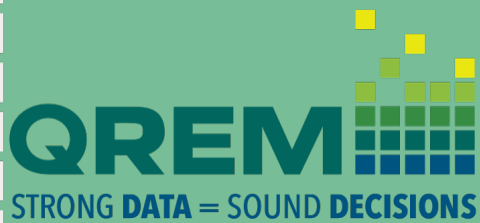


# Parents Challenge

November 2022



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## 1. Executive Summary

There are four findings which describe the families and students served by Parents Challenge.

- 🌐 **Parents Challenge households value education** – Most Parents Challenge households (94%) do not earn enough to pay for basic necessities in Colorado Springs.
- 🌐 **More Parents Challenge students are proficient in Reading and Math compared to public school students** – 82.6% of students are proficient in their academic work compared to their public-school counterparts (46.3% in Reading and 32.2% in Math).
- 🌐 **Parents Challenge students report better attendance** – Parents Challenge students were less likely to be chronically absent than their low-income peers. Attendance improved for PC students since the pandemic, while chronic absenteeism increased for public-school students in Colorado Springs.
- 🌐 **Parents are becoming better consumers of education** – approximately 17% of parents indicated PC made them more confident advocating for their children. This is a strong indicator that parents are becoming better consumers of education and are more involved in their child's school.

There are three key differences between parents and their peers regarding their child's educations.

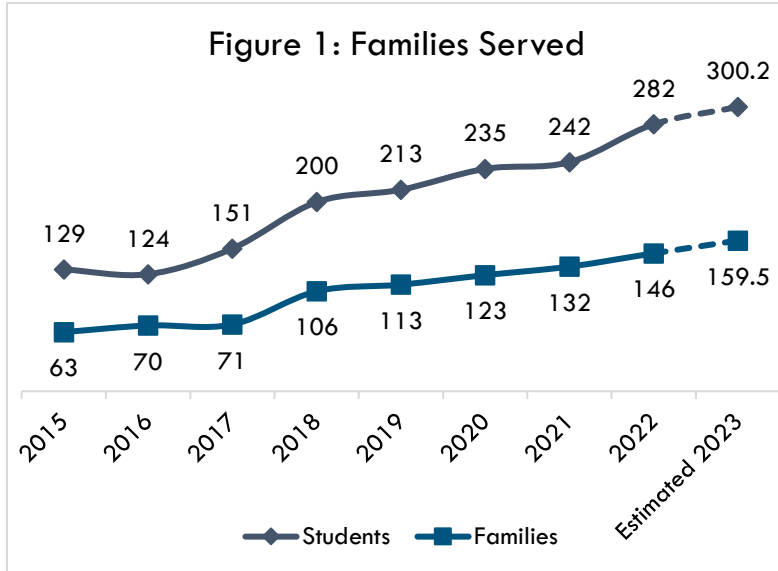
- 🌐 **PC parents have stronger relationships with teachers** – parents boasted very strong relationships between themselves and their children's teachers (87.8% in the Fall, 88.2% in the Spring), 31 points higher than the calculated relationship between public school teachers and Colorado parents.
- 🌐 **Parents are more satisfied with the quality of instruction offered** – parents reported a stronger level of satisfaction for their child's educations than Colorado public-school parents (77.7% and 78.1% for the Fall and Spring results – 19.2 and 19.6 points higher than parents of Colorado public-school students.)
- 🌐 **Homeschool parents feel their child's needs are sufficiently met** –homeschool families are very satisfied their child's needs are met (88.1% in the Fall, 92.9% in the Spring) – 37 and 41.8 points higher than other parents who homeschool their children.

Finally, there are two findings indicating growing demand for Parents Challenge services.

- 🌐 **More families prefer to homeschool their children** – the U.S. Census Bureau reported 12.5% of Colorado students engaged in remote learning in 2022, 4.2 points higher than 2021. Since the pandemic, many parents discovered they are comfortable homeschooling their children.
- 🌐 **Parents Challenge is growing** – more families and students are participating in Parents Challenge since data were collected in 2015.



## 2. Parents Challenge Characteristics



**Figure 2: Household Type**

Type	Fall	Spring	Colorado Springs
Two Parent Family	65.2%	64.4%	77.1%
Single-Parent	34.1%	34.2%	22.9%
Guardian/ Grandparent	4.3%	2.1%	7.8%
Active Military	3.6%	3.4%	4.7%
Retired Military	3.6%	5.5%	17.7%

**Figure 3: Income Ranges**

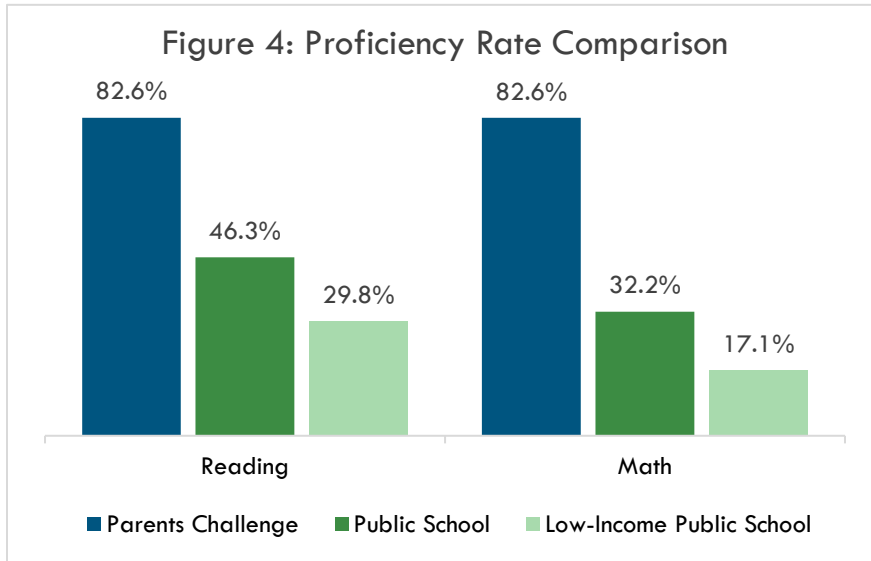
Type	Fall	Spring	Percent of Private School Cost
\$0 - \$32,227	25.4%	26.7%	39.6%
\$32,227 - \$40,626	26.1%	22.6%	35.1%
\$40,626 - \$49,025	15.2%	14.4%	28.5%
\$49,025 - \$57,424	15.2%	13.7%	24.0%
\$57,424 - \$65,823	7.2%	10.3%	20.7%
\$65,823 - \$74,222	5.8%	6.2%	18.2%
\$74,222 & above	5.1%	6.2%	17.2%

Parents Challenge serves a growing, predominantly low-income population. The number of students and families have grown by 119% and 132% (respectively) since 2015, and could serve as many as 300 students next year. For these families, the need for Parents Challenge is urgent. Qualifying households are more likely to be run by a single-parent. Without assistance from Parents Challenge, they are likely to be less involved with their child's education—a strong predictor of academic achievement (Amato et al., 2015; Bageron, 2021; Jeffreys, 2019; Waldfogel et al., 2010).

