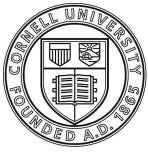




*Cornell*  
*Alternative Breaks*  
*2019-2020*



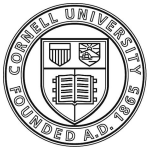
Cornell University  
Public Service Center



## **Alternative Breaks**

Byline Funding Application Packet  
Submission Deadline: September 13th, 2019

Public Service Center  
Cornell University  
300 Kennedy Hall  
Ithaca, NY 14853-4203  
t. 607.255.8851  
f. 607.255.9550  
[altbreaks@cornell.edu](mailto:altbreaks@cornell.edu)



Dear Members of the Student Assembly:

The Alternative Breaks Program is honored to have the opportunity to update the Student Assembly of our activities and funding for the past few academic years. We have been a Byline-funded organization for the last six cycles (2007) and have enjoyed exceptionally successful years with the support of the Student Assembly. With respect to this success, we were one of seven student organizations selected to attend two events at the 2018 Trustee Council Annual Meeting: a student spotlight panel and a program presentation. In 2017, we were also invited to present at the Trustees Council Annual Meeting luncheon to bring attention to Cornell's students' engagement effort in addressing poverty, food insecurity and nutrition, high quality education for at-risk youth, destigmatizing mental health, LGBTQIA+ homelessness, commercial sexual exploitation of youth, the educational opportunity gap, tenant organizing, single mothers in need, and therapeutic horsemanship. Furthermore, we were invited as the only student organization in the Fall of 2017 to the Cornell Office of Engagement Initiative's Community Engagement Roundtable in New York City, which convenes key stakeholders involved in community-engaged work. Byline funding has allowed us to maintain our existing commitments to social justice agencies and also expand through new partnerships with additional agencies. With the support of the Student Assembly United Student Body program, we have continued to implement a comprehensive evaluation system in order to maximize feedback of our program's impact. This includes conducting annual pre- and post- Diversity Awareness Surveys, pre- and post-program evaluations, 12-week team evaluations, and agency evaluations that allow us to better serve the needs of both the Cornell community and the communities with whom we engage.

We strive, as does Cornell University, to produce leaders who will make a difference in the world. We focus on strengthening our agency relationships, expanding the service-learning curriculum through root cause analysis and education on enhanced civic engagement, and supporting student leadership development. We commend and appreciate the Student Assembly's support in fulfilling our goals and mission. We look forward to continuing to work with the Student Assembly, especially as future opportunities arise.

The documents enclosed in this report provide all the requested program information. If any further details are necessary, please do not hesitate to contact us at [altbreaks@cornell.edu](mailto:altbreaks@cornell.edu).

Thank you for your time and consideration.

Sincerely,

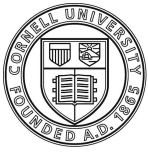
**Tina Ting**  
Co-President

**Claudia Wang**  
Co-President

**Charissa Chiu**  
Treasurer

**Shruti Juneja**  
Assistant Treasurer

**Joyce Muchan**  
Program Advisor



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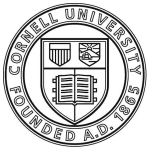
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## Mission Statement

### **Program Introduction, Mission Statement, and Impact**

Alternative Breaks is a student-led organization of the Cornell Public Center (PSC) that facilitates twelve drug- and alcohol-free community-based educational social justice spring break trips across the U.S., including Florida, Lake Placid, Boston, and New York City.

**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.**

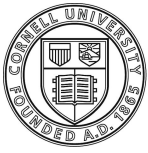
Alternative Breaks trips have had invaluable impacts on participants. The program provides students with opportunities to immerse themselves in social justice issues and engage in direct and meaningful service within communities with which they may or may not have otherwise engaged. Personal growth through the program strengthens leadership skills, expands academic interests, develops critical thinking, and deepens knowledge of community issues. The reciprocal and experiential learning facilitated by Alternative Breaks 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.

**Alternative Breaks provides 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.**

Alternative Breaks addresses a broad range of social justice issues, allowing students to directly engage with various communities and our long-term agency partners through direct public service regarding social justice issues that range from commercial sexual exploitation, LGBTQIA+ homelessness, domestic violence, food insecurity & food deserts, educational opportunity gap, destigmatizing mental illness, tenant organizing, single mothers in need, therapeutic horsemanship program, and high quality education for at-risk youth. Students work directly with shelters, schools, and safe houses, where they work alongside community members and are challenged to think critically about social and environmental issues that shape our society. For example, students learn more about the realities of mental health and wellness by socializing with and creating recreational activities for individuals who have experienced or are experiencing homelessness and are living with mental illness at Goddard Riverside Community Center's "The Other Place" clubhouse program. Similarly, students gain experience in the field of education by assisting teachers in executing their lesson plans and have the opportunity to discuss careers in education with teachers and school officials during their time at an elementary school in Tangelo Park, FL.

As a student-run organization, Alternative Breaks provides opportunities for students to gain extensive professional leadership experience. For example, trip leaders gain leadership and management skills, by developing and implementing a curriculum to educate themselves and their teams on the partner agency's social justice issues. Furthermore, board members and trip leaders develop team building skills; understand protocol and processes through evaluations and reflections; learn fiscal responsibility; arrange housing and meals, transportation, and risk management protocols; facilitate agency workshops 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 with and without exposure to social justice issues to engage with communities on issues outside of their academics and career. This expands the number of communities with whom students can engage and provides opportunities for students to continue their relationship with these communities beyond Spring Break. For example, Students Against the Sexual



Solicitation of Youth (SASSY) is a Cornell organization developed by previous participants of an Alternative Breaks trip, which exemplifies the lifelong commitment to social justice that the program encourages. In 2018, SASSY completed a 20-year impact study for one of our agency partners, which is currently being used by Girls Educational Mentoring Services (GEMS) in NYC and the Southern Tier Human Trafficking Task Force.

*Alternative Breaks has an enduring commitment to support equality of opportunity by affirming the value of diversity and 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.*

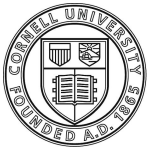
*No person shall be denied admission to the Alternative Breaks Program on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, sexual orientation, gender identity, citizenship status, or expression,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

## History

In 1991, eleven "Cornell students having shared an incredible experience" following an alternative Spring Break trip put their energies towards creating a sustainable program that could coordinate additional such trips. In the following four years, CommUnity, a precursor to the present-day Public Service Center program Alternative Breaks, was developed. In 1994, CommUnity (then a completely independent group) sponsored four Spring Break "work trips." Their initial sites included Akwesasne, New York (working at the Akwesasne Freedom School on an upstate New York Reservation), Mohawk Valley, New York (preparing land for farming and repairing housing on the reservation), and Pocahontas, Virginia (participating in city beautification to foster local economic development through tourism). Although CommUnity was independent of the Public Service Center, members of the organization forged a relationship with the Public Service Center, formally establishing Cornell Alternative Breaks as a student-led program of the PSC.

Since the birth of CommUnity, the Alternative Breaks program has evolved under the auspices of the Public Service Center. In 1999, with the advisement of Joyce Muchan, Assistant 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 food insecurity and nutrition, high quality education for at-risk youth, destigmatizing mental health, LGBTQIA+ homelessness, commercial sexual exploitation of youth, the educational opportunity gap, tenant organizing, single mothers in need, and therapeutic horsemanship.

Alt Breaks is a unique blend of experiential service, reflective learning, team building, leadership development, continuous evaluation, risk management, and curriculum-based preparation that currently offers students poignant experiences in a variety of settings. Today, the program works with over 100 students and fourteen agencies. Alternative Breaks has and will continue to broaden students' perspectives and understanding of social justice issues while also fostering personal growth and commitment to active citizenship.



## Governing Documents

### Constitution

#### Article I

Name of group: Cornell Alternative Breaks

#### Article II

Alternative Breaks is a program of the Public Service Center. It is not owned by 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 part of Alternative Breaks, and are accepted for interviews on a "first come, first serve" basis, starting from the information sessions held in late October. Students need to be able to work in groups and must have a commitment to social justice.

#### Article V

Alternative Breaks board members must apply and be interviewed by 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. Board positions include Co-Presidents, Administrative Chair, Treasurers, Assistant Treasurers, Publicity Chairs, Assistant Publicity Chairs, Head NYC Coordinator, Sub-NYC Coordinators, Housing Supervisor, Non-NYC Coordinator, Service-Learning Chairs, Assistant Service-Learning Chairs, and all Trip Leaders.

#### Article VI

Joyce Muchan is the advisor for Alternative Breaks through her role as the Assistant Director of the Public Service Center.

#### Article VII

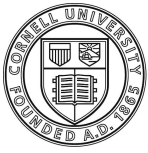
Initial meeting times and frequency will be decided by the board. Each team will then determine weekly meeting times for their group. The board will also continue to meet on a weekly basis.

#### Article VIII

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

#### Article IX

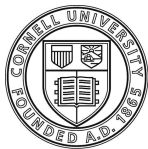
This constitution must be approved by all residing board members and the advisor.



## 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 and e-board members, 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 and e-board, must sign a Release of Liability form to participate on a trip.
- D.** All participants in the program, including trip leaders and e-board members, must provide emergency contact information to participate on a trip.
- E.** All trip participants, including trip leaders and e-board members participating on the trip, must pay a non-refundable program fee to participate on a trip. Program fees 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 trip leader trainings, organizing weekly meetings, maintaining a detailed budget, developing and leading curriculums, fundraising, housing and transportation during the trip, and maintaining contact with agency sites.
- G.** Trip 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 maintaining contact with their site, and establishing and implementing itineraries for the week of Spring Break.





## Written Organization Profile

### Number of Members by Semester

Semester	Number of Members
Fall 2018	95
Spring 2019	84
Fall 2019	110*
Spring 2020	110*

\*Projected Numbers

2018-2019

### Alternative Breaks Program Board

*Please refer to the Appendix for details on Membership and Organization.*

NAME	POSITION
Jessica Wu	Co-President
Kevin Wang	Co-President
Alice Zhao	Vice-President
Hellen Jang	Assistant Vice-President / Assistant Publicity Chair
Darshna Anigol	Co-Head Service-Learning Chair
Shruti Juneja	Co-Head Service-Learning Chair
Ailen Salazar	Assistant Service-Learning Chair / Non-NYC Coordinator
Tina Ting	Head NYC Coordinator
James Zhang	Sub-NYC Coordinator
Rosemary Iwuala	Sub-NYC Coordinator
Mandy Chan	Sub-NYC Coordinator
Tien Vo	Housing Supervisor
Charissa Chiu	Co-Treasurer
Eliana Kaplan	Co-Treasurer
Carrie Huang	Head Publicity Chair
Lily Chen	Giving Alternative Learners Uplifting Opportunities (GallopNYC) Trip Leader
Louise Xie	Girls Educational and Mentoring Services (GEMS) Trip Leader
Manavii Kumar	Goddard Riverside: Home Delivered Meals Trip Leader
Lancelot Herpin	Goddard Riverside: The Other Place and Green Keepers Trip Leader
Chelsea Pan	Harlem Grown Trip Leader
Bianca Murillo	Mountain Lake Academy (MLA) Trip Leader
Jessica Yuen	New Settlement Trip Leader
Makayla Durant	Tangelo Park Co-Trip Leader
Sophie Dornevil	Tangelo Park Co-Trip Leader
Angela Li	True Colors and New Alternatives Trip Leader
Emma Runge	West End Intergenerational Residence (WIR) Trip Leader
Claudia Wang	Womankind (previously known as the Asian Women's Center) Trip Leader

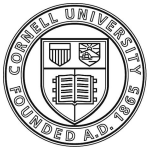


## 2019 - 2020 Alternative Breaks Program Board

*Please refer to the Appendix for details on Membership and Organization.*

NAME	POSITION
Tina Ting	Co-President
Claudia Wang	Co-President
Pending	Administrative Chair
Bianca Murillo	Head Service-Learning Chair
Lancelot Herpin	Assistant Service-Learning Chair
Angela Li	Assistant Service-Learning Chair
Lauren Schmidt	Assistant Service-Learning Chair
Pending	Head NYC Coordinator
Tien Vo	Sub-NYC Coordinator / Housing Supervisor
Lily Xie	Sub-NYC Coordinator / Housing Supervisor
Louise Xie	Sub-NYC Coordinator
Sophia Sun	Sub-NYC Coordinator
Pending	Non-NYC Coordinator
Charissa Chiu	Head Treasurer
Shruti Juneja	Assistant Treasurer
Hellen Jang	Head Publicity Chair
Makayla Durant	Assistant Publicity Chair
Liyang Wang	Assistant Publicity Chair
Antonio Saporito	Giving Alternative Learners Uplifting Opportunities (GallopNYC) Trip Leader
Ugochukwu Ukponu	Girls Educational and Mentoring Services (GEMS) Trip Leader
Manavii Kumar	Goddard Riverside: Home Delivered Meals Trip Leader
Michele Soltsov	Goddard Riverside: The Other Place and Green Keepers Trip Leader
Pending	New Settlement Co-Trip Leaders
Hannah Castelo	Harlem Grown Co-Trip Leader
Sophie Dornevil	Harlem Grown Co-Trip Leader
Pending	Mountain Lake Academy (MLA) Trip Leader
Emma Moulton	Tangelo Park Co-Trip Leader
Kambia Lockett	Tangelo Park Co-Trip Leader
Pending	Sylvia's Place and New Alternatives Trip Leader
Oluwafunke Akinkuolie	West End Intergenerational Residence (WIR) Trip Leader
Pending	Womankind (previously known as the Asian Women's Center) Trip Leader
Pending	Boston Trip Leader

*\* Current board as of September 13th, 2019*



## 2018-2019 Activities, Events, and Programming Descriptions

*Please refer to the Appendix for the Abbreviated Program Timeline.*

### General Program Administration

24 Board Meetings and 26 Executive Board Meetings: The board convenes weekly for updates, preparation, and discussions regarding program-wide and trip-specific matters to consolidate understanding across the board and ensure transparent communication. The executive board convenes weekly to discuss broader program-wide matters, including administrative matters, progress on board tasks, board meeting preparation, disciplinary action, and confidential discussions regarding program issues.

### Fall Recruitment Process

Information Sessions: In mid-October, Alternative Breaks hosts 4 to 5 major information sessions across campus for prospective participants. Additional sessions are held on a smaller scale for students unable to attend the major sessions, and we are continuing to fill remaining positions. These information sessions include an overview of our organization's mission and expectations, a concise presentation of each trip and agency, and an introduction of the executive board. Each applicant is expected to attend one information session to receive an application, to ensure that they are fully aware of program expectations before receiving an application.

### Team Application, Interview, and Selection Process

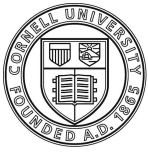
Application Collection: **Applications are submitted within a 3-day collection period, one week after the information sessions conclude.** The application allows students to express their interest in the program, service-learning, and, if applicable, particular social justice issues or trips. Students then rank the trips by preference.

