again, applications are due on October 19th. We look forward to reading yours!

Best,

Name

Position

Contact Information

CLASSROOM/CLUB ANNOUNCEMENTS

- Email professors/club leadership at least a few days before your planned announcement to get permission to present. Be clear about why this program is relevant to members of that club/class.
- Introduce yourself before moving into your elevator pitch.
- Tailor your elevator pitch to appeal to each individual course/club.

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- Write important information (website, deadlines, and contact info) on the board if allowed.
- Collaborate with leaders from other trips to build community and provide more perspectives on the program to your audience.
- What are 8 courses and or organizations you can think of right now:

_____	_____
_____	_____
_____	_____
_____	_____

RESIDENCE HALL/DINING HALL POSTINGS, TABLING, AND PRESENTATIONS

- Contact Communications Director if you are interested in coordinating these recruitment opportunities (with support) for extra points.

SPIRIT DAYS (WEDNESDAYS DURING RECRUITMENT)

- Wear your Alternative Breaks t-shirts! Reach out to former participants and ask them to wear their shirts and spend the day talking about Alternative Breaks to their friends and peers. Draw attention to yourselves. Make people ask questions!

TABLING AT SPECIAL EVENTS

- As announced by Communications Director.
- Make sure to have all supplies on hand (scrapbooks, flyers, mailing list sign-up sheets, important dates handout, t-shirts, Public Service Center stickers/pens, Alternative Breaks banner).
- Always wear your Alternative Breaks shirt while tabling!

INFORMATION SESSIONS

- As a program, we will hold four information sessions during our official recruitment period. There will be three for winter trips and four for spring break trips.
- Dates/times/locations will be posted on the website and flyers, as well as on Facebook events for each session.
- At least one Break Leader from each trip should be present at each information session to speak for about two minutes.
- If there is anything specific you'd like on the PowerPoint presentation for your trip, email it to Communications Director one week before information sessions.

FLYERING ON SPROUL

- This is much more effective than tabling. Get out there and be persistent!
- Postcard flyers will be available in 102 Sproul. If you have extras after your shift, bring them back so someone else can use them. If we run out, make copies (with colored paper) of the quarter-sheet flyer with copy code 4178.

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- Get the attention of passersby and have conversations with them. Use a more fluid version of your elevator pitch. Find out what people are interested in and use that to draw them in!
- Direct people to the website and write down their names/email addresses.
- The best times for flyering on Sproul are Monday-Friday, 11am – 2pm.

CAMPUS POSTING/CHALKING/LITERATURE DROPS

- Post quarter-sheet flyers on campus bulletin boards (in academic building hallways and on the strip of cork above classroom chalkboards)
- DO NOT post on departmental bulletin boards or on any structures/natural features of campus
- Drop a stack of flyers in cafes around campus, in student gathering spaces (Gender Equity Resource Center, Student Learning Center, Multicultural Center, Student Union, Stiles Hall, College of Natural Resources, etc.)
- For chalking on classroom chalkboards, keep it short and sweet (hook, program name, info session time/date/location, application deadline, website)

FACEBOOK/OTHER SOCIAL MEDIA

- Communications Director will make Facebook events for all four info sessions. Invite all of your Berkeley friends to these events!
- Post clever statuses reminding your friends about the application date and website. It can be fun to spotlight different trips/leaders in your statuses.
- If you have a large following of Berkeley students on Twitter or other social networking sites, post reminders there too!

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RECRUITMENT OLYMPICS

Instead of requiring each Break Leader to participate in certain, prescribed recruitment activities, we've decided to use a more open-ended system that allows each of you to utilize your own strengths and choose recruitment activities that best fit your skillset. We will be using a point value system, called *Recruitment Olympics*, which was developed by Emily Loh, the Communications Director two years ago. This new recruitment process resulted in over 250+ applications, representing a 57% increase!

Each type of recruitment activity has an associated point value based on its previously demonstrated effectiveness. Each trip is required to earn a **minimum of 600 points**, but this is just that – a *minimum*. Trip leaders who go above and beyond will be rewarded for doing so, and the trip with the most points at the end of recruitment will have one in-kind donation acquired for their trip and an additional prize that is just for BLs (which you get to pick). You are responsible for tracking your own points and recording them on the “Standings” sheet of the Recruitment google doc. Below you will find the point values associated with each recruitment activity and one possible projection a Break Leader to meet the required 300 points. Efforts to help recruit for winter trips will receive double the amount of points listed.

Strategy	Points	Strategy	Points
Campus posting/chalking	5 pt/posting	Listserv email	10 pt/email
Flyering on Sproul	15 pt/hr	Facebook status/tweet	3 pt/status
Info Sessions	30 pt ea	Spirit Days	5 pt/person
Class/club announcements (<50 people)	10 pt	Invite friends to Facebook event	5 pt/event
Class/club announcements (>50 people)	20 pt	Special events tabling *subject to change	15 pt/hour
Co-Op/Frat/Sorority Posting	5 pt/ posting	1:1 Conversation w/confirmed application submission	20 pts/person
Press release/newsletter announcement	10 pts/posting	Literature drop	5 pt/drop
<i>Additional points awarded for extra initiative, creativity, or collaboration.</i>			

Bare Minimum Recruitment Strategy Example	
2X Winter trip efforts	100 pt
4 posting/chalking shifts	40 pt
2 tabling shifts + 1 flyering shift	30 pt
2 info sessions	60 pt
2 special events	20 pt
1 listserv email	10 pt
2 big or 4 small class announcements	40 pt
total	300 pt

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FOSTERING LEADERSHIP

Let's rewind a little. Remember how you started out as a trip participant? Now fast forward (or savor it all in slow motion) and here you are, charismatic and welcoming as ever, working with your co-leader to plan semester-long DECal and a 7-day trip for 14 whole people. And to think, in less than a year, a handful of your participants will be standing in your shoes. But to make sure that we all get there, it's good to have a plan. One of the things that you can do as a break leader is to foster leadership within the group. It'll lessen the load on you and your co, provide participants with an opportunity to take on more responsibilities, boost morale and confidence, and allow participants to grow as a leader. Here are some ways of how you can foster leadership within the group throughout the course of the year. Remember, it's never too early to plant the seed as long as you remember to water it!

DURING THE DECAL

- Have participants co-facilitate a presentation and/or discussion. This might give those a bit more reserved to lead the group to a particular area of interest. It may also diversify teaching/learning styles and mix up the rhythm of the class. Encourage participants to support and help each other grow.
- Have 1:1 check-ins with participants about their experience.
- Ask for feedback. Setting aside just a few minutes at the end of each DECal for this can go a long ways. You can do this as a group activity by having people speak about a rose and/or a thorn of the session or in the form of an anonymous pluses and deltas sheet. Encourage your group to think about what should be kept and what can be improved upon in coming years.

ON THE TRIP

- Create leadership roles within your group. As a break leader, you will ultimately be responsible for all things trip-related, but you can ask or tap individual participants to be point persons for various items. Below are just a few possibilities.
 - Housing: Help enforce lights out and call times, assist break leaders in planning menus, lead grocery store excursions.
 - Service: Check-in with the group and individual participants during hours of service, help monitor and maintain energy levels, co-facilitate service reflections, compile group feedback on service experiences with community partners.
 - Transportation – Make sure that all vehicles are operational and safe, with ample gas. This point can also be in charge of mixing the group up in car assignments.
- Setup a time and space during or after the trip for the group to dialogue about how to continue their commitment and service to the community. Will they go back to work with a community partner during the summer? Will they help out with a specific project? How can the group hold each other account able for this? How can you as break leaders support them with this?
- Tap people to apply to be a break leader! Encourage them to envision what it might look like and empower them to invest in this vision.

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MEDIA RELATIONS PROTOCOLS

As one of Public Service Center's signature programs, Alternative Breaks provides an excellent opportunity to garner media coverage of the work of student leaders in the community. This sheet was developed to provide Alternative Break leaders with information about how to work with media.

- The Communications Director coordinates Media relations for Alternative Breaks. The director works with the University Public Affairs Office to get the word out about individual breaks, provide information to reporters, and arrange interviews and site visits.
- While break leaders are designing their breaks, they should be clear with agency contacts that there will be press releases distributed about the break and that the agency might be contacted by media.
- Approximately three weeks prior to the actual break, break leaders are expected to submit a write-up about their break, including agencies with whom you will be working (a specific agency contact for media requests, if they have one), and a quote or two about why students are participating. These write-ups will be used to develop a press release about your break and identify potential special-interest media to contact about your service projects.
- The Communications Director will develop and send out press releases about breaks a few days prior to break. Requests for information from her about breaks should be returned in the same day.
- During the break, break leaders are expected to have a working cell phone with them at all times. Should there be any media requests, the Communications Director will contact the break leader (generally either in the early morning or late afternoon) to have them call reporters to arrange meeting times. These calls are to be returned within four hours (or by the next morning if it's an evening request).
- Contact and follow-up with reporters should be reported back to the Communications Director when your break is over. If the break leader feels there is additional need to work with the reporter during the break, contact the Communications Director and she will follow-up.

TALKING TO THE PRESS:

- All break leaders and participants should be prepared to talk to reporters if the opportunity arises. An interview is your opportunity to highlight the work that you do, why you do it, and how it relates to your academic and/or personal interests.
- When you speak to a reporter, make sure that all of the logistics are taken care of first. They should have the correct spelling of your name; they should know that you are a student from the University of California, Berkeley on an Alternative Break. **They should know that you do not speak in any official capacity as a representative of the University.**

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- Answer questions thoughtfully and thoroughly. Even though you aren't an official representative of the University, unofficially you are our ambassador and should represent your trip, this program, Public Service Center, and our campus to best of your ability.
- Ask that a copy of any story written be sent to the Public Service Center for our files. Get the name of the reporter and publication so we can follow up with and thank them.
- If an interview is arranged with a reporter, you are expected to meet with the reporter. The Communications Director will screen out any reporters who we may not want to work with, but any other requests must be fulfilled. The only exception is reporters who have not arranged for an interview through the Communications Director first. If a reporter arrives who hasn't spoken to him/her first, politely let them know that they need to contact Public Service Center and that an appropriate interview time will be arranged. If you are feeling uncomfortable by the way a reporter is treating you, call the Communications Director immediately.

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ALUMNI RELATIONS PROTOCOLS

Alt Breaks has grown tremendously over the past ten years to become a program dedicated to social justice, community solidarity, and personal growth for trip participants, leaders, and directors alike. By engaging in service-learning projects on a recurring basis, Alt Breaks has been able to develop relationships with an array of communities. And by creating these relationships, Alt Breaks becomes a model whereby boundaries of community are broken. The delineations between people from different backgrounds and geographic domains become blurred as students work *alongside and with* partners. This image of Alt Breaks—as a group striving for camaraderie and commonality rather than charity—would not be possible without the legacy of alum.

Alumni are a key piece to the history of Alt Breaks; without them, there wouldn't be a history! They have shaped the program into what it is today. But beyond this point, alumni are a *great resource*. They may have invaluable connections/ideas that they have developed after graduating from Cal; they can be used as guest speakers for DeCals, as platforms for discussion, or for general furthering of your understanding about Alt Breaks.

