

Program Research & Recommendation

New Program Proposal Form

New Program Title: **College and Community Transitions Program**
Initiator: **Danielle Gray**
First Semester Intended to Offer: **Fall 2027**

Type of Program

Use AS for any Science, Technology, Engineering, or Mathematics (STEM) field and for all CTE programs. Use AA for all others.

- AA-T/AS-T
- AA/AS (18 units minimum w/o GE)
Vocational programs must be approved by NFN
- CA-Certificate of Achievement (16 units minimum)
Vocational programs must be approved by NFN
Non-vocational programs are not eligible for Financial Aid and will not be shown in CCC Apply, CAP tool, or Degree Planner
- CA-Certificate of Achievement (8 units minimum)
Only needed if required on a student's official transcript; All others use Certificate
Vocational programs must be approved by NFN
Non-vocational programs are not eligible for Financial Aid and will not be shown in CCC Apply, CAP tool, or Degree Planner
- Certificate – Certificate in... (15.5 units maximum)
Not chaptered, not FA eligible, will not be shown in CCC Apply or student's official transcript
Non-vocational programs will not show in CAP tool or Degree Planner
- Noncredit Certificate of Completion (*Leads to job; minimum 2 courses*)
- Noncredit Certificate of Competency (*Bridges to credit coursework; minimum 2 courses*)

Program Codes

TOP Code: 4930.14
CIP Code: 32.0105
What COI will this program be in?: SBSC

Program Description:

The College & Community Transitions Program is a new noncredit, CDCP-eligible pathway designed to support justice-impacted students as they transition into, or back into, college. This short-term, certificate program provides an accessible on-ramp to higher education and career preparation through courses that build college confidence and academic readiness.

Courses will be offered inside the Butte County Jail, at the Butte County Jail Day Reporting Center, and post-release, ensuring continuity of education throughout the reentry process. Students may begin coursework while in custody and continue after release, with flexible online or in-person options to maintain momentum. The program will also be recommended as a post-release educational pathway by Parole, Probation, and reentry partners, further strengthening early college connection and engagement.

Program Courses:

Course No.	Title	Units
300	College and Community Transitions	0
301	College Success Skills for Reentry Students	0
302	Digital Literacy for Reentry Students	0

How does the program align with the College Mission Statement, District Educational Plan, and Strategic Plan?

The College & Community Transitions Program directly advances Butte College's commitment to access, equity, and student success. It aligns with the College Mission by expanding inclusive and supportive learning opportunities that remove barriers for justice-impacted students and promote their academic and career success. The program provides a pathway for students who have been historically underrepresented in higher education to engage in transformative learning and achieve their educational goals.

The program also supports priorities in the District Educational Master Plan by strengthening guided pathways into credit programs, improving adult learner access, increasing persistence and completion outcomes for disproportionately impacted student groups, and expanding partnerships with community agencies that promote educational attainment and economic mobility. By offering a structured transition pathway from correctional settings to college enrollment, this program promotes seamless enrollment and re-enrollment, bridges pre- and post-release services, and supports student belonging. In alignment with the Strategic Plan, this program advances equity, student success, and community engagement by:

- Providing accessible, strengths-based learning that reduces equity gaps for justice-impacted students
- Enhancing wraparound supports and early momentum through noncredit CDCP pathways
- Expanding community and agency partnerships, including with the Sheriff's Office, Probation, Juvenile Hall, and local workforce organizations
- Increasing enrollment access and retention for underserved student populations

Overall, the program strengthens Butte College's capacity to serve justice-impacted learners, improves educational and economic outcomes for the region, and contributes to the College's mission of empowering students to thrive in their communities.

Explain how the program is appropriate to the Community College mission of providing the first two years of a baccalaureate degree?

The College & Community Transitions Program strengthens the community college mission of preparing students for the first two years of a baccalaureate degree by building the foundational skills and college knowledge necessary for students to successfully enter and complete transfer-level coursework. Justice-impacted students often face disrupted educational pathways, limited access to technology and academic preparation, and unfamiliarity with college systems. This program closes those gaps before students enroll in credit classes, increasing the likelihood that they persist and succeed through their lower-division coursework.

By providing structured preparation in academic skills, digital literacy, college navigation, and student success strategies, the program equips learners to confidently transition into general education and major-prep courses required for an associate degree or transfer. The program also introduces students to academic and career advising, financial aid, and campus resources, ensuring they have the support systems needed to remain enrolled and progress toward degree attainment. In this way, the program

serves as a critical on-ramp to the community college pathway, improving access, readiness, and long-term academic outcomes for disproportionately impacted learners.

How does the proposal demonstrate need for the program?

