



# Mentoring Achievement

They share a contagious zeal for what they do. Students are drawn to them; colleagues praise their effectiveness; Learning Center directors raise the bar of accountability based upon their best practices. Center stage in a classroom or in a quiet reading corner, these two, of many, extraordinary mentors make a big difference through a powerful role in online education: the Hope Online mentor.

Mrs. Guilford and Ms. Byers, known as Mrs. G. and Emily, work at opposite ends of the Denver Metro area, yet they share ideals that explain their outstanding success. With remarkable consistency, each emphasizes the priorities of self-responsibility, organization and open communication, preparing the students under their purview to navigate through the crossroads of education with complete engagement, ownership and meaningful goals.

"I ran into a former student from many years ago," begins Mrs. Guilford with laughter in her voice. "This tall young man walked up to me as I was shopping and asked if I remembered him. Taking a moment, I assured him that I did and addressed him by name. Breaking into a great big grin, he boomed, 'I am responsible for me, baby! Just like you told me to be, Mrs. G!'" Then he told me all about his life and his job. I admit that it was a great moment, hearing that I had left such a positive imprint on his life."

Affirmation is the typical byproduct of mentor diligence. Though students must first be willing to receive guidance, Hope Online graduates regularly attest that their motivation for achievement sky-rocketed when an educational team rallied around them. As suggested by team teaching advocates, "team teaching can lead to better student performance in terms of greater independence and assuming responsibility for learning."\* At Hope Online, mentors are often at the focal point for a variety of day-to-day student successes.

To Ms. Byers, supporting students one hundred percent comes naturally. "I love this job. It is not difficult to put the needs of students first; that is what we are all here to do," she emphasizes. "I relish the opportunity to discern and distinguish the learning challenges faced by students and then tailor my approach accordingly to help them create and pursue their own goals. As an important first step, boundaries that cultivate structure, accountability and routine in an individualized learning environment are established."

Given their critical influence, mentors are also powerful examples of accepting advice as they welcome being mentored themselves. The Hope Online instructional team provides training to develop and lead mentors in utilizing methods and measurement tools for targeting instruction.

*(Continued on page 3)*



*Ms. Byers checks in at the Front Range Academy front desk*



*Mrs. Guilford stresses an important point to her class*

## Developing Experts in Education

As the role of the Hope Online mentor expands, so too do the opportunities for mentors to enhance their expertise. Douglas County School District, now a state-approved teacher licensure agency, is available to qualifying Hope Online mentors interested in attaining a teacher's license. Qualifying Hope Online mentors must have a bachelor's degree to participate in the alternative licensure program. For mentors who have not yet attained a bachelor's degree but are interested in the alternative licensure program, the Douglas County Educational Foundation and Jones International University offer scholarships for credits toward bachelor's degree completion.

Brenda Munzert, Douglas County School District's Coordinator for Alternative Licensure, partnering with experienced teachers, wrote the nationally noted curriculum. Each licensure candidate attends a teaching "boot camp," fulfills online class assignments and is regularly visited by an assigned expert in education. "The bottom line," points out Ms. Munzert, "is transferring this vast knowledge available to our candidates to their students. Our aim is to begin developing teachers in the first year but, in the second year, we are training proficient teachers."

For more information about Douglas County School District's alternative licensure program, contact Brenda Munzert at 303-387-9514 or [Brenda.Munzert@dcsdk12.org](mailto:Brenda.Munzert@dcsdk12.org).



## Greetings from the Chief Executive Officer

### Happy New Year!

At this particular time of year, we reach an exciting crossroads. The end of one season and the beginning of another offer two reasons to celebrate – the hope that inspired us to achieve and the hope that fuels our future.

Meanwhile, in the present, we are prospering because of our encouragement and assistance to one another as members of a dedicated team. It is in how we give and receive support that continues to define us. As an organization, we (Hope Online and Learning Centers) represent components of a school whose work is immeasurably intertwined and interdependent.

