I f you are a high school counselor like me, you most likely work hard to help all of your seniors make a plan for life after high school. You help with college applications and you also help seniors and parents navigate the FAFSA and the financial aid process. You celebrate commencement, wish your new graduates well, compile your college-going data, and produce a yearly academic profile for your community. Then, you come back to school after summer break to start the process all over again with a whole new crop of seniors. But, have you ever wondered what really happens to your graduates? Are your students really college and career ready? Are your school's college-going results really what is reported on your school profile? Are your graduates persisting in post-secondary studies? Are your graduates completing their education?

On March 11th, 2016, MASCA hosted a DART Data Workshop to help school counselors answer these questions. Led by Nyal Fuentes and Lisa Harney from DESE, counselors were introduced to the District Analysis and Review Tool for Success After High School (DART). This data is available to the public and can be found on the DESE website. This can be powerful data to help counselors and schools see what is really happening. Whether you work for a high performing district in an affluent suburb or a community with a high level of first generation college students with significant financial need, most likely your graduates are not doing as well as you think they are. You will be able to see the number that actually enroll in post-secondary education immediately after graduation, and sadly, that percent is most likely much lower than you report on your school profile. You can see the number that persistently enroll in college and ultimately graduate in six years. In Massachusetts, for students in the 2007 graduation cohort, the six year college graduation rate was only 35%. I think that all of us can agree that we should expect better and that our alums should be prepared to graduate college at rates higher than an average of 35% after six years.

I know that most school counselors are incredibly busy and may not have time to do more. However, I hope you will take time to check out the DART tool to find what is really happening to your graduates. I like to compare checking out the DART data to stepping on the scale at your doctor’s office. It can be alarming! However, if you want to make a plan for improvement, you need to know what the numbers really are. So, check out the DART, join the data team at your school if you have one, help start a data team if you don’t have, and help your school make a targeted plan to improve the outcome for your graduates.

For more information about using DART, be on the lookout for additional DESE/MASCA workshops or check out this link: http://www.mass.gov/edu/docs/ese/accountability/dart/dart-success-after-high-school.xlsx.

As always, thank you for the work you do and the difference you make every day.
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Wendy Rosazza, a school counselor at Granite Valley Middle School in Monson, MA and the 2015 Massachusetts School Counselor of the Year was recently honored at the White House at the School Counselor of the Year ceremony.

The award, presented by the Massachusetts School Counselor Association, honors the professionals who devote their careers to serving as advocates for the nation’s students and addressing their academic and social/emotional development and college and career readiness.

“Wendy embodies what it means to be a professional school counselor,” said Robert Bardwell, school counselor and director of school counseling, Monson High School. “She goes above and beyond her duties to ensure she is providing services to all students, improving herself and our department through professional development, and advocating for our profession. In the sixteen years I have known Wendy, she has worked tirelessly to ensure that all students have access to high quality counseling opportunities.”

The School Counselor of the Year winner and finalists were judged on: creative school counseling innovations, effective school counseling programs, leadership skills, and contributions to student advancement. Rosazza, along with the other 47 state School Counselor of the Year finalists, were flown to Washington, D.C., for the January 28, 2016 White House ceremony with the First Lady and January 29 black tie gala at historic Union Station.
My Day as a 6th Grader
By KATE SALAS, Ed.D., MASCA President-Elect

The administrators in my school participated in the Shadow a Student Challenge (http://shadowastudent.org/). The Shadow a Student Challenge is an opportunity for administrators to see what it is truly like to be a student in your building. The administrator needs to clear the calendar, silence the walkie, and follow a student for the entire day in order to be immersed in the experience. Having been a school counselor I thought, “Great! This will be an opportunity to see what it is really like!” Then, the more I thought about it, I was reminded of my own middle school experience (which happens to have been in this very same building!). Then I started thinking, what have I got myself into? How will I sit through six 50-minute classes? Will I buy or bring lunch? How will I make it without my mid-morning cup of coffee??

