



At-risk Student Reality: Beyond the Academic Need

At-risk is a widely-used term encompassing the vulnerable members of our society. It includes those who lack health, food, clothing, and shelter, or the less tangible necessities of life – acceptance, support, opportunity, and life skills. Their deficiency of these essentials confirms that many Hope Online students are, by either standard, at-risk. This leaves only a question as to the extent of their need and how we, Hope Online, can best allay their struggles.

With regard to at-risk students, the North American Council for Online Learning (NACOL), through its series of Promising Practices in Online Learning, reports, “While there isn’t universal agreement about the nature of the risk itself, most educators would concur that the ultimate risk is that the student will exit from his or her K-12 education before successfully completing it... Other factors linked to being at-risk include non-academic indicators that are believed to affect a student’s likelihood of achieving success in school. Students who are pregnant, (have) parents incarcerated, or have a history of drug or alcohol abuse, among other factors, may be considered at-risk.”¹

At Hope Online, these factors are not *potential threats*, but *daily realities* that are acknowledged and addressed by both staff and students. “It’s hard for observers to understand the tremendous risks kids face *each and every day*,” laments Hope Online teacher Rob Tait. “We construct detailed academic plans, fine-tuning instruction to meet students’ individual learning needs. But, if our students’ basic needs such as breakfast, shelter, adequate clothing, language comprehension, and a ride to school, are not met, then our academic efforts simply cannot make up the difference.”

Shana Armstrong, Learning Center Director of Hope Online at Harrison Street Academy concurs. “You cannot teach Johnny to care that two plus two equals four until you have satisfied his physical hunger and soothed his fear of not being picked up after school. Learning will not happen until a child feels safe.”

As do juvenile crime experts, Hope Online staff recognizes that this level of need is a symptom of the breakdown of family, experienced by so many Hope Online students. As a result, those who serve them accept many duties beyond their job descriptions, including supporting students and their families as they seek relief from agencies. Excessive delays often add to the false allure of the streets in exchange for

meaningful, long-term goals, like graduation. What Hope Online students lack in access, the staff tries to make up for with support and resourcefulness.

Gigi Hill, Hope Online’s Attendance and Discipline Coordinator, explains the issue of access further. “*All* kids are at-risk, per se, because *all* youth must be guided toward graduation, life skills, and maturity that they will naturally resist. But, students with access to resources will do well, in spite of difficult circumstances. Without our intervention, Hope Online students lack the means to find the solutions that they desperately need. Ultimately, it is *access*, *not risk*, that separates our students from other public school students.”

Ms. Hill, therefore, insists that Learning Center Directors strive to know each and every student. “When a student is referred to me, I ask myself, ‘What don’t we know about this student that we need to know? What is his story that will lead us to understand his need?’”

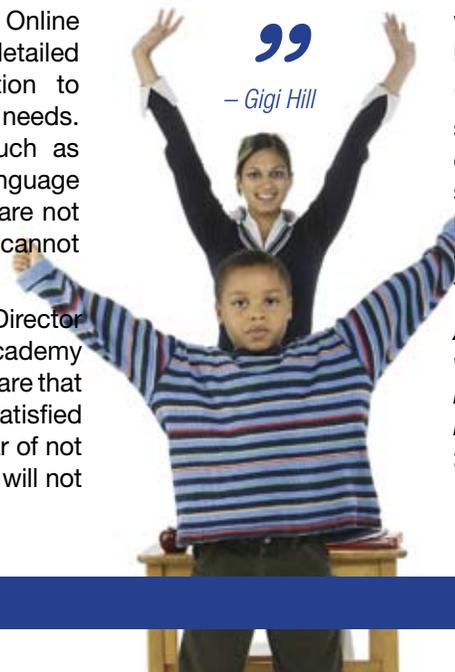
“Each of us at Hope Online believes what statistics confirm,” summarizes Ms. Hill. “A child can make his way to graduation and success because just *one person* believes in him. When the needs of our students seem overwhelming, we strive to keep it simple by focusing on being that one source of hope.”