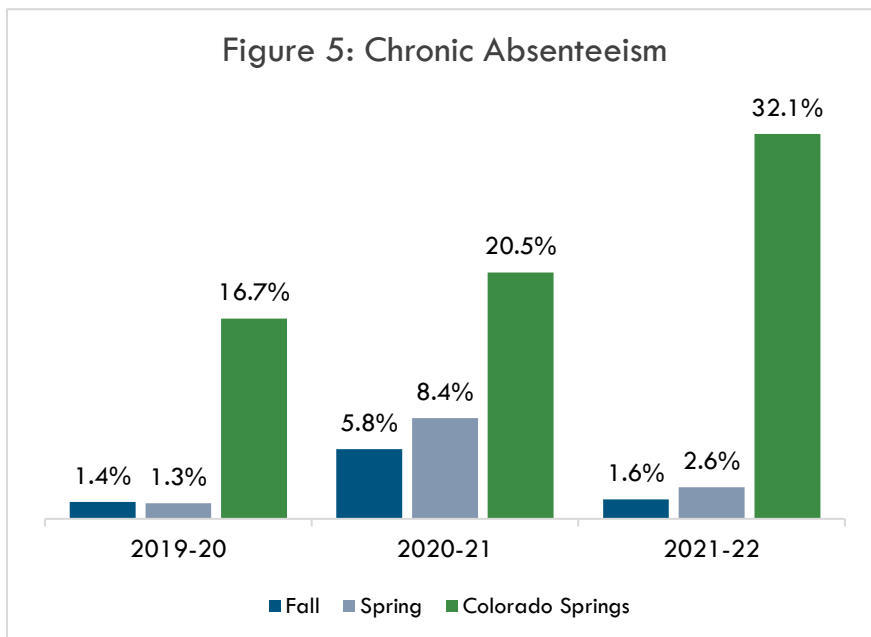
Parents Challenge families also earn far less than what is needed for a family to purchase basic necessities. According to Glasmeir and the Massachusetts Institute of Technology (2022), the living wage for a family of four in Colorado Springs is \$78,504 (if one parent is working). For decades data and research has shown that low-income students typically do not perform well on standardized tests, are less likely to graduate on-time and drop out at a higher rate than non-low-income students (American Community Survey, 2022; Colorado Department of Education, 2022).



### 3. Academic Comparisons



Students attending private schools typically outperform their public-school peers, and Parents Challenge students outperformed all public-school students in Colorado Springs by significant margins (35.9 points in Reading, 50.4 points in Math). They also outperformed low-income public-school students by 52.8 points in Reading, and 65.5 points in Math.



These academic differences reflect both the positive influence of parent engagement and the negative change in students' performance since the pandemic. The Nation's Report Card reported national test scores dropped for all students, notably in mathematics. Test scores for fourth graders declined by 5 points for fourth graders and 8 points between 2019 and 2022 (U.S. Department of Education, 2022; Colorado Department of Education, 2022).

Parents Challenge students had better attendance than Colorado Springs students, and the data indicate their attendance improved since the 2020-21 academic year (Figure 5, blue and grey bars). Chronic absenteeism increased substantially due to the pandemic, often associated with not having access to a computer, requiring homework help or learning assistance. Other research found students who attended private schools since kindergarten performed better in the 9<sup>h</sup> grade academically, were more likely to take higher-level courses, matriculate to college and reported more social-behavioral skills (Attendance Works, 2022; Pianta & Ansari, 2018).



## 4. Parents Perspectives on Schools

### 4.1 Parents School Choice Satisfaction

Parents' satisfaction with their child's school increased for the 2021-22 school year compared to data from the previous year. Their increased satisfaction is attributed to stronger parent satisfaction in their school's curriculum and offering extracurricular activities. Murnane and Reardon (2018) cited parents chose private schools due to better academic programs. Furthermore, parents who had the ability to choose were more likely to see their child graduate from high school and attend college (Hitt, McShane & Wolf, 2018).<sup>1</sup>

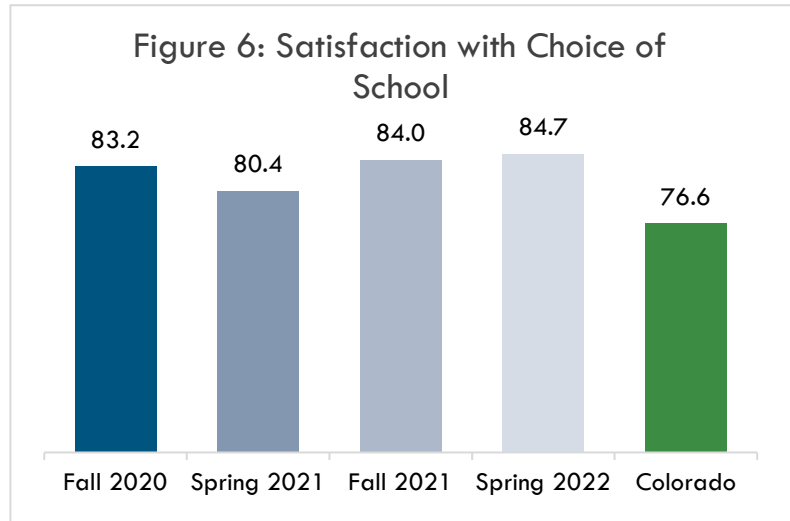
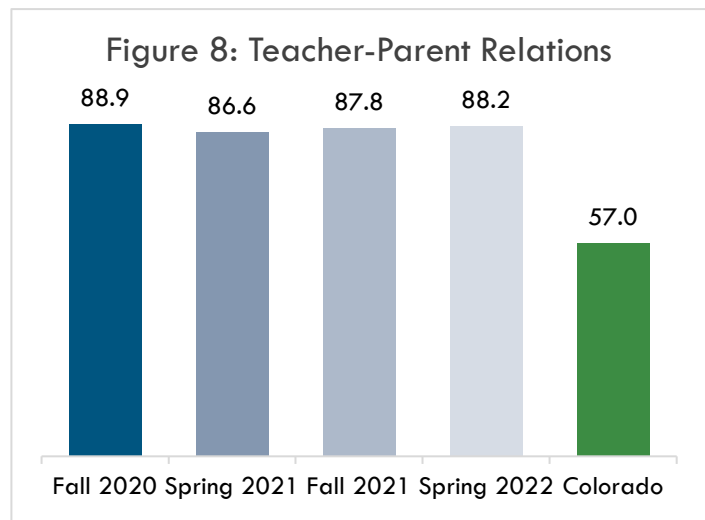


Figure 7: Satisfaction Items

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Colorado
Provides sound academic curriculum	88.0%	85.8%	89.7%	91.6%	88.9%
Offers extracurricular activities	79.3%	75.8%	80.7%	81.7%	68.8%
Offers programs for Special Needs students	76.0%	72.6%	72.8%	70.0%	54.4%

PC Parents have a strong relationship with their child's teachers, and their relationship is significantly better than the relationship between Colorado parents and public-school teachers (National Center for Education Statistics, 2022). There are strong benefits for students when teachers and parents cooperate and trust one another. The University of Nebraska-Lincoln cited that a strong relationship led to better outcomes in the classroom and children had better behavior.



<sup>1</sup> The differences between the Fall 2021 and Spring 2022 results to Colorado were statistically significant at  $p < .01$  using an ANOVA.





A key component to strong parent-teacher relationships is communication, which many parents cite as a reason for a solid relationship with teachers (Figure 9). There is a decline in the number of Parents Challenge parents who are satisfied with the contact from the teacher. It is likely that parent-teacher communication has stopped entirely as more parents are home-schooling. The low number for Colorado is attributed to the pandemic closures, which inadvertently worsened relations for some public-school students due to the lockdowns and remote interactions that limited teachers' successful communication with parents (Hobbs & Hawkins, 2020; Parker, 2019; Hess, 2021).<sup>2</sup>

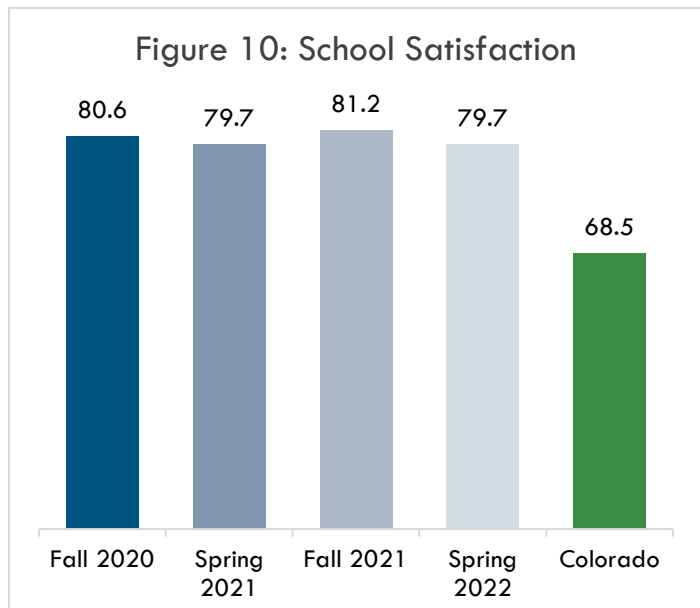
Figure 9: Parent-Teacher/Parent-School Interaction

Item	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Colorado
My child's teachers are accessible	87.6%	85.5%	88.2%	88.1%	87.1%
School administrators provide good leadership	74.9%	74.2%	85.6%	83.6%	85.0%
The teachers keep me informed of what my child needs	80.7%	76.3%	76.5%	77.1%	21.9%
The teacher contacts me when my child is doing well	84.2%	83.2%	72.7%	74.8%	36.3%

Parents maintained their strong satisfaction in their child's school or educational environment. Compared to parents satisfaction with public schools (Figure 10), slightly more than two-thirds of public school parents are satisfied with their child's school.

