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# TripL - Living, Learning, Leading: A Program for Ongoing Cultural Training for House Leaders at Mossgate Preparatory School

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*SIT Graduate Institute*

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TripL- Living, Learning, Leading: A Program for Ongoing Intercultural Training for House  
Leaders at Mossgate Preparatory School

Steph Munson

PIM 72

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.

May 2016

Advisor: Dr. Raymond Young

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**Name:** Steph Munson                      **Date:** 5/1/2016

### **ACKNOWLEDGEMENT**

From the upheaval of Peace Corps evacuation from Ukraine (with a brief foray into the secret world of private boarding schools), to the triumphant return to Ukraine, the path to finishing this thesis has been long and surprising. I could not have finished it without the guidance of my cluster mates and advisor Dr. Ray Young, the support of my family, my Ukrainian CP Luba Nemesh, and my personal cheer section- PCRVs Peggy Walton, Kathleen Deery, Ryan Knight, and Francis Cressotti. Onwards to the next chapter!

**Table of Contents**

**Abstract.....5**

**Cover Letter .....6**

**Executive Summary .....7**

**Introduction.....8**

    TripL Program Background .....8

    Program Rationale .....9

**Program Needs Assessment .....10**

    Cultural Competency Questionnaire Response .....11

**Program Goals & Objectives .....13**

    Program Goals & Objectives.....13

    Participant Goals & Objectives .....14

**Staffing.....15**

    Organizational Structure.....15

**Curriculum .....16**

    Curriculum Needs Assessment.....16

    Target Population and Educational Approach.....17

    Curriculum Overview and Requirements .....19

    Curriculum Theoretical Foundations.....21

    Conclusion.....28

**Logistics .....28**

**Health, Safety & Security.....34**

**Crisis Management .....36**

**Evaluation.....37**

**Budget Narrative.....38**

**Conclusion .....38**

**References .....40**

**Appendices.....42**

### **Abstract**

This paper is a program proposal for an ongoing intercultural training program for boarding house leaders at Mossgate Preparatory School (MPS). High turnover rates for house leaders at MPS have been linked to conflict and frustration related to living and working in a multicultural environment. A Multicultural Competency questionnaire was distributed to 2014-15 MPS house leaders, and the results showed that approximately half of all house leaders had never received any sort of intercultural training. In order to address this need, the TripL Program was conceived.

Through initial and ongoing trainings conducted for all house leaders at MPS, the TripL Program will promote cross-cultural communication, cultural awareness information for living in a multi-cultural community, acculturation stress, effective conflict-resolution techniques, team building and community development. House leaders will also gain insight into the teenage brain and ethnic identity development. TripL will strengthen the house leader community, and in turn the individual boarding house communities they live and serve. Finally, house leaders will be able to build stronger, healthier relationships with and between students in their houses. MPS students, in turn, will benefit from being supported in learning how to successfully and harmoniously live in a multicultural environment, making them better global citizens.



TripL: Living, Learning and Leading

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## Cover Letter

Board of Trustees  
Mossgate Preparatory School  
1 Horizons Rd  
Latchkey, NY 11938  
518.239.3500

Dear Board of Trustees,

I would like to take this opportunity to present to the board a program proposal for the Living, Learning and Leading Program (TripL), a program designed to establish ongoing intercultural communication training and support for house leaders in the international boarding communities at Mossgate Preparatory School (MPS). This program is a wonderful opportunity for MPS to create healthier multicultural living and learning communities.

TripL's mission is to create a multi-culturally sensitive and well-trained housing leader community. House leaders participating in the program will be able to effectively establish and maintain a culturally diverse housing community by utilizing cross-cultural communication techniques, youth and conflict resolution. Participants will receive training to enhance team building and community development. These trainings will help house leaders support MPS students by creating a stable, supportive boarding house community and teach them to be more culturally sensitive and competent.

TripL represents a valuable opportunity for Mossgate to create a completely unique housing model within the international boarding school community in the United States. By creating a strongly centralized training model for house leaders to establish in their house communities, each house leader will have the flexibility to shape their boarding house into a micro community that fits into the overall Mossgate boarding house community. This, in turn, will promote a stronger boarding program with higher house leader and student retention rates, which will only serve to create a stronger and healthier Mossgate Preparatory School learning environment.

Sincerely,

A handwritten signature in black ink that reads 'Steph Munson'.

Stephanie Munson  
Residence Life Program Assistant,  
Mossgate Preparatory School

A solid blue horizontal bar with a diagonal cut on the left side, located at the bottom of the page.



## Executive Summary

Popular sayings in education include: learning begins at home, and it takes a village to raise a child. Moss gate's unique setup of housing international boarding students in a home setting provides students with opportunity to experience feeling at home, while living thousands of miles away from their families. Yet a house is not a home without a family. Creating a family involves patience, communication, respect and trust. Creating a family community with individuals coming from all cultures and corners of the planet takes even more effort. Yet, the rewards being a part of a healthy, happy family community is invaluable for helping to support a student mentally and academically.

Creating these family communities does not happen by chance. Just as in real families, the parents must create a foundation. However, parents themselves require the support of the larger community. The TripL Program is designed to help support the boarding family house leaders in creating and maintaining their boarding house community. TripL will benefit not only the house leaders, but the boarding students and the MPS learning community as well.

Through initial and on-going trainings conducted for all house leaders at the Moss gate School, the TripL Program hopes to create strong, multicultural boarding house communities. House leaders participating in the program will be able to communicate better cross-culturally, problem solve effectively, and feel more supported in their roles as leaders in the boarding houses. The program will promote cross-cultural communication, cultural awareness information for living in a multicultural community, effective conflict-resolution techniques, teambuilding, and community development. This program will strengthen the house parent community, and in turn the individual boarding house communities they live and serve. Finally, house parents will be able to build stronger, healthier relationships with and between students in their houses. Moss gate students, in turn, will benefit from being supported in learning how to successfully and harmoniously live in a multicultural environment, making them better global citizens.

The TripL Program will be mandatory for all Moss gate house parents for the first year. Afterward, it will be compulsory for all new house parents. The program will start during the orientation week of professional development that is mandatory for all Moss gate staff and faculty, and will be continued throughout the academic year through bi-monthly training and support sessions. Independent TripL Program costs are estimated to be at \$59,870 with funding coming from the Moss gate Residential Life Office budget. The Residential Life Office (RLO) will implement the program, with staffing supplemented by various Moss gate faculty, staff, and a special part-time program grad student.

The TripL Program will take the unique housing model of independent housing rentals and help to transform them into actual housing family communities. This innovative approach will not only be highly beneficial to Moss gate students, but can also be used as a major marketing point for student recruitment.



## **Introduction**

### **TripL Program Background**

Mossgate Preparatory School (MPS) is located within two hours of New York City. MPS is a relatively young institution, having being founded in the early 1990s. It started as a local private elementary day school for girls. Throughout the years, the school made a gradual transition to be a co-educational, K-12 private institution with approximately 100-150 day students. Less than five years ago, the school opened its doors to international students, from 7<sup>th</sup>-12<sup>th</sup> grade. Initially, day student families hosted international students in return for tuition breaks. However, with international student recruitment becoming a priority, the international student population more than quadrupled in a five year period.

Tuition for MPS is over \$70,000 a year, and over \$80,000 for international students who are enrolled in the optional ESL program. Very little financial aid is given to international students. There is no minimum TOEFL score for students. Approximately 30% of students come from China, with large student populations coming from Brazil, Germany, Korea and Russia.

A Residence Life Office was founded to deal with this influx of students, and to address the fact that MPS had primarily become a boarding school. As of 2015, there were approximately 270 international students from over 15 countries, and just over 100 day students. The Residence Life Office is tasked with addressing all international student logistics upon their arrival, including: managing boarding houses (rented throughout the outlying communities), managing transportation, hiring, training, and supporting “House Leaders” that run the boarding houses, dealing with behavioral problems and conflicts within boarding communities, and arranging weekend activities for boarding students. My initial position as a Residence Life assistant was to support the Residence Life Director and Assistant Director, while working in

tandem with two other assistants. My responsibilities included planning and implementing weekend activities, tracking student travel, helping to organize international student orientation, and managing student travel logistics for vacation travel. In addition, I was an Assistant House Leader. I lived with eight teenage girls from around the globe, responsible for supporting and managing a boarding house: keeping track of students, implementing study hours, and mediating student conflict while creating a home environment. With the implementation of the TripL Program, I will be expanding my role in the Residence Life Office in the newly made, full-time position of Program Assistant with approximately half of my responsibilities relating to the implementation of the TripL Program.

### **Program Rationale**

Currently, the orientation and ongoing trainings for house leaders at MPS are limited in their scope and conception. There is an incredibly high turnover rate, which was mostly due to burnout and people leaving for “personal reasons” as opposed to being let go by the school. Replacement house leaders are often given no formal orientation and the atmosphere becomes very “sink or swim.” In addition, the majority of students at MPS are international students from a large variety of countries and cultures, and there is a real need for house leaders to receive training in promoting intercultural communication and competence.

Furthermore, MPS boarding students are mainly teenagers, who face many of the same challenges growing up as host nationals, with the added challenge of living in a different country and culture. Understanding the changes happening in a teenager’s brain, while also adding the lens of identity development while living abroad, will help to foster greater understanding and possibility for support and connection between house leaders and students.

Finally, it should be said that no family is perfect and that all experience conflict at one point or another and that a boarding community family has many factors that can lead to increased levels of stress and misunderstanding. These factors can contribute to a multitude of problems between students, students and house leaders, and even house leaders themselves. By providing information and strategies for navigating multicultural conflict, many issues could be mitigated before they become detrimental to the success of a healthy house community.

By building a strong program that establishes a foundation and ongoing support for house leaders in pertinent subjects, MPS could expect to have a lower burnout rate, better structured housing communities and in turn, happier and more successful boarding students.

### **Program Needs Assessment**

Last year, MPS lost 30% of its house leaders between the start and end of the academic year. While some house leaders left for personal reasons beyond the school's control, the majority did not. In the weeks leading up to their departures, many house leaders experienced conflict within their houses (as evinced by requesting meetings with the RLO or through word of mouth). I was allowed to attend these meetings as part of the RLO, and knew many of the house leaders on a personal basis as well. Many cited feeling stressed and unhappy with their living situation, including that they found themselves unable to connect with their boarding house students. They also struggled with feeling unsupported by the school, and thought they lacked the power or knowledge to change their situation.

In response to this high turnover rate, which unfortunately has not been an anomaly in the school's boarding program history, the RLO asked me to create a questionnaire (see Appendix A) that asked all house leaders (a group divided into house parents and associate house parents)

about their own perceptions on the cross-cultural training, competence and support given to them by MPS.

House parents are individuals hired to live and care for students for the hours that they are not at school or extracurricular activities. They receive no salary, but receive free room, and board of three meals a day at the school café. Due to the scarcity of affording housing within a wide perimeter of MPS, many teachers and staff choose to become house parents. Associate house parents are typically fresh college graduates interested in exploring the field of teaching. They technically work half-time at MPS and are typically assigned to help in classes and in offices as support personnel. For their work at MPS, they receive a salary, insurance and three personal days a year – plus all boarding school vacations.

### **Cultural Competency Questionnaire Responses**

The results of the RLO questionnaire (Appendix B), echoed comments made by previous house parents: out of 41 respondents, coming from a possible body of 55, 19 had received no multicultural training anywhere, 9 had received training before in school or college, 7 through a previous job, and merely 3 had received training through their current position and/or a previous position. These responses did not include the 15 respondents who had left the school before the survey was administered. It is worth noting that the respondents were a mix of new and returning house leaders with divided results, indicating that the 2014-2015 year did not represent an anomaly in training practices. In addition, the survey was almost evenly split between “associate house parents” (20 out of 41) and “house parents” (21 out of 41).

