

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

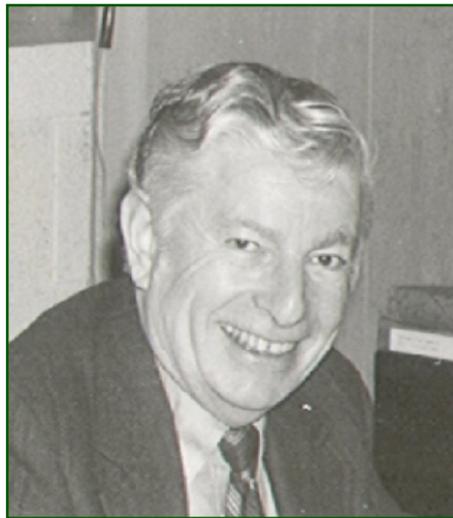
Vol. 54, No. 3

November 2017

Remembering One of MASCA's Earliest Leaders

On June 23, 2017, MASCA lost one of its founding fathers, Oscar Krichmar. Oscar was there at the very beginning in 1960 to meet with Warren Benson, head of the Guidance section of the Massachusetts Department of Education, to determine how to deal with monies coming from the federal government. As a result of the National Defense Education Act of 1958, our profession was recognized by Congress for the first time. Mr. Benson proposed the funding go directly to school districts to establish or expand Guidance and Counseling programs. Benson also believed a state professional association should be established by counselors without involvement of DOE. The resulting state meeting found Oscar co-chairing the bylaws committee. The following spring, the bylaws were presented along with a slate of officers. Both were accepted, and on April 7, 1961, MSCA was born.

Oscar went on to become MSCA's



Oscar Krichmar

fourth president. In 1974, he was appointed Executive Secretary to succeed Louise Forsyth and at that time established the Office of Archives. Sadly, MASCA's earliest archives were lost in the 1990s. Oscar also served as editor of the *Counselor's Notebook* for 26 years. At the 25th anniversary, Oscar was awarded the first O.S.C.A.R. (Outstanding Service to Counseling Award of Recognition). Oscar served in many

other roles including chair of the School-College Relations Committee and MASCA Life Trustee.

Oscar leaves his beloved Babsy, two sons and their wives, Steven and Karen and Jeffrey and Trina, and grandchildren Dan and Hannah. In addition to his work for MASCA, Oscar was a school counselor for 32 years at Lexington High School, a founding member of Temple Emunah in Lexington, a WWII Army veteran, and an avid photographer. Services were held June 26, 2017, at Temple Emunah, with several MASCA members in attendance.

Oscar was a true professional and leader who was able to motivate members and retain them. He shared his knowledge and understanding willingly with many young counselors. Indeed, many present members counted Oscar as a mentor and a friend. Oscar, you will be sadly missed. Please know that MASCA will do its best to continue your legacy.

Conference Scholarship Honoring Oscar Krichmar

To honor the dedication, integrity, leadership, and legacy of Oscar Krichmar's career of service to school counselors and the school counseling profession in MA, recipients of MASCA's Outstanding Service Counselor Recognition (O.S.C.A.R.) Award announced they are offering a conference registration scholarship to

a MA school counselor to attend the 2018 Spring Conference in Oscar's memory. This one-time award covers the cost of registration.

To be considered for this scholarship, please send a letter explaining why you wish to be considered for this scholarship and why you believe you should be the

recipient.

Letters should be sent to Mary Westcott, 7 Blue Heron Way, Acton, MA 01720 and postmarked by **January 30th**. A committee will select the recipient, who will be notified by March 1 in time to register and make attendance plans. The winner of this award will also be announced at the conference.