A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove, but the world may be different because I was important in the life of a child....

... Forest Witcraft

“
A child can make his way to graduation and success because just *one person* believes in him. When the needs of our students seem overwhelming, we strive to keep it simple by focusing on being that one source of hope.
”

– Gigi Hill





Greetings from the Chief Executive Officer

The New Year is a special season of *hope*, a dearly held ideal at Hope Online. Yet, as educators, it is also a mid-year point—a time to persist toward spring and the ushering of students to the next grade level or graduation. With the second semester upon us, and even as we ponder our students' very real hardship, let me remind

you of our progress and reaffirm our vision of student success.

Here are achievements from this school year, some of which are highlighted in this *Voices of Hope* issue.

- **Douglas County School District Partnership** – Hope Online continues to thrive under the charter of DCSD, adding student services, literacy tools, expanded professional trainings, testing administration enhancements, and access to an array of specialists supporting the success of Hope Online students.
- **Free and Reduced Lunch Program** – Proper nutrition is an essential component of learning for all students. Through collection of Economic Data Surveys and collaboration with several partners, Hope Online is implementing a school lunch program for Hope Online students. Overall, survey results

indicate that at least 53% of Hope Online students qualify for free or reduced lunches, and among the 66% of students who returned the survey, 79% qualify for free or reduced price lunches.

- **Staff Development** – Response to Intervention sessions have begun a critical dialogue among Learning Center directors, teachers, and mentors to define and apply methods for addressing key indicators of our online students' needs. Teaching staff at Hope Online has met more often and partnered more effectively this year in student evaluations of progress and performance.
- **Student Success** – Evidence of our students' progress is all around. I hope you enjoy some of the compelling success stories in this issue, and share those of your own with us. Stories of student success are an excellent way to keep hope alive as we strive to *advance academic achievement, character building, leadership and enhanced life skills in all our students.*

At mid-year, winter brings opportunities to remain steadfast in preparing our students, who face many daily struggles, to continue making educational gains and responsible decisions. As we are challenged to nurture seeds of growth this semester, may we find the determination to persevere to the promise of a future harvest in their lives.

Sincerely,

Heather O'Mara
Chief Executive Officer



Harrison Street Academy: "No Excuses, Just Results"

The blue house on Harrison Street and Twenty-Ninth Avenue looks a lot like those nearby. But, inside, it is a place of enthusiastic learning and self-responsibility. From the perspective of Learning Center Director, Shana Armstrong, Harrison Street Academy is all about *prevention*. This Hope Online Learning Center exists to teach young students how to empower themselves with a solid education foundation now, so that, later in their lives, *intervention* is not necessary.

"The window of time for reaching kids is less than most people think," explains Ms. Armstrong. "If we don't connect with them now, we are at great risk of losing them to the juvenile detention system."

She should know; Ms. Armstrong worked in the juvenile delinquency field for years. It was there, while strategizing interventions, that her passion for prevention, helping kids on the front end, took root. "It occurred to me that there had to be a better way to serve kids than merely helping them cope with criminal sentences, culminating from unmet needs in their childhoods."

Hope Online students at Harrison Street Academy begin their day reciting the "Deepest Fear" speech, written by Marianne Williamson, and made famous by Nelson Mandela. The speech begins, "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure..."

"We cannot fix the myriad of social problems we encounter here among our young students," says Ms. Armstrong, "but, despite the circumstances that they go home to each night, for the seven hours a day that they are here, we can

remind them, teach them, and coax them toward self-responsibility and choosing healthy behaviors."

In spite of their tender ages, many of Harrison Street Academy's kindergarten through third grade students struggle against horrendous conditions at home that include chronic hunger, absentee parents, and a gross lack of stability before and after school. In Ms. Armstrong's words, "It is hard to explain the level of anxiety some of our kids suffer. One little girl, for example, took months to feel safe and comfortable before she could relax for a nap."

