



Dive into social justice.

Cornell Alternative Breaks



Cornell University
Public Service Center



Alternative Spring Breaks Program
Byline Funding Application Packet
September, 13th, 2013

Public Service Center
Cornell University
100 Barnes Hall
Ithaca, NY 14853-1601
t. 607.255.8851
f. 607.255.9550
altbreaks@cornell.edu



Cornell University
Public Service Center



Dear Members of the Student Assembly:

The Alternative Breaks Program welcomes the opportunity to apply for funds again from the Student Activity Fee. We were a byline-funded organization during the last cycle and, as a result, had an exceptionally successful year. When combined with increased student interest and excellent performance by last year's teams, byline funding has allowed us to maintain our commitments to twelve social justice agencies while expanding through new partnerships with True Colors, West End Intergenerational Residence, Goddard Riverside Community Center, the Angels Program of Church of St. Matthew and St. Timothy, and Southside Community Center.

In order to continue to serve our increasing number of partner agencies and provide enriching service-learning experiences for Cornell students, we are requesting that the Student Assembly increase our allocation from \$1.35 to \$1.50 per student for the next two years. The documents enclosed in this report should provide all the information you requested. If any further details are necessary, please do not hesitate to contact us at altbreaks@cornell.edu.

Thank you for your time and consideration.

Sincerely,

Catherine Vavrinak
Co-President

Jillian Sue
Co-President

Rachit Parasrampur
Vice-President & Treasurer

Zoya Segelbacher
Assistant Treasurer

Joyce Muchan
Program Advisor

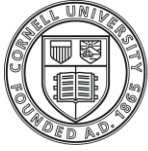


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Cornell University
Public Service Center



Cornell University
Student Assembly

109 Day Hall
Ithaca, NY 14853

t. 607.255.3715
f. 607.255.2182
e. sa@assembly.cornell.edu
w. http://assembly.cornell.edu/SA

2014 – 2016 Undergraduate SAF Application Form

Checklist for Application

	Applicant	Office
Preliminary Items Due 4pm, April 25, 2013		
Eligibility Checklist (reverse side)	✓	
Dollar request per student per year	\$ 1050	
Petition signatures (if new applicant)	_____	
Final Attachments Due 4pm, September 13, 2013		
Constitution, Charter, Bylaws	_____	
Mission Statement (1 pages)	_____	
Group Profile (3 pages)	_____	
<ul style="list-style-type: none"> ● Officers ● Number of Members ● History ● Activities, Programming, Events in Current Cycle 		
Summary of request (2 pages)	_____	
10-13 Financial Statements	_____	
13-16 Projections	_____	
Office Use Only		
Received by:	_____	
Date Received:	_____	
Sigs Checked:	_____	

Applicant Organization/Program Name: Alternative Breaks

Primary Contact

Name: Jillian Sue

Address: 100 Barnes Hall
Ithaca, NY 14850

Phone: 914)564-2821 Email: jjs383
PSC: (607) 255-8851

Secondary Contact

Name: RACHIT PARASRAMPURIA

Address: 100 BARNES HALL
ITHACA, NY 14850

Phone: 607-379-5774 Email: rp424

A representative must certify that the documents provided in this application are accurate, represent best information available to the organization at this time, and are suitable for public distribution. The documents provided constitute the organization's application for undergraduate byline funding for the 2014-2015 and 2015-2016 fiscal years. The Student Assembly will review the applications in the fall semester of 2013. **Organizations may not submit preliminary applications after 4pm on Monday, April 25, 2013 or amend final submissions after 4pm, Friday, September 13, 2013.**

Representative: RACHIT PARASRAMPURIA Rachit Parasrampuria 4/23/13
(print name) (signature) (date)



Student Assembly Byline Funding Eligibility Checklist

To be eligible for consideration for byline funding, the applicant must meet the following criteria:

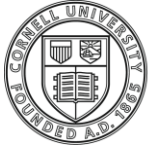
	Applicant Initials	Staff Use Only	
Required for All Applicants			
Directly and primarily serves/benefits the entire undergraduate Cornell community	<u>JS</u>		
Allows all students equal access to services and/or participation	<u>JS</u>		
Requests minimum of \$0.50 per student per year and number of cents requested is divisible by two	<u>JS</u>		
Required for Applicants Who Are Not Currently Receiving Byline Funding			
If applicant is not currently receiving byline funding, has collected petitions with 1,500 distinct signatures of registered Cornell undergraduate students	<u>JS</u>		
May Be Waived By Student Assembly with Approval of University President			
Is registered with the Student Activities Office	<u>JS</u>		
Is student-directed and student-led	<u>JS</u>		
Has Cornell operating account with internally controlled funds	<u>JS</u>		
Has a Cornell-employed advisor with oversight of Cornell funds	<u>JS</u>		
Has received funding from a unit at Cornell university in each of the last two semesters	<u>JS</u>		

If applicant is a registered student organization, the following officers must sign below. The undersigned acknowledge that they have reviewed the application, and that the organization and its officers agree to all conditions explained on the reverse page of this application.

President: Jillian Sue [Signature] 4/23/13
(name) (signature) (date)

Treasurer: Rachit Prasanna [Signature] 4/23/13
(name) (signature) (date)

Advisor: [Signature] [Signature] 4/23/13
(name) (signature) (date)



Summary of Request

Alternative Breaks respectfully requests Student Activity funding at the level of **\$1.50 per student per year for the 2014-2016 cycle.**

Alternative Breaks is requesting an increase of \$0.15, which translates to approximately \$2000 in funding, for the following reasons:

- 1. We have added two new trips this year: one in Ithaca and the other in NYC. While these additions will help us reach out to more members of the Cornell Community, it will also lead to increased transportation and housing costs.*
- 2. With the addition of more participants involved in the program, our risk management costs will increase as well. With the increase in NYC participants from 71 to 88, we will have to train more NYC Coordinators, keeping in mind that we are responsible for ensuring the students' safeties.*
- 3. The majority of our housing in NYC is free or heavily subsidized. Therefore, the housing cost in NYC, while low now, is dependent on factors that are not entirely under our control. For instance, the director of one of the churches that houses 30 participants in NYC has indicated that the cost is likely to increase from \$2,500 to \$3,000 this year. Hence, we anticipate an increase in our existing housing costs in NYC.*
- 4. Our agency in Lake Placid, too, provides us with heavily subsidized housing. However, this summer, the agency has undergone a radical organizational change (became an independent organization) and therefore, the subsidized housing is no longer guaranteed; the agency has lost funding from their larger organization. While we are working to maintain last year's housing costs, there is a possibility of the costs going up substantially.*
- 5. In keeping in line with the recommendations of the Byline Committee, we have intensified our publicity efforts in the past couple of years and intend to continue to do so in future. Last year alone, we distributed more than 8,000 quarter cards in addition to posterage all around campus. This year, we are aiming to exceed 10,000 to ensure that we can reach out to as many members of the Cornell Community as possible.*
- 6. As is evident from our historical budgets, we have intensified our fundraising efforts as well. Last year, we sold more than 13,680 Krispy Kreme donuts in a two-week fundraising effort. We raised a record \$ 4,413.75, an increase of 25.4% from last year. This was done particularly to account for our increasing costs. We intend to continue to do this. However, with the continuous expansion of our program, the support of the SA will be greatly appreciated to meet our goals.*

Alternative Breaks is a student-led organization that facilitates seventeen drug- and alcohol- free community based service-learning spring break trips. The mission of the program is to promote service-learning through direct public engagement with various communities to heighten social awareness, enhance personal growth, and advocate lifelong social action.

Alternative Breaks is unrivaled in the depth of its impact on its participants. The program offers students the unique opportunity to immerse themselves in social justice issues and engage in direct and meaningful service



within a community they may not otherwise come in contact with. It also fosters stronger leadership and project management skills in students, which will enable them to excel in both the classroom and the workforce. The environment of reciprocal and experiential learning that Alternative Breaks facilitates,

provides experiences that many students have gone on to identify as an influential factor in their career objectives, studies at Cornell, and overall commitment to issues of social justice.

Feedback from participants of the trips has included the following sentiments:

“There is no better way to spend your Spring Break. You form so many relationships, experience so many unique things, and learn about yourself all in the span of a couple days.”
--Spring 2013 GEMS Trip Participant

“Serving as trip leader requires a lot of time, dedication, stress, and commitment, but the end result of establishing a relationship with an agency and seeing my team grow both together and individually is invaluable, and I will carry this experience with me forever.”
--Spring 2013 Goddard Trip Leader

“Alt Breaks has changed my perspective on my life and the world around me. Its impact on me can’t be expressed in words. My life has been changed in ways beyond measure.”
--Spring 2013 Urban Environments Trip Participant

The breadth of social justice issues addressed by Alternative Breaks’ trips allows many students to gain experience with issues related to their major and career objectives. For example, students interested in developing fair labor standards can participate alongside the population at Domestic Workers United. Similarly, students interested in careers in education get experience in the field assisting teachers in executing their lesson plans as well as the opportunity to discuss careers in education with teachers and school officials during their time working with underprivileged youth at an elementary school in Tangelo Park, Florida.

Alternative Breaks gives students who lack the desire or resources to return home over spring break the opportunity to meaningfully engage in direct and meaningful service, learn about a social justice issue, and connect with both peers and members of the community.

As a student-run organization, Alternative Breaks provides excellent opportunities for students to gain extensive and authentic leadership experience. For example, trip leaders gain useful skills as they develop and implement a curriculum to educate themselves and their groups on the partner agency’s social justice issue. Furthermore, trip leaders develop effective team building skills, arrange housing, food, transportation, risk management protocols and activities for their trip, lead reflection sessions during and after the trip, and maintain communication with their site.

Finally, Alternative Breaks provides a unique opportunity for Cornell students to engage with communities with which they might never otherwise gain exposure. This expands the number of communities that students can relate to and provides opportunities for students to continue their relationship with these communities beyond spring break. For example, Students Against Sexual Solicitation of Youth (SASSY) is a Cornell organization developed by participants who worked with Girls Education and Mentoring Services (GEMS) in New York City to continue their relationship with GEMS and the issue of commercial sexual exploitation of children.



Mission Statement

The Cornell Public Service Center (PSC) Alternative Breaks Program is a student led program that sends student volunteers to participate in drug- and alcohol- free, community-based service during their spring break.

The mission of the Alternative Breaks program is:

To promote service learning through direct public services with various communities to heighten social awareness, enhance personal growth, and advocate lifelong social action.

The program is intended to provide students with an opportunity to engage in reciprocal service-learning with communities with whom they otherwise may have had little or no direct contact, and to learn about a variety of social issues, such as urban and rural poverty, racism, hunger, homelessness, the environment, domestic violence, and juvenile delinquency. Students are immersed in culturally enriching experiences, challenging them to think critically about social and environmental issues that shape our society.

Alternative Breaks has an enduring commitment to support equality of opportunity by affirming the value of diversity and by promoting an environment free from discrimination.

Association with Alternative Breaks, either as an executive board member, trip leader, or trip participant, involves participation in a free community where all people are recognized and rewarded on the basis of individual performance rather than personal convictions, appearance, preferences (including sexual or affectional orientation), or happenstance of birth.

Cornell Alternative Breaks' history of diversity and inclusion encourages all executive board members, trip leaders and trip participants to support a diverse and inclusive program.

No person shall be denied admission to the Alternative Spring Breaks Program on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, sexual orientation, gender identity or expression, age, disability, or veteran status. Cornell University Alternative Breaks is an affirmative action/equal opportunity program.