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-

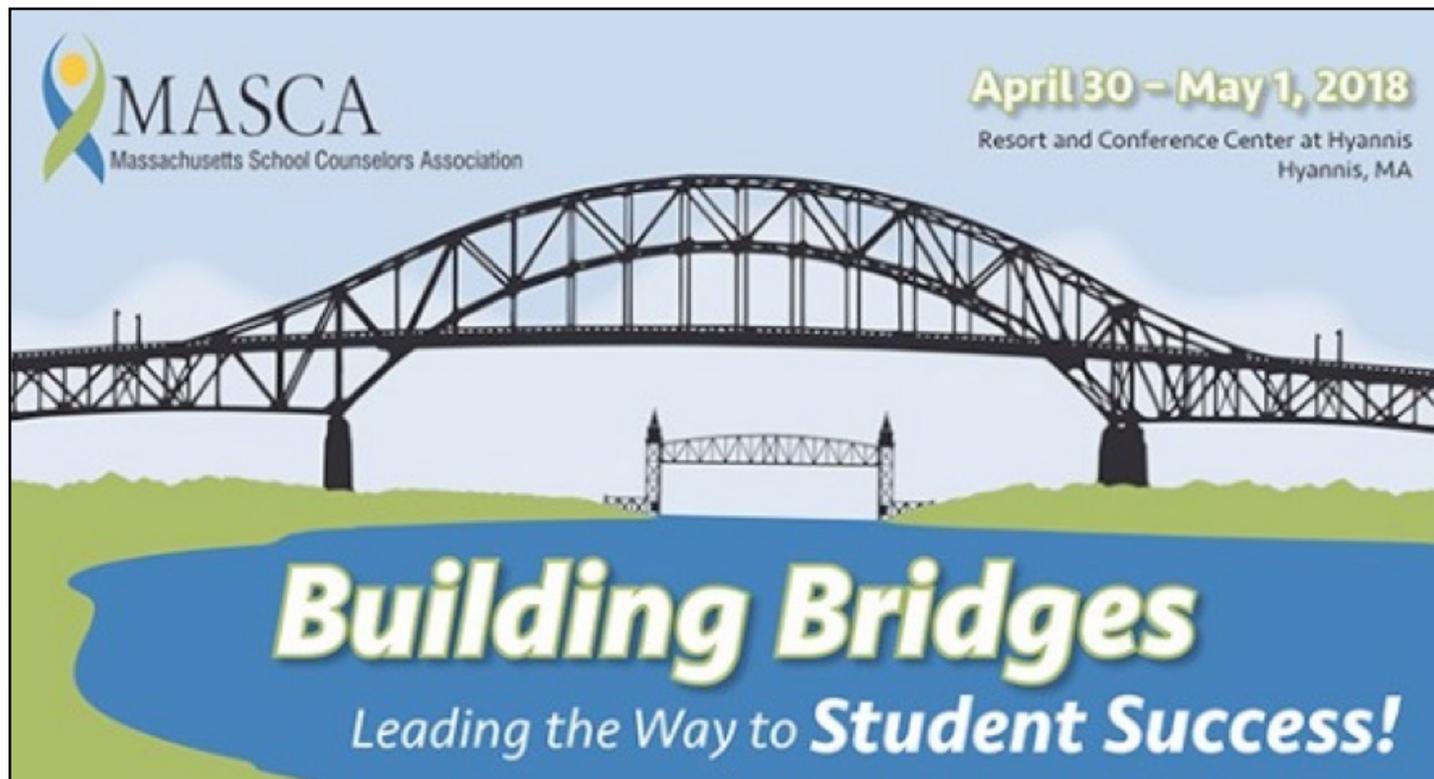
dent, we want you to be aware of these great opportunities. The MASCA Conference provides grad students with the opportunity to propose a poster, as well as a scholarship opportunity.

For more information, please check out these links:

Grad Student Poster Proposal: <http://bit.ly/217KvK2>

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!



Opinion On In-School Health Centers

By WILL ENGLISH

As school counselors, we are all seeing the growing number of students suffering from mental health issues. The number of students with anxiety, depression, and co-occurring substance use disorders is staggering. Our nation is in a mental health crisis and school-based counselors are increasingly leaned upon to help. Schools are taking different approaches to this crisis, with some offering direct services, others outside referrals, and still others partnering with outside

agencies to come into the school itself.

Barriers such as lack of insurance, transportation, family support, and the stigma of counseling make it difficult to get students the services they need. Accessibility to care makes providing mental health services within the school building critical.

