

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 56, No. 5

January 2020

President's Message:

By BARBARA MEYER, MASCA President

Welcome to 2020! A week off from work certainly allows me to relax, sleep more and take care of myself. It also reminds me that doing these things makes me happier and healthier. So I am focusing the first month of this new decade on self-care.

As helping professionals, school counselors are prone to compassion fatigue, secondary trauma, and stress. Students need us all the time, and it is challenging to carve out minutes during the day to eat, to take a few deep breaths, and to assess our own needs. In addition, we often feel guilty taking time for ourselves.

I am here to encourage you to put yourself first this year. As the inspirational quote says, you can't pour from an empty cup. In order to put ourselves first, we will need to focus on the habits that keep us



Barbara Meyer

MASCA President, 2019-2020

healthy: Nutrition, sleep and exercise. But during the work day, the most important factor impacting our health is stress.

We all know ways to help our students manage their stress (or even anxiety, it's often self-diagnosed cousin). But are we taking a few minutes after counseling a student to breathe deeply? Try to shut your door after each student leaves, and take three deep breaths. It will take thirty seconds.

In addition, we often skip meals or get so hungry that we grab something unhealthy. This leads to high blood sugar, followed quickly by a crash! Since we don't have time to take naps, we need to schedule time

for lunch at school. Would you let one of your students skip lunch? It is important that students see that their counselors have human needs, too.

Recently I read an article about the stress hormone cortisol, and it offered me some insight that I hadn't heard before. Single tasking, the article said, or doing one task at a time, allows you to do the task well and to get more done. Further, it stated that self-control, or willpower, is a limited resource. When you single-task, you sip that resource from a straw. But when you multitask, you need several straws, or you may even chug that self-control. And then you are left depleted, with many tasks partially completed. When self-control is depleted, stress ensues.

So, I challenge all school counselors to take care of their health after school and on the weekends. And in addition, during the school day, try to breathe more, eat lunch, and focus on one task at a time. You will be a better, and healthier, counselor.

Sincerely,

Barbara

Barbara W. Meyer,
MASCA President

MASCA 2019/2020 DIRECTORY

GOVERNING BOARD:

Barbara Meyer, President
b_meyer@stoughtonschools.org
School Counselor, Stoughton High School

Kerry Bartlett, President Elect
kbartlett@hudson.k12.ma.us
School / Career Counselor, Hudson High School

Jennifer McGuire, Past-President
jmcguire@uppercapetech.org
School Counselor/
Teacher Leader for Guidance,
Upper Cape Cod Technical School

Ruth Carrigan, Board Member
Ruth.Carrigan@whrsd.k12.ma.us
Director of School Counseling,
Whitman-Hanson Regional High School

Ed Connor, Board Member
econnor@dean.edu
Executive Director of Admissions,
Dean College

Laurie Dickstein-Fischer, Board Member
ldicksteinfisc@saalemstate.edu
Assistant Professor & Program Director
for School Counseling,
Salem State University

Megan Krell, Board Member
mkrell@fitchburgstate.edu
Associate Professor,
Fitchburg State University

April Megginson, Board Member
amegginson@bridgew.edu
Assistant Professor of Counselor Educa-
tion, Bridgewater State University

Johanna Smith, Board Member
smithjoh@lynnschools.org
School Counselor,
Lynn Vocational Technical Institute

COMMITTEE CHAIRS:

April Megginson, Advocacy Committee
amegginson@bridgew.edu
Assistant Professor of Counselor Educa-
tion, Bridgewater State University

Jeremie Bateman,
Awards & Publicity Committee
jbateman@lexingtonma.org
School Counselor,
Lexington High School

Ruth Carrigan, Conference Committee
Ruth.Carrigan@whrsd.k12.ma.us
Director of School Counseling,
Whitman-Hansen Regional High School

Helen O'Donnell, MA Model Committee
helenod@att.net
Retired School Counselor,

Manjula Karamcheti, Member Services
karamcheti@wwgradschool.org
Woodrow Wilson Graduate School of
Teaching and Learning

Jennifer McGuire, Nomination and
Bylaws Committee
jmcguire@uppercapetech.org
School Counselor/Teacher Leader for
Guidance,
Upper Cape Cod Technical School

Sandra Collins, Professional Develop-
ment Committee
sac1330@gmail.com
School Counselor,
Hartwick Elementary School

Christine Shaw, Research and Evalua-
tion Committee
shawc@merrimack.edu
Associate Professor of Practice, Educa-
tion & Community Studies,
Merrimack College