If you want to get in touch with alum, please contact the Community Partnerships Director (Kari) or Mike Bishop, who can give you contact information for the alumni you would like to reach. Talk with them about what you hope to gain from these alumni, whether it is a guest speaker or community partner or whatever else, and they may be able to better to direct you to the best alumni to contact, so that we are not spamming alumni unnecessarily.

If contacting alum, please make sure to introduce yourself and speak on the expansion of Alt Breaks into a total of ten trips. Even if alumni are unable to meet with you, make sure to *thank them for their time*. As always—be respectful in your communications.

ALUMNI SOCIALS/ALL COMMUNITY MEETING AGENDA

GOALS OF GATHERING

- Inform alumni of Public Service Center/MP/UCB activities in their area
- Get input from alumni re: how they think we should be involved with alumni in their area
- Let alumni know how they can be involved

Notes to students engaging alumni:

- Make this event as casual as you need to, but please convey this important information
- Please be sure to cover Centerwide info as well as program- and trip-specific information
- These alumni dinners fit into a larger strategy of engaging post-grads 1:1 to serve as friends to the program, not simply financial donors

AGENDA

Greet folks at the door of your event location, let them know the plan for the next hour

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Nametags, Sign-in (use form provided), Mix and Mingle (15 minutes)

Introductions: Year, Major, What you do now, What is your best memory of Cal? (10 minutes)

As a Break Leader (5 minutes)

- give an in-depth intro
- explain why you are invested in this trip/geographic area
- tell a little bit of your “Life Map”

What is the Public Service Center and MP (if unknown)? **(Centewide Handouts and Newsletter)**

Who are we?

UC Berkeley Public Service Center

Who do we work with?

Undergraduates, graduate students, community partners, and faculty

Why do we exist? (mission)

to connect people through shared learning and collaborative action for social justice

What do we believe? (values)

- We believe that students can be incredible leaders and that community members can be some of our best teachers.
- We believe that we all learn best by doing and then reflecting on that "doing."
- We believe that social change happens through collaborative action, and that all of us at UCB need to use our privilege to benefit the common good.
- We believe in long-term, sustainable community partnerships and strive to work in collaboration with communities for long-term, deep impact.

What kind of public service?

We know that there are many different ways to work for social justice, and offer multiple pathways to explore and build commitment to community.

(direct service, arts, organizing, policy, etc.)

How do I get involved?

- Center programs (internships, volunteering, fellowships, courses, alternative breaks, tutoring/literacy)
- Jobs (3rd largest employer on campus, BUILD plus program ass't jobs)
- Student orgs (we advise and fund student organizations)
- Learn (student leadership trainings and open events)
- Partner/Teach (faculty, grad students, community partners as co-educators)
- Connect (we are a hub—we connect people to resources for other public service opportunities on campus and in community)
- Get funding (not everyone can afford to volunteer, and we strive to make sure everyone can participate through scholarships, stipends, jobs)

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Commitment to your geographic area...why?

(5 minutes)

- This trip was created by student Alt Break Leader and we continue to follow student energy
- Fulfill promise of public education as a public good
- Community in need
- E.g. "We believe (Trip Name) is the center of social change work nationally for next 15 years."
- See "Talking Points with Community Members"

[Segue to different speaker]

How alumni can get involved

(5 minutes)

In-kind (examples, like lodging)

- Speakers
- Lodging
- Service sites – USE SPECIFIC EXAMPLES!
- Summer Internships
- Mentors
- Lodging

Note how alumni support for program is crucial to long-term sustainability – BUT DO NOT ASK FOR \$\$ HERE (we will do that in a follow-up email)

- But note that gifts of all sizes help
 - \$25 – educational packet and scrapbook for 1 student
 - \$90 – meals for one day of AB participants
 - \$400 – participant fee for Alt Breaks

We will follow up with them post-trip

We have an alumni LinkedIn and webpage (**hand out**) that we are looking to expand:

<http://publicservice.berkeley.edu/content/alumni>

What do they want us to be doing?

(5 minutes)

Q and A

More mingling/food

Needs

Nametags

Sign-in Sheet

Public Service Center pens

Public Service Center General HO

Newsletters

Alumni webpage

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WINTER/SPRING PRE-TRIP PLANNING CHECKLIST

WINTER BREAK BEFORE TRIP

- Go over this Break Leader Checklist!
- Meet with your Co-leader in a social setting and share feedback and look back on your personal goal/trip goals!
- Update Break Proposal, finalized by time determined with Program Directors
- BEFORE LEAVING FOR HOLIDAY BREAK: Save all current docs to server
- Consider holding trip social/potluck for your participants
- Finalize/confirm service and lodging partners
- Contact Housing Partner to reconfirm your stay/nudge them about any uncompleted next steps.
- Consider how you will increase civic agency post-trip. How will you encourage your participants to take action post trip?

ONE MONTH BEFORE TRIP: EARLY-FEBRUARY – EARLY-MARCH

- Weekly** communication with your site hosts.
- Confirm the number of volunteers with your site contact.
- All fees collected
- Discuss with participants the community agency you will be working with.
- With support from directors, conduct a cultural sensitivity training for all participants.
- Discussion reflection as a group (what it is, why we do it, structure, goals, etc.).
- Plan post-break activities to encourage long-term commitment
- Contact the local school newspaper and radio station about our program.
- Contact local alumni in the area in which we will be working (Mike has info).
- Contact Housing Partner about detailed logistics: key pick up, time of arrival/departure, storage location, etc.

TWO WEEKS BEFORE TRIP – MARCH 6

- Collect all required forms (see Forms)
- Finalize logistics
 - Reconfirm Speakers (email)
- Answer all questions from participants about this experience.
- Conduct all pre-training that is required. Give participants a packing list and logistics packet. Assign committees of participants to take care of logistics on site (cooking, cleaning, etc.)
- Send media releases to trip location
- Send participants emergency information to give to their parents or significant others.
- Have all participants complete university insurance on-line form and print temporary card

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- Note cliques that might form and have plans to get people to work and travel with new people..
- Research and print nearest urgent care and hospitals for each service and lodging location
- Gather group gear, including (order what you lack through Public Service Center)
 - First aid kits
 - Reflection journals for participants
 - Folders/binders for participant packs
 - Pens
 - Camera, film, and a group journal.
 - Break-specific tools, gloves, outreach materials – any needed materials for the site.

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THE WEEK/DECAL BEFORE YOUR TRIP – MARCH 18

- Discuss the trip itinerary as a group.
- Discuss at length Volunteer Agreement, stressing curfews and alcohol policies.
- Train drivers in van-driving safety (hopefully taken care of before)
- Reconfirm Lodging (phone)
- Reconfirm Speakers (phone)
- Confirm car rental
- Print
- Leader Maps: city, state, and regional maps and a procedure to follow in case a group gets lost on the road.
- Group Rosters (include phone numbers)
- Evals for group and community partner
- Airline reservations numbers
- Look at 10-day weather pattern
- Leave all relevant forms in Public Service Center Office with Mike
- Create participant packet, including:
 - Phone numbers of all participants and Leaders
 - Map of area
 - Day 1 details
 - Schedule

THE DAY BEFORE THE TRIP – MARCH 20

- Reconfirm car rental
- Check with airline about possible delays, check into flight online if possible
- Check Weather and notify your participants if there is unexpected weather
- Send reminder email to participants
- Pack light
- Meet-up spot and Time
- Last minute updates/changes

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FORMS

Each Alternative Break participant must complete each of the following forms and leave one copy with the Alt Breaks office. ***Break Leaders are not “cleared” to depart until all of these forms are submitted and they have received an “all clear: message from Communications Director!***

Participant Contact List: Each Alternative Break must complete a participant list. One copy should stay with each leader and one copy needs to be kept in Public Service Center. You may also find it useful to share copies with participants.

Participant Agreement and Participant Guidelines: Please make sure each participant reads and completely fill out this form prior to departing for the break. Make a copy of each person’s volunteer agreement: one copy must be turned into your Director at the Public Service Center office and the second copy is for your records.

University-sponsored Travel Insurance:

- The university offers free travel insurance for all volunteers. Collect this from your participants and turn in to your Director at the Public Service Center office and the second copy is for your records.
- *NOTE: UC Berkeley Student Health Insurance Program (“SHIP”) covers students while abroad. The university also requires students who have private health insurance to provide this same level of coverage. Participants on the TJ trip, if in need of medical assistance, should seek it and then contact their health insurance plan immediately! In this event, students would pay out of pocket and then be compensated for their medical bills.*

Medical & Dietary Form: Please ensure that each participant completely fills out this form prior to departing for the break. Scan a copy of each person’s volunteer agreements into one pdf and email it to the Immersion Experiences Program Manager and keep the originals with you. **You must have a copy of everyone’s Medical & Dietary Form with you at all times during the alternative break.**

UC Berkeley’s Photo Release: Please make sure each participant reads and completely fill out this form prior to departing for the break. Scan a copy of each person’s volunteer agreements into one pdf and email it to the Immersion Experiences Program Manager.

UC Berkeley’s Waiver of Liability: You must visit the University’s risk management website at: <http://riskmanagement.berkeley.edu/forms/rm/WaiverElectiveVoluntary.pdf> and format the waiver form so that it will contain the proper information. Please follow the example on the sample waiver form.

Community Learning Agreement: Per university regulations, this form needs to be jointly filled out with every community partner with which you are doing a service project. This document helps you solidify the learning objectives of the project; specific tasks to be accomplished; and outcome measures to determine the success of your project(s). Complete with all community partners for which you are doing service and submit to the Immersion Experiences Program Manager.

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CHECKLIST OF PRE-TRIP DOCUMENTS

The following documents should be completed and copies left with Public Service Center:

- Complete Break Proposal including detailed itinerary (contact info and maps)
- Copy of Drivers Licenses of each driver
- Service Partner Liability Waiver (if required)
- Participant Contact List
- Service Partner Learning Agreement's
- For each participant**
 - Participant Agreement
 - Participant Guidelines
 - University-sponsored Travel Insurance
 - Medical & Dietary Form
 - UC Berkeley's Waiver of Liability

CHECKLIST OF FOLLOW-UP DOCUMENTS

- Receipts and Rental Car Contracts
- Alternative Break Post-trip Service Report
- Completed Risk Management Forms
- Agency Evaluations
- Community Partner Field Notes
- Break Leader Transition Document
- All documents saved to server for next Break Leaders!

All Contacts Submitted in Proper Format and Saved to Sever

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PARTICIPANT AGREEMENT	
Contacts:	Cell Phone:
Participant Name:	SID:
Break Leader Name:	Break Leader Name:
Name/Dates of Break:	Time Commitments:

PUBLIC SERVICE CENTER PUBLIC SERVICE CENTER AGREES TO:

1. Provide adequate information, training, and assistance to effectively support the volunteer in accomplishing his/her responsibilities.
2. Ensure the volunteer is properly supervised and provide ongoing feedback regarding the volunteer's performance.
3. Treat the volunteer as an equal partner with site staff, jointly responsible for fulfilling the program's missions.
4. Be receptive to any comments from the volunteer regarding ways to mutually better accomplish our receptive tasks.
5. Provide ongoing opportunities to promote the success of future programs through service projects and reflections.
6. Provide housing as well as transportation to and from the site.

