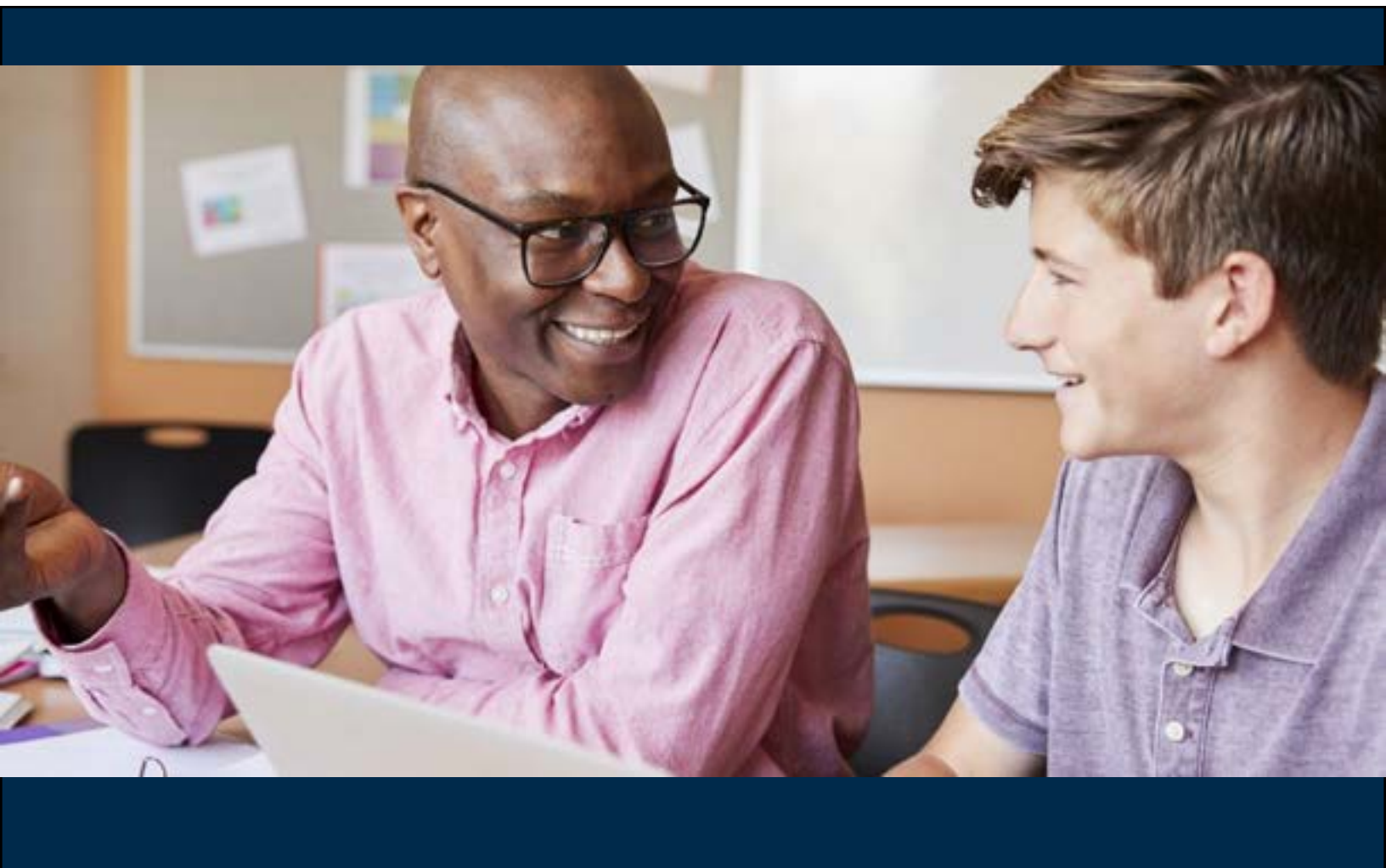


College and Career Transition Counselor Program Toolkit

Creating Partnerships for Student Success



COMMUNITY COLLEGES &
WORKFORCE PREPARATION

College and Career Transition Counselor Program Toolkit

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

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**COMMUNITY COLLEGES &
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Overview

What Is the College and Career Transition Counselor?

The College and Career Transition Counselor 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 providing support through its Future Ready division. For the 2022-2023 school year, over 30 CCTCs will be housed in 10 of Iowa’s community colleges and will support students in nearly 60 Iowa high schools.

College and career transition counselors (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.

The college and career transitions counselors work as a liaison between the community college and secondary schools to ensure students are supported in their career exploration and receive proper assistance in transitioning into additional training which 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 with a minimum requirement of a bachelor’s degree.

For more information, see the [College and Career Transition counselor webpage](#) on the Department’s website.



