

Summer 2016

# 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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ASCA

# The Brain on Technology



By: Sherri McLaughlin, ISCA President

**Shane is a well behaved, well-mannered student. He never causes problems in the classroom. Sometimes, he will fall asleep. Not because he is defiant, but because he is overly tired. He is bright, but failing classes. He knows what he needs to do and is capable of doing the work. It just never gets done or turned in. Shane appears sad or withdrawn. He could possibly even be depressed. He tells his teachers and counselors that he is going to get his homework done and get caught back up, but it never seems to happen. Shane is falling through the cracks.**

**Can you think of someone just like or similar to Shane?**

What is going on in Shane's life? Shane is addicted to video gaming. He stays up late (sometimes until wee hours in the morning) not even realizing that the hours have passed. He is interacting with other gamers and thus fulfills his need for a sense of belonging. His confidence increases with every level that he masters. He is not worried about his future, because he is going to do something in the field of game design or be a field tester for new video games. What Shane does not know is that you need math skills, computer design skills, artistic abilities, and some connections in the video gaming industry to reach those top, highly competitive jobs.

The science of how technology is impacting human behavior is still in its infancy. The New York Times printed an article *Growing Up Digital, Wired for Distraction*, on November 21, 2010 by Matt Richtel. Michael Rich, as associate professor at Harvard Medical School and executive director of the Center on Media and Child Health in Boston, said, "that developing brains can become more easily habituated than adult brains to constantly switching tasks and less able to sustain attention. Young brains are rewarded not for staying on task but for jumping to the next thing."

Mr. David Reilly, principal of Woodside High School in Silicon Valley, stated, "Kids are caught between two worlds. One that is virtual and one with real life demands." Reilly believes that many students lack the self-control to complete schoolwork over using technology. Mr. Reilly stated that student's use of technology tends to match their personality. Social butterflies tend to be heavy texters and Facebook users. Less social students often escape into video games while drifters or procrastinators will surf the web or watch videos.

Jacob Vigdor, Duke University professor, conducted a recent study that showed that most young people tend to use the computer for entertainment, not learning, and that this can hurt school performance. In addition, technology can take a physical toll on children that never get outside or play organized sports.

Some neuroscientists have been studying the effects on the brain of people of all ages who are constantly plugged in. A study at German Sport University in Cologne in 2007 found that boys ages 12 to 14 who played video games one hour

*continued...*

## The Brain on Technology Cont'd...

each night after studying compared to boys who watched television for two hours after studying showed remarkable differences in what they could retain and recall. The video gamers had a significant decline in their ability to remember vocabulary words. Markus Dworak, researcher, explained that when someone looks at vocabulary and then looks at a huge stimulus after that, the brain has to decide which information to store and more that not favors the emotionally stimulating information over the vocabulary.

Dr. Rich, of Harvard Medical School, said, "Downtime is to the brain what sleep is to the body. We need to bring back boredom." He is not suggesting that young people should throw out their devices, but rather they need to have a better balance between being plugged in and unplugged. This approach will allow them to lead a more success life.

Recent imaging studies suggest to researchers that periods of rest are critical in allowing the brain to synthesize information, make connections between ideas and even develop the sense of self.

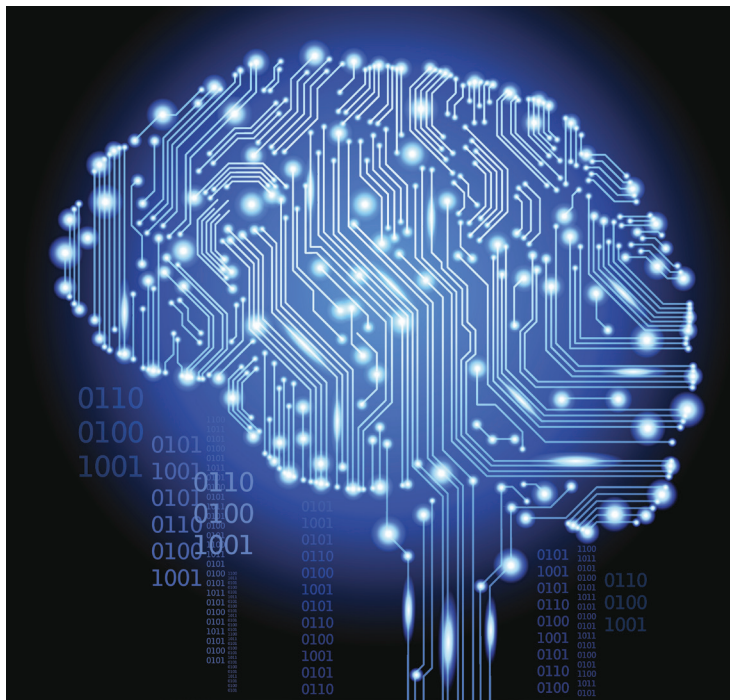
Dr. Nicholas Kardaras was interviewed by Fox News on September 26, 2014. He was asked what is the biggest addiction problem facing our kids today? Dr. Kardaras responded, "The most significant issue negatively impacting younger kids and teenagers today is the addictive, pervasive and damaging effects of video-gaming, social media and excessive internet usage. Recent brain imaging research confirms that the increasing pervasiveness of technology is leading to

increased distractibility, anxiety, depression, tech addiction and even gaming-induced psychosis. This is when someone has a psychotic break after marathon sessions of fantasy games and need psychiatric hospitalization or psychiatric medication to stabilize.

