



WA - CCER

The Washington Association for Career Counseling & Employment Readiness

MARCH 2018 NEWSLETTER

MESSAGE FROM THE PRESIDENT

Let me start by saying *Thank You* to all the WA-CCER members for all they do every single day for students under their supervision. It's not always an easy job—but its so worth it when students succeed and you see them move forward in their lives. That's what it's all about!

We are well into the month of March and for many of us Spring Break is just around the corner. For me, that's the time to start thinking about Fall 2018. Are any of my certificates going to expire June 30? Do I need more clock hours—or where did I put those clock hour forms? When I

start to feel like everything is due at one time and the pile on my desk keeps getting deeper and deeper, I take a



few minutes to walk around the school, talk with students and remember they are the reason I love my job. I also take the time to practice much needed self-care. That can be as simple as sitting quietly for a minute with my eyes closed or turning on peaceful music and sipping my diet coke. :) You find whatever works for you.

At the end of this newsletter I have included an article on Mindfulness which is intended to help you calm your mind during or after a stressful day. It's also useful with students who are experiencing heightened levels of stress and anxiety.

Hang in there, be well, enjoy the warming weather and thank you again for making a difference. Nora Zollweg

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WORKSITE LEARNING AND CAREER CHOICES CERTIFICATION

OSPI cannot grant any CTE Conditional certifications for Worksite Learning and/or Worksite Learning and Career Choices. Even if completing the WSL course, OSPI cannot grant the CTE conditional certificate. The teacher/applicant will need to enroll in the BLOCK I (college/university route) or BLOCK II (Business and Industry route program) in an area **other than** Worksite Learning and work towards obtaining the CTE Initial certification (**WAC 181-77-068**).

If you have completed the Worksite Learning course, and hold a CTE probationary, CTE initial or CTE continuing certification, please use Form 4075W (attached) and submit the signed original to OSPI.

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WA-CCER MEMBER OF THE YEAR AWARD—NOMINATE SOMEONE NOW!

Nominations are now being accepted for WA-CCER Member of the Year for the 2017-2018 school year.

The nominee needs to work as one of the following:

- WSL/WBL Coordinator
- JWG Specialist
- Career Choices Instructor
- Career Center Specialist

The person you nominate must also be a member of WA-ACTE and WA-CCER for a minimum of one year.

This is your chance to show your appreciation for

someone who always goes above and beyond to make things right for students.

A nomination form is attached to this newsletter. Please send the completed form to Terry Derrig (contact information on form) no later than Friday, May 25, 2018.



LAST CALL FOR WACCER SCHOLARSHIP APPLICATIONS

This year WACCER is delighted to offer three \$500 scholarships to qualified graduating seniors. Two different scholarships are available. Applications for these scholarships are attached to this newsletter.

Career Center Scholarship (1 scholarships available) goes to —

1. Graduating high school senior who has completed an **outstanding High School and Beyond Plan**.
2. Plans to attend a two-year community/technical college or a four-year college or university as a full-time student, beginning fall 2018.

Financial Needs Scholarship (2 scholarships available) goes to —

1. Graduating High School Senior who has been, or is presently, in an approved WBL Program or Career Choices.
2. Plan to attend a two- or four-year college or university or technical school as a full-time student, beginning fall, 2018.
3. Demonstration of financial need.
4. Recommended by WA-CCER member (Work Sight/Work Base Learning Coordinator, JWG Specialist or Career Choices Teacher).

ALL APPLICATIONS ARE DUE NO LATER THAN APRIL 9, 2018 TO:

Mr. Joe Derrig, WA-CCER Scholarship Selection Committee, c/o AG West Black Hills High School, 7741 Littlerock Road SW, Tumwater, WA 98512. Or email to: joe.derrig@tumwater.k12.wa.us

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SAVE THE DATE—SUMMER CONFERENCE 2018

WA-ACTE Summer Conference 2018 is just around the corner. The dates are August 5-8 in Spokane at the Davenport Grand (the same location as last year). The theme for this conference is CTE—Connecting Education and Careers. Registration for Summer Conference should be available by the second week of April. Just to keep you updated, I have included a schedule and sessions that are being planned by your WA-CCER Executive Board.

