

Parents Challenge

August 2026



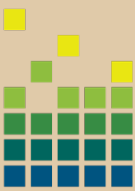
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1. Executive Summary

Families who participated in Parents Challenge classes and seminars became more knowledgeable in the subject matter.

- 🌐 **Parents gained considerable topic knowledge in classes offered by Parents Challenge –** parents had statistically significantly higher posttest topic-knowledge scores gaining an average of 33 to 42 percentage points.
- 🌐 **The number of families and students served grew substantially in one year –** Parents Challenge served the highest number of students and families ever in 2025-26 (418 students and 237 families), an increase of 62 students and 42 families over the 2024-25 school year.

Students' academic performance is higher than their low-income peers.

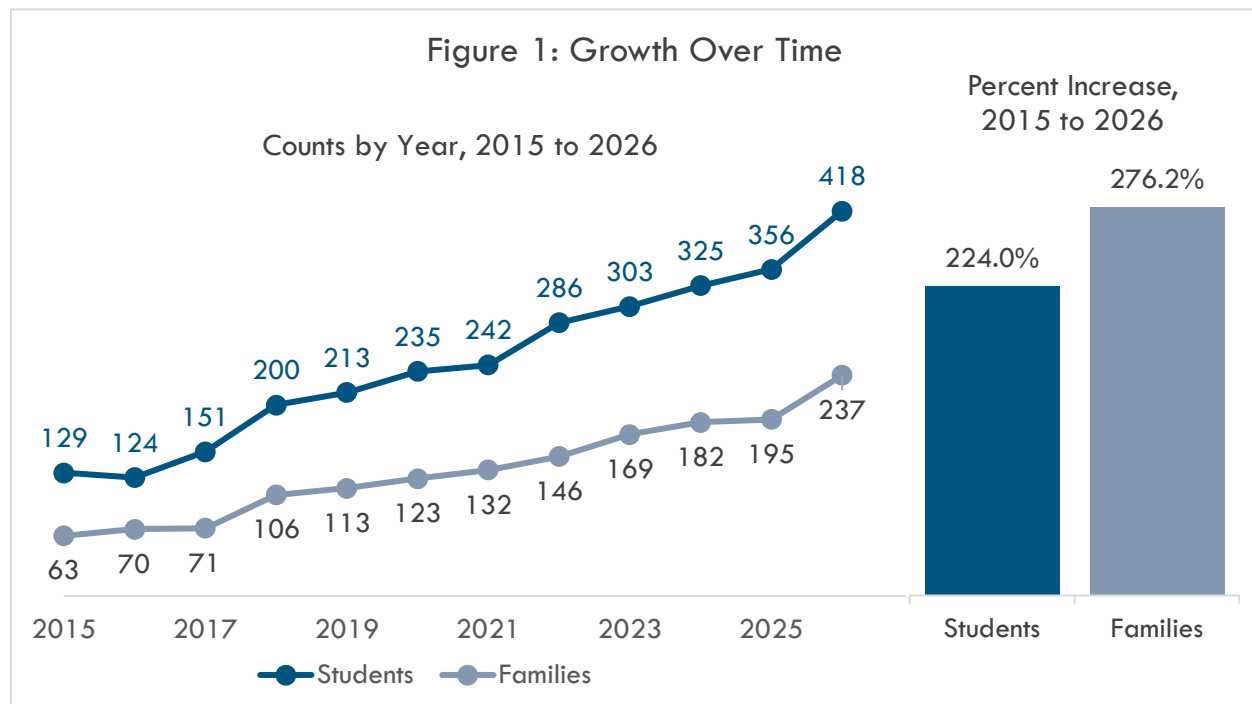
- 🌐 **Parents Challenge students are more proficient in Reading and Math than their peers in the public schools –** 85% of Parents Challenge students are proficient in Reading/ELA and 82% are proficient in Math. These rates are 53.8 and 60.4 points higher than the proficiency rate of low-income public-school students in Colorado Springs.
- 🌐 **Parents Challenge students have higher attendance rates –** only 1.3% of Parents Challenge students were chronically absent in the Fall and 0.7% were chronically absent in the Spring. This is substantially lower than the chronic absenteeism rate of low-income students in Colorado Springs (39.7%).

Parents Challenge respondents reported greater satisfaction with their children's schooling than their counterparts across the nation.

- 🌐 **Parents Challenge parents reported higher satisfaction with parent-teacher relationships –** 89% of parents were satisfied with their parent-teacher relationships, higher than low-income parents from across the country by 27.5 points.
- 🌐 **Parents Challenge parents were considerably more satisfied with their child's school, compared to their peers at public schools –** 85% of parents were satisfied with their child's school, 35.1 points higher than the satisfaction score of low-income families from across the nation.
- 🌐 **Parents Challenge satisfaction with their homeschool quality of instruction remains strong –** homeschooling families had a greater level of satisfaction than their peers (89.6% to 31.4%). Parents Challenge families' satisfaction grew by 2.2 points over the past year.
- 🌐 **A higher proportion of homeschooling parents said their children's needs were being met –** 84% of homeschooling parents said the needs of their children were met in their situation, higher than the national rate (27%).



2. Parents Challenge Characteristics



The 2025-26 school year saw the largest group of participants in Parents Challenge history, as 418 students and 237 families received services. This is a 224% increase in students, and a 276% increase in families since 2015. The increase between 2025 and 2026, demonstrated the largest one-year gains in students (62) and families (42) served.