The survey clearly demonstrated that there was definitely a gap in knowledge concerning multicultural training. Demonstrating the importance of this lack of training is shown throughout the survey: 17 house leaders responded that they experienced conflict in their house due to

differences in culture, 37 respondents stated that they found some cultures harder to relate to than others, with only seven stating that they had found no differences, thought differences were due to personality rather than race, or stated that difficulties were more due to language than culture. When asked if they had problems with communicating with their students, 14 responded yes due to cultural differences. Out of the 13 returning house leaders, only three responded that they had no difficulties communicating with students from other cultures, with two out of the three responding that having cultural training would be helpful. All three of these respondents also worked at MPS as teachers or staff, and only one stated that they planned on being a house parent the next year. In total, only 12 of the overall respondents stated that they planned on returning and being a house leader, with seven of those being house parents, resulting in a 21% retention rate.

While the associate house parent role is promoted as being a stepping-stone into either employment at MPS or for a career outside MPS after their first year, they are often encouraged to stay for a second year and given priority in housing assignments over new hires. During the year, four associate house parents were hired by MPS, moving them into the house parent classification. With only five associate house parents planning to return for the following year, a 25% retention rate was expected among the respondents, and seemed in line with previous years.

In total, MPS lost 20 house leaders over the course of the academic year, through either voluntary or involuntary means. Within that 20, 4 were hired mid-year as replacements. This represents a 66% percent turnover rate in house leaders who did not attend the initial orientation, strongly indicating the need for better orientation and training for mid-year replacement house leaders.

A final consideration for the program involves student retention rate. Although unaddressed through the questionnaire, student retention also plays a role in considering the need for TripL. Though it is extraordinarily complicated to try to determine factors for students leaving (from homesickness, home country or domestic issues, financial issues, to academic and disciplinary issues), it makes sense that improving a student's boarding home environment could only have positive effects on students and hopefully contribute to a higher retention and student success rate.

### **Program Goals & Objectives**

#### **Program Goals**

The goals of the TripL Program are:

- To increase cultural competency among house leaders
- To support house leaders in fulfilling their roles as leaders in the boarding house community
- Create a multicultural and culturally sensitive boarding home community that is mutually beneficial to house leaders, MPS students, and the whole MPS learning community
- Create a program that is sustainable and contributes to higher retention rates in house leaders and international boarding students

#### **Program Objectives**

- To provide 35 hours of relevant cultural training and community building training to house leaders during orientation and ongoing support sessions
- Decrease serious instances of cultural conflict stemming from issues in housing communities between students and house leaders
- Decrease turnover rate to less than 20%

- Create a program that is sustainable and provides indicators of improving intercultural competence

### **Participant Goals**

- Learn different theories on teenage development and how they intersect with cultural differences
- Examine cultural context difference to discover own assumptions that can prevent effective communication
- Learn and practice multicultural communication techniques
- Share experiences and learnings relevant to creating and maintaining a multicultural environment
- Expand knowledge of acculturative stress
- Develop team and community building practices
- Learn effective conflict-solving techniques
- Feel supported by the MPS administration in their roles as house leaders

### **Participant Objectives**

**House Leaders** will be able to:

- Discuss multiple theories on teenage brain and identity development and apply them to their housing communities
- Communicate more effectively with their housing communities
- Use multicultural communication techniques effectively
- Be able to list the stages and strategies for handling acculturative stress
- Implement strategies in team and community building
- Resolve conflicts within their housing communities

- Feel confident in their roles as supported house leaders at MPS

### **Staffing**

#### **Organizational Structure**

The TripL Program will be run out of the Residence Life Office. The Residence Life staff directly involved will be the: Director, Assistant Director, Programming Assistant and Graduate Intern. For an in-depth reporting organization chart, see Appendix C.

The Director and Assistant Director cooperate to plan and implement most of the general orientation for house leaders. They will take care of the logistical end of the TripL Program trainings and will be involved by attending all sessions and helping with the evaluative sections of the program, and are open to providing guidance and support for the program, especially in its first year.

The Programming Assistant was previously a part-time position, which will be made full time with the addition of the TripL Program to the office. With the help of the Graduate Intern, (to be hired mid-summer), the Programming Assistant will implement the planned curriculum by arranging for guest speakers, panels, and researching and putting together presentation materials. The Programming Assistant will arrange booking meeting rooms, the refreshments and materials needed for the bi-monthly trainings. The Programming Assistant will also be presenting on themes, as appropriate.

The Graduate Intern position will be for 12 months, fulltime, and is a new addition to the office. Their primary responsibility will be to provide programming design support to the Programming Assistant for TripL. Once the orientation week is over, the Graduate Intern will help with facilitating the bi-monthly meetings, implementing evaluation measures, and general office duties. The Graduate Intern will be recruited through a variety of online platforms



including the Secuss Listserv, SIT Graduate Institute, and social media. For a full job description, see Appendix D.

## **Curriculum**

### **Curriculum Needs Assessment**

The demands placed on house leaders for boarding schools are varied and intense. Mossgate Preparatory school, for example, requires that house leaders have at least a bachelor's degree, possess flexibility, a willingness to work long hours in the same environment they call home, while also having an interest in working and living with teenagers. Living with international teenagers opens a whole new level of complexity. House leaders can find themselves needing a whole new set of skills to successfully navigate and build a healthy international boarding house community.

Many of the needs relate to the concept of being culturally competent when acting in a multicultural context. Deardorff (2006) described cultural competence as possessing the “ability to communicate effectively and appropriately in intercultural situations, to shift frames of reference appropriately and adapt behavior to cultural context” (p. 249). Deardorff (2006) further delineates the specific skills and components that comprise intercultural competence:

Understanding others' worldviews, cultural self-awareness and capacity for self-assessment adaptability and adjustment to new cultural environment, skills to listen and observe, general openness toward intercultural learning and to people from other cultures, [and the] ability to adapt to varying intercultural communication and learning styles.  
(p. 249)

While at least one component stems from an inherent trait: feeling openness towards intercultural learning, the majority of the components can be strengthened through external factors. As a former house leader myself at MPS and an intern with the Residence Life office, it became clear

that a support program to supplement the house leaders training could be highly beneficial. Through the proposed TripL Program curriculum, house leaders will be introduced to theories relating to various intercultural competence components that will help them become more interculturally competent in understanding and living with their international student boarders.

### **Target Population and Educational Approach**

It is a requirement of MPS that all house leaders have a collegiate degree. There will be approximately 60 house leaders, with the majority also employed in some capacity at MPS. Some house parents may work outside of MPS as well. It would be ideal for MPS to place value on recruiting house leaders with multicultural experience, but that is outside the reaches of the program scope.

Housing leaders are at a very different developmental stage than their teenage charges. They have different needs as learners and different approaches are useful for tailoring the TripL Program to work effectively. TripL's educational approach will draw from two concepts: using adult learning styles "andragogy", as developed by Knowles (1973, 1980), and using the backward design theory. Knowles's (1980) adult learning principles assumes that adult learners have their own experiences to draw from, desire to learn when stepping into new roles, and learn best when the subject is of immediate use and involves the learner in solving real-life problems (pp. 44-45). Wiggins and McTighe's (1998) backward design theory focuses on identifying the goals of a program first, and then organizing the means to meet and then evaluate them.

**Backward Design.** Upon looking at the results of the cultural competency questionnaire, it was clear that there were several areas of knowledge surrounding intercultural competence that housing leaders were not familiar with. Identifying these competencies to create goals for the program as a starting point, is a key aspect of backward design theory. Wiggins and McTighe

(1998) define backward design as a process where: “One starts with the end - the desired results (goals or standards) - and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform” (p. 8). The Wiggins and McTighe’s (1998) process continues with identifying the acceptable indicators and finally planning the learning experiences and instruction (p. 9).

House leaders will be meeting the goals that were developed by identifying the lack knowledge in areas by the informal needs assessment tool of the cultural competency questionnaire. In turn, the house leaders’ success should also reflect the fulfillment of the program’s goals by increasing cultural competency and staff retention rates. The acceptable indicators have been laid out in the form of objectives, which will be assessed by a variety of formative and summative evaluations, as detailed under the evaluation section of this proposal. All activities, seminars, discussions and presentations will be designed to meet these indicators, and thus meet the final step of backward design. When considering the theory for designing the curriculum to meet the objectives, the most logical choice was using adult learning principles.

**Adult Learning Principles.** Often also referred to as Andragogy, Knowles’s theory of adult learning principles refers to the ways in which adults differ from children and adolescents (pedagogy) in the approach they take to learning. Knowles’s (1973) stated that there were at least four main components that differed in andragogy: changes in self-concept (adults become more self-directed), the role of experience in learning (adults define and process educational experiences based on previous knowledge and need this experience to be acknowledged to engage fully in the learning process), readiness to learn (adults are able to identify areas of information that they need to address), and orientation to learning (adults are motivated to learn as problem-solver, and wish to apply learning immediately) (pp. 45-49).

The TripL Program engages adult learners by applying adult learning principles. Discussions and peer-presentations help to promote sharing experiences to establish best practices and promote openness to exploring new ideas. House leaders will be able to direct the content of the curriculum based on their needs and problems that arise in their housing communities. They will be able to actively implement the materials and tools they will explore, and address the issues they find most relative to their lives.

By engaging house leaders as adult learners throughout the training through focusing on relevant topics and encouraging reflection from previous experiences in order to meet the goals and objectives of TripL, the program hopes to maximize the impact of the training program.

### **Curriculum Overview and Requirements**

As previously mentioned the core topics that the curriculum will address are: youth development theories regarding brain development, ethnic identity and statuses, acculturative stress, multicultural awareness and communication, conflict resolution, and team and community building within a boarding house. These topics will be presented throughout the academic year in a variety of presentation types. Guest speakers presenting on various multicultural and communication topics will help to enhance learner knowledge from an authentic viewpoint. A panel of previous and current MPS students on building a strong housing community and challenges faced will bring the students' perspectives into the discussion on how best to build a boarding house community. Talks on various theories relevant to student and community development will be shared by the Residence Life Office staff. Presentations by various MPS administrators will help to clarify roles and expectations while establishing a support network. Themed discussions will draw on participant's own experiences to help to provide feedback and

topics for research and support. Finally, activities, social outings and group exercises will be incorporated into sessions as well.

Approximately 17 hours of training will be presented as part of the orientation week before students arrive. The additional 18 hours of training will happen on a twice-monthly basis: every 1<sup>st</sup> and 3<sup>rd</sup> Tuesday of the month from 7:30-8:30am. A sample schedule for the orientation week training can be found in Appendix E, with a breakdown of the academic year schedule with trainings in Appendix F. This curriculum complements the current meeting schedule that MPS has which requires a monthly meeting of house leaders on various school-related topics and also sponsors a monthly social event. Every house leader must be present for all meetings, unless a prior arrangement with the MPS Residence Life Office has been made.

In the second year (and following years) of TripL, house leaders will be expected to serve in an advisory capacity to first year house leaders. The exact format will be determined after the program's first year evaluation and feedback has been completed.

Throughout the meetings, house leaders will be required to create a learning portfolio. Portfolios should be organized with notes, handouts, topic preparatory materials, and a journal component. Blank notebooks and binders will be given for collecting notes and handouts. House leaders will be assigned in advance to small groups (based on interest and experience, if relevant) and will be responsible for creating a brief overview on the topic that will be presented. Journaling will be encouraged, and one entry per topic is expected. Journals will not be read, but rather are to be used as a tool for reflection. Finally, house leaders must participate in forming an end of year presentation.