As a school counselor, working at a high school with an in-school health center was a huge asset. Although the clinic itself was run by

an outside agency, its presence in the school I worked at made it incredibly easy for my students to receive great care from an on-site nurse practitioner and on-site clinicians. Working with on-site care allowed me to easily follow up on referrals and receive additional support in a crisis.

I believe the health center model is the best model for schools as it provides a next level of care that schools cannot provide internally onsite.

COUNSELOR'S NOTEBOOK

MASCA

2017 - 2018 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

PRESIDENT

MEGAN KRELL, Ph.D.
Associate Professor,
Fitchburg State University
E-mail: mkrell@fitchburgstate.edu

PRESIDENT-ELECT

JENNIFER MCGUIRE
E-mail: jmcguire@uppercapetech.org

PAST PRESIDENT

RUTH CARRIGAN
E-mail: rwcarriگان@comcast.net

JOHN S. STEERE

E-mail: steerej@wellesleysps.org

IRIS GODES

E-mail: igodes@dean.edu

AMY L. COOK, Ph.D.

E-mail: amy.cook@umb.edu

SANDRA COLLINS, MSW, LCSW

E-mail: collinss@sps.springfield.ma.us

HELEN O'DONNELL, Ed.D.

E-mail: helenod@att.net

BARBARA MEYER

E-mail: b_meyer@stoughtonschools.org

LINDA DUAME

E-mail: lduame@comcast.net

TREASURER

ASHLEY CARON
E-mail: ashcicero@hotmail.com

MEMBERSHIP COORDINATOR

KATHERINE GETCHELL
E-mail: membership@masca.org

WEBMASTER/

TECHNOLOGY COORDINATOR

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

COUNSELOR'S NOTEBOOK EDITOR

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

President's Message: Promoting Tolerance

By MEGAN KRELL, Ph.D., MASCA President

Welcome to November! I hope the school year has been progressing well for you. I have a few reminders for you! First, November 16th is International Day for Tolerance. This goal of this



day is to promote and embrace mutual understanding among cultures and people. One website with a wealth of information on how to teach social justice issues to K-12 students is: www.tolerance.org. In fact, I frequently adapt and utilize their activities with Masters level school counselors-in-training.

If you are experiencing roadblocks in promoting tolerance, I would encourage you to check out ASCA's position statements: <http://www.schoolcounselor.org/school-counselors-members/publications/position-statements>. These can provide guidance regarding how the school counseling profession approaches diversity issues. For example, ASCA has position statements on cultural diversity, gender equity, LGBTQ youth, transgender/gender-nonconforming youth, students with disabili-

ties, and working with students experiencing issues surrounding undocumented status.

Second, hopefully you have heard by now that the MASCA 2018 conference will be on Cape Cod April 30th-May 1st at the Resort

and Conference Center at Hyannis. The registration, hotel rooms, and the call for proposals are up and running. In addition, the graduate student poster proposal form is also up now through the December 1st deadline. This is a great opportunity for graduate students to present at a state conference - a wonderful resume builder! And MASCA is proud to once again offer the graduate student conference scholarship. Four recipients will be chosen to receive a \$100 scholarship to be used toward conference expenses. 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!

Reaching Higher in Massachusetts

By CHRISTINE LUZI, Reach Higher Massachusetts Convening Chair

Reach Higher Massachusetts (RHM) held its first solo convening on August 9, 2017. Presented by the RHM Coalition, *Reaching Higher in Massachusetts: Exploring Post-Secondary Transition, Persistence, and Retention*, was sponsored and hosted by Framingham State Univer-

sity.

The mission of Reach Higher is to enable more students who graduate from high school to enter and complete further education beyond high school. With close to 200 attendees, the RHM Convening brought together professionals from higher education,

(continued on pg. 5)

Inviting Hope to Stay

By JOHN S. STEERE, MASCA Board Member

Being in the thick of the college admissions meeting with seniors, I find myself asking my students this question quite often when we are researching whether a college is a Reach, a 50/50, or a Safety: “Have you looked at the scattergram in Naviance?” The responses I get from students are usually quite diverse -- everything from a blank stare, to an occasional stall tactic, to the student asking me to repeat the question, to, “Oh yeah, I checked it out,” when in actuality they haven’t gone on Naviance in years (I know because I can see when the last time they logged into the system). Then there is one response to this ques-



tion that made me stop dead in my track: “Oh... you mean the “hope crusher!?” The student was smiling when they said this, however, behind the smile, there was a sense of fear.