Figures 2 and 3 show that Parents Challenge serves predominantly two-parent, low-income families. Almost 62% of Parents Challenge families are comprised of two-parent

Figure 2: Household Type

Type	Parents Challenge	Colorado Springs
Two-Parent Family	61.5%	88.5%
Single-Parent	37.2%	11.5%
Guardian/ Grandparent	1.3%	8.5%
Active Military	1.7%	3.3%
Retired Military	4.3%	18.9%

Figure 3: Income Ranges

Income Range	Parents Challenge 2026	Colorado Springs Families	Percent of Private School Cost
\$0 to \$32,227	29.4%	2.8%	90.9%
\$32,227 to \$40,626	10.4%	5.6%	66.8%
\$40,626 to \$49,025	16.0%	<0.1%	32.7%
\$49,025 to \$57,424	13.9%	7.8%	27.5%
\$57,424 to \$65,823	10.0%	3.0%	23.8%
\$65,823 to \$74,222	10.4%	3.2%	20.9%
\$74,222 & Higher	10.0%	77.6%	19.7%

households, although this is 27 points lower than all families in Colorado Springs (Current Population



Survey, 2026). Families' marital status remains a critical determinant for economic wellbeing, as two-parent households are more likely to have household incomes above the poverty line (American Community Survey, 2026).

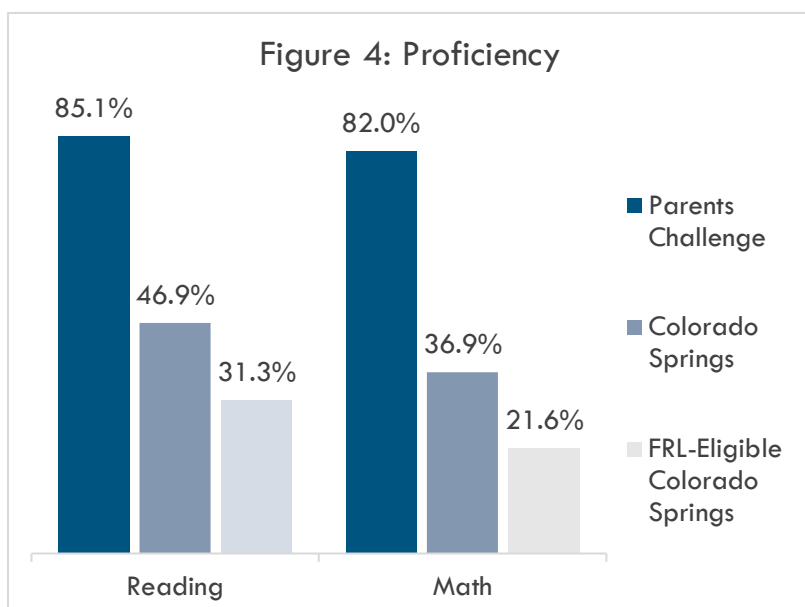
Nearly 70% of Parents Challenge household incomes are less than \$57,424, well below the living wage needed for a family of three in Colorado Springs: a family of three with two adults and one child with one parent providing full-time caregiving needs an annual income of \$83,153 and a family of three with two adults and one child and both adults working fulltime (requiring childcare fulltime) needs an annual income of \$107,945 (Living Wage Calculator, 2026). By contrast, almost 78% of families in Colorado Springs earn more than \$74,222 per year (Current Population Survey, 2026). The family incomes of Parents Challenge households would meet 19.7% to 90.9% of the mean tuition of private schools in Colorado Springs (\$14,655). In 2025, the average cost of tuition accounted for 17.6% to 81.1% of Parents Challenge households' income (Private School Review, 2025; Private School Review, 2026). These high costs strongly suggest a family would have to give up key essentials to try to afford the school of their choice without assistance. These essentials would be the equivalent of the cost of transportation (\$12,469), medical costs (\$9,037), or food (\$10,056) according to the Living Wage Calculator, 2026 data.

Research shows the impact of poverty on a child's education and development is profound. Children in low-income households had poorer reading skills than their peers (American Psychological Association, 2014), and are less likely to be proficient on standardized tests and graduate from high school than higher-income students (Gimbert et al., 2007; Muijs et al., 2009; Colorado Department of Education, 2026; U.S. Dpt. of Education, 2026). The long-term impacts associated with growing up in poverty range from limited access to better food to living in neighborhoods with higher pollution (UNICEF, 2026). Additionally, individuals living in poverty were more likely to demonstrate symptoms of Post-Traumatic Stress Disorder (PTSD) than individuals with higher incomes (Delgadillo & Richardson, 2025).

3. Academic Comparisons

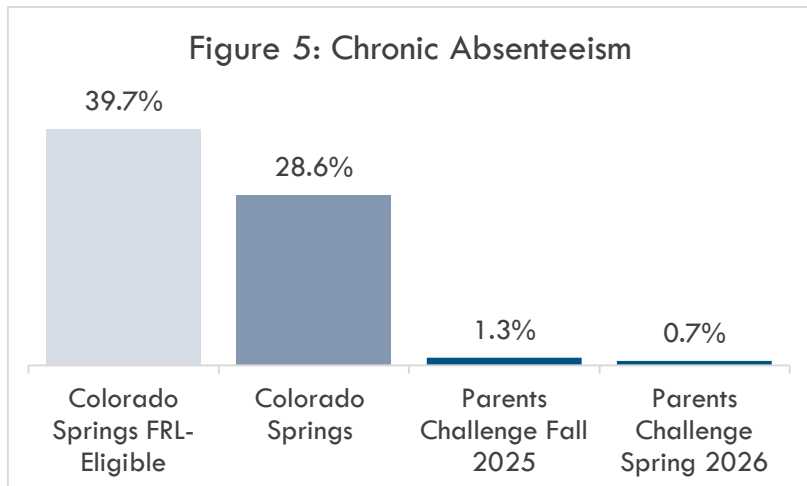
Figure 4 shows that a much higher rate of Parents Challenge students posted proficient scores in both Reading and Mathematics compared to children attending a local public school. Parents Challenge students outperformed their low-income peers by 53.8 points in Reading, and 60.4 points in Math (Colorado Department of Education, 2026).

