



PROGRAM ADVISORY TEAM REPORT

- **College and Community Transitions Certificate of Completion**
- **Employment and Resource Management Certificate of Completion**

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Program Background and Rationale

Justice-impacted individuals represent a growing and increasingly visible population within California's community colleges as criminal justice policy has shifted toward community-based supervision, early release, and alternatives to incarceration. These changes have altered where justice-impacted individuals live, work, and seek educational opportunities, placing open-access community colleges at the center of reentry, workforce preparation, and educational equity efforts.

At Butte College, justice-impacted students are enrolling in increasing numbers but remain underrepresented relative to comparable institutions in the North/Far North region. Many students enter the College while navigating reentry-related challenges such as housing instability, employment transitions, supervision requirements, and long gaps in formal education. Without intentional entry points and structured guidance, students are often required to make high-stakes academic and career decisions before they are fully connected to available supports.

In response to these conditions, Butte College proposes a set of short-term, noncredit Certificates of Completion designed to serve as early on-ramps into education and employment pathways. These programs are grounded in stabilization, navigation, and informed decision-making rather than remediation or occupational specialization. The intent is to meet justice-impacted students at the point of reentry, connect them quickly to campus and community resources, and prepare them to successfully transition into for-credit programs, workforce training, or employment.

This proposal builds on existing Rising Scholars infrastructure, strong partnerships with local correctional and workforce agencies, and a growing institutional commitment to supporting justice-impacted students. The following sections demonstrate the need for this programming, outline implementation capacity, and describe a curriculum designed to support early success and long-term outcomes.

Demonstrated Need for Justice-Impacted Programming

To assess the need for expanded justice-impacted programming at Butte College, this section examines multiple, interrelated indicators: enrollment and recruitment trends, shifts in justice-involved populations at the regional and local level, and student success outcomes. Taken together, these data points provide a comprehensive picture of both current demand and unmet need, as well as the structural barriers justice-impacted students face in persisting and completing their educational goals. This analysis demonstrates that justice-impacted learners are increasingly present in the community and they continue to face structural barriers to persistence and degree completion that warrant targeted programmatic intervention.

Enrollment and Recruitment

Community colleges across California's North/Far North region play a critical role in serving justice-impacted students, particularly in rural areas with proximity to correctional facilities. Colleges such as Lassen College, Feather River College (FRC), and College of the Redwoods have long maintained robust educational programs for justice-impacted individuals and, as a result, enroll a substantial proportion of this population. In the 2023–24 academic year, justice-impacted students comprised 34.9% of total enrollment at Lassen College, 32.5% at Feather River College, and 12.0% at College of the Redwoods, demonstrating the significant role community colleges can play in supporting these learners.

Historically, these three institutions accounted for the majority of justice-impacted students enrolled within the Far North region. Prior to the 2019–20 academic year, justice-impacted students represented less than 0.1% of enrollment across the remaining Far North colleges. Beginning in 2019–20, however, this pattern shifted. Justice-impacted enrollment at non-proximal colleges steadily increased, reaching 1.15% of total enrollment in 2023–24, suggesting growing demand beyond colleges located near state correctional facilities.

Shasta College provides a particularly relevant comparison for Butte College. Like Butte, Shasta is a rural institution without direct proximity to a state prison. Since 2019–20, Shasta College has experienced consistent growth in justice-impacted enrollment, serving 291 justice-impacted students in 2023–24, or 2.25% of its total student population. This mirrors broader regional trends and demonstrates that colleges without prison-based instruction can still serve a meaningful and growing justice-impacted population.

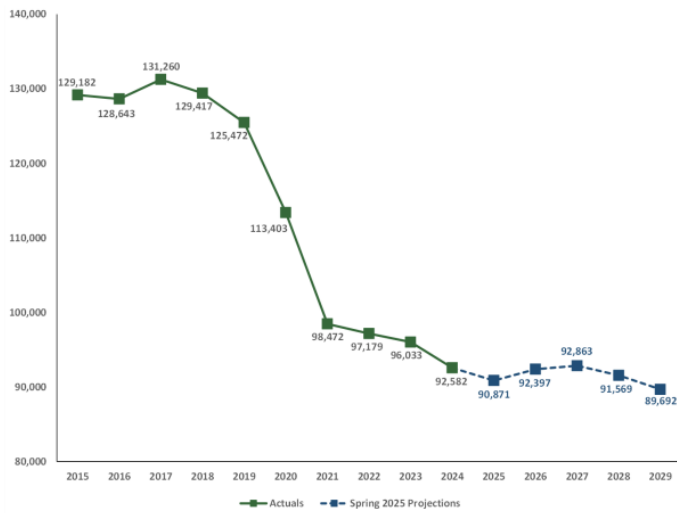
Similar trends are evident in larger districts as well. The Los Rios Community College District has seen steady increases in justice-impacted enrollment over time, serving 1,342 justice-impacted students (1.63% of district enrollment) in 2023–24. These patterns collectively suggest that justice-impacted students are increasingly enrolling across diverse institutional contexts, including colleges without correctional facilities in their immediate service areas.

