

COUNSELOR CONNECTIONS

March/April 2015 • NYC Department of Education — Office of Guidance and School Counseling

CAREER DEVELOPMENT AND COLLEGE PLANNING

The American School Counselor Association (ASCA) [framework](#) guides our work towards a culminating outcome for our students: college and career readiness. Guidance personnel help students connect short-term school goals to their long-term vision for the future. Working with students to explore how their personal strengths, talents, interests, and academic habits can aid them in their college studies and future career path can ensure their success both in school and in life. A chosen career is an excellent expression of self-actualization. Here are some resources and ideas to guide your work:

Career Development

- ▶ Incorporate career development into guidance and advisory lessons, group counseling activities, and individual counseling check-ins. Use the [Career Development and Occupational Studies \(CDOS\) Resource Guide](#) and Core Curriculum to inform these efforts with a scope and sequence for each grade.
- ▶ Have students take an online career interest inventory (e.g., [My Next Move](#), [Career Zone](#), or [Education Planner](#)). Have inventory results available in the guidance file and college office/advisor file to aid the postsecondary planning process.
- ▶ Organize a Career Day. Invite faculty, parents, alumni, and community members to serve as speakers.
- ▶ Connect student to teen employment opportunities.

College Planning in Elementary Schools and Middle Schools

- ▶ Invite college students into our classrooms and give them an opportunity to talk with students about college. College students can answer firsthand, "What

is college like? Do you live on campus? How long do you have to study?"

- ▶ Organize field trips to performing arts at local colleges. Plan to arrive early so that students can take a tour of the campus or speak with college students.
- ▶ Organize a mini-college fair in which school staff share information about their alma mater.

College Planning in High Schools

- ▶ Help organize and facilitate college planning lessons, financial aid workshops, and college fairs and trips.
- ▶ Cultivate college partnerships. Arrange for school visits from representatives from a broad range of colleges, universities, and postsecondary options.
- ▶ Have a college newsletter available at the school's website to communicate scholarship, financial aid, and other college opportunities to families.
- ▶ Ensure that every senior submits completed college (CUNY, SUNY, and private) applications and a financial aid application. Use instructional time as needed to achieve this end. Make data on college application completion by student available for review by school stakeholders to enlist their support.





Message from the Chief Executive Officer

Dear Counselors,

The Office of Safety and Youth Development (OSYD) uses a cross functional approach both internally and through inter-agency collaboration to ensure that schools respond effectively to students' developmental needs. OSYD works closely with the Mayor's Office, the Administration for Children Services, the Department of Homeless Services, the Department of Probation, and all divisions of the Department of Education to integrate operational services and to build systemic, interagency networks of support for students and families.

Instruction, school safety, youth development, attendance services, and extra-curricular activities are all interdependent. The academic success of our students requires a cross-functional approach, which integrates the work of all school staff members. Furthermore, school-based teams can maximize their effectiveness through a cross-functional approach.

It has often been said that the school counselor is *the glue that binds* the school community together. This statement reflects the school counselor's talent in developing relationships and collaborating with key stakeholders. Through a cross-functional approach, the counselor can broker resources to meet students' needs. Building these networks of support is essential to our work, and the success of our schools.

Building relationships across areas within the school is critical. Think about ways to connect with other school staff in order to collaborate and avoid departmental tunnel vision. The school counselor is in a unique position to break artificial barriers and silos. Collaborative efforts can be as simple as introducing yourself to new staff, presenting at a faculty conference, or scheduling a regular time to meet with your school's deans.

In addition, I encourage you to be proactive in building relationships and networks within your local community. Take stock of local hospitals, mental health clinics, after-school programs, tutoring services, and other community-based organizations. Reach out to them and learn more about their catchment areas and intended target populations. With your principal's permission, include these community members in guidance events. Consider hosting a community breakfast to build support for school initiatives and to find out how they can support your students' needs.

I encourage you to build at least one new relationship today! Cultivating partnerships will help you in your professional practice and will optimize supports for students.

Please share your successes in fostering cross-functional collaboration with us at guidance@schools.nyc.gov.

Lois Herrera

Chief Executive Officer

Office of Safety and Youth Development

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

- Margaret Mead, 1901 — 1978

SPECIAL FEATURE: NYC DOE Student Advisory Councils

Creating a world-class education system requires having meaningful student engagement opportunities at all levels. In our efforts towards this goal, the New York City Department of Education Student Advisory Councils engage students as partners in order to foster youth leadership, community involvement, as well as democratic school and district governance.

School-Based Student Leadership

Schools can tap into many of the talents and skills of their students by offering robust youth leadership programs. In many schools, students can be elected to student government, take an elective leadership class, and help facilitate town-hall forums. Student government representatives are often leaders amongst their peers and are highly involved in activities at their schools. At the high school level, a minimum of two student leaders also serve on the [School Leadership Team](#).