Parents Challenge students attended school at a higher rate



than public school students, as determined by their substantially lower chronic absenteeism rate (Figure 5). According to the U.S. Department of Education (2026), chronic absenteeism occurs when a student misses at least ten percent of school days. The reasons why students become chronically absent range from health issues, lack of transportation, housing or food

insecurity, and/or the students home life (U.S. Department of Education, 2025; Attendance Works, 2026). Chronic absenteeism can result in poorer academic performance and a greater chance of not graduating with a high school diploma – which can potentially lead to less successful life outcomes, such as lower pay, poorer health, and a greater chance of experiencing unemployment (Bureau of Labor Statistics, 2025; U.S. Census Bureau, 2025; Nairn, 2022).



4. Parents Perspectives on Schools

4.1 Parents School Choice Satisfaction

Parents were more satisfied with their children's school than parents whose children attend public schools, according to the National Center for Education Statistics (NCES, 2026). Higher satisfaction scores are influenced by parents believing the school offers a sound academic curriculum, accessible extracurricular activities, and programming for special needs students (NCES, 2026). The growing dissatisfaction in public schools is reflected by Americans' confidence in institutions (Gallup, Inc., 2026). The most recent poll found less than 30% of the general public had confidence in public schools since 2022 (Gallup, 2026). This finding was reinforced as both

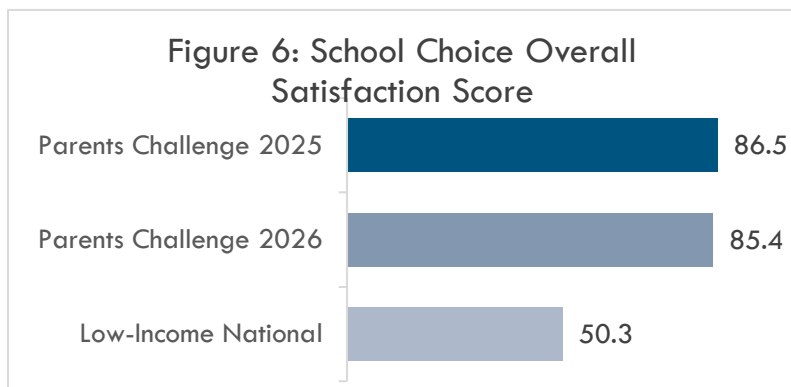
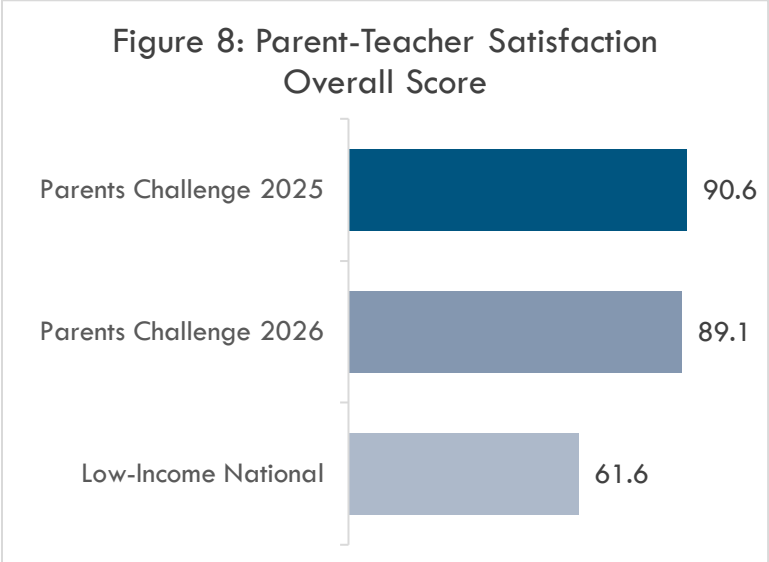


Figure 7: School Choice Satisfaction Items

Choice	Spring 2025	Spring 2026	Low-Income National
Provides sound academic curriculum	93.6%	91.6%	57.5%
Offers extracurricular activities	84.1%	83.8%	45.0%
Offers programs for Special Needs students	69.4%	69.9%	48.5%





teachers and principals reported that members of the public expressed lower trust in them. Interestingly, distrust was often fueled by differing political affiliations (Deane, 2024). Other reasons for parents' satisfaction centers on extracurricular activities and programs for special needs students (NCES, 2026).¹ Figure 9 shows that low-income parents are far less likely to express satisfaction with those three elements compared to Parents Challenge families.