Interview and Selection: After reviewing applications, **interviews are held throughout 2 days for trip leader and executive board member positions and 3 days for trip participant positions.** Students sign up to interview for their top-ranked trip. The interviews allow board members to engage in personal, candid interactions with applicants to support the decision making process. Each candidate interviews with the respective trip leader and one executive board member. This allows the trip leader to engage with the candidate while the executive board member records detailed notes of the interviewee's responses. Each interviewee is asked a standard set of questions that provide further insight into potential biases and teamwork skills. Space is limited by the number of participants agencies request. Participants are chosen and notified following **Trip Participant Decision Day.**

### 12-Week Service-Learning Curriculum Team Meetings

Participants attend 12 mandatory, weekly, curriculum-based, team meetings from November to April to facilitate team building and ensure that participants engage with the social justice issues their agencies address. A **post-meeting evaluation form** follows each meeting to track group dynamic, understanding of trip-specific issues, and feedback on curricula.

*Team Meeting #1 - Convocation (Program-Wide):* All newly selected trip participants and board members are welcomed to the program, introduced to their teams, and engage in the first weekly team meeting. Trip participants fill out a Diversity Awareness Survey consisting of 52 questions gauging their self-awareness and understanding of social justice issues prior to the curriculum. This data is compared against post-trip Diversity Awareness Survey results to gauge the success of our curriculum. *Please refer to the Appendix for the Alternative Breaks Diversity Survey Results.*



*Team Meeting #2 - Service-Learning Bootcamp (Program-Wide):* The Service-Learning Team facilitates a program-wide meeting that reinforces our 12-week service-learning curriculum by discussing its relevance to their trips, agencies, communities, and social justice issues.

*Team Meeting #3 - Team-Building Meeting (Program-Wide):* All team and board members will participate in a program-wide activity-based team-building meeting to foster team dynamics before Winter Break.

*Team Meeting #4 - Service-Learning Bootcamp 2 (Program-Wide):* The Service-Learning Team facilitates a second program-wide meeting that reviews and expands on the important social justice concepts and issues in our service-learning curriculum that began in the fall semester.

*Team Meetings #5-11:* Each hour-long, weekly, curriculum-based, team meeting allows students to discuss social justice issues through readings, videos, news clips, and homework assignments, and delve into the service-learning cycle. Trip leaders facilitate discussions that incorporate the service-learning principles with their trip and emphasize the importance of achieving engagement with the community through preparation, awareness and meaningful relationships.

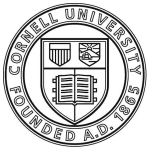
*Team Meeting #12 - Kick-Off (Program-Wide):* At this final meeting before Spring Break, each team prepares a short skit, cheer, song, or presentation that relates to their agency, issue, or service-learning in general. This meeting is an engaging way to prepare the participants for Spring Break and apply what they have learned throughout the semester.

*Team Meeting #13 - Reflection Meeting (Program-Wide):* Post-trip, teams present their trip experience, reflections, and root cause analysis. This offers students an open platform to collectively reflect on the meaning and impact of their individual trips and Alternative Breaks as a whole. Participants also receive information on leadership opportunities in Alternative Breaks, and are encouraged to continue their involvement with the issues and to educate and share their understanding with the Cornell and greater community. The session is open to the Cornell community, and we specifically extend invitations to administration and campus organizations.

## Training Processes

*Service-Learning Training Institute (Board-Wide):* Every year, board members attend a seminar to prepare the program for a successful year and develop a cohesive board dynamic. The institute utilizes various methods of instruction to encourage teamwork, demonstrate leadership of meaningful discussions, and facilitate the development of presentation, teaching, and leadership skills. This includes instruction from a professor in the Department of Education on how to enhance, strengthen, and implement the 12 individual curriculums. Trip leaders learn to effectively connect trip-specific issues with social issues and prepare participants to properly engage with social 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, it is vital that we send students who can engage meaningfully with the communities at the agency sites without draining their resources or harming their clients. Therefore, intensive preparation is key. In the past, our training has proven successful, as **agencies have given very positive evaluations of participants and their leaders.**

*Agency Team Trainings (Advocacy Center, Harlem Grown Agency Training, MLA Agency Team Training, NYC Agency Visits, St. John's (Homeless Shelter) Church Training):* Agency team trainings are conducted for specific trips for further education on important facets of the agencies. Training at the Advocacy Center educates students on the cyclicity and manifestations of domestic violence, alongside its root causes. The executive director for Harlem Grown facilitated a meeting, which included CALS faculty and Cornell Cooperative Extension staff, to address issues of food insecurity, food deserts, gentrification, and the massive shelter system surrounding the agency site. For the past 20 years, the Executive Director at MLA has come to Cornell to meet with student team beforehand, to provide a more comprehensive agency overview, during which students also sign agency confidentiality forms. Agency meetings are essential to sustain our long-term agency relationships.



*Risk-Management Meetings (Program-Wide):* There are two Risk-Management meetings, one for NYC trips and another for non-NYC trips. Risk management training sessions are mandatory for all participants. Sessions are structured to reinforce risk management protocols and prepare students with enhanced problem solving skills for potential scenarios that may arise during their trips. Both the NYC and Non-NYC Risk Management meetings cover similar safety precautions and protocol. The NYC Risk Management meeting specifically focuses on the risks in an urban area, including a subway use tutorial. The Cornell Police are invited to attend and participate in both NYC and Non-NYC meetings to provide insight into the importance of risk management. All participants become well-versed on safety precautions before and during the trip, as well as how to respond to any crises that may arise. Risk management packets are sent to and reviewed by the Cornell Risk Management Team.

## Krispy Kreme Fundraising Process

*Order Form Collection:* All Alternative Breaks members are required to sell 20 boxes of donuts for the fundraiser, and on this day the collected orders are handed in, documented, and submitted. All fundraised money are used for educational agency workshops and risk management funds.

*Krispy Kreme Delivery & Distribution:* All Krispy Kreme orders are brought to the Cornell campus at a central location and picked up by program members for distribution.

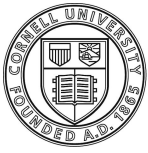
## Spring Break Trip

Each team travels to their respective agencies over Spring Break, engaging with communities through service-learning across various activities, events, projects, and reflections. Participants apply their understanding of the agency and relevant social issues to link curriculum to community and substantiate understanding through direct experience. The responsibilities of each team at their agencies are drawn from service request forms directly submitted by the agency. This includes requested projects and workshops that each team will have prepared for over the school year. Risk management protocols ensure the safety and wellbeing of all participants and community members, as well as prepare teams for addressing unexpected circumstances. **NYC trip teams attend the Network for Change event**, a panel discussion of Alternative Breaks alumni sharing their history in the Public Service Center, as well as their personal and career paths post-graduation. **Nightly team reflection sessions** are held to review each participant's takeaways and reflections. As reflection is a key component of our program, participants re-take the Diversity Awareness Survey taken at the beginning of the program at the end of the trip. Score changes are used to gauge the effectiveness of our curriculum. *Please refer to the Appendix for the Alternative Breaks Diversity Survey Results.* In addition, participants complete an **End-of-Program Evaluation**. Each team **meets with agency members** to conduct a root cause analysis through an in-depth discussion of relevant social issues, with the insight of agency and community partners. *Please refer to the Appendix for the Spring Break Service-Learning Trip Descriptions.*

## Post-Trip Reflection Session

*Reflection Meeting (Program-Wide):* Post-trip, teams present their trip experience, reflections, and root cause analysis. This offers students an open platform to collectively reflect on the meaning and impact of their individual trips and Alternative Breaks as a whole. Participants also receive information on leadership opportunities in Alternative Breaks, and are encouraged to continue their involvement with the issues and to educate and share their understanding with the Cornell and greater community. The session is open to the Cornell community, and we specifically extend invitations to administration and campus organizations.

*Individual Meetings with Trip Leaders:* Joyce Muchan, the Program Advisor, and the Co-Presidents meet with trip leaders individually to reflect on the trip, its outcomes, impact, and any issues that may have arisen.



## **Board Transition: Application, Interview, and Selection Process**

*Board Application Collection:* This is similar to the application collection process outlined previously.

*Board Interviews:* Each candidate is interviewed in a similar process outlined previously. The potential Co-Presidents, Secretary, Treasurer, Head Service-Learning Chair, and Head NYC Coordinator give presentations to the current board discussing their qualifications and goals for the upcoming year.

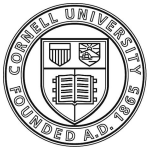
*Selection Process:* Following the written application and the interview, the outgoing board reviews the application and evaluates each candidate. Considerations include commitment to social justice, position-specific skills, leadership, teamwork, past involvement in the program, and time commitment. Outgoing board members holding the respective positions write formal evaluations detailing the extent of their support for each candidate.

*Please refer to the Appendix for the visual representation of this process, titled "New Board Application, Interview, and Selection Process".*

## **Board Transition Process**

In May, board members assume their positions and prepare for the following year. Agencies are contacted and distributed contract agreements and service request forms. NYC Coordinators travel to NYC in the summer to obtain Memorandums of Understanding (MOU's), Service Request Forms and meet with agencies, continuing our long-standing relationships. Over summer, executive board members have weekly conference calls with alumni for planning and training purposes. These conferences also help the board member working at the Cornell Public Service Center to communicate the progress of the program to the rest of the board. Details of the publicity campaign and service-learning are finalized prior to August.





## 2019-2020 Activities, Events, and Programming Descriptions

*Please refer to the Appendix for the Abbreviated Program Timeline.*

### General Program Administration

24 Board Meetings and 26 Executive Board Meetings: The board convenes weekly for updates, preparation, and discussions regarding program-wide and trip-specific matters to consolidate understanding across the board and ensure transparent communication. The executive board convenes weekly to discuss broader program-wide matters, including administrative matters, progress on board tasks, board meeting preparation, disciplinary action, and confidential discussions regarding program issues.

### Fall Recruitment Process

Information Sessions: In mid-October, Alternative Breaks hosts 4 to 5 major information sessions across campus for prospective participants. Additional sessions are held on a smaller scale for students unable to attend the major sessions, and we are continuing to fill remaining positions. These information sessions include an overview of our organization's mission and expectations, a concise presentation of each trip and agency, and an introduction of the executive board. Each applicant is expected to attend one information session to receive an application, to ensure that they are fully aware of program expectations before receiving an application.

### Team Application, Interview, and Selection Process

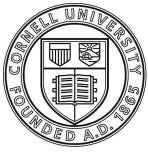
Application Collection: **Applications are submitted within a 3-day collection period, one week after the information sessions conclude.** The application allows students to express their interest in the program, service-learning, and, if applicable, particular social justice issues or trips. Students then rank the trips by preference.

Interview and Selection: After reviewing applications, **interviews are held throughout 2 days for trip leader and executive board member positions and 3 days for trip participant positions.** Students sign up to interview for their top-ranked trip. The interviews allow board members to engage in personal, candid interactions with applicants to support the decision making process. Each candidate interviews with the respective trip leader and one executive board member. This allows the trip leader to engage with the candidate while the executive board member records detailed notes of the interviewee's responses. Each interviewee is asked a standard set of questions that provide further insight into potential biases and teamwork skills. Space is limited by the number of participants agencies request. Participants are chosen and notified following **Trip Participant Decision Day.**

### 12-Week Service-Learning Curriculum Team Meetings

Participants attend 12 mandatory, weekly, curriculum-based, team meetings from November to April to facilitate team building and ensure that participants engage with the social justice issues their agencies address. A **post-meeting evaluation form** follows each meeting to track group dynamic, understanding of trip-specific issues, and feedback on curricula.

*Team Meeting #1 - Convocation (Program-Wide):* All newly selected trip participants and board members are welcomed to the program, introduced to their teams, and engage in the first weekly team meeting. Trip participants fill out a Diversity Awareness Survey consisting of 52 questions gauging their self-awareness and understanding of social justice issues prior to the curriculum. This data is compared against post-trip Diversity Awareness Survey results to gauge the success of our curriculum. *Please refer to the Appendix for the Alternative Breaks Diversity Survey Results.*



*Team Meeting #2 - Service-Learning Bootcamp (Program-Wide):* The Service-Learning Team facilitates a program-wide meeting that reinforces our 12-week service-learning curriculum by discussing its relevance to their trips, agencies, communities, and social justice issues.

*Team Meeting #3 - Team-Building Meeting (Program-Wide):* All team and board members will participate in a program-wide activity-based team-building meeting to foster team dynamics before Winter Break.

*Team Meeting #4 - Service-Learning Bootcamp 2 (Program-Wide):* The Service-Learning Team facilitates a second program-wide meeting that reviews and expands on the important social justice concepts and issues in our service-learning curriculum that began in the fall semester.

*Team Meetings #5-11:* Each hour-long, weekly, curriculum-based, team meeting allows students to discuss social justice issues through readings, videos, news clips, and homework assignments, and delve into the service-learning cycle. Trip leaders facilitate discussions that incorporate the service-learning principles with their trip and emphasize the importance of achieving engagement with the community through preparation, awareness and meaningful relationships.

*Team Meeting #12 - Kick-Off (Program-Wide):* At this final meeting before Spring Break, 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 to prepare the participants for Spring Break and apply what they have learned throughout the semester.

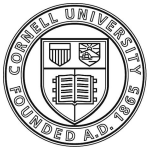
*Team Meeting #13 - Reflection Meeting (Program-Wide):* Post-trip, teams present their trip experience, reflections, and root cause analysis. This offers students an open platform to collectively reflect on the meaning and impact of their individual trips and Alternative Breaks as a whole. Participants also receive information on leadership opportunities in Alternative Breaks, and are encouraged to continue their involvement with the issues and to educate and share their understanding with the Cornell and greater community. The session is open to the Cornell community, and we specifically extend invitations to administration and campus organizations.

## Training Processes

*Service-Learning Training Institute (Board-Wide):* Every year, board members attend a seminar to prepare the program for a successful year and develop a cohesive board dynamic. The institute utilizes various methods of instruction to encourage teamwork, demonstrate leadership of meaningful discussions, and facilitate the development of presentation, teaching, and leadership skills. This includes instruction from a professor in the Department of Education on how to enhance, strengthen, and implement the 12 individual curriculums. Trip leaders learn to effectively connect trip-specific issues with social issues and prepare participants to properly engage with social 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, it is vital that we send students who can engage meaningfully with the communities at the agency sites without draining their resources or harming their clients. Therefore, intensive preparation is key. In the past, our training has proven successful, as **agencies have given very positive evaluations of participants and their leaders.**

*Agency Team Trainings (Advocacy Center, Harlem Grown Agency Training, MLA Agency Team Training, NYC Agency Visits, St. John's (Homeless Shelter) Church Training):* Agency team trainings are conducted for specific trips for further education on important facets of the agencies. Training at the Advocacy Center educates students on the cyclicity and manifestations of domestic violence, alongside its root causes. The executive director for Harlem Grown facilitated a meeting, which included CALS faculty and Cornell Cooperative Extension staff, to address issues of food insecurity, food deserts, gentrification, and the massive shelter system surrounding the agency site. For the past 20 years, the Executive Director at MLA has come to Cornell to meet with student team beforehand, to provide a more comprehensive agency overview, during which students also sign agency confidentiality forms. Agency meetings are essential to sustain our long-term agency relationships.





