

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 54, No. 4

December 2017

President's Message: Learnings from North Atlantic Region State Associations

By MEGAN KRELL, Ph.D., MASCA President

Happy December! Every year, all of the state school counseling association leadership teams in the North Atlantic Region gather together for a two-day event. The event allows for participation in workshops, sharing ideas, discussing current issues, and networking. This year's annual meeting happened in late October. It was a wonderful opportunity to learn about association marketing, strategic planning, technology tools, and mindfulness. I was very excited to hear about the New Jersey School Counselor Association Emerging Leader Program and I will be consulting with them as MASCA embarks on reestablishing our leadership program. And, of course, the full-size Hershey's bars brought from Pennsylvania's leadership were a nice treat too!

At this event, attendees also



heard from representatives from Counselors for Computing, an organization that provides school counselors with resources to assist all students in exploring computer science. I mention this presentation specifically because December 4-10th is Computer Science Education Week! One activity you can bring to your school is Hour of Code. This is a one-hour introduction to computer science and coding taught through tutorials designed to foster interest in the subject. Example activities in-

clude: Minecraft Hour of Code, Create Your Own Google Logo, and Play that Tune App. Find out more information at csedweek.org and hourofcode.com.

Lastly, I wanted to remind you that MASCA will once again offer the graduate student conference scholarship. Four recipients will be chosen to receive a \$100 scholarship to be used toward conference expenses. The deadline for submitting a scholarship application is January 12, 2018. Check out all of the conference information online at: <http://www.ncyi.org/203>.

Enjoy this issue of the Counselor's Notebook! And don't forget, feel free to contact me at president@masca.org with any comments, questions, or school counseling concerns! Happy holidays from MASCA!

MASCA Professional Development Successes

By RUTH CARRIGAN, MASCA Past-President and PD Chair

During the fall of 2017, MASCA was proud to deliver excellent professional development trainings to several hundred school counselors across the commonwealth. MASCA once again partnered with the Massachusetts Department of Elementary and Secondary Education to offer "Helping Students Reach Higher



Participants at the Signs of Suicide Workshop on November 17.

by Digging Deeper with Data." Workshop participants have the opportunity to earn the MASCA/DESE Data Usage Certificate, as well as 15 PDPs in college and career readiness.

In addition to our work with DESE, this year MASCA partnered with Screening for Mental Health to offer Signs of Sui-

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2018 Massachusetts School Counselor Association Conference – Grad Student Opportunities

We hope all of you will make plans to attend [MASCA 2018](#) Conference on April 30 and May 1 at the Cape Cod Resort and Conference Center, but this message is especially for graduate students!

