It is with mixed emotions that I write my last piece for the Counselors Notebook as MASCA President. This year has gone by so quickly, and like in many other areas of my work, I am caught between marveling over what I have accomplished, and regretting those goals I did not reach.

I would like to begin by acknowledging the work of the entire MASCA leadership: the elected members of the Governing Board, the Emerging Leaders, and those in appointed positions. Without a doubt, being MASCA president is not possible without the team of people who actually make things happen.

Moving the organization to a place where the Governing Board felt confident in investing in a public relations firm has been a result of several years of hard work by not only those serving MASCA at this moment but many previous leaders. As school counselors, shifting our focus from our own schools and the work we do with our students to the bigger concept of advocating for our profession has required us to wear a different hat, so to speak. The Governing Board participated in a training from Tremont Strategies Group this spring that helped us to get a better understanding of this area.

Additionally, those who were able to join us in Hyannis for the annual conference were treated to an outstanding program. Both Janelle Hofmann and Dr. John Hodge were dynamic speakers who gave us much to consider as we continue our work with young people. Thank you to all of the school counselors who attended, and especially to the counselor educators across Massachusetts for encouraging their students to participate.

One of the most motivating parts of the conference was the awards luncheon. Celebrating the success of counselors and other individuals who support the work of counselors inspires me and reminds me of the impact that we each can have. Please read about the recipients inside this issue of the Counselors Notebook.

At the conclusion of the conference, a MASCA General Meeting was held. At this time, the results of the Governing Board election were announced. I am pleased to share with you that April Megginson, Assistant Professor of Counselor Education at Bridgewater State University, and Kerry Bartlett, Career and School Counselor at Hudson High School, will be joining the Governing Board as of July 1. Although they have been involved in MASCA this year in other roles, this will be their first time as elected Governing Board members. On July 1, in the middle of the ASCA National Conference in Boston, Barbara Meyer will become our MASCA President and will continue to lead this organization.

I also want to acknowledge that our Executive Director, Donna Brown, will be retiring from her role after ten years. MASCA president in 2000-2001, Donna has a wealth of knowledge about the profession and about our organization. Her many years of service to MASCA is appreciated, and we look forward to her continued involvement on a volunteer level.

When I addressed the MASCA membership at the 2008 annual conference while nearing the end of my first MASCA presidency, I was newly married, eight months pregnant with my first child, and three years into my position at Upper Cape Tech. When I was approached about two and a half years ago about running for a Governing Board position again, I never expected to be asked to be President for a second time. (In fact, if that had been “the ask” at the time, I may not have allowed my name on the ballot!) That being said, I am so thankful I have had this opportunity to work with MASCA leadership and to enhance my skill set.

It is amazing how much I have grown as a counselor, as a leader, and as a person over the past decade. I am grateful to all of you for allowing me to have this opportunity.

I wish you all a happy and safe summer!
COUNSELOR’S NOTEBOOK

MASCA 2018/2019
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AWARENESS DATES

Fireworks Safety Month
LGBTQ Pride Month
National Hunger Awareness Month
National Safety Month

1 International Children’s Day
5 World Environment Day
14 Flag Day
Why School Counselors Matter

by Jessica Lander

Originally appearing in the Opinion section of the November 23, 2018 Boston Globe, this article is re-printed with the permission of the author. It is an important reminder of the value of the work performed every day by school counselors and highlights the need to advocate for the school counseling profession with our legislators.

School counselors face a herculean task.

Consider a typical counselor’s daily routine: In the morning, meet with students to review their classes: What credits do they still need to graduate? What courses will help them get into college? Next up, a meeting with a student struggling in math class: Can the counselor arrange tutoring after school? Another student has been acting out in history class and needs to meet with the teacher. Then a meeting to discuss a child’s individual education plan, laying out strategies to support his dyslexia or her ADHA.

In between, the counselor will squeeze in calls to the homes of students who aren’t coming to school. Likely as not, a student will show up at their door unexpectedly, upset and seeking support and advice about challenges in school, at home, or with a friend. If they’re working at a high school, counselors need to fit in meetings about students’ college options—whether they’ve taken the SATs yet, filled in financial aid forms, or need help finishing their application.

The juggling act starts again the next day.

In Massachusetts, one school counselor is, on average, responsible for supporting the academic growth, emotional health, and future success of approximately 410 public school students, according to the most recent data from the American School Counselor Association.

