



College and Career Transition Counselor Toolkit

A resource to assist community colleges and school districts create partnerships for student success.

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| Department of Education

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Overview

What is the College and Career Transition Counselor Initiative?

The College and Career Transition Counselor (CCTC) program started in Iowa in 2017 as a partnership among Eastern Iowa Community College, Louisa-Muscatine and Columbus Community Schools, with Mississippi Bend Area Education Agency (AEA) providing support through its Future Ready division. For the 2023-2024 school year, over 50 CCTCs will be housed at all 15 of Iowa’s community colleges and will support students in over 100 Iowa high schools.

CCTCs work directly through the community college and secondary schools to support college transition and career exploration through targeted connections with students and families during crucial time frames, including preparation, transition to enrollment and persistence through their postsecondary experience. The CCTCs work closely with students in grades 11 and 12 in partner high schools, throughout the summer after high school graduation and as part of the first-year support system for students coming out of this program at the coordinating community college. The positions are hosted at the community college and partner with at least one school district.

As a liaison between the community college and secondary schools, CCTCs work to ensure students are supported in their career exploration and receive proper assistance in transitioning into additional education or training. This can include apprenticeships, military opportunities, two-year colleges, four-year colleges and the world of work. CCTCs provide additional targeted support to school counseling programs in the college and career domain and work with a variety of stakeholders, including the Iowa Intermediary Network and work-based learning coordinators. Currently, the preferred education requirement for a CCTC is a master’s degree with a license or endorsement in school counseling, followed by a related master’s degree with a minimum requirement of a bachelor’s degree.

For more information, [the College and Career Transition counselor webpage](#) is available on the Iowa Department of Education website.



Current Partnerships

Community College	High School Partnership Participants
Des Moines Area (DMACC) – 13 CCTCs	<ul style="list-style-type: none"> • Ankeny HS and Ankeny Centennial • Adel-Desoto-Minburn • Ames and Collins Maxwell • Boone and Ogden • Colo Nesco and Ballard • Des Moines Public (East, Hoover, Lincoln, North, Roosevelt) • Earlham and Panorama • Interstate 35 and Van Meter • Johnston and West Des Moines Valley • Knoxville and PCM • North Polk and Bondurant • Southeast Polk • Waukee NW and Waukee High
Eastern Iowa (EICC) – 8 CCTCs	<ul style="list-style-type: none"> • Bellevue and Maquoketa • Calamus-Wheatland Secondary Attendance Center and Central DeWitt • Camanche and Northeast Middle/High School • Clinton and Easton Valley • Columbus and Louisa-Muscatine Jr/Sr • Muscatine • North Scott and Durant • West Liberty and Wilton
Hawkeye – 2 CCTCs	<ul style="list-style-type: none"> • Aplington-Parkersburg • Independence
Iowa Central – 6 CCTCs	<ul style="list-style-type: none"> • Alta-Aurelia, St. Mary's (Storm Lake) and Storm Lake • Clarion-Goldfield-Dows, South Hamilton and Webster City • Eagle Grove, Manson NW Webster and South Central Calhoun • East Sac, Green County, Paton Churdan and Humboldt • Fort Dodge and St. Edmonds • Newell-Fonda, Pocahontas and Sioux Central
Indian Hills – 6 CCTCs	<ul style="list-style-type: none"> • Centerville and Moravia • Davis County, Moulton-Udell and Ottumwa Alternative High School • Oskaloosa and North Mahaska • Ottumwa High School (2 positions) • Cardinal and Eddyville-Blakesburg-Fremont
Iowa Lakes – 2 CCTCs	<ul style="list-style-type: none"> • Algona and Emmetsburg • Estherville Lincoln and Okoboji High and Spencer
Iowa Valley – 1 CCTC	<ul style="list-style-type: none"> • East Marshall and Grinnell

