

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 55, No. 8

April 2019

President's Message: Find Your Oasis

By JENNIFER MCGUIRE, MASCA President

Welcome to April, our first full month of spring! For me, April is the month where I start to panic about all of the things I needed to accomplish this year and I have not yet tackled. At this point in the year, I can count the days that seniors have left in classes, and I am juggling between helping students who are still making plans for after graduation and also helping juniors register for tests and draft lists of possible colleges. We are already planning next year's schedule and helping our incoming ninth graders prepare for the transition. It is a busy time of year. (I am still trying to find a time that is not busy for us...)

Later this month, school counselors from across Massachusetts will gather in Hyannis for our annual conference. It is an opportunity to network with colleagues and inform your practice through dynamic speakers and content-rich breakout sessions. As in recent years, this year's line up will not disappoint.

This year's conference theme is Find Your Oasis: Reflect, Refresh, Recharge and I hope to see you all on Cape Cod, the place that I am lucky enough to call

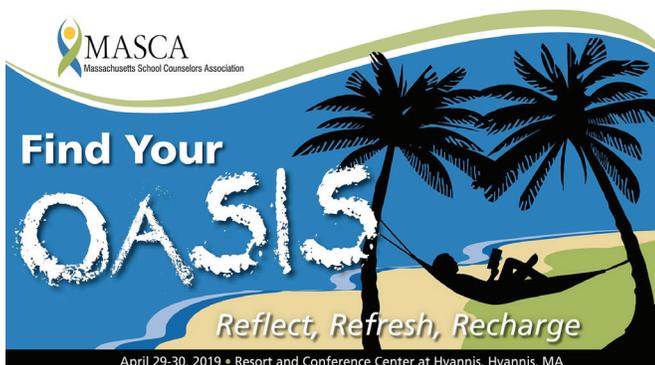


my home for almost two decades. The literal meaning of oasis is a green spot in the desert, but the term is used to represent the idea of a place where you find safety and sustenance. We all have our own unique image of what an "oasis" looks like. I discovered this last spring when several members of the MASCA Governing Board and staff from NCYI were reviewing potential graphics to accompany the theme for this

year. I had an image of an island green on a golf course. I lost to the person resting on a hammock between two trees.

Regardless of what your oasis image looks like, I hope you have made time in your schedule to join us this year. Each of us knows how hard it is to get out of the office. There is never really a good time to miss work, and I imagine that like me, you are not replaced with a substitute when you are out of the building. However, our theme this year should remind us of the importance of recharging our practice. You will return to your post with new ideas, increased motivation, and probably some additional contacts for future networking opportunities.

While we have conferences on our mind, I also wanted to encourage MASCA members to attend the ASCA conference this summer. This year's conference theme is Revolutionary Ideas, a fitting theme for a conference in Boston. I know that many counselors do not often have the chance to attend a national conference, and this is a great opportunity to attend without the expense of airfare. Hope to see you there!



Don't miss MASCA 2019!

- *Enhance your skills!*
- *Inform your practice!*
- *Network with colleagues!*

Register now at masca.org



MONTH:

- Alcohol Awareness Month
- Child Abuse Prevention Month
- Counseling Awareness Month
- D.E.A.R. Drop Everything and Read Month
- Mathematics Awareness Month
- National Autism Awareness Month
- National STD Awareness Month
- National Youth Sports Safety Month
- School Library Month
- Sexual Assault Awareness and Prevention Month

AWARENESS DATES

WEEK:

- 7-13 National Library Week
- 7-13 National Volunteer Week
- 8-12 National Youth Violence Prevention Week
- 8-12 Week of the Young Child

DAY:

- 2 Sexual Assault Awareness Day of Action
- 2 World Autism Awareness Day
- 4 National Alcohol Screening Day
- 7 World Health Day

MASCA 2018/2019

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 P.O. Box 366, 779 Center Street
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 Tel. 781-293-2835
 E-mail: executivedirector@masca.org

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TREASURER

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WEB/TECH COORDINATOR & COUNSELOR'S NOTEBOOK EDITOR

JEAN ATWATER-WILLIAMS
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SCHOOL COUNSELORS HAVE A UNIQUE ROLE

By Donna Brown, MASCA Executive Director

One of the tasks the MASCA executive director is assigned is that of archivist for the association. Among other things, this involves assembling and archiving *The Counselor's Notebook*. Recently, I came across the October, 1984, edition. In it was reprint of a position paper published by the National Association of College Admissions Counselors. Entitled, "Counseling: A Facet of Excellence." The position paper was a response to the publication of "A Nation at Risk," and included many all too familiar concerns and suggestions.

