

# MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 53, No. 9

May 2017

## President's Message: Helping Demystify the Financial Aid Process

By RUTH CARRIGAN, MASCA Acting President/Immediate Past President

Recently I was invited as a representative of MASCA and Reach Higher MA to participate in a press conference announcing Attorney General Maura Healey's Financial Aid Education Campaign for Students Considering College. So often the financial aid process and financial aid award letters, in particular, can be confusing for students and parents. Through the new Financial Aid Education Campaign, the AG's office is hoping to encourage colleges and universities to make the process more transparent.

"This is an exciting time of year for students and families who are making important decisions about going to college, but financial aid award letters can be hard to digest," AG Healey said. "Through our office's work to address fraud and abuse in student lending, we have seen the impact that student debt is having in Massachusetts and across the country. This initiative is about better understanding financial aid packages offered by colleges and



**MASCA Acting President and Reach Higher MA Representative, Ruth Carrigan speaking at a recent press conference**

making an informed decision about where to enroll and what it will cost."

An important part of our jobs as school counselors is to help students make a plan for life after high school. I think we can all agree that we want our students to "reach higher" to pursue training and education past high school. However, we need to make sure that our students and their families are making educated decisions regarding financial aid, student loan debt, and their ability to pay for post-secondary educa-

tion. It is sometimes very difficult to compare one financial aid package to another to determine gift aid, loan aid, and most importantly the net price of college after all forms of financial aid are exhausted.

For information on how to demystify the process for your students and families, please take a look at AG Healey's campaign located at [mass.gov/ago/studentawardletter](http://mass.gov/ago/studentawardletter). This website includes helpful graphics, sample forms, tips, and resources to help students and families understand and compare financial aid award letters and determine the amount of money they'll need to pay for college. You might also want to schedule a MEFA Paying the College Bill Seminar at your school or encourage your student and families to check out College Scorecard at [collegescorecard.ed.gov](http://collegescorecard.ed.gov).

Thank you for all you do to help your students "reach higher" while encouraging them to make fiscally sound decisions regarding post-secondary training and education.

## Viable Careers and Citizenship for All Students: Reach Higher MA Working Group #1

By HELEN O'DONNELL and BETH HENNESSEY, Co-Chairs

Reach Higher MA mission: To inspire every student to take charge of their future by completing their education past HS through effective school counseling. At the March RH MA Guiding Coalition

meeting, Working Group #1 discussed progress on the following committee initiatives: submission of Career Corner Activities and monthly work group progress to the *Counselor's Notebook*, continued

marketing outreach for resources to be posted on the Labor Market Resource Library Google doc to assist counselors in infusing LM information into career planning, designing  
*(continued on pg. 4)*

## 2017 MASCA Annual Conference A Success

By AMY WHEELER-SUTTON, *Counselor's Notebook* Editor

The 2017 MASCA Conference on April 3 and 4 drew a crowd of 322 attendees and 83 additional exhibitors, sponsors, and guests, for a grand total of 405. Everyone had a chance to network, celebrate, and learn together.

MASCA was honored to welcome the engaging and dynamic national speaker Dr. Carolyn Stone, who led the Monday afternoon pre-conference and the Tuesday keynote address. Dr. Stone exhibited an impressive knowledge of successes and challenges unique to Massachusetts and reminded the attendees, "Above all, do no harm," and when it doubt, "Consult, consult, consult."

Throughout the day on Tuesday, attendees had the opportunity to attend one of 28 learning sessions,

visit 40 unique exhibitors, and learn from 44 graduate student poster presentations.

During the President's reception on Monday night, four graduate students were honored as scholarship winners (pictured below, center row): Jennifer Laporte, Denise Brienze, Sarah DeMello, and Jillian Connally. Congratulations to these students!