By comparison, Butte College has experienced more muted growth. In 2023–24, Butte College served 78 justice-impacted students, representing 0.63% of total enrollment—below the 1.15% observed at comparable Far North colleges, below Los Rios (1.63%), and significantly below Shasta College (2.8%). This disparity suggests that Butte College may be underserving existing and potential justice-impacted students, indicating an opportunity to expand targeted recruitment strategies, strengthen partnerships, and develop curriculum pathways designed to better meet the needs of this population.

Location	Sub Population	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
Butte	Justice-impacted	11	10	18	19	28	82	106	78
	% of Total Population	0.07%	0.06%	0.12%	0.13%	0.23%	0.69%	0.88%	0.63%
Redwoods	Justice-impacted	22	51	688	734	507	617	626	718
	% of Total Population	0.30%	0.74%	9.87%	11.04%	9.56%	12.04%	11.22%	12.01%
Lassen	Justice-impacted	2,262	2,981	3,431	3,008	1,678	1,491	1,402	1,092
	% of Total Population	54.84%	67.08%	70.65%	70.94%	57.11%	52.63%	46.10%	34.87%
FRC	Justice-impacted	755	964	892	931	905	988	902	888
	% of Total Population	28.13%	29.28%	26.70%	35.13%	35.93%	41.25%	34.35%	32.48%
Shasta	Justice-impacted	13	22	43	238	262	506	339	291
	% of Total Population	0.11%	0.16%	0.40%	2.29%	2.84%	5.67%	3.57%	2.80%
Far North	Justice-impacted	3,043	3,974	5,028	4,863	3,319	3,644	3,357	3,077
	% of Total Population	5.97%	7.73%	10.84%	11.29%	9.49%	10.64%	9.25%	7.67%
Far North Excl. Lassen, FRC, Redwoods	Justice-impacted	4	(22)	17	190	229	548	427	379
	% of Total Population	0.01%	-0.05%	0.04%	0.53%	0.79%	1.93%	1.44%	1.15%
Los Rios	Justice-impacted	125	354	510	862	735	843	993	1,342
	% of Total Population	0.13%	0.37%	0.54%	0.95%	0.93%	1.10%	1.30%	1.63%

Table 1: Population of justice-impacted students at Colleges in the Far North region.

Justice-Involved Populations and Local Context



Trends in California’s incarcerated population provide important context for understanding justice-impacted enrollment demand. The [California Department of Corrections and Rehabilitation](https://www.cdcr.ca.gov/research/wp-content/uploads/sites/174/2025/05/Spring-2025-Population-Projections_May_2025_revised-1.pdf) (CDCR) reports that the state prison population declined sharply after peaking in 2017, with the steepest reductions occurring between 2019 and 2021. While the population has since stabilized at a lower level, these trends should not be interpreted as a decline in the number of justice-impacted individuals living in California communities.

Figure 1: Annual CDCR institutional populations and projections. Source: www.cdcr.ca.gov/research/wp-content/uploads/sites/174/2025/05/Spring-2025-Population-Projections_May_2025_revised-1.pdf