To realize our vision, Hope Online welcomes and builds up great team members through human resources, administrative and support services, instructional leadership and strong Learning Center partners. A commitment to our students' academic achievement is seen through the relationships of Learning Center directors, managers and mentors with our technology, compliance, enrollment, nutrition and health professionals. Working together, we ensure that students have the structure and tools in place to focus. These cooperative efforts touch the instructional

team of teachers and mentors who collaboratively provide a foundation of educational guidance for the students they inspire to achieve alongside parents and student services staff. Our collective successes are conveyed by the communications team to share our progress in realizing the Hope Online vision with the larger community.

If any one of these vital links was missing, we would not be the strong learning co-op that we are today. We simply cannot succeed unless we, as individuals, constantly give and receive support. All of us have been significantly affected by the wisdom, counsel and patience of others. It was their unwavering support that cultivated our confidence to overcome obstacles and exceed our expectations of ourselves. They relentlessly pursued our best and pushed us to desire it too.

In this issue, we salute one of the most essential roles on the Hope Online team – one that exemplifies this level of support – our mentors. I have enjoyed reflecting on my favorite mentor stories over the years, and I encourage all of you to thank those mentors who have inspired and facilitated the pursuit of accomplishments.

Thank you for supporting the Hope Online team with your talent, time and commitment. In 2011, keep in mind the words of educator A.R. Bernard, *"You cannot grow in isolation. You can only grow in community."*

Sincerely,  
Heather O'Mara



## Young Man on a Mission

"A diploma," is the immediate response that Johnny, a Hope Online at Front Range Academy student, offers when he is asked to describe his current goals. His single-minded commitment to graduating from high school is a testament to its notable inspiration – his past – catalyzing an excellent future.

"I know that history can repeat itself if I keep making poor choices," the Hope Online senior acknowledges. "Now, I only want to remember the hard times so that I don't return to them."

For Johnny, a promise he made to himself a year ago New Year's Eve helps him set specific goals for a better life. He made a firm decision that night to leave behind bad influences and habits. Eventually, he enrolled at Hope Online and began attending Front Range Academy. It was a defining step that marked the emergence of a determined young man who has earned the admiration of his mentors.

"Johnny has not missed even one day since he came here," declares his mentor, Mark Vargas. "His work ethic and respect for others blend well, helping him achieve and accumulate proof of his accomplishments. It wasn't always, but it is now, easy for Johnny to identify his own successful efforts. We see his hard work and also the pride he takes in achievements that are important to him. He is focused on reaching his goals

rather than comparing himself to other students."

"We have not seen the distracted student that Johnny says he was in the past," adds Hope Online Teacher Dustin Lewis. "He takes the work he is assigned seriously and is committed to the long haul necessary for completing all the requirements to earn a high school diploma."



Mentor Mark, Johnny and Mentor Emily are a unified learning team

Emily Byers, also a Front Range Academy mentor, confirms Johnny's extraordinary zest for learning. "Honestly," she begins with a grin, "if we opened the Learning Center at 6:30 in the morning, Johnny would be here ready to begin his studies. We often have to remind him when the school day is actually over!"

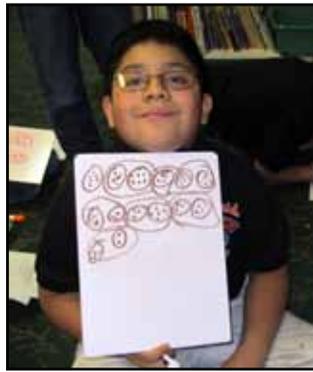
Despite a no-nonsense approach to his studies, Johnny is known for his lighthearted take on life and the jokes he shares as he acclimates to a new learning environment. Eager to discuss social

studies, Johnny is excited about expanding his reading skills so that he can comprehend his rich history lessons.

"It's hard for me sometimes," Johnny admits, "but worth it. To anyone who is struggling, I would say that they can meet their goals if they just figure out what to do and do it. That is why I keep to my schedule, knowing that I will get there by working hard each day."



