

Spring 2018

illinois SCHOOL COUNSELOR

THE OFFICIAL PUBLICATION OF THE ILLINOIS SCHOOL COUNSELOR ASSOCIATION



The mission

of the Illinois School Counselor Association (ISCA) is to provide leadership, advocacy, and collaboration for Illinois school counselors, which results in systemic change to enhance the success of all students in their academic, career, and social/emotional development.

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From the President

By: Vince Walsh-Rock, PhD, ISCA President



Vince Walsh-Rock
ISCA President

AP for Counseling
and Student Support

Downers Grove
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“Gratitude unlocks all that’s blocking us from really feeling truthful, really feeling authentic and vulnerable and happy.” - Gabrielle Bernstein

In totaling up my experience as the ISCA President, gratitude permeates all reflections. It is gratitude that has opened up for me a sincere appreciation for ISCA and the amazing, committed, and passionate advocates that serve as members and leaders of this organization. I have grown as a counselor, supervisor, and leader due to the ISCA leaders I have worked with this year and in the past. Without these professional connections, I would be diminished in how identify as a school counselor and as a result, advocate for the procession. No matter your connection to ISCA or to school counseling, stay connected! Seek out school counselors to share your ideas, questions, and struggles. Know that is our connections that serve as the catalyst for all of us to become more than we are resulting in the very best we can give to students.

This school year has been full of ISCA activities that have propelled us forward. Following is a summary of these activities. If you see something that you would like to be involved in next year, let an ISCA board member know. There is room for all leaders.

- ISCA is proud to have witnessed Kirsten Perry’s, school counselor from Lawndale Community Academy, our Illinois School Counselor of the Year in 2017 being selected to be ASCA’s 2018 National School Counselor of the Year! She is the model for all school counselors in how to implement a comprehensive school program that is grounded in data, focused on student needs, and results in school-wide changes. I hope you have had a chance to watch the ASCA Awards Ceremony!
- The Developmental Counseling Model for Illinois Schools is now available! Thank you to Whitney Triplett, 2018 ISCA Advocate of the Year. Her leadership mobilized dozens of school counselor across Illinois who wrote, revised, and contributed to the rich school counseling curriculum resources.
- Leslie Goines, President-Elect for ISCA and Conference Chair put together two great conferences. Presentations, keynote speakers, and overall energy was exceptional. The theme of “Be the Champion for All Students” was inspiring for all in attendance. Terri Tchorzynski, 2017 ASCA National School Counselor of the year and Kirsten Perry, 2018 ASCA National Counselor of the Year provided opportunities for all school counselors to recog-

continued...

From The President Cont'd...

nize how they are champions for their students.

- Dr. Katie Wix led the ISCA awards selection. Thanks to Dr. Wix's leadership, ISCA Awards have created opportunities for new levels of recognition and garnered an increase in nominations. A new recognition for Lifetime Achievement was given to Dr. Toni Tollerud and Anna Marie Yates for their years of service to ISCA in several capacities. These leaders were at the beginning of ISCA and if it had not been for them, we would not be where we are today.

- ISCA is proud to announce Brian Coleman from Jones College Prep as the Illinois School Counselor of the Year.

- ISCA leadership presented to the Illinois State Board of Education about school counseling essentials and why school counselors make a difference in Illinois.

- ISCA leaders led by Dr. Sarah Patterson-Mills will also be presenting to the Illinois Principals Association on the revised Developmental Model and how to effectively use school counselors.

- IL Principals received an online newsletter in January about Illinois School counselors highlighting the impact school counselors can have on all students.

- Several ISCA Region Reps created implemented needs assessments to assist in targeting professional development needs across the state.

- ISCA hosted 4 professional workshops for school counselors across the State. In October, school counselors had the opportunity to participate in suicide prevention workshops led by leaders in the suicide prevention. In February, Dr. Carolyn Stone gave pre-

sentation on ethics for school counselors. All workshops received excellent reviews.

- In February 2018 ISCA Graduate Student of the Year, Nicolette Karl served as the leader of the workshop "How to get a school counseling position". The workshop provided important information to put candidates in the best possible position to be a school counselor. Nicolette's leadership mobilized other school counseling leaders from around the state to create and deliver meaningful presentations for participants.

- For the first time, ISCA awarded 2 student scholarships to support their post-secondary plans. We received over 700 scholarship applications across the State of Illinois! Our two scholarship winners presented at the ISCA conferences sharing what has made their school counselors such special people in their lives.

- The ISCA Board has launched the RAMP Mentor Program. We look forward to pairing RAMP mentors with RAMP emerging schools to further develop RAMP schools in Illinois.

- Steve Murray, ISCA Past-President, current VP for Counselor Supervision, and Barbara Karpouzian, ISCA Past-President have developed the first ever ISCA Summer School Counselor Institute for June 21 and 22nd. Watch your e-mail for further details.

- 2018 ISCA Legislator of the Year, IL Rep. David Olsen secured a Governor's Proclamation for National School Counseling Week. Rep. Olsen also co-sponsored a bill protecting the title of School Counselor.

Finally, we all owe a deep level of gratitude for our Executive Director, Dan Stasi. When Dan came on board, ISCA was 300 members, and now, we

are close to 1,000 members. We have gone from a patchwork of dedicated leaders to a full ISCA Board representing leaders by role and region. Dan has been a leader in advocating for school counseling at the state level and has spearheaded and supported several pieces of legislation in support of school counselors. Dan has truly left ISCA better than he found us and we wish him the best in his retirement.