Stronger satisfaction stems from Parents Challenge affiliated schools encouraging parent involvement. Research found parents who chose their child's school were more involved and comfortable being at their child's school as well (Hausman & Goldring, 2000; Coleman & Hoffer, 1987; Murnane & Reardon, 2018).<sup>3</sup>

Figure 10: School Satisfaction



<sup>2</sup> The differences between the Fall 2021 and Spring 2022 results to Colorado were statistically significant at  $p < .01$  using an ANOVA.

<sup>3</sup> The differences between the Fall 2021 and Spring 2022 results to Colorado were statistically significant at  $p < .01$  using an ANOVA.



Figure 11: Items on School Satisfaction

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Colorado
School is safe	86.8%	86.0%	87.7%	87.0%	90.3%
School encourages parental involvement, i.e., PTO, PTA	84.3%	80.0%	84.6%	82.1%	45.3%
School has a Building/School Accountability Committee	76.3%	78.0%	75.8%	71.0%	26.2%
Class sizes are small	76.6%	78.0%	79.8%	78.3%	88.2%
Diversity of school	75.3%	75.7%	75.4%	75.4%	65.5%

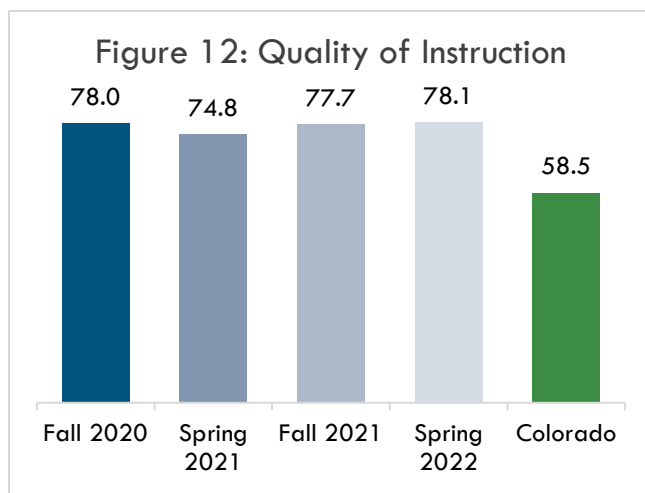


Figure 12 shows that Parents Challenge parents are very satisfied with the quality of instruction offered at their child’s school. Contributing factors include better preparation for postsecondary success, offering extracurricular activities and offering support for English Language Learners.<sup>4</sup> At the same time, the quality of instruction for public schools declined substantially during the COVID-19 pandemic due to shutdowns, transition to online/hybrid services and other disruptions. Researchers estimate that each month a child was not in

school, they fell behind approximately 2.5 to 4.5 months in Math, and 1 to 2 months in Reading. It is estimated that a three-month school closure could result in a student falling behind the equivalent of six months in Reading, or more than a year in Mathematics. Together, the economic impact of these learning losses is estimated to amount to a \$14 trillion loss (Storey & Zhang, 2021).

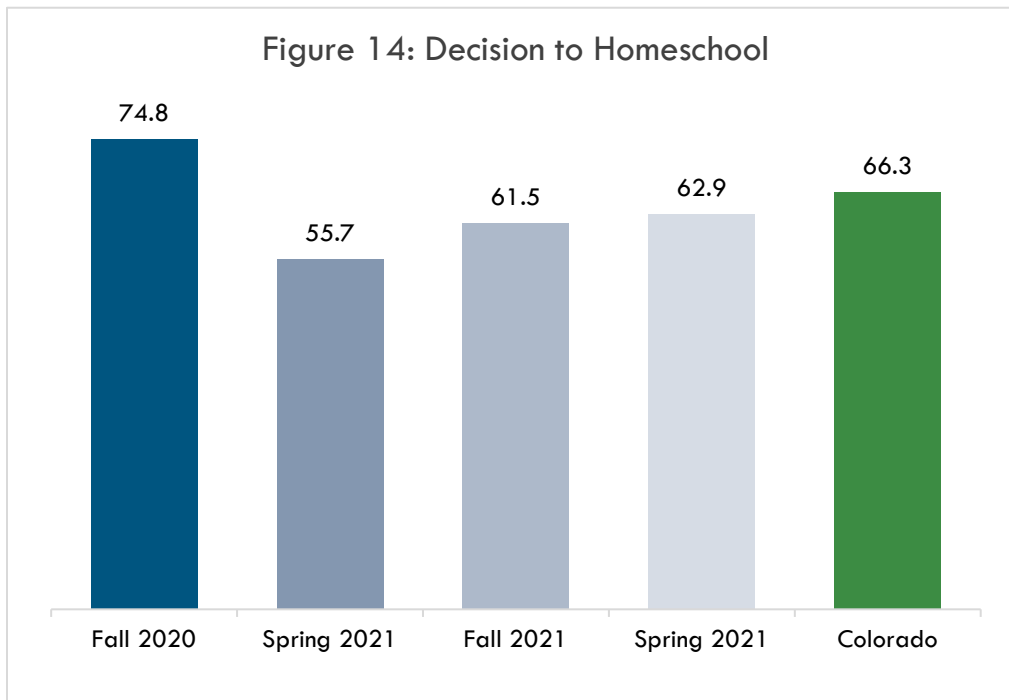
Figure 13: Items on Quality of Instruction

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Colorado
Provides college preparatory curriculum	80.3%	77.6%	83.4%	82.0%	73.6%
Provides classical instruction	78.9%	75.0%	82.5%	79.9%	88.2%
Provides religious instruction	74.2%	71.4%	82.5%	79.9%	52.5%
Offers extracurricular activities	79.3%	75.8%	80.7%	81.7%	68.8%
Provides ELL or ELS support	74.4%	70.6%	64.7%	68.6%	19.5%

<sup>4</sup> The differences between the Fall 2021 and Spring 2022 results to Colorado were statistically significant at  $p < .01$  using an ANOVA.



## 4.2 Homeschool Characteristics



Parents decision to homeschool increased by 5.6 and 7.2 points since the Spring of 2021. A fraction of families chose to homeschool due to dissatisfaction with the academics offered in school or indicated they already had a history of homeschooling.

The U.S. Census Bureau (2021) estimated 8.7% of youth were homeschooled during the pandemic, where parents felt the ability to choose homeschooling was less of a choice than a necessity. Currently, 12.5% of Colorado students participated in a version of homeschooling where they either learned on their own using materials provided by their school (8.9% of all Colorado students), or used materials not provided by their school (3.6%) (U.S. Census Bureau, 2022).<sup>5</sup>

