Welcome to April! We are just a few weeks away from our annual spring conference. We hope you can join us April 30th - May 1st in Hyannis, MA. We have a President’s Reception and a preconference workshop for you on April 30th. On May 1st, we will kick off the actual conference with a great lineup of speakers, education sessions, and graduate student posters. You can find more information about the conference at: http://www.nceyi.org/203.

Here are some tips for new (and returning) conference attendees:

1. **Use the Buddy System!** Ever have two educational sessions you really want to attend, but they are at the same time? Use the buddy system! But with this buddy system, you’ll actually split up, rather than stay together. After the session, you can review the materials with each other.

2. **Remember to Bring Your Business Cards!** Conferences are a great way to network. Having business cards on hand can be helpful when you meet someone and would like to continue talking after the conference.

3. **Utilize the Day, Month, Year Approach!** You will likely walk away from the conference with a myriad of ideas to implement in your own work. While this can be invigorating, it can also be overwhelming. Instead of trying to enact all of the new ideas from the conference, utilize the day, month, year approach. With this, you will identify one strategy you can use immediately, another that can be implemented within a month, and a third that you can utilize next year.

4. **Practice Self-Care!** Don’t forget to take good care of yourself at the conference! Remember to dress in layers and stay hydrated! Doing these small things can make you more comfortable and alert throughout the day.

5. **Stay the day!** I encourage you all to stay through the MASCA General Session Meeting at the end of the day. This would be a great opportunity for anyone who is interesting in possibly joining the board or a MASCA committee. You’ll get the meet the board members and hear about some of the projects we have been tackling!

I look forward to meeting you at the conference, and I hope you enjoy this issue of the Counselor’s Notebook!

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**2018 Conference Scholarship Honoring Oscar Krichmar Award Winner**

To honor the dedication, integrity, leadership, and legacy of Oscar Krichmar’s career of service to school counselors and the school counseling profession in MA, recipients of MASCA’s Outstanding Service Counselor Award Recognition (O.S.C.A.R) offered a Spring 2018 conference scholarship in his memory.

The selected winner is Laurie Dickstein-Fischer, Ph.D., LMHC, NCC, Assistant Professor and Program Coordinator for School Counseling at Salem State University. Laurie, a counselor educator, is currently serving on ASCA’s taskforce that has been developing counselor educator ethical standards. Congratulations, Laurie!
MASCA 2018 is just a few weeks away - April 30 and May 1 at the CAPE!

REGISTER NOW!

By attending MASCA 2018, you are eligible to receive one graduate credit in addition to the Professional Development Points (up to 12.5 PDPs)!
Information on earning PDPs or graduate credit will be available in the conference registration area.

If you have not experienced a workshop by Amie Dean, you will not want to miss her Pre-Conference Session, Behavior Interventions that Work, on April 30 or her breakout session on Tuesday morning!
Julia Cook’s Keynote Address will be sure to leave you in stitches with laughter while walking away with concrete ways to help your students with resilience and GRIT!

We will be joined by the Massachusetts Executive Office of Education for a special update on the career advising component of the High Quality Career and College Advising initiative.
This is a great place to receive updates and relevant professional development.

There will be over 40 exhibitors and over 40 graduate student poster sessions with great information to share with you! Enjoy 32 breakout sessions plus two keynote sessions!
We hope to see you there. For more information, check out the MASCA website conference page.
New FAFSA Completion Tool

By MARK P. BILOTTA, Reach Higher MA "Financing a Postsecondary Education” Working Group Co-Chair, Board President of MassEdCO, author of Paying for College: Before, During and After (2018 Edition)

For the past year, Reach Higher MA and others including MASCA have been advocating for the Commonwealth to implement the data reporting tool that would allow school counselors to help increase FAFSA completions at their schools. In February, DESE and DHE jointly announced that the student-specific tool is now available to school counselors through Edwin Analytics, thus allowing school counselors to see whether a student has filed a FAFSA and whether it’s completed or not. The launch of this powerful tool comes following a pilot program that included a number of Massachusetts school districts, including Springfield Public Schools (SPS). In a recent exchange with Yolanda D. Johnson, Ed.D., Executive Officer for Student Services at SPS, she shared her district’s pilot experience, explains how they are currently using the tool, and provides some advice for her colleagues across the Commonwealth.

