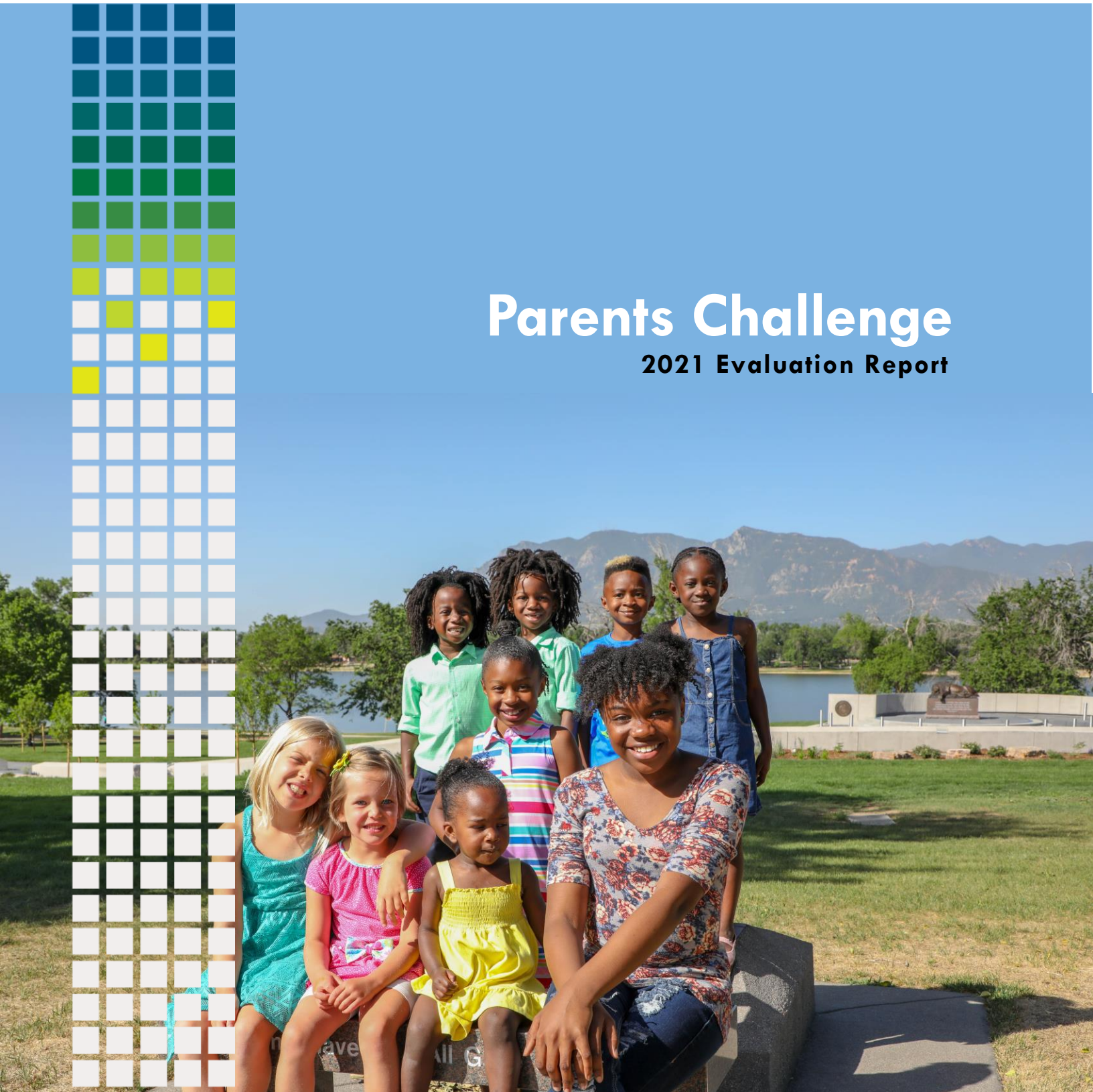


Parents Challenge

2021 Evaluation Report



STRONG DATA = SOUND DECISIONS

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Contents

1. Executive Summary	2
2. Research Update	3
3. Demographics.....	4
4. Academic Comparisons	5
5. Parents Perspectives on Schools.....	6
6. Pandemic Reaction	12
Appendices	14

1. Executive Summary

There were three key findings regarding the education Parents Challenge students received.

- 🌐 Parents Challenge students have stronger academic performances than El Paso County public school students – 83.6% of Parents Challenge students demonstrated they were proficient in reading and math – 38 points higher than all public-school students in reading, and nearly 56 points higher in math.
- 🌐 The relationship between teachers and parents is consistently positive – Parents have a very strong relationship with their child's teachers compared to parents at traditional public schools (88.9% to 57.5%). When compared to parents whose children are assigned to traditional public schools, more parents feel their child's teachers are accessible (87.6% to 48.8%) and keep them informed about their child's progress (80.7% to 21.9%).
- 🌐 Parents are satisfied with the quality of instruction their children receive – parents are more satisfied with the quality of education received than Colorado parents (78.0% to 58.3%). A higher proportion of parents felt their school prepared their child for college (80.3% to 66.1%) as well.

Students demonstrated they thrived during the pandemic, as shown by these two findings:

- 🌐 Parents noted how their children were resilient or matured over the past year – 23.6% of families observed their children were not impacted by the pandemic or grew emotionally. Another 8.1% observed their children learning new things on their own by taking up new hobbies or learning new subjects.
- 🌐 Families served by Parents Challenge has more than doubled since 2015 – the number of families served grew by 109% over the past six years, while the number of children served increased by 87.6%. Both indicate Parents Challenge is in high demand and will continue to be in high demand in the future.
- 🌐 Despite the efforts of Parents Challenge and their families, there was one finding where parents expressed a negative impact on their families stemming from the pandemic: Parents feared their children were falling behind – more than one out of three parents are concerned about their child's academic success (33.6%). Together with a higher level of chronic absenteeism from Parents Challenge students (missing at least 15 days of school), supports parents' concerns about their children's academic wellbeing. These concerns, however, are consistent with concerns of parents nationwide.



2. Research Update

Some students prefer attending a private school over a traditional public school. Many families prefer their child attend a school with a smaller student population, which are more often found at private schools (166 students) than public schools (526 students). Smaller student populations translate into smaller student-teacher ratios and private schools have smaller student-teacher ratios than public schools (11.9 to 16.2 students, respectively). Other reasons families choose private schools include a desire to receive a religious education, proximity to one's home, or families' desire for their children to receive a better education (Bedrick, 2013; DeAngelis & Erickson, 2018; U.S. Department of Education, 2019). The latter reason is a key motivator for families, as researchers found private school students outscored public school students by wide margins in both reading and math. Fourth graders enrolled at a private school 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). Other research found school choice is very beneficial to low-income students because of the strong academic environments found within these schools (DeAngelis & Wolf, 2016; Miron, Evergreen & Urschel, 2008).

The pandemic highlighted many differences between public and private schools. One key difference was whether the school provided in-person learning. Bedrick (2021) reported private schools were more likely to provide in-person learning than traditional public schools. Data reported by Oster et al., (2021) and the U.S. Department of Education (2021) showed schools who opted for virtual learning had lower learning outcomes, and their students had more adverse mental and behavioral health effects. Virtual learning was more likely to have a negative impact on students with disabilities and individualized education plans (IEPs).