Community College	High School Partnership Participants
Iowa Western – 3 CCTCs	<ul style="list-style-type: none"> • Avoca, Riverside, Treynor and Underwood • Logan Magnolia, Missouri Valley, Tri-Center and West Harrison • Harlan, Lewis Central and Woodbine
Kirkwood – 6 CCTCs	<ul style="list-style-type: none"> • Cedar Rapids Washington • Cedar Rapids Jefferson • City High School • Linn-Mar • Prairie • Solon
Northeast – 1 CCTC	<ul style="list-style-type: none"> • Oelwein, Starmount and West Central
Southeastern (SCC) – 1 CCTC	<ul style="list-style-type: none"> • Keokuk
Southwestern (SWICC) – 1 CCTC	<ul style="list-style-type: none"> • Mormon Trail and Clarke
Western Iowa Tech – 1 CCTC	<ul style="list-style-type: none"> • Denison

Application Requirements

Once a community college has developed and agreed upon a partnership with at least one school district for the CCTC position, the grant application can be completed in Iowa Grants. The community college will act as the fiscal agent for the grant funding. A community college representative will need a log in to the Iowa Grants system, which can be requested by contacting Jeff Fletcher at jeffrey.fletcher@iowa.gov or 515-321-7309.

The initial application components include, but are not limited to:

- Grant recipient information (community college contact)
- Partnering school district(s)
- Minority impact statement questions
- Budget description
- Job description

CCTC assurances questions:

1. Provide a comprehensive overview of how the college and career transition counselor position will impact the students served by the community college and school district(s).
2. Describe how the college and career transition counselor will reduce barriers and expand access to career and academic opportunities for students.
3. How many 11th and 12th grade students could potentially be impacted by the college and career transition counselor and what is the overall size of the school districts that will be served?
4. What is the anticipated case load? (Note: One CCTC position should not oversee more than 300 students)

The community college will also apply for funding during year two and year three as part of the three-year grant. The application can be found on Iowa Grants. Current recruitment and hiring information can be found on the [College and Career Transition Counselor webpage](#) on the Department's website.

Sample Job Description

Position Title/Employee Name

College and Career Transition Counselor

Position Summary

Responsible for providing direct services to students, parents/families and school staff across school district(s) and the home community college to support career and college preparation and postsecondary success.

Preferred Qualifications

Master's degree with a license or endorsement in school counseling or a master's degree in a related field.

Minimum Qualifications

Bachelor's degree required. Experience in secondary and/or postsecondary education settings. Experience in programs serving low-income, minority and English Language Learners and families. Understanding of the community college mission, and a proven dedication to its students. A demonstrated focus on student success. Well-developed skills in oral and written communication. Competency in using technology to carry out daily tasks. Must maintain a flexible work schedule.

Typical Duties and Responsibilities

- Assist all students, individually or in groups, with developing academic, college and career goals and all opportunities surrounding possible postsecondary plans.
- Collaborate with school counselors, district/high school administrators and teachers to support academic success, career exploration, goal setting, leadership development, college planning and career/campus visits for identified CCTC roster students.
- Connect with work-based learning coordinators, Iowa Intermediary Network and other identified resources to provide opportunities for greater career exploration for students.
- Work with FAFSA to include activities designed to increase FAFSA completion and communication surrounding the FAFSA process and follow-up to include award letter review, issues with FAFSA verification and navigation of financial aid process.
- Responsible for case management to include: tracking, proactive communications, follow-up with students and faculty and providing resources to increase student success.
- Provide students with information regarding application, educational offerings, financial aid, assessment testing and course placement and related district policies and processes.
- Assist students with course selection, creation of academic plans, registration process and facilitating the transfer of students to four-year colleges/universities.
- Work with college service teams (admissions, advising, financial aid, student activities, housing, registration) to support students.
- Develop and/or connect students to summer melt programs to assist in removing barriers to enrollment intent.
- Understand and apply district postsecondary data including remedial rates, postsecondary intent, persistence, enrollment and demographics to CCTC programming and CCTC program goal setting.
- Possible assistance with summer college orientation sessions, and other recruitment or enrollment events for incoming first-year students.