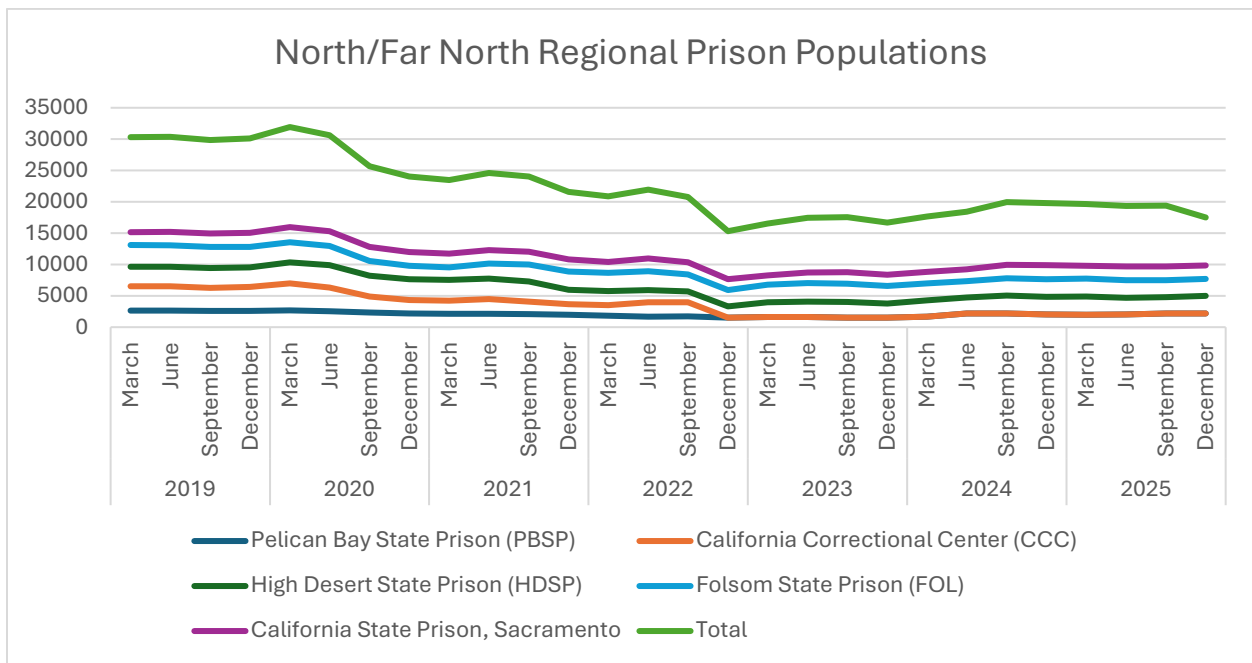


Figure 2: North/Far North Regional Prison Populations. Source: <https://www.cdcr.ca.gov/research/https-www-cdcr-ca-gov-research-monthly-total-population-report-archive-2019-to-2022/>

A key factor shaping these trends is Public Safety Realignment (AB 109), enacted in 2011, which shifted responsibility for individuals convicted of non-serious, non-violent, non-sexual offenses from state prisons to county jails and community supervision. Although AB 109 predates the period reflected in CDCR's recent population decline, its effects are enduring and directly relevant to Butte College. Under realignment, many individuals who would previously have been incarcerated in state prison now serve sentences in county facilities or under probation or post-release community supervision, significantly reducing CDCR counts while increasing local responsibility.

This dynamic is particularly evident in Butte County, where the College's most relevant justice-involved population resides. The Butte County Jail, with a rated capacity of 614 beds, reported an average daily population of approximately 524 incarcerated individuals in 2022, making it the largest county correctional facility north of Sacramento. Unlike CDCR facilities, which Butte College does not serve and for which correspondence education is not offered, the county jail and surrounding community represent the primary locus of justice-impacted individuals within the College's service area.

COVID-19–related emergency release measures further accelerated declines in state prison populations between 2020 and 2021. Eligible individuals nearing release were discharged early to mitigate health risks, and many did not return to incarceration due to expanded credit-earning opportunities, parole eligibility reforms (including Proposition 57), and changes in admissions and court processing. As a result, a growing share of justice-impacted individuals are now living in the community—either on parole, probation, or having completed supervision—rather than housed in state prisons.

For Butte College, these shifts suggest that the relevant justice-impacted population is not shrinking but relocating. Rather than being concentrated in CDCR institutions, justice-impacted individuals are increasingly present in county facilities and the broader community, where access to education, workforce training, and reentry supports is critical. Consequently, the decline in state prison populations does not signal reduced demand for justice-impacted programming; instead, it underscores the importance of community-based colleges in meeting the educational needs of this population.

Student Success

Justice-impacted students at Butte College have historically experienced lower course success rates compared to the general student population, with the primary exception occurring during the COVID-impacted academic year when additional flexibility and emergency supports were available. However, the relatively small size of Butte College's justice-impacted cohort limits the

ability to analyze local student success data in a statistically robust way, and several outcome measures are suppressed in statewide dashboards due to insufficient sample size.

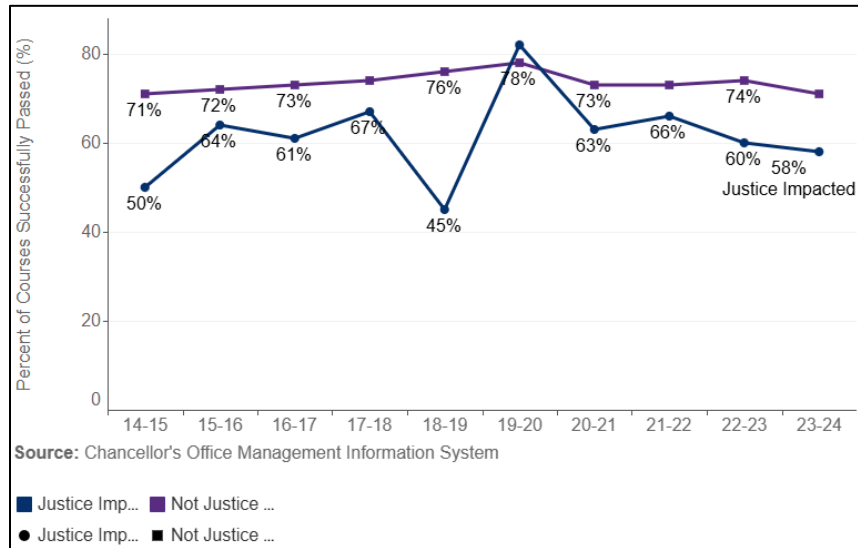


Figure 3: Percent of Courses Passed Successfully for Justice-Impacted Students vs. Not Justice-Impacted Students at Butte College. Source:

https://datavista.cccco.edu/data_views/metric_themes_first_time_nsa

To address this limitation, regional data provides important insight. Across the Far North region, justice-impacted students demonstrate course success rates comparable to their peers, suggesting that when enrolled, these students are capable of succeeding academically. However, justice-impacted students consistently lag behind the general population across nearly all momentum and progress indicators, including:

- completion of transfer-level Math and English,
- term-to-term persistence,
- unit accumulation, and
- award attainment and transfer outcomes.