Dre. Kardaras reported that the new technology is more stimulating and penetrating into our brains and our psyche as well. Therefore, it is affecting our brains differently. A recent study at Yale University discovered that 23% of American youth ages 8 to 18 reported feeling addicted to video games and were more likely to be depressed, aggressive, and to use drugs. They found that the neural pathways that genuinely create greater

focus are being stunted by the sensory overload of a glowing screen. This over-stimulation at an early age creates an attentional desensitization where the child constantly requires a high level of stimulation or else they become bored. This same research showed that for every hour of screen time that children between the ages of 2 and 6 are exposed to, the rates of ADHD go up by 15%.

Therefore, 3 hours of screen time equals a 30% greater chance of the child developing an ADHD diagnosis. In addition to distraction, depression, apathy, anxiety, addiction and thought disorders, brain imaging research showed that all of this virtual stimulation is leading to measurable brain damage. It is actually changing the way the brain is wired.



Dr. Simone Kuhn of the University of Ghent in Belgium used MRI brain scans of frequent gamers and found that they had a greater volume of gray matter on the left side of the ventral striatum which is a part of the brain known to play a key function in reward and addiction. This area also has an effect on the brain's ability to think irrationally and reason.

Daniela Schreier, assistant professor at the Chicago School of Professional Psychology, says, "We have definitely become more insensitive." Technology allows us the opportunity to hide behind the written word instead of communicating with people face to face. With all of the new findings in regards to the brain and technology, it is still difficult to gauge the overall impact. We do know that people feel guilty when they are constantly plugged in. Our sense of accomplishment is lowered and thus the feelings of guilt consume our mind and body.

Kate Unsworth, CEO of Kovert Designs, participated in a study where neuroscientists observed 35 people who were totally cut off from their devices in the Moroccan desert. The results were life-changing. They reported that social media appears to promote narcissism, smartphones could be causing insomnia, and screens seem to be making our kids less empathetic. After gathering data, Kovert is now interested in the larger mission of her company which is to help people detach from technology to live happier lives. They found that after three days without technology, people's friendships were richer and their physical posture had improved. They also appeared more approachable when someone entered the room. They were more relaxed and seemed more emphatic. Even after a few days without technology, people's ability to remember obscure details improved. They reported no needing as much sleep but felt more rested and rejuvenated. The end result was that the participants reported feeling like they had a better quality life.

According to the article in the Daily Mail, *Modern technology is changing the way our brains work* by Susan Greenfield, professor and researcher

at Oxford University, we could be facing an unpredictable crisis. This crisis could reshape how we interact with each other, alter what makes us happy, and modify our capacity for reaching our full potential.

So, how do we tame the tech beast? First, turn off our phone from time to time. If you can't bring yourself to do it, sign up for your carrier's usage controls service. In addition, use your Facebook status or email responder to announce that you are offline. That way you will not have to worry about someone getting frustrated that you did not respond to their message immediately. Parents of children need to limit and monitor their child's technology usage. Also, make sure the child is using age-appropriate technology. Unplug the child and immerse them in nature and/or physical activity. A child needs to get plenty of rest, exercise, healthy diet, and downtime. Let them be bored. The brain is rejuvenating. Everyone needs a sense of grounding and balance in their lives.

### **How can a parent tell if their child may be addicted to technology?**

1. Is your child staying up later and later to stay on technology?
2. Do they get fidgety, anxious and/or angry if they don't have their technology?
3. Is their technology usage negatively impacting their schoolwork, family life or other activities and interests?
4. Is your child indicating that he or she has a difficult time getting the virtual imagery out of their heads?
5. Is your child dreaming of virtual imagery?

Luckily, there are mental health specialists who have expertise in dealing with technology addiction. Treatment involves unplugging from technology and learning how to maintain a healthy balance back in the life of the child or adult. Shane can regain his sense of self and get back on track with his education, peers, and family life by working on his addiction to technology and getting unplugged.

# Executive Director Update

By: Dan Stasi, MA

**As we all get older so does ISCA.** We get wiser, more creative and show more of our talent as we get older and so does ISCA. We have a great board that has expanded to provide an annual conference that has grown over the years. What use to be 200 counselors gathering for a day is now an event with over 600 attendees and 50 workshop sessions. ISCA held three great independent training last year and we are planning even more for the upcoming year. We are working on hosting Trish Hatch in Springfield in December. More details and registration will be available on this soon.

**Legislatively it was a year with a twist.** Instead of supporting a piece of legislation our focus was on opposing legislation. All of the bills we opposed failed to get a vote so we were successful. See the CICO report for the details.

**We will soon have a call for proposals for our 2017 conferences.** Everyone has a great idea and I encourage you to share that with other school counselors by presenting at the conference. For graduate students and others, poster sessions are encouraged.

**Our membership continues to grow.** I hope to see us finally break 1,000 members by the 2017 conference. The 2017 conferences will be April 7, 2017 in Bloomington at the DoubleTree and April 21, 2017 back at the Donald Stephens Convention Center in Rosemont. Mark your calendars.



# School Counselor Legislation

By: Dan Stasi, MS, Lobbyist

We opposed three bills in Illinois that we viewed as detrimental to school counselors. All three bills have died in session. A vote was never taken on these bills.

## HB4474 – Pupil Privacy: Transgender Students

### ISCA is Opposed

Requires a school board to designate each pupil restroom, changing room and other facilities for the exclusive use of pupils of only one sex. Defines “sex” as the physical condition of being male or female, as determined by an individual’s chromosomes and identified at birth by that individual’s anatomy.

*We support schools creating a nondiscriminatory safe environment for all students, including those who are transgender.*

## HB 4233 – Student Suspension Approval

### ISCA is Opposed

Provides that out-of-school suspensions of students may take place only after a school counselor or school social worker, if any, at the school has approved the out-of-school suspension.

