



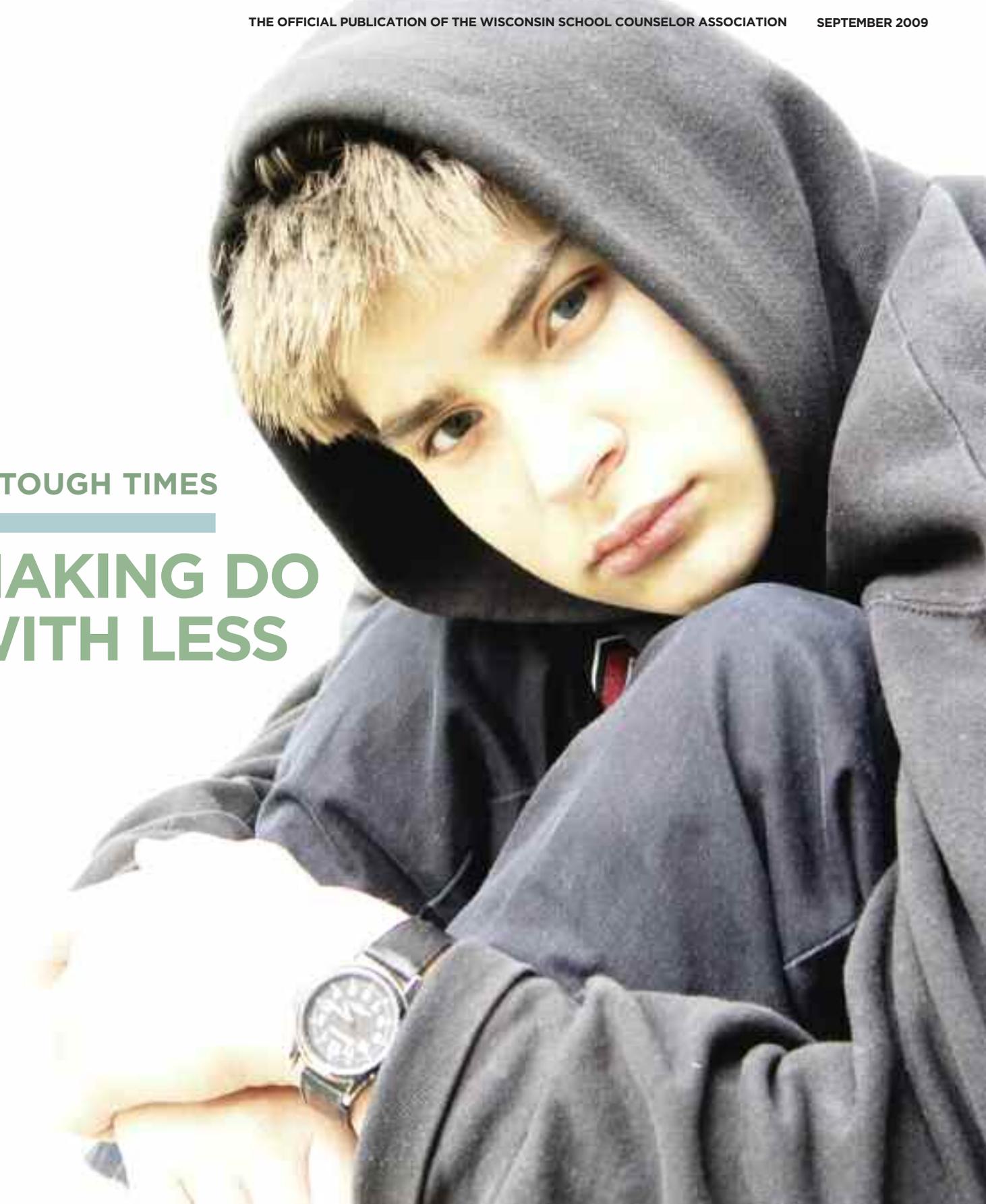
Counselink

THE OFFICIAL PUBLICATION OF THE WISCONSIN SCHOOL COUNSELOR ASSOCIATION

SEPTEMBER 2009

IN TOUGH TIMES

**MAKING DO
WITH LESS**



Graduate Credit Possibilities

in conjunction with the February 2010 WSCA conference

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Cost: \$191.00 per graduate credit plus WSCA conference costs and possibly preconference depending on number of credits desired.

Dates and Times: Meeting dates are 2/24, 2/25 & 2/26/10. The number of credits desired determines exact days and times. Course completion date is March 24, 2010.

Counselors, counselors-in-training, psychologists, teachers, administrators, social workers, and others planning to attend the WSCA conference. See information request form.

FOR YOUR INFORMATION

In the past there has been one course title with varied credit options. The 2010 credits are as follows:

- A 3 credit course which begins Wednesday morning and goes through Friday afternoon;
- Two one credit courses, one starting Wednesday morning, the other starting Thursday morning;
- The possibility to take two credits starting Thursday morning and going through Friday afternoon.

For additional information: **Kitty Bowen phone/fax (414)427-4803 or jmbkeb@execpc.com**

----- Information Request Form -----

For detailed information on the graduate credit options, please fill out the form below, and the information will be sent to you.

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Send this form to Kitty Bowen, IGS Staff, P. O. Box 110, Greendale, WI, 53129-0110.

If you prefer you may email your request for information to Kitty at jmbkeb@execpc.com

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JOIN THE TEAM

BY MICHAEL MORGEN



It is hard to believe, but we are already embarking on the 2009-2010 school year. The summer seemed to fly for me, as it was very busy and extremely exciting from a professional development standpoint. As WSCA president, I traveled to Dallas in June for the American School Counselor Association's (ASCA) Delegate Assembly. In July, I traveled to Cleveland for the national ASCA Leadership Development Institute. A week later, your WSCA Governing Board team convened for our state's 2009

Summer Leadership Academy on the campus of St. Norbert College, De Pere.

I am humbled and honored to be your president, and I have to tell you, in my eight years on the WSCA Governing Board, I have never seen a more dedicated, excited and ready-to-lead group of people. For two-and-a-half long days, we focused all our energy and knowledge on putting together a game plan founded on our goals and action steps for this year and next.

The men and women representing you on the governing board have big goals and ideas, all focused on the mission of our organization: "To advance the profession of school counseling, preschool through post-secondary education, in order to maximize the academic, career and personal/social growth of all students."

I have no doubt the leadership team assembled this year will strive to serve the members of this association. However, we can't do it alone so we will also call on some of you to join us in leading this organization.

You may be called upon to be a part of an action team. Action teams will be small groups of school counselors from across the state brought together to work on a particular issue or project essential to the maintenance or advancement of our organization. Action teams will define the issue, own the issue and solve the issue. The action teams will, for the most part, be short term; lasting anywhere from a few weeks to a few months, or in some cases up to a year. We hope action teams will provide opportunities for all of us to be active members of WSCA so that we continue to be leaders in school counseling in Wisconsin and the nation.

Did you know that WSCA is considered one of the leading school counseling associations in the nation? Our parent organization, the American School Counselor Association, continues to look to professional school counselors from WSCA leadership to assist with professional development and organizational management at the national level. We are leaders among leaders.

At the 2009 Summer Leadership Academy I offered this question: "Would you ever go to a doctor who was not a member of the the American Medical Association?" Probably not, because the AMA is the professional organization physicians from across the world join because it is expected of them. Their mission is simple: "To promote the art and science of medicine and the betterment of public health."

We hope action teams will provide opportunities for all of us to be active members of WSCA so that we continue to be leaders in school counseling in Wisconsin and the nation.

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Sound familiar? The AMA core values of leadership, excellence and ethical behavior are aligned with everything WSCA and ASCA continue to promote and build for professional school counselors. AMA's vision is to be an essential part of the professional life of every physician. As professional school counselors, we need to demonstrate the same dedication and participation in WSCA and ASCA on behalf of school counselors in Wisconsin and the nation but, more importantly, on behalf of the students and families we serve.