Pastor Mark drops by for a lunchtime greeting



Don shows his completed math illustration



Westside Learning Center Aid Corey is a big support to Aaron and his classmates



A winning poster says it all

## Westside's Winners in Learning and Life

Everyone who touches the lives of Hope Online students at Westside Learning Center agrees – their students have stability in an ever-changing world.

This was the goal of Pastor Mark Lopez when he offered educational opportunities to the community surrounding the church he founded over twenty years ago. “We saw children as young as five years old with a look of hopelessness. The toll of their neighborhoods entrenched in unemployment, poverty and high drop-out rates was visible on their faces. We knew that education was the way to foster the sense of security that they needed to positively affect their future.”

With that vision, Hope Online at Westside Learning Center was opened five years ago, and with each passing year, students live increasingly by their motto: “I am determined to W-I-N win!” W is for Work dedicated to meeting goals; I is for Inspiring excellence by bringing their “A game” with them every day; N is for Never giving up but standing up to meet every challenge that comes their way.

“We guide our students toward developing a strong presence in life and in school like that of their mascot, the tiger,” notes Pastor Lopez with confidence. “Here, through the principles of self-governance, strong personal values and unwavering commitment to learning, we have a culture of high achievement.” Parents love the smaller classroom sizes that seem to contribute to their children being successful at school

and voice their appreciation for students growing accustomed to excelling, rather than just getting by in their studies.

The Westside Learning Center staff members demonstrate daily the principles they profess in a lively environment that exudes joy. Hope Online Teacher Lindsay Small and mentors, Ms. Ashley, Ms. Sarah and Ms. Leslie, work with students from grades k-6 as a solid team. Mr. Corey oversees regular physical exercise; Mr. Benny, Ms. Laurie and Mr. Louie offer assistance with any challenge, big or small, and Ms. Lou lends a hand with her warm smile. A high level of focus is tangible in every room in the extended family atmosphere at Westside Learning Center.

“Our students thrive on the exceptionally encouraging relationships among the staff members,” points out Ms. Small. “When they come across problems, they resolve them together. Their collaboration extends into the learning environment, contributing to a team spirit that engages everyone here, including parents and the larger community!”

Utilizing a core value of Hope Online, Westside Learning Center continues to forge partnerships within their community. They rely on these partners to provide recreational, field trip and tutoring alternatives that broaden the perspective and skills of the young “tigers” who they are training to go after the greater goals of life that begin, not end, with high school graduation.

### Mentoring Achievement *(Continued from page 1)*

“We look at students and ask, ‘How do we build upon what is best for their instruction?’” explains Hope Online RtI (Response to Intervention) Coordinator Jan Kennedy. “Then we train mentors to use real, specific tools to generate solutions with diligence and fidelity. This well-monitored process assures that each student makes significant progress. Our dedication to helping each mentor build his or her own skills and capacity allows us to forge ahead in our vision together.”

As the Class of 2011 endeavors to complete graduation requirements and firms up plans for the next steps in education and in life, one thing is certain: each student has been infused with a “can do” attitude, nurtured through the firm guidance, patience and dedication of mentors who consistently responded to needs and supported daily effort that became a cornerstone of academic achievement.

\* Team Teaching. (1998) City University of Hong Kong, Centre for the Enhancement of Learning and Teaching. (<http://teaching.polyu.edu.hk/datafiles/R27.html>)

**ARE YOU READY FOR SOME PERSUASION?**

**Don't miss the Hope Online Persuasive Argument Competition!**

Open to Hope Online students  
Awards per Grade Category  
6<sup>th</sup> – 8<sup>th</sup> Grade  
9<sup>th</sup> – 12<sup>th</sup> Grade

Look for details in an upcoming Hope Online update

**Start planning and preparing now...  
You could be the next winner!**

## Reading Rewards: A Hope Online Literacy Update

Definitive strides in the reading achievement of Hope Online students are evident since “The Power of Reading: Building a Foundation of Literacy,” first published details of a school-wide push to “help (students) learn by addressing their reading deficits and continually reinforcing those skills until the gaps are filled,” as described by Hope Online Reading Specialist Debra Morris in Spring of 2009.