*We are opposed to school counselors being placed in a disciplinary role of “approving” the suspension.*

## HB 4985 – Instructional Mandates & Funding

### ISCA is Opposed

If any payments from the State to a school district are delayed for at least one payment cycle, this allows the school board to discontinue, by publicly adopted resolution, any instructional mandate in the Courses of Study Article of the School Code during that time (with exceptions). Provides that if a student requests information on any instructional mandate that has been discontinued, then the school district shall provide the student with the requested information.

*This could jeopardize mandated sexual abuse prevention training, character education, the prevention and avoidance of drug and substance abuse and internet safety education among other areas.*



# Recognized ASCA Model Program (RAMP)

Drive your school counseling program to the next level. Show your administrators, school board and the community at large that you're committed to delivering a comprehensive, data-driven school counseling program. Apply for the Recognized ASCA Model Program (RAMP) designation from the American School Counselor Association.

The RAMP application process should be the culmination of the implementation of a comprehensive school counseling program. Once your school has a program in place, you will need at least one entire academic year to collect the data and information needed to fulfill the RAMP application requirements.

**Thinking about applying for RAMP in October 2016? Fill out this form and we'll send you helpful tips and checklists throughout the year to help you stay on track.**

## RAMP:

- Is based on the ASCA National Model.
- Is a recognition program for individual schools, not districts or school counselors.
- Gives you the confidence that your program aligns with a nationally accepted and recognized model.
- Helps you evaluate your program and areas for improvement.
- Increases your skills and knowledge.
- Enhances your program's efforts to contribute to student success.

RAMP research has yielded encouraging results about the potential impact of RAMP programs on student achievement, particularly at the elementary level.

## RAMP Benefits

- An engraved plaque, suitable for display on your office wall.
- Communication sent to your school's principal and superintendent informing them of your exemplary school counseling program.
- Template press release to individualize and send to local press.
- Use of RAMP logo for business cards, letterhead, Web site or printed materials
- School recognition at ASCA's annual conference.
- Two tickets to the RAMP awards celebration at ASCA's annual conference.
- Free conference registration for RAMP school principal the year RAMP is awarded.
- Recognition in ASCA School Counselor magazine and on the ASCA website.

If your school's program successfully answers the question, "How are students different because of what school counselors do?" then you're ready to show the world that your school's program is "ramped up." Apply for the RAMP designation today.

## Application Process

- All applications must be uploaded to the online application site by 5 p.m. (Pacific) on Oct. 15.
- No late applications will be accepted or reviewed.
- Applications are reviewed for eligibility prior to the scoring process.
- Incomplete applications will not be reviewed, and no refunds will be given.
- The RAMP Review Committee is an independent panel composed of school counseling professionals. Decisions by the reviewers are final.
- All applicants will receive notification via e-mail by late January.
- The application fee is \$200 (\$400 for nonmembers). At least one school counselor at the school must be an ASCA member to receive the member rate.
- The RAMP designation is valid for five years. At the end of five years, schools may apply again to continue to be designated a RAMP school.

Need more help? Consider purchasing the webstreamed version of RAMP CAMP from the 2014 Annual Conference.



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## Illinois RAMP Recipients

The American School Counselor Association established RAMP in 2003 to promote exemplary school counseling programs.

*Al Raby School for Community & Environment, Chicago*

*Amundsen High School, Chicago*

*Bloom Trail High School, Chicago Heights*

*Brooks Middle School, Bolingbrook*

*Buffalo Grove High School, Buffalo Grove*

*Chicago Academy High School, Chicago*

*Downers Grove South High School, Downers Grove*

*Elk Grove High School, Elk Grove Village*

*Evanston Township High School, Evanston*

*Foreman High School, Chicago*

*Harlan Community Academy, Chicago*

*John Harvard Elementary School of Excellence, Chicago*

*John Hersey High School, Arlington Heights*

*Jones College Prep, Chicago*

*Kenwood Academy High School, Chicago*

*Lane Tech High School, Chicago*

*Lindblom Math and Science Academy, Chicago*

*Loyola Academy, Wilmette*

*Maine West High School, Des Plaines*

*Mather High School, Chicago*

*McHenry East High School, McHenry*

*Michele Clark Academic Preparatory Magnet High School, Chicago*

*Northside Learning Center, Chicago*

*Northwest Middle School, Chicago*

*Phoenix Military Academy, Chicago*

*Plainfield South High School, Plainfield*

*Prairie Ridge High School, Crystal Lake*

*Prospect High School, Mt. Prospect*

*Roger C. Sullivan High School, Chicago*

*Roosevelt High School, Chicago*

*Simeon Career Academy, Chicago*

*Southside Occupational Academy, Chicago*

*Steinmetz Academic Center, Chicago*

*Uplift Community High School, Chicago*

*Vaughn Occupational High School, Chicago*

*Von Steuben Metro Science Center, Chicago*

*Wendell Phillips Academy High School, Chicago*

*Westmont High School, Westmont*

*Wheeling High School, Wheeling*

*William Howard Taft High School, Chicago*

*Willowbrook High School, Villa Park*

## ASCA NEWS

# About The Conference



Join us this summer at the 2016 ASCA Annual Conference, **The Recipe for Success**, in New Orleans, July 9-12. We've lined up more than 150 breakout sessions for your education and professional development, not to mention amazing speakers and networking opportunities.