The first step is for us to see ourselves as professionals. We need to act like we belong because we do. Belonging starts with joining forces with WSCA and ASCA by becoming members of these organizations. Then we all need to take action and become an essential part of the leadership. If we expect to be leaders that have an impact on student learning, then all professional school counselors should expect their colleagues to be members of the Wisconsin School Counselor Association and the American School Counselor Association, no exceptions. Are you on the team? ■■■

PRESIDENT-ELECT'S MESSAGE

THE POWER OF RESILIENCY

BY MARK GILLEN

The focus of this issue is getting through difficult times. Specifically, how are children affected by the recession, and more importantly, how does this affect our job as school counselors? Long before there were school counselors, societal issues affected students; this is not unique to the current recession. How we choose to interact, or react, can reflect our professional best. Unfortunately, it can also point out the need to expand our skill sets, review our curriculum and investigate the needs of our students. It reminds us that even in the face of adversity students persevere because of their resiliency.

Outside issues affect our professional lives as much as they affect students' personal and academic lives. As a professional organization representing school counselors of Wisconsin, we are responsible for being aware of the issues that affect our profession. Sometimes the winds of change provide us with a strong breeze that propels us forward with strength. However, more often we must maneuver in a circuitous route in order to continue to move the organization forward.

For example, the current recession not only affects our students and their families but also our state and communities. In turn, this affects our jobs and the ability to do our jobs. Like our students, when the breeze is not to our back, we persevere thanks to resiliency.

In the July/August 2009 issue of *ASCA School Counselor* Tammy Davis, Ed.D., authored an article about three areas of learning that support resiliency. Davis stated that internal assets or strengths, external support and hopefulness for the future provide students coping mechanisms that they can call upon in difficult times. Her contention provides me with hope for our students, their families, our communities and our country during this difficult time. It also provides me with hope for our profession. On the days when I am overwhelmed by the needs of my students and my job, I remind myself that I have professional internal assets, professional external support and enough hope that I am willing to return the next day. Resiliency is a powerful tool. ■■■

PROFESSIONAL DEVELOPMENT ON LIMITED RESOURCES

BY ANGELA BUCHENAUER

Who can afford professional development? This question may be one that has come up in your mind since our students are not the only ones hit by the recession. With budgets being slashed and many districts not allowing staff to attend professional development, it's up to us as professional counselors to find educational opportunities that don't dig too deeply into our own pockets. This is easier said than done, so I have spent some time looking into what is available for school counselors within a range of financial obligations.

FREE OPPORTUNITIES

Have you thought about working on a Recognized ASCA Model Program (RAMP) application or a Support Personnel Accountability Report Card for Wisconsin (SPARC-W)? These two programs allow you to evaluate your school's program and identify areas of strength and areas needing improvement. Anyone can print out the guidelines for these two programs and complete the process free of charge. The only cost is your time, and the benefits are endless.

Completing the RAMP will help identify if your program meets the ASCA National Model (remember the Wisconsin Model is based on this), will increase your skills and knowledge and will enhance your program's efforts to contribute to student success. Information about RAMP can be found at www.ascanationalmodel.org.

If you are not ready for the RAMP process, try completing the SPARC-W. The SPARC-W is a continuous improvement document that allows you to demonstrate effective communication and a commitment to getting results within your school counseling program. Information on the SPARC-W can be found at www.wscaweb.org. Both the RAMP and the SPARC-W processes are great ways to evaluate your school coun-

Completing the RAMP will help identify if your school's program meets the ASCA National Model

seling program and effectively communicate its value, something truly needed in times of program cuts.

Another great free opportunity is talking with a colleague. This is something valuable and most school counselors wish it could happen more often. So, make it happen. Call up a neighboring school counselor, and set up a time to get together and talk about what is happening in your school. Talk about the programs you have that are working well and about areas in need of some improvement. To really capitalize on sharing opportunities, invite numerous school counselors in your area, and start your own Swap Shop.

MINIMAL COST OPPORTUNITIES

Are you a member of your professional organizations? If you are getting this mailing you are most likely a member of WSCA. For a small yearly membership fee you have been given great educational opportunities. A quarterly professional publication is delivered to your door with great ideas for working with students and other professionals. The WSCA Web site offers a members-only section where you can network with colleagues and find the latest resources for school counselors. Membership also allows you to attend all WSCA activities including the summer Leadership Academy and the winter conference at reduced prices.

What about becoming a member of our national organization, the American School Counselor Association? The cost for membership is higher; however, you

will receive a number of benefits from your ASCA membership. For an annual cost of \$115 you'll receive the bimonthly *Professional School Counseling* journal, focused on providing the latest research in school counseling; the bimonthly *ASCA School Counselor* magazine that provides practical how-to articles for counselors working at all grade levels; a reduced cost on many counseling related publications and professional development opportunities; free liability insurance; and a nationwide network of professional school counselors. The benefits to ASCA membership outweigh the cost.

MORE OPPORTUNITIES

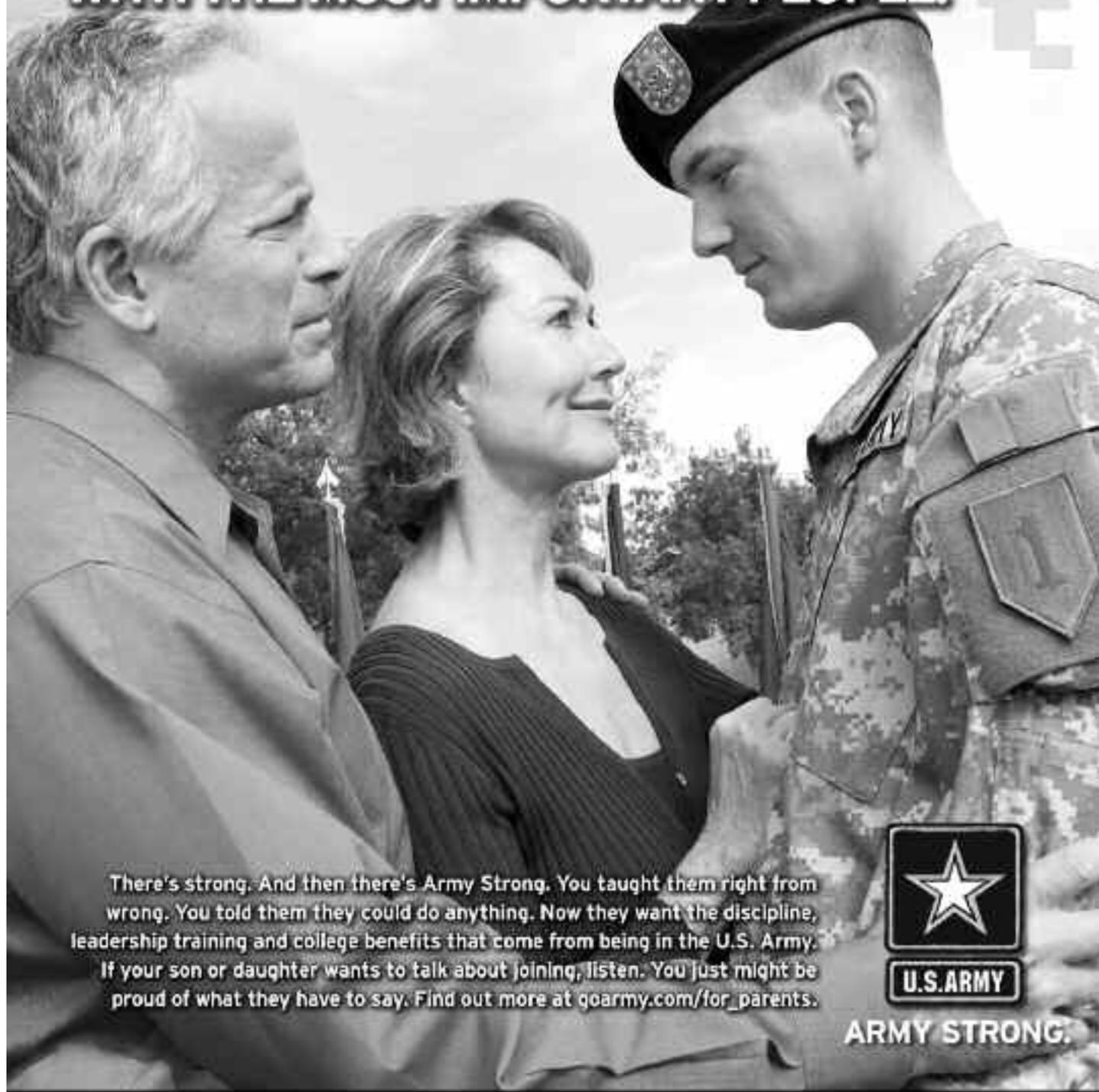
Have you done all the work to complete a RAMP or SPARC-W? If so, then send it in. A RAMP application costs \$150 for ASCA members (\$300 for nonmembers), and the SPARC-W costs only your printing and mailing fees.