*Risk-Management Meetings (Program-Wide):* There are two Risk-Management meetings, one for NYC trips and another for non-NYC trips. Risk management training sessions are mandatory for all participants. Sessions are structured to reinforce risk management protocols and prepare students with enhanced problem solving skills for potential scenarios that may arise during their trips. Both the NYC and Non-NYC Risk Management meetings cover similar safety precautions and protocol. The NYC Risk Management meeting specifically focuses on the risks in an urban area, including a subway use tutorial. The Cornell Police are invited to attend and participate in both NYC and Non-NYC meeting to provide insight into the importance of risk management. All participants become well-versed on safety precautions before and during the trip, as well as how to respond to any crises that may arise. Risk management packets are sent to and reviewed by the Cornell Risk Management Team.

### Krispy Kreme Fundraising Process

*Order Form Collection:* All Alternative Breaks members are required to sell 22 boxes of donuts for the fundraiser, and on this day the collected orders are handed in, documented, and submitted. All fundraised money are used for educational agency workshops and risk management funds.

*Krispy Kreme Delivery & Distribution:* All Krispy Kreme orders are brought to the Cornell campus at a central location and picked up by program members for distribution.

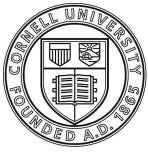
### Spring Break Trip

Each team travels to their respective agencies over Spring Break, engaging with communities through service-learning across various activities, events, projects, and reflections. Participants apply their understanding of the agency and relevant social issues to link curriculum to community and substantiate understanding through direct experience. The responsibilities of each team at their agencies are drawn from service request forms directly submitted by the agency. This includes requested projects and workshops that each team will have prepared for over the school year. Risk management protocols ensure the safety and wellbeing of all participants and community members, as well as prepare teams for addressing unexpected circumstances. **NYC trip teams attend the Network for Change event**, a panel discussion of Alternative Breaks alumni sharing their history in the Public Service Center, as well as their personal and career paths post-graduation. **Nightly team reflection sessions** are held to review each participant's takeaways and reflections. As reflection is a key component of our program, participants re-take the Diversity Awareness Survey taken at the beginning of the program at the end of the trip. Score changes are used to gauge the effectiveness of our curriculum. In addition, participants complete an **End-of-Program Evaluation**. Each team **meets with agency members** to conduct a root cause analysis through an in-depth discussion of relevant social issues, with the insight of agency and community partners. *Please refer to the Appendix for the Spring Break Service-Learning Trip Descriptions.*

### Post-Trip Reflection Session

*Reflection Meeting (Program-Wide):* Post-trip, teams present their trip experience, reflections, and root cause analysis. This offers students an open platform to collectively reflect on the meaning and impact of their individual trips and Alternative Breaks as a whole. Participants also receive information on leadership opportunities in Alternative Breaks, and are encouraged to continue their involvement with the issues and to educate and share their understanding with the Cornell and greater community. The session is open to the Cornell community, and we specifically extend invitations to administration and campus organizations.

*Individual Meetings with Trip Leaders:* Joyce Muchan, the Program Advisor, and the Co-Presidents meet with trip leaders individually to reflect on the trip, its outcomes, impact, and any issues that may have arisen.



## **Board Transition: Application, Interview, and Selection Process**

*Board Application Collection:* This is similar to the application collection process outlined previously.

*Board Interviews:* Each candidate is interviewed in a similar process outlined previously. The potential Co-Presidents, Administrative Chair, Treasurer, Head Service-Learning Chair, and Head NYC Coordinator give presentations to the current board discussing their qualifications and goals for the upcoming year.

*Selection Process:* Following the written application and the interview, the outgoing board reviews the application and evaluates each candidate. Considerations include commitment to social justice, position-specific skills, leadership, teamwork, past involvement in the program, and time commitment. Outgoing board members holding the respective positions write formal evaluations detailing the extent of their support for each candidate.

*Please refer to the Appendix for the visual representation of this process, titled "New Board Application, Interview, and Selection Process".*

## **Board Transition Process**

In May, board members assume their positions and prepare for the following year. Agencies are contacted and distributed contract agreements and service request forms. NYC Coordinators travel to NYC in the summer to obtain Memorandums of Understanding (MOU's), Service Request Forms and meet with agencies, continuing our long-standing relationships. Over summer, executive board members have weekly conference calls with alumni for planning and training purposes. These conferences also help the board member working at the Cornell Public Service Center to communicate the progress of the program to the rest of the board. Details of the publicity campaign and service-learning are finalized prior to August.



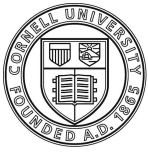
### 2018-2019 Attendance Data for \$100.00+ Events

Event	Date	Attendance
Information Sessions	10/16/2018	333
	10/17/2018	
	10/18/2018	
	10/21/2018	
Trip Participant Applicant Review	10/28/2018	27
Trip Decision Day	11/4/2018	27
Service Learning Training Institute	11/17/2018	27
C2 Service-Learning Bootcamp	11/28/2018	95
C3 Team-Building Meeting	12/1/2018	95
C4 Service-Learning Bootcamp	1/30/2019	95
Weekly Team Meetings	2/4/2019 – 3/29/2019 (Mon–Thu, Weekly)	84
St. John's Community Service Training	2/20/19	9
Advocacy Center Training	2/21/2019	18
Risk Management Meeting	3/13/2019	84
Kickoff Meeting	3/27/2019	84
Network for Change	4/1/2019	54
Program-Wide Reflection Meeting	4/10/2019	84

### 2019-2020 Attendance Data for \$100.00+ Events [Projected]\*

Event	Date	Attendance
Information Sessions	10/22/2019	380
	10/23/2019	
	10/24/2019	
	10/27/2019	
Trip Participant Applicant Review	11/3/2019	31
Trip Decision Day	11/10/2019	31
Service Learning Training Institute	11/23/2019	31
C2 Service-Learning Bootcamp	12/4/19	110
C3 Team-Building Meeting	12/7/19	110
C4 Service-Learning Bootcamp	1/29/2020	110
Weekly Team Meetings	2/2/2020 – 3/28/2020 (Mon–Thu, Weekly)	110
St John's Community Service Training	2/23/2020	12
Advocacy Center Training	2/25/2020	20
Risk Management Meeting	3/11/2020	110
Kickoff Meeting	3/25/2020	110
Network for Change	3/30/2020	70
Program-Wide Reflection Meeting	4/8/2020	110

\* Attendance projections are based on the number of students each agency expects from our program.

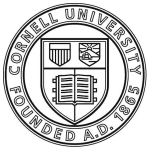


## Summary of Request for Funding

### Summary of Request

Alternative Breaks respectfully requests the Student Assembly to **maintain Student Activity funding at the level of \$2.00 per student per year**, for the following reasons.

1. To maintain the current level of housing costs in NYC. Our current housing in NYC is **heavily subsidized** by the generosity of nonprofits and religious organizations. There is one donated housing arrangement and one church that costs \$25 per student per night and another church that costs \$20 per student per night. This donated accommodation, however, is subject to change. For example, the Church of St. Matthew & St. Timothy, a completely subsidized housing option in NYC, was unable to provide housing in 17-18 and is again unable this year in 19-20 due to extensive renovation. All non-NYC housing is donated.
2. To look into establishing rural trips and reviving our Boston trips. We are exploring rural locations to broaden our understanding of urban environment issues in a rural context. Our Boston trips were previously cut by Byline recommendation. However, if we receive housing from alumni, the trip will meet past Byline requirements. With the possible addition of non-NYC and rural trips, we expect an increase in transportation and housing expenses. The funding of \$2.00 per student will cover this increase in expense since it originally accounted for previous trips.
3. To remain committed to our need-based financial aid program to ensure that no student is turned away from the program on the basis of financial ability.
4. To maintain the number of students participating in the program, uphold the level of community engagement, and implement our service-learning curriculum.

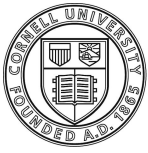


## 2016-2019 Income Statements

	2016-17	2017-18	2018-19
<b>Net Balance</b>	<b>-\$2,346.48</b>	<b>\$2,749.38</b>	<b>\$5,635.97</b>

	2016-17	2017-18	2018-19
<b>Revenue</b>			
Byline Funding	\$20,955.36	\$21,038.70	\$28,051.60
Program Fee	\$8,800.00	\$8,025.00 <sup>1</sup>	\$8,550.00 <sup>2</sup>
Krispy Kreme Fundraising <sup>4</sup>	\$7,374.25	\$7,135.06	\$5,754.00
Crowdfunding <sup>6</sup>	N/A	\$21,285.00 <sup>7</sup>	N/A
Crowdfunding surplus from 2017-2018 <sup>8</sup>	N/A	N/A	\$18,912.98
Engaged Cornell Grant	N/A	\$3,778.22	N/A
Engaged Cornell Grant Surplus from 2017-2018	N/A	N/A	\$750.00
<b>Total Revenue</b>	<b>\$37,129.61</b>	<b>\$39,976.98</b>	<b>\$43,105.60</b>

Byline Expenses				Non-Byline Expenses		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Transportation - NYC, Lake Placid	\$9,519.39 <sup>9</sup>	\$5,014.10	\$4,429.30 <sup>10</sup>	N/A <sup>12</sup>		
Transportation - Florida (bus & taxi)	\$1,067.85	\$1,208.86	\$0.00 <sup>13</sup>	N/A		
Transportation - Boston (airfare)	N/A <sup>14</sup>			\$0.00	\$0.00	\$0.00
Transportation - Florida (airfare)	N/A			\$2,037.60	\$5,247.09	\$4,657.59
Housing (NYC)	\$7,770.76	\$8,607.51 <sup>18</sup>	\$8,670.00 <sup>19</sup>	N/A		
Sleeping Bags	\$1,237.50	\$1,395.00 <sup>21</sup>	\$1,305.00 <sup>22</sup>	N/A		
Publicity	\$1,978.26	\$1,301.44	\$1,667.53 <sup>24</sup>	N/A		
Program Administration	\$3,950.09	\$4,100.08 <sup>26</sup>	\$5,003.48 <sup>27</sup>	N/A		
Risk Management	\$1,770.74 <sup>29</sup>	\$740.74 <sup>30</sup>	\$3,001.40 <sup>31</sup>	\$1,100.00	\$1,354.57	\$1,192.47
Program-Wide Training Meetings	\$2,129.65 <sup>32</sup>	\$567.21	\$973.68 <sup>33</sup>	\$1,000.00	\$3,053.22 <sup>35</sup>	\$1,750.00 <sup>36</sup>
Workshop and Educational Supplies (Krispy Kreme) <sup>38</sup>	N/A			\$5,914.25	\$4,637.78	\$4,819.16
<b>Total Expenses</b>	<b>\$29,424.24</b>	<b>\$22,934.94<sup>39</sup></b>	<b>\$25,050.41</b>	<b>\$10,051.85</b>	<b>\$14,292.66</b>	<b>\$12,419.22</b>
<b>Byline Expenses<sup>40</sup></b>	<b>\$20,624.24</b>	<b>\$14,909.94</b>	<b>\$16,500.41</b>			

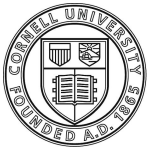


## 2019-2020 Financial Projections

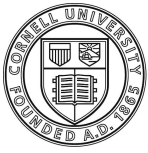
	2019-20	2020-21	2021-22
<b>Net Balance</b>	<b>\$519.85</b>	<b>-\$1,515.86</b>	<b>-\$2,250.81</b>

	2019-20	2020-21	2021-22
<b>Revenue</b>			
Byline Funding	\$28,051.60	\$28,051.60	\$28,051.60
Program Fee	\$10,804.16 <sup>3</sup>	\$11,259.07	\$11,713.98
Krispy Kreme Fundraising <sup>4</sup>	\$8,356.57 <sup>5</sup>	\$8,677.06	\$8,997.56
Crowdfunding <sup>6</sup>	N/A	N/A	N/A
Crowdfunding surplus from 2017-2018 <sup>8</sup>	\$18,055.41	\$14,835.91	\$13,224.76
Engaged Cornell Grant	N/A	N/A	N/A
Engaged Cornell Grant Surplus from 2017-2018	\$0.00	\$0.00	\$0.00
<b>Total Revenue</b>	<b>\$47,212.33</b>	<b>\$47,987.73</b>	<b>\$48,763.14</b>

Byline Expenses				Non-Byline Expenses		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Transportation - NYC, Lake Placid	\$6,833.05 <sup>11</sup>	\$7,419.75	\$7,642.35	N/A <sup>12</sup>		
Transportation - Florida (bus & taxi)	\$0.00	\$0.00	\$0.00	N/A		
Transportation - Boston (airfare)	N/A <sup>14</sup>			\$4,872.00 <sup>15</sup>	\$5,018.16	\$5,168.70
Transportation - Florida (airfare)	N/A			\$5,368.50 <sup>16</sup>	\$5,529.55 <sup>17</sup>	\$5,695.43
Housing (NYC)	\$9,109.00 <sup>20</sup>	\$10,412.27	\$10,724.64	N/A		
Sleeping Bags	\$2,067.50 <sup>23</sup>	\$2,157.50	\$2,247.50	N/A		
Publicity	\$1,717.00 <sup>25</sup>	\$1,769.00	\$1,822.00	N/A		
Program Administration	\$5,153.58 <sup>28</sup>	\$5,308.19	\$5,497.44	N/A		
Risk Management	\$3,091.44	\$3,184.19	\$3,279.71	\$1,228.00	\$1,265.00	\$1,303.00
Program-Wide Training Meetings	\$1002.89 <sup>34</sup>	\$1,032.98	\$1,063.97	\$1,000.00 <sup>37</sup>	\$1,000.00	\$1,000.00
Workshop and Educational Supplies (Krispy Kreme) <sup>36</sup>	N/A			\$5,249.51	\$5,407.00	\$5,569.21
<b>Total Expenses</b>	<b>\$28,974.47</b>	<b>\$31,283.88</b>	<b>\$32,277.61</b>	<b>\$17,718.01</b>	<b>\$18,219.71</b>	<b>\$18,736.34</b>
<b>Byline Expenses<sup>38</sup></b>	<b>\$18,170.31</b>	<b>\$20,024.81</b>	<b>\$20,563.63</b>			



