

Parents Challenge

2020 Evaluation Report



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1. Executive Summary

There were three key findings reported by Parents Challenge parents regarding the interaction between their schools and their families.

- 🌐 **Teachers and parents have a better relationship than public school parents** – the relationship between parents and teachers was calculated to be 32 points higher than the relationship between public school parents and teachers across the state.
- 🌐 **Parents feel their schools are giving a better education to their children** – parents are more satisfied with the quality of education received than Colorado parents (78.2% to 58.3%). Students also earned higher grade point averages as the year progressed.
- 🌐 **Homeschool parents noted that they believe their children's needs are being met at a higher rate compared to children across the state** – parents affiliated with Parents Challenge noted their children's needs were met at a substantially higher rate than parents who homeschool their youth in Colorado (84.2% to 53.2%, respectively), likely due to more flexible schedules and more children being homeschooled.

In addition, there were three key findings that showed students and parents experienced changes throughout the 2019-20 school year, measured by gains from the Fall 2019 term to the Spring 2020 term.

- 🌐 **Fewer students are chronically absent** – only 1.4% and 1.3% of Parents Challenge students were chronically absent during the Fall and Spring terms, which is 12 times less than the proportion of students who were chronically absent in Colorado Springs schools (16.7%).
- 🌐 **Students became more involved in community-based activities** – Parents Challenge students became more involved in community-based service groups, such as the YMCA or Boys and Girls Club, by 19.1%. They also volunteered in the community at nearly twice the rate of their Colorado counterparts.
- 🌐 **The relationship with teachers grew in the Spring of 2020** – the relationship between parents and teachers grew during the coronavirus pandemic (increasing from 88.9% in the Fall to 90.2% in the Spring), likely due to the constant contact, resources and information schools provided to assist families during the pandemic.

There was one key finding pertaining to the growth of this program for the upcoming year.

- 🌐 **More families and students are anticipated to need the services of Parents Challenge** – it is estimated that 135 families, and 243 students, will need the services offered by Parents Challenge for the next school year. It is likely to increase as more parents may be willing to homeschool during the 2020-21 academic year due to the coronavirus outbreak.



2. Research Update

Some families thrive in our public-school system, others do not, for a myriad of reasons including the climate of the school, smaller class sizes where their child can receive more attention, or safety. Other reasons for success are a desire to receive a religious education, proximity to one's home, or families desiring their children to receive a better education (Bedrick, 2013; DeAngelis and Erickson, 2018).

Getting a solid education is a significant motivating factor for families. According to a report published in 2006, private school students outscored public school students by wide margins in both reading and math. For example, private school fourth graders outperformed their public-school peers by 14.7 points in reading, and 7.8 points in math. Eighth grade private school students fared better, as their scores were 18.1 points higher in reading, and 12.3 points higher in math (Braun et al., 2006). Additional research found school choice is beneficial to low-income students because of the robust academic environment found within these schools (DeAngelis and Wolf, 2016; Miron, Evergreen and Urschel, 2008).

While student success is vital, children are not the sole beneficiaries of school choice – their parents benefit as well. According to Hausman and Goldring (2000) and Altenhofen, Berends and White (2016), parents are more satisfied with their child's school, when that school is chosen by them and not assigned. This higher level of satisfaction often prompts parents to become more involved, as they wish to maintain or improve the level of quality in their schools. As parents become more involved at their child's school, they develop a better parent-teacher relationship, which improves student outcomes, namely attendance, behavior, grades, and homework (Watson, Lawson and McNeal, 2012). This positive cyclical nature seems to begin when parents are able to make that choice.

Cost is one function of school choice that may prohibit families from participating. According to the Private School Review (2020), the average cost of tuition for a private school is \$11,323 per year, well beyond the means of many low-income families. This alone makes groups like Parents Challenge necessary to help these families attain the benefits of school choice, and more importantly, build a network and community families can rely upon.

Having a support system in place during “normal” times is crucial. During a pandemic it is essential. Adams (2020) reported low-income families are more susceptible to the strains associated with social distancing and the current events with this pandemic. Constant contact with others, by either offering basic help, emotional support, or information, proves to be highly helpful (Hauken, 2020). Parents Challenge, and all schools affiliated with Parents Challenge, are providing the necessary assistance these families need to get through this crisis.



3. Demographics

3.1 Student Demographics

As of the Spring of 2020, Parents Challenge has served 223 students and 123 families, an increase of 72.3% and 95.2% (respectively), since 2015.

Furthermore, at the beginning of the 2020-21 school year, more students will be served next year – a 3.4% increase.

This number may be a conservative, as a survey conducted by EdChoice and Morning Consult found 52% of parents have a favorable view towards homeschooling, a feature offered by Parents Challenge. A non-

representative survey conducted by the

Reason Foundation found 23% of the respondents would choose to send their child to another school, and 15% reported they would homeschool their children. While this was non-representative, it does indicate a shift in how parents may seek to educate their children (DeAngelis, 2020).

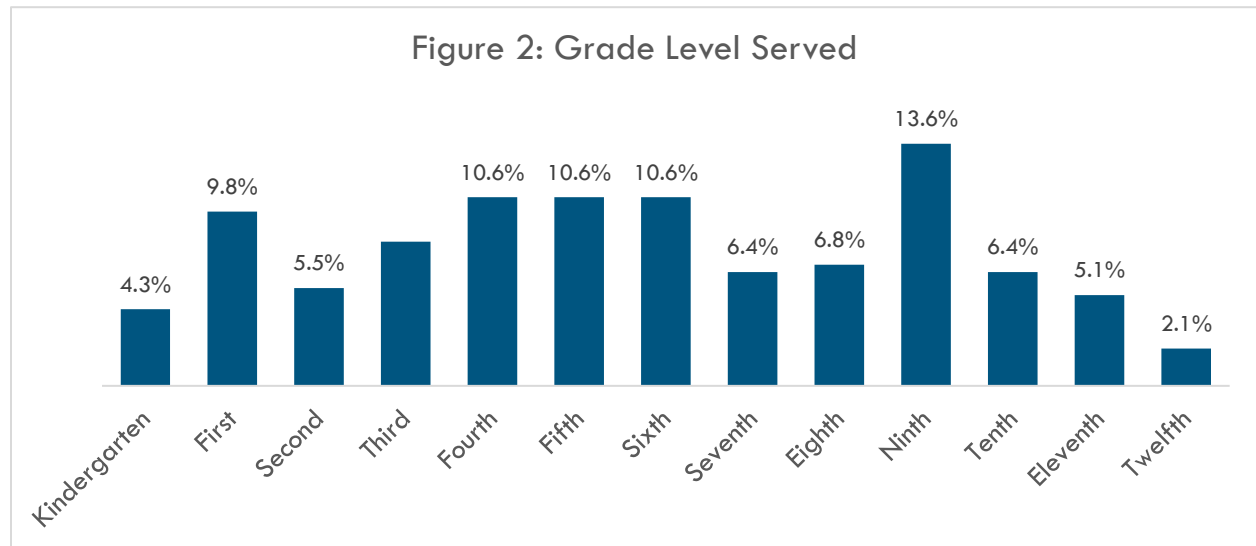
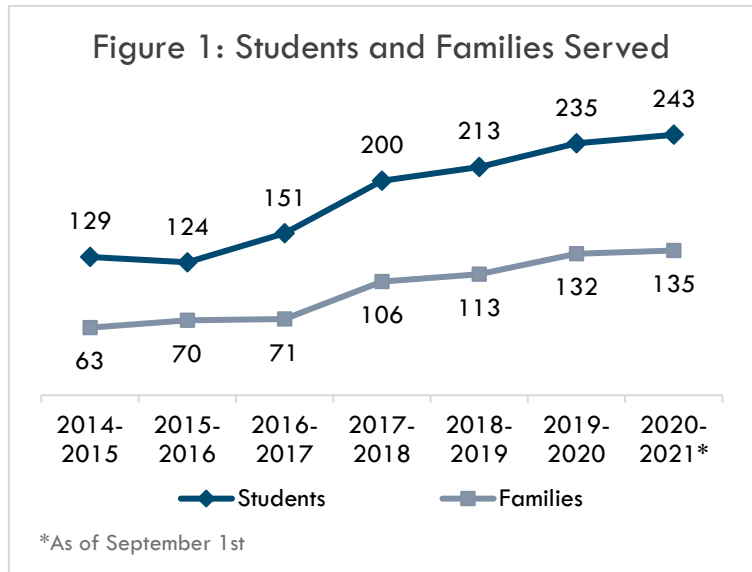


Figure 3: School Level by Year

Level	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary	40.7%	40.9%	41.4%	45.2%	47.7%	47.7%
Middle	24.8%	23.6%	29.3%	30.6%	29.4%	26.4%
High	34.5%	35.5%	29.3%	24.2%	22.8%	25.9%



The bulk of students served by Parents Challenge are in elementary school (grades K-5). Examining data by grade level, middle school grades (6th – 8th) and 9th grade had the largest cohorts with 10.6% and 13.6% of the total respectively (Figure 2, previous page).

The University of West Florida (2019) reported that parents selected schools based on the needs of their child, positive educational environments, and parents’ estimate of a greater opportunity for success. Private schools are popular option for school choice (Figure 4). At the same time, many students attend public schools,

including traditional public schools, indicating parents’ belief that their child would excel in that environment. Working for what is best for families, Parents Challenge assists low-income families no matter which type of school their children attend.

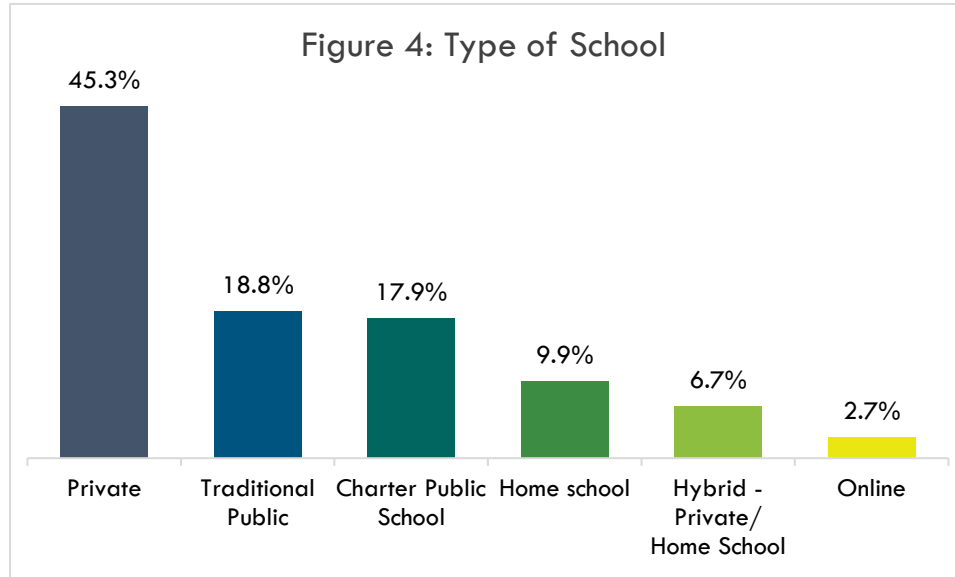


Figure 5: Type of School Attended by Year

Type of School	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Private School ¹	64.6%	61.5%	59.1%	53.3%	49.3%	52.0%
Traditional Public	9.7%	12.8%	17.3%	15.0%	23.5%	18.8%
Charter Public Schools	17.7%	17.1%	13.4%	19.4%	18.3%	17.9%
Homeschool ²	8.0%	8.5%	10.2%	12.2%	8.9%	12.6%

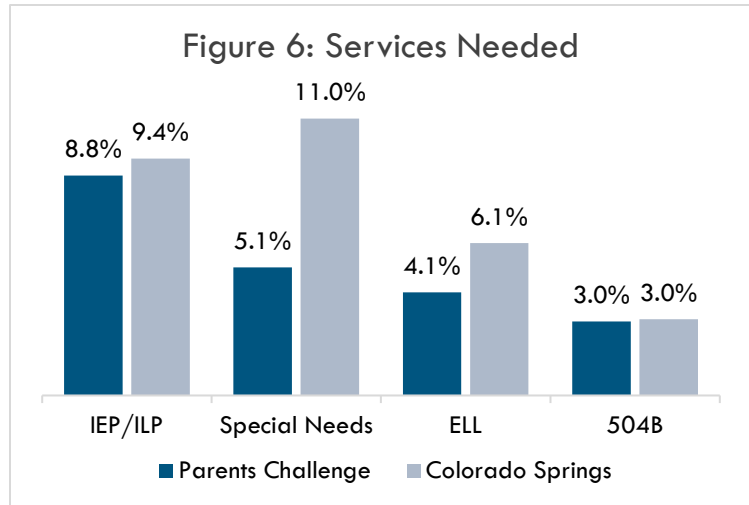
Figure 5 shows the diversity of choice made by Parents Challenge families over the past six years, further demonstrating that choice, not type of school, is the predominant factor for success.