VOLUNTEER PARTICIPANT AGREES TO:

1. Perform volunteer duties to the best of his/her abilities.
2. Adhere to site and program rules (SEE PARTICIPANT GUIDELINES) and procedures including record-keeping requirements and confidentiality of site and client information.
3. Fulfill time and duty commitments.
4. Stay drug and alcohol-free at all times during the alternative break period.
5. Be an active participant in group experience and community outreach.
6. Agree to pay required security deposits for breaks, all of which will be refunded upon completion of the break.
7. Participate in preparation of meals, required chores and tasks.
8. Pay required break fee by published deadlines.

Printed Participant Name	Signature	Date
Printed Break Leader Name	Signature	Date

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PARTICIPANT GUIDELINES

Alternative Breaks participants are committed to exploring the complexities of social issues by fully immersing themselves in the communities directly involved. Students work and live in places outside of the usual spatial and social context that university life affords, a process that should be a challenging, exciting, and rewarding experience. In effort to ensure the safety and well-being of all participants, you are asked to commit to upholding the guidelines outlined below. Groups may choose to add additional guidelines that are personalized to their group and experience. Each individual alternative break participant must agree before participating in an Alternative Break trip. Carefully read and initial each statement and sign your full signature at the end.

Groups may choose to add additional guidelines that are personalized to their group and experience. ***Each individual alternative break participant must agree before participating in an Alternative Break trip.*** Carefully read and initial each statement and sign your full signature at the end.

BEFORE THE TRIP, I AGREE TO:

Initials	Agreement
	<p>Attend Pre-Trip Informational Meeting. Your deposits are due before December break. This deposit is non-refundable after you leave this meeting.</p>
	<p>Attend, and stay for the duration of, all weekly DECal class sessions before and after the trip. These are scheduled for Wednesday 6-8 pm, starting on February 4, 2015. The intention of the DECal is to provide a forum for participants to learn about the context of their particular social justice issue and trip location, as well as to become more familiar with one another. These meetings are essential to providing a strong community and intellectual foundation for the trip. <i>One absence is permitted – otherwise, you will not receive a passing grade.</i></p>
	<p>Participate in three fundraisers. These include selling cookie dough and sending out 25 donation letters to friends and family. We have a letter template that you may use, but you are welcome to write your own. These fundraising events are essential to keeping participant fees as low as possible. They are also a way for you to get to know one another!</p>
	<p>I understand that financial aid is available. We want to make these trips as affordable as possible for all students. If you want to request financial aid, please notify us as soon as possible so we can give you an application.</p>
	<p>Adhere to the payment schedule. The rest of your non-refundable trip fees will be due at your first DECal on February 4, 2015. Trip plans are based on the initial numbers of participants. Although individual emergency circumstances do arise, program plans cannot shift nor can costs be recovered should you decide to withdraw.</p>
	<p>Engage positively in the classroom. You will be learning about complex issues; we encourage you to share your personal knowledge and opinions. We stand to learn a great deal from one another by being honest about our own thoughts and experiences, and respecting those of others.</p>

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ON THE TRIP, I AGREE TO:

Initials	Agreement
	<p>Participate in all break activities from beginning to end as defined by my break leaders. You will attend the duration of your spring break trip: March 21-27, 2015, and agree to be an active and positive participant. This includes but is not limited to meal preparation and clean up, service, community conversations, and reflection activities.</p>
	<p>Regard my break leaders as the final decision makers. While each break is a collaborative effort between break leaders and participants, an instance might arise in which the break leaders will be called upon to make a decision. Your duty as a participant is to respect the decisions of the break leaders.</p>
	<p>Remain with my group at ALL times. If you find yourself in a situation where you need to leave the group for a brief period, you must notify a break leader and when possible take a partner with you. Although it may seem laborious, even visits to the restroom can result in somebody getting left behind.</p>
	<p>Refrain from the possession and consumption of alcohol and/or illegal drugs. Even if you are of age and it is acceptable by law (21), consumption of alcohol is unacceptable throughout the duration of an Alternative Break. This rule applies at ALL times, NO exceptions. The same rule applies to possession and use of illegal substances.</p>
	<p>Uphold non-violent forms of engagement. Differences may arise while on your spring break trip. You are responsible for addressing concerns immediately and seeking mediation from your break leaders before frustration and anger build. Any form of violence (physical, verbal, emotional) is an immediate ground for dismissal from the program.</p>
	<p>Leave all weapons behind. No guns, knives (pocket knives included), and/or any other dangerous materials are allowed on the break. If you have these, leave them at home.</p>
	<p>Respect my surroundings and new community. Community immersion is integral to this experience; as such, it is essential to be cognizant of our own perspectives and prejudices when we encounter a new environment. We ask that you choose to represent yourself, your university, and this program with great care and integrity. By doing so, we stand to learn much more from each other and the communities we encounter.</p>

I, _____, have read, understand and agree to these guidelines. I understand that violating any of the guidelines could result in my dismissal from the program without refund.

Participant

Date: _____

Break Leader

Date: _____

Student Director

Date: _____

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EMERGENCY CONTACT, MEDICAL, AND DIETARY FORM

Please respond to all questions honestly and completely. Information will be kept confidential unless needed in case of emergency.

Trip: _____

Name: _____

Address: _____

Home #: _____ **Cell #:** _____

E-mail: _____

Emergency Contact: _____

Relationship: _____

Address: _____

Phone #: _____ **Alternate #:** _____

Current Medications: _____

Medical Conditions/Allergies: _____

Primary Physician: _____ **Phone Number:** _____

Medical Insurance # _____ **Phone Number:** _____

Dietary Preferences and Restrictions

Circle One:

Omnivore Vegetarian Vegan Other _____

Specific Restrictions (i.e. No dairy, no nuts): _____

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BREAK LEADER DAILY CHECKLIST

Date: _____

Name(s): _____

Morning

- Share the plan for the day including logistics with the group (emphasize any changes)
- Complete Safety Check List (see "Risk Management")
- Check voicemail for PR message
- Check in with each participant; seek and record feedback

Through Out the Day

- Confirm service activities for next day
- Confirm speaker(s) for next day
- Leave a check – in voice mail with your Public Service Center-based point person
- Procure any materials or supplies needed for the next day
- Check in with each participant; seek and record feedback
- Have participants connect with community using the Community Partner Field Notes

Evening

- REFLECTION
- Determine what materials or supplies you need for the next couple of days (food, tools, etc.)
- Check in with each participant; seek and record feedback
- Identify and/or confirm safety monitor and reflection co-leaders for the next day
- Create a logistics plan for the following day

NOTES & THOUGHTS:

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PROGRAM ASSESSMENT AND EVALUATION

Alternative Breaks are complex and intensive, so we should both plan to measure our outcomes and capture our key learning concerning each break. This will inform our own leadership and organization skills, as well as the development of future breaks.

Agency, leader, community speakers and participant evaluations should be completed for each break and the attached samples should serve as resources. Online Survey Monkey surveys are a great way to get feedback as well as instant summary reports.

Finally, at the end of the break a report should be generated from the evaluations to help future leaders plan their breaks.

The Program Directors will provide you with pre-trip survey results so that you can learn more about your participants and better prepare for your DeCal and trip.

The Program Directors will provide you with post-trip survey results so that you can measure the your personal and group success.

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POST-TRIP SERVICE REPORT

Trip/Year:		
Break Leaders:		

*In each box, note 1) the partner/speaker/reflection activity and 2) the number of hours dedicated to this activity.
For "rating", 1=poor/low, 5=excellent/high*

Service						
Day	Name:	# of Vols:	# of Service hours	TOTAL Hours	# of Children at Site	Rating
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
<i>Total Hours Service Hours on Trip:</i>						
Reflection						
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
<i>Total Hours Reflection Hours on Trip:</i>						
Education						
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
<i>Total Hours Education Hours on Trip:</i>						

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Total number of volunteer hours: _____
Total number of education hours: _____
Total number of reflection hours: _____
Total number of agencies served: _____
Total number of children served: _____
Number of alumni who attended: _____

Are there agencies you served with that do not appear on your itinerary? If so list them here, including the contact information of the person you worked with at the agency, phone number and website (if any) of the agency.

Are there guest speakers you utilized that do not appear on your itinerary? If so list them here, including the contact information of the person you worked with at the agency, phone number and website (if any) of the agency.

Are there lodging hosts you utilized that do not appear on your itinerary? If so list them here, including the contact information of the person you worked with at the agency, phone number and website (if any) of the agency.

Number of times you opened your First Aid kit: _____

With this form please submit your record of injuries AND RISK MANAGEMENT FORM.

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ALTERNATIVE BREAKS 2012-2013 – COMMUNITY PARTNER FIELD NOTES

Taken by:

Date	Org Name	# of Volunteers	# of Service Hrs	Total Hours	# Children at Site	Rating 1-5 (5 = Highest)

In what ways does this organization meet the needs of the community?

In what ways was your service meaningful to the community?

Did you feel like you learned something valuable? Why/why not?

What changes could make this service more meaningful to meet the needs of the community?

Would you recommend working with this organization again? Why/Why not?

What potential internship opportunities are available at this org so that we might further support their work?

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ALTERNATIVE BREAKS BREAK LEADER TRANSITION DOCUMENT

TRIP NAME:

Break Leader #1

Name:

Email:

Phone:

Will you be on campus next year? Can next year's break leaders contact you?

Break Leader #2

Name:

Email:

Phone:

Will you be on campus next year? Can next year's break leaders contact you?

KEY COMMUNITY PARTNER INFORMATION

Housing partner/contact name:

Phone:

Email:

Best time/way to contact:

What was great about working with this housing partner? Were there any challenges? Would you recommend using this housing partner again?

Anchor organization/contact name:

Phone:

Email:

Best time/way to contact:

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What was great about working with this anchor organization? Were there any challenges?
Would you recommend using them as an anchor organization again?

Other community partners you worked with:

Name/Contact Name	Contact Information	What They Do/What You Did With Them

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Other important notes on service partners:

ADVISOR/CAMPUS RESOURCES

Advisor name:

Phone:

Email:

Best time/way to contact:

How did you utilize your advisor? What would you suggest is the best approach to working with your advisor? Would you recommend using this advisor again?

What other campus resources did you use? Were they helpful? (Professors, GSIs, student organizations, etc.)

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FIVE BEST PIECES OF ADVICE/WHAT YOU WISH SOMEONE HAD TOLD YOU

1.

2.

3.

4.

5.

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WINTER/SPRING NEWSLETTERS 2014-2015

The purpose of the Alternative Breaks newsletter is to provide a space for Break Leaders and Community Partners to share their stories and experiences with the program. Whether these experiences are given in the form of a poem or as a photograph of a meaningful moment, they are the documented voice of the Alt Breaks community. A newsletter is meant to cohere the stories of many communities who are perhaps dealing with different social injustices by showing that we are all connected by the same struggles for equality. It should demonstrate how the relationships we create can bridge our lives across divisive social systems (i.e. racism, speciesism, citizenship status), and above all, should offer readers a chance to know more about the people and places Alt Breaks touches.