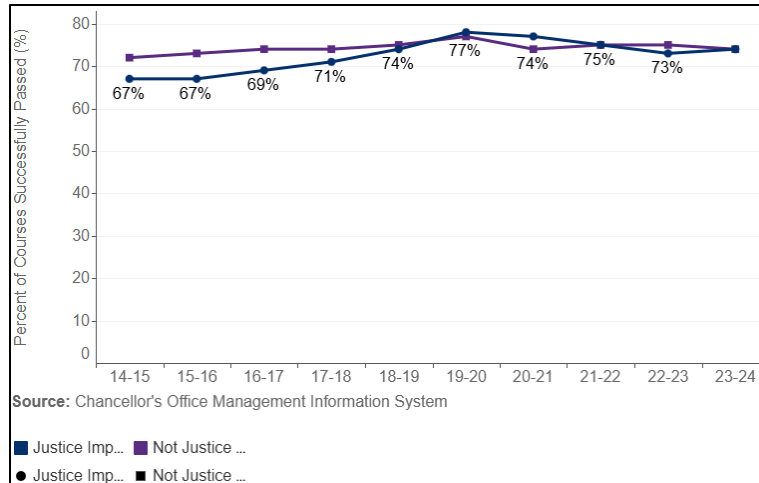


Figure 4: Percent of Courses Passed Successfully for Justice-Impacted Students vs. Not Justice-Impacted Students across the Far North Region. Source:

https://datavista.ccco.edu/data_views/metric_themes_first_time_nsa

These disparities indicate that the primary barriers faced by justice-impacted students are not isolated to course-level performance, but rather relate to persistence, continuity, and long-term goal completion. This pattern is consistent with broader research on justice-impacted learners, who often face intersecting challenges related to housing instability, employment demands, supervision requirements, and limited access to structured academic guidance. This further supports the need for a Transitions pathway in which justice-impacted learners would be connected to supports in these areas.

When looking at our local Butte College data, we see across all cohorts of Rising Scholars students (n = 529), 21.7% achieved a successful outcome (defined as earning a degree or certificate). This is comparable to the 23% success rate observed in the general student population. However, the *type* of outcome differs substantially. Here is data on outcomes for cohort students across all years:

	Rising Scholars (n)	Rising Scholars (%)	Full Student Population (n)	Full Student Population (%)
Cohort Population	529	100.0%	88025	100%
Degree in 3-Years	19	3.6%	9490	11%
Cert in 3 Years	55	10.4%	8866	10%
Any Degree	38	7.2%	13661	16%
Any Cert	75	14.2%	10638	12%
Any Successful Outcome	115	21.7%	20537	23%

Table 2: Outcomes of Rising Scholars Student vs. Full Student Population at Butte College.

Justice-impacted students demonstrate:

- Strong certificate attainment (14.2% vs. 12% for the general population); and
- Significantly lower associate degree completion within three years (3.6% vs. 11% for the general population).

This pattern suggests that justice-impacted students experience a period of equitable success, particularly in short-term credentials, but face barriers to progressing toward degree completion. One plausible explanation for the observed disparity between certificate and degree completion among justice-impacted students relates to access to information and supports at the point of entry. Many justice-impacted students initially enroll in certificate programs because they perceive these options as the most accessible or attainable given prior educational disruptions, financial concerns, or uncertainty about academic readiness. Another contributing factor to this pattern may be limited access to clear, accurate information about which academic and career pathways align with existing licensing, background check, or employment eligibility requirements. Without timely guidance, justice-impacted students may enroll in short-term certificates but hesitate to commit to longer degree pathways due to uncertainty about whether those degrees will lead to viable employment opportunities given their history. At the time of enrollment, students are often unaware of the full range of academic, counseling, and financial support available to them, including specialized assistance through programs such as the Department of Rehabilitation (DOR), the Alliance for Workforce Development (AFWD), and campus-based support services.

As students' progress and become more connected to the college community, many subsequently discover that degree pathways are both feasible and supported. It is not uncommon for students to shift toward an associate degree goal after completing a certificate. While this represents a positive academic trajectory for individual students, it contributes to lower observed rates of associate degree completion within standard three-year metrics when compared to the general student population.