¹ This includes students who attended a private school and a hybrid private/home school.

² This includes students who were enrolled exclusively at home school or an online school.



Some public-school-only advocates state that private schools “skim” or do not serve certain types of students, the reality is otherwise. Similar to public school children, Parents Challenge students require special services. Figure 6 shows which type of service is needed for Parents Challenge families compared to families in Colorado Springs (Colorado Department of Education, 2020; U.S. Department of Education, 2020).



3.2 Family Demographics

Differences in household composition have been found to influence student outcomes. According to research, two-parent households are more likely to be involved in their child’s education, resulting in a better chance of academic success, than a child raised in a

Type	Parents Challenge	Colorado Springs
Two Parent Family	56.9%	73.5%
Single Parent	41.9%	26.5%
Guardian/ Grandparent	5.8%	5.7%
Active Military	3.8%	0.4%
Retired Military	2.9%	10.4%

one-parent household (Jeffreys, 2019; Waldfogel et al., 2010). Furthermore, two-parent households typically have higher incomes than single-parent households, meaning two-parent households have more resources to devote to their children’s needs (American Community Survey, 2020). As a larger proportion of families served by Parents Challenge are headed by single parents, Parents Challenge families are at distinct disadvantage than two-parent families in Colorado Springs (American Community Survey, 2020). Additionally, the Pew Research Center (2013) reported children who live with their grandparents are more likely to live in poverty than if they lived with their parents.

Household composition and income are linked in this country. Over 70% of Parents Challenge families surveyed in the 2019-20 school year earn less than \$37,167 per year – far less than the upper eligibility level for the Federal Free and Reduced Lunch (FRL) program for a family of four (United States Department of Agriculture, 2019). This economic situation becomes more difficult when compared to the living wage needed for a family of four to survive in Colorado Springs, as nearly every single household earns less than what is needed to survive (97.5% of families surveyed in the fall and 96.7% of families in the spring earn less than the \$71,637 for a family with two parents and two children) (Current Population Survey, 2020; Glasmeir and Massachusetts Institute of Technology, 2020).



Figure 8: Income Ranges

Type	Parents Challenge	Colorado Springs	Private School Cost
0 - \$29,471	33.3%	11.0%	38.4%
\$29,471 - \$37,167	20.3%	8.6%	30.5%
\$37,168 - \$44,863	20.8%	2.4%	25.2%
\$44,864 - \$52,559	17.0%	4.3%	21.5%
\$52,560 - \$60,255	3.7%	1.6%	18.8%
\$60,256 - \$67,951	2.1%	4.7%	16.7%
\$67,952 and above	2.9%	67.5%	--

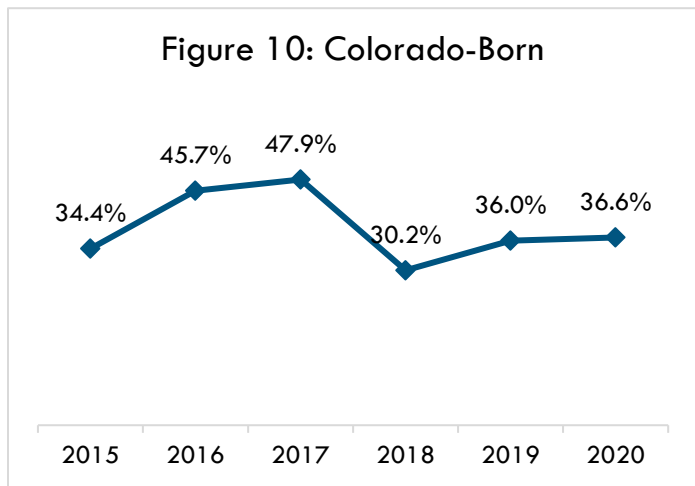
The cost of a private school may prohibit a low-income family from enrolling, even if that school provides the best services for their child(ren). The Private School Review (2020), reported the average cost of a private school in Colorado is \$11,323 per year. If this cost is applied to the high ranges cited in Figure 8 (previous page), the cost of a private school without assistance would account 38.4% to 16.7% of poorer families’ incomes. They may have to sacrifice a mortgage payment, groceries, medical checkups, or other necessities to give their child/children the education they need.

Figure 9: Highest Educational Attainment

Degree	Parents Challenge	Colorado Springs
Did not graduate high school	1.7%	4.7%
Certification or Trade School	3.0%	2.4%
High School Diploma	9.0%	17.0%
Some College	27.5%	26.4%
Associate's Degree	14.6%	1.8%
Bachelor's Degree	32.2%	27.6%
Master's Degree	10.7%	12.8%
Ph.D./Professional Degree	1.3%	7.3%

Parents Challenge families are more likely to be better educated than their peers in Colorado, as a higher proportion have a college degree compared to families with children in the Colorado Springs area (Current Population Survey, 2020). Also, most participants are not originally Colorado residents. In fact, out of the 59,000 residents moving to El Paso County from 2013 to 2017, three-quarters came from counties outside of Colorado. The

Figure 10: Colorado-Born

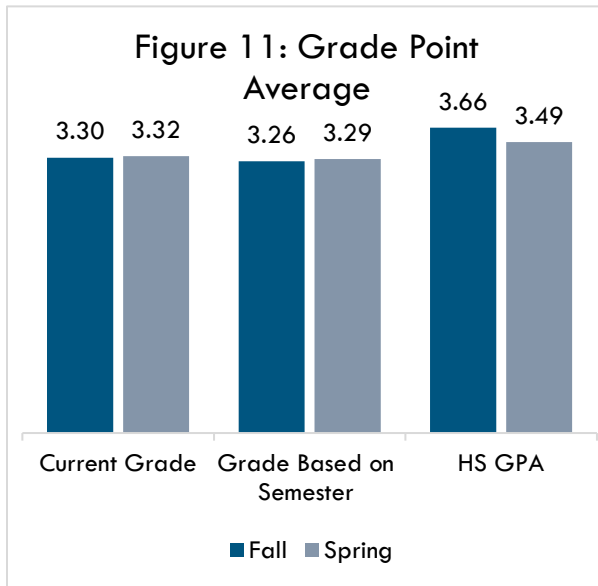


importance of this finding is to show where these families may be coming from, or more importantly, what the educational systems look like in the states they are originally from (U.S. Census Bureau, 2020).

4. Academic Comparisons

4.1 Academic Performance

Parents Challenge youth show high academic performance with better grades in the spring than the fall. The exception were high school students, who posted a decline in their overall academic performance. This decline among high school students is likely the result of the lockdowns due to the coronavirus outbreak. Research supports this drop. The Brookings Institute reported students could experience a 70% decline in their learning gains because of these lockdowns and school closures (Soland et al., 2020). Nevertheless, a higher proportion of Parents Challenge students are proficient in reading and math than their public-school counterparts, which reflects what is found in the research literature. Many studies



found students in choice programs perform better academically, especially low-income students, than their counterparts at traditional public schools (Colorado Department of Education, 2020; DeAngelis and Wolf, 2016; Miron, Evergreen and Urschel, 2008; Pearman et al., 2019).³

Figure 12: Academic Performance

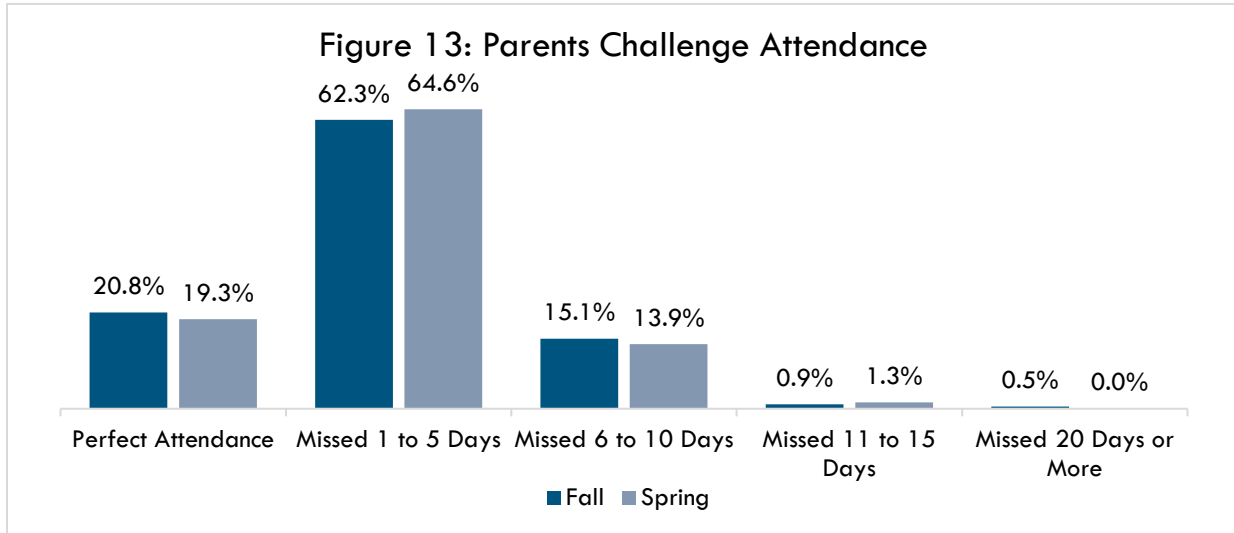
Group	Reading	Math
Parents Challenge	84.8%	84.8%
Total Public-School Students	48.3%	35.3%
Low-Income Public-School Students	35.9%	24.0%

³ Parents Challenge performance was based on the proportion of students who were at/above proficiency for the Spring semester compared to public school students CMAS proficiency measured in 2019. All comparative data were derived from the six school districts measured last year (Colorado Department of Education, 2020).

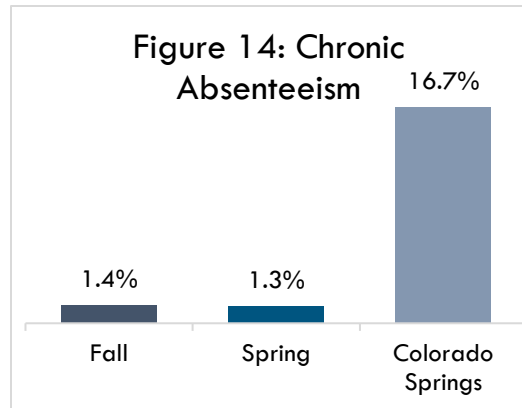


4.2 Attendance

Attendance is a critical measure of success, as lower attendance rates are an indicator a child will not succeed academically, or are likely to drop out of high school (National Center for Education Statistics, 2009).