Figure 15: Items on Decision to Homeschool

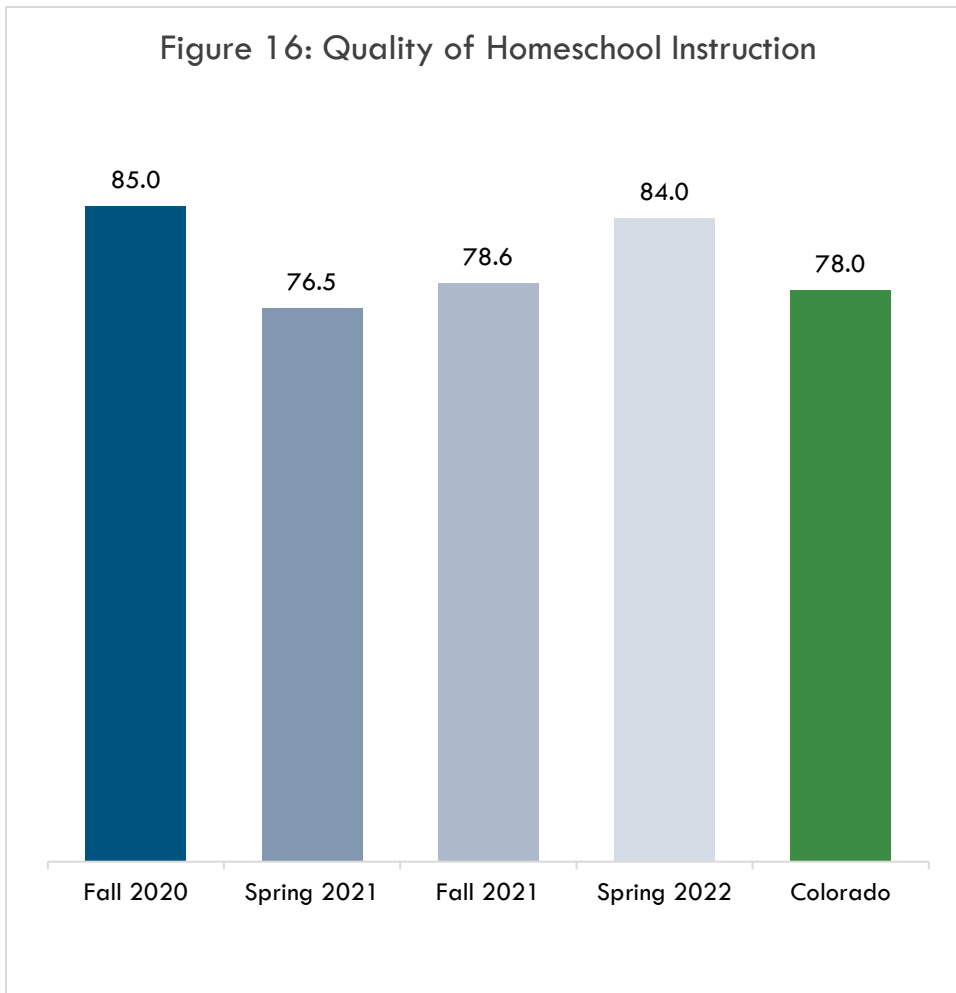
	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Colorado
To provide religious or moral instruction	88.9%	72.7%	90.7%	85.4%	52.2%
Concern about environment of schools	75.0%	45.5%	51.4%	57.3%	79.2%
Dissatisfaction with academic instruction in schools	47.7%	39.5%	37.5%	46.2%	72.8%
I or family members were homeschooled	35.1%	29.5%	27.3%	29.0%	55.7%

<sup>5</sup> The differences between Colorado and this year's results (for both Fall and Spring) were statistically significant at  $p < .01$  using a Chi-Square Goodness of Fit Test, but relied on the most recent data available before the pandemic (2019).





Figure 16: Quality of Homeschool Instruction



The quality of instruction among homeschooling parents has grown by 7.5 points since the Spring of 2021. The reasons for this growth range from a greater reliance on academic-related activities such as visiting libraries, using textbooks and being in a classroom setting a minimum of four days each week. Colorado parents’ perspectives on quality of education also increased since the previous year (68.4 last year to 78.0 in 2021-22), which can be attributed to a

growing preference for homeschooling since the pandemic. It was found many parents who opted to homeschool their children when the pandemic closed schools, discovered they preferred it to in-person education (Cary, 2021; Klinger, 2021; Thompson, 2022).<sup>6</sup>

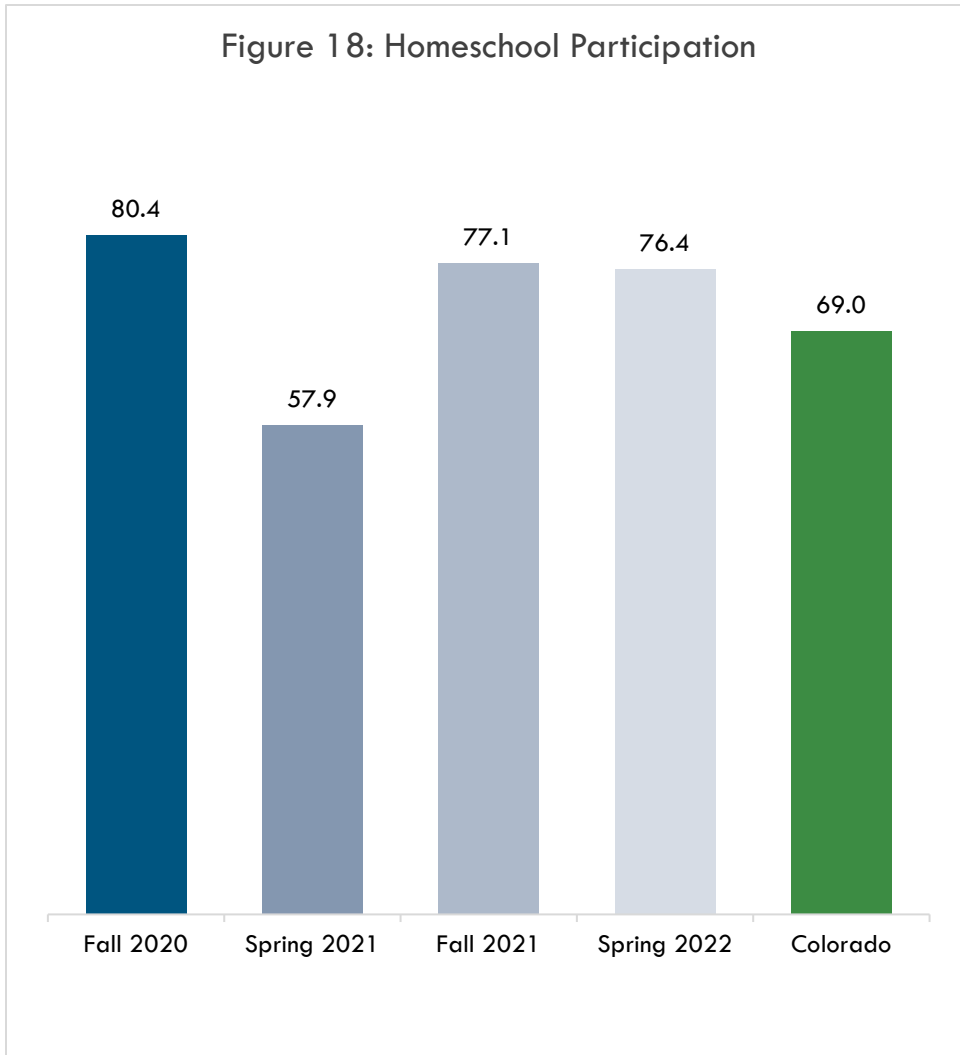
Figure 17: Items on Quality of Instruction

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Colorado
The library is a source of instructional resources	89.8%	62.3%	77.1%	85.4%	70.0%
Academic calendar requires at least four days a week	90.2%	94.7%	94.5%	98.0%	94.2%
My instruction is totally hands-on with text books	85.4%	69.1%	70.7%	77.0%	48.6%
Fifty percent of student instruction is computer-led	36.2%	48.1%	34.8%	38.5%	32.5%

<sup>6</sup> The differences between the Spring 2022 results to Colorado findings were statistically significant at  $p < .01$  using a Chi-Square Goodness of Fit Test.



