

# MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 54, No. 10

June 2018

## Remembering Marilou Cashman: Heart and Soul of MASCA

MASCA members were saddened to learn of the passing on May 17 of Marilou Cashman. Born in Natick and a lifelong resident there, Marilou attended the Natick School System, graduating from Natick High School in 1954. She received her B.S. Degree Cum Laude in Teaching from Salem State College and later earned her Masters Degree from Framingham State College. Marilou began her teaching career at Ashland High School as the business teacher until 1967. From there, she moved into counseling at Natick High School and retired in 1990 after serving as Director of Guidance. For many years, Marilou also served as a director of the Big



**Marilou Cashman**

Brother and Big Sister Organization of Metro West.

Marilou was the heart and soul of MASCA, serving first as President of the Association from 1985-86 and then as Executive Director. She was an O.S.C.A.R. award winner and the last of five

Life Trustees. Over the years, Marilou worked with countless MASCA presidents, advising, mentoring and encouraging them. A call to Marilou usually resulted in an invitation to come to lunch at her home to discuss conferences or strategies (with luck, dessert would be chocolate bread pudding). She loved to cook and entertain; her Cottage Street home was always decorated for the season and ready for company, especially at Christmas. Her collection of Santa Claus figures was delightful.

Marilou was a counselor's counselor. She knew when to advise and when to just listen. Many of us are better counselors because of Marilou; she will be sadly missed.

## President's Message: Year End Reflections

By MEGAN KRELL, Ph.D., MASCA President

Welcome to June! I hope the school year is wrapping up nicely for you, and a well deserved summer is on its way.

Last month we celebrated the annual conference! It was wonderful meeting so many of you. Pre-conference speaker, Amie Dean, provided a host of specific, simple strategies to help engage students. Keynote speaker, Julia Cook, offered encouragement and shared lessons from her children's books. It was an honor to host such revered educators. We showcased 32 excellent education sessions and a record



high 47 graduate student poster presentations. Congratulations to the four graduate students who received the graduate student scholarship: Young Jae Chang, Courtney Crory,

Emma Russell, and Alison Sumski. Thanks to everyone who came out to the Cape and all of those who helped make it a success!

Looking back, this has been an exciting, yet challenging year for school counseling in the Commonwealth. Last June, the Board of Elementary and Secondary Education officially changed the license name from "School Guidance Counselor" to "School Counselor." School counselors are essential in supporting the academic achievement, social-emotional wellbeing, and

*(continued on pg. 2)*

## REFLECTIONS (cont'd from page 1)

college and career readiness of all students. In addition, there have been a multitude of current issues school counselors navigated this year including school walkouts, poverty, #MeToo, immigration legislation, and addiction issues to name just a few. The license name change validates the imperative work that you do. As a counselor

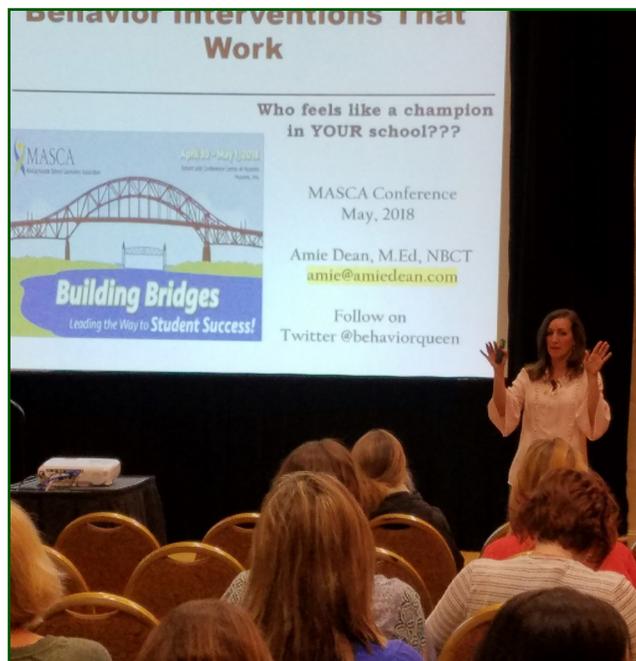
educator, I was thrilled to graduate my first cohort that will be licensed under the new title. I encourage you to utilize and advocate for the School Counselor title in your buildings!