In addition, on Tuesday, the following awards were presented (see photo of award winners below, top center):

**MASCA Counselor of the Year:** Courtney Selig, Whitman-Hanson Regional High School

**MASCA Rising Star Award:** Kristina Haugh, Mattacheese Middle School

**MASCA Special Award:** Kend-

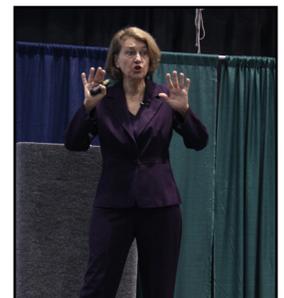
all Downing, Ipswich High School  
**MASCA Counselor Educator of the Year:** Laurie Dickstein-Fischer, Salem State University

**MASCA Leadership Award:** Carrie Kulick-Clark, Braintree High School

**MASCA Administrator of the Year:** Susan Federico, Agawam Public Schools (not pictured)

MASCA commends these professionals for the hard work they do every day in the interest of helping students succeed!

If you missed the conference this year, start planning for next year! It is a great opportunity to learn about current best practices in the field of school counseling, network with peers, and celebrate the accomplishments of counselors around the Commonwealth.



- Photo captions (left to right):
- 1) Monday Pre-Conference Speaker, Carolyn Stone speaking about Corey Johnson from Masconomet High School
  - 2) Award winners (see above)
  - 3) Tuesday Keynote, Carolyn Stone, "Let Your Advocacy Actions Define Your Role"
  - 4) Conference attendees enjoy the exhibitors
  - 5) Attendees enjoy lunch
  - 6) Attendees visit poster sessions
  - 7) Graduate student scholarship winners (see above)



# MASCA

## 2016 - 2017 BOARD MEMBERS

### EXECUTIVE DIRECTOR

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

### ACTING/IMMEDIATE PAST PRESIDENT

RUTH CARRIGAN  
Whitman-Hanson Regional High School  
600 Franklin Street, Whitman, MA 02382  
Tel. 781-618-7434 • Fax 781-618-7098  
Email: [ruth.carrigan@whrsd.org](mailto:ruth.carrigan@whrsd.org)

### PRESIDENT-ELECT

MEGAN KRELL, Ph.D.  
Assistant Professor, Fitchburg State University  
Email: [mkrell@fitchburgstate.edu](mailto:mkrell@fitchburgstate.edu)

### JOHN S. STEERE

Wellesley High School  
50 Rice Street, Wellesley, MA 02481  
Tel. 781-446-6290 x4637  
E-mail: [steerej@wellesleysps.org](mailto:steerej@wellesleysps.org)

### IRIS GODES

Dean College  
99 Main Street, Franklin, MA 02038  
Tel. 508-541-1547 • Fax 508-541-8726  
E-mail: [igodes@dean.edu](mailto:igodes@dean.edu)

### AMY L. COOK, Ph.D.

E-mail: [amy.cook@umb.edu](mailto:amy.cook@umb.edu)

### SANDRA COLLINS, MSW, LCSW

Email: [collinss@sps.springfield.ma.us](mailto:collinss@sps.springfield.ma.us)

### HELEN O'DONNELL, Ed.D.

Adjunct Graduate Faculty,  
Fitchburg State University  
MA Model Institute Trainer  
10 Maplewood Terr., Hadley, MA 01035  
Tel. 413-549-1914  
E-mail: [helenod@att.net](mailto:helenod@att.net)

### TREASURER

ASHLEY CARON  
E-mail: [ashcicero@hotmail.com](mailto:ashcicero@hotmail.com)

### MEMBERSHIP COORDINATOR

KATHERINE GETCHELL  
E-mail: [membership@masca.org](mailto:membership@masca.org)

### WEBMASTER/

### TECHNOLOGY COORDINATOR

JEAN ATWATER-WILLIAMS  
E-mail: [webmaster@masca.org](mailto:webmaster@masca.org)

### COUNSELOR'S NOTEBOOK EDITOR

AMY WHEELER-SUTTON  
E-mail: [cn@masca.org](mailto:cn@masca.org)

## A Collection of Career Resources

By DONNA M. BROWN, MASCA Executive Director

Several years ago, I generated a list of resources for career exploration. Recently, I came across it and decided to check out the sources I had cited and see if each was still "live" and a viable resource for school counselors. Some are no more; others have been swallowed up by larger entities. A few, however, have really grown even more useful. I would direct you to the Bureau of Labor Statistics. If you have not checked this out in a while, you are in for a treat. The teacher and student section is really useful and includes lesson plans, kid friendly information, and charts and graphs that normal people can understand.