Borough Student Advisory Councils

High school students who are identified as student leaders in their schools are often elected to serve on the *Borough Student Advisory Councils (BSAC)*. There are a total of six BSACs. Each of the five boroughs has its own Student Advisory Council. Brooklyn, the most populated borough, has two councils. BSAC high school student representatives meet monthly to discuss issues and concerns that affect their respective boroughs. The BSAC in each borough is facilitated by the *Borough Youth Leadership Liaison (BYLL)*. The BYLL also serves as the *Borough Substance Abuse Prevention and Intervention Services (SAPIS) Director*. Borough SAPIS Directors have an inter-related dual role in preventing risk behaviors in youth (e.g., substance abuse), and in promoting student engagement.

- ◆ Schools can contact their [Borough Youth Leadership Liaison \(BYLL\)](#) to learn more about NYC DOE Student Advisory Councils.

Chancellor's Student Advisory Council

At the beginning of each school year, elections are held at the BSAC meetings to choose student representatives for the *Chancellor's Student Advisory Council (CSAC)*. Each borough elects five CSAC student representatives and two alternates. The CSAC representatives meet on a monthly basis from October through June at the Tweed Building, the

NYC DOE central headquarters. CSAC members represent student voices not only for their BSAC, but more importantly, for all NYC public school students. These meetings at the borough and central levels are student led, which helps to develop participants' leadership skills. CSAC meetings feature [Robert's Rules](#), a code of conduct for participating in public forums.

At CSAC meetings, students have the opportunity to speak with Chancellor Carmen Fariña or a member of her [Leadership Team](#). CSAC members have been influential in policy changes over the years. Areas of focus have included [Respect for All](#), improving student and family engagement, school closures, the [discipline code](#), [school safety](#), [pupil transportation](#), and [career and technical education programs](#). For instance, CSAC representatives successfully advocated for much needed bake sale fundraisers in schools. They are particularly proud of their campaign, which led to the reversal of the "No Bake Sale Policy."

Two CSAC representatives are elected each school year to be the student representatives on the NYC DOE [Panel for Educational Policy](#). This year's representatives are Stephanie Ng of Midwood High School, Brooklyn South BSAC; and Noel Cruz of Bronx Design and Construction Academy, Bronx BSAC. CSAC members are also involved in the selection criteria for the student representative to the [Citywide Council for High Schools](#).

Partnerships

The NYC DOE Student Advisory Councils have forged many partnerships. Last year, the Student Advisory Councils partnered with [Educational Video Center](#) to produce public service announcements. Each BSAC created, directed, and produced two or more videos on social issues, including teen pregnancy and depression. Their film festival screening was held at AMC Loews theater at Penn Station. The Brooklyn South BSAC was fortunate to be the recipient of a pilot Youth Leadership Academy facilitated by [Coro New York Leadership Center](#). Future editions of Counselor Connections will feature more of these exciting projects.

CSAC is coordinated by Cheryl Hall, Senior Administrator of Guidance and School Counseling; contact at chall3@schools.nyc.gov.



Elementary Schools: Confidence and Dreams

Henry David Thoreau wrote, *“If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.”* As we think of college and career readiness for elementary school students, our first thought might be the age old question, *“What do you want to be when you grow up?”* If we look back, we are sure to remember we had more than one answer to that question throughout the various stages of our lives.

If you ask a young child what they want to be when they grow up, most will tell you what they know from their lives (teacher, doctor, nurse), what they have seen on TV (police officer, singer, dancer), or from movies (a princess, Spiderman). Those first sparks of imagining, dreaming, and playing with the idea of a future self ignites a new excitement. This sense of possibility and the belief that dreams can come true encourages a young mind to think more about the future and who they might be in it.

Pretend Play

Engaging in games of make-believe, stretching the idea of who one is to who one might become, leads to many activities between young students on the playground and beyond. Pretend play can be perceived not merely as whimsical but as the first stage of channeling one’s energy towards the future. School counselors and school social workers can encourage those conversations and activities, and in doing so, inspire confidence.

Self-Beliefs

As children attend school, they learn more about their individual strengths and talents. Children begin to develop belief systems, which eventually aid them in choosing a future career. In terms of confidence, a child’s self-concept can be damaged by expectations that the child is yet unable to meet. For many, their confidence has begun to waver due to words of criticism by peers or adults.

As children get older and are exposed to the hardships of life as well as the realities of challenge, much of their excitement around their dreams can diminish. New understandings of human nature, those of which

sometimes hurt, confuse and disappoint, can begin to dull the idea that dreams can come true. As early as third grade, we hear students in our counseling offices expressing negative self-beliefs shrouded within a “why bother” attitude.

