



Florida Alternative Breaks

2009-2010 Spring Break Site Leader Application

Website: <http://www.leadershipandservice.ufl.edu/studentorgs/fab/>

Vision Statement

Florida Alternative Breaks' vision is to create active citizens through a commitment to community service, leadership and social change.

Mission Statement

Through education, service, and reflection, Florida Alternative Breaks provides members the opportunity to immerse themselves in a particular social issue. We seek to heighten social awareness through regional and international trips during academic breaks. With the passion, knowledge, and relationships gained from their experiences, members will become life-long advocates for social justice in their communities.

The Role of the Site Leader

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

-John Quincy Adams

The Florida Alternative Breaks (FAB) Site Leader position is a time-intensive, demanding, and rewarding enterprise. Site Leaders prepare throughout the entire year in order to lead their trip over academic break, and FAB is certain to become a very personal and integral part of one's collegiate experience. We hold our Site Leaders to high standards, and seek dedicated individuals who will delve into their social issue and emerge as well-rounded and educated leaders who are ready to take their community service experience to a new level and become active citizens. Each individual will be paired up with a co-Site Leader and matched with a specified trip and issue.

The responsibilities of the site leaders are:

- Maintaining contact with their service and housing sites
- Designing a trip itinerary
- Selecting participants and leading regular participant meetings
- Educating their participants and the public about their social issue
- Keeping their adopt-a-board updated on all progress
- Plan a pre and post-trip service project in the local community
- Consistent and timely communication between co-Site Leaders, the FAB board, and trip participants
- Attend weekly Site Leader meetings
- Complete First Aid/CPR Certification
- Responsible for coordination of van training of 3 drivers
- Attend all FAB events, fundraisers and socials including FAB Orientation and Reorientation
- Assist in participant recruitment and take part in participant information sessions
- Participate actively in FAB wide fundraisers throughout the year
- Meet with your co-leader twice a week; 1 hour required in the CLS

As a year-long commitment, Site leaders are required to perform community service throughout the year, following Spring Break and continuing their dedication to FAB and community service. Also, an integral

component of FAB is our role within the Center for Leadership and Service. As active members of the CLS, FAB Site Leaders will be expected to familiarize themselves with the other branches of the CLS and participate in CLS events when possible.

During spring break, Site Leaders are responsible for making sure that everything runs smoothly, addressing and dealing with participant concerns, leading daily reflections, establishing and maintaining a budget, delegating tasks, and doing their best to ensure that everyone has a meaningful experience.

All students applying to become a Site Leader must be enrolled as a full-time student. They must also maintain a cumulative and term GPA of 2.5 for the duration of their participation with FAB. Grade checks are completed at the time of application and at the beginning of each semester. Students who fail to maintain the minimum GPA will not be allowed to participate in FAB.

The Role of the Alternate Site Leader

Alternate Site Leaders are an integral part of successful FAB trips. In the event that Site Leaders are unable to fulfill their obligations, a vacancy may be created. To compensate for the loss, FAB also selects up to five alternate Site Leaders. Initially, alternate Site Leaders have the option to go on a FAB trip as a participant. However, at some time prior to spring break alternate Site Leaders may be required to assume the Site Leader position on a trip, regardless of the issue.

Alternate Site Leaders are held to the same standards and have the same requirements as other Site Leaders listed above. They are required to attend all Site Leader training meetings and other FAB functions. However, in lieu of working with a co-Site Leader and planning a spring break trip, alternates play an integral supporting role, and are asked to work closely with the board and other site leaders, contributing to the overall success of FAB.

Being an alternate Site Leader requires a huge commitment to FAB, dedication to its mission, and a great amount of flexibility. If you are interested in this position, please indicate that on the attached sheet and feel free to discuss any questions or concerns at your interview.

Issue Descriptions

Native American Immersion

Native Americans have a rich and diverse culture whose roots date back hundreds of years. They have encountered numerous struggles like losing their land and living in poverty. Native Americans are in dire need of a strong and powerful voice to represent themselves in this large nation. They need some influential groups like FAB to assist them with their strategies to tackle their problems and sustain their traditions. Service may include assisting a Native American tribe with various tasks and helping them set-up for an annual tribal pow-wow.