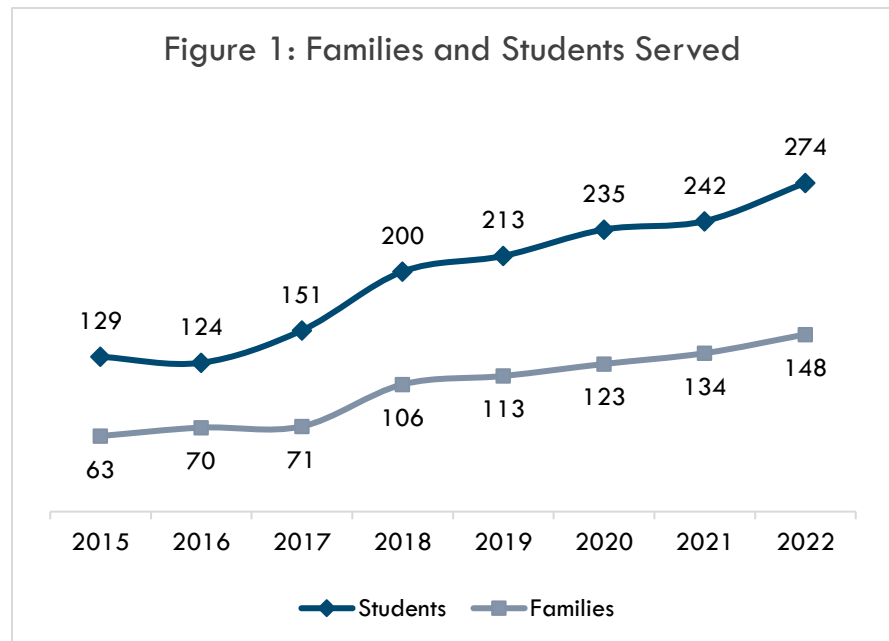
The pandemic also impacted low-income families more than affluent families. Adams (2020) and Parker et al., (2020) reported low-income families were more susceptible to the financial strains, either by job loss or wage cuts. Before the pandemic, the cost of private schools prevented families from choosing the best school for their children. According to the Private School Review (2021) the average cost of tuition for a Colorado private school was \$12,440 per year, well beyond the means of many low-income families without assistance. While Wolfe (2021) reported financial aid packages increased over the past few years, making the cost of private schools more affordable for most families, low-income families still need assistance. In past years, Parents Challenge provided financial assistance for educational purposes. During the pandemic, parents reported Parents Challenge provided more, such as financial assistance so they could purchase groceries, along with consistent contact and emotional support. This quality was needed, as Adams (2020) found low-income households felt a stronger, negative emotional strain of the pandemic than middle-class or upper-class families.



3. Demographics

3.1 Student Demographics

Parents Challenge served 134 families and 242 students in the 2020-21 school year. The number of families and students served this year were 109.5% and 87.6% higher than 2015. If these trends hold, it is projected fourteen more families will be served in 2022, along with 32 more students. The number of families and students increased during the pandemic (between the 2019 and 2021 school



years), demonstrating a 16.8% and 13.6% increase for families and students, respectively. This increase in demand is supported nationally. Wolfe (2021) and EdChoice and Morning Consult (2020) reported 41% of parents during the pandemic preferred private school and 70% of parents had a favorable view towards homeschooling.

3.2 Family Demographics

Figure 2: Household Type

Type	Fall	Spring	Colorado Springs
Two Parent Family	59.9%	59.7%	81.3%
Single-Parent	39.4%	41.2%	18.7%
Guardian/ Grandparent	8.3%	4.2%	7.0%
Active Military	2.3%	2.5%	0.4%
Retired Military	4.6%	3.4%	15.7%

Compared to the general population in Colorado Springs, Parents Challenge households are more likely to be single-parent households. Two-parent households have two key advantages over single-parent households that benefit their children's educations. Parents in two-parent households are more

likely to be involved in their child's education, and have higher incomes compared to single-parent households (American Community Survey, 2021; Jeffreys, 2019; Waldfogel et al., 2010). Additionally, during the pandemic, single-parents were more likely to report emotional distress and to experience financial difficulties due to job loss or pay cuts (Bageron 2021).

Nearly two-thirds of Parents Challenge families earn less than \$44,863. This amount is below eligibility for the Free and Reduced Lunch (FRL) program for a family of four (\$48,470) and significantly lower than the living wage needed for a family of four living in Colorado Springs (\$91,559) (Glasmeir &



Figure 3: Income Ranges

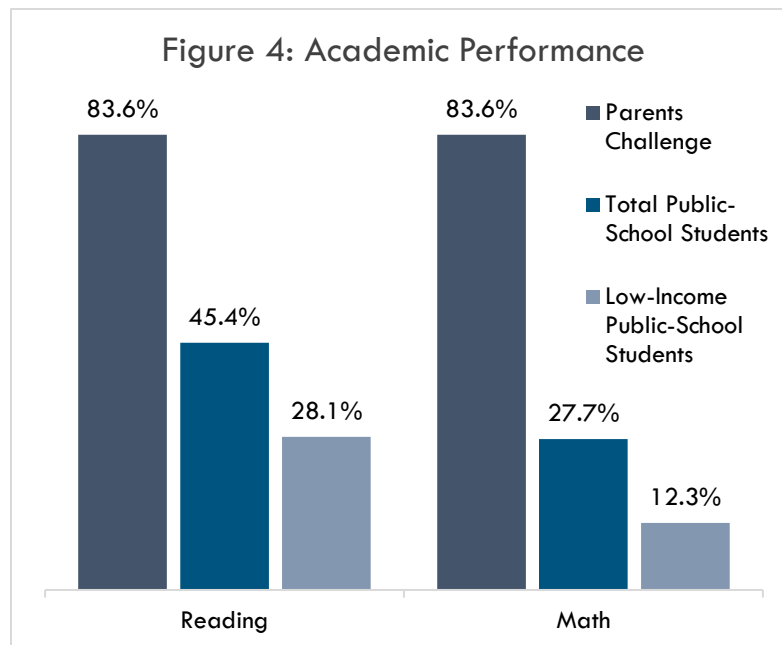
Type	Fall	Spring	Percent of Private School Cost
0 - \$29,471	31.3%	21.8%	42.2%
\$29,471 - \$37,167	17.6%	21.8%	33.4%
\$37,167 - \$44,863	17.6%	17.6%	27.7%
\$44,863 - \$52,559	19.1%	15.1%	23.6%
\$52,559 - \$60,255	6.1%	8.4%	20.6%
\$60,255 - \$67,951	3.8%	7.6%	18.3%
\$67,291 & above	4.6%	7.6%	N/A

Massachusetts Institute of Technology, 2021; United States Department of Agriculture, 2021). Their household income limits their ability to afford the tuition of a private school, as the average cost of a private school (\$12,440) is the equivalent of 18.3% to 42.2% of Parents Challenge households' total income (Private School Review, 2021).

4. Academic Comparisons

4.1 Academic Performance

Figure 4: Academic Performance



Stronger academics is one of the top reasons why families choose private schools over public schools (Schneider & Buckley, 2002). Parents Challenge students outperform their peers on Math and Reading proficiencies, confirming findings from many academic studies (DeAngelis & Wolf, 2016; Miron, Evergreen & Urschel, 2008; Pearman et al., 2019; U.S. Department of Education, 2021).¹ During the pandemic public schools did not administer tests in 2020 and only partially in 2021. Furthermore, traditional public schools cut back

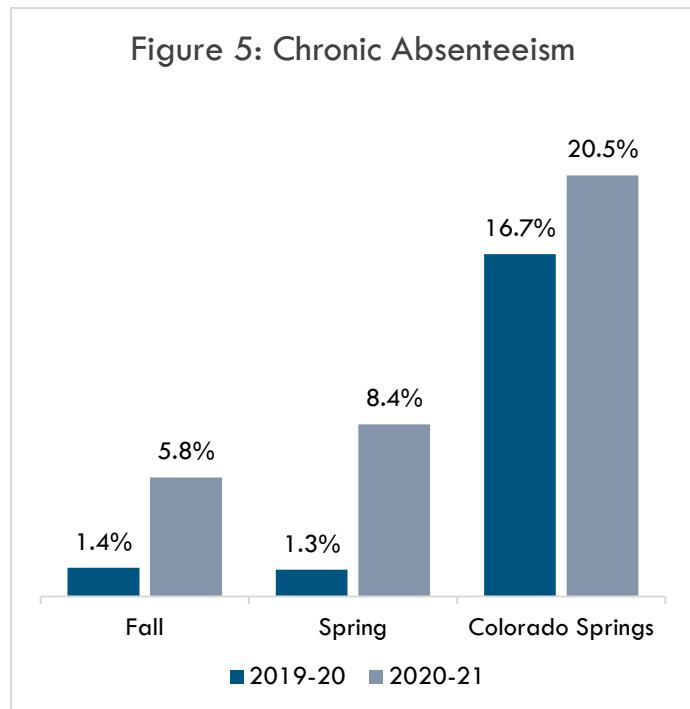
on instructional time and turn to virtual learning. The lack of in-person instruction had a disproportionate effect on low-income students and students in rural communities (U.S. Department of Education, 2021). These results confirm what Soland et al., (2020) projected, where student performance would decline significantly due to the lack of in-person learning.