Now is a great time to be an Illinois school counselor. If you are new to the profession, get involved in your professional organization. The connections you make in ISCA will fuel your passion for the work of school counseling and increase your skills beyond what you thought were possible! If you have been a school counselor for a few years and have drifted away from your professional organization, your voice matters! We need experienced and wise school counselors to support our developing profession and to propel our great organization to be one of the best in the United States. It has truly been an honor to work with an incredible Board of leaders this year, our Executive Director Dan Stasi, and our committed ISCA members from around the state. I hope we have the opportunity to connect in the future.

Legislative Update

WINNERS

School Code LGBT Unit of Instruction **SB3249**

Requires every public school to include in its curriculum a unit of instruction studying the significant role of lesbian, gay, bisexual, and transgender individuals in society.

Passed in the House and Senate

Restorative Justice **HB4208**

Grant program providing restorative justice options instead of law enforcement.

Passed in the House and Senate

School Psychologists and NCSP **HB4409**

“School psychologist” means a person who holds a valid Nationally Certified School Psychologist.

Passed in the House and Senate

Parenting Education **HB4442**

Requires high schools to provide parenting education which includes mental and emotional aspects of life.

Passed in the House and Senate

School Counselor Title Protection **HB4514**

Requires a job titled “School Counselor” can only be filled by a person with the PEL license “School Counselor.”

Passed in the House and Senate

SEL **HB4657**

Creates the Emotional Intelligence and Social and Emotional Learning Task Force to develop curriculum and assessment guidelines and best practices on emotional intelligence and social and emotional learning.

Passed in the House and Senate

Staff Mental Health Training **HB4658**

Requires schools to provide mental health training.
Passed in the House and Senate

School Suspension **HB 5786**

Provides that an in-school suspension program provided by a school district for any students in kindergarten through grade 12 may (rather than shall) focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel.

Passed in the House and Senate

LOSERS

At-Risk Students **HB4205**

Connect at-risk students in need of academic support
Bill is Inactive

A LETTER FROM U.S. SENATOR Richard J. Durbin

Asks principals, counselors, teachers to provide students with “accurate and up-to-date information about their post-secondary education options”

WASHINGTON – With high school seniors making decisions about their educational futures, U.S. Senator Dick Durbin (D-IL) is enlisting the help of Illinois high school principals, counselors, and teachers to warn college-bound students and their families about the risks associated with attending for-profit colleges. In today’s letter, Durbin calls on educators to give students “accurate and up-to-date information about their post-secondary education options, including the risks associated with attending for-profit colleges.”

“Students attending for-profit schools are too often left with a degree or certificate that employers do not recognize, credits that do not transfer to other legitimate institutions, and almost twice the amount of average debt of their fellow students attending public institutions like community colleges,” Durbin wrote. “For an Illinois student, getting the right information from the right person can mean the difference between a successful future and a lifetime of student debt and despair.”

This is the fifth consecutive year that Durbin has written to Illinois educators and school leaders regarding the risks of predatory for-profits. Organizations helping to distribute today’s letter include Illinois Principals Association, Illinois Federation of Teachers, Illinois Community College Trustees Association, National Association of College Admissions Counseling, National Education Association, American Federation of Teachers, Illinois School Counselor Association and Illinois Education Association.

“We appreciate Senator Durbin’s efforts to educate Illinois students about their college options,” said Jason Leahy,

Executive Director of the Illinois Principals Association. “It is important that students and families understand the risks associated with for-profit colleges and consider more affordable alternatives among our accredited Illinois community colleges and not-for-profit institutions.”

Dear School Counselors:

This is the fifth consecutive year I write to you asking for your help ensuring that your students receive accurate and up-to-date information about their post-secondary education options, including the risks associated with attending for-profit colleges.

Every day, for-profit colleges target high school students via advertisements on social media, the internet, television, and public transportation. Fueled by the profits these companies stand to earn at the expense of students and taxpayers, their advertisements often make wild promises about the job prospects and future earnings potential of their students. But too many students at for-profits quickly learn that the reality is much different. Students attending for-profit schools are too often left with a degree or certificate that employers do not recognize, credits that do not transfer to other legitimate institutions, and almost twice the amount of average debt of their fellow students attending public institutions like community colleges. Its why, although for-profit colleges enroll only nine percent of post-secondary students, they take in 17 percent of all Department of Education federal student aid dollars and account for 33 percent of all federal student loan defaults.