Recognizing all of the burdens they know their students bear, Harrison Street Academy staff members exude a warmth and caring for their students that is undeniable. In Mr. Love's classroom, students wave their hands with delight, hoping to be called upon to give an answer. When class is over, they rush toward him, trying to contain their excitement, as they line up for lunch or a visit to the Hiawatha Davis Recreation Center.

In Harrison Street Academy's small but cheerful kitchen, Miss Stephanie serves lunch with such sweet affection that it doubles as dessert to hungry bodies and hearts, which are soothed by her stories while they eat. In the back classroom, Miss Queen has a special reward banking system for her students' positive behaviors of self-control, full involvement in learning, helping, and caring. When her students' accounts have reached the appropriate level, they are eligible to "buy" special rewards with their earnings. Meanwhile, Miss Tanika nurtures healthy goals of academic excellence in the computer room, as she oversees students one-on-one with an enthusiasm for Hope Online's reading program that is contagious.

"We have high expectations here," affirms Miss Tanika with resolve, "The Harrison Street Academy motto is, 'No excuses, just results,' and we live by that."



Alfredo's Chance to Triumph

One meticulously organized desk stands out at Common Ground Learning Center. A sheet of "rules" is posted for anyone who ventures near it. Everything is in its place, and other Hope Online students respect these guidelines in good humor. With such fastidious care for his study area, you'd never know that Alfredo's life is anything but orderly beyond the walls of his Learning Center. However, the Hope Online upperclassman is changing that, not only for himself, but also for his brother, Mario, and all the people at Common Ground who gave him a second chance at graduation and life.



Alfredo's tattoos and stories of repeated incarceration for street fighting cannot hide his desire to break through the shadows of his past. He hangs his head as he describes his mistakes, because he knows how his decision to live off the streets has stunted his life progress. He doesn't blame anyone, despite a very tough home life, and he acknowledges that he has let others down, especially his little brother.

A typical school day for Alfredo begins *after* working the midnight, 11 pm to 8 am, shift at Wal-Mart. His eyes are red from lack of sleep, but, after a brief rest, he begins work with his mentor, Janet Valdez. "He shows up, whether or not he has worked all night or had a place to sleep. He is doing very well, and getting caught up, despite all that he is struggling against to stay in school."

His renewed commitment to schoolwork is a tribute to his Learning Center Director, Becky Valdez, and her husband, Ben. "They said to me, when I was brought here by a friend, 'Just come to school, and we'll give you a chance.' So, I decided to believe them, and I'm still here," says Alfredo, tired, but determined.

The Hope Online curriculum gives Alfredo the privilege of pushing through at his own pace as well as the encouragement he needs from his Hope Online teacher, Charaine Lucas, who continually evaluates his progress alongside Common Ground mentors Felicia and Janet Valdez. "I don't see how a student like Alfredo could succeed without the level of flexibility and encouragement he has here," asserts Ms. Valdez. "Alfredo is succeeding here despite years of failure in other schools."

A natural mathematician, Alfredo would like to work in finance or criminal justice. His teacher describes him as very bright, as his academic progress indicates, but Alfredo thinks his Grandma Rangel's values are the reason he has made it this far. "People see that, even though I have really messed up my life, I have the good manners she taught me, and they respect me for that. Still, I wouldn't be here at all without Becky and Ben (Valdez) giving me a chance, just like they said they would. I can't let them down either, or any of the others here who need me to be an example to them."

Alfredo, thanks for never losing hope, and pressing on to graduation. You can do it!

Tony's Turn Around

Tony, a second grader attending Hope Online at Roca Fuerte Learning Center, colors with measured precision and focus. He leans into his picture and seems to tune out the activity swirling around him in Ms. Morgan's class. Perhaps it is because Tony is on a mission—to complete the second grade and move on to third grade, with an eye on seventh grade as soon as possible.