Many of you are already using things like Career Cruising or Naviance. However, the following list of resources are basically free and available for counselor, student, and parent use anywhere there is an internet connection. Several are gigantic reference sites which will offer dozens of career development possibilities including lesson plans and curriculum guides. Others include scholarly articles or research raw materials. All are worthy of at least a quick look and some may become favorites! This list is just a beginning; there are thousands of other sites, but this group will help form a good career information base.

**Your Plan for the Future** (<https://yourplanforthefuture.org>): According to its website, "provides access to academic and professional success to learners across the Commonwealth by

setting each student on a path to college and career success." It allows students to explore careers and make a plan that includes interests, testing and abilities.

**Massachusetts Career Information System (MASSCIS)** ([www.masscis.intocareers.org](http://www.masscis.intocareers.org)) is sponsored by the Division of Employment and Training (DET). Developed at the University of Oregon, this work horse provides occupational, academic, and vocational information as well as assessments, financial aid hints, and classroom applications. It is a free alternative to many of the very pricey, comprehensive planning programs. It also offers a junior (middle school), high school, and adult experience.

**Vocational Information Center** ([www.khake.com](http://www.khake.com)) is loaded with information for career development. Some is a little dated but the resource sections will point you in the right direction. Of particular use is the section entitled "Career Activities and Vocational Lesson Plans."

**ASCA (American School Counselor Association)** ([www.schoolcounselor.org](http://www.schoolcounselor.org)) is another excellent reference site. It is most useful for ASCA members, but much of the information (articles, PowerPoints, announcements) is available to anyone. Although the actual National Model is only available for purchase, there are articles and other information about it.

**MASCA (Massachusetts School Counselors Association)** ([www.masca.wildapricot.org](http://www.masca.wildapricot.org)) is

(continued on pg. 4)

## CAREER (cont'd from page 3)

the state school counseling association. It is home to the MA Model and also provides information about conferences and workshops. It also provides some excellent links to state and national resources.

**Bureau of Labor Statistics (BLS)** ([www.bls.gov](http://www.bls.gov)) is home to virtually any statistic you might ever need to bolster your career development program. Wages, research, and occupational information are all found on the BLS pages. Make sure you check out the "kids" page.

**Career Cornerstone Center** ([www.careercornerstone.org](http://www.careercornerstone.org)) is a non-profit resource center for those exploring career paths in science, technology, engineering, mathematics, computing, and

medicine.

**CareerOneStop.org** is a resource for making informed career decisions to support a demand-driven workforce investment system. Very good links are provided for both the professional counselor and the student. The toolkit is invaluable.

**The Balance** (<https://www.thebalance.com/career-planning-4074039>) is an interesting site with articles and very quick, useful "lists." It features a lot of career development information in layman's terms. There are some interesting articles that do not seem to be on other sites. Some of the material is geared towards adults and their careers.

**H.S. Counselor Week - Northeast** ([http://www.HSCounselor-](http://www.HSCounselor-Week.com)

[Week.com](http://www.HSCounselor-Week.com)) is a weekly newsletter of information taken from a variety of news sources of interest to counselors.

**SchoolCounselor.com** is a newsletter created by Russ Sabella, former ASCA president and techno guru.

**Department of Elementary and Secondary Education** (<http://www.doe.mass.edu/ccr/>) has a lot of interesting information for counselors and teachers. Of particular interest are those resources in "College and Career Readiness."

## VIABLE (cont'd from page 3)

professional development opportunities to teach counselors about the labor market, and drafting a rubric and self-study tool for counselors to use to assess the level of CDE in their schools.

**NEW  
RESIDENCE  
COMPLEX  
FALL 2018**

[umb.edu/residence2018](http://umb.edu/residence2018)

UMASS  
BOSTON

© Elkus Manfredi Architects

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 inter-  
est to the counseling  
community.

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

## Recognizing Signs of Eating Disorders

It has started warming up, and for students that means summer vacation is near. As the temperature rises, shorts and tank tops replace bulky sweaters and coats. This time of year can present an unsettling focus on one's body for a student who is struggling with an eating disorder.