If you are, or know, a grad stu-

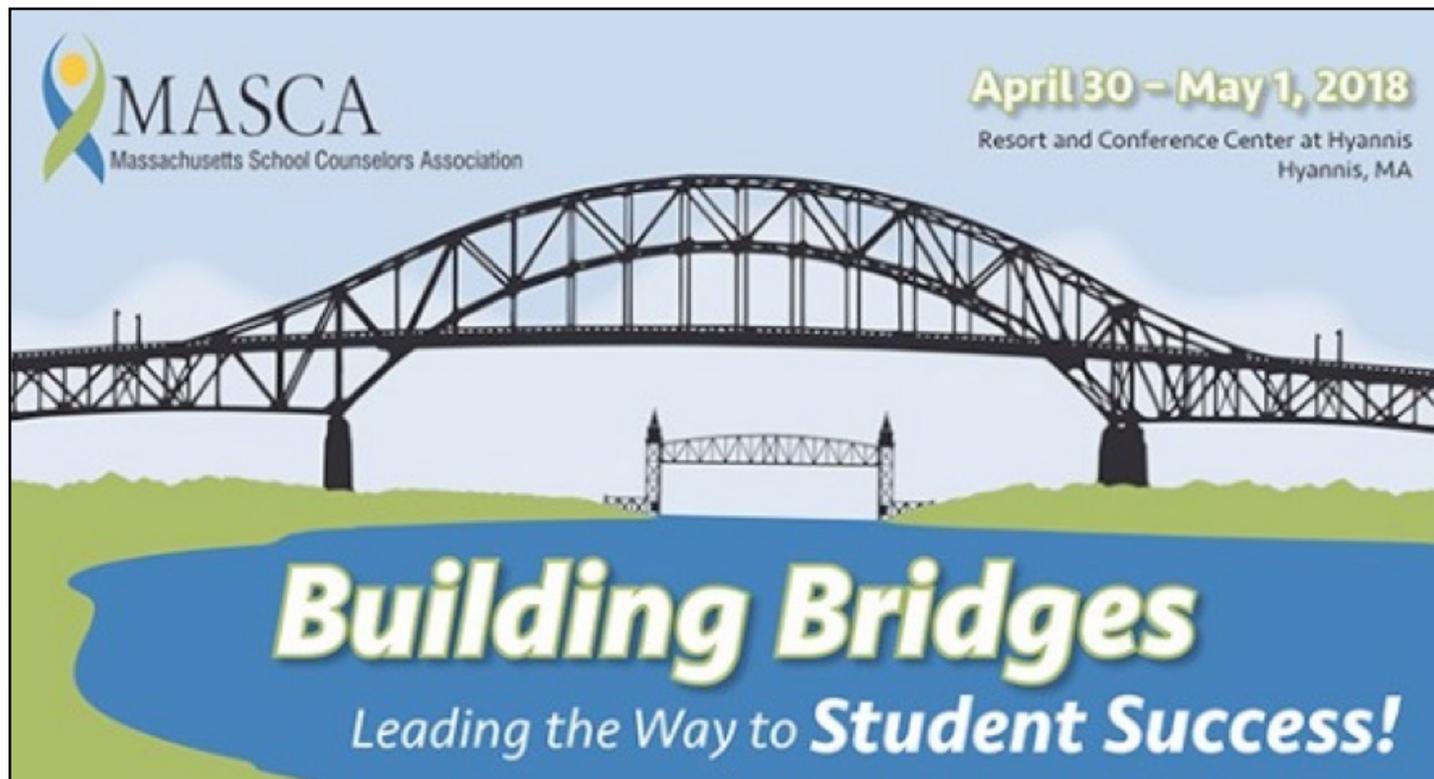
dent, we want you to be aware of these great opportunities. The MASCA Conference provides grad students with the opportunity to propose a poster as well as a scholarship opportunity.

For more information, please check out these links:

Grad Student Poster Proposal: <http://bit.ly/2I7KvK2>

Grad Student Conference Scholarship: <http://bit.ly/2yI8d4Z>

We hope to hear from you grad students out there and to see many school counselors at the MASCA Conference in April!



MASCA PD (cont'd from page 1)

icide Workshops. The workshop on November 17 at Lasell College in Newton was attended by nearly 80 school counseling professionals all dedicated to improving mental health outcomes in their schools. MASCA PDPs in the area of safe and supportive schools were available.

We thank our fall workshop hosts Western New England University, Assumption College, Universal Technical Institute, and Lasell College for supporting school counselors in MA. If you



**Signs of Suicide Workshop at
Lasell College**

are looking for ways to inform your practice and/or to improve outcomes for students in your school, I hope that you will attend the MASCA Conference on April

30 (pre-conference) and May 1 (full conference) at the Resort and Conference Center in Hyannis for more professional development opportunities. In addition to more than 20 workshop offerings, our pre-conference workshop will feature Amie Dean, Behavior Queen, and our conference Keynote Speaker will be Julia Cook. For any questions regarding the MASCA conference or professional development opportunities, please contact Ruth Carrigan at Ruth.Carrigan@whrsd.org.