Disaster Recovery

Even a few years after Hurricane Katrina hit, the local community is still rebuilding and repairing the damaged that was cost in just a few days. Many families are still displaced and areas deserted. The local government is still preparing to prevent a similar catastrophe from occurring. Participants will experience firsthand and learn about how cities recuperate after a major disaster. Service may involve physical labor.

Children's Disabilities

Millions of children throughout the United States struggle with disabling ailments ranging from learning disabilities to autism. Treatments for these ailments are costly, painful and sometimes in

effective. Recent research has shown that therapeutic treatments with animals has enriched the lives of physically, emotionally, and mentally challenged children. Service may include working with an organization focused on equine therapy and various other therapy techniques.

Financial Education

Financial literacy is a large problem facing our nation. More and more teenagers have and are using credit cards, while over 1 million American families filed for bankruptcy last year. The country presents a clear disconnect between the understanding of finances and their handling. This trip may include educating communities and/or students about things important to their finances such as managing debt, reading a bank statement, and understanding interest rates.

Youth Empowerment through Sports (YETS)

According to the Centers for Disease Control and Prevention, over 9 million children 6-19 years old are overweight. This issue will focus on how sports enrich the lives of youth and how sports empower youths to excel academically, athletically and life in general. Many programs today are focused on getting children active and mentoring youths on the importance of fitness and teamwork. Service may include assisting an organization by creating and coordinating programs for kids.

Mental Health

Mental Health is a small niche of the healthcare system that is often overlooked and lacking adequate funding. Often times, mental health individuals fall through the cracks of society and are negatively stereotyped and their rights ignored. This issue focuses on mental health awareness and assisting individuals afflicted with mental disorders and disabilities. Service may include volunteering with a non-profit agency that focuses on helping mental health individuals return to their communities healthy and functional.

Educational Inequality

Many cities throughout the United States see an inequality gap that exists in our education systems. These cities will have schools with only a couple miles between them yet differ immensely in resources and educational opportunities they provide to their students. Service may include volunteering at schools from differing spectrums of that inequality gap and working with organizations focused on finding resources and equal education opportunities for our nation's schools.

Environmental Issues

The environmental movement began in the United States around 1960, focusing on tackling issues like pollution, resource depletion and climate change. Environmentalism or "going green" as its termed today, focuses on environmental conservation and improvement of the state of the environment. This issue centers on becoming socially aware of the environment and what we as active citizens can do to protect it. Service may include volunteering with a non-profit in combination with a state park, doing outdoor tasks and having environmental educational opportunities.

Immigration Law

Many foreigners are displaced from their home nations due to ethnic violence, famine, or other dangerous situations. These people have to pick up everything and come to the United States, seeking refuge. Others are after a better life for themselves and their family. The immigration process in the United States is a difficult and lengthy process. Service and education may include learning how the immigration system works in the US as well as the challenges immigrants face in becoming American citizens.

Veterans & their Families

Veterans have been a cornerstone in keeping the United States protected in times of war. After returning home, they and their families encounter numerous obstacles such as posttraumatic stress and alcoholism. Many individuals don't understand nor comprehend what veterans and their families struggle with on a day-to-day basis. Many veterans are homeless, struggle with substance abuse and suffer from mental disorders. If we don't take care of our veterans for protecting us, who should? Service may include volunteering with a non-profit that provides various services to veterans and their families, volunteering at a Veteran's Hospital.

Marine Life Protection

Due to many factors such as global warming, pollution, introduction of invasive species, and habitat destruction, many marine ecosystems are being destroyed or significantly hurt. Efforts are being directed to save these ecosystems, many which are rich in life, through education and close monitoring. Service may include removing invasive species, tracking changes in the environment, and working to preserve native endangered species.