Even at the ASCA-recommended ratio of one counselor to every 250 students, the task is daunting, perhaps impossible. Moreover, 1 in 5 US high schools has no counselor at all, according to a 2014 US Education Department’s Office of Civil Rights report.

There is a wide body of research supporting the positive impact of counselors throughout the K-12 system. Elementary schools with comprehensive school counseling programs have higher student academic outcomes, according to research from the University of Scranton and other institutions. Lower counselor-to-student ratios are correlated with fewer discipline cases and higher graduation rates, according to research from the University of Massachusetts Amherst. In high school, students with greater access to counselors are more likely to apply to college, according to another study by the University of Maryland, and are more likely to graduate from high school on time, according to a review of the research by the American School Counselor Association.

Simply put, counselors matter. In many schools they may be the only staff member responsible for understanding each child as a whole person. For first-generation college applications, counselors are essential for helping students navigate the complex college admissions process.

Yet in too many schools, counselors are under-supported and shoulder unmanageable caseloads. Too often, their time is also eaten away by unrelated school responsibilities—including clerical duties, data entry, and student discipline. Several states have pioneered approaches to expand counseling. In Indiana, the Department of Education teamed up with state-level organizations to create the Gold Star School Counseling award—an incentive program to honor and fund schools who implement robust counseling programs.

Colorado has gone even further—proving that investing in students’ futures is economically smart. In 2008, the state created the competitive Counselors Corps Grant Program, aimed at increasing the number of high school counselors in certain schools. Over a decade, the program has funded more than 200 counselors across 233 high schools. The additional counselors seem to have had a striking impact: Dropout rates decreased, and graduate rates and college matriculation rates increased dramatically compared with schools that didn’t receive grants. Moreover, the Colorado Department of Education estimates that for every dollar spent on the program, it saves two dollars that would otherwise have been spent on safety-net and associated programs.

The Commonwealth would do well to look to Colorado, which shows that lowering the counselor gap is not only effective, but also pays for itself. We could start by funding programs in our gateway cities and then expand out.

It is past time for Massachusetts to ensure all students have robust academic, social, emotional, and career counseling.

Jessica Lander is a teacher and author living in the Boston area.


Graphic: GLOBE STAFF; ADOBE STOCK
At this year’s annual conference in Hyannis, five outstanding professionals were received MASCA’s highest honors. Awardees were nominated by MASCA members and fellow professionals and nominations underwent a comprehensive review by the awards committee, spearheaded by Amy Cook, Ph.D. UMass Boston.

MASCA is pleased to recognize the following school counseling leaders:

**Dina Sibilia, 2019 WMCA Counselor of the Year.** Dina currently serves as Recording Secretary for the WMCA Board and has been a long-time member. At West Springfield High School she is the go-to data person in the Counseling Department and also serves on the school’s data team. In 2016-17 she completed the MASCA MARC of Excellence. She also is spearheading the restructuring of lesson plans for the counseling department to align them with the MA Model of School Counseling. She is co-chair of the WSHS monthly career panels (bringing in community members to speak once a month), she is the representative to the West of the River Chamber, and the appointee to School to Career where she assists in developing community relationships to further internships at WSHS.

**Brian O’Connell** is in his fourth year as a counselor at Lynn Tech, in a tight-knit department of just 3 counselors for 1000 students in a high-needs, high-poverty urban area. Brian jumped into his role and has been working intensively with his students since day 1. Additionally, he took over the school’s peer mentoring program and started an innovative after-school program for students from other schools in the district who don’t have a chance to take CVTE courses. He developed the program thoughtfully, so students can earn a high school credit as well as learn employable skills in 10 weeks. Brian also brings a sense of humor to the office and supports us in everything we do, and is well-liked by the staff and the parents.

**Scott Solberg, School Counselor Educator of the Year.** Dr. V. Scott Solberg joined the faculty of Boston University in 2011 and immediately engaged efforts to support school counseling. Mr. Bob Bardwell, Director of Monson HS School Counseling and Team Leader for Reach Higher Massachusetts states: “Scott Solberg has been a strong advocate and active participant on the Reach Higher Massachusetts Leadership Team since 2015. He has helped our team grow into an efficient and productive organization helping more students graduate from high school and pursue training and education. Dr. Solberg brings a national and international perspective to our work, helping us look at bigger trends and issues while helping to coordinate our meetings and programs to maximize local impact. We are grateful for Scott’s wisdom, ideas and willingness to make a difference for school counselors, students, and the families.” Further, Scott has worked closely with DESE in drafting the state’s six-year plan report. Using this report, DESE secured a prestigious New Skills for Youth grant from the CCSSO. This funding is enabling DESE to provide PD for college and career advising and the use of MyCAPs. Dr. Solberg helped design the PD program which has been delivered to 83 HS teams.