### Be a Virtual Attendee

Can't make it to the ASCA Annual Conference in person? You can still register as a virtual conference attendee. As a virtual conference attendee, you have access to the conference livestream of the two general sessions/keynote addresses, as well as a breakout session in each time slot, July 9-12. It's the perfect way to be a part of the conference experience if you can't come to New Orleans in person.

**Board Election:** Voting members, be sure to cast your vote in the 2016 Board of Directors election. Voting is open May 1-July 12, 2016. This is your chance to have an impact on school counseling's future.

**2017 Annual Conference Call for Programs:** Have a great idea for a session at the 2017 Annual Conference, July 8-11, 2017, in Denver, Colo.? Submit your session proposals by Sept. 6, 2016, for consideration.



# ISCA Award Winners & Honorable Mentions



## ISCA PRESIDENT 2014-2015 AWARD – Nancy Penk

### SPRINGFIELD AWARD WINNERS:

**Middle School Counselor of the Year 2016 Award**  
Sandy Marcotte

**High School Counselor of the 2016 Award**  
Leslie Goines

**School Administrator of the Year 2016 Award**  
Cheryl Robinson

**Advocate of the Year 2016 Award**  
Dr. James Klein

**Counselor Educator of the Year 2016 Award**  
Dr. Katherine Wix

### ROSEMONT AWARD WINNERS:

**Middle School Counselor of the Year 2016 Award**  
Angela Shanahan

**High School Counselor of the 2016 Award**  
Gabriela Medina

**School Administrator of the Year 2016 Award**  
Kate Kane

**Graduate Student of the Year 2016 Award**  
Lavon Robinson

**Graduate Student of the Year 2016 Award**  
Stephanie Luka





**Springfield Honorable Mentions:**

**High School Counselor of the Year 2016  
Honorable Mention – Sherri McLaughlin**

**High School Counselor of the Year 2016  
Honorable Mention – Carla Elliff**

**School Administrator of the Year 2016  
Honorable Mention – Denny Vortman**

**Rosemont Honorable Mentions:**

**High School Counselor of the 2016  
Honorable Mention – Abia Ayesb**

**High School Counselor of the 2016  
Honorable Mention – Kate Foster**

**High School Counselor of the 2016  
Honorable Mention – Karen Devine**

**Graduate Student of the Year 2016  
Honorable Mention – Bridget Hult**



## SCHOLARSHIPS:

# Free Money for College

Students can enter to win \$1,000 in the Plan for College Sweepstakes



According to *How America Pays for College 2015*, the national study by Sallie Mae® and Ipsos, 17% of college costs were covered by scholarships in 2014/15. Encourage your students to take advantage of this valuable source of free money by applying for scholarships as part of their college financing strategy.

To encourage students to explore scholarship opportunities, we are giving away \$1,000 every month in our **Plan for College Sweepstakes**. Your students can enter for free when they register for Scholarship Search by Sallie Mae® at [SallieMae.com/ScholarshipSearch](http://SallieMae.com/ScholarshipSearch).\* It's an all-access pass to millions of scholarships offering free money for college.

### Smash the scholarship myths

Your students may be passing over scholarships because they think they won't qualify, or the potential reward isn't enough for their efforts, or because they're already in college. Here are the facts.

**Myth:** Scholarships are just for jocks and geniuses.

**Fact:** There are millions of scholarships out there for every talent, skill, and background, from vegetarians to roller skaters to Star Trek buffs.

**Myth:** A few hundred dollars won't make a difference.

**Fact:** Every little bit helps. This free money doesn't need to be paid back, which means less borrowing. At the very least, a few hundred dollars can help pay for textbooks or other expenses.

**Myth:** There aren't any scholarships if you're in college.

**Fact:** Did you know that 50% of scholarships are available for college students? If a student doesn't search for them each year, he or she could miss out on valuable free money for school.

**Myth:** It's hard to find a good, reputable scholarship search tool.

**Fact:** There are a number of free, reputable scholarship search sites. One is Scholarship Search by Sallie Mae®. When a student registers for free and creates a profile, they'll have access to more than 5 million scholarships worth \$24 billion. Plus, they can set up account alerts to be notified when a new scholarship match is available.

\*No purchase necessary. Void where prohibited. See official rules for details.



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

May 4, 2016

## Dear Counselor:

As I have each of the past two academic years, I write to ask for your help to ensure that your students are receiving honest and accurate information about their higher education options.

Every day, your students are bombarded by flashy advertisements from for-profit colleges offering a quick and easy enrollment process, federal financial assistance, flexible schedules, and a promised path to high-paying jobs and a better life. But too often it doesn't work out that way. I have heard too many stories of Illinois students, often low-income or minority students, who thought they were doing the right thing by enrolling in a for-profit college. Instead, they're left with a worthless degree that employers don't recognize as a legitimate credential, credits that don't transfer, and almost twice the average debt of their fellow students who attended traditional public schools. For-profit colleges account for a staggering 40 percent of all federal student loan defaults despite enrolling only ten percent of all college students. Those two numbers – 10 percent of the students, 40 percent of student loan defaults – tell a heartbreaking story of student exploitation.

