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# A Holistic Approach to Homestay: A Homestay Program Proposal for CATS Academy Boston

Nora Salmon  
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RUNNING HEAD: CATS ACADEMY HOMESTAY PROGRAM

A Holistic Approach to Homestay:

A Homestay Program Proposal for CATS Academy Boston

Nora Salmon

PIM72

A Capstone Paper submitted in partial fulfillment  
of the requirements for a Master of Arts in International Education  
at SIT Graduate Institute in Brattleboro, Vermont, U.S.A.

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Advisor: Raymond Young

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**Abstract**

The following is a proposal for an academic yearlong homestay program for international students attending high school in the United States. This proposal examines what research conducted on homestay programs says about the effects of living in a homestay, what the perceived benefits of living in a homestay are and what is the role of homestay hosts in the homestay experience.

The homestay program developed is entitled the CATS Academy Homestay Program. This proposed program design incorporates the homestay experience as part of the students' overall education at the high school CATS Academy, located in Newton, Massachusetts. It uses a holistic student development model to develop a curriculum design that seeks to foster cross-cultural understanding, cultural exchange and transformative learning through orientations, activities and events for the students, the hosts and the school staff.

### Table of Contents

Introduction.....	6
Background: CATS Academy Boston.....	6
Background: Global Immersions.....	7
Background: Global Immersions & CATS Academy Partnerships.....	8
Program Rationale.....	9
Personal Rationale.....	12
Theoretical Foundations.....	12
Introduction.....	12
Rationale for Developing Homestay Programs.....	13
Why Students Choose Homestay.....	14
The Benefits of Homestay for Students.....	15
The Importance of Homestay for Students Studying in a Different Culture.....	16
The Importance of Hosts in Homestay.....	16
Needs Assessment.....	17
Comparable Programs.....	18
Additional Stakeholder Consideration.....	20
Program Goals and Objectives.....	20
Participant Goals and Objectives.....	21
Student Goals and Objectives.....	21
Host Goals and Objectives.....	22
Program Description.....	23
Proposed Program Timeline.....	23
Curriculum.....	24
Curriculum Design Components for CATS Academy and Staff.....	24
Curriculum Design for Students.....	26
Curriculum Design Components for Students.....	27
Curriculum Design for Hosts.....	28
Curriculum Design Components for Hosts.....	30
Staffing Plan.....	30
Global Immersions Staff.....	31
CATS Academy Staff.....	32
Program Marketing.....	33
Marketing Plan Goals.....	33
Marketing to Students Based Internationally.....	34
Marketing to Students at CATS Academy or those Visiting the Campus in the U.S. ....	34
Marketing for Hosts.....	35
Recruitment.....	35
Student Recruitment.....	35
Host Recruitment.....	36
Diversity Plan for Recruitment.....	37
Admissions.....	37
New Student Admissions.....	37
Returning Student Admissions.....	38
Host Admissions.....	38

Diversity Plan for Admissions.....	39
Logistics .....	39
Guardianship.....	39
Communications and Support.....	40
International Travel.....	40
Arrival Transportation.....	40
Transportation Post Arrival.....	41
Housing.....	41
Meals.....	42
Vacation or Leave.....	42
Health and Safety Plan.....	43
Health Policies and Procedures.....	43
Safety Policies and Procedures.....	44
Telephone Communication.....	45
Illegal Activity .....	45
Crisis Management Plan.....	46
Budget.....	46
Evaluation Plan.....	47
Host Evaluation Plan and Assessment.....	47
Student Evaluation Plan and Assessment.....	48
Conclusion.....	49
Implications.....	50
References.....	51
Appendix A.....	55
Appendix B.....	56
Appendix C .....	58
Appendix D.....	60
Appendix E.....	62
Appendix F.....	65
Appendix G.....	66
Appendix H.....	69
Appendix I .....	72
Appendix J .....	77
Appendix K.....	80
Appendix L .....	83

## **Introduction**

Study abroad programs, international exchange programs and schools with a large population of international students often incorporate homestay as a component of their overall international education program to offer participants the opportunity of connect with locals and experience daily life in a new culture. CATS Academy, a private high school, has chosen to offer homestay as a housing option.

This is a proposal for a program called the CATS Academy Homestay Program. This proposed homestay program is an academic yearlong program for the 2014-2015 school year developed by Global Immersions Homestay. This program will connect international students with residents of their local community. Participants in the program will have the opportunity to develop relationships with individuals from different cultures, learn about their local community and develop cross-cultural understanding, through cultural activities, reflections and language practice. The design of this program seeks to develop a homestay program that is mutually beneficial for the institution, students and hosts by placing an emphasis on the importance of the homestay component to a student's overall international education experience.

### **Background: CATS Academy Boston**

In 2012 The Cambridge Education Group (CEG) established CATS Academy Boston as its first private high school in the United States. CEG has been an education provider across the United Kingdom and the Netherlands since 1952, and as of 2012 in the United States. CEG is comprised of private secondary schools, English language schools and university pathways programs. Its newest school CATS Academy is located

in Newton, Massachusetts a suburb of Boston, Massachusetts (Cambridge Education Group, 2013).

CATS Academy is hoping to establish a name for itself in the U.S. private high school market by modeling CEG's programs in the United Kingdom. Students attending CATS Academy are ensured that an education at CATS will,

Enable students to reach the highest standards of academic excellence for each individual. Encourage students to think critically, learn to think for themselves and become mature adults. Provide a vibrant community of talented teachers and promising students from diverse, cross-cultural backgrounds. Provide students with a warm learning environment and the welcoming atmosphere of a small, supportive community (CATS Academy, 2013a).

In its inaugural year CATS enrolled forty international students. The initial forty students attending CATS Academy were housed in a dormitory rented from a neighboring college. In its second year CATS Academy enrollment grew immensely due to international recruiting efforts. CEG drew upon their network of international recruitment agencies to promote their new school in the U.S. In fall 2013, 175 international students were enrolled at CATS Academy and currently there are 250 students. At present no domestic students attend CATS Academy.

### **Background: Global Immersions**

Global Immersions, founded in 2000, provides homestays for individuals and group programs in Boston, MA. Global Immersions finds homestays for approximately 1,000 individuals in Boston annually and develops homestay programs for a number of international student ambassador groups and college exchange programs. The majority



of long-term homestay participants are over the age of 18 attending English language schools, community colleges or universities in the Boston area. Long-term is defined as one semester to an academic yearlong stay. Prior to 2012, Global Immersions did not provide long-term homestays for participants under the age of eighteen. Their experience with under-aged participants was limited to short-term (one to two week long) stays for individuals traveling as part of a group.

### **Background: Global Immersions & CATS Academy Partnership**

CATS Academy developed a partnership with Global Immersions to create a homestay program for their international students seeking to live in homestay and as a way to accommodate more students. Although CATS Academy is part of a much larger international organization, they do not have name recognition or a reputation in the Boston area. Conversely, although Global Immersions is a very small organization, it has a well-developed network of hosts in the Boston area along with experience developing extra-curricular programs. The partnership connects CATS Academy with an organization knowledgeable about the local area (CATS Academy, 2013b and Global Immersions, 2008).

CATS Academy's enrollment goal for 2013 was 150 students, which they exceeded; however, they did not have the infrastructure to accommodate the significant increase in student numbers. For the 2013- 2014 academic year CATS is sharing a director and school principal with a school in England, both of whom are not in Boston full time. Two weeks before the first day of school in September 2013, CATS had to hire a large percentage of their faculty and full time staff members. They needed an outside organization to manage all aspects of homestay, as they did not have the capacity to put

efforts towards developing programming for a homestay program. In September 2013, 40 students were placed in homestay. As of January 2014, 75 students were placed in homestay and the number is expected to double in 2014-2015.

CATS Academy sought a partnership with Global Immersions as a way to accommodate the increase in student enrollment and lack of dormitory rooms. The initial group of homestay students who chose to transfer from the dormitories into a homestay in 2013, indicated via their applications and discussions with the CATS Academy Admissions counselor, that their reasons for choosing homestay were; the desire to explore the Boston area on their own, the desire improve their English skills with a native speaker and the desire to meet Americans. Dormitory life at CATS Academy follows a rigid schedule. Students are bused from the dorm to CATS Academy and eat breakfast, lunch and dinner at school. Students attend academic classes until 3:30PM then go to extra-curricular activities or study halls from 3:30 to 5:30 PM. When students return to the dormitory in the evening they have mandatory study time. There is little time for the students to explore their local area and interact with people who do not attend CATS Academy.

### **Program Rationale**

International students choose to attend CATS Academy as a way to later gain acceptance into a U.S. university. They leave their homes and families at a young age to pursue their education. As stated in the NAFSA publication, *Friendship with a Foreign Student*,

The foreign student's first priority is, of course, his or her academic studies.

Many students, however, would like to expand their educational experience to

include learning about American politics, economics, environment and culture.

One of the most effective ways to accomplish this is by getting to know and sharing activities with American hosts in the community (NAFSA, 2000).

The relationships that develop between hosts and students help to foster a new cultural self-awareness and a new appreciation for how others live and view the world. Therefore, homestay is a form of international education that will enhance the students' experience at CATS Academy (NAFSA, 2000). Since no domestic students currently attend CATS Academy, students are speaking primarily in their native language outside of the classroom. This program will provide the opportunity for students to speak in English with native speaker and practice their language skills with their hosts in homestay and on activities out in their community.

This program will build upon CATS Academy's educational philosophy and develop a curriculum rooted in a holistic student development approach. CATS Academy's educational philosophy and practice focuses on individual needs and helping students reach their full potential. CATS claims to provide a "home away from home", a "supportive learning community" and an educational philosophy that provides for the needs of the "whole student" by helping develop students' English language skills and creative and critical thinking skills through academics and extra-curricular activities (Cambridge Education Group, 2013a). Additionally, CATS Academy uses a "holistic approach that enables the international student body not only to gain entry to, but also to succeed in, American colleges and universities, and to become well-informed global citizens and leaders," (Cambridge Education Group, 2013b).

The current homestay program is missing a structured curriculum. To fulfill this gap, the CATS Academy Homestay program will enhance CATS Academy's holistic approach by incorporating Gillespie et. al's (2009) Holistic Student Learning and Development Model. This model states "the classroom is only one venue in the total learning environment that invites students to see themselves and their own culture in the broad global context," (Gillespie, et.al, 2009, p. 448). There are four components to a holistic student learning model that will be used in the CATS Academy Homestay program. The four components are culture (the identity and characteristics of the participants), curriculum (orientations, workshops, homestay activities and reflections), co-curricular activities (schedule of after school and/or weekend activities) and community (the homestay environment and the host neighborhood). The holistic view embraces the students' intellectual growth as well as their personal growth. A holistic model places equal importance on the students' intellectual, social and interior life. It also incorporates the aspect of "community" which this homestay program will seek to expose students to through interaction with their hosts.

This model will expand upon the mission of a CATS' education of developing "global citizens" by applying the principles of learning by doing and recognizing the importance of incorporating cultural diversity to deepen one's awareness of oneself in society. In a holistic model three dimensions of development are incorporated: cognitive, intrapersonal and interpersonal. The CATS Academy Homestay Program will build upon intrapersonal and interpersonal dimensions, which help to develop open-mindedness, tolerance, resourcefulness, and optimism (Gillespie, et.al, 2009). It will also seek to empower the hosts to be a part of the students' educational experience because in

a holistic approach “everyone who comes into contact with students in potentially an educator an cultural interpreter,” (Gillespie, et.al, 2009, p. 450).

### **Personal Rationale**

My practicum at Global Immersions began after Global Immersions and CATS Academy had developed applications and began placing students into homestays. In my role at Global Immersions I have developed pre-departure materials, student orientations, host orientations and student cultural adjustment sessions. I have met with CATS Academy staff after an issue arose or something had occurred in school or in homestay. To develop the materials, orientations and information sessions, I drew mostly upon the knowledge gained from my graduate classes at SIT Graduate Institute and previous work experience. These trial-by-error experiences generated my desire to develop a homestay program rooted in student development theories and based on best practices of international education programs. This homestay program proposal will incorporate a theoretical background and draw upon student development theories as a way to meet the objectives of the school and as a way to enhance the students’ experience and education while studying in the United States. Lastly, this program will also fulfill a current program gap by providing standards and procedures for health and safety and crisis management.

## **Theoretical Foundations**

### **Introduction**

Homestay is “typically defined as a period of time in which a person resides with a family in a home located outside his or her country of residence” (Gutal, 2004, p.1). The literature reviewed examines what research has been conducted on homestays, why

homestay programs have been developed and why students choose to live in a homestay. Additionally, these theoretical foundations will serve to support the program rationale.