¹ Parents Challenge performance was based on the proportion of students who were at/above proficiency for the Spring semester and were compared to public school students CMAS proficiency measured in 2019, as public school students did not take tests during the pandemic shutdowns in 2020. All comparative data were derived from the six school districts in the Parents Challenge catchment area (Colorado Department of Education, 2020).



4.2 Attendance

Parents Challenge students had better attendance rates than their public-school peers in the 2020-21 school year. At the same time, more Parents Challenge students were chronically absent in the 2020-21 school year. This is likely due to the pandemic and spotty record-keeping as the country patched together online and in-person learning for students. Chronic absenteeism, defined as a student missing at least 15 days of school, grew during the pandemic (U.S. Department of Education, 2016; Colorado Department of Education, 2021). Sawchuk (2021) reported chronic absenteeism increased by 12% to 20% in states where data were tracked, and as many as three million students nationwide stopped going to school.



5. Parents Perspectives on Schools

5.1 Construct Definitions

This section quantifies the reasons why parents selected the current educational environment for their children, then compares these reasons to the qualities found at traditional public schools across the state, specifically schools where families would be assigned to attend. In addition to comparisons, the data from public school parents provide insight into what their school experience would look like without the choice afforded them through Parents Challenge. Four constructs highlighted Parents Challenge families' satisfaction with their school choice:

- Choice – satisfaction with their decision,
- Teachers – strength of relationship between parents and teachers,
- 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 English language support.

Parents who elected to home school their children were asked separate questions pertaining to their own experience. Their answers were compared to other parents who homeschool their youth in



Colorado (National Center for Education Statistics, 2018). The degree of satisfaction with their decision and reasons behind homeschooling were captured by these four constructs:

- 🌐 Decision to Homeschool – satisfaction with their decision to homeschool,
- 🌐 Home School Instruction – the quality of instruction provided,
- 🌐 Participation – how much these families participate with other groups, including involvement with public-school students and community-based activities,
- 🌐 Child’s Needs – a quantified reason 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 compared between each year as well as the Fall and Spring semesters. Further statistical analyses were compared between the Fall semester of Parents Challenge families to data captured by the National Center for Education Statistics (2018).

5.2 Parents School Choice Satisfaction

In the last term (Spring 2021), satisfaction with schools were slightly lower. It is likely the pandemic may have played a role, due to its impact on instruction, or the current political climate (U.S. Department of Education, 2021; Golightly, 2021). Another factor contributing to parents’ lower satisfaction on the choice of their school is reduced extracurricular activities. During the 2020-21 school year, most schools either cancelled extracurricular activities, limited events, or held activities virtually. Parents disliked the reduced events, as they expressed a strong desire to meet in-person (see the section titled ‘Pandemic Reaction’, page 12), stating that the lack of in-person activities had a negative impact on their child’s academics and mental health (Institute of Health Metrics and Evaluation, 2021; Minero, 2020). It also prevented families from connecting with administrators and other school leaders. This connection is vital to developing strong, positive family-school relationships (Epstein, 2001).

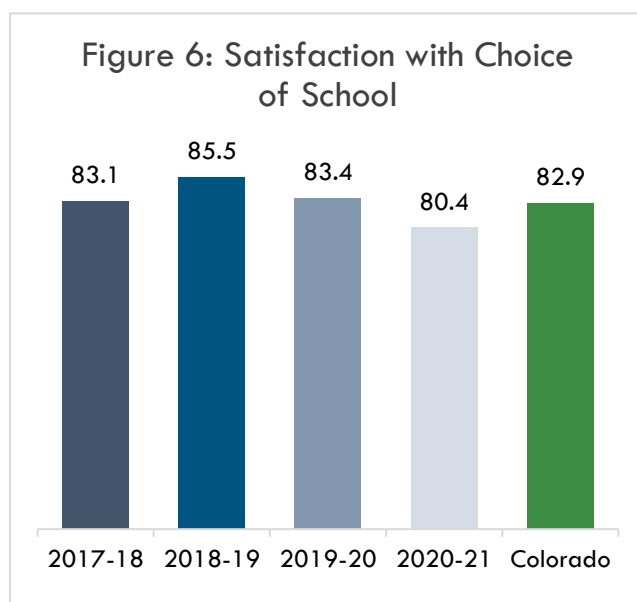


Figure 7: Satisfaction Items

	2017-18	2018-19	2019-20	2020-21	Colorado
Provides sound academic curriculum	88.3%	90.6%	87.9%	85.8%	87.2%
Offers extracurricular activities	86.5%	82.6%	80.5%	75.8%	68.4%
Offers programs for Special Needs students	61.1%	75.5%	75.3%	72.6%	75.9%



A strong parent-teacher relationship is present with Parents Challenge households. Figure 8 shows that this relationship is notably stronger than the relationship between parents and teachers at traditional public schools (National Center for Education Statistics, 2018).² Students benefit when parents and teachers have a strong relationship. In addition to improved satisfaction, the stronger the parent-teacher relationship,

the better the students' attitudes and the fewer behavioral problems (University of Nebraska-Lincoln, 2018). Parents noted an increased communication between families and teachers during the pandemic; however, fewer families felt their school administrators provided good leadership in the 2020-21 academic year. These results may be attributed to fewer opportunities to connect with school leaders as well as a growing partisan divide on education and educational attitudes (Parker, 2019; Hess, 2021).

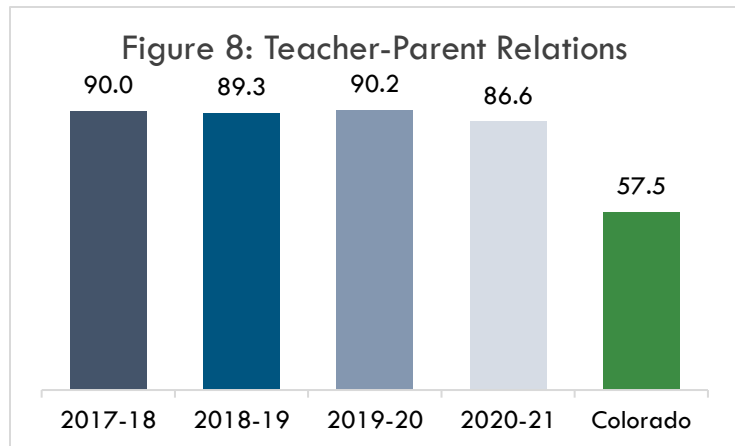
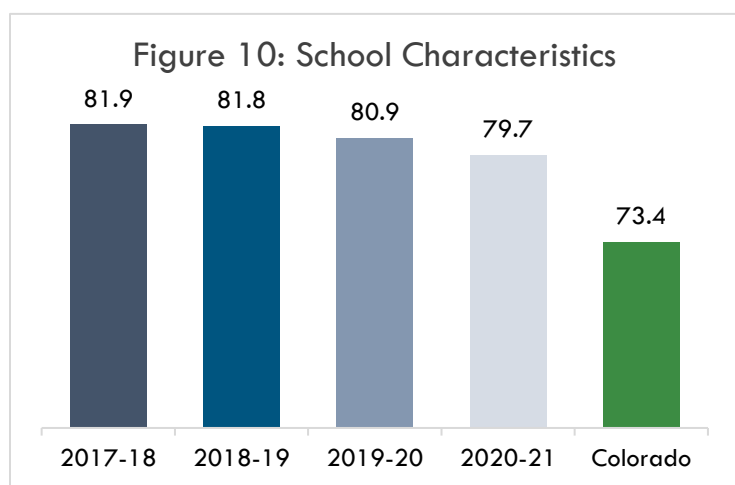


Figure 9: Items on Teachers

Item	2017-18	2018-19	2019-20	2020-21	Colorado
My child's teachers are accessible	85.7%	88.3%	88.0%	85.5%	48.8%
School administrators provide good leadership	84.6%	84.8%	84.4%	74.2%	86.5%
The teachers keep me informed of what my child needs	80.0%	79.1%	81.4%	76.3%	21.9%
The teacher contacts me when my child is doing well	75.3%	76.7%	77.5%	83.2%	36.3%

Parents are very satisfied with their children's schools—much more so than Colorado public school parents (Figure 10). The higher level of satisfaction can be attributed to the higher levels of diversity and involvement on the school building committees and PTO/PTA organizations (National Center for Education Statistics, 2018).³ Coleman and Hoffer (1987) reported parents who chose their child's school were often



² Findings for Teachers were significant between Colorado and Parents Challenge at $p < .01$.