MASCA

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DONNA M. BROWN
P.O. Box 366, 779 Center Street
Bryantville, MA 02327
Tel. 781-293-2835
E-mail: executivedirector@masca.org

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E-mail: helenod@att.net

BARBARA MEYER

E-mail: b_meyer@stoughtonschools.org

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WEBMASTER/ TECHNOLOGY COORDINATOR

JEAN ATWATER-WILLIAMS
E-mail: webmaster@masca.org

COUNSELOR'S NOTEBOOK EDITOR

AMY WHEELER-SUTTON
E-mail: cn@masca.org

Wonder

By DONNA M. BROWN, MASCA Executive Director

I recently had the opportunity to chaperone St. Paul's middle school students to see *Wonder*, the film based on the book of the same name by R. J. Palacio. Published five years ago, the book about Auggie Pullman, a boy born with a serious facial deformity, has become a staple in middle school. All of our students had read *Wonder* in class and were excited to see the movie. The initial reviews had been alright, but nothing special. Reviewers thought it was too sentimental; it should have been edgier, etc. Well, the reviewers weren't middle school students (or their teachers). It was truly wonderful. The myriad themes: friendship, family, kindness, courage, and acceptance really spoke to the students. The message about what it means to be a friend and how much work it takes to maintain a friendship is loud and clear. It also explores how easily the bond of friendship can be broken and how difficult repairing that bond can be.

Family takes center stage. Auggie has the unconditional love of his family. However, when we look through his sister Via's eyes, we learn that she has come to understand that the center of her family's universe is Auggie. Although she, too, is beginning the year at a new school, all the focus is on Auggie's attending school for the first time. She has her own struggles learning to navigate high school, especially without the support of her grandmother who had recently died.

Kindness is a theme that runs throughout. Mr. Browne, Auggie's 5th grade language arts teacher, writes what he calls precepts on

the board. The first one conveys the overall theme: "When given the choice between being right or being kind, choose kind." Many of the characters in *Wonder* learn to embrace this precept as the tale unfolds in both their interactions with Auggie and others. The precepts reflect and support the themes of courage, friendship, and making good choices. All are valuable lessons, not just for students but for all.

Wonder is just one of many books that can provide school counselors with a vehicle for social and emotional learning. In ASCA's School Counselor Resource Series is a booklet entitled *Bibliotherapy: Every Book Tells a Story*. Written for use in Grades K-4, lessons presented using a book starter include, among others, "Attitude" (*Terrific* by John Agee), "Interrupting" (*My Mouth is a Volcano* by Julia Cook), and "Appreciating Differences" (*One Green Apple* by Eve Bunting). At middle school and high school, school counselors would be well served by asking the English Department for its curriculum. Books like *Of Mice and Men*, *To Kill a Mockingbird*, and *Honk* provide material for discussions of kindness, friendship, and courage, among many other virtues we would like to see in our students. Think about the books you remember from childhood and then high school and what it was that made them memorable. Usually, you learned something from them that has stayed with you. Why not share that with your students? Books and short stories can give your lessons life, as your students "see" what you mean when you talk about important values.

The Great Kindness Challenge: Coming to a School Near You?

By CHRISSY CALIFF, Kids for Peace

A global initiative, The Great Kindness Challenge, is a proactive and positive bullying prevention program that improves school climate and increases student engagement. The challenge is one week devoted to performing as many acts of kindness as possible on campus and in the community. Using the provided checklist of 50 kind acts, students and families accept the challenge and show the world that kindness matters.

Created in 2012, The Great Kindness Challenge officially launched in Carlsbad, CA with three schools and 1,614 students. The annual program has since increased enrollment each year, tripling its impact to 10,493,866 students in 15,057



schools, reaching across all 50 states and 91 countries this past January.

