

# Question and Answer for College and Career Transition Counselor Project

## General Questions, Application, Rubric and Funding

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### 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 here: [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, 515-321-7309 or [Jeffrey.Fletcher@iowa.gov](mailto:Jeffrey.Fletcher@iowa.gov)

### Can a private school work with a CC 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 the year before, so now is the time to contact the RPP Coordinator.

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

- There will be training for all CCTCs, regardless of grant award. Iowa College Aid and AEA PREP will be working together to develop training materials and opportunities for each CCTC across the state.

## **Is there a cost for CCTC training?**

- Training will be made available free of charge. Additionally, outside training resources may be shared that have an associated cost; however, participation in those offerings would be at the discretion of the individuals and/or the institution(s).

## **Can a school have more than 1 counselor and still have a shared counseling position so that they can access the operational shared funding?**

- Yes. The DE's goal is to stick as closely to Iowa Administrative Code 281-97.7(2) when determining whether positions are eligible for operational sharing and there are not many restrictions for the sharing of a counselor.

# **Role of the CCTC (Current CCTCs Perspective)**

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## **What does the CCTC position look like in a school?**

- Andrea, CCTC for Wilton and West Liberty School Districts
  - I teach a concurrent (strategies for academic success) class in the fall. I teach two sections in each school. Fall is busy with the college counseling portion for seniors and helping to plan with for the FAFSA and completing applications. I also act as the high school advisor for students taking concurrent enrollment courses.
- Theresa, CCTC for Louisa-Muscatine and Columbus Junction School Districts
  - I have the ability to design programming around each of the school's needs. I teach Strategies for Academic Success: two sections in the morning and three sections in the

afternoon at a second high school. On Wednesdays I meet with alumni to ensure they are happy. We discuss financial aid issues, housing, mental health issues, food insecurities. This is all work I do at the college level. In spring I work with juniors and start the paperwork/processes for their next steps.

## **What skill set and characteristics should a CCTC have for this role?**

- Possess great organizational skills and flexibility. - Be prepared to work in multiple buildings
- Work well with diverse populations.
- Ask the right questions to understand what is missing to help meet the needs of students.
- Act as a college translator and foster great communication between teachers and institutions.
  - Teach high school students college vocabulary.
  - Teach college advisors/staff high school student language.
- Work well with current school counselors, understand that role, enhance, deepen and support it.
- Try not to overtake what the counselors have already built. Work in partnership to meet the needs of seniors in your school.
- CCTCs may be able to find gaps in a school's counseling program and secondary transition program and help fill those gaps in relation to the CCTC position.

## **What are other things that a CCTC needs to know?**

- Being a counselor does help students. It is important to be in the school building to support them.
- Really make sure the counselor understands the issues in high school to follow-up.
- Spend a lot of time with FAFSA so the student really understands in the event the parent is unfamiliar with the process.
- Help students with applications and scholarship essays to give them confidence.
- Part of the job is talking with counselors and administrators to understand the gaps and the necessary components for learning.

## **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.
- High schools see this position as a teacher and college advisor; college advisors see this position as a high school high school advisor.

## **Is this a true counselor position since a CCTC has to be a licensed 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, but a CCTC must sit down with a school counselor to figure out what is missing and ensure it is met at the high school and college level.

## **What should we know about the caseload for this position?**

- The current caseload recommendation is 300:1. Keep in mind that the larger the caseload, the less individual support that can be provided. If working with juniors, seniors and college freshmen, that caseload can get pretty big. It is a lot for one person.

## **What is the purpose of the Student Development Course?**

- This course really helps demystify all things college so the students know what they are doing so they will persist, regardless of what institution they attend after they graduate.

# **Community College Role with a CCTC (Current CCTC College Perspective)**

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## **What is the EICC Job description?**

- In short, the purpose of career counseling is to help students transition through senior year to employment, a postsecondary institution or the military. The CCTC works with students from partner postsecondary schools in their first year, whichever track they plan to take.

## **From the community college role, what do you see the CCTC doing?**

- Helping students transition through senior year, including assistance with credentialing, further education, military service, etc. CCTCs oversee three areas of career prep. They also work with students to get them enrolled in concurrent classes in high school that help move them toward their career goal.
- Meeting with students for 1 year after high school graduation.
- Being very student focused.
- Operating more like an academic counselor on the postsecondary school campus.
- Clearly communicating with the administrators of the high schools the position is tied to.
- Working closely with counselors already in high school, as well as staff.

## What does it look like when the CCTC is on the college campus?

- In the current examples, the CCTCs have offices.
- The direct supervisor is dean of students and dean of instruction.
- CCTCs are on campus on Wednesdays.
- If students are attending school on our campus, the CCTC is trying to meet with those students 1-on-1 and provide help.
- CCTCs don't do much academic advising once on the college campus, but do a lot of academic advising while in the high school.

## How is your contract written for the CCTC?

- CCTCs are employees of the community college (40/40/20 split HS/HS/CC).
- Originally, they were under a student services contract, now that has been switched to a 280 faculty contract, which is for 185 days.

## Are there challenges with being a community college employee vs. a school district employee?

- There are some challenges between the college and high school systems:
  - Technology
  - Calendar, i.e., Spring Break - CC or HS
  - Computer, i.e., Apple vs Chrome vs Microsoft and who buys
  - Flex day coordination
- Coordinating schedules between schools.
- Maintaining good relationship with the high school administration.
- Teaching a "transitions course" in the fall, provided there is income for institution, career planning, et al.
- Working with 300 students total.
- Coordinating sharing dollars that go back to the school district and then are sent to the community college to help pay for the position.
- Trying to share a FTE person at a larger school.  
**However,**
- The biggest benefit is the shared person in the high school answering questions. Concurrent enrollment cost helps offset community college cost, but larger schools may not be able to feasibly share a FTE position.

## Do you require the CCTC to teach the SDV course?

- No, but we highly recommend it.

**During the transition year after high school, are CCTCs working with students that just go to community college or are they supporting students with any direction they went?**

- CCTCs support all students regardless of what institution or pathway they take.

**How does continuing to serve all students in their first year after high school graduation impact the ratios we are supposed to maintain with the new position?**

- There is not as much heavy lifting with the first-year college students, but there are times when they will reach out, so the time on the community college campus is used to touch base with students who want support whereas on the high school campus the CCTC is much more involved with the students.

## **“How-To” Logistics of the Process (Job description, roles and responsibilities, identifying schools and partnerships)**

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**Is it allowable to repurpose an existing employee at the college or school you already partner with?**

- In order to receive grant funds, yes. Perkins dollars requires that this is a brand new position.

**Do you have to keep the “counselor” title? Could you use an advisor?**

- In terms of the position title, that is more of a structural thing on the community college side for salary purposes; but for the use of funding for Perkins there are required qualifications.
- There is a lot of knowledge that a counselor can leverage to work in this position, that is another important aspect of why the position should be filled by a licensed counselor.
- The person filling the position must be a licensed school counselor in Iowa for schools to access shared funding dollars.
  - Muscatine Community Colleges uses a Faculty agreement.
  - Take a look at the shared operational funding language in 281.97 Code in the toolkit.
  - Some teach classes, so this requires a master's degree.

**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, ELL or others? 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 do we determine the salary we could offer for a CCTC position?**

- Individual salaries will need to be looked at based on the rates established by the partners. The numbers presented in the toolkit are based on current positions.

### **What are school districts doing to identify target populations?**

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

### **What are the requirements for this position in terms of license?**

- Class G Conditional
- Masters for the community college