Let me fill you in on a few important factors: I hated middle school. Not your average awkward, unhappy moments like every early adolescent experiences; I really hated middle school. I puked frequently on my way to school, spent lots of time in the nurse’s office, and tried to stay home as often as possible. This was, in part, due to a teacher that would physically abuse one of my classmates. The classmate could not sit still so the teacher would take him out into the hallway and throw him against the lockers. He would then hold the rest of the class in the classroom until everyone boarded the busses at the end of the day so we would have to run or miss the bus. I felt so bad for this boy. He wasn’t bad; he probably just ADHD, but in 1976, that had not been identified. To say I was anxious would be an understatement.

Sometimes I wonder if the universe brought me back to Mattacheese Middle School for a reason. As an administrator, I can advocate for all of the students and ensure that teachers are treating them respectfully. I can also ensure that teachers are engaging their students. I can do a lot of things that I could not do as a school counselor. I do believe that the universe speaks in a whisper, but if you don’t listen, it gets louder. Clearly whatever message this is can’t get any louder than being back at my old middle school and spending an entire day as a 6th grade student.

I started the day with the other students in advisory. A very nice 6th grader said that I could follow her for the day. She has almost the exact same schedule as her friend, so I was with two 6th grade girls for the day. Some students were tired, others were ready to get the day started. Because it was Friday, the advisor had a special breakfast for us (and she let me drink coffee-yah!). Then, the bell rang and we were off to ELA. It felt a bit like being in a horse race, ready... set... go! In ELA, students were reading aloud to each other and they said that they enjoyed that activity. That gave me an idea -- we are close to an elementary school -- I need to look into book buddies. I talked about that idea to the girls who were very interested.

The next class was Spanish. This was a fun class, as the teacher let us use our iPads to answer questions on Socrative. Since it was college day, she also took the opportunity to tell us about study abroad programs.

Next was social studies, where we worked collaboratively on packets and then shared with the class. There were some word games in the packet and since it was the advisory teacher, she had snacks. Unbeknownst to me, my student asked the teacher if we could have lunch with her. This was one of the biggest surprises to me. I had totally underestimated the value of having lunch with a teacher. The atmosphere was quieter and more relaxed than the cafeteria. There were 16 students at lunch in Miss K’s room and some did not even have her as a teacher. If only I didn’t have to do cafeteria duty, I might have been a regular there for lunch!

After lunch was particularly challenging for me. I could not sit still for my next three classes and had to take standing breaks in each one. I went from science to math to band. While I found the topics to be interesting, I was literally crawling out of my skin because of the sitting.

This experience taught me a few things:

- The importance of peer relationships -- I noticed that the student I followed was happy and more comfortable when she was in class with her buddy. When we were in class without her buddy, she was definitely quieter.
- The importance of physical

(continued on pg. 5)
As a graduate student in the school counseling program at Bridgewater State University, there are a million things needed to be done from classwork to internship hours. One thing that is sometimes put on the back-burner is networking. As a graduate student, we are concerned about getting good grades and learning all about school counseling, but networking should be just as important. I think that students get so bogged down with school work that we forget about the working world and how soon we will be applying for jobs.

One way a graduate student can network is through MASCA. The association has great opportunities for students to do this at the yearly conference. MASCA allows graduate students to present a poster at the conference. This is how I started my networking journey. You are able to meet many people in the field and get your name out there. Another way a graduate student can start networking is to join a community guidance association. I joined South Shore Guidance Association around six months ago. I was able to experience new opportunities and gain new knowledge about colleges. Networking within these two associations has allowed me many new opportunities and the chance to meet school counselors.

Other ways graduate students can network are by setting up a LinkedIn account, attending professional development events, not being afraid to ask questions, being punctual, and doing your research. LinkedIn can help you put your name out there without doing very much work. Attending PD events or workshops can help you learn more about specific topics but also connect with professionals. You might think that asking questions can make it seem like you do not know what you are talking about, but always ask. It is better to ask than to sit there and not know. For me, being punctual is huge. My mom always used to say to be early is to be on time, to be on time is late, and to be late is unacceptable. Getting there a few minutes early shows that you are interested and can be trusted to show up to work on time. And lastly, do your research. I cannot stress this enough. Know what, who, and why. Never show up not knowing who is in charge or what the meeting or event is about.