- <sup>1</sup> 16.42% of participants applied for financial aid in order to pay the \$150 program fee.
- <sup>2</sup> 22.67% of participants applied for financial aid in order to pay the \$150 program fee.
- <sup>3</sup> Due to the 6.25% increase of participants that applied for financial aid from 2017-18 to 2018-19, the program fee will increase from \$150 to \$160.
- <sup>4</sup> Fundraising revenue is from our Krispy Kreme fundraiser.
- <sup>5</sup> To cover for the decrease in boxes of Krispy Kreme donuts sold from 2017-18 to 2018-19, the required boxes to be sold will from 20 to 22 boxes per person.
- <sup>6</sup> This is not included in the revenue.
- <sup>7</sup> One-time opportunity for 2017-2018 year **only**. This is only to be used to cover housing and transportation costs that cannot be covered by the program fee and Byline funding.
- <sup>8</sup> This is not included in the revenue.
- <sup>9</sup> In 2016-17, we still had the Housing Assistance Corporation trip in Cape Cod and Stop Abusive Family Environments trip in West Virginia. The transportation costs of those trips are included in this expense.
- <sup>10</sup> The decrease in transportation cost is because MLA trip participants only had to purchase one way ticket from Lake Placid to Ithaca since the transportation to Lake Placid was provided for by the agency.
- <sup>11</sup> Based on current Shortline and Swarthout pricing and number of trip participants requested by agencies. The increase is due to an increase in Shortline tickets purchased due to overflow of the Swarthout bus, round trip tickets for MLA trip participants.
- <sup>12</sup> All rows under Non-Byline Expenses titled "N/A" indicate that all expenses in that row are covered completely by Byline funds rather than by Alternative Breaks.
- <sup>13</sup> No land transportation was needed and are needed in the future since the Tangelo trip will fly from Ithaca Tompkins Regional Airport (ITH) to Orlando International Airport (MCO). In past years, we flew from Syracuse Hancock International Airport, thus needed land transportation.
- <sup>14</sup> All rows under Byline Expenses titled "N/A" indicate that all expenses in that row are covered entirely by Alternative Breaks rather than by Byline funding.
- <sup>15</sup> We have considered taking the Student Agency charter bus to Boston, however the dates when the bus leaves and arrives back to Cornell does not coincide with our trip dates.
- <sup>16</sup> Based on current airfare from Ithaca (ITH) to Orlando (MCO), using the average between American Airlines and United.
- <sup>17</sup> Increases in expense projections for upcoming years reflect a 3% inflation rate.
- <sup>18</sup> Churches cost \$6,625 in total, and emergency housing locations (for sick trip participants) cost \$1,982.51. Increased costs due to losing a completely subsidized housing option due to renovations.
- <sup>19</sup> Churches cost \$7,375 in total, and emergency housing locations (for sick trip participants) cost \$1,295.
- <sup>20</sup> Churches cost \$8,775 in total, and emergency housing locations (for sick trip participants) cost \$1,134. The increase in emergency housing cost is due to a 3% inflation.
- <sup>21</sup> 50 sleeping bags were rented for \$1,125.00. 2 bags were paid for (\$270.00) as two were lost during transportation at no fault of Alternative Breaks.
- <sup>22</sup> This accounts for 45 sleeping bags rented for a total of \$1,012.50 for the Spring Break trip as well as 39 sleeping bags rented for a total of \$292.50 for when the New Settlement students visited Cornell.
- <sup>23</sup> Assuming all trip participants require a sleeping bag, the increase is due to additional trip participants and our new Boston trip.
- <sup>24</sup> Increase due to additional printing for the Trustee meeting, order of Tshirt, and food for information sessions.
- <sup>25</sup> Increases in publicity expense projections for upcoming years reflect a 3% inflation rate.
- <sup>26</sup> Public Service Center pays for the program administrator's room during the trip starting from 2017-2018.
- <sup>27</sup> Increase due to expenses from the New Settlement visit.
- <sup>28</sup> Increases in program administration expense projections for upcoming years reflect a 3% inflation rate.
- <sup>29</sup> This cost was due to a WIR agency member visiting Cornell.
- <sup>30</sup> Decrease in risk management cost is due to a significant decrease in number of people attending agency visits.
- <sup>31</sup> Increase in cost due to an additional agency visit during the summer.
- <sup>32</sup> This cost was due to an increase in training meetings and food expense during this year.
- <sup>33</sup> Increase due to partially covering expenses for the New Settlement visit as well as covering part of the Network for Change expense that is not covered by the Engage Cornell Grant surplus.



<sup>34</sup> Increases in program-wide training meeting expense projections for upcoming years reflect a 3% inflation rate.

<sup>35</sup> Increased cost due to Network for Change event held at Cornell Tech, covered entirely by Engaged Cornell Grant.

<sup>36</sup> The Public Service Center Grant covered \$1000 and the Engaged Cornell Grant covered \$750 of the Network for Change event. The rest is paid for using Byline.

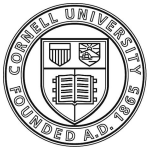
<sup>37</sup> This only includes the Public Service Center Grant of \$1000 since we will no longer have leftover funding from the Engaged Cornell Grant.

<sup>38</sup> Site supplies include supplies needed for workshops at the agencies during the trip.

<sup>39</sup> The total expenditure is higher than Byline revenue because some of our program fee revenues also go toward covering this difference.

<sup>40</sup> This is the total expense subtracted by the revenue from the program fee. This reflects the amount Byline is covering.



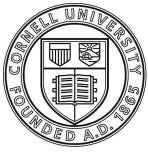


## Detailed Breakdown of Costs of 2018-2019

Transportation		
New York City		
<b>Byline:</b>		<b>\$4,128.10</b>
	Swarthout Bus	\$3,850.00
	Shortline Bus (NYC trip overflow)	\$278.10
Mountain Lake Academy (Lake Placid)		
<b>Byline:</b>		<b>\$301.20</b>
	Swarthout Bus	\$301.20
Tangelo Park (Florida)		
<b>Byline:</b>		<b>\$0.00</b>
	Shortline Bus	\$0.00
	Taxi Fare	\$0.00
<b>Non-Byline Alternative Breaks Funds:</b>		<b>\$4657.59</b>
	Airfare (Krispy Kreme Fundraiser)	\$1,288.00
	Airfare (Crowdfunding)	\$857.57
	Airfare (Program Fee)	\$2,512.02

Housing		
New York City		
<b>Byline:</b>		<b>\$8,670.00</b>
	West End Presbyterian Church	\$3,500.00
	Church of St. Paul and St. Andrew	\$3,875.00
	New Settlement Apartments	DONATED
	Emergency/First Aid Room	\$1,295.00
Mountain Lake Academy (Lake Placid)		<b>DONATED</b>
Tangelo Park (Florida)		<b>DONATED</b>

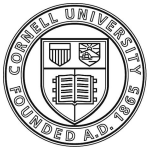
Sleeping Bags		
New York City		
<b>Byline:</b>		<b>\$1,012.50</b>
	Rented Sleeping Bags (45)	\$1,012.50



	Purchased Sleeping Bags (0)	\$0.00
<b>New Settlement Visit</b>		
<b>Byline:</b>		<b>\$292.50</b>
	Rented Sleeping Bags (39)	\$292.50

<b>Publicity</b>		
<b>Byline:</b>		<b>\$1,667.53</b>
	Posters	\$106.00
	Quartercards	\$751.00
	Chalking	\$55.99
	Stickers	\$163.00
	T-shirt	\$282.15
	Food for Info Sessions	\$167.21
	ClubFest Registration	\$12.00
	Trustee Meeting	\$130.18

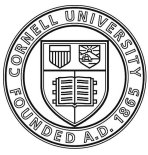
<b>Program Administration</b>		
<b>Byline:</b>		<b>\$5,003.48</b>
	Organization Supplies	\$119.97
	Food for Full-Day Board Trainings (3 meetings, 27 people each)	\$622.57
	Trip Applications, Descriptions, and Interview Forms	\$176.79
	Curriculum:	
	• Printing	\$559.76
	• Materials	\$142.81
	• Journals for Trip Participants	\$70.82
	Risk Management Printing	\$333.87
	Byline Packet Printing	\$71.08
	Community-Based Training	\$500.00
	New Settlement Visit (Food & T-shirt)	\$1,110.81
	Program Advisor's Room	\$1,295.00
	Advocacy Center Training	\$0.00



Risk Management		
<b>Byline:</b>		<b>\$3,001.40</b>
	Agency Visits in New York City	\$3,001.40
<b>Non-Byline Alternative Breaks Funds:</b>		<b>\$1,192.47</b>
	# of Coordinators	8
	NYC Coordinators (Krispy Kreme Fundraiser)	\$1,192.47
	Emergency Funds (Krispy Kreme Fundraiser)	\$0.00

Program-Wide Training Meetings		
<b>Byline:</b>		<b>\$973.68</b>
	Food (Byline)	\$787.18
	Network for Change	\$186.50
<b>Non-Byline:</b>		<b>\$1,750.00</b>
	Network for Change (Engaged Cornell Grant)	\$750.00
	Network for Change (Public Service Center Grant)	\$1000.00

Workshop and Educational Supplies (Krispy Kreme)		
<b>Non-Byline Alternative Breaks Funds:</b>		<b>\$4,819.16</b>
	Workshop and Educational Supplies	\$4,426.17
	Agency Thank-You Gifts	\$392.99



## 2019-2020 Analysis of Current Funding Statement [10%, 25%, 35% Less]

<u>Type of Cut</u>	<u>Main Result<sup>1</sup></u>
10% Cut	Eliminating Boston
25% Cut	Eliminating Boston, Lake Placid, and 2 NYC trips
35% Cut	Eliminating Boston, Lake Placid, and 5 NYC trips

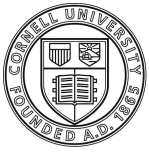
	<b>Allocated Funding (\$2.00)</b>	<b>10% Cut (\$1.80)</b>	<b>25% Cut (\$1.50)</b>	<b>35% Cut (\$1.30)</b>
<b>Revenues</b>				
Byline Funding	\$28,051.60	\$25,246.44	\$21,038.70	\$18,233.54
Program Fee	\$10,804.16	\$9,894.35 <sup>2</sup>	\$7,164.87	\$5,006.04
Krispy Kreme Fundraising	\$8,356.57	\$7,715.57	\$5,792.60	\$4,270.24
<b>Total Revenue</b>	<b>\$47,212.33</b>	<b>\$42,856.36</b>	<b>\$33,996.17</b>	<b>\$27,509.82</b>

<b>Expenses</b>				
Transportation	\$17,073.55	\$12,201.55	\$9,537.55	\$8,207.55
Housing	\$9,109.00	\$9,109.00	\$7,109.00	\$4,834.00
Sleeping Bags	\$2,067.50	\$1,887.50	\$1,527.50	\$1,100
Publicity	\$1,717.00	\$1,717.00	\$1,717.00	\$1,717.00
Program Administration	\$5,153.58	\$4,957.19	\$4,662.62	\$4,466.24
Risk Management	\$4,319.44	\$4,319.44	\$4,012.39	\$3,889.58
Program-Wide Meetings	\$2,002.89	\$1,945.00	\$1,858.18	\$1,800.29
Workshop and Educational Supplies	\$5,249.51	\$4,817.13	\$3,520.39	\$2,223.61
<b>Total Expenses</b>	<b>\$46,692.47</b>	<b>\$40,953.81</b>	<b>\$33,944.63</b>	<b>\$28,238.27</b>

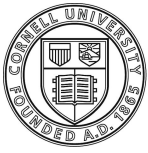
<b>Net Balance</b>	<b>\$519.85</b>	<b>\$1,902.55</b>	<b>\$51.54</b>	<b>-\$728.45</b>
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<sup>1</sup>Other results include decreasing expenses in program administration, risk management, food for program-wide meetings, and etc.

<sup>2</sup> Decreased due to having less trip participants



# APPENDIX



## Membership and Organization (2019-2020)

**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 general and executive board meetings.

### Positions:

- ❖ Co-Presidents (2)
- ❖ Administrative Chair (1)
- ❖ Head Treasurer (1)
- ❖ Assistant Treasurer (1)
- ❖ Head NYC Coordinator (1)
- ❖ Sub-NYC Coordinators (4)
- ❖ Non-NYC Coordinator (1)
- ❖ Housing Supervisor (2)
- ❖ Head Publicity Chair (1)
- ❖ Assistant Publicity Chair (2)
- ❖ Head Service-Learning Chairs (1)
- ❖ Assistant Service-Learning Chair (3)

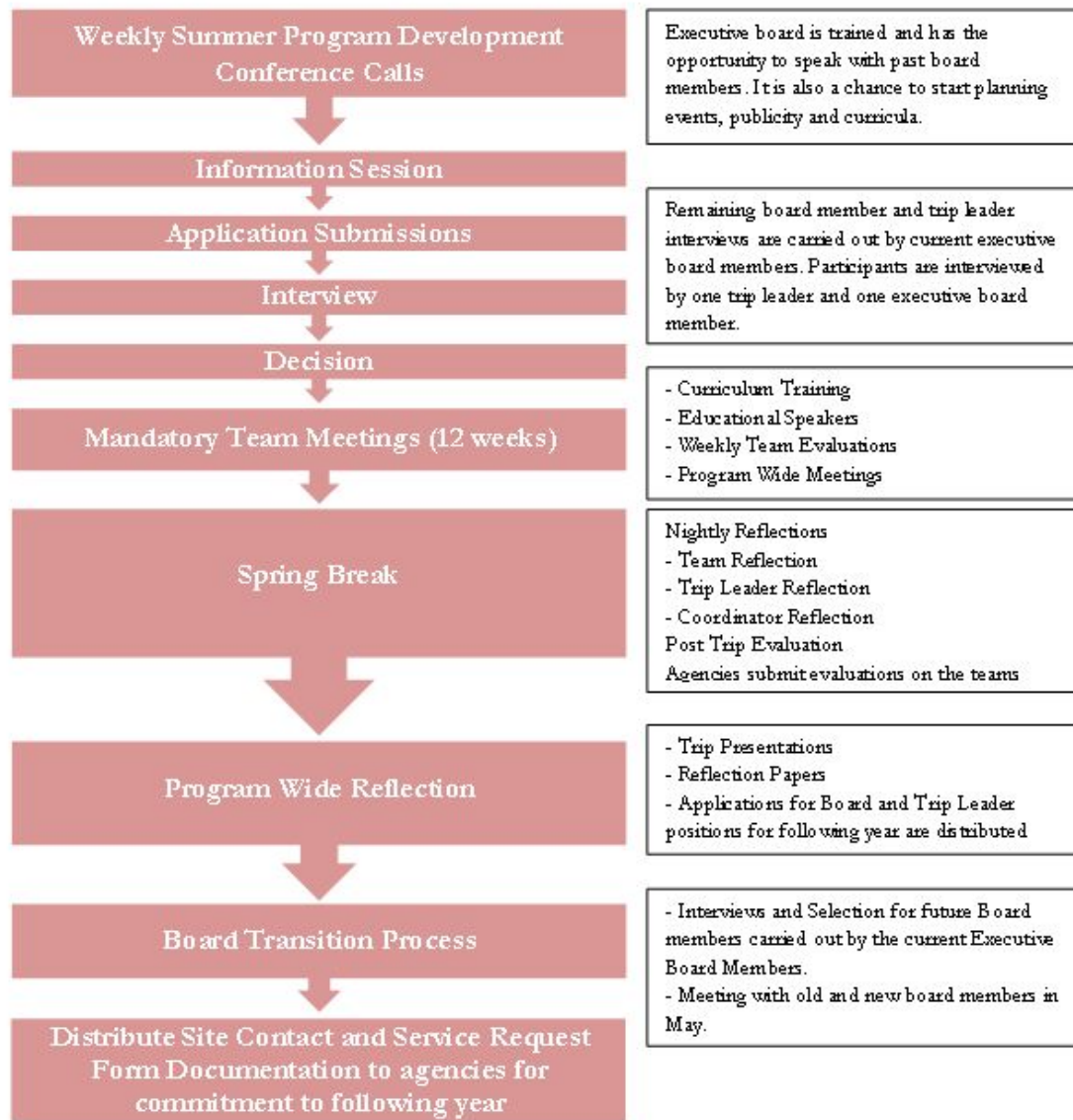
**General Board** - Responsibilities of the Alternative Breaks Trip Leaders include: being an active participant in board trainings and meetings, building a positive team dynamic, organizing the logistics of their trip, assisting with publicity for the program, communicating with community organizations, and maintaining program documentation. Alternative Breaks Trip Leaders should expect to make a commitment of approximately 5 to 7 hours per week. This includes 1.5-hour long weekly board meetings, 1-hour long weekly team meetings, planning weekly curriculums, 1-hour long weekly office hours (all mandatory), and completing proper documentation for the fall and spring semesters.