**Kathleen Collins, George Thompson Scholarship Winner.** Kathleen Collins has been an outstanding student, a hard-working and independent graduate assistant, and an exemplary school counseling practicum student. In the first 2 months of her practicum she was asked to be a full-time substitute for a school counselor in her building, and

(continued next page)
her supervisors all speak highly of how she was able to step up to fill the position ably and thoughtfully. She was especially savvy about making sure to respect the ways the program had been run, while also suggesting relevant successful improvements. She frequently did tasks that she had never done before, and was able to do so with good outcomes for all involved, according to her school supervisors. To be able to step into a full-time role as an entering practicum student speaks to both her abilities and her willingness to do what it takes to be successful - something that has been true for her in whatever role she has taken as a graduate student. She does all this with a wonderful equanimity and intentionality that make her an outstanding school counselor.

John Crocker rolled out universal screening for grade K-12 for Mental and Behavioral Health. He has implemented PBIS strategies throughout the district, as well as having provided trainings to each staff member. He has put together MASMHC, which is a consortium of high schools so he can share mental health strategies and push the school counseling profession forward towards providing greater mental health services to an ever growing population. He has started 6 group counseling groups at the high school, and many more at the low level grades. He is a force when it comes to mental health awareness, training, and action.

John’s focus on data driven decision making, evidence based practices and student mental health outcomes has been a big part of his effort to make changes to our roles as counselors in our department. Since John’s coming on board as a counselor and then director in Methuen, he has spearheaded efforts to bring student mental health issues and policies to the forefront of what we think about and how we align our services and policies to identify, screen for and offer treatment options (including beefing up our offerings in house, and leveraging community support, too). Some of the pieces he’s put into place are screening for all students (CRAFFT-2, GAD-7, PHQ-9), counselor CBT training refresher, implementation of widespread counselor-led group therapy and partnering with Lahey Behavioral Health to bring outside clinicians into the school setting.

John Crocker, Administrator of the Year, with Jenn McGuire and Amy Cook.
Helping Our Students Transition

By Becky Spencer, West Boylston Middle/High School counselor and MASCA Governing Board Member

On Wednesday, May 1st, our school celebrated College Awareness Day. On this day, staff members wear attire from their alma mater and our Seniors wear attire from the school they have decided on for college. Teachers take time during their classes to talk with students about highlights and challenges of their own college experience.

Being a School Counselor in a Middle/High School where we house students in grades 6-12, it is truly an honor to be able to watch our students grow and develop from a timid 6th grader worried about getting lost to a High School Senior helping the younger students find their way. As the Middle School Counselor, May 1st brings me such joy as I observe these students who I have come to know so well since the 6th grade wear their new college sweatshirt or t-shirt with pride. It is a symbol of how far they have come and the potential for growth as they embark on the next steps of their life. At our school, May 1st marks the start of transitions.

Whether a student is entering Kindergarten, beginning Middle School, heading to High School, or making their venture onto the next phase of their life be it college, military, work, or beyond, transitions can be exciting and stressful at the same time. Research suggests that children who make a smooth transition and experience early school success tend to maintain higher levels of social competence and academic achievement (Alexander & Entwisle, 1988; Early, Pianta, & Cox, 1999; Luster & McA-doo, 1996; Shepard & Smith, 1989).

I would add that this thinking continues through all grade level transitions. School Counselors play a vital role in helping our students and families make a smooth transition. There are many ways a School Counselor can prepare students for their next step regardless of what age group one is working with.

1. **Visit the next grade level.** A school counselor can facilitate tours for students to the next grade level, especially if a student is going from elementary school to middle school or middle school to high school. It’s important students see the physical space they will be in. There are no better tour guides than current students.

2. **Meet and Greet.** Familiar faces always bring comfort. School counselors should meet their upcoming students so students have a person to turn to if they have a question or concern. In addition, provide a time for students to meet their teachers at the next grade level. This can be done on a tour, at an informational night, or during a designated time of the school day. Students will feel better leaving for the summer already knowing who their teachers will be. Perhaps create a bulletin board with teacher pictures, names, titles, and a fun fact for students to view before leaving for the summer. It can be left up for the beginning of the school year too!

3. **Educate.** Review expectations for the next grade level with students and families. With each grade, comes more responsibility. It’s important for families to know this ahead of time. Be sure families know how to access summer reading lists and school supply lists.