"First, you have to be visible in the community. You have to get out there and connect with people. It's not called net-sitting or net-eating. It's called networking. You have to work at it."
~ Dr. Ivan Misner.

Networking as a Graduate Student
By JENNIFER MATHEWS, MASCA Secretary & Graduate Student Liaison

6th GRADER (cont’d from page 4)

activity -- middle schoolers still need recess, even if it’s just for a few minutes.

• The importance of student engagement -- In classes where we worked collaboratively or were using the iPads, the time went faster and the student conversations went beyond finding the one right answer.

While the Shadow a Student Challenge is aimed towards administrators, I would also encourage school counselors to participate. This experience gave me a greater understanding about what my students are truly experiencing each day.

MA Model 2.0 News

The DRAFT MA Model for Accountable, Comprehensive School Counseling Programs (MA Model 2.0) was presented to 2016 MASCA spring conference attendees. If you did not get your copy at the conference, be sure to download a copy from the MASCA website.

Thank you to the MA Model 2.0 Writing Team: Bridget Dullea, Co-Chair, Michael Furey, Co-Chair, Haley Barraza, Megan Bizarro, Danielle Cafferty, Kristin MacDonald, Lindsay Saba, Nancy Torelli, and Elizabeth Walsh.

MA Model 1.0 Writing Team [participating in this project]: Dr. Jay Carey, Sheila Deam, David Elsner, Katie Gray, and Dr. Helen O’Donnell.

Special thanks to the Massachusetts DESE’s college and career readiness unit, under the leadership of Keith Westrich.

2016-17 MA Model Introductory Institute and MA Model 2: Next Steps Institute have again been vetted and approved for graduate credits by the Center for Professional Studies (CPS) at Fitchburg State University. Institutes will be offered in several sites around the state based on a minimum of 6 registrants/site. To suggest dates/locations, register, or inquire, email helenod@att.net.
America’s Promise Alliance recently released a new study called “Don’t Call Them Dropouts,” which takes an in-depth look at the stories of youth who left high school before graduating. In their own voices, youth share their struggles and contribute to the larger ongoing narrative about too many of our nation’s young people who don’t finish high school. The report found that youth are overwhelmed by the effects of toxic living conditions, such as homelessness, violent surroundings, abuse or neglect, catastrophic family health events, and the absence of caring adults who can help them succeed in school.

One of the primary findings from the new America’s Promise report is that connectedness to others is a high priority for young people. The value placed on these relationships can lead young people away from or toward school, depending on other circumstances.

Over the last several years we have seen an increase in the use of “adult advocates” across Massachusetts high schools to improve graduation rates. This role comes in a number of forms and is called a variety of names. These roles are sometimes paid positions in the school (full time or part time) or volunteer positions taken on by existing school staff (e.g., teachers) or community members. The adult advocates are commonly referred to as graduation coaches.

These staff and associated programming assist students in meeting personal and academic needs through a meaningful and sustained personal relationship with a trained adult. National research has shown the importance of skilled, caring adults in the lives of students. Youth focus groups conducted in Massachusetts demonstrated the importance of these relationships in keeping students connected with school.

Typical graduation coach (and similar positions) responsibilities include meeting one-on-one with students to develop student success plans or provide tutoring, review progress reports and report cards, monitor daily attendance, check in with teachers, and communicate with parents or caregivers. Schools sometimes also have graduation coaches teaching life skills and/or study skills courses. Graduation coaches work with school personnel and community agencies to access resources for their students as needed.