Of great concern to NACAC was the lack of even a mention of the role of school counselors. In "A Nation at Risk," four areas in need of great improvement were targeted: Content, Expectation, Time and Teaching. NACAC stated that, "As an association of professionals whose primary purpose is to assist students and their families throughout the school years and in the transition from high school to college, it is imperative that NACAC respond..."

This thirty-five year old document then cited the work of James Bryant Conant, author of "The American High School Today," published in 1959. NACAC points out that one of Conant's first recommendations to improve secondary school was "the counseling system be given strong support because the counselor is in the unique position of being able to forge a link between all the various elements of the school community."

Wow! Sixty years ago, Conant was advocating for us, commenting on the uniqueness of our position in the school. He continues by talking about

our advocacy of students; our knowledge of programs and opportunities; our ability to teach students problem-solving; our role in encouraging excellence. One of his great concerns is the fact that counselors are often seen as expendable when budget cuts are needed. Comments about duties that waste our expertise are also mentioned. This was written sixty years ago, but it could have been written yesterday.

As the article continued, more suggestions and comments were made about how counselor services could be improved. Again, the suggestions and reasoning for them seemed fresh and current. For example, "A counseling system must be supported throughout the school years by developing an easy, familiar pattern of personal involvement between the student and counselor beginning in the elementary grades."

Later, NACAC makes a statement that most school counselors believe but few of our fellow educators really believe. "The counselor is one of the few people who can keep the whole system together—building bridges between parent and student, teacher and administrator, school board and community as a vital, working partnership." Discussion of case loads, training, administrative support and funding were all included in this position paper.

The recognition of the worth of school counseling is heart-warming but the fact that we are now 35 years beyond that position paper and little has changed for many of us is discouraging.

Do you have back issues of the *Counselor's Notebook*?

In particular, we are looking for issues prior to 1999 for our archives.

Please send to:

**Donna Brown
MASCA Executive Director
Box 366
Bryantville, MA 02327**

Fun Fact #7 about our conference location:

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Graduation and Dropout Rates

The statewide graduation and dropout rates for the school year 2017-2018 have been released. Though there was a slight decrease (.5 percentage points) in the 4-year graduation rate, the 5-year graduation rate continues its decade long improvement to a new high of 90.1%. The table below demonstrates that improvement since the 2009-2010 school year. While the public is focused on the 4-year graduation rate, the Department considers the 5-year graduation rate a priority and has made improving the 5-year graduation rate one of the Department’s goals. The 5-year graduation rate tells a story of persistence, resilience, and determination among the hundreds of students across the state who don’t give up, who stay in school and who earn that coveted high school diploma. And, it is a testimony to the educators who encourage, support, and adapt lessons and activities to ensure these students attain that goal.

	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort	2018 Cohort
4-Year Rate	83.4%	84.7%	85.0%	86.1%	87.3%	87.5%	88.3%	87.8%
5-Year Rate	86.3%	87.5%	87.7%	88.5%	89.4%	89.8%	90.1%	N/A

And even more noteworthy is the fact that the highest percentage point increases in the five year rate happen among the ELL, Students with Disabilities, Economically Disadvantaged, and High Needs populations as the table below shows (data is for the 2017 cohort).

