



CORNELL ALTERNATIVE BREAKS



Cornell University
Public Service Center



Alternative Spring Breaks Program
Byline Funding Application Packet
September 11th, 2015

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 of updating the Student Assembly of its activities and funding for the past academic year. We have been a byline-funded organization for the last three cycles and have had exceptionally successful years with the support of the Student Assembly. With increased student interest and excellent performance by last year's teams, byline funding has allowed us to maintain our commitments to seventeen social justice agencies while expanding through new partnerships. With the support of the Student Assembly United Student Body program, we have continued to implement a comprehensive diversity survey to better our program's impact. We also continue to implement pre- and post-program surveys, weekly team evaluations, and agency evaluations, which allow us to better serve the needs of both the Cornell community and the communities we engage with.

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 **maintain our allocation of \$1.50 per student** for the next cycle.

We maintain our request because due to the established partnerships with our agencies, we do not expect a significant increase in expenses. Our mission, as is Cornell's, is to produce leaders who can make a difference in the world. To that end we realize that adding more trips can only take us so far. We also invest in growing internally, in terms of our curriculum and service-learning and development of student leadership. We do realize and greatly appreciate the Student Assembly's support in fulfilling our goals and we will, when the time comes, work with the Student Assembly should more opportunities open which will require additional support.

The documents enclosed in this report should provide all the information 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,

Grace Lin
President

Ashani Ranwala
Co- Treasurer

Rachit Parasampuria
Co-Treasurer

Joyce Muchan
Program Advisor



Table of Contents

Summary of Request.....	5
Program Introduction and Impact.....	6
Mission Statement.....	8
Membership and Organization.....	9
2015-2016 Alternative Breaks Program Board.....	10
2014-2015 Alternative Breaks Program Board.....	11
2014-2015 Alternative Breaks Trip Participants.....	12
History.....	13
Executive Board Retreat/Student Leadership Initiative.....	14
National BreakAway Conferences.....	15
General Program Timeline.....	16
Information Sessions.....	17
Application, Interview, and Selection Process.....	18
Weekly Team Meetings.....	19
Program-Wide Pre-Trip Meetings.....	19
Example Curriculum.....	20
Fundraising.....	26
Spring Break Service-Learning Trips.....	27
Post-Trip Reflection Session.....	33
Post-Trip Evaluation.....	34
New Board Application, Interview, and Selection Process.....	36
Board Transition Process.....	37
2013-2017 Income Statements.....	38
Analysis of 2015-2016 Financial Statement.....	40
Event Breakdown.....	41
Constitution.....	42
Bylaws.....	44
Current and Previous Byline Recommendations.....	45
Detailed Breakdown of Costs.....	50
Alternative Breaks Diversity Survey.....	53
2014-2015 Alternative Breaks Post Trip Evaluation Form.....	67



Summary of Request

Alternative Breaks respectfully requests the Student Assembly to maintain Student Activity funding at the level of **\$1.50 per student per year for the 2016-2018 cycle.**

Alternative Breaks is requesting this level of funding for the following reasons:

- 1. To maintain the number of students able to participate in our program, uphold the level of community engagement and implement our service-learning curriculum*
- 2. To maintain the current level of housing costs: currently, our housing in NYC is heavily subsidized and free. Our housing in NYC comes from nonprofits and religious organizations that are subject to change. For example, the Housing Assistance Corporation (in Cape Cod) for the past fifteen years has provided the team with housing, but they are no longer able to do so for financial reasons this year.*
- 3. To remain committed to our need-blind financial aid program, which has been continuously increasing: we experienced a 65% increase in need for financial aid in the past two years. Therefore we request the continued support of the Student Assembly to make our program affordable and accessible to all members of the Cornell Community.*
- 4. To maintain the intensity of our publicity efforts: last year, we distributed over 13,000 quartercards and posterred all program houses, campus residences, and the majority of undergraduate buildings on campus.*
- 5. To supplement byline funding, we plan to continue our Krispy Kreme fundraiser: revenue generated by fundraising is allocated to supplies needed by teams to implement workshops in collaboration with agencies. In 2014, we sold over 18,000 Krispy Kreme donuts, raising \$5,786.60. However, even with these substantial fundraising efforts, the support of the SA is needed for the success of our program.*



Program Introduction and Impact

Alternative Breaks is a student-led organization that facilitates fourteen 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:

"Alternative Breaks at Cornell has influenced my academic interests, my internship, my graduate and career path. My participation in the program has reshaped how I am aware of and how I frame the world around me. In fact, the skills of service learning have some of the broadest applicability of any topic of curriculum you might learn at Cornell. I believe in investing in this program, investing in students and as service learning chair, I believe that community engagement can be a thoughtful catalyst in the development of student leaders."

--Spring 2015 New York City Coordinator

"Alternative Breaks isn't your average service organization. With an emphasis on 'service learning', the journey there is just as important as the destination. My experiences from last Spring Break have stayed with me, and have been supplemented by a type of learning I couldn't receive anywhere else on campus."

--Spring 2015 Sylvia's Place Trip Participant

"Every time I think about Alt Breaks I think about growth. By participating in this program everyone must be prepared to go nowhere but up in every sphere of life. Perspectives on community engagement, active citizenship, career path, major, minor, classes, time management, public speaking, team building, and much more are constantly challenged and broadened. "

--Spring 2015 WIR Trip Leader

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 mental health and wellness can socialize and engage in recreational activities with



Cornell University Public Service Center



homeless and formerly homeless individuals living with mental illness at Goddard Riverside Community Center's "The Other Place" program. 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 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 our participants.



Cornell University
Public Service Center



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, food insecurity, the homeless including those with chemical addiction, affordable housing, the urban environment, domestic violence, the opportunity gap, therapeutic horseback riding, LGBTQ youth homelessness, and commercial sexual exploitation of youth. 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. 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, assessing the program's impact through analysis of a range of evaluation metrics 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:

- ❖ President/Co-Presidents (2)
- ❖ Vice-Presidents (2)
- ❖ Treasurer (1)
- ❖ Assistant Treasurer (1)
- ❖ Head NYC Coordinator (1)
- ❖ Publicity/ Fundraising Chair (1-2)
- ❖ Service-Learning Chair (1-2)
- ❖ Head Non-NYC Coordinator (2)
- ❖ Secretary
- ❖ NYC Sub-Coordinators (6-8)

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 Asian Women'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 Green Keepers
- ❖ Trip Leader for Goddard Riverside Top & Meals on Wheels
- ❖ Trip Leader for New Settlement Apartments
- ❖ Trip Leader for MCCNY HYS Sylvia's Place, New Alternatives, & True Colors
- ❖ Trip Leader for Housing Assistance Corporation
- ❖ Trip Leader for Mountain Lake Academy
- ❖ Trip Leader for Stop Abusive Family Environments (S.A.F.E.)
- ❖ Trip Leader for The Tangelo Park Program
- ❖ Trip Leader for West End Intergenerational Residence (WIR)



Cornell University
Public Service Center



2015-2016 Alternative Breaks Program Board

NAME	POSITION	NET ID
Grace Lin	President	gl327
Mary Melati	Secretary	mam542
Christine Liu	Head Service Learning Chair	cl226
Leah Kim	Assistant Service Learning Chair	ek489
Manisha Basak	Head NYC Coordinator	mmb299
Eileen Dai	Head Publicity Chair	ed423
Lauren Shatanof	Assistant Publicity Chair	les279
Stacey Kim	Housing Assistance Corporation Trip Leader	shk83
Lala Xu	New Settlements Trip Leader	lqx2
Rosalind Ma	Goddard Riverside Trip Leader	rwm266
Daniel Huang	Tangelo Park Trip Leader	hh467
Christian Waibel	Sylvia's Place Trip Leader	chw63



2014-2015 Alternative Breaks Program Board

NAME	POSITION	NET ID
Rachit Parasrampur	President	rp424
Abigail Bell	Co-President (Fall)	arb265
Natasha Malchak	Vice President/ NYC Sub-Coordinator	nlm56
Grace Lin	Head Service Learning Chair	gl327
Claire Volk	Assistant Service Learning Chair	cmv49
Nicolette Lee	Co-Head NYC Coordinator	njl43
Kendall Stokes	Co-Head NYC Coordinator	kas425
Alyse SanFilippo	Publicity Chair	as2578
Stacey Kim	NYC Sub-Coordinator	shk83
Puneet Brar	NYC Sub-Coordinator	pb447
Christine Liu	NYC Sub-Coordinator	cl226
Gene Hu	General Board Member	gsh67
Breanna Ross	Housing Assistance Corporation Trip Leader	blr92
Daniel Cheong	Tangelo Park Trip Leader	ec622
Umar Ayub	Mountain Lake Academy Trip Leader	uta3
Kristin Hsieh	Stop Abusive Family Environments Trip Leader	kth45
Eileen Gongon	GALLOP Trip Leader	erg83
Gaylord Minett	Church of St. Matthew & St. Timothy Trip Leader	gm422
Luyan Sun	New Settlements Co-Trip Leader	ls564
Lauren Shatanof	New Settlements Co-Trip Leader	les279
Mary Melati	Goddard Trip Leader	mam542
David Gyuhyeon	Sylvia's Place/True Colors/New Alternatives Trip Leader	gs498
Anna Wang	Green Keepers Trip Leader	ajw283
Cameron O'Brien	Girls Education and Mentoring Services Trip Leader	ceo47
Mariah Butler	West End Intergenerational Residence Trip Leader	mcb336



2014-2015 Alternative Breaks Trip Participants

Trip Name	Trip Participants
Asian Women’s Center (NYC)	Linda He, Sonia Sadaf, Lekha Patel, Michelle Yang, June Xia, Julia Sun, Shuli Chen, Anne Zhang
Tangelo Park (Florida)	Daniel Cheong, Maya Portillo, Eveline Chan, Alexander Fox, Kwang Woo, Daniel Huang, Jailene Hidalgo, Jerica Huang
Goddard – Top (NYC)	Mary Melati, Gary Tan, Rosalind Ma, Eileen Dai, Ian Lei Chan, Chloe Wang, Marissa Colasacco
Stop Abusive Family Environments (West Virginia)	Kristin Hsich, Muhammad Shah, Saim Chaudhary, Paige Wagar, Sydney Smith, Irene Liu, Claudia Saborit
Mountain Lake Academy (Lake Placid)	Umar Ayub, Gene Hu, Miguel Martinez, Regina Zhang, Keara H. Wright, Lauren Blacker, Alexander Volkov, Haewon Hwang, Stephanie Yiu, Connor Orrico
Church of St. Matthew and St. Timothy (NYC)	Gaylord Minett, Taylor Watts, Katherine Quinn, Brittany Stanley, Antoine Saint Victor, Paul Yoon
New Settlements (NYC)	Luyan Sun, Lauren Shatanof, Yu Jin Hur, Nicholas Koyloss, Jacqueline Dokko, Felicia Sadikin, Alize Hill, Darra Loganzo
Giving Alternative Learners Uplifting Opportunities: GALLOP (NYC)	Eileen Gongon, Jane Wei, Stephanie Zhou, Ara Hagopian, Alexis Margolis, Mariacamila Garcia
Housing Assistance Corporation (Cape Cod)	Breanna Ross, Anum Shafique Chaudhry, Irene Bae, Jiyeon Jeong, Allison Lapehn, Nupur Bhatt
Sylvia’s Place (NYC)	David Sim, Angela Sun, Cooper Truman, Ashton Cooper, Anika Exum, Christopher-Jame Llego
Urban Environments (NYC)	Anna Wang, Cynthia Bensburg, Jonathan Wong, Beatrice Awasthi, Leah Kim, Kyle Johnson, Kimberly Cardenas
Girls Educational and Mentoring Services (NYC)	Cameron O’Brien, Deepa Saharia, Lala Xu
West End Intergenerational Residence (NYC)	Mariah Butler, Christina Thomas, Erin Tou, Katy Habr, Tonieh Ingram, Tishya Rao, Manisha Basak

Note: The selection process for the trip participants for the 2015-2016 cycle of Alternative Breaks trips will begin in October of 2015.



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. In 1999, with the advisement of Joyce Muchan, Student Programs Director of the Public Service Center, the program has expanded its trip offerings to include trips to various organizations in Florida, Lake Placid, New York City, Philadelphia, Boston, Washington, D.C., West Virginia and Cape Cod. Today's issue-focused trips confront a wide variety of issues such as domestic violence, commercial sexual exploitation of children, nutritional education, food insecurity, LGBTQI youth homelessness, youth and residential treatment, affordable housing, the homeless including those with mental illness and chemical addiction, environmental sustainability, the opportunity gap, therapeutic horseback riding and urban poverty.

A unique blend of experiential service, reflective learning, team building, leadership development, continuous evaluation, 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 fourteen trips with seventeen agencies. Alternative Breaks has and will continue to broaden students' perspectives and understanding of social justice issues, and foster personal growth and commitment to active citizenship.



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 participate in small group work and discussions, and learn to present curricula to the entire board. The leadership institute utilizes 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 curriculum workshop includes an in-depth review of the seven service-learning principles and instruction from a professor in the department of education on how to develop and implement twelve individual curricula. This workshop is designed to train students to build curricula, and effectively execute them in their individual team meetings. Each curriculum also teaches trip leaders and participants about issues pertinent to the agency they will be working with.