The end of year presentation for house leaders will be of a format of individual or group choosing. It can be a literal or artistic interpretation of the knowledge gained through the TripL

Program. Depending on the format and topic, presentations may be presented to the student body, staff/faculty administration or just the house leader community. In addition, a brief (2-4 page) final reflection paper on their experience of the training and being a house leader will be required. All presentations and reflections will be recorded and archived as part of a resource development library for house leaders. With the successful completion of the course, house leaders will receive a course certificate and will be eligible to be rehired as a second year housing leader.

### **Curriculum Theoretical Foundations**

The curricular theories relative to TripL are theories designed to increase house leaders' intercultural competence in relation to their teenage population. In order to improve house leaders' intercultural competence in dealing with international teenagers, several areas of theoretical topics will be covered: youth development theories with an emphasis on ethnic identity and brain development, acculturative stress, and multicultural awareness and communication.

**Youth development theories.** Many theories will be discussed throughout TripL's curriculum, but perhaps some of the most important will be those dealing with youth development. House leaders will be dealing with a variety of young adults from around the world. Their psychological and emotional development will serve as a lens, which must be taken into account in conjunction with other theories. Given the boarding house environment, several theories will be of particular interest: Moule (2012) on the formation of identity and ethnic identity, Cross (1987) on achieving ethnic identity statuses, and Corbin's (2008) thoughts on brain development.

***Ethnic identity formation.*** All students will be coming from a variety of socially and culturally complex backgrounds and will invariably be at different levels of development as they are anywhere from 12 to 19 years old. Most students are leaving their countries to live abroad for the first time, and have not experienced life as a minority (not being American, and for many not being ‘white’ by American standards). Students may be confronted with negotiating their self-identity and become more aware on how they fit into their new environment – they are discovering their identity.

Moule (2012) stated that “The term ‘identity’ refers the stable inner sense of who a person is, which is formed by the successful integration of various experiences of the self into a coherent self-image” (p. 151). Students may also become aware that they possess an “ethnic identity”, the traits in their personal identity that align or helps to identify them as part of an ethnic group (Moule, 2012, p. 151). This ethnic identity development process can happen for all adolescents, but is particularly relevant for minority (in this case, non-American) MPS students, and thus crucial to provide them with a supportive environment for processing. It is important to note, however, that this identity research stems from a U.S.-centric viewpoint, and may have limitations when being applied by house leaders in understanding cultural differences in upbringing and interpretations of identity.

House leaders can utilize this information by creating an environment of acceptance and openness for students exploring their identity. Showing movies, encouraging discussions, having themed ethnic cooking or activity nights can help to explore different cultures and ethnicities in a positive way.

***Ethnic identity statuses.*** Cross (1978) stated there are five statuses that adolescents face in developing their ethnic identity: Pre-encounter, Encounter, Immersion, Internalization, and

Internalization-Commitment (pp. 13-31). Pre-encounter describes the unquestioning phase of an individual who has not given thought to how their ethnicity affects their life. Encounter is a status achieved when an individual has either a positive or negative (usually involving racism) experience that forces them to consider ethnicity as a concept that plays a role in their life. Immersion refers to a period of active exploration of the role ethnicity plays in their life and the lives of those with similar experiences. Internalization is when an individual becomes comfortable in defining their ethnic identity and interacting with those from the same racial group or those outside of it. The final stage Internalization-Commitment refers to internalizing their identity and deciding to whether to become an agent for social change or not (Cross, 1987, pp. 13-31).

MPS students may be coming into a culture with no knowledge of the prejudices and stereotypes present in American culture (or the other cultures present at MPS) regarding their race, and may bring their own stereotypes as well. The majority of students may therefore fit into Cross's Pre-Encounter status, and may enter the Encounter stage once they arrive at school. While training and awareness against promoting racism can be prioritized at MPS, Moule (2012) stated that it is almost impossible to avoid as: "Racism is a universal phenomenon, exists across cultures, and tends to emerge wherever ethnic diversity and differences in perceived group characteristics become part of a struggle for power" (p. 28).

Power, for students, can be linked to social popularity and the group that a student joins, willingly or not. Due to shared language and culture, MPS sees a high occurrence of students choosing to mainly associate with peers from the same ethnic background – this preference shown in café seating arrangements, rooming, and visiting requests in the housing community.



Hamilton & Hamilton (2003) stated that: “Schools and organizations can structure opportunities for peers within particular ethnic groups to reflect on how their interactions may complicate or enhance their own social or academic development” (p. 199).

Perception of power is also an important consideration in viewing and building relationships between house leaders and students. Power Distance Index (PD) is one of Hofstede’s Indexes for National Culture Dimensions, a cultural framework that is divided into two categories that mirrors Hall’s structure: high-PD and low-PD (Hofstede as cited in Halvorson & Timirizi, 2008, p. 27). Low-PD cultures present less challenges for people to interact with people in positions of power, while emphasizing equal rights. High-PD cultures entitle people in positions of power special rights that are denied to others. In supporting students in exploring their ethnic identity, house leaders can assist students in achieving a status of Immersion, providing more opportunities for genuine cultural discovery, exchange, and comfort in a multicultural environment. Power differences can be examined, discussed and healthy boundaries between students and house leaders established.

***Brain development.*** Approaching these topics with students, however, can be complicated as their brains are literally at a different stage of development. According to Corbin (2008): there are nine major differences in how teen brains function, varying from how our understanding of brain development has changed to how adolescence has its own stages of development which operate on a use it or lose it basis (p. 29). Four of Corbin’s (2008) teenage brain development observations are particularly relevant to house leaders to consider when working with their teenage boarding students. They are:

- The development of a teenage brain depends largely on the kinds and quality of experiences that it has and chooses to engage in.

- Emotion processing is different in teens and adults.
- Teenagers use the more emotional part of their brain for decision making, while adults use the more logical part.
- The last part of a teenage brain to mature is the part that switches from emotional to more rational decision-making processes. (p. 29)

House leaders have the privilege and responsibility of being a part of the experiences that end up shaping the teenage brains that they live with. How they choose to engage and react to the more-emotionally charged decision-making choices that their students make can greatly affect the relationships they manage to cultivate with students. These relationships can hugely influence the experiences and interpretation of experiences that students make. The format for setting up those experiences and learning is also relevant. Corbin (2008) stated the importance of social interaction: “The human brain seems to learn best in social situations where it can experience talk and can compare and share ideas and information” (p. 83). As house leaders are in the perfect position to facilitate social events and meetings within the boarding houses, to better know how to structure and take advantage of teachable moments through group discussion.

A final note worth considering is that Corbin (2008) stated that the first signs of mental illness often manifest during the teen years (p. 28). Educating house leaders to be able to discern between normal teen brain development issues and the more serious indicators of the onset of mental illness (such as depression or schizophrenia) is an important component in maintaining a healthy and stable home environment. House leaders will be provided with information on resources to provide guidance on supporting students with mental health issues. Addressing cultural stigmas attached to acknowledging mental health issues will also be incorporated into the training, along with identifying potential stressors, such as acculturation stress.

**Acculturation stress.** After delving into the workings of the teenage brain, and statuses of ethnic identity, exploring the concept of acculturative stress is a natural segue. As some house leaders are not U.S. citizens, they may have already experienced the acculturation process, or will experience it when coming to live at MPS, as it is a socially-isolated microcosm.

Acculturation is the process that “represents cultural changes and acquisition between distinct cultural groups resulting from sustained interaction leading to varying levels of psychological and sociocultural adaptation that aid in the structural inclusion of a group” (Archuleta, 2010, p. 15). Archuleta (2010) further breaks this down to mean that an individual gains the social skills, feeling of emotional wellbeing and formed self-identity, while being able to create interpersonal relationships successfully. While there are various models detailing the different levels of the acculturation process from arrival to successful integration, there is a greater concern with issues that may arise during the process. International students/house leaders and domestic house leaders may experience acculturation, as they transition to a multicultural living space.

This process of acculturation is not always a smooth process, especially when you have emotionally-charged teenage brains that are still sorting out their identity. The term “acculturative stress” is defined by Schwartz, S. J., Unger, J. B., Zamboanga, B. L., & Szapocznik, J. (2010) as the “adverse effects of acculturation such as anxiety, depression, and other forms of mental and physical maladaptation” (p. 16). It is important for house leaders to be aware symptoms to help create strategies for resolving them in their housing communities, and identifying the resources available for both themselves and students to find support when struggling with acculturation symptoms.

**Multicultural awareness and communication** At the heart of many conflicts lies a problem with communication (misunderstandings, or a perceived lack of understanding).

Conflict due to poor communication is common within a culture, but cross-cultural communication can greatly magnify the possibility for conflict. Hall’s High/Low Context (HC /LC) framework places cultures on a continuum based on factors that certain cultures either embrace or ignore (Hall as cited in Halverson & Tirmizi, 2008).

In a HC society, communication is more implicit: in a conversation the words that are not said and how they are said is just as meaningful, or more, than what is directly stated. Conversely, a LC culture communicates more explicitly, what they say and mean directly correlate. Much of this is reflected in how relationships between people are viewed: in a HC society relationships are slowly developed and communication is moderated based on the level of relationship and its context you have developed with someone. These relationships take into consideration variety of factors, such as: gender, social status, age, etc. LC societies are more likely to form briefer relationships as a means to accomplish something (viewing relationships as transitory, rather than something to maintain) and thus far less consideration is given to situational context. Directness is viewed positively, as you are not prolonging finding a solution to a problem (Hall as cited in Halverson & Tirmizi, 2008).

The following graphic illustrates where certain cultures fall on the High/Low Context continuum:

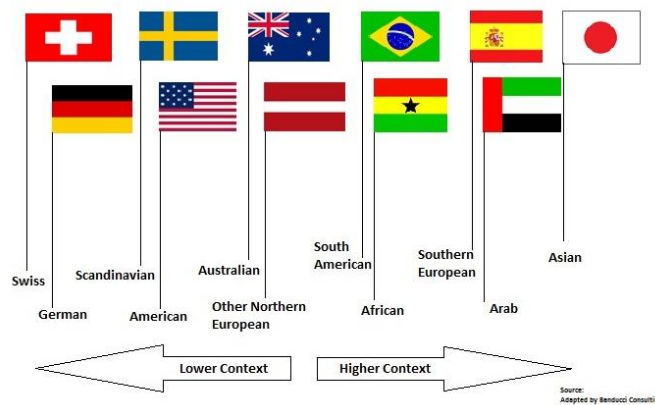


Figure 1. High Context-Low Context Continuum, as cited from the Global View blog by O’Hara-Deveraux.

Thus a domestic house leader may have fewer difficulties in communicating with and understanding relationship expectations with more Euro-centric cultures, while finding more differences with South American, African, Asian and Eastern European students. The inverse can be true for international house parents from cultures at the opposite end of the continuum.

**Conclusion.** After learning and exploring these theoretical foundations and their potential application in their roles as house leaders, TripL hopes that all program objectives will be met in producing more interculturally-competent and aware house leaders. House leaders who feel confident and supported in their roles, with a support network of resources and learnings.

### **Logistics**

#### **Materials**

The materials needed for the program will include: blank notebooks, paper, easel paper, white board markers, permanent markers, tapes, pens, and divided binders. Handouts will be created: training schedule, presentation outlines, and journaling pages. House leaders will be receiving this in addition to their contract descriptions, campus map, House Leader Manual, and t-shirt. There will also be a small fund meant to accommodate reasonable materials required for the house leaders' final projects.