### **Rationale for Developing Homestay Programs**

The purpose of homestay is a way to provide authentic learning experiences for students (Richardson, 2002). Homestay has now become a popular choice of accommodation for international students and educational institutions alike. Homestays are thought to be “ideal for housing students under the age of eighteen, who require adult supervision. More and more secondary schools are developing international student programs” (Richardson, 2002, p.3). Additionally, more programs are finding a greater need for developing homestay programs and recruiting hosts as the number of students participating on international exchanges and the number of international students attending high school programs outside of their own country is increasing (Richardson, 2002).

A research study conducted by Dragonas (1983) contributed to the idea that most authentic learning often occurs outside of the classroom. The study examined a five-week youth exchange program called Melrose/ Oberalster for students from Melrose, Massachusetts and Hamburg, West Germany over the course of seven years. At the end of each program students were required to complete an opinion survey about their experience of their explicit learning “defined as their experiences at the school in their host country” and their implicit learning, defined as their experiences in homestay” (Dragonas, 1983, p. 9). Based on the survey results, Dragonas argues that homestays provide implicit learning experiences that are the best way to deeply experience another culture because of the attitudinal and emotional impact the homestay experience has on

high school students.

The rationale behind the development of homestay programs as an important component of international exchange programs is that homestay programs enhance cultural awareness, positive attitudes toward the host country, parental and public consciousness toward a culture and motivation for language learning. According to this study after participating in a homestay experience, one's ability to adapt to a new culture and understand the perspectives of a new culture will enhance (Dragonas, 1983).

According to Richardson (2002), homestays are a popular choice for both students and educational institutions, however, outside of Dragonas' article little research has been conducted to examine why homestay programs were developed as a component of international education, particularly with a focus on teenaged students in more recent years.

### **Why Students Choose Homestay**

Schmidt-Reinhart and Knight (2004) found through a qualitative study that homestay is a most desirable form of housing because it provides an optimal cultural and linguistic learning environment while also providing a protective, caring atmosphere. This article states that homestays are thought to help students in three major ways: linguistically, culturally and psychologically. Homestays provide an informal environment for students to observe and interact with individuals from another country. The unstructured setting of a homestay provides a unique insight for students into how individuals from a particular country act, interact and communicate with each other without direction from a teacher or conversational prompts often used in a classroom setting (Schmidt-Reinhart & Knight, 2004).

The choice to live in a homestay is often made because students perceive that a living in a homestay environment will allow them to experience a high degree of cultural immersion. Students feel they will gain a deeper understanding of a culture and develop lasting relationships by choosing to live in homestay. Many students also choose homestay to strengthen their language skills in a target language (Schmidt-Reinhart & Knight, 2004; Gutel, 2004).

### **The Benefits of Homestay for Students**

Students have preconceived notions and perceptions of the host country before arriving. Prejudices toward and stereotypes about certain cultures exist and living in a homestay is considered to be a component of international education that can deeply impact and create attitudinal change. The interaction and relationship building that occurs in homestay helps students to assimilate into a culture and in some cases can ease the cultural adjustment process. Additionally, homestays provide direct contact with people outside of the classroom or tourist areas. The interaction that occurs within a homestay creates awareness of the similarities and differences between one's own culture and their host cultures. This leads to a better understanding of the cultural values and/or lifestyles that influence daily behavior (Dragonas, 1983).

According to Bachner and Zeuschel (2009) positive homestay experiences were found to reduce ethnocentric views and increase world-mindedness; specifically at the high school level when students perceptions of other cultures and their own cultures are being formed. Students who participated in a homestay exchange program through Youth for Understanding (YFU) reported that their experiences outside of the classroom



and in homestay increased their understanding of the host culture and helped them make sense of their experiences (Bachner & Zeutschel, 2009).

### **The Importance of Homestay for Students Studying in a Different Culture**

Positive attitudes toward a host culture, positive evaluations of international experiences and the likelihood of a student seeking additional international or intercultural experiences are closely linked to liking or disliking the individuals one interacted with while in the host country. Negative student-host family contact holds the potential of resulting in an overall negative opinion of one's international experience. This overall negative experience can reinforce prejudices or stereotypes toward a specific culture (Bachner & Zeutschel, 2009).

### **The Importance of Hosts in Homestay**

It is important to emphasize student-host family selection and matching as a priority and/or responsibility in the overall program design. Homestay hosts are considered the gatekeepers of society for homestay students. The daily interactions and relationship development that occurs in the homestay is not something that can be pre-planned as part of the program curriculum. Therefore the hosts' role is a critical component of the quality of international education programs and should be taken into greater consideration when designing an international education program. Homestay programs should treat hosts and students as equal contributors to successful homestay programs (Bachner & Zeutschel, 2009; Richardson, 2002).

A more systematic approach needs to be established towards supporting homestay hosts needs before the full potential of homestay is discovered and understood. Hosts fill three common roles in a homestay setting, "the pseudo-parental role, the cross-cultural

advisor role and the servant role,” (Richardson, 2003, p. 6). Homestay hosts need to be informed of these perceived roles, the students’ characteristics and intercultural communication theories. According Richardson (2003),

hosts need to be aware of their duty of care toward international students under eighteen and adult students as well as their legal responsibilities. Hosts need to be informed of the protocol for emergency scenarios and be empowered with strategies to deal with difficult or dangerous circumstances. Providers need to ensure the homestay hosts are given regular training in cross-cultural communication and cultural awareness (Richardson, 2003, p. 8).

Although there are many existing homestay programs, Gutal (2004) argues that the homestay component is one of the least studied parts of the study abroad experience and one which requires further investigation stating,

Living with a host family is frequently connected to learning a language and immersion in a foreign culture. Study abroad students often participate in home stays, but there is little academic research to-date that gives evidence of why students should (or should not) choose to live with a host family (Gutel, 2004, p. 1).

Developing a program that incorporates orientations and trainings throughout the duration of the program, on-going assessments and evaluations is important to build upon the existing research and the understanding of the benefits of homestay (Richardson, 2002).

### **Needs Assessment**

This proposed CATS Academy Homestay Program is designed to improve CATS' current homestay program. During the 2013-2014 academic-year hosts have completed monthly assessments, which consist of four to five open-ended feedback questions. The responses to these questions were reviewed. Reoccurring common themes from the responses were coded and compiled into a document. The document was sent to the CATS admissions staff and the CATS staff was asked to provide feedback and suggestions on components of the homestay program. Based on the feedback from certain hosts, a focus group was selected and asked to meet for an in-person discussion about the homestay program. Additionally, at the end of the Fall 2013 semester an evaluation was sent to the students. The student responses were reviewed and commonalities were recorded. These responses were compared with the hosts' responses and the CATS staff's responses. The feedback from hosts, students, CATS staff and internal discussions at Global Immersions between the current Graduate Intern and President, was incorporated into the development of this program proposal.

### **Comparable Programs**

An environmental scan was conducted of homestay programs for international high school students living with U.S. host families to identify gaps in the current program and learn about homestay best practices, new ideas and resources for this proposed program. Examining comparative programs revealed the need to connect the homestay program with the overall mission of CATS Academy and to incorporate the homestay program as a component of the students' education, by incorporating theory and practices used in other homestay programs.

This program design will include practices from the AFS Intercultural Programs USA High School Exchange programs. The AFS Intercultural Program has a well-developed student handbook, curriculum and roles for their homestay staff. The handbook entitle, “The AFS Guide for Participants” will be used to develop the student and host handbook and used to develop host orientations (AFS Intercultural Programs USA, n.d.).

It will also include program elements from Youth for Understanding (YFU) programs. YFU has been an intercultural exchange program provider since 1951. They market homestay to students as an experience that will set them apart in the college application process because by participating in a homestay program they are viewed as students who have “curious and open minds, students eager to take personal, emotional, and intellectual risks to learn and grow” (Youth for Understanding, 2011).

Elements of Fantini et.al (1984) Guide, Getting the Whole Picture will be incorporated. This guide addresses four parts of homestay programs as “1. Looking Around/ Pre-Departure, 2. Focusing/ Orientations, 3. Getting in the Picture/ In-Country and 4. Further Developments/ Post-Program”, (Fantini et.al, 1984). This guide is designed to help program administrators develop activities and materials that keep young participants engaged and reflecting from pre-departure through the end of the program. This guide was developed for the Experiment in International Education and focuses on language acquisition and cultural exploration.

An additional program examined was the Council on International Exchange Private High Schools homestay programs. This program incorporates student development and intercultural theories as part of their curricula and targets marketing

toward international students seeking to live in a homestay while attending private U.S. high schools. This proposed CATS Academy Homestay program will incorporate elements of these programs.

### **Additional Stakeholder Consideration**

This proposed program will take the students' parents and/or families into consideration as major stakeholders of the program's success. Parents/ family members are a huge influence in the students' lives and major stakeholders in the success of the program. They are sending their students abroad to achieve the goal of getting into a U.S. university. The pressure the families put on the students to succeed academically has the potential to override the program activities or interfere with how the student interacts in the homestay. Global Immersions will encourage hosts to be in contact with the students' families at home via Skype or email. If language barriers are a factor, hosts will be encouraged to take pictures with their students and send them to parents, per their student's permission.

The Needs Assessment and review of the previous year's program revealed that the student's family's beliefs might interfere with the relationship development between the host and students. If students come from a culture that does not accept certain ethnicities, religions, sexual preferences or gender roles, the process of cultural exchange might be inhibited if the family is pressuring the student to act a certain way. As a result, this program will develop new marketing materials and pre-departure materials to help manage students' expectations about homestay. The new materials will address the diversity of the hosts, the types of neighborhoods and the roles and responsibilities of the students.

### **Program Goals and Objectives**

The goal of the CATS Academy Homestay Program is to develop a homestay program that will contribute to the mission of CATS Academy “to help students become global citizens and leaders” (CATS Academy Boston, 2013, c.) by connecting International Students attending CATS Academy with members their local community to foster relationships, share and learn from different cultural perspectives, and increase cross-cultural understanding.

- This program will match students with hosts in the Boston Metro Area for an academic year.
- This program will offer orientations, activities, resource materials, assessments and evaluations, for students, hosts and the host school to facilitate a positive and meaningful homestay experience.
- This program will provide a residential experience that promotes interaction, targeted discussion, reflection and transformational learning.
- This program will incorporate a curriculum based on a holistic student learning and development approach and intercultural communication theories.

### **Participant Goals and Objectives**

#### **Student Goals and Objectives**

By participating in this program students will develop cross-cultural understanding, learn new perspectives, gain intercultural communication skills and develop English language proficiency through interaction with members of their host community. Additionally, the cultural exchange students experience will better prepare them to enter into and adjust while at a U.S. university.

- Students will increase their comfort level and ability to interact with individuals from different cultural backgrounds and in situations outside of their comfort zones.
- Students will learn about their host community and learn how to interact with members of their host community outside of an academic setting.
- Students will develop an increased sense of tolerance and understanding of multiculturalism in the United States.
- Students will enhance their command of the English language and develop the confidence to better interact with native English speakers.
- Students will mature with a sense of intercultural sensitivity.

### **Host Goals and Objectives**

Hosts will develop new perspectives, new approaches to their own communication style and learn how to assist students' development in the environment of their home and by participating in orientations and activities.

- Hosts will develop a relationship with an individual from a different culture than their own.
- Hosts will develop intercultural communication skills.
- Hosts will learn how to adapt to having a new member in their home and how to incorporate this member into their family dynamic.
- Hosts will help inform students how to act appropriately and with cultural sensitivity in their host culture.

- Through orientations and at events, hosts will be introduced to theories related to intercultural communication and gain new perspectives on their personal and cultural practices and behaviors.

### **Program Description**

The CATS Academy Homestay program is a proposed program for the 2014-2015 academic year designed and administered by Global Immersions Homestay. Program participants include CATS Academy international students and individuals or families residing in cities surrounding Newton, Massachusetts with an interest in learning about new cultures, the desire to host and the ability to speak English fluently. Global Immersions will match students to homestays based on student and host applications, which describe their personal and professional interests, habits, hobbies and gender preferences.

The program is based on the concept that a homestay is more than just a place to sleep and eat and the belief that a homestay experience can provide a mutually beneficial experience for students and their hosts. This program will incorporate a holistic student learning and development model and strive to bring forth transformative learning. It will provide an avenue for cultural exchange for hosts and students, a connection for students to their host community and an opportunity to gain new intercultural perspectives.

### **Proposed Program Timeline**

Host recruitment will begin in April 2014. CATS Academy will begin student homestay recruitment in May 2014. The deadline for students to apply to homestay is July 25th, 2014; however, late exceptions will be made on an individual basis. Students will be matched with a homestay by August 8<sup>th</sup>, 2014.



Pre-arrival homestay materials will be distributed to students between June 2014 and August 2014. Host and Student Orientations will begin at the end of August 2014 and continue throughout the academic year. Students will live in homestays from August 2014- June 2015, with the exception of school breaks, school excursions or personal vacations.