"Obviously, we would not encourage Tony to advance beyond a level that would be good for him, academically or socially," insists his mentor, Virginia Morgan. "But, Tony has made a complete turnaround in his attitude since he realized how he can progress through the Hope Online program, and we are determined to help him achieve."

Just a few months ago, it looked as though Tony was not going to succeed at Roca Fuerte or anywhere else because of his agitating and disruptive behavior in class. Despite a gentle smile, Tony bullied other children, regardless of their ages. This caused so much concern that he was moved to another classroom with hopes that he would fit in



better. But, according to Ms. Morgan, he continued picking fights with classmates and discussing inappropriate topics such as guns and drugs.

"It was a very frustrating time," recalls Ms. Morgan. "I worked with our Hope Online teacher and just kept plugging away with him, especially as I realized some of the crises that fostered his behavior. He desperately wanted to feel equal to the other kids." Then came the day that Tony took notice of the lessons his older classmates were completing. He asked his teacher if he could do the same work. She explained that he could not skip lessons but that he could work at his own pace to advance. Finally, Tony's attention and ambition were captured.

Since that day, Tony has studied relentlessly. With the help of his mentor and the statistics that track his performance and progress, Tony understands the steps toward earning the privilege of higher level work. He asks for permission to use his breaks to study, and he is committed to redoing any lessons that are not up to standard. Tony is clearly motivated to pass his lessons and move ahead. Starting fights no longer interests him.

Thank you, Tony, for being an example of hope to all your fellow Hope Online classmates.

Ashley's Destiny of Choice

Ashley, a senior at Hope Online's New Heights Academy, overcame what she had come to believe was her destiny. While this would normally be a contradiction in terms, New Heights Academy Learning Director, Denise Duran, insists that, in Ashley's case, it is not. Her remarkable journey reminds us that the proverbial cards life deals us can be shuffled and re-dealt with the right support and a powerful vision of change.

Ms. Duran seized the opportunity three years ago to provide that vision for Ashley. After a bumpy start, including weeks of negative remarks during classes, Ms. Duran offered her new student a choice. "You can do this the easy way or the hard way," Ms. Duran recalls having told Ashley. "You can prove that everyone expecting you to fail is wrong and that you are capable, strong, and smart. Or, you can do it the hard way, by being negative and giving in to your difficult circumstances. It's your choice."

For Ashley, this meant "digging deep" and finding the faith to believe her new mentor. It meant forging ahead despite several serious strikes against her. Then just a freshman, Ashley had arrived at New Heights Academy on probation and with a network of friends who did not value education. Her one glimmer of academic inspiration had just been snuffed out when her older sister's college scholarship opportunities dissolved with a teen pregnancy. Understandably, academic failure seemed inevitable.

"If her older sister, whom many considered academically gifted, could not succeed in school, then Ashley had no confidence to believe that she could," shares Ms. Duran. "It took the proof from educational assessments to help Ashley distinguish between the "can not" and "will not" factors of her performance. I was able to show her, on paper, that she had measurable skills and knowledge and only needed the individual attention we are able to offer through Hope Online."

In the last three years, Ashley has proven, to herself and others, that success is now her chosen destiny. "I have gone from a .867 GPA to being a straight "A" student, and I *will* graduate this spring," she confidently announces. Her relationships at school are now supportive of her academic goals. She thinks and acts more independently and understands the correlation between positive behavior and rewarding outcomes. Along the way, she also became a valued employee. Every shift at work is an opportunity to heed Ms. Duran's advice to honor the qualities attributed to her in job references.

"I am so proud of her," beams Ms. Duran. "Our graduates have to apply to three colleges and fill out grant forms as a requirement. Ashley has already selected her top programs in South Carolina and Puerto Rico, and she is setting her own vision for life after graduation."

Way to go, Ashley. We'll see you at the 2009 Hope Online graduation ceremony!



Taking Back At-risk Youth

The appeal of gangs among at-risk students is increasing in what should be considered alarming proportions. Statistics of gang violence suggest a desperate call to action, but a society numbed by mainstream acceptance of gang culture is not responding with urgency. Behavior, fashion trends, and music styles that used to set apart a small segment of youth engaged in street crime and turf wars have now crossed all demographics, and, almost unavoidably, have found their way into schools and homes.