#### **Environment**

The majority of the trainings will take place in doors on campus in conference or class rooms. Rare occasions may include outside excursions in the area around campus or at boarding houses. The environment surrounding MPS is home to few natural hazards, although there is a high risk of tick-borne Lymes disease. House leaders will be informed of this during their orientation and as a part of the health and safety section.

**Communication**

All communication will be relayed through school-issued email accounts. A phone list will also be maintained with house leaders' personal phone and house phone numbers. House leaders will be provided with a campus phone directory, which contains contact information for all employees. In addition, the administrator on duty will carry the emergency cell phone at all times.

House leaders will be expected to keep all student phone numbers (each student is required to get a personal mobile telephone) in their own personal mobile device so that they can contact their students at will. Students are required to keep house parents apprised of their whereabouts off-campus, after receiving permission from the appropriate officials. Should a house parent be unable to locate and contact a student (in the cases of a late arrival during weekend travel or absence from the boarding house during the week), house leaders should immediately call the administrator on duty phone, and then notify the Residence Life Director.

**Household Transition**

**Arrival.** During the orientation week training, house leaders will be actively preparing to receive their boarding house students. House leaders will be informed on how to make requests for basic household furnishings that may be lacking (such as rugs, utensils or replenishing toilet paper, tissues or other basic household goods). House leaders will also be in charge of creating a homey environment by creating personalized named "door decs" and adding any personal touches they feel may be welcoming to students.

House leaders must be present for all student arrivals, as students will be dropped directly to their houses – either by parents/guardians or the school-contracted transportation services. House leaders will be provided with water and basic snacks as part of a "welcome basket", and

should show students the house and their room in a timely fashion. If a student arrives late at night, they should be encouraged to try to normalize their sleeping habits, and put off all unnecessary unpacking until morning.

Once all students have arrived, house parents should have their first weekly house meeting. They should establish housing community norms and expectations, while incorporating some of the ice-breakers and team building activities learned at orientation. The boarding house handbook should be mentioned, and a short review of the most pertinent information (curfews, study hours, transportation schedules, household chores rotation, travel permissions and house rules) should be presented. In addition, the school uniform policy should be re-iterated, and house leaders should confirm that all students have an appropriate amount of uniforms. MPS takes the uniform policy very seriously, and there is a large stock of uniforms left by previous students in near new condition that can be provided to students at no cost.

**Departure.** At the end of the academic years, house leaders will be responsible for having students and house cleared out by the end of the rental agreement dates. House leaders will be provided with detailed instructions for student packing and storage guidelines (for returning students), and will be responsible for having their students submit all departure travel plans to the Residential Life Office in a timely manner. House leaders are responsible for conducting a final walk-through of student living spaces, and collecting materials left behind for donation. Once all students have departed, returning house leaders are responsible for removing their own belongings to one of the summer houses (if hired for the summer school boarding program), or into storage. House parents are responsible for reporting any damages discovered to the maintenance staff for repair estimates. Repair costs will be docked from the student's

housing deposit. House leaders are responsible for paying any and all damages beyond common-use that occur in their personal room and bathroom.

### **Household Maintenance**

During the school year, house leaders should continue to have mandatory house meetings. House leaders can use these meetings to address minor issues that they have noted in their TripL reflection journal, while implementing strategies learned during training sessions. The structure of house meetings is dependent on what each house community desires, but should be a forum promoting open communication, with a focus on providing a platform for healthy discussion. Announcements on upcoming events (such as upcoming weekend activities, permission slip reminders, and house closing details for school breaks) should also be incorporated into house meetings. Minor rule violations (violating lights-out, breaking study hour, leaving on lights or neglecting chores) may be handled at a house parent's discretion, with punitive actions including: early lights out, loss of technology entertainment devices, loss of internet privileges or extra chore rotation.

House leaders should report any major violations of the student code or boarding student handbook to the Residence Life Director. Consequences of misbehavior maybe handed directly from the office, including detention, suspension of weekend activity or travel permission up to and including dismissal. Depending on the nature of the violation, the Dean of students or School Psychologist may also become involved.

### **Meals**

As the program is imbedded in the house leader professional development orientation and throughout the academic year, meals are automatically included. All house leaders are entitled to full room and board, with all meals provided at the campus café. The campus café prides itself



on its commitment to procure sustainable, local food sources and to offer a variety of dishes to accommodate any dietary restrictions. On weekends, the café operates on a brunch/dinner schedule. Light refreshments (such as pastries and beverages) will be budgeted for the 18 morning meetings throughout the academic year.

### **Facilities**

Training sessions will be held in several of the conference/meeting rooms on campus in the Elements building. All of the rooms have adequate heating and air conditioning elements. All rooms will have appropriate presentation technology and materials: at least a computer with projector and a white board. Rooms are all handicapped accessible with nearby restrooms. The Element building also holds the campus Café, which offers water and tea at all times. In addition, should house leaders require space for meeting to plan informational presentations and the final presentations, they will have access to the lounge attached to the Residence Life Office.

### **Transportation**

It is currently a requirement for all house leaders to hold a valid in-state license. Each boarding house has a vehicle (9 person SUV) assigned to it. These vehicles are to be used to transport house leaders to and from the orientation/training sessions. For the initial orientation day, there will also be shuttle services available from the local bus and train stations for house leaders arriving via public transportation. During the academic year, house leaders may take the buses with students into school to attend the bi-monthly training sessions, or take the assigned SUV. Additionally, house leaders may choose to drive their personal vehicles, with the understanding that they will not be reimbursed.

### **Accommodations**

All house leaders will be living in the boarding houses to which they were assigned. Each housing leader has their own bedroom and bathroom. They will share common spaces with the 6-14 boarding students and co-house leader(s) at their house. Not all houses are handicapped accessible, but there are some accessible rooms and houses available. House parents are responsible for maintaining their personal space, but a cleaning staff is provided by MPS.

### **Paperwork**

MPS's Residence Life Office will store all training-related materials and presentations in a secured filing cabinet. This includes the house leaders' reflection papers, which serve as an informal program evaluation. Digital copies of presentation materials will be stored on the Residence Life Office's google drive. Final presentations will be bound, with a copy put on file in the campus library.

Surveys collected digitally for evaluation purposes will be printed and stored in the locked file cabinet. Copies that are free of any personally identifying information may be shared with school staff involved in the evaluation process.

### **Banking and Finances**

Program costs will be handled as part of the Residence Life Office budget. The Residence Life Office credit card will be available for use. For purchases under \$100 dollars, the campus finance office will provide either a cash advance or reimbursement, pending the Director's approval.

### **Disability Services**

House leaders will have access to all disability services provided by MPS, and any measures that are required to accommodate them will be taken into consideration when implementing the training sessions, such as the use of adaptive presentation materials. In

addition, all campus locations for the trainings adhere to the ADA (Americans with Disabilities Act) standards.

### **Health, Safety & Security**

#### **Health**

As a condition of employment, all house leaders must either accept MPS or provide proof of health insurance coverage. During training sessions, house leaders will have access to the nurse on staff and transportation to local clinics or the hospital as needed. In the case of a medical emergency, a Residence Life Office staff person will contact the designated emergency contact. Any activity that may pose a risk to the physical health of house leaders will be optional and may require a signed waiver.

A regional danger to health is the prevalence of tick-borne Lyme's disease. House leaders will receive training from the campus nurse on prevention, recognizing symptoms, and treatment. Standard first aid classes will be provided to house leaders as part of their orientation week professional development training. In addition to this training, house leaders will receive training on managing stress as a part of dealing with acculturative stress.

#### **Safety & Security**

**Transportation.** House leaders will be expected to comply with all of MPS's transportation regulations to ensure safe travel to and from training sessions. In addition, all house leaders must follow all traffic and school regulations regarding the use of school-provided transportation when transporting themselves or students. Students may not be transported in a house leader's personal vehicle under any circumstances.

**Campus security.** The campus has a security office and staffs six security officers in three-man rotations. Although the campus is located out of town in a historically safe location, a

security escort is available at any time for walks through campus and to parking lots. The campus is located on a public road, and thus it is important for all MPS students, staff and faculty to use the designated paths and crossings to mitigate potential accidents. Paths may become icy during the winter months, and house leaders are encouraged to notify campus security of problem areas, so that the maintenance department can sand or salt as appropriate.

**House safety.** House leaders are required to keep boarding school houses locked at all times, and to maintain a board tracking house students' weekend activity schedules. Should students desire to visit another boarding house, advance arrangements must be made with both house leaders assenting. All overnight visits require an empty bed for the visiting students, and must be single-sex visitors only. In the case of family visits, students may host a minor sibling of the same gender in their house. If a sibling is of the opposite gender, accommodations may be possible at a nearby house with the appropriate gender, with permission of the boarding house parents.

House leaders are responsible for working out their own rotations of duty within a house, but should find an equivalent system of rotation week nights and weekends. This schedule must be updated in the House Duty google doc hosted by the Residence Life Office. A house leader must be present at all times when students are present in the house. In a case where no house leader is available – such as a family emergency during on a weekend where the other house parent is gone for the weekend, the Residence Life Director is responsible for finding a replacement (who will be paid extra) or covering the house themselves. In the case of non-emergency housing coverage, house leaders may trade duties with other house parents to find coverage.

Maintaining a safe house environment includes the physical and emotional atmosphere. House leaders should report any potential safety-risks (high snow, damaged power outlets, suspected leaks) to the maintenance department in a timely manner. Monitoring students' mental health and activities can be important in detecting potential mental illness or drug use. Any identified indicators should be reported to the Director of Residence Life and the school psychologist, who will take appropriate steps in addressing the issue, such as room searches for illegal substances or providing counseling services. House leaders are forbidden to consume illegal substances or to be "on duty" in the housing community while under the influence of alcohol.

### **Crisis Management**

MPS takes campus security and crisis management very seriously. The TripL Program will convey to the house leaders the necessity of adhering to all of the security and safety protocols MPS has in place in order to prevent a crisis situation. They have a comprehensive plan for most natural disasters and domestic terrorism. Fire drills are held six times a year on campus, along with monthly drills in the boarding houses. House leaders will receive training on their expected roles during drills and an actual emergency.

Every classroom has an emergency action plan posted for domestic terrorism threats, and a lock-down procedure in place in case of an active occurrence. Additionally, MPS has a 24-hour "Administrator on Duty" cell phone that rotates among administrative staff that can be called immediately after house leaders contact a first response provider.

Should a house leader experience a student crisis in the boarding house, the first priority should be the safety of the students and house leaders. Contacting emergency services (ambulances, fire fighters or police) should be the first step taken. If there is not clear and

immediate danger to students or to a house leader, the Administrator on Duty phone should be called, and the instructions given should be followed. For a more comprehensive Crisis Management plan for potential house crises, house leaders should familiarize themselves with the House Parent Handbook.

### **Evaluation**

The TripL Program will be evaluated in through several formative and summative ways: through reflective journaling, using a survey, the final project presentations of the house leaders, final reflection paper, and, potentially, the retention rate of house leaders and boarding students.

The reflective journaling exercises will not be read formally, but will serve as an indicator that house leaders are actively processing the information presented in trainings, and implementing strategies in their house communities.

The cultural competency questionnaire (modified), will be administered after the block training at orientation week, and then again at the last session. The survey will gauge the initial impact of the training and its effectiveness throughout the program and academic year, while providing timely feedback and enabling modifications to topics and scheduling as needed.

The final project presentations will serve as a demonstration of how house leaders were able to implement their knowledge gained from participating in the TripL Program in an in-depth way. Through shared narratives, short films, skits or any other form, house leaders can share their experiences and learning from the last year, and present them to their peers.