Figure 9: Items on Teachers

Item	Spring 2025	Spring 2026	Low-Income National
My child's teachers are accessible	90.2%	88.2%	60.0%
The teacher contacts me when my child is doing well	78.4%	77.4%	53.5%
The teachers keep me informed of what my child needs	81.9%	81.5%	54.5%
School administrators provide good leadership	87.4%	84.4%	62.0%

More importantly, Parents Challenge families reported a stronger relationship with their children's educators than their counterparts at public schools. The stronger relationship resulted from a higher proportion of respondents having better access to their teachers (88.2% to 60.0%) and that their children's teachers kept them better informed, compared to their low-income peers (Figure 9; 81.5% to 54.5%; NCES, 2026). As communication is

paramount to establishing a foundation of trust between parents and teachers (Smith, 2020; Darling-Hammond & Cook-Harvey, 2018; Lerkkanaen & Pakarinen, 2022), strong communication is critical to ultimately building satisfaction.² The better communication between Parents Challenge parents and their children's teachers also suggests more parental involvement. Torpor et al. (2010) found children whose parents are more involved in their children's school had stronger academic performance.

¹ The differences between Spring 2026 and Low-Income National results were found to be statistically significant at $p < .01$ using an independent t-test.

² The differences between Parents Challenge 2026 results and the national results were statistically significant at $p < .01$ using an independent t-test.



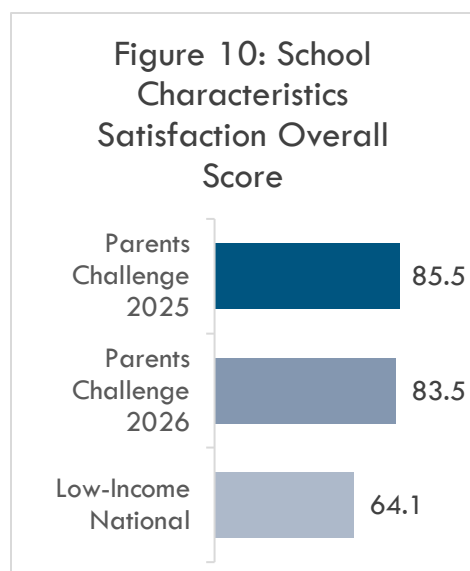


Figure 11: School Characteristics Items

Item	Spring 2025	Spring 2026	Low-Income National
School is safe	91.8%	90.6%	77.0%
School encourages parental involvement, i.e. PTO, PTA	87.5%	84.1%	75.0%
School has a Building/School Accountability Committee	78.3%	75.8%	22.0%
The school is diverse	77.7%	75.7%	40.5%
Class sizes are small	81.3%	81.4%	39.0%
School is in my neighborhood	58.3%	60.0%	41.0%

Parents Challenge parents are more satisfied with the characteristics of their children’s schools than parents of public-school students (Figure 10). A notable difference is the greater sense of safety parents have in their children’s schools (NCES, 2026). In general, parents perceive that private schools have safer environments than public schools (NCES, 2025), and safety was cited by parents as a key reason behind parents’ decision to enroll at a specific school (Shannon-Baker et al., 2020). Parents Challenge parents indicated that the school environment was more conducive for their children, as a higher proportion of families said their choice of schools had smaller class sizes and were more diverse (Figure 11). Also contributing to a child’s academic success was the sense of belonging, as researchers found that children who are members of the school’s community had a greater chance of succeeding academically at that school (Pendergast et al., 2018).³

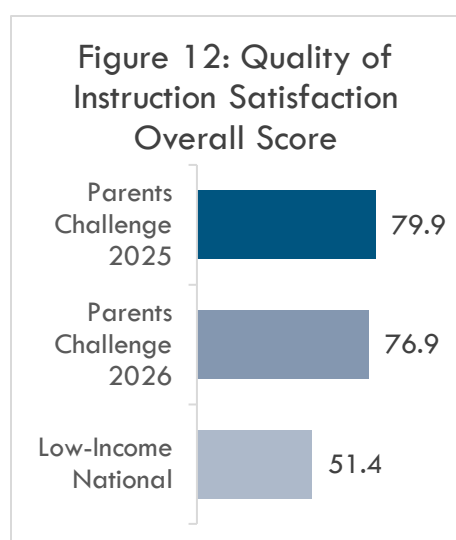


Figure 13: Items in Private School Quality of Instruction

Item	Spring 2025	Spring 2026	Low-Income National
Provides college preparatory curriculum	86.6%	80.4%	59.5%
Provides classical instruction	81.5%	79.0%	65.0%
Provides religious instruction	75.2%	72.5%	16.5%
Offers extracurricular activities	84.1%	83.8%	45.0%
Provides ELL or ESL support	66.5%	65.3%	54.5%

³ The differences between Parents Challenge Spring 2026 results and the national low-income results were statistically significant at $p < .01$.



Finally, a higher rate of Parents Challenge parents reported greater satisfaction with their school’s quality of instruction than their public-school counterparts (Figure 12, previous page; NCES, 2026). A considerably higher rate of Parents Challenge parents said their school provided a college preparatory program, offered extracurricular activities, and language support compared to public schools across the country (NCES, 2026). Research indicated that private schools provided more opportunities than public schools to discover careers as well, because students were able to access these college preparation programs (Williams, 2022; Jimenez, 2020).⁴

4.2 Homeschool Characteristics

Parents’ satisfaction with their decision to homeschool their children, increased for Parents Challenge parents by 5.5 points between 2025 and 2026 (Figure 14). A higher rate of 2026 participants desired more religious or moral instruction and demonstrated greater concern about public schools than the previous year (Figure 15). The cultural factors are extremely important to these parents as they reported a lower level of dissatisfaction with academic instruction in schools, compared to both the previous year and their peers (NCES, 2025; NCES, 2026). Families who choose to homeschool emphasized family life, cultural issues, or addressing concerns about school environments as their primary reasons to homeschool (Homeschool Connections, 2024; Blake & Fink, 2024; Pula, 2025). Additionally, parents opted to homeschool as a reaction to safety concerns and sought to address their children’s mental health (Conway, 2025; Watson, 2024).⁵