What was Springfield’s experience during the pilot program?

What we found is that the pilot increased engagement with district leaders beyond school counselors. Our Chief Information Officer and his team were involved, along with our school-based leaders such as principals and assistant principals. This broadened our conversations in the district when we viewed our college-going data from the National Student Clearinghouse. It provided additional context to our discussions around our college-going rates. We were able to compare our FAFSA completion rates to our college-going rates.

Further, we were able to look at summer melt from a different perspective. For example, we found that there were some students that had plans to attend college, but did not attend due to their undocumented status, as well as those students who never completed a FAFSA for other reasons, yet had been accepted to college.

This experience also allowed us to learn from other districts in the pilot who were implementing strategies to increase FAFSA completion and address issues related to summer melt. Still, to this day, I reference the presentations and resources we received as a part of the pilot. It was a valuable learning experience and really helped our district leverage the resources and stakeholders needed to develop plans to increase FAFSA completion.

How is Springfield currently using the recently released tool?

Springfield uses the MA DESE FAFSA tool to align our interventions and strategies to our college-going metrics. We also triangulate the MA DESE FAFSA tool with the US DOE FAFSA completion data and with our data in Naviance. This allows us to better gauge our progress with our students on ensuring that they have applied to college and have completed the FAFSA. For example, based on our data in Naviance, we have had students that have completed college applications, but have not completed the FAFSA. This allows us to use the FAFSA completion student level data to be more

(continued on pg. 7)
Honor a School Counselor with a MASCA Tribute

Do you know a school counselor and/or counselor educator who made a positive difference in their students’ lives? Here is your chance to recognize a counselor who encouraged and advocated for you and others to follow their dreams. MASCA Tributes are an opportunity to express your appreciation to that special person.

The cost is $50 for 50 words. Submissions are welcome from school systems, colleges/universities, MASCA affiliates, students, past graduates, families, administrators, etc.

Write a 50-word (or less) tribute about the person’s impact on your life or their students’ lives. Email the tribute as a Word document and attach a jpg photo to helenod@att.net. Mail a $50 check made out to MASCA to Helen O’Donnell, 10 Maplewood Terr., Hadley, MA 01035. Electronic confirmations will be sent for all submitted tributes and checks. A sample of the tribute recognition certificate will be emailed to the tribute nominator for final approval before printing.

The submission deadline has been extended to 4/16/18. Tributes will be posted by 5/2/18 on the MASCA website (masca.wildapricot.org).

Save the Date: MA Model Institute Showcase and Poster Session

Join MA Model Institute cohort participants and interested colleagues on Monday, April 30th from 12-2:45 at the Inn and Conference Center in Hyannis for the 10th MA Model Institute Showcase and Poster Session. Hear success stories, view lesson plans and curriculum maps, hear about MA Model 2.0 implementation initiatives and review MARC/MARC Jr. documents. Interested in earning 3 graduate credit or 45 PDPs? Contact helenod@att.net for sites, dates, and registration information for the 2018-19 summer and school year MA Model Institutes (MA Model Introductory Institute, MA Model 2: Next Steps, and Counselors in K-12 Classrooms).

April Awareness Dates

Alcohol Awareness Month
Child Abuse Prevention Month
Autism Awareness Month
STD Awareness Month
Sexual Assault Awareness and Prevention Month

4-8 National Youth Violence Prevention Week
7 World Health Day

Attention: All call for Counselor’s Notebooks prior to 1999. Please send issues to Donna Brown as we rebuild our MASCA CN Archives.
Having recently become a parent and therefore spending a good majority of time away from my school counseling office has had me thinking about an event that one day I know my wife and I are going to face. It is that moment when either the telephone rings (if this still happens…?) or we see an email that our son’s school counselor wants the opportunity to meet with us. This will be quite the moment in the Steere household when this happens.