The final reflection paper should give an over-all picture of the house leaders' views on the effectiveness of the training and the impact it had on their boarding house communities.

Finally, information will be collected on house leader and student retention rates and will be used to consider the impact of the program in this sphere.

At the end of the first year of the program, the Residence Life Office, various school administrative officials (Executive Director, Head of Upper School, Dean and psychologist) will meet with the MPS board of trustees to assess the program's success in meeting the program's goals and objectives.

### **Budget Narrative**

The TripL Program budget was created out of the Residence Life Office budget, which is funded by MPS student fees (housing, activity, transportation, and support services fees). The TripL Program budget of \$217,010.00 will cover the cost of 60 house leaders throughout the entire orientation and academic year of the program. The budget includes administrative staff costs, general administrative costs, general program costs and in-kind contributions. Due to the integrated nature of the program with the existing orientation and nature of the school, MPS contributes a larger percent of the budget through cost share. The total independent cost of the program is \$59,870. For the complete budget and budget notes see Appendix G and Appendix H.

### **Conclusion**

Boarding schools have a long history in the United States. Mossgate Preparatory School is not only a young school, but also fairly bold one in adopting the trend of internationalizing their boarding school population on a major scale. MPS is no stranger to embracing innovative educational techniques: from their unique curriculum approach to their approach to being a boarding school through community-embedded houses, MPS is unafraid to step out of the bounds of tradition by seeking to try new programs and approaches. With their commitment to building and sustaining their international student body population, it should be no surprise that MPS is willing to express their commitment to supporting and training the housing leaders who are the foundation of their boarding house communities to be more interculturally competent.

With the implementation of the TripL Program, MPS will be taking steps to build stronger community both inside and outside of the classroom. Housing parents can be utilized not only as caregivers, but cultural navigators with increased sensitivity to the unique challenges the teenagers placed in their care experience on a daily basis. By giving housing leaders the tools and support that they need to connect with and build their boarding house community relationships, MPS demonstrates how they choose to go above and beyond in creating a culturally-supportive environment for students.

The benefits of TripL Program will be tangible to house leaders, students, faculty and staff at MPS. Higher retention rates of house leaders will create a more dynamic and stable MPS environment, conducive to supporting students and contributing to their academic success. This, coupled with students' positive 'home' environment can contribute to higher student retention rate as well. By decreasing conflict at home, students will carry less conflict into school, which may cut down on disciplinary problems in classes for teachers and staff. Finally, administrators can use these successes concretely as a marketing point for MPS, to reassure parents and students that MPS is dedicated to providing a culturally-sensitive and supportive environment for ensuring student success in becoming global citizens.



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Appendix A

Housing Leader Questionnaire

# Cultural Competency Questionnaire

Note: This form is not collecting login information, and your identity will remain confidential. This information will be used for academic purposes.

**\* Required**

Were you here for the beginning of the year for orientation?\*

- Yes
- No, I came late
- Other:

Were you a returning house parent?\*

- No, this is my first year
- Yes, this is my second year
- Yes, this is my third (or more) year

Are you an Associate House parent or a house parent?

- Associate House Parent
- House Parent that works at
- House Parent that works outside of

Have you ever traveled or lived/worked abroad?\*

Please choose appropriate answer

- I am an international house parent (not originally from the US).
- Yes - short-term (6 months or less)
- Yes - academic year
- Yes - lived/worked for over 6 months of time outside of a study program
- I have traveled abroad on short trips
- I have never been abroad

How pertinent did you find the required professional development to your position as a house parent?\*

(Not job duties at school)

1 2 3 4 5

Incredibly Helpful      Completely Unhelpful

Do you feel that the House Parent training was long/comprehensive enough?\*

- Yes - but the topics covered weren't helpful
- Yes - the training was adequate
- No - the training was too short and not comprehensive
- No - the training was too short

**Which areas do you feel you would (have) benefited with more training from?**

Considering only your role as a house parent.

- Technical Training - Job duties/responsibilities
- Technology Training - Understanding google sheets, email and databases
- Culture Training - understanding communication differences, cultural mores and values
- Transportation - Winter driving, reporting vehicle problems or check out processes
- House Organization - Practical ideas for house management (i.e., job charts, weekend sign out boards, running study halls, etc)
- None - the training was adequate in all areas
- Other:

**Was there any aspect of cross-cultural training present in the house parent orientation?\***

- Yes
- No
- I don't know/ don't remember

**Did your house experience conflicts between students from different cultures?\***

- Yes
- No
- We had only 1 culture in my house

**If you lived in a mixed culture house, which culture did you find it easiest to interact with, which was the hardest?\***

**Have you had problems with communicating effectively with students in your houses from other cultures?\***

(Please check all that apply)

- Yes - due to challenges in language comprehension
- Yes - due to cultural differences
- Yes - due to not being viewed as an authority figure
- No, we've had no difficulties with communication
- Other:

**Are you familiar with the concept of culture shock?\***

(Please Check all that apply)

- Yes - and I could identify symptoms if present in my students
- Yes - I've heard of it, but don't know too much about it
- Yes - I've experienced culture shock myself
- No - I am unfamiliar with the term

**Were any of your students homesick?\***

- Yes - they told me
- Yes - I inferred it/another student told me
- No
- I don't know

**Have you ever received training or been taught about multicultural (or intercultural) communication?\***

- Yes, through a previous job
- Yes, through my current position
- Yes, through a college or school course
- No, I have not
- Other:

**Do you feel that you've been able to build a rapport with your students?\***

Please feel free explain the response in the "other box"

- Yes - although I needed to initiate the relationship
- Yes - although the students initiated
- Mixed response - depended on the student, independent of culture (i.e., some asian students you developed strong rapport, but some not)
- Mixed response - students of one culture more than another (i.e., you formed rapport with one/multiple ethnicities but not others)
- No - my students showed no interest in speaking with me outside of addressing needs and concerns

**Do you feel that having culture training (general or specific) would have been helpful?\***

Please use "Other" to explain your response.

- Yes
- No
- Not Sure
- Other:

**Do you feel your students understand your role as a house parent?\***

- Yes
- No
- I don't know
- Other:

**As a house parent, do you consider yourself to be an authority figure?\***

- Yes
- No
- I don't know
- Other:

**Do you feel that you've been able to build a rapport with your students?\***

Please feel free explain the response in the "other box"

- Yes - although I needed to initiate the relationship
- Yes - although the students initiated
- Mixed response - depended on the student, independent of culture (i.e., some asian students you developed strong rapport, but some not)
- Mixed response - students of one culture more than another (i.e., you formed rapport with one/multiple ethnicities but not others)
- No - my students showed no interest in speaking with me outside of addressing needs and concerns
- Other:

**Do you feel your students understand your role as a house parent?\***

- Yes
- No
- I don't know
- Other:

**As a house parent, do you consider yourself to be an authority figure?\***

- Yes
- No
- I don't know
- Other:

**If you could give any words of advice to a new house parent concerning culture and the house, what would it be?**

Feel free to make as many points as you wish:

**Do you plan on returning as a house parent next year?\***

- Yes
- No
- I don't know/Choose not to Answer

Appendix B

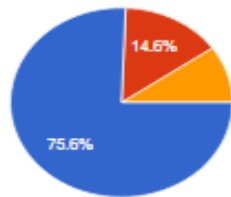
Questionnaire Responses

# 41 responses

[View all responses](#) [Publish analytics](#)

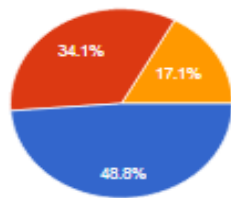
## Summary

Were you here for the beginning of the year for orientation?



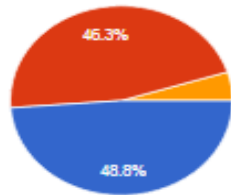
Yes	31	75.6%
No, I came late	6	14.6%
Other	4	9.8%

Were you a returning house parent?



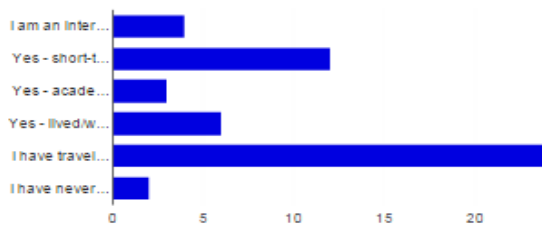
No, this is my first year	20	48.8%
Yes, this is my second year	14	34.1%
Yes, this is my third (or more) year	7	17.1%

Are you an Associate House parent or a house parent?



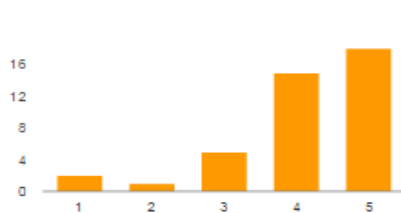
Associate House Parent	20	48.8%
House Parent that works at	19	46.3%
House Parent that works outside of	2	4.9%

Have you ever traveled or lived/worked abroad?



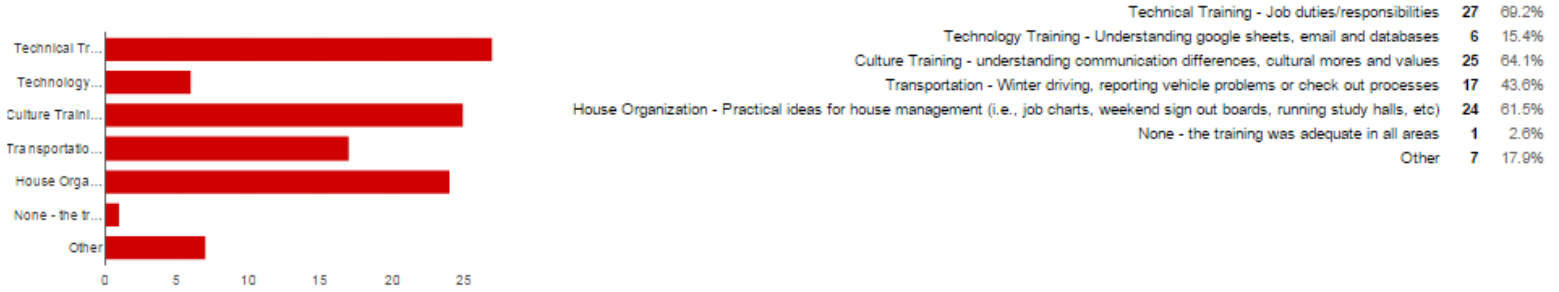
I am an international house parent (not originally from the US)	4	9.8%
Yes - short-term (6 months or less)	12	29.3%
Yes - academic year	3	7.3%
Yes - lived/worked for over 6 months of time outside of a study program	6	14.6%
I have traveled abroad on short trips	24	58.5%
I have never been abroad	2	4.9%

How pertinent did you find the required professional development to your position as a house parent?

