

Lane's Title III Grant ~ Work-Based Learning

In October 2019, Lane Community College was awarded a five-year, \$2.22 million Title III grant through the U.S. Department of Education. This grant requires institutions to focus on Comprehensive Advising, Readiness for Employment, and Education Retention Strategies (CAREERS). The components of Lane's grant application include:

- A First Year Experience program in which students choose a career and academic path, and develop a financial plan;
- Augmented career services with stronger linkages to **work-based learning** and career exploration;
- Redesigned *holistic* student supports to meet the needs of students where they are;
- Software to map student success plans, provide onboarding, and institutionalize an academic early alert system;
- Improved institutional research capacity with new tools, dashboards, and repositories.

These components will be implemented in alignment with Lane's Guided Pathways Project.

Work-Based Learning for Career Technical Students

An emphasis of Lane's Title III grant is to promote student success through career awareness and exploration, connecting academic planning to career planning and streamlining the college-to-work transition. For many students enrolled in Lane's Career Technical Education programs, this transition is aided by **work-based learning**, which may take the form of an internship, a work experience course, an apprenticeship program, medical/clinical, or other cooperative education experience.

As seen in the graph, rates at which Lane's new CTE students access work-based learning within 3 years have recently increased.

When data are disaggregated, we note that almost all recent gains have come among non-Latinx White or Asian students, and that an access gap has appeared and widened for students identifying as Latinx, Black, Native, Pacific Islander, or Multiracial.

In keeping with Lane's *Equity Lens* and *Strategic Direction of Access, Equity, and Inclusion through Social Justice*, we are committed to develop and expand work-based learning opportunities for students of all ethnic and racial identifications.