The most notorious of these companies in Illinois were Corinthian Colleges, Inc. (operated Everest Colleges), ITT Tech, and Westwood College. These companies engaged in a variety of fraudulent and predatory practices, including

falsifying job placement rates, to lure students into enrolling and pushing them into high cost private student loans that they could never pay back. They eventually collapsed under the weight of their own wrongdoing—and left thousands of students in Illinois in the lurch. But they were not unique. Nearly every major for-profit college company has been investigated or sued for deceptive practices. According to publicly available information, the following for-profit colleges operating campuses or programs in Illinois are or have been owned by companies currently facing investigation or lawsuits by Attorney General Lisa Madigan, other state Attorneys General, and/or federal agencies or that have recently paid millions as part of state and/or federal settlements:

- Ashford University – owned by Bridgepoint Education, Inc.
- American Intercontinental University – owned by Career Education Corporation (CEC)
- Chamberlain College of Nursing and DeVry University – owned by Adtalem Global Education
- Illinois Institute of Art (part of “The Art Institutes”) and Argosy University*
- Kaplan University* (now Purdue Global University)
- Universal Technical Institute
- University of Phoenix – owned by Apollo Education Group

Additionally, a number of for-profit institutions have been placed on Heightened Cash Monitoring (HCM) by the U.S. Department of Education. Institutions are placed on HCM when the Department identifies concerns related to the school’s financial instability or compliance issues with federal regulations. The designation results in greater

DURBIN ENLISTS ILLINOIS HIGH SCHOOL EDUCATORS TO SOUND THE ALARM ON FOR-PROFIT COLLEGES

scrutiny of the school by the Department and, in the words of former Under Secretary of Education Ted Mitchell, should serve as a “caution light” for students when considering that school. According to the most recently available public data, for-profit colleges operating in Illinois on the Department’s HCM list include:

- American Academy of Art*
- American InterContinental University (CEC)
- DeVry University (Adtalem)
- ETI School of Skilled Trades
- Hairmasters Institute of Cosmetology
- The Illinois Institute of Art* (part of “The Art Institutes”)
- Kendall College
- La’ James International College
- Larry’s Barber College
- Shear Learning Academy of Cosmetology
- Taylor Business Institute
- Tribeca Flashpoint College*

Regulatory scrutiny and financial instability can mean that a company or school is more likely to close – abruptly or as part of a planned company restructuring. Such closures put students at risk of having their education disrupted, losing credits when they start at a new school, and taking on more debt to finish their studies. Closures that harm students have become increasingly common. Between 2014 and 2016, more than 1,000 for-profit campus locations around the country closed.

Parents and students often also look at an institution’s accreditation status as an indicator of legitimacy and quality. After all, if an institution is accredited by a federally recognized accreditation agency, students are able to use federal student loans to attend the institution. However, some accreditors have been slow to address the widespread fraud and abuse in the for-profit college industry—making a school’s accreditation status an unreliable predictor of academic quality. Consider the Accrediting Council for Independent Colleges and Schools (ACICS). This organization put its stamp of approval on predatory institutions like Corinthian, ITT Tech, and Westwood Colleges. Despite clear evidence of these companies’ abuses, ACICS continued to accredit them. In fact, Corinthian and ITT Tech were fully accredited by ACICS to the very day that they declared bankruptcy. In 2016, the Department of Education revoked ACICS’ federal recognition because of its shameful track record, but recently Secretary Betsy DeVos has taken steps to restore this deadbeat accreditor’s status. Schools carrying ACICS accreditation should continue to be a major red flag.

Rather than rely on a school’s accreditation status, students and families can find reliable indicators of a college’s qual-

ity through the College Scorecard. Created by the Obama Administration, the Scorecard provides information on median earnings, typical debt after graduation, and typical monthly federal student loan payment. It can be accessed online at <https://collegescorecard.ed.gov>.

Additionally, a federal regulation known as the Gainful Employment rule is meant to ensure that career training programs prepare students for jobs that pay enough to allow students to reasonably repay their student loan debt. Under the first year of Gainful Employment disclosures, over 98 percent of programs that failed the Gainful Employment criteria were operated by for-profit schools. Of those that failed in Illinois, all were operated by for-profit companies. While Secretary DeVos has taken steps to roll back this common-sense rule and prevent the data from being easily accessible to students and families, students should ask schools for the Gainful Employment disclosures for the career education programs they are considering and use it to compare their options. The most recently available Gainful Employment data for all career programs is available at <https://studentaid.ed.gov/sa/about/data-center/school/ge> by clicking on “Download the Debt to Earnings data spreadsheet.”

With few exceptions, this data will reveal to students that their best option is to enroll in a community college. Unlike for-profit schools, community colleges offer quality programs with credits that will almost always transfer to other schools. They do this at a fraction of the cost of attending a for-profit and free of the dark cloud of scrutiny that hangs over the for-profit college industry after years of misconduct and preying on students. You are a trusted voice in your school and community, and I encourage you to work closely with your local community colleges and other not-for-profit institutions to ensure students have information on quality, affordable post-secondary education options.

You have dedicated your life to preparing Illinois students for better opportunities through education. For-profit colleges have proven themselves to be a direct threat to your efforts. But you have the power to prevent them from winning. For an Illinois student, getting the right information from the right person can mean the difference between a successful future and a lifetime of student debt and despair. I appreciate your support in this effort and encourage you to reach out to my office at 202-224-2152 if you have any questions.