Chronic absenteeism, defined as missing at least 15 days of school, is an indication of poor academic performance. 16% of all students in the United States are defined as chronically absent, similar to the rate in Colorado Springs (16.7%; U.S. Department of Education, 2016; Colorado Department of Education, 2020). The attendance rates also reflect higher satisfaction from parents. Researchers Watson, Lawson and McNeal (2012) found that the more parents are satisfied with their child's school, the better their students' attendance.



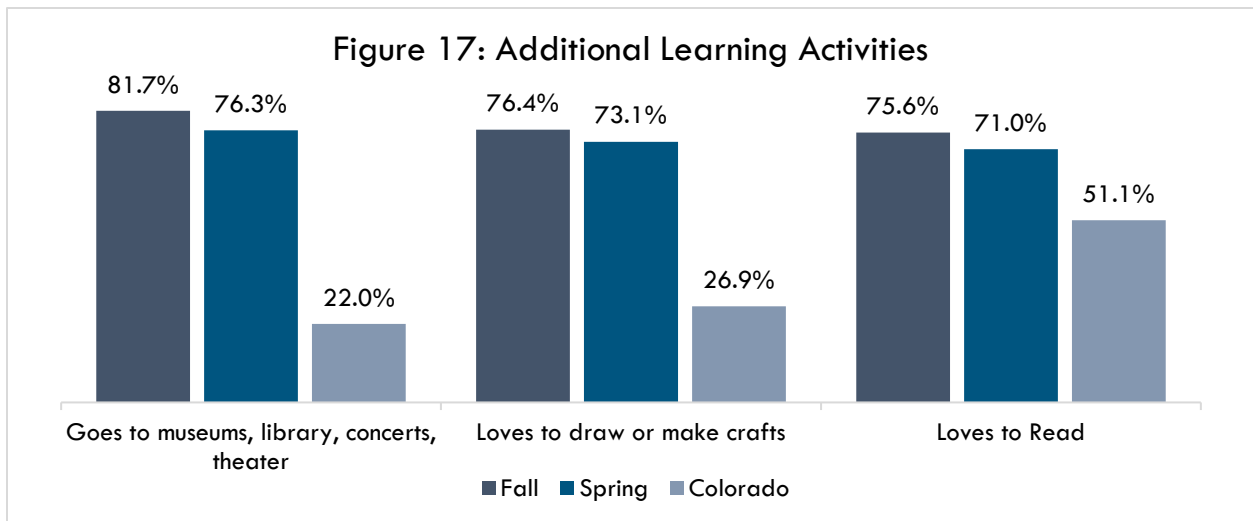
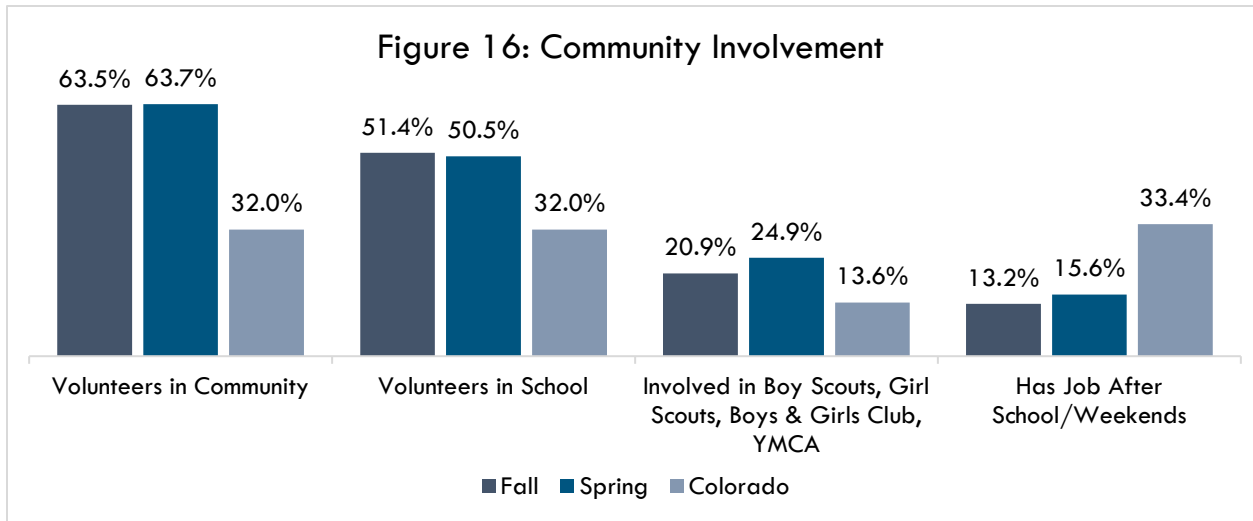
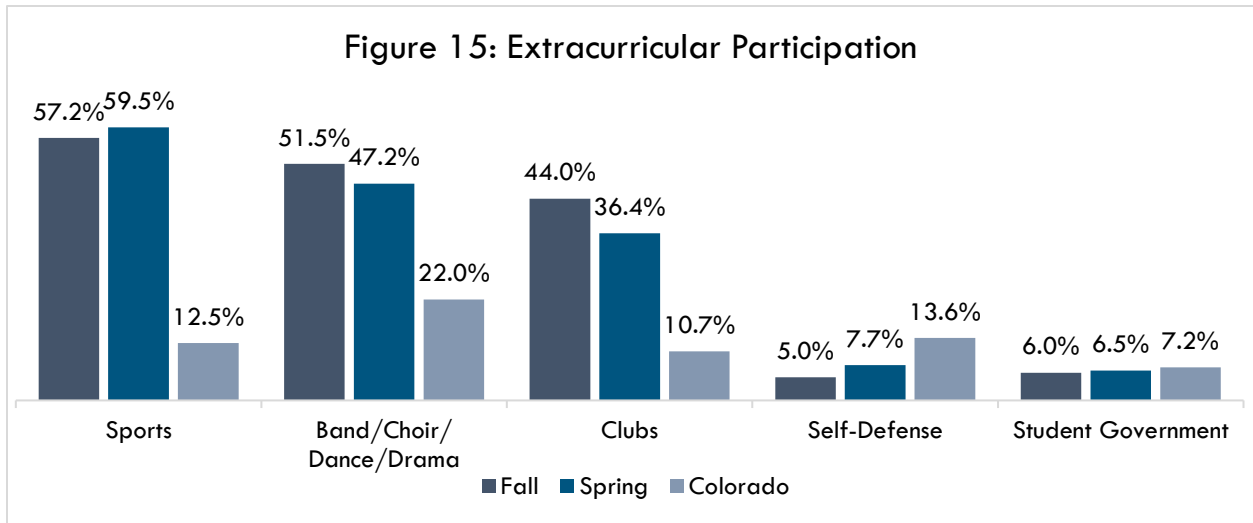
4.3 Extracurricular Participation

Parents Challenge students are more involved in sports, musical activities and clubs compared to their peers (Figure 15, next page). Parents Challenge students are also more involved in the community and in school than Colorado public-school students.⁴ While self-defense programs are important, they are not as critical to adult success as being a part of student government or holding a job. Youth with both

⁴ Data were gathered from the Educational Longitudinal Survey (2002-12) and the National Household Education Survey (2012) from the National Center for Education Statistics, the last year data were available (2018).



leadership and employment experiences are likely to get scholarships and better paid positions after completing their educations. This presents an opportunity for Parents Challenge programming.



Parents Challenge students were more involved in supplemental learning activities outside of school, and exhibit more positive extra-learning qualities than their counterparts in Colorado (National Center for Education Statistics, 2018). There were declines in these areas as the year progressed, but it is likely these declines are due to the impact of coronavirus, not personal attitudes. Figure 18 (below) shows the change in Parents Challenge families participating in these activities between this year’s fall and spring terms.





Figure 18: Student Extracurricular/Community Participation Change

Activity	Fall	Spring	Change
Participates in self-defense programs	5.0%	7.7%	53.1%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA	20.9%	24.9%	18.9%
Has job after school/weekends	13.2%	15.6%	17.5%
Involved in student government	6.0%	6.5%	7.5%
Involved in sports	57.2%	59.5%	4.0%
Volunteers in community	63.5%	63.7%	0.3%
Volunteers in school	51.4%	50.5%	-1.7%
Loves to draw or make crafts	76.4%	73.1%	-4.4%
Loves to read	75.6%	71.0%	-6.2%
Goes to museums, library, concerts, theater	81.7%	76.3%	-6.6%
Involved in band/choir/dance/drama	51.5%	47.2%	-8.4%
Involved in ROTC	2.1%	1.9%	-10.0%
Involved in clubs	44.0%	36.4%	-17.2%

5. Parents Perspectives on Education and Choice

5.1 Construct Definitions

The data gathered from NCEES represents the attitudes and opinions parents whose children are enrolled at public schools as a comparison with Parents Challenge parents. The four constructs emphasizing parents’ perspectives highlight:

-  Choice – this is a measure of how satisfied these parents are with their choice of school.
-  Teachers – a measurement of the relationships between teachers and parents.
-  School Characteristics – measures the perspectives of the school, such as safety, involvement and class sizes.
-  Quality of Instruction – a measure of the strength of the academic program offered at their school, specifically whether the school offers college preparation, specific curriculum, such as religious curriculum, or ESL and ELL support.



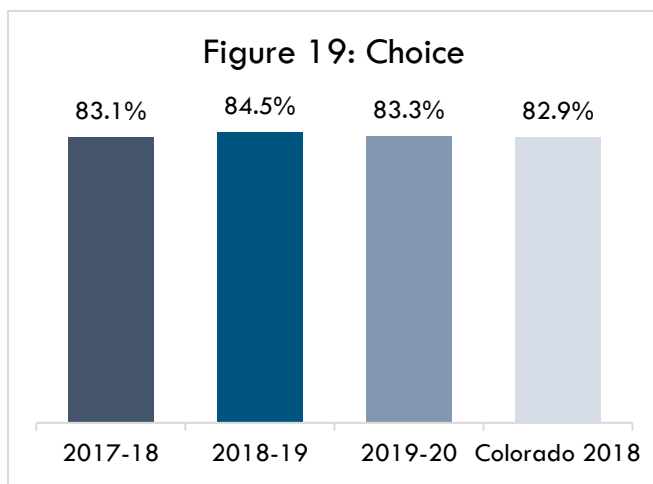
Parents who elect to home school their children were asked separate questions pertaining to their own experiences, and their answers were compared to other parents who homeschooled their youth in Colorado (National Center for Education Statistics, 2019). The degree of satisfaction with their decision and reasons behind homeschooling were captured by these four constructs:

- Decision to Homeschool – this construct is derived from the motivations of these families for homeschooling and measuring how satisfied they were with their decision.
- Home School Instruction – the quality of instruction these families provided.
- Participation – how much these families participate with other groups, which include involvement with public-school students and community-based activities.
- Child’s Needs – measures why these families needed homeschooling for their children, as their child may have experienced bullying at their school or have a disability.

Statistical analyses on parent attitudes were conducted differently this year than prior years, as fall was the primary point of comparison for this academic year. This was done to control for the effects of the coronavirus outbreak, which in all likelihood influenced student behaviors and parent attitudes because students were not in school (Colorado Department of Public Health and Environment, 2020). The statistical analyses were compared between the Fall 2019 and Spring 2020 terms, the Fall 2018 and Fall 2019 terms, and Fall 2019 to Colorado residents’ attitudes, as captured by the National Center for Education Statistics (2018).