The proposed Transitions pathway is designed to address this gap by front-loading information, guidance, and support prior to or at the point of program entry. By providing early exposure to academic expectations, degree and certificate options, and available financial and support resources, the pathway aims to support more informed educational decision-making. Connecting students to appropriate supports upfront is expected to improve persistence, reduce mid-stream goal changes, and ultimately increase associate degree attainment among justice-impacted students.

Collectively, this evidence suggests that justice-impacted students at Butte College would benefit substantially from intentional programmatic support, including structured pathways, contextualized curriculum, and coordinated academic and reentry services. Strengthening these supports would not only improve student outcomes but also help address the enrollment gap identified earlier by making Butte College a more accessible and responsive institution for justice-impacted learners.

Program Capacity and Implementation Requirements

Instructional Delivery Model

The proposed justice-impacted programming will be delivered using short-term, managed-enrollment cohorts, with courses offered in four- to six-week sessions. This structure is intentionally designed to connect students to critical campus and community resources as quickly as possible following release, when access to supports, stabilization, and clear guidance are most impactful. Short-term courses allow students to gain essential information, build relationships, and transition into education or employment pathways without delaying engagement during the reentry period.

This delivery model also aligns with the logistical realities of correctional-based instruction, where scheduling constraints, custody movement, and supervision requirements can disrupt longer academic terms. Offering courses in shorter, clearly defined blocks reduces the likelihood of interruption, supports consistent attendance, and allows students to complete meaningful coursework even when custody status or supervision conditions change.

Instruction will prioritize in-person delivery, as face-to-face learning allows for stronger relationship-building, immediate support, and more effective connection to campus services and community partners. In-person instruction is particularly important for justice-impacted students who may be rebuilding trust in educational systems and navigating complex personal and reentry-related challenges. While in-person delivery is the preferred modality, courses may be adapted for distance education when necessary to accommodate facility requirements, access limitations, or program needs.

Estimated Capacity and Students Served

Initial capacity estimates are based on both community-based participation and in-custody instructional opportunities, using conservative assumptions to ensure realistic planning.

For individuals on parole in the Chico area, Jeremiah Gonzalez, Chico Parole Unit Supervisor, reports that an average of 12 people are released to parole each month. While not all individuals will be interested in educational programming, a conservative estimate

of 50% participation suggests approximately six students per month, or 72 students annually, could reasonably be served through community-based offerings.

Beginning in Fall 2027, Butte College anticipates launching a pilot phase of instruction inside the Butte County Jail. During this pilot phase, jail partners have indicated a preference for nine students per classroom, with two potential classrooms available initially. The instructional model under discussion would allow one instructor to teach in person in one classroom while simultaneously livestreaming to a second classroom, serving 18 students at a time. The instructor would alternate in-person presence between classrooms to ensure all students receive direct instructional support.

During the pilot phase, the program would serve two classrooms (18 students total). As the program matures, there is potential to:

- increase classroom capacity to 12 students per room (space permitting),
- utilize up to four classrooms, and
- expand the number of course sections offered.

Under an initial model of two course sections per semester, the program could serve approximately 36 students per semester, or 72 students annually, with opportunities to scale upward based on demand and staffing capacity.

Instruction at the Day Reporting Center (DRC) presents additional logistical considerations. Due to work-release requirements, all classes must be once a week, resulting in two parallel sections of the same course offered concurrently- one on Mondays and one on Wednesdays. Current class sizes at the DRC average 12 students per section, though these numbers may increase as more individuals become eligible for alternative sentencing and reentry programming. Between the male and female cohorts, this would be about 24 students per semester, or 48 annually.

Enrollment Source	Projected Number of Unique Students Served Annually
Butte County Parole	72
Butte County Jail	72
Day Reporting Center	48
Total	192

Table 4: Projections of Students Served from Parole, Butte County Jail, and the Day Reporting Center.

When compared to the number of justice-impacted students served exclusively through this proposed program (excluding justice-impacted students currently enrolled in for-credit certificate or degree pathways), implementation would represent an estimated 146% increase in the number of justice-impacted students served relative to the total number of justice-impacted students enrolled at Butte College during academic year 2023–24 (n = 78).

Staffing and Instructional Needs

Successful implementation of justice-impacted programming requires instructional reliability, continuity, and compliance with correctional facility requirements. For these reasons, the program will require one full-time faculty position with the appropriate qualifications and clearance to teach both on campus and inside correctional facilities.

Instruction inside correctional facilities require background clearance, formal approval, facility-specific training, and ongoing coordination with custody staff. These requirements make reliance on associate faculty impractical, as clearance timelines, scheduling variability, and limited availability can disrupt instructional continuity. A full-time faculty member ensures consistent course delivery, maintains compliance with facility protocols, and supports relationship-building with students, correctional partners, and campus support services.

To support both instructional quality and fiscal responsibility, multiple viable staffing approaches have been identified through which this full-time position could be implemented.