Now that it can no longer be hidden under layers of clothing, it can become apparent that a student has lost a significant amount of weight. At Cambridge Eating Disorder Center (CEDC), it is not uncommon for us to have parents seek help for their son or daughter once the weather warms up and they truly notice the amount of weight their child has lost.

It is important that counselors, teachers, and parents take notice in changes in student's behavior, such as withdrawing from clubs and other activities, isolating from peers, or a preoccupation with exercise or dieting. If a student is showing these types of warning signs, it is helpful to make resources available prior to the end of the school year. Summer vacation presents students with a lack of structure and many social gatherings around food. By being proactive, it is possible to help a struggling student before things totally unravel.

Summer is good opportunity for struggling individuals to begin to get the support that they need. During the school year, both parents and students often prioritize academics over treatment. However, during the summer, focus can shift from school work to recovery. Programs like CEDC provide students with the correct level of care to begin to address the distorted

thoughts and behaviors associated with their eating disorder, as well as support from a dietician to ensure that they are getting the proper nutrition.

We offer a Partial Hospitalization (day) program as well as Intensive Outpatient (evening) options, in

addition to residential care. Our programs are comprised of group, individual, and family therapy that provide patients a foundation of skills and support. Treatment provides the space for a struggling individual to develop the necessary  
*(continued on pg. 10)*

### Experience The Dean Difference.



### SMALL SCHOOL. BIG FAMILY.

- School of **BUSINESS** • Palladino School of **DANCE**
- School of **THE ARTS** • School of **LIBERAL ARTS AND SCIENCES**
- **ASSOCIATE AND BACHELOR'S DEGREES**
- **UNMATCHED LEARNING SUPPORT**
- **CENTER FOR BUSINESS, ENTERTAINMENT AND SPORT MANAGEMENT**
- **LEARNING COMMUNITY FOR UNDECLARED STUDENTS**



877-TRY-DEAN • dean.edu • Franklin, MA

## High Quality Career Pathways, New Skills for Youth and Career Advising

Counselors have been in the forefront of efforts to support the career readiness of our students for years, and in some schools, may still be the sole source of these supports. Now, the Commonwealth has embarked on a high level, ambitious effort to increase the career readiness of many of its students, both in high school and adult settings.

Under the guidance of the Workforce Skills Cabinet, and with the active involvement of the Department of Elementary and Secondary Education's Office for College, Career and Technical Education, the state has launched an initiative to scale up "High Quality Career Pathways" (HQCPs) across the state. Its motives are two-fold: to support better outcomes for our students and to address the needs of employers and the workforce, especially related to existing "skill gaps" where employers cannot find qualified applicants for current and upcoming openings. Generally, this effort is seen as critical to maintaining the state's competitive position in the country, and even globally.

A significant driver of the HQCP work is the grant funding the state

received from the Council of Chief State School Officers (CCSSO) through the "New Skills for Youth" project. Massachusetts is proud to be one of ten states that advanced to the implementation phase of this work in January, having been among 24 states (plus D.C.) that received planning grants in spring 2016. This national project is designed to scale up access to career pathways around the country.

In Massachusetts, the NSFY effort is multi-faceted and has been designed to significantly increase the number of HQCP(s) that are available to students. One of the core components of this new work is Career Advising, and a strategy to address this is described below.

The NSFY work is underway and will continue through 2019. Current efforts include:

- The development of a set of six minimum characteristics needed for HQCP(s) in our schools:
  - 1) career advising
  - 2) work-based learning
  - 3) integration of academic and technical instruction
  - 4) secondary-postsecondary linkages
  - 5) credential attainment

6) alignment with the labor market.

- The improvement of ESE's data collection methods so that student participation in these activities can be tracked, analyzed, and increased.

- And, especially relevant to our counselor world, the creation of a significant new training effort about career advising, to be offered to counselors and other educators that offer career advisement to students, to be integrated into any new career pathways that are being designated as HQCPs, and more generally to be offered to all students whether in a career pathway or not.