³ Findings for School Characteristics were significant between Colorado and Parents Challenge at $p < .01$.



more involved than public school parents in general. Furthermore, parents who choose their school are more comfortable in the school setting and are more likely to be involved (Hausman & Goldring, 2000). During the 2020-21 school year, parents' perspectives declined slightly. It is likely the use of virtual meetings and socially distanced activities contributed to this decline (PTO Today, 2020).

Figure 11: Items on School Characteristics

	2017-18	2018-19	2019-20	2020-21	Colorado
School is safe	88.3%	88.1%	87.6%	86.0%	87.2%
School encourages parental involvement, i.e. PTO, PTA	86.5%	83.8%	84.2%	80.0%	68.4%
School has a Building/School Accountability Committee	76.9%	79.3%	75.9%	78.0%	26.2%
Class sizes are small	76.7%	74.5%	75.2%	78.0%	90.8%
Diversity of school	75.6%	79.8%	77.0%	75.7%	65.5%

Parents Challenge parents have a better opinion on their school's quality of instruction. These schools offer more extracurricular activities, and had more college preparation courses than traditional public schools.⁴ Families feel Parents Challenge schools provide substantially more support for English Language Learners (ELL) (National Center for Education Statistics, 2018). Similar to the previous constructs, there was a slight decline in parents' perceptions of the school's quality of instruction. Again, the limited opportunities for connecting with school leaders at extra-curricular events and in-person meetings due to the COVID-19 restrictions are the likely roots of this decline (Minero, 2020; National Center for Education Statistics, 2021).

Figure 12: Quality of Instruction

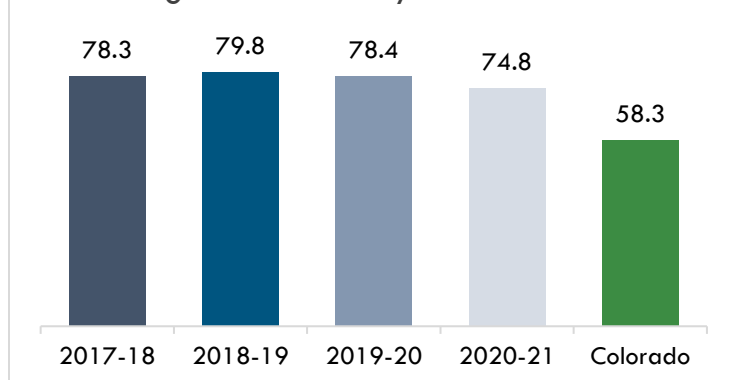


Figure 13: Items on Quality of Instruction

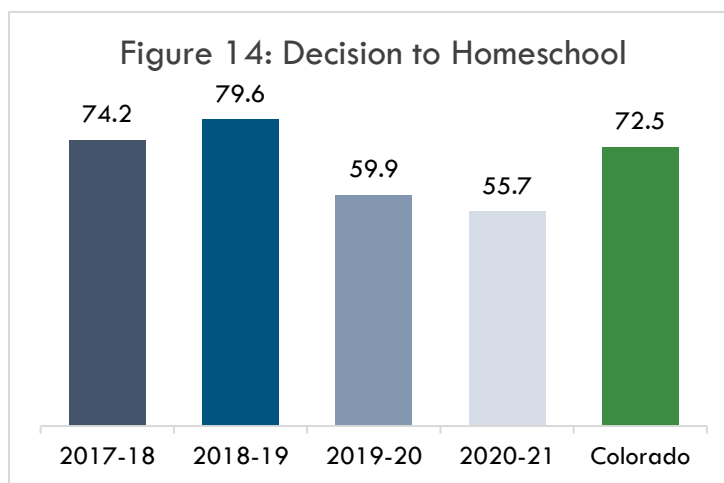
	2017-18	2018-19	2019-20	2020-21	Colorado
Provides college preparatory curriculum	82.7%	82.5%	79.8%	77.6%	66.1%
Provides classical instruction	78.8%	80.9%	80.3%	75.0%	91.8%
Provides religious instruction	80.9%	75.2%	73.1%	71.4%	71.8%
Offers extracurricular activities	80.5%	82.6%	80.5%	75.8%	71.5%
Provides ELL or ELS support	68.3%	74.0%	75.3%	70.6%	19.5%

⁴ Statistically significant difference between Parents Challenge results and Colorado at $p < .01$.



5.3 Home School Parent Satisfaction

Parents' overall decision to homeschool decreased between the 2018-19 and 2019-20 school years, likely due to the pandemic (Figure 14). Originally, due to shutdowns, the pandemic made homeschooling an attractive option, especially in Colorado, where 8.7% of youth were homeschooled by Fall 2020, nearly five points higher than the proportion of homeschoolers in the Spring 2020 (3.4%) (National Center for Education Statistics, 2018; U.S. Census

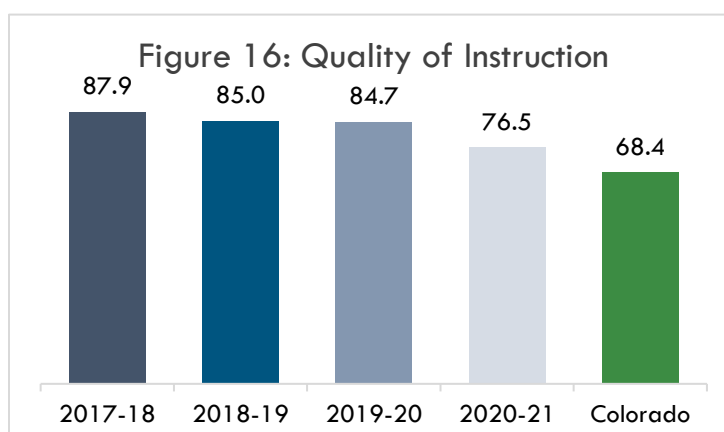


Bureau, 2021). Parents had a variety of reasons why they chose to homeschool during the pandemic and initially thought it would be a temporary situation, but some found it benefitted their children and – combined with the uncertainties surrounding school closures -- continued homeschooling.⁵

Figure 15: Items on Decision to Homeschool

	2017-18	2018-19	2019-20	2020-21	Colorado
To provide religious or moral instruction	80.0%	83.8%	82.6%	72.7%	58.9%
Concern about environment of schools	67.6%	59.0%	52.7%	45.5%	89.4%
Dissatisfaction with academic instruction in schools	66.7%	42.9%	41.1%	39.5%	75.3%
I or family members were homeschooled	20.6%	38.1%	35.1%	29.5%	44.1%

The quality of instruction at home remains strong, and is stronger than what homeschooling parents across Colorado feel (National Center for Education Statistics, 2018).⁶ While it appears the quality of education declined slightly this past year, it is more likely to be due to a change in the tools used, such as relying on computers instead of field trips, using libraries,



⁵ Statistically significant at $p < .01$.

⁶ Differences between the Fall 2020 attitudes and Colorado parents, were found to be statistically significant at $p < .01$.



visiting zoos, etc. Parents Challenge families did not use the library as much, as libraries placed limitations on in-person visits during the pandemic (The Hunt Institute, 2021).