	2017 Cohort	4-Year Rate	5-Year Rate	Number of additional Graduates
All Students	73,249	88.3%	90.1%	1,319
ELL	5,662	63.4%	69.9%	317
Economically Disadvantage	32,585	79.0%	82.0%	977
Students w/ Disabilities	14,049	72.8%	76.8%	562
High Needs	39,279	80.0%	83.0%	1,178

The dropout rate increased slightly from 1.8% in 2017 to 1.9% in 2018.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total H.S. enrollment	289,161	287,055	287,506	287,478	288,934	289,583	290,080	291,139
Number of Dropouts	7,894	7,051	6,248	5,746	5,346	5,523	5,172	5,408
Dropout Rate	2.7%	2.5%	2.2%	2.0%	1.9%	1.9%	1.8%	1.9%

IMPORTANT MENTAL HEALTH RESOURCE AVAILABLE

By Matthew Carron, Research Assistant,
MGH Clay Center for Young Healthy Minds

The Clay Center for Young Healthy Minds at Massachusetts General Hospital is a practical, online educational resource dedicated to promoting and supporting the mental, emotional, and behavioral well-being of children, teens, and young adults. This powerful resource is available free to parents, educators and other professionals, to be better informed on the myriad of mental health challenges facing many students and their families. Understanding these topics will help to more successfully interact with the children, teens and young adults in our lives.

The Clay Center for Young Healthy Minds offers information on a wide variety of topics in mental health and wellness, including fundamental issues like depression, anxiety, stress, addiction and suicide.

The Center also offers insight on growing societal issues like bullying, the

impact of digital devices and social media, and coping with increasing gun violence, i.e., school and police shootings.

Content is available through a multimedia approach - blogs, short films, and podcasts – so people can learn in the way that best suits them. Because it is offered online, it can be accessed anytime and anywhere that is convenient.

It is intended to help promote open and informed discussion and thereby decrease the stigma and isolation that are often associated with mental health concerns.

Please check out the website:
www.mghclaycenter.org

And let your colleagues know about this valuable resource as well!

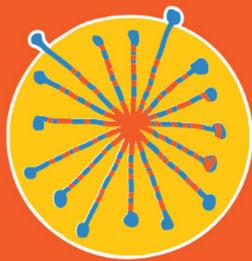
Visit the
MASCA website

www.masca.org

Learn about events, resources
and information important for
school counselors.

For information not officially
sponsored
by MASCA, but which
may be of general interest to
the counseling
community, visit

[https://masca.wildapricot.org/
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The Clay Center for
Young Healthy Minds

Shining light on mental health through education.

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Managing Stress for Students with Learning Disabilities During the Post-Secondary Planning Process

By Rachel Thomaszvic, Landmark School- School Counseling Psychology, M.A. and MASCA Emerging Leader

The post-secondary process can be extremely stressful for all high school students. For students with Learning Disabilities, this process becomes an even more daunting task. Throughout this article, we will discuss the reasons why searching, applying, waiting, and deciding are anxiety provoking for students with Learning Disabilities and some pointers to support students through this journey.

Students with Learning Disabilities often have a variety of areas in which they struggle; reading, writing, executive function, testing, and/or comorbid diagnoses such as anxiety or ADHD. The post-secondary planning and application process can reveal many strengths in students, but also their weaknesses. Here are some areas in which this process is more stressful for a student with a Learning Disability:

- **The Search-** Students are not only looking for schools that have the right major, are the perfect size, are located in their ideal location.... they are looking at academic supports available such as tutoring, writing centers, math labs, student success coaches, accommodations, counseling resources, etc.
- **Applying-** Students may have to apply to specific comprehensive support programs for students with Learning Disabilities. These applications often include extra essays and deadlines that have to be tracked and monitored, making this process even harder to manage.
- **Executive Function Skills-** in order to track deadlines, manage your time, respond in a timely manner to important admission emails, schedule meeting with a Guidance Counselor for help, stu-

dents need to possess strong executive functioning skills. For students with Learning Disabilities, this is often an area of weakness. If they are unable to follow all the steps and stay on task, they can become behind in the process and feel overwhelmed.