4. **Provide Tier 2 Support.** For those students feeling a bit more anxious than others about the transition, provide additional supports. Perhaps host a lunch for those students where they can be free to ask questions in a smaller group setting. Schedule a smaller tour for these students. Provide a time over the summer that these students can visit the school and their new classroom. Set the student(s) up with an older student to serve as a mentor.

5. **Q&A.** Make time to answer questions students may have. A good way to do this is to have students write down questions on an index card ahead of time and review the questions before meeting with students to answer them. Another way to answer these questions is to have an older student write a letter to a student in the grade level below them answering these questions in their letter.

An additional suggestion for students heading off to college, military, work or other would be to invite back graduates from your school for a Q&A period about their experiences out of High School.

With anxiety on the rise, anything School Counselors do to assist our students ease their minds during times of transition is important. The more prepared a student is for their next steps, the less anxious they will feel moving onto the next grade level. A School counselor can empower their students to look forward to the next adventure and to be successful by providing support ahead of time.

“Your'e off to Great Places! Today is your day! Your mountain is waiting,—So... get on your way!!”

— Dr. Seuss, *Oh, The Places You'll Go!*

**References:**

As school counselors, one of our most important roles is ensuring that every family and child feels known, welcomed, and seen at school. Picture books featuring same-gender parents and relationships send a clear message: all families are welcome at school. Sharing these books can help prevent teasing and bullying of children with LGBQ family members.

This year, one of my elementary school students, who has two mothers, told me that she was frustrated that she rarely got to read stories about families that looked like hers. With some help from a local librarian, I was able to bring the student a stack of books featuring families like hers. She was thrilled, and her excitement underscored the importance of connecting young children with literature that reflects their experiences.

The following books may be useful to elementary school counselors. While some of the books on this list include experiences of bullying, discrimination, and exclusion, many present the family composition matter-of-factly, and focus on other aspects of the characters’ experiences. Books that do not feature teasing are especially useful in the younger grades, where students may not have been exposed to explicit homophobia.

**Harriet Gets Carried Away** by Jessee Sima. This whimsical and funny picture book introduces Harriet, a young girl who loves wearing costumes. While dressed up as a penguin, Harriet gets “carried away” from her two fathers by a flock of real penguins! This book includes characters of many ethnicities, and addresses Harriet’s family composition matter-of-factly. (Kindergarten-Third Grade)

**Antonio’s Card/ La tarjeta de Antonio** by Rigoberto González and Cecilia Álvarez. In this bilingual book, Antonio works to find the right words to show how much he loves his mother and her partner, Leslie. The book addresses teasing and feelings of difference, and includes vivid, expressive illustrations. (Second-Third Grade)

**A Plan for Pops** by Heather Smith and Brooke Kerrigan. Lou enjoys special Saturday activities with Granddad and Pops, but the fun stops when Pops is injured and can no longer walk. Lou and Granddad work together to cheer up Pops. This excellent book shows the importance of loving relationships with grandparents, and honestly reflects the challenges of aging. (Kindergarten-Second Grade)

**The Different Dragon** by Jennifer Bryan and Danamarle Hosler. In this story, Noah and one of his mothers work together to tell a magical bedtime story about a dragon who does not fit in. The book focuses on this exciting story, rather than on Noah’s family structure. (Kindergarten-Third Grade)

**Stella Brings The Family** by Miriam B. Schiffer and Holly Clifton-Brown. Stella’s class is celebrating Mother’s Day, but Stella has two fathers. As Stella worries about who she should bring to the Mother’s Day party, she reflects on the many ways that her fathers take care of her. In the end, Stella works together with her friends to find a good solution. While this book is targeted at young children, students of many ages could use it as a starting point for ways that schools can support all families. (Kindergarten-Second Grade)

**Donovan’s Big Day** by Leslea Newman and Mike Dutton. Donovan’s two mothers are getting married, and Donovan is excited to be the ring bearer. This book shows all of the hustle and bustle of a wedding day from child’s perspective, and emphasizes the family’s love. (Kindergarten-Second Grade)

**And Tango Makes Three** No list of LGBTQ children’s books would be complete without *And Tango Makes Three*, the award-winning picture book that tells the true story of two male penguins raising a chick together at the Central Park Zoo. This book is beautifully illustrated and emphasizes family diversity among animals and humans. (Kindergarten-Third Grade)
We found our Oasis!