### **Curriculum**

The CATS Academy Homestay program will bring together two very different types of participants and populations, adolescent international students and U.S. residents over the age of 25 to host students in their home. The overall goal of the curriculum design for CATS Academy, the hosts and the students, is for transformative learning to take place, which “refers to the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, undiscriminating, open and emotionally capable of change,” (King & Magolda, 2011, p. 210). For students, the curriculum aims to help students develop personally, culturally and linguistically. For the homestay program, the curriculum aims to help foster new and mutually beneficial relationships between hosts and students.

### **Curriculum Design Components for CATS Academy Staff**

Global Immersions Staff and CATS Academy Staff will meet during the 2014 summer to discuss the curriculum components. The aim of these meetings is to create a common language to use when discussing the homestay program’s policies and procedures, student and hosts’ expectations and responsibilities, and curriculum components.

- Global Immersions will share the program goals and objectives with CATS Academy and review the curriculum design
- Global Immersions and CATS Academy will develop an extra-curricular schedule for students and hosts
- CATS Academy Staff Orientation 1: All CATS staff that will be responsible for an aspect of the homestay program will attend an orientation to review the program goals, review their roles and responsibilities and learn about the intercultural communication theories being shared with the hosts and students by Global Immersions. CATS Staff and Global Immersions staff will discuss how to deal with culture shock and adjustment issues.
- CATS Academy Staff Orientation 2: Global Immersions will meet with CATS Academy Staff to discuss how to inform faculty about homestay reflective journals and projects to incorporate the homestay program as part of the academic curriculum
- Global Immersions will develop a Homestay Program Handbook and Resource Packet. The resource packet will include information about how to handle certain concerns and how to help students understand their host culture.
- Global Immersions will develop ongoing assessment and evaluation materials for CATS Academy staff
- Global Immersions will present monthly feedback from host assessments to CATS Academy.
- Hosts will complete a final evaluation and be asked to provide testimonials.

- Orientations: CATS Academy staff will be asked to participate in host orientations, student orientations, homestay events and extra-curricular activities when possible

### **Curriculum Design for Students**

The proposed curriculum designed will seek to motivate students to take a more active role in participating in homestay by interacting with their hosts and reflecting on their experiences throughout the duration of the program.

When students arrive to CATS Academy they will be asked to create a learning plan. The learning plan will ask students to write two goals per every two months. During the students' study period the students will be asked to articulate their goals during two class periods. In homestay, the students will be encouraged to share their goals with their hosts and discuss how they felt they achieved them during the course of the program.

Throughout the homestay program the students will be asked to participate in homestay orientations and workshops. All students attending CATS Academy will participate in a week-long orientation before their classes begin. During the orientation, students participating in the homestay program will attend orientation sessions with the Assistant Intercultural Services Director from Global Immersions and the President of Global Immersions. This orientation will take place while non-homestay students attend orientation about dormitory life. Taking into consideration the age and the language abilities of the students, this orientation will be interactive, using visuals, videos, fun quizzes and activities. The aim is to inform students about the logistics of the program and discuss expectations of participation in the program.

Throughout the program students will participate in two additional orientations per semester. In the first semester, the Assistant Intercultural Services Director will give the orientations to students during the students' study periods. The orientations will discuss culture shock, review the culture shock curve, address homesickness and discuss coping strategies. In the second semester, the orientations will aim to have students share new learnings. These orientations will have a "Show and Tell" theme. Students will share some of their journal reflections, journal drawings, any pictures they have taken and discuss their feelings about homestay.

Throughout their stay in homestay students will participate in co-curricular activities with their hosts and other homestay students and their hosts. These activities will introduce students to their community and will seek to develop a community of the participants in the homestay program.

#### **Curriculum Design Components for Students.**

- Pre-Arrival: Students will receive information such as; "Tips for Understanding Homestay" and Resources about Boston and their neighborhood to help manage the students' expectation about who their hosts will be. Students will be asked to write a letter to their hosts and develop their learning goals. (Appendix A)
- Student Orientation 1: This orientation will take place the first week the students are in homestay. Students will be informed of the logistics of the program, policies and procedures, expectations, and homestay rules.
- Student Handbook: Global Immersions will develop a student handbook to provide students with resources and provide an overview of policies and the

- homestay program schedule. The handbook will also include resources about culture shock, adjustment and tips for communicating with hosts.
- Weekly Reflective Journals: Students will keep a reflective journal throughout their time in homestay. Global Immersions will provide some writing prompts and space for students to draw pictures to express their thoughts.
  - Students will be asked to keep a on-going list of new words and phrases learned in homestay. Students will share the list with their hosts.
  - Weekly Dinner Discussions: Students will participate in monthly dinner discussions with discussion prompts.
  - Extra-Curricular Activities: Students will participate in extra-curricular activities with CATS Academy and their hosts to introduce the students to their host community. (Appendix B)
  - Students will complete a semester evaluation about their homestay experience and measure their progress on reaching their goals for homestay. (Goal example: Learn a new phrase in English a week, try a new food my host cooks, learn about a new holiday etc.)
  - Mid-Semester (1 & 2) Orientation- Example Theme 1: Culture Shock and Homesickness
  - Mid- Semester (1 & 2- “Show and Tell” Orientations)
  - In Class Project: Related to a Homestay activity
  - Final Orientation: Farewell and Reflection on Learnings
  - Farewell Event

### **Curriculum Design for Hosts**

The curriculum design will incorporate ways to educate hosts on intercultural communication theories to help hosts interpret their behavior, their student's behavior and the interactions with their students. In keeping with the holistic student development model, the curriculum will incorporate orientations for hosts, activities to do in homestay and outside of the homestay setting.

Hosts will be required to attend an orientation before their students arrive. This orientation will review logistics, health and safety policies and the crisis management plan. It will be an interactive orientation, where hosts will review case studies using examples from the previous year as a way for hosts to discuss strategies and learn from each other.

Throughout the program hosts will be asked to attend one orientation per semester. These orientations will provide activities and resources to introduce hosts to intercultural theories. The orientations will be held at CATS Academy to acquaint hosts with their students' daily life and give hosts the opportunity to meet with the CATS Admission counselor. The orientations will incorporate problem solving activities and round table discussions.

The Assistant Intercultural Services Director will present on intercultural theories and create resource materials for hosts. Hosts will be introduced to Hofstede's Value Dimensions, Trompenaar's Value Framework and Edward Hall's High/Low Context Framework (Tirmizi, 2008). Through interactive orientations, the host handbook resources and in monthly digital newsletters, hosts will be informed of Bennett's Theory of Intercultural Sensitivity and Torres' Theory on Acculturation (Bennett, 1993; Torres, 2011). Appendix C includes examples of hosts' orientation materials.

Hosts and students will be encouraged to attend homestay events together. There will be one homestay event per semester. Global Immersions will host these events, which will have a cultural theme and guest speaker.

### **Curriculum Design Components for Hosts.**

- Host Orientation 1 Topics: “Understanding your Student” and “The CATS Academy Homestay Program Overview”
- Global Immersions will develop a resource packet and a program schedule with discussion topics, games and “tips” to interact with their student (Appendix D)
- Global Immersions will develop a monthly online newsletter to keep hosts informed of policies and procedures, to inform hosts of intercultural communication theories and to inform hosts of local events to attend with students. (Appendix E)
- Hosts will receive a monthly Dinner Discussion topic
- Hosts will complete monthly assessments and semester evaluations
- Hosts will receive an extra- curricular activity schedule
- Mid-Semester (1 & 2) Orientation
- Mid- Semester (1 & 2) Host and Student Cultural Event hosted by Global Immersions
- Farewell Event

### **Staffing Plan**

The Global Immersions staff will be responsible for developing the homestay program’s curriculum, materials and schedule. All host recruitment and management will be Global Immersions’ responsibility. CATS Academy Staff will not be hired or

paid by Global Immersions; however, their roles are integral to the design of this program and will be included as part of the staffing plan. The CATS Academy Staff roles and responsibilities described in the staffing plan are part of their overall roles and those requested by Global Immersions to develop the homestay program. Global Immersions' Staff will meet with Admission Counselor, Student Counselor, the Academic Dean and school Principal at CATS Academy to develop the homestay program and determine the roles and responsibilities of each organization.

### **Global Immersions Staff**

The Global Immersions Homestay staff will consist of the President of Global Immersions, a full-time Assistant Intercultural Services Director and two part-time support staff members, such as another graduate student, a Co-Op or Undergraduate Practicum student. The President of Global Immersions will oversee and determine all responsibilities of the homestay program. Any situation and/or issue that involves use of the crisis management plan will be handled by the President, with the support of other Global Immersions staff members when needed. The president will be responsible for all financial matters including, but not limited to, determining host stipends, student fees and in- country transportation costs. Additionally, the President will be responsible for negotiating contractual agreements with CATS Academy and managing any legal concerns.

An Assistant Intercultural Services Director will be hired to work with the President. The Assistant Intercultural Services Director, who must have a Masters Degree in a related field of International Education, Intercultural Communication, Global Studies etc., will be responsible for developing and managing the homestay curriculum.



For the homestay curriculum the Assistant Intercultural Services Director will develop and/or facilitate pre-departure materials, student orientations, host orientations, host events, host-student events, extra-curricular activities and CATS Academy staff training meetings. The Assistant Intercultural Services Director will serve as the Host Recruiter and Host Marketing Coordinator for the homestay program with support from the interns. As the Host Recruiter, the Assistant Intercultural Services Director will go on host visits and then match hosts and students based on their applications and background.

Responsibilities will include; creating pre-departure and pre-arrival materials for both hosts and students, developing homestay resource materials for CATS Academy, hosts and students, maintaining a monthly newsletter, distributing and compiling host and student monthly assessments and semester evaluations. Additional duties include dealing with homestay concerns, managing day-to-day correspondence with hosts and CATS Academy staff, establishing and enforcing the Health and Safety procedures, and supporting the President with crisis management. Please refer to Appendix F for the Assistant Intercultural Services Director job description.

Interns will serve as support staff, helping to create marketing materials, recruiting new hosts, going on host visits, reviewing host applications, helping match hosts and students and running criminal background checks on hosts. The President, the Assistant Intercultural Services Director and the interns will serve as the emergency contact and respond to the emergency phone line on a rotating schedule. All final decisions in regards to responding to emergencies will be made by the President.

### **CATS Academy Staff**

An Admissions Counselor on-site in Newton, Massachusetts will serve the main point of contact between Global Immersions and CATS Academy. This person will be responsible for contacting Global Immersions with student concerns post-arrival, determining disciplinary action when needed and helping to coordinate homestay orientations and events. The Admissions Counselor will work with Global Immersions to maintain the homestay program requirements and curriculum.

An International Admissions Counselor and/or Recruiter based in Newton, MA will obtain student applications and materials, forward them to the Global Immersions Assistant Intercultural Services Director and send necessary homestay materials to students and parents. The Admissions counselor will be responsible for communicating with international recruiters, parents/ guardians and students, about pre-arrival concerns and questions about homestays with Global Immersions. This person will also be responsible for distributing homestay materials to international recruiters and/ or the students' parents/ guardians.

A counselor or student advisor at CATS Academy will work with students and report concerns about homestay to Global Immersions. Both Global Immersions and CATS Academy will have a staff member on-hand or work with a consultant who speaks Mandarin, as it is the first language of the majority of the students, to help students who are having difficulty expressing themselves or understanding their homestay situation fully. Lastly, CATS Academy will hire two Bus Drivers to pick up and return homestay students to and from designated locations near their homestays. The Bus Drivers will be compensated by CATS Academy.

### **Program Marketing**

**Marketing Plan Goals**

The goal of the CATS Academy marketing materials will be to help manage student and students' family's expectations of what is homestay, what is expected of the student when living in a homestay and who are homestay hosts. Marketing materials will define "American" hosts as U.S. American Hosts who are part of a diverse network of group of multi-cultural individuals. An example marketing material is found in Appendix G. Marketing communication will address differences between hosts, including differences in age, race, religion, family structure etc. Marketing communication will also address student responsibilities in homestay such as doing chores, taking public transportation, doing laundry and interacting with hosts. The marketing materials will include student testimonials and feedback from a select group of students who participated in homestay during 2013- 2014. As a way to manage expectations Global Immersions will develop a marketing video based off of the Fairmont Private Schools Orientation Video "Homestay Expectations and Schools- International Student Orientation" (Fairmont Schools, 2011). This video was chosen as a model because it seeks to manage students' pre-arrival expectations and it addresses the cultural diversity of the United States and the responsibilities of the student in homestay. The goal of the marketing plan is to better inform students, parents/families and international recruiters about homestay and to recruit students who are motivated to participate in all aspects the homestay program.

**Marketing to Students Based Internationally**

Global Immersions will develop informational materials and resources about living in a homestay to CATS Academy Admission Counselors. The Admission

Counselors will forward the materials to international staff to share with students and/or the families of students. Global Immersions will ask CATS Academy to post these materials to their website under the Homestay Housing section.