Figure 17: Items on Quality of Instruction

	2017-18	2018-19	2019-20	2020-21	Colorado
The library is a source of instructional resources	97.2%	83.8%	84.8%	62.3%	70.0%
Academic calendar requires at least four days a week	94.4%	87.5%	98.6%	94.7%	94.2%
My instruction is totally hands-on with text books	88.2%	91.2%	76.4%	69.1%	48.6%
Fifty percent of student instruction is computer-led	18.9%	31.4%	50.6%	48.1%	32.5%

More Parents Challenge students regularly participate in sports and academic programs than Colorado students. However, a lower rate of Parents Challenge students participated in these programs during the 2020-21 academic year than previous years. A lower rate of students participated in home enrichment programs for both semesters as well. A large number of extracurricular programs as well as community-based programming were cancelled or limited to only a few participants under the pandemic restrictions – especially for non-public school students (Minero, 2020; National Center for Education Statistics, 2018).⁷

Figure 18: Homeschooling Participation

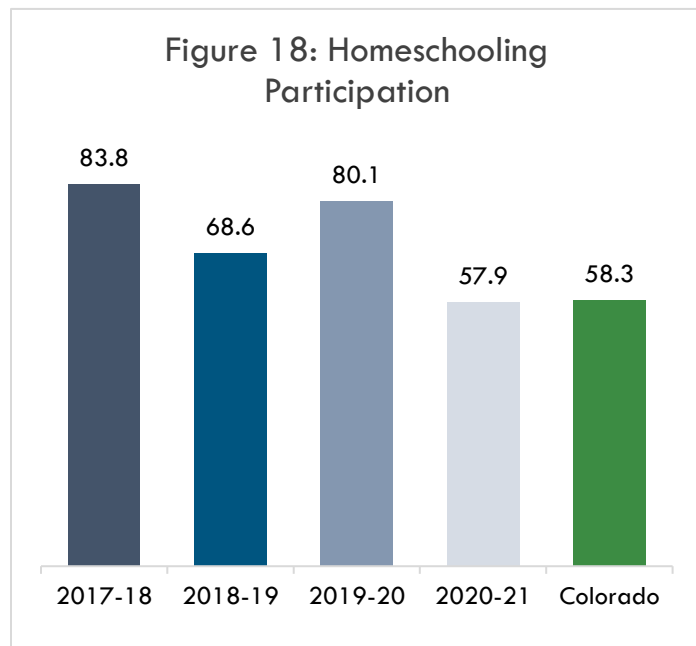


Figure 19: Items on Participation

	2017-18	2018-19	2019-20	2020-21	Colorado
Student participates in home school enrichment programs	78.1%	57.1%	40.3%	34.7%	68.3%
Student is involved in sports program	51.2%	55.3%	57.9%	46.2%	39.5%
Student participates in public/charter school academic programs	50.0%	28.6%	54.7%	31.6%	23.1%

⁷ All differences were statistically significant at $p < .05$.



The needs of homeschooled youth were met at a far higher rate compared to other children being homeschooled in Colorado (National Center for Education Statistics, 2018). A lower rate of Parents Challenge students chose to be homeschooled. Yet, a number of families at private schools found themselves coaching their children in addition to paying tuition, and opted to simply homeschool until buildings were fully open. Other families felt their child was safer at home, or excelled in a homeschool environment and wished to continue homeschooling (Crary, 2021; Klinger, 2021; U.S. Census Bureau 2021).⁸

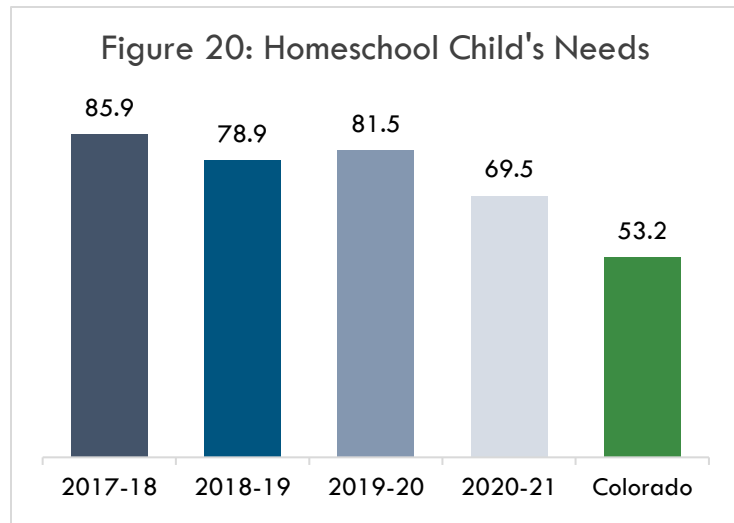
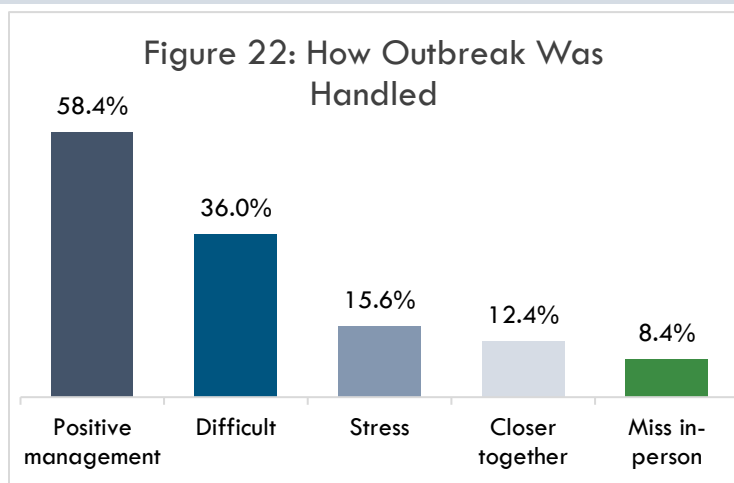


Figure 21: Child's Needs

	2017-18	2018-19	2019-20	2020-21	Colorado
It was my child's choice	58.8%	54.8%	64.3%	52.1%	19.1%
Schedules were not flexible	48.1%	37.9%	25.0%	25.0%	67.6%
Child has special needs	15.6%	15.4%	12.3%	19.0%	9.2%
Child has a physical or mental disability	15.2%	10.5%	6.9%	10.0%	19.7%
Child experienced bullying or disciplinary issues	15.2%	18.9%	15.5%	10.7%	17.2%

6. Pandemic Reaction

Parents gave their perspective on how they felt one year into the pandemic. Most felt they managed the stresses of the pandemic well (58.4%), with 36% saying their families experienced difficulties. Approximately 12.4% of respondents said the pandemic brought their family closer together. Many parents cited stress as a key concern (15.6%) and missed in-person activities/classes (8.4%). Many said they



⁸ Statistically significant differences between Parents Challenge and Colorado homeschool families at $p < .01$.



would not change anything with Parents Challenge or had a positive reaction to the changes the organization instituted (31.2% and 28.8%, respectively), and less than one-sixth of parents wished for more connections -- either in-person or online. Few parents (2.8%) felt they received too many reminders or emails from Parents Challenge (see Figure 23).

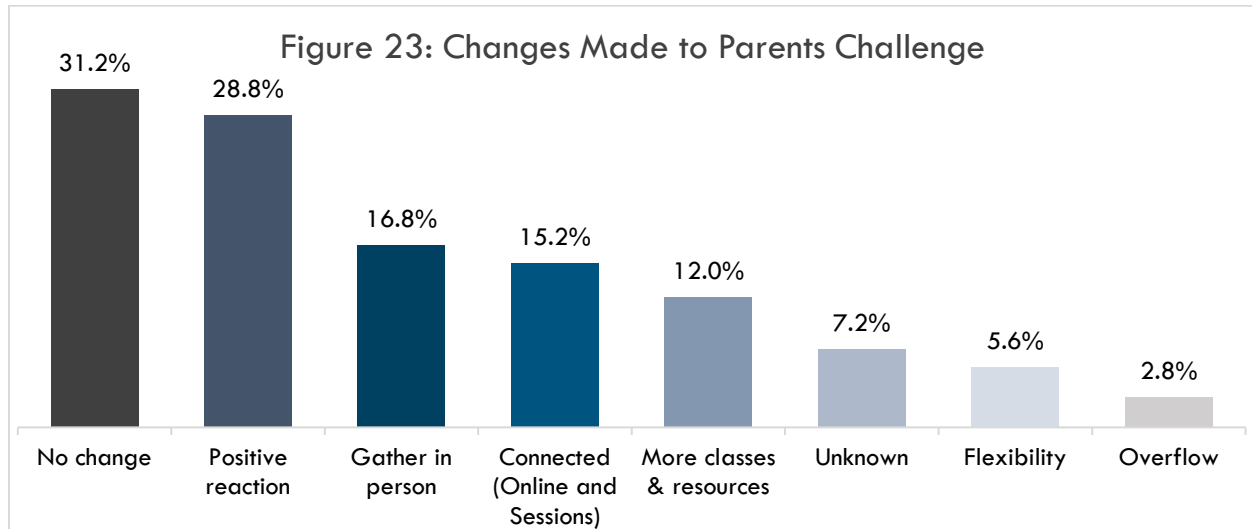
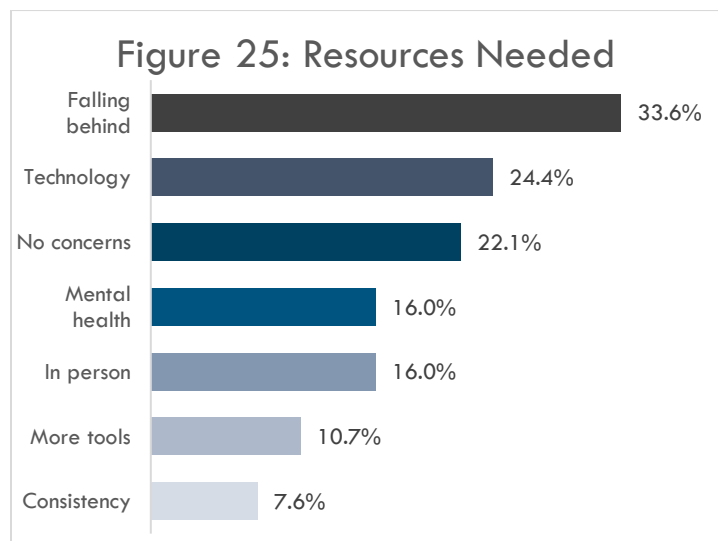