The career advisement training program envisioned by the state's NSFY initiative will be developed in partnership with MASCA, and the input of a wide range of experts. New curricula and other materials needed by students for authentic career awareness, exploration and immersion, and for more informed decision-making about college choice, will be developed in FY18. The envisioned training program for counselors will be launched late in FY18 or in FY19. Stay tuned for more information about this exciting project.



THE COMMON APPLICATION



### COLLEGE COUNSELING WEB SHOP GETTING HANDS ON WITH COALITION, COMMON APP, CSS PROFILE, & FAFSA

NEACAC AMC Pre-Conference Session  
Wednesday, May 31  
9:00am - 1:00pm  
Register today at [www.neacac.org](http://www.neacac.org)

School counselors are eligible to apply for  
**NACAC Imagine Grant funding.**



## Mindfulness In An Elementary School Setting

By SANDRA COLLINS, MSW, LCSW, MASCA Board Member

In recent years, mindfulness has become a popular term both professionally and personally. As school counselors, it is imperative for us to have some sort of self-care regime in order to be equipped to work with our students. In working with elementary school students in Springfield, mindfulness has become a large part of my school counseling curriculum.

Springfield is the second largest school system in New England with a student population of 26,000 and 82% qualifying for free or reduced lunch. Academically, 42% of Springfield students are proficient in reading, 35% are proficient in math, and the overall graduation rate is 62%. Statistically speaking, the need for mindfulness is strong both in the school setting as well as at home. Providing students with the tools to calm down has been a primary focus for me this year.

The practice of mindfulness is a concept developed many thousands of years ago and is often compared to meditation. In the last 50 years, doctors have been using mindfulness to assist patients facing both physical and mental ailments. The basic concepts are to pay attention to one's breathing and focus on the moment in a non-judgmental, non-biased manner. While this is a basic definition, the concept and actual practice are not easy. Mindfulness has been used in schools throughout Europe and Canada and is gaining traction in the US.

In working with students kindergarten through 5th grade, the concept of mindfulness is often misunderstood. Examples (such as

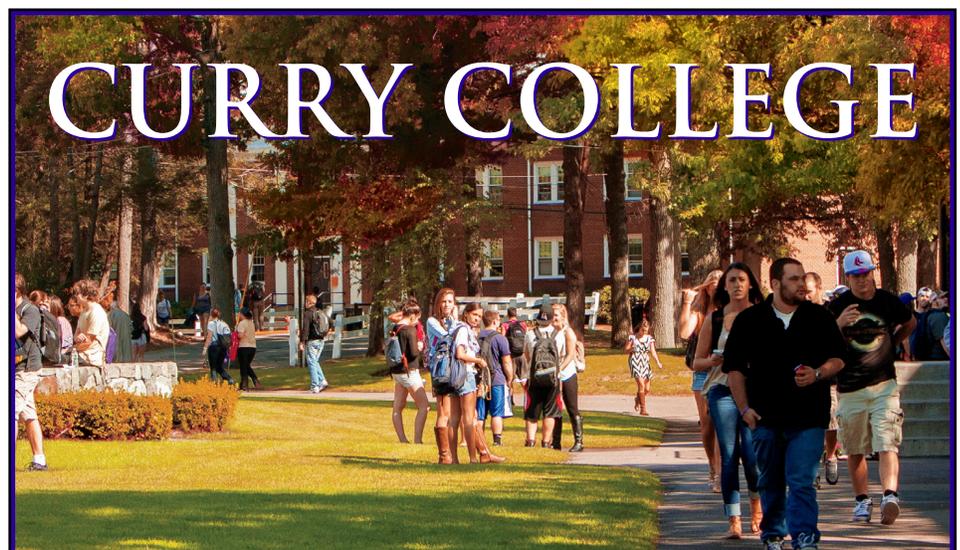
finding while in a store that someone stole your wallet or entering into a classroom where the teacher says sit down and get ready for a test) provide students with real world experiences of how stress can quickly escalate and the need to think before you act. During a fourth grade lesson when teaching how to inhale and exhale, a student asked why does this work, which resulted in further research into oxygen and the brain. Using the YouTube video, Calm Down and Release the Amygdala, by ChrisCompany1029, provided students with common language to understand the concept and the benefits of taking deep breaths.