Figure 18: Homeschool Participation



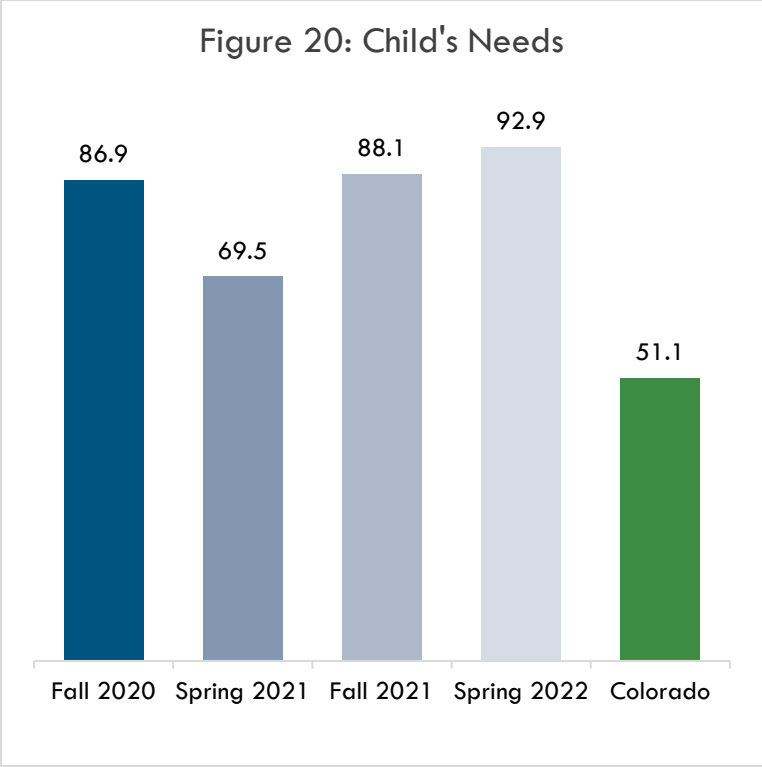
Additionally, Parents Challenge homeschooling families increased their participation in a variety of activities – growing to levels not seen since the Fall of 2020. The stronger level of participation is likely due to more involvement in sports and academic programs over the previous year for students. It should be noted the most recent year Colorado data were collected was 2019, and do not reflect the years following the pandemic (National Center for Education Statistics, 2022).<sup>7</sup>

Figure 19: Items on Participation

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Colorado
Student participates in home school enrichment programs	51.2%	34.7%	43.3%	39.6%	77.5%
Student is involved in sports program	61.7%	46.2%	64.0%	53.5%	39.5%
Student participates in public/charter school academic programs	45.2%	31.6%	24.2%	34.5%	23.1%

<sup>7</sup> The differences between the Fall 2021 and Spring 2022 results to Colorado findings were statistically significant at  $p < .01$  using a Chi-Square Goodness of Fit Test.





Parents Challenge homeschooled students' needs were met at a significantly higher rate than other homeschooled students. A higher rate of parents stated their child chose to be homeschooled, and felt safer compared to other households who homeschool. Childhood needs align with what Crary (2021), Klinger (2021), and Thompson (2022) reported – specifically many families who began homeschooling during the pandemic became more comfortable learning from home or performed better in that environment. Some parents taught subjects not available in a school curriculum and continued the homeschooling experience.<sup>8</sup>

**Figure 21: Child's Needs**

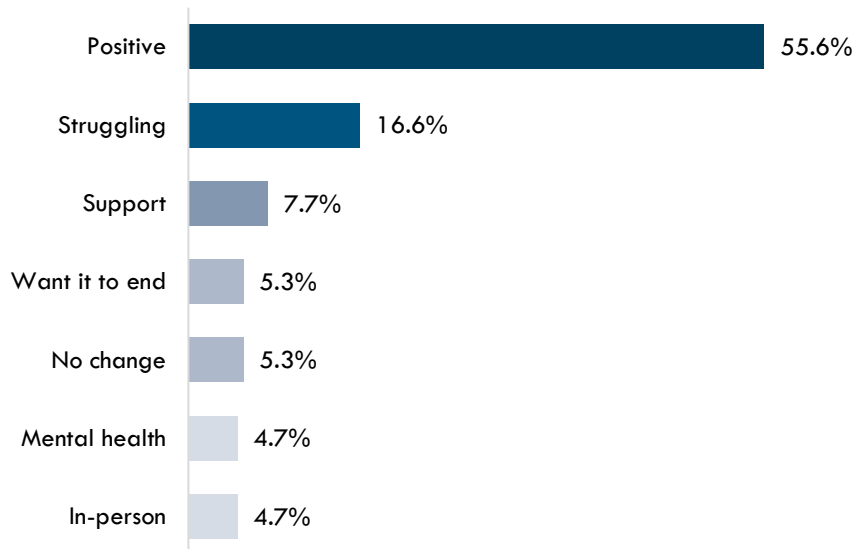
	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Colorado
It was my child's choice	64.3%	52.1%	67.6%	71.4%	19.1%
Schedules were not flexible	25.0%	25.0%	35.9%	30.8%	67.6%
Child has special needs	12.3%	19.0%	6.8%	11.2%	25.2%
Child has a physical or mental disability	6.9%	10.0%	5.5%	7.1%	18.9%
Child experienced bullying or disciplinary issues	15.5%	10.7%	17.4%	22.7%	1.2%

<sup>8</sup> The differences between the Fall 2021 results and Colorado were statistically significant at  $p < .05$  and Spring 2022 and Colorado were statistically significant at  $p < .01$  using an ANOVA.



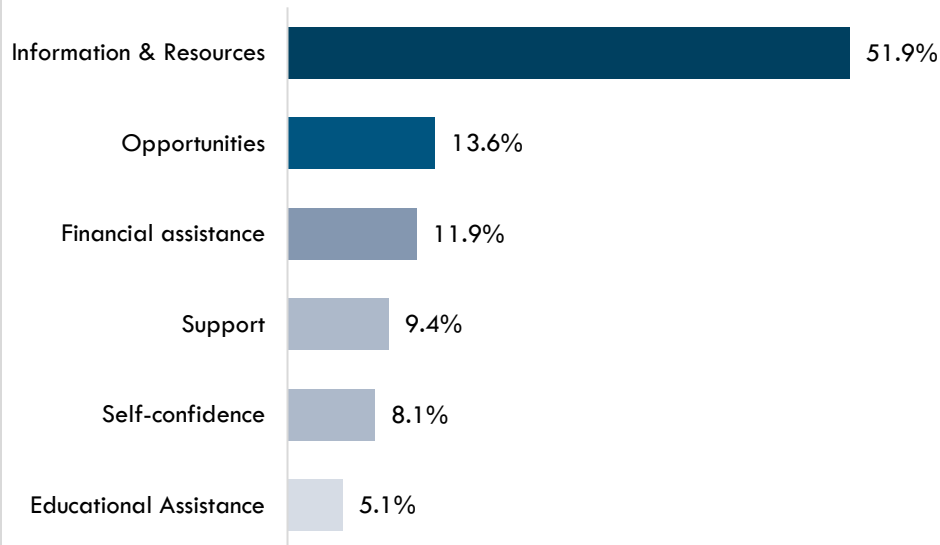
## 5. Pandemic Impact

Figure 21: Impact of the Pandemic on Families



Parents provided their perspectives on how Parents Challenge assisted them and how they and their families performed during the pandemic. The vast majority had a positive view on their lives two years since the pandemic (55.6%), with just one-sixth of all respondents indicating they were still struggling.

Figure 22: How Parents Challenge Helped Parents Advocate



Parents also highlighted what Parents Challenge did to help them advocate for their children; specifically, information and resources (51.9%) and opportunities for their child (13.6%), such as field trips and extracurricular activities. Additionally, 8.1% said Parents Challenge gave them

the tools and confidence on how to ask the right questions to properly advocate for their child – a sign their involvement improved (Santana, 2022; Gold et al., 2001).



Figure 23: What Parents Gained

Item	Percent
Assistance	25.0%
Resources	22.0%
Self-confidence	17.0%
Information	14.0%
N/A	5.0%
Opportunities	5.0%
Education/Training	5.0%
Financial support	4.0%
Parental development	3.0%

Parents Challenge helped their families by providing assistance (25%) and resources during the pandemic (22%). Parents also reported an increase in self-confidence, specifically knowing the right questions to ask about their child’s education. This growing self-confidence demonstrates they are becoming smarter consumers of education, and becoming more involved in their children’s education (Santana, 2022; Gold et al., 2001).