Jennifer McGuire, Strategic Planning
Committee
jmcguire@uppercapetech.org
School Counselor/
Teacher Leader for Guidance,
Upper Cape Cod Technical School

APPOINTED POSITIONS:

Bob Bardwell, Executive Director
bardwellr@monsonschools.com
Director of School Counseling, Monson
Public Schools

Julia Cahill-O'Shea, Secretary
j.cahill-oshea@hwschools.net
School Counselor, Hamilton- Wenham
Regional High School

Jean Atwater Williams, *Counselors
Notebook* Editor & Webmaster
cn@masca.org; webmaster@masca.org

LIAISONS:

Laurie Dickstein-Fischer,
Counselor Educator Liaison
ldicksteinfisc@saalemstate.edu
Assistant Professor & Program Director
for School Counseling,
Salem State University

Megan Krell, Emerging Leaders Liaison
mkrell@fitchburgstate.edu
Associate Professor,
Fitchburg State University

Helen O'Donnell, Retirees Liaison
helenod@att.net
Retired School Counselor

Jennifer Just McGuire, Social Media
Liaison
jmcguire@uppercapetech.org
School Counselor/
Teacher Leader for Guidance,
Upper Cape Cod Technical School

EMERGING LEADERS:

Molly Brewster, Emerging Leader
mhallbrewster@bostonpublicschools.org
School Counselor, Brighton High School

Karen Stackow, Emerging Leader
kstackow@wrsdeaf.org
School Counselor, Willie Ross School for
the Deaf

Tyeshia Weir, Emerging Leader
weirt@springfieldpublicschools.com
School Counselor, RISE Academy

*Find out how you can become a
MASCA leader. Go to:
<https://masca.wildapricot.org/>
*How-to-Get-Involved**

It's a New Year, so it's Time for Some New Year's Resolutions

By Bob Bardwell, MASCA Executive Director

January will well be underway when you read this issue of the Counselor's Notebook. Even though you likely made your resolutions a while ago (and possibly have already broken some), I think it valuable to take a moment to share my 2020 resolutions for myself and the Massachusetts School Counselors Association (MASCA). Some of these are similar to resolutions that I made as President of MASCA back in 2006 but are still applicable today.

1. I resolve to support MASCA in becoming the strongest chartered state school counseling association in the nation. With hard work, passion and dedicated members, we can take a great organization and make it even better.

2. I resolve to personally bring at least 5 new members into the organization. Just think that if every current member were to bring in just 1 new member, this would mean we could have more than 1500 members.

3. I resolve to assist in making the 2020 conference the biggest and best in the history of the organization. This is MASCA's premier professional development program and there is no reason why we can't build upon the great work that we are already doing. Our first time at the Boston Marriott Newton will hopefully bring out many more counselors in 2020. Register at <https://ncyi.org/conferences/mascac/#mas-caregister>. Early registration ends on January 31.

4. I resolve to participate in National School Counseling Week, February 3-7, 2020. Not sure what to do to celebrate this year? Go to [https://www.schoolcounselor.org/school-counselors-members/about-asca-\(1\)/national-school-counseling-week](https://www.schoolcounselor.org/school-counselors-members/about-asca-(1)/national-school-counseling-week) for a sample proclamation, a countdown calendar and other ideas about what to do to celebrate school counseling that week.

5. I resolve to get at least one colleague to join one of the 11 MASCA committees. Our committees are the backbone of the organization and do so much work behind the scenes. The rewards are great and opportunity to give back is always available. This is a great way to become more involved with the organization, especially if you can only give a limited amount of time. Want to know more about our committees? Go to <https://masca.wildapricot.org/How-to-Get-Involved> for more information.



Robert Bardwell
Executive Director, MASCA

6. I resolve to stop using the term guidance counselor, guidance department and guidance office. While some may prefer the term, I find it dated and limiting. Instead I prefer to use school counselor, counseling department and counseling office. I think that they are more inclusive and carries less negative baggage.

7. I resolve to contact at least one state legislator to advocate for support of school counselors at the State House and attend our advocacy event on February 4, 2020 event at the State House. How can our legislators help us if they don't even know who we are? We must educate them about what we do and the value of our unique roles. Don't know who your state legislator is? Go to <http://www.mass.gov/legis/> and click on Senate or House. Share with them the role you play in making a difference in the lives of dozens of students each day.

8. I resolve to mentor at least one new school counselor. Whether you do it formally through MASCA or not, the point is that you are trying to make it easier for school counselors who are new to the profession. Let me know if you want to start an official MASCA Mentor program.