*(continued on pg. 9)*

### May Awareness Dates

Mental Health Month  
National Foster Care Month  
Teen Pregnancy Prevention Month

1-5 National PTA Teacher Appreciation Week  
1-7 Choose Privacy Week  
1-7 National Children's Mental Health Awareness Week  
1-7 Screen Free Week (TV Turnoff Week)  
25 National Missing Children's Day  
31 World No Tobacco Day



#### QUICK FACTS:

- A private, four-year, co-educational liberal arts college founded in 1879
- Serving over 2,000 traditional undergraduate students
- Approximately 1,525 students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
- 24 majors and 65+ minors/concentrations leading to bachelor's and master's degrees
- Student/faculty ratio is 10:1  
Average class size is 20 students
- Approximately 94% of undergraduate students receive some form of financial aid
- Offering a wide array of extra-curricular activities including 14 NCAA Division III athletic teams

**(800) 669-0686 or (617) 333-2210**

1071 Blue Hill Ave. • Milton, MA 02186 [www.curry.edu](http://www.curry.edu) [adm@curry.edu](mailto:adm@curry.edu)

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

Reach Higher MA Working Group #1: *Viable Careers and Citizenship for All* invites counselors to submit career activity that can be delivered in diverse settings to encourage the infusion of career development into school counseling curriculum. Include learning standards alignment, measurable student learning objectives and outcomes, and interdisciplinary curriculum links.

Email to: Helen O'Donnell, Ed.D, MA Model Institute Trainer at [helenod@att.net](mailto:helenod@att.net).

### Creating a Digital Portfolio

**Submitted by:** Elizabeth Hennessy, [ehennessy@mursd.org](mailto:ehennessy@mursd.org), Career and Community Coordinator, Nipmuc Regional HS, Upton, MA

**Grade Level:** High School

**Description:** Students create a digital space where work samples, photos, contribution to the community, and reflections about career experiences reside. The portfolio is reviewed by industry and collegiate volunteers and/or faculty members who provide feedback and suggestions. Students may share their portfolio with their career network, add a portfolio link to their resume, and use the contents as the basis future LinkedIn account. Reflective blogs or entries showcase the student's ability to see opportunity for improvement, set/revise goals, and demonstrate resilience as well as their ability to communicate in writing.

**Lesson Activities:** Provide clear expectations, measurable outcomes, and a rubric for each of the Digital Portfolio Contents: Professional Picture; Biography; Resume; Work Samples; Evidence of Community Engagement; Reflections/Blogs. Provide workshops exposing students to possible free host sites such as weebly.com and wix.com. If possible, provide an exemplar of a desirable finished product.

**Resume Resources:** Workforce Central, local employers, and institutions of higher learning are interested in supporting student career development and will often agree to conduct a resume workshop. Be sure to include resume tips for students with little to no work experience. The counselor should conduct a workshop which supports students with understanding their strengths and how those strengths can parlay into an enjoyable career path in advance of the resume workshop.

**Community Engagement:** Students should participate and/or plan at least two projects over their high school career which are designed to improve the leadership and employability skills-highly valued by employers and colleges alike. Through planning and implementing a project, students are able to engage professionally with the community through correspondence and actions in such a way to showcase their strengths. Not all projects meet with success; however, projects which do not meet expectations create a rich opportunity for reflection also highly valued by employers and colleges.

**Feedback Event:** Generate volunteers via [SignUpGenius.com](http://SignUpGenius.com). Provide volunteers and students with the rubric and any supportive information. Give volunteers time to review the student's portfolio in advance of the event. E-introduce student and volunteer. During event, students meet with the person delivering feedback which provides an opportunity for the student to demonstrate presentation skills, practice networking skills, and increase their career network through a positive experience. Create evaluation tool and use feedback to inform future events. Be sure to have the student send a professional note of appreciation.