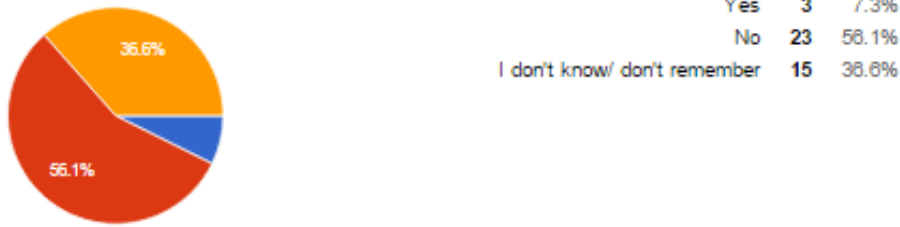


Incredibly Helpful: 1	2	4.9%
2	1	2.4%
3	5	12.2%
4	15	36.6%
Completely Unhelpful: 5	18	43.9%

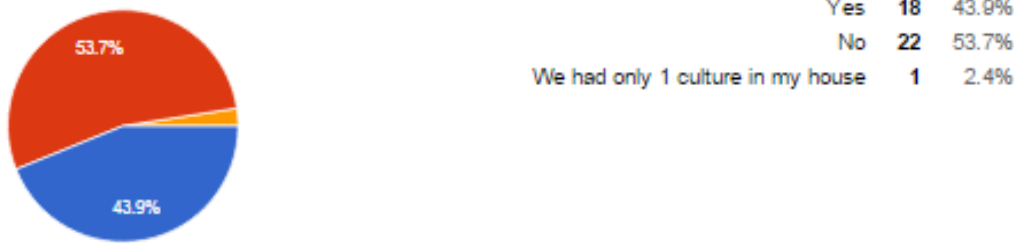
Which areas do you feel you would (have) benefited with more training from?



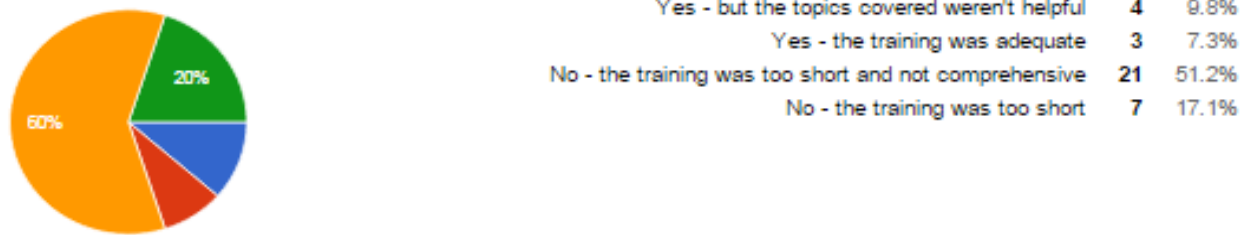
Was there any aspect of cross-cultural training present in the house parent orientation?



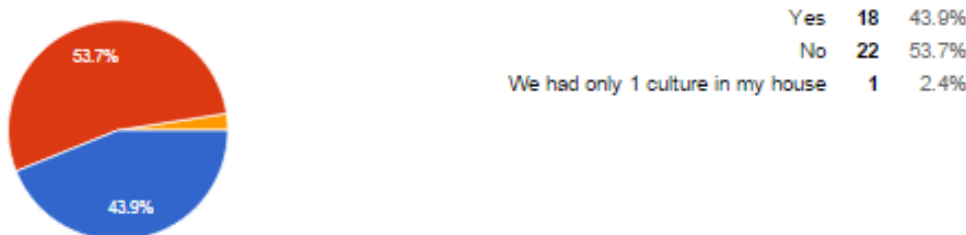
Did your house experience conflicts between students from different cultures?



Do you feel that the House Parent training was long/comprehensive enough?



Did your house experience conflicts between students from different cultures?





**If you lived in a mixed culture house, which culture did you find it easiest to interact with, which was the hardest?**

Hardest- Japanese but I think because of language level. Easiest... American, Russian.

germans--closest in relation in terms of interest and subjects of cultural fluency hardest--chinese. often won't address house parent directly. find them rude

Europeans were the easiest. Asian students were the hardest.

I found it easiest to interact with European students, and more difficult to interact with Chinese students.

Easiest- Germans Hardest- Koreans

Russian, Brazilian, German,

In my experience, the students that I have had the most success interacting with would be students from European countries, I also found it easier interacting with Korean students than Chinese students.

German students = easiest Chinese students = most difficult to interact with. They tend to be very insular.

I interacted with equal ease among all the cultures in my house.

Did not depend on culture, depended on ability/willingness to communicate

Koreans-easiest chinese-hardest

Austrian and American were the easiest. Japanese and Korean were the hardest.

A number of the Chinese were difficult and uninterested in getting to know other cultures and holding a relationship with me as the house parent. The Koreans were the most Americanized and easier to communicate with.

The easiest culture to interact with was non-asian. Though this consisted of a mix of other cultures, all were in the minority compared to the asian culture of the house and therefore felt a sense of solidarity. The hardest culture to interact with was asian. As a majority in the house, there was more interaction among themselves than the rest of the house. Even within their own group, isolation into smaller groups was more likely than interactions among the entire group.

Equally pleasant.

Americans, Taiwanese, Brazilians—seniors and all easy to interact with. Last year most of my Mandarin students were young and didn't speak much English, which caused some issues.

Koreans and Taiwanese were easiest, students from China were a bit more reserved

N/A

HARDEST: Asian students tended to be very withdrawn/only speak to other Asian students and it makes it hard to communicate with them EASIEST: Brazilian students are out going and social which helps make an easy flow of communication

All were fine.

Easiest to interact with would be American, Taiwanese, Brazilian, and Japanese Students. Hardest to interact with Chinese and Russian Students It really depends on the student.

Easiest - Brazilian Hardest - Khazakistan

Each culture has it's own communication deficits but as a whole the students are all easy to talk too.

Because my house was almost entirely Chinese (8 out of the 12) I would say that both the students I had the easiest time interacting with and those I had the hardest time interacting with were Chinese, this might have been strictly probability though.

Asian coming from China is the hardest

Most of the cultures present in my house were easy to communicate with. However, it seemed that Russians (males specifically) were the most difficult. I attributed that to gender roles/expectations in students' home countries, but that may be ignorance on my part.

We have had no cultural difficulties at all.

I am still new to the environment of the house but I definitely notice a divide between cultures. It is harder to read the emotions of the girls because they are not particularly expressive. I think they are still getting comfortable around me and vice versa so I don't have all too much experience to fully answer this question.

easiest: Germans and Brazilians most difficult: Americans

Chinese was the easiest, because I studied and worked in China for a total of 5 years. Russian was the most difficult.

The ease/difficulty level was about the same, but there were different types of difficulties by culture.

I found it easy to interact with all the cultures in my house.

Individual personalities exist within every culture. Those students that have "open" personalities combined with a better command of English generally have greater confidence and are easier to interact with.

It's hard to categorize by ethnicity, there are too many exceptions. The only thing I can say is that many Chinese students were more reclusive than students from other countries.

Obviously those from cultures most closely resembling my own, such as the Americans, the Bahamian, and the Brazilian, were the easiest to interact with (in most cases). I wouldn't say there was one culture that was super hard to interact with, because I've had experience with working and living with people of a variety of cultures. I would say more on an individual basis. For example, the two most difficult people to get along with at my house were an American and a Chinese kid.

American/French and Chinese, respectively

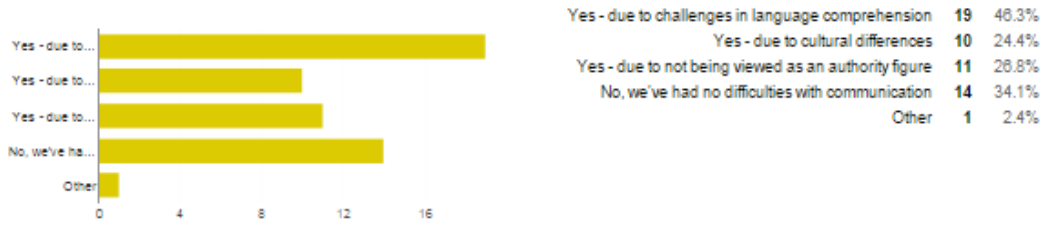
No particular cultural stood out as more difficult than the other to interact with. The only problem I had culturally was with Chinese speaking students who refused to speak English in the house when in mixed company even after I explained that it was considered socially unacceptable and rude here in the United States to do so. Side note: These particular students spoke perfect English so there was no reason for them to feel apprehensive about speaking English.

for me all cultures are easy

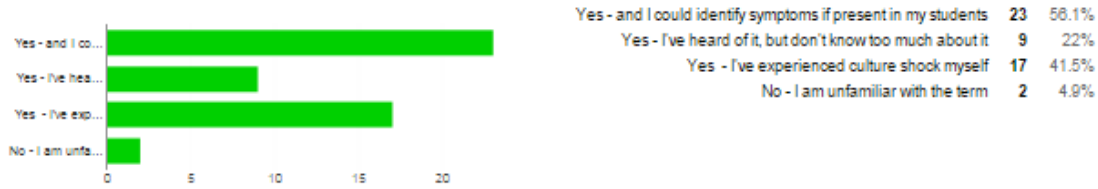
**Easiest - German and Brazilian Most Difficult - Chinese, mostly because of language and degree of "westernization"**

**The easiest culture to interact with in my house were those are from European cultures. The more difficult students to interact with in my house were of Chinese descent.**

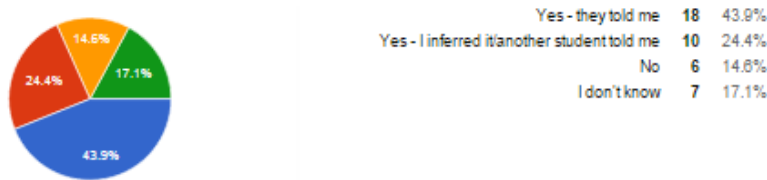
**Have you had problems with communicating effectively with students in your houses from other cultures?**



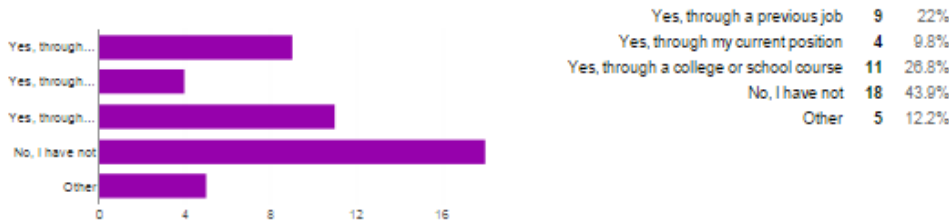
**Are you familiar with the concept of culture shock?**



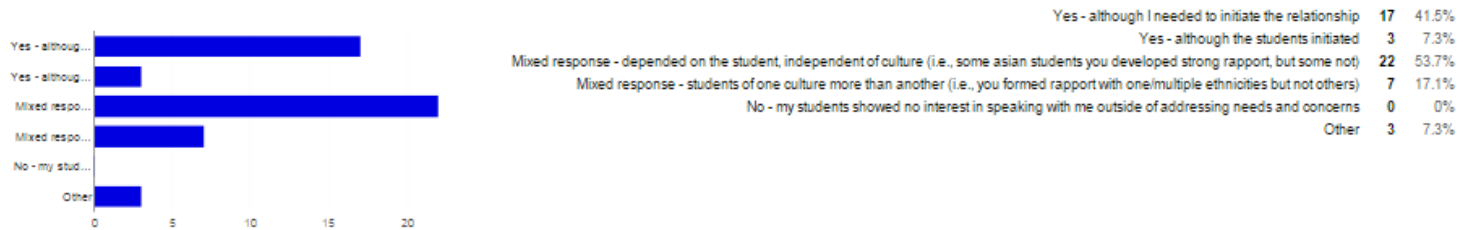
**Were any of your students homesick?**



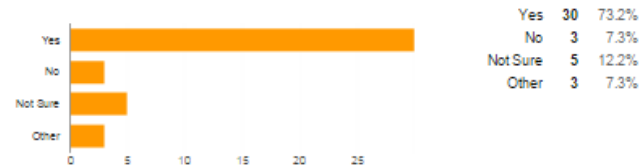
**Have you ever received training or been taught about multicultural (or intercultural) communication?**



**Do you feel that you've been able to build a rapport with your students?**



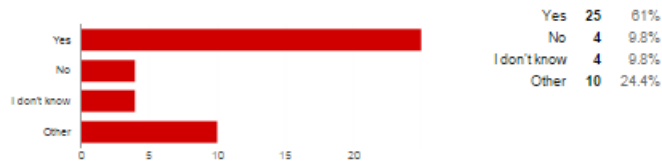
**Do you feel that having culture training (general or specific) would have been helpful?**



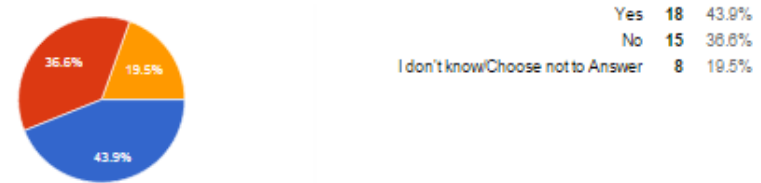
**Do you feel your students understand your role as a house parent?**



As a house parent, do you consider yourself to be an authority figure?