As I wrap up my President's term, I am so grateful to have served with a dedicated, supportive Governing Board and MASCA Team. Many

thanks to my colleagues for their service. A special thank you to Ruth Carrigan for her mentorship throughout this past year. I hope to repay this service to future leaders through our Emerging Leaders Program. I am excited to support our next President, Jen McGuire, as she prepared for a fantastic 2018/2019! Many thanks and happy summer!

## MASCA 2018 Conference

Photo Credit: Jean Atwater-Williams



# MASCA

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## Reflecting on Success

By JENNIFER MCGUIRE, MASCA 2018-2019 President

Regardless of whether our positions are ten months or year round, the beginning and end of the school year are points in time by which we, as professionals in schools, evaluate our work and the effectiveness of our school counseling programs. I cannot count the number of times I am asked by other educators or friends and family members if a certain time is my "busy time" and my attempts to hide my frustrations and explain that it's always that time for me.

The summer is supposed to be a time of rejuvenation for us, and I know that I approach the start of a new school year with ambitious goals for myself and for my department -- perhaps a commitment to get to know my ninth graders sooner, or a renewed effort to offer more resources to parents. No matter what I set out to accomplish, every June I find myself reflecting about the things I wish I had done -- more time with post-secondary planning for my juniors, perhaps. It seems there is never enough time in the school year.

It's a vicious cycle -- excited and goal oriented in August, tired and regretful in June. And spending the summer vowing to do better next year. Wash, rinse, repeat. Do we ever stop in June and, rather than think of what else we wished we'd done, reflect on all of the ways in which we have been successful throughout the year? I know that I do not spend nearly enough time on the second.

At the end of job descriptions, there is often a statement such as

"and all other duties as assigned." It's certainly convenient, given the tasks that seem to come out of nowhere and land in the school counseling department. Perhaps these surprise additions impact our abilities to meet our individual professional goals. Or, sometimes, they impact our morale as we become frustrated with the lack of time and resources available to get everything done.

It's the same story, over and over. There's always more to do, and things we wish we'd had time to do better. That being said, it is important not to allow those things to overshadow all of the initiatives we have spearheaded, the programs we have delivered, and the individual student successes that we have impacted, many of which probably fall into the "all other duties as assigned" category.

As the school year draws to a close, I challenge you to reframe your thinking. Don't focus on the items that remain on your "to do" list. Consider all of the items you did accomplish in 2017-18. Reflect on the students whose lives were impacted because you were part of their support system this year. Pat yourself on the back for each of those tasks you completed with a smile (perhaps a forced one) when someone in your building directed you to do something that was not "in your job description."

I look forward to leading our professional organization during the 2018-19 school year. I wish you all a relaxing and refreshing summer! Let's get ready to do it all again!

# MASCA's Key Role in the MyCAP and College and Career Advising PD Opportunity

By KATIE GRAY, MASCA liaison to DESE and EOE on the 6-Year Career Plan Initiative

Change is hard to come by and slow at best, but MASCA's investment in College and Career Readiness since the release of Model 1.0 has resulted in a robust partnership with DESE and now the Executive Office for Education (EOE). When I first became involved in MASCA in the late 1990s, MASCA and school counselors were not really on the radar of DESE as potential contributors to education reform initiatives.