9. I resolve to visit each of the 15 graduate preparation programs in the state to educate them about MASCA and the numerous benefits of MASCA membership. I would also encourage them to participate in our programs and professional develop-

ment opportunities.

10. I resolve to visit the MASCA website (www.masca.org) more often and to help ensure it contains valuable resources and information for school counselors. It should be the first place a Massachusetts school counselor goes for news and information about the happenings of school counseling in our state.

11. I resolve to work with the Member Services Committee to help develop a survey of members to find out what they like about the organization, what they want to see changed and what services/benefits they would like to see added. I would also like to survey former members to see why they didn't renew their membership and what could be done to get them back.

12. I resolve to support Kerry Bartlett, President Elect, facilitate the 2020 MASCA Leadership Development Institute in the summer for all Governing Board members. This program provides an opportunity for the board to develop leadership skills, participate in team building exercises and set goals for the 2020-21 Governing Board.

13. I resolve to visit each of the 15 MASCA affiliates. While this is a lofty goal, I think it vital to connect with each affiliate to listen to the concerns of the affiliates and the members and bring that information back to the board.

14. I resolve to assist Jen McGuire, Past President with the MASCA By-law revision process as we prepare new bylaws to vote on at the Spring Conference on March 31 in Newton.

15. I resolve to work with the Fiscal Oversight Committee to help develop a realistic, yet adequate budget for 2020-21. The organization needs financial resources to accomplish many of our goals but we also have to ensure our fiscal health and long term vitality.

16. I resolve to finish conducting my meetings with Executive Directors/leaders/liaisons of MASCA's sister organizations and partnering agencies. Completed meetings include MASMHC, MTA, MASS, MSA, NEACAC, MBAE, DESE, Rennie Center, uAspire and MEFA. Still to be scheduled are MA-HPERD, MASFAA and MEOA.

(continued on page 4)

Resolutions

(continued from page 3)

17. I resolve to work with the Professional Development Committee to provide MASCA members opportunities to take graduate credit courses or participate in academies or institutes. Such opportunities allow counselors to further their education as well as possibly advance in the salary schedule.

18. I resolve to coordinate with the school administration and present the 2020 MASCA School Counselor of the Year at a surprise assembly at the recipient's school with appropriate press and media coverage.

19. I resolve to partner with MASS (superintendents) and MSAA (principals) to present breakout sessions at their summer conferences to ensure the school counselor voice is shared with administrators across the state.

20. My final resolution is to take care of myself, physically, mentally and emotionally. While I don't get to the gym as often as I'd like, I still have to find time to take care of myself. Without doing so, I won't be much good to anyone else. Anyone want to join me on the elliptical?

Here's to a safe, exciting and blessed 2020!

Awareness Dates January 2020

Get Organized Month

National Mentoring Month

National Thank You Month

1 Emancipation Proclamation Anniversary

1 Global Family Day

19 World Religion Day

20 Martin Luther King, Jr., Day of Service

20-24 No Name-Calling Week

21-26 National Drug and Alcohol Facts Week

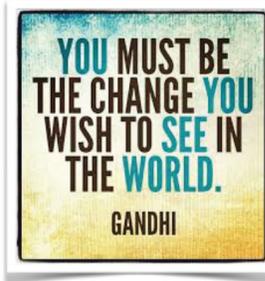
Be the Change Advocacy & Leadership Workshop

Advocacy Presenter

Savannah Kelleher is the Vice President of Tremont Strategies Group. She has a decade of experience managing state government relations and public policy advocacy for both corporate and not-for-profit clients, with a specialty in Massachusetts health and human services issues impacting children and vulnerable adults.

Leadership Presenter

April Megginson is the Government Relations and Advocacy Chair of MASCA. She has a PhD in Counselor Education. Currently, she is a professor at Bridgewater State University and the Program Director of the School Counseling Graduate Program. She has taught multiple leadership courses and is an advocate for the school counseling profession.



Workshop Description:

Come learn how you can be an agent of change for your students and the school counseling profession. In this interactive day-long workshop participants will learn about advocacy at the state level. This will include an opportunity to participate in the legislative process. Participants will also engage in a leadership style training utilizing the Leadership Compass model. Come join us in celebrating National School Counseling Week and learn how we can be the change in Massachusetts.