Anyone who has been a parent of a struggling-to-sleep newborn knows the feeling at two o’clock in the morning when your mind starts to wander off from the soothing you are trying to accomplish to what the future holds for your child. My mind always ventures off to this future meeting with my son’s school counselor. I seriously can’t help it… It just always happens! What is amazing to me is that I do not know if the meeting is during his elementary, middle, or high school years. Furthermore, I have no clue about what the agenda is. Not a typical check-in meeting, not a college planning one, not one with emotional health concerns. None of these. All I know is that one day I am going to be sitting on the “other side” of the school counselor’s desk and I will be scared out of my mind!

In my 11 years as a professional school counselor, I have been involved in the full range of positive and negative meetings with parents/guardians. I have had the opportunity to engage in almost every sort of conversation within the realms of the academic, personal/social, and vocational arenas. With the topics I haven’t faced yet, I do worry about when they will show up in my career.

I have progressed in feeling more comfortable and confident about discussing both the positive and the negative issues that parents face with an adolescent student. However, as a newly crowned parent, I do not yet feel as comfortable and confident about discussing my son’s educational journey with a school counselor. Part of me is thinking that this might be the reason why I am wondering so much about this future meeting and attempting to predict its content and outcome so far in advance.

We, as school counselors, wield so much power in being able to work with parents to ease their anxiety regarding their children’s journey through school. I do believe that parents/guardians want to work with the school in building a successful relationship that is mutually beneficial to everyone. That being said, as you conduct your parent/guardian meetings in the future, please challenge your school counselor self to think of you on the “other side” of the desk and how you would hope the meeting would be run.

For me, I look forward to this meeting, but also at the same time wish that I could know maybe just a little bit of what we are going to be talking about, so that I could get some sleep. Oh, right…I’m the parent of a newborn. Sleep is a thing of the past!

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Work Ethic Skilled Jobs Scholarship Program
By AMY WHEELER-SUTTON, Counselor's Notebook Editor

Do you know of a student who shows strong work ethic and is planning to be trained for a skilled job that is in demand (i.e. plumber, carpenter, electrician, welder, auto-technician, etc.)? Encourage them to apply for the Work Ethic Scholarship Program, run by Mike Rowe from the TV Show "Dirty Jobs"!

Students will need to sign a "S.W.E.A.T. (Skill & Work Ethic Aren't Taboo) Pledge," and submit two references, an essay, and a short video (that can be filmed on an iPad). Submitting attendance records is optional, but encouraged.

The program launches on Monday, April 2, 2018, and the deadline to submit applications is Monday, June 4, 2018. For inquiries about this year’s program, email mikeroweWORKS@applyISTS.com or go to http://profoundlydisconnected.com/scholarship/.
In a recent publication of the Counselor’s Notebook, Amy Cook (2017) described how elementary school counselors can use storybooks as a way to build children’s social-emotional learning (SEL) while reinforcing literacy instruction. There are increasing accountability demands placed on educators to support children’s academic learning, making it challenging to find sufficient time to focus on supporting children’s holistic development. According to the Annie E. Casey Foundation (2010), engaging children in shared reading of storybooks with embedded content focused on SEL, where children are encouraged to take the lead and become storytellers, allows children to build confidence in their literacy skills, while simultaneously giving children the opportunity to learn and practice personal and social skills.

To facilitate social-emotional learning through shared book reading, school counselors can choose from a variety of culturally-relevant books that contain SEL-related content. Possible storybook selections that promote this type of learning include those authored by Julia Cook, Trudy Ludwig, Maria Dismond, and Cheri Meiners. In addition, there are various options for storybooks with SEL-related content available at www.goodreads.com and through Scholastic.