Those of you who have worked with seniors during the college counseling process are familiar with this scenario. It is one that can be used as a pathway into a conversation about hope that should be happening constantly and consistently in our schools. The conversation is

one that school counselors should bring to the forefront and be directly involved in.

In light of recent tragic events: the mass murder in Las Vegas, political mudslinging in our government, devastating natural disasters, and constant threats of war, many people in our world are feeling that there is a lack of hope. As I meditate on this, Maya Angelou’s words come to mind, “Hope and fear cannot occupy the same space. Invite one to stay.” As school counselors, who are you inviting to stay? Which are you encouraging your students to have stay? Fear or hope? It is our role to guide those who may be feeling hopeless and fearful to invite hope to stay. Help others to find their hope -- students, other professionals, even yourself. As I write and ponder, I find myself realizing that hope can come in many forms. Sometimes it’s simply a smile, a kind word, or a note of encouragement. Take the time to notice even the simplest forms of hope. Those glimpses of hope change our view, our perspective, our attitude toward many situations. They encourage us to move on, start fresh, rebuild, and improve our world.

Having hope in one’s self and society is a gateway to change. Whatever the current challenge or past damaging event, a person can grow from it. We, as school counselors, are in a powerful position of helping people find hope. In our current challenging time, rebuilding and change is not done without first inviting hope to sit down and stay a while.

**NEW
RESIDENCE
COMPLEX
FALL 2018**

umb.edu/residence2018

UMASS
BOSTON

© Elkus Manfredi Architects

REACH HIGHER (cont'd from page 3)

school counseling, K-12 educators, and community-based organizations to focus on higher education completion.

The keynote speaker was James Peyser, Massachusetts State Secretary of Education. Secretary Peyser's remarks highlighted the Executive Office of Education's, as well as Governor Baker's, commitment to college and career readiness and support of collaboration happening throughout the Commonwealth. Opening remarks were given by RHM Team Leader, Bob Bardwell; Vice President of Enrollment and Student Development at Framingham State University, Dr. Lorretta Holloway; President of Northern Essex Community

College, Dr. Lane Glenn; Senior Advisor for the Reach Higher Initiative at Civic Nation, Julie Heinz; and Executive Director of the Social-Emotional Learning Alliance for Massachusetts, James Vetter. Additionally, lunch remarks were provided by Massachusetts Commissioner of Higher Education Dr. Carlos Santiago, who addressed the FAFSA Completion Project, as well as many other programs supported by the Commonwealth. All of the guest speakers spoke of the critical skills and resources students need in order to be "future ready."

Some of the sessions presented at the Convening included Early College High School Partnerships; Making Way: Eliminating

Barriers from Middle School to College; Social and Emotional Learning: Paving the Path to College and Career; and Beyond Access: Supporting First Generation, Low Income Students to College Completion. There were many key takeaways from the various presentations attendees could integrate into their own school communities.

For additional information regarding the RHM Convening or to receive a copy of the convening program, please contact Christine Luzi at c_luzi@stoughtonschools.org. For information on how to become involved in the RHM Coalition, contact Bob Bardwell at bardwellr@monsonschools.com.

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

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>

HUSSON UNIVERSITY

We're about more than just theory.

At Husson, it's about programs that prepare students for successful careers and lives; a commitment to hands-on learning and internships – and outstanding value.

94% of graduates are employed or enrolled in graduate school within one year of graduation.

95% of students complete at least one internship.