Building upon that momentum, the upcoming Great Kindness Challenge, scheduled for January 22-26, 2018, is preparing to double its outreach, mobilizing over 20 million students in 25,000 schools in over 100 countries. With this magnitude and reach, Kids for Peace

has welcomed a new component to The Great Kindness Challenge: the Family Edition, which is taking this powerful kindness initiative beyond the classroom walls and extending to families and entire communities. With the Family Edition checklist in hand, families and community members are encouraged to cultivate a world of kindness, compassion, and love.

Why participate? Studies show that kindness matters and it's scientifically proven! Not only does kindness improve our climate and communities, but this simple concept and virtue can enhance our minds and bodies, too. According to Random Acts of Kindness and a

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NEW RESIDENCE HALLS FALL 2018



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December Awareness Dates

National Impaired Driving
Prevention Month

2 Special Education Day
3-9 National Handwashing
Awareness Week

3 International Day of Persons
with Disabilities

5 International Volunteer Day
10 Human Rights Day

**Attention: All call for
Counselor's Notebooks
prior to 1999.**

**Please send issues to
Donna Brown
as we rebuild our
MASCA CN Archives.**

KINDNESS (cont'd from page 4)

study conducted by Dartmouth College, kindness improves peer relations, lowers anxiety, and enhances concentration. Still not convinced? Check out a recent blog post about the benefits of kindness and The Great Kindness Challenge on campus and in our communities: <https://medium.com/inspired-ideas-prek-12/4-reasons-to-take-the-great-kindness-challenge-b9476e6bb12c>.

Beyond the one-week challenge, students and families can partici-

pate in a unifying campaign, supporting a community in need: Kind Coins for Hurricane Relief. This year, in response to the historic hurricane season on US Territory, Kids for Peace, home to The Great Kindness Challenge, is raising funds to build as many playgrounds at hurricane-affected schools in Florida, Louisiana, Texas, and Puerto Rico. Check out Jet Stream Jax, an eight-year-old meteorologist sharing about the devastation in his

hometown, Houston, and why play heals: <https://www.youtube.com/watch?v=Pwcw3y5pKKw>.

The Great Kindness Challenge has the power to increase empathy, tolerance, and compassion for all families and students from kindergarten through high school. Schools and families may get involved by registering at no cost at The Great Kindness Challenge website: <http://greatkindnesschallenge.org>. Here's to creating a culture of kindness!

Mrs. Obama Inspires School Counselors In Massachusetts To Make A Difference, One Student At A Time

Originally published by [Civic Nation Voice](#), reprinted with permission from Bob Bardwell

By BOB BARDWELL, Reach Higher Massachusetts State Team Lead

It was July 1, 2014. I was attending the American School Counselor Association (ASCA) conference in Orlando and the First Lady was coming to speak to those attending.

I remember there were so many rules and safety procedures. Long lines to get into the meeting room and a long list of security measures were in place. And waiting. Waiting to go through security. Waiting to get into the room. And waiting for her to speak. But all that inconvenience was so worth it as I, without a doubt, was in for the most exciting and rewarding professional experience of my life—one I will never forget.

As one of ASCA's Board Directors, I had the opportunity to meet and have a picture taken with Mrs. Obama. I stood directly to her left, in fact our arms even touched! The best part about it all, though, was her speech (<https://www.schoolcounselor.org/school-counselors/professional-development/>



Bob Bardwell meets with then-First Lady Michelle Obama at the American School Counselor Association (ASCA) conference in Orlando.

[annual-conference/2014-conference-webstream/first-lady-s-address](#)), which was nothing short of amazing. It was inspirational, filled with hope and promise. And it contained multiple stories about what school counselors do every day. Mostly, school counselors were finally being recognized, thanked, and validated for their important work.

On that day, Michelle Obama spoke to me and asked me (along with all of the others in attendance)

to do one more thing, to help one more student graduate from high school and pursue further education. This was a big ask because no school counselor has a lot of free time. So doing more, after already doing so much, to help the students who were not graduating or pursuing higher education, would not be easy.