Sincerely,

Senator Dick Durbin

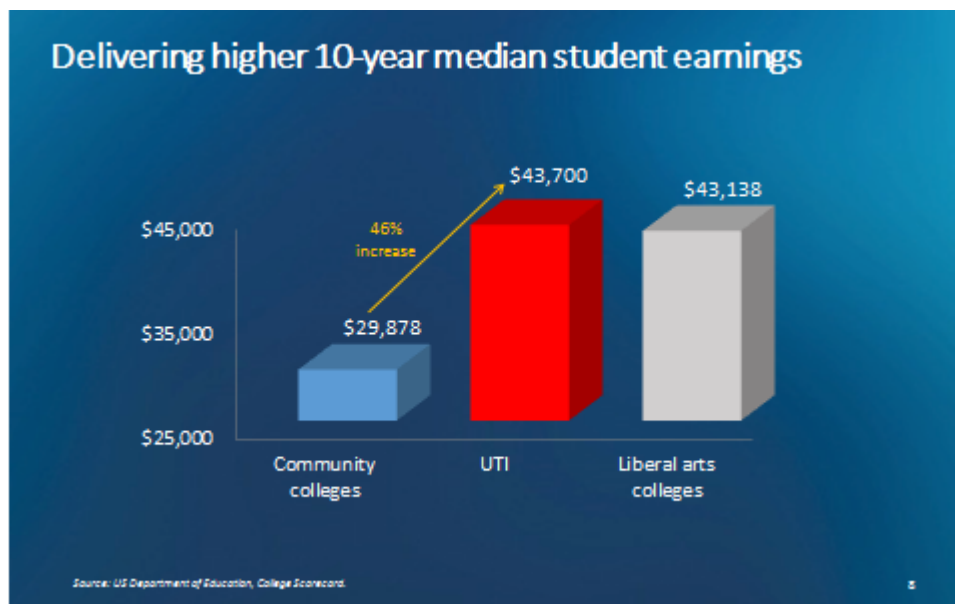
May 17, 2018

Dear Principal or School Leader:

Recently, you may have received a letter from U.S. Senator Dick Durbin urging you to “provide students with accurate and up-to-date information about their post-secondary education options.” In his letter, the senator points out that, “for an Illinois student, getting the right information from the right person can mean the difference between a successful future and a lifetime of student debt and despair.”

At Universal Technical Institute (UTI), we could not agree more – and that’s why we’re so proud of the results we deliver for students at UTI-Lisle. Our short-term, high-quality skills training programs have proven track records of success. Our curricula are designed directly with industry and employer partners and give students the skills they need to get stable, good-paying jobs in an industry where there is plenty of opportunity to build rewarding careers.

More than four out of five UTI graduates get jobs for which they trained.ⁱ According to the U.S. Department of Education’s College Scorecard (collegescorecard.ed.gov), UTI students—who can graduate in under one year—are much more likely to graduate than students attending a two-year public college.ⁱⁱ Further, the 10-year median earnings of UTI students are nearly 50% higher than those of students who attended a two-year public college, and competitive with students at four-year liberal arts colleges.ⁱⁱⁱ Please find a sheet summarizing UTI’s College Scorecard outcomes attached.



As a leading provider of technical training for automotive, diesel and other high-demand careers, we understand and appreciate there is no single “right” path to a rewarding and successful career. In our continued quest to overcome antiquated and opportunity-limiting “college-for-all” perceptions, we recommend administrators, counselors, teachers and parents do plenty of research and evaluate every post-secondary school on the value it delivers for students.

We're deeply committed to doing the right thing for students, and our long record of ethics and regulatory compliance demonstrates that. UTI is in good standing with the federal government and the states in which we operate. Further, our campus is not under investigation.

Our institution is accredited by Accrediting Commission of Career Schools (ACCSC), a rigorous and respected accreditor that is recognized by the U.S. Department of Education as a reliable authority. In recent years, UTI-Lisle has received the ACCSC's prestigious Excellence in Student Services Award. The bottom line: ***You want the best possible future for your students. So do we.***

We're happy to answer any questions you may have about UTI, and to schedule a tour of UTI-Lisle so you can see our education – and the results we produce – in action.

Please feel free to contact me directly or your local UTI Admissions Representative.

Respectfully,



Julie Mueller
Campus President, UTI-Lisle

ⁱ *Approximately 8,600 of the 9,200 UTI graduates in 2016 were available for employment. At the time of reporting, approximately 7,400 were employed within one year of their graduation date, for a total of 86%. This rate excludes graduates not available for employment because of continuing education, military service, health, incarceration, death or international student status. The rate includes graduates who completed Manufacturer-Specific Advanced Training programs and those employed in positions that were obtained before or during their UTI education, where the primary job duties after graduation align with the educational and training objectives of the program. UTI cannot guarantee employment or salary.*

ⁱⁱ *Source: CollegeScorecard.ed.gov. 59.6% graduation rate represents College Scorecard's methodology (first-time, full-time graduation rate within 150% of program length) for the UTI Avondale campus. UTI-Avondale presented for comparison purposes. The public-facing College Scorecard website only contains UTI's Avondale campus, as it is UTI's only predominantly degree-granting campus. The College Scorecard graduation rate for UTI's Illinois campus, which was located in Glendale Heights prior to fall 2013, is 54.4%. The College Scorecard graduation rate for Two-Year Public Colleges is 24%. The most recent graduation rates for UTI-Avondale and UTI-Lisle reported on the Integrated Postsecondary Education Data System (IPEDS) for students who began in 2013-14 (first-time, full-time graduation rate within 150% of program length) are 60% and 61% respectively. The national consolidated graduation rate across all 12 UTI campuses based on the most recent data reported to our accreditor (ACCSC) in 2017 using their standards was approximately 65% (all graduates within 150% of program length). The graduation rate for two-year public colleges excludes students who transfer and graduate from a four-year college.*