ONE GREAT PRICE IN-STATE & OUT-OF-STATE Tuition is **\$17,081 per year!** Room & Board and Comprehensive Fee is **\$9,978 per year.**

59 PROGRAMS IN...

- Business ■ Communications – NESCom ■ Counseling
- Criminal Justice ■ Education ■ Health ■ Pharmacy ■ Science & Humanities

1 College Circle, Bangor Maine | 207.941.7100 | husson.edu

Exploring the MA Model 2.0:

Aligning Your Program to the Student Learning Standards

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

Presented to MASCA membership in April 2017, the endorsed MA Model 2.0 is a best practice, public domain document aligned with both the ASCA 3.0 Model and MA DESE Educational Reform initiatives to assist in the development and strengthening of Comprehensive School Counseling Programs in MA. Find a free download at: <https://masca.wildapricot.org/MA-Model-2.0>.

Since implementation happens over time and programs are in various stages of implementation, article one in this series encouraged completion of a program self-study (see MM 2.0 appendix) to begin implementation action planning.

Article two refers you to free MA Model public domain resources donated by practitioners in all domains: Foundation, Management, Delivery, and Accountability (conferences/PD tab at masca.wildapricot.org).

Step 3: Alignment with State, District, and School Mission and Goals

Identifying educational standards that link your program goals to student learning benchmarks is key to integrating your core school counseling program with the school's academic mission. The MA Model 2.0 appendix has several national and state standards documents to guide your planning. The ASCA

Mindsets and Behaviors for Student Success updates the former ASCA Student Standards. Although you might be tempted to select several mindsets and behaviors, it is suggested you target just one or two overarching mindsets and behavior standards to guide your school counseling program. However, you may identify a subset of targets for different grade levels.

The MA Career Development Educational (CDE) Benchmarks have been a core component of the MA Model. It is easy to link our programs to personal/social and SEL standards commonly associated with school counseling programs, but that would continue to have us seen as ancillary. When selecting CDE Benchmarks to guide your program, be very proactive and educate all stakeholders by selecting both Academic/Technical and Workplace Readiness benchmarks. Academic alignment identifies partnership with the school's academic mission and documents the vital role of school counselors promoting rigor and academic success for all students. Workplace Readiness alignment is vital to highlight support and integration of the College and Career Readiness (CCR) curriculum and DESE's Future Ready efforts to encourage all students to reach higher with their post-high school planning and career goals.

Your school may require additional alignment like Common Core standards, MA Curriculum Frameworks, or CASAL, but keep in mind that citing required stan-

(continued on pg. 10)
COUNSELOR'S NOTEBOOK



CURRY COLLEGE

QUICK FACTS:

- A private, four-year, co-educational liberal arts college founded in 1879
- Serving over 2,000 traditional undergraduate students
- Approximately 1,500 students reside on campus
- 131-acre New England campus located just minutes from downtown Boston
- 26 majors and 60+ minors/concentrations leading to bachelor's and master's degrees
- Student/faculty ratio is 10:1. Average class size is 20 students
- Approximately 99% of first-time students receive some form of financial aid
- Offering a wide array of extra-curricular activities including 14 NCAA Division III athletic teams



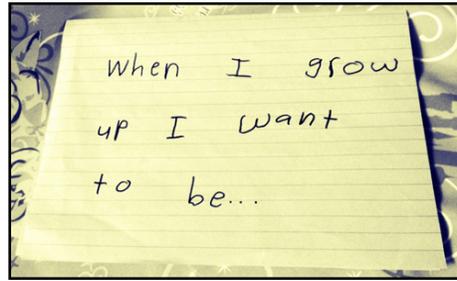
(800) 669-0686 or (617) 333-2210
1071 Blue Hill Ave., Milton, MA 02186 | curry.edu | adm@curry.edu

What Do You Want to Be When You Grow Up?

The question, “What do you want to be when you grow up?” is a timeless question that can be asked throughout one’s life as dreams, goals, passions, and skills shift and change. Though the question is often asked in first grade, it is not until high school that the logical next question, “How do you get there?” is asked, and then it is asked with urgency as post-secondary choices must be made. Students today have more options, more choices, more information to consider than ever before, and with the help of technology, can search endlessly for information to answer the questions. But as counselors, how do we help our students find themselves - their passion, their strengths and weaknesses, their goals and aspirations - while assisting them in post-secondary planning for education and career success?