For 20 years, MASCA has been working hard to demonstrate how school counselors can and should be seen as critical to the ultimate objectives of education reform: success for every student after graduation. Initiatives that MASCA has

promoted include:

- MA Model 1.0
- Race to the Top's Implementing the MA Model project (MASCA's first partnership with DESE)
- The Integrating College and Career Readiness (ICCR) Task Force (MASCA represented by Dr. Rich Lapan and Katie Gray)
- The passing of Legislative Bill Chapter 449 of the Acts of 2014: 6-Year Career Plans for all students (Thanks, Bob Bardwell!)
- The Advisory Committee to study 6-year career plans (MASCA represented by Katie Gray)
- MA Model 2.0
- The Steering Committee (co-chaired by MASCA and EOE) to guide the development and imple-

mentation of 6-year career plans (renamed MyCAP (My Career and Academic Plan) by the committee)

So, at the May 3, 2018 covering of applicants for Early College or Innovation Pathway designation, when I heard both the Secretary of Education, Jim Peyser, and the new Commissioner of Elementary and Secondary Education, Jeff Riley, reference the important role that MASCA (and thus you, as school counselors) need to play in the Baker/Polito administration's key education initiatives, I felt that the hard work of the last 20 years is beginning to pay off. Personal/social and workplace readiness competencies are finally being recognized as

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## June Awareness Dates

National Hunger Awareness Month  
National Safety Month

1 International Children's Day  
5 World Environment Day  
14 Flag Day

**Attention: All call for Counselor's Notebooks prior to 1999. Please send issues to Donna Brown as we rebuild our MASCA CN Archives.**

## MASCA'S (cont'd from page 4)

critical to student success after high school and school counselors are being looked to for leadership to figure out how to ensure that ALL students graduate college and career ready. This work is seen by the Baker/Polito administration as critical both to help close the achievement gap and to provide the Commonwealth with a workforce capable of driving our economy.

In the spring of 2017, when the Advisory Committee to study 6-year career plans (formed as a result of the passage of Chapter 449 of the Acts of 2014) made the recommendation that MASCA (with the support of DESE) lead the work associated with implementing 6-year career plans for all students, I made a proposal to the MASCA governing board that I form and chair a steering committee to oversee this work. The steering committee has

practicing counselors, administrators, counselor educators, a regional employment board rep, DESE reps, and EOE reps. We have been meeting every couple of months since June 2017. With grant money awarded to DESE, the work being driven by the steering committee is going to result in a free 3-day PD series open to teams from up to 80 schools during the 2018-19 school year. This PD series will provide the foundation for schools to learn how to make the systemic changes and create the rigorous curriculum needed for students to gain the personal/social and workplace readiness skills, as well as the planning skills needed to be prepared for postsecondary education. The 6-year career plan has been given the name MyCAP (My Career and Academic Plan).

School counselors often complain

that they are burdened with too many non-counseling responsibilities, that they can't reach all students because of high caseloads, and that they are often overlooked in the area of professional development. The work that MASCA has been doing is designed to address all of these concerns. Please consider talking to your principal about forming a team from your school to take advantage of this no cost PD series next year. The hope is that your team will learn what is needed to implement systemic change using the framework and ideas presented in MA Model 2.0. Your professional association has worked hard to be able to provide you with this high-quality opportunity. Preliminary registration is now open at <http://surveys.pcgus.com/s3/HQCCP-PD-Registration> (see DESE article on page 11 for additional information).

### Seeking New Counselor's Notebook Editor for 2018-2019 School Year!

Please contact Donna Brown, MASCA Executive Director ([executivedirector@masca.org](mailto:executivedirector@masca.org)) for more information. Training and stipend will be provided.

Visit the Counselor's Corner 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>

## Bob Bardwell announced as MASCA's 2018 O.S.C.A.R. Award Recipient

At the May Western Massachusetts Counselors Association (WMCA) dinner, Bob Bardwell was honored with a surprise O.S.C.A.R. In announcing Bob's award, Dr. Helen O'Donnell, herself an O.S.C.A.R. honoree, stated that we celebrate and honor Bob Bardwell, School Counselor and Director of Guidance and Student Support Services at Monson HS, for his dedication, leadership, and multi-



O'Donnell presents Bardwell with O.S.C.A.R.

tiered/multi-decade commitment to the school counseling profession. We celebrate his active involvement with his local school counseling affiliate (WMCA) and other school counseling organizations including MASCA, NEACAC, ASCA, and Reach Higher MA.