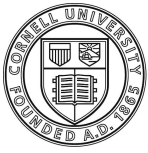
### Positions:

- ❖ Trip Leader for Giving Alternative Learners Uplifting Opportunities (GallopNYC)
- ❖ Trip Leader for Girls Educational and Mentoring Services (G.E.M.S)
- ❖ Trip Leader for Goddard Riverside Home Delivered Meals and Senior Center
- ❖ Trip Leader for Goddard Riverside TOP and Green Keepers
- ❖ Trip Leader for Harlem Grown
- ❖ Trip Leader for Mountain Lake Academy (MLA)
- ❖ Trip Leader for New Settlement Apartments
- ❖ Trip Leader for The Tangelo Park Program
- ❖ Trip Leader for True Colors and New Alternatives and Sylvia's Place
- ❖ Trip Leader for West End Intergenerational Residence (WIR)
- ❖ Trip Leader for Womankind (previously known as Asian Women's Center)
- ❖ Trip Leader for Boston Trip



## Abbreviated Program Timeline





## Diversity Survey

### Pre- and Post-Trip Diversity Survey Compiled Data Spring 2019

#### Survey Layout

Identification code – Used to maintain student anonymity

Section 1 – Personal Information

Section 2 – Questions 15-24

Section 3 – Questions 25-28

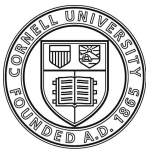
Section 4 – Questions 29-36


Section 5 – Questions 37-58


#### Survey

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Cornell University Public Service Center</p> </div> </div> <p style="text-align: center; font-weight: bold; margin-top: 20px;">ALTERNATIVE BREAKS DIVERSITY AWARENESS SURVEY</p> <p style="text-align: center; font-weight: bold; margin-top: 10px;">2018 - 2019</p> <p style="font-size: small; margin-top: 10px;">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.</p> <ol style="list-style-type: none"> <li>1. The last number of your NetID _____</li> <li>2. The second number of your 7-digit Cornell ID _____</li> <li>3. The last digit of the year you were legally born _____</li> <li>4. The day of your birthday, <u>NOT</u> the month (Ex: March 12, write 12) _____</li> </ol> <div style="text-align: right; font-size: x-small; margin-top: 20px;">Page   1</div> <p style="font-size: x-small; margin-top: 5px;">2018-2019 Alternative Breaks Diversity Awareness Survey --Approved by the Cornell Assessment Office</p>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Cornell University Public Service Center</p> </div> </div> <p style="text-align: center; font-weight: bold; margin-top: 20px;">ALTERNATIVE BREAKS DIVERSITY AWARENESS SURVEY</p> <p>Trip: _____</p> <p>Date: _____</p> <p style="font-size: x-small; margin-top: 10px;"><i>Directions: Read each question carefully and then <b>CIRCLE</b> the response that you most accurately identify with. Please be candid and open as this is an individually anonymous survey. Be sure to read each question carefully.</i></p> <p style="font-size: x-small; margin-top: 5px;"><i>If a question asks you about "diversity" or "diverse", this includes race, creed, religion, national or ethnic origin, sex, sexual orientation, gender identity, citizenship status, age, disability, or veteran status.</i></p> <p style="font-weight: bold; margin-top: 10px;">Section I</p> <ol style="list-style-type: none"> <li>1. What is your gender identity? _____</li> <li>2. What is your age? 18 or younger 19 - 21 22 - 25 26 or older</li> <li>3. What is your current academic year? Freshman Sophomore Junior Senior Graduate Other: _____</li> <li>4. How many semesters have you been involved in Alternative Breaks? 0 - 1 semester   2 - 3 semesters   4 - 5 semesters   6 - 7 semesters   8 semesters or more</li> <li>5. Are you a transfer student? Yes   No</li> </ol> <div style="text-align: right; font-size: x-small; margin-top: 20px;">Page   2</div> <p style="font-size: x-small; margin-top: 5px;">2018-2019 Alternative Breaks Diversity Awareness Survey --Approved by the Cornell Assessment Office</p>
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6. Select all that applies:  
First-generation student  
International student  
Non-traditional student (i.e. not the traditional age of a college student)  
Other (optional): \_\_\_\_\_

7. What race/ethnicities do you self-identify as? (List all that apply)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


8. How many classes have you taken **PRIOR TO JOINING ALTERNATIVE BREAKS** at Cornell that focused on diversity, inequality studies, and/or social justice issues?  
0  
1 Please specify class(es) taken: \_\_\_\_\_  
2 \_\_\_\_\_  
3-4 \_\_\_\_\_  
5 or more \_\_\_\_\_


9. How many classes have you taken **SINCE JOINING ALTERNATIVE BREAKS** at Cornell that focused on diversity, inequality studies, and/or social justice issues?  
0  
1 Please specify class(es) taken: \_\_\_\_\_  
2 \_\_\_\_\_  
3-4 \_\_\_\_\_  
5 or more \_\_\_\_\_

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

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

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12. Evaluate the statement: "I would describe my hometown as diverse".  
Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree


13. My hometown is:  
Africa  
Asia  
Australia  
Caribbean  
Central America  
Europe  
South America  
If OUTSIDE of North America, specify COUNTRY: \_\_\_\_\_  
North America ( Canada | Mexico | United States | Puerto Rico )  
If WITHIN North America, specify REGION: \_\_\_\_\_


14. I would describe my hometown/residence as:  
Urban  
Suburban  
Rural  
Other: (optional to specify) \_\_\_\_\_

**Section II**  
Please respond to the following question. How often do you have meaningful interactions with people who are different from yourself in terms of:

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

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

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

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

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

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


21. Mental Abilities?  
1 2 3 4  
Never Seldom Sometimes Frequently


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

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

24. LGBTQIA+ community?  
1 2 3 4  
Never Seldom Sometimes Frequently

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

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

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

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

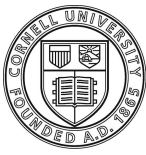
28. Do you participate in jokes (whether by instigating or tolerating) that are derogatory to any individual group?  
1 2 3 4  
Never Seldom Sometimes Frequently


**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 and effects of inequality and discrimination in the United States regarding:


29. Race and ethnicity?  
(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

30. LGBTQIA+ community?  
(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

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31. Individuals with physical and developmental challenges?

(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

32. Gender?

(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

33. Sex?

(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

34. Age?

(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

35. Religion?

(Not Knowledgeable) 1 2 3 4 (Extremely Knowledgeable)

36. 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:

37. I have participated in serious discussions with others whose personal identities differ from my own.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

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38. I have developed an awareness of different cultures/ethnicities/genders/LGBTQIA+/ socioeconomic statuses (SES)/religions/ages/abilities **WITHIN** the United States.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

39. I have developed an awareness of different cultures/ethnicities/genders/LGBTQIA+/ socioeconomic statuses (SES)/religions/ages/abilities **OUTSIDE** the United States.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

40. I think that discrimination towards underrepresented racial/ethnic/gender/LGBTQIA+/ religious/SES/ability/age groups is no longer a problem in the United States.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

41. I think that it is **NOT** the school system's responsibility (from elementary school through college) to promote values representative of diverse cultures and viewpoints.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

42. I would choose to live in a neighborhood consisting of a diverse population (e.g. African American, Asian American, Hispanic, White, Muslim, LGBTQIA+, etc.).

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

43. Because of past discrimination, affirmative action is still necessary in the United States.


1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree


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

44. I believe that taxpayer dollars should not be used to publish materials in a language other than English.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

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45. I believe that people who are undocumented in the United States should be deported.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

46. I work to make sure people culture/ethnicity/gender/age/LGBTQIA+/ religion/SES groups/abilities who are different from me are heard and accepted.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

47. I believe that having a friend of another ethnicity/gender/LGBTQIA+/religion/SES/abilities/age is enough to make me culturally sensitive.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

48. I understand why a lack of diversity in a social circle may be perceived as excluding others.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

49. I believe societal 'color blindness' is productive and necessary towards addressing/combating discrimination and inequality.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

50. Define these terms:


Racism:


Classism:

Sexism:

Heterosexism:

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Ableism:

Xenophobia:

51. I understand the definition of INTERNALIZED racism/classism/sexism/heterosexism/ableism/xenophobia and how it impacts individuals.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

52. I understand the definition of INSTITUTIONALIZED racism/classism/sexism/heterosexism/ableism/xenophobia and how it impacts individuals.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

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

53. I believe that racial categories were enforced to create and maintain a power hierarchy.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

54. I believe that race continues to have societal implications today.

1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

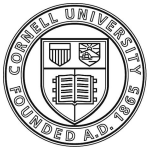
55. I do not identify sex and gender as separate entities.


1 2 3 4  
Disagree Somewhat Disagree Somewhat Agree Agree

Please define sex and gender:


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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56. I remain silent when others make derogatory comments regarding race/ethnicity/religion/gender/LGBTQIA+/socioeconomic status (SES).

1	2	3	4
Disagree	Somewhat Disagree	Somewhat Agree	Agree

Explain:

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57. I do not speak up if I witness another person being humiliated or discriminated against.

1	2	3	4
Disagree	Somewhat Disagree	Somewhat Agree	Agree

Explain:

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58. I believe that people of a lower SES can escape the cycle of poverty just by working hard enough:

1	2	3	4
Disagree	Somewhat Disagree	Somewhat Agree	Agree

Explain:

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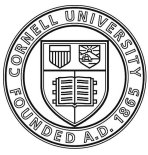
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### Score System

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
24	0	1	2	3

Section III				
Question#:	Never (1) Score:	Seldom (2) Score:	Sometimes (3) Score:	Frequently (4) Score:
25	0	1	2	3
26	0	1	2	3
27	0	1	2	3
28	3	1	2	3

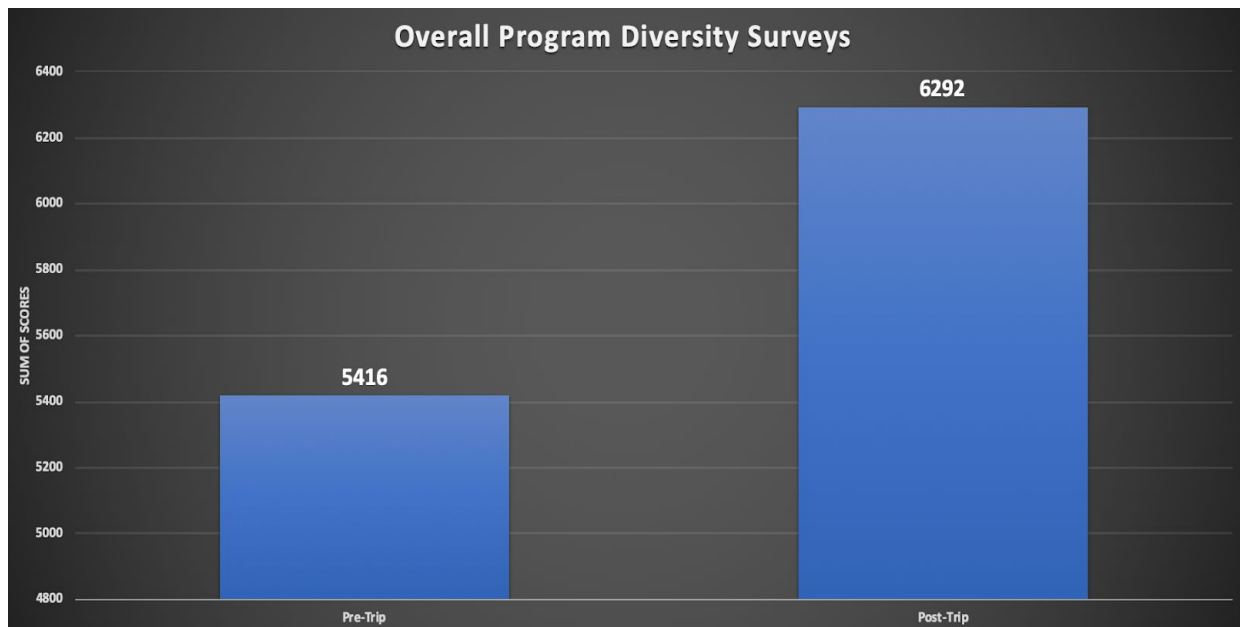
Section IV				
Question#:	1 (Not knowledgeable) - Score:	2 - Score:	3 - Score:	4 (Extremely Knowledgeable) - Score:
29	0	1	2	3
30	0	1	2	3
31	0	1	2	3
32	0	1	2	3
33	0	1	2	3
34	0	1	2	3
35	0	1	2	3
36	0	1	2	3



Section V				
Question#:	Disagree (1) Score:	Somewhat Disagree (2) - Score:	Somewhat Agree (3) - Score:	Agree (4) - Score:
37	0	1	2	3
38	0	1	2	3
39	0	1	2	3
40	3	2	1	0
41	3	2	1	0
42	0	1	2	3
43	0	1	2	3
44	3	2	1	0
45	3	2	1	0
46	0	1	2	3
47	3	2	1	0
48	0	1	2	3
49	3	2	1	0
51	0	1	2	3
52	0	1	2	3
53	0	1	2	3
54	0	1	2	3
55	3	2	1	0
56	3	2	1	0
57	3	2	1	0
58	3	2	1	0