The Individual Learning Plan (ILP) is a recommended online tool that engages youth in their own planning process by helping youth discover who they are, set goals that match their strengths and interests, provide opportunities to make informed choices, and develop realistic action plans. The ILP is a platform for student voice and allows the student to actively engage in his/her own future planning. The ILP is both a process and an instrument that are braided to assist a student in understanding the connection between what they are doing now and their future plans.

There are three primary areas of



development that are captured in the ILP – Personal Development, Career Development, and College and Career Planning. Personal development includes: inventories/surveys to enhance self-discovery; activities that develop social emotional competencies such as self awareness, self management, responsible decision making, relationship skills, and social skills; personal skills acquisition such as resilience, grit, problem solving, self-advocacy, and self-determination.

College and Career Planning includes a focus on academic work – course-taking and credit and grades earned; aligning courses with career interests; engaging in additional work such as AP, Dual Enrollment, Early College, and meeting Mass Core requirements. The college planning focus would include use of the online portal for college search, comparisons, and financial literacy. Further, there would be support for college essays, college applications, and scholarship and finance questions. Finally, career planning would include targeting fields of interest, setting goals, developing a plan (which include the college planning activities), and accessing employability resources such as writing a resume and cover letter,

interview skills, and communication skills (phone, text and email).

Career Development ultimately leads to a career that will provide a family-sustaining wage, in a field of interest that sparks one’s passion and includes accessing the skills necessary to engage in informed citizenship. Career Development is a 3-step system which includes Career Awareness, Career Exploration, and Career Immersion.

How do we help our students answer the question “What do you want to be when you grow up?” We use an ILP through a systemic delivery system to empower them to discover who they are, what they like, and what they are best at, so they can see the future and map the way to achieve it through personal development, career development, and strong college and career planning. And while each component has its own focus, there is no one that can stand alone, it takes all three to prepare our students for postsecondary success.

The Office of College, Career and Technical Education at the Department of Elementary and Secondary Education is currently looking for participants who are willing to participate in one of three focus groups that will focus on the revision of the Career Development Education (CDE) guide. We will meet on 11/9/17, 11/21/17, and 12/12/17 at 10am. The locations are TBD. If you are interested in participating, please contact Lisa Weinstein at lweinstein@doe.mass.edu.

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.

Teaching Kindness to Promote Positive Relationships and Respect

Submitted by:

Emma Porrell-Brassard, MS, emma.porell@leominsterschools.org

Dan Nugent, MS, daniel.nugent@leominster.mec.edu

Leominster Public Schools

Unit: School Culture/Workforce Prep

Grade Level & Delivery: K-12, Tier 1

Activity: Key components to productive learning and working environments include having all stakeholders feeling safe, secure, and respected. To achieve that goal, it is important to encourage and engage schools and communities to partner together to promote the culture of respectful behavior. The MA Career Development Education Benchmarks PS2-1.2.3.4 state that "Learners will develop and demonstrate attitudes, behaviors, and interpersonal skills to work and relate effectively with others." This includes "working positively with others, conflict resolution" in diverse environments, "respect for individual differences" and "knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success."

Are students able to promote positive relationships and respect in their schools and communities by spreading kindness? An internet search will identify multiple initiatives. Popular activities include painting and sharing kindness rocks, writing and sharing compliment statements, or participating in The Great Kindness Challenge.

- The Kindness Rock Project (2017). The Kindness Rocks Project - The Art of Connections. Retrieved from <http://www.thekindnessrockproject.com>.
- McCloud, Carol (2006). *Have You Filled a Bucket Today?* Brighton: Bucket Fillers, Inc.
- The Great Kindness Challenge. www.greatkindnesschallenge.org.

To engage all students, lessons are adaptable to diverse learning styles. Interdisciplinary opportunities include: Language Arts (reading, writing, speaking, listening), Visual and Performing Arts, Social Studies, Math, Library (research). Student engagement data can include researching kindness initiatives, reading books, bucket filling activities, painting/sharing kindness rocks, using respectful language, and demonstrating inclusive behavior. Gathering student process, perception, and outcome data will document the impact of your initiatives.