A newsletter also offers a chance to connect the experiences and stories of the same trips through different times (such as winter and spring trips). Each newsletter should build on the foundations of the former, acting as a stepping stone through time.

CRITERIA

The criteria for appropriate material for a newsletter is generally at the discretion of the Communications Director. However, the following guidelines may be useful in deciding where to start on creating and selecting material.

- Types of print media: Poems, photographs with captions/explanations, short stories, essays, spoken word (but written), monologues, lyrics, flash fiction/vignettes.
- Some guiding themes: A story about a day of service, an encounter with a person that changed their way of thinking, a system that perpetuates inequality, a current event that reflects a trip's theme, an object that holds significance, a place where something happened, a participant or Break Leader's experience with the subject outside of Alternative Breaks

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ICEBREAKERS, TEAMBUILDERS, AND GROUP ENERGIZERS

We have many other resources for these kinds of activities in the Public Service Center office, here are a few to get you started:

ICE BREAKERS: TO START A MEETING

DO YOU LOVE YOUR NEIGHBOR: The group stands in a circle with someone in the center. (Best if played with groups of 20 or more.) One person begins in the circle and says to an individual in the group, “_____, do you love your neighbor?” The individual pointed out can either say, “Yes I love my neighbors _____ and _____, but I REALLY love people _____ (wearing green, from CO, etc.)” or “No, I do not love my neighbors _____ and _____.” If the individual uses the first phrase, all members of the group with that characteristic must find a new spot in the circle at least three spaces from they are standing. The person with no space (last person remaining) becomes the caller. If the individual uses the second phrase, his/her two “neighbors” must switch places with one another. The group members move in quickly to “lose” their spaces. The last of the two becomes the caller.

HUM THAT TUNE: Each person in the group is given a small piece of paper with the name of a nursery rhyme or other song written on the paper. (i.e. “Row, row, row your boat,” “Rock-a-bye baby,” etc.) All of the people who are given the song must hum that tune and find everyone else singing the song. They then form a group.

HUMAN SCAVENGER HUNT: The paper will have a series of questions on it (in a bingo format – in squares). Participants are required to find another participant who can answer “yes” to a question. They must have that person sign their name within the square. The object is to meet as many people as you can, and fill a “BINGO!” (A complete line either horizontally, vertically, or diagonally) You can only use each participant once. Note: The center circle should be a freebie. Here are some samples:

- Lives in the dorms
- From a northern state
- Knows when Martin Luther King’s birthday is
- Member of a sorority or fraternity
- Has two brothers
- Has traveled abroad

LOLLIPOP: Pass out dum-dum lollipops to the group. For every letter that appears in the flavor, the participant has to share something about him/her with the group.

M & M GAME: This activity is very similar to the Toilet Paper Game, but instead of using a roll of toilet paper, you may use a bag of M & M’s. Make sure the group members do not eat their M & M’s until their turn has passed.

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SELF INTRODUCTION EXERCISE: The objective of this exercise is for members of the team to become acquainted with one another to work more effectively as a team. Each individual needs to complete the paragraph below and then, if they feel comfortable disclosing, may be asked to share answers with the rest of the group.

Hello, my name is _____. I am ____ years old and I am majoring in _____. My hometown is _____ and I really _____ it there because _____. I always dreamed that someday I would _____, and that dream has _____ true. I feel _____ about it now! Some things I like to do include _____. There are many things I am good at and one of them is _____. I did a really interesting thing once and that was _____. My family consists of _____. If I could change one thing about myself it would be _____. Still, I am really glad to be here right now because _____. I would really like to get together with anyone who be interested in _____. The one thing I want to be remembered for is _____. As far as future plans are concerned, I hope to be _____ someday.

SUPERLATIVES: Participants are asked to study the composition of the group quietly and to decide on a superlative adjective that describes themselves in reference to the others (youngest, tallest, most uptight, etc.). They then tell their adjectives, explain, and, if possible, test their accuracy.

TOILET PAPER GAME: Get a roll of toilet paper and explain to your group that they are going camping and need to take as much toilet paper as they think they may need for a three day trip. Once everyone has an ample supply, explain to the group that for every square in their possession, they must share something about themselves. NOTE: If anyone knows the activity, ask them not to give away the secret under any circumstances.

TRUTH, TRUTH, LIE: Give the group some time to write down two things about themselves that are true, and one thing that is a “lie.” Each group member will then share these facts about themselves and the rest of the group has to figure out which “fact” is actually a “lie.”

WHO AM I...OR FAMOUS PAIRS: In this exercise, group members will be asked to identify the names of famous pairs or persons. The leader tapes the name of a famous person on the back of each participant. (i.e. Fred Flinstone, Mary Lou Retton, Bill Clinton, etc.) The group member is not to see who is taped to their back. Their task is to find out who they are. The participants mill around the room asking others yes/no questions. If the member receives a “yes” answer, they can continue to ask that individual questions until they receive a “no” answer. Then they must continue on to ask someone else. When a group member figures out who they are, they take off the tag, put it on the front of their shirt, and write their own name on it. The member then can help other members find out who they are. The exercise concludes when all members have discovered who they are.

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TEAMBUILDING (TO BUILD TRUST AND COMMUNICATION)

AFFIRMATIVE FOLD-UPS: Have group comfortably sit in a circle. Give each participant a sheet of paper and ask them to write their name on the top of the paper. Place all of the papers in the center of the circle. Have each participant draw a sheet from the center (not their own) and ask them to write one (or a sentence) positive word about that person at the bottom of the sheet. They then fold the paper up to cover up the word. Have them place the sheet back in the center and repeat on another sheet. Participants will continue to select other's sheets from the circle to write affirming words on, until the name is the only thing showing on the paper. The leader can then distribute the papers to their owners. This is a great game to do at the end of an Alternative Break.

CLIPBOARDS: This activity can be done in two ways. The first is to do the activity at the beginning of a groups' "existence." Participants are given a clipboard and asked to decorate it (using magazine cutouts, stickers, markers, whatever!) in a way that best represents who they are. Facilitator can give each person lamination paper to cover their clipboard and help it to last for a long time. Participants will have their clipboard to use forever and they will always remember the experience whenever they do! Participants are then asked to share their clipboards with the group. The other way to do this activity is to do it after the group knows each other well. Have participants pick a name out of a hat (but, shh....it is a secret!). The participant then decorates a clipboard for the participant they chose, to represent him/her (based on what they know). Group is given some time to do this. Group then comes back together and clipboards are "unveiled."

HUMAN KNOT: The group starts out in one or two tight circles. Everyone in the group reaches across the circle with their right hand to grab another group member's right hand. The group then reaches in with their left hand to grab a different group member's left hand. The object is to untangle the group without letting go of hands until a circle is formed. If the group is having extreme difficulty, you can administer "knot first-aid" and break one set of tangled hands (with group consensus), otherwise group members may not let go at any time. You may have to decide as a group that the know is not solvable, after prolonged attempt. NOTE: Can have group do without talking if they are advanced enough.

LIFELINES: Each member draws a line on paper to represent the highs, lows, significant events, turning points, etc. of his/her life to date (can also project into future). Members share their lifelines with other members. Members ask questions about each other's lifelines. This exercise also can be done with pipe cleaners and verbal explanations.

Birth Teenager College First Job Childhood HS Grad School Future

Highs:

Lows:

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MACHINE GAME: The object of this game is to create a machine out of a group of people (i.e. ceiling fan, hot air balloon, watch, etc.). You might want to split your group into two or three smaller groups. Each person is required to be accountable for one noise and one motion of the machine. The group members should then put their motions and sounds together to create the machine. Give each group about 5 minutes to work together and prepare, and then have the groups present to everyone. Ask the other groups to guess what machine the group is.

PENNY FOR YOUR THOUGHTS: All participants are given a bag with pennies (each participant should have one penny for each member in the group – if there are 20 people, players each should have 20 pennies). Participants go around the room to each other and trade “a penny for a thought.” Participants trade pennies – and positive thoughts about what they think of one another. What an incredible activity and a wonderful way to end an experience! The activity continues until all participants have shared with every member of the group and have a new bag of “pennies for thoughts.”

PIECE OF THE PUZZLE: Facilitator should cut a puzzle out of poster paper ahead of time. (There should be one piece for each member of the group.) Have participants decorate their piece to represent who they are and what they feel they can contribute to the group. Once participants are done, have them share what they have on their piece. Participants should then assemble the puzzle. Facilitator should initiate a discussion on the power of everyone coming together, how much more of an impact a put together puzzle can have, than separate pieces, and how a final product could not be reached without a contribution from every piece of the puzzle.

POSITIVE BOMBARDMENT: One member is selected to be the recipient of positive feedback from the rest of the group. Once everyone has had a chance to give that member the “gift” of feedback, another person is chosen and the process is repeated. This can be done in writing with members writing a positive comment to each member and putting them all in an envelope with the person’s name on it, or verbally. This also can be adapted so the members first give some constructive criticism and then some positive feedback.

GROUP ENERGIZERS

If you sense that the group is losing energy, you might want to lead a short energizer to revitalize the group. There will probably be participants in your group who can come up with their own ideas for energizers, which makes this a perfect five-minute exercise to delegate. Here are a couple ideas. Don’t be afraid to be playful!

- Put on an energizing song and encourage people to dance. Some people might be resistant initially but most people become comfortable by the end of a song.
- Call out different colors and have people touch those colors on each other’s clothes. For example, you might call out “blue” and everyone run to touch the people who are wearing that color, like their jeans.

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- Ask participants to pair off and select who will be the “leader”. Then ask the “leader” to hold their palm a few inches in front of their “follower”, and then announce that their palm is effectively “hypnotized” the follower. The follower then needs to follow the leader, keeping their face following the leader’s hand. The leader can lead the other person around the room, moving to different heights, etc. This is a fun activity that gets people laughing and moving.

See Sunshine for more teambuilding ideas!

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BREAK LEADER ADVICE A/Q'S

In addition to this guidebook, we strongly encourage you to use the Public Service Center Public Service Center Leadership Toolkit as it represents the best thinking or “tribal wisdom” of staff and student leaders.

HOW DID YOU HOLD PARTICIPANTS ACCOUNTABLE? WHAT WERE BEST PRACTICES YOU USED?

There are great resources on conflict management in the Leadership Toolkit.

"Pass around sign-up sheets at the first DeCal for snack sign-ups, facilitation sign-ups, or anything else that requires ongoing participation throughout the semester. When you do it in person and the participants see everyone else filling out the sheets, it works much better and the BLs have solid names to hold accountable for certain responsibilities." –Carmen Ye

"Framing what you do and what you require of participants in the context of its necessity and importance for Alternative Breaks was the most important thing. Nobody likes to feel as though they're doing pointless busywork, and honestly, they should never feel like that on your trip. Everything that they do should have a reason, and if you yourself don't know that reason, then you should ask somebody. Your participants are there because they want to be, and posing your activities and requirements in that mindset will help remind them that you need them to finish things for them and not for you. Framing is also really great because it requires you to begin your interactions with your participants with these kinds of expectations. It is the most difficult to hold participants accountable after you have started your class. Make sure you hold those expectations for the getgo, because that will make keeping them accountable much easier down the road. One last piece of advice is that participants are also your peers in a way; they will hold themselves accountable when they see you hold yourself accountable to the expectations of you as a leader." – Emily Loh

"We were clear about our expectations in the syllabus and on the first day of class. I was afraid to come off as intimidating or unapproachable, but my co and I made sure to emphasize that we created these guidelines so we can better serve them as facilitators (letting us know in advanced about tardies and absences, finishing the reading/hw, etc.)" –Angelica Tripp

HOW DID YOU COLLABORATE WITH OTHER TRIPS FOR DECALS? IS THERE ANY ADVICE YOU CAN GIVE ON PREPARATION?