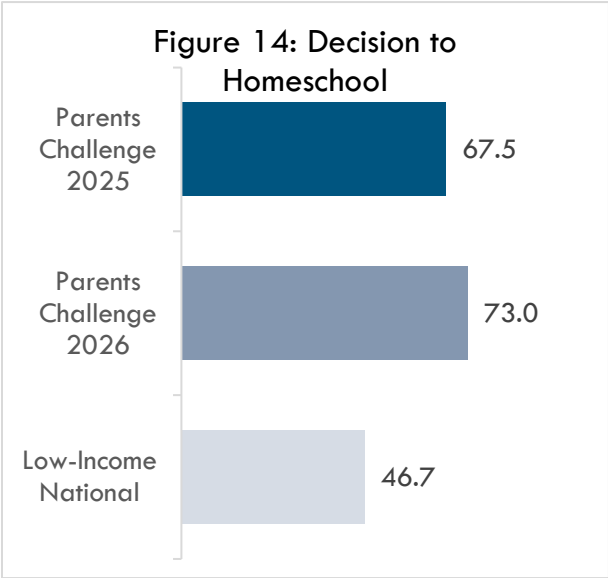


Figure 15: Decision to Homeschool

Item	Spring 2025	Spring 2026	Low-Income National
To provide religious or moral instruction	58.8%	75.0%	75.0%
Concern about environment of schools	45.0%	64.6%	83.0%
Dissatisfaction with academic instruction in schools	37.5%	51.0%	72.0%
My scholar learns better through a virtual setting	N/A	20.0%	1.2%

⁴ The differences between Parents Challenge 2026 spring results and national low-income public-school attitudes were statistically significant at $p < .01$ using an independent t-test.

⁵ The differences between Parents Challenge 2026 results and the national rate were statistically significant at $p < .01$.



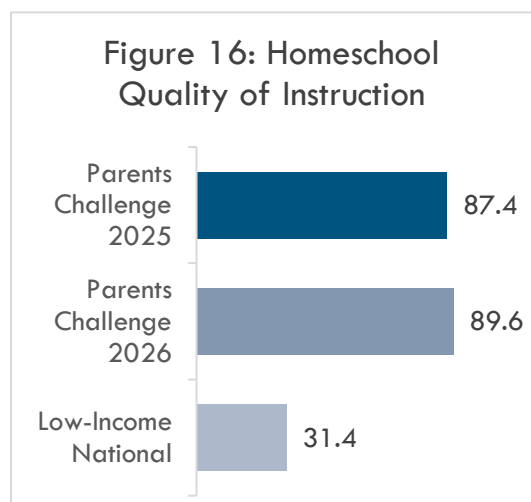


Figure 17: Items in Homeschool Quality of Instruction

Item	Spring 2025	Spring 2026	National Low-Income
Regular School Schedule	86.0%	100.0%	43.9%
Use of Library	82.0%	78.1%	26.5%
Instruction Hands-On	62.5%	70.8%	21.4%
Computer-Led Instruction	39.0%	58.3%	19.5%

There was increased satisfaction with the quality of homeschooling instruction over the past year as well, continuing a trend from the previous year (see Figure 16). This growth is associated with a higher rate of homeschooling parents who maintained a regular school schedule, had more hands-on activities, and that instruction was more computer-led in 2026 than the previous year (Figure 17; NCES, 2025).⁶ Additionally, these households are more involved in extracurricular activities than their counterparts from across the nation (Figure 18; NCES, 2025). While there was a slight decline in Parents Challenge participation scores from 2025 to 2026, a higher rate were more likely to participate in sports and homeschool enrichment programs than the previous year (Figure 19).⁷

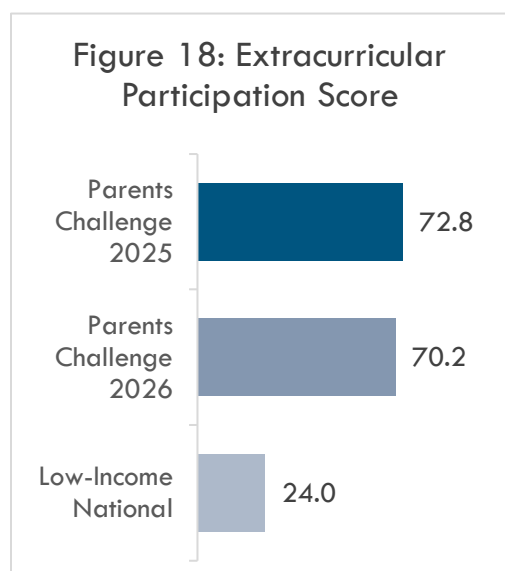


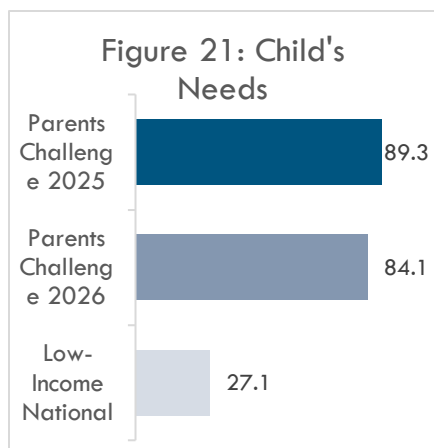
Figure 19: Items in Participation

Item	Spring 2025	Spring 2026	National Low-Income
Did your scholar participate in a home school enrichment program?	64.0%	65.6%	11.0%
Did your scholar participate in sports?	52.0%	63.5%	23.6%
Did your student participate in public/charter school academic programs for a portion of the day?	20.0%	10.4%	11.4%

⁶ The differences between Parents Challenge 2026 and the national rate were found to be statistically significant at $p < .01$ using an independent t-test.