This glamorization of gang culture hides the truth about the severity, intentionality, and frequency of gang violence. At-risk youth are deceived by the attention and star power of the Hollywood version of this dark reality. Gang experts attest, however, that there is nothing fashionable about little girls being slaughtered by the crossfire of street fights, or high school seniors ending their prom night face-down in a pool of blood. Yet, these real and tragic images in our city and suburban neighborhoods remain masked in today's themes and movie plots.

“

Today's students are living in a de-industrialized society, which they perceive as offering little chance of attaining a career, wealth, or lifestyle without trading their education for a life of crime.

”

– Ray Ayon

Ray Ayon, a thirty-year veteran of the Denver Police Department and community liaison to the DPD Gang Bureau, presents a different angle of gang reality to students, faculty, and administrators in thought-provoking anti-gang seminars, reminding them that communities coming together can make a difference. "Family used to provide values, morals, and a strong sense of identity. Now, at-risk youth believe they can only get these from the streets. We've got to acknowledge the gaping holes that the loss of family dinners and traditions has left in our society. Then, we have to fill them."

Mr. Ayon believes that Hope Online plays a critical role in "building a dinner table" for at-risk students, because they feel safe enough to build relationships with trustworthy adult mentors. "Today's students are living in a de-industrialized society, which they perceive as offering little chance of attaining a career, wealth, or lifestyle without trading their education for a life of crime. It's up to law enforcement, school administration, teachers, business leaders, and the community at large to teach them about healthy, long-term alternatives, and we can only do that together."

At Hope Online, the effort to keep students focused on a positive, healthy, and respectable future, rather than the immediate gratification of gangs, is part of day-to-day operations. In support of this, Hope Online Chief Executive Officer Heather O'Mara summarizes an essential difference among the at-risk population, "Our students are held to high academic standards, yet we remain aware that, for the majority of them, the education process *must* include acceptance, recognition, and an elevated level of daily support and affirmation to keep the learning process moving forward one day at a time."

The Power of Reading

Building a Foundation of Literacy

“No skill is more crucial to the future of a child, or to a democratic and prosperous society, than literacy.”

– *The Los Angeles Time, September 13, 1998*

A myriad of academic statistics, conventional wisdom, and common sense all support this statement in our past, present, and, most assuredly, our future. Add to that an increasingly information-driven society, a perpetual communication culture, and a global economy, and literacy is now at critical status for today's students—our future leaders. In its report, “21st Century Skills, Education, and Competitiveness,” the Partnership for 21st Century Skills asserts that our ability to compete as a nation hinges on the development of such skills as global literacy, computer literacy, critical thinking, and problem solving. All of these abilities are rooted in the fundamental components of reading, and American students continue to lag behind in the spectrum of academic skills.

“Equally important to the domestic achievement gap is the global achievement gap between U.S. students—even top performers, and their international counterparts,” according to Paige Kuni, worldwide manager of K-12 education for Intel Corp and Partnership for 21st Century Skills Chair, as quoted in the “21st Century Skills, Education, and Competitiveness” report.

Hope Online recognizes the absolute necessity of literacy skills for each of its students, even more urgent and fragile in their at-risk world. Precisely because Hope Online students enroll an average of two grade levels behind in reading skills, literacy progress is one of Hope Online's top priorities. Hope Online's Reading Specialist, Debra Morris, further clarifies, “Our priority is to identify and correct reading skill deficits *as early as possible*. It is vital to our students' success that we help them learn by addressing their reading deficits and continually reinforce those skills until the gaps are filled.”