Still looking for other professional development opportunities? Check with your local Cooperative Educational Service Agency (CESA) or a neighboring CESA. Workshops provided through these agencies are often free or are provided for a minimal cost. Look for training in Levels 1, 2 and 3 as well as other curriculum-specific training offered through the Department of Public Instruction.

While the economy has challenged all of us, supporting your professional development is important to advancing the role of school counselors within your school, district, community, state and nationally. With all of these ideas, I hope you will find affordable professional development opportunities this year. You may have to dig into your own pocket, but I think you will find the rewards worthwhile. ■■■

Angela Buchenauer is the Professional Development Committee chair and can be reached at bucheang@bonduel.k12.wi.us.

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RESOURCES FOR HOMELESS STUDENTS

BY JUDITH KUSE AND MARY MARONEK

The current economic situation provides school counselors yet another opportunity to collaborate with other pupil services professionals – school social workers, school nurses and school psychologists – as well as other education professionals, to provide comprehensive services to all students who are struggling in this economic downturn.

The recession certainly hurts school funding and operating, and it's increasingly taking its toll on families. Students who are stressed by family situations often carry that stress with them to school, and it manifests itself in many ways. A decrease in achievement, more frequent illness resulting in increased absences, conflicted relationships and other mental health issues are a few examples. While professional school counselors don't deliver psychotherapy services in school, they are uniquely prepared to address the

personal/social domain through school counseling curriculum, responsive services and system support.

In Wisconsin, many parents have lost their jobs or are working reduced hours, and as a result, families can face the threat of losing their homes. The Education for Homeless Children and Youth Program (EHCY) at the Wisconsin Department of Public Instruction provided grant funding to 12 districts in the state last year. Among those districts, nine reported significant increases over the previous year in the number of students identified as homeless and in the number of students whose families are "doubled-up" or sharing a residence with another family.

The major responsibility of the EHCY program is to implement the McKinney-Vento Homeless Education Act and to ensure that no barriers exist that would

prevent homeless students from fully participating in their education. A document developed by the DPI's EHCY consultant titled, "Resources and Strategies to Help Schools Assist Families Experiencing Challenges Due to the Economic Recession" is available at www.dpi.wi.gov/homeless. It is a rich resource that identifies challenges families may face in a variety of areas, including early education and preschool, educational support, health issues, parent and youth support and post-secondary education, and it provides suggestions for addressing them. ■

Judith Kuse is the school counseling consultant, and Mary Maronek is the Education for Homeless Children and Youth Program consultant for the Wisconsin Department of Public Instruction. Kuse can be reached at judith.kuse@dpi.wi.gov



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TIME TO WONDER

BY MEAGAN BASILIUS

When I'm not contemplating multicultural issues, reflecting on the development of my helping skills or evaluating school-based interventions, it's likely my training has me thinking about professional accountability. As a graduate student, I have time for the romantic and idealistic musings of what life will be like as a school counselor. Those of you in the field know all too well, but we students still have time to wonder.

I don't think I knew what I was in for when I decided to return to school for training. No one told me the school counseling profession was going to be political. Surely, I assumed, everyone understood the importance of a school counselor, appreciated the role a school counselor played and agreed on the ways in which a school counselor prioritized time and responsibilities. I see now it's not quite that simple.

I'll admit I came to Marquette University's program with the traditional notion of "guidance counselor," and its three C's – counseling, coordination and consultation – firmly embedded in my definition. Thankfully for the profession, the students and me, the C's are expanding, but it hasn't been smooth sailing, and we still have a long way to go.

I recently attended a town hall meeting where William Andrekopoulos, Milwaukee Public School superintendent, looked to parents and educators for innovative ideas on how Milwaukee might spend the stimulus money coming from Washington, D.C. Concerned individuals stepped up to the microphone and one-by-one unleashed a litany of complaints and criticisms alongside small doses of optimism and occasional inspiration. The fix-it list was long: close the achievement gap, help kids deal with the emotional baggage that keeps them from learning, eliminate discrimination in the system, get more of our kids to college, challenge and stimulate students so that they want to succeed and so on. You get the picture. I wanted to stand up and shout about the vital role school counselors play in all of

It was clear to me at this meeting that school counselors still have an uphill battle in terms of publicizing, legitimizing and defending our profession

these concerns and that we can prove it. But whether we *can do it* and whether we *are doing it* are two very different things.

It was clear to me at this meeting that school counselors still have an uphill battle in terms of publicizing, legitimizing and defending our profession, at least in Milwaukee. At WSCA's first School Counselor Day on the Hill in Madison (March 2009), one of the legislative aides I met recalled his own school counselor nestled comfortably behind her desk, waiting for problems to walk in her office so that she might react. I am excited to see research that suggests we've come a long way since then, and I

look forward to becoming a *proactive* school counselor myself.

Research also suggests that school counselors are not big fans of research. Data-driven interventions are all the rage, but designing and collecting the data seems to be another matter. I haven't met too many school counselors who entered the profession for the love of spreadsheets. Still, if we are to answer the call (now our mantra?) "How are our students different because of what we do?" I would encourage my fellow graduate students to embrace the numbers and befriend the data. The cost is too high if we don't learn this now, at least from my perspective inside the walls of academia.

Fortunately, master's programs are graduating students who can evaluate programs, carry out needs assessments and critically examine interventions. This doesn't mean we're being taught to value data over students; we're still in it for them. It means we're learning to negotiate the system so that we can stick around long enough to watch our students succeed, and know that we had a hand in their success. ■■■

Meagan Basilius is the WSCA 2009 Scholarship recipient and a Graduate Student Subcommittee member.

JOIN WSCA TODAY

Professional membership	\$40
Affiliate membership	\$40
Retired membership (after three years professional membership)	\$10
Student membership	\$20
First-Year Student membership	Free

Membership applications are available at www.wscaweb.org.

Member benefits include:

- Quarterly issues of *Counselink*
- A reduced rate at the annual WSCA Conference
- Representation at the state and national levels on issues vital to the profession of school counseling
- Professional development through conferences and workshops
- A multitude of networking opportunities with school counselors throughout Wisconsin

FINDING HOPE DURING TOUGH TIMES

BY STEVE SCHNEIDER

The economy. Who's not thinking about it these days? Every community has suffered and will continue to suffer by the tightening of the belt as employers and families struggle to make ends meet. More and more students and families are faced with finding new resources to compensate for the ones they are losing. The Wisconsin Department of Public Instruction (DPI) recognizes the need to connect people to resources. Here is a press release from March 2009 that will help you serve students and their families.

DPI HELPS SCHOOLS ASSIST FAMILIES AFFECTED BY ECONOMIC CRISIS

MADISON—State Superintendent Elizabeth Burmaster announced that the Department of Public Instruction is providing resources, strategies and support to Wisconsin schools that wish to assist families impacted by the economic crisis. An eight-page document, "Resources and Strategies to Assist Families Experiencing Challenges Related to the Economic Recession," is viewable at http://dpi.wi.gov/homeless/doc/serv_for_families_08.doc. This information has been distributed to educators statewide. Department staff is also available to provide support to any school district wishing to implement those ideas.