### **Marketing to Students at CATS Academy or Those Visiting the Campus in the U.S.**

Global Immersions will set up information tables with resources about living in a homestay. For students who express interest but are unsure if homestay is a good option for them, Global Immersions will host homestay information sessions and present on what homestay is, manage expectations about homestay and field student inquiries. Information sessions will present the marketing video and a PowerPoint Presentation on “Understanding Homestay”, followed by a Question and Answer Session.

### **Marketing for Hosts**

Global Immersions will determine target host neighborhoods in the Metro Boston area. Neighborhoods will be chosen based on their proximity to CATS Academy, their access to public transportation and their degree of safety. To broaden the host network Global Immersions will reach out to local organizations, businesses, schools, community centers and religious institutions via mail and/ or email. Global Immersions will develop marketing materials for direct mail and electronic mail resources based in theoretical foundations about the benefits of homestay, the benefits of hosting and the benefits of cultural exchange. A letter describing the program and the benefits of hosting an international student along with promotional fliers will be mailed requesting the target recipients the post information about the homestay program in public areas. Host testimonials from the previous year will be included in the direct mail marketing materials, on social media platforms and on the Global Immersions website. Global

Immersions will have a webpage on their website dedicated to the CATS Academy program, where interested hosts can read about the program and contact Global Immersions if interested. Additionally, information about this homestay program will be posted to local news websites.

## **Recruitment**

### **Student Recruitment**

Student recruitment will be the responsibility of CATS Academy Admissions Office. New student recruitment will follow a two-step process. Students applying to CATS Academy for the first time will be presented the housing options of living in a dormitory or living in a homestay. For students who indicate interest in living in a homestay CATS Admissions will distribute Global Immersions' marketing materials and the homestay program handbook to students interested in living in homestay. After reviewing the program description and making a final decision to apply for a homestay, CATS Academy will send the student the Global Immersions Homestay Application. After the student has completed their homestay application and returned it to the CATS Admissions Counselor, the application will then be sent to Global Immersions. Please see Appendix H for a sample application.

For students currently attending CATS Academy who would like to move from the dorm into a homestay, the CATS Admissions counselor will distribute the Global Immersions Homestay Application and then send it to Global Immersions.

### **Host Recruitment**

Global Immersions will be responsible for recruiting hosts. Host recruitment will follow a three-tier process. First, hosts who hosted CATS students during the 2013-2014

academic year will be contacted and asked if they would like to participate for the 2014-2015 academic year. If interested, these hosts will be given first priority to be matched with a new student. Second, outreach via email, phone, online newsletters and online marketing campaigns will be conducted to hosts who have already been accepted into the Global Immersions host network and who have previously hosted for another Global Immersions homestay program. Hosts in the “host network”, or group of accepted hosts, have passed the mandatory criminal background check, participated in a site visit with members of the Global Immersions staff, completed all the necessary application paperwork and have had their three references checked. Third, a recruiting “Refer a Friend” campaign will be sent to the host network to refer someone as a host. As an incentive to refer a fellow host, hosts will receive compensation for referring a friend to the host network after the host has successfully passed the background check, reference check, completed the application and a student is placed in their home.

One Intern at Global Immersions’ primary role will be to recruit new hosts throughout the year. This ongoing recruitment allows hosts to apply to the Global Immersions host network. New hosts who apply to become part of the host network will be encouraged to host for one of Global Immersions’ short term homestay programs first to help them better decide if hosting a long term student is a good fit for them.

### **Diversity Plan for Recruitment**

Global Immersions will not discriminate based on race, sex, age (if host applicants meet the minimum age requirement of 25), religion, ethnicity, gender or sexual identity during the recruiting process. The host network will seek to reflect the diversity of cosmopolitan Boston and represent multi-cultural lifestyles and different perspectives.

## **Admissions**

### **New Student Admissions**

Students applying to CATS for the first time will need to complete the Homestay Application, have a parent or guardian read and sign the homestay program application and procedures. The application will be written in English and it will be the responsibility of CATS Academy staff to translate the applications to the parents. Regardless of their English level students will need to write a letter expressing their interest in participating in homestay. To participate in the homestay program students must be 15 years old or older. If any concerns are raised from the student's application about their motivation for living in homestay or mental/ physical health concerns, Global Immersions will address these concerns with the CATS Admissions counselor to determine if the student should be accepted into the homestay program.

### **Returning Student Admissions**

Students currently attending CATS Academy who have previously lived in the dorm will need to complete the Homestay application and write a letter of interest. These students will need to have their parent or guardian and the CATS Admission Counselor read and sign their application. For these students to be admitted into the homestay program, they must be in good academic and disciplinary standing. A signature from the CATS Academy Admissions Counselor will serve as proof the student meets the requirements of homestay. Students who have previously participated in the homestay program and wish to live in a homestay again, will need to follow the same steps as students new to the program, as the program application components will be new. Global

Immersion's staff will make the final decision of accepting the student into homestay based on their application.

### **Host Admissions**

Hosts will be admitted to this homestay program based on the following factors:

- Previous hosting experience with Global Immersions
- Completion of the Host Application
- English language proficiency
- Completion of a criminal background check
- Completed site visit with the Global Immersions Assistant Intercultural Services Director
- Signing and agreeing to the CATS Academy Program Guidelines and Procedures (Appendix I)
- Proximity of home to public transportation and CATS Academy
- Number of students living in the home (if host is hosting a student from another program). Hosts must agree to not host more than one other student from another homestay program.
- General conditions of their home, i.e. cleanliness, size of the available single room in their home, condition of furniture and home amenities

### **Diversity Plan for Admissions**

Admitting a host or student into the homestay program will not be based on race, nationality, ethnicity, sex, religion, gender or sexual identity. No preference will be given and no requests will be granted in regards requests to live with an individual or family of a particular race and/ or ethnicity.



## **Logistics**

### **Guardianship**

CATS Academy will be the students' responsible guardian and serve as the main point of contact to the students' families. A member of CATS Academy staff will serve as the Designated School Official. All immigration matters and visa processing will be the responsibility of CATS Academy. Global Immersions will not place applicants who do not have the necessary visa documents. For all matters concerning final decisions about physical health, mental health, finances, legal issues, visa support or a need for a student to leave the country, CATS Academy will assume responsibility.

### **Communication and Support**

The Assistant Intercultural Services Director at Global Immersions will be responsible for maintaining open communication with the hosts. Any issues or concerns voiced by the host will be discussed internally at Global Immersions and then communicated with the CATS Academy Admissions Counselor. Any issues or concerns voiced by a student, a student's family member, a teacher or a student advisor will be communicated to the Assistant Intercultural Services Director and/or the President, depending on the severity of the matter, who will then reach out to the host.

### **International Travel**

Arranging international travel to and from a student's country of origin to CATS Academy in Boston will be the responsibility of the student or a CATS Academy staff member. Global Immersions will not be responsible for arranging any international travel. Once a student has booked their international transportation, CATS Academy will

be responsible for sending the information to the Assistant Intercultural Services Director who will track the arrival times and then communicate them with the hosts.

### **Arrival Transportation**

As part of the student's application process, a student will be able to request an airport pick up service to their homestay. If a student requests an airport transfer, CATS Academy will be responsible for collecting payment and sending payment to Global Immersions. The Assistant Intercultural Services Director will be responsible for booking this service and communicating the details with CATS Academy. Students will not be allowed to arrive to their homestay after 10:00 PM. If a student's flight arrives later, CATS will arrange accommodation for that student until the following day.

### **Transportation Post Arrival**

CATS Academy will hire a bus company to transport homestay students. Global Immersions will work with CATS Academy to develop two bus routes. The bus routes will pick up students at designated locations close to public transportation bus, subway or train stops. All hosts hosting for CATS Academy must live within walking distance (five to ten minutes) of the school bus stop, a public bus stop or a public train/subway stop. If a student will need to take public transportation to get to the school bus stop, the ride on public transportation can take no longer than twenty minutes, keeping in mind allowing for traffic and wait times.

Activities are an important piece of the holistic program design and should not be hindered by lack of access to transportation. If CATS Academy organizes extra-curricular activities, they will need to offer a bus service for homestay students using the

bus routes. If Global Immersions organizes an activity or event, it must be at a location accessible by public transportation.

### **Housing**

Following the request of CATS Academy in 2013, all homestays will provide a private single room with a bed, desk, at least one window and a closet for the student in the main area of the house. No basement, attic or separate apartment space will be allowed to serve as a student's room in the homestay. The homestay home will provide students with a comfortable study space. The host will provide towels, blankets and access to laundry services. All rooms in the home, except for the students' bedrooms will be required to be cleaned by the host on a regular basis.

### **Meals**

During the school week hosts are responsible for providing breakfast food for the student to serve themselves and a prepared balanced dinner. Students will receive lunch at school. On the weekends or during school vacations, hosts are responsible for providing food for a self-service breakfast and lunch and preparing dinner. If hosts choose to take students to a restaurant, rather than prepare a meal, the host is responsible for paying for the student's meal.

### **Vacation or Leave**

Vacation or leave is defined as any time spend out of the homestay for more than a day and spending the night outside of the homestay. This program will encourage hosts and students to travel and explore their community/ environment. If a student would like to travel outside of the state or country, they must inform their host and get approval from CATS Academy, who will then inform the Assistant Intercultural Services Director to

communicate with the hosts. If hosts are taking a vacation or need to travel for personal reasons, Global Immersions will arrange a temporary homestay for the student. If a host invites a student on a vacation, approved by CATS Academy, the student will pay for their transportation, but not for lodging and meals.

### **Health and Safety Plan**

#### **Health Policies and Procedures**

The CATS Academy homestay program design will acknowledge and address how living in a new country, a new culture, with a new family, eating different foods and speaking a different language can affect a student's physical, mental and emotional health. The health and general well being of the students and hosts are fundamental components of a successful homestay program. If a student or host is experiencing emotional stress or a physical illness, their relationship might become strained. Global Immersions acknowledges that the homestay experience and relationship development between hosts and students requires supporting a student's physical, mental, social, spiritual and emotional well being, along with recognizing signs of stress caused by academics and/or cultural shock. The homestay environment is one that is defined as a comfortable and safe environment by Global Immersions. The student or host should not feel uncomfortable or unsafe by one another's presence. Therefore, Global Immersions will provide on-going support for hosts by listening to and voicing their concerns, and by connecting them to the appropriate resources to help deal with their concerns. Global Immersions will work with hosts to discuss cultural differences in expressing feelings, emotions, dislikes, opinions etc. and help hosts understand sign to look for when a student might be uncomfortable in homestay. The Global Immersions Assistant

Intercultural Services Director and CATS Academy admission counselor will schedule weekly telephone meetings and bi-monthly in-person meetings to discuss the homestay program and to determine how to manage cultural differences and homestay concerns.

For urgent matters, hosts can call the Global Immersions 24/hour emergency line. For less urgent matters, hosts can email Global Immersions and Global Immersions will respond in a timely manner with an appropriate response to their concern. CATS Academy will provide support for the students in the form of counseling and academic advising sessions. A counselor at CATS will listen to students concerns and share their concerns with Global Immersions.

Students attending CATS Academy must have health insurance valid in the United States for their entire stay in homestay. CATS Academy will organize the students' health insurance. Copies of the students' insurance cards will be sent to Global Immersions who will keep the insurance information on file and send the insurance information via email and mail to the hosts. CATS Academy will have a school nurse on staff to help students with physical and when appropriate emotional health issues. If a student is ill and cannot attend school, it is the responsibility of the host to call CATS Academy and then to notify Global Immersions by email.

### **Safety Policies and Procedures**

For the CATS Academy Homestay program Global Immersions will strive to ensure that students and hosts feel safe in the homestay environment. Any issues voiced by the students to CATS or by the hosts to Global Immersions will be addressed, assessed and determined if the student should be removed from homestay. If a student indicates reason for feeling "unsafe" in his or her homestay for a valid reason, determined by

CATS Academy, the student will be removed from the homestay and placed into another homestay or the student dorm.

During orientations and in the student handbook, students will receive information about who to contact in an emergency setting, how to navigate public transportation and who to contact if they cannot reach their host. Furthermore, hosts are never to leave a student home alone overnight and students should be able to contact their hosts at all times.

Global Immersions will provide students with public transportation maps and links to public transportation websites. Hosts will be responsible for showing students how to get to public transportation from their home and how to take public transportation to and from school. Global Immersions will provide students with an emergency contact card with the hosts name, address, phone number, email and the Global Immersions emergency phone line. Students will be required to carry this emergency card at all times.