Membership and Organization

Executive Board - *Responsibilities of Alternative Breaks Executive Board members include mentoring trip leaders, organizing trips, fostering team-building, networking with community agencies, service learning curriculum development and education, publicity, fundraising, program finances, refining documentation, and determining the direction of the Board for the future with transitional leadership. Alternative Breaks Board members should expect to make a commitment of approximately 4 to 10 hours per week depending on the position, which include 2 weekly board meetings.*

Positions:

- ❖ Co-Presidents (2)
- ❖ Vice-Presidents (2)
- ❖ Treasurer (1)
- ❖ Assistant Treasurer (1-2)
- ❖ Head NYC Coordinator (1)
- ❖ Publicity/ Fundraising Chair (1)
- ❖ Service-Learning Chair (1-2)
- ❖ Head Non-NYC Coordinator (1)
- ❖ Secretary
- ❖ NYC Sub-Coordinators (4-6)

General Board - *Responsibilities of the Alternative Breaks Trip Leaders include: being an active participant in board trainings and meetings, building a positive team dynamic, organizing the logistics of their trip, assisting with publicity for the program, communicating with community organizations, and maintaining program documentation. Alternative Breaks Trip Leaders should expect to make a commitment of approximately 5 to 7 hours per week. This includes (1) hour long weekly board meetings, (1) hour long weekly team meetings, planning weekly curricula, (1) hour long weekly office hours, and completing proper documentation for the fall and spring semesters.*

Positions:

- ❖ Trip Leader for Housing Assistance Corporation
- ❖ Trip Leader for Mountain Lake Academy
- ❖ Trip Leader for Southside Community Center
- ❖ Trip Leader for Stop Abusive Family Environments (S.A.F.E.)
- ❖ Trip Leader for The Tangelo Park Program
- ❖ Trip Leader for Asian Woman’s Center (AWC)
- ❖ Trip Leader for Church of St. Matthew and St. Timothy
- ❖ Trip Leader for Girls Educational and Mentoring Services (G.E.M.S)
- ❖ Trip Leader for Giving Alternative Learners Uplifting Opportunities (G.A.L.L.O.P.)
- ❖ Trip Leader for Goddard Riverside Community Center
- ❖ Trip Leader for Domestic Workers United
- ❖ Trip Leader for MCCNY Homeless Youth Services Sylvia's Place & New Alternatives & True Colors
- ❖ Trip Leader for New Settlement Apartments
- ❖ Trip Leader for Urban Environments
- ❖ Trip Leader for West End Intergenerational Residence (WIR)

****Trip leaders select the number of trip participants for their teams in accordance with agency’s request****



2013-2014 Alternative Breaks Program Board

NAME	POSITION	NET ID
Catherine Vavrinak	Co-President	cmv59
Jillian Sue	Co-President	jjs383
Rachit Parasrampurua	Vice-President & Treasurer	rp424
Laura Boland	Vice-President	ljb259
Zoya Segelbacher	Assistant Treasurer	zps5
Nicolette Lee	Head NYC Coordinator & Publicity Chair	njl43
Claire Alter-Reid	Service-Learning Chair	ca343
Abigail Bell	Head Non-NYC Coordinator	arb265
Grace An	Secretary	cha37
Narinta Limtrakul	NYC Sub-Coordinator	njl42
Shoshana Sheinfeld	NYC Sub-Coordinator	sas522
Alyssa Weissman	NYC Sub-Coordinator	avw28
Christine Chow	Cape Cod Trip Leader	cc739
Gene Hu	Mountain Lake Academy (MLA) Trip Leader	gsh67
Shiwani Bisht	Girls Educational & Mentoring Services (GEMS) Trip Leader	sb854

**Trip leader application, interview, and selection process still in progress.*

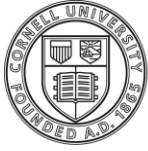


History

In 1990, after returning from an alternative spring break trip, eleven "eclectic Cornell students having shared an incredible experience" put their energies towards creating a sustainable program that could coordinate more such trips. The following four years led to the creation of CommUnity - a precursor to the present day Public Service Center program Alternative Breaks. In 1994, CommUnity (a then completely independent group) sponsored four spring break "work trips." Their initial sites included Akwesasne, New York (working on the Akwesasne Freedom School on this upstate New York Reservation), Mohawk Valley, New York (preparing land for farming and repairing housing on the reservation), Pocahontas, Virginia (participating in city beautification to foster local economic development through tourism), and a local trip in Ithaca (working with the Southside Community Center and Ithaca Neighborhood Housing Services). Although CommUnity was independent of the Public Service Center, members of the organization forged a relationship with the PSC and with the national BreakAway network.

Since the birth of CommUnity, the Alternative Breaks program has evolved slowly but surely under the auspices of the Public Service Center. Between 1995 and 1999, trips to Lake Placid, New York City, West Virginia and Philadelphia joined the mix. Since 1999, with the advisement of Joyce Muchan, Student Programs Director of the Public Service Center, the program has expanded its trip offerings to include multiple trips to various organizations in Florida, Lake Placid, eleven in New York City, Philadelphia, Boston and Cape Cod. Today's issue-focused trips confront a wide variety of issues such as risk and incarcerated youth, HIV/AIDS, economic rights for the poor, affordable housing, domestic violence, commercial sexual exploitation of children, homelessness, environmental sustainability, educational achievement gap, therapeutic horseback riding and urban poverty.

A unique blend of experiential service, reflective learning, team building, leadership development, risk management, and curriculum based preparation Alternative Breaks currently offers students poignant experiences in a variety of settings. Today the program hosts over 120 students and seventeen trips. By placing students in unfamiliar, hands on, and realistic circumstances, Alternative Breaks has and will continue to foster in students a sophisticated view of the world at large that underscores their academic learning.



Executive Board Retreat/Student Leadership Initiative

Every year, Alternative Breaks trip leaders and board members attend a leadership institute, a seminar designed to prepare the program for a successful year.

The main objective of the leadership institute is to train the trip leaders in effective techniques for implementing service-learning curricula as well as to develop a cohesive board dynamic. Trip leaders and board members will participate in small group work and discussions, as well as present curricula to the entire board. The leadership institute utilizes these various methods of instruction to encourage teamwork, demonstrate how to properly lead a meaningful discussion, facilitate the development of public speaking, teaching skills and leadership.

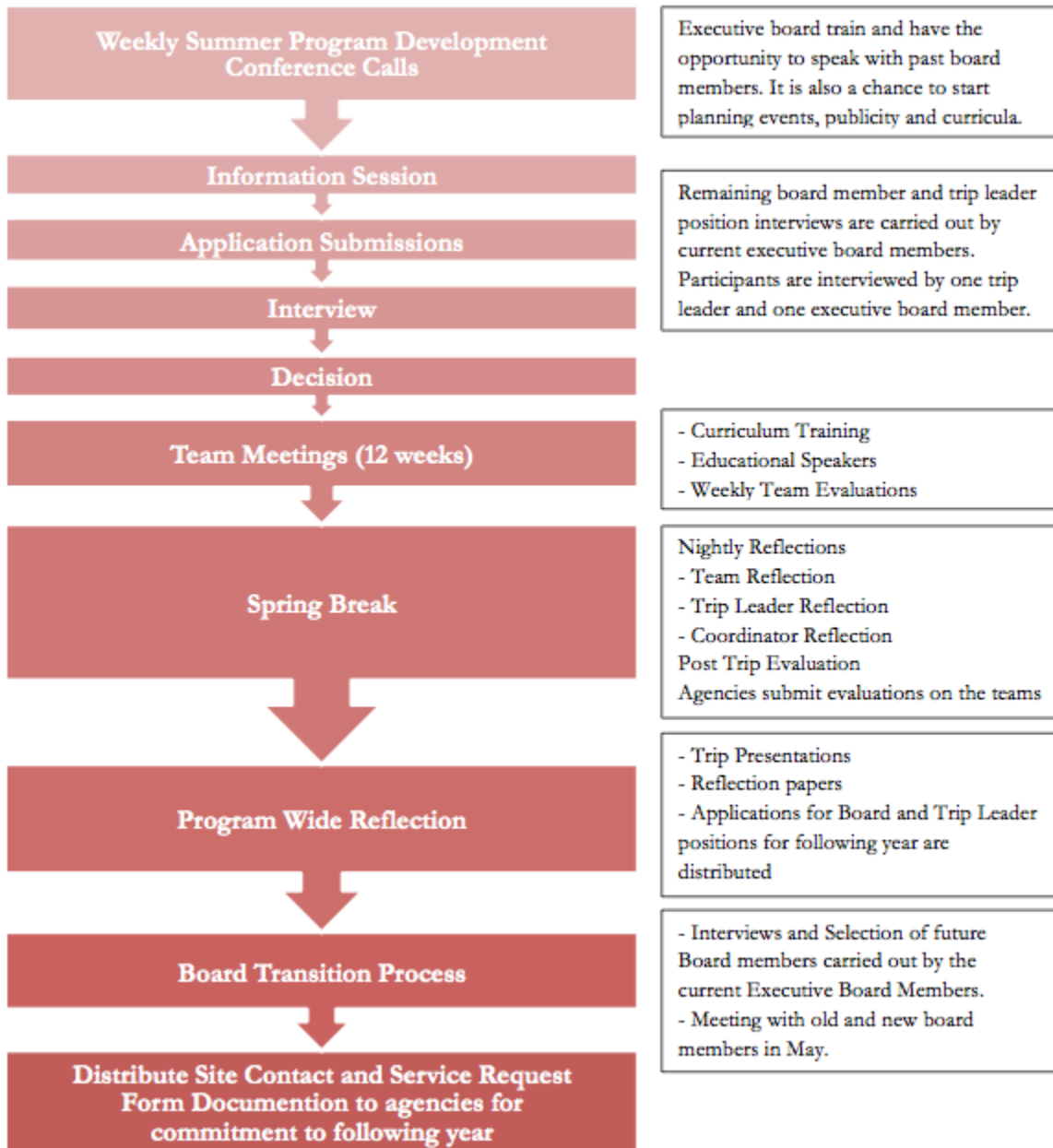
The students will also partake in a curriculum workshop. The institute will include an in-depth review of the seven service-learning principles, provide instructions for developing and implementing each of the 12 individual curricula, as well as a guest speaker presentation and discussion. These activities are designed to train students to build curricula, as well as to effectively execute them in their individual team meetings.

This feature of Alternative Breaks is essential to the program's success. Trip leaders must understand how to effectively prepare their trip participants to properly engage with the agency, community and social issue. This is vital to the program as Alternative Breaks' participants work with very sensitive issues, such as commercial sexual exploitation of youth and domestic violence. In order to maintain the trust of agencies we have returned to for many years, we must make sure we are sending students who can meaningfully engage with the communities at the various sites without draining their resources or harming their clients. Therefore, intensive preparation is a key part of this program. In the past, the training process has proven to be quite successful, as agencies have given very positive evaluations of trip participants and their leaders.

A new element of the service-learning curricula this year is the inclusion of "learning outcomes." Each curriculum contains several learning outcomes, which are measurable and documented learning objectives for each curriculum specific to the seven service-learning principles and individual agency issues.



General Program Timeline





Cornell University
Public Service Center



Information Session

In mid-October, Alternative Breaks hosts three information sessions for prospective participants. Additional informational sessions are held on a smaller scale for students unable to attend. These information sessions include an introduction of the executive board, our organization's mission and expectations, as well as the opportunity for each trip leader to provide an overview of the particular trip he or she leads. Each applicant of the program is expected to attend an information session in order to receive a trip application.

Alternative Spring Break Trips
A Program of the Public Service Center
Funded in part by the Student Assembly

Information Sessions:
Oct. 21, 22, 23
5 PM Lewis Auditorium
Goldwin Smith Hall

Join us in
New York City,
Cape Cod,
West Virginia,
Ithaca,
Lake Placid, And Florida!

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Follow us on **Twitter**: CornellAltBreak

Contact us:
100 Barnes Hall
Email: altbreaks@cornell.edu
www.cornellpscstudentprograms.com/alternative-breaks

Quarter-card used to publicize Alternative Breaks Information Sessions



Application, Interview, and Selection Process

During information sessions, applications are distributed to interested students. Applications are distributed after the information session to ensure that students are fully aware of the expectations of the program. The application gives students the chance to express their interest in the Alternative Breaks program, the service-learning concept, and, if applicable, a particular social justice issue or trip. Students rank the trips in the order of their preference and can cross off any trips, if applicable, that they have no interest in partaking in.

Upon receiving and reviewing applications, interviews are granted. Students are encouraged to sign up to interview with the trip leader of their top ranked trip. These interviews allow Alternative Breaks board members to engage in more personal, candid, face-to-face interactions with applicants prior to making a final decision on which students will be accepted to participate on each spring break service-learning trip. Interviews are carried out by two board members (one trip leader and one executive board member). This allows the trip leader to engage with the potential trip participant while the executive board member can record detailed notes of the interviewee's responses. Each interviewee is asked a standard set of questions that provide further insight into potential biases, ability to work in team environment and their ability to be a leader in a service-learning program. Space is limited by budgetary constraints, risk management constraints and the number of participants the agencies request.