Once the storybook is chosen, school counselors can engage children in shared reading sessions with small groups of children. Small groups allow for follow-up discussion where the school counselor can encourage reflection on the storylines and characters, with a particular focus on sharing how the story personally relates to the children’s experiences. A follow-up activity that includes role-play or practice of the social-emotional skill depicted in the story is highly recommended. For more information on employing shared reading with elementary-aged students and evidence of its support for promoting SEL skill development, Cook and colleagues (2016; 2017) have published articles on the topic in the Journal of Child and Adolescent Counseling. In addition, the full curriculum, called, Storybooks and Social Hooks: Building Social/Emotional, Academic, and Literacy Learning through Shared Reading (K-5) is forthcoming to be published among the American School Counselor Association Resource Series.

To enhance role-playing activities that accompany shared reading sessions in the Storybooks and Social Hooks curriculum, the authors of
this work are currently examining the application of using shared reading in a mixed reality simulation environment. Sponsored by the National Center for Research Resources and the National Center for Advancing Translational Sciences, National Institutes of Health, through Grant UL1TR001453 and University of Massachusetts Boston Healey Research Grant Program, they will be exploring the use of mixed reality simulation as a component of the shared reading curriculum delivery, where students interact with cross-age avatar mentors in mixed reality simulations (MRS) to support SEL development in children. During a mixed reality simulation, children engage with avatars playing the role of students in a classroom, displayed on a large monitor, similar to flight simulator activities used to prepare pilots prior to flying an airplane. MRS differ from strictly virtual environments. Virtual environments are defined by pre-programmed responses and behaviors that may not yet be sophisticated enough to authentically mirror the complicated, unpredictable, and unique landscape of a K-12 classroom. MRS follow a human-in-the-loop paradigm, where a human or Interactor actively controls the voices and movements of the avatars during the simulation, thereby providing the authenticity that strictly virtual environments lack and paving the way for authentic experiences that reflect the unpredictable nature of human interactions (Hughes, Nagendran, Dieker, Hynes, & Welch, 2015). Students can engage with the avatars as if they are real children seated in front of them. MRS offer a safe space to practice newly learned skills (Murphy, Cash, & Kellinger, 2018). In this new research, students will have the opportunity to practice social-emotional skills with the student avatars.

Early research using this technology with children is promising. Researchers are beginning to examine how this tool can be used with children with disabilities. MRS have successfully been used with children with Autism Spectrum Disorder to teach behavioral skills by creating controlled environments for learning and practice (Aresti-Bartolome & Garcia-Zapirain, 2014). For more information and a reference list, please email Amy Cook at amy.cook@umb.edu.

intentional in our strategies and interventions. Further, the tool assists us as we transition to the other college affordability work that we must complete with students and parents, such as applying for scholarships and reviewing award letters to ensure that families have plans in place to finance college beyond the first and second semester. We want our students not only to get into college, but through college. We see this student level FAFSA data from the MA DESE as a very critical component to college access and success. Lastly, this data has led us to revisit our strategies around parent and community engagement in the FAFSA completion process and revisit plans with our middle school colleagues.

What advice would you offer to your colleagues across the Commonwealth as it relates to the use of the tool?

Do not look for perfection! It is a great start and we recognize that no data tool is perfect. For example, the MA DESE data appears to lag behind the Federal data for SPS; that could be the case for a variety of reasons (i.e. age 19 students, varying student lists). The ESE Team is very supportive, helpful, and listens to feedback. They are also eager to learn more. We are very fortunate that the ESE Team is leading this work for the MA DESE.

The MA DESE FAFSA tool provides us with student-level data so that we can support students and families as they plan for life after high school graduation. The tool can be used to further discourse in school districts around strengthening strategies and interventions to increase college completion for our student groups who may not have had the same level of success as other student groups based on gender, ethnicity, and SES. We must remain mindful that it is a tool that is actionable and can support district and school goals around a variety of postsecondary metrics (i.e. graduation rates, dropout rates, retention rates, scholarship awards, college entrance exam performance, remediation rates, etc.). The tool definitely provides information that is very helpful and we recognize that FAFSA completion is a barrier to college enrollment.