Sunday—August 5th is specifically set aside for an all day “boot camp” training. The speakers will be from Gonzaga. Their topics include FAFSA/WASFA, College Bound Scholarships and Private Scholarships. Bring a laptop so you can work online with the presenters.

Monday—August 6th begins with a continental breakfast and key note speaker. The Vendor Room will be open so be sure to check that out. The rest of the day includes sessions that are considered of Across the Board (ATB) interest. The topics are designed to meet the needs of CTE employees. You can choose what you find the most interesting.

Tuesday—August 7th has special presenters we hope will meet the needs of our members. They include Josie Bryan from L&I, Gill Gable from Work Source to discuss “Benefits of Apprenticeships” (Guide Book is attached to this newsletter) and Adam from Wells Fargo who has two awesome sessions on “Financial Health Tips” and “Lets Talk Credit”. These sessions come with excellent handouts and booklets to take back for classroom use.

Wednesday— August 8th closes our conference with WBL instruction from our resident expert Terry Derrig. This presentation includes a flash drive for each participant containing sample WBL forms and other informative materials. If you are a WBL coordinator, you don’t want to miss this session.

OCCUPATIONAL INFORMATION SPECIALIST (OIS) CONVERSION

The Professional Educator Standards Board (PESB) approved new section WAC 181-77-081 (attached) and the accompanying competencies (**attached**) for the **Career Guidance Specialist certificate**. This new certificate will replace the existing CTE Counselor and Occupational Information Specialist (OIS) certificates.

The application that needs to be submitted for

the CTE OIS certificate will depend on the current or most previous certificate held. This link will take you to the OSPI page that provides detailed requirements for all variations of this certificate.

<http://www.k12.wa.us/certification/CTE/InformationSpecialistCTE.aspx>



APPRENTICESHIPS - A PATHWAY TO MIDDLE CLASS

Apprenticeships could provide a path to the middle class for millions of workers, new study says, by [CAROLINE PRESTON](#), Senior Editor, [Higher Education](#)

November 29, 2017

With her plea earlier this month for more investment in apprenticeships, Education Secretary Betsy DeVos joined a long list of policy makers, including former President Obama, who've embraced the workforce training programs as a way to prepare people for tomorrow's careers. But can these programs – long limited to trades such as carpentry, plumbing and masonry – realistically serve as pathways to middle-class jobs for all but a sliver of Americans? A new analysis from Harvard Business School's Project on Managing the Future of Work and Burning Glass Technologies, a software company that studies labor-market data, suggests the answer may be yes.

The company examined more than 23 million job postings and found that 74 occupations – including tax preparers, human resource specialists and graphic designers — could be filled by apprentices who forgo pricey college degrees to earn a salary as they take courses and get on-the-job training. These occupations offer job stability, require a skillset easily obtained through specialized training and eschew hefty licensing requirements. The study also found that the number of jobs filled by apprentices could be expanded eightfold, from 410,000 today to approximately 3.3 million.

“Employers have often shunned apprenticeships because investing in training sounds like a big cost relative to the ‘free’ model of hiring people who are already trained out of the box,” said Matthew Sigelman, CEO of Burning Glass. “But when you put yourself in a position where it's going to take a lot of time and cost a lot of money to fill jobs only to have workers turn over really fast, the status quo may actually turn out to be quite expensive.”

More organizations have begun to adopt this logic.

IBM, Amazon and Microsoft have all started apprenticeship programs to train people for hard-to-fill jobs. Insurance and consulting companies such as Accenture, Aon and Zurich Insurance are expanding apprenticeships in the United States, while such opportunities are growing here in health care and education, too. District 1199C Training and Upgrading Fund, a workforce group in Philadelphia, recently unveiled apprenticeships for would-be community health workers, medical assistants and pre-K teachers.