Cultivating Self-Efficacy

School counselors and social workers can protect our students’ excitement around their dreams and their confidence in themselves. If youngsters allow the challenges of hard work, the existence of periodic failure, or the words of others to limit their dreaming, they will approach middle school with little connection to the reasons for persistence. Building students’ sense of self-efficacy can address an often overlooked aspect of college and career readiness. In your interactions with students, help students to hold on to their dreams with a sense of confidence so that they can, as Thoreau wrote, *“meet with a success unexpected in common hours.”*

Jaye Murray, SBL, LSCW, is Senior Administrator of Guidance and School Counseling for Elementary Schools; contact at: JMurray7@schools.nyc.gov.

Resources

- Online career interest inventories can also help elementary school students to begin exploring career options and a world of opportunities.
- ▶ [Paws in Jobland](#) allows for students from pre-K through 5th grade to take an online career interest survey called “Job Finder.” Students can complete some of the fun activities, which can be used as part of a career interest assessment.
 - ▶ The [Virginia Career VIEW](#) has a K-5 Section, which includes an interactive game called Career Town. Career Town has three levels with different games to learn about jobs on each level. The featured educators’ guide has ideas for extension activities. Virginia Career VIEW has a wealth of online and printable career activities.
 - ▶ [Kids Works](#) helps elementary school students to explore different jobs in a virtual community of workplaces.

College and Career Readiness as All Middle School Youngsters' Lives Matter!

Middle school is a challenging time for most youngsters. It is a time of personal exploration, a time to seek out one's own identity, and a time of rapid physiological growth. These combined changes in psychosocial and physical development can cause our youngsters to feel anxious and insecure. As school counselors, we tell our youngsters how amazing, creative, wonderful, and smart they are. We are able to see their many gifts, which they sometimes cannot see. We know they are our future educators, entrepreneurs, digital innovators, politicians, and the list goes on and on. The messages our youngsters receive in middle school and the self-beliefs they adopt can define and shape their high school years and beyond.

We also know jobs in a 21st century economy require more than the traditional high school diploma. Critical thinking and problem-solving skills, the ability to communicate effectively and work as a team, and a fluency with emerging technologies are vital for those entering the work force today.

Strategies

- ◆ Coach our youngsters to make choices that prepare them for high school, college, and beyond. Help our students to develop effective study habits, see the connection between their core classes and the world of work, and practice goal setting.
- ◆ Encourage all of our youngsters to strive for excellence. Emphasize the idea that **all** our youngsters can succeed in school and in life.
- ◆ Have students take an online career interest inventory at [Career Zone](#), [Education Planner](#) or [Career Aisle](#).
- ◆ Persuade our youngsters to participate in extracurricular activities. Involvement in afterschool activities helps our youngsters to explore their interests, and to build character. Competitive colleges look for well-rounded students with achievements beyond the classroom.
- ◆ Expose our youngsters to the world of work and other “real-life” experiences, including job shadowing, internships, part-time work, and

volunteer opportunities. This time outside the classroom will help our youngsters to further their creative and critical thinking, work skills, professionalism, persistence, and responsibility.

Resources

- ◆ [National Office for School Counselor Advocacy \(NOSCA\) Middle School Counselor's Guide - Eight Components of College and Career Readiness Counseling](#) includes strategies on extracurricular engagement, college and career assessments, and transitioning from high school graduation to college enrollment.
- ◆ [My Future, My Way](#), which is designed for middle school students, offers first steps towards college planning.
- ◆ [Insideschools](#) provides a wide range of afterschool and summer activities for children and teens in New York City. Opportunities range from paid museum internships to free science research programs.
- ◆ [NYC DOE Middle School Academic Policy Reference Guide](#) features comprehensive State and City regulatory guidance, as well as links to related supplementary resources.

Career awareness has to be more than lip service in middle schools. Sixth through eighth grade is a crucial time to empower our youngsters with career and college readiness skills. Grades, attendance patterns, and engagement at the middle school level are among the strongest predictors of high school graduation and college retention. Introducing our youngsters early on to the world of work helps them understand the concrete value of their learning and how it pertains to their future choices. Furthermore, work-related experiences empower our students with the skills and confidence to thrive in their future endeavors.

Let us work together to do more to make sure our middle school youngsters are college and career ready! I know that together we can do amazing things!

Zuri Jackson-Woods is Senior Administrator of Guidance and School Counseling for Middle Schools; contact at: ZWoods@schools.nyc.gov.

Middle School and High School Counselor Strategies for Career Development

School Counselors are uniquely trained and positioned to collaborate with multiple stakeholders to coordinate and implement programs aimed at helping students ponder and plan around the three key guiding questions of the [NYS Career Development and Occupational Studies \(CDOS\) Standards](#): *Who am I?*, *Where am I going?*, and *How will I get there?* Counselors also align their work with [ASCA National Standards for Students](#), [ASCA Mindsets](#), and the [Common Core College and Career Readiness Anchor Standards](#).