1 WHEN Tuesday, February 4th 9:30am-2:30pm	2 WHERE MA State House 24 Beacon Street Boston, MA 02133 Room TBA	3 COST Free Includes Lunch & Certificate of Attendance	4 REGISTER NOW http://bit.ly/bethechange2020 
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Sponsored By:





School of Massage and Aesthetics www.spatech.edu

Helping Students Reach Higher with FAFSA Completion

By Ruth Carrigan – Whitman-Hanson Regional High School

(FAFSA Information from MA Department of Elementary & Secondary Education)

Have you ever wondered why some of your students do not follow through on their post-secondary plans? I know that every year at least a few of the graduates from my high school who tell us they are heading to college or post-secondary training never seem to make it there. Folks in the admissions world call this “summer melt”. Although there may be a number of factors that contribute to this issue, one of the most pressing problems might be financial. Students and families may have trouble paying the college bill or perhaps they never even filed for financial aid. Thanks to the work of several state education agencies, we now have a way to identify and assist students who are facing FAFSA challenges.

On November 22nd, the Commonwealth released two FAFSA reports for districts and high schools in Edwin Analytics: FAFSA Completion Report Summary (CR307) and FAFSA Completion Report Detail (CR607). As you know, financial barriers to education are one of the leading factors of lower college attendance for many first generation and economically disadvantaged students. Access to financial aid is critical to help mitigate this. To apply for federal and state financial student aid, such as Pell Grant grants, Work Study, and educational loans, students are required to complete the Free Application for Federal Student Aid (FAFSA®) form. Completing and submitting the FAFSA form is free and easier than ever, and it gives access to the largest source of financial aid to pay for postsecondary education.

The Massachusetts Departments of Elementary and Secondary Education and the Department of Higher Education, in partnership with the Massachusetts Executive Office of Education, have developed reports that allows schools and districts to monitor the status of student submission and completion of FAFSA. School counselors and other educators can use this alongside other college and career readiness resources to support students in the college application process.

The reports are compiled from FAFSA data from the US Department of Educa-

tion via the Massachusetts Department of Higher Education matched to data submitted by districts, such as Student Information Management System (SIMS) and other sources.

The date the FAFSA data was updated is noted on both reports. Matching techniques have been applied to current high school student records to maximize identification of students. For school year 2019-20, the reports now include demographic information and date of FAFSA acceptance to help set goals and improve equitable outcomes. To access this report, counselors need to log in to Edwin Analytics.

Although I think my school counseling department does a good job providing financial aid support for students and families, when I checked the FAFSA reports for my students in mid-December, I was surprised to find that only 126 of 290 had completed the FAFSA process. I saw two of our students had incomplete FAFSAs due to signature issues. Armed with this information, I was able to contact these students with incomplete FAFSAs and offer assistance. For the students and families who have not yet completed the process, we communicated with all of them to provide resources from American Student Assistance, an agency in the neighboring town of Brockton, for help with FAFSA completion.

As a school counselor, I know the challenges of our work can sometimes seem overwhelming. Many of us have large caseloads and are juggling multiple responsibilities. Despite all the demands on your time, I hope you will take time to check the Edwin reports for FAFSA completion data for your students. It’s easy to find and only takes a few minutes to download. If your data is anything like mine, the students with the least resources are the ones that need help with this process. If you don’t have access to Edwin, ask your principal or district data person for it. We owe it to our students to do all we can to support FAFSA completion if we truly want them to “reach higher” for post-secondary training and education.

Attorney General’s Office: Community Engagement Division

Attorney General Maura Healey's Community Engagement Division's mission is to serve all people in Massachusetts. The division works to establish a bridge between community members and the office so that every resident has access to resources, services, and educational materials. CED works with all bureaus in the office to develop presentations on a wide variety of topics.

The CED offers trainings and information sessions to Massachusetts school counselors, which can be presented at your location and scheduled at your convenience. Some training topics provided by the CED include:

- Workers’ Rights: wage and hour law, child labor laws, earned sick time, domestic workers’ rights, and other rights.
- Identity Theft and Scams: What is identity theft and how to avoid or detect a variety of different mail, phone, and online scams.
- Competitive Electric Supply: Tips for consumers to make sure that they are getting a fair deal on their electricity bills and how to spot misleading prices and deceptive sales tactics from competitive electric suppliers.
- Landlord-Tenant Rights: The rights and responsibilities of tenants and landlords and the available resources for resolving disputes.
- Civil Rights: Your civil rights against discrimination in housing, employment, and other contexts.
- Consumer Rights: Retail rights, debt collection, When You Turn 18, Savvy Senior, and/or credit information
- Unauthorized Practice of Immigration Law (Notario Fraud): information on how to avoid immigration scams
- When You Turn 18: basic consumer rights for youth.