"Wisconsin, along with the rest of the nation, is experiencing very difficult economic times," said Burmaster. "Parents often share their concerns and challenges with their children's teachers and principals, which is why it is so important for educators to know about the resources that exist and learn other ways to assist struggling families."

Hunger and homelessness in Wisconsin have been on the rise since before the recession began. The percentage of students in poverty, as measured by their eligibility for free and reduced-price school meals, is now at 35 percent statewide. This figure, drawn from 2008-09 school year data, marks a 2 percent

The number of students experiencing homelessness went up 74 percent over the five years for which data is available

increase since the previous school year and a 6 percent increase over the previous five years. The issue affects rural, suburban and urban districts: For example, the rate is 73 percent in Bayfield, 50 percent in Green Bay, 48 percent in Madison and 79 percent in Milwaukee.

The increase in homelessness among students is even more dramatic. The number of students experiencing homelessness went up 74 percent over the five years for which data is available: from 5,358 students in the 2003-04 school year to 9,327 in 2007-08. The one-year increase from 2006-07 to 2007-08 was 1,223 students, or 15 percent.

"Resources and Strategies to Assist Families Experiencing Challenges Related to the Economic Recession" was compiled by an interdisciplinary team of professionals at the agency, led by staff in the School and Community Nutrition Teams and the Education for Homeless Children and Youth program. Concerned neighbors and educators will find helpful links, ideas and funding sources organized into 16 categories, ranging from Basic Needs to Community Education Programs to Food.

The document includes live links to community and Internet resources. It has been mailed to every school district administrator in Wisconsin in addition to educators who specialize in food and nutrition; homeless education; nursing; social work; special education; tobacco, drug, and alcohol use prevention; and other areas. Notice of the document was also recently included in Burmaster's electronic newsletter for educators and friends of education, SEACHange.

One strategy on the list is also featured in a new YouTube video: the idea of creating a Family Closet where parents can donate children's clothing they no longer need, and partake of items dropped off by other families.

"Educators in Wisconsin work very hard to ensure that students have the opportunity to graduate ready to succeed in the 21st century," said Burmaster. "Part of enabling a child to learn is helping to make sure that outside challenges don't get in the way." ■■■

Steve Schneider is past-president and can be reached at steve498@charter.net.

This news release is available electronically at <http://dpi.wi.gov/eis/prmenu.html>.

"Resources and Strategies to Assist Families Experiencing Challenges Related to the Economic Recession" is viewable at http://dpi.wi.gov/homeless/doc/serv_for_families_08.doc.

The DPI Web video Family Closet at School is viewable at www.youtube.com/watch?v=pYkxtumGDAs.

BENEFITS OF FREE AND REDUCED LUNCH PROGRAM BEYOND MEALS

- Consideration for free eye exam and eyeglasses through the school nurse.
- High school students would qualify for: test fee waivers for PLAN (\$10), PSAT (\$13), ACT (\$31-\$46), SAT (\$43) and AP (\$78/exam).
- College application fee waivers (\$30-\$50).
- Scholarship for University of Wisconsin pre-college summer programs (\$300-\$600).
- Consideration for scholarships intended for families with high financial need.

DEVELOP CLASSROOM CONFIDENCE

BY JUDITH KUSE

Until recently, the majority of school counselors came into the profession with a background in teaching. Now school counselors' career backgrounds are more diverse, and teaching school counseling curriculum represents a 15 percent-45 percent allocation of time, depending on whether the school counselor is assigned to an elementary, middle or high school.

The Wisconsin institutions of higher education that offer approved graduate programs in counselor education do a solid job of preparing professional school counselors, and still many experience doubt and anxiety about their effectiveness in the classroom.

System support includes professional development, and you can often find that in your own school building. Listen to your students and colleagues. Which teachers are making the most positive

impact? Ask quality teachers if you can observe them, and seek their advice about what constitutes a quality lesson.

Next, prepare a lesson. Tailor it to address a student or school need. Be sure your lesson aligns with Wisconsin's Model Academic Standards for School Counseling. Begin with a pre-test survey so you will be able to determine whether the lesson produced the desired student outcomes. Keep in mind the developmental level of your students, and be creative in deciding what your pre-test survey will look like. Then, initiate an activity that engages your students with the issue. Deliver key content that teaches the attitudes, skills or knowledge you want your students to develop. Give your students an opportunity to practice what they've learned by asking them to demonstrate their new skill or to apply their new knowledge. Finally, develop a

post-test survey that mirrors your lesson.

If you need assistance developing a lesson, one excellent resource is The Center for Excellence in School Counseling and Leadership at <http://cescal.org/>.

Use the results of your pre- and post-tests surveys to measure student outcomes. Share your data with your colleagues and your building administration. Learn from your data, and revise the lesson in ways that will make it more effective.

By teaching school counseling curriculum in this way, you will be able to show not only what you do as a school counselor but, more importantly, how your school counseling program is making a difference in student outcomes.

Judith Kuse is the DPI school counseling consultant and can be reached at judith.kuse@dpi.wi.gov

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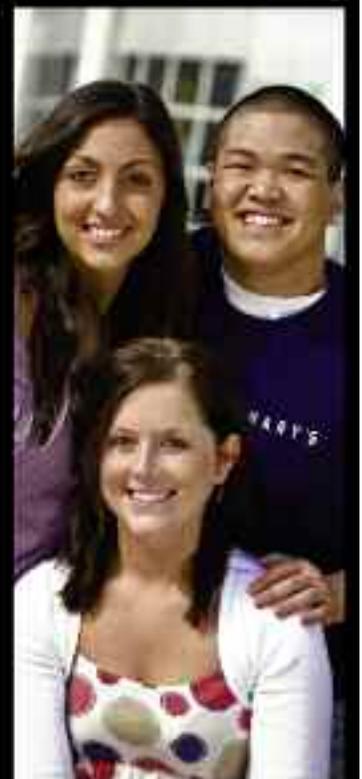


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GRADUATE STUDENTS: GET INVOLVED IN THE PROFESSION

BY BOBBIE DAUL

Hello graduate students, professional school counselors and counselor educators. I will be serving as the WSCA student representative for 2009-2010. I am in my third and final year of the professional counseling program at the University of Wisconsin Oshkosh, and I am a returning Graduate Student Subcommittee member. I would like to take this opportunity to thank Brianne Mehlos, last year's student representative, for nominating me. Mehlos' dedication and enthusiasm for school counseling is more than encouraging and inspires me to continue the vision for graduate students to have a voice within the profession. Thank you also to Michael Morgen, president, and the WSCA Governing Board for voting to appoint me to the student representative position. The passion these individuals have for school counseling fills me with excitement and strengthens my enthusiasm for the profession.

This year one of my goals is to continue to increase the awareness and involvement in WSCA of graduate students. I will also focus on having a strong voice with our state legislators by encouraging school counseling graduate students to participate in the School Counselor Day on the Hill.

The professional development opportunities offered by WSCA, particularly through membership, the annual conference and the Graduate Student Subcommittee, are great ways for graduate students to get involved and start connecting with current professional school counselors.

I am thankful to have the opportunity to work with the Graduate Student Subcommittee again this year and strengthen the voice of graduate students. By promoting our vision of providing an opportunity for all students in school counseling programs to engage in collaboration, education and advocacy, we provide a voice for students within the profession.

Our goal is to have student representation from all 12 school counseling programs in Wisconsin.



This year we will be holding regional meetings to accommodate our fellow graduate students who were unable to participate in the past due to long distances to meeting locations. At these meetings, students will be able to share their concerns about preparing for the profession and involvement with professional organizations, as well as develop additional goals for the subcommittee. As the student representative, I will share concerns at WSCA Governing Board meetings and serve as a liaison between graduate students and current professional school counselors.

Looking at the year ahead, I would like to see the subcommittee continue moving forward to strengthen the voice of graduate students within the profession. Last year, subcommittee members participated in the annual conference by hosting a hospitality room for graduate students, as well as leading the graduate student Swap Shop sectional. The Graduate Student Subcommittee also increased student membership and representation of school counseling programs throughout the state, including Lakeland College, Marquette University, UW-Milwaukee, UW-Oshkosh, UW-Stout and UW-Superior.