Following a significant 12% increase in the percentage of 3<sup>rd</sup> graders achieving a proficient or advanced rating on the 2010 CSAP evaluation, Ms. Morris sees the positive effects of targeted instruction responding to specific skill deficits.

“Hope Online reading specialists made a concerted effort to clearly and consistently communicate what students needed,” Ms. Morris shares enthusiastically. “With full support from, and collaboration with, our general education teachers, a true team effort brought us to this point.”

Highlighting plans to maximize this newfound momentum, Ms. Morris adds, “We are determined to continue this positive trend through 90-minute literacy blocks each and every day for Hope Online students, professional development trainings in literacy for teachers and Learning Center mentors and utilization of reading programs with fidelity to advance this crucial learning skill.”



*Tia makes the most of reading time*

Elaborating further, Hope Online Teacher Lisa Millin explains, “It has been my experience that once Learning Center directors and mentors fully grasp the degree to which outstanding programs such as Lexia and My Reading Coach offer solid online and offline skill development exercises and how specifically they help address gaps and enhance literacy-focused lesson planning, they are motivated to implement them as part of a rigorous routine rather than ‘just another option’ that takes up valuable learning time.”

Reading for quality and quantity is the new norm at Hope Online. Teachers are brainstorming ways to expand libraries to include specific genres, geographic areas or topics, and newly established reading areas are popping up in Learning Centers. These accomplishments aside, Hope Online teachers keep in mind that 50% of all kindergartners enroll without critical early reading skills such as knowing the names of letters in the alphabet. Added to that, 49% of 2<sup>nd</sup>-5<sup>th</sup> grade Hope Online students attended three or more schools in the past three years – among the most crucial years for literacy development.

Since literacy competency concerns extend into middle school and high school, Hope Online Learning Centers offer numerous options for hands-on literacy skill-building at all grade levels, including actual reading materials easily downloaded. Hope Online teachers offer extensive support integrating reading into existing learning goals and assignments and presenting troubleshooting strategies for individual learners. Finally, their facilitation of reading small groups and ongoing benchmarks and progress monitoring are sure to keep reading alive and flourishing.

## Student Life: Clubs and “Co-Operative” Activities

When students from Hope Online Learning Centers gather in one place there is an air of energy and camaraderie. Soon, additional activities and even clubs will make school-wide gatherings a more common aspect of Hope Online student life.

“A feeling of belonging is what our students enjoy most, and we know that fun activities spur attendance and improved focus on academics. So much positive esteem comes with being connected and that definitely generates affiliation in our Learning Centers,” observes Hope Online Administrative Services Manager Melanie Stone, who is spear-heading the initial organization of student activities and clubs. “As we expand these options school-wide to students from any and all Learning Centers, we will count on the positive response and excitement we are seeing as we begin these new ventures.”



*Mentor Jennifer Travis, Hope Online students from Front Range Academy and Melanie Stone prepare to play ping pong*

The list of ideas is long, and Ms. Stone is currently exploring the necessary requirements and logistics. Each activity and club must have at least one designated Learning Center to act as the central meeting place, called a hub. Each Learning Center that hosts a hub will also provide a formal advisor who is both the group leader and facility overseer.

“We will focus on the national clubs that work within our model and pursue as many creative alternatives as possible. While it is our goal to create student life opportunities for all grade levels, we are researching high school clubs first,” Ms. Stone specifies, adding, “National Honor Society drew a significant response as well as dance, Junior ROTC, DECA, Peace Jam and a ping pong tournament!” Plans for the ping pong tourney and a folklorico dance group are underway. Details will be published in a future update.