"Try to do as many collaborations as possible! I think that the trips tend to become too separated and lose contact with one another. One of the most powerful things about Alt Breaks is that each trip focuses on a specific issue, but they are, in reality, all intertwined." – Stephanie Tran

"Something I wish I did more of was to educate myself about the "other side" of the shared DeCal issue. I could talk for days about food justice, but if I don't fully understand the other

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angle, then facilitation will funnel towards one view - food justice. // I think DeCal collaborations are really important, but the biggest obstacle was overcoming the awkward collision of two groups who've just met each other. One part ice-breaker, one part atmosphere, one part luck." – Danielle Ngo

"Your collaboration will be successful if you stay responsive and open with the other team. All of you have something significant to contribute to a collaborative DeCal; you just need to find what that is. Flexibility in general is also a good thing. The only thing that you have control over is what you do and how you act in a given situation, and there are sure to be things that might happen that may be out of your control. " – Emily Loh

HOW DID YOU FACILITATE THE CONVERSATION AROUND CULTURAL HUMILITY?

"Using the iceberg/water model from the toolkit or the unperceivable eyeglasses story, mention that we will never be able to truly understand someone's culture unless we were borne into it and grew up as part of it. Thus, cultural humility is the practice of acknowledging this and still making every human effort to be respectful and understand another's culture. Listen first and as much as possible, restrain our tendency to make assumptions." –Justin Rausa

"We invited a small panel of students who had previously done similar work in New Orleans to speak to our class on this topic during a DECal. It was later in the semester, a week or two before the trip, and our participants were already very comfortable with us. We figured they might actually get a bit more out of hearing what other people with these experiences had to say. We had a few questions prepared and invited our participants to ask questions afterward. It was an effective discussion and a great way to keep alumni engaged in our program." – Sarah Ducker

WHAT WAS A CREATIVE ENERGIZER YOU DID OR GROUP BONDING ACTIVITY THAT YOUR PARTICIPANTS WERE QUITE FOND OF?

"We opened every class by going around and having each person name 1 "boo-hoo" and 1 "woo-hoo" for the week so far (something negative and something positive). People loved this tradition- it was a great conversation starter and it also let us get to know each other's daily lives a little more!"- Angelica Tripp

"Sounds! It's this really fun Mormon game. You sit in a circle, with one person in the center with their eyes closed. They spin around and everyone in the circle switches places so the person in the center doesn't know who is where. Then the person in the center points to someone and tells them to make a certain sound, like a dog barking or a washing machine. They have to try to guess who it is by the sound of their voice. It's a blast."- Kati Hinman

"If your group is really close, during the trip, have every person write a funny dance move/some action they want another group member to do and then throw it into the pot and have each person draw that action to perform in front of everyone else!" –Stephanie Tran

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“On the trip towards the beginning or middle, a good way to make the group cohesive and closer to each other is to make life maps. Each person draws significant events in their life and share it. It'll get really personal and intense, so make sure you do it with ample time and tissues (after reflection and after a light day so people don't get too tired). Unfortunately I thought we could do it in the morning over breakfast, and that was a huge mistake because we only got through a couple life maps and then we had to go straight into building houses.” –Megan Lung

ANY LAST WORDS OF ADVICE:

"Number one most super duper important thing to remember: When (it's not really an if type situation) you feel like your trip is falling to pieces and your life is a hot mess and you just want to hibernate, remember **YOU ARE NOT DOING THIS BY YOURSELF**. You have a co-leader, you have 4 amazing directors, and you have Public Service Center staff support. **THINGS WILL FALL INTO PLACE**. They always do. Trust in that. No matter how over your head you may feel, everything will work out.” –Carmen Ye

“Be yourself during the first DeCal! Even if your participants are quiet and shy, they're probably doing some deep thinking in their heads. And remember, some of the issues you will be talking about will be overwhelming for participants who haven't been exposed to social justice issues before. It's okay for them to feel uncomfortable with some of the things that you will discuss. In my experience growth and learning can come from those moments where you are forced to sit with those things. Challenge participants to think about the "why's" to the "what's." You know? :)” – Diana Barajas

“Take the time in fall to get to know the other BLs so you don't regret not doing so when May comes around.” –Ellen Key

"Keep an eye out for readings during the fall semester! It's good to have some of your material already ready for the spring so you're not scrambling. Always ask for support when you need it.” –Kati Hinman

“Most obvious but best piece of advice I've got: Get to know and love your co-leader. They will be your anchor and the witness to your growth this year. They are your partner in creating networks of solidarity, which is not an easy task, but it is so much easier when you can work well with your co. Do what it takes to build a strong relationship here, and that will be the foundation on which you can continue to connect with others!”- Asha Choudhury

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TOWARD CRITICAL SERVICE-LEARNING: ALTERNATIVE BREAKS AT UC BERKELEY

Sarah Ducker, Katharine Hinman, Chika Kondo, Danielle Ngo
University of California, Berkeley

Alternative Breaks is a service-learning program which began in 2001 as part of the UC Berkeley Public Service Center. The program has changed considerably over the last 12 years, fluctuating in trip locations, issues of focus, and numbers of participants. Currently, we have ten service-learning trips that occur over spring break, two of which are accompanied by a winter break service trip and a summer internship program in the same locations and with the same issues of focus. Our trips visit communities principally throughout California, in addition to trips that visit Arizona, Oregon, and the Gulf Coast. Our current issues of focus range from homelessness & poverty and immigration to animal welfare and environmental justice. At our current size, we work directly with approximately 170 students per year.

Each year, we are able to strengthen our program because we stand on the shoulders of the giants who have led it before us. Specifically, our 2012-2013 cohort read and discussed Tania D. Mitchell's "Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models" and subsequently, we have worked to grow in a direction that better embodies the critical approach to service-learning she describes. We believe strongly that this approach is the most accountable and justice-oriented way to engage in the work we do. We believe that we cannot affect real social change if we do not understand the systems that perpetuate oppression, if we do not understand and work to redistribute power in the unjust hierarchies that support these systems, and if we do not build deep, authentic relationships within our own communities and with the community partners doing this important work every day.

Inspired by Mitchell's article, our community partners, and everyone who has been a part of Alternative Breaks, past and present, we have made conscious strides in the last year with the goal of more fully embodying the components Mitchell describes as crucial to critical service-learning. Much of this attempt to practice critical service-learning is encompassed within our program theme, "solidarity in action," which informs our commitment to taking action guided by genuine community wisdom. This article is our attempt to document and share some of the strategies and facets of our program that best showcase the strengths and limitations we've encountered. We hope this article can serve as a companion to Mitchell's "Traditional vs. Critical Service-Learning," a resource to other public service communities in higher education, and the continuation of a dialogue about how we can all continue to strengthen our work towards a more just, equitable world.

Traditional vs. Critical Service-Learning

I started college knowing with great clarity that education was my passion, that I wanted to teach high school, and that I would probably spend college working with tutoring and mentoring programs outside of my own coursework. But during my first semester of college, I applied to go on an Alternative Breaks trip to New Orleans. This program has been the focus of

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my college experience ever since. I am thrilled that I found Alternative Breaks and am immensely grateful for the growth and learning I have experienced as a result of my participation in this program.

Alternative Breaks was the first space where I was confronted with the fact that the “social justice” I had talked about for years, principally through reform Jewish youth groups and teen philanthropic foundations, was not even close to the whole picture. It provided a forum for me to be supported in questioning my own place in power and privilege dynamics, in exploring the different parts of my identity and how they coexist with one another and with those of the people around me. It brought me face-to-face with realities so different from my own, in partnerships delineated by the simple truth that all lives are bound up with one another, no matter how different our experiences. It forced me to begin to consider my own role in perpetuating systems of injustice, to think critically about apparent social injustices and realize that the solutions are ever more complicated than paternalistic and dichotomy-reinforcing “band-aid” service projects.

Alternative Breaks has and continues to serve as both a grounding space and stepping stone to my involvement in other spaces that have challenged, provoked, and inspired me consistently through my entire college experience. It is through my involvement in these spaces that I have begun and will continue indefinitely on my journey towards understanding and living into being an ally as best as I can. Growing in these ways has proved invaluable to the development of my personal teaching philosophy, of the expectations I have for myself as an aspiring educator. I don’t think I would have experienced this same kind of growth had I been strictly involved in tutoring and mentoring programs, and I think these lessons and experiences are invaluable contributors to any student who aspires to live a justice-oriented life.

-Sarah Ducker

Mitchell (2008) defines traditional service-learning as “community service action tied to learning goals and ongoing reflection about the experience” (p. 50). Critical service-learning, however, takes this methodology several steps further and has the ultimate goal of “[deconstructing] systems of power so the need for service and the inequalities that create and sustain them are dismantled.” The three most significant distinguishing factors, she explains, are “working to redistribute power amongst all participants in the service-learning relationship, developing authentic relationships in the classroom and in the community, and working from a social change perspective.”

Critical service-learning programs, Mitchell argues, must acknowledge and confront the inevitable power differentials that characterize service-learning relationships. All too often, service-learning programs are constructed from an “us-them” viewpoint, in which students, prepared with university-level knowledge and experience, enter “broken” communities to “fix” them. Rather, in order to address these power issues and move away from dichotomous, hierarchy-reinforcing ways of thinking, critical service-learning “requires confronting assumptions and stereotypes, owning unearned privilege, and facing inequality and oppression as something real and omnipresent” (p. 56). These discussions must characterize both the

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service-learning classroom and the community-based components of the program. Service should involve working alongside community members, not for them, in whatever ways they determine to best serve community needs.

Mitchell explains that critical service-learning must work to build authentic relationships based on connection, which work *with* difference and not in spite of it (p. 58). To avoid service-learning relationships characterized by domination and subordination, an environment of reciprocity, in which all parties are learning from and teaching one another, must be created.

In developing a social change orientation, Mitchell emphasizes that the focus of service-learning programs must be redirected from solely the student experience to a balance between student outcomes and social change. Critical service-learning, Mitchell says, “[encourages] students to see themselves as agents of social change” (p. 51). In order to do this, we argue, students must begin to understand the systems that perpetuate social injustice, as well as the ways in which they are implicated in those systems.

Critical service-learning pedagogy fosters a critical consciousness, allowing students to combine action and reflection in classroom and community to examine both the historical precedents of the social problems addressed in their service placements and the impact of their personal action/inaction in maintaining and transforming those problems. (p.54)

Students must be challenged to realize, acknowledge, and take responsibility for the roles they play in perpetuating injustice. Arguably the most challenging aspect of social justice work, taking responsibility for one’s privilege and role in systemic inequity is crucial to developing the understanding that one can play a role in dismantling those very systems.