In recent years, widespread fraud and abuse by for-profit colleges has been exposed and gained national attention. Nearly every major for-profit college is facing increased scrutiny from federal and state agencies for a variety of abuses including fraudulent marketing and recruiting practices, falsifying job placement rates, and predatory lending practices. In January, the Department of Education took action to deny Computer Systems Institute, which operates in the Chicagoland area, continued participation in the federal Title IV program for falsifying job placement rates and other misconduct. According to a chart published by the *Chronicle of Higher Education* and other publicly available information, the following for-profit companies that operate campuses or programs in Illinois are facing active investigations or lawsuits by the Illinois Attorney General, other state Attorneys General, and/or federal agencies:

- Apollo Group – operates the University of Phoenix
- Bridgepoint Education – operates Ashford University
- Career Education Corporation – operates American Intercontinental University, Colorado Technical University
- DeVry, Inc.
- ITT Educational Services, Inc. – operates ITT Technical Institutes
- Kaplan – operates Kaplan University Online
- Universal Technical Institute

What's more, when students are misled or taken advantage of, a tactic called mandatory arbitration – widely employed by the for-profit college industry but unheard of in traditional higher education – prevents them from suing the school in court. Instead students are forced into a secret dispute resolution process where the deck is stacked against the victim and which hides the school's wrongdoing.

In addition, a number of for-profit companies operating in Illinois are part of the Department of Education's most recent Heightened Cash Monitoring (HCM) list, which means they are under stricter scrutiny by the Department for financial or compliance issues. This list serves, in the words of Under Secretary of Education Ted Mitchell, as a "caution light" for students. Companies operating in Illinois with schools on HCM include:

- Career Education Corporation – operates American Intercontinental University, Colorado Technical University
- Education Management Corporation – operates The Illinois Institutes of Art, Argosy University, Brown Mackie
- ITT Educational Services, Inc. – operates ITT Technical Institutes
- Laureate Education, Inc. – operates Kendall College
- Taylor Business Institute
- Vatterott Educational Centers, Inc. – operates Vatterott College

I ask you to use your professional position to ensure your students have the knowledge to protect themselves from colleges and universities with records of exploiting students, including information on investigations and lawsuits by government agencies. You should also help your students access data on student outcomes, like graduation and default rates, through resources like the President's College Scorecard.

Finally, it is important that students understand there are alternatives to for-profit colleges. Unfortunately, a recent survey by Public Agenda found that 75 percent of for-profit college students didn't consider public or non-profit colleges before enrolling in a for-profit school. Community colleges often offer similar programs as for-profits and at a fraction of the cost with credits that will transfer to other schools. I encourage you to work closely with your local community colleges and other not-for-profit institutions and organizations to ensure students have information on quality, low-cost higher education options.

I hope you will give serious consideration to my request. I look forward to working with you on behalf of Illinois students.

Sincerely,



**Richard J. Durbin**  
United States Senator

<http://www.forbes.com/sites/greatspeculations/2015/01/15/danger-zone-universal-technical-institute-uti/#6ebdd9ca2bba>

May 12, 2016

Dan Stasi, Executive Director  
Illinois School Counselors Association  
P.O. Box 144,  
DeKalb, IL 60115

Dear Mr. Stasi,

Recently, high school principals across Illinois were sent a letter recommending that administrators, counselors and students carefully research options for post-secondary education, using credible resources like the U.S. Department of Education's College Scorecard (<https://collegescorecard.ed.gov>).

Our team at Universal Technical Institute (UTI) could not agree more. We encourage use of the College Scorecard to investigate outcomes such as graduation rates and salary information. At UTI-Lisle, **we are committed to delivering a strong return on 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
- 10-year median earnings much higher than two-year public colleges and comparable to four-year liberal arts colleges
- UTI students are twice as likely to graduate than 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 Institution <sup>i</sup>	10-Yr Median Earnings <sup>ii</sup>	Completion Rate
Universal Technical Institute of Illinois	\$43,400 <sup>iii</sup>	57.1% <sup>iv</sup>
Illinois Two-Year Public Colleges	\$28,440	27.8%
Illinois Four-Year Liberal Arts Colleges	\$42,150	64.9%
Illinois Research Universities	\$50,457	64.1%

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.**<sup>v</sup> 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.<sup>vi</sup> In Illinois, UTI graduate employers include companies like:

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

At UTI-Lisle, we're proud of the results we deliver for our students, and how we stack up against other schools and programs here in Illinois.

We'd be happy to answer any questions you have about the Scorecard data, give you more information about our education and career opportunities in the growing transportation industry, and take you on a tour of UTI-Lisle.

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

Respectfully,



Julie Mueller  
Campus President, UTI-Lisle

<sup>i</sup> The data for the different institutions was gathered using College Scorecard information for Illinois schools in the following categories:

<u>Type of Institution</u>	<u>Number of Institutions</u>	<u>Description</u>	<u>Carnegie Classification Codes</u>
Two-Year Public Colleges	48	Associate's Degree-Public	1-8
Four-Year Liberal Arts Colleges	9	Bachelor's Colleges-Arts & Science	21
Research Universities	14	Research Universities	15-17

<sup>2</sup> 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.

<sup>iii</sup> The College Scorecard does not show earnings for the UTI Illinois campus alone. Instead, the number shown is for the five UTI campuses, including Illinois, which are part of the same UTI OPEID grouping.

<sup>iv</sup> The completion rate is for UTI's Illinois campus.

<sup>v</sup> Approximately 9,200 of the 9,900 UTI graduates in 2014 were available for employment. At the time of reporting, approximately 8,100 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.

<sup>vi</sup> Incentives vary by employer, but may include tuition reimbursement, signing bonuses, tool packages and relocation allowances.



# ISCA Annual Conference



## College Ahead

Let us help your students on the path to paying for college

Get the free tools, resources, and information your students will need on their journey to save, plan, and pay for college.