If you are interested in learning more about clubs and activities, please contact Melanie Stone at [Melanie.Stone@HopeOnline.org](mailto:Melanie.Stone@HopeOnline.org) or 720-274-9774.

# Giving Back the Gift of Mentorship

Their eyes brimming with joy, Hope Online graduates Monique Fredriksz, Kiara Arguello and Vanessa Marquez energetically describe the students at Center of Hope Academy. Now mentors at their former Learning Center, their passion and love for the work they do and the young people they serve is obvious. For these hard-working young women, it is difficult to believe that, not so long ago, they were the recipients of the much-needed mentoring that they now provide to others. A depth of wisdom founded in their personal experiences is evident as they speak from minds and hearts profoundly transformed by hope.

“When I was in school,” remarks Ms. Marquez, “I simply did not see the need for an education. Academics, from my perspective, were unnecessary for obtaining what I wanted in life. By the time I graduated from Hope Online, I realized that graduation was not an end achievement but just the beginning of a whole new life and actually a crucial part of reaching my dreams. It took a lot of mentoring to get me to understand that.”

Upon enrolling at Hope Online, Ms. Marquez barely kept her head above water in most subjects until she realized that her mentors genuinely wanted to foster her potential. Now, as a mentor, she knows firsthand the level of adult commitment some students need to see demonstrated in order to initiate their motivation.

Fellow Class of 2010 graduate, Ms. Arguello, agrees that students “get it.” She clarifies, “I find that students open up to me because of my own journey here and their belief that I understand them. As mentors, we are united in caring for students and upholding high standards in their studies, achievement and respect for authority figures and classmates.” Intent on expanding her skills in support of Hope Online students, Ms. Arguello, like Ms. Marquez, appreciates the advice of veteran mentors.

“I am very humbled in looking back, seeing how my parents, Hope Online teachers, mentors and family patiently guided me,” elaborates the grateful mentor, who, in an ironic twist, finds herself in the role of those whose stern warnings she once resisted. “It is a privilege to be the one in a leadership role for students. I have learned how true it is that we reap what we sow! I want so much to reach them while they are young so they will make good choices.”

Meanwhile, Ms. Fredriksz, affectionately known as, “Miss Mo,” to the second grade students she mentors, hails from the Hope Online Class of 2008. With a love of children that is evident as she walks through the halls effortlessly engaging students on their way to recess, Ms. Fredriksz seems destined to work in the field of education. “I played school a lot as a child, and I always enjoyed working with children. At the end of high school, I enrolled at Hope Online to complete a few credits. Ultimately, it was an excellent opportunity for applying my abilities to help others after my work was done for the day.”

As her passion for mentoring grew, Ms. Fredriksz took on increasing responsibilities at Center of Hope Academy. “I was afraid that I did not have what it takes, but my natural talent to analyze how students learn differently paid off. I also noticed cycles of misbehavior that began with academic frustration. As we addressed their needs and students began to succeed, their behavior became much more positive. I am confident now that Hope Online is a good fit for my students and me.”

Recognizing that trust is essential to learning, Ms. Fredriksz is intentional about building relationships with students. She shares, “I initiate a lot of conversations by asking students about a brother or sister, inviting students to talk to me so they know that I am approachable and it is okay to ask me questions when they need help.”

All three Hope Online graduates agree that mentoring is rewarding. Each young mentor knows students, genuinely challenged by life circumstances, who find hope in the classroom. They are often reminded that they make a difference in students’ lives. They particularly enjoy being a voice of hope, able to assure their students that they can overcome difficulties along a journey of achievement.