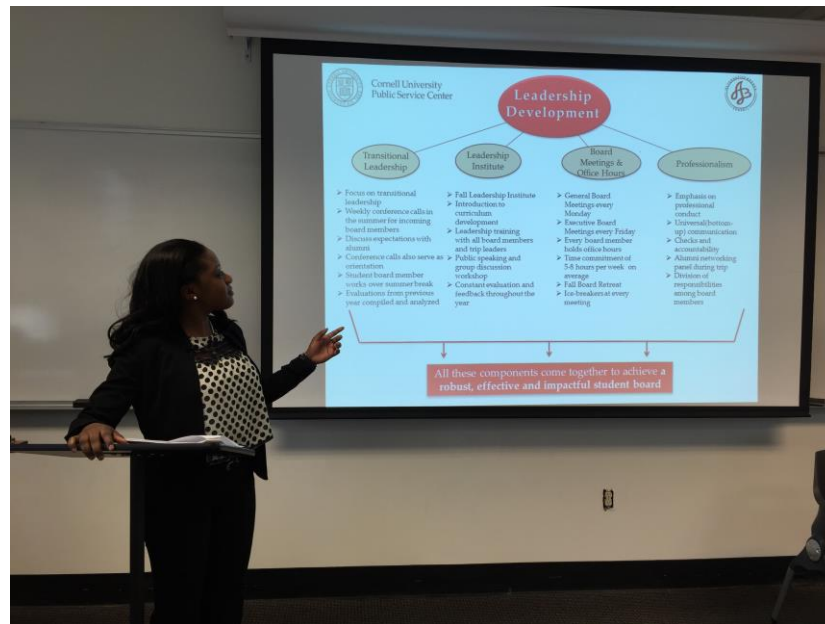
This feature of Alternative Breaks is essential to the program's success. Trip leaders must understand how to effectively prepare their trip participants to properly engage with the agency, community and social issue. This is vital to the program as Alternative Breaks' participants work with very sensitive 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.



National Breakaway Conferences

One aspect of our responsibilities as leaders is also to share our best practices and learn from other schools. To that end, we have intensified our efforts to represent Cornell Alternative Breaks as a model program on the national stage. In the past year we were invited to present in two national Alternative Breaks conferences, most notably at the Impact National Conference last year, garnering praise from all areas. The vast majority of schools requested support and consultation for their alternative breaks programs based on our presentation.

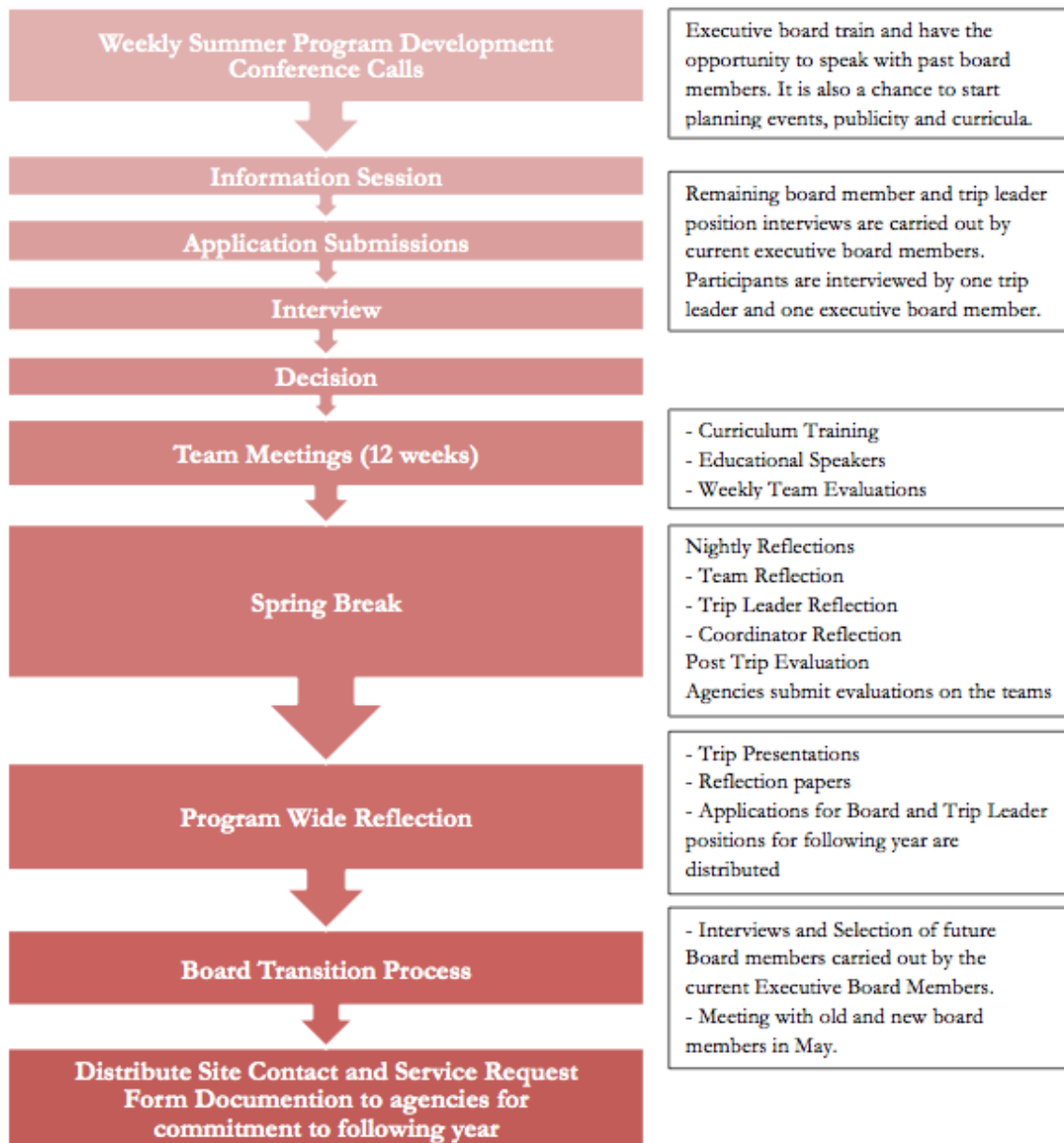
During these conferences we not only hosted workshops to share insights on how we facilitate Alternative Breaks at Cornell, including our model of service-learning principles, publicity, and program management, but we had the opportunity to collaborate with students, faculty, and staff to exchange ideas and resources. One of the dimensions of our growth, as leaders at Cornell, is to share our ideas with the like-minded organizations and to give the opportunity to our students to discuss their thoughts with the larger service community.



A trip leader presents on Leadership Development at the Breakaway Conference



General Program Timeline





Cornell University
Public Service Center



Information Sessions

In mid-October, Alternative Breaks hosts five major information sessions for prospective participants. Additional informational sessions are held on a smaller scale for students that are unable to attend the major sessions. These information sessions include an introduction of the executive board, an overview of our organization's mission and expectations, and a concise presentation of each trip and agency. Each applicant of the program is expected to attend an information session in order to receive a trip application.

MISSION
"Engaging the community,
one *break* at a time."

TRIPS TO
Cape Cod
Florida
Lake Placid
New York City
West Virginia

**ALTERNATIVE
- SPRING -
BREAKS**

INFO SESSIONS

M	T	W	R	Su
OCT 19 5PM	OCT 20 5PM	OCT 21 5PM	OCT 22 5PM	OCT 23 5PM
Goldwin Smith Kaufman Auditorium	Goldwin Smith Kaufman Auditorium	Barnes Hall Barnes Auditorium	RPCC Multipurpose Room	Baich Hall Carol Tetkon Center

ATTENDANCE MANDATORY
Must attend info session to apply.

ABOUT

WHAT
Take part in a service learning trip over Spring Break

WHEN
Team meetings begin in November

WHERE
A program of the Public Service Center, funded in part by the Student Assembly Finance Division

CONTACT
100 Barnes Hall x ADDRESS
altbreaks@cornell.edu x EMAIL
@CU_altbreaks x TWITTER
@cornellalternativebreaks x INSTA
orgsync.com/71800/chapter x WEBSITE

SCL SERVICE LEARNING CENTER

ABOUT

WHAT
Take part in a service learning trip over Spring Break

WHEN
Team meetings begin in November

WHERE
A program of the Public Service Center, funded in part by the Student Assembly Finance Division

**ALTERNATIVE
- SPRING -
BREAKS**

INFO SESSIONS

M	T	W	R	Su
OCT 19 5PM	OCT 20 5PM	OCT 21 5PM	OCT 22 5PM	OCT 23 5PM
Goldwin Smith Kaufman Auditorium	Goldwin Smith Kaufman Auditorium	Goldwin Smith Kaufman Auditorium	Goldwin Smith Kaufman Auditorium	Goldwin Smith Kaufman Auditorium

ATTENDANCE MANDATORY
Must attend info session to apply.

CONTACT
100 Barnes Hall x ADDRESS
altbreaks@cornell.edu x EMAIL
@CU_altbreaks x TWITTER
@cornellalternativebreaks x INSTA
orgsync.com/71800/chapter x WEBSITE

Poster and quarter-card used to publicize Alternative Breaks Information Sessions



Application, Interview, and Selection Process

During our information sessions, applications are distributed to interested students at the end of the information session to ensure that they are fully aware of the expectations of the program before receiving an application. 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 held. Students are encouraged to sign up to interview with the trip leader of their top ranked trip. The interviews allow the Alternative Breaks board members to engage in more personal, candid interactions with applicants prior to making a final decision on acceptance into the program. Interviews are held 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 ability to be a leader in a service-learning program. Space is limited by the number of participants the agencies request and budgetary constraints.



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. Each trip participant at the conclusion of every meeting completes weekly evaluations of team meetings.

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. 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 an 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. This allows students to come together with their 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.



Example Curriculum

CURRICULUM 4

Reflection

Week of 1/26/2015

Fill in trip name here

Date:

Time:

Location:

Learning Outcomes

1. Trip participants will understand the purpose and role of reflection in their service-learning experience as demonstrated by their discussion of pre-service, service, and post-service reflection and the three important questions in service learning.
2. Trip participants will know effective journaling questions for reflection and how they fit into the service-learning cycle as a result of discussion as demonstrated by the Experiential Learning Cycle posterboard activity.
2. Trip participants understand the different between engagement and exposure as a result of the discussion of the article as demonstrated by their homework activities.

1. Icebreaker: Personal Flag (5 minutes)

- Instruct participants to take a piece of paper and fold it so there are four squares on the paper
- In each square they must draw a picture that they feel represents themselves in some way
- Have each participant (and team leader) say their name and present their flag to the rest of the group

2. Hook: (5 minutes)

- Allow the participant time to write in their journals on this topic: **What does reflection mean to you? How have you used reflection in the past?**



3. Service-Learning: Reflection (10 minutes)

- *Ask:* This week's service-learning principle is Reflection. What does reflection mean to you?
- *Tell participants the following definition of reflection:*
 - Reflection is the continual cycle of looking back onto one's past and present experiences to obtain a deeper understanding of those particular experiences
 - Reflection is one of the most critical components of service-learning because it helps distinguish community service from academic service-learning.
- *Tell participants that there are 4C's in reflection and give the following explanations:*
 - **Continuous:** Reflection should be an ongoing component in the learner's education, happening before service, during service, and after service.
 - **Connected:** Link the "service" in the community with the structured "learning" in the weekly meetings. Structured reflection bridges the gap between the concrete service experience and the abstract issues discussed in meetings.
 - **Challenging:** Posing questions and exploring ideas unfamiliar or even uncomfortable within a safe space.
 - **Contextualized:** Ensuring that the reflection activities or topics are appropriate and meaningful in relation to the experiences of the students.

4. ACTIVITY: The 3 Questions of Reflection (10 minutes)

- *Explain* the three important questions in reflection process:
 - **What:** the facts of the event of the service learning experience
 - **So What:** looking at one's feelings, ideas, and analysis of the experience
 - **Now What:** use your reflection experience to consider new implications and ideas for future experiences and service
- The following diagram will be printed on a posterboard. The questions under each category (What? So what? Now what?) will also be printed for you.
- Ask the participants to sort through all of the questions and tape them in the appropriate location on the reflection cycle. Go over the correct answers with the group.



The Experiential Learning Cycle



Correct Answers:

- **What?**
 - Who you worked with, team members
 - What activities did you do?
 - Connection of issues and ideas you learned during the weeks leading up to the trip
 - How did you feel at the time?
- **So what?**
 - Did you learn a new skill or utilize a skill you already had?
 - Were there any new interests that you drew from the experience?
 - Why did you feel a certain way about what you may have encountered?
 - How was the experience different than what you expected?
 - What impacts might the experience have had on those you worked with?
 - How was working with your team?
 - Was anything unexpected?
- **Now what**
 - How can you apply this learning?
 - What other work is currently happening to address the issue?
 - What more do you want to learn about, related to this issue/project and beyond?
- *Ask participants, how does this continual reflection style reflect the core principles of service-learning?*
 - Key point to mention if participants do not bring it up: This style of reflection reflects the core principles of service-learning because it requires you to remain fully engaged in the issue by reflecting at every stage, thinking about what you learned, and your experience. It also promotes life long service because it leads individuals to



think about how their experiences can be utilized to implement and improve future service projects.

5. Effective Reflecting & Explanation of Journals (5 minutes)

- *Explain:* Alternative Breaks has structured methods of reflecting.
 - Pre-service: personal journal reflections
 - Service: personal journal reflections, nightly reflection meetings
 - Post-service: reflection paper, reflection meeting
- A journal is not a diary or a daily list of activities. Rather it focuses on an incident, a person, or a feeling and it should help you analyze and reflect on that aspect of your service learning.
- *Pass out* the “Journaling” handout and go over it out loud with participants
- Have participants tape these on the first page of their journal; this is for future reference
 - As they are reflecting, participants should refer to the “Effective Reflecting” section for guidelines

6. Engagement Over Exposure Discussion (15 minutes)

Engagement Over Exposure article summary

- Ask a volunteer to summarize the main points of the article
- After they finish, ask if anyone else has something to add
- If you feel they missed a key point, add that information in yourself
 - [Fill in key points of article here](#)

Discussion questions on Engagement over Exposure

- Below each discussion question are key points that we want to come up during discussion – if your participants do not touch upon these points during discussion, make sure to mention them.
 - *Use these discussion questions only as a jumping off point – come up with 3 additional discussion questions – 2 of these questions should prompt your trip participants to think about the article with regards to your trip specific issue*
- **Are there merits to exposure?**
 - Yes
 - Shows people what issues are out there – first step before engagement with an issue
- **What are your thoughts on the statement: “Too much structure makes service less spontaneous, and consequently less meaningful for students”?**



- You can still find meaning in structured service – structured service does not take away from your ability to learn from your experience and reflect
- **How does this article relate to service-learning?**
 - Under the umbrella of community service there is: Exposure = volunteerism, engagement = service-learning
 - Service-learning is true engagement in the issue, rather than just being exposed to it
- **How does engagement over exposure relate to the service-learning principle, strong, direct, and meaningful service? And how does this relate to learning about the root causes?**
 - Engagement means that you are engaging directly with the community and performing meaningful service that addresses the root causes of the issue, rather than just being exposed to the issue
 - Learning about the root causes enables us to truly engage in direct and meaningful service rather than just “drive-by” service
- **fill in 3 additional discussion questions and expected answers (2 of which prompt participants to relate the article to trip specific issues)**

7. Trip / Agency Reintroduction (3 minutes)

This is the first meeting back from winter break. Briefly reintroduce participants to the agency and some of the trip-specific topics they will be learning about.