However, FAFSA completion alone will not address college success for our students. We must use this valuable tool to deepen our work around the variables to in-
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. K-12 lessons with identified standards alignments, measurable student learning objectives and outcomes, and interdisciplinary curriculum links welcomed.

Email to: Helen O’Donnell, Ed.D, MA Model Institute Trainer at helenod@att.net.

Am I Ready to Graduate? Student Transcript Reviews and Credit Audits

Compiled from a lesson submitted by Leslie Ruel, School Counselor, Westport Junior/Senior High School

Note: Editing assistance: Casey Doyle, Springfield College School Counseling Graduate Student

Grade Level: HS, Tiers 1, 2, and 3

Essential Question: Are students able to understand the importance of careful academic schedule planning and successful course completion for graduation and post HS plans?

Focus Question: Are students able to demonstrate self-management competencies by reviewing their transcripts, completing a credit audit, and identifying coursework needed to achieve graduation requirements?

Description: Authentic work experiences integrated into our students’ education is valuable preparation for workforce readiness. Since student is every person’s first job, educators are the job supervisors who continually provide feedback, formative reviews, and summative assessments of student “job” performance and achievement of competencies and expectations. Usually teachers are the primary performance reviewers in classrooms, on homework, and with progress reports and grades, but students should be engaged in this self-reflective process. Student self-assessment of their academic progress toward successfully completing graduation requirements is an example of an authentic formative assessment.

Activity: With copies of their HS transcript and HS Graduation Requirements, each student will assess their transcript for progress toward successful completion of degree requirements. During a follow-up transcript and schedule review, the school counselor will verify credit review accuracy and their academic course selection action plan. Note: To build awareness of academic planning and graduation requirements, this activity can be integrated into Grade 8 and 9 transition lessons using sample transcripts.

Student Learning Objectives:

Cognitive: By the end of the lesson, the student will be able to identify graduation requirements missing from their transcripts.

Affective: By the end the activity, students will be able to clarify understanding of graduation requirements by asking questions; realize the necessity of successfully completing all graduation requirements by carefully evaluating their transcripts.

Behavioral/Performance: With assistance of the school counselor and active student participation, students will be able to ask clarifying questions; complete the credit tracking sheet with 100% accuracy; begin to build their academic schedules; monitor and track their progress toward completion of graduation requirements.

Data Collection:

Pre-assessment: Students will list graduation requirements that are missing from their transcripts.

Post-assessment: Students will complete the credit tracking sheet with 100% accuracy; identify missing academic requirements to keep them on track to graduate in four years; and make an academic action plan.

Outcome Goal: Guided by HS graduation requirements, 100% of the students will complete a personal credit review to plan their junior and senior year schedules with the ultimate goals of completing HS in four years and post HS planning.

Student Learning Standards:

MA DESE’s Future Ready Campaign: (1) Start Now; (2) Aim High; (3) Look Beyond

MA Career Development Benchmarks:

- Academic/Technical: A1-1, A2-3+4, A4-1+3
- Workplace Readiness Development: W1-1, W1-3, W1-4

(continued on pg. 9)
What if you could seize the day?

Community service opportunities on campus helps make us all better people.