If you would like to take advantage of any of these free trainings, please contact Marcony Almeida-Barros, Director of the Community Engagement Division at 617-963-2493 or marcony.almeida-barros@state.ma.us.

Celebrate National School Counseling Week

By Jeremie Bateman, MASCA Awards & Publicity Chair

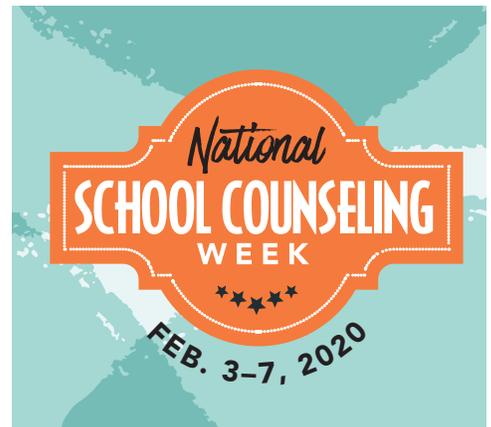
February 3-7, 2020 will mark National School Counseling Week. This annual celebration is the perfect time to recognize the contributions of school counselors across Massachusetts, and specifically, in your own school setting. NSCW also gives you the perfect opportunity to get the word out about your program and share your impact with your colleagues and administration.

As you read this, a team of volunteers is brainstorming ways to recognize National School Counseling Week here in Massachusetts, so keep your eyes on your email and MASCA's social media for updates. You may also want to consider joining us at the State House on February 4th for Be the Change: Leadership and Advocacy Workshop. This is a wonderful opportunity to do some skill-building while also sharing our stories with our elected officials.

In the meantime, you can take a look at what ASCA offers for celebration to

get some ideas for how you might mark this event in your building. Among their free resources for download, ASCA has sample proclamations, signs to use for their daily photo challenge, certificates of appreciation, and press releases. They also have a toolkit with images and sample social media messages for a variety of platforms. Use your school social media accounts, or your own, to spread the word about what counselors do to support of students. Available for purchase they also have posters, pencils, stickers, door hangers, and bookmarks. You'll need to order by January 20 in order to have materials arrive in time to celebrate.

What NSCW looks like in your school will be uniquely yours. Perhaps you want to spend each day highlighting a different area in which you support students. Perhaps you want to create an opportunity for students to share their own reflections on the impact school coun-



seling has made on their lives. Perhaps you want to slip a sweet treat into each teacher's mailbox attached to a postcard that shares how you can collaborate with them to support students. Spend a little time considering your options and then make a plan. It can be as simple as a daily tweet (and ASCA has already written them for you!) or as complex as a school-wide photo challenge or faculty meeting presentation.

It is also a week for recognition, and so I want to devote a small amount of time addressing any administrators who may be reading this. Counselors, do share this article with your supervisors and administrators as you collaborate with them around National School Counseling Week. Administrators, this is the perfect opportunity not just to share a token of appreciation with your counselors, but also to support and advocate for their role. Begin, if you haven't already, discussions about counselor-specific professional development opportunities. Consider gifting them memberships to MASCA or commit to professional development funding in upcoming budgets. Collaborate with your PTO or other parent groups to get those desired, but not yet acquired, resources or curricula. Write a sincere and heartfelt note of thanks and appreciation.

However you all choose to celebrate National School Counseling Week, do share with MASCA. We'd love to see celebrations across the state. Thank you for all you do for your students. Happy National School Counseling Week.



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- 85% of first-year students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
- 27 majors and 60+ minors/concentrations leading to bachelor's and master's degrees
- Student/faculty ratio is 12:1, with an average class size of 20 students
- Approximately 99% of first-time students receive some form of financial aid
- Offering a wide array of extracurricular activities, including 14 NCAA Division III athletic teams



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1071 Blue Hill Ave., Milton, MA 02186 | curry.edu | adm@curry.edu

Call For Proposals

In an effort to recognize and support research that can add to and advance the practice of school counseling across the Commonwealth, MASCA is issuing a Call for Proposals for research projects for the 2020-21 school year.