In what follows, we detail the ways in which UC Berkeley’s Alternative Breaks program strives to maximize the potential of our university’s resources and academic privilege to affect positive social change and engage students in what is hopefully the beginning of a lifelong commitment to this work. We work towards these goals through doing our best to embody each of Mitchell’s three characteristics of critical service-learning.

A Social Change Orientation

When I was 13, I was sure I had all the answers. I knew there was always a clear right way and wrong way to approach every issue. This naïve assumption was challenged for the first time when I left my small-town bubble in New England to go on a service trip to Philadelphia. There I met Liz, another volunteer, at the inner-city day camp we were working with. The first thing I saw her do was yank a little boy’s arm and scream into his face. This was enough to convince my friends and me that she was a monster. As we knew what was right, we reported her to be removed from the camp immediately because someone so “dangerous” clearly did not belong there.

Though the camp management did confront her, they also informed us of her story. She had been abused again and again by people she trusted, and after leaving the last man who abused

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her, she and her three children became homeless. She strived not only to keep her family sheltered and together, but also to give them the education she never had. I immediately felt foolish for assuming that I had the answer to a problem I knew next to nothing about. Although Liz's behavior was inappropriate, I had no right to jump to conclusions about her character and how the situation should have been dealt with.

As I have continued to work in public service over the years, I have realized this is something that happens over and over again. Fast forward to my second year of college, when I was working with a the Alternative Breaks urban health trip at a community health organization in Los Angeles to map empty lots and community resources in an attempt to determine what the lots could be used for in the future. We were taking pictures near one lot and a man driving by rolled down his window to ask, "What, are you taking pictures of all the bad parts of the neighborhood?" From his tone we could tell he had seen things like this before, because the area is often portrayed in media as "that bad part of L.A." He was slightly more optimistic when we explained what we were actually doing, but it reminded me that often, "service" can only serve to reinforce the idea that a particular community is "bad" or "poor" or "dangerous."

These experiences have helped me understand that every community has its strengths and weaknesses, and when we work with another community we should be listening to their ideas, because they know their community better than we ever can.

-Katharine Hinman

Mitchell explains that the main difference between a program with a social change orientation and a traditional program is an emphasis on service for an ideal, rather than service for individuals. In addition, the social change orientation challenges students to recognize the injustice of systems and use that knowledge to tap into the power of communities and address root causes of the issues, thereby working to create real change. This goes far beyond the traditional model, which functions to meet learning goals and help students challenge their own assumptions and grow as people, but not support change in the community (p. 52). To implement this social change orientation, students first have to see themselves as not only agents of change, but as parts of the current system of oppression. This can be very difficult for students and often creates dissonance in the group, but it is an important step in order for students to become agents of change.

In order to create an environment for critical service-learning and for students to accept their roles in the system, there must first be a space that allows for education about difficult topics and acknowledgement of both the privileged and oppressed aspects of our identities. Like Mitchell, we believe that working for social change also requires an understanding of the deeply-rooted systemic issues that have created inequalities and put us in a position to serve in the first place. We use our student-designed and facilitated courses, which lead up to spring and winter break service trips, to begin to establish this learning and build upon the knowledge that participants bring into the space from their various backgrounds and lived experiences. While this learning continues and perhaps occurs most meaningfully during the trip itself, we

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strive to prepare students as much as possible to enter communities humbly and with a solid foundation of understanding about the systemic issues they are working to address.

Break leader retreat

Our weekend-long intensive break leader retreat takes place during the first two weeks of the fall semester. The retreat includes training around logistical responsibilities, introductory workshops on social justice concepts like power and privilege, opportunities for deep reflection, direct service with a long-term community partner, and social bonding with an eye towards relationship and trust-building, not just accomplishing tasks. It serves to set the tone for the rest of the academic year and jumpstart toolkit-building for the many responsibilities break leaders encounter in their new roles.

Break leader trainings

After the retreat, break leaders (two per trip) continue training in biweekly sessions led by four student directors. The trainings focus on different topics throughout the year, ranging from class facilitation preparation and strategy, recruitment and selection, and risk management. They also provide a consistent forum for group bonding and learning from the many skills and experiences leaders bring to the cohort. These trainings allow for break leaders to deepen their own understanding of root causes and recognize the connections between trips and issues, so that they can share this knowledge of intersectionality between issues and communities to their participants.

DeCals

During the spring semester, all program participants enroll in a weekly DeCal (Democratic education at Cal), a student-facilitated, for-credit seminar that meets throughout the spring semester of their trip. These semester-long classes include education about social issues and community partners relevant to each specific trip, a space to build relationships amongst participants, and facilitated critical dialogue and reflection. Topics also include cultural humility in trip-specific communities and broader social justice concepts. Our goal is to prepare participants to enter their trip communities ready to engage and serve in productive ways that build community and allyship, and are not harmful to the communities we work with. It also offers them a space to reflect on their personal experiences and what a just society means for them and their own communities.

Anchor organizations

In order to deepen our work as an aspiring social justice program, each trip chooses an “anchor organization,” an organization to which we choose to commit a longer period of time because it effectively represents the community and its genuine interests. We ask break leaders to consider who works for an organization, how and when it was created, and who has the opportunity to be part of the decision-making process for its projects and procedures. Finding organizations that are run by people who live in the community is an important aspect of the social change model, and it helps ensure that the projects students are involved with are truly in line with community goals and needs. To this end, we have created guidelines for our

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students to help them find partners that share our beliefs and respect for community wisdom and are interested in working with our students in an intimate, reciprocal manner.

Moreover, we encourage our leaders to discuss any potential new partners with trusted partners we have worked with in the past. As our trusted partners are active in the community year-round, they have a better sense of an organization's position in a community and its relationships with other organizations than we can obtain from perusing a website or mission statement. In this way, we make sure that our limited time with communities is spent with organizations working for real social change, supporting this work rather than engaging in transactional service projects that can only create short-term, surface-level solutions or even harmful circumstances.

Community Advisory Group

Making a long-term commitment does not guarantee a social change orientation. We consider the community's input about our work essential to supporting social change. Therefore, we are currently working to establish Community Advisory Groups (CAGs) in each of the communities with which our program partners. We have been working with our CAG in New Orleans for seven years now, and we plan to have them established for the rest of our communities in the next few years. These carefully and intentionally-constructed advisory groups will offer us feedback on our work and help us decide on our yearly issues of focus, lesson plans, and changes to our housing or community partners. They consist of trusted members of the community and leaders working with our long-standing community partners. Our hope is that this helps us to stay ever more accountable to the communities we serve.

Winter trips & summer internships

Social change is also about creating sustainable movements. One of the limitations of our program is that week-long service trips are not nearly long enough to create the sort of social change we wish to see. Social change is a long and difficult process to which people often devote their entire lives. As a program, we work to commit to this longer process through sustained partnerships. As our program grows and we increase our sources of funding and efficiency, we are beginning to offer winter service trips and summer internships, a recommendation originating from our New Orleans CAG, within the same communities as our ten current spring break trips. In this manner, while individual students may not be making a long-term commitment to our community partners, our program's year-round commitment to communities allows us to better support the sustainability of their work, carry out more in-depth projects, and move past a model of one-time, short-term transactional service.

In making these changes and working to further practice what Mitchell describes as a "social justice orientation," we have come to find that the most valuable parts of the Alternative Breaks experience for people at every level of participation is the opportunities we have for deep interaction and dialogue with community members and the authentic relationships we are able to build with them and amongst each other. These interactions offer a platform for idea and resource-sharing that cannot exist in transactional service experiences. Students consistently refer to these moments of interaction as the most impactful parts of their trips. As

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our program grows, we hope to deepen relationships with our community partners and allow even more space for dialogue and work truly focused on social change.

Working to Redistribute Power

Growing up in a southern California suburb, I was accustomed to being the only Asian or Japanese person in a given space. I was embarrassed to bring my bento box lunches and opted instead for the classic peanut butter and jelly. I kept my guard up whenever anyone asked about things going on in my personal or family life. However, the spring break of my sophomore year turned out to be the “game changer” that shaped the rest of my undergraduate career. Before my experience with the New Orleans Alternative Breaks trip, I had never encountered people so open about understanding the roots behind personal experiences and struggles. It helped me check many of my assumptions and beliefs I had about social issues.

Hearing others share stories about their own personal struggles helped me to better understand structural inequality and what the impacts of that can look like. Being in this space and participating in this program showed me that not everyone is able to live the life I was able to live, and that the reasons for that are not ignorance, laziness, or any of the other stereotypes people make about those who are “different.” Rather, structural inequality results from the intersection of institutions and policies and the way they react to people’s experiences. In the case of New Orleans, remnants of slavery manifest today through segregation, achievement gaps, food deserts, and other structural inequities. I truly came to understand that history does, in fact, matter immensely, as it shapes the circumstances that exist today. The Alternative Breaks program was one of the first instances where I started to “unlearn” the way I had always operated and explore other forms of communication and understanding. It was my first step in unpacking what working to redistribute power means to me.

Alternative Breaks helped me to push past the blinders I had on before to try and really understand what is going on and to get to the root causes of societal problems. Because a world in which everyone is not treated with dignity and respected with basic human rights is not a world in which I care to live. However, trying to navigate through all of these complicated layers has made me realize that I need to better understand where I come from and see how I am personally implicated in systems of oppression. In my efforts to think more critically of the world, I have reflected on my own personal history and become more aware of what power and privilege I carry in relation to others. I identify as a Nisei Japanese American and as a woman of color. My path to developing my identity was and still is a slow-brewing process, in which I acknowledge the tension that exists within East Asian ethnicities and the misrepresentation that others have around the Asian Diaspora.

I have dedicated myself towards working to redistribute power because of all the lives that have touched me through this program. Observing and listening to all the various stories from people of all walks of life, in New Orleans and in other communities, has really showed me that no issue is ever black and white. I truly value the relationships that have shaped my understanding of social justice and my ability to ask difficult questions of myself and the people around me to work towards a more equitable society. -Chika Kondo

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The second component of the critical service-learning model entails working to redistribute power. Mitchell elaborates on the unseen power dynamics that exist in service, where privileged students enter into communities less fortunate than the ones they came from. She cites scholar-activist Lori Pompa:

If I “do for” you, “serve” you, “give to” you - that creates a connection in which I have the resources, the abilities, the power, and you are on the receiving end. It can be—while benign in intent—ironically disempowering to the receiver, granting further power to the giver. Without meaning to, this process replicates the “have-have not” paradigm that underlies many social problems (p. 56).

Here, Pompa highlights the possibility of inadvertently reproducing power hierarchies. These hierarchical relationships can be problematic, as they do not comprehensively address the issues that make a service a need in the first place. For this reason, Mitchell insists on working to redistribute power as a crucial part of the critical service-learning model.

In order to deconstruct the problematic paradigm that is often reinforced by service transactions, those engaged in direct service must be actively mindful about finding pathways to redistribute power. While a week of service cannot possibly accomplish this, our program continuously strives to take small steps that work to redistribute power in various facets of our work, recognizing that we will always be in process. We do this by recognizing the agency students carry, incorporating advocacy into our work, conducting equitable selection processes, facilitating power and privilege workshops and cultural humility trainings, and connecting trips back to the Bay Area or home community.