Option 1: Full-Time Faculty Coordinator for Rising Scholars and Instruction

As justice-impacted programming expands, the need for a full-time Rising Scholars coordinator is increasing. The Rising Scholars Program is currently coordinated by a full-time faculty member with 50% reassigned time, a model that has been sufficient for program development but is increasingly limited as the program grows both on campus, and in in-custody settings.

Under this option, the College could hire a full-time faculty coordinator for Rising Scholars who also meets the minimum qualifications required to teach these courses inside the Butte County Jail and other correctional or community-based settings. This model would mirror an existing and successful institutional practice within the Youth Justice Program,

where Devon Carlson serves as both program coordinator and instructional faculty teaching courses inside juvenile hall.

This approach would:

- provide stable instructional coverage for justice-impacted courses,
- support program coordination, partnership management, and compliance responsibilities,
- reduce fragmentation between instruction and student support services, and
- provide a smoother transition to the on-campus program.

Option 2: Full-Time Faculty Shared Across Justice-Impacted and Parenting Education Programs

A second viable approach would be to hire a full-time faculty member whose assignment spans justice-impacted programming (CCT courses) and Parenting Education courses. The minimum qualifications for these instructional areas are aligned, and both programs serve overlapping populations navigating reentry, family reunification, and supervision requirements.

This shared assignment would allow the faculty member to:

- maintain a sustainable full-time teaching load across two closely related programs,
- build deeper expertise in working with justice-impacted learners across contexts,
- strengthen continuity of instruction inside correctional facilities, and
- support coordinated curriculum and scheduling with correctional partners.

This instructional alignment has been discussed with Stephanie Jimenez, who currently oversees the Parenting Education program, and reflects shared interest from correctional partners in offering both CCT and parenting courses to the populations they serve.

Staffing Rationale Summary

Regardless of the specific staffing configuration selected, the need for a permanent, full-time faculty presence is foundational to program success. The nature of correctional-based instruction, combined with the importance of trust, consistency, and cross-agency coordination, necessitates a staffing model that cannot be effectively met through associate faculty alone.

Facilities and Instructional Space

For courses taught inside the Butte County Jail and the Day Reporting Center, partner facilities will provide classroom space equipped projection capabilities. The Day Reporting Center also maintains a computer lab with 15 workstations, which can support delivery of digital literacy course content.

For courses taught outside correctional facilities, classroom space will be required at the main campus and/or Chico Center, with access to a computer lab for digital literacy instruction. To increase flexibility and reduce reliance on fixed computer labs, the Rising Scholars program is exploring the purchase of a dedicated set of laptops that can be deployed across instructional locations as needed.

Partnerships and Coordination

Program implementation will be supported through strong interagency partnerships. Recruitment into the program will be coordinated with parole staff and the Butte County Sheriff's Office, ensuring that eligible individuals are informed of educational opportunities both during custody and upon release.

Workforce and career pathway components will be supported through collaboration with the Department of Rehabilitation (DOR) and the Alliance for Workforce Development (AFWD). Both partners have expressed interest in participating through classroom visits, informational sessions, and enrollment support, helping students connect to employment services, funding opportunities, and long-term career planning early in their educational pathway.

Proposed Curriculum and Pathway Design

Curriculum Rationale and Certificate Structure

During program development, it became clear that the original proposal for a Certificate of Competency was not the most appropriate structure for the intended student population or program goals. Justice-impacted students often enter college or workforce pathways while navigating reentry, supervision requirements, employment instability, and basic needs challenges. For many students, the immediate priority is orientation, stabilization, and connection to supports, rather than mastery of discrete occupational competencies.

As a result, the curriculum has been redesigned as two short, targeted Certificates of Completion. This structure emphasizes access, early momentum, and informed decision-making, while intentionally avoiding overloading students during the reentry transition period. The goal of these certificates is not to be terminal credentials, but rather on-ramps that prepare students to successfully enter for-credit college programs, workforce training, or employment, thereby supporting long-term stability and reducing recidivism risk.

Both certificates share a common foundational course and are designed to be completed quickly, allowing students to engage meaningfully with college systems and community resources before committing to longer academic or career pathways.

Certificate of Completion #1: College & Community Transitions

Purpose:

This certificate is designed to support justice-impacted students at the earliest point of reentry by providing essential orientation, digital readiness, and connection to campus, workforce, and community supports.

Courses (2 total | 25.5 hours each):

- **CCT 300 – College & Community Transitions**
- **CCT 301 – College, Career & Digital Readiness**

Outcome:

Students complete this certificate stabilized, onboarded to college systems, digitally prepared, and connected to next academic steps.

Upon completion of the certificate, students are expected to:

- Identify and access basic needs supports and demonstrate engagement with appropriate campus, workforce, or community resources;
- Explain and navigate available campus, workforce, and community systems relevant to education, employment, and reentry;
- Demonstrate foundational digital skills required for college coursework and entry-level employment;
- Apply effective communication and self-advocacy strategies across academic, workforce, and community contexts; and
- Evaluate educational and employment options in order to develop an informed next-step plan aligned with personal goals.