- Agency information
- 3 trip-specific topics that will be covered and BRIEF description of each (1 sentence)

8. Risk Management Overview (5 minutes)

The NYC Coordinators will introduce and explain the importance of risk management.

9. Closing Information (2 minutes)

Reminder of important dates (*instruct participants that if these are not already written in their planners, they should write them in now*)

- NYC program risk management meeting – Wed March 18th at 5PM
- Kick off meeting – Wed March 25th at 5PM
- Program wide reflection meeting – Wed April 8th at 5PM



Assign Homework

- **1. Letter to Self:** Write a letter (handwritten or typed double space) to your future self answering the following questions:
 - What are your expectations for Alternative Breaks?
 - How do you think you will grow from this experience?Pass out **envelopes** to each participant. Instruct them to seal their letter to self in the envelope and label it with their name and trip and bring it to the next meeting. We will return the letters to them after spring break.
- **2. Engagement Over Exposure Review Chart:** fill in the Engagement over Exposure chart. Participants should fill it out with different activities they have done in the past or are interested in doing. They should make the distinction between exposure and engagement.
- **3. Fill in any additional trip-specific homework assignments [here](#)**

10. Evaluations

You will now step outside the room and have participants fill out evaluations. Observing e-board member will collect them after completed.

Post Meeting Email (*send draft to altbreaks directly after meeting*)

1. Reminder of important dates:

- **Wed February 11th** – Program wide Service-Learning Meeting
- **Wed March 4th** – Program wide Diversity Meeting
- **Wed March 18th** – NYC program risk management meeting
- **Wed March 25th** – Kick off meeting
 - Every team will be doing a little cheer for their trip at this meeting that we'll have to prepare when the time gets closer – this meeting is a fun way for all of the trips in the program to get together before we go off on our trips!
- **Wed April 8th** – Program wide reflection meeting

2. Homework Assignment Reminder

- Include all instructions (and materials if applicable)

Complete TL Weekly 24 hour update form



Fundraising

Each year our trip participants and program leaders participate in a Krispy Kreme fundraiser. The money raised by the Florida trip participants is allocated solely for the cost of airfare. The money raised by all other trips defrays the cost of housing, transportation, project materials and other necessities. Over the years we have found this to be the most effective form of fundraising. In the past, each team was responsible for developing its own fundraisers. However, we found that the time spent fundraising took focus away from the teams' pre-trip service learning, understanding of the agency, and project development.

Every year we present funding proposals to various Cornell offices, include the office of former Vice-President Susan Murphy, Alumni Affairs, and City and Regional Planning. We continuously work with Cornell alumni to make our trips affordable. We receive indirect funding from Mr. Harris Rosen in Florida, who hosts our Florida teams at one of his facilities. Gracious alumni connections allows our New Settlements team to stay in the New Settlements apartments, and in the Church of St. Matthew and St. Timothy; however, this is a voluntary contribution which may not be the case for all alumnae we contact. We also receive indirect funding from alumni who help as coordinators and program managers. While the contribution of their time, experience and expertise is voluntary, their efforts help us defray thousands of dollars of training and risk management.



Spring Break Service-Learning Trips

NYC Trips

1. Asian Women's Center: New York, New York

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.

*Students on this trip may engage in a wide variety of activities such as creating murals within the agency, after-school tutoring, origami and organizing and facilitating activities for the women and their children in the shelter.

2. Church of St. Matthew and St. Timothy: New York, New York

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 program is to provide mentorship and promote life skills through basketball to underprivileged neighborhood 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.

3. Girls Educational and Mentoring Services (G.E.M.S): New York, New York

The mission of Girls Educational and Mentoring Services (GEMS) 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 on this trip will learn about the issue of the commercial sexual exploitation of youth through their interactions at the GEMS agency. Students will engage in a variety of projects to support GEMS. Such activities may include organizing donations, supporting transitional housing efforts and crafting workshops.

4. Giving Alternative Learners Uplifting Opportunities (G.A.L.L.O.P.): New York, New York

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 underserved 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.

5. Goddard Riverside Community Center (Green Keepers): New York, New York

Green Keepers is Goddard's social purpose business that provides horticulture and sanitation services throughout the NYC area. It was established in 1995 with experienced team members that meet the specific needs of a particular project or complement current, ongoing services. Each team is led by a certified horticulturalist who ensures that each project is completed to the highest standard. The beautification services include landscaping, planting, mulching, soil preparation, weeding, pruning and watering of public, commercial and residential properties. The sanitation services include general street-cleaning and maintenance, snow removal, and preparation of trash and recycling for pick up.

* During this trip, students will work with a certified horticulturalist on a project to be determined during the spring semester depending on seasonal horticultural needs.



6. Goddard Riverside Community Center (TOP & Meals on Wheels): New York, New York

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 socioeconomic lines, and helps its neighbors build better lives for themselves and their families.

*Students on the trip will work at The Other Place, engaging in recreational activities and socializing with homeless and formerly homeless individuals living with mental illness and chemical addiction, and with Meals on Wheels preparing and delivering meals to homebound elderly clients.

7. New Settlement Apartments: New York, New York

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 wide range of activities such as tutoring, implementing workshops lessons with the after-school program, leading educational workshops, and organizing educational initiatives with the Parent Action Group.



8. Sylvia's Place MCCNY HYS: New York, New York ***

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 LGBTQI 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.

New Alternatives: New York, New York ***

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.

True Colors Residence: New York, New York ***

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, HIV/AIDS counseling and education, medication management, job readiness, placement assistance and help with practical details such as cooking, money management, health issues and other independent living skills. A range of services, including GED classes and healthcare, are also available through linkages with other nonprofit agencies.

***During this trip, students will visit **all three** of the above agencies. They will engage in activities such as developing and implementing workshops. They will facilitate projects, help prepare and serve meals, and lead educational trips with homeless LGBT youth. In addition, students will participate in group discussions and present employment workshops that will include assisting with resume building, developing effective cover letters, and employing effective job-search strategies.



9. West End Intergenerational Residence (WIR): New York, New York

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. Additionally, they will facilitate cooking classes, art and crafts workshops and creation of visual arts empowerment displays.

10. Housing Assistance Corporation: Hyannis, Massachusetts

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 will be working side by side with clients from shelters to finish work on a barn that will be used in the development of a small organic farm.



11. Mountain Lake Academy: Lake Placid, New York

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 mentor, tutor and engage with MLA youth via academic and recreational activities while gaining perspective about the issues and challenges faced by youth in residential treatment.

12. Stop Abusive Family Environments (S.A.F.E.): Welch, West Virginia

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 which create stability and self determination for individuals seeking empowerment and education.

*Students on this trip engage with the shelter's women and children by facilitating craft workshops, resume and career skill workshops, creative writing projects, and organizing events for the residents such as a talent show, movie night and games.

13. Tangelo Park Program: Orlando, Florida

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, Tangelo Park YMCA, 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.



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 the issue they immersed in and to also educate and share that information with the Cornell and greater community.



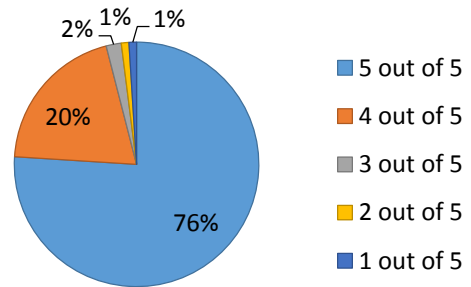
Post-Trip Evaluation

To evaluate the Alternative Breaks program, trip participants were given 3 different evaluation forms—weekly trip meeting evaluations, end of program evaluations, and diversity surveys.

Weekly trip meeting evaluations were given after the end of each meeting, and participants rated, on a scale from 1-5 (5 being the best), the trip leader, individual comfort with one’s team, and team dynamic.

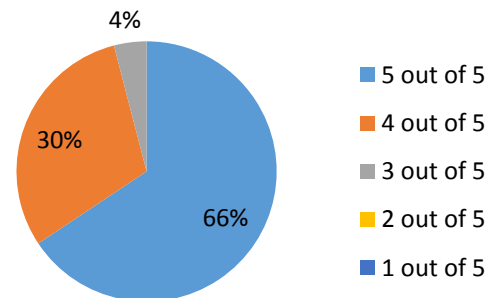
The evaluation of the trip leader deals with student’s evaluations of their trip leaders. It provided the average rating for each trip’s leader’s knowledge, preparedness, enthusiasm, responsibility, and reliability. The trip participants also had to evaluate how comfortable they were with trip leaders and how much confidence they had in their leaders. The Evaluation of Trip Leader pie chart demonstrates that for all 10 meetings, students assigned a value of 5, 76% of the time and a value of 4, 20% of the time. This indicates success in trip leadership because over 96% assigned a value of 4 or higher.

Evaluation of Trip Leader



The evaluation of the individual comfort with one’s team deals with student’s evaluations of their own level of comfort with the other members on the team. It provided the average rating for their comfort in sharing personal opinions with other team members, discussing sensitive topics, and overall connections with the team.

Evaluation of Individual Comfort

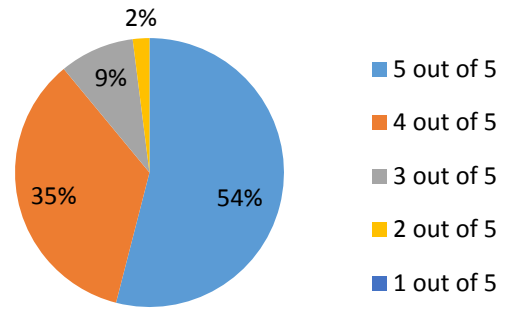


The Evaluation of Individual Comfort demonstrates that for all 10 meetings, students assigned a value of 5, 65% of the time and a value of 4, 30% of the time. This indicates a high level of comfort among teams because over 95% assigned a value of 4 or higher.



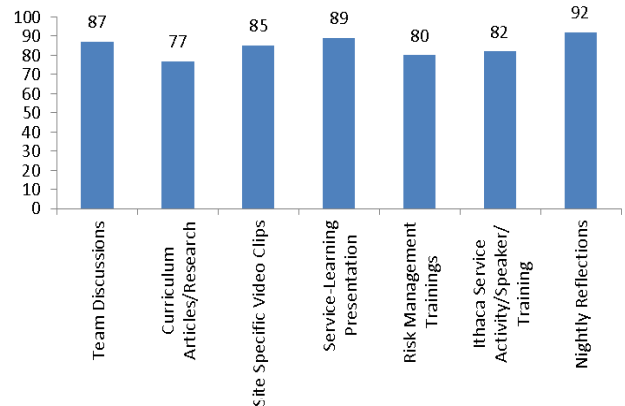
The evaluation of the team dynamic deals with student’s evaluations of cooperation before and during the trip. It provided the average rating for their level of workability, problem solving abilities, and measures of communication with one another. The Evaluation of Team Dynamic demonstrates that for all 10 meetings, students assigned a value of 5, 54% of the time and a value of 4, 35% of the time. This indicates a strong team dynamic among teams because over 89% assigned a value of 4 or higher.

Evaluation of Team Dynamic



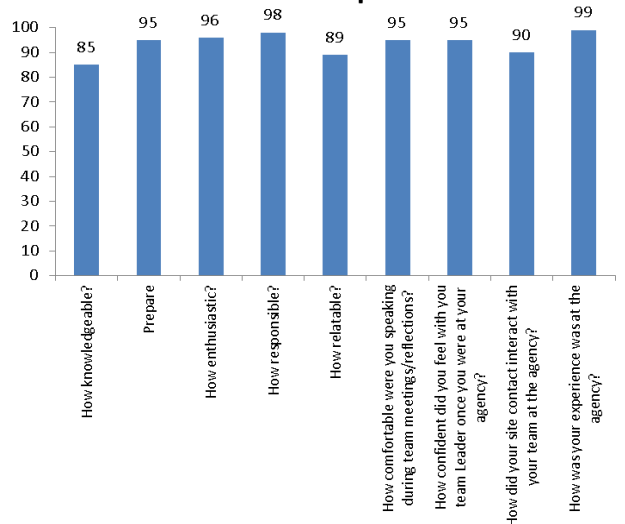
The program evaluations were given at the end of the program. The elements that were measured were expectations before, during, and after the trip, challenging/awarding aspects, level of community education, rating of program-wide and service learning trainings, ratings of agency’s contact and work with the team, the trip leaders, evaluations of the site, and general evaluation of the program.

Evaluation of Program-wide and Service Learning Training:



The Evaluation of Program-wide and Service Learning Trainings graph demonstrates that all the different components received a 50% rating or higher. Based on this criterion, it was successful; however, more work could be done on the Diversity Training component to increase its rating.