ⁱⁱⁱ *10-year median earnings are calculated by determining the median earnings of former students, who received federal financial aid, at 10 years after entering the school, regardless of whether they graduated from the school. Earnings are defined in the College Scorecard as the sum of wages and deferred compensation from all W-2 forms received for each individual, plus self-employment earnings. This figure may include income not related to the education. The earnings data shown in the College Scorecard for UTI of Arizona represent earnings for the four campuses that were operating in 2002-2004 (Arizona, Rancho Cucamonga, NASCAR Technical Institute and Glendale Heights) that are included in the Office of Postsecondary Education Identifier (OPEID) assigned to UTI of Arizona. The OPEID number is assigned by the U.S. Department of Education to identify schools that have program participation agreements (PPAs) so its students are eligible to participate in federal student financial assistance programs under Title IV regulations.*

iv The data for the different institutions was gathered by averaging the graduation rates and 10-year median earnings figures provided on the College Scorecard for schools in the following categories:

<u>Type of Institution</u>	<u>Number of Institutions</u>	<u>Description</u>	<u>Carnegie Classification Codes</u>	<u>Control</u>
Two-Year Public Colleges	893	Associate's Colleges-Public	1-9	Public
Four-Year Liberal Arts Colleges	253	Bachelor's Colleges-Arts & Science	21	



Julie Mueller, Campus President-UTI
Lisle/Naperville



THE COLLEGE SCORECARD AND UTI-LISLE

What You Should Know

THE COLLEGE SCORECARD

The College Scorecard, developed by the U.S. Department of Education, is a compilation of detailed data for post-secondary schools, including those in Illinois.

Data included in the Scorecard can help students understand the outcomes they can expect from a particular school. Perhaps even more importantly, students can determine the likely return on their educational investment. The Scorecard includes:



Graduation rates



Average earnings 10 years after entering the school



Costs of education

COLLEGESCORECARD.ED.GOV

The Illinois Department of Employment Security projects that the state will need to fill more than 12,000 automotive and diesel technician positions between 2014 and 2024.⁴



UTI.EDU

UTI-LISLE HIGHLIGHTS

We are committed to delivering a strong return on our students' educational investment, including:



The opportunity to graduate in under a year and begin earning sooner than students who attend two- and four-year institutions



Ten-year median earnings much higher than two-year public colleges and comparable to four-year liberal arts colleges



Students are twice as likely to graduate as two-year public college students

To make comparisons easier, below we've broken out UTI's data and compared it to average College Scorecard data for different categories of Illinois schools.

Type of Institution¹ | 10-Yr Median Earnings² | Graduation Rate

Universal Technical Institute of Illinois

\$43,700³

54.4%⁵

Illinois Two-Year Public Colleges

\$28,717

28.5%

Illinois Four-Year Liberal Arts Colleges

\$42,550

64.7%

Illinois Doctoral Universities

\$51,121

62.4%

30K

60K

EMPLOYMENT

While the College Scorecard does not report employment rates, **four out of five UTI graduates go to work in the transportation industry within one year of completing their education.**⁶ Demand is high for our graduates and more than 2,700 employers nationally, including 110 employers in Illinois, are offering Tuition Reimbursement and Incentive Programs (TRIP) exclusively to UTI graduates.⁷ In Illinois, UTI graduate employers include these companies:

- Associated Solutions
- AutoNation
- Central Illinois Trucks (CIT Group)
- Crown Equipment Corporation
- Elmhurst Toyota
- Friendly Ford
- Heartland Automotive
- International Autos Group
- NationaLease
- Penske Truck Leasing
- Ryder Truck Rental
- Swift Transportation
- Transport Refrigeration
- Travel Centers of America
- Volvo of Lisle
- Ziegler Automotive Group

WHAT UTI-LISLE GRADUATES SAY

“UTI has afforded me the opportunity to do something that I love, every single day.”

– *Jake Wishnoff*
UTI-Lisle Graduate
Journeyman
Brinks

“UTI gave my life a clear direction, and supplied me with the knowledge and a skill set to succeed in a career I love.”

– *Matthew Lupo*
UTI-Lisle Graduate
Lead Technician
Associated Solutions

“Going to UTI, I was able to turn a longtime passion of mine into a lifelong career.”

– *Cameron Beard*
UTI-Lisle Graduate
Maintenance Mechanic
Waste Management

WHAT ILLINOIS EMPLOYERS SAY

“UTI graduates serve as testament to the value UTI places on education and, ultimately, career placement for its students.”

– *Carolynn Pakulak*
North Central Area Recruiter
Penske Truck Leasing

“Over the years we have found UTI graduates possess the technical skills needed to be valuable in the field, and also have the professional and communication skills to excel in our organization.”

– *Royd Roberts*
Parts and Service Manager
Crown Equipment Corporation

¹The data for the different institutions was gathered by averaging the graduation rates and 10-year median earnings figures provided on the College Scorecard for Illinois schools in the following categories:

Type of Institution	Number of Institutions	Description	Carnegie Classification Codes	Control
Two-Year Public Colleges	48	Associate's Colleges-Public	1-9	Public
Four-Year Liberal Arts Colleges	9	Bachelor's Colleges-Arts & Science	21	
Doctoral Universities	14	Doctoral Universities	15-17	

²Ten-year median earnings are calculated by determining the median earnings of former students, who received federal financial aid, at 10 years after entering the school, regardless of whether they graduated from the school. Earnings are defined in the College Scorecard as the sum of wages and deferred compensation from all W-2 forms received for each individual, plus self-employment earnings.