- **Standardized Tests** - Standardized tests such as the ACT/SAT are stress provoking to all students. Students with Learning Disabilities often struggle more with these tests compared to their peers. The thought of one test determining where they go after high school seems very high-stakes for a student who self identifies as a non test taker.
- **Essay Writing-** A very important piece of the post-secondary admissions process is writing the college essay. While students with Learning Disabilities are very capable of writing these types of essays, they often need more structure and time. Students must plan out appropriate time and support in order to complete a meaningful and well written essay that demonstrates who they are as a person For students who struggle with test taking, the essay becomes an even more important focus, as Admission Representatives are currently reviewing students in a holistic manner.
- **Success after High School-** Many students with Learning Disabilities have the perception that others think they will not be successful after high school. This comes from negative experiences they may have had throughout their education where they may have not felt supported. Students often have self doubt that they will be

successful and are uneasy about their transition from high school, and students may find themselves dwelling on the negatives.

While this is a pretty long list of reasons why this process is more stress provoking for a student with Learning Disability, there are way in which educators, parents, and professionals can help support students through this process to help them view it in a more positive way. Given the right support, many students may end up feeling encouraged and empowered for their next step in their education. Anyone who is supporting students with a Learning Disability may be able to incorporate some of these tasks and strategies in order to help reduce the stress around this process:

- Educate students on and encourage options other than college is college is truly not what the student wants- let students know that no matter what they choose to do after high school, they will be supported and can be successful.
- Provide clear information on how much support students can receive in college and the differences in the laws (IDEA, ADA, 504) pertaining to students with disabilities after high school.
- Time Students with Learning Disabilities often need individualized attention to help them navigate and understand the process. Work to create a plan with students for what tasks they should be working on independently, and schedule allotted time for students to work on other tasks with your help. Also allow time to process any emotions with you related to this process- this is just as important as com-

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Managing Stress

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pleting tasks in the process.

- Create graphic organizers for the search and application process—students will be able to fill this in with limited support, and they will help break down tasks and information.
- Celebrate the small victories When students are accepted into schools, it is a very big deal to them. Many students with Learning Disabilities have seen college as something far out of their reach. Promote and celebrate these positive moments, even if they may seem small.
- Promote advocacy and self-awareness Help the student become more aware of who they are as a learner and their strengths and weaknesses. This can be done by reading through their psych-ed. Testing or IEP with them. This will prepare them to advocate for their needs.
- Self check ins As a member of the student's support team, this journey can be hard for you too, for students, parents, and professionals alike! Your approach and behavior around this transition are going to be modeled by the student you are supporting. You are not alone!

No matter how much time and effort is put into supporting students through this process, it is always going to be a cause for some anxiety. While we tend to want to remove all stress from our student's lives and "come to the rescue", this is a rite of passage for young adults as they take on new challenges and become more independent; from discomfort comes growth. Making it through this journey with the right supports can show students that they can take on a challenge and be successful.

2019 DAY ON THE HILL



In late February, MASCA and NEACAC members journeyed to the Massachusetts State Capitol in Boston to learn more about how to advocate for the school counseling profession. Attendees heard from state legislators, educators, and their peers during this program. They also participated in advocacy training in preparation for group appointments with Massachusetts legislators where they shared important information about the impact of school counselors.. Kudos to all who attended and a big thank you to April Megginson for her leadership!

Did you know?

The school-counselor-to-student ratio of 1:250 had the largest significant effect on student attendance, SAT mathematics and SAT writing. Specifically, schools with at least one school counselor for every 250 students showed:

- 0.3% higher attendance (i.e. every day in a school of 1,000 students, three more students attend class than otherwise).
- 18 points higher on their SAT mathematics scores.
- 19 points higher on their SAT verbal scores.
- 16 points higher on their SAT writing scores.



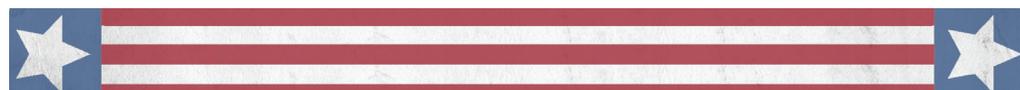
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My Experience Helping Children With Autism: A Story Of Hope

By Jamie Menhall

The first time I met Michael, he bolted into a closet. Michael was 15 and, as a person with autism, scared of strangers. I was 13 at the time, and had signed up to work with people on the spectrum. Very slowly, Michael became more comfortable talking with me, and one day when I asked him his favorite food, he delightfully announced, “cupcakes.” This, I knew, was my way in with Michael, so each day I brought him exactly six mini chocolate chip cupcakes with rounded cream cheese vanilla frosting on top (at his request)—a cupcake protocol that had to be followed to a “T” in order for Michael to want them. In this way, I successfully used our common pleasure to build a stronger connection.