Figure 24: How Children Changed during the Pandemic

Topic	Response
In person	25.6%
Matured/resilient	23.6%
Social interaction	17.8%
Need structure	15.7%
Health	12.4%
Succeeded academically	11.5%
Learned new skills	8.1%
Falling behind	7.4%
No change	4.3%



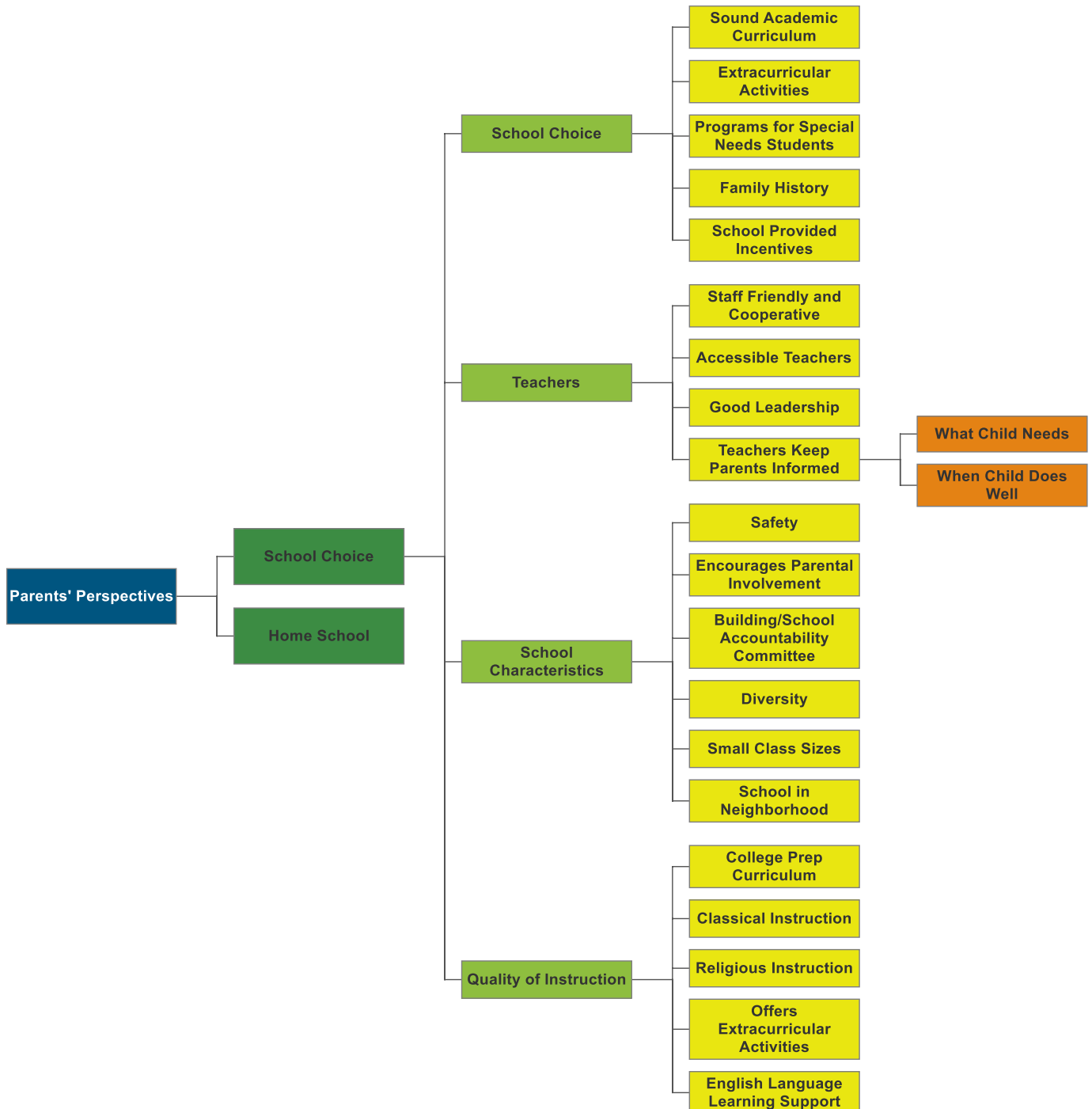
Parents noted many positive impacts on their children. For example, 23.6% of all comments said their children matured or demonstrated resiliency in the pandemic. Others said their children succeeded academically or learned a new skill (11.5% and 8.1%, respectively). Parents reported their children needed in person classrooms and a degree of social interaction for them to succeed. As for resources, parents wanted resources to prevent their child from falling behind, along with technology and mental health tools. Only a few parents desired consistency (7.6%), as some said their teachers did not provide consistent teaching methods for their children.