⁷ The differences between Parents Challenge 2026 results and National Low-Income were statistically significant at $p < .05$ using an independent t-test.





Finally, a higher proportion of homeschooling parents feel that their children's homeschooling situation meets their children's needs (Figure 20; NCES, 2025). A higher proportion of homeschooling families said they were satisfied with the flexible schedules offered with homeschooling, and that issues related to safety and bullying (or lack thereof) were found to be key reason behind their satisfaction. Bullying has emerged as a critical reason for families to opt into homeschooling. These feelings stem from the need to keep their child safe from a variety of scenarios such as abusive situations and health risks (Cheung, 2026). Being a victim of bullying has been found as a key source of feeling unsafe

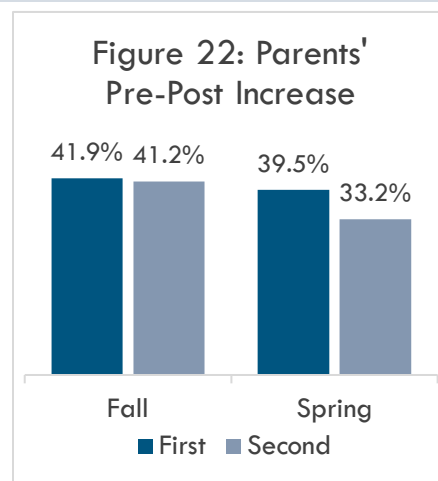
at school, students who were bystanders, but not victims of bullying, experienced greater symptoms of both anxiety and depression (Glew et al., 2007; Midget & Dumas, 2019).⁸

Figure 21: Items on Child's Needs

Item	Spring 2025	Spring 2026	National Low-Income
Traditional school schedule not flexible	63.0%	70.8%	12.0%
Child has special needs or disability	23.0%	16.7%	7.5%
Child has a physical or mental disability	19.7%	16.7%	7.5%
Child experienced bullying or disciplinary issues	8.0%	9.4%	6.6%
Concern for safety	30.0%	39.6%	5.0%

5. Parents Learning

Parents Challenge provides classes and seminars that help parents become better consumers of education and learn skills like financial literacy. Attendees showed statistically significant knowledge gains (Figure 22).⁹ These courses are vital for low-income parents who often face unique barriers like time and financial constraints, lowering their participation in their child's education (Lechuga-Pena & Brisson, 2018; Eyster et al., 2014; American Psychological Association, 2026). Research shows these classes improve parenting skills, confidence, and self-efficacy while providing networking opportunities that expand family resources (Armenta & Huerta, 2015; Wilder Research, 2016).



⁸ The differences between Parents Challenge 2026 results and the national results are statistically significant at $p < .01$ using an independent t-test.

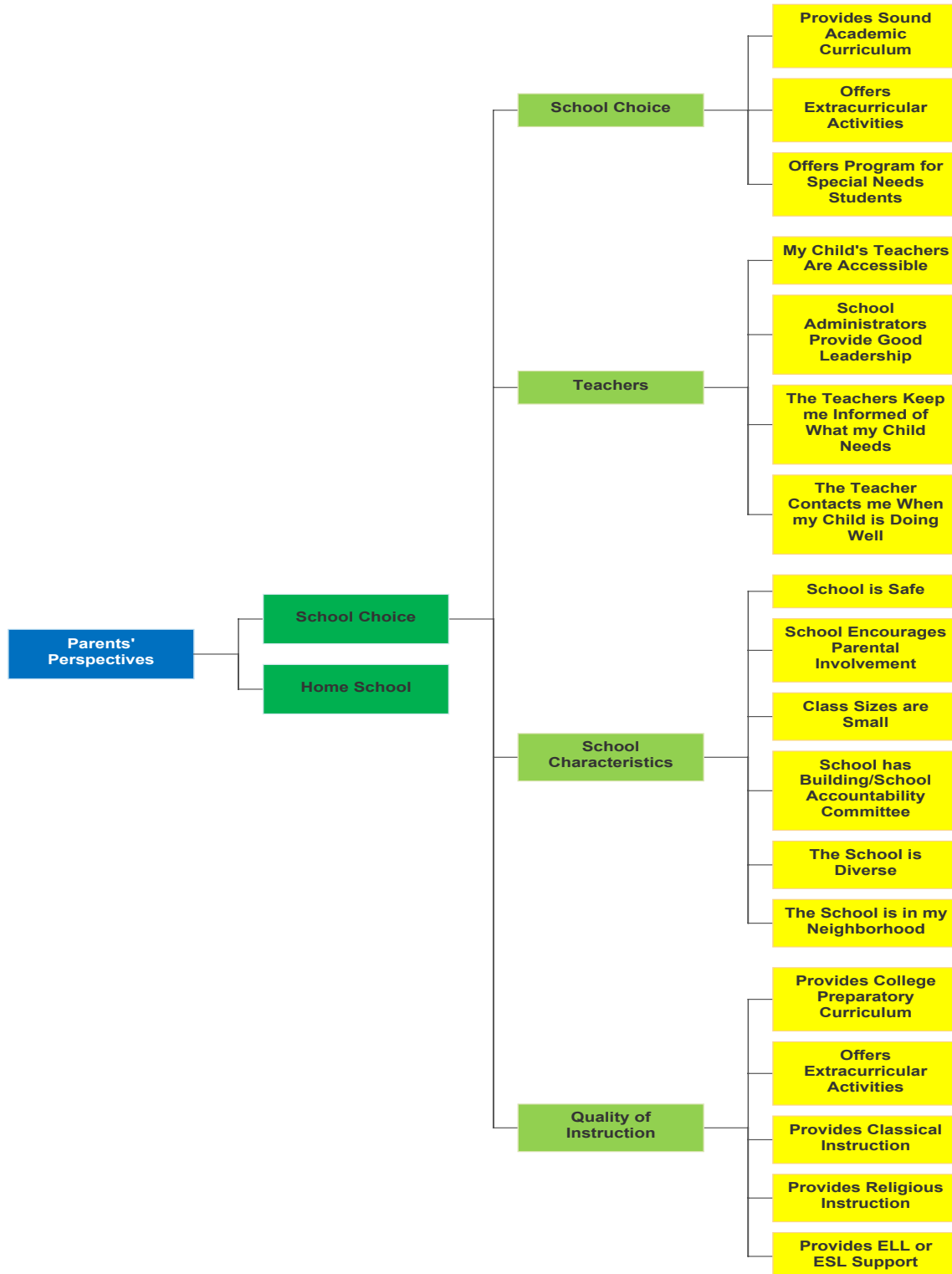
⁹ Parents knowledge gained by a statistically significant margin between the beginning and end of each session by $p < .01$ using an independent t-test.