### Student Learning Standards:

**CDE:** W1-1, 2, 3, 4, 5; A2-1; A4-3; A4

**ASCA:** ASCA Mindset 2, 4, 5, 6; ASCA Behavior Standard: B-LS 5, B-SS 1, B-SS 2

**CTE:** Strand 4: Employability and Career Readiness

## MINDFULNESS (cont'd from page 7)

The *Second Step* curriculum provides posters to assist in teaching younger students with examples based on real world experiences: someone cuts you in line, someone tells you they aren't your friend anymore, or someone breaks your perfect attendance pencil. These scenarios generate a real connection with stressors and provides students with opportunities to develop calming strategies. Other tools are

*A Handful of Quiet: Happiness in Four Pebbles* by Nhat Hanh Thich and *Master of Mindfulness: How to Be Your Own Superhero in Times of Stress* by Laurie Grossman. Reinforcing the concepts of green thoughts (calm thoughts) versus red thoughts (negative ones) helps students to better conceptualize the actual steps and remain focus on the end result of calming down. Using a green dot on a student's desk can

be a powerful tool to remind them of strategies learned.

The best measure of learning is when conversations are overheard between students. Several times I have heard students reminding each other to think green thoughts or to take a deep breath. These mindfulness strategies can be used in any setting and, as I tell my students, you will use these skills for the rest of your life.

## MA Model 2.0 Endorsed by MASCA Governing Board

By HELEN O'DONNELL Ed.D, MASCA Board Member

The revised MA Model for Comprehensive School Counseling Programs (MA Model 2.0) was endorsed by the MASCA Governing Board in March and presented to MASCA membership at the April 2017 spring conference events. It is posted on the MASCA website:

[www.masca.wildapricot.org](http://www.masca.wildapricot.org).

Two years in development and aligned with the ASCA 3.0, MA Model 2.0 maintains the MA Model 1.0 program components (Foundation, Accountability, Management, and Delivery), which guided school program development for a

decade, but the new document adds depth to the understanding and implementation of each component of program development. It incorporates the SISP Educator Evaluation document for school counselors, references to SMART Goals and

(continued on pg. 11)

# NCAN E-Learning:

## Fundamentals for College Access & Success Providers

### Why E-Learning?

- Modules Are Segmented by Topic
- Delivered In Convenient 30- to 120-Minute Segments
- Self-paced and Asynchronous, Available On-Demand

ENHANCE YOUR RESUME WITH  
BADGES AND CERTIFICATES



National  
College  
Access  
Network

Building Connections. Advancing Equity. Promoting Success.

**FREE FOR  
NCAN MEMBERS!**  
Non-members pay \$29 to \$119 per unit.

**Learn More At**

Questions? Contact [elarning@collegeaccess.org](mailto:elarning@collegeaccess.org)

[www.collegeaccess.org/ELearning](http://www.collegeaccess.org/ELearning)

## College, Career and Technical Education (CCTE) Spring e-Newsletter

The spring edition of the College, Career and Technical Education e-Newsletter is available. The newsletter is published seasonally to inform you of major updates and activities within the Office for College, Career, and Technical Education (OCCTE) at the Department of Elementary and Secondary Education.

The mission of the OCCTE is to help all students become college and career ready 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.

This issue is dedicated to expanding access and opportunity to better prepare all students for success after high school. Every student needs to be prepared to succeed in postsecondary education and training opportunities and acquire the knowledge, skills, and experiences necessary to succeed in the workplace and life.

Find the e-newsletter here: <https://masca.wildapricot.org/Counselors-Corner/>.

## EATING (cont'd from page 5)

skills to cope with the hectic and stressful pace of another school year in the fall.

Students that are struggling often need encouragement to get the help that they need. By reaching out and providing resources, it is more possible that students will take their first step to recovery during their

summer break.

*If you or a parent are concerned about a student in your school, please contact Dr. Seda Ebrahimi, Founder and Director of Cambridge Eating Disorder Center at 617-547-2255 x222 or visit [www.eatingdisordercenter.org](http://www.eatingdisordercenter.org) to learn about possible treatment options.*



**Experience TRADITIONAL  
without settling for TYPICAL.**

**At Southern New Hampshire University, our focus is on empowering the leaders of tomorrow. Our campus community is 3,000 strong, and with top-notch career development services and more than 70 student-run organizations helping students develop new skills and leadership abilities, it's no wonder that organizations like Fidelity Investments, the Boston Celtics, and even the Department of Homeland Security are racing to hire SNHU grads! Visit our website or stop by for a tour to see for yourself that SNHU is anything but typical.**