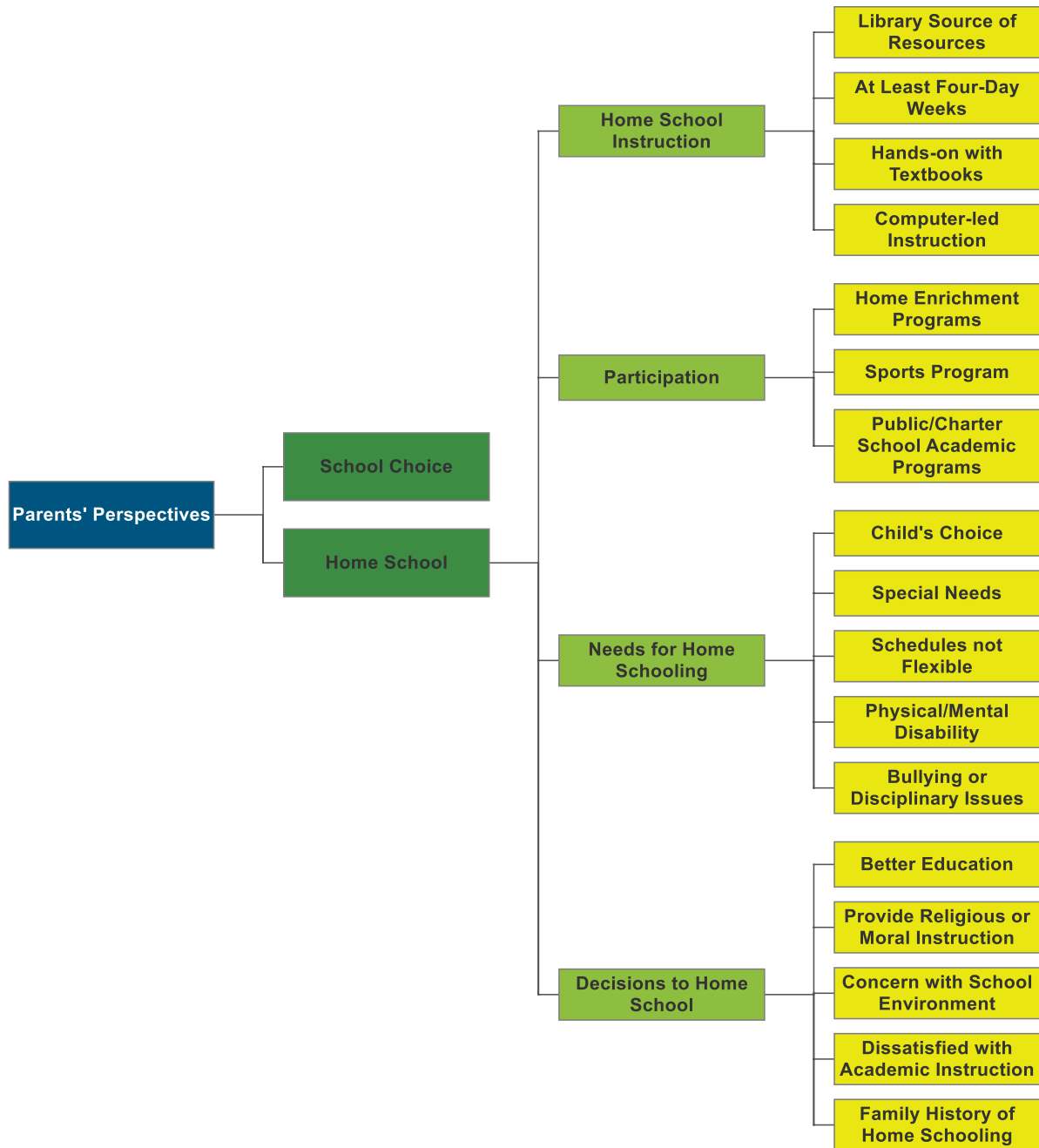


Appendices

A. Mind Map

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





B. 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 for its families during the fall and spring terms. Data were collected by Parents Challenge on parent attitudes, how they perceived their child's schools, and how Parents Challenge assisted them with the coronavirus outbreak.

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 remain the property of Parents Challenge and were analyzed according to the ethics and standards outlined and promoted by the American Evaluation Association.

Analysis employed 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 data, 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 spring 2021 served as the best proxy for having at least one year of experience in the program, and were compared to data collected by Parents Challenge from fall 2020 (the previous academic year) as well as compared to data from the National Center for Education Statistics.

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. Data from AmeriCorps on volunteering is in the process of updating its findings, so volunteer data could not be updated for this report. Findings from the U.S. Census Bureau remained unchanged, as they were waiting to produce results from the decennial census. 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 & Black, 1998).



C. Survey Results

Figure C1: Grade Level

Grades	Number	Percent
Kindergarten	14	5.8%
First	14	5.8%
Second	19	7.9%
Third	16	6.6%
Fourth	17	7.0%
Fifth	26	10.7%
Sixth	26	10.7%
Seventh	27	11.2%
Eighth	15	6.2%
Ninth	16	6.6%
Tenth	24	9.9%
Eleventh	16	6.6%
Twelfth	12	5.0%

Figure C2: Ethnicity

Ethnic Breakdown	Parents Challenge	Colorado Springs
African-American	12.0%	5.4%
Hispanic	18.2%	17.4%
Asian	1.2%	2.9%
Caucasian	52.9%	66.4%
Pacific-Islander	0.0%	0.4%
Native American	1.2%	0.5%
Biracial	14.5%	6.3%

Figure C3: School Level by Year

Level	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Elementary	40.7%	40.9%	41.4%	45.2%	47.7%	47.7%	43.8%
Middle	24.8%	23.6%	29.3%	30.6%	29.4%	26.4%	28.1%
High	34.5%	35.5%	29.3%	24.2%	22.8%	25.9%	28.1%



Figure C4: Current School Type

Schools	Number	Percent
Private	122	49.6%
Traditional Public	46	18.7%
Charter Public	47	19.1%
Homeschool	27	11.0%

Figure C5: Type of School Attended by Year

Type of School	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Private School*	64.6%	61.5%	59.1%	53.3%	49.3%	52.0%	49.6%
Traditional Public	9.7%	12.8%	17.3%	15.0%	23.5%	18.8%	18.7%
Charter Public Schools	17.7%	17.1%	13.4%	19.4%	18.3%	17.9%	19.1%
Homeschool ^o	8.0%	8.5%	10.2%	12.2%	8.9%	12.6%	11.0%

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

^o This category includes students who were enrolled exclusively at home school or an online school.

Figure C6: Services Needed

Services Needed	Fall	Spring
Special Needs	8.3%	4.1%
IEP/IEL	5.8%	11.2%
English Language Learner	2.9%	3.3%
504B Services	2.9%	2.9%

Figure C7: Parents' Educational Attainment

Degree	Fall	Spring	Colorado Springs Parents
Did not graduate high school	5.3%	5.0%	3.0%
Certification or Trade School	12.2%	11.8%	<.01%
High School Diploma	20.6%	20.2%	34.5%
Some College	38.9%	42.9%	50.6%
Associate's Degree	16.0%	16.8%	1.4%
Bachelor's Degree	35.1%	34.5%	7.2%
Master's Degree	8.4%	9.2%	3.2%
Ph.D./Professional Degree	0.8%	0.8%	<.01%



Figure C8: Colorado Native

Year	Percent
2015	34.4%
2016	45.7%
2017	47.9%
2018	30.2%
2019	36.0%
2020	36.6%
2021	40.2%

Figure C9: Extra-Curricular Activities

Item	Fall	Spring	Colorado
Sports	33.3%	55.1%	12.5%
Band/Choir/Dance/Drama	29.2%	33.2%	22.0%
Clubs	22.3%	28.1%	10.7%
Participates in self-defense programs	3.8%	7.8%	13.6%
Student Government	1.9%	4.6%	7.2%
ROTC, military programs	1.6%	1.4%	12.0%

Figure C10: Community Involvement

Item	Fall	Spring	Colorado
Volunteers in the Community	37.3%	55.1%	32.0%
Volunteers at School	24.7%	34.1%	32.0%
Has a job after school/weekends	11.4%	16.6%	33.4%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	8.4%	13.0%	13.6%
Loves to draw or make crafts	54.1%	76.4%	26.9%
Loves to Read (please list books)	69.6%	68.1%	51.1%



Figure C11: Annual Change

Item	Fall	Spring	Change
Student Government	1.9%	4.6%	147.0%
Participates in self-defense programs	3.8%	7.8%	107.6%
Sports	33.3%	55.1%	65.3%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	8.4%	13.0%	54.8%
Volunteers in the Community	37.3%	55.1%	47.6%
Has a job after school/weekends	11.4%	16.6%	45.6%
Loves to draw or make crafts	54.1%	76.4%	41.1%
Volunteers at School	24.7%	34.1%	38.1%
Clubs	22.3%	28.1%	25.8%
Band/Choir/Dance/Drama	29.2%	33.2%	13.5%
Loves to Read (please list books)	69.6%	68.1%	-2.2%
ROTC	1.6%	1.4%	-15.6%

Figure C12: Parent 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%
2021	11.0%	45.8%	43.2%

Figure C13: Parental Involvement

Activity	Fall 2020	Spring 2021	Change
Building Accountability Committee	0.0%	1.4%	N/A
Classroom/School Bus Monitor/Crossing Guard	30.8%	39.3%	27.7%
Field Trips	42.9%	53.5%	24.8%
Home School Co-op	8.5%	6.8%	-20.8%
Home school District Programs	4.8%	5.6%	18.3%
Participated in Home School Strategy Meetings	15.3%	12.5%	-18.3%
Participated in Strategic Plan, UIP or Strategy Development	6.9%	8.8%	26.9%
Principal or Superintendent Advisory Committee	1.2%	2.7%	129.7%
PTO/PTA	20.5%	21.2%	3.5%
School Accountability Committee	3.8%	5.4%	42.3%
School Board	3.3%	2.4%	-26.9%



D. Long-Term Attitudes

Figure D1: Fall Term: School Choice

Choice Students	2017-18	Fall 2018	Fall 2019	Fall 2020	Fall 2021 Estimate
Choice	83.1	83.5	83.2	83.2	83.3
Teachers	90.0	88.6	88.9	88.9	86.1
School Characteristics	81.9	81.5	80.6	80.6	79.1
Quality of Instruction	78.3	78.3	78.0	78.0	74.6

Figure D2: Fall Term: Homeschool

Choice Students	2017-18	Fall 2018	Fall 2019	Fall 2020	Fall 2021 Estimate
Decision to Homeschool	83.1	83.5	83.2	74.8	74.8
Homeschool Instruction	90.0	88.6	88.9	85.0	84.5
Participation	81.9	81.5	80.6	80.4	79.7
Child's Needs	78.3	78.3	78.0	86.9	86.8