There is a clear and compelling need for the College & Community Transitions Program, driven by equity gaps, regional reentry data, and statewide Rising Scholars priorities. Justice-impacted individuals face significant barriers to accessing and succeeding in higher education, including disrupted schooling, limited digital literacy, lack of knowledge about college systems, and the absence of structured educational pathways upon release. Butte County has a high number of residents impacted by incarceration and community supervision, and local agencies—including the Butte County Sheriff's Office, Probation, Day Reporting Center, and reentry service providers—have expressed a need for structured educational programming that can begin pre-release and continue into the community.

Butte College's Rising Scholars Program consistently reports increased inquiries from students seeking support while in custody and when exiting custody, demonstrating strong interest in college enrollment but a lack of preparation or clear entry points. Currently, no noncredit transition program exists to help justice-impacted students bridge into credit-bearing coursework, and students frequently disengage between release and enrollment due to system navigation challenges. This pathway fills that gap by offering a low-barrier, noncredit, open-entry/on-demand model that meets students where they are and builds early momentum.

Importantly, this noncredit CDCP pathway is ideal for in-custody delivery because it is tuition-free, removing financial barriers that prevent justice-impacted individuals from accessing college courses while incarcerated. Students may begin coursework in custody at no cost, continue at the Day Reporting Center, or online or in person post-release, ensuring continuity of education and strengthening early college connection.

Statewide, the California Community Colleges Chancellor's Office has identified justice-impacted learners as a priority equity population and has called for the expansion of Rising Scholars programming that removes barriers to higher education. Noncredit CDCP pathways are increasingly being developed within the California Community Colleges system to support reentry, build early momentum, and provide structured on-ramps into credit programs. Their zero-tuition cost, stackability, and flexible scheduling make them particularly well-suited for in-custody delivery and post-release continuation. This proposal directly responds to that statewide charge and positions Butte College in alignment with Rising Scholars Network goals.

Annual Completers: How many students do you anticipate completing this program each year?

Based on anticipated enrollment across the Butte County Jail, the Day Reporting Center (DRC), and post-release participation, we estimate 25-30 students will complete this certificate annually. Students may begin coursework in custody and continue at the DRC or post-release, which supports sustained engagement and higher completion outcomes.

What are the impacts on existing programs (enrollment, staffing, section offerings)?

This program is expected to have minimal impact on existing programs and is designed to complement—not compete with—current course offerings. Because the pathway is noncredit, tuition-free, and intended for justice-impacted students who are not currently enrolling in credit courses at Butte College, it will not divert enrollment from existing credit sections. Instead, it is projected to increase future enrollment in credit and CTE programs by preparing students for successful entry into degree pathways.

Staffing needs can be met with existing qualified noncredit faculty. Courses will primarily be offered inside the Butte County Jail and at the Day Reporting Center, with post-release instruction available online or in person, resulting in minimal impact on campus classroom space or scheduling resources.

As students complete the noncredit certificates and gain college readiness skills, the program is expected to positively influence credit enrollment, persistence, and completion.

Enter the number of new faculty positions, both part- and full-time. If existing faculty are sufficient, enter zero (0)

0

Is there sufficiency of institutional resources to support the long-term vitality of the program?

Yes. The program can be supported with existing institutional resources and Rising Scholars infrastructure, and its noncredit CDCP design generates enhanced apportionment to sustain long-term viability. Instruction can be provided by qualified current faculty, and post-release courses offered online or in shared spaces will minimize the need for new facilities or staffing.

New Equipment needed (include cost)

None

New/Remodeled Facilities (include cost)

None

Library Acquisitions (include cost)

None

Is the program compliant with all applicable laws, regulations, and curriculum standards?

Yes. This program is fully compliant with all applicable state and federal laws, Title 5 regulations, and California Community Colleges curriculum standards for noncredit instruction. Courses are aligned with an approved noncredit CDCP category (J-workforce preparation), follow Chancellor's Office guidelines for noncredit curriculum, and will be submitted through the college's established curriculum review and approval processes, including local Academic Senate and CCCCO approval, prior to implementation.

Will the program be eligible for Financial Aid (CA's with vocational TOP and degrees)?

This program is noncredit and therefore not eligible for traditional federal or state financial aid programs (e.g., Pell Grants, Cal Grants). However, because the pathway is approved under CDCP (Career Development and College Preparation) noncredit categories, it generates enhanced noncredit apportionment for the college, which supports program sustainability without requiring student tuition or fees. Students who later transition into credit Career Education certificates or degree programs with approved TOP Codes may become eligible for financial aid at that point.

Distance Education - Indicate the extent to which the courses associated with the degree are conducted via distance education _____0%, _____1-49%, ___X___50-99%, _____100%

For Career Education Programs: Provide labor market information (LMI) and other employers demand documentation demonstrating that there are jobs and careers available for program graduates

Signature: _____

Date: _____

Contact Information: _____

Return This Form to Scheduling Center for processing at Centersh@butte.edu