- College Planning Toolbox
- Scholarship Search by Sallie Mae®
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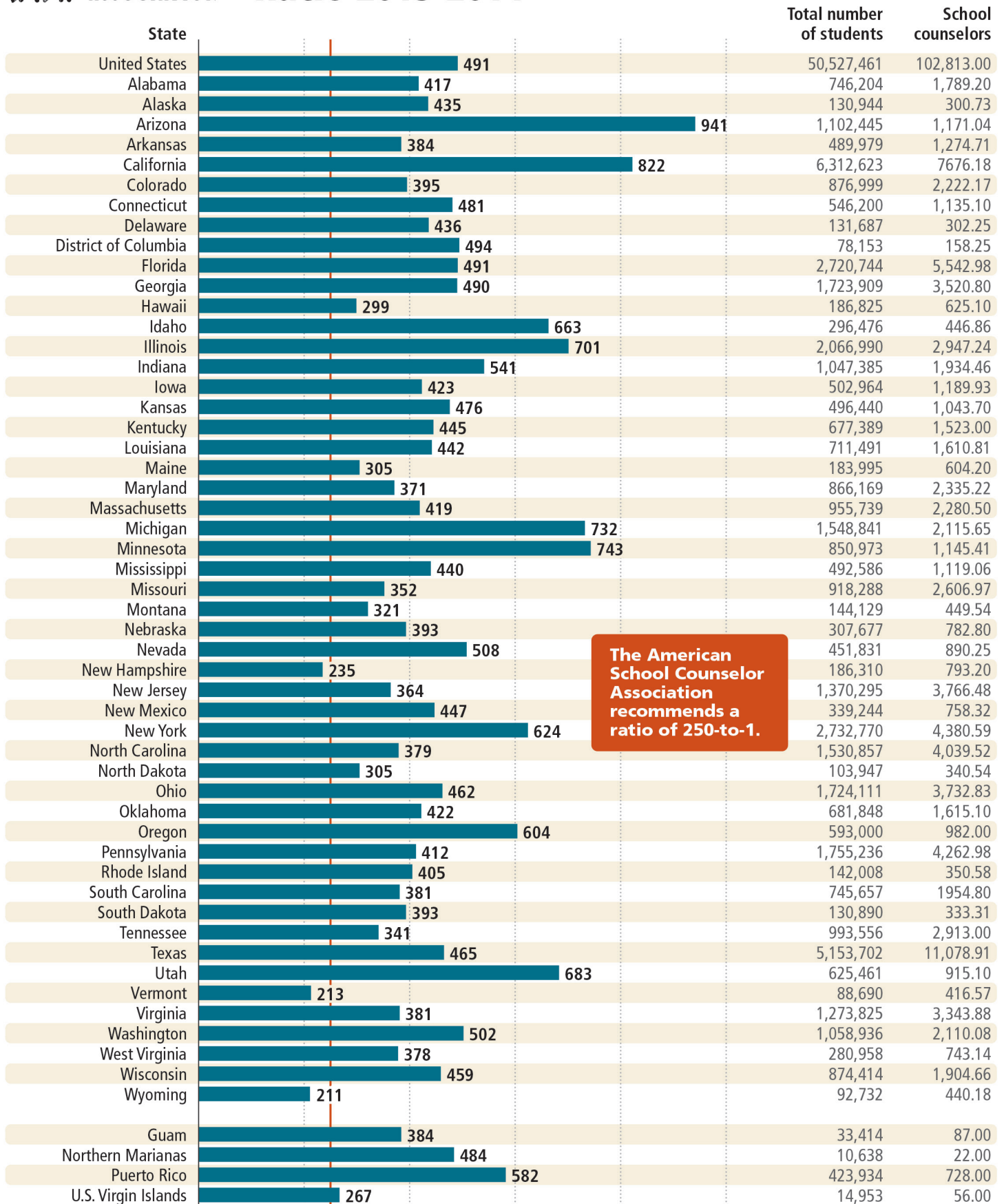
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# ISCA Annual Conference



# Student-to-School-Counselor Ratio 2013-2014



**The American School Counselor Association recommends a ratio of 250-to-1.**

DATA SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS, COMMON CORE OF DATA (CCD), "STATE NONFISCAL PUBLIC ELEMENTARY/SECONDARY EDUCATION SURVEY", 2013-14 v.1a.

# THE USE OF DATA IN School Counseling

DECEMBER 2, 2016

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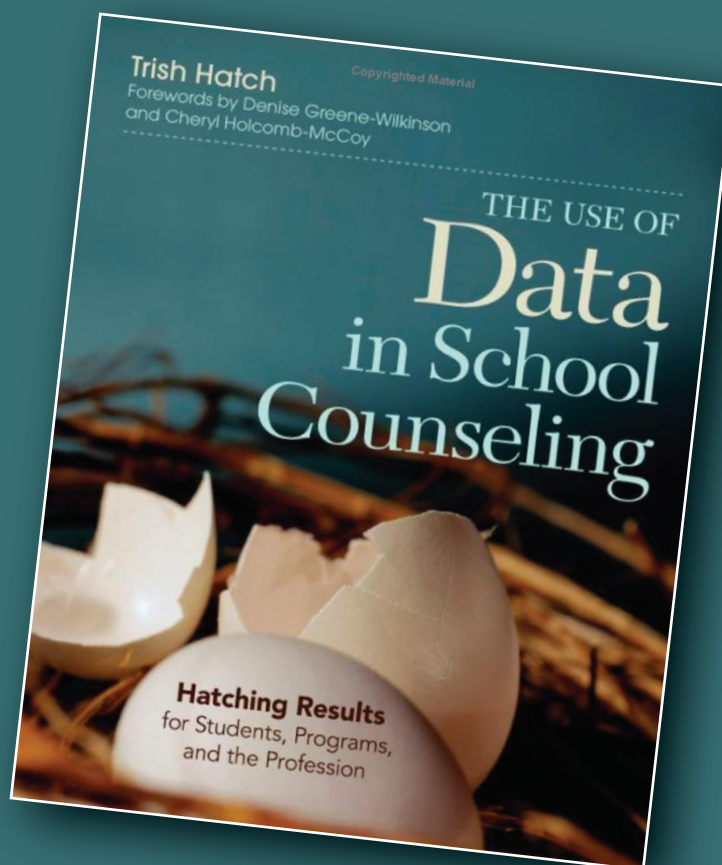
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## PRESENTER