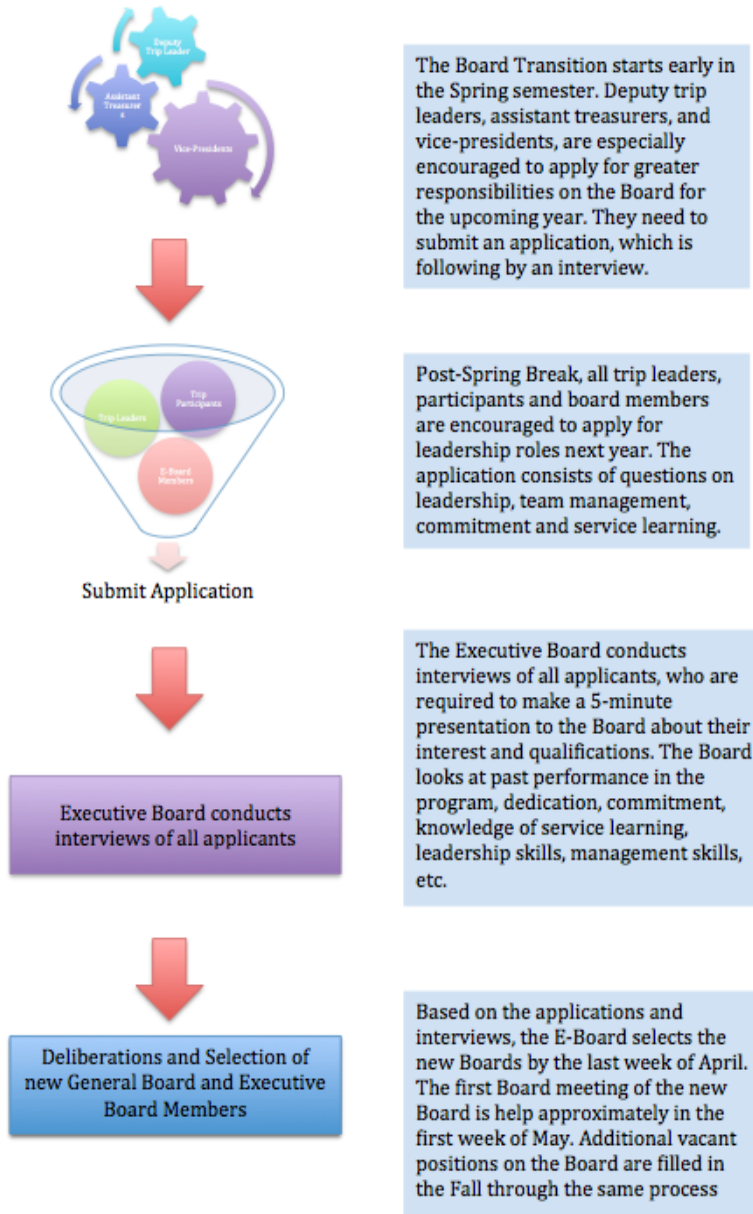
Evaluation of Trip Leaders:



The Evaluation of Trip Leaders graph demonstrates the success of the trip leaders in communicating information and leading participants. All components received a rating of 75% or higher, indicating a high success level.



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 2014-2015 board at the Public Service Center end of the end dinner.



2013 - 2017 Income Statements

	'13-'14	'14-'15	'15-'16	'16-17
Revenues				
Byline Funding	\$ 18,225.00	\$ 20,250.00	\$ 20,250.00	\$ 20,250.00
Program Fee	\$ 10,636.00	\$ 9,510.00	\$ 10,500.00 ^a	\$ 11,060.00 ^b
Fundraising	\$ 5,811.00	\$ 5,786.60	\$ 5,900.00	\$ 6,000.00
Total Revenue	\$ 34,672.00	\$ 35,546.00	\$ 36,650.00	\$ 37,310.00
Expenses				
Transportation	\$ 12,379.84	\$ 9,916.40 ^c	\$ 11,000.00 ^d	\$ 11,150.00
Housing	\$ 9,858.09	\$ 9,529.42	\$ 9,850.00 ^e	\$ 9,950.00
Sleeping Bags	\$ 1,305.00	\$ 1,215.00	\$ 1,300.00	\$ 1,300.00
Publicity	\$ 2,067.48	\$ 2,494.82	\$ 2,700.00 ^f	\$ 2,800.00
Program Administration	\$ 3,515.96	\$ 7,131.60 ^g	\$ 4,000.00 ^h	\$ 4,100.00
NYC and Non - NYC Coordinator Expenses	\$ 1,950.99 ⁱ	\$ 2,279.59 ^j	\$ 2,400.00 ^k	\$ 2,400.00
Program Wide Meeting Expenses	\$ 1,188.04	\$ 1,474.71	\$ 1,500.00	\$ 1,550.00
Project/Site Supplies	\$ 2,406.60	\$ 3,434.80 ^l	\$ 3,900.00	\$ 4,060.00
Total Expenses	\$ 34,672.00	\$ 37,476.34	\$ 36,650.00	\$ 37,310.00
Net Balance	\$ 0	(\$1,930.34)^m	\$ 0	\$ 0



Income Statement Notes

- a. Assuming 75 students pay the program fee, which is an optimistic estimate from the previous years
- b. Assuming 79 students pay the program fee, which is an optimistic estimate from the previous years
- c. Cost was lower because the Public Service Center paid for transportation to/from LaGuardia for Tangelo participants and the Washington DC trip did not occur after 2013-14
- d. Accounting for inflation in transportation costs across trips
- e. Increase due to loss of guaranteed housing for the trip to Cape Cod and anticipated increase in housing in New York and non-New York trips
- f. Increase due to expansion of publicity efforts to spread awareness of the program
- g. Increase due to cost of presenting at Breakaway, an Alternative Breaks conference where
- h. Increase due to plans to partner with other organizations on campus to provide comprehensive diversity and risk management training
- i. Risk Management Training for 9 Coordinators
- j. Risk Management Training for 8 Coordinators, including emergency funds
- k. Risk Management Training for 9 Coordinators, including emergency funds
- l. Supplies are bought so the students can implement planned workshops and not place a strain on the agencies' resources
- m. This deficit is owed by and will be reimbursed by the Public Service Center
- n. The cost of project/site supplies are taken directly from the revenue brought in from fundraising efforts
- o. Cornell Outdoor Education gives Alternative Breaks a substantial discount for sleeping bags, which is not guaranteed year to year and is likely to increase in the future



Analysis of 2015-2016 Financial Statements (Cuts)

Result

10% Cut	Eliminating a NYC Trip
25% Cut	Eliminating a Rural Trip
35% Cut	Eliminating a NYC Trip and a Rural Trip
10% Increase	Adding a NYC Trip
25% Increase	Adding a Rural Trip
35% Increase	Adding a NYC and Rural Trip

(Assume each trip has six participants)

	Allocated Funding	10% Cut	25% Cut	35% Cut
Revenues				
Byline Funding	\$20,250.00	\$18,225.00	\$15,187.50	\$13,162.50
Program Fee	\$10,500.00	\$9,940.00	\$9,940.00	\$9,380.00
Fundraising	\$5,900.00	\$5,546.00	\$5,546.00	\$5,192.00
Total Revenue	\$36,650.00	\$33,711.00	\$30,673.50	\$27,734.50
Expenses				
Transportation	\$11,000.00	\$10,400.00	\$9,944.00	\$9,344.00
Housing	\$9,850.00	\$9,250.00	\$8,350.00	\$7,750.00
Sleeping Bags	\$1,300.00	\$1,187.50	\$1,300.00	\$1,187.50
Publicity	\$2,700.00	\$2,450.00	\$2,000.00	\$1,750.00
Program Administration	\$4,100.00	\$3,450.00	\$2,283.50	\$1,633.50
NYC and Non - NYC Coordinator Expenses	\$2,400.00	\$2,250.00	\$2,250.00	\$2,100.00
Program Wide Meeting Expenses	\$1,300.00	\$1,077.50	\$900.00	\$677.50
Project/Site Supplies	\$4,000.00	\$3,646.00	\$3,646.00	\$3,292.00
Total Expenses	\$36,650.00	\$33,711.00	\$30,673.50	\$27,734.50
Net Balance	\$0.00	\$0.00	\$0.00	\$0.00



Analysis of 2015-2016 Financial Statements (Increases)

	Allocated Funding	10% Increase	25% Increase	35% Increase
Revenues				
Byline Funding	\$20,250.00	\$22,275.00	\$25,312.50	\$27,337.50
Program Fee	\$10,500.00	\$11,340.00 ^a	\$11,340.00 ^a	\$12,180.00 ^b
Fundraising	\$5,900.00	\$6,000.00 ^c	\$6,000.00 ^c	\$6,000.00 ^c
Total Revenue	\$36,650.00	\$39,615.00	\$42,652.50	\$45,517.50
Expenses				
Transportation	\$11,000.00	\$11,600.00	\$12,150.00	\$12,750.00
Housing	\$9,850.00	\$10,877.50	\$12,652.50	\$13,729.50
Sleeping Bags	\$1,300.00	\$1,487.50	\$1,300.00	\$1,487.50
Publicity	\$2,700.00	\$2,950.00	\$3,400.00	\$3,750.00
Program Administration	\$4,100.00	\$4,350.00	\$4,600.00	\$4,850.50
NYC and Non - NYC Coordinator Expenses	\$2,400.00	\$2,750.00 ^d	\$2,750.00 ^d	\$3,000.00 ^e
Program Wide Meeting Expenses	\$1,300.00	\$1,500.00	\$1,700.00	\$1,850.00
Project/Site Supplies	\$4,000.00	\$4,100.00	\$4,100.00	\$4,100.00
Total Expenses	\$36,650.00	\$39,615.00	\$42,652.50	\$45,517.50
Net Balance	\$0.00	\$0.00	\$0.00	\$0.00

Notes on Analysis of Financial Statements (Increases):

- a) Result of adding six participants paying the program fee (assuming they do not apply for financial aid)
- b) Result of adding twelve participants paying the program fee (assuming they do not apply for financial aid)
- c) We estimate that the revenue generated by the Krispy Kreme fundraiser will not exceed \$6,000 as in the past two years, over 18,000 donuts have been sold on campus, generating around \$5,800
- d) Result of adding a coordinator and increasing emergency funds
- e) Result of adding two coordinators and increasing emergency funds



Event Breakdown

EVENTS 2014-2015					
Event	Date	Total Cost	Attendance	Cost Breakdown	
Fall Leadership Institute	11/15/2014	\$ 217.85	20	Room Reservation	\$125
				Printing	\$92.85
	10/20/2014				
	10/21/2014				
Information Sessions	10/22/2014	\$ 348.30	220	Food	\$ 348.30
MLA Speaker Event	02/24/2015	\$ 56.68	10	Food	\$ 56.68
NYC Risk Management Meeting	03/15/2015	\$ 106.66	101	Food	\$ 106.66
Kick Off Meeting	03/25/2015	\$ 300	101	Room Reservation	\$ 300
Post Trip Reflection Meeting	04/08/2015	\$	101		\$

Projected Event Breakdown

EVENTS 2015-2016					
Event	Date	Total Cost	Attendance	Cost Breakdown	
Fall Leadership Institute	11/21/2015	\$ 270	20	Food	\$55
				Room Reservation	\$125
				Printing	\$90
	10/19/2015				
	10/20/2015				
	10/21/2015				
	10/22/2015				
Information Sessions	10/25/2015	\$ 480.00	300	Food	\$ 480.00
MLA Speaker Event	02/15/2014	\$ 60.00	10	Food	\$ 60.00
Diversity Training Meeting	03/15/2014	\$ 200.00	120	Food	\$ 200.00
Service Learning Meeting	01/22/2014	\$	120		\$
NYC Risk Management Meeting	03/19/2014	\$ 80.00	80	Food	\$ 80.00
Kick Off Meeting	03/26/2014	\$ 350.00	120	Room Reservation	\$ 350.00
Post Trip Reflection Meeting	04/09/2014	\$	120		\$



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 the opportunity gap. Teams of students travel to different agencies in the United States during their spring breaks. 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.

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 late October. Members 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.



Cornell University
Public Service Center



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.



Current and Previous Byline Recommendations

	Recommendation	Implementation
2015	<p><u>Byline Committee Hearing:</u> The program should balance urban and rural trips, examine the costs and determine if alternative ratios could provide more value.</p>	<ul style="list-style-type: none"> • Our current ratio allows students the opportunity to understand social justice issues in the context of both rural and urban settings and the diversity in how these issues are addressed. • We strive to provide new opportunities to Cornell students whether urban or rural. However additional trips would require increased funding. For example, we had a team in the Boston Living Center and Community Servings for ten years, but we cut this trip per Byline’s recommendation due to lack of affordable housing in the area.
2015	<p><u>Byline Committee Hearing:</u> The program should increase partnerships with other student organizations to increase outreach, recruitment, and joint ventures.</p>	<ul style="list-style-type: none"> • In 2014-2015, Alternative Breaks reached out to over 100 student organizations on campus during recruitment. • We partnered with: <ul style="list-style-type: none"> ○ student social justice groups ○ program houses ○ academic offices ○ Engaged Learning and Research ○ The Women’s Resource Center ○ OADI ○ cultural and religious groups • We had trip leaders who were also involved in other organizations addressing social justice issues of the trip. • We reached out to the Intergroup Dialogue Project to collaborate on a diversity training.



	Recommendation	Implementation
Previous years	<p><u>Byline Recommendation:</u> Program Fee of the participants should be increased so that they are responsible for undertaking some of the additional costs of the program</p>	<ul style="list-style-type: none"> The program has increased from \$100 to \$125 between 2009-2010 and 2010-2011 and then from \$125 to \$140 between 2011-2012 and 2012-2013. The program fee has remained \$140 since 2013, as the need for financial aid has substantially increased. Also the program fee covers only housing and major transportation. Participants spend upwards of \$150 out-of-pocket for food and other expenses on the trips such as non-major transportation such metro cards for the subway.
Previous years	<p><u>Byline Committee Hearing:</u> The Program should have a better publicity campaign in order to reach out to more members of the Cornell Community.</p>	<ul style="list-style-type: none"> In the past few years, more members have been added to the Publicity Committee in order to intensify out publicity effects. Our publicity budget has increased to accommodate our efforts. Last year alone, we distributed over 10,000 quartercards. This year, we are aiming to go above 10,000. We have also intensified our postering 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.