Autism is known to inhibit communication skills, as Michael’s story shows, but many misinterpret this lack of speech as a sign of a significant cognitive disability.

While some children with autism do have lower intelligence, others do not. This is why it is referred to as autism spectrum disorder—the problems with communication, intelligence, and behavior are highly variable, as I discovered in my work. In fact, many persons with ASD will dramatically improve with proper therapy and treatment. Too often, however, it is believed that persons with ASD will never get far in life. And, sometimes meeting an autistic child in person only serves to reaffirm this stereotype. Some of Michael’s remarks, for example, could be perceived as insulting; but, I and others who knew him understood that he never intended to be offensive. He was simply trying to make thoughtful remarks—which, due to his inability to perceive social cues, made it difficult for him to carry on a conversation. Through my experiences with Michael and others like him, I have come to believe that au-

tistic children are hardly permanently disabled. Rather, they are just missing a few neurological pathways and behavioral skills common to most other people. Furthermore, I’ve come to understand that they are capable of making new neural connections and learning new functional skills. I’ve also seen how they take great pride in their growing accomplishments!

I soon met another child with autism, John, who had difficulty with verbal communication. It was my first day in the office for my internship. I was walking briskly down the hallway to the kitchen to fetch my third cup of hot, sugar-filled coffee. There, in a doorway, I saw a boy who was no more than 5 years old. He had black curly hair and big green eyes that seemed to take in everything around him at once. He looked like an ordinary boy bedecked in a red shirt, khaki shorts, and a pair of green Crocs plastered in stickers. His therapist, holding him gently by the hand, encouraged him to wave and say, “Hi.” And so he looked at me, and with a spark of confidence, waved timidly. With additional prompting, he was eventually able to squeak out the word “Hi” before bolting into the classroom, eager to escape the interaction. I later learned that John had been non-verbal until the previous month, and that his “Hi” represented tremendous progress.

As I continued to work with people on the autism spectrum like Michael and John, I continued to witness their progress. On the final day of my internship, after I had completed countless hours of on-line training, I was sitting in on a session of a young boy practicing a new skill. I remember his vibrant green tee-shirt and short black hair. On his face he wore an expression of frustration—the kind that only comes from intense determination. For weeks we had been working on the motion of scooping some rice into a spoon, carrying the spoon across the table, and dumping the rice into a container without dropping a single grain. On this hot, sunny Sunday, the boy executed this skill successfully. His eyes grew big as they lit up with joy, and a gleaming smile

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CURRY COLLEGE

QUICK FACTS:

- A private, four-year, co-educational liberal arts college founded in 1879
- Serving about 2,000 traditional undergraduate students
- 85% of first-year students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
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- Offering a wide array of extracurricular activities, including 14 NCAA Division III athletic teams



(800) 669-0686 or (617) 333-2210
1071 Blue Hill Ave., Milton, MA 02186 | curry.edu | adm@curry.edu

Autism

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spread across his face.

I myself have some learning issues, including mild attention deficit hyperactivity disorder (ADHD), dyslexia, and processing speed deficits. These were not formally diagnosed until recently, but I recall moments from my childhood when they were apparent. When I was 6 years old, for instance, I deeply struggled with subtraction. My parents even bought me a Subtraction Guide for Kids! book. I remember sitting for hours attempting to solve simple subtraction problems—only to discover, to my dismay, that I had no concept of bringing over the “1.” I’d often grow frustrated and want to take it out on the book. A few times I even threw it across the room in anger. Similarly, children with autism often take out their anger and frustration through screaming and throwing temper tantrums—which, unfortunately, reinforce their dysfunctional stereotypes.