Trish Hatch, Ph.D. is Associate Professor, Director of the School Counseling Program at San Diego State University. Dr. Hatch is the author of *The Use of Data in School Counseling: Hatching Results for Students, Programs and the Profession* (2014); and co-author of the *ASCA National Model: A Framework for School Counseling Programs* (ASCA, 2003; 2005) and *Evidence-Based Practice in School Counseling: Making a Difference with Data-Driven Practices* (Dimmit, Carey & Hatch, 2007).



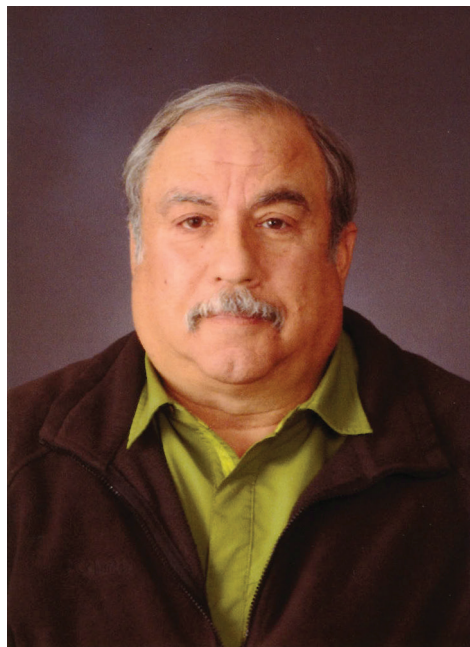
## ISCA HIGH SCHOOL COUNSELOR OF THE YEAR AWARD

# Named after Ray Piagentini

**The ISCA Board voted and approved to name the ISCA High School Counselor of the Year Award after Mr. Raymond Piagentini at the April 29th ISCA Governing Council Meeting.**

Steve Murray, ISCA Past President, stated, "This is the perfect way to recognize Ray for all of his service and dedication to the counseling profession, ISCA, school and community." ISCA President Sherri McLaughlin, commented, "Ray's legacy will live on through this award. It will serve as a reminder to school counselors to serve others while keeping a sense of humor and well-being."

Ray was humbled and honored beyond words when informed of the ISCA Board's decision to name the award in his honor. Ray was choked up and remarked, "In my sixty-two years, I am speechless. Thank you for this incredible honor!"



Ray has diligently served ISCA on the ISCA Board as President Elect, President, and Past President. He presents at every ISCA and ICA conference sharing his expertise in the areas of suicide, Dakota history, and dealing with grief. Other areas of experience include: sexual abuse identification, survivor counseling, crisis intervention, at-risk counseling, distance and service learning, domestic violence, human and civil rights advocate, independent scholar, counseling techniques, Adlerian and Socratic questioning methodology, and suicide prevention and intervention.

Ray Piagentini attended the University of Wisconsin in Stout and earned 99 hours in psychology. He gradu-

ated with his Bachelors of Science from Loyola University in Chicago and earned a Master's of Art in Counseling from Northeastern Illinois University and a Master's of Science in Education and Administration from Chicago State University. Ray has been employed at Barrington School District for the past 30 years serving as a high school counselor. He was also employed at St. Ignatius College Prep in Chicago and Fenwick High School as a school counselor. Ray started his career in education at Gordon Technical High School as a science teacher and a dean of male students.

Ray is a member of the Illinois Counseling Association, Illinois

Multi-Counselors Association, Illinois School Counselors Association, Illinois Counselors for Social Justice, American Counseling Association, National Education Association, Barrington Education Association, Illinois Association for College Admission Counseling, Coalition of Illinois Counseling Organizations, Illinois High School Association, Native American Rights Foundation, St. Mary Providence Human Rights Committee, Chicago Counseling Association, Illinois Association for Group Work, and Akicita Society.

Ray has presented over twenty different topics for over ten different organizations since 1997 to the present. He shares his knowledge, experiences, humor, and

expertise with graduate students, school counselors, counseling educators, students, parents, social workers, psychologists, administrators, and all the counseling professionals that attend his workshops or seek his assistance.

Ray goes above and beyond the call of duty. His work with the Dakota people is just one example of how dedicated and compassionate that Ray Piagentini is to the counseling profession. Go to YouTube and search for “Rise Above the Storm” to see his outstanding work with the Dakotas.

Other honors bestowed upon Mr. Piagentini include: 2002 Illinois Education Association Human and Civil Rights Award; 2005 National Foundation for the Humanities; 2007 Teacher of Experiential and Adventure Methodology, Jim Gillihan Award; Illinois School Counselor Association High School Counselor of the Year 2007; Unsung Hero Award; Nominee American School Counselor of the Year 2009-10 and 2010-11 (Semi-Finalist 2010); Bea Wherly Human Rights Award; and acknowledged and honored as a Pipe Carrier in the Dakota Tradition.

On behalf of the ISCA Board and the Illinois School Counseling Association, we commend and congratulate Ray Piagentini and officially name the ISCA High School Counselor of the Year after him in his honor!