Figure D3: Spring Term: School Choice

Choice Students	2017-18	Spring 2019	Spring 2020	Spring 2021	Spring 2022 Estimate
Choice	83.1	85.5	83.4	80.4	80.6
Teachers	90.0	89.3	90.2	86.6	86.7
School Characteristics	81.9	81.8	80.9	79.7	79.2
Quality of Instruction	78.3	79.8	78.4	74.8	74.8

Figure D4: Spring Term: Homeschool

Choice Students	2017-18	Spring 2019	Spring 2020	Spring 2021	Spring 2022 Estimate
Decision to Homeschool	74.2	79.6	60.0	55.7	48.6
Homeschool Instruction	74.2	85.0	84.7	76.5	81.8
Participation	83.8	68.6	80.1	57.9	56.0
Child's Needs	85.9	78.9	81.5	69.5	67.3



E. Parent Courses

Figure E1: Fall Parent Advocacy Sessions

Event Name	Satisfaction	Attendance
August - Breaking Down Bias	85.8%	85.8%
August- How to Prepare for Parent Teacher Conferences	86.5%	28.0%
August - Remote or Blended Learning	83.5%	42.7%
August - COVID Homeschooling 101	81.1%	25.0%
September - Digital Boy I	92.3%	39.4%
September - The Promise of Reading	84.2%	22.7%
September - Digital Boy II	97.0%	31.1%
September - 6 Week Parenting Class (Track 1)	94.6%	10.7%
September - Adjusting Our Vision for the Future	83.5%	31.1%
September - Cooking Matters (Track 2)	88.2%	27.7%
October - IEP/504	87.0%	18.9%
October - Everything is about Learning	84.5%	22.1%
November - Math Resources	87.0%	20.5%
November - Emotional Intelligence for Students	85.9%	36.6%
November - How to Set the Stage for a Lifetime of Successful Learning	80.1%	26.0%
November - College and Career Success	90.0%	11.5%
November - Innovation in Healthcare	84.4%	12.1%

Figure E2: Spring Parent Advocacy Sessions

Event Name	Satisfaction	Attendance
January - Resilience and Grit	88.7%	83.3%
February- Self - Care isn't Selfish	88.0%	43.1%
February - Coronavirus Pandemic: 9 Thoughts Adults Should Consider	86.3%	16.9%
February - Track 1: Cooking Matters at Home - The Family Kitchen	93.5%	23.3%
February - Advocating for Yourself? You CAN handle remote learning!	83.3%	15.4%
February - Is It All About You?	90.4%	22.0%
March/April - Track 2: College and Career Success	87.5%	13.6%
March - Cyberschooling - Online and Blended Learning	90.4%	10.9%
March - Adulthood 101: Dealing with People	87.9%	28.2%
March- Learning the Language of Math	91.1%	23.7%
March - Innovation in Healthcare	84.5%	17.8%
April - Adulthood 101: Cleaning and Organization	82.8%	24.6%
April - Parent Session Refresher	88.4%	23.7%
April - Engaging Business for Good	89.3%	23.5%



Figure E3: Fall Facilitators Ratings

Facilitator	Satisfaction	Attendance
Dr. Regina Lewis - Professor, Founder of ReginaSpeaks.com (Breaking Down Bias & Adjusting Our Vision)	95.4%	87.9%
Wendy Birhanzel - Superintendent HSD2	85.3%	25.8%
Lori Bitar - CEO of Academic Advocates (Remote and Blended Learning & IEP/504)	91.2%	51.5%
Ralina Ankrum - Homeschool Family (COVID Homeschooling 101)	85.6%	22.7%
Dedrick Sims - CEO Sims-Fayola Foundation (Digital Boy I & II)	95.5%	50.8%
Michelle Tucker - High School Teacher D20 (The Promise of Reading)	88.4%	17.4%
Sandra Kwesell - Pillars for Success Parenting Class (Track 1)	95.5%	16.7%
Jessie Henderson - Care and Share (Track 2)	89.5%	26.5%
Bridgitt Mitchell - Administrator, Professor and Consultant (Everything is About Learning)	87.3%	25.8%
Karen Jordan - Math Specialist CEC (Math Resources - Middle High School)	90.3%	18.2%
Lori Bitar & Kyle - Academic Advocates (Math Resources - Elementary)	90.1%	20.5%
Eliza Love - Pre-K - 8th Instructor D11 (Emotional Intelligence)	90.4%	34.1%
Judy Hanke - MindBuilders (How to Set the Stage)	90.2%	25.8%
Kristi Smith - Instructor CECCS (College and Career)	93.0%	14.4%
Mike Sylvester - AFP Foundation (Innovation in Healthcare)	91.2%	14.4%

Figure E4: Spring Facilitators Ratings

Event Name	Satisfaction	Attendance
Nicole Weis/Bradley Mallett - UCCS (Resilience and Grit)	88.5%	80.7%
Lori Bitar - CEO Academic Advocates (Self-Care isn't Selfish & Advocating for Yourself)	88.3%	45.4%
Sandra Kwesell - Founder Pillars of Success (9 Thoughts Adults Should Consider & Parent Session Refresher)	87.8%	25.2%
Jessie Hendrson & Taylor Hargis - Care and Share (Cooking Matters Track 1) - 3 sessions	91.1%	25.2%
Dr. Bridgitt Mitchell - Administrator & Professor (Is It All About You?)	80.8%	21.8%
Kristi Smith - Instructor CEC (College and Career Track 2) - 2 sessions	83.3%	15.1%
Tillie Elvrum - Director CCCF (Cyberschooling)	77.8%	10.1%
James Divine - Speaker/Educator (Adulging 101) - 2 sessions	81.6%	31.9%
Lyn Osburne - ASD-20 Instructor (Learning the Language of Maths)	86.1%	20.2%
Mike Sylvester - AFP Foundation (Innovation in Healthcare)	88.4%	19.3%



F. Public School Data

Figure F1: Public School Characteristics

Population	Minority	FRL Eligible
2018	44.5%	40.5%
2019	46.4%	40.1%
2020	44.4%	37.3%

Figure F2: Services Needed

Year	2018	2019	2020
Special Education	10.7%	11.0%	10.7%
Online	5.7%	6.4%	6.7%
Gifted & Talented	5.8%	5.7%	6.2%
ELL	6.3%	6.1%	5.2%

Figure F3: Public School Characteristics

Proficiency Rates	ELA	Math
Not Low-Income	55.9%	36.1%
Low-Income	28.1%	12.3%
Total	45.4%	27.7%

Figure F4: Performance by Grade Level

Grade Level	Total Students	Low-Income
Third ELA	40.0%	24.0%
Fourth Math	29.5%	14.3%
Fifth ELA	50.7%	33.8%
Sixth Math	24.7%	10.4%
Seventh ELA	44.3%	27.3%
Eighth Math	27.8%	12.0%
SAT	63.8%	42.6%

Figure F5: Graduation Rates

Group	2018	2019	2020
Not Low-Income	86.5%	86.6%	87.4%
Low-Income	62.3%	58.7%	61.5%
Total	74.0%	72.4%	75.2%



Figure F6: Dropout Rates

Group	2018	2019	2020
Not Low-Income	2.8%	2.5%	2.3%
Low-Income	4.2%	4.0%	4.6%
Total	3.3%	3.1%	3.1%

Figure F7: Parents Challenge Student Attendance

Status	Fall	Spring
Perfect Attendance	33.3%	21.5%
Less than 5 days	42.9%	45.6%
Less than 10 days	7.3%	16.5%
More than 15 days	3.1%	4.6%
More than 20 days	2.7%	3.8%












G. Recommendations

These data provide a sound foundation comparing results over time and to Colorado residents. The results over the course of the COVID pandemic closures should return, once students become vaccinated and educational supplementary programming returns. The COVID-19 pandemic uprooted the educational system, and forced families to reprioritize their needs. The U.S. Census Bureau (2021) reported more families are homeschooling, and changes were made to how people met, and how kids went to school. It is strongly urged the survey questions are updated to reflect the new educational environment, especially for families who choose to homeschool.

Since Parents Challenge has been operational for a number of years, college information from the National Student Clearinghouse as well as Alumni survey data should be included in the evaluation. It would be important to Parents Challenge to learn of the full impact of the program.

H. Data Sources

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

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