This year we would like to add student representatives from the remaining school counseling programs. Our goal is to have representation from all 12 school counseling programs in Wisconsin. If you are a graduate student who's interested in professional development and getting involved at the state level, please contact me at daulb84@uwosh.edu. If you are unable to participate in the Graduate Student Subcommittee but still want to get involved, there are several opportunities through WSCA committees, such as the Education/ Professional Development Committee, the Government Relations Committee or the Advocacy and Public Relations Committee.

For more information about WSCA and various professional development opportunities, visit the WSCA Web site at www.wscaweb.org. If you have any questions regarding the Graduate Student Subcommittee, attending the conference or getting involved, please do not hesitate to e-mail me. I am really looking forward to this year and serving as your student representative. Let's make it a great year. ■■■

Bobbie Daul is the WSCA student representative and a Graduate Student Subcommittee member. He can be reached at daulb84@uwosh.edu.

2010 WSCA CONFERENCE

BY JOHN BOWEN

Welcome back school counselors. I hope you had an enjoyable summer vacation and a good start to the 2009-2010 school year. It is time to begin planning for the 2010 WSCA Preconference and Conference to be held at the Ramada Hotel and Convention Center in Stevens Point on Feb. 24-26, 2010. The registration fees for the 2010 WSCA Conference will remain the same price as last year's conference.

We have selected preconference workshops for Wednesday, Feb. 24, which will provide excellent choices for all WSCA members.

FULL-DAY PRECONFERENCE WORKSHOP PRESENTERS

Lance Williams, Ph.D.: *"Lessons Learned from Hip-Hop: Using the Voice of Youth as a Transformative Tool to Create Positive, Pro-Social Behavior"* Williams is the assistant director of the Jacob H. Carruthers Center for Inner City Studies and assistant professor of Inner City Studies Education, Northeastern Illinois University, Chicago, Illinois. Williams has developed a powerful workshop format that uses hip-hop music and videos to focus on the mass media's influence on adolescent behavior.

Carol J. Kaffenberger, Ph.D.: *"Making Data Work"* Kaffenberger is an author, professor of counseling and ASCA counselor educator vice president. The purpose of the workshop is to introduce the power of data-driven decision making to resolve educational issues. The workshop provides step-by-step implementation strategies along with a variety of resources and examples.

Stephanie G. Robinson, Ph.D.: *"Diversity and Cultural Competence: Myths and Realities in the 21st Century"* Robinson is one of the founders of the Educational Trust, Washington, D.C. She serves on numerous national boards and commis-

sions and has published numerous articles on educational reform. The workshop will explore the concept of diversity, the myths that surround the idea and the 21st century realities that confront our society.

HALF-DAY PRECONFERENCE WORKSHOP PRESENTERS

Tim Burns: *"Enhanced Educational Performance Through Stress Reduction and Well-Being Support: A Hands-On, Practical Approach"* Burns of Educare Institute in Santa Fe is an educational specialist and author who has worked with educators in the United States and many foreign countries.

Eric Szatkowski: *"The Dark Side of the Internet"* Szatkowski is a special agent with the Wisconsin Department of Justice and is assigned to Wisconsin's Internet Crimes Against Children Task Force. More than 170,000 people in Wisconsin and the United States have seen his dynamic presentations on Internet crimes against children.

Thomas Shiltz: *"Utilizing Motivational Interviewing in Working with Challenging Adolescents"* Shiltz is a mental health therapist and training specialist at Rogers Memorial Hospital. He will share new ideas on working with adolescents.

Lori Kornblum: *"Safe, Simple, Smart Guidelines for Minimal Facts Interviewing."* Kornblum is a Milwaukee County assistant district attorney. This workshop will deal with pre-investigative interviewing for mandated reporters.

Patric Mattek, Ph.D. & Sandra Mueller, Psy.D.: *"Understanding Trauma and Anxiety in Children: What's Going On and How to Help"* Mattek and Mueller are psychologists at Performance Enhancement Behavioral Health and Counseling Services in Franklin, Wis. This workshop will help participants under-

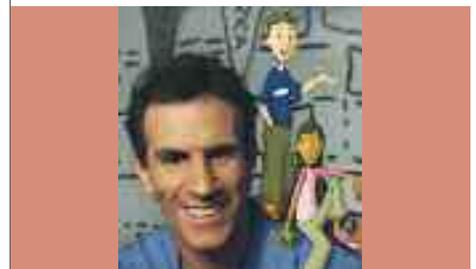
stand anxiety and trauma and develop strategies to help students.

There will also be seven outstanding evening preconference workshops on Feb. 24. The evening workshops will be listed in the 2010 WSCA Conference brochure that will be mailed to you in late October.

KEYNOTE SPEAKERS: THURSDAY, FEB. 25 AND FRIDAY, FEB. 26



Hal Urban, Ed.D.: Urban's Thursday opening keynote *"Positive Words, Powerful Results"* will provide an excellent start to the 2010 WSCA Conference. He has won several awards for teaching excellence at both the secondary and the university levels. Urban is the author of five books and has made over 1,000 presentations in 40 states and five foreign countries.



Trevor Romain: Trevor Romain's Friday brunch keynote *"How to Listen To Children"* will be a powerful closing to the 2010 WSCA Conference. South African-born, Romain has taken what he has learned over the past two decades from speaking to tens of thousands of children and created products to promote social, emotional and health fit-

ness for students. He is the author and illustrator of over 30 books, including the international best-seller, "Under the Big Sky."

The heart of the conference, as always, will be the school counselors who do sectional presentations. Please use the 2010 WSCA Call for Sectional Programs form in this issue to submit a sectional proposal. Your ideas and programs are very important.

We have also included the flier announcing the new 2010 WSCA graduate credit possibilities that are offered in conjunction with the February 2010 WSCA Conference. The University of St. Thomas graduate courses will have a choice of a new three-credit graduate course or two one-credit graduate courses.

The heart of the conference, as always, will be the counselors who do sectional presentations.

es. There is a 2010 WSCA Conference course informational flier in this issue of *Counselink* that can be mailed or e-mailed to request more details on the conference course credit options.

Exhibitor information for the 2010 conference can be requested from Mark Kuranz at (262) 637-9623 or e-mail: mkuranz@wi.rr.com. There is also a 2010 WSCA exhibitor registration form included in this *Counselink* issue.

The conference committee had excellent feedback about the 2009 WSCA Conference. As a result of your feedback, we will be increasing the time available for eating lunch on Thursday. We will also continue to express our concerns to the Ramada Hotel staff about the female wait-staff uniform required by the Tilted Kilt restaurant franchise. Your feedback provides us with the backing we need to address this important issue.

This year it is again important that you plan ahead to get permission from your administration to attend the conference. If you have any questions or ideas, please contact me: John Bowen, WSCA conference tri-chairperson, phone/fax: (414) 427-4803, e-mail: jmbkeb@execpc.com.



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HOW THE LUNCH BUNCH AND THE RECESSION ARE CONNECTED

BY CHRIS FRYE AND AMY PENDERGAST

Last year I was having lunch with the Lunch Bunch, a group of students who sign up ahead of time and come to my office with a group of their friends and have lunch with me. I try to limit it to four students, but since I can never say “no” to a student who asks, “Can I come to Lunch Bunch too?” I have been known to have 10 or more students scrunched around my table. The students seem to talk more freely about what is going on in their lives during Lunch Bunch. They talk about how their day is going, what they will do over the weekend and what is happening with their friends and families. I tend to just sit back and listen to the conversation between the students.

Last year during a Lunch Bunch session a student made a comment about a parent being laid off and not having a lot of money. Other students chimed in about the money problems in their households. Another student expressed concern that her family may have to move. The recession issues are big issues for little people to deal with.

Kids listen to the adults in their lives and try to make sense of the grown-up conversation in their young minds. Some students worry and try to come up with ways they can help and deal with the obstacles in their family life; others may internalize what they have heard and develop worry, anxiety and behavior issues as a way to cope with what is happening.