CONFEREE HIGHLIGHTS

#MASCA2019

MASCA President Jennifer McGuire opening the conference

Jannell Burley Hoffmann, Pre-Conference Keynote

ASCA Executive Director Richard Wong addressing the audience

Graduate Student Scholarship winners Marisa Eddlem, Kalie Imprescia, Bianca Genualdo and Megan Moriarity

Conference Keynote Speaker John Hodge “Be the One”

Whitman-Hansen Regional HS Guidance Team

Poster Presentations

Learning Session

MASCA’s Past, Present and Future
Incoming President Barbara Meyer, Outgoing President Jenn McGuire and Past President Megan Krell

Lunch
Dear Friends,

In April I informed President Jennifer McGuire that I would not seek to be reappointed as Executive Director of MASCA, so, in essence, I am retiring and this is my last article for The Counselors Notebook.

For the past ten years, I have had the honor of serving MASCA, and what an exciting ten years it has been! There have been many changes during this time. We have reviewed, reorganized and revamped much that is MASCA. Strategic planning has taken center stage resulting in a shift to policy governance. Our website underwent a complete rehab and is now providing up-to-date membership and school counselor information. The MAModel has been updated and training continues to be available. We have developed a very positive relationship with DESE, cosponsoring useful and timely professional development and supporting a variety of programs. Our finances and policies and procedures have been tightened and we now are on very solid ground.

As a result of our good financial standing, we have even been able to fund some research projects. Our financial situation has also allowed us to overhaul our annual conference. By hiring an event management company, our conference has become more professional and current.

This year we have taken the very important and strategic step of working with a lobbyist to promote legislation that will directly support school counselors. We also took time to celebrate ourselves. Our 50th Anniversary was in 2011 and the Tributes were established. Since that time almost 50 members have been recognized by their peers. Three years ago, the Pillars Award was created to honor MASCA members who are deceased who helped form and support our organization.

On a very personal level, MASCA has given me the chance to interact with ASCA members all over the country as part of the MASCA delegation. More locally, I have met many of you and exchanged ideas. Indeed, I have made some lifelong friends through our organization.

I truly appreciate the opportunities MASCA has given me to grow and improve as a school counselor. It’s been an exciting ride, but ten years is long enough for anyone to remain in this position. Thank you for your support; it’s been grand.

Fondly,
Donna Brown
Schools and districts are consistently asked about student achievement, closing identified achievement gaps, improving persistence and completion rates in HS and post HS education, and expanding community partnerships. How can we move from education silo’s to community partnerships participating in workforce development education and engagement to help our students find viable career pathways?

This Career Activity Corner explores and highlights the valuable yearlong work of our Chamber business partners and the excitement about awarding Chamber of Commerce Scholarships. The Republican/MASSLIVE Business Monday Supplement 2/11/19 Chamber of Commerce-Educational partnerships. Highlights below share innovative ways local and regional Chambers are partnering with communities, schools and students while advocating for community businesses.

Westfield Chamber of Commerce Executive Director, Kate Phelon, reports our strategic mission is to “build bridges between education and business”. Achievements include:

• “…overcoming employee language barriers in the workplace with the help of school employees.”
• Placing over 30 mentors in our schools
• “…staging a HS career fair for more than 500 juniors from two high schools where students are introduced to more than 50 local businesses and explore career and college pathways” and be informed about WMA career pathways
• Hosting a “career symposium for 8th grade students
• Arranging business professionals to participate in Elementary and MS career days
• Promoting businesses to Adopt a Classroom to “engage students … with specific programs-designed projects with a focus o workforce development.”

Agawam Mayor, William Sapelli reports that a 17-member school-business Manufacturing Advisory Board meets regularly to discuss manufacturing programs developed and being offered at AHS. The East of the River Five Town Chamber has joined in the schools and offering a prize for identifying a logo for East Longmeadow’s 125th Anniversary Celebration. The Springfield community supports many educational initiatives and collaborations like the Holyoke Community College MGM Culinary Institute partnering with MGM Casino and other food service venues. West Springfield Mayor William Reichelt reports community partnerships have helped the West Springfield Schools obtain a Drug Free Schools Grant, and the Irish Cultural Center of WMA with Ireland’s Kerry County have established school and community cultural bridges and hosted cultural exchange visit to Ireland. The Easthampton Chamber is expanding networking and developing educational programming to welcoming new members. Hopefully they are inviting HS students to events to inform them about entry level academic job expectations, inspire interest in exploring career opportunities, and motivate engagement with internships and additional partnerships. Commonly reported in a business survey was “difficulties filling workforce needs due to the low unemployment rate,” the Amherst Area Chamber shares. “We are open to partnership opportunities that increase business and community engagement …we are always on the lookout for ways to convene, connect ….”