**See Appendix V for a copy of the applications.*



Weekly Team Meetings

Alternative Breaks' participants are required to attend 12 weekly team meetings from the time they are accepted until the week following spring break in order to facilitate team bonding and ensure that participants have a strong grasp of the social justice issues their agencies address. Each hour-long meeting allows the students to discuss the social justice issue through readings, applicable videos and news clips. These weekly team meetings prior to the trip over spring break give students the opportunity to delve into the service learning cycle. Trip leaders facilitate discussions that incorporate the service learning principles with the specific trip and emphasize the importance of achieving engagement with the community through preparation, sensitivity and meaningful relationships. Weekly evaluations of team meetings are completed by each trip participant at the conclusion of every meeting.

Program-Wide Pre-Trip Meetings

In addition to these mandatory team meetings, **Alternative Breaks holds mandatory risk management training sessions for all trip participants.** These sessions are structured to keenly prepare students for possible issues that may arise during their spring break trips. Those students participating on trips located in New York City are also required to attend an additional risk management session that specifically focuses on the risks inherent in being in such a large and active urban area; including a subway use tutorial. As a result of our organization's risk management sessions, all participants become well-versed on the safety precautions they should take both before and during the trip as well as how to respond to any crises that may arise. Students are also made aware of the area they will be staying in and local emergency services.

To reinforce their 12 week service-learning curricula, Alternative Breaks holds a pre-trip program-wide meeting that focuses on service-learning, led by the service-learning chair and co-chair. One of the other program-wide pre-trip meetings is the service learning meeting, led by the service learning chair and co-chair. This allows students to come together with the peers from every trip in the program and share what they have learned about service learning and its impact. The final program-wide meeting before spring break is the kick-off meeting. At this meeting, each team prepares a short skit, cheer, song or presentation that relates to their agency, issue or service learning in general. This meeting is an engaging way of getting the participants prepared to go on spring break and apply what they have learned throughout the semester.

The week before spring break, Alternative Breaks holds a program-wide kick-off event. During this event, each team presents a culmination of their 12-week curriculum. This event not only fosters excitement for the upcoming service-learning trips but also provides an opportunity for others in the program to further understand each of Alternative Breaks' service-learning trips and the social justice issues they involve.



Spring Break Service-Learning Trips

Non-NYC Trips

Housing Assistance Corporation: Hyannis, MA

The Housing Assistance Corporation (HAC) provides emergency shelter and homelessness prevention assistance for individuals and families; administration of the largest housing subsidy program in our region; and family self sufficiency and employment services. HAC offers a continuum of housing programs that evolve with the changing needs of the Cape Cod community. HAC also educates, trains and counsels with HAC's consumer education department; weatherizes and conducts energy rehabs for low-income and market-rate properties; develops affordable housing for seniors, families and individuals; and provides an opportunity to become a homeowner with a full-service nonprofit real estate office. Students on this trip are involved in projects such as developing a campaign to support youth involvement within the community. Other activities include the construction of community gardens and supporting events for the children from local homeless shelters.



Mountain Lake Academy: Lake Placid, NY

Mountain Lake Academy offers exceptional educational and treatment programs tailored to support the development of adolescent males (ages 12-21) with a history of significant failures in school and at home; including school truancy, curfew violations, alcohol and substance abuse, anger management problems, and difficulty in relationships with parents and other authority figures. Students on this trip spend their time mentoring, tutoring and engaging with MLA youth via academic and recreational activities while gaining perspective about the issues and challenges faced by youth in residential treatment.



Southside Community Center: Ithaca, NY

Since its incorporation in 1934, the Southside Community Center, Inc., continues to affirm, empower, and foster the development of self pride among the African-American citizens of greater Ithaca. Through forums and activities in education, recreation, political and social awareness, the Southside Community Center is a community resource center. Southside Community Center serves as a vehicle to develop an appreciation for the contributions and presence of those peoples of African descent in the greater Ithaca community and in the larger world community. Students on this trip spend their time mentoring, tutoring and engaging with Southside Community Center youth via academic and recreational activities. In addition, students will be organizing educational materials at site.



**Stop Abusive Family Environments (SAFE):
Welch, WV**

SAFE is a nonprofit organization of leaders, activists and survivors of domestic violence whose mission is to break the cycle of violence. SAFE assists and empowers families and especially victims of violence, the homeless and those threatened with homelessness through a social justice approach in domestic violence services, transitional housing, permanent housing and economic development. SAFE strives to provide programs to create stability and self determination for individuals seeking empowerment and education. Students on this trip engage with the shelter's women and children through resume workshops and creative writing projects as well as assisting with academic assignments. Students also organize events for the residents such as a talent show or movie night in which all members of the shelter are encouraged to participate. Finally, students assist the staff at the shelter with any maintenance projects that need support.





The Tangelo Park Program: Orlando, FL

The Tangelo Park Program (TPP) is a community-based initiative that promotes civic commitment by private, public, and community organizations. With the financial backing of Harris Rosen, a Cornell Alumni, the program has the collaborative support of four Tangelo community organizations: Tangelo Park Elementary School, the Tangelo Park YMCA, the Tangelo Baptist Church and the Tangelo Park Civic Association. The Tangelo Park Program Advisory Board addresses Tangelo Park's educational, social, and economic interests. Students on this trip support the implementation of lesson plans in elementary school classrooms, arrange materials for parent workshops, and assist in coordinating a math and science night. Students will gain insight into the impacts of the Tangelo Park Program while learning about the educational achievement gap.

NYC Trips

Asian Women's Center: New York, NY

The New York Asian Women's Center (NYAWC) helps women and their children overcome domestic violence and other forms of abuse by empowering them to govern their own lives. The Center provides a safe haven through multi-lingual support programs and shelter services. In addition, the Center works to raise public awareness about violence against women, advocates for the rights of survivors, and acts as an agent of social change. On this trip, participants may engage in a wide variety of activities, such as raising awareness about domestic violence against women, after-school tutoring, and organizing and facilitating activities for the women and their children in the shelters.





**Church of St. Matthew and St. Thomas:
New York, NY**

The Angels Program basketball team at The Church of St. Matthew and St. Timothy is a youth program open to pre-teen and adolescent male-youth (ages 10-16). The aim of the Angels' basketball program is to provide mentorship and life-skills through basketball to at-risk youth. Students on this trip will spend their time mentoring Angels' Program youth, promoting educational involvement, and developing and implementing workshops on nutrition for athletes and anti-bullying efforts.

**Girls Educational and Mentoring Services (GEMS):
New York, NY**

Girls Educational and Mentoring Services' (GEMS) mission is to empower girls and young women, ages 12–24, who have experienced commercial sexual exploitation and domestic trafficking to exit the commercial sex industry and develop to their full potential. GEMS is committed to ending commercial sexual exploitation and domestic trafficking of children by changing individual lives, transforming public perception, and revolutionizing the systems and policies that impact sexually exploited youth. Students learn about the issue of the commercial sexual exploitation of youth firsthand through their interactions at the GEMS agency. Students will engage in a variety of projects to support GEMS. Such activities may include running groups, organizing donations, and supporting transitional housing efforts.





Giving Alternative Learners Uplifting Opportunities (GALLOP.): New York, NY

GALLOP is a non-profit organization based in New York City that offers therapeutic horsemanship programs to children, youth, and adults who face developmental, emotional, social, and physical challenges. Riders have a wide range of disabilities including learning disabilities; autism spectrum disorder; cerebral palsy; and developmental, speech and language delays. GALLOP also works with at-risk teens and children exposed to domestic violence. Students on this trip will work directly with the riders, and will have an opportunity to witness the beneficial effects of therapeutic riding first-hand. Students will also assist in on-site stable operations.

Goddard Riverside Community Center: New York, NY

Goddard Riverside Community Center is one of New York City's leading human service organizations. Goddard meets the diverse and essential needs of New York City's children, youth, seniors and families through programs and services that provide food, shelter, and access to education, and builds community by creating enriching social engagement and art programs. Goddard Riverside Community Center advocates for equal opportunities and fairness across socio economic lines, and help its neighbors build better lives for themselves and their families. Students on the trip will work at The Other Place, preparing and delivering meals to homebound elderly clients, engaging in recreational activities and socializing with homeless and formerly homeless individuals living with mental illness.





**Domestic Workers United (DWU):
New York, NY**

Domestic Workers United (DWU) is an organization of Caribbean, Latina and African nannies, housekeepers, and elderly caregivers in New York, organizing for power, respect, fair labor standards and to help build a movement to end exploitation and oppression for all. Students on this trip will assist the DWU staff with day-to-day activities of the organization such as contacting members of the organization to inform them about upcoming events, canvassing key districts, distributing educational materials, performing new member outreach, as well as organizing rallies and marches to lobby New York State legislators.

MCCNY HYS Sylvia's Place: New York, NY

Metropolitan Community Church of New York (MCCNY) provides social services through MCCNY Charities. MCCNY Charities operates MCCNY Homeless Youth Services: Sylvia's Place, a provider of emergency shelter and services homeless LGBTQ youth, the Sylvia Rivera Food Pantry, Rev. Pat's Finishing School, a monthly free dinner and skills-building workshop for members of the transgender community and Queer Elder Spirit which offers training and job placement for members of the LGBTQI community to serve as home care and personal care attendants to LGBTQI elders. During the trip, students will engage in activities such as developing and implementing workshops.





New Alternatives: New York, NY

New Alternatives for LGBT Homeless Youth was created to increase the self-sufficiency of homeless LGBT youth to enable them to “go beyond” the shelter system. New Alternatives does this by providing case management, community organizing, life skills groups, community-building recreational activities, and, in the long-term, supported employment opportunities. New Alternatives’ guiding principles are those of harm reduction, youth development, and empowerment. Students on this trip will facilitate projects, help prepare and serve meals, and lead educational trips with homeless LGBT youth.

New Settlement Apartments: New York, NY

New Settlement is committed to neighborhood revitalization and community building in the Mount Eden section of the Bronx. New Settlement collaborates closely with a wide range of educational institutions, housing and community development organizations, businesses, youth development and social service agencies — in the neighborhood, Bronx-wide, across NYC and State, and nationally. New Settlement is one of the very few urban housing organizations which also has a demonstrated track record in community youth development, community service and community organizing toward education reform. Students on this trip will perform a range of activities such as tutoring, implementing lessons with New Settlement’s after-school program, leading educational workshops, and organizing educational initiatives with the Parent Action Group.





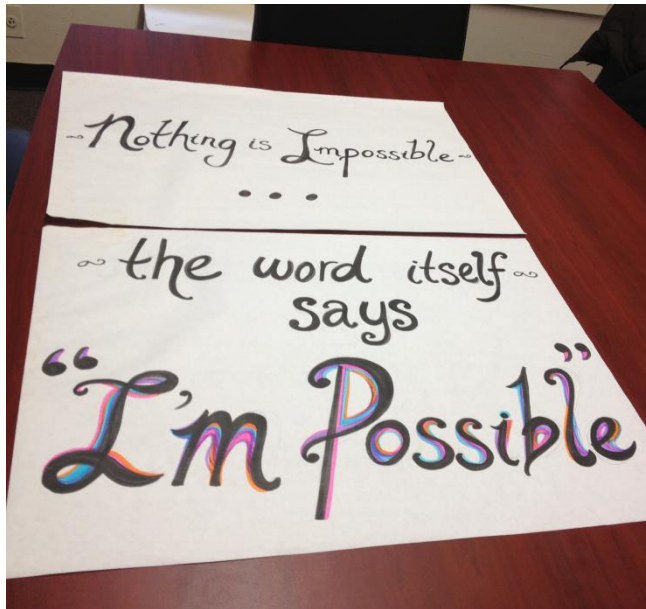
True Colors Residence: New York, NY

TCR provides formerly homeless LGBT individuals (aged 18-24) a safe, stable and supportive environment in which they can rebuild their lives. Residents receive case management and comprehensive support services, including: benefits and entitlement advocacy, counseling, HIV/AIDS counseling and education, medication management, job readiness and placement assistance and help with such practical details as cooking, money management, health issues and other independent living skills. A range of additional services, including GED classes and healthcare, are available through linkages with other nonprofit agencies. During this trip, students will be facilitating group discussions and employment workshops that will include assisting with resume building, developing effective cover letters, and employing effective job-search strategies.

Urban Environments: New York, NY

The New York Horticultural Society (The Hort) recognizes the interrelatedness and complexity of the “green” issues in NYC, and provides programs and projects that encompass urban farming, rooftop gardening, container vegetable production, bioremediation, storm water abatement, landscape design, vocational training, horticultural therapy and environmental literacy. Students on this trip work specifically with the GreenTeam program. (The Hort’s GreenHouse program uses horticultural training and therapy to help Rikers Island inmates redirect their lives and the GreenTeam program provides vocational training and transitional employment for GreenHouse graduates and other underemployed adults). Students will build urban gardens and learn about the issues that impact former offenders while gaining insight into the techniques of horticultural therapy.