Finances

Financial Information

The Department of Education, Bureau of Career and Technical Education, will award small start-up grants that will help to fund this position through the Perkins Reserve Fund. Each grant recipient will receive funding to help offset the program costs. The grant funding is intended to support and expand the college and career transition counselor (CCTC) model across the state. Each grant recipient receives funding to help offset program costs for a total of three years.

Perkins Reserve Fund Incentive Grants

The grant funding is intended to support and expand the college and career transition counselor (CCTC) model across the state. School districts may also be able to access operational sharing dollars, institutional resources and federal grant funds to support this position.

Timeline

- **Year 1 initial 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. *Funding amounts are subject to change.
- **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 2 & 3, 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.

Position Costs Example

The college and career transition counselor 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 partner school districts their cost of the position.
School District 1	Potential Operational Sharing: \$14,556	Hosts CCTC in the high school, sends funds to community college partner.
School District 2	Potential Operational Sharing: \$14,556	Hosts CCTC in the high school, sends funds to community college partner

Operational Sharing Dollars

Certain shared positions (e.g., 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 2.0—basically two additional students in their total. That is multiplied by the district cost per pupil (CPP) to generate the allocation. For FY22, the district CPP was approximately \$7,413. The total funding per district for a shared counselor would be approximately \$14,826.

Operational Sharing Details

- Sharing a CCTC position among two schools could generate \$29,112. To receive weighting, a district must share with at least one other institution and have the shared position at least 20.0 percent of the time.
- Operational function assigned supplementary weighting was changed in HF 847 during the 2021 legislative session. Please see [HF847](#), pages 12-13.
- Districts are capped at 21 student equivalents for shared positions. If a district is over the cap, it receives funding only up to the cap (e.g., if adding a shared human resource manager at 5.0 weighting puts the district at 23 student equivalents, it would be rounded down to 21 for funding purposes).
- Districts may share with other districts (with or without weighted support), AEAs or community colleges. The shared staff member must perform the shared function (e.g., counseling) for both agencies. AEAs can receive operational sharing up to \$30,000 total across all shared positions. Each position type can only be shared once (e.g., a school cannot share two CCTCs and generate double the weighting).
- Operational sharing had sunset provisions, but in 2018 it was extended through July 2024.
- For shared positions, one entity (a community college in this proposal) holds the contract for the position and the others (school districts) purchase a portion of the contract time.
- Applications for funding occur during the year of sharing. Schools and AEAs report shared staff through the Basic Education Data Survey (BEDS) annually. Funds flow to schools the year following the actual sharing.

Under [HF2589](#), college and career transition counselors were eligible to generate additional weighting for a school district and no longer restricted districts from having both a shared school counselor and a shared CCTC. This added college and career transition counselors to the list of shared operational functions that are eligible to generate additional weighting for a school district.

In addition to the operational funding changes for CCTC, the requirement of being a licensed school counselor was also changed. The college and career transition counselor or coach/coordinator can be a licensed school counselor or an appropriately trained individual responsible for providing direct services to students, parents, families, schools and postsecondary institutions to support college preparation and postsecondary success, such as college preparation, financial aid processing and transition to postsecondary institution enrollment.

Additional Resources

[Supplementary Weighting Sharing Details](#)

[HF2589 257.11](#), see pages 14-16

[281—97.7\(257\) Supplementary Weighting Plan for Operational Services](#), see pages 7-10

[Iowa Department of Education Operational Sharing - Additional Information](#)

Current Partnerships

Des Moines Area Community College - 10 CCTCs <ul style="list-style-type: none"> • Ankeny • ADM & Perry • Ames & Collins Maxwell • Boone & Ogden • Colo Wesco & Ballard • Des Moines Public • Interstate 35 & Van Meter • Johnston & Valley • Knoxville & PCM • Southeast Polk 	Eastern Iowa Community College - 7 CCTCs <ul style="list-style-type: none"> • Bellvue & Maquoketa • Calamus-Wheatland Secondary Attendance Center & Central DeWitt • Camanche & Northeast Middle/High School • Columbus & Louisa Muscatine Jr/Sr • Muscatine • North Scott • West Liberty & Wilton 	Kirkwood Community College - 6 CCTCs <ul style="list-style-type: none"> • Cedar Rapids - Washington • Cedar Rapids - Jefferson • Cedar Rapids - Kennedy & Metro High School • City High School • Linn-Mer • Prairie • Solon
Iowa Valley Community College - 1 CCTC <ul style="list-style-type: none"> • East Marshall & Grinnell Community 	Iowa Lakes Community College - 1 CCTC <ul style="list-style-type: none"> • Estherville Lincoln & Okoboji High & Spencer 	Hawkeye Community College - 1 CCTC <ul style="list-style-type: none"> • Waterloo Community School District: Expo Career Center
Iowa Central Community College - 1 CCTC <ul style="list-style-type: none"> • Fort Dodge & St. Edmonds 	Indian Hills Community College - 1 CCTC <ul style="list-style-type: none"> • Davis County & Moulton-Udell & Ottumwa Alternative High School 	North Iowa Area Community College - 2 CCTCs <ul style="list-style-type: none"> • West Fork & Belmond-Klemme & West Hancock • Clear Lake & Osage & Lake Mills
Western Iowa Tech Community College - 1 CCTC <ul style="list-style-type: none"> • Sioux City East & Sioux City North 		