Figure 24: Recommendations

Item	Fall	Spring
Positive/No change	76.4	78.0
More classes	12.5	14.7
Support	3.5	3.3
More scholarships	1.4	2.0
Communication	4.2	1.3
Change survey	2.1	0.7

Parents provided future recommendations for Parents Challenge. Most were positive or indicated that no changes were needed. Approximately 15% requested more classes or sessions for parents, and fewer than 5% requested an increase

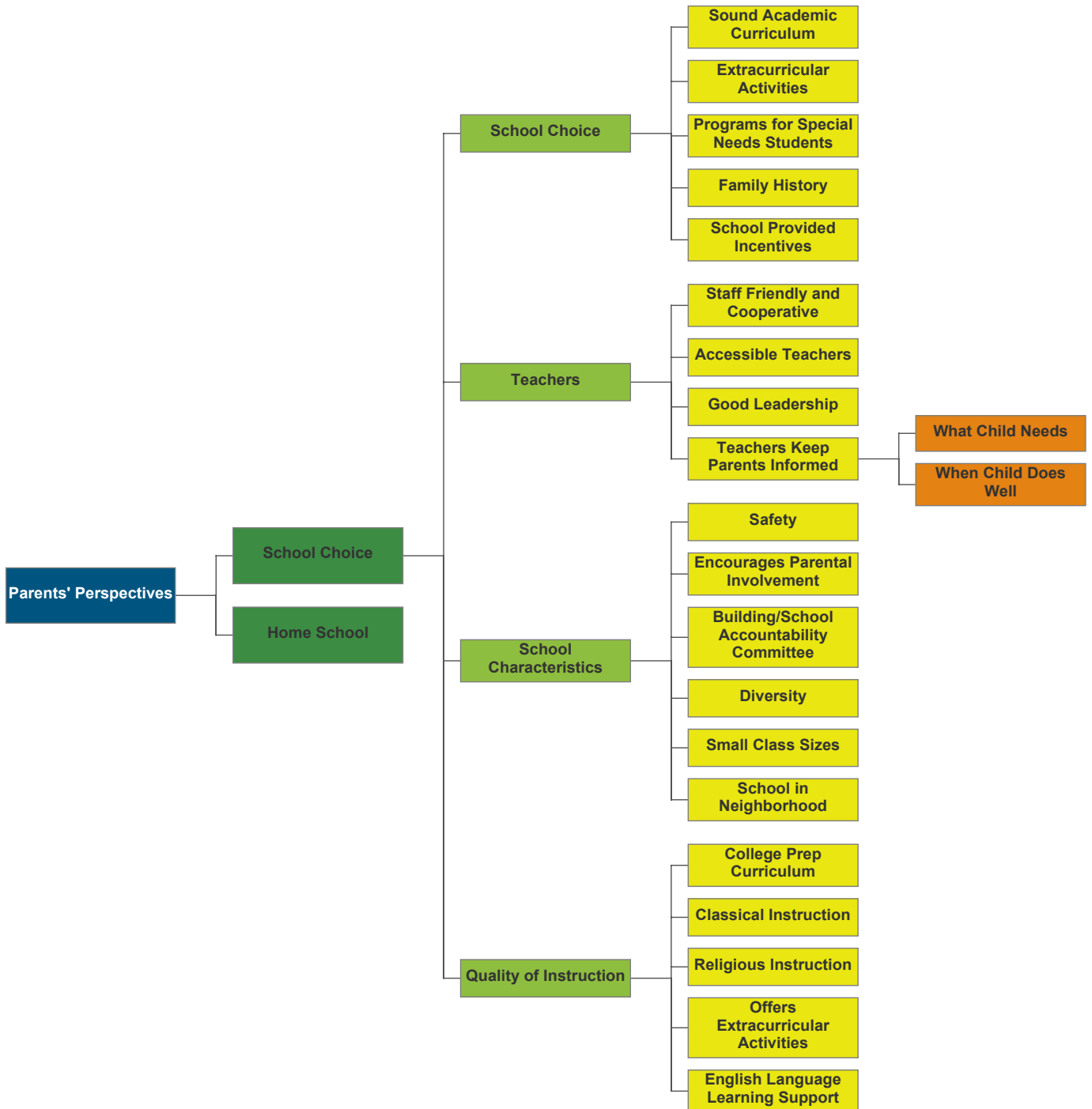
in financial support, more scholarships or better communication.



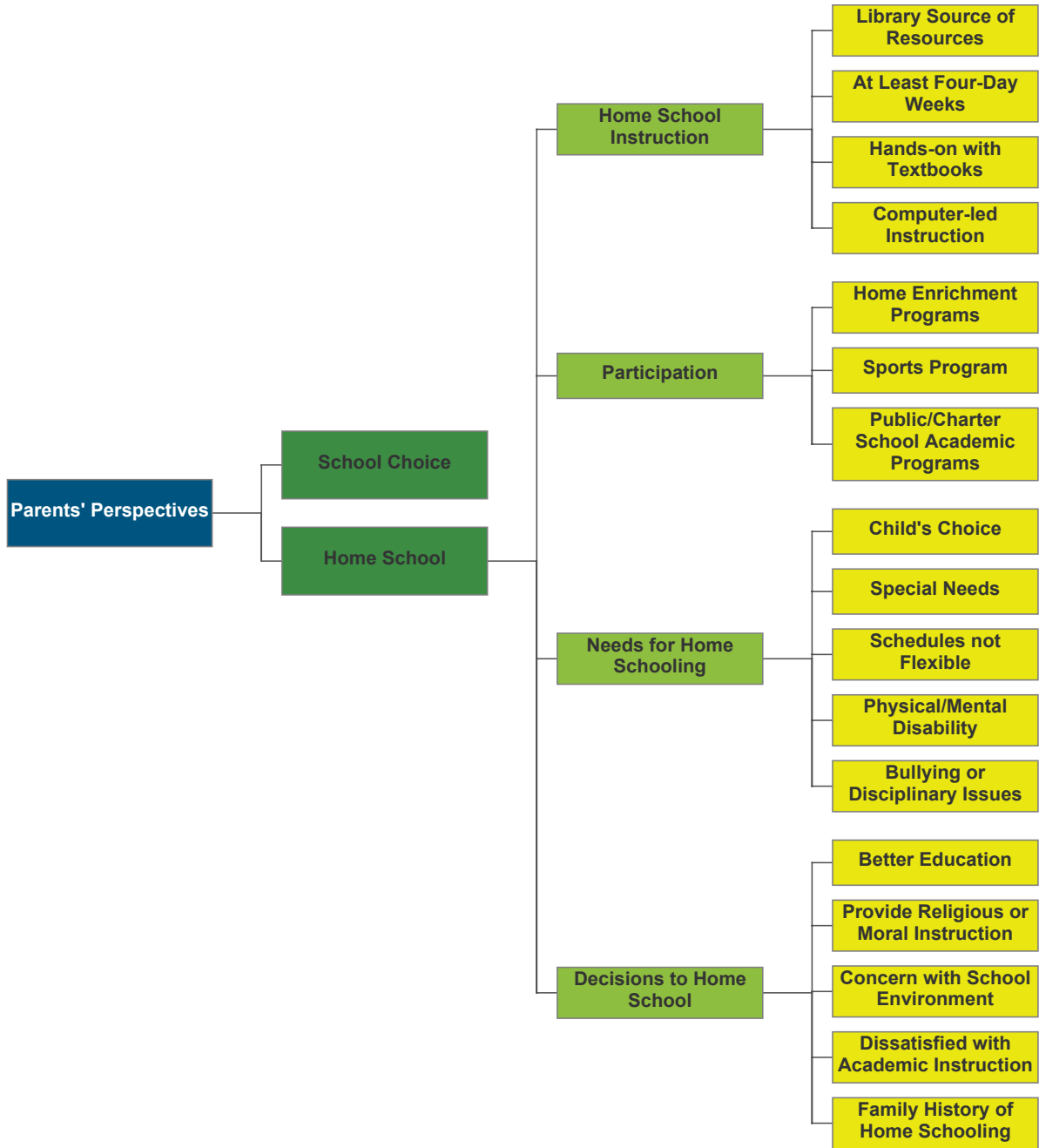
# Appendices

## 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. Typically, all statistical tests focused on comparing the end of year data, 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) were updated using the most recent findings from the National Household Education Survey. 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	16	6.0%
First	12	4.5%
Second	20	7.5%
Third	29	10.9%
Fourth	17	6.4%
Fifth	19	7.1%
Sixth	23	8.6%
Seventh	27	10.2%
Eighth	29	10.9%
Ninth	17	6.4%
Tenth	24	9.0%
Eleventh	18	6.8%
Twelfth	15	5.6%