As a result of students working with an adult advocate, such as a graduation coach, Massachusetts schools and districts report that students:
• Appear to be developing more confidence and optimism about achieving their long-term academic and personal goals
• Are developing positive relationships with other adults in the school

because of their positive experiences with their adult advocate
• Are graduating from high school rather than dropping out

The following adult advocate promising practices were identified through recent research conducted by UMass Donahue Institute with Massachusetts districts:
• Pairing students and adult advocates (e.g., graduation coaches) with students based on student choice rather than random pairings
• Formalizing the expectations associated with the advocate position through job descriptions, training, and manuals
• Having bilingual advocates available for students with language barriers
• Developing and implementing data entry and management systems to track advocate-student interactions and progress
• Combining support, encouragement, and high expectations when working with students
• Monitoring students’ academic progress, behavior, and attendance frequently, and intervening early when risk indicators are identified

Collaborating with other school staff and community resources to provide wrap-around student supports when necessary
• Communicating with parents or caregivers regarding student status, areas of challenge, successes, the school’s graduation requirements, and their child’s aspirations

To learn more, you’re invited to participate in an ESE sponsored webinar on Graduation Coaches and Other Adult Advocates scheduled for April 13, 2016 from 3:00 – 4:00PM.
New MASCA Tribute Honorees

Check out new Colleague Tributes posted on the MASCA website. As of March 18, new Tribute honorees are: Maria Paoletti, Rachael Schwab Rehorka, and Donna Neary. Recognition will be at MASCA’s spring conferences.

You, too, can recognize and thank a mentor, colleague, professor, affiliate leader, etc. with a MASCA Tribute.

Continuing a tradition started for the MASCA 50th birthday, for $50/tribute, the honoree's picture and 50 word tribute will be posted in the TRIBUTE library accessed from the MASCA homepage.

A colored, framed copy of the tribute will be presented at the MASCA Awards Reception. Click on the green Tribute link on the MASCA home page to review posted tributes and follow the recognition process to submit your tribute.

Inquiries or assistance: helenod@att.net

April Program on Teen Behavior and Moods

Are you looking to gain a better understanding of the teen mood spectrum? Join us on April 11, 2016 from 3:30-5:30 PM as Barbara J. Green, Ph.D., the YHC Medical Director presents “Typical or Troubled™?”

Dr. Green will discuss:
• The range of the mood continuum and when to be concerned about a teenager’s behavior.
• At least three signs that teens experiencing a mental health concern may demonstrate in school and at home.
• The basic differences between: clinical depression, bipolar disorder, anxiety disorder, ADHD, eating disorders, conduct disorders, and oppositional defiant disorder.

The event will be located at South Shore VNA, 30 Reservoir Park Dr., Rockland MA. Certificates of Attendance will be available. This is a free event, however registration is required. Contact karin_farrell@sshosp.org to register.
Happy 55th Birthday to MASCA!
By HELEN O’DONNELL, Ed.D., MASCA VP Retirees

To honor MASCA’s proud 55 year history, MASCA retirees have gathered to reflect on how MASCA was established and leaders who sustained the association over the decades. Check out Oscar Kritchmar’s MASCA’s Founding History at www.masca.org or masca.wildapricot.org.

With MASCA’s milestone birthday approaching and the passing in the fall of 2015 of three dedicated leaders and advocates of MASCA, the Governing Board charged the VP Retirees and retiree committee to suggest a way to honor past members integral to the founding and stewardship of MASCA with a meaningful, sustainable memorial recognition. The committee reviewed the way past Governing Board instituted collegial honors including the following awards:

• Louise Forsyth Public Relations Award recognizing Louise’s career of Public Relations achievements in the US and Canada with a free conference registration at each MASCA conference
• Geo. Thompson Graduate Student Scholarship
• MASCA’s Outstanding Service to Counseling Award of Recognition (O.S.C.A.R.) Awards established at MASCA’s 25th birthday named after Oscar Krichmar, celebrating his service as a decades-long Counselor’s Notebook editor.

On March 14th, 2016 on the eve of MASCA’s 55th birthday, the MASCA Governing Board approved the establishment of MASCA’s Legacy Memorial Pillar Awards.