Do you plan on returning as a house parent next year?



If you could give any words of advice to a new house parent concerning culture and the house, what would it be?

Get the discipline history of all your students and understand all their cultural backgrounds as well as their time here at Ross (new or returning).

Actively listen to the students when they discuss their culture, and share any cultural experiences of your own.

I'm not sure the biggest issues here arise from cultural differences. A lot of problems seem to be similar between students from all over the place; they don't view adults as authority figures, or recognize that they aren't our equals. Perhaps it can be chalked up to them being belligerent teenagers who come from very privileged backgrounds, and as a result they don't see the need to be respectful.

Ask questions and stay in communication with Res Life.

As house parents, we need to know some of the intricacies of cultures that we deal with. We also need to celebrate cultures and ideas (such as Chinese New Year, or some other holidays). I wouldn't say that we need to experts however, because in my experience, no matter what culture kids come from, they are still kids. The same experiences that shaped my life (sports, classes, movies, tv, etc) are shaping the students life here at Ross in similar ways. It does not really matter what culture they come from - because kids of this age from anywhere still just want to be kids.

The Asian boys generally do not see females as authority figures, and this is a huge problem for our school. I'm not sure how to educate the kids that in American culture, women are just as much of an authority as men, but there should be at least an attempt at making that clear. I realize it's hard to shift attitudes that have been ingrained culturally over the course of several years. (How do other schools handle this issue?) As for advice... Knowing that (and others) had my back this year definitely helped. It's important to know that when there is an issue in your house and you've dealt with it the best you can, you can take it up to the next tier to get help and support. I don't think that was emphasized enough during orientation. We want to think we can handle everything within the house, but sometimes you need someone from outside the house to step in and give your authority a boost, especially when you are working with kids from a culture with which you are not really familiar and whose mores are radically different.

Think of the boarders as your valued customers.

Eye contact can be viewed as aggressive in many Asian cultures and the students will often not look at you when speaking, it is not necessarily a sign of disrespect. There is no formal or specific house parent training and this needs to be addressed.

This is a life style. You sacrifice your social and personal life. There are many personal and professional benefits. In my experience playing the role of authority figure for the short time I did, didn't get me anywhere. When I was real with the kids in my house, honest and let them speak freely about their feelings our relationship became stronger and I felt like they respected me more because I was not on a power trip trying to keep track and control their every move. I would also share that coddling these students is not the right idea. Guiding them, showing them right from wrong and then letting them be and make their own choices helps them grown as human beings. And for me, most importantly, validating them is huge. We must remember this is our job, our lives is going to be much different than what they have lived and that isn't wrong if it's just different. I try to see all situations from all ends. If you can't go with the flow. This isn't the job for you.

It is essential to enforce a mix of students within the house. Part of the experience is learning to interact with other people and other cultures. Enforce English only within the house at all times. When there is a heavy presence of a single culture within the house, the students tend to exist within that culture. This does not facilitate their own improvements in the mastery of English or American culture...two of the main reasons for them attending school in America. Establish strong expectations early and make certain there are concrete consequences for any violation of rules or failure to meet acknowledge authority. Don't be a 'friend,' be an adult who is responsible for the students in the house. Be an authority figure, a guide, a counselor, a personal tutor, and provide insight and advice to the many challenges of life, both academic and personal. Be honest, be blunt when necessary, be supportive but don't do things for them. How else are they going to learn how to be their own person, be responsible and contribute to their own and the worlds future?

Start firm and then soften up.

Try to be mellow.

Be open and honest, but remember that all teens tend to tick the same way regardless of culture. Being open to learning their culture is also key, but not to be too overbearing.

getting the kids together to do group activities early can help facilitate good relationships but don't make them to time consuming because the kids then feel like it's a chore. -make speaking English in the house a priority. The kids will split into cliques anyway but having them all speak one language, at least in common areas, makes a big difference.

Try to come into your house with an open and accepting mind. Go over general hygiene. Encourage daily showers, toilet paper goes in the toilet not the trash can. Different areas of the world have different plumbing systems, toilets, etc. so its good to go over how to use those things. Many students will need to be taught how to do the expected chores as they may have never had to do them before. Most of the students from Asian Cultures will have different boundaries for personal space. They are very comfortable being very close to each other and possibly you which may make you feel uncomfortable. Familiarize yourself with Power Adaptors they may need for personal appliances.

1. Set the rules early. 2. Do not let them bully/push you around. 3. Be a model. 4. Be flexible with culture and language.

understand that you are dealing with young students far away from home. They are bound to make bad decisions but you need to handle those decisions like an adult and discuss the problem instead of over reacting. The need to be able to trust someone and talk to them about problems they might be dealing with. You can then direct them to the appropriate staff member that can help them.

Ask more about their culture. Tell them about yours. Interaction is the main key

Although culture plays a large part in the ability to communicated, being open-minded about the students you will live with, as well as genuinely interesting in building a relationship with those students goes a long way.

I am not sure what I would give as words of advice but I do believe that cultural sensitivity/information training would be an advantage as a house parent. I am not sure whether or not it is included in the orientation but it seems pertinent as most of the students who are boarding are not from the U.S. Even though the community as a whole seems to have a more open mind that does not necessarily mean everyone understands the way people of other cultures live and interact daily.

Take time to listen to your kids, get to know their interests and their points of view, and try to relate to them. Ask them about their countries and families and friends back home -- they will love to open up about the things they are familiar with and have pride in, especially while they are in the US. And it will help you understand their cultures.

Demand training from

Always put a returner with a rookie. Set rules the first week and STICK TO THEM!

Try to get students of other cultures to interact. Don't just put kids of the same culture in the same rooms. But also understand that different people have different cultural viewpoints and touchstones, so they will have different wants and needs. Just be patient with your students and they will make it clear what they expect and desire.

Don't try to impose your own value system on the kids. Obviously, you should reinforce basic concepts of right and wrong when the situations arise, but don't feel that you need to (or should) make the kids sit down and speak with you every day for long periods of time. Often, they just want to be left alone. Giving them this space is essential if they are to feel comfortable in their space, so far from home.

Keep the lines of communication open, go out of your way to talk to your students and get to know them as best as possible. You can't just talk to them when it's time to do chores or you're upset about something they did. Sometimes house just naturally build there own culture but most of the time you as the House Parent need to put in some work to help initiate that.

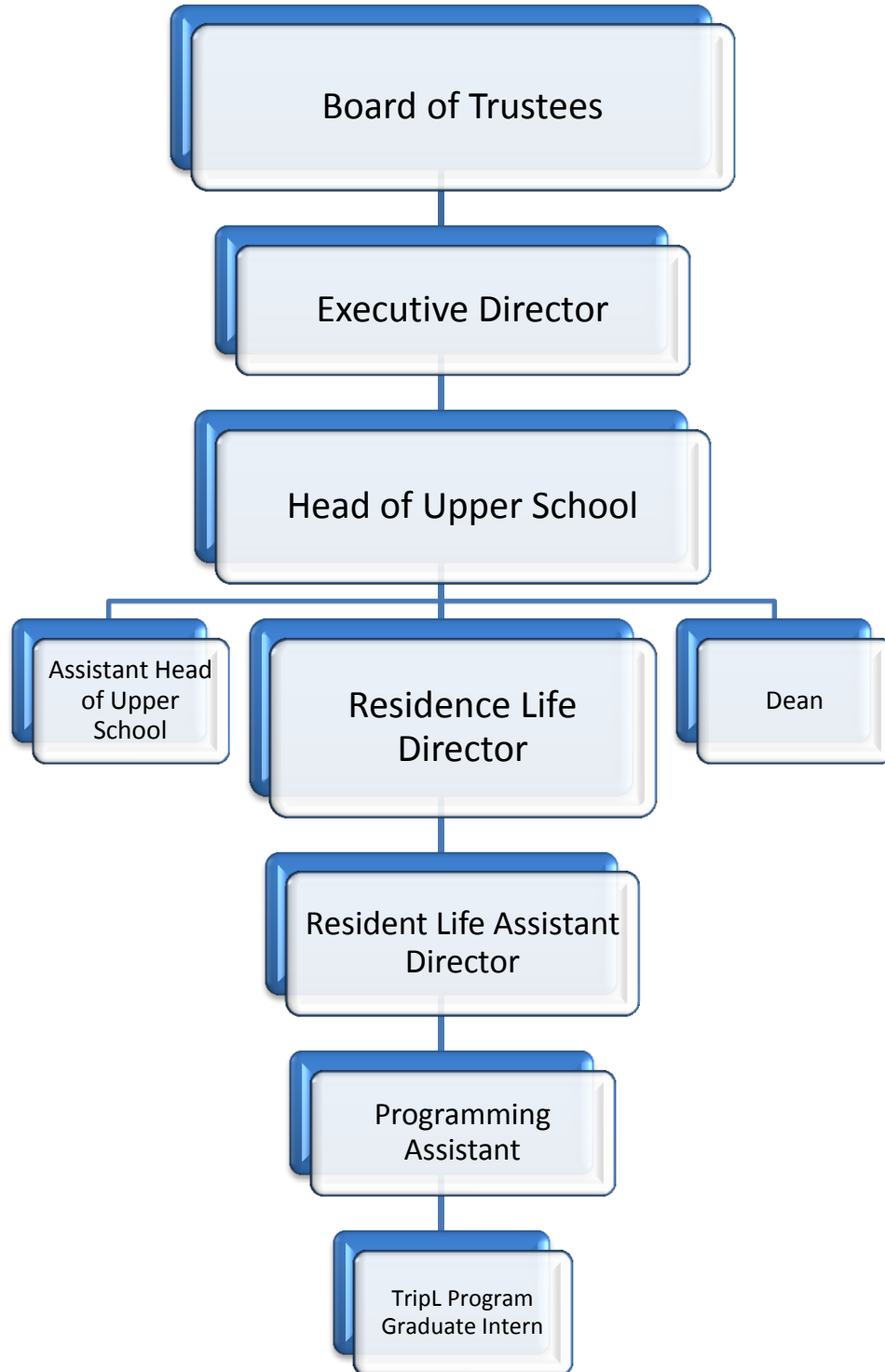
my advice will be to stay alert knowing that they are working with teens (young adults) be ready to give constant reminder to their schedule within your duties

First priority: Establish rules/boundaries, and don't be wishy-washy. Ross is such a stressful environment; Kids need stability at home, and need to count on house parents to be fair and to make sure kids feel "safe" and secure in the boarding house. Second, put yourself in the students' shoes so that when you talk to your boarder(s), you will come across as compassionate, concerned and understanding. Never apologize for the rules, just be understanding when the kids have a hard time following them. Thirdly, even when off duty, make sure you greet each student at least once a day. Be a kind and stable presence in their lives. Finally, being a house parent (at especially) can be a very lonely and exaerating experience, so be prepared for this right from the start. Do you very best to get on the same page as your fellow house parent, and "don't" try to be the "cool" house parent by bending rules, letting kids stay up late, etc. A family functions best when there are two parents that support and respect each other, so yes, you should think of this like a "marriage". Make it work, but if you can't, let Res Life know right away and pair up with someone else that you feel confident you can work as a team with.