West End Intergenerational Residence
(WIR): New York, NY

West End Intergenerational Residence (WIR) is a unique mixed-age housing facility catering to three generations. WIR provides temporary housing with support services to homeless young mothers aged 18-24, who are pregnant or with one or two children aged 7 and younger. In addition to suffering the trauma of homelessness, roughly two-thirds of these women are also survivors of domestic violence. During their stay at West End, young mothers receive educational, vocational, life skills, child development programming and access to an on-site health clinic. WIR's goal is to help women become self-sufficient by giving them the tools and support they need to continue their education, find employment, live independently and break the cycle of violence for themselves and their children. For the children, WIR has on-site childcare that provides a safe, happy learning environment, and allows their mothers to participate in programming, work and find permanent housing. Students on this trip will develop and implement three specific educational, job search, and self-empowerment workshops specifically for the mothers, the mothers and children, and the seniors living at WIR.

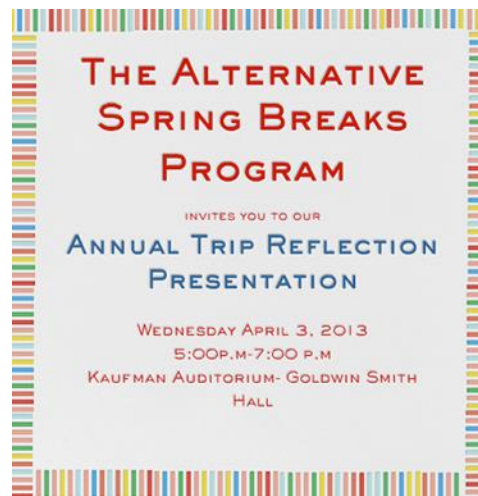


Cornell University
Public Service Center



Post-Trip Reflection Session

Following the spring break trips, participants return to Cornell and present a team-specific reflection. This reflection includes participants showcasing both their agency interaction and their own reflection on their experience. Each participant completes an evaluation. The reflection sessions offer students an open platform to share their ideas and experiences. The sessions are interactive, informative and allow students to begin to collectively reflect on the meaning and impact of their individual trips and Alternative Breaks as a whole. During the reflection meeting participants receive information on leadership opportunities in Alternative Breaks. Additionally, participants are encouraged to continue their involvement with issue they immersed in and to also educate and share that information with the Cornell community.



*Advertisement in Cornell Daily Sun, campus listserves, and Cornell Administrators
for Post-Program Reflection Meeting (Spring 2013)*



Post-Trip Evaluation

To evaluate the Alternative Breaks program, trip participants evaluated different elements of their trips and their trip leaders on a scale of 1-5 (5 being the best). The elements that were measured for trip experience included the articles read and the research conducted before the trips, team discussions, the service learning presentation, video clips, risk management training, simulation activities, guest speakers, field trips, and nightly reflections done over spring break. The “Evaluation of Trip Experience” table (see Appendix III) shows the average rating for each of these measurements broken down by trip.

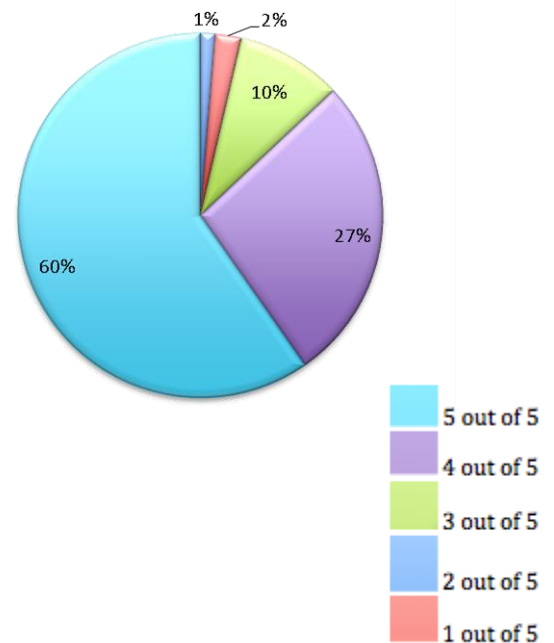
The pie chart entitled “Evaluation of Trip Experience” shows that of all of the values for the nine measurements for trip experience, students assigned a value of 5, 60% of the time and a value of 4, 27% of the time.

The “Evaluation of Trip Leader” table (see Appendix III) deals with student’s evaluations of their trip leaders. In this section the table shows the average rating for each trip's leader's knowledge, preparedness,

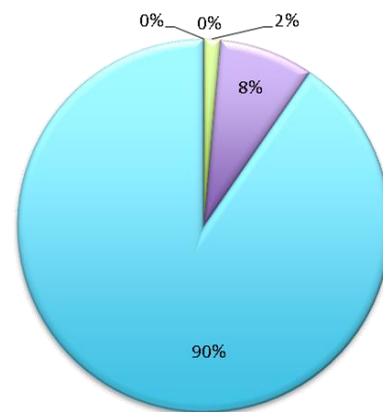
enthusiasm, responsibility, and reliability. The trip participants also had to evaluate how comfortable they were with trip leaders and how much confidence they had in their leaders. The average rating for these seven measurements of trip leaders are broken down by trip and shown in the PW2 table.

The pie chart entitled “Evaluation of Trip Leader” shows that of all of the values for the seven measurements for trip leaders, students assigned a value of 5, 90% of the time. This highlights the fact that in addition to achieving service learning objectives and creating meaningful experiences for trip participants, the program also fosters leadership skills and personal development for trip leaders.

Evaluation of Trip Experience

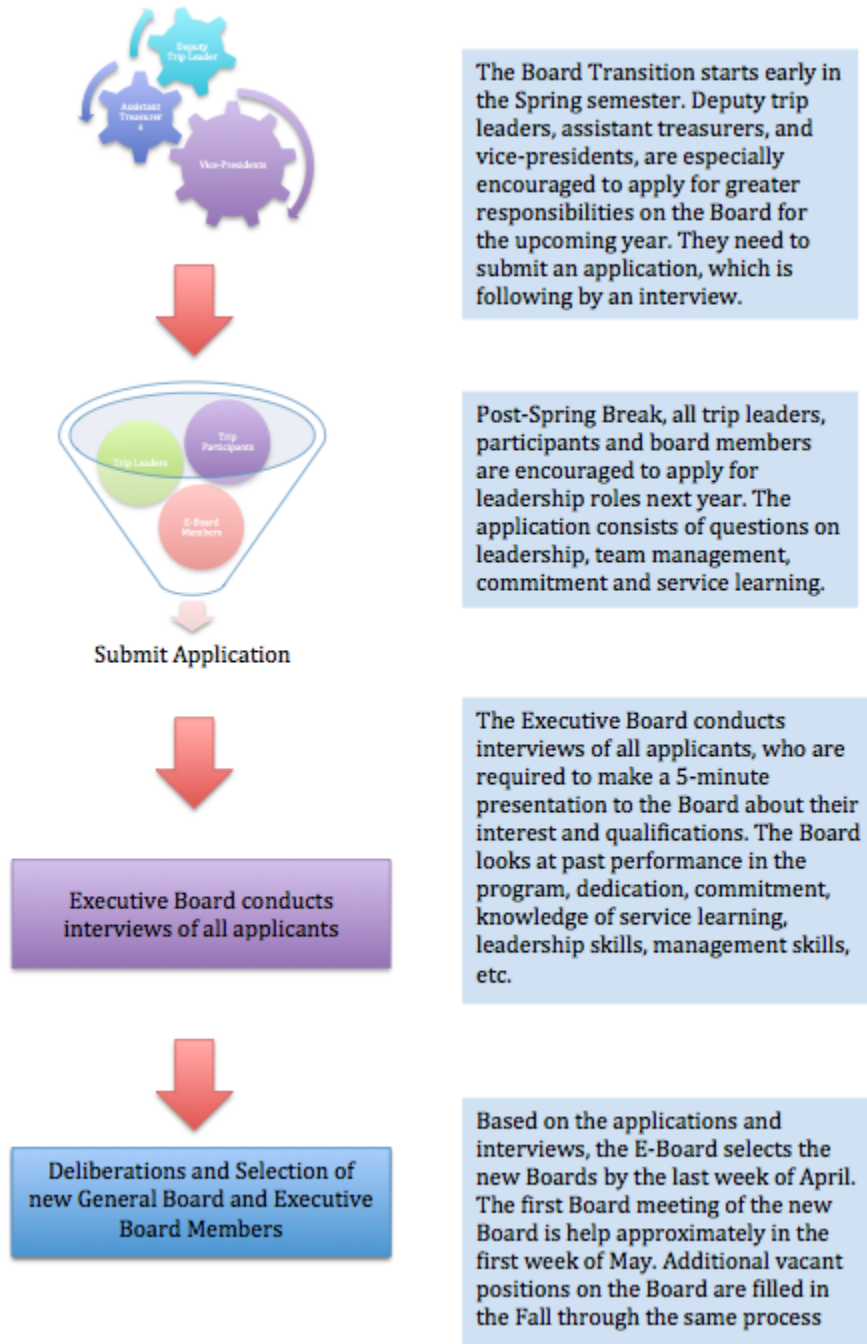


Evaluation of Trip Leader





New Board Application, Interview, and Selection Process





Board Transition Process

Following the conclusion of the spring break trips, agency evaluations are collected in order to assess and prepare for the following spring break trips. Applications for the following year's board are distributed at the Post-Trip Program-Wide Reflection Meeting two weeks after the conclusion of the spring break trips. Applications are then collected and interviews are conducted to allow for a transitional leadership process for the end of the academic year. New trip leaders and board members assume their positions and prepare for the following year beginning in May. Agency contract agreements are sent out and NYC Coordinators travel to NYC in the summer to collect contracts and meet with agencies to continue to foster long-standing relationships. Also, over the summer executive board members have weekly conference calls for planning and training purposes. These conferences are also an effective way for the board member working at the Cornell Public Service Center to communicate the progress of the Alternative Breaks program to the rest of the board. Details of the publicity campaign are finalized prior to the start of classes, and the board meetings resume upon students' return to campus.



The Alternative Breaks 2012-2013 board trained at Round Top Cabin during leadership retreat



2010 - 2016 Income Statements

	'10-11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16
Revenues						
Byline Funding	\$ 12,605.51	\$ 13,500.00	\$ 18,225.00	\$ 18,225.00	\$ 20,250.00	\$ 20,250.00
Program Fee	\$ 11,500.00	\$ 12,875.00	\$ 11,830.00	\$ 13,090.00 ^a	\$ 13,650.00 ^j	\$ 14,070.00 ^q
Fundraising	\$ 3,058.84	\$ 3,517.67	\$ 4413.75	\$ 4,413.75	\$ 4,500.00	\$ 4,500.00
Total Revenue	\$ 27,164.35	\$ 29, 892.67	\$ 34,468.75	\$ 35,728.75	\$ 38,400.00	\$ 38,820.00
Expenses						
Transportation	\$ 10,897.71	\$ 11,285.14	\$ 12,899.97	\$ 13,560.97 ^b	\$ 14,232.22 ^k	\$ 14,232.22
Housing	\$ 6,960.00	\$ 8, 614.86	\$ 10,477.07	\$ 10,748.89 ^c	\$ 12,248.99 ^l	\$ 12,501.49 ^r
Sleeping Bags	\$ 900.00	\$ 1,100.00	\$ 1,327.50	\$ 1,620.00 ^d	\$ 1,710.00 ^m	\$ 1,777.50 ^s
Publicity	\$ 1,473.27	\$ 1,820.96	\$ 2,817.44	\$ 3,000.00 ^e	\$ 3,200.00 ⁿ	\$ 3,300.00
Program Administration	\$ 1,500.00	\$ 1,938.24	\$ 2,475.00	\$ 2,385.14 ^f	\$ 2,475.00	\$ 2,475.00
NYC Coordinator Expenses	\$ 750.00 ^u	\$ 750.00 ^v	\$ 900.00 ^w	\$ 1,350.00 ^g	\$ 1,350.00	\$ 1,350.00
Program Wide Meeting Expenses	\$ 864.63	\$ 1,150.11	\$ 1,468.14	\$ 1,081.46 ^h	\$ 1,255.50 ^o	\$ 1,255.50
Work/Site Supplies	\$ 3,329.58	\$ 3,233.36	\$ 2,103.63 ^x	\$ 1,928.29 ⁱ	\$ 1,928.29 ^p	\$ 1,928.29 ^t
Total Expenses	\$ 27,164.35	\$ 29,892.67	\$ 34,468.75	\$ 35,728.75	\$ 38,400.00	\$ 38,820.00
Net Balance	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