³The College Scorecard does not show earnings for the UTI Illinois campus alone. Instead, the number shown is for the four campuses that were operating in 2002-2004 (Arizona, Rancho Cucamonga, NASCAR Technical Institute and Glendale Heights) that are included in the Office of Postsecondary Education Identifier (OPEID) assigned to UTI of Arizona. The OPEID number is assigned by the U.S. Department of Education to identify schools that have program participation agreements (PPAs) so its students are eligible to participate in federal student financial assistance programs under Title IV regulations. UTI's Illinois campus was located in Glendale Heights prior to Fall 2013.

⁴Source: The Illinois Department of Employment Security, Long-Term Occupational Projections 2014-2024 (http://www.ides.illinois.gov/LMI/Pages/Employment_Projections.aspx), viewed on October 13, 2016. This figure represents the combined Average Annual Job Openings for Automotive Service Techs/Mechanics and Bus/Truck/Diesel Engine Mechanics, multiplied by 10 years.

⁵The completion rate is only for UTI's Illinois campus, which was located in Glendale Heights prior to fall 2013. The graduation rate represents College Scorecard's methodology (first-time, full-time graduation rate within 150% of program length) for the UTI Lisle campus. The most recent graduation rate for UTI Illinois reported on the Integrated Postsecondary Education Data System (IPEDS) for students who began in 2013-14 is 61% (first-time, full-time graduation rate within 150% of program length). The national consolidated graduation rate across all 12 UTI campuses based on the most recent data reported to our accreditor (ACCSC) in 2017 using their standards was approximately 65% (all graduates within 150% of program length). The graduation rate for two-year public colleges excludes students who transfer and graduate from a four-year college.

⁶Approximately 9,100 of the 9,700 UTI graduates in 2015 were available for employment. At the time of reporting, approximately 8,000 were employed within one year of their graduation date, for a total of 88%. Per UTI's accreditor's reporting standards, this rate excludes graduates in the following classifications: continuing education, active military service deployment, a health condition that prevents employment, incarceration, international students who have returned to their country of origin, or death. This rate includes graduates employed in positions that were obtained before or during their UTI education, where the primary job duties after graduation align with the educational and training objectives of the program. UTI cannot guarantee employment or salary.

⁷Incentives vary by employer but may include tuition reimbursement, signing bonuses, tool packages and relocation allowances.



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ILLINOIS 2018 RAMP SCHOOLS

The Recognized ASCA Model Program (RAMP) recognizes schools committed to delivering a comprehensive, data-driven school counseling program.

**John J. Lukancic
Middle School**

Romeoville, Ill.

**Romeoville
High School**

Romeoville, Ill.

**Marine Leadership
Academy at Ames**

Chicago, Ill.

**Southside
Occupational
Academy**

Chicago, Ill.

2018

ISCA Award Winners



ISCA School Counselor of the Year Award • Brian Coleman •
Jones College Prep High School



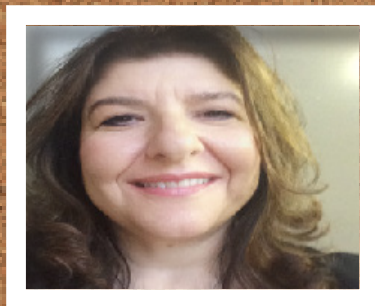
Dr. Toni R. Tollerud School
Counselor Educator of the Year
Award: Dr. Melissa Ockerman -
DePaul University



Advocate of the Year Award:
Whitney Triplett - Chicago Public
Schools



Elementary School Counselor of the Year Award: Katie Styzek - Alessandro Volta Elementary



Middle School/Junior High School Counselor of the Year Award: Photini Sikaras - Northlake Middle School



School Administrator of the Year Award: Katherine Magnuson - Skinner North High School



School Counselor Graduate Student Award: Nicolette Karl - Governors State University



Legislator of the Year Award: Rep. David S. Olsen



Lifetime Achievement Award: Anna Marie Yates - National Louis University



Lifetime Achievement Award: Toni Tollerud - Northern Illinois University



ISCA Past President Award: Barbara Karpouzian - Chicago Public Schools



Friend of ISCA Award: Dan Stasi - ISCA Executive Director

2018

ISCA Award Honorable Mentions



Honorable Mentions

- Elementary School Counselor of the Year 2018..... **Amy Catania**
- Middle School/Junior High School Counselor of the Year 2018..... **LaNedra Mitchell**
- Ray Piagentini High School Counselor of the Year 2018..... **Elise McNeese**
- Ray Piagentini High School Counselor of the Year 2018..... **Curtis Menke**
- Ray Piagentini High School Counselor of the Year 2018..... **Stephen D. Sarsany**
- Ray Piagentini High School Counselor of the Year 2018..... **Dr. Chrystal Tolbert**
- Ray Piagentini High School Counselor of the Year 2018..... **Larissa Zelisko**
- Graduate Student of the Year 2018..... **Kathleen Klaver**
- Counselor Advocate of the Year 2018..... **Kristy Brooks**
- Counselor Advocate of the Year 2018..... **Karla Hoinkes**
- Counselor Advocate of the Year 2018..... **Dr. Chrystal Tolbert**



Conference Snapshots



Daniel Stasi

Executive Director

1. How long have you served as Executive Director of ISCA?

I started working for ISCA in August of 2005. Previously I was working for IMHCA and CICO so adding ISCA was a great transition.