Sustained partnerships

Alternative Breaks at UC Berkeley is rooted in the belief that sustained partnerships help leverage the power and resources that the university holds in order to support community-driven projects and programs. All established trips are asked to maintain a majority of their community partners from the previous year to ensure we are solidifying existing relationships. Trips are also required to fill out a Community Partner Learning Agreement with each of their community partners before the trip, which entails a discussion outlining, in great detail, the expected conduct of participants when they serve, what they should accomplish by the end of service, and what the participants will learn from working with this organization. Community partners are asked to fill out a post-service feedback form, as well, as a way for us to measure whether their expectations were met.

As we recognize that we only have a week to serve in these communities and we are often outsiders, we emphasize the importance of “bringing it back to the Bay,” so that participants see how these social justice issues relate not only to the communities they serve with during spring break, but also to their communities at home and in the Berkeley area. We aim to expand our program so we can commit to our community partners year-round. This helps to maintain long-term partnerships, build trust, and develop a better bridge between the

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university and the community. We hope this kind of expansion will allow us to build opportunities for advocacy and better collaboration.

Advocacy

We do our best to veer away from service of a transactional nature because we believe transactional service perpetuates power dynamics and fails to address root causes of injustice. We value the wisdom and knowledge held within communities and know that their wisdom cannot be shared without first building relationships. Sustaining communication and building trust helps us to value and give power toward community wisdom and the alternative forms of knowledge each community holds.

Part of building relationships and internalizing community wisdom is then working to disseminate this knowledge and spread awareness about systemic inequity and the work being done in communities to address it. Students who have had service-learning experiences have the capacity to raise immense awareness among their family, friends, and peers. Disseminating knowledge is one form of advocacy that encourages others to begin to value community wisdom and question their own assumptions and beliefs, widening the scope of impact we are able to have as a program.

Power and privilege

This year in Alternative Breaks, we aimed to delve deeper in our advocacy efforts. We realized that many might not recognize how service can be problematized. In a speech to a group of students about to participate in the Conference on Interamerican Student Projects¹, philosopher Ivan Illich (1968) emphasized that a “savior complex” can emerge when service-learners immerse themselves in a community less fortunate than their own, only to ultimately benefit themselves and not the community. The invisible power relations that exist already are often perpetuated further when a service group enters into a different community, as those with less privilege serve the educational needs of students. We see this often when students’ applications and pre-program reflections use language around “helping” communities and “fixing” problems they face.

In order to step back and move away from perpetuating hierarchical power dynamics, we focus on creating experiences in which students are able to begin unpacking their own power and privilege and recognizing how both personal and institutional structures contribute to social issues, both on small-group and societal levels. Two of our break leaders this past year, who were simultaneously employed by the university’s Multicultural Community Center, conducted a two-part power and privilege training and facilitated deeply insightful dialogue

¹ The Conference on Interamerican Student Projects (CIASP) sent Canadian university students to do service in rural Mexican communities (Vella, 2006).

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about the significance of power and privilege. Many of the break leaders found it very useful and went on to carry out their own trainings for their respective participants.

Cultural humility

Another training we conduct is a cultural humility training for trip leaders and participants before they depart. The concept of cultural humility (Tervalon and Murray-Garcia, 1998) offers an alternative to cultural competence in the field of medicine. In this context, Tervalon and Murray-Garcia describe how cultural humility is a process involving constant self-reflection and self-critique, checking power imbalances in the physician-patient relationship, and being humble as a vehicle to developing authentic partnerships (p. 118)."

Our cultural humility workshop centers on the notion that upon entering different communities, we must be respectful and consciously practice humility because of the invisible cultural differences that exist and power dynamics that can manifest unintentionally. We recently consolidated this training onto an online presentation platform, allowing it to be used and improved upon each year so that our study and praxis can continue to grow and develop. The training is intended to push participants to begin to ask the deeper questions about why they are engaged in service and helps them further develop their relationships with social justice. Recognizing our own beliefs and assumptions is one step towards working to unpack the many layers of power inequality and their roles in perpetuating social injustice.

Disorientation guide

We explored another form of sharing our ideas this past year with our development of a "disorientation guide" to service-learning. The guide includes short pieces written by break leaders and directors accompanied by infographics to provide participants and anyone else engaged in service-learning projects with ideas and insights about how to deepen and complicate their thinking about service. Article topics include "voluntourism," critical reflection, cultural humility, how to think about choosing service partners who are truly working in solidarity with community, and overviews about critical service-learning more broadly. Our program hopes to continue to build off the work and improve the guide so it includes more voices and insights. One goal we have in mind for next year is to create a video that helps to deconstruct service and provides a visual for how critical service-learning can be put into practice.

In addition, we broadened our scope of raising awareness about our practices when several student break leaders and directors presented at the national IMPACT conference in Albuquerque, New Mexico. Their presentation discussed how service-learning can work to move away from voluntourism towards a more critical service-learning model. Our students facilitated informative, critical dialogue with others engaged in leading and developing higher education service-learning curriculum to collectively discuss best practices and projects that help to promote a more social justice-oriented approach to service.

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Post-trip solidarity

Lastly, in order to continue to strive towards our vision of “solidarity in action,” we continuously try to strengthen our sustainability efforts so that participants do not see their service-learning trip as an isolated experience. Our goal is for these trips to serve as a platform for participants’ continued commitment to working for social justice.

Working to redistribute power requires consistent effort, much more than just a weeklong trip. For this reason, each trip organizes a service project in the Bay Area to help draw connections between the issues of focus in their specific trip communities and in their home communities. This not only supports better connections and relationships for students to continue their work, but also serves to highlight that virtually none of the issues we face are isolated in one geographic area.

Working to redistribute power serves as one of the visions guiding us in this work. We aim to consciously think about how we can better our program and curriculum to truly live into the values and practices of critical service-learning. Every year builds upon the strengths and progress of the previous years to innovate and implement better ways of putting theory into practice.

Developing Authentic Relationships

Growing up, I lived in an atypical household of a working mom and stay-at-home dad. My dad spends much of his time cooking, and he loves feeding our family of five plenty of dishes influenced by our Vietnamese heritage or his “experiments.” To him, having a good cook in the house is like having a doctor; proper food translates to healthy living. I would always have the most delicious leftovers to bring to school for lunch, while I would walk by the cafeteria at the end of the lunch period to see that there were lines of students still waiting to buy their food. I would ask, why would anyone want to wait in line that long for food, food that is decidedly gross, bland, and greasy?

Since those times, I have come to realize the questions I could have asked instead. My circle of friends brought their lunches from home just like me, and I cannot recall the name of anybody I knew who bought our school’s lunches. Social inequity and intersections of resource acquisition were staring me blank in the face, but I had no idea.

I began learning what kinds of questions I could have asked myself after serving the with the Alternative Breaks food justice trip. It is not just about having food and not having food, but to me, it is about access to resources for healthy lifestyles. Who should get those resources, and where do they come from? What do these resources cost families, and are there strings attached? As someone who comes from a place of privilege, such as my status as an undergraduate at UC Berkeley, should I know the people on the ‘other side’ when I care about these questions? Alternative Breaks has given me the space to question what position I have in society and what ‘community’ is to me and to others. More importantly, it has taught me how to build relationships with community members in all directions.

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When I serve with a community that is not my own, the importance of building authentic relationships with people is invaluable to me. My world becomes more colorful with the addition of more acquaintances, partners, allies, and friends. Collectively visioning a shared future for our communities is like building a kaleidoscope of our hopes and dreams. Each piece may be a little different and it looks like chaos from afar, but once I focus in, I see the intricate patterns that connect the pieces and the beauty it makes. I do not want to be disconnected from those around me, as I believe in our common goal of happy wellbeing and healthy lives. Building authentic relationships is an ongoing and never-ending process for me, and I am glad to have a network of community members to experience that by my side.

-Danielle Ngo

Alternative Breaks at UC Berkeley strives to build what Mitchell calls “relationships based on connection,” which includes appreciating, acknowledging, supporting, and learning from one another (p. 58). These relationships can develop through a multitude of permutations between individuals. It may be between a pair of break leaders, a participant with a community partner, an alumnus with a community member, etc. These status identifiers in the Alternative Breaks realm are not meant to enforce any sort of power dynamic, but instead, to inform what experiences and insights a person might bring to the table. In building authentic relationships, we agree with Mitchell that it is not just about noticing the commonalities between one another. Our program works to bridge folks across differences in a meaningful way that translates to a coalition-based commitment to solidarity.

We recognize that the relationships we aim for require time and space to develop. The growth of our community partnerships can take several years to develop, but the effect is astounding. The growing understanding and trust between our trips and community partners strengthens the work immensely, as each party involved can look back on positive memories that have defined their time spent together. Shared beliefs are reinforced, and visions become clearer. During this time, the space to provide feedback and dialogue with each other has proven essential to strengthening our partnerships. Patiently allowing for such time and space to germinate relationships within Alternative Breaks also helps us recognize how to adapt to the changing needs and situations of the community.

We aim to continue growing the authentic relationships developed through our program, as this only continues to strengthen the work we do. In authentic relationships, individuals are open about their identities, assumptions, biases, and emotions. Individuals on either side can be honest about what they know and do not know, understand the perspectives that counter or build upon theirs, and challenge each other in critical moments that require every voice involved. Many students are involved with our program each year and go through the motions of our service-learning model. Most are evidently transformed by the experience, and some are not. Time and time again, it is those students who speak highly of the deep, authentic relationships they’ve built that continue to be involved, either through our program in leadership positions or through other methods of continuing their work in their trip’s community or with a particular community partner.

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Dialogue dates

Throughout the academic year, our twenty break leaders participate in short, informal 1:1 meetings with break leaders from other trips. Each pair of break leaders is tied to their trip's particular social justice issue, but we believe it is essential for our leaders to explore the intersections of justice and community. Much of our break leaders' time throughout the year is heavily structured, often in their trip pairs, to meet program goals and accomplish tasks. So dialogue dates also serve as an opportunity to meet others in a casual setting and experience the humanness that operates behind all of their impassioned work. These dialogue dates help strengthen their awareness outside of their individual trips, form meaningful relationships, and engage in critical dialogue about the broader ideals which guide our program.

All-Community Meetings

We hold three All-Community Meetings (ACMs) during our program's year. These events involve participants, leaders, faculty advisors, community partners, campus partners, and friends. At ACMs, we highlight the breadth and depth of our program's history, excite students about their commitment to serve, and celebrate our community's accomplishments. We hold the first ACM in November to introduce our vision and model of social justice to newly-admitted participants. It is the first chance for all participants and break leaders to meet each other and welcome each other into the space.

Our second ACM is in January, the start of the spring semester, and marks the start of participants' weekly DeCal seminars. This ACM energizes the participants as they embark on the education component of our critical service-learning model.

At our final ACM held in April, the program and community reconvene to reflect upon their experiences, discuss intersections between those experiences, and celebrate what is hopefully just the beginning of a journey and lifelong commitment to social justice work. While participants spend most of the year meeting with just their trip peers and community partners, the consistency of our ACMs helps further our goal of coalition and community-building across difference.