Proposal Requirements:

1. Recipients are members of MASCA
2. Research project is approved by school/district and complies with ethical practices in research (except under Common Rule or IRB approved).
3. Project will advance understanding of an issue or concern (example why are students vaping? What is the attraction) or measure the impact of a counseling practice (did adding a freshman orientation week impact students attendance, discipline and academic achievement?).
4. Must be completed by July 1, 2021

Submission:

Online submission of proposals will be accepted January 15, 2020 through February 27, 2020. Letters of support/approval from principal must be received by MASCA by February 27, 2020. The link for submission will be posted on masca.org

Funding:

Awards will be up to 1,000 per research project with research starting July 1.

Questions:

Please contact Christine Shaw, MASCA Research and Assessment Committee Chair at shawc@merrimack.edu



PATHWAYS TO THE FUTURE

MASCA
Massachusetts School Counselors Association

SPRING CONFERENCE

MARCH 30-31, 2020 • BOSTON MARRIOTT NEWTON • NEWTON, MA

The 2020 MASCA Conference is only a few short months away! In addition to the pre-conference and keynote address, we will offer 20+ program sessions especially structured to equip, encourage, and strengthen your efforts on the front lines with your students. Please spread the word to your colleagues and others who you know would benefit from high quality professional development.

You do not want to miss this conference! If you have not already made plans to attend this exciting event on Monday,

March 30 and Tuesday, March 31, please go to www.MASCA.org for more details. Early Registration rates are available until January 31, 2019.

While you are registering, please reserve your room at Boston Marriott Newton to take advantage of the \$129 early bird special! Staying at the hotel Monday evening provides a great opportunity to network with other counselors from across the state at the President's Reception. We look forward to seeing you at this exciting conference!



Allison Edwards
Pre-Conference Speaker
15-Minute Counseling Techniques
that Work
Monday, March 30



Julia Taylor
Conference Keynote Speaker
Mental Health Literacy
Tuesday, March 31

MASCA Pre-Conference Workshop for Graduate Students

Transitioning from Graduate Student to School Counselor: Tips, Tricks, & Insights

March 30, 2020 9:30am-2:30pm

Topics to include:

- Resume and cover lettering workshop
- Job search advice from new school counselors and hiring districts
- Navigating the licensure and continuing education process
- Best practice for interviews
- Integrating self-care into daily practice

Facilitators: Danielle Duarte & Megan Krell, guest speakers & panelists

Cost: \$25 (lunch included) Register online at masca.org

Considering Additional College Options

By Julie Cahill O'Shea

With a twenty-plus year career in school counseling behind me, I have enjoyed visiting numerous college campuses with my students in mind. I recall driving along the California coast on my honeymoon and adding Stanford and UC Berkeley to our must-visit destinations. I expanded my eldest daughter's college visits to include stops where my former students were studying. We enjoyed catching up over ice cream or dinner, as I continued to increase my observations of post-secondary options. I have been fortunate that my District (and my family) have supported my participation in organized counselor bus tours over the years. My adventures provided me not only insider access to students and facilities, but the chance to develop solid relationships with peers including public school, private school, and independent counselors from across the country. These connections have grown stronger through my use of Facebook Counseling groups. I highly recommend taking advantage of the networking opportunities that exist within and around our profession.

I was most recently exposed to today's undergraduate opportunities at the International College Options Fair held in Waltham this past November. The ICO <https://www.internationalcollegeoptions.org/> is a non-profit that seeks to educate American high school students, families, and counselors on the possibility of pursuing bachelor's degrees abroad. As a result of my conversations with people representing institutions around the globe, holding various titles such as Engagement Director, Recruitment Officer, and Marketing and Communication Advisor, I am more confident and competent in my ability to advise students. ICO events are organized by volunteer school counselors working in various areas on a 2-year rotation for locations. In November of 2020 ICO events will be held in Detroit, Chicago, and Denver and will return to Boston and New Jersey in the fall of 2021.

According to a recent Institute of International Education (IIE <https://www.iie.org/>) report, the number of students globally who pursue degrees outside their home country is growing. Five years ago, more than 5 million students worldwide were enrolled in colleges outside their home country. There are around 50,000 US students currently in international full-degree programs; 42% of whom were enrolled in undergraduate programs. About 68% of these students pursued those degrees in English-speaking countries. The most common fields of study for these US students are the humanities, social sciences, and physical/life sciences. The top ten destinations for US degree-seeking students are the United Kingdom (16,745) from 2007-2016, there was a 36% increase in US full-degree students there, Canada (9,280), France (4,449), Germany (4,057), Australia (2,498), New Zealand (2,467), China (2,184), Netherlands (1,650), Ireland (991), and Spain (951). The ICO reports that 70% of school counselors who participated in an ICO event last year said they have seen an increase in students' interest in pursuing a bachelor's degree internationally.