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. This 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 for these years will allow for the community college and school districts to update the Bureau of Career and Technical Education on the progress of the CCTC position. The application can be found on [IowaGrants](#). 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/Coach

Position Summary

Responsible for providing direct services to students, parents/families and school staff across 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 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 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 works 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.



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, 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 that 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 the 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.
- Connect 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 success toward their postsecondary goals (e.g., 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, Iowa Intermediary Network, 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 a 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 & 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 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 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 ensuring the district meets the outlined responsibilities.
- Considers district ICAP planning and includes 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 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 Responsibilities

- 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 the CCTC role in relationship to the college as not a direct recruiter, but rather a person that supports all students' postsecondary goals.
- Defines the 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 hiring process with district collaboration.
- Promotes the 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 IowaGrants.
- 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 CCTC shared resource folder.
- Coordinates the CCTC leadership team.
- Trains cohort as outlined by CCTC Steering Committee.
- Manages data through WebMIS.

AEA PREP & Iowa College Aid Role and Responsibilities

- AEA PREP: Works with partnering school and community college districts for the recruitment, onboarding and ongoing support of the CCTCs. Consults with partners regarding postsecondary readiness and success data to support program evaluation.
- AEA PREP & Iowa College Aid: Supports CCTCs with existing training materials and professional learning opportunities.
- Iowa College Aid: Captures CCTC-supported school FAFSA data for specific reporting.
- Iowa College Aid: Makes Course to College resources and training available for all CCTCs upon partner school registration.

CCTC Steering Committee Role and Responsibilities

- Creates a cohesive and comprehensive plan for implementation and sustainability of the statewide college and career transition counselor (coach/advisor) (CCTC) program.

Members include each community college in Iowa with a CCTC, Iowa Department of Education as well as district and CCTC representatives.

Supporting Data

EICC Case Study

Mississippi Bend AEA, Columbus Junction, Louisa-Muscatine, Wilton, West Liberty, Muscatine and Eastern Iowa Community Colleges CCTC:

- Supports students through high school and during the first year of college.
- Provides support during the “transition” and “summer melt”.

Outcomes

While FAFSA completion decreased one percentage point from 2017 to 2019, both statewide (from 58.0 percent to 57.0 percent) and within Mississippi Bend Area Education Agency (MBAEA) (from 56.0 percent to 55.0 percent), the completion rate in the partnering schools increased seven percentage points in Louisa-Muscatine (from 66.0 percent to 73.0 percent) and 14 percentage points in Columbus Junction (from 61.0 percent to 75.0 percent). In 2019, rates in these two schools were at least 16 percentage points higher than state rates and at least 18 percentage points higher than rates for MBAEA. Increased completion rates improved the relative ranking of both schools among other schools in the MBAEA and across the state. In 2017, Columbus Junction’s FAFSA completion rate ranked 192nd in the state and 11th among districts in the MBAEA; by 2019, the school ranked 28th in the state and 2nd in the MBAEA. FAFSA completion rates for Louisa-Muscatine ranked 131st in the state and 7th in the MBAEA in 2017; by 2019, Louisa-Muscatine ranked 42nd in the state and 4th in the MBAEA.

	FAFSA Completion Rate				FAFSA Completion Ranking		
	2017	2018	2019	% Point Difference	2017	2018	2019
Iowa	58.0%	57.0%	57.0%	-1			
MBAEA	56.0%	54.0%	55.0%	-1			
Columbus Junction	61.0%	62.0%	75.0%	+14	State: 192nd	State: 164th	State: 28th
					AEA: 11th	AEA: 9th	AEA: 2nd
Louisa-Muscatine	66.0%	68.0%	73.0%	+7	State: 131st	State: 76th	State: 42nd
					AEA: 7th	AEA: 5th	AEA: 4th

Highlights Related to Postsecondary Intent and Enrollment

While the percentage of Iowa high school graduates across the state who indicated an intention to pursue a degree or credential declined between the Class of 2016 and the Class of 2018 by two percentage points, students who indicated this intention increased in both Columbus Junction (from 76.0 to 82.0 percent) and Louisa-Muscatine (from 81.0 to 90.0 percent) over this time period. Enrollment in 1-, 2- or 4-year programs that lead to an award immediately following high school graduation steadily declined statewide from 2016 to 2018, from 65.0 to 63.0 percent. Enrollments increased during this time for both Columbus Junction (from 51.0 to 55.0 percent) and Louisa-Muscatine (from 60.0 to 67.0 percent).