“This is more than just a fad at this point,” said Brent Parton, deputy director of the Center on Education and Skills with New America, a Washington think tank. “Some companies are going to look at this as a way to diversify their talent; others are going to ask, ‘Have we been hiring BA's out of habit or necessity?’ Some other industries are going to be pressed for workers.” Last year, the Obama administration committed \$90 million to expand apprenticeships and, this June, President Trump more than doubled the amount to \$200 million. Trump, whose celebrity rose off the ratings of his reality show “The Apprentice,” has called for the creation of 5 million apprenticeships over five years while proposing to cut a slew of other job-training programs.

But even according to Burning Glass's bullish assessment, that target appears unrealistic. Parton said he worries that as the administration seeks to quickly ramp up apprenticeships — the DOL has announced an expedited approval process — certain requirements, such as higher wages for apprentices as they build skills, may be cast aside.

“There is a long, proud history of apprenticeships in the United States,” Parton said. While there's “ripe room for modernization” of the training programs, he said, “you don't want to lose what makes them special.”

MINDFULNESS

The month of March seems to be the beginning of extreme stress and rumination by students. Graduation, prom, jobs, college, and leaving home are just a few of the situations that create anxiety in our kids. **Rumination** is the focusing your attention on the symptoms of your distress, and on its possible causes and consequences, as opposed to its solutions. I bet you've already experienced this with your students! I attended a counseling meeting earlier this year that discussed ways we can gain a small amount of control over this kind of emotional response. Its called Mindfulness.

Mindfulness is a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations. It can be used as a therapeutic technique. While I'm pretty sure most of you aren't interested in this as a therapeutic technique, you may consider it as a way to calm students who are anxious or having panic attacks and maybe even yourself on a particularly difficult day. You never know—give it a try. It may help.

Try Mindfulness

The most basic way to do mindful breathing is simply to focus your attention on your breath, the inhale and exhale. You can do this while standing, but ideally you'll be sitting. Your eyes may be open or closed, but you may find it easier to maintain your focus if you close your eyes. It can help to set aside a designated time for this exercise, but it can also help to practice it when you're feeling particularly stressed or anxious. Experts believe a regular practice of mindful breathing can make it easier to do it in difficult situations.

Sometimes, especially when trying to calm yourself in a stressful moment, it might help to start by taking an exaggerated breath: a deep inhale through your nostrils (3 seconds), hold your breath (2 seconds), and a long exhale through your mouth (4 seconds). Otherwise, simply observe each breath without trying to adjust it; it may help to focus on the rise and fall of your chest or the sensation through your nostrils. Try this...

Find a relaxed, comfortable position. You could be seated on a chair or on the floor on a cushion. Keep your back upright, but not too tight. Hands resting wherever they're comfortable.

Notice and relax your body. Try to notice the shape of your body, its weight. Let yourself relax and become curious about your body seated here—the sensations it experiences, the touch, the connection with the floor or the chair. Relax any areas of tightness or tension. Just breathe.

Tune into your breath. Feel the natural flow of breath—in, out. You don't need to do anything to your breath. Not long, not short, just natural. Notice where you feel your breath in your body. It might be in your abdomen. It may be in your chest or throat or in your nostrils. See if you can feel the sensations of breath, one breath at a time. When one breath ends, the next breath begins.

Be kind to your wandering mind. Now as you do this, you might notice that your mind may start to wander. You may start thinking about other things. If this happens, it is not a problem. It's very natural. Just notice that your mind has wandered. You can say "thinking" or "wandering" in your head softly. And then gently redirect your attention right back to the breathing.

Stay here for five minutes. Notice your breath, in silence. From time to time, you'll get lost in thought, then return to your breath.

Check in. After a few minutes, once again notice your body, your whole body, seated here. Let yourself relax even more deeply and then congratulate yourself on some much needed self-care.