Mrs. Obama formally launched her Reach Higher initiative that day. I immediately fell in love with the idea that we all needed to do one more thing, to help one more kid graduate from high school and go on to further their education. It was such a simple ask, but meant the world to those who we would impact. I drank the Reach Higher Kool-Aid that day and since then have been a staunch supporter, never once regretting the pledge I made that day to make a difference and continue to do so.

I left the conference determined to come back to Massachusetts and start a Reach Higher State team. I

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OBAMA (cont'd from page 5)

reached out to school counselors and other educational policy professionals who I hoped would join in this effort. We held our first formal in-person meeting on October 27, 2014 with 26 people attending. Since then, there have been dozens of additional state and regional meetings and workshops, five national convenings (Massachusetts, Florida, Colorado, the District of Columbia, and Arizona) and ongoing advocacy work with national, state, and local leaders.

While we are not yet where we want to be in Massachusetts, I am so proud of what we have been able to accomplish in three short years with a volunteer staff and no budget. What we do have are passionate leaders and visionaries who see Reach Higher as a cata-

lyst to bring people from across sectors together to explore partnerships that can help make it better for students in the Commonwealth.

The power of this partnership is what's great about Reach Higher. When we come to the Reach Higher table we are all equal; no one is more important than another. Egos and power trips are left at the door because we are all here for one reason—to bring opportunity to our students, particularly those who are at risk of not graduating from high school or pursuing a postsecondary degree or certificate, or not persisting and completing a credential while incurring debt along the way. Our Reach Higher State Team allows us to engage and work with elected officials, state

education policymakers, school counselors, higher education and K-12 officials, community-based organizations, representatives from the business community, researchers, and professors. Everyone has a place and all are welcome. We do not work in silos and find every possible way to collaborate to increase student success in our state. It's a truly remarkable partnership.

With so much to be proud of in Massachusetts, I can honestly say that I would not continue to be involved with Reach Higher if I did not believe it made a difference. Excited about our work, I hope that with more resources and support, we can provide even more for our students and families of

(continued on pg. 7)



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Calling All Exceptional Counselors, Leaders, and School-Based Professionals

By Amy L. Cook, Ph.D., MASCA GB Member

It is that time of the year again when MASCA celebrates the exceptional professional practice of counselors, leaders, and other related school professionals. Every year MASCA seeks nominations for recognizing these professionals for their excellence. The school counseling profession aspires to promote positive youth development and prepare youth to successfully navigate the transition into adulthood. This past year, MASCA recognized six award recipients:

Counselor of the Year: Courtney Selig from Whitman-Hanson Regional High School; Rising Star: Kristina Haugh from Mattacheese Middle School; Special Award: Kendall Downing from Ipswich High School; Leadership: Carrie Kulick-Clark from Braintree High School; School Counselor Educator of the Year: Dr. Laurie Dickstein-Fischer from Salem State University; Administrator of the Year: Susan Federico from the Doering School

These MASCA award recipients have served their schools and communities in noteworthy ways, promoting educational equity and access to all students through implementation and support of comprehensive school counseling programming.

Is there somebody whose service and commitment you would like to recognize? Please read the following description of MASCA awards and consider who you would like to recognize. Award recipients will be celebrated at the 2018 MASCA Annual Conference in Hyannis, MA.

Counselor of the Year: A current MASCA member and licensed

counselor serving during the current school year in an elementary, middle, or high school, who has made outstanding contributions to his/her school and is running a top-notch, comprehensive school counseling program.

Rising Star: An individual who has entered the school counseling profession within the last five years. The award winner is a model for new counselors demonstrating the highest standards of professional competence, outstanding contributions to the school community and/or profession, and has demonstrated strong rapport with students, parents, and school personnel.

Special Award: An individual who has made a contribution of unusual significance that substantially affects the counseling profession. The contribution directly affects counselors, students, or a school program and the individual is not eligible for any other MASCA awards.