During recent professional development events focused on College and Career Readiness, participating middle school and high school counselors shared a range of related guidance practices:

- ▶ The individual [Annual Guidance Review](#) is conducted for students in grades 7 through 12 in alignment with [NYSED Commissioner's Regulations 100.2](#). For this process, use a range of resources, including a student interest survey from [CareerZone](#) or a [survey](#) within a guidance lesson.
 - ▶ Collaborate with teachers and community partners to infuse a scope and sequence of college and career exploration and planning activities within advisories and other classroom guidance activities. Sample lessons are available: [Learning for Life - Career Exploration Lessons](#), [Missouri Center for Career Education \(MCCE\)](#), and [Vocational Information Center Career Curriculum Resources](#).
 - ▶ During individual, group, and classroom guidance sessions, use a range of resources including: [National Association for College Admissions Counseling \(NACAC\)](#), [College Board](#), [O*Net Online](#), and [Mapping Your Future](#).
 - ▶ Establish a "College and Career Readiness Committee" to plan for career day, career of the month, college and career night, FAFSA events, college trips, college and career fairs, alumni panels, dress for success events, resume workshops, service learning, job shadowing, and internship opportunities, etc.
- ▶ Have students interview (a) staff members about their own college decision-making processes, (b) community members working in a career that matches their own interests, and/or (c) their families. To guide their interviews, students use questions provided to them and create at least two additional questions on their own. Invite family and a range of community members to participate in career day and have students follow up by further researching different careers and roles discussed during the interviews and career day presentations.
 - ▶ Have each student create a portfolio to be developed through middle school and high school. In their culminating years of middle school and high school, have students present their portfolio reflecting on how much they have grown.
 - ▶ During a small group or classroom guidance activity session in middle school, have students discuss the high schools they would like to attend. Have students review their academic records to match school requirements for their top choices. Using SMART goals, help students develop a plan on what they need to do to have a better chance of getting into their preferred high school.
 - ▶ Closely monitor individual student progress and facilitate ongoing workshops for students, families, and faculty to review year-to-year promotional guidelines, high school graduation requirements, and college/postsecondary readiness expectations. (*High School Counselors: Please make sure to register to participate in a [Spring 2015 Academic Policy Workshop](#).*)

Thank you colleagues for sharing your ideas and best practices!

Margarita Suero-Duran, Ed.D. is Senior Administrator for High School Guidance and School Counseling; contact at msuerod@schools.nyc.gov.

Name(s): _____

CAREER INTERESTS

For each of the following careers, determine which career interest category (Holland occupational theme) might be the closest match. Write down each career in the corresponding box. (Please note many careers could be matched with more than one interest category.) Review the answers.

Discuss: Which career interest categories appeal to you and why?
Which career from these categories will you further investigate?

lawyer graphic designer musician librarian marine biologist auto-mechanic secretary elected official	police officer school principal stock broker teacher social worker pilot sanitation worker bank teller	writer firefighter photographer doctor nurse accountant detective web designer	computer technician postal worker chemist childcare worker pharmaceutical scientist school counselor business executive store manager
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<p>REALISTIC</p> <p><i>(Working with your hands or working outdoors)</i></p> 	<p>INVESTIGATIVE</p> <p><i>(Conducting research and gathering information)</i></p> 	<p>ARTISTIC</p> <p><i>(Doing creative work)</i></p> 
<p>SOCIAL</p> <p><i>(Helping people)</i></p> 	<p>ENTERPRISING</p> <p><i>(Leading or supervising activities or working towards a profit)</i></p> 	<p>CONVENTIONAL</p> <p><i>(Doing routine work)</i></p> 

This activity meets [American School Counselor Association \(ASCA\) National Standards for Students:](#)

C:B1 Acquire Career Information (C:B1.4 Know the various ways in which occupations can be classified.)

▶ Look up career interests codes or get additional information on careers at O*Net OnLine [here](#).

▶ **References:** Holland, John. (1973). *Making Vocational Choices: a theory of careers*. Englewood Cliffs, N.J.: Prentice-Hall.

ALL SCHOOLS HIGHLIGHTS

Suggestions for Pupil Personnel Services

Academic Planning:

- ◇ Facilitate comprehensive check-ins with students to discuss their report card, daily attendance, period attendance (high schools), extracurricular activities, goals, successes, and social-emotional performance. Maintain a daily sign-in sheet and log conferences via the ATS [ILOG](#) function.
- ◇ Help develop and implement a systemic intervention (e.g., mentoring or group counseling) for at-risk students in a particular grade based on data (e.g., the [STARS Student Failure Report](#) for students failing a specific number of classes or the ATS [RRSA](#) report for students who are chronically absent).
- ◇ *For high schools:* Set an ambitious school-based deadline to complete fall 2015 programming. Meet with students for academic programming for the fall 2015 term.