Being recognized as an O.S.C.A.R. recipient is the highest honor bestowed upon a member of

(continued on pg. 6)

the school counseling profession in the Commonwealth of Massachusetts. This is only the 16th time in MASCA's 58-year history that the Outstanding Service - Counseling Award of Recognition for devoted service has been awarded.

Since his practicum at Northampton HS under the mentoring of Norm Smith and Dr. Ronald Fredrickson, Professor of Counseling at UMass Amherst, his extensive vita of volunteerism documents his commitment, dedication, active participation, and leadership. These accomplishments include establishing partnerships with legislators to introduce legislation to

foster enhanced student achievement, teaching the next generation of school counselors, mentoring emerging leaders, and advocating for PreK-16 education, career and college readiness, self-advocacy, and preparing ALL students for viable careers in the 21st century workforce. Also, in partnership with former first lady Michelle Obama's national initiatives to encourage all students to "reach higher" to participate in postsecondary education as they prepare for viable careers, Bob spearheaded the establishment of Reach Higher MA and coordinates the leadership team. He has been honored by

various associations with numerous professional awards including Counselor of the Year and Leadership Awards. To quote a colleague and friend, "He LOVES what he does."

Bob is an exemplary 21st century school counselor who models volunteerism and collaboration. He leads by example and inspires others to lead. With his ability to communicate and organize, he advocates for social justice initiatives and empowers others to embrace the challenges facing our students and education communities, striving to make a difference and effect systemic change.

## MASCA Recognizes Award Winners

### 2018 Counselor of the Year: Merylina Santiago Asseli



Merylina Santiago Asselin was born and raised in San Juan, Puerto Rico. She moved to Massachusetts to earn her Bachelor's degree at Springfield College. Upon graduation, she worked for the Department of Children and Families in Springfield. She returned to Spring-

field College to work as an admissions counselor and completed her Master's Degree in Education with a concentration in School Guidance and was later promoted to Assistant Director of Admissions. Her School Guidance career began at Chicopee High School in 2000, where she worked for eight years.

She has been working at Westfield High School for the past 10 years in the School Counseling Department. At Westfield High School, Merylina has been a Class Advisor for the Classes of 2016 and 2020. Merylina created the Western Massachusetts College Mini-Fairs Consortium, which is in its 9th year. The consortium now includes 10 high schools in Western MA and over 100 colleges.

In addition, Merylina has been an Adjunct Professor at Cambridge College, Springfield Campus for the past five years. Merylina resides in Springfield, MA with her husband and twin daughters.

### 2018 Rising Star Award: Renee Considine



Renee Considine has been a School Counselor at Minnechaug Regional High School in Wilbraham for the past three years. This year, Renee is filling a newly created school counselor position that includes Adjustment Counseling

(continued on pg. 7)

COUNSELOR'S NOTEBOOK

responsibilities as well as traditional Guidance Counselor responsibilities and has become dual certified. As a school counselor, she contributes significantly to the entire school climate and community. As a faculty member, Renee has taken on tremendous responsibilities. She immediately became the advisor for the Gay-Straight Alliance where her students are involved at the state level leadership for GSA. She is the key advisor for the school district on policy issues and legal requirements concerning our LGBTQ students. She has also taken on the role of yearbook advisor.

Renee has also made significant contributions to the school counseling field, in addition to her outstanding performance as a school counselor. She is an active member in the Western Massachusetts School Counselors Association, serving as the Graduate Student Liaison for two years, and now as its Technology Chair.

Renee is always helping students behind the scenes. Whether it's buying a student a new pair of sneakers for PE class or taking a student on a college visit, and everything in between, she is always there to help students. The level of caring for students that she demonstrates on a daily basis is exceptional and rare.

Renee teaches in the graduate program at American International College. She lives in Wilbraham with her wife and 2-year-old twins.