- Collect and analyze student data and confer with school and college staff to identify and refer students in need of more intensive academic support such as tutoring, extended learning, mentoring and counseling.
- Work with students who attend the home community college for one year after graduation as part of the student's support system; connect to resources and work with the college academic counselor on the postsecondary campus to ensure student success.
- Responsible for monitoring attendance, academic performance, college prep course selection, enrollment in AP and dual enrollment courses, credits needed for graduation and progress towards goals of all students.
- Conduct parent/family/community outreach and education activities to strengthen family/school partnerships and facilitate postsecondary selection and financial planning.
- Collaborate with school staff to establish high expectations for all students and develop a rigorous/relevant curriculum to build the foundation needed for success in postsecondary education.
- Support a smooth transition from 12th grade to postsecondary education for students and families.
- Connect students and families with community and higher education resources to support success in school and facilitate planning for postsecondary education.
- Serve as a resource for school staff, students, parents/families and community members.
- Potentially teach first-year experience courses, freshman seminars, work-based learning courses and direct workshops for students.
- Participates in professional development, as directed by the community college and school district.



Finances

Financial Information

The Iowa Department of Education, Bureau of Community Colleges and Postsecondary Readiness will award small start-up grants to help fund these positions through the Perkins Reserve Fund.

Perkins Reserve Fund Incentive Grants

The grant funding is intended to support and expand the CCTC model across the state with each grant recipient receiving funding for a total of three years. School districts may also be able to access operational sharing dollars, institutional resources and federal grant funds to support this position.

Timeline

- Year 1 Iowa Department of Education grant funding: Perkins incentive support (up to \$40,000 per position*). Estimated cost of a shared counselor is \$65,000-\$75,000.
- Year 2 Iowa Department of Education grant funding: Perkins support (\$7,500).
- Year 3 Iowa Department of Education grant funding: Perkins support (\$2,500).

In years two and three, eligible districts may use operational sharing dollars as an additional funding source. Additional funding support would serve as a catalyst to start-up partnerships that would be sustained long term through other funding streams.

*Funding amounts are subject to change.

Position Cost Example

The CCTC position assumes a \$50,000-\$60,000 salary, \$15,000 in benefits/fringe (insurance, IPERS, travel, professional development) and a 195-day contract timeline.

Contributor	Funds	Responsibility
Community College	Salary and benefits/Fringe: \$36,808 to \$46,808	Hosts, hires and pays CCTC. Invoices the partner school district(s) with their cost of the position.
School District 1	Potential Operational Sharing: \$15,652	Hosts CCTC in the high school; sends funds to community college partner.
School District 2	Potential Operational Sharing: \$15,652	Hosts CCTC in the high school; sends funds to community college partner.

Operational Sharing Dollars

Certain shared positions (i.e., superintendents, business officers, school counselors) generate a supplementary weighting in the K-12 school funding formula. For CCTCs, schools receive a student equivalent weighting of two—basically two additional students in their total. That is multiplied by the district cost per pupil (CPP) to generate the allocation. Additional information and clarification surrounding operational functional sharing is available on the [Iowa Department of Education website](#).

Roles and Responsibilities

CCTC Role and Responsibilities

While the day-to-day activities and responsibilities will change, and the direction of the CCTC's role can look different based upon the school district(s) goals, overall, a CCTC has the following roles and responsibilities:

- Assists all students, individually or in groups, with developing academic, college and career goals.
- Encourages student development of postsecondary planning through targeted implementation of resources and advisement.
- Collaborates with high school counselor(s), faculty and administration to support academic success, incorporation of career exploration, leadership development and postsecondary planning.
- Understands and applies district postsecondary data, including remedial rates, postsecondary intent, persistence, enrollment and demographics to CCTC programming and CCTC program goal setting.
- Works in collaboration with the school counselor/high school to support current areas of postsecondary and career development.
- Fosters a relationship of communication to extend the current high school postsecondary program to include gaps or goals the high school has in relationship to postsecondary resources and support for students.
- Provides extensive advisement and support to students and families surrounding the financial aid process, especially FAFSA, with the goal of increasing FAFSA completion within the high school. Work surrounding FAFSA includes: initial steps to file, reasons for completion, support with completion and any issues that arise following completion including FAFSA verification and the student loan process.
- Works closely with students planning for college entrance upon graduation, including supporting the college application process, college entrance requirements, skill development aimed at increasing college success and completion of scholarship applications.
- Understands and applies district postsecondary data, including remedial rates, postsecondary intent, persistence, enrollment and demographics to CCTC programming and goal setting.
- Provides continued support for students who attend the home community college for one year after graduation. CCTC will operate as a support to the student as they transition into college and throughout their first year.
- Develops an understanding of high school course offerings, including concurrent enrollment courses as well as an understanding of postsecondary requirements for enrollment, admission and success.
- Facilitation of, including attending and follow-up reflection, for career field trips, campus visits, career/college speakers or other connected postsecondary or work-based learning experiences.
- Teaches a postsecondary developmental course within the high school, based upon district interest and coordination and CCTC certification.