Student Learning Objectives (sampling):

By the end of the instruction, students are able to identify acts of kindness they can spread, understand the impact of demonstrated acts of kindness by reporting the behavior or comments of the person receiving the kindness, document acts of kindness observed, and engage in activities that promote a respectful school climate.

Student Learning Standards:

[MA Career Development Benchmarks](#): Academic - Technical: A1-1; A4-3; Workplace Readiness Development: W1-3; W3-1; W3-4; Personal/Social Development: PS 2; PS 2-1, 2, 3, 4

[ASCA Mindsets and Behaviors for Student Success](#): Mindset: #3; Behavior Standards: Self-Management Skills #2; Social Skills #2; #4; #5; #6; #9

New Research Demonstrates the Complexities of Getting Students College Ready

By PAM HOLLANDER, Ed.D., Assistant Professor, Department of Education, Worcester State University

Research by Professor Pam Hollander shows that college readiness involves a broad set of stances, behaviors, and feelings, and it is built as a trajectory during K-12. Prof. Hollander wrote *Readiness Realities: Struggles and Successes During the Transition to College* about her 20 years of experience teaching first-year college students.

Non-academic factors can strain or support movement toward college readiness. Research has shown a successful transition to college involves a myriad of factors including academic preparation, academically-valued cultural background knowledge, vocabulary, metacognitive skills, a positive disposition toward learning new things, mental and physical health, family stability,

social connections, financial security, and executive functioning.

When students fail out of college during the first semester, it is usually due to a combination of some of these factors. Many students cannot afford to buy textbooks, waiting for financial aid to arrive, have family members to take care of, work 40 hours a week, or don't have the background knowledge they need.

One Worcester State University student, Elena, was struggling with academics, facing monetary problems, and her family needed her to help take care of her disabled brother. Monetary concerns are a huge factor in whether students succeed. Nationally, 1/3 of college students work at least 30 hours per week.

Prof. Hollander argues in her

book that educators need to do a better job of recognizing and communicating the real prerequisites for college. Students like Elena graduated from high school but are still not prepared for college. Attention needs to be given to why Elena and others lack preparation. So much emphasis is placed on teaching isolated academic skills. What is often missed is the underlying curiosity, engagement, connection, and background knowledge that needs to be the foundation for academic work.

Some of these issues came to light in recent PARCC test results. Students in more affluent areas did better than in lower income areas. The results were so low in many schools that Pearsons recommend-

(continued on pg. 10)

What if you could seize the day?



While at Westfield, I earned my EMT certification and work experience in the field.

PHIL, CRIMINAL JUSTICE



At Westfield, you can.

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

westfield.ma.edu

Westfield
STATE UNIVERSITY



PORTER AND CHESTER INSTITUTE

For your students who don't want 4 more years in a classroom...



PCI offers fast, hands-on career training in Trades, Automotive, Computers or Healthcare fields. We help your students **develop the skills Massachusetts employers are looking for!**

For program details & information:

1-800-870-6789 or PorterChester.com

Job placement not guaranteed. Financial aid is available to students who qualify. For more information about our graduation rates, the median loan debt of students who completed the program, and other important information, please visit www.porterchester.com/disclosure.

MA MODEL (cont'd from page 6)

dards alignment in your lessons and core school counseling curriculum confirms you are an integral part of the school and district's academic team. Future articles will focus on measuring the impact of your program's initiatives.

If you want to suggest topics for future Exploring MA Model 2.0 articles, please contact Helen.

If you are interested in graduate coursework and joining colleagues to identify, implement, and assess MA Model implementation, email MAmodel@masca.org and inquire about MA Model 2.0 coursework in your geographic area (MA Model Introductory Institute, MA Model 2: Next Steps or Counselors in K-12 Classrooms: Delivering Curriculum that Promotes Academic Achievement and CCR).

November Awareness Dates

- Adoption Awareness Month
- Military Family Appreciation Month
- Nat'l Career Development Month
- Nat'l Runaway Prevention Month
- Nat'l Scholarship Month
- 11-19 Nat'l Hunger and Homelessness Awareness Week
- 13 World Kindness Day
- 13-17 American Education Week
- 16 Great American Smokeout
- 16 International Day for Tolerance
- 16 Nat'l Parental Involvement Day
- 18 International Survivors of Suicide Day
- 24 Native American Heritage Day
- 24 Random Acts of Kindness Friday

RESEARCH (cont'd from page 9)

ed lowering the passing score from 4 to 3. Some questions required archaic background knowledge that is unequally distributed among socioeconomic groups.