#### **Telephone Communication.**

Global Immersions and CATS Academy will have 24/hour emergency phone lines for students and hosts to call. Hosts will be directed to call the Global Immersions emergency phone line. Global Immersions and CATS Academy staff will rotate being on call and responding to the emergency line. All CATS Academy students will be required to have a working U.S. cell phone number. Students will be required to share this number with their hosts and CATS Academy. All Global Immersions Hosts will be required to have working cell phone numbers that will be given to the students and Global Immersions staff.

**Illegal Activity.**

Students participating in the CATS Academy homestay program will be minors. It is illegal for students to consume alcohol, smoke, use illegal drugs or vandalize the homestay. No smoking is allowed in homestay. Global Immersions will address concerns in homestay and students will be required to be removed from homestay if caught in an illegal act or in violation of the homestay policies. CATS Academy will be responsible for disciplining the student. If a host is caught in an illegal act, using drugs or accused of sexual misconduct, the student will be immediately removed from homestay to the CATS Academy dorm, counseled by CATS and the host will be removed from the host network. Global Immersions will seek legal counsel for these matters.

**Crisis Management Plan**

As a way to react to any type of emergency situation sufficiently and efficiently Global Immersions will utilize and expand upon the crisis management plan developed by the current Graduate Intern for the 2013-2014 academic year and agreed upon by CATS Academy staff found in Appendix J. Global Immersions and CATS Academy will follow this plan in the case of an emergency situation. Global Immersions and CATS Academy will handle any emergencies and/or situations that result in the need to remove a student from the homestay. As the students' guardian CATS Academy will be responsible for assisting the student, dealing with a student's embassy and helping the student to leave the country if necessary.

**Budget**

The proposed budget for the CATS Academy Homestay program outlines the student costs, the program costs for Global Immersions and staffing costs for CATS

Academy. This budget was based off of the 2013-2014 homestay program budget and adjusted accordingly to include the proposed curriculum program components.

According to the CATS Academy website, this homestay program offers a less expensive housing option than the dormitory (Cambridge Education Group, 2013b). Students participating in this program will pay a monthly fee, an activity fee and a fee for transportation. The student monthly fee to live in homestay will remain the same rate as the previous year; however, hosts will be compensated more as they are required to attend more orientations, trainings and events over the course of the year. The income generated from this program will be used to help support other Global Immersions homestay programs and develop future marketing tools, resource kits and homestay programming. Please refer to Appendix K and L for the line item summary budget and budget notes.

### **Evaluation Plan**

The CATS Academy Homestay Program will be evaluated using a mixed-method approach. Assessments and evaluations will be administered at multiple times throughout the course of the program. Global Immersions will be responsible for comparing the assessment and evaluation feedback from the students, hosts and CATS Academy staff. When the 2014-2015 program finishes Global Immersions will meet with CATS Academy to review and discuss the program evaluation and make changes for the following year. Assessments and evaluations will be used to determine if the homestay program was a success and met its goals. Responses from assessments and evaluations will be used to improve the program, improve future marketing, the curriculum design, and increase the program's sustainability.



**Host Evaluation Plan and Assessment**

To assess the whether the homestay program met the program goals and objectives for the hosts, hosts will be asked to complete an Intercultural Competence Pyramid before the student arrives. Using Darla Deardorff's Intercultural Competence Model (2006) the hosts will outline their personal goals and desired internal and external outcomes from the homestay program (Deardorff, 2006). The hosts will complete an assessment a week after their student arrives to address any initial concerns and to verify the student is settling in well and the host and student have reviewed the House Guidelines and Safety Procedures. Global Immersions will distribute monthly feedback questions to the hosts and then compile the responses into a document. The document will be sent to the CATS Admissions Counselor each month for review and discussions about particular homestay students.

At the end of the first semester the host will complete an evaluation of closed-ended and open-ended questions. The semester evaluation will refer to the overall homestay experience, their learnings and evaluate specific events and/or activities. Additional evaluations will include; an evaluation after each orientation or host event and a host event where the hosts will share feedback with Global Immersions, CATS Staff and other hosts about strategies and activities that were successful for them and their student. The hosts will refer to their Intercultural Competence Pyramid, discuss and reflect changes in their attitudes or perspectives at this closing event.

**Student Evaluation Plan and Assessment**

Before entering the homestay students will be asked to write their goals for participating in the homestay program, during the program students will reflect on their

homestay experience and at the end of the program the students will reflect on their initial goals to assess if their goals were met. At the end of each event or orientation Global Immersions facilitates, the students will complete an evaluation. Prior to the completion of the homestay program Global Immersions will ask students to complete a final evaluation, which will include a survey to rate the program and open-ended questions. The students will be asked questions about attitudinal changes and new skills learned to assess the students' intercultural competence. To evaluate the program goals and assess if the program goals were in alignment with CATS mission, students will be asked questions such as: Please explain how your homestay experience has better prepared you for entering into a U.S. university, and How do you think homestay has helped you to interact with people from different cultures?

Due to the fact that Global Immersions will spend limited time with the students, the CATS counselor or advisor, will be responsible for meeting with the student to assess the student's homestay experience and share important feedback with Global Immersions on a monthly basis. Global Immersions will meet with CATS Academy at the beginning of the program, the mid-point and at the end of the program to assess the program and discuss strategies for improvement if needed. Global Immersions will meet with student focus groups half way through each semester and at the end of each semester during the students' free or study period. The focus groups will help Global Immersions assess the overall program and learn more about the student participants in the program. Lastly, Global Immersions will reach out to the students annually after the program as a way to assess the long term affects participating in a homestay program has on student participants.

### **Conclusion**

This proposed program is designed to set Global Immersions apart, as a homestay provider, and CATS Academy as a choice for international students. The design of this program will improve the previous year's homestay program and provide an added, unique component to the CATS Academy curriculum. The students participating in the program who wish to attend a U.S. university after high school will be better equipped with the skills to interact with their university peers and more aware of how to deal with the cultural adjustment process. The proposed design of this program desires to provide participants with an impactful and meaningful experience that will lead to the participation in other international and/or intercultural exchange experiences.

### **Implications**

Trends in student enrollment indicate that more international students will come to study in U.S. high schools as a way to get accepted into U.S. universities. An increase in student enrollment has the potential to translate into an increase in the number of international high school aged students living in homestays. Also, approximately 85 percent of the students attending CATS Academy are from China. Little research has been conducted on the affects of international students living in homestays in the U.S. and less research has been conducted on high school aged Chinese students living in homestays in the U.S. This program could serve as a way to add to the knowledge of the effects of homestay experiences on its participants and on the schools offering a homestay program as a form of residence. Additionally, it could serve as a way to contribute to research being conducted on Chinese students attending school at institutions in the United States.

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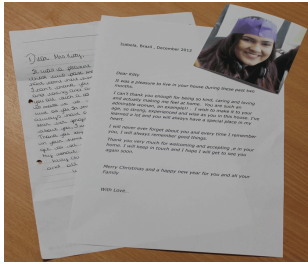
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Appendix A



**INTRODUCE YOURSELF TO YOUR HOST FAMILY**  
**Please write an email message and email a photo for your new host family.**

Introduce yourself and talk about your interests. This will help your new host family get to know you before you arrive!

Here is an example of what your message should include.

However, this is *just* an example please write anything you think is interesting or important for your homestay to know about you.

<p><b>Example 1:</b>                  Hello! Or Greetings! (Write Hello in your native language, Hola!, Bonjour! Привет!, 안녕하세요!)</p> <p><b>Paragraph 1:</b>                  Name                  Where are you from?                  Age, Year in School                  Hobbies                  Foods you like or Music you enjoy                  Interests/ Favorite Subject in school</p> <p><b>Paragraph 2:</b>                  Describe where you are from and your family.</p> <p><b>Paragraph 3:</b>                  Why do you want to live in homestay?                  What are you looking forward to learning and/or doing in your new homestay?</p> <p>Sincerely,                  &lt; &gt;</p>	<p><b>Example 2:</b>                  Hello! 你好!</p> <p>I would like to introduce myself. My name is Chang Li. My English name is Sarah and I will be staying with you in your home. I am 16 years old and am in high school. I'm from China. My birthday is May 17<sup>th</sup> and I really enjoy playing tennis and swimming. I also love reading mystery novels and watching action movies. Pizza and ice cream are my favorite foods. My favorite subject in school is Science. I want to study Biology in College.</p> <p>In China I live with my Mom and Dad in Beijing. My mom is a school teacher and my dad is a businessman at a telephone company. I love to visit my friends and ride my bicycle in China. Also, I have a pet fish.</p> <p>I am looking forward to living with you! This is my first time living with a host family. I think I will learn a lot from this experience. I want to live in homestay because I want to interact and communicate with a family in the U.S. I love meeting children and having fun cooking. I would like to improve my English, try new foods and explore Boston more. I would love to see museums in the city and maybe go to a sports game!</p> <p>Sincerely,                  Sarah                  莎拉</p>
---	---

**Remember to email a photo of yourself!**



## Appendix B

**Activities Schedule**

Students and Hosts are encouraged to participate on two activities per month

Day	Month	Activity
Saturday	September	Walk around Neighborhood
Saturday	September	Boston Public Library
Saturday	September	Harvard
Saturday	September	Freedom Trail

Day	Month	Activity
Saturday	October	Local Mall
Saturday	October	MLK Weekend
Saturday	October	Salem
Saturday	October	Trick Or Treat

Day	Month	Activity
Saturday	November	Watch a NFL Game
Saturday	November	Sports Day/ Arts and Crafts
Saturday	November	Thanksgiving
Thursday	November	School is Closed
Friday	November	School is Closed
Saturday	November	International Holiday Fun

Day	Month	Activity
Saturday	December	Frog Pond Ice Skating
Saturday	December	Nothing Scheduled- Prepare for Finals

**Winter Break- December**

Day	Month	Activity
Saturday	January	Movie Trip
Saturday	January	Sledding
Saturday	January	MIT
Saturday	January	Museum of Science

Date	Month	Activity
Saturday	February	North End
Friday	February	Valentine's Dance
Saturday	February	Museum of African American
Saturday	February	Chinatown

**Spring Break -March**

Day	Month	Activity
Saturday	March	Downtown Crossing Shopping
Saturday	April	Bowling Kings Dedham
Saturday	April	Sporting Event TBD
Saturday	April	International Dance Night

Day	Month	Activity
Saturday	May	Scavenger Hunt
Saturday	May	Watch Red Sox Game
Saturday	May	Bunker Hill Monument
Saturday	May	Nothing Scheduled- Prepare for

## Appendix C

**Intercultural Theories: Talking Points For Host Orientations and Theoretical Background to Develop Host Activities and/or Training Sessions****1. Torres Theory of Acculturation:**

- a. Three stage process of: Contact, Conflict, and Adaptation. Includes the idea of the interplay of the person, his ethnic group and larger societal issues within the majority culture. Idea of maintaining the culture and identity of origin, establishing contact with and participation in the larger society and with other ethnic groups

Torres, V. (2011). Perspectives on identity development. In J.H. Schuh, S.R. Jones, S.R. Harper, & Associates, *Student services: A handbook for the profession* (5<sup>th</sup> ed., pp.187-206) (Jossey-Bass Higher and Adult Education Series) San Francisco, CA: Jossey-Bass, A Wiley Imprint.

**2. Gert Hofstede's Value Dimensions:**

- a. Individualism vs. Collectivism
- b. Power Distance
- c. Masculinity- Femininity
- d. Uncertainty Avoidance
- e. Long Term Orientation Towards Change

**3. Trompenaar's Value Framework:**

- a. Individualism vs. Communitarism
- b. Universalism vs. Particularism
- c. Specific vs. diffuse
- d. Neutral vs. Affective
- e. Achievement vs. Ascription
- f. Internal vs. External Control

**4. Edward Hall's High/Low Context:**

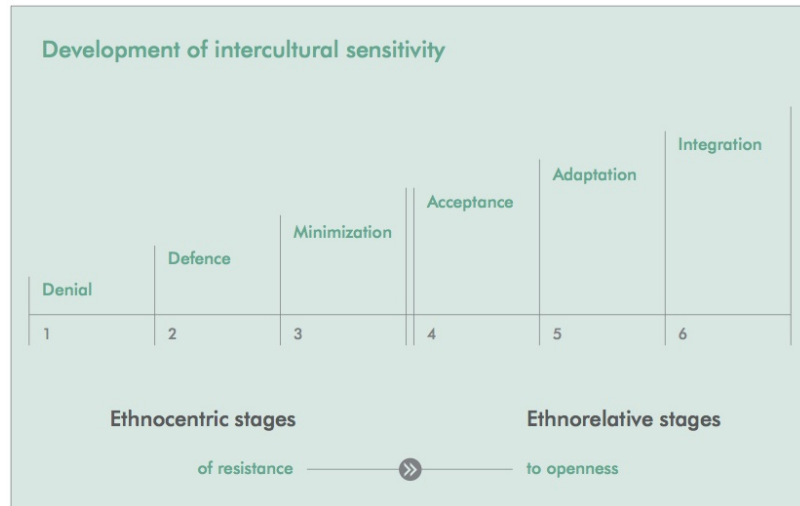
- a. Categories to Focus On: Association, Interaction, Territoriality, Temporality, Conscious and Unconscious Learning

Tirmizi, S.A (2008). The Impact of Culture in Multicultural Teams. In C.B. Halverson & S.A. Tirmizi (Eds.), *Effective multicultural teams: Theory and practice*. (pp. 21-42). New York: Springer.