Reach out to your local Chamber of Commerce inviting dialogue and offering partnership ideas. Do not forget to include students in the Chamber discussions, event planning and activities. Welcome Chamber partners to participate in CDE activities that provide authentic career awareness, exploration and immersion experiences, while nurture the 21st century workforce exploration of our students as they plan and prepare for their career pathways.

MA ACCOUNTABILITY REPORT CARD
2018 MARC Jr. AWARD RECIPIENTS ANNOUNCED

David Elsner, MASCA MARC Chair, and Helen O’Donnell, MA Model Institute Trainer, announce the MASCA Recognition Awards for submission of a MA Accountability Report Card (MARC Jr.).

The Accountability section of the ASCA 3.0 and MA Model 2.0 encourages all school counselors to demonstrate action research and reflective practice to gain a deeper understanding of how their efforts impact student achievement and career readiness. Program Accountability includes assessing which initiatives are effective and which are not effective, requires both collecting and analyzing data to measure program impact, and drives program development and action planning.

MARC Jr. document was designed to encourage MA school counselors to demonstrate accountability and their competency to be action researchers. The MARC and MARC Jr. provides a structure to present student results data and program findings to stakeholders in simple terms allowing students, families and the school community to see clearly how a comprehensive, developmental school counseling programs benefit ALL students. The MARC Jr.’s template guides counselors to analyze compiled program data and assess the
All school counselors share the same goal: All Students Future Ready! What does that mean to K-12 educators who daily strive to prepare our students for a viable career pathway. In MA Model terms: Do students have a strong academic Foundation? Have we Delivered the knowledge to assist students develop their MyCAP and make post HS plans? Do they have an understanding about how to identify and Manage planning deadlines? Have we encouraged authentic collaboration, leadership and advocacy development to guide any needed systemic change in their pathways and lives? Some reflections as you look back on your year’s work and build action plans.

• R – Rallied students to Reach Higher* to achieve their passions and dreams. Have we supported development of executive functioning skills during their K-12 education help them be prepared and personally responsible to identify, reflect on, and strive to achieve their post HS and life plans?

• E – Educated students so they can achieve HS graduation requirements and demonstrate workforce competencies in all domains of the MA Career Education (CDE) Benchmarks including Academic/Technical, Workplace Readiness, and Personal/Social (SEL).

• A – Assisted ALL students during MS and HS with academic planning to compile 4-year or 6-year academic plans and portfolios (MyCAP) that prepares them for post HS goal setting? Are students using current Labor Market Information to make strategic career decisions? Are they aware of and using free planning resources like MEFA Pathways, MassHire CIS, College Board, and College Scorecard? Have they researched entry academics, competencies, and workplace expectations for careers of interest?

• D – Dressed for Success is essential component for successful candidates. Are resumes, cover letters and thank you notes reviewed, edited, and professionally ready? Did students have experience with completing job applications and preparing for/ participating in mock interviews? Have they been informed about appropriate workforce attire for their career choice? Is there a closet of free professional interview clothes and workshops to assist with Dressing for Success including cosmetology grooming (hair, makeup, jewelry, etc.) If your school has a dress code or uniforms, do you offer a uniform closet for outgrown items or donations from graduate to assist student meet their expected “worksite” clothing expectation?

• Y - YES!

✓Yes. All my students have participated in a workplace readiness curriculum including awareness, exploration, and connecting activities or authentic workplace immersion experiences.

✓Yes. All my students have heard about what employers are looking for in successful candidates.

✓Yes. All my students have post HS plans and a MyCAP portfolio to help them continue to prepare for a viable career pathway.

✓Yes. I will gather exit interview data from my students providing feedback about how our school counseling program has made an impact on their lives and gather suggestions for program action planning.

*Reach Higher/Better Make Room www.bettermakeroom.org/reach-higher

The Reach Higher Initiative is Former First Lady Michelle Obama’s effort to inspire every student in the U.S. to take charge of their future by completing their education past high school, whether at a professional training program, a community college, or a four-year college or university.
The Mission of MASCA

The mission of MASCA is to advocate for school counselors in the Commonwealth of Massachusetts by providing leadership, collaboration, and professional development. Stay informed by visiting MASCA’s website regularly.

https://masca.wildapricot.org/