**Southern  
New Hampshire  
University**

**[www.snhu.edu](http://www.snhu.edu)**

## Improving Your College Knowledge:

### NCAN Offers Online Learning Platform for School Counselors

By MORRALEE KELLER, Director of Technical Assistance, National College Access Network

The college admissions process is a changing landscape of challenges for school counselors to help guide their students to gain access to higher educational opportunities. From SAT and ACT preparation to wading through an acceptance letter and weighing financial aid awards, students face a wide variety of daunting challenges in the years-long process of getting prepared for college. School counselors, college advisors, and educators must know how to navigate these issues for their students, especially low-income and first-generation college-going students.

The National College Access Network (NCAN) has developed Fundamentals for College Access and Success Providers, an online training platform to keep high school counselors and access advisors abreast of changes in the admissions process, financial aid, and the obstacles underserved populations of students face in gaining access to higher education.

These online courses provide a toolkit of concrete strategies and

resources for school counselors to use student-by-student in advising them on one of the most important decisions of their young lives. School counselors will learn different strategies for helping guide the educational paths of students from sometimes vastly different cultural and economic backgrounds. NCAN's e-learning platform will keep you up-to-date on the process for students to prepare for college entrance exams, seek admission to colleges and universities, and apply for federal financial aid.

NCAN's e-learning platform is organized in training units that are divided by subject area modules, using best practices and delivered in 30- to 120-minute segments. Each course unit is free to NCAN members. Non-members pay a per unit fee ranging from \$59 to \$119.

Upon completing a unit, a certificate is awarded and can be printed and submitted to school supervisors to confirm completion of a particular subject area. Depending on the requirements in your state, you may be able to use these units

as a part of renewing your counseling credentials.

Additionally, e-learning offers badges for various groupings of units of similar subject areas (i.e. admissions advising, financial aid, student outcomes, success, etc.). If you're an ambitious access advisor, you can earn the Access Advisor NCAN Certified badge upon completion of 14 units of training in college access advising.

New e-learning units include Interpreting Award Letters and another targeted at program directors, Coaching Culturally Competent Advisors. Also coming soon: Early Awareness Programming for Middle School, and Higher Education Policy & Advocacy.

The NCAN developed the e-learning platform to help school counselors like you build and expand your knowledge in this important aspect of college advising. To learn more, please visit [www.collegeaccess.org/elearning](http://www.collegeaccess.org/elearning) or contact MorraLee Keller, NCAN's director of technical assistance, at [kellerm@collegeaccess.org](mailto:kellerm@collegeaccess.org).

#### MA Model (*cont'd from page 9*)

DDM's, and includes a Tiered Intervention chart identifying a sampling of appropriate school counselor activities.

As school counselors continue to prepare ALL students to "Reach Higher" and be "Future Ready," the Model continues to promote the delivery of standards-based Tier 1 school counseling curriculum, including Career Development Education and Individual Learning

Plans, for all students.

MA Model 2.0 has a strong emphasis on accountability, program evaluation, the use of data to drive program action planning, assessment of intentional counseling interventions to close identified gaps, and continuous reflection the impact of programs and services. The appendix provides easy access to student learning standards, a self-study to guide program evaluation

and action planning, plus a K-12 curriculum outline for CCR implementation by NOSCA, our school counseling advocacy partner.

Geographically diverse cohort training sites and dates for the MA Model Introductory Institute and Institute 2.0 Next Steps are being planned. Contact [helenod@att.net](mailto:helenod@att.net) or [MAmodel@masca.org](mailto:MAmodel@masca.org) for course information and to suggest possible dates and times.

Massachusetts School Counselors Association, Inc.  
COUNSELOR'S NOTEBOOK  
Amy Wheeler-Sutton, Editor

PRSR STD  
U.S. POSTAGE PAID  
NEWBURYPORT, MA  
PERMIT NO. 96

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

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



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/>

What if you could  
seize the day?



I feel like I can  
thrive here.

**AUTUMN  
MATHEMATICS**



**At Westfield, you can.**

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

[westfield.ma.edu](http://westfield.ma.edu)

**Westfield**  
STATE UNIVERSITY