### 2018 Leadership Award: Joy LeBlanc



Joy A. LeBlanc is a licensed school/college counselor with 39 years of experience in the field of school/college counseling and education. She secured her Master of Education Degree in School Counseling and Education (K-12) from Northeastern University. She is a member of the Counselor Advisory Board for Brown University, and a member of the adjunct faculty at Salem State University, where she teaches in the Graduate School of Education/School Counseling Program. Joy was the College Counseling Coordinator at Phillips Academy Andover for seven years, where she developed, organized, and facilitated a comprehensive school counseling program within a highly rigorous academic curric-

ulum, working in conjunction with the most selective colleges and universities in the United States.

She is a member of the American School Counselors Association (ASCA), the National Association for College Admission Counseling (NACAC), and the Massachusetts School Counselors Association (MASCA), where she was selected to present at the 2017 Annual Conference. In 2017, Joy was invited to present internationally as part of the Comparative Study Tour in China through the University of Massachusetts at Boston on the role of the school/college counselor and on how students can become globally competitive amongst selective candidates in the college admissions process.

Joy worked as an Admissions Counseling Assistant at Northeastern University, as a lead teacher in a Pre-K program with an Early Education and Care Professional Certification (EEC), and as a counselor aide in a residential treatment center for adolescents.

A recipient of the Principal's Impact Award, Joy has continually participated in formal coursework and professional development opportunities to ensure the delivery of 21st century skills necessary for student success in today's world, particularly in collegiate programs, contemporary careers, and in all civic settings throughout a student's life.

## MASCA Affiliates Tribute School Counseling Colleagues

Being recognized by your colleagues is a very special honor. To view current and past tributes, visit [masca.wildapricot.org](http://masca.wildapricot.org), select the awards tab, and click on JUNE 2018

tributes.

- South Coast School Counseling Association tribute to Jeanne Bonneau
- Cape and Islands School Coun-

seling Association in memoriam tribute to Robin Cambra

- NorthEast Counselors Association tribute to Bob Quist, Director of Guidance, Peabody Schools

## MA Accountability Report Card (MARC, MARC Jr.) 2018 Award Recipients Announced

Through research, analysis, and reflective practice, counselors gain a deeper understanding of how their efforts impact student achievement and career readiness. Program Accountability requires both collecting and analyzing data to measure program



### 2018 MARC Jr. Honorees in Hyannis

**Standing: Kim Conant, Dawn Estes-Daub, Averill Davis, Leslie Ruel, Rachel Mideros, Linda Fortunado, Marie Fallows, Helen O'Donnell, Wadley DiSilva, David Elsner**

**Sitting: Brenda Richardson, Sherry Michael, Michelle Morris**

implementation activities help students be more academically successful and their data drives program planning?

### 2018

#### Honorees:

- Cape Cod Regional Voc Tech – Averill Davis
- Greater Lowell Technical High School (2017

impact and communicating the results to stakeholders. The MARC and MARC Jr. templates provide a structure to present your student results data and program findings in simple terms, allowing students, families, and the school community to see clearly how a comprehensive, developmental school counseling program benefits all students.

David Elsner, MASCA's MARC Chair, has awarded over 135 MASCA MARC/MARC Jr. Recognition Awards over the past 12 years. Over 90% of the honorees participated in MA Model Institutes and had technical support developing their MARC Jr.'s. The 2018 honorees were recognized during MA Model Institute Showcases on April 30th in Hyannis and May 30th at Greenfield Community College.

Why not contact these honorees at their schools or affiliate meetings and ask them to share their success stories about how their MA Model

- and 2018 Recognition) – Brenda Richardson
- Greater New Bedford Reg. Voc. Tech – Rachel Mideros, Michelle Morris, Linda Fortunado, Wadley DiSilva
- Mt. Everett Reg. HS - Kim Conant, Dawn Estes-Daub
- Norfolk Elementary (District) – Cheryl Lassey, Carolyn Kelley
- Old Colony RVTHS – Susan Abaray, Anne Spirlet
- Southbridge HS – Pattie Dargie and Kathle Hatch
- Stoughton Elementary Schools (District) - Kathleen Buschenfeldt, Meghan Hayes, Becky Dunklee, Anne Shute, Kate Pearl, Christine Luzi (Director)
- Taunton HS – Maureen McCarthy
- Waterford St. School, Gardner – Christine Raynor
- Westport JH/SH School – Leslie Ruel, Sherry Michael, Marie Fallows