Leadership: A current MASCA member and licensed counselor serving during the current school year in an elementary, middle, or high school who demonstrates leadership in the counseling profession at the local, state, or national level.

Counselor Educator of the Year: A current MASCA member and counselor educator teaching during the current academic year in a higher education setting, who has made outstanding contributions in teaching, research, and/or service and is making significant contributions to the school counseling field.

Administrator of the Year: An administrator who has made an outstanding and significant contribution to the counseling movement,

developed and/or implemented an innovative program, or initiated unusual improvements of school counseling services in his/her area of responsibility.

The George Thompson Memorial Scholarship Award: A \$1000 scholarship award named in honor of George Thompson, a longtime friend of and contributor to MASCA, given to a school counseling graduate student who demonstrates exceptional promise for leadership in contribution to our profession. Nominations from counselor educators are encouraged.

Award nominations will be solicited from December 1st - January 31st. Award winners will be notified in early March. Questions may be directed to Amy Cook, Awards Committee Chair at amy.cook@umb.edu. The direct link to the nomination form is available at: <https://goo.gl/forms/GfQ2aM-BEEhuCh2B2>.

OBAMA (cont'd from page 10)

the Commonwealth. Years later, Mrs. Obama's words still speak to me and I continue to be involved because it's the right thing to do for kids and our communities.

While I am not Mrs. Obama, I hope my story inspires you to make a pledge, to get involved and do one more thing—to help one more kid find success. We owe it to our future generation to continue this work to make our schools and society better. Are you in?

To learn more about how you can support student success through Reach Higher and its Better Make Room campaign, visit Better-MakeRoom.org.

Exploring the MA Model 2.0: Strengthening Your Program's Foundation

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

This series presents steps to guide implementation of the MA Model 2.0 in measurable steps allowing implementation initiatives to occur over time. Past articles have introduced the components of the MA Model, encourage completion of a program self-study to guide strategic action planning, identified free resources from MA school counseling practitioners, and presented the importance of exploring national and MA learning standards and benchmarks to identify education links to keep your school counseling program aligned with the academic mission of your school or district and the DESE goal: All Students Future Ready. The free MM 2.0 can be downloaded from: <https://masca.wildapricot.org/MA-Model-2.0>.

Step 4: Vision and Mission Statements Strengthen your Program's Foundation

It is important to review the foundation of your program to keep it strong and current. *Do you have a clear vision and mission that captures your program purpose?* To view a large sampling of school vision and mission statements created by your MA colleagues, look under the foundation subheading on the Table of Contents on the MA Model link. My favorite vision statements are concise statements that sometimes are accompanied by a graphic (compass points, paths to graduation, etc.) or linked to PBIS school goals. Some schools partner with the art department to create their graphics and others have student design competitions. Mission statements clearly and concisely state your goals to prepare all

student for academic success and viable career pathways. If you do not have vision and mission statements, gather together your counseling team for a creative vision and mission brainstorm session. It is important to remember that they can evolve and change as your program grows to meet student needs, so I encourage you to review them annually.

Do you frequently share your vision and mission with all stakeholders to educate them about your programs, services, and on-going activities? Once you identify a vision and mission, establish a marketing campaign to promote your school counseling program and services. Marketing is not just for big companies. It helps students and parents become familiar with available services and all stakeholders to become more supportive of your efforts. Brand recognition takes time and patience. Research suggests it might take a year to take effect.

It is easy to include mission and vision statement on your website, with your signature on emails, on your business cards, annual school calendars, school counseling bulletin boards, and on all school counseling materials sent home. I suggest you get a stamp made and have your personalized mission stamped on any envelopes and mailings that come from your office.