Career Planning:

- ◇ Meet with your College and Career Readiness Committee to plan for collaborative school-wide activities.

Celebrate Success:

- ◇ Begin to plan end-of-year celebratory events to recognize student successes, including student leadership, honor roll, students passing all of their classes, attendance (perfect, above 95%, and improved), civics, and community service. Incorporate these celebrations into parent association meetings. Dedicate bulletin boards to these celebrations.

Guidance Lessons:

- ◇ Ensure that your guidance lessons for the year reflect a comprehensive guidance plan including the three domains of the American School Counselor Association's framework: academic planning, social-emotional development, and post-secondary planning.

Spring 2015 Parent-Teacher Conferences:

- ◇ Prepare handouts to discuss promotion and graduation requirements; attendance; tutoring and academic interventions; college and career plans; personal-social development; extracurricular opportunities; and referrals to community-based organizations, as needed.
- ◇ Help plan parent workshops (e.g., Effective Communication with Your Child or Teenager). Survey parents at parent association meetings for workshop topics of interest.

Student Support Services Team Meetings:

- ◇ **Attendance Committee:** Review your school's attendance plan, which is a part of the school consolidated plan. Review school-based policies on scanning attendance sheets, lateness, excused absences, and handling makeup work. Increase faculty awareness of your school's attendance plan to ensure consistent adherence.
- ◇ **Crisis Team:** Dedicate team meetings to reviewing [policies and procedures for de-escalation](#): responding to behavioral crises and determining when to contact 911 for emergency medical assistance. Work as a team to develop a school de-escalation plan.
- ◇ **Pupil Personnel Team:** Continue to facilitate individual student case conferences. Analyze commonalities, as well as the implications for school-wide programs and interventions.

HIGHLIGHTS FROM THE OFFICE OF STUDENT ENROLLMENT

High School Admissions Announcements

Round 1 Results

When? Early March

SEMS users will be notified via email when Round 1 result letters become available. District or charter middle schools should plan to pick up their letters from the Family Welcome Center. Please see the Round 1 pick-up locations in SEMS for contact information. High Schools or schools with less than 10 applicants must download letters directly from SEMS under each student's "Documents" tab. Please note that Round 1 result letters include any Specialized High School results. The Specialized High Schools Admissions Test (SHSAT) score will be indicated on each results letter, as well as any offers to Fiorello H. LaGuardia High School of Music & Art and Performing Arts. Review the Guidance Counselor Instruction letter in SEMS for letter distribution guidelines and further details on Round 1 results.

Round 2

When? March 20 – 23

All students are eligible to apply in Round 2. Students interested in Round 2 should review the Round 2 Program List to see the programs with available seats. Please note that program seats are split into the following: 9th grade GE, 9th grade SWD, and 10th grade ALL. Students should only apply to programs that have seats open in their respective service category and grade. In addition, only students who live in the zoned neighborhood can apply to programs that are indicated "Zoned." Please also note there is no Round 2 for any Specialized High Schools.

Students who did not receive an offer in Round 1 or did not apply will automatically receive a Round 2 application and Round 2 Program List with their results letters. Please also make this application and list available to students who did receive a Round 1 offer but are interested in programs open in Round 2. Please be sure students who did receive an offer in Round 1 are aware that a Round 2 offer will replace a Round 1 offer if they are interested in submitting an application. If students are matched in Round 2, their Round 1 match is automatically rescinded, and a Round 1 offer appeal will not be considered. *Applications are due to guidance counselors on Friday, March 20, 2015 and application choice entry will close in SEMS on Monday, March 23, 2015.*

For questions on high school admissions, please email HS_Enrollment@schools.nyc.gov.

HIGH SCHOOL ADMISSIONS ROUND 2 FAIR

*Saturday, March 14 and Sunday, March 15
11:00 am – 2:00 pm
Martin Luther King, Jr. Education Campus
122 Amsterdam Avenue, Manhattan*

The High School Admissions Round 2 Fair is open to all interested students. Students who did not receive an offer or submit an application in Round 1 should be encouraged to attend. In addition to meeting school representatives, the Round 2 Fair will give families the opportunity to meet with Enrollment Counselors to discuss their options and application for Round 2.