	Recommendation	Implementation
Previous years	<p><u>Byline Recommendation:</u> Transportation costs of the program seem to be high</p>	<ul style="list-style-type: none"> This document contains 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).
Previous years	<p><u>Byline Recommendation:</u> We need to define what a “successful trip” is on our program</p>	<ul style="list-style-type: none"> A successful trip is defined by pre- and post-program and diversity surveys, weekly program surveys, agency evaluations and trip participant reflection papers. We have included our program evaluation statistics from last year in this document. “Successful trips” can also be defined as those that enable students to engage with different communities and serve issues in diverse ways.



Questions from Preliminary Review of Byline Documents

Question	Answer
<p>Explain how partner organizations are determined.</p>	<p>Trip agencies are chosen based on:</p> <ul style="list-style-type: none"> • Requests from students, program leaders, participants • Salient social justice issues: we stay connected with the most current issues enhance the diversity of experiences available to Cornell students • Depth and breadth of agency • Agency requests • Evaluation of agency contracts and work orders • Relevance to issue and potential projects • Balance between urban and rural environments to provide students with a wide array of opportunities • Faculty and departmental request
<p>Why did you maintain your request and do you expect growth in the future?</p>	<ul style="list-style-type: none"> • We always have, and still do, foresee growth. The current trends in media-driven activism of millennials point to an accelerating movement of students who demand a more socially responsible and educated campus. This year we will continue to support our existing trips and long-term relationships with agencies. • Thus far, we have maintained the program by minimizing costs as much as possible, even in the face of steadily increasing need for financial aid. For instance, NYC trip participants sleep on church gym floors in sleeping bags. • Though growing the program is our ultimate goal, there are two reasons why we are not requesting a funding increase at this time. First, new trips require significant planning and coordination. We believe it is critical to cement agency ties and more fully develop pre-trip curricula before we request a funding increase. Second, since we are investigating possibilities of funding allotments through Engage Cornell and Cornell Initiative for the Greater Good, we believe it is in the interest of greater fiscal responsibility to be informed of those resources before requesting additional funding from this committee.



<p>What are some available alternative funding sources (alumni, Cornell, etc.) and have you investigated these to supplement programs?</p>	<ul style="list-style-type: none">• Every year we present funding proposals to various Cornell offices, include the office of former Vice-President Susan Murphy, Alumni Affairs, and City and Regional Planning.• We continuously work with Cornell alumni to make our trips affordable. We receive indirect funding from Mr. Harris Rosen in Florida, who hosts our Florida teams at one of his facilities. Gracious alumni connections allows our New Settlements team to stay in the New Settlements apartments, and in the Church of St. Matthew and St. Timothy; however, this is a voluntary contribution which may not be the case for all alumnae we contact.• We also receive indirect funding from alumni who help as coordinators and program managers. While the contribution of their time, experience and expertise is voluntary, their efforts help us defray thousands of dollars of training and risk management.
<p>Will financial aid be available?</p>	<p>=</p> <ul style="list-style-type: none">• Financial aid has been, and will always be available on a need-blind basis to any member of the Cornell community who requires it.• Our goal is to ensure that financial constraints are not a limitation to any student's passion for service, and we sincerely thank the Student Assembly in supporting our efforts for this.



Detailed Breakdown of Costs

Drawn from Spring 2015 Trips

NYC Trips

Housing

West End Presbyterian Church	\$ 3,000.00
Church of St. Mathews & St Timothy's	FREE
New Settlement Apartments	FREE
St. Lutheran's Church	\$1,000.00
Sleeping Bags	\$1,215.00
Emergency/First Aid Rooms	\$4,413.04
Housing (Total)	\$9,628.04

Transportation

Swarthout Bus	\$3,680.00
Shortline Bus (NYC trip overflow)	\$819.00
Transportation Total	\$4,499.00

Risk Management

NYC Coordinators (Fundraiser)	\$1,779.59
Emergency Funds (Fundraiser)	\$500.00
Risk Management Total	\$2,279.59

Project/Site Supplies Total	\$3,224.51
(Fundraiser)	

<u>NYC Trips Total</u>	<u>\$19,631.14</u>
-------------------------------	---------------------------



Non-NYC Trips

Mountain Lake Academy (Lake Placid)

Housing	FREE
Transportation	
Shortline Bus	\$1,760.00
Transportation Total	\$1,760.00
MLA Total	\$1,760.00

Housing Assistance Corporation (Cape Cod)

Housing	FREE
Transportation	
Van Rental	\$420.00
Gas	\$128.15
Driver Compensation	\$500.00
Driver Allowance	\$100.00
Tolls	\$0.50
Transportation Total	\$1,148.65
HAC Total	\$1,148.65

Stop Abusive Family Environments (West Virginia)

Housing	
Community Crossings	\$450.00
Travel Hotel*	\$666.38
Transportation	
Van Rental	\$420.00
Gas	\$114.35
Driver Allowance	\$100.00
Tolls	\$21.40
Transportation Total	\$705.75
SAFE Total	\$2,477.88

**Hotel stay required as Cornell Risk Management policy prohibits driving for extended periods of time*

Tangelo Park (Florida)

Housing	FREE
Transportation	
Airfare (Fundraiser Portion)	\$543.00
Airfare (Program Fee Portion)	\$1,260.00
Transportation Total	\$1,803.00
Florida Total	\$1,803.00



Cornell University
Public Service Center



Program Administration

Summer Conference Calls with Alumni and Agencies	\$440.11
Printing	\$2,401.49
BreakAway Conference <i>*paid for by the PSC</i>	\$3,070.20
Curriculum Learning Cycle Posters	\$877.95
Journals for Trip Participants	\$67.19
Agency Thank-You Gifts	\$274.66
Program Administration Total	\$ 7,131.60



ALTERNATIVE BREAKS DIVERSITY SURVEY

Assistant Director of Student Development Joyce Muchan

Pre and Post Trip Diversity Survey Compiled Data Spring 2015

Survey Layout

Identification code – Used to maintain student anonymity

Section 1 – Personal Information





Section 2 – Questions 16-23

Section 3 – Questions 24-27

Section 4 – Questions 28-33

Section 5 – Questions 34-52

Survey

 <p>Cornell University Public Service Center</p>  <p><u>ALTERNATIVE BREAKS DIVERSITY AWARENESS SURVEY</u></p> <p><small>This survey is anonymous. In order to evaluate program educational success we will complete both a pre and post survey. The following coding system will keep your responses anonymous and at the same time allow us to compare individual anonymous responses.</small></p> <ol style="list-style-type: none"> The last number of your net ID _____ The last letter of your first name _____ The last digit of the year you were legally born _____ The number of birth day (Example: March 12. Write 12) _____ <p>1</p>	 <p>Cornell University Public Service Center</p>  <p><u>ALTERNATIVE BREAKS DIVERSITY AWARENESS SURVEY</u></p> <p>Trip (optional): _____ Date: _____</p> <p><small>Directions: Read each question carefully then CIRCLE the response that you most accurately identify with. Please be candid and open as this is a completely anonymous survey. Be sure to read each question carefully.</small></p> <p><u>Section I</u></p> <ol style="list-style-type: none"> What is your gender identity? _____ What is your age? 18 or younger 19 – 21 22 – 25 26 or older What is your current academic year? Freshman Sophomore Junior Senior Graduate Other: _____ How many semesters have you been involved in Alternative Breaks? 0 - 1 semester 1 - 2 semesters 2 - 3 semesters 3 - 4 semesters 4 semesters or more Are you a transfer student? Yes No <p>2</p>
---	--



Cornell University
Public Service Center

6. Are you a(s):
International student
U.S. citizen/ permanent resident
Other: _____

7. If you were not born in the U.S., how long have you lived here in the United States?
0 - 1 year | 1 - 5 years | 5 - 10 years | 10 years or more | Born in U.S.

8. What race/ ethnicities do you self-identify as? (*List all that apply*)

9. How many classes have you taken PRIOR TO JOINING ALTERNATIVE BREAKS at Cornell that focused on any diversity topic and/ or inequality studies?
0
1 Please specify class(es) taken: _____
2 _____
3-4 _____
5 or more _____

10. How many classes have you taken SINCE JOINING ALTERNATIVE BREAKS at Cornell that focused on any diversity topic and/ or inequality studies?
0
1 Please specify class(es) taken: _____
2 _____
3-4 _____
5 or more _____

11. Are you a member of the Cornell University Greek system?
Yes | No

12. Evaluate the statement: "I am knowledgeable about Cornell University's Greek system".
Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree
Explain? _____

3

Cornell University
Public Service Center

13. Evaluate the statement: "I would describe my hometown/ village/ residence as diverse".
Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree

14. My hometown/ village/ residence is in:
Africa
Asia IF OUTSIDE of North America, specify COUNTRY: _____
Australia
Caribbean
Central America
Europe
South America IF WITHIN North American, specify REGION: _____
North America (Canada | Mexico | Puerto Rico | United States)

15. I would describe my hometown/ village/ residence as:
Urban
Suburban
Rural
Other: _____

4

Cornell University
Public Service Center

Section II
Please respond to the following question: How often do you interact with people who are different from yourself in terms of:

16. Economic Background/ Socioeconomic Status (SES)?
1 Never 2 Seldom 3 Sometimes 4 Frequently

17. Gender?
1 Never 2 Seldom 3 Sometimes 4 Frequently

18. Language?
1 Never 2 Seldom 3 Sometimes 4 Frequently

19. Nationality?
1 Never 2 Seldom 3 Sometimes 4 Frequently

20. Physical or Mental Abilities?
1 Never 2 Seldom 3 Sometimes 4 Frequently

21. Race/ Ethnicity?
1 Never 2 Seldom 3 Sometimes 4 Frequently

22. Religion?
1 Never 2 Seldom 3 Sometimes 4 Frequently

23. LGBTQIA?
1 Never 2 Seldom 3 Sometimes 4 Frequently

5

Cornell University
Public Service Center

Section III
Please respond to the following question: How often:

24. Do you discuss issues related to diversity with friends?
1 Never 2 Seldom 3 Sometimes 4 Frequently

25. Do you attend groups or events promoting diversity (e.g. student clubs, multicultural speakers)?
1 Never 2 Seldom 3 Sometimes 4 Frequently

26. Do you avoid language that reinforces negative stereotypes?
1 Never 2 Seldom 3 Sometimes 4 Frequently

27. Do you participate in jokes that are derogatory to any individual group?
1 Never 2 Seldom 3 Sometimes 4 Frequently



Section IV
Please respond to the following question using the 1-4 (1=not knowledgeable and 4=extremely knowledgeable) scale provided.
How knowledgeable are you about the causes & effects of inequality & discrimination regarding:

28. Race & ethnicity in the United States?
(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

29. LGBTQIA?
(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

6



 Cornell University
Public Service Center 

30. Individuals with special needs?
(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

31. Gender?
(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

32. Religion?
(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

33. Socioeconomic status (SES)?
(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

Section V



Directions: Evaluate the following prompts to the best of your ability using the 1 – 4 scale provided:

34. I have participated in serious discussions with others whose personal identities differ from my own.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

35. I have developed an awareness of different cultures/ ethnicities/ genders/ LGBTQIA/ socioeconomic statuses (SES)/ religions in the United States.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

36. I have developed an awareness of cultures, religions, etc. outside the United States.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

7

 Cornell University
Public Service Center 

37. I think that discrimination towards underrepresented racial/ ethnic/ gender/ LGBTQIA/ religious/ SES groups is no longer a problem in the United States.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

38. I think that the school system, from elementary school through college, should not promote values representative of diverse cultures and viewpoints.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

39. I would enjoy living in a neighborhood consisting of a diverse population (e.g. African American, Asian American, Hispanic, White, LGBTQIA, etc.)
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

40. Because of past discrimination, affirmative action is still necessary in the United States.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

Directions: Evaluate the following prompts to the best of your ability using the 1 – 4 scale provided:



41. I believe that taxpayer dollars should not be used to publish materials in a language other than English.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

42. I believe that people who are undocumented in the United States should be deported.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

43. I work to make sure people who are different from me are heard and accepted.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

44. I believe that having a friend of another ethnicity/ gender/ LGBTQIA/ religion/ SES is enough to make me culturally competent.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

8

 Cornell University
Public Service Center 

45. I understand why a lack of diversity in a social circle may be perceived as excluding others.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

46. I believe 'color blindness' is necessary to address/ combat discrimination and inequality.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree



47. I understand the definition of internalized racism/classism/sexism/heterosexism and how it impacts individuals.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

Define these terms:

48. I understand the definition of institutionalized racism/classism/sexism/heterosexism and how it impacts individuals.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

Define these terms:

9

 Cornell University
Public Service Center 

Directions: Evaluate the following prompts to the best of your ability using the 1 – 4 scale provided:

49. I believe that race is a social construct.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

50. I do not identify sex and gender as separate entities.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

51. I address others who make derogatory comments regarding race/ ethnicity/ religion/ gender/ LGBTQIA/ socioeconomic status (SES)?
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

Explain? _____

52. I do not speak up if I witness another person being humiliated or discriminated against.
1 Disagree 2 Somewhat Disagree 3 Somewhat Agree 4 Agree

Explain? _____

10



Score System

Section II				
Question#:	Never (1) Score:	Seldom (2) Score:	Sometimes (3) Score:	Frequently (4) Score:
16	0	1	2	3
17	0	1	2	3
18	0	1	2	3
19	0	1	2	3
20	0	1	2	3
21	0	1	2	3
22	0	1	2	3
23	0	1	2	3

Section III				
Question#:	Never (1) Score:	Seldom (2) Score:	Sometimes (3) Score:	Frequently (4) Score:
24	0	1	2	3
25	0	1	2	3
26	0	1	2	3
27	3	2	1	0