Hope Online utilizes the following diagnostic assessments and skill building programs, which supplement its core reading and language arts courses:

- **DIBELS (Dynamic Indicators of Basic Early Literacy Skills)** – A placement assessment administered to k-3 students at intervals three times a year for benchmark purposes. Designed by the University of Oregon, DIBELS

immediately provides diagnostic information pertaining to the five components of reading: 1) phonemic awareness, 2) phonics, 3) fluency, 4) comprehension, and 5) vocabulary. Accurate assessment results are immediately available to Hope Online teachers.

- **My Reading Coach (MindPlay Educational Software)** – An online reading program designed for students in grades 2-12, who are struggling with decoding skills. My Reading Coach provides a virtual reading specialist and speech pathologist for learners. Students benefit from customized instruction that includes word formation techniques, thereby illustrating the correct linguistic announcement of a word. It is highly interactive, and responds to the student's deficient areas, continually drilling him to review and master the skills he needs.
- **Lexia** – A web-based reading program that builds reading skills with explicit practice in phonemic awareness and phonics while promoting gains in fluency, vocabulary, and comprehension. Lexia is also available in a bilingual English/Spanish version that is particularly useful with ESL students.
- **Mobile Library** – Research has shown that reading to students dramatically increases vocabulary. This initiative seeks to rotate 15 new books to Hope Online Learning Centers every two weeks with the goal of teachers and mentors reading 3 books per day to young students.

Utilized in combination, these programs are eliciting positive results from students. “All my students who are using My Reading Coach love the program. From second graders to seniors, they are excited because they are finally making dramatic progress, gaining confidence, and feeling successful in reading,” Hope Online teacher Sarah Krier confirms. “Using Lexia, Andre, one of my bilingual students, is making great gains not only in reading, but also in his speech. At the beginning of the year, he was very difficult to understand; now, he speaks clearly,” adds Ms. Krier.

Learning Center Director, Terri Roston of Hillcrest Academy, sings the praises of My Reading Coach. “I've noticed the biggest gains among our 6th-12th grade students, including my own son. At first, they were apprehensive about *just another* reading program, but they trusted that it was good for them. This program is excellent for developing spelling, writing, read-aloud, and reading comprehension skills. I can attest, as a parent, that my son, as well as the other students, has shown significant growth.” Ms. Roston proudly adds, “One student, a 10th grader, did not initially participate in My Reading Coach, but he asked to be included after he noticed the reading and writing improvements of other students.”

Food for Thought

Hope Online Launches Free and Reduced Lunch Program

The level of need varies among Hope Online Learning Centers, but teachers, directors, and mentors agree on one thing – a hungry student must have his stomach fed before his mind can be hungry for learning. Proper nutrition is *essential*.

“The impact of nutrition in education is well documented,” asserts Cherry Creek Learning Center Director Laurie Griffith. “The question should not be, ‘Do we feed hungry students?’ but ‘*How best* do we feed hungry students?’ As often as possible, we give second helpings in case it is the only nutritional meal a student receives that day.”

Although the need for a Free and Reduced Lunch Program among Hope Online students is evident and widely acknowledged by Hope Online, the Douglas County School District (DCSD), and the Colorado Department of Education (CDE), its implementation is a work in progress. Current state and school district practices for school lunch programs did not foresee the needs of an online school.

This fall's first phase of Free and Reduced Lunch Program launched at online Learning Centers is the culmination of many months of cooperation among Hope Online, DCSD, and CDE.

“Hunger should not be a distraction for any student, nor should it be an impediment to academic success because of a nontraditional learning environment,” explains Brent Craig, DCSD Director of Nutrition Services. “Learners in any classroom, traditional or virtual, have increased concentration after consuming high quality

food. We are committed to working with Hope Online to ensure that their learners have the nutritious, free or low-cost meals that other public school students enjoy.”

As new Learning Centers join Hope Online's school lunch program, meal options for Learning Centers will be contingent upon each facility's capacity. For example, Cherry Creek Learning Center coordinated with Hope Online to expand their hot lunch program to serve Hope Online students. Meanwhile, other Learning Centers will continue to provide sandwiches to students until the Learning Center can meet on-site food storage and preparation requirements and certifications for a hot lunch program. Hope Online's Free and Reduced Lunch Program is scheduled to expand to potentially ten additional Learning Centers, including IBG, New Beginnings, and Center of Hope Academy, in 2009. Plans for additional Learning Center expansion are in place for the 2009/10 school year.