HIGHLIGHTS FROM THE OFFICE OF ACADEMIC POLICY AND SYSTEMS

The Career Development & Occupational Studies (CDOS) Commencement Credential

The CDOS Commencement Credential is one of two alternative exiting credentials available to high school students with an Individualized Education Program (IEP) who meet specific criteria. These newly developed credentials replace the IEP diploma, which no longer exists as of June 2013. The CDOS Commencement Credential recognizes the development of the skills aligned to [NYSED's Career Development and Occupational Studies \(CDOS\) standards](#). The CDOS credential is not equivalent to a diploma and cannot be used in lieu of a diploma for postsecondary options where a high school diploma is required (e.g., applying to college or enlisting in the military).

Who is Eligible?

The CDOS credential is available to any student with an IEP who participates in State, grade-level assessment. For information about the Skills and Achievement Commencement Credential for students who participate in the New York State Alternate Assessment (NYSAA), see [this document](#).

How is CDOS Credential Different from the IEP Diploma?

In an effort to make alternative credentialing more meaningful to students and employers, the CDOS credential was developed to focus on the skills students will need to navigate the world of entry-level work. Unlike a [Career and Technical Education \(CTE\)](#) program where students learn a specific trade, the programming required for this new credential is focused on developing the type of skills that students are likely to need in any field. These skills can include a myriad of activities (e.g., interview preparation or collaboration

with co-workers). The CDOS credential can also be awarded not just as the sole exiting credential, but as an endorsement to any high school diploma.

What are the Requirements for a Student to Earn a CDOS Credential?

Students must complete four 54-hour units (or 216 hours) of work-related learning, CTE courses, or other career-planning activities, including at least 54 hours (one unit) of hands-on, work-based learning over the course of their entire high school program. None of these hours need to be credit-bearing, but they can be. Schools are encouraged to count existing advisory periods, internships, or summer work programs toward the CDOS credential. If the school considers awarding credit for offsite experiences, the service learning program must meet the [requirements](#). Through June 2015, schools have been given additional flexibility as this new credential rolls out. Schools may award the CDOS credential to students who have not met the 216-hour requirement provided that the school principal, in consultation with relevant faculty, has determined that the student has otherwise demonstrated knowledge and skills relating to the CDOS commencement level learning standards. Students must also complete a [career plan](#), reviewed annually.

At the conclusion of their high school program, the school must complete a [work skills employability profile](#) detailing the student's mastery of the CDOS learning standards. All of this documentation should be kept with the student's permanent record.

Please remember to visit the [NYC DOE academic policy resources Intranet page](#), maintained by the Office of Academic Policy and Systems (OAPS).

SPRING 2015 ACADEMIC POLICY WORKSHOP

The NYC DOE Office of Guidance and School Counseling will host a series of Spring 2015 Academic Policy Workshops. The presentation will be facilitated by the NYC DOE Office of Academic Policy and Systems. This workshop will review the [High School Academic Policy Guide](#) and provide the latest updates.

For further information, please visit the [Guidance Portal PD and Student Opportunities page](#).

HIGHLIGHTS FROM THE OFFICE OF POSTSECONDARY READINESS

March is College Acceptance Month

March is the time of the year when our college-bound seniors and their families are anxiously waiting to hear from admissions offices. For many students, their hard work will pay off as they receive acceptance offers from more than one college. This season is a very exciting time for our students, but can also be very confusing. There are many factors our students should consider when choosing which college admissions offer to accept (e.g., first-year retention rates, graduation rates, and average student loans). There are many helpful websites that we can recommend to our students for assistance (e.g. [College Measures](#) and [College Results](#)).

The financial aid award letter is one of the most important factors which may impact our students' decision in selecting a college. These letters contain important information about federal, state, and/or institutional aid offered by the college. Some colleges include the federal government's [standard financial aid award letter](#). However, not all colleges currently participate in this initiative. Lack of a standardized system can make it difficult for students to compare the real cost for each college. Please review the following tools, resources, and practices, which can support students to make informed decisions about their college choices.

Resources for Comparing Financial Aid Award Letters:

- ▶ [Consumer Financial Protection Bureau - Shopping Sheet](#) - provides a standardized award letter allowing students to easily compare financial aid packages and make informed decisions on where to attend college. So far, nearly 2,000 institutions have committed to providing the Shopping Sheet to their prospective students.
- ▶ [National Center for Educational Statistics - College Navigator](#) - provides key measures of college affordability and value to help prospective students identify institutions best suited to their goals, finances, and needs.
- ▶ [Fin Aid - Loan Calculator](#) - estimates the total amount of students' monthly loan payments, and the annual salary required to manage these monthly payments.
- ▶ [National Association of Student Financial Aid Administrators - Student Aid Reference Sheet](#) — lists basic information such as different types of federal aid, maximum amounts, and interest rates.
- ▶ [COLLEGEdata - Borrowing Options for College](#) - provides a guide to borrowing options available for college.
- ▶ [Federal Student Aid - Student Loans Comparison](#) - provides a side-by-side comparison of the different federal loans including Direct PLUS, Perkins, and Stafford.
- ▶ [Goddard Riverside Community Center Options Institute](#) - offers a sample [letter](#) and [tips](#) for appealing financial aid award letters.