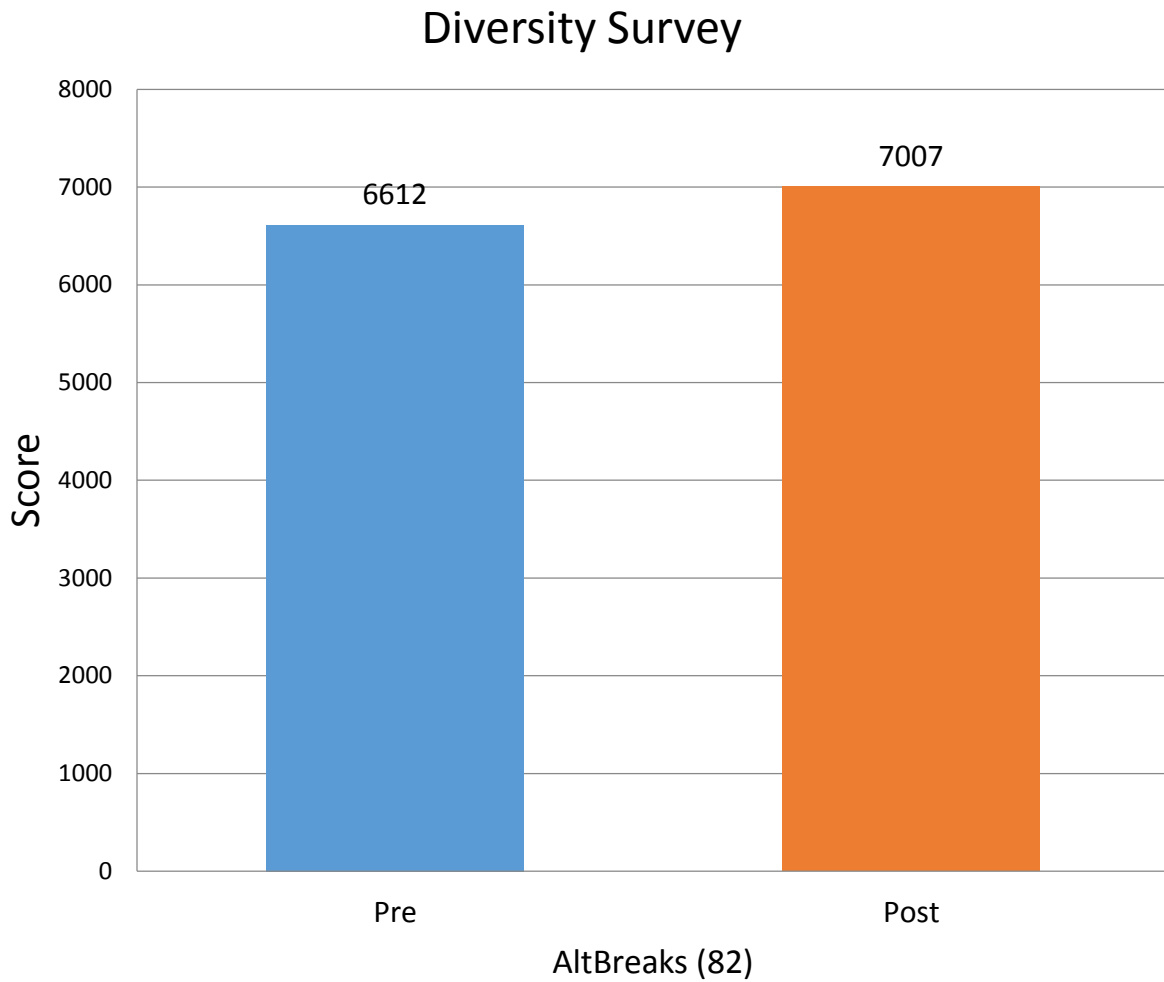
Section IV				
Question#:	1 (Not knowledgeable) - Score:	2 - Score:	3 - Score:	4 - Score:
28	0	1	2	3
29	0	1	2	3
30	0	1	2	3
31	0	1	2	3
32	0	1	2	3
33	0	1	2	3



Section V				
Question#:	Disagree (1) Score:	Somewhat Disagree (2) - Score:	Somewhat Agree (3) - Score:	Agree (4) - Score:
34	0	1	2	3
35	0	1	2	3
36	0	1	2	3
37	3	2	1	0
38	3	2	1	0
39	0	1	2	3
40	0	1	2	3
41	3	2	1	0
42	3	2	1	0
43	0	1	2	3
44	3	2	1	0
45	0	1	2	3
46	3	2	1	0
47	0	1	2	3
48	0	1	2	3
49	0	1	2	3
50	3	2	1	0
51	0	1	2	3
52	3	2	1	0