Because of my own difficulties with learning and my experiences working with children with autism, I was empathetic to the struggles these children and their families dealt with every day. In time, I developed my own sense of what it means to have autism: someone with autism lacks certain connections and pathways that are natural to a neurotypical mind. For example, understanding that a basketball is a ball that is larger than a baseball, or recognizing that they are both balls, yet different kinds of balls, may be difficult for those with autism. Lacking these pathways is not the same as lacking intelligence, and, fortunately, extensive practice can help those with autism develop these pathways. Behavioral therapies are critical because they provide autistic children with a far better chance of leading a fulfilling life—whether it’s having a job, or starting a family.

I learned that there is a range of difficulties in children with autism, and this is why it’s referred to as autism spectrum. While some may, in fact, have diminished intellectual capacities, others are quite bright, having deficiencies in communication, coordination, regulating

emotions, understanding the intentions of others, or simply appreciating what social behaviors are appropriate for specific situations. It can certainly be complex, but the therapists I worked with understood the particular problems of each child, and created a customized learning plan for each individual. This was not all that different from my own special learning plan for my learning challenges.

My experiences working with children on the autism spectrum come at a time when rates are rising dramatically. As of 2014, ASD is diagnosed in approximately 1 in 68 children, a 30% increase from 2012, when it was 1 in 88 (per the CDC). This compares to about 1 in 200 in the year 2000. Scientists predict that by the year 2030, 1 in every 15 children will be autistic: approximately 1 in 10 boys, and 1 in 21 girls. Recently, there has been speculation about the causes of ASD and why its occurrence is growing at such an astounding rate. Some theories posit that chemicals in food, commonplace drugs, and other environmental influences may have led to these increased rates. My experiences working with people on the spectrum has led me to believe that we, as a society, need to develop a deeper understanding of autism, as well as empathize better with those living with the disorder. After all, we need to learn to accept differences in all people, helping others without judgment or uninformed bias. Given the rising rates of ASD, I also believe it’s crucial that we devote ourselves to finding the cause(s) and, in turn, a cure. Better yet, we may find what it takes to prevent ASD in the first place.

N.B.: All names have been changed.

About the author: Jamie Menhall is student at Boston University Academy. He interned at the Stepping Stones Center for Autism Treatment in Dubai, for which he completed 40 hours of Applied Behavior Analysis training in autism spectrum disorders, and worked with young autistic children.

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MASCA Annual Election



Don't forget to vote in MASCA's annual Governing Board Election. An electronic voting link will be sent to members in mid-April, and the voting window will close at 2 pm on April 29, 2019. This year there are three open Governing Board seats and four excellent candidates.

Career Activities Corner: K-12 College and Career Readiness Activities

Reach Higher MA Working Group #1: Viable Careers and Citizenship for All hosts this Career Activity Corner to encourage infusion of a career development strand into your school counseling curriculum. Please submit K-12 lessons with identified standards alignments, measurable student learning objectives and outcomes, and interdisciplinary curriculum links to Helen O'Donnell, Ed.D helenod@att.net

MASSHIRE: CONNECTING JOB SEEKERS AND EMPLOYERS

By Shannon N. Doran for the Reach Higher MA Viable Careers & Citizenship for All Work Group

MassHire: The new brand for the network of public career centers and workforce boards

During the Fall of 2018, the state of Massachusetts gave the forty-five state organizations that are focused on creating connections between employers and job seekers with a unified brand, MassHire. Now, the 29 Career Centers and the 16 Workforce Boards across the state all include 'MassHire', the name of the region, and 'Career Center' or 'Workforce Board' respectively. (For example: 'MassHire Holyoke Career Center' or 'MassHire Franklin Hampshire Workforce Board') Depending on what browser you are using, you may have also noticed that 'MassCIS' is now 'MassHire Career Information System' (<https://www.mass.gov/service-details/massachusetts-career-information-system-masscis>).

To read the official press release about the MassHire rebrand, click here: <https://www.mass.gov/news/baker-polito-administration-announces-masshire-brand-for-commonwealths-workforce-system>.