An example of the impact of having a catchy vision statement and marketing happened at Mt. Everett Regional HS in the Berkshires. Last year as part of their MA Model Institute Training, the

counseling team identified "Dream It! Do It" as their vision statement. The brand became part of the identification of all school counseling programs and activities. They even initiated a quarterly newsletter and named it "Dream It! Do It." It made such an impact that parents are now asking when the next issue of "Dream It! Do It" will be coming out.

Note: If you want to suggest topics for future Exploring MA Model 2.0 articles or if you are interested in graduate coursework and joining colleagues to identify, implement, and assess MA Model implementation initiatives, email helenod@att.net or MAmodel@masca.org. MA Model Institutes are currently in process around the state, but you can contact me to suggest dates and sites for spring and summer Institutes. Graduate credit and PDP opportunities are available for MA Model Introductory Institute, MA Model 2: Next Steps or Counselors in K-12 Classrooms: Delivering Curriculum that Promotes Academic Achievement and CCR.

Visit the
Counselor's Corner
section of the MASCA website
to learn more about events,
resources, and information
not officially sponsored
by MASCA, but which
may be of general interest to
the counseling
community.

[https://masca.wildapricot.org/
Counselors-
Corner](https://masca.wildapricot.org/Counselors-Corner)

Pre-Apprentice Programs for Building Trades

Early exposure to college and career planning makes a substantial difference in students' lives. Here we profile three women who didn't have the advantage of such planning while in high school, but several years later, after trying college and working at low-wage jobs, have now begun satisfying careers in the building trades.

Mini attended two different high schools in Boston before entering community college where she changed majors each semester, finally dropping out. She began working as an office temp for the housing authority. "I was miserable working in an office, but since I was in the work order department, I dealt with the tradespeople all the time and thought—that's what I want to do!" After seven years, she left and discovered the Building Pathways pre-apprenticeship program, and upon graduation joined the Laborers Union. "I do lots of different things all the time and keep moving. I love it and will complete my apprenticeship in February."

Alexis was never interested in academics, became pregnant, and dropped out of school at 17. After being on public assistance for several years, she worked as a line cook for eight years making \$13 hour with no benefits. A friend who had joined the Bricklayers Union told her about Building Pathways. She is now in her first year in the Cement Finishers and Plasterers Union, enjoying the variety of work, happy to be earning good wages and benefits, and would like her daughter to follow her into the trades.

Lindsay graduated from a subur-



ban high school but didn't have any direction. She thought she should go to college and took courses at both Quincy College and Massasoit, but she didn't know what she wanted to do and dropped out. While working at a bar, she met some tradespeople and liked the sound of that work. She went to a career fair and met the director of the pre-apprenticeship program. She is now a second year plumbing apprentice. "I love the work and the company I'm working with. Right now, I'm using blueprints and laying out the work on the project I'm on - It's great! I'm helping to recruit other women to the trade and am very involved in the union." She just got back from attending the Women Build the Nation Conference in Chicago, where over 1,600 tradeswomen from all of the country gathered to support each other and make plans for increasing the number of women in the trades.

Entering the trades does not preclude getting a college education. Many apprenticeship programs have articulation agreements awarding significant college credit for completing an apprenticeship program. There are also national agreements through the Registered Apprenticeship College Consortium: [\[racc.cfm\]\(https://www.doleta.gov/OA/\).](https://www.doleta.gov/OA/</p></div><div data-bbox=)

To learn more about apprenticeships, both the federal office of apprenticeship (<https://www.doleta.gov/OA/apprenticeship.cfm>) and the Massachusetts Division of Apprenticeship Standards (DAS) (<http://www.mass.gov/lwd/labor-standards/das/> have significant resources). The DAS site also has a link to the list of all apprenticeship sponsors including individual companies, employer associations, and joint labor/management programs.

For more information about pre-apprenticeships in the Boston area: <https://buildingpathwaysboston.org/>.

There are also Building Pathways programs in Worcester and Springfield; the local WIBs will have information on those programs.