**5. Bennett's Model of Intercultural Sensitivity:**

- a. Review Stages Uses this diagram

Bennett, M. J. (1993). Towards Ethnorelativism: A Development Model of Intercultural Sensitivity. In Education for the Intercultural Experience. Paige, R M (ed) Yarmouth ME: Intercultural Press. 1993.



b.

### CATS Academy Homestay – Host Event Activity Example

There are *three questions* to be answered by each host and then discussed in groups. Take a minute to read the question and then reflect on experiences you have had with your student prior to answering. Take turns in your group to share your experiences. One group member will be responsible for writing the issues and resolve on the yellow sheet.

You will be instructed to change groups after each question to hear different perspectives. The goals of each discussion are to learn from each other and ultimately how to best handle situations that arise with your student/s.

1. What types of issues have you had with your student in following your house guidelines? How did you resolve?

Please provide examples:

2. What has been your most successful tactic(s) for getting your student to interact with you and your family?

Please give examples

3. Provide examples of situations where you thought your student displayed what is considered “bad manners” in U.S. culture. How did you resolve? Please give examples.

## Appendix D

**TIPS FOR A POSITIVE LONG-TERM HOMESTAY****GENERAL TIPS**

- Review your House Guidelines in Depth and Post Signs around your Home
- Be mindful of personal space
- Be mindful of culturally appropriate physical contact and proxemics
- How do you and your visitor want to be addressed? First name basis? nickname? or more formal?

**CULTURAL ADJUSTMENT**

- First time with new family: Try to read the signs if your visitor seems like they need social interaction or if they would like to be left alone
- Ask direct questions: Do you like this food?, Would you like to join us on Saturday?
- Hygiene: Different expectations in the U.S.
  - Encourage showering daily, doing laundry on a schedule
  - Wearing deodorant
- Eating Manners: Habits and noises while eating and conversation during dinner
- Trash and Flushing: Label and discuss what can and can't go in the toilet
- Finding a Balance: Balance academics and a social life, encourage student to get out and explore
- Communication: Be mindful that your student is learning a new language, speak slowly, repeat and repeat
- Use dinner discussion topics provided by Global Immersions

**SCHEDULES**

- Find a way to coordinate your schedule with your student's schedule
- Post notes in a visible locations (i.e. on the Refrigerator, on Doors or on a bulletin board)
- Make a showering schedule: \*\* Especially important in the morning to catch the *Shuttle Bus*
- Dinner is Mandatory. \*\*Set up a system for students to call, text or email if they are going to be late or miss dinner.
- Weekend activities: Share schedules of sports games, school activities or host family obligations
- When to watch TV or When lights are out
- Remind students of their curfews

**PUBLIC TRANSPORTATION AND THE SHUTTLE BUS**

➤ **ARRIVE 10 MIN EARLY TO THE SHUTTLE BUS**

*\*\* If your student misses the shuttle bus, he/she has to find a way to get to school on his or her own.*

- Make sure your student knows how to get from your home to public transportation and/ or the shuttle bus
- Show the students how to walk to the pick up/ drop off location
- Discuss safety tips: Carrying computers, money, iPods and zipping up bags and/or closing purses

## Appendix E

**CATS Academy Boston****Host Online Newsletter Example for Hosts****Announcements****Emergency Phone for CATS Hosts:**

Global Immersions High School has an **emergency phone** for after hour/weekend emergencies only for our CATS hosts. Telephone number: # You can call or send a text only. If you call, please leave a detailed voice message with the best number to reach you. Homestay.

**April Feedback:**

Please remember to fill out your monthly April feedback form. Click to fill out the brief survey!

**CATS Academy Photo Contest**

Congratulations to the winners of our Spring Host

**Spotlight: Third Culture Kids "TCKs"**

In this modern age of globalization many people and families from all over the world leave their home countries and cultures of origin to make lives for themselves across the globe, sometimes many times throughout their years. For the children, in these families, this makes finding a personal identity extremely difficult, especially when the culture in which they grow up is different from that of which their family relates. These children are known as "**third culture kids**" or TCKs.

The term "*third culture*" was used to describe these children because they integrate aspects of

**Reminders****April Vacation Week (public schools):**

Will you and your family be traveling for April school vacation week (Please let us know your travel plans to make arrangements for your students.

**"Vacation Requests" or Time away from Homestay:**

You and your student must describe and sign the "Vacation Request" form if either of you will be away overnight or for vacation.

**CATS Shuttle Bus**

Photo Contest! Due to the overwhelming number of photo submissions the contest was divided into two sections. Here are our winners for the CATS Academy section.

*Thank you* to all the hosts who submitted images for the contest!

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## Conversation Starters

### *Idea*

Do you know how long the Boston Marathon is?

their birth culture (the first culture) with that of the new culture in which they are raised (the second culture) creating a unique "third culture". **These third culture kids build relationships to all the cultures in which they are raised, while not having full ownership in any.**

Many of the students attending CATS Academy share many of these experiences of being a third culture kids. Some have been moving from country to country their whole life. Others have been going to private schools in foreign countries since an early age. Have you noticed any of these characteristics in your students? When your student is asked where they are from do they have a singular immediate response or is there a list of places lived that tends to accompany that question? If you find the latter your student may be a TCK. For these such students difficulties relating to homestay can sometimes be even more exacerbated. Without the nuclear family unit in which has been their support structure during their life time, assimilating to yet another culture can be even more challenging. Many students maintain constant contact with

**Schedule:** To view the CATS shuttle bus schedule [click here](#)

### **Activity**

**Schedule:** For a list of scheduled events [click here](#).

## **Host Testimonials**

Testimonials are a great way for potential hosts to better understand and appreciate the experiences you have had as homestay host. Testimonials are regularly posted to the website.

**We would like to hear from you regarding your hosting experience with our CATS Academy Boston students.** Please reflect on hosting in general, experiences you have had with your student(s) and/or Global Immersions!

Here's an example of a testimonial from a host family:

"We've had students



their families because of this.

Building relationships can often times be difficult for these students as well due to their lack of experience living in a static location for an extended period of time. For students showing these characteristics it is very important for them to feel accepted and welcome in the household.

Communicating and asking about where students are from, their favorite foods in places they have lived, what they have learned living in the U.S., the most surprising differences between countries, and their general thoughts and feelings can help open these students up and make them feel yet more comfortable in homestay.

To better understand the challenges of being a third culture kid and how many students have overcome these issues take a look at these

Sources: <http://www.tckworld.com/>

[http://en.wikipedia.org/wiki/Third\\_culture\\_kid](http://en.wikipedia.org/wiki/Third_culture_kid)

from Chile, to Denmark, to China, and we've learned so much about the cultures of the rest of the world. We love exchanging cultural knowledge and are honored to help students improve their English. It's a delight to see everyone in the house learning!" -Host family from Somerville, MA  
Retrieved from: [globalimmersions.com](http://globalimmersions.com)

\*please note neither your photo, last name, or any other personal information will be published. All photos

## Appendix F

**Assistant Intercultural Services Director Position**

The scope of responsibilities includes, but is not limited to the following:

- Assist Intercultural Services Director/ President with *development of High School Homestay program, marketing and recruitment materials*
- Manage *all aspects of High School host recruiting* including: marketing; application screening process; home visits with Homestay Coordinator; host orientation training and maintenance of databases
- Educate *potential hosts* on High School Homestay services and program
- Manage *all aspects of the visitor application and placement process*
- Communicate with the coordinator at high school regarding placements and any issues;
- Assist Intercultural Services Director with the creation and execution of *Host Orientation Trainings, Host Assessments and Evaluations*
- Write the Monthly Online Newsletters
- *Intercultural problem solving* regarding visitors and hosts using cross-cultural counseling and negotiation skills

**QUALIFICATIONS:**

- Team player with a strong work ethic and ability to work in a small office environment
- Self-directed and self-motivated
- Excellent organizational skills
- Interpersonal skills and ability to work with a wide range of individuals
- Public speaking skills and experience
- Confident and clear communicator in person, via e-mail and on the phone
- Ability to think strategically and develop creative solutions to cultural issues
- PC literate (Microsoft Word, Excel, PowerPoint)
- Master's Degree in International Education or related field
- Bilingual (a plus but not required)
- Knowledge of Health and Safety Policies and respond to Crisis Management

**HOURS REQUIRED:** Full Time 40/ week, some nights and weekends, availability to be on call and respond to emergency calls

*\*Content adapted from the Intercultural Work Experience Internship Job Description from Global Immersions in 2013*

## Appendix G

## UNDERSTANDING YOUR HOMESTAY

The following information will help you learn more about living in a homestay. Our goal is for you to have an enjoyable and positive experience during your stay.

**Your Host Family:**

We have many different types of households. Your family might include a mother, father and children; a single mother with children; a retired individual or couple; or a single working professional. Some homes will have pets/animals in the home and others will not. Cats and dogs are very common pets in the U.S. Our goal is to match you with a homestay to best fit your preferences. You will receive a host biography with all the details about your host and homestay before you arrive.

**What is a typical Boston host family?**

- Boston is a large cosmopolitan city.
- Individuals and families are from all over the world and share different cultures and backgrounds. Our host network represents this “melting pot” of U.S. cultures.
- Hosts practice different religions, have different ethnicities and are from different races. All represent different aspects of U.S. culture.

**Food:**

Every family cooks different food. **If you are allergic, cannot eat or do not like certain foods, please tell your host.** A big part of the homestay experience is trying different foods and learning about foods to gain a better understanding of the culture.

- **Breakfast:** You make your own breakfast. Your host will provide food for breakfast, such as cereal, toast or a bagel.
- **Lunch:** Your host will provide or have lunch available for you on Saturday and Sunday. Lunch in the U.S. is often a smaller meal than dinner. On weekdays you will eat lunch at CATS Academy.

- **Dinner:** Your host will cook you dinner every night and you must be home to eat dinner with the host family. Eating dinner with your host is a great way to practice English and learn new things about U.S. culture.



### Homes:

Boston's neighborhoods have many different styles of architecture and homes. Your house could be an apartment, a Victorian home, a brick home, a modern home or an older home.

- **Bedroom:** You will have your own bedroom that will include a bed, a closet or place to put your clothes or personal items and a desk or study area to do your school work
- **Bathroom:** Some houses will have shared and some will have a private visitor bathroom
- **Internet Access:** All homestays have internet access - wireless, cable or DSL. It is your responsibility to properly set-up your computer.
- **Towels and Linens:** All homestays provide towels and bed linens. You **DO NOT** need to bring them.



### Transportation:

Your host will help you find the best way to the CATS shuttle bus or to CATS Academy.

### Options to CATS Academy from homestay:

- Walking to the CATS shuttle bus
- Taking public transportation to the CATS shuttle bus
- Taking public transportation to CATS Academy

For more information on public transportation or the "T" in Boston visit [www.mbtta.com](http://www.mbtta.com) which is available in several languages  
<http://www.mbtta.com/accessibility/languages/>



### Personal Items:

**You will be walking and/or taking public transportation to and from the CATS Academy shuttle to your homestay.** You will need proper clothing,

including coats and shoes, for each season! Winter clothing items and shoes can be purchased in Boston after arrival.

- Bring clothes you can layer. The weather changes and layering your clothes is very helpful. **Layering**= wearing a t-shirt + a sweater + jacket *with a hood*
- Bring **personal items** to make you feel comfortable in your homestay: slippers, robe, special pillow, pajamas or clothes to wear to bed appropriate for season, etc.

Appendix H  
**CATS ACADEMY BOSTON  
 HOMESTAY APPLICATION**

Please complete ALL sections of this application in English.

If you are under 21 years of age, your parent or guardian must also sign the application.