Figure C2: Ethnicity

Ethnic Breakdown	Parents Challenge	Colorado Springs
African-American	6.8%	5.6%
Hispanic	20.5%	17.8%
Asian	0.7%	3.0%
Caucasian	41.8%	65.8%
Pacific-Islander	0.2%	0.4%
Native American	0.2%	0.5%
Biracial	11.4%	6.3%

Figure C3: School Level by Year

Level	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Elementary	40.7%	40.9%	41.4%	45.2%	47.7%	47.7%	43.8%	42.5%
Middle	24.8%	23.6%	29.3%	30.6%	29.4%	26.4%	28.1%	29.7%
High	34.5%	35.5%	29.3%	24.2%	22.8%	25.9%	28.1%	27.8%



**Figure C4: Current School Type**

Schools	Number	Percent
Private	151	56.1%
Traditional Public	33	12.3%
Charter Public	47	17.5%
Homeschool	38	14.1%

**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	2021-22
Private School*	64.6%	61.5%	59.1%	53.3%	49.3%	52.0%	49.6%	56.10%
Traditional Public	9.7%	12.8%	17.3%	15.0%	23.5%	18.8%	18.7%	12.30%
Charter Public Schools	17.7%	17.1%	13.4%	19.4%	18.3%	17.9%	19.1%	17.50%
Homeschool <sup>o</sup>	8.0%	8.5%	10.2%	12.2%	8.9%	12.6%	11.0%	14.10%

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

<sup>o</sup> 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	5.0%	3.9%
IEP/IEL	11.5%	11.1%
English Language Learner	2.3%	2.5%
504B Services	2.7%	2.1%

**Figure C7: Parent Educational Attainment**

Degree	Fall	Spring
Did not graduate high school	3.0%	2.8%
Certification or Trade School	7.1%	10.2%
High School Diploma	13.6%	14.4%
Some College	28.3%	26.0%
Associate's Degree	11.6%	11.2%
Bachelor's Degree	26.8%	25.1%
Master's Degree	8.6%	9.3%
Ph.D./Professional Degree	1.0%	0.9%



Figure C8: Parent Educational Attainment Comparison

Degree	Fall	Spring	Colorado Springs Below Poverty	Colorado Springs Above Poverty
Did not graduate high school	3.0%	2.8%	19.2%	4.2%
High School Diploma	13.6%	14.4%	27.9%	17.3%
Some College, Associate's Degree	39.9%	37.2%	34.4%	34.6%
Bachelor's Degree or Higher	36.4%	35.3%	18.6%	43.9%

Figure C9: 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%
2022	33.6%

Figure C10: Extra-Curricular Activities

Item	Fall	Spring	Colorado
Sports	60.9%	64.2%	12.5%
Band/Choir/Dance/Drama	48.5%	40.4%	22.0%
Clubs	33.8%	37.6%	10.7%
Participates in self-defense programs	7.8%	6.5%	13.6%
Student Government	9.5%	8.1%	7.2%
ROTC, military programs	1.7%	1.5%	12.0%



Figure C11: Community Involvement

Item	Fall	Spring	Colorado
Volunteers in the Community	60.5%	59.4%	32.0%
Volunteers at School	51.2%	47.5%	32.0%
Has a job after school/weekends	14.7%	19.4%	33.4%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	21.3%	15.4%	13.6%
Loves to draw or make crafts	79.3%	77.1%	72.6%
Loves to Read (please list books)	73.3%	73.0%	59.7%

Figure C12: Annual Change

Item	Fall	Spring	Change
Has a job after school/weekends	14.7%	19.4%	31.3%
Clubs	33.8%	37.6%	11.3%
Sports	60.9%	64.2%	5.5%
Loves to Read (please list books)	73.3%	73.0%	-0.3%
Volunteers in the Community	60.5%	59.4%	-1.8%
Loves to draw or make crafts	79.3%	77.1%	-2.8%
Volunteers at School	51.2%	47.5%	-7.2%
ROTC	1.7%	1.5%	-9.1%
Student Government	9.5%	8.1%	-15.0%
Band/Choir/Dance/Drama	48.5%	40.4%	-16.6%
Participates in self-defense programs, i.e. karate, kids power, judo	7.8%	6.5%	-17.2%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	21.3%	15.4%	-27.8%





Figure C13: Parents 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%
2022	4.1%	40.0%	55.9%

Figure C14: Parental Involvement

Activity	Fall 2021	Spring 2022	Change
School Board Member	1.1%	2.0%	81.6%
Participated in the development of the Strategic Plan, UIP, or other strategy plan for school and/or district	8.5%	10.2%	19.8%
SAC - School Accountability Committee	7.7%	8.9%	15.2%
Home School District Programs, i.e. Classical Connections, Rocky Mountain Digital Academy, Falcon Homeschool Program	7.8%	7.7%	-1.5%
Participated in field trip opportunities with the school	54.6%	53.4%	-2.3%
Home School Co-op i.e., Mindfulness, High Country Home Educators, Collegium Study Center	15.9%	15.4%	-3.1%
Classroom/School Monitor Volunteer	49.0%	47.4%	-3.3%
BAC - Building Accountability Committee	2.7%	2.6%	-3.9%
Participated in Home School Strategy Meetings	11.1%	10.4%	-6.5%
PTO or PTA	26.1%	20.5%	-21.7%
Served on Principal or Superintendent Advisory Committee	3.6%	2.2%	-37.8%



## D. Long-Term Attitudes

Figure D1: Fall Term: School Choice

Choice Students	2017-18	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022 Estimate
Choice	83.1	83.5	83.2	83.2	84.0	83.9
Teachers	90.0	88.6	88.9	88.9	87.8	88.0
School Characteristics	81.9	81.5	80.6	80.6	81.2	80.8
Quality of Instruction	78.3	78.3	78.0	78.0	77.7	77.6

Figure D2: Fall Term: Homeschool

Choice Students	2017-18	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022 Estimate
Decision to Homeschool	83.1	83.5	83.2	74.8	61.5	57.1
Homeschool Instruction	90.0	88.6	88.9	85.0	78.6	76.8
Participation	81.9	81.5	80.6	80.4	77.1	76.6
Child's Needs	78.3	78.3	78.0	86.9	88.1	92.4

Figure D3: Spring Term: School Choice

Choice Students	2017-18	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023 Estimate
Choice	83.1	85.5	83.4	80.4	84.7	82.2
Teachers	90.0	89.3	90.2	86.6	88.2	86.9
School Characteristics	81.9	81.8	80.9	79.7	79.7	78.7
Quality of Instruction	78.3	79.8	78.4	74.8	78.1	75.6



Figure D4: Spring Term: Homeschool

Choice Students	2017-18	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023 Estimate
Decision to Homeschool	74.2	79.6	60.0	55.7	62.9	51.0
Homeschool Instruction	74.2	85.0	84.7	76.5	84.0	79.8
Participation	83.8	68.6	80.1	57.9	76.4	71.1
Child's Needs	85.9	78.9	81.5	69.5	92.9	88.2



## E. Parent Courses

Figure E1: Fall Parent Advocacy Sessions

Event Name	Satisfaction	Attendance
August - How to Prepare for Parent Teacher Conferences	88.2%	32.6%
August - Understanding Dyslexia and Reading Challenges	95.2%	16.7%
August - Systems Think - Real Skills for Real Life	83.3%	17.4%
August - How to Select a School for Your Scholar	93.2%	8.0%
September - Family Yoga	93.8%	6.5%
September - Does your child have an IEP or 504 Plan?	97.2%	6.5%
October - Engaging with Family w/o Technology	94.3%	15.9%
October - How Colorado's Marijuana Program Impacts Your Family	95.5%	20.3%
November - Exercise Sneakers	91.7%	5.1%
November - Resilience and Grit	90.4%	37.7%
November - Real Talk - Boys	93.2%	15.9%
December - The Digital Boy II	95.7%	21.0%