[See Next Page For Notes]



Income Statement Notes:

- a. Assuming that almost 93 students pay the program fee, which is higher than the percentage of participants who paid in 12'-13'
- b. Costs higher to account for more participants in NYC (88 compared to 71 last year)
- c. Accounting for part of the anticipated increases in costs in the next three years for the Ithaca, NYC and Lake Placid trips.
- d. Increases due to an increase in number of participants in the program. This amount is subject to change as the management of COE has changed and we are no longer guaranteed the heavily discounted sleeping bags we acquired in the past.
- e. Increase due to an increase in the number of quarter cards and posters distributed and posted.
- f. Temporary decrease owing to possibility of a NYC trip leader not having to take an extra trip to NYC to confirm trip-specific details with various agencies. We hope not to incur this cost this year. Additionally, there is a temporary decrease owing to the possibility of the GEMS trip leader not having to take an extra NYC, thereby decreasing housing cost.
- g. Risk Management training cost for 9 NYC Coordinators, which accounts for the increase in the number of participants in NYC from 71 to 88.
- h. GEMs trip leader undertook a trip to NYC to meet with our agencies and to set up the Speaker Event for the GEMS and AWC teams. The costs are based on the assumption that this trip will not have to be taken again.
- i. Work/Site supply based on a very conservative estimate owing to budgetary constraints. These costs are very likely to be higher and for the time being, we intend to cover it by applying for grants, which are very difficult to get.
- j. Assuming that almost 97 students pay the program fee, , which is higher than the % of participants who paid in 12'-13'
- k. Costs higher to account for more students in the program. The transportation costs account for 1 new trip in the next two years.
- l. Accounting for part of the anticipated increases in the next three years for the Ithaca, NYC and Lake Placid trips.
- m. Increase due to increase in number of participants in the program. This amount is subject to change as the management of COE has changed and we are no longer guaranteed the heavily discounted sleeping bags we acquired until last year.
- n. Increase due to increase in the number of quarter cards and posters.
- o. Cost increase due to cost of organizing more speaker events to give our participants a better understanding of the issue.
- p. Work/Site supply based on a very conservative estimate owing to budgetary constraints. These costs are very likely to be higher and for the time being, we intend to cover it by applying for grants, which are very difficult to get.
- q. Assuming that almost 100 students pay the program fee, which is higher than the % of participants who paid in 12'-13'.
- r. Accounting for part of the anticipated increases in the next three years for the Ithaca, NYC and Lake Placid trips.
- s. Increase due to increase in number of participants in the program. This amount is subject to change as the management of COE has changed and we are no longer guaranteed the heavily discounted sleeping bags we acquired until last year.
- t. Work/Site supply based on a very conservative estimate owing to budgetary constraints. These costs are very likely to be higher and for the time being, we intend to cover it by applying for grants, which are very difficult to get.
- u. Risk Management training cost for 5 NYC Coordinators.
- v. Risk Management training cost for 5 NYC Coordinators.
- w. Risk Management training cost for 6 NYC Coordinators.
- x. Cost lower as the NYC play is no longer part of our program.



Event Breakdown

EVENTS 2012-2013					
Event	Date	Total Cost	Attendance	Cost Breakdown	
Fall Leadership Institute	09/07/2012	\$ 449.61	20	Work/Site Supplies	\$ 382.11
				Sleeping Bags	\$ 67.50
	10/16/2012				
	10/17/2012				
	10/18/2012				
Information Sessions	10/19/2012	\$ 142.75	240	Food	\$ 142.75
MLA Speaker Event	02/15/2013	\$ 64.00	9	Food	\$ 64.00
Service Learning Meeting	02/20/2013	\$ -	105	-	\$ -
GEMS and AWC Speaker Event	03/03/2013	\$ 112.00	15	Speaker Hotel Stay	\$ 112.00
NYC Risk Management Meeting	03/06/2013	\$ -	71	-	\$ -
Kick Off	03/13/2013	\$ -	110	-	\$ -
Post Trip Reflection Meeting	04/03/2013	\$ 194.00	107	Food	\$ 194.00

**See Appendix I for Detailed Breakdown of Costs.*

***Awaiting requested 2010 – 2012 Event Breakdown accounting information.*



Constitution

Article I

Name of group: Alternative Breaks

Article II

Alternative Breaks is a program of the Public Service Center. It is not affiliated with any other groups.

Article III

Alternative Breaks is a program intended to provide students with an opportunity to engage in reciprocal service-learning in a variety of social issues, such as domestic violence, poverty, hunger and juvenile delinquency. Teams of students travel to different agencies in the United States during their spring breaks. During the winter break, teams travel to one of two villages in the Dominican Republic where they can learn firsthand the issues that people of different cultural backgrounds and social circumstances face. Student teams meet throughout the year to learn about the social issues that they will be confronted with, to familiarize themselves with the site to which they are going and to form a strong group dynamic of cooperation and leadership. Each group is responsible for planning fundraising activities to fund their trip and any additional programs they would like to initiate at their designated site.

Article IV

Anyone may apply to be a member of Alternative Breaks. Members are accepted on a “first come, first serve” basis, starting from the information sessions held in early November. Member need to be able to work in groups and must have an interest in and sensitivity to the social issues presented.

Article V

Alternative Breaks board members must apply and be interviewed by previous board members. Once a board member is chosen, she or he may remain on the board—provided that all responsibilities are fulfilled—until she or he decides to leave the program or graduates. Current board positions include president, secretary, treasurer, publicity and service-learning chair.

Article VI

Joyce Muchan is the advisor for Alternative Breaks through her role as Public Service Center Program Advisor.

Article VII

Initial meeting times and frequency will be decided by the board. Each team will then determine weekly meeting times for their group. The board will also continue to meet on a weekly basis.

Article VIII

Amendments can be proposed at board meetings and must be approved by three-quarters of the board to be added.

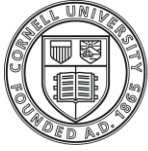
Article IX

This constitution must be approved by all residing board members and the advisor.



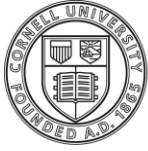
Bylaws

- A. Alternative Breaks is a drug and alcohol free program. Drugs and alcohol are not permitted at any Alternative Breaks' events including, but not limited to, trips, board meetings, and team meetings.
- B. All trip participants in the program, including trip leaders, must sign the Alternative Breaks Expectation Contract, which outlines the rules of the program. Failure to comply with the rules of the program, before or during the trip, will result in the removal of the participant from the program. A formal complaint to the University Judicial Administration will be filed in the event a participant violates the greater University Code of Conduct.
- C. All participants in the program, including trip leaders, must sign a Release of Liability form to participate on a trip.
- D. All participants in the program, including trip leaders, must provide proof of health insurance and emergency contact information to participate on a trip.
- E. All trip participants, excluding trip leaders, must pay a non-refundable deposit to participate on a trip. Deposits are directly applied to the cost of the trip.
- F. Board Members are responsible for managing the program activities for the year. This includes, but is not limited to, coordinating team leader trainings, organizing weekly meetings, maintaining a detailed budget, and fundraising.
- G. Team Leaders are responsible for preparing their team to work at their site by leading weekly meetings prior to the trip. They are also responsible for handling all the logistics of their trip such as maintaining contact with their site, organizing housing, transportation, and their schedule for the week of spring break.



Previous Recommendations with Alternative Breaks Responses

Sr. No.	Recommendation	Implementation
1	Byline Recommendation: Program Fee of the participants should be increased so that they are responsible for undertaking some of the additional costs of the program.	Program Fee has increased from \$100 to \$125 between 2009-2010 and 2010-2011 and then from \$125 to \$140 between 2011-2012 and 2012-2013. Also, the program fee covers only housing and major transportation. Participants spend an upward of \$150 on food and other expenses on the trips, such as non-major transportation (e.g. subway metro card).
2	Byline Recommendation: Committee members felt that the amount spent for food and certain trip activities, including the NYC play, was not essential but others argued that these items were already at extremely low and barebones levels.	As per byline recommendation, the NYC play is no longer part of the program. Coverage for trip food has been removed, except in very exceptional circumstances. For example, in Welch, West Virginia, participants reside in a very isolated, coal-mining community. Therefore, students depend on grocery supplies because there are limited places to eat.
3	Byline Committee Hearing: The Program should have a better publicity campaign in order to reach out to more members of the Cornell Community	In the past couple of years, more members have been added to the Publicity Committee in order to intensify our publicity efforts. Our publicity budget has increased to accommodate our efforts. Last year alone, we distributed 8,000 quarter cards. This year, we are aiming to go above 10,000. We have also intensified our poster and tabling efforts, apart from our social media initiatives. Our publicity campaign is one of the longest of any programs in Cornell running for 8 weeks from Orientation all through the start of information sessions in October.
4	Byline Committee Hearing: The Boston Living Center trip is much more expensive than the other trips. The program should find a way around this.	The Boston trip has been put on hold this year due to lack of affordable housing options in the area, despite our tenacious search. We have suspended the trip, in spite of our decade long relationship with the agency, in order to optimize our costs in line with the recommendations of the committee.



Sr. No.	Recommendation	Implementation
5	Byline Committee Hearing: The Program should strive to reach out to more members of the Cornell community	Last year, we added two new NYC trips to the program. This year, too, we are adding one new trip in NYC and a trip in Ithaca as well. The Ithaca trip is especially special for us, as it gives us a chance to work with and learn from our own local community. By adding more trips to the program, there is a greater potential for students with even more diverse interests to get involved.
6	Byline Recommendation: Transportation costs of the program seem to be high	In appendix II of this document is a cost comparison of our housing and transportation costs, relative to other viable alternatives. It will be evident that our costs are optimal for the most part, except in situations where certain issues arise and one option must be selected over the other due to risk management concerns (e.g. mass transportation has a lower risk management liability and decreases the cost of multiple drivers, insurance, gas, tolls and parking).
7	Byline Recommendation: We need to define what a "successful trip" is on our program	We have included our program evaluation statistics from last year in this document. Also, in line with this recommendation, we are strengthening our learning outcome based curricula, which will be beneficial both for the committee and the program to gauge what a successful trip is, in addition to enhancing the Service Learning aspect of the program as a whole. "Successful trips" can also be defined as those that enable students to engage with different communities and serve issues in diverse ways.