2. What are the most significant changes you have seen with ISCA during your tenure?

People frequently want to talk about change or what is new but even more important, I believe, is to examine what you do well and make sure you keep doing it. New isn't always better but it can be.

ISCA has expanded to add numerous one-day training events. These have included suicide prevention, legal and ethical issues, motivational interviewing and other topics.

These training events are helping to strengthen the skills of school counselors and to give them great resources.

The ISCA membership has experienced tremendous growth going from 375 to 1,000 members in the 13 years I have worked for ISCA. Members have become more active. Currently every position on the ISCA

board is filled. Several current and past board members have taken very active parts in leadership. Whitney Triplett and numerous volunteers have revised and greatly expanded the Illinois Developmental School Counseling Model. Past board member Sarah Patterson-Mills created with other volunteers an extensive white paper explaining the important role of the school counselor utilizing "evidence based" research.

Nicolette Karl our Graduate Student VP planned and conducted a great "How to Find a Job" event for graduate students. Other board members and volunteers have worked on our conferences and our special one-day trainings.

ISCA members have become more aware of what services we provide. Through a member survey we learned and responded to several member requests. I think one of the biggest wasn't doing anything "new" but realizing that members were not aware of what we were doing and we needed to put more efforts into better member communication.

Our newsletter and brochures have improved significantly thanks to Stacey our graphic artist.

3. Share legislation that you worked on that benefited Illinois school counselors.

In my role as Executive Director of the Coalition of Illinois Counselor Organization I am a Registered Illinois Lobbyist. I represent all Illinois Counselor organizations.

I have drafted or assisted in drafting several pieces of legislation in addition to providing input on numerous state rules.

4. What are you most proud of regarding your work as the ISCA Executive Director?

I am pleased with numerous accomplishments during my 13 years as Executive Director of ISCA.

- membership increased from 400 to 1,000
- increased association revenues seven-fold
- increased conference revenues ten-fold
- increased conference attendance three-fold
- organized and coordinated numerous one day trainings and 23 conferences.
- designed and produced several newsletters



“

5. Share your thoughts about the future of school counseling in Illinois.

School counseling and school counselors have been changing rapidly in the last several years. On a state and national level there has been an increase in focusing on professionalism. ASCA has developed standards that are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. Fortunately, recent Illinois legislation has accepted Evidence Based School Funding as the focus of funding Illinois education.

Illinois House and Senate Pass Budget with Overwhelming Majorities

FY19 Budget and BIMP (Budget implementation Bill)

After years of impasse and wrangling caused by the Governor's refusal to sign budgets, today marked a major milestone as the Democrats and Republicans in the House and Senate came together to craft a full-year bipartisan balanced budget with no tax increases. This budget passed both chambers with overwhelming majorities. We hope that the Governor will sign these budget bills immediately to bring stability to our schools, universities, human service providers, and state vendors. These budget bills will clear up the mess left from no budgets in FY15 and FY16, pay down more of our backlog of old bills, and shore up the credit rating of the State.

There are 2 bills that are components of the budget;

HB109 contains the FY19 appropriations, FY18 supplemental and capital appropriations. You can see it here (1,245 pages): <http://ilga.gov/legislation/100/HB/PDF/10000HB-0109sam002.pdf>

SB3531 is the Budget Implementation Bill (BIMP). You can see it here (770 pages):

<http://ilga.gov/legislation/100/HB/PDF/10000HB-3342sam003.pdf>

Here are highlights of the Revenue and Above the Line Expenditures sections:

No new taxes

Reduction in hold-back from LGDF down from 10% to 5%

Department of Revenue charges to local governments down from 2% to 1.5%

\$200 million new revenue due to transfers from FY18 Income Tax Refund Fund

Major increased revenue from investment earnings, Deutschebank settlement, favorable swap earnings

Increased federal revenue from moving program expenditures from GRF to Medicaid matchable programs

Extension of interfund borrowing authority in cooperation with Comptroller Mendoza

Pensions and Group Health fully appropriated

\$443 million in pension savings from various reform initiatives (discussed below)

Projected increase in sales tax revenue

Here are highlights of the various spending lines. There are literally thousands of individual lines in the state budget; those listed below represent a sampling of those I am most frequently asked about. Call or email me with specific questions about other items:

Adds therapeutic bed holds for SMHRF residents

Supportive living rate increase

Funding for psych hospitals treating DCFS wards who are kept beyond medical necessity and have not found placement

Rate increase for institutions serving Medically Complex and Developmentally Disabled children

Emergency add for critical access pharmacies

One year ambulance rate increase

Addition of Adult Dental to the Medicaid program

\$350 million in new funding for the Evidence Based Model

\$50 million for early childhood education

Maintenance of student transportation proration at FY18 level

\$15 million for after school programs

2% increase in operations for public universities

Level funding for MAP grants, and allowing a new option for 4-year grants

\$25 million for AIM HIGH scholarship program

Restoration of funding to FY18 levels of those scholarship and education lines zeroed out in the Governor's introduced budget

Cooperative Extension, Soil and Water Conservation Districts and County Fairs and Agricultural Societies funded out of FY18 supplemental

Governor's reductions to arts programs, public television and public radio restored