HIV/AIDS

This disease is an international epidemic that also affects more than a million in the US. Although significant progress has been made to increase the lifespan of those living with HIV, there is a lack of knowledge relevant to prevention and transmission. It is estimated that 1 in 5 Americans with HIV do not even know they have it. Service for this issue may include: educating the community about HIV/Aids, visiting testing facilities, advocating for community members to get tested, and distributing prevention material.

Poverty and Development (International)

The poorest 40 percent of the world's population accounts for only 5 percent of the global income. For more than two decades, governments and development agencies around the world have focused on reducing poverty. However, although tremendous strides have been made, approximately one in four people in developing countries continues to live below the World Bank's international poverty line. Informed public investment is key to reducing poverty and addressing inequalities within society. This issue gives participants the opportunity to see poverty from an international perspective and see how culture and political issues affect the development of a nation. Service may include volunteering on various projects in a Mayan community.

Coffee and Sustainability (International)

As world population grows and resources dwindle, sustainability has quickly become a hot topic of debate in political, corporate, and social realms. As different countries, cities, and communities search for ways to make their society more sustainable, many tactics are devised and implemented. In the case of some, coffee production provides the means by which their community can contribute to the green effort and the ultimate goal of a sustainable society. Trip service may include farm labor, learning about local agricultural practices, and working on production projects.

Community Health (International)

With access to healthcare inconsistent around the world, many people die from basic ailments that are deemed "preventable." With simple essential medicines and a quick visit to a medical professional many of these complications could be avoided. There is a new movement in the public health world to stop a lot of these illnesses, relying on educational outreach at the local level. Participants on this trip

will work with an international non-governmental organization (NGO), learning about community health. Service may include preventative medicine education, community outreach and experience with basic public health initiatives.

Trip Costs

The cost of trips is all-inclusive, going toward all food, transportation and housing for the week. This cost is not dependent on the issue. However, the cost of trips is still to be determined, but will fall between \$225-\$275 for domestic and \$1,000-\$1,500 for international. The international trips will cost more than domestic trips due to flight costs, additional driving and housing costs. Site leaders will receive a discount in their payment.

This year, FAB is kicking off an ambitious fundraising initiative to lower the cost of trips for all participants. All Site Leaders will be expected to participate in general FAB fundraising, including the Spaghetti Lunch and letter-writing campaign. Those who meet the minimum requirements of FAB wide fundraising will have the cost of their CPR training waived.

Payment Information

Site Leaders and Participants will be responsible for submitting their payments by the stated deadline. A non-refundable \$100 deposit for domestic trips will be due **November 4th** to the CLS at Peabody Hall. A non-refundable amount of \$500 for international trips will be due **November 11th** to the CLS at Peabody Hall to cover the costs of airplane tickets. The remaining balance for both domestic and international trips is due **February 8th**. Please make checks payable to the University of Florida. Failure to make payment by the stated deadline may result in dismissal from the program. If you would like to set up a payment plan, you must submit a request to FAB's Graduate Advisor, Nikole Duvalle, nikoled@leadershipandservice.ufl.edu or 352-392-1261 ext. 229, no later than 7 days prior to the stated deadline. All requests for extensions must be submitted in writing and include your name, FAB trip, the reason(s) you believe you need an extension, and the date that you expect to be able to make your payment. There is no guarantee that your request for an extension will be granted.

No refunds will be made, except for emergency situations such as serious illness or death in the family. All requests for refunds must be submitted to and approved by the Director of the CLS within 48 hours of your decision to leave FAB. All requests for refunds must be submitted in writing and include your name, FAB trip, and the reason(s) you believe you need a refund. There will be no refunds for any student dismissed from the program for reasons of misconduct or for failure to comply with University of Florida and/or FAB policies, procedures, and regulations.

Scholarship Information

FAB may award a limited number of partial scholarships, usually ranging from \$50 - \$100, to students who demonstrate financial need. Scholarship priorities are given to domestic trips. If you are interested in applying for a scholarship, please contact FAB's Treasurer, Rebeca Rodriguez-Crespo, at rrcrespo@ufl.edu or at 321-202-3976. Scholarship applications are due **October 21st**.