CCT 300 – College & Community Transitions (25.5 hours)

Noncredit CDCP – Workforce Preparation

CCT 300 serves as the foundational course for this certificate and for the broader justice-impacted pathway. The course emphasizes practical navigation skills rather than academic remediation and centers the lived experiences of justice-impacted individuals. Students engage with topics such as basic needs stabilization, reentry stress and trauma-aware coping strategies, time management and reliability, professional communication, and academic/career exploration. Instruction is grounded in trauma-aware communication, strengths-based approaches, and normalization of help-seeking behaviors. This course is designed to lead to credit CTE and academic programs.

CCT 300 is structured around eight instructional modules totaling 25.5 hours:

1. **Welcome & Reentry Framework** – 3.0 hours
Psychological safety, identity shifts after incarceration, and goal-setting
2. **Basic Needs & Stabilization** – 3.0 hours
Housing, food access, identification restoration, transportation planning
3. **Mental Health & Wellness** – 3.0 hours
Trauma-aware coping strategies, grounding techniques, and emotional regulation
4. **Support Systems: Community, Legal & Workforce** – 3.0 hours
Community-based organizations, workforce agencies, legal aid, and expungement resources.

5. **Balancing Supervision with School & Work** – 3.0 hours
Time management and reliability. Scheduling around supervision requirements, programs, employment, and classes
6. **Trauma-Aware Communication & Self-Advocacy** – 3.0 hours
Professional communication, boundary setting, asking for help, and self-advocacy
7. **Academic Direction and Pathway Exploration** – 4.0 hours
Understanding college pathways, clarifying goals, exploring programs/careers through a reentry lens
8. **Community Reintegration & Next Steps** – 3.5 hours
Building belonging, relationship skills, and transition planning, pathway entry and referrals

Student Application and Outcomes

Throughout the course, students complete applied deliverables that remain useful beyond the classroom, including a basic needs and stability plan, wellness plan, community resource map, weekly schedule integrating supervision and coursework, communication scripts, an academic program map, and a final Reentry & College Transition Success Plan.

CCT 301 – College & Digital Readiness for Reentry Students (25.5 hours)

Noncredit CDCP – Workforce Preparation

CCT 301 builds the practical academic and digital readiness skills that justice-impacted students need to succeed in college following incarceration or extended absences from formal education. The course is intentionally designed for students who may be returning to learning environments after long gaps, navigating supervision requirements, and adjusting to rapid technological changes. Students engage with topics such as belonging in college systems, academic communication, professional behavior and expectations, and basic digital literacy for work/school. Instruction is grounded in trauma-aware, strengths-based practices that reduce anxiety, normalize help-seeking, and support confidence-building. This course is designed to lead to credit CTE and academic programs.

CCT 301 is structured around eight instructional modules totaling 25.5 hours:

1. **Student Identity & Belonging After Incarceration** (3.0 hours)
Rebuilding confidence, developing a growth mindset, and understanding differences between college culture and carceral systems

2. **Understanding College Expectations** (3.0 hours)
Syllabi basics, deadlines, grading, and academic integrity using a non-punitive framing
3. **Campus Onboarding and College Systems** (4.0 hours)
Financial Aid, counseling, campus support services
4. **Professional & Academic Communication** (3.5 hours)
Email etiquette, asking for help, disclosing barriers, and resolving academic concerns
5. **Digital Confidence & Online Safety** (3.0 hours)
Reducing technology-related anxiety, privacy awareness, scam avoidance, and digital trust
6. **Core Digital Skills for College Success** (4.0 hours)
Email use, file uploads and downloads, PDFs, and learning management system basics
7. **Student Portals & Enrollment Tasks** (3.0 hours)
Navigating student portals, schedules, holds, financial aid, visibility, and registration processes.
8. **College & Digital Readiness Planning** (2.0 hours)
Integrating skills learned throughout the course and planning next academic or workforce steps

Student Application and Outcomes

Throughout the course, students engage in applied activities that reinforce skill development and practical use. By the end of CCT 301, students are expected to demonstrate increased confidence navigating college systems, improved communication with faculty and staff, and the ability to complete required digital tasks independently. The course culminates in a personalized readiness plan that supports informed transition into credit degree programs, additional noncredit and credit certificates, or workforce training.

Certificate of Completion #2: Employment & Resource Management

Purpose:

This certificate is designed for justice-impacted students who are ready to focus on employment readiness while maintaining strong connections to college and community resources. Students engage with topics such as basic needs stabilization, reentry stress and trauma-aware coping strategies, time management and reliability, and campus onboarding. The curriculum intentionally integrates employment readiness with resource management to reflect the realities students face upon release.