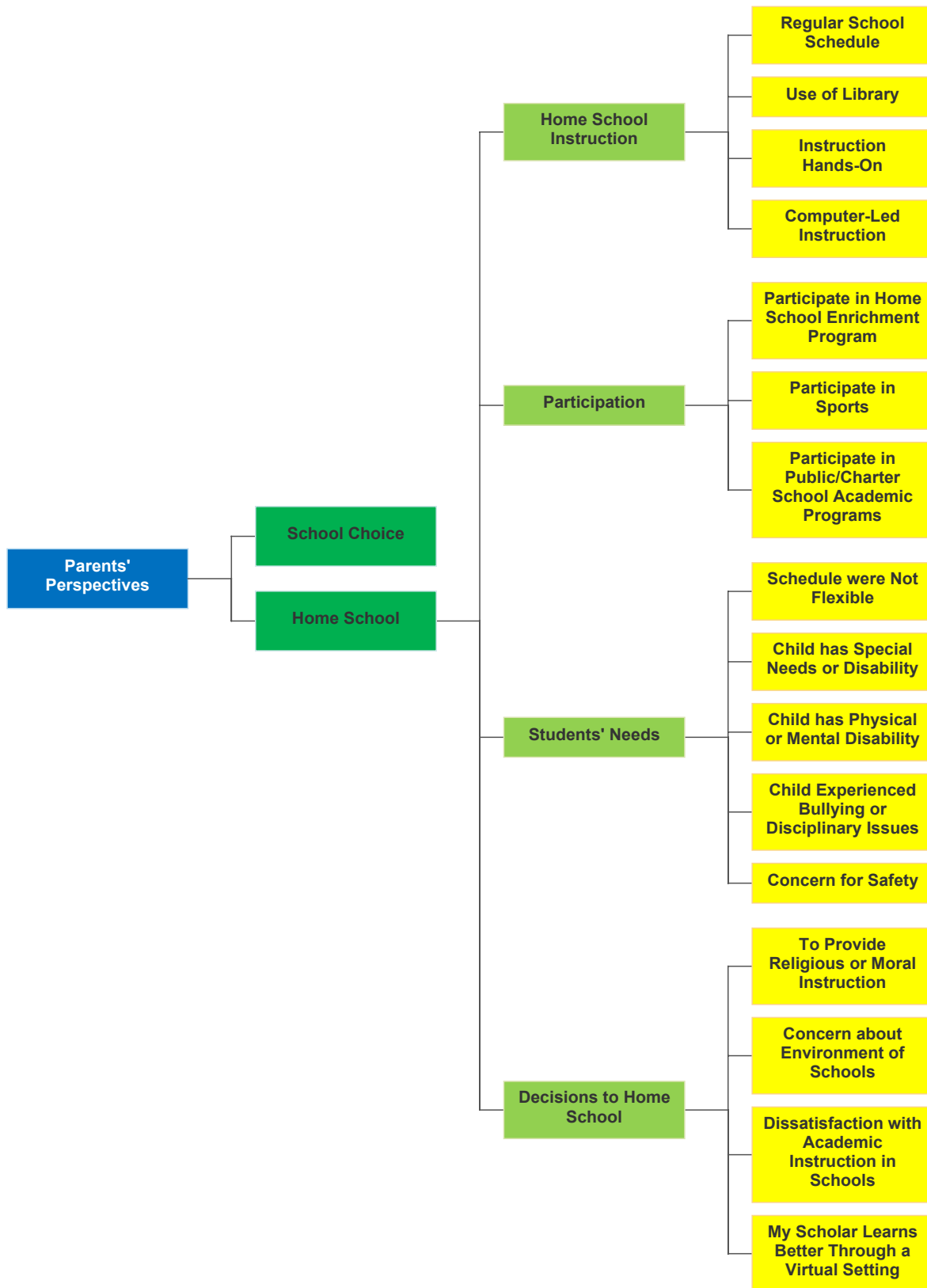


6. Appendices

A. Variable 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 through surveys, applications, attendance trackers, and other data collection processes. Most of the data presented in this report were collected from a survey conducted by Parents Challenge during both the fall and spring terms. Parents Challenge collected data on parent attitudes, how they perceived their child's schools, and how Parents Challenge assisted them over the past year, including their perceptions on how Parents Challenge made them better advocates for their children, evaluations of courses, and recommended changes. These data were used to create constructs to measure parents' attitudes toward their child's school, instruction, participation, etc. (see Appendix A). Scores were weighted from parents' answers, and all scores are set on a scale of 0 to 100 to quantify parents' educational views.

All individual identifiers were masked 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 U.S. Census, the Bureau of Labor Statistics, and the Colorado Department of Education. There were some limitations in the data, as some data collected in 2023 were published this year, but only preliminary results for the nation were provided, limiting the ability to make statewide comparisons. Where possible, data were updated to include a comparison pool that included the newer income ranges used by Parents Challenge. 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.

All statistical tests focused on comparing the end-of-year data to ascertain the program's impact on these stakeholders as they would have at least one year of experience in the program. All data were analyzed utilizing parametric tests (primarily t-tests) and non-parametric tests (e.g., Chi-Square Goodness of Fit tests). All data were analyzed using R statistical software and excel to determine any statistically significant differences between national data and Spring 2026 data and any differences between the Spring 2025 and 2026 results of Parents Challenge parents. Questions changed during the Spring data collection period were matched to similar questions asked during the Fall and Spring to maintain the continuity of responses year by year.

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. Demographic & Survey Results

Figure C1: Grade Level

Grades	Number	Percent
Kindergarten	29	6.94%
First	23	5.50%
Second	24	5.74%
Third	38	9.09%
Fourth	30	7.18%