5.2 Parents Education Choice Satisfaction

It is obvious parents are satisfied with their children’s schools. Initially, the satisfaction levels looked similar to the results from the previous years – declining slightly from its high reported in the Spring 2019 term. The reason for this decline describes that parents felt their schools offered fewer extracurricular activities and a slight decline in the perception these schools provided a sound academic curriculum. It is likely these declines are due to the coronavirus outbreak, rather than reduced satisfaction with their decision to go to that

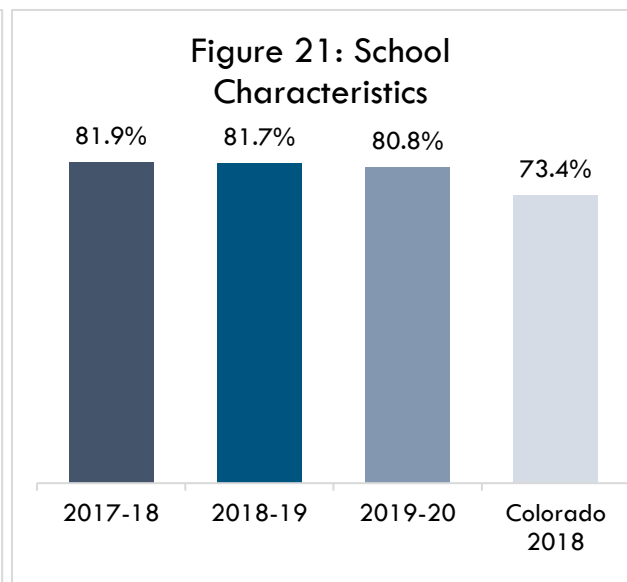
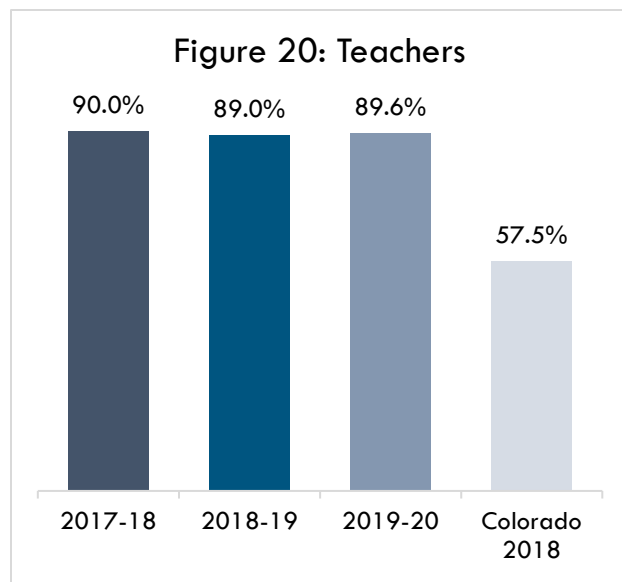


school. Despite these declines, Parents Challenge parents feel their schools provide a sounder academic curriculum and extracurricular activities than public schools (National Center for Education Statistics, 2018). These findings should be explored in greater detail, specifically, how many years these families have participated at these schools, as it may be likely the strength in their choice increases the longer they were enrolled – a notion reflected by the adjudicated literature, as parents become more



comfortable with their schools the longer their children are enrolled (Hausman and Goldring, 2000; Maddaus, 1990).⁵

There is a good parent-teacher relationship at schools affiliated with Parents Challenge – better than the relationship parents have with teachers at their public schools (National Center for Education Statistics, 2018).⁶ Students benefit when parents and teachers have a good relationship, as students’ attitudes towards school improve, students have fewer behavioral problems and have better-quality social skills (University of Nebraska-Lincoln, 2018). In fact, it seems the relationship between teachers and parents grew in the spring, which likely increased due to the high level of contact teachers and families had during the coronavirus pandemic, as 85.7% of families surveyed by Parents Challenge said they had access to their teachers five days a week (see section 10 on Coronavirus Reaction).⁷



Parents are very satisfied with their children’s schools compared to their Colorado peers. This higher level of satisfaction can be attributed to the higher levels of diversity in the school and that private schools encourage more involvement on parent organizations and building committees (National Center

⁵ All Colorado data came from 2018, the last year data were available (National Center for Education Statistics, 2018).

⁶ Findings for Teachers were statistically significant between Colorado and Parents Challenge at $p < .01$.

⁷ All Colorado data came from 2018, the last year data were available (National Center for Education Statistics, 2018).

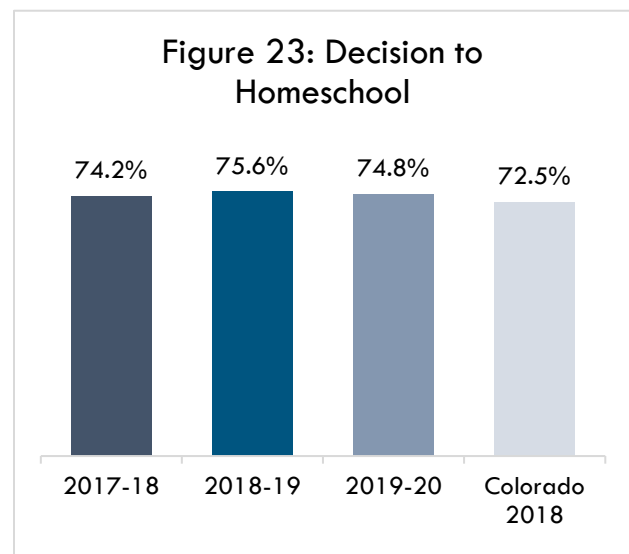
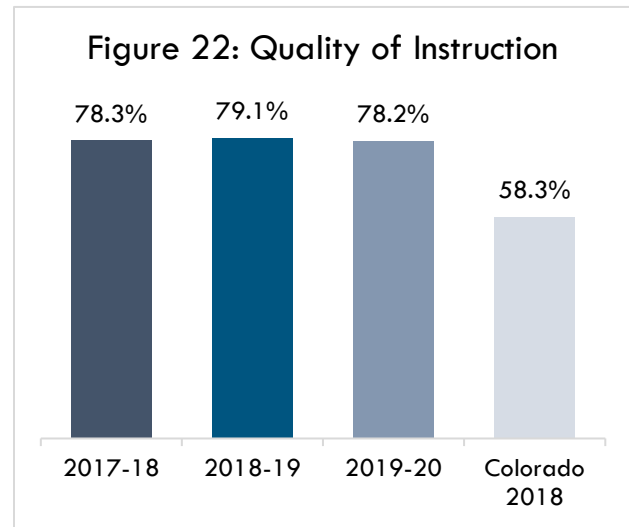


for Education Statistics, 2018).⁸ Coleman and Hoffer (1987) reported parents who chose their child’s school were often more involved than public school parents in general and are more comfortable at that school (Hausman and Goldring, 2000).

Furthermore, parents perceive the quality of instruction offered at schools affiliated with Parents Challenge to be almost 50% better compared to parents sending their children to public schools. Parents Challenge schools offer more extracurricular activities, and provide more college preparation than students at public schools (National Center for Education Statistics, 2018). All of these factors demonstrate Parents Challenge parents are satisfied with their children’s schools, and they feel they get more out of these schools – far more than what they would find at a traditional public school.⁹

5.3 Home School Parent Satisfaction

The percent of Parents Challenge parents who homeschooled their children is greater than what is reported for Colorado parents who homeschooled (National Center for Education Statistics, 2018). Additionally, the data show a slight change from fall to spring, probably due to the COVID closures. In all likelihood, school closures will serve as a new motivator for parents who are considering homeschooling their children (DeAngelis, 2020; Metzler, 2020).¹⁰

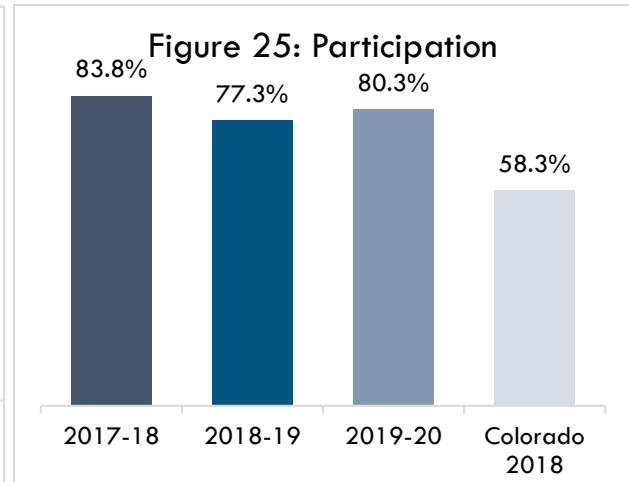
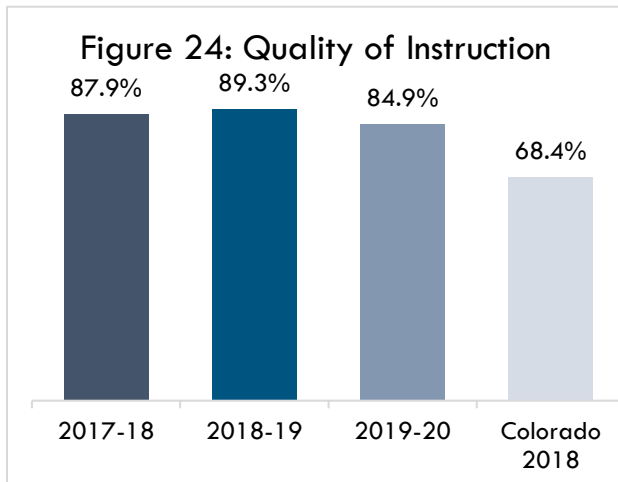


⁸ Findings for School Characteristics were statistically significant between Colorado and Parents Challenge at $p < .01$. All Colorado data came from 2018, the last year data were available (National Center for Education Statistics, 2018).

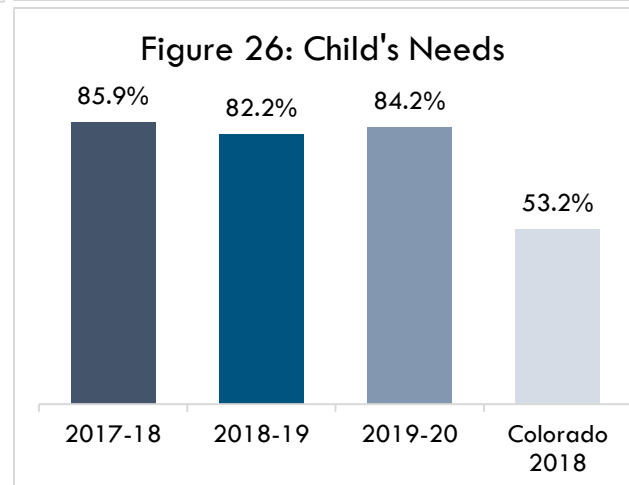
⁹ Statistically significant difference between the Fall 2019 results and Colorado at $p < .01$.

¹⁰ Differences between Colorado parents and the Fall 2019 term, the Fall 2018 and Fall 2019 terms, and the Fall 2019 and Spring 2020 terms, were statistically significant at $p < .01$ using a Chi-Square Goodness of Fit Test. See the breakout in Appendix E. All Colorado data came from 2018, the last year data were available (National Center for Education Statistics, 2018).