Detailed Breakdown of Costs

Drawn from Spring 2013 Trips

NYC Trips	
Number of participants	71
Housing	
West End Church	\$ (2,500.00)
St. Mathews & St. Timothy's Church	\$ -
St. John Lutheran's Church	\$ -
New Settlement Apartments	\$ -
Sleeping Bags	\$ (1,259.00)
Program Advisor Hotel Rooms	\$ (2,319.80)
Housing Total	\$ (6,078.80)
Transportation	
Swarthout Bus	\$ (3,680.00)
Shortline Bus(15 tickets)	\$ (1,365.00)
Transportation Total	\$ (5,045.00)
Supplies	
GEMS Supplies	\$ (161.64)
WIR Supplies	\$ (159.95)
Urban Environment Supplies	\$ -
GALLOP supplies	\$ (209.13)
AWC Supplies	\$ (103.06)
New Settlements Supplies	\$ (218.91)
Goddard Supplies	\$ (100.00)
Sylvia's Place Supplies	\$ (337.49)
DWU Supplies	\$ -
GEMS Taxi Fare	\$ (38.36)
Supplies Total	\$ (1,328.54)
NYC Coordinator Allowances	\$ (900.00)
TOTAL	\$ (13,352.34)



Boston Living Center	
Number of participants	8
Housing	
Boston Hotel	\$ (3,550.23)
Transportation	
Taxi to Bus Station	\$ (17.00)
Ithaca-Syracuse Bus	\$ (114.00)
Syracuse-Boston-Syracuse Train	\$ (736.00)
Syracuse-Ithaca Taxi	\$ (457.00)
Transportation Total	\$ (1,324.00)
Work Supplies	
Food Supplies	\$ (109.69)
Agency Gift	\$ (31.80)
Supplies Total	\$ (141.49)
TOTAL	\$ (5,015.72)

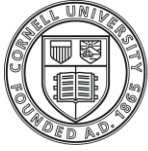
SAFE	
Number of participants	6
Housing	
Travel Hotel	\$ (507.04)
Site Housing	\$ (600.00)
Sleeping Bags	\$ (68.50)
Housing Total	\$ (1,175.54)
Transportation	
Tolls	\$ (0.80)
Gas	\$ (360.41)
Van Rental	\$ (402.00)
Driver Cost	\$ (500.00)
Driver Allowances	\$ (100.00)
Transportation Total	\$ (1,363.21)
Supplies	\$ (338.36)
TOTAL	\$ (2,877.11)



Cape Cod	
Number of participants	6
Housing	\$ -
Transportation	
Tolls	\$ (9.20)
Gas	\$ (235.06)
Van Rental	\$ (402.00)
Van Cleaning	\$ (82.50)
Driver Cost	\$ (500.00)
Driver Allowances	\$ (100.00)
Transportation Total	\$ (1,328.76)
Supplies	
Grocery Supplies	\$ (193.42)
Agency Gift	\$ (25.90)
Supplies Total	\$ (219.32)
TOTAL	\$ (1,548.08)

Tangelo Park	
Number of participants	9
Housing	\$ -
Transportation (Flight Cost Covered by Participant)	
Ithaca-Elmira-Ithaca Coach	\$ (800.00)
Florida Flight(Covered by Program Fee)	\$ (1,120.00)
Florida Flight(Covered by Fundraiser)	\$ (344.00)
Transportation Total	\$ (2,264.00)
Supplies	\$ (58.20)
TOTAL	\$ (2,322.20)

MLA	
Number of participants	9
Housing	\$ (1,000.00)
Transportation	
Shortline Bus	\$ (1,575.00)
Supplies	\$ (18.87)
TOTAL	\$ (2,593.87)



Publicity	
Quarter Cards	\$ (534.00)
Posters	\$ (853.00)
T-shirts	\$ (524.50)
Chalk	\$ (7.19)
Info Session Pizza	\$ (142.75)
Cornell Sun Ads	\$ (756.00)
TOTAL	\$ (2,817.44)

Program Administration	
Printing	
Board Member Applications	\$ (8.00)
Participant Applications	\$ (829.52)
Other Printing	\$ (1,268.02)
Printing Total	\$ (2,105.54)
Receipt Books	\$ (8.92)
Cards	\$ (5.38)
Trip Leader Packets	\$ (100.59)
NYC Agency Visit - Food	\$ (16.50)
NYC Agency Visit - Bus	\$ (45.50)
Miscellaneous	\$ (192.57)
TOTAL	\$ (2,475.00)

Program Wide Meeting Expenses	
Fall Retreat Supplies	\$ (382.11)
Interview Pizza	\$ (231.10)
MLA Speaker Event Pizza	\$ (64.00)
Program Wide Reflection Pizza	\$ (194.00)
Sleeping Bags for retreat	\$ (67.50)
Executive Director Ithaca Hotel	\$ (112.00)
NYC Agency Visit	\$ (117.43)
Copy Machine Use- PSC	\$ (300.00)
TOTAL	\$ (1,468.14)



Trip Transportation and Housing Cost Comparison

Trip	Expenditure Head	Current '12 – '13			Alternative '12 – '13		
		Total Cost	Cost per participant	Expenditure Description	Total Cost	Cost per Participant	Expenditure Description
NYC Trips (71)	Housing	\$ 6,078.00	\$ 85.61	Participants sleep in 3 different churches in sleeping bags. This cost includes the advisor hotel as well, which is a risk management requirement	\$ 44,840.00	\$ 631.55	Hotel Rooms to accommodate everyone. This calculation is based on the rates, quoted to us by a hotel in NYC
					\$ 19,170.00	\$ 270.00	Cost of using Hostel to accommodate everyone in bunk beds. This calculation is based on cheapest rates from hostelbookers.com. Risk management hazard
	Transportation	\$ 5,045.00	\$ 71.06	55 students on a Swarthout bus, 14 on Shortline	\$ 6,279.00	\$ 91.00	Everyone on Shortline
					\$ 16,192.00	\$ 234.67	Everyone on hired vans
SAFE-WV (6)	Housing	\$ 1,175.54	\$ 167.93	Travel Hotel and Site Housing	\$ 1,350.00	\$ 192.86	Stay in a motel. Risk Management Hazard
	Transportation	\$ 1,363.21	\$ 194.74	Van to and from Welch	\$ 1,497.20	\$ 213.89	Greyhound bus with 3 transfers. Risk Management Hazard
					\$ 1,467.15	\$ 244.53	Car Share, with discount rate for non-profit, from Ithaca Carshare.org. Risk management hazard
MLA (9)	Housing	\$ 1,000.00	\$ 111.11	Site Donation	\$ 1,800.00	\$ 200.00	Hotel in Lake Placid
	Transportation	\$ 1,575.00	\$ 175.00	Bus to Lake Placid	\$ 1,620.00	\$ 180.00	Van to and from Lake Placid
					\$ 2,200.73	\$ 244.53	Car Share, with discount rate for non-profit, from Ithaca Carshare.org. Risk management hazard
Florida (9)	Housing	\$ -	\$ -	Cornell Alum Housing	\$ 2,100.00	\$ 233.33	Hotel booked by us
	Transportation	\$ 2,264.00	\$ 251.56	Program fee portion of flight costs and Elmira coach. TOTAL FLIGHT COSTS BORNE ENTIRELY BY STUDENTS	-	-	Only viable transport
Cape Cod (6)	Housing	\$ -	\$ -	Site	\$ 1,400.00	\$ 155.56	Hotel
					\$ 590.00	\$ 98.33	Motel
	Transportation	\$ 1,328.67	\$ 221.45	Van rental, driver cost, gas, tolls and driver allowance	\$ 2,604.66	\$ 434.11	Plane. From Trip Advisor



Evaluation Tables

Evaluation of Trip Experience (Out of 5) - PW1									
Team	Articles/ Research	Team Discussions	Service Learning Presentation	Video Clips/Film Screenings	Risk Management Trainings	Simulation Activities	Agency/ Guest Speaker	Field Trips to Ithaca Sites	Nightly Reflections
GEMS Average	4.71	4.43	4.29	4.20	4.00	4.00	4.83	5.00	5.00
GALLOP Average	4.17	4.83	4.17	4.67	4.17	4.67	4.00	N/A	4.67
AWC Average	4.00	3.00	4.00	5.00	5.00	N/A	5.00	N/A	3.00
DWU Average	4.29	5.00	4.20	5.00	4.67	4.80	5.00	5.00	4.57
WIR Average	3.75	4.60	4.25	4.60	3.60	N/A	4.80	N/A	4.80
Urban Average	4.75	4.75	4.25	4.75	4.25	4.25	5.00	4.00	5.00
Goddard Average	4.57	5.00	4.86	4.71	4.86	4.40	4.75	4.00	5.00
New Settlements Average	3.88	5.00	4.38	4.43	4.25	5.00	4.29	5.00	5.00
Cape Cod Average	4.00	4.00	3.17	4.00	4.33	5.00	4.25	N/A	5
MLA Average	4.29	4.71	4.00	5.00	4.14	2.00	5.00	N/A	N/A
Sylvia's Average	3.67	4.00	1.83	4.00	3.17	2.80	N/A	N/A	4.40

Evaluation of Trip Leader (Out of 5) - PW2							
Team	Knowledge	Preparedness	Enthusiasm	Responsible	Relatable	Comfort Levels	Confidence in TL
GEMS Average	5.00	4.86	5.00	4.86	4.71	4.86	5.00
GALLOP Average	5.00	5.00	5.00	5.00	5.00	4.80	4.80
AWC Average*							
DWU Average	4.83	4.83	4.67	4.67	4.83	5.00	4.67
WIR Average	4.75	4.75	5.00	5.00	4.67	4.75	5.00
Urban Average	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Goddard Average	5.00	5.00	5.00	5.00	5.00	5.00	5.00
New Settlements Average	4.50	4.50	4.88	4.88	4.75	5.00	4.88
Cape Cod Average	4.80	4.60	4.80	5.00	4.60	5.00	4.80
MLA Average	5.00	4.83	5.00	5.00	4.83	4.83	5.00
Sylvia's Average	4.83	4.67	5.00	4.83	5.00	5.00	5.00

**Due to confidentiality issues, trip participants had a private conversation with our program advisor.*



The Alternative Breaks Program Post-Trip Evaluation Form

TRIP NAME: _____

NAME (OPTIONAL): _____

Please answer the following questions in as much detail as possible.

- What were your expectations of the trip? How did they compare to the actual experience?
- What was the most challenging aspect of the trip?
- What was the most rewarding aspect of the trip?
- What is the most significant or surprising thing you've learned from your spring break experience?
- Please state one thing you could do to address the issue your team worked with once you return to Cornell.
- Please state one thing a program or group could do on campus to address the issue at the site and/or resources/education.



Please rank each training component on a scale of 1 through 5, 1 being poor, and 5 being excellent, in regards to effectiveness. (N/A if not applicable). Some teams did not do all of the following. Please answer only that apply.

○ Articles/Research	1	2	3	4	5
○ Team Discussions	1	2	3	4	5
○ Service-Learning Presentation	1	2	3	4	5
○ Video Clips/ Film Screening	1	2	3	4	5
○ Risk Management Trainings	1	2	3	4	5
○ Simulation Activities	1	2	3	4	5
○ Agency Speaker/ Guest Speaker (Faculty)	1	2	3	4	5
○ Field Trips to Ithaca Sites	1	2	3	4	5
○ Nightly Reflections	1	2	3	4	5

Please elaborate further on any of the above rankings:

Please evaluate the nightly reflections.

- Did you have an adequate amount of time to reflect?

- What was the most important component of reflections for you?

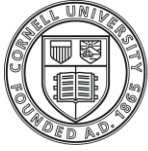
- What are your thoughts on the Appreciation Circle?

Please evaluate your Trip Leader.

Please rank the following on a scale of 1 through 5, 1 being poor, and 5 being excellent, in regards to your team leader effectiveness.

○ How knowledgeable was your trip leader?	1	2	3	4	5
○ How prepared was your trip leader?	1	2	3	4	5
○ How enthusiastic was your trip leader?	1	2	3	4	5
○ How responsible was your trip leader?	1	2	3	4	5
○ How relatable was your trip leader?	1	2	3	4	5
○ How comfortable were you speaking during team meetings/ reflections?	1	2	3	4	5
○ How confident did you feel with your team leader once you were are your actual site working?	1	2	3	4	5

Please elaborate further on any of the above:



Please evaluate the site.

Please rank the following on a scale of 1 through 5, 1 being poor, and 5 being excellent, in regards to agency contact effectiveness.

- How well did your site contact communicate with your team?
1 2 3 4 5
- How related were the projects to the issues you addressed?
1 2 3 4 5

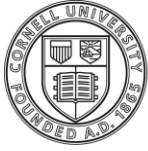
Please explain your ranking:

- Take into consideration weekly meetings and trip preparation. Did you feel fully prepared for your trip? If yes, please explain and if not, please explain.
- Did you feel there was a good team dynamic? If so, why? If not, why not?

Please evaluate the program.

- If you could make any recommendations to the program, what would you suggest?
- Did you use the Risk Management protocol (Emergency plan-subway/t-plan)? If so, why and how effective was it?
- Would you recommend Alt Breaks to a friend? If yes, why? If no, why not?
- Are you interested in participating in the program next year? Why or why not? As a participant? Or in a leadership position?
- We would like to use quotes from participants for our program to advertise next year and the years to come. Your quote here...

Thank you for your time, your efforts, your participation and most of all your dedication. We hope that you use the knowledge you have gained from your trip experience to make change in the world around you.



The Alternative Breaks Program 2013-2014 Trip Participant Application

Spring Break: March 29th-April 6th, 2014

Cornell Alternative Breaks is a student-led, drug-and-alcohol-free program of the Cornell Public Service Center (PSC). Each year, the Alternative Breaks Program organizes service-learning trips for students. The program fosters reciprocal learning for students to participate in communities, and students have the opportunity to engage in social justice issues, team dynamics, critical-thinking, and leadership skills.

As an Alternative Breaks Trip Participant, each student will work collaboratively and cohesively with his or her team members and trip leader to adequately prepare for his or her trip..

Application Instructions: Type your answers to Part II of the application on a separate sheet of paper and attach to this form.