Try to build a friendly relationship with the students in your house so that they feel comfortable coming to you with issues. However, it is important to keep clear boundaries between you and the students since some kids struggle to view younger house parents as legitimate authority figures who they must listen to.

Appendix C

TripL Staffing Organizational and Reporting Chart



## Appendix D

## Graduate Intern Job Description

**TripL Program Graduate Student Intern**

Posting Date: April 15, 2016

Starting Date: July 15, 2016

End Date: July 14, 2017

Stipend: \$30,000

Job Description:

The graduate student intern will serve as an assistant to the Programming Assistant with helping to prepare and implement all aspects of a intercultural training program for house leaders in a private boarding house community.

Duties and Responsibilities:

- Assist in designing and implementing all orientations and ongoing programming
- Assist in developing and implementing program evaluation materials
- Research and present materials on a variety of topics relevant to promoting a healthy intercultural community
- Help with routine office tasks
- Report/Serve as assistant to Programming Assistant
- Draft and handle program communication emails as delegated by Programming Assistant
- Other duties as assigned

Required Qualifications:

- Currently a graduate student, preferably studying in a field related to international education or program management
- Excellent written and verbal communication skills
- Experience in working in a multicultural environment
- Excellent research skills
- Comfortable with giving presentations to groups
- Detail-oriented
- Problem solving skills

Preferred Qualifications:

- Knowledge or strong interest of Chinese Culture
- Flexibility and adaptable to unexpected experiences
- Firsthand knowledge of working or living in a private boarding school environment
- Extensive living/working abroad experience

Appendix E

House Leader Professional Development Orientation Schedule with TripL Program Components Highlighted

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30am-10:30am	House Leaders' Arrival to MPS	Breakfast 8:30-9:15	Breakfast 8:30-9:15	Breakfast 8:30-9:15	Breakfast 8:30-9:15	Breakfast 8:30-9:15	Brunch (opt) at Campus Cafe
		RLO Introductions and Handbook	9:15-10:15am Town Meeting: Q&A	9:15-10:15am Town Meeting: Q&A	9:15-10:15am Town Meeting: Q&A	9:15-10:15am Town Meeting: Q&A	
10:30am -12pm	Welcome and MPS Introductions	House Leadership 101 with Guest Speaker	Youth Development Theory Intro	Conflict Resolution 101 with Guest Speaker	RLO Orientation Training Session	RLO Orientation Training Session	
12:00pm-1:00pm	Lunch at Campus Cafe	Lunch at Campus Cafe	Lunch at Campus Cafe	All School Field Trip: Ropes Course Team Building Activity (Lunch Included)	Lunch at Campus Cafe	Lunch at Campus Cafe	House Leader Norming Discussion
1:00pm-2:30pm	Campus Tour and Paperwork Finalization	Community Building 101	Youth Development and Identity		MPS Professional Development	MPS Professional Development	Final Housing Set up Time
2:30pm-4:00pm	Teambuilding Breakout activities	RLO Orientation Training	MPS Professional Development		Conflict Resolution Techniques	Acculturative Stress	
4:15pm-5:30pm	Introduction to Multicultural Awareness	Student Panel on Building Community	RLO Orientation Training	MPS Professional Development	Multicultural Communication	MPS Professional Development	
5:30pm-7:00pm	Dinner in Town and town tour	Dinner at Campus Café and Trivia (opt)	Staff/Faculty Mixer Dinner with School Head	Dinner at Campus Cafe	Dinner at Campus Café Game Night (opt)	Dinner at Campus Café and Movie Outing (opt)	Dinner at Campus Cafe

Appendix F

House Leader Professional Development Orientation Schedule with TripL Program Components Highlighted

<b>Monday, August 29 – Sunday, September 3<sup>rd</sup></b> Faculty/Staff Orientation and Professional Training	<b>Monday, November 27</b> 2nd Trimester Begins	<b>Monday, March 20, 2017</b> Trimester 3 Begins
<b>Monday, September 4</b> Labor Day - Holiday	<b>Tuesday, December 3<sup>rd</sup></b> 6 <sup>th</sup> TripL Training Session	<b>Tuesday, March 21<sup>st</sup></b> 11 <sup>th</sup> TripL Training Session
<b>Tuesday, September 5</b> New Boarding Students Arrive 1 <sup>st</sup> TripL Training Session	<b>Tuesday, December 17<sup>th</sup></b> 7 <sup>th</sup> TripL Training Session	<b>Tuesday, April 4<sup>th</sup></b> 12 <sup>th</sup> TripL Training Session
<b>Wednesday, September 6</b> New Boarders Orientation	<b>Wednesday, December 21</b> 9:00am Boarding Houses Close	<b>Saturday, April 15, 2017</b> 9:00am Boarding Houses Close
<b>Friday, September 8</b> First Day of School/Retreat Day	<b>Thursday, December 21 – Monday, January 2<sup>nd</sup></b> Winter Break - School Closed	<b>Sunday, April 16 – Saturday, April 22, 2017</b> Spring Break - School Closed
<b>Tuesday, September 20<sup>th</sup></b> 2 <sup>nd</sup> TripL Training Session	<b>Tuesday, January 3, 2017</b> 3:00pm Boarding Houses Reopen New Boarding Students Arrive	<b>Sunday, April 23, 2017</b> 3:00pm Boarding Houses Reopen
<b>Tuesday, October 4<sup>th</sup></b> 3 <sup>rd</sup> TripL Training Session	<b>Thursday, January 4, 2017</b> School Reopens After Winter Recess	<b>Tuesday, May 2<sup>nd</sup></b> 13 <sup>th</sup> TripL Training Session
<b>Monday, October 9</b> Columbus Day - No School Students	<b>Tuesday, January 17<sup>th</sup></b> 8 <sup>th</sup> TripL Training Session	<b>Tuesday, May 16<sup>th</sup></b> 14 <sup>th</sup> TripL Training Session
<b>Tuesday, October 18<sup>th</sup></b> 4 <sup>th</sup> TripL Training Session	<b>Tuesday, February 7<sup>th</sup></b> 9 <sup>th</sup> TripL Training Session	<b>Monday, May 29, 2017</b> Memorial Day - School Closed
<b>Saturday, October 28</b> Halloween Dance	<b>Monday, February 20, 2017</b> President's Day - School Closed	<b>Tuesday, June 6<sup>th</sup></b> 15 <sup>th</sup> TripL Training Session
<b>Tuesday, November 1<sup>st</sup></b> 5 <sup>th</sup> TripL Training Session	<b>Tuesday, February 21, 2017</b> School Closed	<b>Tuesday, June 20<sup>th</sup></b> 16/17 <sup>th</sup> TripL Training Session (Project Performances!)
<b>Tuesday, November 15<sup>th</sup></b> 5 <sup>th</sup> TripL Training Session	<b>Friday, February 24, 2017</b> Grades 9-12 Trimester 2 Ends	<b>Monday, June 19 – Wednesday, June 21, 2017</b> Grade 12 Final Exams
<b>Friday, November 17</b> 1st Trimester Ends: Half Day of School - One O'clock Dismissal	<b>Monday, February 27, 2017</b> Grades 9-12 March Term (3 week intensive classes) Begins	<b>Saturday, June 24, 2017</b> 1:00pm Graduation
<b>Saturday, November 18</b> 9:00am Boarding Houses Close	<b>Monday, March 6, 2017</b> Grades 7-8 March Term Begins	<b>Tuesday, June 17<sup>th</sup></b> 18 <sup>th</sup> TripL Training Session: Program Wrap Up
<b>Sunday, November 19 – Saturday, November 25</b> Thanksgiving Recess - School Closed	<b>Tuesday, March 7<sup>th</sup></b> 10 <sup>th</sup> TripL Training Session	<b>Wednesday, June 28 – Thursday, June 29, 2017</b> Final Exams
<b>Sunday, November 26</b> 3:00pm Boarding Houses Reopen	<b>Friday, March 17, 2017</b> March Term Ends	<b>Friday, June 30, 2016</b> 3rd Trimester Ends –Last (half) Day of School 5:00pm Boarding Houses Close

Appendix G  
Budget

TRIPL 2016-17 Year at MPS		Fixed Costs			Variable Costs		Cost Share	Total
Administrative Costs	Cost	Units	Quantity	Cost	Units	Quantity	Cost Share	
<b>1. Staff Costs</b>								
Residence Life Director	\$2,000.00	Yearly	1				\$65,000	\$67,000.00
Residence Life Assistant Director	\$2,000.00	Yearly	1				\$50,000	\$52,000.00
Programming Assistant	\$16,000.00	Yearly	1				\$22,500.00	\$38,500.00
Fringe Benefits @25%	\$4,000.00		1					\$4,000.00
Grad Student Intern	\$2,500.00	/month	12					\$30,000.00
<b>2. Other Administrative Costs</b>								
Telephone and fax	\$150.00	/month	12					\$1,800.00
Design & Printing of Orientation Materials	\$200.00	package	1					\$200.00
Design & Printing of Ongoing	\$250.00	package	1					\$250.00
Office Supplies	\$200.00		1					\$200.00
<b>Total Administrative Costs</b>								\$193,950.00
<b>1. General Program Costs</b>								
Staff Training Costs	1,000.00		1					\$1,000.00
Guest Speakers	\$150.00	/speaker	4					\$600.00
Educational Materials	\$1,000.00		1					\$1,000.00
Incidentals	\$500.00	/year	1					\$500.00
Light Meeting Refreshments	\$20.00	/meeting	16					\$320.00
<b>2. In-Kind Contributions</b>								
Transportation	\$150.00	/month	10				\$1,500.00	\$1,500.00
Building and Technology Use	\$100.00	/hour	35				\$3,500.00	\$3,500.00
Orientation Week Breakfasts	\$8.00	/person x6	360				\$2,880.00	\$2,880.00
Orientation Week Lunches/Brunch	\$13.00	/person x7	420				\$5,460.00	\$5,460.00
Orientation Week Dinners	\$15.00	/person x7	420				\$6,300.00	\$6,300.00
<b>Total Costs</b>								\$217,010.00
<b>Total Shared Costs</b>							\$157,140.00	
<b>Total TripL Program Independent</b>							\$59,870	



Appendix H  
Budget Notes

**Administrative Costs**

The graduate intern salary represents nearly half of the total program cost. This cost could be halved if the graduate intern accepts room and board at a boarding house in lieu of half their salary. This is an attractive offer due to the high costs of living in the area. MPS could give a shared cost donation for the spot taken in a boarding house.

**General Program Costs**

The training costs for staff will cover the expenses related to attending a local basic program design and management training session during the summer. After the first year, this category may either be removed from the budget, or put towards ongoing education and training opportunities on curriculum-related subject matters.

The educational materials will include all supplemental program supplies such as binders, pencils, flip paper, markers, pens and basic office supplies that may be required for the training sessions or final presentations. The final presentations may require basic art supplies or other more specialized materials.