**27<sup>th</sup> Annual Conference**  
— with —  
**Nancy Rappaport, MD**

**FRIDAY, OCTOBER 19, 2018**  
**8:45AM – 3:30PM WESTMINSTER, VT**  
— Lunch is included —

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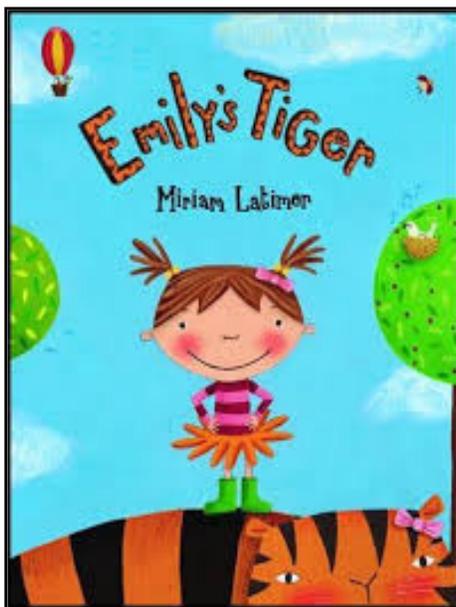
Register: [conference.kurnhattin.org](http://conference.kurnhattin.org)

Please direct all inquiries for the conference to Terry Andrews at (802) 721-6913, or email [tandrews@kurnhattin.org](mailto:tandrews@kurnhattin.org).

## Second Step's "Books for Children"

By DONNA M. BROWN, MASCA Executive Director

A recent email from *Second Step* caught my eye. I think all of us counselors sit through end-of-year meetings wondering what the heck most of the instructions and forms have to do with what we do. Most of us don't send home requirements like "a box of 24 crayons, ruler, and no. 2 pencils," nor do we normally send home math worksheets or reading lists. That might change if you take a look at *Second Step's* "Books for Children." This extensive, annotated list provides a plethora of books that can be used to reinforce concepts taught in SEL classes. A typical entry looks like this: *Emily's Tiger* by Miriam Lattimer: "Emily has a 'tiger' living inside of her. Whenever she is frus-



trated or angry her tiger comes out and causes trouble. With her Granny's help, Emily learns to control her frustration and anger so that her

tiger won't cause trouble anymore. (anger, calming down, emotion management, frustration, identifying feelings, strong feelings)"

After a brief description of the book, there is a listing of SEL topics the book addresses. By looking through the list, a counselor can create a targeted reading list for students, choosing age-appropriate books to support SEL lessons.

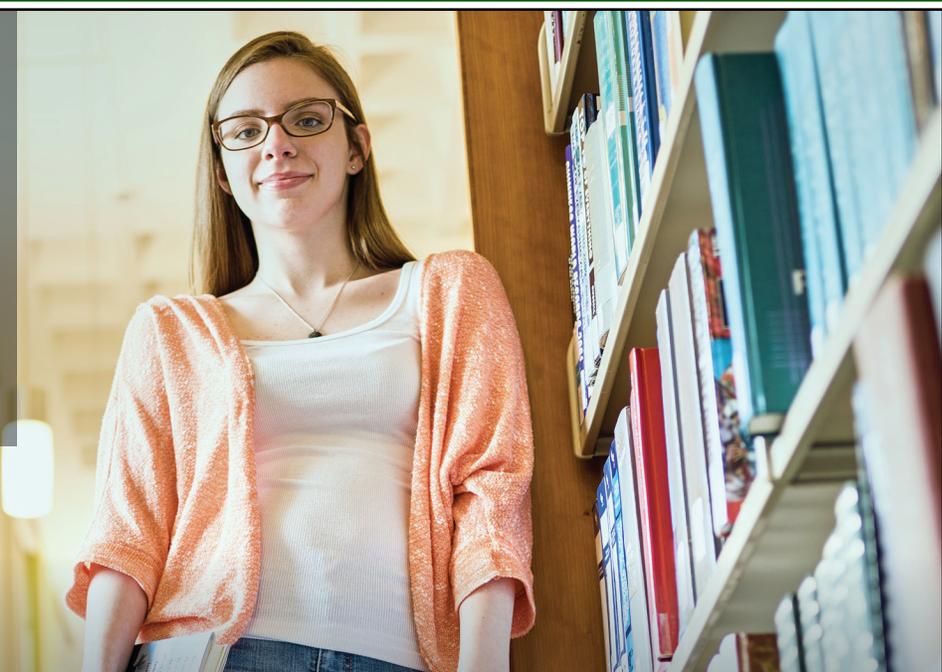
*Second Step* has also provided a list for adults who want to hone their skill set, either as parents or teachers. Child raising, games, mindfulness, and teaching strategies are all here, along with many others. There are classics promoting theories, as well as how-to books.