Return your application to 100 Barnes Hall during the following:

Monday October 28, 2013	12:00PM-4:00PM 6:30PM-9:00PM
Tuesday October 29, 2013	12:00PM-7:00PM
Wednesday October 30, 2013	12:00PM-7:00PM

When submitting your application, sign-up for an interview to be held on Tuesday, November 1st, 2013 – Thursday, November 7th, 2013.



Part I – PERSONAL INFORMATION

Please Print:

Name:	
Net ID:	
Local Address:	
College:	
Year:	
Major(s):	
Minor(s)/ Concentration(s):	
Cell Phone Number:	
Signature:	Date:
Please list all languages that you are proficient in:	

Self-Identification (Optional)

The following is for statistical reporting purposes only and will not affect your application in any way.

Check all that apply:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Asian Indian |
| <input type="checkbox"/> Black, African, or African American | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Hispanic, Latino, or Spanish | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Guamanian or Chamorro | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Native Hawaiian | <input type="checkbox"/> Korean |
| <input type="checkbox"/> Samoan | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> White | |
| <input type="checkbox"/> Other Asian (please specify): _____ | |
| <input type="checkbox"/> Other Pacific Islander (please specify): _____ | |
| <input type="checkbox"/> Female | |
| <input type="checkbox"/> Male | |
| <input type="checkbox"/> LGBTQIA | |
| <input type="checkbox"/> Other (please specify): _____ | |



Part II – TRIP PREFERENCES

CROSS OUT the trip(s) that you do NOT want to participate in.
Based on your preference, rank the remaining trips [1 = most desirable].

- _____ No Preference
- _____ Housing Assistance Corporation: Hyannis, Massachusetts
- _____ Mountain Lake Academy: Lake Placid, NY
- _____ Southside Community Center: Ithaca, NY
- _____ Stop Abusive Family Environments (S.A.F.E.): Welch, West Virginia
- _____ The Tangelo Park Program: Orlando, Florida
- _____ Asian Woman’s Center (AWC): New York, NY
- _____ Church of St. Matthew and St. Timothy: New York, NY
- _____ Girls Educational and Mentoring Services (G.E.M.S): New York, NY
- _____ Giving Alternative Learners Uplifting Opportunities (G.A.L.L.O.P.): New York, NY
- _____ Goddard Riverside Community Center: New York, NY
- _____ Domestic Workers United: New York, NY
- _____ MCCNY Homeless Youth Services Sylvia's Place & New Alternatives & True Colors: New York, NY
- _____ New Settlement Apartments: New York, NY
- _____ Urban Environments: New York, NY
- _____ West End Intergenerational Residence (WIR): New York, NY

Part III – SHORT ANSWER

***Please type your answers (1-2 paragraphs each) to the following questions on a separate sheet of paper and attach your responses to the application.*

1. Describe a significant volunteer experience you have had in the past. Be sure to include: Why was it significant? What did you learn about the community? What did you learn about yourself?
2. Please write about your understanding of active citizenship and how it relates to social, racial, economic, educational, gender and identity equality.
3. How do you deal with stressful situations in a group setting? Be sure to explain a time in your life when you had to work in a group and faced obstacles. What were the obstacles? How did you resolve the situation?
4. Discuss, in detail, why you are applying to your top three choices. For each of your top three choices, please discuss your understanding of the agency and social justice issues the agency deals with.
5. The Alternative Breaks experience usually takes many people out of their comfort zones, requiring that participants have a certain level of flexibility and open-mindedness. How do you plan to prepare for and cope with the challenges faced during this experience?
6. Upon returning to Cornell, how do you plan on implementing what you have gained and learned from your experience?
7. What do you hope to gain from participating on an Alternative Breaks trip and what change do you hope to bring about as a result of your involvement?

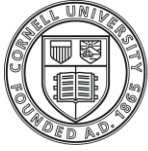


Part IV – CORNELL PSC ALTERNATIVE BREAKS PROGRAM RULES

***** INITIAL next to each program rule to signify that you have read, understood, and agreed to be bound to the program requirements should you be selected as a participant.** Any violation of the program rule(s) may cause your removal from the program and potential Judicial Administrative Referral.***

- _____ Attendance to ALL Cornell Alternative Breaks program-related events, sessions, meetings, or activities is **mandatory**. You are expected to be punctual and actively engaged in all program-related meetings and activities (i.e. weekly team meetings, program-wide events, reflections, and evaluations) unless you are excused well in advance for a legitimate reason (i.e. a prelim). Exceptions are made for severe illnesses with a doctor's note or family emergencies.
- _____ You are expected to participate in all Alternative Breaks activities before, during, and after your trip, including service work, daily reflections, and reading assignments.
- _____ Alternative Breaks team building activities before or during the trip may **not** include clubs, parties, bars, or any drug/alcohol related activity.
- _____ You are expected to remain with your group for the duration of the trip (even when you are no longer at your agency site). There will be no personal visits to family or friends. You are also not allowed to invite outside friends or family to participate in group activities.
- _____ You must adhere to the buddy system at all times, follow risk management protocols.
- _____ Curfew must be strictly followed.
- _____ Your team leader is in charge. Follow her/his directions and adhere to conflict management policies.
- _____ There is a zero tolerance policy with alcohol and drug possession and/or consumption regardless of your age. Upon violation, you will be removed from the program, sent back to campus at your own expense, and referred to the Judicial Administration.
- _____ You must be respectful of the agency you work with at all times. This includes language, dress, and adhering to all agency's policies.
- _____ Cell phones will be turned off when you are at the agency site.
- _____ You are representing Cornell. Maintain professionalism and the University Code of Conduct.

Thank you for your interest in the Cornell University PSC Alternative Breaks Program! Should you have any questions relating to the application process or the program, do not hesitate to contact us at altbreaks@cornell.edu.



The Alternative Breaks Program 2013-2014 Trip Leader Application

Spring Break: March 29th-April 6th, 2014

Lead a team of students on a service-learning trip over Spring Break!

The Alternative Breaks Board seeks to foster student leadership and social responsibility by encouraging students to become involved in service learning trips. The program intends to foster reciprocal learning. Teams of students engage in service learning with the intentions of gaining a broader understanding of the complexities of the social issues that face our world.

Responsibilities of the Alternative Breaks Trip Leaders include: being an active participant in board trainings and meetings, building a positive team dynamic, organizing the logistics of their trip, assisting with publicity for the program, communicating with community organizations, and maintaining program documentation.

Alternative Breaks Trip Leaders should expect to make a commitment of approximately 5 to 7 hours per week. This includes (1) hour long weekly board meetings, (1) hour long weekly team meetings, planning weekly curricula, (1) hour long weekly office hours, and completing proper documentation for the fall and spring semesters.

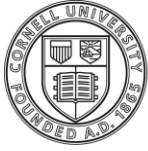
Instructions: Type your answers to Part II of the application on a separate sheet of paper and attach to this form.

Return your application to 100 Barnes Hall during the following:

Monday October 28, 2013	12:00PM-4:00PM 6:30PM-9:00PM
Tuesday October 29, 2013	12:00PM-7:00PM
Wednesday October 30, 2013	12:00PM-7:00PM

When submitting your application, sign-up for an interview to be held on Friday, November 1st, 2013.

If selected, you will be expected to participate in the team participant interview process held from November 5th to November 7th, 2013.



Part I – PERSONAL INFORMATION

Please Print:

Name:
Net ID:
Local Address:
College:
Year:
Major(s):
Minor(s)/ Concentration(s):
Cell Phone Number:
Preferred Trip Leader Position(s) in Order of Interest:
Please list all languages that you are proficient in:

Self-Identification (Optional)

The following is for statistical reporting purposes only and will not affect your application in any way.

Check all that apply:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Asian Indian |
| <input type="checkbox"/> Black, African, or African American | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Hispanic, Latino, or Spanish | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Guamanian or Chamorro | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Native Hawaiian | <input type="checkbox"/> Korean |
| <input type="checkbox"/> Samoan | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> White | |
| <input type="checkbox"/> Other Asian (please specify): _____ | |
| <input type="checkbox"/> Other Pacific Islander (please specify): _____ | |
| <input type="checkbox"/> Female | |
| <input type="checkbox"/> Male | |
| <input type="checkbox"/> LGBTQIA | |
| <input type="checkbox"/> Other (please specify): _____ | |



Part II – SHORT ANSWERS

1. Why are you applying to be a trip leader? What do you expect to gain from being a trip leader?
2. What is your understanding of the responsibilities of a trip leader? Why do you believe you are qualified to carry out these responsibilities? Explain in full.
3. Have you participated in an Alternative Breaks or other service-learning trip before? If so, what trips did you participate on and what did you learn about community engagement and team dynamics as a trip participant that you could bring to the program as a trip leader?
4. What is your definition of service-learning? How does it differ from traditional volunteerism?
5. How do you deal with stressful situations in a group setting? Be sure to explain a time in your life when you had to work in a group and faced obstacles. What were the obstacles? How did you resolve the situation?
6. You will be expected to commit 5-7 hours each week to the Alternative Breaks Program in preparation for the week of service, how do you plan on making this commitment possible?
7. Have you ever implemented a curriculum? Explain in full.
8. What is your most significant experience as a leader of your peers? What worked and what did not work?
9. What is the most effective icebreaker you have ever been apart of? Explain in full.
10. List your significant extracurricular activities and volunteer experiences. Also, please attach your resume.

Thank you for your interest in the Cornell Alternative Breaks Program! If you have any more specific questions regarding the program or the application, please e-mail Alternative Breaks at altbreaks@cornell.edu.



The Alternative Breaks Program 2013-2014 Executive Board Member Application

Spring Break: March 29th-April 6th, 2014

The Alternative Breaks Board seeks to foster student leadership and social responsibility by encouraging students to become involved in service learning trips. The program intends to foster reciprocal learning. Teams of students engage in service learning with the intentions of gaining a broader understanding of the complexities of the social issues that face our world.

Responsibilities of Alternative Breaks Board members include mentoring trip leaders, organizing trips, fostering team-building, networking with community agencies, service learning curriculum development and education, publicity, fundraising, program finances, refining documentation, and determining the direction of the Board for the future with transitional leadership. Alternative Breaks Board members should expect to make a commitment of approximately 4 to 10 hours per week depending on the position, which include 2 weekly board meetings. Federal Work Study opportunities are available for students who qualify.

Instructions: Type your answers to Part II of the application on a separate sheet of paper and attach to this form.

Return your application to 100 Barnes Hall during the following:

Monday October 28, 2013	12:00PM-4:00PM 6:30PM-9:00PM
Tuesday October 29, 2013	12:00PM-7:00PM
Wednesday October 30, 2013	12:00PM-7:00PM

When submitting your application, sign-up for an interview to be held on Friday, November 1st, 2013.

If selected, you will be expected to participate in the team participant interview process held from November 5th to November 7th, 2013.



Part I – PERSONAL INFORMATION

Please Print:

Name:
Net ID:
Local Address (optional):
College:
Year:
Major(s):
Minor(s)/ Concentration(s):
Phone Number:
Preferred Board Member Position(s) in Order of Interest:

Self-Identification (Optional)

The following is for statistical reporting purposes only and will not affect your application in any way.

Check all that apply:

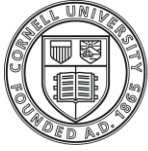
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| <input type="checkbox"/> Guamanian or Chamorro | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Native Hawaiian | <input type="checkbox"/> Korean |
| <input type="checkbox"/> Samoan | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> White | |
| <input type="checkbox"/> Other Asian (please specify): _____ | |
| <input type="checkbox"/> Other Pacific Islander (please specify): _____ | |
| <input type="checkbox"/> Female | |
| <input type="checkbox"/> Male | |
| <input type="checkbox"/> LGBTQIA | |
| <input type="checkbox"/> Other (please specify): _____ | |



Part II – SHORT ANSWERS

1. Why are you applying to the board position(s) you listed above? What specific qualities do you possess?
2. What is your understanding of the responsibilities of the position(s) you are applying to? Explain in full.
3. Have you been on an Alternative Breaks or other service-learning trip before? If so, what trips did you participate on? What do you expect to gain from being a board member?
4. What did you learn as a trip participant that you could bring to the program as a leader?
5. What is your definition of service-learning? How does it differ from traditional volunteerism?
6. Explain a time in your life when you had to work in a group and faced obstacles. What were the obstacles? How did you resolve them?
7. You will be expected to commit of 4-10 hours each week to the Alternative Breaks Program, how do you plan on making this commitment possible?
8. List your significant extracurricular activities and volunteer experiences. Also, please attach your resume.