*Ms. Marquez and Jazmin share an after-reading hug*

“  
**What is a mentor? A mentor is a partaker in someone's life.**

”



*Ms. Arguello selects a popular read-aloud storybook*

“  
**Without teachers willing to lovingly instruct students, they would be passed along. Hope Online offers them, instead, the opportunity to walk through their difficulties.**

”



*Miss Mo flashes her trademark smile*

“  
**I offer students an example. They see me and know, 'Miss Mo didn't quit, and she made it. That means that I can make it too.'**

”

# "Ment" to Teach: The Journey from Mentor to Teacher

"In a fast-paced learning culture, I saw an opportunity to influence students, mentors and directors in a whole new way. It was a chance to make a unique imprint on student achievement," reflects Hope Online teacher Jon Russell. "It was obvious to me as a mentor that, much like the technology we utilize, the role of Hope Online teachers continues to be redefined. I was drawn in by the innovation required to do demanding and essential work."



*Mr. Russell and Diamond are both pleased with her frog dissection work*

For Mr. Russell and other mentors, Hope Online has required and provided career development in the growing field of online education. It is not uncommon to find hard-working staff members progressing from one role to another. With a valuable understanding of the daily challenges faced by mentors and appreciation for the crucial, but oftentimes unacknowledged, work that they do, Mr. Russell and fellow Hope Online teachers, including Candice Steele and Kerri Rink, have each stepped into distinct instructional responsibilities through their successes as former Learning Center mentors.

Explaining how the mentor position groomed her for the training, testing and targeted instruction which she now oversees, Ms. Steele observes, "I have worked with many students who had substantial gaps in their learning, so I learned to go back to the basics, to teach them organizational tools and foundational skills and to support them in 'learning how to learn.' As a result, I became well-practiced at addressing

achievement gaps in basic ways that help me every day as a teacher."

Mrs. Rink agrees and also readily affirms her own professional growth since accepting her new assignment. As Hope Online teachers, she and her colleagues share the best practices of many dedicated professionals through their involvement in the coordination and functioning of Learning Centers as a whole. "We have involvement in testing, grade reporting, transcripts, disseminating critical information, assigning curriculum and coordinating with mentors for targeting instruction to students, including approving supplementary work to assure appropriate progress."

While assisting Hope Online students with their lessons, these motivated educators thrive on the intense focus vital to their work. "It constantly challenges me, and each new obstacle that I overcome and learn from gives me a boost of confidence," points out Mrs. Rink. Mr. Russell also enjoys the



*Mrs. Rink looks up from her test reviews*

dedication and solidarity among Hope Online team members. "I don't often quote military slogans," he explains, "but I do believe that together, we find ways to 'improvise, adapt and overcome' for the ultimate good of our students."

## Question and Answer – Hope Online Instructional Advisory Team Members

*Voices of Hope* caught up with a few members of the Hope Online Instructional Advisory Team, past and present. The rotating membership of the 22-person team ensures balanced representation and perspective. Their reflections about the evolving role of mentors reveal a progressively expanding vision of the Hope Online learning model.

### OUR INTERVIEWEES:

- Ms. Kristen Smith**, Hope Online at Front Range Academy Learning Center Manager
- Ms. Phyllis Hannah**, Douglas County School District Learning Specialist
- Ms. Judy Robbins**, Hope Online Reading Assistant and Hope Online at Little Debbie's Dream Learning Center Mentor
- Ms. Detrice Brown**, Hope Online at New Beginnings Learning Center Director



*Ms. Kristen Smith*



*Ms. Phyllis Hannah*



*Ms. Judy Robbins*



*Ms. Detrice Brown*

*(Continued on page 7)*

# Finding Gaps and Solutions with Acuity



Acuity means sharpness. When the learning of our students is measured at regular intervals, Hope Online’s academic team makes instructional decisions using a cutting-edge assessment tool. This year, Hope Online is implementing Acuity, a learning measurement program considered the gold standard for predictive and diagnostic educational analysis.

“The best descriptor of our goal is *informative assessment*,” asserts Hope Online Director of Student Achievement Dr. Janet Filbin. “I prefer this term because Hope Online makes informed decisions encompassing the interval data collected to gauge our students’ progress, thereby enabling our highest priority – the timely adjustment of our instruction based upon that data.”