According to the Wisconsin Department of Workforce Development (DWD), the unemployment rate for June 2009 was 9.2 percent compared with 8.7 percent in May. Compare the current unemployment rate with the rate in June 2008 of 4.7 percent and it shows how quickly

What can we do as school counselors to help children cope with parents losing jobs, being displaced because of foreclosures, or worry and anxiety about having less money?

things can change. As the unemployment rate increases, more and more families are trying to cope with making ends meet. People are losing their jobs, others can't find work and people are trying to raise their families on less.

What can we do as school counselors to help children cope with parents losing jobs, being displaced because of foreclosures, or worry and anxiety about having less money? We can connect families to services in the community such as food banks, clothing drives, financial assistance, or rent and energy bill assistance. For example, in the community where I work there is a foundation called People in Business Who Care. I have referred families to this organization, and it has helped the families get what they need. It is important for us to know what is available in the community for families in need.

Other helpful ideas could include organizing a gift drive at Christmas. The last few years I have organized a Giving Tree at my school. I send letters home to families who are in need and ask for a list of gift ideas for the children in the

family. The names are confidential and the person purchasing the gifts only knows the age, sex and gift ideas for the child; no names are revealed. Staff in my school pick a student to sponsor and purchase gifts for that child, and I organize the distribution of the gifts.

It is important for students to have everything they need to be successful in school. The school supplies that have been donated to my school are housed in my office. Maintaining available school supplies for students who may need them throughout the year can at least take some of the worry off the already full plate of a student or parent who is having difficulties.

Be reassuring and supportive to the students, and help them maintain a consistent schedule and routine at school. This will help them feel safe and secure.

This is a very sensitive topic to discuss with parents, and our training and expertise has prepared us to appropriately approach and work with students and parents. The school counselor is often the person in the school who parents will go to when they need help, which is why school counselors should always know how to access helpful family resources. ■

Chris Frye is the WSCA elementary vice president and can be reached at fryec@prescott.k12.wi.us. Amy Pendergast is the WSCA elementary vice president-elect and can be reached at pendergasta@mpsd.k12.wi.us.

REFERENCES:

http://dwd.wisconsin.gov/dwd/newsreleases/2009/unemployment/0609_state_lmi.pdf

STUDENTS IN THE SCHOOL OF RECESSION

BY ANGELICA VALDIVIA AND CHRISTINA ROMATOWSKI

As a school counselor in the Racine Unified School District, I work in a building with over 700 students. Of these 700 students, over 65 of them receive free and reduced lunch. Racine schools have a long history of assisting families that come from diverse ethnic and economic backgrounds.

As a school counselor, I find myself wanting to do everything possible to provide our families with food, clean clothes and a sense of security. Often these families are too embarrassed or, due to language barriers, unable to let schools know they are struggling. As counselors and school staff, it is important to note any changes in appearance, behavior, academics or attendance as these can all be indicators of an unstable financial situation.

Our school has weekly support-staff meetings, which include our school counselors, the social worker, the school psychologist, the school nurse and administration in order to collaborate on issues affecting our students. These routine meetings provide an opportunity to strategize on how we can best support these families. In addition to these meetings, our student organizations often hold fundraisers and donation drives for local agencies. As a school we also provide grocery gift cards, clothing, personal hygiene products and other items needed by individuals in our school.

Often our neediest students struggle academically and do not have a secure home environment. Fortunately in the Racine School District, these students have an opportunity to attend the Lighted Schoolhouse Program, designed specifically for struggling students, homeless students and economically dis-

advantaged children. Through this program, enrichment and academic classes are designed to enhance character education and supplement the school day curriculum. The Lighted Schoolhouse Program operates in our elementary and middle schools Monday through Friday for three hours after school.

As we begin another school year, take time to think about how you can work with “students in the school of recession.” Have a safe and fulfilling year.

You can find more information on community education programs such as Lighted Schoolhouse in “Community

Education: A Resource and Planning Guide,” No. 3175, 1992, \$21, available from the Department of Public Instruction.

More information about Racine’s Lighted Schoolhouse project can be found under the Parent tab at www.racine.k12.wi.us.

Angelica Valdivia is the WSCA middle school vice-president elect and can be reached at angelica.valdivia@racine.k12.wi.us. Christina Romatowski is the WSCA middle school vice president and can be reached at cromatowski@luxcasco.k12.wi.us.

THE PUBLICATIONS COMMITTEE INVITES YOU TO JOIN US

Have you been thinking you’d like to find a way to be more involved in WSCA? If so, the Publications Committee is looking for YOU. The Publications Committee is primarily responsible for the publication of *Counselink*, a school counseling journal mailed to WSCA members on a quarterly basis. The Publications Committee will ensure *Counselink* and any other publications from WSCA support the goals established by the WSCA Governing Board and are aligned with the mission and vision of the organization.

As a member of the Publications Committee you will:

- Work with the Publications Committee to establish publication timelines, deadlines and topic themes for *Counselink*. (Est. time: 1-2 hours per year.)
- Proofread/edit articles for *Counselink*. (Est. time: 2-3 hours, four times per year.)
- Maintain awareness of best practices in the profession of school counseling for potential articles for *Counselink* or for other WSCA publications. Communicate this information with most appropriate WSCA Board member, e.g., grade-level VPs. (Est. time: 1 hour per month.)
- Develop additional publications to support the goals of WSCA. Proofread/edit materials when needed. (Est. time: TBD.)
- Be open to new opportunities that support the publication of the work of school counselors.

Interested? Contact Publications Chair Lori Peacock at lpeacock@new.rr.com.

Where the Jobs Are:

CAREER DEVELOPMENT DATA AT THE BUREAU OF LABOR STATISTICS

BY KEVIN FORMOLO, NCC

Even during an economic recession, high school counselors are still in a position to prepare students for the world of work. It isn't like school counselors can just put things on hold and wait for a better economy to support their students' dreams regarding their careers and future ambitions. In tough situations like our current economic state, school counselors rise to provide compassionate, responsive services to students and families.

School counselors continue to create, discover and implement interventions to ensure students' basic needs are met. While providing responsive services is one aspect of our job during this difficult time, we are also responsible for preparing high school students to enter the ever-changing world of work.

Knowing that after the summer I would be back at school working with students, I recognized a need to reframe my understanding of the current labor force, future job outlook and best resources for career planning with students and families. School counselors are positioned to prepare our students for the 21st century by creating individual learning plans, inviting parents to participate in student/parent conferences, preparing post-secondary plans, and working tirelessly with high school seniors as they begin to transition to the post-secondary world.

This summer I attended the annual American School Counselor Association (ASCA) conference in Dallas. A particularly interesting breakout session was "Where the Jobs Are: Employment Analysis and Projections From the Bureau of Labor Statistics" presented by Michael Wolf, a supervisory economist for the Bureau of Labor Statistics Employment Projections Program. I left



this session with a better understanding of the current economic landscape, the 2006-2016 projections, the job outlook by education, and the great resources available to us as we work with students on career development.

I was also reminded that the Bureau of Labor Statistics (BLS) Web site, www.bls.gov is a great resource for school counselors and students. Through the summer, I used this site to assist my professional development goal and reframe my understanding of the labor force, job outlook and resources for working with students. I discovered several links within the BLS Web site to be helpful. I have highlighted a few sections of the site with valuable career development resources for students:

- **Career Information for Students:** This section includes a wealth of resources for counselors, teachers and students. I specifically like the Education Pays chart because it helps educate students and families on the correlation between the level of education and amount of income earned. This factual data is meaningful for students and families.
- **Occupational Outlook Quarterly & Monthly Labor Review:** This is a

great magazine to help school counselors stay up to date on the labor market. You can search for relevant articles by keywords or specific issues.

- **Spotlight on Statistics:** In the field of school counseling where the word data is being used almost as much as the word confidentiality, this link on the BLS site is helpful in finding statistics regarding a multitude of factors. This information will be helpful in creating classroom lessons, discussing the job market with students and families, and developing a broader understanding of the labor market.