## Overall Program Scores

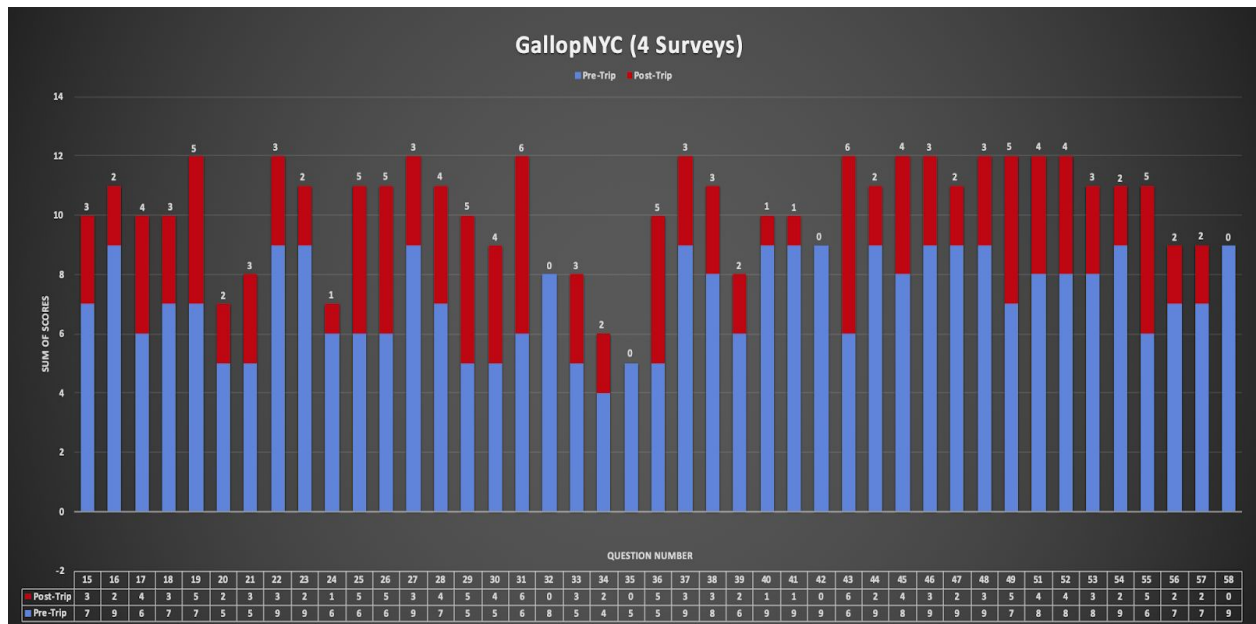


## Program-wide Score by Team

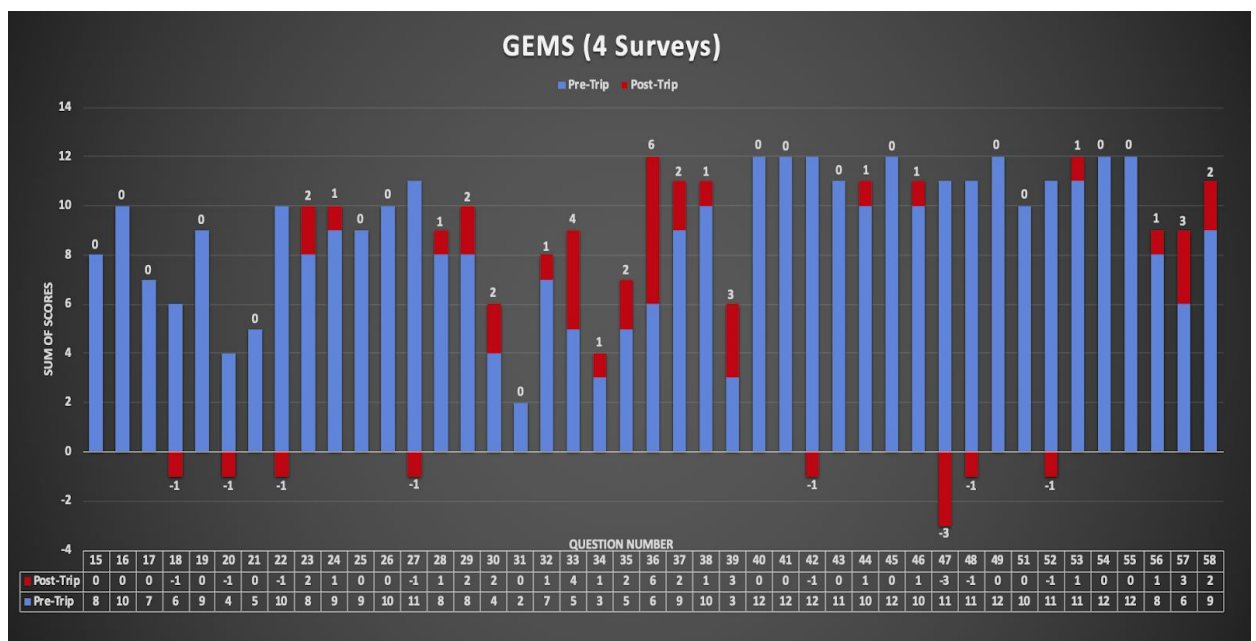




## GallopNYC, NYC

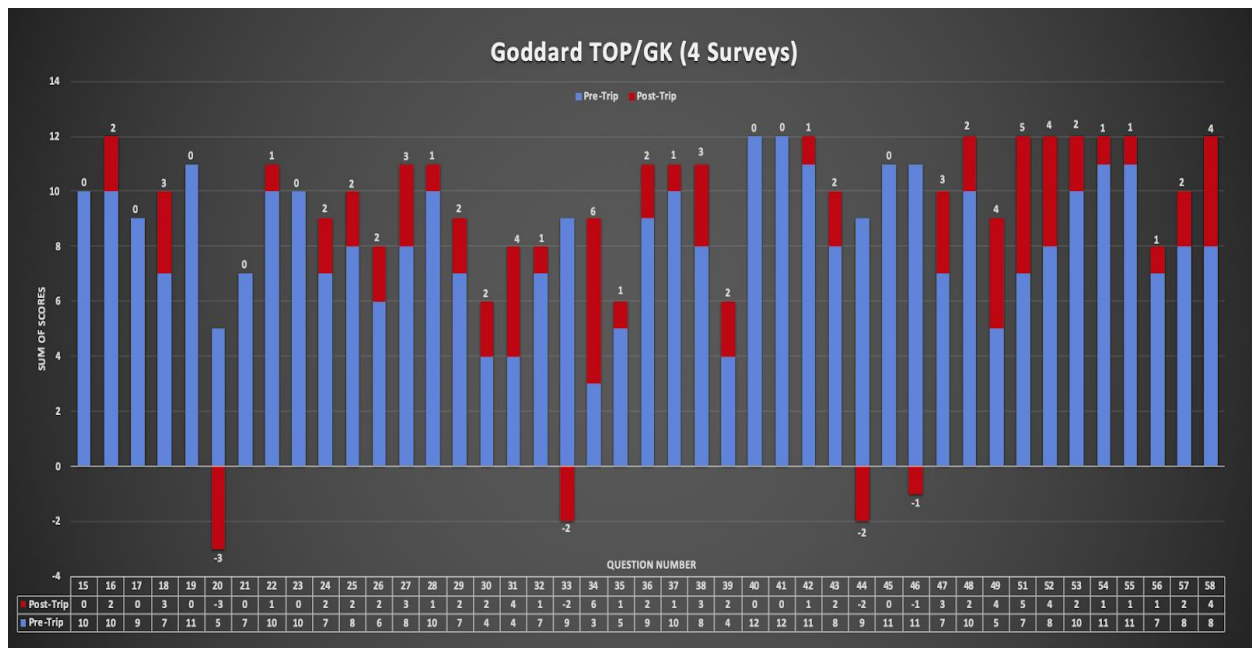


## Girls Education and Mentoring Services, NYC

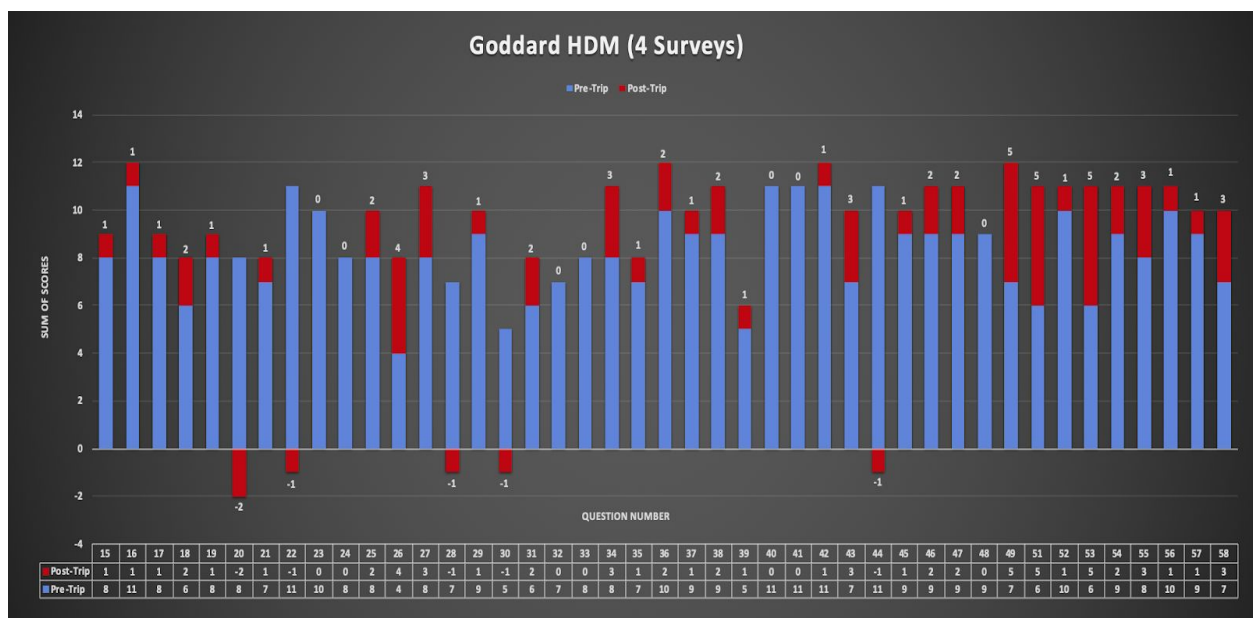




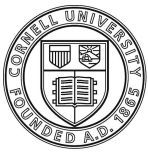
## Goddard: TOP and Green Keepers, NYC



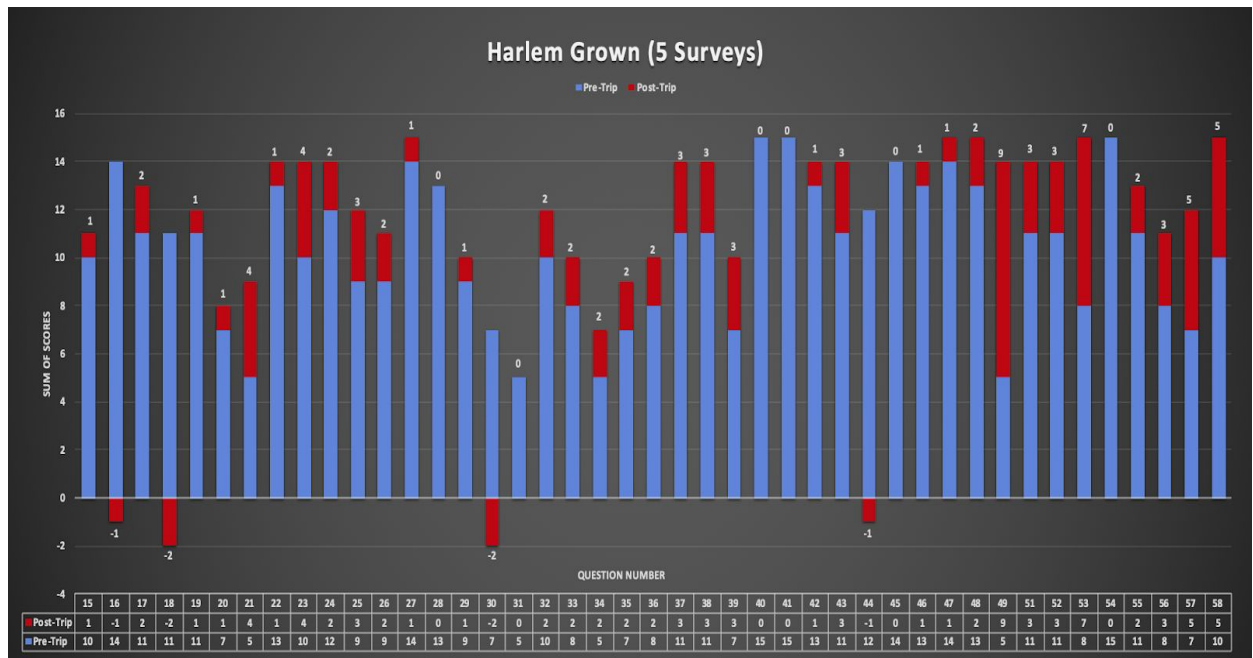
## Goddard: Home Delivered Meals and Senior Center, NYC