What if you could  
seize the day?



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## Exploring MA Model 2.0: Data Analysis Guides Action Planning

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

With the academic year winding down, it is time to collect and reflect on feedback from your counseling department needs assessment, end of year MA Model Implementation Self-Study (located in the appendix of the MA Model 2.0 document), and student outcome data (both program delivery pre/post assessments and achievement data).

Implementing reflective practice strategies like data analysis will highlight successes, identify programming and achievement gaps, as well as provide suggested areas for program development, strategic intervention, growth, and change.

Are there Tier 1 lesson plans to add to your school counseling core curriculum and grade level seminars? What does the EWIS and EDWIN data analysis suggest for Tier 2 interventions to assist at-risk students in becoming more academically successful, getting back on track for 4-year graduation, or engaging them in

school to prevent dropouts? Are their identified gaps in service delivery that clarify a need for additional staffing or staffing adjustments? What part of your student population is involved actively in developing their workforce readiness competencies documented by MyCAP (formerly ILP's)? How can the school staff and the community assist with promoting post-HS planning Future Ready competencies, expand awareness of Labor Market Information trends, and promote career pathway opportunities available to students?

Strategic Action Planning can be multi-year plans or a targeted initiative related to individual or department SMART goals. School counselors who complete MA Accountability Report Cards (MARC's or MARC Jr's) reflect on their implementation initiatives and identify program changes and goals to strengthen future programming in their MARC Jr. Focus for Improvement section.

(see Marc Jr. article on page 8).

I suggest you all block in specific calendar time for reflection and planning as a team to identify next steps and document your action plan goals and implementation calendar. With the data to support your needs, advocate to your department chairs and administrators to consider your suggestions. When they ask for data to support the request, the data analysis will be readily available.

Just a reminder: MA Model Introductory Institute, MA Model2: Next Steps, and Counselors in K-12 Classrooms are graduate-level courses that focus on integrating MA Model practices into your school counseling programs aligned with your personal and professional goals. Cohort sessions are being formed around the state. Email [helenod@att.net](mailto:helenod@att.net) about Institute training in your area. You are welcome to suggest summer and fall dates and sites convenient for colleagues in your area.

## Viable Careers and Citizenship for All

By BETH HENNESSY and HELEN O'DONNELL Co-Chairs Reach Higher MA Working Committee #1

To promote career competencies and citizenship for all, our working committee would like to keep school counselors informed about related events and informative resources.

1. Event: **June 13th** Nipmuc High School in Upton: "Recipe for Success" – A 21st Century Learning Conference. School counselors and administrators are welcomed to attend this full-day, school-wide event promoting

leadership, teamwork, creativity, and curiosity in students. Contact Beth Hennessy at [ehennessy@mursd.org](mailto:ehennessy@mursd.org) for more information about this event.