	Immediate Postsecondary Enrollment				Postsecondary Intention				Intent to Enroll Gap			
	2016	2017	2018	% Point Difference	2016	2017	2018	% Point Difference	2016	2017	2018	% Point Difference
Iowa	65.0%	64.0%	63.0%	-2	80.0%	79.0%	78.0%	-2	15.0%	15.0%	15.0%	0
Columbus Junction	51.0%	55.0%	55.0%	+4	76.0%	84.0%	82.0%	+1	20.0%	29.0%	27.0%	+7
Louisa-Muscatine	60.0%	67.0%	66.0%	+7	81.0%	84.0%	90.0%	+11	21.0%	14.0%	24.0%	+3

For more information, see the white paper [Partnerships That Work](#).

Frequently Asked Questions

Where can I find more information on Operational Sharing Dollars?

- There is a Google Folder that contains spreadsheets and information from the law that 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 this [scoring rubric](#) to review applications

Where can we apply for the grant?

- Go to [IowaGrants.gov](#) to get started on an application. Create a user login if needed.

Who can help me with the IowaGrants system?

- IowaGrants Technical Assistance, Jeffrey Fletcher, (jeffrey.fletcher@iowa.gov or 515-321-7309).

Can a private 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 that prevents a private school from having a CCTC, but the community college cannot use Perkins funding on that position.

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

- Training guidelines are being established and will be in place for the 23-24 school year. The training will potentially include Iowa College Aid & ICAN training paired with monthly networking and learning requirements that include college and career topics to support the CCTC in their work. At present, the CCTC Steering Committee has begun to look at the definition of “appropriately trained” and will continue to build training requirements into the CCTC initiative.

Is there a cost for CCTC training?

- It is likely that there will be a cost associated with some required trainings; 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 the required trainings may also have a cost but participation in those would be at the discretion of the individual and/or institution.

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, so therefore overseeing high school internships will be the responsibility of the [work-based learning coordinator](#). The [Iowa Intermediary Network](#) assists with connecting job shadows, tours and other career events for your students. 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 Work-Based Learning page](#).

- The community college will take steps to provide overview of the differences in roles and responsibilities for the CCTC, work-based learning and Iowa Intermediary Network

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

- The goal is to help with college and career planning. There are advisors in the building that 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 keep that separate 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.

For large high schools, sharing doesn't make sense. How can we make this model work?

- There are a variety of things that can happen. You are encouraged to think about a target population. Do you want to make an effort towards first-generation, English language learners or other student populations? If you are able to narrow down the population with whom you want to work, one person could really make a great impact within a large school.
- Schools are not structurally bound to sharing with another high school, but for smaller schools this may be easier.

How does a community college identify school district partners?

- Use qualitative and quantitative data that will help identify what districts may have the greatest need for support.
 - Consider the student population, matriculation, SES, FAFSA completion, intent and enrollment discrepancy, etc.
- Find out which school districts already have operational sharing agreements. They may want to connect into that resource further or may be at a max and cannot qualify for more funding.
- EICC looked at the willingness of schools to partner with them. More reluctant schools may come on board once they see the success of the position.

What should school districts do to identify target populations?

- School districts should focus on the Perkins V identified special populations groups. Targeting groups such as first-generation college students or ELL is also acceptable.

Additional Details and Contact Information

For a general overview of the CCTC initiative, please refer to the [Iowa Department of Education's CCTC resource document](#).

For all general CCTC questions, please contact Erica Woods-Schmitz, Education Program Consultant, Iowa Department of Education (erica.woods-schmitz@iowa.gov or 515-330-0185).



**COMMUNITY COLLEGES &
WORKFORCE PREPARATION**
PROSPERITY THROUGH EDUCATION

The Division of Community Colleges and Workforce Preparation within the Iowa Department of Education administers a variety of diverse programs that enhance Iowa's educational system and help to prepare a skilled and knowledgeable workforce. Divided between two bureaus — the Bureau of Community Colleges and the Bureau of Career and Technical Education — the Division is committed to providing and supporting opportunities for lifelong learning. In addition to working with Iowa's 15 public community colleges on state accreditation, program approval, equity review, and data reporting, guidance is also provided in the areas of career and technical education, workforce training and economic development, adult education and literacy, military education, the state mandated OWI education program, the GAP Tuition and PACE programs, Senior Year Plus and the Statewide Intermediary Network program.