Additional college and career planning resources are available [here](#).

For questions, please contact Sugeni Pérez-Sadler, Associate Director, College and Career Planning, Office of Postsecondary Readiness at sperezsadler@schools.nyc.gov.



FEATURED PROFESSIONAL ARTICLE

Spotlighted by Lois Herrera, Chief Executive Officer, Office of Safety and Youth Development and Margarita Suero-Duran, Ed.D., Senior Administrator, Office of Guidance and School Counseling

Elias, M. (2014). [Social-emotional skills can boost Common Core implementation](#). *Kappan* (96)3, 58-62.

Did you know that “Students who do not have a nuanced understanding of emotions are unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it” (p. 61)? Mastering emotions is at the heart of social-emotional learning (SEL). Infusing SEL within instruction, delivery of services, and school culture means helping students develop “self-awareness, self-management, social awareness, relationship skills, and responsible decision making” (p. 61).

In this article, Elias refers to the imperative of preparing students to become what he calls “College-, Career-, and Contribution-Ready” (p.58). He contends that “mastering the tasks of the Common Core instructions requires character and social-emotional competencies. And this requires schools to have a culture and climate that exemplifies and encourages those traits” (p. 60).

School counselors have always understood that academic and postsecondary development of students flourish only in tandem with SEL. Given their skill set and unique position, counselors can serve as key

resources to help the entire school community infuse SEL within the fabric of their schools. We recommend reviewing this [featured article](#), which can be shared with your teams.

Please share how SEL has enhanced implementation of the Common Core within your school community to help all students prepare for success in school and beyond. Email guidance@schools.nyc.gov.

Resources:

- ▶ [Achieve - Implementing the Common Core State Standards: The Role of School Counselors](#)
- ▶ [American Counseling Association - Common Core State Standards: Essential Information for School Counselors](#)
- ▶ [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)
- ▶ [NBC - Social-Emotional Parent Toolkit](#)
- ▶ [NYC DOE - Common Core Library](#)
- ▶ [NYSED - Social Emotional Development and Learning \(SEDL\)](#)

Spring 2015 Parent-Teacher Conference Schedule

Grade Level	Evening Dates	Afternoon Dates
Elementary Schools	Wed., Mar. 18 Wed., May 13	Thurs., Mar. 19
Intermediate Schools	Wed., Mar. 11 Wed., May 6	Thurs., Mar. 12
High Schools	Thurs, Mar. 26 Thurs., May 7	Fri., Mar. 27
District 75	Mon., Mar. 2	Tues., Mar 3

DID YOU KNOW ? ...

March is Music in Our Schools Month.

Glean creative ideas for your school counseling program from this [professional article](#).

March is National Social Work Month.

Help students and others learn about [careers in social work](#).

March is Women's History Month.

Sample lessons to highlight the invaluable and diverse contributions of women are available [here](#).

April is National Child Abuse Prevention Month.

Review [NYC DOE Child Abuse Resources](#) with your crisis team.

April is National Autism Awareness Month.

Review and share resources recommended by the [NYC DOE Office of Autism](#).

April 22 is Earth Day.

Partner with your school's sustainability team to engage students in "[Green Curriculum](#)" activities.

FEATURED BOOK

Of Thee I Sing: A Letter to My Daughters

by President Barack Obama

Helping students become college and career ready begins with helping them develop their self-concept as capable and impactful individuals. In this inspirational book for all ages, President Barack Obama speaks from the heart to his loving daughters as he highlights 13 well-known heroes representing human creativity, passion and diversity.

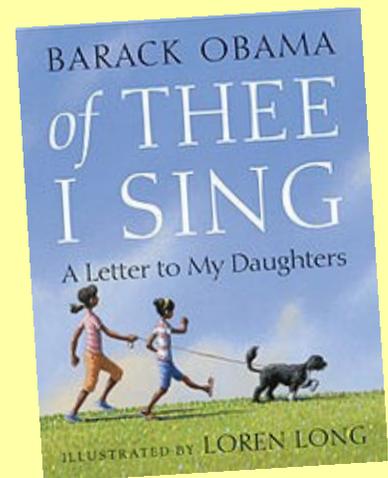
During the January 23rd collaborative College and Career Readiness professional development event coordinated by the Office of Guidance & School Counseling (OGSC), middle school counselor participants appreciated a read-aloud demonstration of the book. Following are some of the counselors' suggestions for guidance activities aligned to competencies:

- ▶ Have students identify and discuss how they connect to any part of the story.
- ▶ Have students choose their favorite role model from the book and discuss how they identify with him or her in terms of personal characteristics, career interests, and culture.
- ▶ In groups, have students choose a role model from the book to further research and create a vision board that showcases the chosen hero's leadership and personality traits.