The quality of instruction at home remains good, and is better than what homeschooling parents across Colorado feel (National Center for Education Statistics, 2018).¹¹ There was a slight decline between the Fall 2019 and Spring 2020 (Appendix E) terms regarding textbooks and computer-led instruction. While this decline was not statistically significant, the results indicate that the differences in access to technology and other resources between a school and a home operating as a school. According to the



Cambridge Assessment of International Education (2018), 75% of American classrooms use a desktop, 59% of American classrooms use a smartboard, and schools lag behind what is available at home. According to the National Center for Education Statistics (2016), 93.4% of Colorado households had a computer. These findings indicate computers, rather than textbooks, are becoming the dominant tools in educating youth.

Selecting a school based on their child’s needs (Figure 26) has remained consistent for the past three years, varying only a few percentage points from year to year. Compared to parents in Colorado, considerably more Parents Challenge families are satisfied with their choice to homeschool because of the needs of their child.

¹¹ Differences between Parents Challenge attitudes and Colorado parents were found to be statistically significant at $p < .01$. Colorado data came from 2018, the last year data were available (National Center for Education Statistics, 2018).



6. 2020-2021 Projections

Long-term projections were made to gauge parent attitudes for the next term. The purpose of these projections is to analyze any trends to see the impact of the COVID closures on school choice, and to provide information to Parents Challenge and its partnering organizations so they can develop any necessary interventions.¹² Three projections were made: the first focused on changes across the academic year, the second focused only on the attitudes of the next Fall 2020 term, and the other for the Spring 2021 term.¹³

6.1 Year by Year Projections

Figure 27: School Choice

Choice Students	2017-18	2018-19	2019-20	2020-21 Estimate
Choice	83.1	84.5	83.3	83.8
Teachers	90.0	89.0	89.6	89.4
School Characteristics	81.9	81.7	80.8	81.4
Quality of Instruction	74.2	75.6	74.8	74.9

Figures 27 and 28 show the projections for all parents and homeschool parents. While parents' expectations on their choice are anticipated to stay approximately the same, it is evident homeschooling parents' participation is expected to decline in the next school year. To prevent this projected decline, more programs, either virtually or events that are kept at an appropriate social distance, may have to be employed to help these students and their families.

Figure 28: Homeschool

Choice Students	2017-18	2018-19	2019-20	2020-21 Estimate
Decision to Homeschool	74.2	75.6	74.8	75.5
Quality of Instruction	87.9	89.3	84.9	84.3
Participation	83.8	77.3	80.3	76.9
Child's Needs	85.9	82.2	84.2	82.4

¹² Should actual results differ significantly from the projected trend, it will likely be the influence of the COVID pandemic. This information will enable all school choice programs to develop resiliency plans for any localized long-running disaster such as floods or weak economic conditions.

¹³ Term by term projections can be found on Appendix E.



7. Family Engagement

7.1 Volunteering and Involvement

As stated by Hausman and Goldring (2000), the level of volunteering at a school reflects parent satisfaction with their children’s school. Based on these levels of volunteering, one can easily presume these parents are satisfied. Parents volunteer efforts in the Fall 2019 term were similar to the Fall 2018 term, but these dropped in the Spring 2020 term. This decline was most likely due to the coronavirus outbreak, not a reflection of their attitudes towards their schools. Figure 30 reinforces this as a small proportion of parents volunteered for 5 hours or less in the prior years, while more than one-fifth of all parents reported this amount for the Spring 2020 term.¹⁴

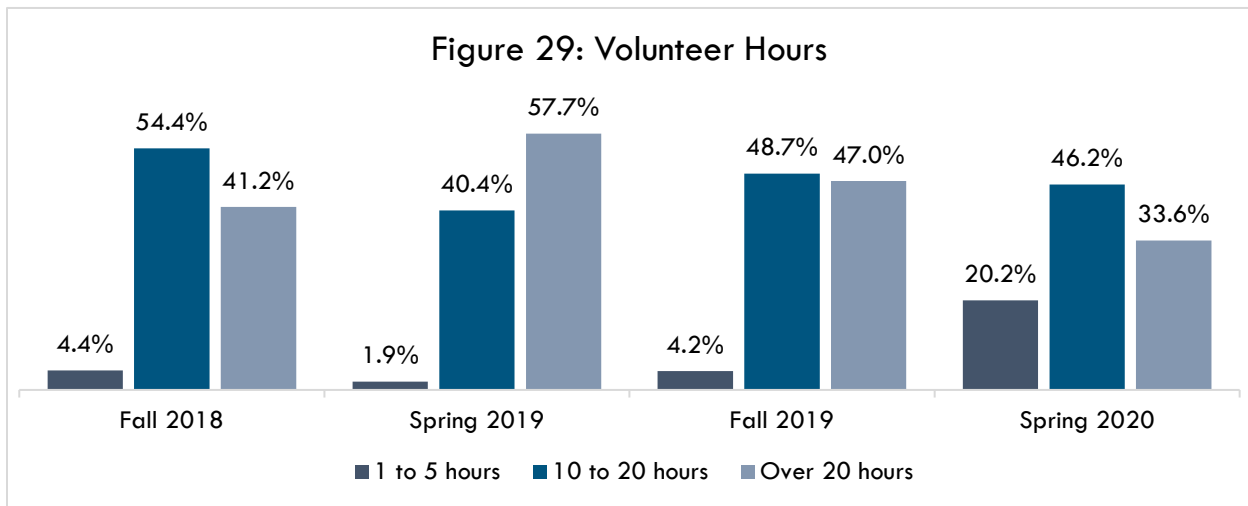


Figure 30: Volunteer Hours

Year	1 to 5 hours	10 - 20 hours	Over 20 hours
2015	1.7%	66.7%	31.7%
2016	1.4%	69.6%	29.0%
2017	2.8%	50.7%	46.5%
2018	6.7%	50.5%	42.9%
2019	1.9%	40.4%	57.7%
2020	20.2%	46.2%	33.6%

¹⁴ Spring term data was reported last year for long-term trends, which was used to maintain consistency.



Figure 31: Parental Involvement

Activity	Fall 2019	Spring 2020	Change
Home school co-op	7.0%	12.8%	82.1%
Home school strategy meetings	12.9%	17.7%	37.8%
Home school district programs	7.1%	9.2%	29.0%
Field trip opportunities	65.1%	67.0%	2.9%
Classroom/school monitor volunteer	57.1%	58.0%	1.5%
School board member	2.2%	2.2%	1.1%
School accountability committee	6.0%	6.0%	0.0%
Principal or superintendent advisory committee	1.2%	1.2%	0.0%
Building accountability committee	1.3%	1.3%	-1.3%
PTO or PTA	27.5%	24.4%	-11.2%
Strategic planning	6.9%	5.6%	-18.5%

Homeschool parents became more involved as the year progressed, while non-home school parent involvement stayed the same with only two exceptions – PTO/PTA involvement and serving on a strategic planning team, which likely declined because of the outbreak.

Figure 32: Dinner with Family

Dinner with Family	Fall 2018	Spring 2019	Fall 2019
Seven days	30.4%	33.0%	28.0%
Six days	15.2%	17.9%	12.7%
Five days	29.5%	21.7%	28.8%
Four days	16.1%	17.0%	20.3%
One day	2.7%	6.6%	3.4%
Never	6.3%	3.8%	6.8%

Figure 32 shows the involvement of parents in their children’s lives, represented by the frequency families ate dinner together. Eating dinner with one’s family serves as a proxy variable for parent involvement and engagement (American College of Pediatricians, 2019; Putnam,

2015). While a majority of families ate dinner together five days or more each week, there was a decline as time progressed. In addition, the rates for Parents Challenge families eating together every night was far less than the proportion of all families in Colorado Springs with children (69.5% to 91.3%) (Current Population Survey, 2013).¹⁵

¹⁵ Families were not asked this question for the Spring 2020 term.



8. Sessions Satisfaction

These sections shows on the satisfaction rates for the advocacy sessions and the presenters.¹⁶

Figure 33: Fall Parent Advocacy Sessions

Month	Event Name	Satisfaction
August	Mandatory Home School: Home School Resources	87.9%
	Mandatory Returning: Understanding State Facts	85.1%
	Mandatory New: How to Prepare for Parent Teacher Conferences	87.0%
	How to: Have the Best School Year!	86.8%
September	Time Management/Stress Management	85.4%
	Track 1: 6 - Week Pillars of Success Parenting Class	98.1%
	Reading Resources	89.7%
	Track 2: College/Career Preparedness	96.9%
October	Bullying	92.1%
	Math Resources	87.5%
November	Track 3: Technology	92.0%
	Cóth Power	93.6%
	Emotional Intelligence	94.7%

Figure 34: Spring Parent Advocacy Sessions

Month	Event Name	Satisfaction
January	Mental Health	86.7%
	Mandatory Session: Healthy Living and Exercise	90.3%
February	Track 4: Financial Preparedness	87.5%
	Money Matters	86.5%
	Leadership Skills	88.4%
March	Banking and Credit	84.5%
	Survival Skills (Session I)	85.9%
April	The Digital Boy (Virtual)	91.8%
	Mindbuilders (Virtual)	88.2%
	Parent Class Refresher (Virtual)	82.7%

¹⁶ Fall respondents: n = 118. Spring respondents: n = 123.



8.1 Facilitator Ratings

Figures 35 and 36 show the strength of the presenters, and it appears the parents thought very highly of these presenters. Deborah Hendrix presentations on the Technology Track was the highest rated in the fall, and her presentation on Leadership Skills was the highest rated in the spring.

Figure 35: Fall Facilitators Ratings

Facilitator	Satisfaction
Dr. Tom Krannawitter - SpeakEasy Ideas (Homeschool)	93.3%
Ralina Ankrum - Home School Parent (Homeschool)	89.7%
Joy Fleishhacker - PPLD (Homeschool)	88.9%
Angela Dougan - AFP Foundation (Returning)	82.9%
Brad Miller, Attorney - (Returning)	85.4%
Dr. Wendy Birhanzel - Superintendent HSD2 (New)	88.9%
Lori Bitar - Academic Advocates (How to: Have the Best School Year!)	87.0%
Aley Desiderio - The Desi Group (Time/Stress Management)	81.3%
Sandra Kwesell - Pillars for Success Parenting Class (6-week series)	91.7%
Erika Tunson - AP, HSD2 (Reading Resources)	87.9%
Betty McDonald - PPLD (Reading Resources)	87.3%
Peter Droege - Digital Continent (College Track)	91.7%
Kristi Smith - CECCS (College Track)	95.2%
Beth Walker - Center for College Solutions (College Track)	95.0%
Keith Dorscht - Registered Psychotherapist (Bullying)	89.5%
Karen Jordan - Math Specialist CECCS (Math Resources)	89.1%
Lawrence Wagner - SparkMindset (Technology Track)	90.5%
Deborah Hendrix - Parents Challenge (Technology Track)	97.1%
Linda Weise - The Colorado Springs Conservatory (C6th Power)	94.9%
Dr. Melinda Joy Mingo - PPCC (Emotional Intelligence)	94.0%