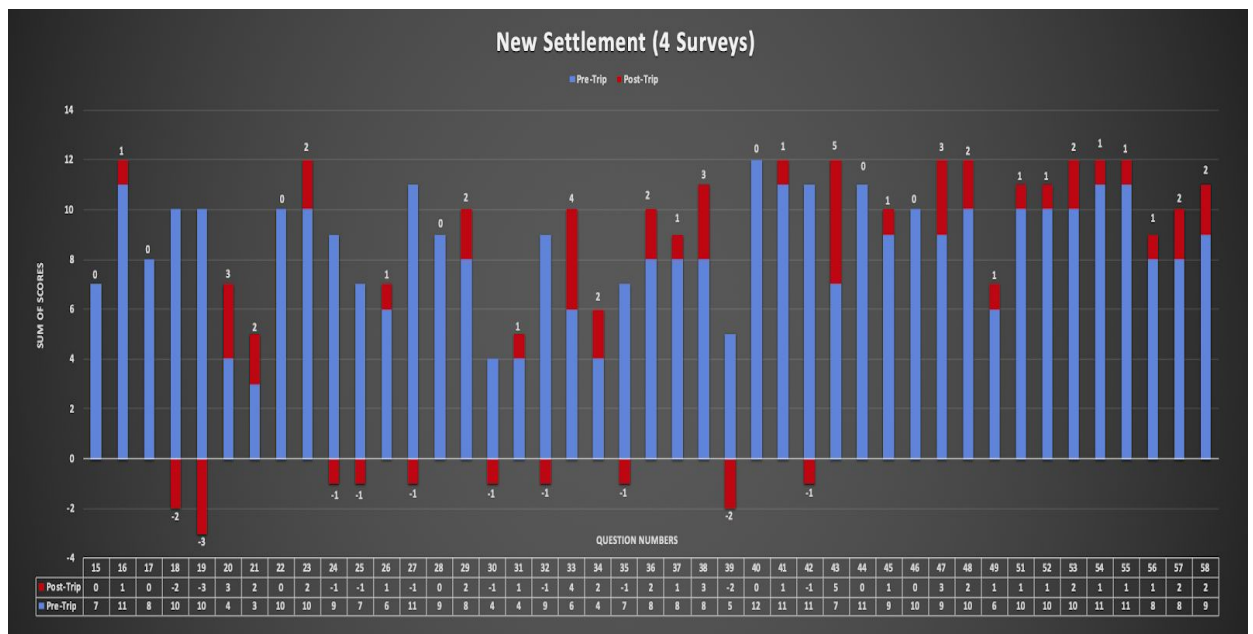




## Harlem Grown, NYC

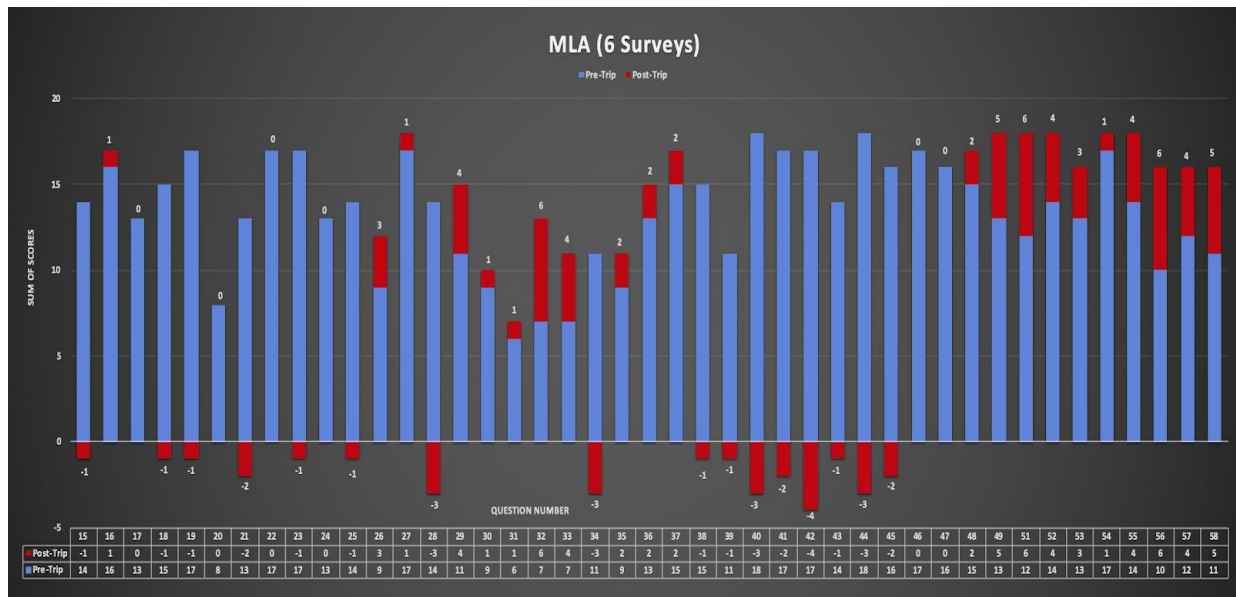


## New Settlement Apartments, NYC

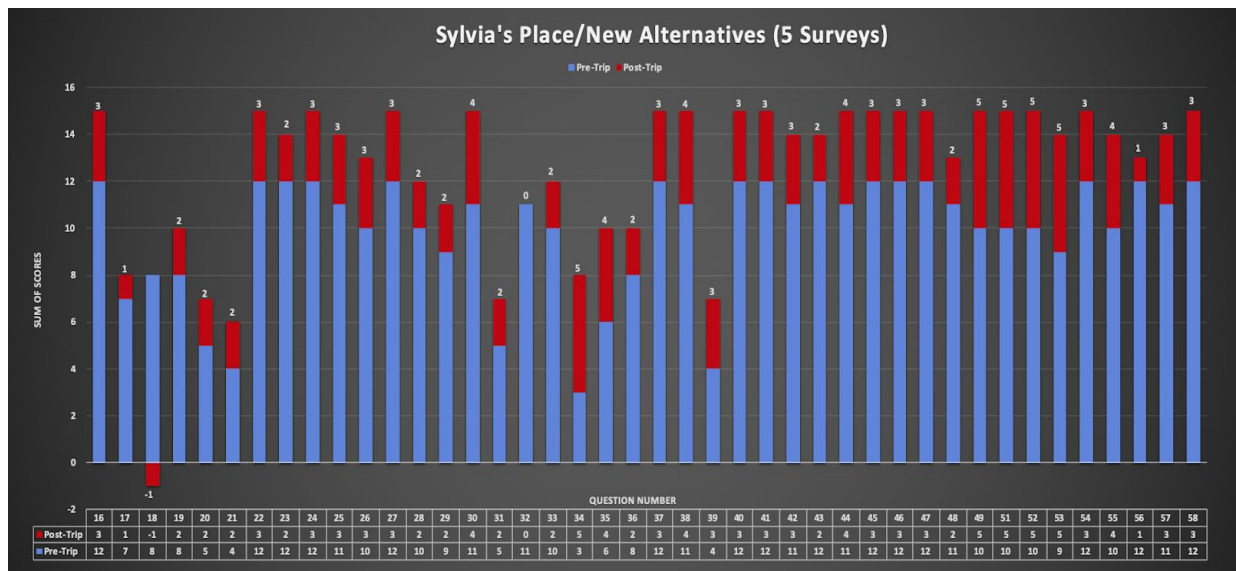




## Mountain Lake Academy, Lake Placid, NY

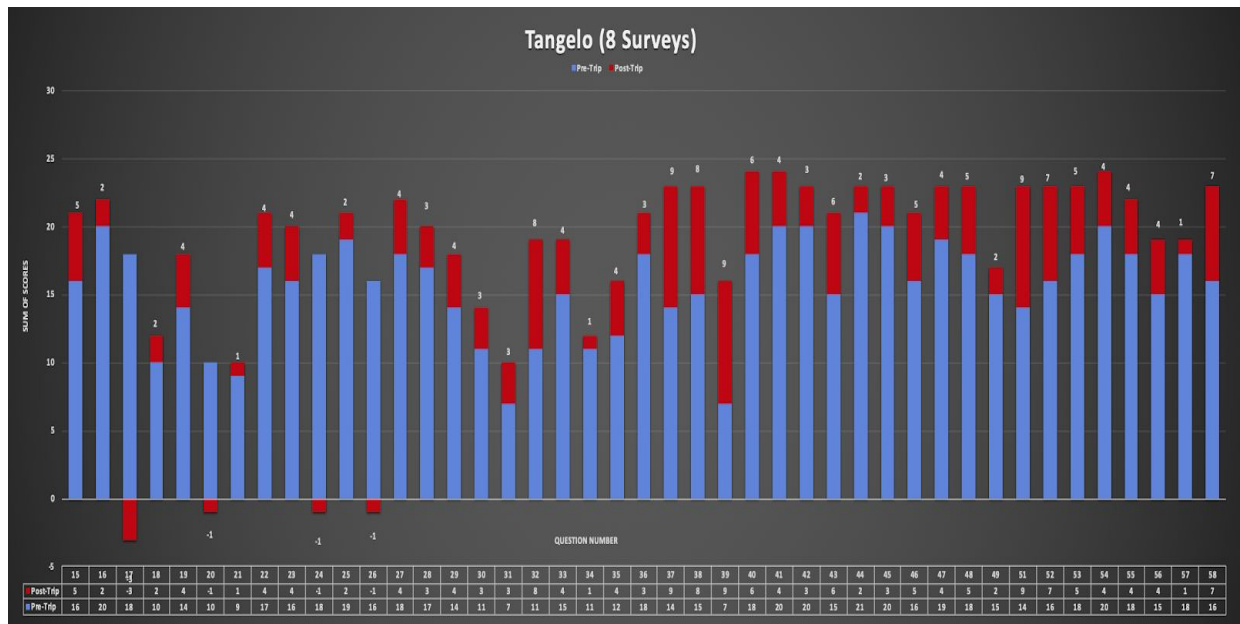


## Sylvia's Place/New Alternatives, NYC

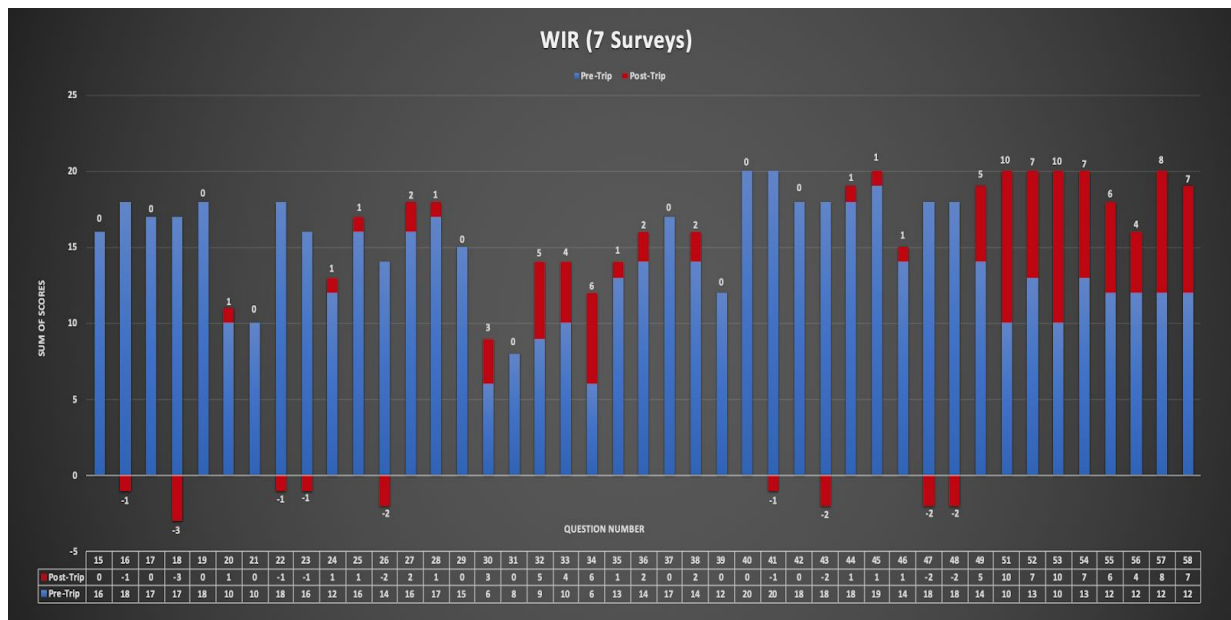


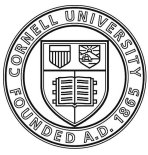


## Tangelo Park, FL

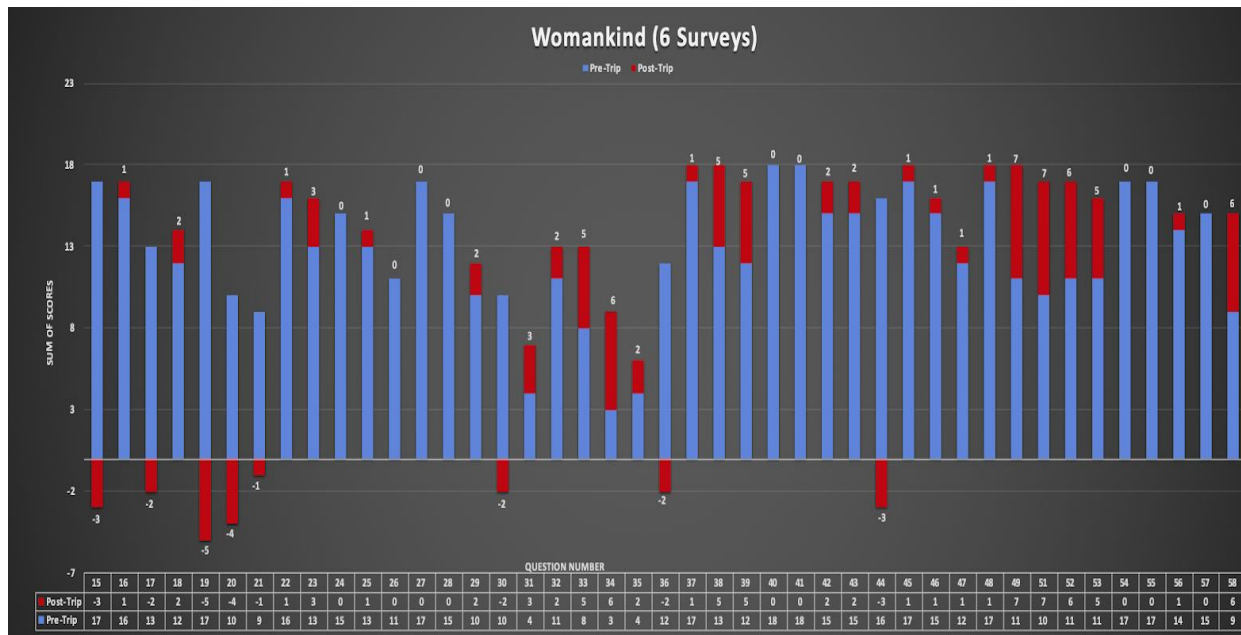


## West End Intergenerational Residences, NYC

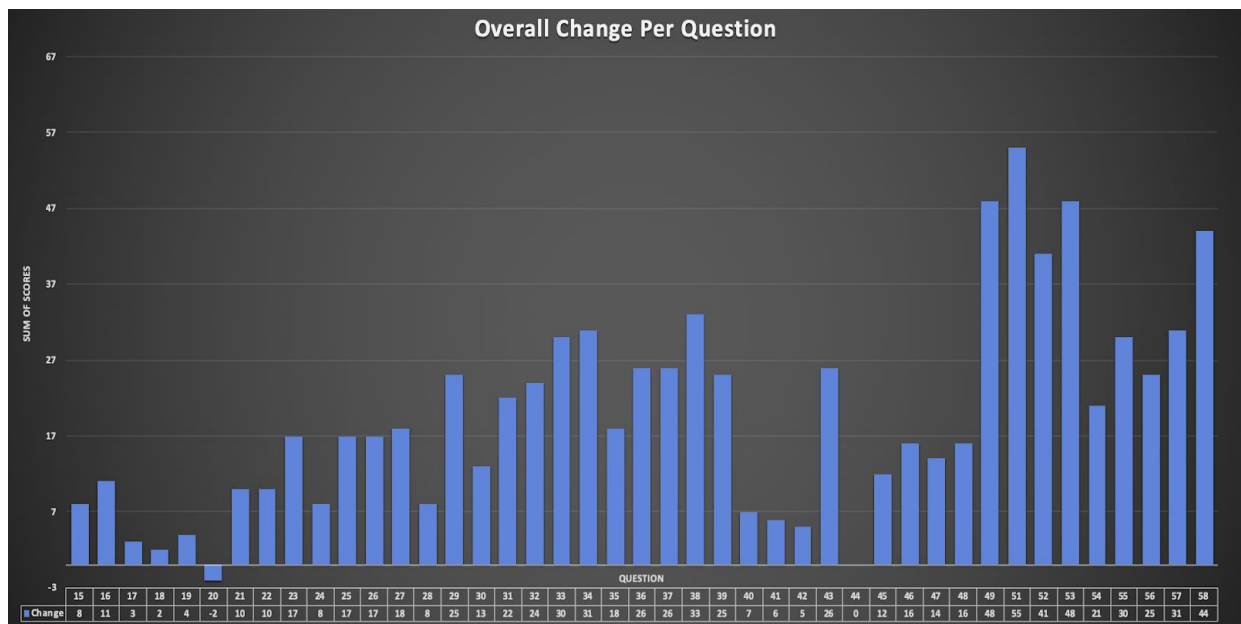


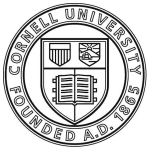


Womankind (previously known as Asian Women's Center), NYC



Overall Average Change per Question





## The Alternative Breaks Program 2019-2020 Agency/Trip Descriptions

### **1. *Giving Alternative Learners Uplifting Opportunities (GallopNYC): New York, New York***

GallopNYC 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. GallopNYC also works with veterans and at-risk youth.

