

Appendix B

COMPASS High School Program

In the COMPASS High programs, case management functions are delivered by the counselor advocate.

Program Summary

COMPASS High school-based programs serve students entering Grades 9 and 10. Programs offer peer support and positive adult role models and aim to motivate students to remain engaged in school, pursue their goals and interests, and explore postsecondary and career options. Programs also facilitate participants' access to needed services, inside and outside of school. Participants work together as a cohort and pursue a group project intended to foster communication, teamwork, leadership, and other skills.

Counselor Advocate Requirements

- The counselor advocate has, at minimum, a master's degree in social work (MSW).
- The counselor has a minimum of two years of successful experience working with individual students, school personnel, external service providers, and parents or guardians.
- Other options for fulfilling the role of counselor advocate include the following:
 - A part-time program director with an MSW and the necessary experience doubles as counselor advocate.
 - A social work intern (or other individual with a bachelor's degree) assumes the role of counselor advocate under the supervision of a staff member with an MSW and the requisite experience.
- The counselor advocate is qualified and appropriately trained in areas including youth development, cultural diversity, and the coursework and attendance requirements that participants in the host school must have to achieve promotion to the next grade.
- The counselor advocate has the necessary language skills and cultural competence to serve program participants effectively. He/she has appreciation and sensitivity to the diverse languages, cultures, lifestyles, family structures, and sexual orientations/gender identities of the participants and integrates that knowledge into service delivery.

Counseling Standards

The counselor advocate is expected to:

- Help each participant develop an individualized plan setting out personal goals and identifying educational, personal, and social issues to be addressed.
- Provide counseling, support, and referrals to needed services, including referrals to other DYCD programs and other City-funded services.
- Monitor each participant's progress toward achievement of personal goals and the extent to which identified needs are being met.

- Monitor each participant's progress in school, attendance at school, and participation in cohort projects through communications with school personnel and other participants.

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- Identify and assist with applications for internships, summer jobs, and college visits.
- Help participants develop portfolios and resumes.
- Check in with participants regularly to make sure they are accessing programming and services, in school or elsewhere, that will help them meet their goals.
- Ensure that cohort activities and projects reflect participant choice.
- Provide individual counseling as needed.
- Maintain regular contact with school personnel as well as with individual participants and the cohort as a whole.