“Hope Online recognizes the dire need for food service programs among our online learners and appreciates the commitment of our partners, CDE, DCSD and Learning Centers, to enthusiastically establish a new food service infrastructure to meet the needs of our students,” says Heather O'Mara, Hope Online's Chief Executive Officer.



Sharing Coats of Many Colors

Coat shopping can be an unpopular activity for students, who often dread wearing anything that covers a stylish shirt, ruins their “look,” or impedes their comfort. But, when a student does not own a coat and the temperature falls to 26 degrees, coat shopping becomes an unexpected privilege. This year, when several Hope Online students faced these desperate circumstances, Hope Online’s Office Manager, Melanie Stone, saw an opportunity to help.

After rallying fellow Hope Online employees to locate gently used coats and bring them to work for sharing among Hope Online Learning Centers, she then added to the used coat inventory by partnering with two Douglas County School District elementary schools. With the support of principals, Luan Ezra and John Melkonian, and donations from their respective schools, Copper Mesa and Eldorado, a rare opportunity to go coat shopping at school was provided for Hope Online students just in time for winter.

In her first of several coat deliveries, Ms. Stone was touched by the gratitude and need. “We often hear from teachers and mentors that it is hard for a student to learn when he is hungry, cold, afraid, or has some other basic, unmet need. We continue to be astounded by our students’ perseverance under challenging circumstances. The first day I arrived at a Learning Center with coats, it was extremely cold outside. But, despite freezing temperatures, many children were in short sleeves and without a coat. We are very grateful to the other schools and Hope Online board members and employees who made it possible for our students to dress warmly this winter.”

Selena Bird, Director of Hope Online’s IBG Learning Center agrees. “The smiles on their faces as the students picked out coats, carefully selecting a color or style that they liked, or one that matched a friend’s, was a wonderful gift. They were beaming when I told them that whichever coat they chose was theirs to keep.”

Hope Online plans to make this drive a new tradition as a simple gesture and recognition of the extreme hardship faced by so many Hope Online students. If you would like to contribute a new or gently used coat to a needy student, please contact Melanie Stone at 720-274-9774.



2001 E. Easter Ave., Suite 202
Centennial, CO 80122

Hope Online Learning Centers

Below is a list of all 2008-2009 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 first-hand how online learning is helping Colorado’s at-risk student population. To arrange a Learning Center tour, please call 303-989-3539.

A Brand New Start
All Peoples Learning Center
Aurora Tech Academy
Back to Basics Academy
Bridges of Silence Academy
Center of Hope Academy
Cherry Creek Learning Center
Common Ground Learning Center
Cornerstone Learning Center
Crescent View Academy
Dinosaur Community Learning Center
E-cademy
El Shaddai - Alameda
El Shaddai - North
Family Learning Center
Front Range Academy - Arvada

Front Range Academy - Boulder
Front Range Academy - Broomfield 1
Front Range Academy - Broomfield 2
Front Range Academy - Lafayette
Front Range Academy - Lakewood
Harrison Street Academy
Healing Waters Family Center
Hillcrest Academy
IBG Learning Center
La Academia
La Esperanza
LARASA Central
LARASA Westminster
Life Preparatory Academy
Little Debbie’s Dream Learning Center
Love Educational Center

Mile High Academy
New Beginnings Learning Center
New Heights Academy
New Hope Academy
Our Lady of the Rosary Academy
Pathway Learning Center
Redeemer 1-8 Learning Center
Redeemer K Learning Center
Roca Fuerte Learning Academy
Rock Creek Academy
Solid Rock Academy
Tetra Academy
Tubman Hilliard Global Academy
Urban League Child Development Center
Westside Learning Center