Why does this matter to school counselors and individuals across the state?

MassHire Career Centers are invaluable public resources which, as stated on the MassHire Department of Career Services website (<https://www.mass.gov/orgs/masshire-department-of-career-services>) "provide(s) job seekers with career guidance as well as referrals to jobs and training." The rebrand as well as education about MassHire Career Centers will greatly increase the chances that high school graduates, whether attending college or not, will access this resource when (not if) they need it as adults. The unified brand will also make it a lot easier for anyone moving from one part of the state to find their new MassHire Career Center.

Of course, the earlier we can instill world-of-work knowledge and empow-

er students with get-a-job resources, the better. The MassHire Workforce Boards are where most of the regional School-to-Career Connecting Activities Coordinators are located (even though Connecting Activities is an initiative of the DESE). School-to-Career Connecting Activities Coordinators augment the work being done by high schools within the college and career domain – with the emphasis on "career-readiness". They support school-to-employer connections, work-based learning opportunities, and other activities that inform and prepare high school students for the world of work. If you are not already collaborating with your regional School-to-Career Connecting Activities representative, you can find their contact information at <http://massconnecting.org>.

Making high school students (ie. Seniors) aware of the MassHire Career Center network is a strategic career domain intervention. The reality is that most high schools are not able to

provide students with opportunities to gain relative mastery with job search processes and tools (networking, cover letters, resumes, interviewing, thank you letters, etc.). We can't assume that they will learn this at college either. Research by Gallup and the Strada Education Network revealed that only 20% of undergraduates go to their college career center to learn how to find work – even though only a small percentage (34%) reported being confident about competing in the job market.

According to Guy Berger, an economist at LinkedIn, millennials will change jobs an average of four times during the decade following college (twice as often as Gen Xers). MassHire Career Centers can serve as a more immediate resource for those students who do not go to college or do not complete college. If you are helping your students develop MyCAPS (My Career and Academic Plan), consider recommending that MassHire Career Centers be listed as a resource to support upcoming or future work-life transitions.

MA Model Committee presents

ACTION RESEARCH and THE ACCOUNTABLE COUNSELOR: DOCUMENTING YOUR SCHOOL COUNSELING PROGRAM'S IMPACT WITH MASCA'S MA ACCOUNTABILITY REPORT CARD (MARC or MARC Jr.)

Mon., April 29th in Hyannis 10-2:45 Light lunch included in Hyannis
Email for date/sites of additional (5 hour) regional workshops or schedule one in your area.

As a result of participating in this workshop, participants will:

- complete a program self-study document and define their implementation project.
- review completed MARC/MARC Jr. documents
- draft a template guiding the development of your MARC/MARC Jr.
- be informed about 1-2-7, Competency Certification, and CDE for all students.

Guided activities include:

- revisiting MA Model 2.0 for Comprehensive School Counseling Programs;
- examining self-study results and review school counseling dept. goals and personal goals;
- reflecting on Tier 1 CDE curriculum delivery (Academic, Workplace Readiness, & Personal/Social);
- identifying SMART student learning targets and learning objectives;
- planning data collection to assesses student mastery;
- action planning to guide implementation, completion, and mission of MARC. for MASCA recognition.

To register: Name, email and contact phone number to Helen O'Donnell., helenod@att.net

Cost: \$50/pp (PO's will have a \$10 processing fee). Certificates of Attendance provided.

Opportunity to convert workshop hours and registration cost into registration for MA Model Institutes (Introductory Institute or Next Steps 2.0) OR Counselors in K-12 Classrooms offered for 45 PDP's or 3 Graduate Credits (additional fee) from Fitchburg State University.

IMPLEMENTING MA MODEL 2.0 FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

PROGRAM REFLECTION AND SCHOOL COUNSELING DEPARTMENT ADVISORY COUNCIL

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

Best practice suggests that stakeholder reflection and data-analysis are essential to identify program strengths and gaps, visioning next steps, and strategic action planning. In the demanding and challenging work days of school counselors, it is often hard finding dedicated time to step back and reflect on the impact and needs of your comprehensive program and services.