Students may consider studying abroad for the following reasons: lower costs, more focused degrees, less time to earn a degree, a global focus, dual citizenship with another country, or taking on a new adventure. Students who might be a good fit for pursuing a bachelor's degree abroad are typically independent, open-minded, love to travel, enjoy experiential learning experiences, appreciate diversity, possess an interest in other cultures, and have a clear focus on their academic interests. Tuition varies depending on the country, type of institution, etc. Some institutions do not offer university housing. Families should also consider the number of years it takes to earn a degree as they compare costs. Many international colleges accept US federal student loans

(FAFSA required). Some colleges offer scholarships geared toward international students or even specific scholarships for US students.

In addition to the numerous international options, there are many American Universities around the world. The following are some of those independent schools: AC of the

Mediterranean, AU of Armenia, Central European University, Franklin University of Switzerland, Irish American University, John Cabot University, Lebanese American University, AC of Cairo, and the AC of Paris. In addition, many US institutions also operate campuses abroad where students can earn their full 4-year degrees. Some examples include NYU-Florence, Webster University-Geneva, and Suffolk University-Madrid.

Additional helpful resources include NACAC's Guide to International Admissions as well as specific countries' education consulates/institutes (some examples below):

Australia – Study in Australia - <http://www.studyinaustralia.gov.au/>

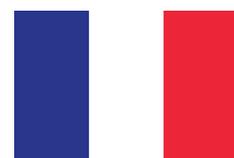


Canada – EduCanada - <http://educanada.ca/>



Nova Scotia - <https://studynovascotia.ca/students/>

France – Campus France - <http://www.usa.campusfrance.org/en/>



An International Student Experience Close to Home: Nova Scotia Colleges and Universities

By Ruth Carrigan

In early December, I was fortunate to be part of a professional development opportunity hosted by EduNova, a co-operative of Nova Scotia colleges and universities. A number of school counselors across the state got a chance to learn about the education opportunities in Nova Scotia and were special guests at the Holiday Lights Tree Lighting event on Boston Common.

As you may know, there are many historic connections between Boston and Nova Scotia. Like many New Englanders, I have deep roots in Nova Scotia. My maternal grandmother was born near Antigonish, and my maternal grandfather's family hailed from Cape Breton. I have traveled to this beautiful province many times over the years to visit family, to vacation, and to bring my son to Gaelic College summer sessions where he learned to play the bagpipes.

One of the most celebrated connections between Boston and Nova Scotia is the Christmas Tree that is sent each year from the Province of Nova Scotia to the people of Boston in gratitude for the help provided after the 1917 Halifax Explosion. On December 6, 1917 the Halifax Explosion severely destroyed much of the city. Boston



Local school counselors Donna Brown, Donna Neary, and MASCA President, Barbara Meyer, with EduNova representatives Michael Hennigar and Robert Batherson

authorities learned of the disaster via telegraph, and quickly organized and dispatched a relief train around 10:00 PM that night, to assist survivors. A blizzard following the explosion delayed the train, which finally arrived in the early morning on December 8, and immediately began distributing food, water, and medical supplies. Many personnel on the train were able to relieve the Nova Scotia medical staff, most of whom had worked without rest since the explosion occurred. To this day, there remains a wonderful connection between the city of Boston and the province of Nova Scotia.

For local students wanting an international and welcoming experience close to home, the eleven colleges and uni-

versities of Nova Scotia have much to offer with only a 90 minute flight from Boston to Halifax. Nova Scotia has a long history of dedication to education and is home to some of the very best post-secondary institutions in Canada. Since all colleges and universities in Nova Scotia are funded by the province, tuition is very affordable (similar to state university tuition) even after factoring in the international student price. Most of the institu-

tions participate in the Department of Education Loan programs and students can complete the FAFSA to qualify.

If you'd like to find out more about the Nova Scotia Colleges and Universities, I encourage you to go to the EduNova website (studynovascotia.ca/counselors/) for more information or to sign up to participate in the summer counselor tour in July. Please note that the deadline to register is February 1. You are also welcome to attend the April meeting of the Shore Guidance Association on April 16th when EduNova and the colleges and universities of Nova Scotia will be our host. Final details will be available soon so feel free to contact me at Ruth.Carrigan@whrsd.org if you are interested.