Figure E2: Spring Parent Advocacy Sessions

Event Name	Satisfaction	Attendance
January - Power of Persuasion (Mandatory Session) - 4+ Family	91.1%	70.5%
January - Surviving and Thriving Math Concepts (High School)	90.0%	8.2%
February - One on one Brain Training	89.0%	33.6%
February - Don't be Afraid of Math Concepts - Conquer Them (Middle School)	93.2%	8.2%
February - Survive, Strive, and THRIVE Amidst Family Court Experiences	90.2%	17.8%
February - Rising Seniors - Saturday Series	90.9%	8.2%
March - Zumba	91.1%	9.6%
March - Making Math Make Sense	93.4%	13.7%
March - Learning Your Way	88.2%	37.7%
March - College and Career Success	94.3%	15.8%
March - Chair Yoga	84.6%	9.6%
April - Renew your Parenting Journey	92.6%	30.8%



Figure E3: Fall Track Series

Facilitator	Satisfaction	Attendance
4+ Families - Series (August/November sessions)	91.2%	28.3%
Track #1 - CorePurpose Day 2 (8 week series)	100.0%	5.8%
Track #2 - Cooking Matters at Home (3 session series)	89.1%	26.1%
Track #3 - Strategies for Success - Parenting Series (6 week series)	100.0%	5.1%
Dr. Regina Lewis (4+ Family Series)	100.0%	37.0%
Dr. Wendy Birhanzel - Superintendent HSD2 - (How to Prepare for Parent Teacher Conferences)	88.9%	26.1%
Lynne Fitzhugh - Colorado Literacy and Learning Center (Understanding Dyslexia and Reading Challenges)	95.5%	15.9%
Ronda Macrory - Business Coach and Consultant (Systems Think - Real Skills for Real Life)	86.5%	23.2%
Lori Bitar - CEO Academic Advocates (How to Select a School for Your Scholar/Does your child have an IEP or 504 Plan?)	95.0%	14.5%
Victoria Jeffs - Executive Director - Day 2 (CorePurpose Day 2 Track #1) 8 weeks	100.0%	5.8%
Jessie Henderson & Taylor Hargis - Care and Share (Cooking Matters Track #2) - 3 sessions	88.9%	28.3%
Sandra Kwesell - Founder Pillars of Success (Parent Session - 6 week series Track #3) 6 weeks	100.0%	6.5%
Leona Abdullah Ward/Sheldon - In-Balance Studio (Family Yoga/Exercise Sneakers)	89.7%	9.4%
Betty McDonald - PPLD (Engaging with Family w/o Technology	88.3%	14.5%
Jo McGuire - President, CEO - Five Minutes of Courage (How Colorado's Marijuana Program Impacts Your Family)	88.5%	15.2%
Nicole Weis - UCCS - National Institute for Human Resilience (Resilience and Grit)	91.5%	34.1%
Dedrick Sims - CEO Sims Fayola Institute (Real Talk Boys/The Digital Boy II)	95.1%	29.7%



Figure E4: Spring Track Series

Facilitator	Satisfaction	Attendance
Track #4 - Survival Skills (3 session series)	95.5%	8.2%
Track #5 - Nurturing Fathers (7 week series)	100.0%	4.1%
Track #6 - Cooking Matters at Home (3 session series)	96.4%	24.7%
Dr. Regina Lewis - Mandatory Session (4+ Family Series)	95.5%	76.0%
Mary Ann Hubl - Monumental Math (Surviving and Thriving Math Concepts (High School)	97.0%	7.5%
Dr. Tiko Hardy - PPCC (Survival Skills)	94.1%	11.6%
Laura Lynch - Learning RX (One-on-One Braining)	84.6%	35.6%
Ken Sanders - Certified Trainer (Nurturing Fathers) 7 weeks	100.0%	3.4%
Jessie Henderson - Care and Share (Cooking Matters Track #6) - 3 sessions	95.4%	24.7%
Mary Ann Hubl - Monumental Math (Don't be Afraid of Math Concepts - Conquer Them (Middle School)	91.1%	10.3%
Eliza Love - Instructor/PC Family (Survive, Strive, and THRIVE Amidst Family Court Experiences)	88.5%	17.8%
Leona Abdullah Ward - In-Balance Studio (Zumba/Chair Yoga)	83.3%	13.7%
Kristi Smith - CECCS (College and Career Success)	96.1%	11.6%
Deborah Hendrix and Jessie Henderson - (Rising Seniors)	100.0%	8.9%
Mary Ann Hubl - Monumental Math (Making Math Make Sense - Elementary School)	90.5%	14.4%
Dr. Bridgitt Mitchell - Professor (Learning your Way)	90.1%	37.0%
Sandi Kwesell - Pillars for Success (Renew your Parenting Journey)	92.0%	31.5%





Figure E5: Fall Facilitators Ratings

Event Name	Satisfaction	Attendance
Aisha Young	89.47%	26.09%
Eliza Love	69.70%	23.19%
Laurel Anne Flahive	77.78%	24.64%
Kjirsten Berglund	72.22%	22.46%
Krystina Freeman	75.76%	23.91%
Jessica Friesema	75.76%	22.46%
Sharise George	93.33%	19.57%
Rachel Harper	88.33%	24.64%
Malanie Sepulveda/Deborah Hendrix	90.09%	34.06%

Figure E6: Spring Facilitators Ratings

Event Name	Satisfaction	Attendance
Aisha Young	88.00%	23.97%
Eliza Love	66.67%	17.12%
Laurel Anne Flahive	81.25%	17.81%
Kjirsten Berglund	80.95%	15.75%
Krystina Freeman	75.00%	18.49%
Jessica Friesema	87.04%	19.18%
Sharise George	86.27%	17.12%
Rachel Harper	83.33%	18.49%
Malanie Sepulveda/Deborah Hendrix	94.79%	25.34%



## 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%
2022	45.4%	32.7%

Figure F2: Services Needed

Year	2018	2019	2020	2022
Special Education	10.7%	11.0%	10.7%	10.8%
Online	5.7%	6.4%	6.7%	6.9%
Gifted & Talented	5.8%	5.7%	6.2%	5.8%
ELL	6.3%	6.1%	5.2%	4.8%

Figure F3: Public School Characteristics

Proficiency Rates	ELA	Math
Not Low-Income	55.0%	40.4%
Low-Income	46.4%	32.5%
Total	29.7%	17.1%



Figure F4: Performance by Grade Level

Grade Level	ELA/Reading		Math	
	Total Students	Low-Income	Total Students	Low-Income
Third	41.3%	26.2%	40.4%	24.4%
Fourth	46.0%	30.1%	32.4%	16.5%
Fifth	49.4%	33.4%	36.9%	21.7%
Sixth	46.7%	26.4%	27.5%	11.8%
Seventh	47.2%	30.2%	25.2%	11.5%
Eighth	48.3%	32.8%	32.0%	15.2%
PSAT 9	66.1%	47.9%	39.1%	21.7%
PSAT 10	68.2%	50.2%	37.2%	20.0%
SAT	56.4%	35.1%	30.7%	13.4%

Figure F5: Graduation Rates

Group	2018	2019	2020	2022
Not Low-Income	86.5%	86.6%	87.4%	89.2%
Low-Income	62.3%	58.7%	61.5%	57.4%
Total	74.0%	72.4%	75.2%	74.3%

Figure F6: Dropout Rates










Group	2018	2019	2020	2022
Not Low-Income	2.8%	2.5%	2.3%	2.0%
Low-Income	4.2%	4.0%	4.6%	3.0%
Total	3.3%	3.1%	3.1%	5.3%

Figure F7: Student School Attendance

Status	Fall	Spring
Perfect Attendance	19.8%	16.5%
Less than 5 days	50.2%	50.4%
Less than 10 days	23.5%	22.6%
More than 15 days	4.9%	7.9%
More than 20 days	1.6%	2.6%



## H. Data Sources

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

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