---

**1. NAME:**

Mr./Ms. \_\_\_\_\_ First Name \_\_\_\_\_ Family Name(s) \_\_\_\_\_

Preferred Name/ Nickname (if applicable): \_\_\_\_\_

**2. CONTACT INFORMATION:** (Permanent address in home country)

Street Address \_\_\_\_\_

City \_\_\_\_\_ Postal Code \_\_\_\_\_ Country \_\_\_\_\_

Telephone Number \_\_\_\_\_ Mobile Telephone \_\_\_\_\_

E-mail address: \_\_\_\_\_

Do you have a working U.S. cell phone?  Yes  No

U.S. Mobile Phone Number: \_\_\_\_\_

**IMPORTANT:** In order to stay in a homestay you must have a working U.S. mobile phone

**3. GENDER:**  Male  Female **BIRTHDATE:** \_\_ \_\_ (day) \_\_ \_\_ (month) \_\_ \_\_ (year)

**NATIONALITY:** \_\_\_\_\_ **NATIVE LANGUAGE:** \_\_\_\_\_

**YEAR IN SCHOOL:**  1<sup>st</sup> Year  2<sup>nd</sup> Year  3<sup>rd</sup> Year  4<sup>th</sup> Year

---

**4. ARRIVAL INFORMATION:**

**Homestay Arrival Dates: September 2 - 7, 2014**

Date of Arrival: \_\_\_\_\_

Airline: \_\_\_\_\_ From which city: \_\_\_\_\_

Flight #: \_\_\_\_\_ Time of Arrival: \_\_\_\_\_

**IMPORTANT:** Arrival hours to homestay are 7:00am – 10:00pm. Visitors who arrive after 10:00pm will need to make hotel arrangements and move the following day.

**PERSONAL INFORMATION:**

Please list any allergies, health problems or foods you cannot eat:

---

---

Please explain WHY you want to live in a homestay.

---

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---

---

Please tell us about yourself. What are your hobbies, special interests, favorite sports and/or activities? What would you like the host to know about you?

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---

---

What are your future career aspirations? \_\_\_\_\_

Please describe your personality. (Examples: shy, outgoing, talkative, quiet)

---

What is your English level? \_\_\_\_\_Beginner \_\_\_\_\_Intermediate \_\_\_\_\_Advanced

Is this your first time studying in the United States? \_\_\_\_Yes \_\_\_\_No

If no, where have you studied in the U.S. before?

CATS Academy Boston? \_\_\_\_Yes \_\_\_\_No

If yes, where did you live in 2013-2014 school year? \_\_\_\_\_

Other (list state and date): \_\_\_\_\_

---

**6. PREFERENCES:**

A home with children (under 6 yrs)	____ Yes	____ No	____ Does not Matter
A home with an indoor cat?	____ Yes	____ No	____ Does not Matter
			Allergy to cats ____ Yes ____ No
A home with an indoor dog?	____ Yes	____ No	____ Does not Matter
			Allergy to dogs ____ Yes ____ No

---

**7. HOMESTAY OPTION:**

Private bedroom, shared bath, prepared dinner by host and continental self-served breakfast 7 days per week, lunch available on the weekend, Internet access, access to public transportation (bus/subway) and CATS shuttle bus

**8. EMERGENCY CONTACT INFORMATION:**


---

Name	Relationship (mother, father, etc)	Address (City, Country)
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Telephone	Mobile Telephone
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E-Mail Address
**9. POLICIES:**

Preferences are considered when placing clients in homes but, given factors such as availability, extensive number of household pets in American homes and limited number of homes that permit smoking, these requests cannot always be guaranteed.

In accordance with US federal law, we do not discriminate against race, color or creed. Therefore we cannot accommodate requests for hosts of a specific racial or ethnic background, of a specific religion, with a specific number of children or any other characteristic.

By signing this homestay application, you waive and release any and all claims of liability against Global Immersions, Inc., and the employees of Global Immersions, Inc. for injury, loss, damage, accident, or expense resulting from participation in this program. By signing this, you have read and agree to the Homestay policies.

**10. SIGNATURES:**


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Applicant Printed Name

---

Applicant Signature

Date: \_\_\_\_\_

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Parent or Guardian Printed Name

*\*Content adapted from Global Immersion's applications*



## Appendix I

**CATS Homestay Program Roles & Responsibilities**

Global Immersions Homestay is devoted to Intercultural Services for international visitors. The goal of homestay is to fully immerse a visitor to daily life in American culture. Homestay includes a safe, clean, supportive and comfortable living environment for each visitor. The homestay experience includes a private bedroom, meals, and English conversations, being included in daily life, holidays, any activities and daily life with the hosts.

CATS Academy Boston (CATS) is a top preparatory school for grades 9-12 located at 575 Washington Street, Newton MA.

**CATS HOMESTAY PROGRAM DETAILS:****Standard Homestay**

- ✓ **A fully furnished, clean and comfortable private bedroom** with desk/study space
- ✓ **Self-served continental breakfast** seven days per week
- ✓ **Prepared dinner by the host** seven nights per week
- ✓ **Lunch available on weekend** - Saturday and Sunday
- ✓ **Internet access**
- ✓ **Linens and towels**
- ✓ **All utilities including local telephone and laundry facilities**
- ✓ **Public transportation** (subway/bus) within walking distance

**House Guidelines**

- ✓ **Current house guidelines** must be on-file and updated when necessary
- ✓ **All visitors must be given a house key** and any information related to house alarms, locks, etc.
- ✓ **Visitors are responsible for laundry**
  - Laundry detergent is the responsibility of the host
  - Specific instructions must be included in the house guidelines on days/times

**Background Check**

- ✓ **All adults, 18 years and older, in the homestay must consent and pass a background check** to host a CATS visitor

**Daily Life and Interaction**

- ✓ **Hosts must include the CATS visitor in daily life**
- ✓ **Speak English** only
- ✓ **Include visitor in activities, holidays and celebrations**
- ✓ **When necessary, pick-up or drop-off from CATS or related school activity**

### Vacation & Home Alone

- ✓ **CATS visitors are not allowed to stay alone overnight in a homestay under any circumstances**
  - Homestay Coordinator must be contacted in advance with all details including who will be responsible for the visitor
  - If necessary, a background check will be required on the person(s) responsible for the visitor during the absence of the host
- ✓ **Host vacations** are allowed but must be arranged in advance with Homestay Coordinator to determine the best housing option available during the vacation
- ✓ **Visitors are not allowed to stay overnight outside of homestay without permission from CATS**
  - **Hosts must contact Homestay Coordinator to get approval or visitor must contact CATS directly for approval**

### Guardian Responsibility

**CATS will assume all guardian roles and responsibilities for each homestay visitor.** The hosts or Global Immersions Homestay will not take or accept the responsibility of guardianship.

### Curfew & Study Expectations

CATS' guidelines for curfews and suggested study expectations are as follows:

- ✓ **Weekday evenings (Monday-Thursday): must be home for dinner, no later than 7:30pm**
- ✓ **Evening study time: 7:30-9:30pm**
- ✓ **Weekday evenings: in bedroom with lights out by 10:30pm**
- ✓ **Weekend evenings – must be home by 8:30pm**
  - Must contact with host with arrival time and plans

*These curfew times may vary depending on participation in activities and extenuating circumstances.*

### CATS & School Related Policies

- ✓ **Arrival dates to homestay:**
- ✓ **School calendar :**
- ✓ **School Vacations & Holidays:**
- ✓ **Time to be at school daily:**

### School Absences Procedure

- ✓ **Hosts are responsible to contact CATS before school begins** if a visitor is sick or cannot attend classes for any other reasons
- ✓ **CATS contact information – phone/email to call for absence:**
  - CATS visitors are required to attend class daily
  - Unauthorized absence is a serious issue

### **Mandated Reporting**

If you agree to accept a student under the age of 18, you are agreeing to look after a 'minor'. As a condition of hosting a CATS student, all members of the household (18 years and older) are required to consent and pass a background check.

As homestay host family, you are "mandated reporters" for the purposes of Mass. Gen. L. ch. 119, § 51A. This means that if you have reasonable cause to believe that a child is suffering abuse (including, but not limited to sexual abuse, sexual exploitation and/or human trafficking) and/or neglect (including but not limited to malnutrition), you are required by law to make a report to the Massachusetts Department of Children and Families immediately, and to make a written report to the Massachusetts Department of Children and Families, detailing the suspected abuse and/or neglect, within 48 hours. Mass. Gen. L. ch. 119, § 51A provides more detail regarding compliance with these requirements.

### **Home Visit**

CATS' staff reserves the right to visit the home of any homestay along with Global Immersions staff with at least one week's notice.

### **Shuttle Bus**

Visitor is responsible for taking public transportation or walking to shuttle bus from homestay. The bus will have a designated meeting place to pick up in the morning and drop-off in the evening. The schedule will be provided prior to school.

- ✓ **Shuttle bus #1:**
- ✓ **Shuttle bus #2:**

### **Alcohol & Substance Usage**

It is illegal for persons under 21 years of age to consume alcoholic beverages.

- ✓ **CATS visitors are not allowed to consume alcoholic beverages under any circumstances**
- ✓ **CATS visitors are not allowed to smoke or use illicit drugs under any circumstances**
- ✓ **Hosts are not permitted to provide or purchase alcohol, tobacco or illicit drugs under any circumstances to CATS visitors**

Please report any concerns or issues regarding alcohol or substance usage to Homestay Coordinator immediately.

### Health Issues

- ✓ **All CATS visitors have health insurance and agree to pay for all fees** associated with health issues including doctor, clinic and hospital visits
- ✓ **Hosts are responsible for taking visitor to the hospital in case of emergency** if in care of the host
- ✓ **Hosts are required to contact Homestay Coordinator immediately**
  - If a visitor is taken to the hospital
  - Has been involved in an accident while in the care of the host
  - Is sick and/or absent from school
  - With any concerns relating to health issues

### Emergencies

**After-hour emergencies** that cannot wait until next business day (including but not limited to; Visitor hospitalization, physical abuse, or situations where the next of kin needs to be informed for consent requirements)

- Call *Global Immersions* Homestay at
- Send a detailed e-mail to

### Adjustment, Behavior Issues and Property Damage

- ✓ **Any concerns relating to adjustment or behavior** should be communicated to Homestay Coordinator
  - **Homestay Coordinator** will communicate with the host, CATS staff and the visitor to resolve the issue in a timely manner
- ✓ **Damages to property** must be reported immediately following incident along with digital images and proof of damage to Homestay Coordinator. Global Immersions work together with CATS to help bring a fair resolve for all parties.

### Host Requirements & On-Going Communication

- ✓ **Hosts are required to attend:**
  - **Host Orientations**
  - **Farewell celebration**
- ✓ **Hosts agree to:**
  - **Check primary email and telephone messages daily** and respond in a timely manner
  - **Communicate all concerns and issues to Homestay Coordinator**
  - **Not contact CATS for any reason other than school absence**
  - **Help visitors with public transportation and orientation to their neighborhood**
  - **Speak English only**
  - **Include visitor in daily life**
  - **Include visitor in activities, holidays and celebrations**
  - **No other visitor(s) from same country/language** allowed to live in homestay
  - **1 or 2 CATS visitors only allowed** to live in the same homestay
  - **When necessary, pick-up or drop-off from CATS or related school activity**
  - **Complete a monthly feedback report, End of Semester and End of Program evaluations** about visitor

### Release & Signature

By signing this *CATS Homestay Program Roles & Responsibilities*, you have read and agree to all the policies and procedures and agree to host a CATS visitor. You waive and release any and all claims of liability against Global Immersions, Inc., and the employees of Global Immersions, Inc. and CATS Academy Boston for injury, loss, damage, accident, or expense resulting from participation in this program.