While I have only mentioned three specific areas of the BLS Web site, I strongly recommend spending time researching, reading and implementing information from this site into your school counseling program. The BLS site is helpful for developing lessons, giving insight at student/parent conferences and providing students with career development information. ■■■

Kevin Formolo is the WSCA secondary vice-president and can be reached at kformolo@sheboygan.k12.wi.us.

NEW PROGRAMS FOR MANAGING COLLEGE DEBT

BY SUZANNE GRIFFITH AND BARBARA FLOM

Hands clutching diplomas and heads filled with knowledge, this year's college graduates have stepped from campus into an uncertain economy, record unemployment and a mountain of debt. Tuition hikes and fewer grants mean more college students than ever are borrowing more money than ever to earn their degrees. Recent federal legislation, however, has reformed unreasonable monthly payment plans and provided limited loan forgiveness for qualifying students. Beginning July 1, 2009, a path is being charted through debt and toward eventual financial independence for college students and graduates.

According to the U.S. Department of Education's (ED) Project on Student Debt, indebted college students have grown from a minority of undergraduate students in the mid 1990s to more than 65 percent of current undergraduates. Indebtedness levels have more than doubled during that time to an average of \$22,700 upon graduation. Graduate student indebtedness has grown as well, with about 55 percent of master's level students now assuming an average debt load of \$31,031 to further their education.

What happens when the debt comes due? Luckily, 95 percent of the individuals with student loan debt manage to pay regularly, for the first two years at least, the time frame reported by the ED. Tracking payments further out shows nearly double the rate of defaults. Closer examination also reveals default rates vary enormously by amount of indebtedness, salary level after graduation and race/ethnicity.

Defaulting on a student loan brings on a nightmare of collection agency calls; interest and collection costs added to the original balance can balloon debt



The Income-Based Repayment Program and the Public Service Loan Forgiveness Program offer some relief for the first time.

loads up to six figures. Bankruptcy is not a solution, as student loan debts are not forgiven as part of these settlements. And even individuals who do not default on loans report consequences such as anxiety, changed career paths, premature termination of education, or deferred decisions about family and home ownership.

The summer 2009 implementation of two ED programs, the Income-Based

Repayment Program and the Public Service Loan Forgiveness Program, offers some relief for the first time. The programs have career implications for students currently enrolled in college and graduate school. Both programs support students who enter lower paying, and particularly public service careers, including school counseling. Income-Based Repayment caps monthly payments for qualifying low wage earners who hold federal student loans. Public Service Loan Forgiveness forgives remaining debt after 10 years' work in jobs that serve the public, including teaching, government service, employment in non-profit organizations, and service in AmeriCorps or the Peace Corps.

High school counselors and campus career counselors can at last offer new hope for students undertaking significant student loan debt. The passage of these two programs allows indebted college students - that is, most college students - to consider a much wider range of career and service opportunities without fear of financial ruin.

For more detail on the information provided above, see these Web sites:

- Project on Student Debt
www.projectonstudentdebt.org
- Income-Based Repayment
www.ibrinfo.org/what.vp.html
- American Student Assistance
Student Debt Statistics
www.amsa.com/policy/resources/stats.cfm

Suzanne Griffith is the WSCA post-secondary vice-president and can be reached at sgriffit@superior.edu. Barbara Flom is the WSCA post-secondary vice-president elect and can be reached at flomb@uwstout.edu.

CALL FOR SECTIONAL PROGRAMS 2010 WSCA SCHOOL COUNSELOR CONFERENCE

The heart of all WSCA conferences will always be the sharing of material from school counselors in the trenches. Therefore, speak out. Share your latest, greatest at the WSCA Conference, Feb. 24-26, 2010, by doing a sectional. We require **THREE COPIES OF PROGRAM PROPOSAL AND RESUME from at least one of the presenters for application to be considered.** (These are needed for NBCC accreditation).

Criteria used for review and selection of program proposals will be based on the interest in topic, and clarity of proposal. Diverse and innovative programs are encouraged. Programs will be chosen that meet the needs of all levels of school counselors and other professionals and individuals interested in school counseling. **Conference sectionals will be one hour long.**

NOTE: Presentations encouraging purchase of books, materials or services will be noted.

DEADLINE FOR PROPOSAL SUBMISSION IS NOV. 13, 2009

Send the information to:

Ann Fuerbringer, 1162 Auburn Road, West Bend, WI 53090,

Work Phone: (262) 644-8037 Home Phone: (262) 334-6135 Fax: (262) 644-1936

Targeted Audience: (Circle the level that **BEST** applies) K-5 6-8 9-12 K-8 K-12 Post Secondary

PROGRAM TITLE: _____

Please print or type a short program description (75 word limit; if over, we reserve the right to edit) to be included in the conference booklet if your sectional is chosen.

PRESENTER 1 (Contact person). Please type or print the information. **Please include an e-mail address because it will be used as the primary form of communication** and unless otherwise specified, correspondence will be mailed to your home address.

Name _____ E-mail Address _____

Job Title _____ Employer _____

Home Phone () _____ Work Phone () _____

Home Address _____ City _____ State _____ ZIP _____

Work Address _____ City _____ State _____ ZIP _____

A-V equipment provided at NO cost to presenters. A-V equipment needs, please check *

VCR/TV Monitor DVD/TV Monitor Overhead Projector/Screen Screen Only

***NOTE:** The conference committee is responsible for A-V equipment **ONLY** if **YOU** check the information on the CALL FOR SECTIONAL PROGRAM form. **We can only supply what is on the list above.**

PRESENTER 2

Name _____ E-mail Address _____

Job Title _____ Employer _____

Work Address _____ City _____ State _____ ZIP _____

**DEADLINE FOR PROPOSAL SUBMISSION IS NOV. 13, 2009
and 3 COPIES OF CALL FOR PROGRAM PROPOSAL AND RESUME ARE REQUIRED**

**WSCA CONFERENCE 2010 EXHIBITOR REGISTRATION
FEB. 24-26, 2010, RAMADA HOTEL, STEVENS POINT, WIS.**

Organization Name _____

Note: There will be a 25 percent processing fee on all requests for cancellation.

EXHIBITOR 1

Please note: Print or attach a business card. This address and information is listed in the conference booklet, and e-mail is the preferred method of communication.

Name _____

Business Web site _____

E-mail Address _____

Business Address _____

City _____ State _____ ZIP Code _____

Business Phone () _____ Home Phone () _____

For Office Use Only

Expo Table #

Garden Room #

Pineries Table #

Date Confirmation Sent

ADDITIONAL EXHIBITORS

(Please Print Clearly)

Exhibitor 2 Name _____

Exhibitor 3 Name _____

Exhibitor 4 Name _____

EXHIBITOR OPTIONS

Exhibitor Hours: Wednesday 4-6 p.m. (optional), Thursday 8 a.m.-6 p.m., and Friday 8-11 a.m.

EXPO CENTER

Fee: \$245

of Table(s) Requested _____

Table Location in 2009 # _____

Note: Exhibitor registration is located here. Free popcorn and a quick lunch service (on Thursday) in the back of the hall help to draw people through this space.

PINERIES/PINERIES HALLWAY (FORMERLY THE ATRIUM)

Fee: \$295

of Table(s) Requested _____

Table Location in 2009 # _____

Note : Free popcorn and a quick lunch service (on Thursday) in the back of the hall helps to draw people through this space.

SPECIAL NEEDS: (Check all that apply)

- Electricity Phone Line (\$65/line) Wall Space (Expo only) Other/Specify

Please print clearly a 25-30 word description (included in the conference booklet) of the product/purpose of your booth.