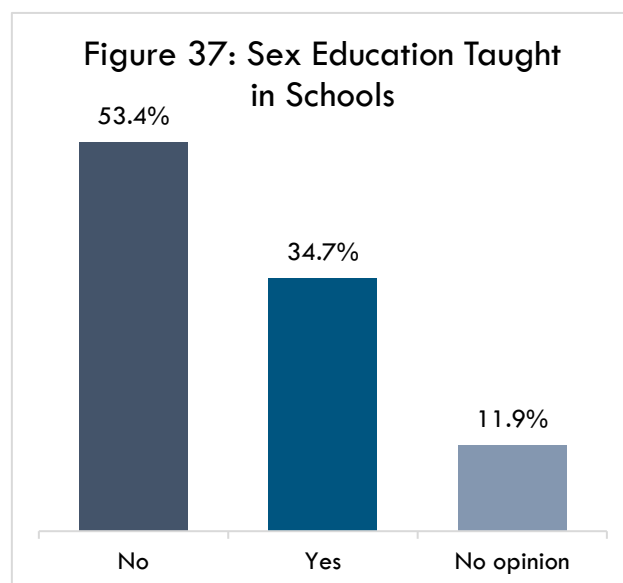


Figure 36: Spring Facilitators Ratings

Event Name	Satisfaction
Jim Hinkle - Executive Director Two Core (Mental Health)	88.3%
Dr. Regina Lewis/Michele Thompson - Regina Speaks (NSCW Session)	94.1%
P. Johan Sekovski - Entrepreneur (Financial Preparedness)	86.0%
Bree Shellito/Mike Vierzba - ENT Credit Union (Banking and Credit)	82.9%
Josh Shi and Jill Johnson - AFP (Money Matters)	85.7%
Deborah Hendrix - Parents Challenge (Leadership Skills)	96.7%
Dedrick Sims - CEO Sims-Fayola Foundation (Digital Boy)	94.4%
Sandra Kwesell - Pillars for Success Parenting Class (6-week series)	89.3%
Judith Hanke - Mindbuilders (Summertime Slump)	88.2%
Dr. Tiko Hardy - (Survival Skills)	84.1%

9. Response to Colorado Sex Education Bill

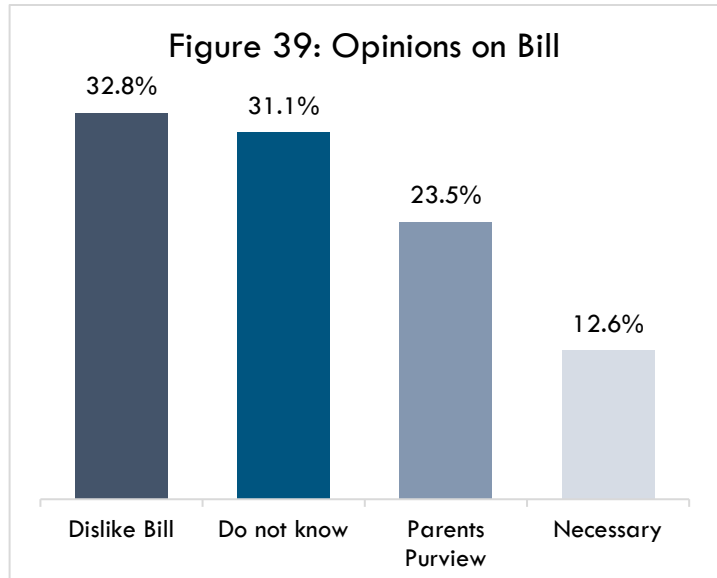
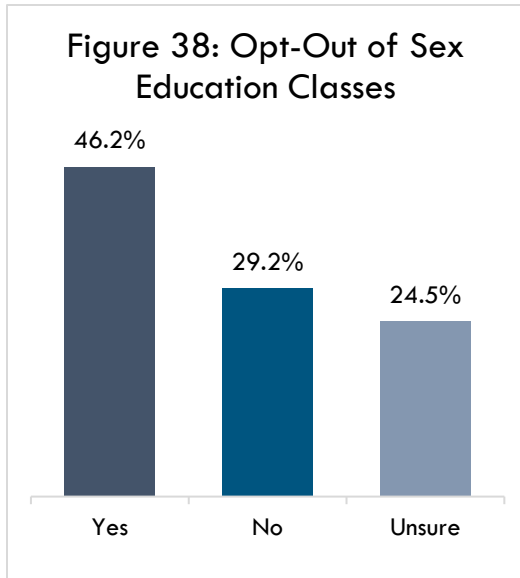
The Comprehensive Human Sexuality Education Act (HB19-1032) was signed into law on May 31, 2019. According to the Colorado General Assembly (2020), this bill adds more content standards for public schools that offer sex education, including, “instruction on consent as it relates to safe and healthy relationships.” This bill also emphasizes culturally sensitive education, and focuses on comprehensive education, rather than abstinence only education. Parents associated with Parents Challenge were asked if they felt this type of education should be taught in schools, and the majority disagreed with this statement.



These parents were also asked, if such an education was offered at their schools, they would opt out of sex education classes. Many suggested they would, but approximately one-quarter were uncertain.¹⁷ As for opinions on the bill, nearly one-third said they disliked the bill, and 23.5% believed it was up to parents to provide such an education to children, not the schools. However, 31.1% said they did not know enough about the bill to make an informed decision.

¹⁷ Parents who said they homeschooled their children were removed from this analysis, as the bill focuses on classroom education.





10. Coronavirus Reaction

10.1 April Survey Results

Parents Challenge surveyed parents in April as the outbreak was beginning. What was found was parents overwhelmingly said their school was helping, but they needed assistance monitoring their child’s education. In addition, these parents needed more resources to help with their child’s educations (Figure 42). Parents felt their child was not getting a good education, likely due to the shutdowns and their children were at school. These fears presented themselves again, as nearly four-fifths of parents felt their child would have to repeat a year. This alludes to what Soland et al., (2020) reported, where students could face an academic decline because of the lockdowns.

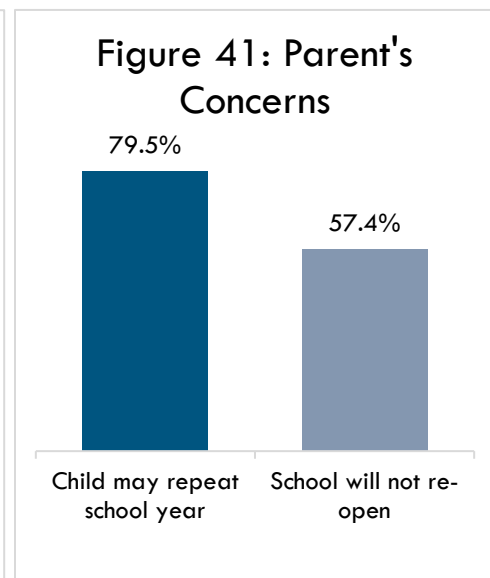
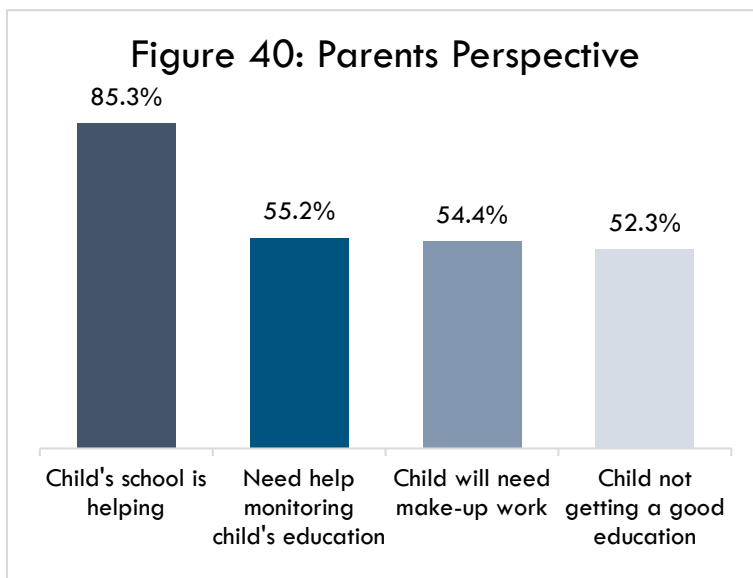


Figure 42: Resources Needed

Item	What Parents Need at Home	What Parents Need Help Getting
Better computer and technology	59.6%	51.5%
Art materials	45.5%	44.4%
Age-appropriate reading materials	35.4%	31.3%
Science materials	33.3%	34.3%
Grade-level workbooks	27.3%	16.2%
Music materials	21.2%	17.2%
Whiteboard or chalkboard	20.2%	17.2%
More access to teachers	14.1%	6.1%

10.2 Spring Survey Results

Figure 43: What Schools Have done for Families

Item	Percent
Access to teachers 2 days a week	99.5%
Child received grades on assignments/projects completed	90.8%
Access to teachers 5 days a week	85.7%
School provided live instruction at least 1 day a week	81.8%
Our school provided technology for E-learning	71.7%
School provided live instruction at least 3 days a week	69.5%
Child's assignments/projects were on-line <i>only</i>	64.0%
Family had to purchase or borrow technology	48.6%
Paper copies of assignments/projects on a weekly basis	45.6%
School provided community resources, such as food pantry, utility/rent payments, mental health	42.9%
School provided options for summer school	32.0%
Child received IEP/ILP/504B Support	31.0%
School called us for weekly check-in	30.6%
Special needs child received support	27.5%
School provided wi-fi/internet accessibility	21.9%

It is apparent Parents Challenge schools are doing whatever can be done to help these families. The vast majority of schools provided constant access to teachers, but some went above and beyond. Some schools were able to assist families by loaning these families technology, and some schools provided community resources to help these families during this time. The actions of these schools may help to alleviate the parents' concerns presented on Figure 41 (previous page), and hopefully, these students do not fall behind.



Figure 44: Homeschool Families

Item	Percent
Participated in ZOOM/Web ex/Google Sessions	82.4%
Provided more online instruction than normal	63.2%
Child maintained the same schedule during this pandemic	57.1%
We were able to secure community resources, such as food pantry, utility/rent payments, mental health	46.1%
Purchased or borrowed additional technology to meet instructional needs	45.8%
Child received online instruction from home school programs	35.7%
We are considering summer school options for educational support	34.1%
My special needs child received support during this time	33.3%
Depend on library for instructional needs	9.9%

Families who homeschooled their children received aid as well, but these findings may require more explanation. Many were able to participate in regular online sessions (82.4%), and were able to receive resources to help them with their family needs. Less than 10% said they depended on a library for their instructional needs, implying they are becoming independent from locations where they may get infected. These families are going through a very stressful time. Many feel they are handling the situation well, and some experienced more time with their family, or their families have grown together. Unfortunately, a high number of comments center on how difficult this time is, or more importantly, they need assistance with their mental health, which the Centers for Disease Control and Prevention (2020), considers a pressing issue.