For a directory of apprenticeship programs throughout Massachusetts with contact information, length of apprenticeship programs, requirements, and dates of applications, see: <https://buildingpathwaysboston.org/wp-content/uploads/2017/04/Building-Trades-APP-Training-Book.pdf>.

The link to resources on the Department of Elementary and Secondary Education's College and Career Readiness page has many tools that can aid in developing and implementing career development education, including The Career Development Education Guide, which provides a variety of career development education (CDE) activities offered by many schools and communities in Massachusetts: <http://www.doe.mass.edu/ccr/resources.html?section=tools>.

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.

Summer College Boot Camp for Rising Seniors

Submitted by:

Jenifer Andrews, M.Ed. jandrews@tauntonschoools.org, College & Career Counselor

Maureen McCarthy, M.Ed. mmccarthy@tauntonschoools.org, School Counselor

Taunton High School, Taunton, MA

Goal: To prepare students earlier and more thoroughly for the college application process.

Description: This is the second year that Taunton HS has offered a week-long intensive “Summer College Boot Camp” for rising seniors, provided at no cost to individual students. 67 students participated in a variety of workshops for four days and took a field trip to visit two college campuses on the fifth day. This year the field trip was to Boston for tours at Massachusetts College of Pharmacy and Northeastern University. The program was staffed by three school counselors, one English teacher, and two volunteer recent graduates.

Agenda: During the first two days of the program, students completed college searches, identified majors, and used Naviance to define potential career goals and create a college list. The final two days consisted of essay writing and a parent information session. Student workshop topics included: Understanding the College Admissions Process (an overview); Developing Your College List; Completing the College Application (including the Common App); Visiting Campus: Questions to Ask; and Writing a Successful College Essay.

Student Learning Objectives: By the end of the Boot Camp, students will have:

- A complete college list, including one reach school, one safety school, and one state school
- A completed “brag sheet” that students will give to teachers for letters of recommendations
- Requested teacher recommendations through the Common Application
- A first draft of their college essay
- Registered for the fall SAT/ACT

Assessments: Prior to the workshops, every student completed a pretest to see what they knew about the college application process and what they wanted to accomplish during the week. On the last day of the camp, students completed a posttest to see what they had learned and accomplished throughout the week. All respondents indicated a decrease in the amount of stress they felt related to the college application process and an increase in their confidence in successfully navigating the process. A majority of students indicated that assistance with the essay was the most helpful aspect of the program and the visit to the college campuses was the most motivating. Although data is still being gathered, the majority of students expressed the intention to apply Early Action to at least one college. The data will help plan future College Boot Camps.

Family Engagement: On the last day of the Summer College Boot Camp, parents were invited to an information session, What Your Student Has Completed & Next Steps, to learn about the college

(continued on pg. 11)

CAREER (cont'd from page 10)

application process, Boot Camp accomplishments, and expectations for rising seniors. Eleven parents attended the lunch-time session. Although turnout was somewhat low, all those in attendance indicated that the session was either “somewhat helpful” or “very helpful” and indicated that the opportunity to ask specific questions about their students’ plans and the financial aid process were most helpful.

Student Learning Standards:

[MA DESE’s Future Ready Campaign:](#)

(1) Start Now; (2) Aim High; (3) Look Beyond

[MA Career Development Benchmarks:](#)

- o Academic/Technical A2-5: Technical literacy for career and life management
- o Workplace Readiness Development W2-3: Skills to both utilize and evaluate career information, resources, and experts in career planning
- o Personal/Social Development PS 3-2: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work and in the community

[ASCA Mindsets and Behaviors for Student Success:](#)

- o M4: Understanding that postsecondary education and life-long learning are necessary for long-term success
- o B-LS 7: Identify long- and short-term academic, career and social-emotional goals
- o B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
- o B-SS 1: Use effective oral and written communication skills and listening skills
- o B-SS 8: Demonstrate advocacy and skills and ability to assert self, when necessary

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