Summary of Important Dates (*attendance required at all events*)

- Wed. 8 pm-9:30pm: Weekly Site Leader Training Meetings (beginning Oct. 21st)
- September 30: Site Leader applications due by 4:00pm
- October 4: Site Leader Group interviews
(4pm-6pm Reitz Union Room 287)
- Oct. 5-Oct. 9: Site Leader interviews
- October 21: Spring Break Participant Applications due by 4:00pm
- October 23-24: Site Leader Retreat
- October 21: Scholarship Applications Due
- November 4: Orientation
- November 4: \$100 non-refundable deposit due for domestic trips
- November 11: Non-refundable deposit due for international trips
- November 19: Spaghetti Lunch Fundraiser
- February 8: Final trip payment due
- TBA: CPR and First Aid Training (unless previously acquired)
- March 6-13: Spring Break Trips
- TBA: Reorientation

Essay Questions-Please limit your responses to two pages total.

- 1) What previous FAB (or other leadership) experience have you had that will contribute to your success as a Site Leader?
- 2) What social issues are you passionate about and how do those relate to your top three issue choices?
- 3) Describe your leadership style and the role you assume in a group. Also, in a partnership, what are your strengths and what would you expect from a partner?

Letter of Recommendation

Please submit, along with your application, a letter of recommendation from a peer, professor or advisor detailing your leadership experience and any other qualities that would contribute to your success as a FAB site leader. Freshman applicants may use a referral from high school as their letter. **If you have difficulties obtaining a letter of recommendation, please contact FAB Director Nicole Azzi (ntazzi@ufl.edu).**

Accommodations for Students with Disabilities

UF strives to provide effective, reasonable accommodations for students. Please contact Nikole Duvalle (nikoled@leadershipandservice.ufl.edu) to discuss any needed accommodations.

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Name: _____ Phone: _____

Address: _____

Email: _____ UF ID# _____

Year/Major: _____ Expected date of graduation: _____

DOB: _____ T-shirt size: _____ Gender*: _____ Ethnicity(optional)*: _____

Spring Break Issues (Please rank your choices 1=highest choice 15=lowest choice)

Native American Immersion _____ Disaster Recovery _____ Children's Disabilities _____

Financial Education _____ Youth Empowerment Through Sports _____ Mental Health _____

Education Inequality _____ Environmental Issue _____ Immigration Law _____

Veterans & their Families _____ Marine Life Protection _____ HIV/Aids _____

Poverty and Development (Int'l) _____ Coffee and Sustainability (Int'l) _____

Community Health (Int'l) _____

Have you been on a FAB trip in the past? Yes ____ No ____

If yes, what trip? _____

Please check here if you are willing to be considered as:

an Alternate Site Leader: _____

a spring break participant in the event that you are not selected as a Site Leader: _____

Where did you hear about FAB?

(Alligator, tabling, email, through a friend, etc.)? _____

Are you:

_____ currently CPR/First Aid certified?

***Please attach any copies of certification to this application**

Want us to tell somebody about FAB? Put their name and email here:

My signature below authorizes an official check of my university records to ensure that I am a full-time student in good academic and disciplinary standing. It also certifies that I have read, understood, and agreed to the terms and conditions stated in the application.

(Applicant's Signature)

____ By checking here, I agree to allow Florida Alternative Breaks to use my FAB related pictures for professional activities unless I otherwise inform them in writing. (Pictures may be used on the internet for the FAB website)

Please turn this application in along with your answers to the essay questions and candidate recommendation form by **September 30th at 4:00pm** to the Center for Leadership and Service, 202 Peabody Hall. **Personal interviews will be held October 5-October 9, please sign up for an interview** time when you turn in your application. Mandatory group interviews will be held **October 4th**. Please note the time and place of your interview when signing-up. Thanks for your interest!! For any additional information or questions you may have, please contact the Site Leader Trainer, Alex Handfinger, at ahandy@ufl.edu.

*Used for demographic purposes and will not adversely affect placement