- Connects with four-year colleges and universities to best assist students considering a four-year path or transfer pathway.
- Utilizes awareness of current career trends and exploration of career pathways to provide opportunities to help students explore, as well as resources to build student confidence, towards their postsecondary goals (i.e., reduce “confidence gap”).
- Provides continued support for students and families throughout the year, including development of “summer melt” programming.
- Connects with organizations (Iowa College Aid, ICAN, etc.) and individuals supporting students in career and postsecondary planning, including work-based learning coordinators, college admissions, concurrent enrollment and college financial aid staff.
- Participates in the district career and academic plan process/implementation, as well as the career information system (CIS) used for individual and career academic plans (ICAP).
- Collects data as outlined by the CCTC steering committee to show initiative growth.
- Provides advisement and resources on postsecondary planning and assessments (ACT, SAT, Accuplacer, ALEKS, etc.), especially in relationship to students who demonstrate potential for remediation.

School District(s) Role and Responsibilities

- Integrates CCTC within the school setting: new teacher training, introduction to staff, awareness of district policy and procedure, creates access to students and fosters/encourages faculty and student understanding of the CCTC role.
- Creates student roster based upon district needs; considers gaps in programming, postsecondary data and Perkins-defined populations.
- Establishes means and plan of action to facilitate access to students.
- Provides office space within the high school.
- Connects CCTC with school counselor(s) to increase partnership opportunities.
- Communicates with partner districts and the community college to maximize the CCTC connection to students and shared resources/events.
- Ensures the CCTC has access to district technology including printer, email, calendar, required training platform, etc.
- Establishes district goals for the CCTC based upon district needs supported by data.
- Connects the CCTC with relevant district personnel to increase field trips, campus visits, work-based learning experiences or any opportunity for students to increase the student experience towards understanding and establishing their postsecondary goals.
- Coordinates district-required training, (e.g., bloodborne pathogens, etc.).
- Designates a district/building point person responsible to ensure the district meets the outlined responsibilities.
- Considers district ICAP planning and includes the CCTC in reporting and revision of district plan, which should include any training and access surrounding ICAP/DCAP and CIS.
- Takes measures necessary to ensure the CCTC is not used as an additional school counselor. Students’ personal or school performance issues are to be addressed by the school counselor.
- Establishes a point of contact within the district and sets up regular meetings to plan, implement and troubleshoot any concerns.
- Assists with maintaining CCTC caseload of 300 students.
- Focuses on Perkins V-identified special population groups or groups outlined in the grant application.
- Encourages and promotes open communication with all parties within the district and high school (superintendent, principal, community college and school counselors).

Community College Role and Responsibility

- Assists with maintaining CCTC caseload of 300 students.
- Acts as home base for the CCTC.
- Provides resources, including technology support.
- Initiates the hiring and contract process.
- Provides professional development as it relates to the community college and as required by grant guidelines.
- Clarifies CCTC role in relationship to the community college as not a direct recruiter, but rather a person who supports all students' postsecondary goals.
- Defines CCTC role outside of admissions, concurrent enrollment, Intermediaries and work-based learning.
- Collects data and reports CCTC rosters in WebMIS.
- Encourages professional development opportunities that will benefit CCTC learning and program expansion.
- Works in collaboration with the partnering school districts to best meet student needs.
- Drives the hiring process with district collaboration.
- Promotes CCTC role to all stakeholders.
- Establishes CCTC contracted days/schedule.
- Designates a clear supervisor/alignment of roles
- Provides a point person to connect with districts.