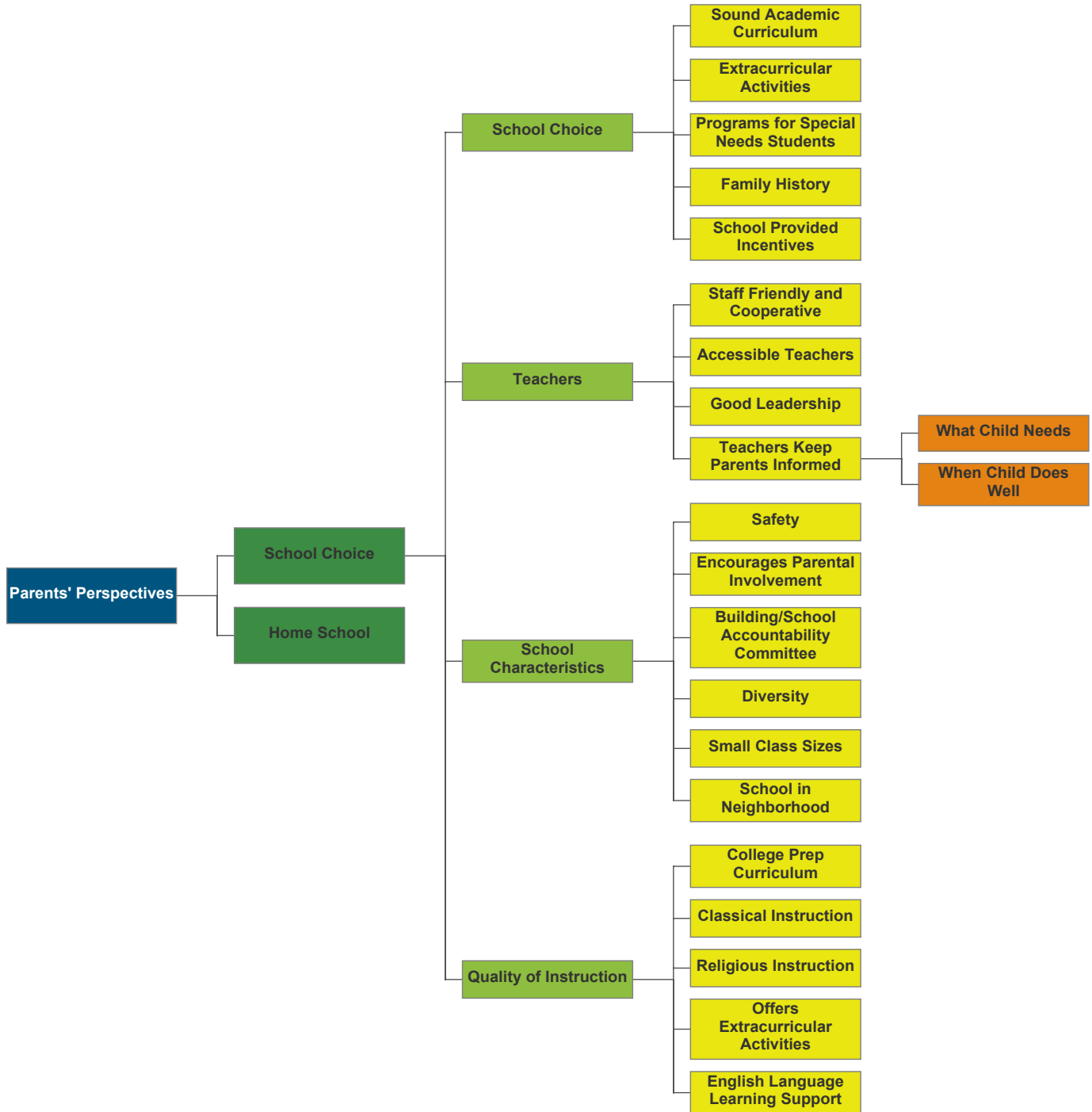
Figure 45: How Families Handled Crisis

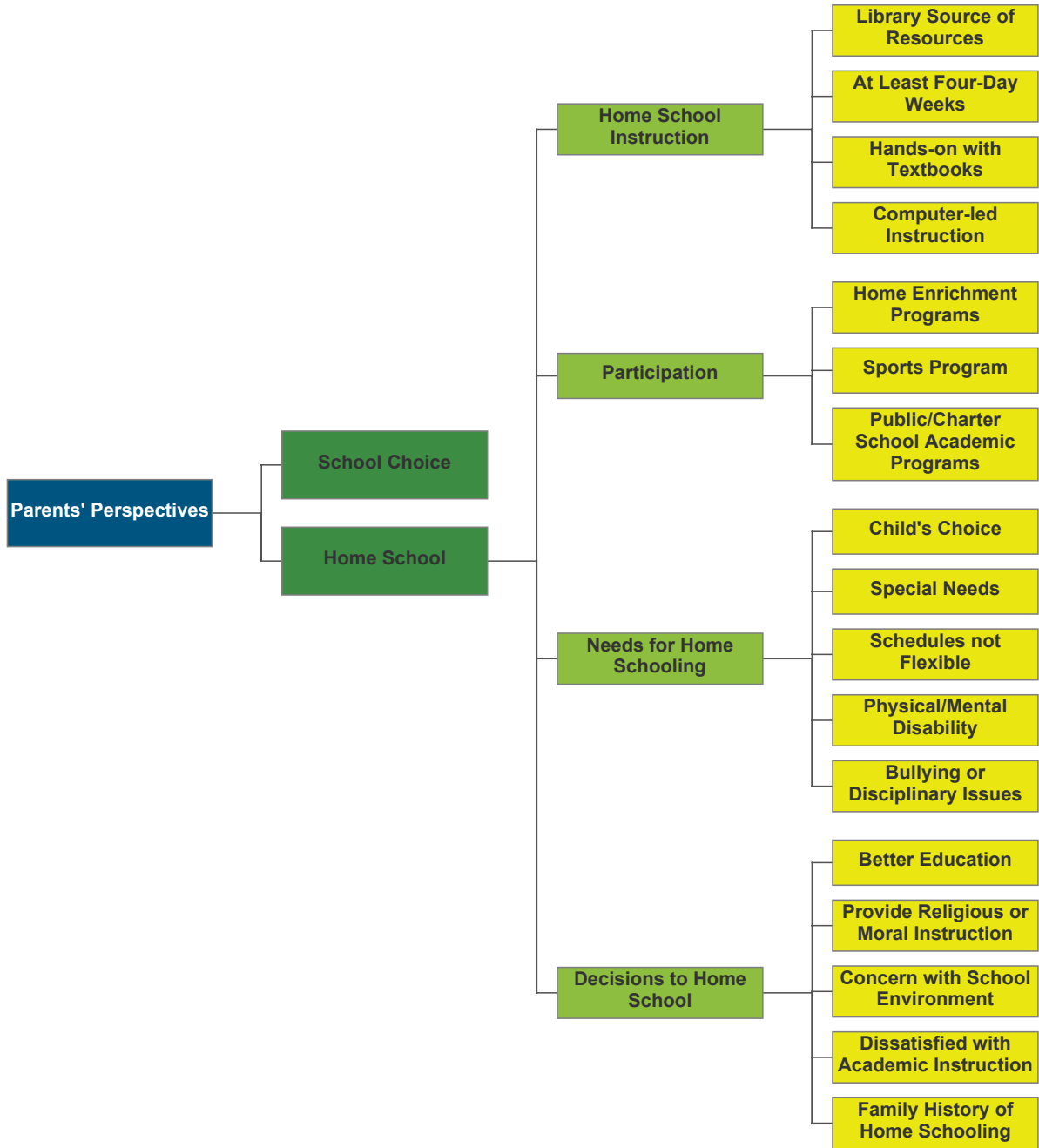
Item	Definition	Percent
Difficult	Times are difficult for family.	41.9%
Well handled	The situation was well-handled.	30.6%
Adapted	The family adapted.	13.7%
Mental health	Stress and concerns for mental health.	12.9%
Family growth	Family grew together.	8.1%
Finances	Loss of job, income, and threat to finances.	8.1%
Appreciate parents challenge	Appreciates group for work they have done in crisis.	2.4%
No change in schooling	No change needed in schooling.	2.4%



Appendix A: Mind Map

This is a map of the features that helped define the constructs built to assess parents' perspectives.





Appendix B: Comparison Districts

B.1 Demographics

All data in this section relate to the academic performance and key demographics for the six school districts Parents Challenge students were enrolled last year – which also have some of the larger student populations in El Paso County.

This is meant to provide a perspective of what these students’ lives would look like if Parents Challenge did not exist. According to the Colorado Department of Education (2020), there are more than 106,000 students who live in these school districts. Approximately 46% of students are considered minorities, and 40% are eligible for Free or Reduced Lunch – the criteria designated for low-income individuals. These districts have a growing population of students who require special education, and/or are taking online courses.

Figure B1: District Demographics

	Minority	FRL-Eligible
2018	44.5%	40.5%
2019	46.4%	40.1%

Figure B2: Students Served

	Special Education	Online	ELL	Gifted and Talented
2018	10.7%	5.7%	3.6%	5.8%
2019	11.0%	6.4%	6.1%	5.7%

B.2 Comparison Districts Academic Performance

These are the academic performances of students for the Spring of 2019. These were the same results used in last year’s report, as the coronavirus outbreak occurred before the 2020 CMAS assessment could be taken. These scores provide a proxy of student performance, as it is unlikely student performance would change drastically if schools had not been closed (Asmar and Robles, 2020). No SAT data were provided, as those assessments were cancelled due to the outbreak (Meltzer, 2020).

Figure B3: Proficiency Rates

	Not Low-Income	Low-Income	Total
ELA	57.7%	35.9%	48.3%
Math	43.8%	24.0%	35.3%

Figure B4: Total Performance

Grade Level	English		Math	
	Total Students	Low-Income	Total Students	Low-Income
Third	41.7%	29.9%	43.9%	34.5%
Fourth	50.1%	38.4%	36.7%	25.4%
Fifth	52.3%	38.4%	37.7%	26.3%
Sixth	43.6%	32.4%	25.5%	14.7%
Seventh	50.5%	38.1%	29.8%	18.0%
Eighth	51.8%	39.1%	38.0%	24.5%



B.3 Graduation and Dropout Rates

These graduation rates reflect student outcomes for the six aforementioned districts for the class of 2019. It is apparent a lower proportion of students graduated during this time, especially low-income students. The dropout rates declined for the class of 2019 in these school districts (Colorado Department of Education, 2019).¹⁸

Figure B5: Graduation Rates			
	Not Low-Income	Low-Income	Total
2018	86.5%	62.3%	74.0%
2019	86.6%	58.7%	72.4%

Figure B6: Dropout Rates			
	Not Low-Income	Low-Income	Total
2018	2.80%	4.20%	3.30%
2019	2.50%	4.00%	3.10%

B.4 Community Information

These are the median earnings of individuals 25 and older in the Colorado Springs metropolitan area. The median wage for someone without a high school diploma is low, as it barely meets what is needed for one person to survive in Colorado Springs (\$24,939) (American Community Survey, 2019; Glasmeir and Massachusetts Institute of Technology, 2020). Figure B8 shows the unemployment rates by level of education. Essentially, higher educational attainment results in higher pay, and a lower chance of being unemployed (American Community Survey, 2020).

Figure B7: Income and Education	
Less than a high school graduate	\$24,960
High school graduate	\$30,768
Some college or associate's degree	\$35,621
Bachelor's degree	\$50,649
Graduate or professional degree	\$62,085

Figure B8: Unemployment and Education	
Less than a high school graduate	7.3%
High school graduate	7.1%
Some college or associate's degree	4.1%
Bachelor's degree	4.0%
Graduate or professional degree	2.3%

¹⁸ All graduation and dropout data reflect students from the class of 2019, and were not affected by the coronavirus outbreak.



B.5 Parent Volunteerism Comparisons

Figure B9: Volunteer Activity

Activity	Colorado Springs Parents	Colorado Volunteerism
Tutor or teach	35.6%	24.1%
Mentor youth	34.1%	23.2%
Fundraise or sell items	31.8%	40.2%
Collect, prepare, serve food	28.4%	25.2%
Coach, referee, supervise	19.6%	11.7%
Usher, greeter, minister	14.8%	15.4%
Collect clothing	13.2%	27.0%
Provide general office	5.8%	11.3%
Provide professional	5.8%	19.7%
General labor	5.4%	8.5%

Colorado Springs parents are more likely to volunteer for educational activities, as indicated above, while Coloradans as a whole are more likely to volunteer or collect items. However, all Colorado volunteers prefer to volunteer for groups that emphasize education or youth services (Current Population Survey, 2015; AmeriCorps and Senior Corps, 2020).

Figure B10: Colorado Volunteer Groups

Educational or Youth Service	26.1%
Sport, Hobby, Cultural or Arts	21.9%
Other	19.8%
Religious	15.4%
Civic, Political, Professional	5.3%
Hospital or Other Health	5.1%
Public Safety	4.0%
Environmental or Animal Care	2.4%



Appendix C: Methodology

Parent and student data were collected by Parents Challenge utilizing surveys and other data collection methods. The bulk of the data were collected from a survey conducted by Parents Challenge to its families during the fall and spring terms. Data pertaining to parent attitudes on how their schools and Parents Challenge assisted them with the coronavirus outbreak, were gathered in April, 2020.