FEES

Expo Center	\$245	_____
Pineries/Pineries Hallway	\$295	_____
Phone Line (\$65/line)	\$65	_____
Deposit (if made deduct)	(\$50)	_____
Total		_____

**MAIL REGISTRATION WITH \$50 DEPOSIT
PAYABLE TO WSCA TO:**

**Mark Kuranz
3333 Patzke Lane
Racine, WI 53405**

Questions? Call (262) 637-9623
or e-mail: mkuranz@wi.rr.com

2009-2010 PROFESSIONAL RECOGNITION AWARD NOMINATIONS

1. Please check the award for which the nomination is being made:

- A. The Althea Brach Counselor of the Year Award** To recognize those persons who have provided outstanding service or achievement in the school counseling profession in Wisconsin. This award will be given to four recipients, one each at the elementary, middle, secondary and post-secondary level. Counselors working in K-12 settings may be nominated at the elementary, middle or secondary levels.
- B. Mary Gehrke-McAllister Leadership Award** To recognize those persons who have provided outstanding leadership to the school counseling profession in Wisconsin.
- C. Supervisor-Administrator Award** To recognize those persons who have made significant contributions to the field of school counseling.
- D. Advocacy Award** To recognize those persons not in the field of school counseling who have made significant contributions to the school counseling profession.
- E. Jerome Henning Legislator Award** To recognize those members of the legislature who have made significant contributions to the school counseling profession.
- F. Research and/or Professional Writing Award** To recognize those persons who have contributed to the profession by conducting, publishing or producing organized research in the field of school counseling, or who have made an outstanding contribution to the profession by writing for publication.
- G. Human Rights Award** To recognize a WSCA member who is an example of equality and fairness to all individuals.
- H. Secretarial/Support Staff Award** To recognize those persons who support and enhance the work of the school counselor.
- I. Friend of Counseling Award** To recognize those persons (e.g., parents, volunteers, other educators, etc.) who through their leadership, acts or support have made contributions to the school counseling profession.

2. Name of Nominee (Please print) _____

Job Title _____

Institution _____

Address _____ City _____ State _____ ZIP _____

3. Instructions for nominating Awards A, B, C, D, E, G, H, and I:

Submit a letter of nomination. Include two (2) additional letters supporting the nomination and/or no more than five (5) pages of supporting information specific to the criteria of the award. Please be sure the information supports your nominee's eligibility for the award. This nomination form must be returned with the nomination letters and information.

4. Instructions for nominating Award F:

Same as above and to include the complete reference to the writing or research: Title of book or journal, date of publication, volume and number. If possible, please submit a copy of the paper or publication in which the nominated materials appear.

5. Deadline: Nominations must be postmarked no later than December 1, 2009

Return to:

WSCA

2830 Agriculture Dr.

Madison, WI 53718

Questions, please contact: Allison Ceponis (608) 877-5511 or allison.ceponis@stoughton.k12.wi.us

6. Name of person making nomination _____

Address _____ City _____ State _____ ZIP _____

Job Title _____

Telephone _____ E-mail _____

Please note that the person making the nomination will be notified via e-mail of his or her nominee's winning status by Feb. 1, 2010.

2009-2010 WSCA/TCF NATIONAL BANK SCHOLARSHIP

The Wisconsin School Counselor Association (WSCA) and TCF National Bank have established the WSCA/TCF National Bank Scholarship Program to assist students with their post-secondary education.

FOUR \$1,000 SCHOLARSHIPS WILL BE AWARDED

ELIGIBILITY: High school seniors who:

- Are attending a public or private high school in Wisconsin and,
- Will be attending a post-secondary education program during the 2010-2011 school year.

APPLICATION PROCEDURES:

1. Write a one-page essay (8½ x 11, typed) describing how a school counselor or a school counseling program has helped you plan, decide, resolve or grow in some area(s) of your life.
2. Send one copy of the essay and the completed entry form below to:
WSCA
2830 Agriculture Drive
Madison, WI 53718
3. For questions, please contact Allison Ceponis at allison.ceponis@stoughton.k12.wi.us or (608) 877-5511.

DEADLINE: Entries must be postmarked no later than Dec. 1, 2009 for scholarship consideration.

AWARD NOTIFICATION: Award recipients will be notified via e-mail by February 2010.

The decisions of the judges will be final.

(Save this information for your personal records)

.....

Complete and include this portion of the form as the leader page to your essay. Do not staple or paper clip.

Place your name here only, not on or within the essay itself.

2009-2010 WSCA/TCF NATIONAL BANK SCHOLARSHIP ENTRY FORM

Name: _____

Address: _____ City: _____ State: _____ Zip _____

Telephone: _____ E-mail: _____

High School: _____ H.S. Graduation Date: _____

Education plans for the 2010-2011 school year: (check one) Two-year school Four-year school

The institution you plan to attend, during 2010-2011 school year: _____

I understand that the essay I am hereby submitting becomes the property of the WSCA/TCF National Bank Scholarship Program and may be used by them for purposes they see fit. Furthermore, should I be a recipient of this scholarship, I give permission to the WSCA/TCF National Bank Scholarship Program to use the information submitted on the entry form.

Signature: _____ Date: _____

MEMBERSHIP UPDATE

BY MARILYN BRINK

As I begin my second year as the membership chair, I am excited to work with Morgan Data Solutions, LLC in managing the WSCA membership. The number of members has outgrown the scope of volunteer-only management, and coupled with our goal of improving membership services, the WSCA Governing Board has voted to contract with Morgan Data Solutions (MDS), a full-service association management company based in Madison, Wisconsin.

MDS' three areas of expertise are: (1) Financial tracking, budgeting, tax compliance and auditing; (2) Database maintenance and data infrastructure development; and (3) Web-based services for communication and marketing activities.

MDS has been working with WSCA for the last five years to keep the financial records in order. They will now be managing the day-to-day membership duties and provide their expertise in growing and maintaining our membership.

Please remember that your WSCA annual membership term has changed from the October renewal date to an annual membership year based on the date you joined. This year we will transition into establishing a membership anniversary date based on the month you pay your membership dues. There will be a grace period of 30 days for you to pay your dues before your membership status goes to inactive. Please watch for your renewal letter in the mail.

You can renew your membership or access the membership form online at www.wscaweb.org. Membership forms can be mailed to WSCA Membership, 2830 Agriculture Dr., Madison, WI 53718.

If you have any questions or concerns, or if you are interested in working with me on the membership committee, please contact Marilyn Brink at brinkm@evansville.k12.wi.us.

MARK YOUR CALENDAR

WSCA Conference 2010
February 24-26, 2010
Ramada Hotel, Stevens Point, WI

2009-2010 MIKE TROY GRADUATE STUDENT SCHOLARSHIP

A \$1,000 scholarship will be awarded to two individuals pursuing a master's degree in school counseling from an accredited Wisconsin university. The final winners will be notified of their scholarship award by February 2010.

Please submit:

- Mike Troy Graduate Student scholarship form.
- A resume including related employment, volunteer and community involvement, and WSCA membership.
- All post-secondary transcripts (unofficial).
- A two paragraph statement of your professional goals.
- One letter of recommendation from an advisor or counselor educator including verification of enrollment.

Deadline:

- Entries must be postmarked no later than **Dec. 1, 2009** for scholarship consideration.
- Award winners will be notified via e-mail by February 2010.

Criteria:

- WSCA membership.
- Acceptance or enrollment in a Wisconsin school counseling graduate degree program.
- Post-secondary education achievement.
- Statement of professional goals.
- Related employment.
- Community involvement.
- Only complete applications will be considered for review; please ensure all submissions and criteria are fulfilled when applying.
- *Family members of the WSCA Board are not eligible.*

Send the application form and requested information to:

WSCA, 2830 Agriculture Drive, Madison, WI 53718

Please contact Allison Ceponis at allison.ceponis@stoughton.k12.wi.us or (608) 877-5511 with questions.

1. Identifying Information

Name _____ Address _____
Home phone _____ E-mail _____

2. Post-Secondary Education (include transcripts)

Current Institution _____ Dates _____ Degree _____
Previous Institution _____ Dates _____ Degree _____
Previous Institution _____ Dates _____ Degree _____

3. Awards, Honors, Recognitions, Scholarships



Counselink

Wisconsin School Counselor Association

2830 Agriculture Dr.

Madison, WI 53718

www.wscaweb.org