Iowa Department of Education Role and Responsibilities

- Oversees the grant applications via Iowa Grants.
- Reviews and awards grants.
- Assists with implementing the program with fidelity in all community college regions.
- Assists as needed in areas of communication and establishment of the CCTC initiative within a community college/district.
- Promotes the CCTC initiative statewide.
- Supports the data collection process.
- Updates and houses the CCTC shared resource folder/site.
- Organizes and coordinates the CCTC Steering Committee as needed.
- Coordinates the CCTC leadership team.
- Trains the cohort as outlined by CCTC Steering Committee.
- Manages data through WebMIS.
- Provides support for all registered Course-to-College (CtC) districts; CCTC supported schools are required to join the CtC program to support, "Know how to Go."

Frequently Asked Questions

Where can I find more information on operational sharing dollars?

- A Google folder containing spreadsheets and information from the law can be obtained by going to [operational sharing dollars](#).
- Additional funding details can be found on the [Iowa Department of Management School Resource page](#).

Do we have to use operational shared funding?

- No, this is not a requirement.

How will the grant applications be reviewed?

- The CCTC stakeholder team will use a scoring rubric to review applications.

Where can we apply for the grant?

- The community college should navigate to [IowaGrants.gov](#) to get started on an application. Create a user login if needed.

Who can help me with the Iowa Grants system?

- For Iowa Grants Technical Assistance, contact Jeffrey Fletcher, (jeffrey.fletcher@iowa.gov or 515-321-7309).

Can a nonpublic school work with a community college to get a CCTC position?

- Perkins funds can only be spent by eligible entities: public school districts, consortia or community colleges in Iowa. There is nothing preventing a nonpublic school from having a CCTC, but the community college cannot use Perkins funding for that position.

Are there other funding sources available to help with the creation of CCTC positions?

- Yes. School districts may be able to access Regional Planning Partnership (RPP) funds to help pay for this position. RPPs typically set their budgets for an academic year in the prior academic year.

What will training look like across the state for CCTC positions?

- Training guidelines are established and began in fall of the 2023-2024 school year. At present, the CCTC Steering Committee has a definition of “appropriately trained” and will continue to build training requirements into the CCTC initiative based on a cohort model and with the established CCTC competencies. Each individual CCTC in partnership with their district(s) and community college will establish an individual training plan to support the regional/student needs and individual professional learning needs.

Is there a cost for CCTC training?

- It is likely that there will be a cost associated with some required training; it is encouraged that all participating school districts be registered as Course to College Schools through Iowa College Aid to potentially reduce the cost of some training.
 - To learn more about Course to College, please visit the [Iowa College Aid About Course to College website](#).
- Additional training outside of required trainings may also have a cost, but participation would be at the discretion of the individual and/or institution.

Our community college already does school partnerships and registrations. Is the CCTC role to help with concurrent enrollment or just postsecondary planning?

- The goal is to help with postsecondary goal/career planning. There are advisors in the building who may already be working on concurrent enrollment so the roles are separate. The CCTC should help with advisement of concurrent enrollment options, but they do not act as a concurrent enrollment specialist, nor are they responsible for concurrent enrollment documentation and communication between the high school and community college.

Is this a true counselor position since it is recommended (not required) for a CCTC to be a licensed school counselor?

- No. The CCTC should not be used as an additional school counselor. If a student has personal or school performance issues, they need to work with the school counselor, not the CCTC. It is important to maintain separation in order to meet the needs of students regarding academics.
- This position should not take away from the school counselor role. The CCTC is a student support resource and enhances what is being done in the school and provides additional resources for continued growth.

Does this position oversee internships and job shadows?

- No. Work-based learning coordinators at a school district have a lot of responsibility to minimize liability with high school internships, therefore overseeing high school internships will be the responsibility of the [work-based learning coordinator](#). The CCTC should work closely to ensure students are taking the necessary steps to be connected to a local job shadow or other work-based learning exploration opportunities.
 - Additional information on work-based learning can be found on the [Iowa Department of Education Career-Connected Learning page](#)