We welcome your feedback, submitted to guidance@schools.nyc, on how this book has helped you in the delivery of your guidance program.

These strategies meet [American School Counselor Association \(ASCA\) National Standards for Students](#):

- ◆ **PS:A1 Acquire Self-knowledge** (PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.)
- ◆ **PS:A2 Acquire Interpersonal Skills** (PS:A2.4 Recognize, accept, and appreciate ethnic and cultural diversity.)
- ◆ **C:C1 Acquire Knowledge to Achieve Career Goals** (C:C1.7 Understand that work is an important and satisfying means of personal expression.)



Guidance Success Stories

STATEN ISLAND (District 88)

The Impact of Social-Emotional Learning

Submitted by Terrence Williams, School Counselor

In November, a 15-year-old male student was assigned to attend the Alternate Learning Center (ALC) at Mount Loretto following an incident where he was involved in a physical altercation. The student reported that he had experienced bullying. He was terrified to walk around his own neighborhood because of gang activity and he spent his middle school years looking to “fly under the radar” to avoid being seen or heard. The student felt that giving up was his only option and he contemplated dropping out of school.

The school counselor at the ALC at Mount Loretto refused to let the student drop out. The counselor’s approach incorporated active listening and a focus on social-emotional learning. The school counselor responded to the student’s concerns about being weak with examples of the many times he showed strength, integrity, and courage. By working through his anger, anxieties, and frustration, the student regained his focus on school. Counseling sessions reiterated that an education is the student’s best chance at having a successful future.

All Brooklyn West/Staten Island ALC sites implement systems for Positive Behavioral Intervention & Supports (PBIS). At Mount Loretto, there is a monthly student award for demonstrating achievement in pro-social behavior at three exemplary levels: Bronze, Silver, and Gold. The student has recently achieved “Silver” for the second time and he made the honor roll. Through school counseling interventions, the student continues to develop critical skills (e.g., how to manage his emotions, handle peer pressure, and positively express his anger), which will help him prepare for future obstacles and how to respond in more productive ways. The student has maintained regular attendance for the past three months at Mount Loretto. When he returns to his home school in April, the young man will be better

equipped with the intrapersonal skills and personal determination to handle the challenges ahead.

BROOKLYN (District 88)

A Strength Based Approach

Submitted by Bernadette D. Hamilton, School Counselor

One remarkable 12th grade young man currently attending the ALC at W.E.B. Dubois High School is an example of perseverance. This particular student has faced what some might consider to be insurmountable odds. Yet, he remains steadfast in his quest to beat these odds by graduating from high school and pursuing a college degree. The student shared with the counselor his concerns following his mother’s illness. He further shared that he began following a questionable crowd and getting into trouble. But the ALC staff would much rather focus on the positive things that he is currently doing.

When the student arrived at the ALC, each staff member immediately saw the great potential in him and began to encourage him and provide support to help him grow. Each staff member took him *under their wings* and were eager to see him fly. In turn, this young man soared! He continues to strive to be the best in his academics. He has mentored other students at the ALC and has served as one of our student ambassadors. Recently, the student became one of the finalists of the 911 Ambassador Internship program. Upon returning from the interview the student glowed about the experience and appreciated the interviewer’s acknowledgment of his leadership abilities. Although in the end, he was not chosen for the internship, the student took the news in stride and expressed pride and humility for having been recommended. The entire staff at the ALC have expressed that they are fortunate to work with this resilient young man who has served as an inspiration. They are confident he will continue to grow and reach his full potential.



*For questions or comments,
please email
guidance@schools.nyc.gov*

“*Educating the mind
without educating the heart
is no education at all.*”

- Aristotle, 384 B.C.E. - 322 B.C.E.

“Share Your Guidance Success Story”

Do you have a Guidance Success Story that you would like to share with your colleagues?

Please email submissions to guidance@schools.nyc.gov.

A success story could feature:

- ▶ An individual student who made a significant turnaround or achieved his or her fullest potential through the efforts of a school-based counselor
- ▶ A school-wide guidance intervention that was noteworthy in its effectiveness on impacting student attendance, behavior, and/or course marks (the A, B, Cs)
- ▶ An impactful group counseling activity or guidance lesson that students enjoyed

School-based counselors, social workers, and SAPIS counselors whose submissions are published will be invited to a special lunch with Chief Executive Officer Lois Herrera, Office of Safety and Youth Development, at the end of the school year!

STAY INFORMED!

For comprehensive school counseling resources, please visit the Guidance Portal at:

schools.nyc.gov/Teachers/guidance