Additional College Options

(continued from page 8)

Germany – Study in Germany (DAAD)
- <https://www.study-in.de/en/>



Ireland – Education in Ireland - <http://www.educationinireland.com/>



Netherlands – Study in Holland -
<https://www.studyinholland.nl/>



New Zealand – Education New Zea-

land - <https://www.studyinnewzealand.govt.nz/>



United Kingdom – British Council -
<http://www.britishcouncil.us/>



IMPLEMENTING MA MODEL FRAMEWORK 2.0 (DRAFT MA MODEL 3.0 IN PROGRESS) FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS: YOUR VOICES AND OPINIONS COUNT:

PARTICIPATE IN THE DRAFT MA MODEL 3.0 PUBLIC COMMENT PERIOD

By Helen C. O'Donnell, Ed.D, MA Model Trainer, and MASCA MA Model Chair

As shared in previous CN articles this academic year, the goal of the volunteer MA Model 3.0 Writing Team is to update MA Model 2.0 document to enable Massachusetts school counselors to state current with best practices in the field. The updated document will continue to guide 21st century MA School Counseling Programs and practices by maintaining alignment of our MA document to the national ASCA Model 4.0 and integrate current MA DESE's initiatives, programs, and standards. The logo is being updated to reflect this strategic partnership between MA school counselors, ASCA and DESE.

To gather input from colleagues, the Dec. issue of the CN, I asked for feedback about the "data question". ASCA has rebranded data terms and the writing committee has pondered the changes. Process Data changed to Participation Data. Perception Data has been changed to ASCA Mindsets and Behaviors Data. No change for Results/Outcome Data. Did you email your opinion to helenod@att.net for the writing committee to consider?

As I write this article in Dec., the draft MA Model 3.0 is being reviewed for inclusiveness and accuracy by practitioners in the field and DESE colleagues. It will

be followed by a review and edits from the MASCA Governing Board. After final updates by the writing committee, the DRAFT MA Model 3.0 will be released to MA Stakeholders in late January for public comment. The time is now to have your voices heard. Please log onto the MASCA website and share your feedback. Your ideas and suggestion count!

Hopefully, with continued endorsement by DESE and the MASCA Governing Board, the final document will be gifted by the writing committee to the field at the MASCA Spring Conference March 30-31, 2020.

Proposed MASCA Conference Workshop March 31, 2020: MA Model 3.0: Hot of the Press

Explore the Model with writing team members who will review components of the Model and lead discussions
Watch for the workshop summary in MASCA Spring Conference promotions.
Attend the conference to get your free copy of MA Model 3.0

Rescheduled FREE PD: Jan. 30th 3:00-4:00

After the Dec. 3 Convening with Jeff Riley, the American International College satellite site had planned to host an afternoon PD, A Peak at the draft MA Model 3.0, sponsored by the Franklin Hampshire Counseling Association. Since weather cancelled the convening, the PD is being rescheduled as a 60-minute FREE call-in event (not impacted by winter travel), guided by ppt slides including a Q + A session. Register by January 28th to receive materials and call-in instructions. Email helenod@att.net to register

For additional MA Model workshop and training opportunities, email helenod@att.net

Compassion

(continued from previous page)

Different Languages

Hello. Welcome to our school. We are glad to have you here. Where are you from? Do you understand English?

Hallo. Herzlich Willkommen in unserer Schule. Wir freuen uns, dass sie hier sind. Wo sind sie? Verstehen Sie Englisch?.....German

Bonjour. Bienvenue à notre école. Nous sommes heureux de vous avoir ici. D'où êtes-vous? Comprenez-vous l'anglais?.....French

Hola. Bienvenidos a nuestra escuela. Nos complace que esté aquí. ¿De dónde son? ¿Se entiende el inglés?.....Spanish

您好! 欢迎到我们的学校。我们很高兴你在这里。你是从哪儿来的? 您懂英语吗?.....Chinese

Hello. Benvenuti alla nostra scuola. Siamo lieti di avervi qui. Da dove vieni? Capisci L'Inglese? Italian

안녕하세요. 우리 학교에 오신 것을 환영합니다. 우리는 여기서 돼 기쁩니다.

당신들은 어디에서합니까? 영어를 이해하고 있는가?Vietnamese

IN CASE OF NON-DELIVERY, RETURN TO:

MASCA
PO Box 351
Hampden, MA 01036



The mission of MASCA is to advocate for school counselors in the Commonwealth of Massachusetts
By providing leadership, collaboration, and professional development.
Stay informed by visiting MASCA's website regularly.
<https://masca.wildapricot.org/>

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