Readiness Realities shows that the college readiness conversation is crucial to K-12 and higher education. Educators need to address the realities of college readiness by revamping graduation requirements and investing in the financial, cultural, health, and social pillars that students need. At the college level, Prof. Hollander recommends that colleges continue with current retention work in areas such as student risk-assessment, expanded advising, coaching and mentoring, financial support, and expanded academic tutoring. See [Sense Publishers](#) for more information.

Career Profile: Public Company Auditors

By JENNIFER MCGUIRE, MASCA President-Elect

This is the third article in my series of profiles on career opportunities, selected from a workshop entitled “Careers Your Students Need to Know About” at the 2017 ASCA conference. The session on public company auditors was sponsored by the American Institute of CPAs, the world’s largest member association representing the accounting profession, and Discover Audit, an initiative of the Center for Audit Quality designed to expose the future workforce to the world public company auditing.

Public company auditors are accountants who audit financial statements for public companies. In short, an auditor reviews accounting books, transaction records, and other documents to make sure there are no misstatements and prepares a report on the company’s financial statements. The report is filed with the SEC, where it may be accessed by interested parties, including investors. This process assures investors and others that the information provided in the company’s financial statements can be relied upon.

This is a great opportunity for students who enjoy working with numbers and have an interest in current business issues. According to Discover Audit, great auditors have good problem solving skills, are tech-savvy, have strong morals, are honest, work well as part of a team, have strong communication skills, are detail oriented, and are curious! Discover Audit provides resources not only for students considering the career field, but there is also a dedicated section of school counselor resources on the website (and that fact alone should make us

all want to expose our students to this pathway!).

While it may not be the first career that comes to the minds of teenagers, this career goes back 5000 years! While the tools auditors and accountants use have changed over time, the need for individuals in these fields continues to exist. There are numerous opportunities within this career path. Auditors are exposed to various industries and business types, and individuals in this industry can take their career in a direction that builds on their own strengths and interests.

Public company auditors are critical to the success of increasingly global financial markets. People are looking for a level of trust and auditors build that trust by providing assurance about the integrity of the methods used for financial reporting and the statements issued by companies that provide shares to the public. According to Discover Audit, “the Center for Audit Quality’s Main Street Investor Survey shows that investors place the highest level of confidence in independent auditors as the member of the financial reporting supply chain that is looking out for investor interests.”

Entering this career field requires a bachelor’s degree. In addition to studying accounting, students will take courses in mathematics, economics, business, and statistics, among other areas. Becoming a certified public accountant (CPA) also requires taking a passing the Uniform CPA Exam. The list of colleges that offer accounting majors goes on and on. Accounting is available at public and private two and four year colleges in Massachusetts

and across the country.

When selecting a college and making the investment, it is important to consider the likelihood that a graduate will land a job and make a living after graduation. There is good news for future auditors! The median annual income in Massachusetts for accountants and auditors is \$75,000 and demand for employees in this area is growing locally and nationally, according to the MassCIS Career Information System.

While this career requires an investment, of both time and money, in college, there are many opportunities for future accountants and auditors to find support for their schooling. According to Discover Audit, many states have financial assistance or scholarship program offered through their state societies of CPAs. In Massachusetts, a search at www.msccaonline.com indicated that the association’s Education Foundation has supported college students for over 10 years through scholarships. The fund is supported by donations from members of the organization and supports undergraduate and graduate students studying accounting in and from Massachusetts.

In summary, students who successfully prepare for a career as a public company auditor should find job opportunities in Massachusetts and around the country. For students who like numbers and have an interest in the business world, this is a great field to enter.

For more information: Discover Audit: www.discoveraudit.org; American Institute of CPAs: www.aicpa.org.

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/>



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**

Experience **The Dean Difference.**

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