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Find out how this environment inspires you. To think. To grow. To be curious.
westfield.ma.edu

MA MODEL (cont'd from page 8)
- Personal/Social Development: PS1-3
- ASCA Mindsets and Behaviors for Student Success:
  Mindsets: #2, #4, #6; Behavior Standards: LS #4+8; Self-Management #1+6; Social Skills #3+8
- CASEL: Self-Awareness and Self-Management
- MA Curriculum Frameworks:
  ELA General Standard: Gather information from a variety of sources, analyze, and evaluate the quality of the information obtained, and use it to answer one’s own questions.
- Resources:
  Student Handbook
  www.collegeboard.org

MA MODEL (cont'd from page 8)
crease college success for our students and strengthen parent/family and community engagement. In Springfield, we have a Superintendent that values and understands the need to have college affordability discussions PreK-12. He is also committed to preparing our students for college and career success (academic and non-cognitive factors).

I would encourage our colleagues from across the Commonwealth to keep district and school-based leaders engaged by using the FAFSA tool to support your college and career goals. I am very fortunate in SPS. The school counselors and financial aid advisors that I work with are great thought partners and are using the tool to increase outcomes for our students. We have a lot of work to do. We often reflect and revise our approach and strategies. For those who are fortunate enough to have a seat at the table, use this tool to advance the work of our school counselors across the Commonwealth as we improve postsecondary outcomes for our students.

FAFSA (cont'd from page 7)

Resources:
- Student Handbook
- www.collegeboard.org

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Exploring MA Model 2.0: Using Reflective Practices & Action Research Strategies
By HELEN C. O’DONNELL, Ed.D., MA Model Trainer and Chair, MASCA GB Member

The ASCA Model 3.0 and the MA Model 2.0 advocate for continuous program reflection to assess the impact of your school counseling program and services. Does your program promote rigorous academic achievement for ALL students? How effective is your Tier 1 School Counseling Core Curriculum? Are you successfully advocating for and delivering Closing the Achievement Gap interventions? Do you have outcome data to document program impact? How efficient and effective is your practice?

Accountable, reflective practice incorporates the active research process: identify a research question, plan an assessment strategy, gather and analyze data, reflect on the results, and use the data to drive programming and interventions. To focus your research question, start with the end in mind. Identify a measurable research question that focuses on a specific learning domain (academic, workplace readiness, personal/social), a specific component of your program (foundation, management, delivery, accountability) or on the department’s impact on school or district student academics, behavior, or attendance. You can gather the data from Tier 1 Instruction, report cards, DESE Data Warehouse (EWIS, EDWIN, DART), attendance reports, surveys, needs assessments, etc.

Sample action research questions: Is each lesson and unit in the school counseling core curriculum aligned with district, state, and/or national learning standards (i.e. MA CDE Benchmark, AS-CA’s Mindset and Behaviors for Student Success)? Did my lesson or unit achieve the desired student learning and performance outcome goals? Are we offering strong programing in the Academic/Technical, Workplace Readiness, and Personal/Social Domains? Do we have a vertically-aligned curriculum and transition programs? Does my annual calendar reflect current practice? Are we providing Tier 2 interventions for all students identified as high risk? Are we assisting all students develop and begin implementing post-high school career plans?

Reflective practice opportunities occur frequently in our practice. School counseling programs should be fluid and continue to adapt to meet identified needs of students. For example, after curriculum delivery, use analyzed data for action planning: Did the students meet the outcome goals and demonstrate identified student learning competencies? Did the pre-/post-assessment data identify areas for further instruction?

Example #1: All grade 11 students will prepare a professional quality resume. 92% of the students prepared a professional resume. Next steps: Plan Tier 2 Interventions for the 8% that did not accomplish the objective.

Example #2: Each student in Middle School can identify their learning style and two study strategies aligned with their learning style. 98% completed the learning style inventory and could identify their learning style, but only 72% could identify two study strategies. Next steps: Plan follow up instruction to identify and practice suggested study hints and strategies aligned with their learning style and plan Tier 2 interventions to assist the 2% of the students who could not identify their learning style.

Example #3: All seniors will graduate with a post-high school career plan. By April, 88% of the seniors had post-high school plans. Next steps: Counselors will continue to provide Tier 2 and Tier 3 interventions to assist with personalized career plan development.