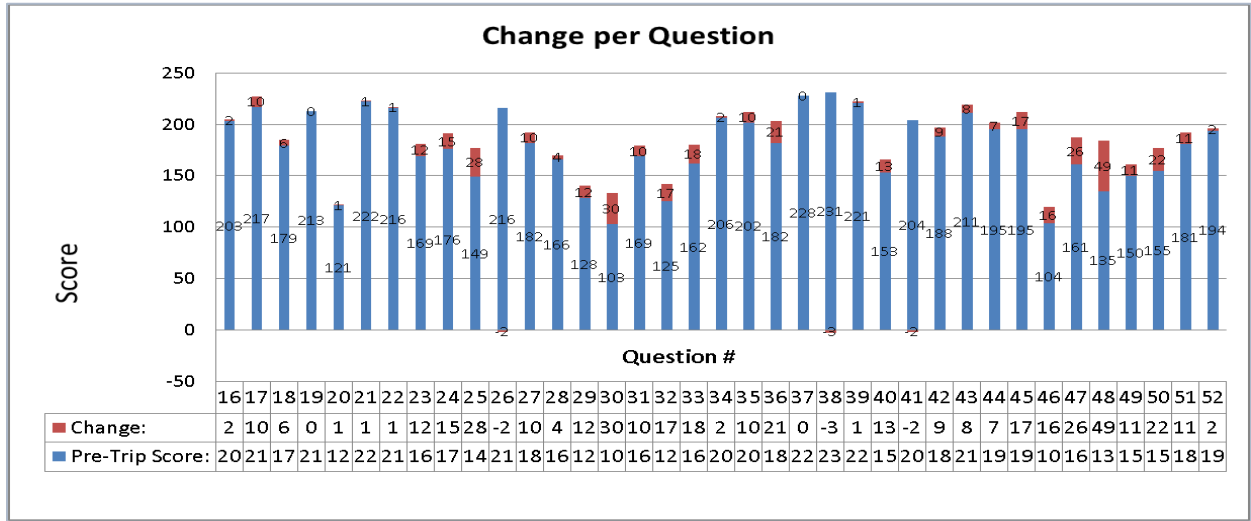


Overall Program Scores

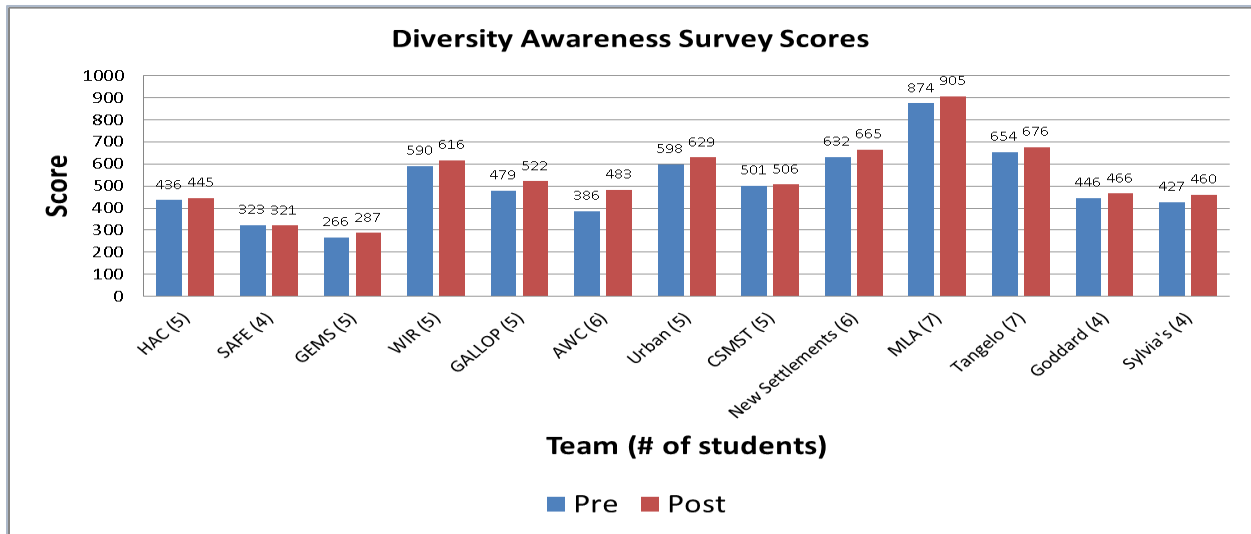




Program-wide

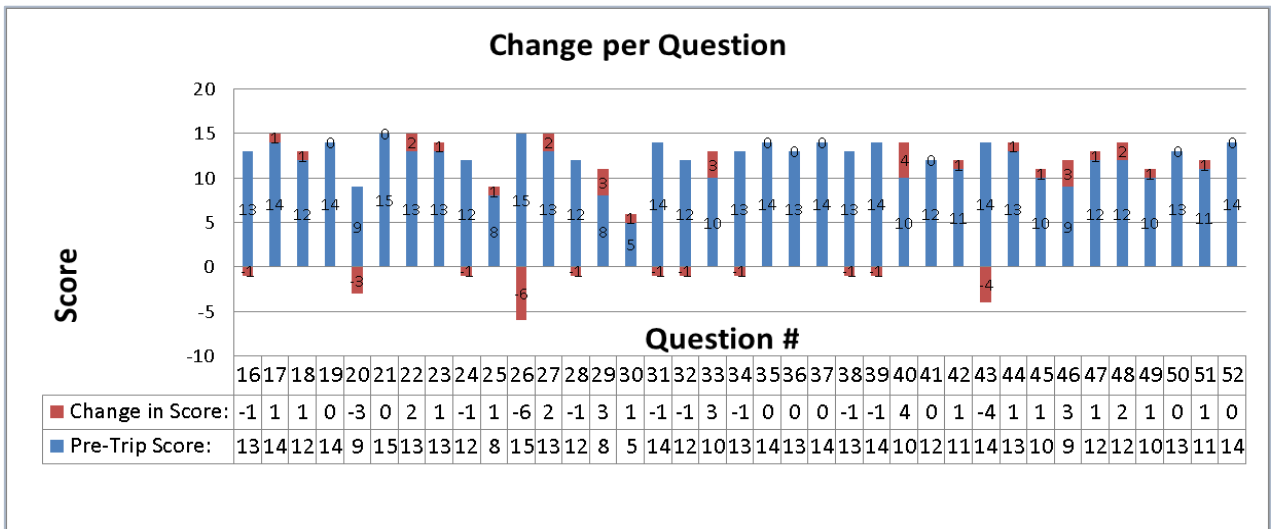


By Team

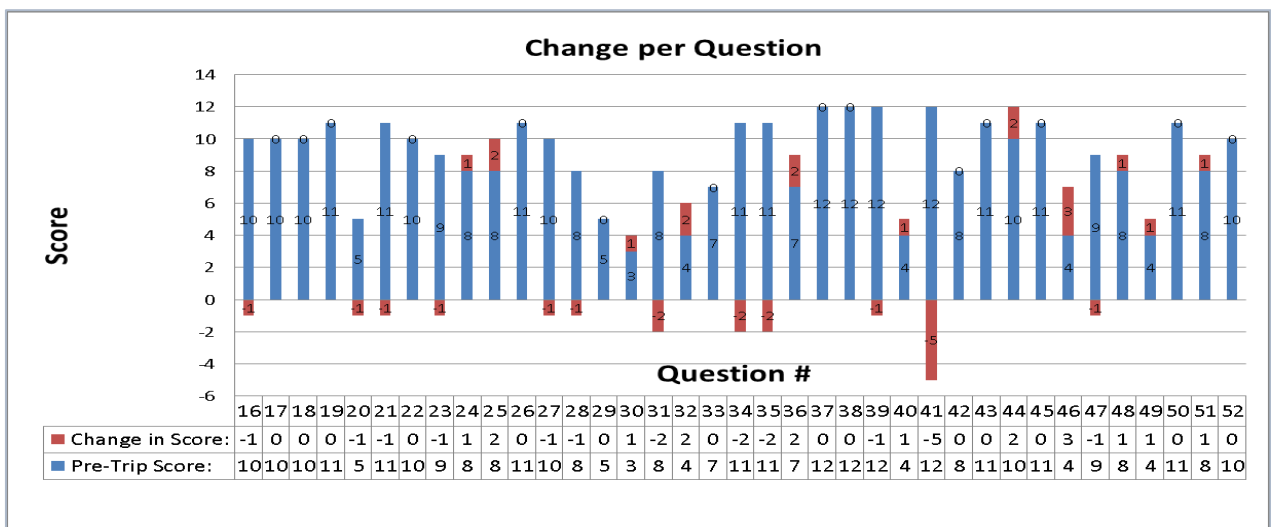




Housing Assistance Corporation, MA

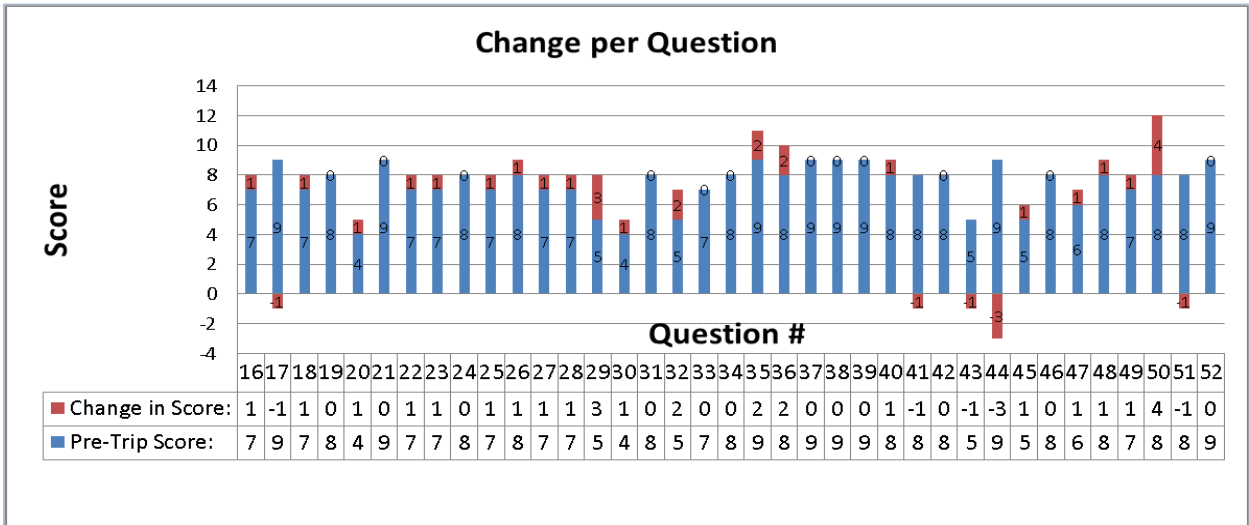


Stop Abusive Family Environments, WV

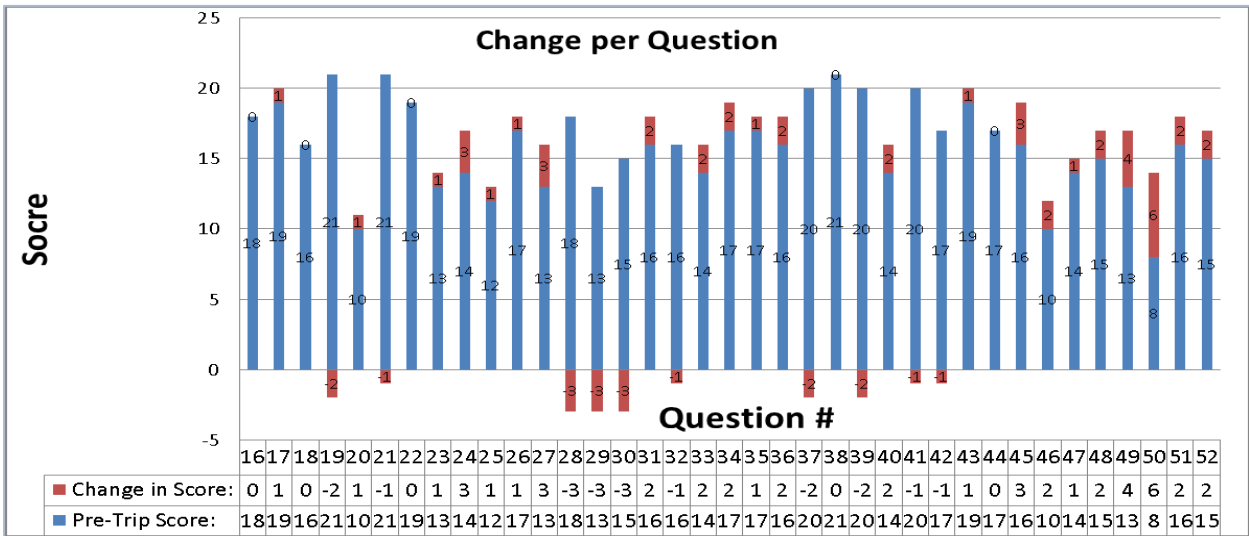




Girls Education and Mentoring Services, NYC

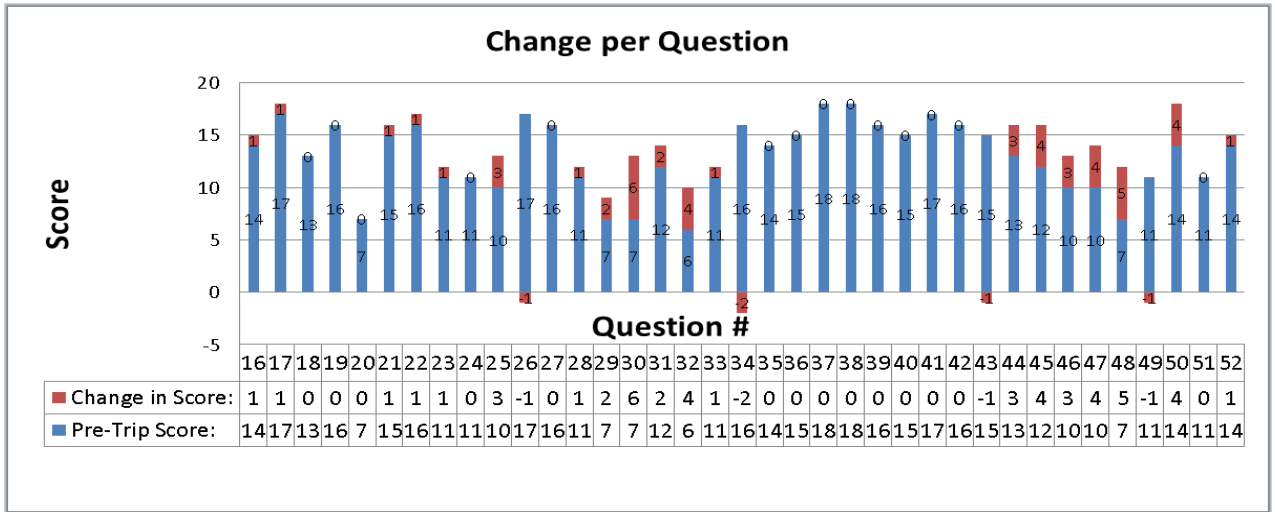


West End Intergenerational Residences, NYC

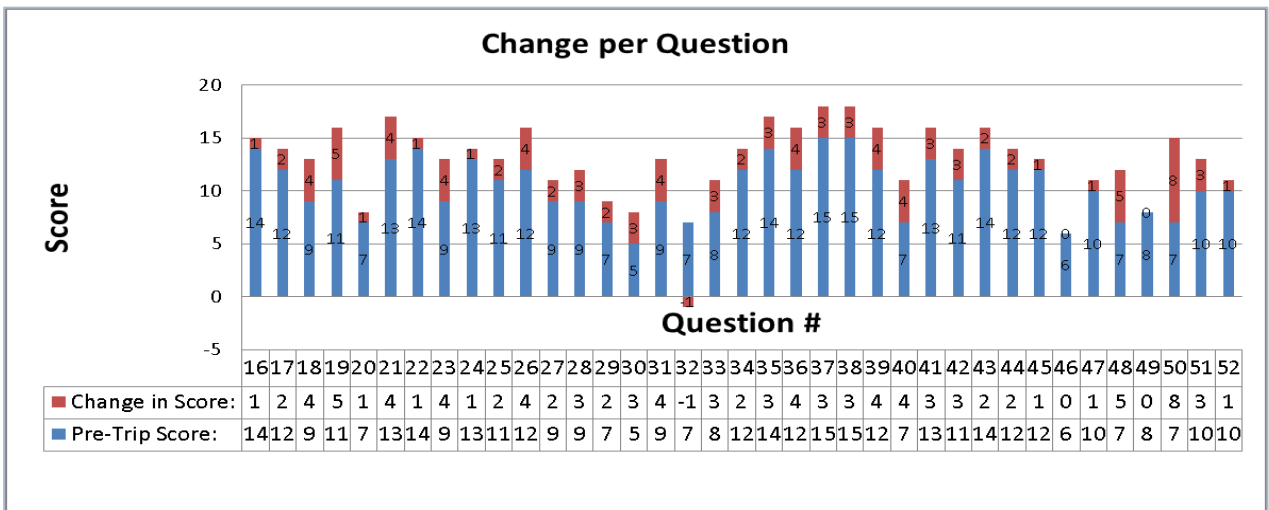




Gallop, NYC

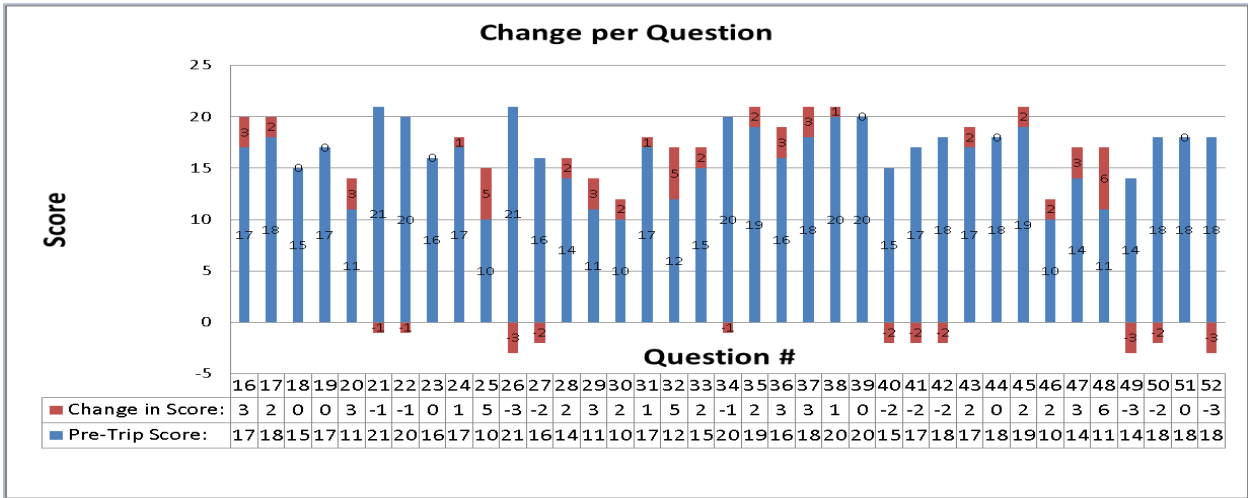


Asian Women’s Center, NYC

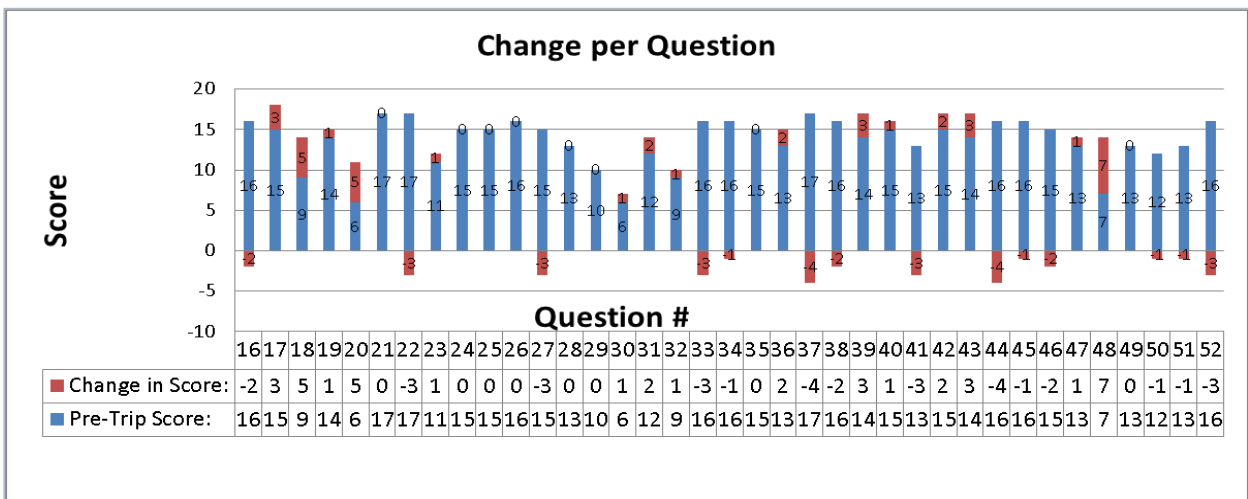




Urban Environments, NYC

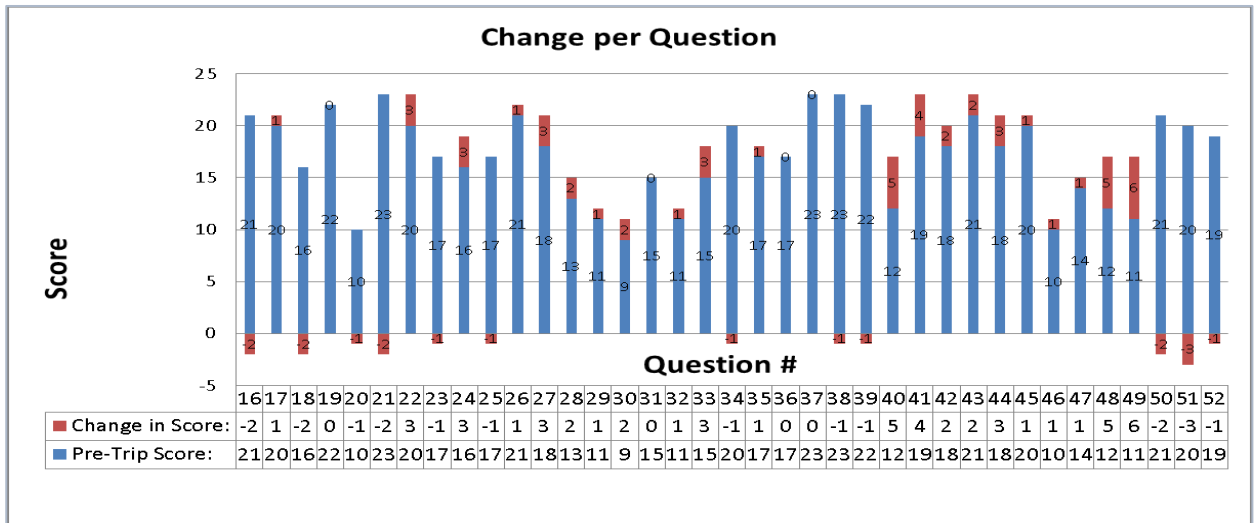


Church of St. Matthew St. Timothy, NYC

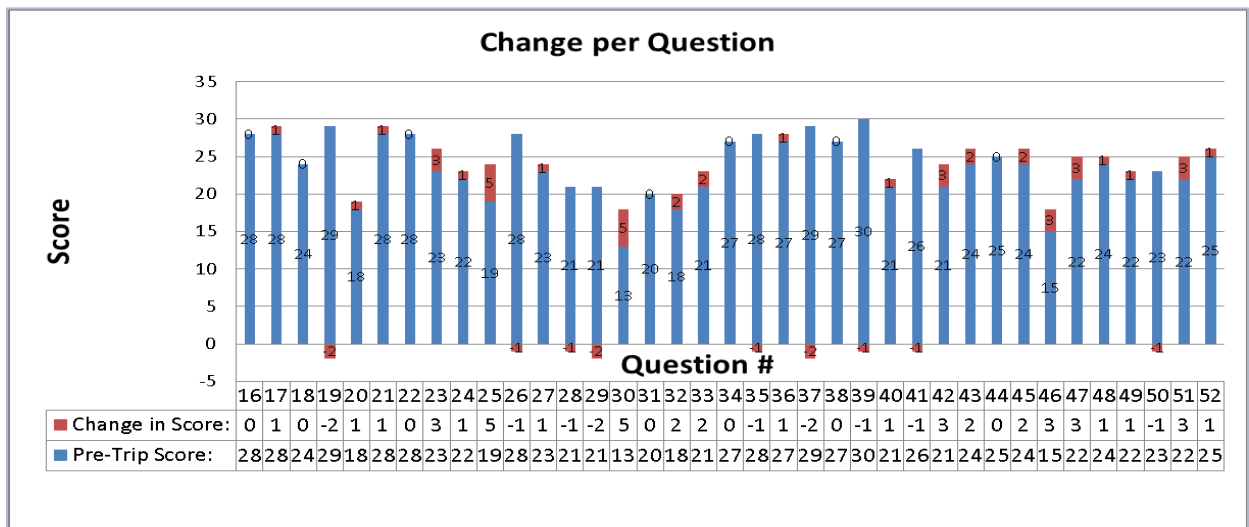




New Settlements, NYC

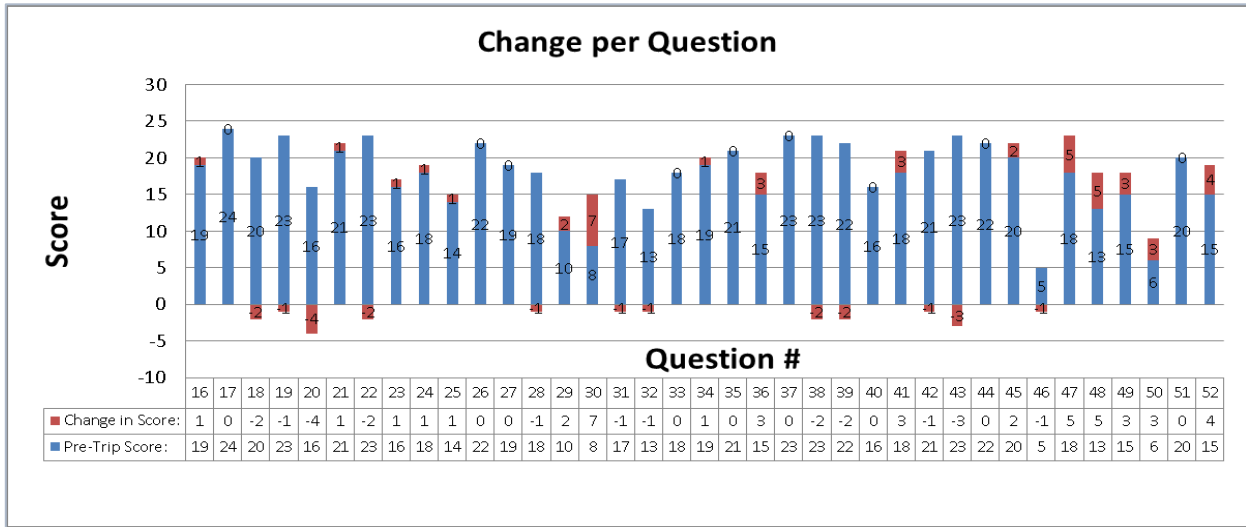


Mountain Lake Academy, Lake Placid, NY

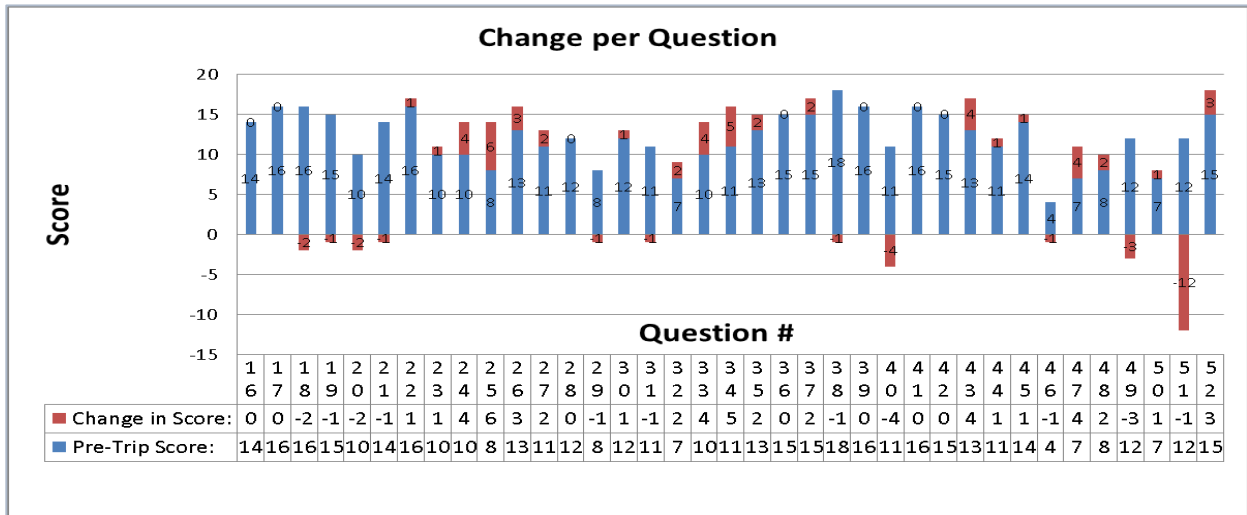




Tangelo, FL

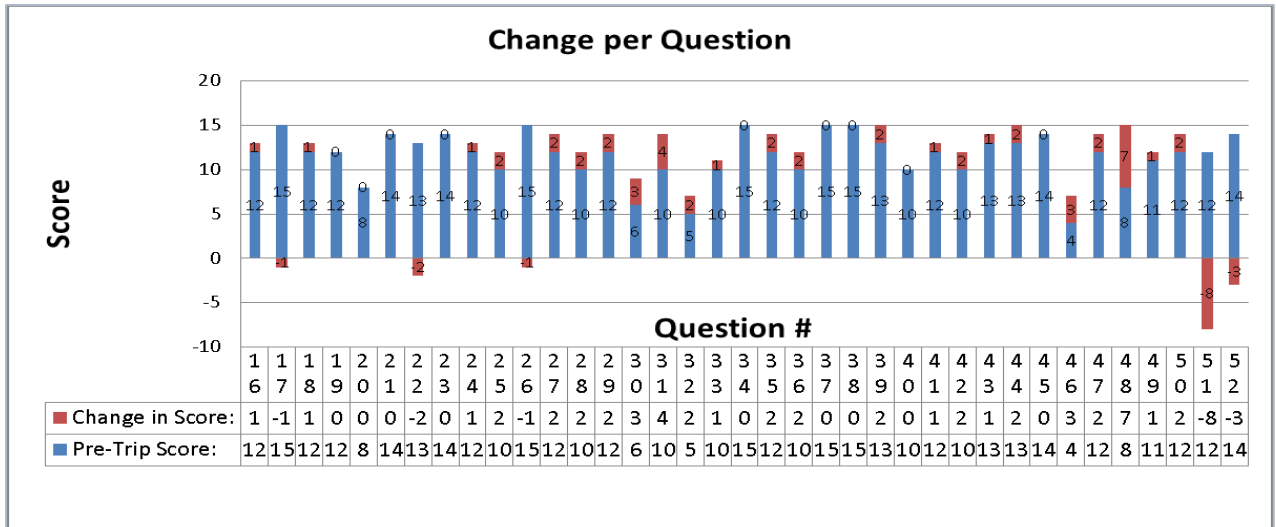


Goddard, NYC

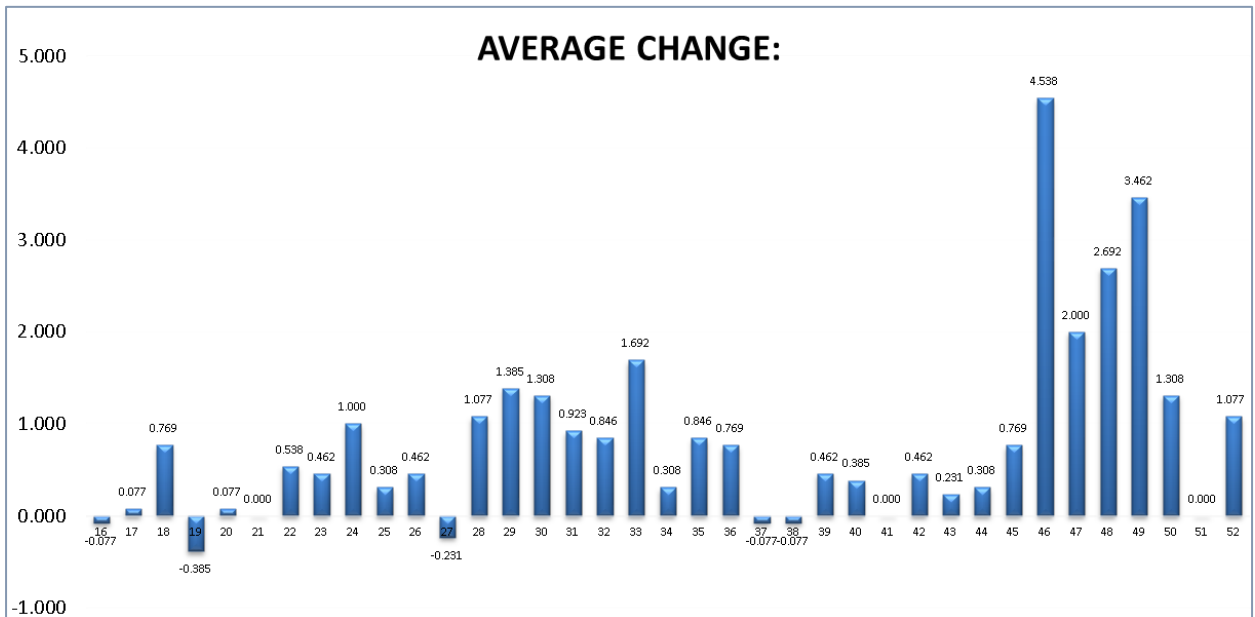




Sylvia's/New Alternatives/True Colors, NYC



Overall Average Change per Question





Cornell University
Public Service Center



2014 - 2015 Alternative Breaks Post-Trip Evaluation Form

TRIP NAME: _____

NAME (OPTIONAL): _____

Please answer the following questions in as much detail as possible

- What were some of the learning outcomes for you from your participation in the program?

- What were your expectations of the trip? How did they compare to the actual experience?

- What was the most rewarding aspect of the trip?

- What was the most challenging aspect of the trip?



- What is the most significant or surprising thing you've learned from your spring break experience?

- Please state something you could do to address the issue your team worked with, once you return to Cornell.

- How can a group or program on campus further work with this issue once you have turned to campus?

Please rank each training component on a scale of 1 through 5, (1 being poor, and 5 being excellent), in regards to effectiveness. (Write "N/A" if not applicable.) Please answer only for components that apply.

○ Team Discussions	1	2	3	4	5
○ Curriculum Articles/Research	1	2	3	4	5
○ Site-Specific Video Clips	1	2	3	4	5
○ Service-Learning	1	2	3	4	5
○ Risk Management Trainings	1	2	3	4	5
○ Ithaca Service Activity/ Speaker/Training	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 while on the trip