2. Labor Market Information Library – Please assist us in generating a rich resource library of training materials for both counselors and students (webinars, websites, educational materials, etc.): <https://docs.google.com/forms/d/e/1FAIpQLSeOYgH2A->

[jNjdnLNSu5exIaXS6Mj2gJlQft-9TVAizUBjAnDv2w/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeOYgH2A-jNjdnLNSu5exIaXS6Mj2gJlQft-9TVAizUBjAnDv2w/viewform)

3. Congratulations to Easthampton High School Students who won the Massachusetts "We the People" competition and represented the commonwealth in the national contest in Washington DC. Google Citizenship resources: "We the People" (a project of the Center for Civic Education, Civic Nation, and icivics) to find more information.

## New Training Opportunity for College and Career Advising for High School Students

DESE is pleased to announce a three day training opportunity about college and career advising (CCA) which will be available next school year, being designed in partnership with MASCA. DESE is able to provide this major training thanks to its receipt of a New Skills for Youth (NSFY) grant from the Council of Chief State School Officers, a national initiative in which Massachusetts is one of ten states, all working to increase the career readiness of all students in their states. The workshops are intended for small teams of high school staff led by counselors and supported by teachers and administrators. They will offer the participating teams the knowledge, skills, and tools they need to design and implement high quality CCA in combination with MA's individual, student-driven academic and career planning process now called My Career and Academic Plan (MyCAP), formerly called Individual Learning Plans (ILP). The workshops are being designed to fully align with the MA Model 2.0, and will offer a systematic way to address Career Development Education, among other elements.

The three days of the workshop series (with one day in the fall, one in the winter, and one in the spring)

will be offered in four different regions during the 2018-2019 school year, so they are convenient for participants. There will be no cost for the participating teams. There will be capacity for many participants in this training (up to 80 high schools next year). Among the participating high schools will be those launching newly designated Early College programs and Innovation Pathways, also part of the NSFY project.

The workshops are intended for small teams of four key staff members (ideally, a counselor or two, a teacher or two, and the principal or other school administrator). Teams will learn about new ways to prepare students for their futures, and how to develop a program that ensures whole school buy-in and shared responsibility for the work to be done. These workshops will help schools scale up best practices for counseling services and show students how to take greater control of their choices during high school and their planning process for their futures.

Here's an overview of the three days, as currently planned:

### **Workshop 1 - Seeing the Big Picture – Fall, 2018**

- Explore the nature and promise of CCA and MyCAP
- Learn the design characteristics

of effective college and career advising and MyCAP programs

- Review data tools to help with student analysis

• Map current advising program and identify assets and gaps

### **Workshop 2 – Going Deep - All the Elements – Early Winter, 2019**

• Review mapping of school's existing program for assets and gaps

• Focus on the specifics of a comprehensive grade level scope and sequence of CCA and MyCAP

• Explore the capacity of each district/school's online college and career advising system

• Incorporate the three stages of career development education, work-based learning and early college access into school system

### **Workshop 3 – Making It Work – Spring, 2019**

• Develop a project management strategy for the intended new program for successful implementation

• Create a range of communication materials to explain the new program's value to multiple stakeholders

• Learn how to evaluate the quality and impact of this program, and sustain it over time

Stay tuned for more information, and a registration link, in an upcoming *Counselor's Notebook*.

## MASCA Emerging Leaders Program

MASCA is pleased to announce we are bringing back our Emerging Leaders Program!

Have you ever wondered what it is like to be a state-level leader? Are you looking to hone your leadership

skills? Please consider applying to the MASCA Emerging leaders! Applications for 2018/2019 Emerging Leaders will be accepted now through **June 15th**.

Find more information and the

application [here](https://bit.ly/2KL-cJIW): <https://bit.ly/2KL-cJIW>.

Please send any questions to Megan Krell, MASCA President at [mkrell@fitchburgstate.edu](mailto:mkrell@fitchburgstate.edu).

Thank you!

**IN CASE OF NON-DELIVERY, RETURN TO:**

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The mission of MASCA is to advocate for school counselors in the Commonwealth of Massachusetts by providing leadership, collaboration, and professional development.

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