Community dinners

During the week-long service trips, break leaders coordinate with a director to organize one evening for a community dinner. The guest list includes alumni who have previously been involved with Alternative Breaks or the Public Service Center, and community partners, community members, and local residents are also enthusiastically invited to join. These community dinners highlight the people with whom we are working in solidarity and mutuality. It is a chance for participants to mingle, network, and bond with community and alumni. More recently, these dinners have also become hotspots of collaboration between alumni, many of whom work in professional sectors, and community partners, furthering our goal of connecting resources to people working to serve community needs. These dinners invite everyone to the table, allowing for dialogue, friendship, and meaningful collaboration.

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Fundraising as organizing

With the goal of keeping our trip costs and program expenses low, employing a strong fundraising model is critical. The entirety of our \$50,000 annual budget is fundraised each year, thanks to our diversified and constantly improving model. A handful of campus grants and our highly-subsidized participant trip fees generate a sizeable portion of our revenue, but without program-wide fundraising, we could not manage this program each year.

In the past, participants and leaders have sent letters to our friends and family, requesting donations to support the program. This year, we successfully piloted a partnership with Piggybackr, a San Francisco-based crowdfunding start-up. Using Piggybackr has helped our program fundraise with manageable effort in a way that is fun, easy, and effective, in addition to spreading awareness about the work we are doing. We also maintain a relationship with an Oakland-based, women-led small business that makes cookie dough that we sell as another source of fundraising. In all parts of our fundraising model, we aim to build solid relationships with partners that share our ideals of economic empowerment and community building.

Financial aid

Compared to similar service-learning programs and trips around the country, our trip fees are some of the most affordable and subsidized we have seen. But in addition to this, it is highly critical for us to offer financial aid to support those who would be unable to participate in our program otherwise. Our financial aid system operates independently of the University, and considers holistically the socio-economic and circumstantial situations of each individual applicant. This financial aid system allows students from all socio-economic backgrounds to partake in our program, which diversifies the perspectives in our trips, allows for the development of relationships that might not otherwise occur, and works towards actualizing our vision of equity.

Conclusion

Today, I am urgently concerned with making sure that once my time with this program ends, I have concrete knowledge and understanding that will allow me to continue “living” the things I have learned. In the field of education specifically, this means figuring out how I will materialize my goal of teaching critical history and herstory within a rigid public education system that is based and evaluated upon a broad but incomprehensive set of bullet-point standards. It means finding ways to earn to the trust of and be an ally to students from all backgrounds, always conscious of my whiteness, my middle-class upbringing, my education at one of the most prestigious universities in the world, and the privileges that come with each of those backgrounds. And all the while, as I try to be the very best I can be within the four walls of my classroom, how do I make sure I continue fighting for justice at all levels of educational and social policy, working to dismantle the systems that oppress my students, and ensuring that my students are empowered to do the same?

These are lofty goals, I realize, and perhaps “goal” is not even the right word because these objectives are not realistically attainable for one teacher, or even one school or district. But I know, largely due to my own journey of the last few years and my work with Alternative Breaks,

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that I will spend my career tirelessly striving as though they are attainable goals because that is what my interpretation of “living social justice” looks like.

-Sarah Ducker

This companion piece to Mitchell’s literature review is four students’ attempt to encapsulate the journey of a program working to embody the ideals Mitchell discusses as the most crucial defining aspects of critical service-learning. This journey is occurring simultaneously on many different levels. Programmatically, we are journeying to improve the work we do, to make firmer our commitments to community partners, to better train our leaders and participants to engage with social justice orientations, work to redistribute power, and build authentic relationships. Individually, we are journeying to grow in the ways that we interact with this work, the ways that we exist within this program and outside of it. We are journeying to figure out how we can incorporate the invaluable lessons we have learned, lenses we have formed, and relationships we have built into living social justice-oriented lives beyond the scope of this program.

Ideally, these questions are on the minds of everyone who comes into contact with these experiences. How can we put into practice the things we have learned in such a structured, supportive environment? How can we stay involved and engaged with the community partners we have met, the social injustices we have begun to explore and address? How can we apply the principles and ideals we’ve come to value when we are no longer university students? As teachers, doctors, advertisers, farmers, researchers?

So far, none of us have figured out an exact answer to these questions – we are all in process. But to realize and feel urgency about their importance is a big step. At our final All-Community Meeting at the conclusion of each Alternative Breaks year, we encourage participants and leaders to see this experience as a starting point – a diving board, if you will – into a pool of passionate, committed, and long-term dedication to working for social justice. We ask them to continue asking difficult questions, pushing themselves out of their comfort zones, reaching out to build relationships across and inclusive of difference. We ask them to notice the structures and systems that underlie the world around them, wherever they go and whatever they do when they are no longer students of the University. To question those systems, to dialogue with the people affected by them, and to never stop working to make them more just. We ask them to stay involved with our program, either directly or through continuing to work with the community partners who have given them so much.

There is certainly discomfort in being faced with so many questions to which we cannot articulate answers. But we think that’s okay. Perhaps, this is one way of measuring the success of the critical service-learning model. If we can empower students with the tools and supportive space to engage critically, to develop what a social change orientation means for them, to begin to understand structures of power and how they might be dismantled to successively dismantle systems of oppression, and to develop and nurture authentic relationships based in similar values and passions, how could the end result be anything but questions? Moreover, if students leave our program and UC Berkeley with these kinds of

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questions, what choice do they have but to continue to engage, to continue to search for the answers? Hopefully, if our application of this model works, participants will continue through their lives embodying the principles that make up the critical service-learning framework and it will far outlive their semester-long classrooms and week-long service trips.

Notes

Many thanks to our wonderful mentors at UC Berkeley who inspire, challenge, and motivate us through and beyond this work, and who helped us dream big enough to inspire, write, and improve this article: Sunshine Oey, Megan Voorhees, Mike Bishop, Professor Victoria Robinson, and Professor Keith Feldman. To the rest of the Public Service Center professional and student staff, thank you for your ongoing dedication to public service and addressing social injustice.

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Thank you to all of the community partners who have worked with Alternative Breaks at UC Berkeley. Your dedication to your work moves and pushes us to do our work better. Thank you for building relationships with us and allowing us to work side by side with you, learn from you, and grow with you.

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ALTERNATIVE BREAKS 2012-2013 RECRUITMENT AND SELECTION DEMOGRAPHICS

% Chance Of Being Accepted into the Program						
	2008-2009 (4 trips)	2009-2010 (7 trips?)	2010-2011 (9 trips)	2011-2012 (10 trips)	2012-2013 (Ten Trips)	2013-2014 (10 Trips)
Number of Applications	144	161	169	269	271	168
% chance of getting into the program based on # of applicants	33%	52%	64%	45%	44%	71%

Where Applicants Heard of Alternative Breaks		
	Applied 2012- 2013 (n = 271)	Applied 2013- 2014% (n = 168)
CalSO	7%	2%
Class Presentation	4%	4%
Direct Referral	4%	8%
Email	7%	10%
E-Newsletter	2%	2%
Flyer	8%	13%
Other	6%	5%
Public Service Center Staff	7%	9%
Public Service Center Website	16%	9%
Recruitment Fair	4%	1%
Word of mouth	34%	32%

First Generation College		
	Selected 2012-2013 % (n= 118)	Selected % 2013-2014
No	49%	52%
Yes	41%	40%
Declined to State	11%	8%

Campus Residence?		
	Selected 2012- 2013 %	Selected 2013- 2014 %
CoOp	24%	9%
Fraternity/Sorority	3%	7%
Not Applicable	49%	48%
Residence Hall	28%	37%
Themed Program	3%	0%

Past Program Participation		
	Applied 2012-2013 % (n = 271)	Selected 2013-2014 %
No	95%	94%
Yes - Once	5%	6%
Yes - Twice	0%	0%

Gender		
	Selected 2012-2013 % (n= 118)	Selected 2013-2014 %
Female	79%	75%
Male	20%	22%
Other	N/A	2%
Declined to State	1%	2%

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Ethnic Identity			Graduation Year		
	Selected 2012-2013 % (n= 118)	Selected 2013-2014 %		Selected 2012-2013 % (n= 118)	Selected 2013-2014 % (n = 120)
African/African-American	2%	4%	2012	0%	0%
American Indian/Alaskan Native	1%	0%	2013	28%	1%
Asian/Asian-American	34%	31%	2014	25%	15%
Bi-Ethnic or Multi-ethnic	9%	8%	2015	19%	21%
Caucasian	19%	23%	2016	11%	35%
Chican@/Latin@	26%	25%	2017	0%	18%
Decline to State	4%	5%	Declined to State	17%	11%
Other	5%	4%			
Pacific Islander	0%	0%			
Languages Spoken			Trip Preferences		
	Applied 2013-2014 %	Selected 2013-2014 %		Applied 2013-2013 %	Applied 2013-2014 %
Arabic	1%	1%	Preference 1		
Bengali, Hindi	1%	0%	Animal Welfare	10%	14%
Cantonese	4%	5%	Arizona Immigrant Rights	9%	7%
Chinese	5%	7%	Bay Area Food Justice	7%	3%
Conversational in sign language	1%	1%	Bay Area Homelessness	6%	5%
Farsi	2%	2%	Campo Kumeyaay	8%	8%
French	6%	7%	Central Valley	4%	7%
German	1%	1%	Environmental Justice	6%	6%
Gujarati	1%	1%	L.A. Health Clinics	19%	17%
Hebrew	1%	1%	New Orleans	25%	23%
Hindi	2%	1%	San Diego - Tijuana	7%	10%
Italian	1%	0%	Preference 2		
Japanese	1%	1%	Animal Welfare	4%	8%
Kannada	1%	1%	Arizona Immigrant Rights	14%	10%
Khmer	1%	1%	Bay Area Food Justice	9%	11%
Korean	4%	3%	Bay Area Homelessness	12%	13%
Latin, but it only matters if we meet a Roman	1%	0%	Campo Kumeyaay	7%	4%
Malay	1%	1%	Central Valley	10%	8%
Mandarin	11%	11%	Environmental Justice	10%	11%
Persian	1%	1%	L.A. Health Clinics	8%	12%

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Portuguese	1%	1%	New Orleans	11%	7%
Punjabi	1%	1%	San Diego - Tijuana	10%	14%
Romanian	1%	1%	Preference 3		
Russian, intermediate	1%	1%	Animal Welfare	7%	10%
Shona	1%	1%	Arizona Immigrant Rights	7%	4%
some French	3%	2%	Bay Area Food Justice	7%	8%
Some Spanish	11%	12%	Bay Area Homelessness	15%	11%
Spanish	30%	33%	Campo Kumeyaay	10%	5%
Tagalog	4%	3%	Central Valley	9%	10%
Taiwanese	1%	1%	Environmental Justice	8%	8%
Thai	1%	1%	L.A. Health Clinics	9%	8%
Turkish	1%	0%	New Orleans	8%	10%
Urdu	1%	3%	San Diego - Tijuana	10%	18%
Vietnamese	3%	3%			
Zapotec dialect	1%	1%			