- How impactful was the nightly reflection with your team? Please explain.



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

- What are your thoughts on the Appreciation Circle?

Please evaluate yourself

Please rank the following on a scale of 1 through 5, (1 being poor, and 5 being excellent), in regards to your preparation for the trip.

- | | | | | | |
|---|---|---|---|---|---|
| ○ How knowledgeable did you become about the issue? | 1 | 2 | 3 | 4 | 5 |
| ○ How enthusiastic were you on the trip? | 1 | 2 | 3 | 4 | 5 |
| ○ How prepared were you for this trip? | 1 | 2 | 3 | 4 | 5 |
| ○ How confident did you feel once you were at your agency? | 1 | 2 | 3 | 4 | 5 |
| ○ Did this experience change your attitude towards community service? | 1 | 2 | 3 | 4 | 5 |
| ○ Did your experience increase your level of commitment to get involved in the community? | 1 | 2 | 3 | 4 | 5 |
| ○ How well did you work with your team? | 1 | 2 | 3 | 4 | 5 |
| ○ How were you impacted by your experience at the agency? | 1 | 2 | 3 | 4 | 5 |

Please elaborate further on any of the above:

- Take into consideration weekly meetings and trip preparation. Did you feel fully prepared for your trip? What else could have been integrated into your learning?



Please explain:

- Did you feel there was a good team dynamic? If so, why? If not, why not?

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/ reflection | 1 | 2 | 3 | 4 | 5 |
| ○ How confident did you feel with your team | | | | | |
| ○ Leader once you were at your agency? | 1 | 2 | 3 | 4 | 5 |

Please elaborate further on any of the above:

Please evaluate the agency

Please rank the following on a scale of 1 through 5, (1 being poor and 5 being excellent), in regards to your experience with your agency.

- How did your site contact interact with your team at the agency?



1 2 3 4 5

Please explain your ranking:

- How was your experience at the agency?

1 2 3 4 5

Please explain your ranking:

Please evaluate the program

- How would you rate the performance of the Executive Board?
(Below Expectations) 1 2 3 4 5 (Above Expectations)

Please explain in detail.

- What are your recommendations to the program?

Please explain in detail.



Cornell University
Public Service Center



- 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.



Cornell University
Public Service Center



**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.**