Example #4: By the end of the Bullying Prevention curriculum unit, 100% of the Grade 4 students will be able to identify two strategies to respond to bullying behavior and list one trusted adult for problem solving support. Post unit data will identify students who need Tier 2 support and activities to achieve these goals.

Outcome data answers action research questions and informs us about program impact, identifies continued curriculum and program needs, and goals for program development. Reflective practices that incorporate these action research strategies will identify needed change and target areas for program growth and development. As school counselors, we need to get in the habit of taking the time to gather and assess program data to document delivery impact, identify learning gaps, and plan program development. The MA Accountability Report Card (MARC and MARC Jr.) provide a template for presenting school counseling program outcome data and next steps action planning for stakeholders.
Preparing All Students for Success after High School
By JEN APPLEYARD

This week, we heard about the latest graduation rates across Massachusetts: for the 11th year in a row, graduation rates improved statewide and across the major racial and ethnic groups. As with many things in life, the story is complex: these gaps have closed during this period of growth, yet still are alarmingly wide.

Here’s an example using numbers from the 2017 graduation rate report (http://www.doe.mass.edu/infoservices/reports/grad-rates/). Statewide, 92.6% of white students and 94.1% of Asian students graduated from high school in four years, while 80.0% of African-American students, 74.4% of Hispanic students, 81.4% of Native American students, and 85.2% of multi-racial students graduated from high school in four years.

This racial gap is borne out in other metrics as well. We see similar trends in MCAS scores, rates of students passing 9th grade classes, and in college enrollment and persistence. We see an inverse trend in suspension and dropout rates: Native American students, black students, and Hispanic/Latino students have higher rates of both. The gaps show up across the state in urban, suburban, and rural districts; districts with limited and wide racial diversity; and independent of poverty measures.

As a white educator, it breaks my heart to see that these measures vary so widely for different populations of students. And yet, I am uplifted to know that so many people across the state are working to improve our schools – really, to cultivate and sustain learning environments that are truly welcoming for all students, where all students can be their best selves, and where they can learn and prepare for fulfilling careers. I see this in dedicated educators at DESE, in schools and districts, and in communities. And I know that significant work remains to build bridges, deepen relationships, and talk courageously about the impact of race in education.

So while we celebrate gains, we also must recognize the work left to do. Let us continue to work together in unprecedented ways: challenging old assumptions, thinking creatively, and making a collective commitment to loving and educating all of our young people. Please join us in moving this important work forward.

To learn more about these metrics for any district or school, explore these links: http://profiles.doe.mass.edu/, http://www.doe.mass.edu/dart/

Additional resources for educators are on the EWIS web page (http://www.doe.mass.edu/ccr/ewi/) and in Edwin (http://www.doe.mass.edu/edwin/), the state’s secure data warehouse.

At DESE’s Office for College, Career and Technical Education, our mission is to help all students become college and career ready (http://www.doe.mass.edu/ccr/) by giving them the knowledge, skills, and experiences necessary to successfully navigate to completion an economically-viable career pathway and to participate as an active and responsible citizen.

We do this by:

Improving Graduation and College & Career Readiness
We offers districts technical assistance, professional development, networking opportunities to strengthen their use of EWIS and other data resources, expand options for students, and understand and support students at risk.

Establishing New College & Career Pathways
In addition to the Career/Vocational Technical Education pathway (below), our office (in partnership with others) has recently launched an initiative to develop and strengthen districts’ offerings of Early College Pathways and Innovation Pathways (http://www.doe.mass.edu/cte/ccr/hqc-cp/).

Developing and Improving Career/Vocational Technical Education (http://www.doe.mass.edu/cte/)
We approve and monitor CVTE programs, administer funding for these, and identify opportunities for improvement. We are also conducting a review of admissions, waitlist, and enrollment data in an effort to understand and expand access to these high-quality opportunities.

Contact ESE’s Office for College, Career and Technical Education about any of these initiatives at CCTE@doe.mass.edu.
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/