These goals illustrate assessment research by Learning Measurement Specialist Catherine Garrison and Director of Development Services Dr. Michael Eringhaus of the Measured Progress organization. In



Hope Online teacher Lindsay Small oversees Haily’s lesson

their article, *Formative and Summative Assessments in the Classroom*, they point out, “Because they are spread out and occur after instruction,... summative assessments (eg. CSAP) are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs,” but “(they)

happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process. It takes *formative* assessment (eg. Acuity) to accomplish this.”

Thus, these research findings affirm the need for a complementary assessment approach, as is followed by the Hope Online team, to allow for response-oriented information in addition to after-instruction evaluation. “We are decisively emphasizing targeted instruction that allows for ongoing feedback and modification,” elaborates Hope Online Chief Academic Officer Sherida Peterson. “Our teachers and Learning Center directors and mentors are engaged in the instruction process on its many levels and aspects of impact related to our students’ learning achievement.”

This semester, for example, a specific target area to which Hope Online teaching teams are responding is summarizing skills. Summarizing requires the blending of many sophisticated skills – reading comprehension, main ideas identification, preliminary analysis and prioritizing. “Through the Acuity tool,” notes Dr. Filbin, “we have confirmed a broad area for intense focus (summarizing) as we also address many individual needs. It helps us balance the big picture with critical details, and vice-versa, which assists us in monitoring the pace and progress of learning among our students.”

## Q&A (Continued from page 6)

**QUESTION:** How has the Hope Online mentor role evolved in the last five years?

**KS:** The teamwork between Hope Online teachers and our mentors has become very solid. This has made a big difference in productivity and morale. Each person is aware of his contribution and value to the team.

**PH:** The role of the mentor has always been critical to the Hope Online model. They provide the “heart” of Hope by establishing the relationships that enable our students to take the risks needed to fully engage in their learning. Their role has expanded a great deal and become much more vital with increased accountability. It is important that we support all mentors in providing consistent classroom management, monitoring student progress regularly, targeting instruction and implementing interventions and accommodations.

**JR:** The priorities for the mentor role have evolved from classroom management basics to targeted content emphasis. As Hope Online has matured, so has mentors’ understanding of how to maximize the curriculum and the variety and number of tools available to them. Now we offer students a more balanced team to support their learning.

**DB:** As a Learning Center director, I have enjoyed the benefits of consistent trust in Hope Online to keep our Learning Center and our mentors accountable for continuous improvement.

**QUESTION:** From your perspective as a member of the Instructional Advisory Team, what additional training and professional development would you like to see provided to Hope Online mentors?

**KS:** A balance of practical training and advanced skills is important

for everyone whose work touches students. For example, urgent matters and outright emergencies come up in our students’ lives. These situations are documented in training handbooks, but hands-on training would be a great benefit. We would also like to see more team innovation in academic reinforcement such as building a literacy wall of engraved bricks with student names – things we can do together.

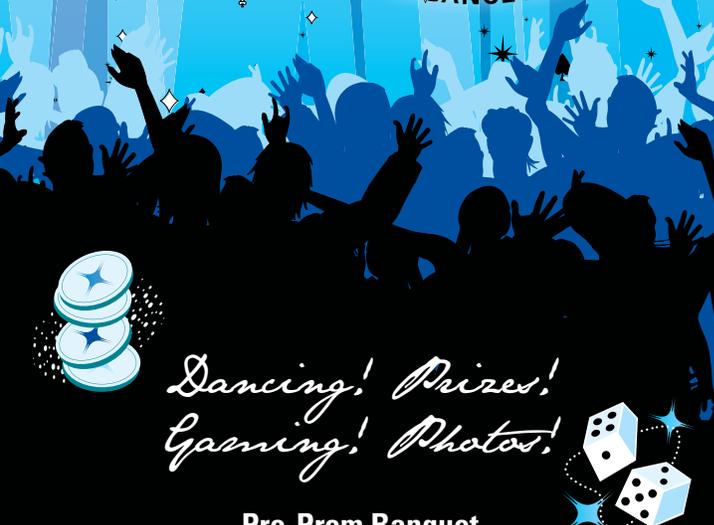
**PH:** I would like to see mentors who demonstrate particular strengths more directly involved in providing training. For example, we have several Hope Online teachers who were previously mentors; they could be great resources in this sort of approach. Receiving information from someone who clearly understands your role and has faced similar situations can be very motivating.