All individual identifiers were masked and no master lists are maintained, with only aggregate data being reported. All comparative data were derived from open-access data sets, available at the National Center of Education Statistics, the US Census, Bureau of Labor Statistics, and the Colorado Department of Education. All data collected for this report remain the property of Parents Challenge and were analyzed according to the ethics and standards outlined and promoted by the American Evaluation Association.

Analytical techniques employed in this section utilized non-parametric techniques, as most of the comparative data focused on attitudes and perspectives – fluid concepts with no concrete means. Typically, all statistical tests focused on comparing the end of year date, in order to ascertain the impact of the program on these stakeholders, as they would have at least one year of experience in the program. Results from the Spring of 2019, serving as the best proxy for having at least one year of experience in the program, was compared to data collected by Parents Challenge from the Fall term of 2018, the previous academic year (2017/18), and compared to data from the National Center for Education Statistics. However, due to the coronavirus pandemic, most analyses had to focus on the Fall 2019 school year, in order to capture the attitudes of parents from one normal school year to the next. While data from Spring 2020 was used, it was not the main point in time, as it is assumed the coronavirus outbreak changed personal attitudes due to its constant upheaval.

The data from the National Center for Education Statistics (NCES) did not change from their previous examination, so current results remain static from the previous year. Statistical tests were not conducted on Fall 2019 data to NCES data or to the previous year, as too little time would have passed to properly compare these results. Social science criteria for comparison were met, as research allows for the comparison across categorical lines (gender, ethnicity, etc.) with a minimum sample size of 30 (Hair, Anderson, Tatham and Black, 1998).

All data remain the property of Parents Challenge and were analyzed according to the ethics and standards outlined and promoted by the American Evaluation Association (AEA). QREM researchers, as members in good standing with AEA, conduct all data gathering, analyses and reporting in accordance with the ethics and guidelines outlined by the association. Algorithms are equations developed for the project remain the intellectual property of QREM.



Appendix D: Recommendations

These data provide a sound foundation comparing results over time and to Colorado residents. However, additional data are needed to measure the full results of the program, such as determining the length of time families have participated in the program. It is likely that the results were influenced by families who have participated in the Parents Challenge program for many years. It would be interesting to split the data by how many years they have been in the program, and to see the attitudes of newer families compared to the attitudes of experienced families.

There are several pieces of data that are not available, either due to data collection, how schools report information, etc. To strengthen further evaluations, and subsequent impacts, it is highly recommended Parents Challenge collect data that matches their public-school counterparts, as a way to ensure a direct comparison. For example, we recommend:

- 🌐 Collect student performance, specifically how many were at or above proficiency in English and Mathematics, preferably utilizing a standardized test, such as the Iowa Assessments, ACT Aspire, Terra Nova, etc. All data collected by these tests should be in raw format with the type of test specified. These data are usually collected by the child's school. This would enable comparisons of Parents Challenge performance to students enrolled at the public-school districts within Colorado Springs.
- 🌐 Collect student attendance by reporting the accumulated number of days students were in school compared to their academic calendars.
- 🌐 Collect information about students graduating from high school, and their overall college accumulation from the National Student Clearinghouse.

These data are crucial to measure the impact of Parents Challenge by comparing the performance of students to their peers who attend public schools (see Appendix B for items that can be compared to data Parents Challenge is recommended to collect). It is also suggested some questions used on these surveys emulate the questions used on national databases and sources, in order to provide a direct comparison from Parents Challenge families to their counterparts in Colorado and Colorado Springs.

Another recommendation is updating some of the questions asked, specifically questions pertaining to homeschoolers decision to choose and coronavirus. If people feel they will be healthier homeschooling, then general public health has to be factored in to all future evaluations.



Appendix E: Term Breakouts

E.1 Demographics

Figure E1: Total Number

Year	Fall	Spring
Number	118	123

Figure E2: Services Needed

Type	Fall	Spring
IEP/ILP	9.0%	8.5%
Special Needs	5.7%	4.5%
English Language Learner	4.2%	4.0%
504B Services	2.8%	3.1%

Figure E3: Household Type

Type	Fall	Spring
Two Parent Family	58.5%	55.3%
Single Parent	40.7%	43.1%
Guardian/ Grandparent	5.1%	6.5%
Active Military	4.2%	3.3%
Retired Military	2.5%	3.3%

Figure E4: Income Ranges

Type	Fall	Spring
0 to \$29,471	36.4%	30.1%
\$29,472 to \$37,167	18.6%	22.0%
\$37,168 to \$44,863	23.7%	17.9%
\$44,864 to \$52,559	14.4%	19.5%
\$52,560 to \$60,255	2.5%	4.9%
\$60,255 to \$67,951	1.7%	2.4%
\$67,952 and above	2.5%	3.3%



Construct Results

Figure E5: Parents Challenge Parents

Item	2017-18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Colorado 2018-19
Choice	83.1%	83.5%	85.5%	83.2%	83.4%	82.9%
Teachers	90.0%	88.6%	89.3%	88.9%	90.2%	57.5%
School Characteristics	81.9%	81.5%	81.8%	80.6%	80.9%	73.4%
Quality of Instruction	78.3%	78.3%	79.8%	78.0%	78.4%	58.3%

Figure E6: Choice Items

Item	2017-18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Colorado 2018-19
Provides sound academic curriculum	88.3%	88.6%	90.6%	88.0%	87.9%	87.2%
Offers extracurricular activities	86.5%	81.3%	82.6%	79.3%	80.5%	68.4%
Offers programs for Special Needs students	61.1%	72.6%	75.5%	76.0%	75.3%	75.9%

Figure E7: Items on Teachers

Item	2017-18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Colorado 2018-19
My child's teachers are accessible	85.7%	86.9%	88.3%	87.6%	88.0%	48.8%
School administrators provide good leadership	84.6%	85.0%	84.8%	84.2%	84.4%	86.5%
The teachers keep me informed of what my child needs	80.0%	80.6%	79.1%	80.7%	81.4%	21.9%
The teacher contacts me when my child is doing well	75.3%	78.0%	76.7%	74.9%	77.5%	36.3%

Figure E8: Items on School Characteristics

Item	2017-18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Colorado 2018-19
School is safe	88.3%	88.3%	88.1%	86.8%	87.6%	87.2%
School encourages parental involvement, i.e. PTO, PTA	86.5%	83.8%	83.8%	84.3%	84.2%	68.4%
School has a Building/School Accountability Committee	76.9%	81.0%	79.3%	76.3%	75.9%	26.2%
Class sizes are small	76.7%	75.1%	74.5%	75.3%	75.2%	91.8%
Diversity of school	75.6%	75.6%	79.8%	76.6%	77.0%	65.5%



Figure E9: Items on Quality of Instruction

Item	2017-18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Colorado 2018-19
Provides college preparatory curriculum	82.7%	80.9%	82.5%	80.3%	79.8%	66.1%
Provides classical instruction	78.8%	79.8%	80.9%	78.9%	80.3%	91.8%
Provides religious instruction	80.9%	77.4%	75.2%	74.2%	73.1%	71.8%
Offers extracurricular activities	80.5%	81.3%	82.6%	79.3%	80.5%	71.5%
Provides ELL or ELS support	68.3%	71.1%	74.0%	74.4%	75.3%	19.5%

Figure E10: Homeschool Parents

Item	2017-18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Colorado 2018-19
Decision to Homeschool	74.2%	71.9%	79.6%	89.7%	59.9%	72.5%
Quality of Instruction	87.9%	93.6%	85.0%	85.0%	84.7%	68.4%
School Characteristics	83.8%	85.9%	68.6%	80.4%	80.1%	58.3%
Quality of Instruction	85.9%	85.4%	78.9%	86.9%	81.5%	53.2%

Figure E11: Items on Decision to Homeschool

Item	2017-18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Colorado 2018-19
To provide religious or moral instruction	80.0%	77.5%	83.8%	88.9%	82.6%	58.9%
Concern about environment of schools	67.6%	51.3%	59.0%	75.0%	52.7%	89.4%
Dissatisfaction with academic instruction in schools	66.7%	37.5%	42.9%	47.7%	41.1%	75.3%
I or family members were homeschooled	20.6%	36.4%	38.1%	35.1%	35.1%	44.1%

Figure E12: Items on Quality of Instruction

Item	2017-18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Colorado 2018-19
The library is a source of instructional resources	97.2%	100.0%	83.8%	89.8%	84.8%	70.0%
Academic calendar requires at least four days a week	94.4%	94.1%	87.5%	90.2%	98.6%	94.2%
My instruction is totally hands-on with text books	88.2%	100.0%	91.2%	85.4%	76.4%	48.6%
Fifty percent of student instruction is computer-led	18.9%	30.6%	31.4%	36.2%	50.6%	32.5%



Figure E13: Items on Participation

Item	2017-18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Colorado 2018-19
Student participates in home school enrichment programs	78.1%	63.3%	57.1%	51.2%	40.3%	68.3%
Student is involved in sports program	51.2%	56.1%	55.3%	61.7%	57.9%	39.5%
Student participates in public/charter school academic programs	50.0%	55.6%	28.6%	45.2%	54.7%	23.1%

Figure E14: Child's Needs

Item	2017-18	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Colorado 2018-19
It was my child's choice	58.8%	52.6%	54.8%	66.7%	64.3%	19.1%
Schedules were not flexible	48.1%	48.3%	37.9%	25.0%	25.0%	67.6%
Child has special needs	15.6%	17.5%	15.4%	16.7%	12.3%	9.2%
Child has a physical or mental disability	15.2%	19.5%	10.5%	12.5%	6.9%	19.7%
Child experienced bullying or disciplinary issues	15.2%	29.7%	18.9%	20.0%	15.5%	17.2%

E.2 Long-Term Projections

Figure E15: Fall Term - School Choice

All Parents Challenge Students	2017-18	Fall 2018	Fall 2019	Fall 2020 Estimate
Choice	83.1	83.5	83.2	83.4
Teachers	90.0	88.6	88.9	88.1
School Characteristics	81.9	81.5	80.6	80.0
Quality of Instruction	78.3	78.3	78.0	77.9

Figure E16: Fall Term - Homeschool

Parents Challenge Homeschool Students	2017-18	Fall 2018	Fall 2019	Fall 2020 Estimate
Decision to Homeschool	83.1	83.5	83.2	83.4
Homeschool Instruction	90.0	88.6	88.9	88.1
Participation	81.9	81.5	80.6	80.0



Child's Needs	78.3	78.3	78.0	77.9
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Figure E17: Spring Term - School Choice










All Parents Challenge Students	2017-18	Spring 2019	Spring 2020	Spring 2021 Estimate
Choice	83.1	85.5	83.4	84.3
Teachers	90.0	89.3	90.2	90.0
School Characteristics	81.9	81.8	80.9	80.5
Quality of Instruction	78.3	79.8	78.4	77.9

Figure E18: Spring Term - Homeschool

Parents Challenge Homeschool Students	2017-18	Spring 2019	Spring 2020	Spring 2021 Estimate
Decision to Homeschool	74.2	79.6	60.0	57.1
Homeschool Instruction	74.2	85	84.7	91.8
Participation	83.8	68.6	80.1	73.8
Child's Needs	85.9	78.9	81.5	77.7

Appendix F: Works Cited and Consulted

F.1 Data Sources

-  American Community Survey
-  Colorado Department of Education
-  Current Population Survey
-  Glasmair and Massachusetts Institute of Technology
-  National Center for Education Statistics
-  Private School Review
-  U.S. Census Bureau
-  U.S. Department of Agriculture
-  U.S. Department of Education



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