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## **The School Counselor and Cultural Diversity**

(Adopted 1988; revised 1993, 1999, 2004, 2009, 2015)

### **American School Counselor Association (ASCA) Position**

School counselors demonstrate cultural responsiveness by collaborating with stakeholders to create a school and community climate that embraces cultural diversity and helps to promote the academic, career and social/emotional success for all students.

### **The Rationale**

Culture is a powerful and pervasive influence on students, stakeholders and school counselors' attitudes and behaviors. "Professional school counselors have tremendous challenges and also terrific opportunities presented to them by the increasing diversity in our schools and communities" (Grothaus, 2012, p. 37). The ASCA Ethical Standards (2010) states in its preamble that "school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities" (p. 1). School counselors develop competencies in how prejudice, power and various forms of oppression...affect self, students and all stakeholders (ASCA Ethical Standards, E.2.b, 2010). It is essential that school counselors be more globally responsive and culturally competent in the current educational and social environment.

### **The School Counselor's Role**

School counselors are in a position to advocate for students regarding equity and access...to help students and their families navigate systems of oppression and injustice, and act as agents of change within their school settings (Parikh, Post, & Flowers, 2011, p. 59). Portman (2009) stated that a school counselor, in the role of cultural mediator, engages in prevention, intervention and/or remediation activities that facilitate communication and understanding between culturally diverse human systems...that aid the educational progress of all students (p. 23). School counselors are expected to "specifically address the needs of every student, particularly students of culturally diverse, low social-economic status, and other underserved or underperforming populations" (ASCA, 2005, p. 77). Dahir and Stone (2012) stated that school counselors can provide culturally responsive counseling by:

- exploring their personal beliefs, attitudes and knowledge about working with diverse student populations
- ensuring each student has access to a comprehensive school counseling program that advocates for all students in diverse cultural groups
- addressing the impact that poverty and social class has on student achievement
- identifying the impact of family culture upon student performance
- using data to close the gap among diverse student populations
- practicing culturally sensitive advising and counseling
- ensuring all students' rights are respected and all students' needs are met
- consulting and collaborating with stakeholders to create a school climate that welcomes and appreciates the strengths and gifts of culturally diverse students
- enhancing their own cultural competence and facilitating the cultural awareness, knowledge and skills of all school personnel

### **Summary**

School counselors foster increased awareness, understanding and appreciation of cultural diversity in the school and community through advocacy, networking and resource utilization to ensure a welcoming school environment. Through the curriculum of a comprehensive school counseling program, school counselors can teach tolerance and address the issues of nonviolence and social justice on a regular basis. School counselors, collaborating with students and stakeholders, promote the success of all students by supporting "access, equity and educational justice" (Lee, 2001, p. 261).

# Gratitude

By: Sherri McLaughlin, ISCA President



**It is with tremendous gratitude that I write my last article as ISCA President.** I personally want to thank the ISCA Board, ISCA members, graduate students, Dan Stasi, and everyone else that has supported me over the past few years. Working with all of you has been a pleasure. It has been an honor to serve the school counseling profession and all of the wonderful people that work in our field. My hope is that I have made a difference and served you well. When I started this journey three years ago as President-Elect, I really had no inkling what to expect (or what I was doing for that matter). Attending the ASCA conferences in both Orlando and Phoenix was not only enriching but also eye-opening. Participating in the ICA LDI (Leadership Development Institute) training was an additional valuable experience. School counselors across the nation are doing fabulous work. I have met so many people who have dedicated their professional and personal lives to helping others. They have shown compassion, dedication and determination in their work. I admire all of you for the time, effort, and endless hours that you give to your students, schools, and community. I sincerely appreciate all of you whether you volunteered during the ISCA and ICA conferences, presented a session(s), worked on a committee, participated in ISCA events and chap-

ters, provided feedback through evaluations or surveys, attended a networking event, partnered with other organizations on behalf of ISCA, served on the ISCA Board, or just simply stopped me to introduce yourself. It has been an honor and a privilege to be your President. I enjoyed my time as President-Elect

**I have met so many people who have dedicated their professional and personal lives to helping others. They have shown compassion, dedication and determination in their work. I admire all of you for the time, effort, and endless hours that you give to your students, schools, and community.**

as chair of the ISCA Spring Conferences. Vince Walsh-Rock was the keynote speaker for the conference and his words and artwork will forever linger in my mind. It set the perfect tone for "Counseling through the School Mandates". Thank you Vince. ISCA has had so many great leaders and role models. I appreciate all of them for their advice and direction when I needed it. All of the ISCA board members have been a great resource and support

system for me and I could not have done the job without them. Dan Stasi has provided me with direction and kept me grounded when I needed to be grounded. As President, I have learned a great deal about the policies and bylaws that govern our organization and the counseling profession. The Day on the Hill was just one more opportunity to learn about the hard and diligent work that surrounds the counseling profession. The laws to protect all students in every aspect of their education and social emotional learning can sometimes be a battle but one worth fighting for. ISCA membership has grown in the past three years. We have provided a number of events and continue to improve our conference every year. We have four active ISCA chapters and continue to bring school counselors together for networking opportunities. ISCA has bonded counselors across the State of Illinois for many legislative issues dealing with our profession and have experienced success with the Illinois Model. We are thriving and it makes me proud to be a member of such a fine, professional organization. I look forward to serving as the Past President and serving under Barbara Karpouzian. Barbara did an outstanding job with this year's ISCA conferences, and I know she will make a fantastic President. Thank you again for all of your support!



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