Job training funds restored

Economic development funds restored

\$2 million in funding for Special Olympics

Funding to establish outreach program to be sure that minority communities are fully counted in the next Census

CCP program for seniors fully funded, with incentive program to enroll eligible seniors in Medicaid to bring in Federal matching dollars

Restoration of funding for lines eliminated or reserved by the Governor in the Human Services Department including immigrant/refugee programs, homeless youth services, Autism Program, Teen Reach, Summer Jobs for Youth, Infant Mortality prevention, Children's Place, Addiction Prevention, and others

\$75 million increase in childcare funding

Restoration of funding for NAMI

Restoration of wage increases for frontline workers in aging, disability, home services, mental health, substance abuse, etc. that were not implemented by the Governor

Fully funded HIV/AIDS, IBCCP and African-American AIDS Response programs

Project Ceasefire, Bullying Prevention Program and community based violence prevention programs cut by the Governor are restored

Funding mechanism for payment of backlog of unprocessed Long Term Care claims

Here are highlights of the BIMP:

Implementation language and rates for wage increases for Community Care Program, DSP program, Home Services Program, Mental Health, Drug and Substance Abuse providers, Supportive Living Facilities and SMHRFS

Funding for the Poison Control Center

Funding for PACE paratransit, RTA reduced fares for seniors and people with disabilities, AMTRAK operation support

Special budget management authorities requested by the Governor

Language clarifying the provider rate increases must be used for worker wages and no other expenses

4.26% rate increase for childcare providers

Enabling language for critical access pharmacy, ambulance and adult dental programs

Establishes an Adoption Tax Credit for Illinois families who adopt children

Extends Natural Disaster Tax Credit program by 1 year to assist recent flood victims

Extends Hospital Income Tax Credit program to Dec. 31, 2022

Authorizes \$800 million in bonding to support capital projects and re-appropriations

Prohibits cost of living wage increases for state government legislative and executive elected officers and appointees

Established voluntary pension buyout programs for vested but inactive members, and COLA buyout for Tier I members

Changes the end of career pension salary spiking cap threshold from 6% to 3%

Here are some key items from the FY18 supplemental (which is included in HB109)

\$1,245,584,500 total for supplemental appropriations, including

\$442 million deposit to Healthcare Provider Relief Fund

\$405 million supplemental for Department of Corrections

\$63,124,200 for FY12 AFSCME back pay

\$90 million for CMS and DOIT

Additionally, SB 2858 will allow the Treasurer to enter into loan agreements with the Comptroller to purchase up to \$1 Billion in vouchers under certain conditions. This will result in a reduction of our backlog of unpaid bills by up to \$1 Billion, and will also produce another \$35-\$100 million in new revenue for the State from interest rate savings on prompt and timely pay interest penalties, plus providing a higher return to the Treasurer on investments than is currently being earned.

You can see the language here: <http://ilga.gov/legislation/100/SB/PDF/10000SB2858ham001.pdf>

Thank you to Rep. Greg Harris for this summary.



A Day on the Hill



25/04/2018 12:28

Rep. Frese speaking with Quincy University Professor and graduate students.



Sen Andy Manar (center) receiving the ICA McGinn / Clark Legislator of the Year Award.

Applying for RAMP?

Applying for RAMP Check out the modified rubric, which provides comprehensive details on each of the 12 components. Need more help applying? Check out the wealth of RAMP resources available online. www.schoolcounselor.org



SUBMIT

2019 ISCA Conference Session Proposals

Coming soon to our website.

Spotlight

10 APPS TEENS ARE USING THAT PARENTS NEED TO KNOW

Calculator%
This app looks like a calculator but functions like a secret photo vault.

Hot or Not
Strangers rate your profile. Goal is to lead to a hook up.

Omegle
A free online chat website that promotes chatting anonymously to strangers.

Burn Book
Post anonymous rumors about people through audio messages, texts, and photos.

Snapchat
This is the way most teens communicate with each other. Sending messages and snaps that disappear within seconds and stories go away after 24 hours. Teens live for a "streak" of communication.

Wishbone
An app that allows users to compare kids against each other and rate them on a scale.

Whisper
An anonymous app where the creators promote sharing secrets and meeting new people.

Kik
Messaging app. Kik has built in apps and web content that would be filtered on home computer.

Ask.fm
Ask an anonymous question and get an answer. This app has been linked to the most severe forms of cyberbullying.

Instagram
Many kids are now creating fake accounts "finsta" to hide content from parents. Kids also like to text using Instagram because most kids know parents won't check messages.

FOR MORE INFO: APPSOLUTELYAPRIL.COM

Please note: Due to the nature of the Internet and App Store, web and app resources change often. Any outdated material will be corrected and updated. This graphic was created by April Reardon.

NEW APP OUT NOW

bullying **fighting** **drugs**

sexting **cyber-bullying** **weapons**

dating **self harm** **threats**

stealing **Safe2Tell** **depression & suicide**

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SAVE THE DATE!

2019 ISCA Annual Conferences Announced!

ISCA ANNUAL CONFERENCE 2019

ISCA Annual
Conference
-Bloomington
FRIDAY,
APRIL 12, 2019

Bloomington, IL



ISCA Annual
Conference
-Rosemont
THURSDAY,
APRIL 4, 2019
Rosemont Conference Center
5555 N. River Road
Rosemont, IL

www.ILSchoolCounselor.org