Thank you for your interest in the Cornell Alternative Breaks Program! If you have any more specific questions regarding the program or the application, please e-mail Alternative Breaks at altbreaks@cornell.edu.



BOARD POSITIONS

In addition to responsibilities listed below, all Board members must attend weekly Board meetings, Alternative Breaks retreats, and all promotional and fundraising activities. They are also responsible to observe weekly team meetings and work with team leaders to establish a team dynamic and to help resolve team issues. Hours depend on program needs and if all board members and trip leaders are completing their responsibilities in a timely manner.

President [12-24 hours per week]

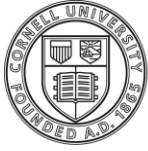
Responsibilities include:

- ◆ Ensure the continued success of the program
- ◆ Attend and preside over weekly board meetings
- ◆ Ensure the Vice President has necessary resources and information to perform responsibilities as Vice President
- ◆ Construct calendar/timeline for Fall and Spring semester with Vice President and Service Learning Chair
- ◆ Organize the agenda for weekly board meetings with Vice President and Service Learning Chair
- ◆ Oversee progress of financial matters addressed by Vice President and Treasurer
- ◆ Ensure all board members and trip leaders are aware of their responsibilities
- ◆ Ensure all board members and trip leaders follow the calendar/timeline and manual
- ◆ Attend weekly Public Service Center Leadership Council meetings and communicate pertinent information back to the board
- ◆ Oversee the completion and implementation of the Service Learning Curriculum with the Service Learning Chair and Vice President
- ◆ Provide consistent support to all board members and trip leaders
- ◆ Communicate consistently with all board members and trip leaders
- ◆ Maintain consistent communication with Program Advisor, Joyce Muchan
- ◆ Oversee the board member and team leader transition in the spring semester
- ◆ Serve as a representative for publicity opportunities

Vice President [12-15 hours per week]

Responsibilities include:

- ◆ Assist President with all responsibilities
- ◆ Construct calendar/timeline for Fall and Spring semester with President and Service Learning Chair
- ◆ Organize the agenda for weekly board meetings with the President and Service Learning Chair
- ◆ Attend weekly Public Service Center Leadership Council meetings and communicate pertinent information back to the board
- ◆ Oversee the completion and implementation of the Service Learning Curriculum with the Service Learning Chair and President
- ◆ Attend weekly board meetings (may preside over meetings on occasion)
- ◆ Know the history of the Alternative Breaks program
- ◆ Serve as a representative for publicity opportunities
- ◆ Provide consistent support to all board members and trip leaders
- ◆ Communicate consistently with all board members and trip leaders
- ◆ Maintain consistent communication with Program Advisor, Joyce Muchan
- ◆ Work with Treasurer to address all financial matters on a weekly basis (Byline Funding, SAFC budget, program budget, deposits, fundraising, etc.)
- ◆ Oversee the board member and team leader transition in the spring semester



Service-Learning Chair [8-10 hours per week]

Responsibilities Include:

- ◆ Construct calendar/timeline for fall and spring semester with President and Vice President
- ◆ Organize and host Fall Retreat
- ◆ Know service learning curriculum
- ◆ Make any necessary changes to existing service learning curriculum
- ◆ Construct a plan for training trip leaders
- ◆ Train trip leaders
- ◆ Make sure all trip leaders have basic service learning curriculum for program
- ◆ Oversee the development of each trip leader's curriculum for their team
- ◆ Work with President and Vice President to address concerns for any team
- ◆ Work with President and Vice President in organizing agenda for weekly meetings
- ◆ Work with NYC Coordinator to address issues and concerns for NYC teams
- ◆ Review trip leader binders to ensure they are updated
- ◆ Review agendas on a weekly basis
- ◆ Review update forms on a weekly basis
- ◆ Organize evaluation process for post-trip reflection meetings
- ◆ Know the strengths and weaknesses of all teams
- ◆ Know each of the agencies the program works with
- ◆ Make sure all trip leaders know the calendar/timeline of the program
- ◆ Maintain consistent communication with all board members and trip leaders
- ◆ Provide consistent support for all trip leaders

Assistant Service Learning Chair [8-10 hours per week]

Responsibilities Include:

- ◆ Provide consistent support for the Service Learning Chair
- ◆ Construct a Service Learning schedule/calendar for fall and spring semester with the Service Learning Chair
- ◆ Assist trip leaders with the development and planning of curriculum and agendas
- ◆ Make sure all trip leaders have basic service learning curriculum for their meetings
- ◆ Work with Service Learning Chair to address concerns for any team
- ◆ Work with Service Learning Chair in organizing service learning trainings for weekly Board meetings
- ◆ Work with Service Learning Chair and NYC Coordinator to address concerns for NYC teams
- ◆ Review trip leader binders to ensure they are updated
- ◆ Review agendas on a weekly basis with Service Learning Chair
- ◆ Review update forms on a weekly basis with Service Learning Chair
- ◆ Know the strengths and weaknesses of all teams
- ◆ Make sure all trip leaders submit their work on time
- ◆ Maintain consistent communication with all board members and trip leaders



NYC Head Coordinator [8-10 hours per week]

Responsibilities Include:

- ◆ Organize and secure housing and transportation for all NYC trips
- ◆ Head all organizational activities relating to planning of NYC trips, including directing team of NYC sub-coordinators
- ◆ Maintain and update all documentation necessary for NYC trips (list of teams, risk management info, agendas, etc.)
- ◆ Review all agendas and update forms for NYC trips on a weekly basis
- ◆ Know strengths and weaknesses of all NYC teams
- ◆ Ensure all NYC participants and trip leaders know Risk Management procedures
- ◆ Know all NYC team agendas (eating, travel, site plans, etc.)
- ◆ Know all NYC agencies (name, location, site contact, purpose, community, etc.)
- ◆ Visit teams at their sites throughout the week of spring break
- ◆ Participate in daily debriefing with NYC Trip Leaders during spring break
- ◆ Provide consistent support for all NYC trip leaders and participants
- ◆ Continually update and address any issues or concerns for any NYC trip with Program Advisor, President, Vice President, and Service-Learning Chair
- ◆ Know student travel logistics to and from NYC (who is supposed to be on the bus and who isn't)
- ◆ Work with Treasurer and Vice President to address all financial matters for NYC trips (cash advances, budgets, etc.)

NYC Sub-Coordinator [6-8 hours per week]

4-6 positions available

Responsibilities Include:

- ◆ Organize and secure housing and transportation for all NYC trips
- ◆ Maintain and update all documentation necessary for NYC trips (list of teams, risk management info, agendas, etc.)
- ◆ Review all agendas and update forms for NYC trips on a weekly basis
- ◆ Know strengths and weaknesses of all NYC teams
- ◆ Ensure all NYC participants and trip leaders know Risk Management procedures
- ◆ Know all NYC team agendas (eating, travel, site plans, etc.)
- ◆ Know all NYC agencies (name, location, site contact, purpose, community, etc.)
- ◆ Visit teams at their sites throughout the week of spring break
- ◆ Participate in daily debriefing with NYC Trip Leaders during spring break
- ◆ Provide consistent support for all NYC trip leaders and participants
- ◆ Continually update and address any issues or concerns for any NYC trip with Program Advisor, President, Vice President, and Service-Learning Chair
- ◆ Know student travel logistics to and from NYC (who is supposed to be on the bus and who isn't)
- ◆ Work with Treasurer and Vice President to address all financial matters for NYC trips (cash advances, budgets, etc.)



NYC House Supervisor [6-10 hours per week, plus full commitment during Spring Break]

4-6 positions available

Responsibilities Include:

- ◆ Supervision of Church at all times
- ◆ Work with Church Staff to ensure positive relationships
- ◆ Organize and enforce shower schedule
- ◆ Responsible securing and opening the Church for teams
- ◆ Responsible for assigning and enforcing team cleaning and organizational jobs while at the Church
- ◆ Responsible for enforcing curfew and lights out, and morning wake-up
- ◆ Responsible for making sure teams leave Church on time

Non-NYC Coordinator [8-10 hours per week]

Responsibilities Include:

- ◆ Organize and secure housing and transportation for all Non-NYC trips
- ◆ Know Risk Management procedure for Non-NYC trips
- ◆ Review Risk Management procedure for Non-NYC trips with Non-NYC trip leaders
- ◆ Ensure all Non-NYC participants and trip leaders know Risk Management procedures
- ◆ Know all Non-NYC team agendas (eating, travel, site plans, etc.)
- ◆ Know all Non-NYC agencies (name, location, site contact, purpose, community, etc.)
- ◆ Review all agendas and update forms for Non-NYC trips on a weekly basis
- ◆ Know strengths and weaknesses of all Non-NYC teams
- ◆ Participate in daily debriefing with Non-NYC Trip Leaders during spring break
- ◆ Provide consistent support for all Non-NYC trip leaders and participants
- ◆ Address any issues or concerns for any Non-NYC trip with Program Advisor, President, Vice President, and Service-Learning Chair
- ◆ Know student travel logistics to and from Non-NYC
- ◆ Work with Treasurer and Vice President to address all financial matters for Non-NYC trips (cash advances, budgets, etc.)
- ◆ Maintain consistent communication with all board members and trip leaders
- ◆ Maintain consistent communication with Program Advisor
- ◆ Maintain and update all documentation necessary for Non-NYC trips (list of teams, risk management info, agendas, etc.)

Treasurer [7-10 hours per week] additional time during funding cycle

Responsibilities Include:

- ◆ Work with Board Members, Trip Leaders, and Advisor to develop and balance the program's budget and to ensure financial responsibilities are met.
- ◆ Maintain and update all budget documentation for the entire program
- ◆ Ensure all budget documentation is accurate
- ◆ Collect program fees from trip participants and submit them to the Accounting Office
- ◆ Coordinate fundraisers to meet financial goals
- ◆ Communicate consistently with board members and trip leaders about budget status
- ◆ Meet regularly with Advisor to go over budget status
- ◆ Apply for byline funding every other year and, during off years, provide appropriate updates to the Student Assembly



Assistant Treasurer [4-6 hours per week] additional time during funding cycle

Responsibilities Include:

- ◆ Accompany Treasurer to all meetings with the Accounting Office
- ◆ Assist in the maintenance of accurate, timely financial records
- ◆ Communicate relevant information regarding the sources and uses of funds to program participants and other board members to create financial transparency
- ◆ Assist in the creation of a budget at the beginning of the year and in updating the budget throughout the year
- ◆ Help prepare documentation for the Student Assembly and accompany Treasurer to all meetings related to funding
- ◆ Assist with the collection, recording, documentation, and submission of program fees

Publicity and Fundraising Chair [8-10 hours per week]

Responsibilities Include:

- ◆ Create all publicity materials for all publicity activities
- ◆ Coordinate publicity activities
- ◆ Work together with board members and trip leaders to make sure publicity activities are well coordinated
- ◆ Ensure all publicity materials are approved by Advisor
- ◆ Communicate consistently with board members and trip leaders about publicity activities
- ◆ Promote campus visibility of Alternative Breaks
- ◆ Organize publicity campaign to recruit new members in the fall
- ◆ Organize all fundraising activities
- ◆ Attend all fundraisers
- ◆ Maintain consistent communication with all board members and trip leaders about fundraising activities
- ◆ Work together with board members and trip leaders on ideas for fundraising activities
- ◆ Meet regularly with Treasurer to coordinate fundraisers to meet financial goals
- ◆ Communicate consistently with trip leaders on their progress on fundraising activities
- ◆ Coordinate fundraising proceeds collection with Treasurer

Secretary [7-10 hours per week]

Responsibilities Include:

- ◆ Coordinate program's communication methods such as listserves and meeting minutes
- ◆ Manage program's e-mail account
- ◆ Organize and manage waiting list
- ◆ Organize and manage application process
- ◆ Organize and manage interview process
- ◆ Update and maintain forms used
- ◆ Communicate consistently with all board members and trip leaders
- ◆ Ensure all necessary room reservations are confirmed
- ◆ Meet with board members and advisor regularly to ensure accurate communication on program needs
- ◆ Organize all documentation for Kick Off
- ◆ Ensure all documentation has been completed by all trip leaders, participants, and board members on trips
- ◆ Work with Trip Leaders to coordinate Housing & Transportation
- ◆ Ensure all risk management documentation is collected and organized