***\*Students on this trip will work with agency volunteers and members, assist in horse workshop training, canvas in the neighborhood, maintaining horse stables, and have an opportunity to experience the beneficial effects of therapeutic riding first-hand.***

### **2. *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 to develop 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.

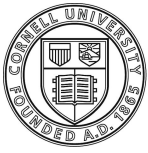
***\*This is a women-only trip. Students will engage in a variety of projects to support GEMS, such as implementing workshops and contributing to an IMPACT study on the CSEC awareness movement and relevant organizations.***

### **3&4. *Goddard Riverside Community Center: 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. This trip is separated into two different trips:

#### **3. *Goddard Riverside Community Center: The Other Place (TOP) and Green Keepers***

**The Other Place Clubhouse (TOP)** provides integrated services to adults age 18 and older with histories of mental illness. The program accepts individuals with histories of



homelessness and substance use. TOP Clubhouse assists its members in understanding their mental illness, coping with barriers and developing the skills needed to live independently, such as obtaining employment (transitional, supported or independent), securing suitable housing, returning to school and building meaningful relationships and social networks.

**Green Keepers** is Goddard's social enterprise 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. 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, and preparation of trash pick up.

*\*At The Other Place, students will engage in recreational activities and socialize with individuals who are currently or formerly homeless living with mental illness and substance abuse. At Green Keepers, students will work with a certified horticulturist on a project to be determined during the spring semester depending on seasonal horticultural needs. In addition, students join work teams in assisting with street sanitation and maintenance.*

#### 4. **Goddard Riverside Community Center: Home Delivered Meals**

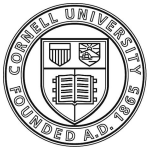
**Home Delivered Meals** serves more than 500 hot meals to homebound older adults on the Upper West Side of Manhattan. These meals are prepared fresh every day and represent a third of the recommended daily nutritional intake for an adult. Often, these meals are the only meals the clients receive for the day and the only faces that the clients see for the day. The program supports the needs of the older adult community in the area by offering these food delivery services.

*\*At Home Delivered Meals, students work with the agency staff in preparing, cooking, packing, and delivering nutritious meals that are delivered daily to homebound older adults in Upper West Side of Manhattan. Students also partake in conversations with the social workers and the elderly adults on the issue of food insecurity of homebound older adults.*

#### 5. **Harlem Grown: New York, New York**

Harlem Grown's mission is to inspire youth to live healthy and ambitious lives through mentorship and hands-on education in urban farming, sustainability, and nutrition. Founded in 2011, Harlem Grown operates local urban farms, increases access to and knowledge of healthy food for Harlem residents, and provides garden-based development programs to Harlem youth. Healthy habits start young, which is why the agency targets elementary-aged students. Because food justice is more than just providing and distributing food, our model seeks to positively impact the entire community through mentorship, job training, and partnerships to create sustainable change.





***\*Students on this trip will work on creating a new garden bed for planting, as well as composting, weeding, etc., at times alongside elementary to middle school students and work with Harlem Grown staff to conduct Farm Education tours, and may help implement educational programming and workshops as needed.***

**6. *New Settlement: 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. New Settlement's project Community Action for Safe Apartments (CASA) is a membership driven tenant organizing project that works primarily in the Southwest Bronx. Their mission is to protect and maintain affordable and safe housing through collective action.

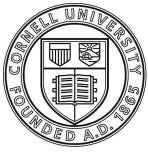
***\*Students on this trip will be tutoring, implementing educational STEM workshops with the after-school program, organizing a college-access panel, organizing educational initiatives with the Parent Action Committee, advocating for tenants' rights through Community Action for Safe Apartments, and informing community members about the services offered by the New Settlement Community Center. Students may work with the Program for Girls, Bronx Helpers, and YouthBuild.***

**7. *Sylvia's Place & New Alternatives: New York, New York***

Sylvia's Place is a provider of emergency shelter and services to homeless LGBTQIA+ youth, as part of the Metropolitan Community Church of New York (MCCNY), which provides social services through MCCNY Charities.

New Alternatives for LGBTQIA+ Homeless Youth was created to increase the self-sufficiency of homeless LGBTQIA+ 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.

***\*During this trip, students will work with both of the above agencies. They will engage in activities such as developing and implementing workshops. They will facilitate projects, help prepare and serve meals, art activities, lead poetry workshops with Sylvia's Place, and lead educational trips with homeless LGBTQIA+ youth.***



**8. 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 young mothers aged 18-24, who are pregnant or with one or two children aged 7 and younger and who have experienced or are experiencing homelessness. Roughly two-thirds of these women are also survivors of domestic violence. At West End, young mothers receive educational, vocational, life skills, child development programming and access to an on-site health clinic. Additionally, WIR is a permanent home to 40 single low-income adults aged 55 years and older who are capable of independent living. WIR provides the tools and support young women need to continue their education, find employment, live independently and self-sufficiently, and break the cycle of violence for themselves and their children. For 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. For seniors, WIR provides a welcoming and stable permanent home, with on-site services they need to remain healthy and independent.

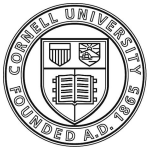
***\*This is a women-only trip. Students on this trip will develop and implement educational, job search, and self-care intergenerational workshops specifically for the mothers, the mothers and children, and the seniors living at WIR. Additionally, students will facilitate art and crafts workshops and create visual arts murals and displays.***

**9. Womankind: New York, New York**

Womankind, formerly known as New York Asian Women's Center (NYAWC), works with survivors of gender-based violence to rise above trauma and build a path to healing, and strives to reduce inequality in our society by empowering survivors to govern their own lives. They provide innovative healing services and assistance for overcoming domestic violence and other forms of abuse, and emphasize the role of culture and intersectionality of identity on domestic violence. Womankind provides access to a safe place to live, assistance with housing, employment, English language training, legal immigration assistance, financial empowerment, and so much more.

***\*This is a women-only trip. Students on this trip will engage in a wide variety of activities by creating murals within the agency, workshop facilitation, gardening, expressive arts activities with residents, and supporting the redesign of a residential room in the agency.***





## Non-NYC Trips

### 10. Mountain Lake Academy: Lake Placid, New York

Mountain Lake Academy offers academic and treatment programs tailored to the social-emotional and educational needs of adolescent males, ages 12 to 21 with a history of significant challenges in school, at home, and/or within their community. Student referrals come by way of school districts' Committee on Special Education, counties' Department of Social Services, and the Office of Children and Family Services. Their multi-disciplinary approach seamlessly integrates academics, adventure-based and therapeutic wilderness activities, and clinical and residential services, delivered in a highly structured environment.

***\*Students on this trip mentor, tutor and engage with MLA youth via academic and recreational activities, such as a talent show, a cultural lunch, basketball, etc., while gaining perspective about the issues and challenges faced by youth in residential treatment.***

### 11. Tangelo Park Program: Orlando, Florida

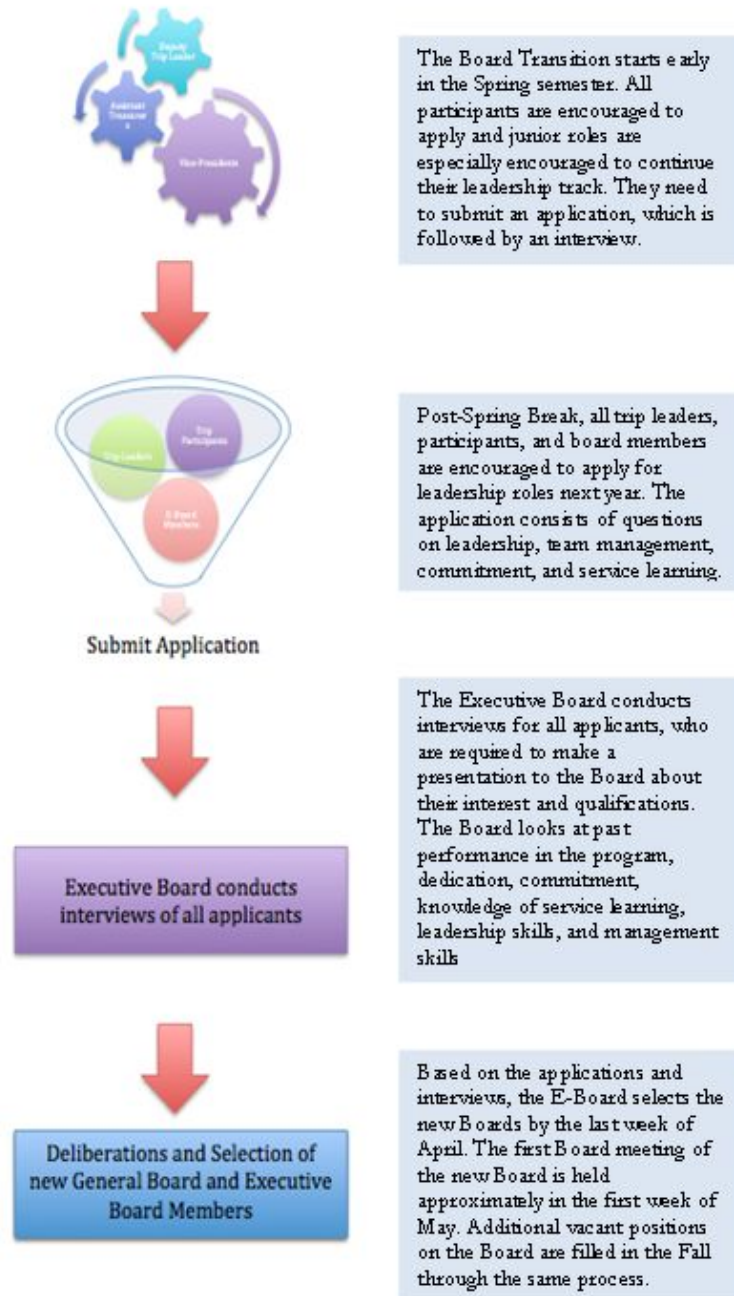
The Tangelo Park Program (TPP) is a community-based initiative that promotes civic commitment by private, public, and community organizations. With the financial backing of Harris Rosen, a Cornell alumni, the program has the collaborative support of four Tangelo community organizations: Tangelo Park Elementary School, Tangelo Park YMCA, Tangelo Baptist Church and the Tangelo Park Civic Association. Tangelo Park is a model community that assures quality childcare programs, parent effectiveness training, and post-secondary education or training opportunities at no cost to the community.

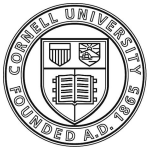
***\*Students on this trip support the implementation of lesson plans in elementary school classrooms including a science fair at the end of the week, and host college mentorship workshops for middle and high-school students. Students will also design and implement arts & crafts activities for the 2-3-4-Year-Old Program, and work with children as part of the Rosen Preschool Program at Parramore. Students will gain insight into the impacts of the Tangelo Park Program while learning about the opportunity gap.***

### 12. Boston, Massachusetts Trip, TBD



## New Board Application, Interview, and Selection Process



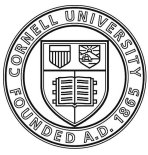


## Fundraising

Each year, our trip participants and program leaders participate in a Krispy Kreme fundraiser. The money raised by the Florida trip participants is allocated toward the cost of airfare. The money raised by all other trips subsidizes project materials and other necessities. Over the years, we have found this program-wide yearly fundraising effort to be the most effective form of fundraising; in the past, each team was responsible for developing its own fundraisers, yet 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 administrative offices. 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. The New Settlement and MLA teams stay in subsidized housing, and, prior to the 2017-2018 school year, in the Church of St. Matthew and St. Timothy.

Additionally, our program had been selected by the university administration to present Student and Campus Life for Cornell's Fall 2017 Crowdfunding initiative. As their selected organization, we asked the Cornell community and beyond to help our program raise funds through Cornell's crowdfunding site in order to help finance our increasing housing and transportation.



## 2019-2020 Example Publicity Materials

# ALTERNATIVE SPRING BREAKS

## Spring Break Service Learning Trips

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### AT THE HEART OF SERVICE LIES COMMUNITY

commercial sexual exploitation

LGBTQIA+ homelessness

domestic violence

food insecurity & food deserts

educational opportunity gap

destigmatizing mental illness

tenant organizing

single mothers in need

therapeutic horsemanship program

high quality education for at-promise youth

**INFO SESSIONS + APPLICATION PICK UP**

Must attend an info session to apply. Space is limited.  
Program begins Nov 20.

TUES Oct 22	WED Oct 23	THUR Oct 24	SUN Oct 27
Carol Tatkon Center	Kennedy Hall 213	Goldwin Smith Hall G76	Carol Tatkon Center
5PM	5PM	5PM	5PM

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300 Kennedy Hall  
 altbreaks@cornell.edu  
 @cornellalternativebreaks

altbreaks@cornell.edu  
 @CU\_altbreaks

cornellalternativebreaks  
 cornell.campusgroups.com/altbreaks

A program of the Public Service Center. Funded in part by Student Assembly.

# ALTERNATIVE SPRING BREAKS

## Spring Break Service Learning Trips

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### AT THE HEART OF SERVICE LIES COMMUNITY

**INFO SESSIONS + APP PICK UP**

TUES	WED
<b>22</b> October Carol Tatkon Center 5PM	<b>23</b> October Kennedy Hall 213 5PM
THURS	SUN
<b>24</b> October Goldwin Smith G76 5PM	<b>27</b> October Carol Tatkon Center 5PM

**SOCIAL JUSTICE ISSUES**

commercial sexual exploitation  
 LGBTQIA+ homelessness  
 domestic violence  
 food insecurity & food deserts  
 educational opportunity gap  
 destigmatizing mental illness  
 tenant organizing  
 single mothers in need  
 therapeutic horsemanship program  
 high quality education for at-promise youth

NEW YORK CITY • FLORIDA • LAKE PLACID

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