Click on the Pillars Awards link and view recognition of the inaugural cohort of Pillars: Sally Connolly, Carol Ryan Tarka, and Ed Bryant. More details about the award and call for nominations for other Pillar honorees will be available on the website later this spring.
The SSGA recently honored several of its members at the April meeting held at Eastern Nazarene College. Award winners included:

- **SSGA Counselor of the Year:** Maureen Garrett
- **SSGA Special Award:** Steve Fitzgerald of UTI
- **SSGA Rising Star:** Mary Cate Cunha
- **SSGA Leadership Award:** Mary Dooley

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**South Shore Guidance Assc. Award Winners**

The SSGA recently honored several of its members at the April meeting held at Eastern Nazarene College. Award winners included:

- **SSGA Counselor of the Year:** Maureen Garrett
- **SSGA Special Award:** Steve Fitzgerald of UTI
- **SSGA Rising Star:** Mary Cate Cunha
- **SSGA Leadership Award:** Mary Dooley

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- Dramatic views of Boston Harbor and the Boston skyline

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**Pillars of MASCA:**

**Legacy Recognition Award**

**P** = Pride, passion, and integrity representing MA School Counselors

**I** = Initiatives and efforts promoting the mission and organization of MASCA

**L** = Leadership in MASCA and a local MASCA affiliate

**L** = Long-time dedicated service to MA School Counselors

**A** = Assisting, advocating for, and actively promoting MASCA initiatives

**R** = Respect for school counselors and the school counseling profession in MASCA

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Once, a summer job was a rite of passage. Starting in March, getting a job was a main topic of conversation. Gone would be endless days babysitting or mowing lawns. We would have “real” jobs! I got my first “real” job in the summer of 1961. Brine’s Dairy Delight in Hanson was my first employer. I made soft serve ice cream cones that I occasionally successfully dipped in chocolate coating. I was an expert at making a perfect little curlicue on the top of the cone and I was fast. Sundaes, frappes, root beer floats and banana boats filled my afternoons.

By August, I was ready to run away; I was sick of ice cream in any form, I was sick of customers, and I was sick of Brine’s. However, I had competent parents who insisted I keep working and complete my obligation to Brine’s.

So, what was the value of my job slinging ice cream? According to experts at the Aspen Education Group, there are incredible benefits to holding a summer job regardless of how menial or mindless it might seem. In “The Value of Summer Jobs – Beyond the Paycheck” the authors share the following lessons learned at your first job:

• The importance of showing up and doing a job well, no matter what that job is
• Managing your time so you are at work on time
• Dealing with last-minute schedule changes that require you to work more than you expected
• Managing the money you take home each week so you understand the value of your work

Roughly 25% of teens held summer jobs in the summer of 2013. That was down from 45% in 2000 and almost 70% in the 70’s. A study at the University of British Columbia (Beneficial “Child labor”: The impact of adolescent work on future professional outcomes) found that 25 year olds who had held summer jobs when they were 15 were more successful and earned more money than their peers who had not worked as teenagers. In part, it was found that the summer job workers had learned many soft skills that made them more attractive to employers.

Stanford researcher Jacob Leos-Urbel found that teens who held summer jobs had slightly better grades after their first summer but those who held a job for multiple years showed measurably better grades in school. Like the UBC study, Leos-Urbel cited studies that indicated “prior research shows that adolescent employment can foster non-cognitive skills like time management, perseverance and self-confidence.”

Leos-Urbel bemoans the dearth of summer job holders. Many reasons exist for the drop in the numbers of teens holding summer jobs: many older workers are taking part time jobs that had once been the province of teenagers; parents are scheduling their children into summer school, sports camps, and a myriad of other activities; and teens aren’t interested in the jobs that are available to them.

And yet, there is solid research that indicates the worth of holding a job during the summer.

I stayed at Brine’s for the rest of that summer and for three more summers after that. The lessons I learned have lasted all my life: doing my best, even if I didn’t like the task; getting up and going to work when I didn’t feel like it; being part of a team when I wanted to be in charge. So, when you are talking to your students about their summer plans, encourage them to think about getting a job. Oh, and thank you, Mom and Dad, for teaching me that when you say you will do something, you need to do it.
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. You can share your views with fellow MASCA members by joining in the Forum.

www.MASCA.org