



Centennial Learning Center
4C The Future Program
College-Career-Community-Commitment

Uniting for Excellence & Equity in Education

Leadership Summit, April 2010



I am a strong, passionate, and caring role model, who, with determination and courage, will overcome the obstacles life gives me, and help others through their challenges as well. I've been rock bottom and know what it is like to fight hopelessness. I also know what it takes to find hope again and that sometimes people need outside help.

Jessaca Willis, Class of 2009



Alternative Education in Oregon

95% will be first generation college seekers.

85% live below the federal poverty guidelines.

54% are students of color.

Alternative Pathways, MESD



Our Vision

To develop and sustain an integrated 4C The Future Program ensuring that Centennial Learning Center graduates are equipped with the necessary tools to:


- Pursue higher education;
- Seek meaningful employment related to their interests and skills;
- Participate as active citizens; and
- Make positive contributions to their community.



Key Elements

- Senior Transitions
- ECMC Scholars
- Expanded Options (SB 300)*
- Early College Access Advocacy Project**
- Graduate Support Services

** Cut in 2009. We actively sought and received funding from a local foundation.*



When I joined the Early College Access Advocacy Project I began to realize my struggles to attend college were the same things I saw happening for others. This program opened my eyes to the many people who believe they cannot attend college because they come from a low-income family, don't have good grades, or don't know about college opportunities. This year I volunteer 30 hours a week as a Youth Advocate for the program while attending PCC.

Laborrah Sims, Class of 2009



Shared Vision

- ❑ Access to higher education is a community priority.
- ❑ Schools have a vision of college access for all.
- ❑ Participation and shared visioning with families is constant and collaborative.
- ❑ Students understand the expectation for continuing education beyond high school.



Community Priority

How can the community demonstrate a commitment to youth and education?

- Businesses provide supportive, engaging employment for youth.
- Youth have a meaningful role and voice within their community.
- Community members mentor, tutor, and support individual students.
- Leaders continuously acknowledge and celebrate success.



College Vision

How can schools demonstrate commitment to equitable access to higher education?

- Actively prepare all students to have a choice about the future.
- Teachers have a working knowledge of college readiness standards.
- Academic expectations for all are consistent with these standards.
- School staff engage with students about their dreams and life goals.
- School staff recognize, value and continuously engage families.



Family Engagement

How can families be empowered to support their children in higher education?


- Discuss the link between social, economic inequity and education.
- Provide tools and guidance to navigate the college system.
- Allow emerging parent leaders to support and guide each other.
- Engage families as a whole and support their educational goals.



College Identity

What do students need in order to develop a vision of themselves as college students?

- Understand the collective expectation for continuing education.
- Explore the link between social, economic inequity and education.
- Develop and utilize a peer and adult support system.
- Become familiar with the college environment and develop relationships with key staff through early college programs.



School isn't important to my family, but educators have always heavily influenced me. I've seen many bridges between students and teachers both burned and built. I wish to see an honest and open relationship between student and teacher, and a high level of comfort within all school environments. I feel that I can establish a necessary connection between teachers and students, and I aspire to do so locally.

Justin Buchanan, Class of 2009

The “Pay it Forward” Effect