### All Adults (18 years and older) must sign:

1. Host Printed Name: \_\_\_\_\_

Host Signature: \_\_\_\_\_

2. Host Printed Name: \_\_\_\_\_

Host Signature: \_\_\_\_\_

3. Host Printed Name: \_\_\_\_\_

Host Signature: \_\_\_\_\_

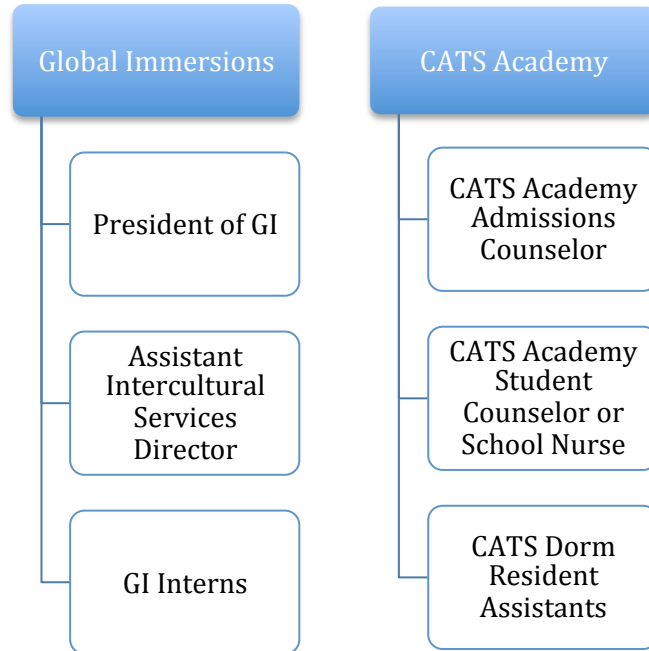
Date: \_\_\_\_\_

*\*Content adapted from Global Immersion's applications*

Appendix J

**Global Immersion Homestay Crisis Management Course of Action**

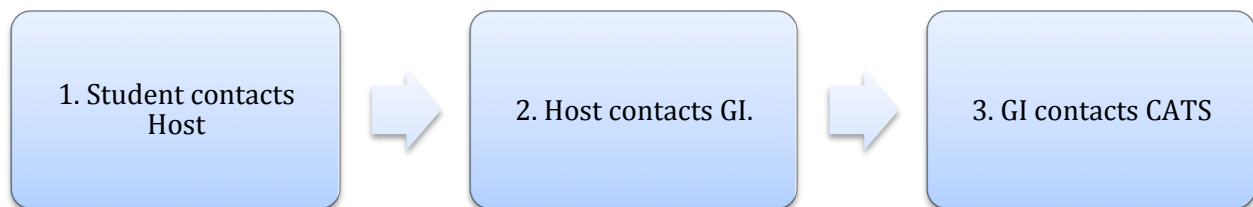
**Chain of Command in Response to Emergencies**



**Key:**  
 GI= First Point of Contact: President of Global Immersions, Second Point of Contact: Asst. Intercultural Services Director (AISD)  
 CATS = First Point of Contact: CATS Admissions Counselor and/or School Nurse, 2. Second Point of Contact: The Admissions Counselor when on call or the Resident Assistant (RA) on Call  
 Contact= Via Emergency Phone Line provided by GI or CATS

**Communication Plan Scenarios:**

1. Student is alone or Student is out with minor aged friends without adult supervision

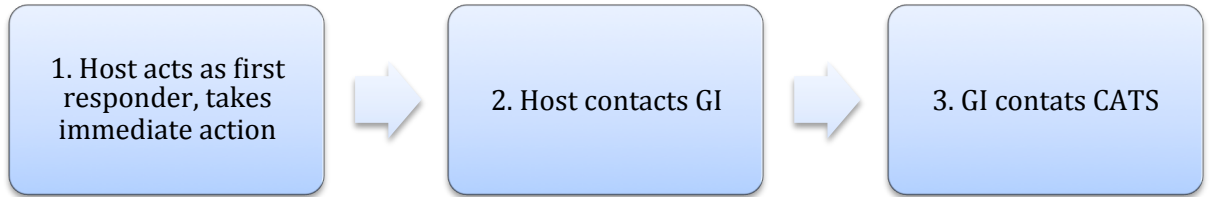


1. Student contacts host via cellphone.
2. Host will call GI main number during office hours or the 24/ hour emergency line. The president will handle the situation using the AISD as support. If the AISD or other GI Interns are on call they will respond to the call then immediately reach out to the President.
3. The CATS Admissions Counselor and/or School nurse are responsible during school hours. Outside of school hours the dorm RA's are on a rotating schedule to answer the emergency phone. They will report immediately to the Admissions Counselor or assigned on duty staff.



1. Students will call the 24/hour CATS emergency line. The CATS Admissions Counselor and/or School nurse are responsible during school hours. Outside of school hours the dorm RA's are on a rotating schedule to answer the emergency phone. They will report immediately to the Admissions Counselor or assigned on duty staff.
2. The CATS Staff member on call will call the GI number during office hours or the 24/ hour emergency line. The president will handle the situation using the AISD as support. If the AISD or other GI Interns are on call they will respond to the call then immediately reach out to the GI President.
3. The GI President or AISD will reach out to the host/s via phone, text and email.
4. After GI speaks with the Host/s, GI will report to CATS.

2. Student is with their Host when an emergency occurs



1. Hosts contacts GI after responding appropriately to the emergency situation as best as possible i.e. calling 911, taking the student to the ER, or attending to the injury.
2. Host will call GI main number during office hours or the 24/ hour emergency line. The president will handle the situation using the AISD as support. If the AISD or other GI Interns are on call they will respond to the call then immediately reach out to the President.
3. The CATS Admissions Counselor and/or School nurse are responsible during school hours. Outside of school hours the dorm RA's are on a rotating schedule to answer the emergency phone. They will report immediately to the Admissions Counselor or assigned on duty staff.
4. CATS is responsible for contacting the students' families or guardians.
5. CATS will report back to GI with updates.

3. Student is with a CATS staff member when an emergency occurs



1. CATS will contact GI after responding appropriately to the emergency situation as best as possible i.e. calling 911, taking the student to the ER, or attending to the injury.
2. The President or AISD will reach out to the host/s via phone, text and email.
3. After GI speaks with the Host/s, GI will report to CATS.

*In all crisis situations, after being contacted the appropriate person will respond to the situation accordingly.*

*CATS Academy is responsible for contacting the student's emergency contact number and/or members of the student's family.*

*Global Immersions will contact the host's contact/ family in the case of an emergency.*



Appendix K  
CATS Academy Homestay Program Summary Budget

<b>Student Costs (100 students)</b>		
Monthly Fee (1075/month for 8 months)	8,600	
Activity fee	100	
Airport Transport Fee	80	
Public Transportation Fee (\$25/ month for 8 months)	200	
<b>Total program costs per student per year</b>	<b>8980</b>	
<b>Program Costs for Global Immersions</b>		
<b>Special Events Costs</b>		
Welcome Event	600	
Homestay Events (4)	2000	
Farewell Event	2000	
Facilities use (\$400/ event, 2 events)	800	
<b>Transportation and Communication Costs</b>		
Emergency Phone Line ( \$40 per month for 8 months)	320	
Zip Car Rental fee (\$50/ month for 8 months)	400	
<b>Staffing Costs</b>		
Assistant Intercultural Services Director	50,000	
Fringe Benefits (@23%)	11,500	
Part Time Recruiting Intern (\$1000 per month for 10 months)	10,000	
Part Time Marketing Intern (\$1000 per month for 10 months)	10,000	
Translator/ Mandarin (\$50/ hour for 25 hours)	1250	
Videographer (\$40/hour for 20 hours)	800	
Guest speaker/ presenter at events (4 speakers, \$50/ event/ 2 events)	200	
President (@5% of salary of 100K)	5,000	
<b>Materials Costs</b>		
Printing	350	
Marketing/ Mailings	250	
Take Home Gifts	750	
Welcome Packets	200	

<b>Total Program Costs for Global Immersions</b>	<b>96,420</b>	
Program revenue (student costs per 100 students)	898,000	
<b>Host Payment Costs ( \$1000/month for 8 months, 100 hosts)</b>	<b>800000</b>	
Global Immersions Program Costs	96,420	
<b>Program income for Global Immersions</b>	<b>1,580</b>	
<b>In kind Costs for CATS Academy</b>		
Admission Counselor (@15% salary of 65K)	9,750	
Student Counselor/ Mandarin Speaker (@ 15% of salary of 50K)	7,500	
International Admissions Counselor (@5% salary of 55K)	2,750	
<b>Total program costs for CATS</b>	<b>20,000</b>	
<b>Student Costs (100 students)</b>		
Monthly Fee (1050/month for 8 months)	8400	
Activity fee	100	
Airport Transport Fee	80	
Public Transportation Fee (\$25/ month for 8 months)	200	
<b>Total program costs per student per year</b>	<b>8780</b>	
<b>Program Costs for Global Immersions</b>		
<b>Special Events Costs</b>		
Welcome Event	600	
Homestay Events (4)	2000	
Farewell Event	2000	
Facilities use (\$400/ event, 2 events)	800	
<b>Transportation and Communication Costs</b>		
Emergency Phone Line (\$40 per month for 8 months)	320	
Zip Car Rental fee (\$50/ month for 8 months)	400	
<b>Staffing Costs</b>		
Graduate Intern (\$2500/ month for 10 months)	25,000	
Part Time Recruiting Intern (\$1000 per month for 10 months)	10,000	
Part Time Marketing Intern (\$1000 per month for 10 months)	10,000	
Translator/ Mandarin (\$50/ hour for 25 hours)	1250	
Videographer (\$40/hour for 20 hours)	800	
Guest speaker/ presenter at events (4 speakers, \$50/ event/ 2	200	

events)		
President (@5% of salary of 100K)	5,000	
<b>Materials Costs</b>		
Printing	350	
Marketing/ Mailings	250	
Take Home Gifts	750	
Welcome Packets	200	
<b>Total Program Costs for Global Immersions</b>	<b>59,920</b>	
Program revenue (student costs per 100 students)	878,000	
<b>Host Payment Costs</b> (\$1000/month for 8 months, 100 hosts)	<b>800000</b>	
Global Immersions Program Costs	59,920	
<b>Program income for Global Immersions</b>	<b>18,080</b>	
<b>In kind Costs for CATS Academy</b>		
Admission Counselor (@15% salary of 65K)	9,750	
Student Counselor/ Mandarin Speaker (@ 15% of salary of 50K)	7,500	
International Admissions Counselor (@5% salary of 55K)	2,750	
<b>Total program costs for CATS</b>	<b>20,000</b>	

## Appendix L Budget Notes

The program budget is based on the projection of matching 100 students into homestay for the 2014-2015 year.

### Student Costs

The monthly fee to live in homestay is based upon the monthly fee for the 2013-2014 CATS Academy program costs. The proposed monthly fee for the 2014-2015 year will be the same price as the previous year, which is \$1050/ month for eight months. This fee covers a student's lodging and food in homestay.

Additional fees include transportation and activity fees. The airport transfer fee is based on the Boston City Ride rate ([bostoncityride.com](http://bostoncityride.com)). The activity fee covers the entrance cost for activities where one is required and is based on the rates of museum and entertainment prices in the Boston area with student rates. The public transportation fee is based on the Massachusetts Bay Transportation Association student monthly rate ([mbta.com](http://mbta.com)).

### Program Costs for Global Immersions

#### 1. Special Events:

Special events include a welcome orientation, four homestay events (two per semester) and a farewell event. Facilities use costs are based on the rental fee of a conference room at Northeastern University, with which Global Immersions has a partnership. These costs include food, decorations and giveaways for the events.

#### 2. Transportation and Communication Costs:

Transportation costs include a monthly Zip Car rental for eight months at the rate of \$50/month, which is based on the rates found at [zipcar.com](http://zipcar.com). This car rental provides transportation to and from host visits and to orientations or other homestay events.

The emergency phone line is \$40/month and needed for the eight months that students live in their homestays. This rate is in line with T-Mobile rates, ([tmobile.com](http://tmobile.com)).

#### 3. Staffing Costs:

The Assistant Intercultural Services Director Position is a full time benefitted position with a salary of \$50,000/ year. The Intern positions are part time ten month long positions. The interns will begin prior to the program start to work on recruiting, marketing and material development and stay after the end of the program to work on program evaluations and future planning or training of new interns. The part time interns will be paid \$1000/month. The President will dedicate five percent of her time specifically to the CATS Academy program and 5% of her estimated salary is included as staffing costs.

The consultant staffs' hourly rates were based on personal discussions with Global Immersions staff and reviewing [glassdoor.com](http://glassdoor.com) and [salary.com](http://salary.com) for the Boston area. A Mandarin translator will be hired to help translate marketing materials, a marketing video and aspects of the website. The budget proposes 25 hours of work at a rate of \$50/hour is needed. A videographer will be hired to develop marketing materials and presentation videos at \$40/hour for 20 hours. Guest speakers asked to present at

Global Immersions homestay events will receive \$50/ event and the budget allots for four speakers, two per event.

#### 4. Material Costs:

This category summarizes costs for material costs, include printing and mail materials. Printing costs include the printing of marketing materials, such as fliers, letters and handouts. Printing costs also include the printing of the student and host handbook, orientation handouts and applications. Mailing costs account for the postage of mailing marketing materials, welcome packets and student information to hosts. These costs were based on the 2013-2014 budget and projection of 100 students and hosts in the program. The mailing costs are domestic mailings, not international. \$750 is budgeted for take home gifts, such as a white board calendar, t-shirts and raffle prizes. Welcome packets will include folders, emergency cards, resource materials, student journals and activity schedules. Both hosts and students receive welcome packets. Prices of material costs were based on rates found at staples.com.

#### **Hosts Payment Costs**

Hosts will be compensated \$1000/month. This rate provides hosts with \$50/ month more than the 2013-2014 program since hosts are expected to attend more orientations and events. Host payments are included in the overall program costs for Global Immersions. This budget includes payments to 100 hosts for eight months.

#### **In Kind Costs for CATS Academy**

This proposed program involves the collaboration of Global Immersions and CATS Academy staff. This budget includes estimated costs based on the percentage of time and the responsibilities required of the CATS Academy staff working as part of the CATS Academy Homestay Program Staff. This budget uses salary figures based on salary comparisons in the area and glassdoor.com. The budget accounts for 15% of the Admissions Counselor's role, 15% of the Student Counselor's role and 5% of the International Admissions Counselor's role. These costs will not need to be paid by Global Immersions and are not included as the overall cost of the homestay program.