Courses (2 total | 25.5 hours each):

- **CCT 300 – College & Community Transitions**
- **CCT 302 – Job Readiness, Professional Communication & Financial Stability**

Outcome:

Students complete this certificate prepared to pursue employment, communicate professionally, manage basic financial responsibilities, and access ongoing support services.

Upon completion of the certificate, students are expected to:

- Demonstrate readiness for entry-level employment or workforce training through completion of job-seeking and workplace preparation tasks;
- Apply professional communication strategies in workplace, training, and institutional settings;
- Explain and apply foundational concepts related to personal finance, income management, and financial responsibilities;
- Identify and engage with workforce and community partners to support employment and career goals; and
- Develop and implement a transition plan for entry into employment, continued education, or workforce training programs.

CCT 302 – Job Readiness, Professional Communication & Financial Stability (25.5 hours)

Noncredit CDCP – Workforce Preparation

CCT 302 supports justice-impacted students in developing the practical employment, communication, and financial skills needed for workplace success during reentry. The course emphasizes realistic job readiness, professional communication, and foundational financial stability while acknowledging barriers related to supervision requirements, gaps in employment history, and prior system involvement. Students engage with topics such as career exploration tied to local industries, resume preparation, interview skills, and workplace communication. Instruction is strengths-based, trauma-aware, and focused on transferable skills that support long-term stability. This course is designed to lead to employment.

CCT 302 is structured around eight instructional modules totaling 25.5 hours:

1. **Employment Readiness & Reentry Realities – 3.0 hours**
Understanding employment options, rights, and challenges during reentry

2. **Career Exploration & Goal Setting** – 4.0 hours
Identifying interests, identifying fair chance employers/industries including local employers, transferable skills, and short- and long-term goals
3. **Resume Development & Application Skills** – 3.0 hours
Resume creation, job applications, employment gaps, licensing, background checks, and disclosure strategies
4. **Interview Preparation & Workplace Communication** – 3.5 hours
Interview practice, professional language, nonverbal communication, and follow-up
5. **Workplace Expectations & Professional Conduct** – 3.0 hours
Attendance, accountability, workplace norms, and conflict resolution
6. **Financial Stability Foundations** – 4.0 hours
Budgeting, banking, paychecks, taxes, and managing income responsibly
7. **Navigating Employment Supports & Resources** – 3.0 hours
Workforce agencies, employment services, DOR, AFWD, and job retention supports
8. **Employment & Financial Stability Planning** – 2.0 hours
Integrating skills learned and planning next steps

Student Application and Outcomes

Students apply course concepts through hands-on activities including a career interests and transferable skills inventory, resume and sample job application, interview preparation worksheet, workplace communication script, and a personal monthly budget. Students also develop an employment and workforce resource list and complete a final Employment & Financial Stability Plan, demonstrating readiness to pursue employment, connect with workforce partners, or transition into further education or training with clarity and confidence.

Curriculum Design Principles

Across both certificates, the curriculum is guided by the following principles:

- **Short and focused:** Courses are intentionally limited in scope and duration to reduce barriers to completion.
- **Transitional by design:** Noncredit certificates serve as entry points into for-credit education or employment pathways.

- **Reentry-informed:** Course content acknowledges the realities of reentry and prioritizes clarity, flexibility, and support.
- **Connection-oriented:** Early and intentional linkage to campus services, workforce partners, and community resources is embedded throughout.

By avoiding overly intensive or prolonged coursework at this stage, the curriculum supports early success while preserving student momentum for future academic and career advancement.

Conclusion and Next Steps

The evidence presented in this report demonstrates a clear and timely need for expanded justice-impacted programming at Butte College. Enrollment trends show that justice-impacted students are increasingly present across the region, yet Butte College serves a smaller proportion of this population than comparable institutions. Local and regional data further indicate that while justice-impacted students are capable of academic success, they face continual barriers to persistence and degree completion, particularly when they are required to navigate college systems without early access to supports.

The proposed Certificates of Completion directly respond to these findings by providing short-term, reentry-informed pathways that prioritize stabilization, resource connection, and readiness for next steps. By front-loading information, guidance, and support, the program is designed to reduce midstream goal changes, improve persistence, and strengthen transitions into degree programs, workforce training, and employment.

From an implementation perspective, Butte College is well positioned to launch this programming. Conservative capacity estimates, a managed-enrollment cohort model, strong interagency partnerships, and a clearly articulated staffing plan support feasibility and sustainability. The curriculum is intentionally focused, scalable, and aligned with the realities of reentry and correctional-based instruction.

Next steps include:

- finalizing curriculum and certificate approval through the College's curriculum process,
- formalizing instructional and facility coordination with correctional partners,
- securing staffing to support reliable program delivery, and
- launching an initial pilot phase with ongoing evaluation to inform program refinement and growth.

Collectively, this proposal positions Butte College to serve a more intentional and effective role in supporting justice-impacted students during a critical transition period, strengthening educational equity, workforce readiness, and long-term student success.