Reflective practice should not just be in a department silo, but be inclusive of your diverse stakeholder groups. The ASCA and MA Models suggest that School Counseling Program Advisory Councils can assist with reflection and provide a diverse lens. *"A strong school counseling program benefits from an advisory council that is representative of the school community and is driven by clear goals and objectives. Advisory councils consist of a group of stakeholders brought together to support the implementation of a comprehensive school counseling program that reaches all students and supports your school's mission. The ASCA National Model ® (3rd Edition) provides a detailed breakdown of key components for school counselors to consider when creating a productive advisory council (ASCA National Model, 3rd edition. p. 47-48).*

These key components include: goals and objectives, representation, size, appropriate candidates, chairperson, terms of membership, agenda and minutes, the purpose of the first meeting, and the focus of additional meetings." Management Section of MA Model 2.0 pg.21

"Your Advisors, Your Advocates" (ASCA School Counselor, July/Aug 2015) identifies tips to build an effective school counseling advisory council. Your council members can include various grade level teachers, students, administrators, school committee members community representatives from groups like the Chamber of Commerce or Rotary etc., mental health colleague, and par-

ents. The multiple perspectives from this diverse stakeholder council range from partnering with strategic planning, program development and implementation, contributing community feedback, educating the community and keeping them informed about what you do, acting as program advocates, etc.

Regular and strategically scheduled meetings can assist with reflection and visioning, implementing a program cycle of inquiry, identifying progress towards achieving action plan goals, reviewing data from intentional guidance interventions, listening to stakeholder feedback, and supporting needed adjustments to programs and services. Tell us about your

advisory council.

Looking for opportunities for interschool and inter district collaboration? Join colleagues for regional PD about the MA Model 2.0 and strategies for Implementation offered for 45 PDP's or 3 graduate credits: **MA Model Introductory Institute, MA Model Next Steps 2.0, and Counselors in K-12 Classrooms.** Or, register for series of regional workshops offering disaggregated components of MA Model 2.0 training. Collaborate together to reflect on your program Share MA Model core curriculum, program activities, closing the gap innovations and data analysis findings.

ANNOUNCING THE RONALD H. FREDRICKSON PROFESSIONAL DEVELOPMENT SCHOLARSHIP FUND FOR SCHOOL COUNSELORS

In honor of the legacy of professor emeritus Dr. Ronald Fredrickson, Counselor Educator from UMass, Amherst and namesake of the Ronald Fredrickson Center of School Counseling Outcome Research (CSCORE), a scholarship fund has been established in partnership with MASCA to encourage and support the professional development of Massachusetts school counselors.

In its inaugural year ending 6/30/19, the fund will support school counselor professional growth by covering partial or full registration costs for each of 3 professional development opportunities:

- MASCA 2019 Spring Conference in Hyannis - Receipt deadline March 20
- ASCA 2019 Conference in Boston - Receipt deadline May 1
- MA Model 2.0 Institutes (Introductory or Next Steps Institute OR Counselors in K-12 Classrooms) - Receipt deadline May 15

Please include the following information in your scholarship request:

Name:

Contact email and phone #:

school counselor graduate student

School name and address

BRIEF 200 words or less statement of how you will strengthen your school counseling practice and apply your professional development to enhance the career/workforce readiness outcomes for your students. Committee will review requests and select recipients who will be expected share their experience with colleagues by presenting at a MA Model workshop or writing a CN article.

Mail your scholarship request to: Helen O'Donnell, MASCA, 10 Maplewood Terr., Hadley, MA 01035. Emailed confirmation when application received.

-or-

Email inquiries or application with PD scholarship in the subject line to helenod@att.net
If you do not receive a receipt confirmation within 48 hrs, resubmit or call 413-549-1914.

IN CASE OF NON-DELIVERY, RETURN TO:

Donna M. Brown
P.O. Box 366
Bryantville, MA 02327



**The Mission of
MASCA**



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.

You can share your views with fellow MASCA members by joining in the Forum.

<https://masca.wildapricot.org/>



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