**JR:** Advanced skills training covering elements of advanced math and sciences as well as more unusual reading challenges have been requested. Mentors will continue to benefit as it becomes easier to share successes and equip them in the best practices of what is tried and true. As we grow in our learning community, each individual mentor rises to the next level of quality. This is why I am working vigorously to standardize our offline offerings so that they complement our online curriculum well. I believe that a consistent focus in this area will be the most helpful to our mentors.

**DB:** I want to be part of a team through which we are all able to pool suggestions and feedback through Learning Centers and Hope Online staff in order to succeed together. One common request is the organization of visits to other Learning Centers for a broader perspective of successful strategies built around the Hope Online learning model. With continued use of all our materials and making the most of the training we are given, we can look forward to continued success as an entire organization, and mentors will play a key part.

MAY 7, 2011

# Hope Online Prom "Monte Carlo Night" AN EVENING OF ELEGANCE AND FUN



*Dancing! Prizes!  
Gaming! Photos!*



**Pre-Prom Banquet  
Open to All Hope Online High School Students**

**Saturday, May 7 at Crystal Rose  
9755 East Hampden Avenue, Denver, Colorado**

Need fund-raising ideas? Looking for a special outfit?  
Ask your Learning Center director  
or call Melanie Stone at 720.274.9774



367 Inverness Parkway, Suite 225  
Englewood, CO 80112

## Hope Online Learning Centers

Below is a list of all 2010-2011 Hope Online Learning Centers. Learning Center visits are a hands-on way to learn about Hope Online's unique model, allowing community members to see firsthand how online learning is helping Colorado's at-risk student population. To arrange a Learning Center tour, please call 303-989-3539.

A New CHANGE Academy  
 Action Learning Center  
 All Peoples Learning Center  
 Alvarado Place Academy  
 Bridges of Silence  
 Center of Hope Academy  
 Cherry Creek Hope Learning Center  
 Common Ground Learning Center  
 Cornerstone Learning Center  
 Crescent View Academy  
 Dinosaur Community Learning Center  
 Eastwind Academy  
 E-cademy  
 Faith Prep Learning Academy  
 Front Range Academy - Arvada  
 Front Range Academy - Broomfield  
 Front Range Academy - Lakewood  
 Front Range Academy - Westminster

Harrison Street Academy  
 Healing Waters Learning Center  
 Hillcrest Academy  
 I Am Academy  
 JMJA Learning Center  
 LARASA Central Learning Center  
 LARASA Learning Center at  
 Westminster  
 Learners to Leaders Academy  
 Life Preparatory Academy  
 Little debbie's Dream Learning Center  
 Love Educational Center  
 Marantha Learning Center  
 New Beginnings Learning Center  
 New Hope Academy  
 Pathway Learning Center  
 Redeemer 1-8 Learning Center  
 Redeemer K Learning Center

Renewal Academy – Denver  
 Renewal Academy – Northglenn  
 Revolution Global Academy  
 Roca Fuerte Learning Academy k-6  
 Roca Fuerte Learning Academy 7-12  
 Rocky Mountain SDA  
 Solid Rock Academy  
 Tetra Academy  
 Trinity Learning Center  
 Tubman Hilliard Global Academy  
 Urban League Child Development  
 Center  
 Victory Academy  
 Vision Academy  
 Westside Learning Center  
 Worldwide Academy (k-3)  
 Worldwide Academy (9-12)