Fifth	26	6.22%
Sixth	33	7.89%
Seventh	39	9.33%
Eighth	28	6.70%
Ninth	48	11.48%
Tenth	37	8.85%
Eleventh	35	8.37%
Twelfth	28	6.70%

Figure C2: Race

Ethnic Breakdown	Total Parents Challenge	Colorado Springs Total Low Income
African-American	19.6%	4.4%
Hispanic ¹⁰	10.3%	15.1%
Asian	7.2%	2.0%
Caucasian	60.8%	78.5%
Native American & Pacific-Islander	2.2%	<.01%

Figure C3: School Level by Year

School Level	2018-19	2019-20	2020-21	2021-22
Elementary	47.70%	47.70%	43.80%	42.50%
Middle	29.40%	26.40%	28.10%	29.70%
High	22.80%	25.90%	28.10%	27.80%
School Level	2022-23	2023-24	2024-25	2025-26
Elementary	41.30%	39.40%	32.90%	38.96%
Middle	29.00%	28.30%	29.90%	22.33%
High	29.70%	32.30%	37.20%	38.71%

¹⁰ Only Parents Challenge students who identified as Hispanic in the racial breakdown. For ethnic breakdown, this would increase to 32.5%.



Figure C4: Current School Type

Schools	Number	Percent
Private	185	45.91%
Traditional Public	74	18.36%
Charter Public	53	13.15%
Homeschool	91	22.58%

Figure C5: Type of School Attended by Year

Type of School	2018-19	2019-20	2020-21	2021-22
Private School*	49.3%	52.0%	49.6%	56.1%
Traditional Public	23.5%	18.8%	18.7%	12.3%
Charter Public Schools	18.3%	17.9%	19.1%	17.5%
Homeschool°	8.9%	12.6%	11.0%	14.1%
Type of School	2022-23	2023-24	2024-25	2025-26
Private School*	50.5%	48.3%	49.2%	45.9%
Traditional Public	16.2%	18.8%	16.6%	18.4%
Charter Public Schools	15.8%	13.5%	15.1%	13.2%
Homeschool°	17.5%	19.4%	19.0%	22.6%

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

° 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	5.7%	5.80%
IEP/IEL	10.9%	8.50%
English Language Learner	2.2%	2.30%
504B Services	5.7%	5.80%



Figure C7: Parent Educational Attainment

Degree	Fall	Spring
Did not graduate high school	5.0%	5.0%
Certification or Trade School	8.6%	8.2%
High School Diploma	15.0%	14.5%
Some College	22.3%	23.3%
Associate's Degree	11.6%	13.2%
Bachelor's Degree	23.3%	23.6%
Master's Degree	13.0%	11.3%
Ph.D./Professional Degree	1.3%	0.9%

Figure C8: Parent Educational Attainment Comparison

Degree	Fall	Spring	Colorado Springs Below Poverty	Colorado Springs Above Poverty
Did not graduate high school	5.0%	5.0%	31.6%	4.4%
High School Diploma	15.0%	14.5%	15.7%	18.9%
Some College, Associate's Degree	42.5%	44.7%	20.7%	30.0%
Bachelor's Degree or Higher	37.6%	35.8%	17.2%	46.7%

Figure C9: Born in Colorado

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%
2023	29.9%
2024	18.6%
2025	9.8%
2026	14.1%



Figure C10: Household Employment

Item	Fall	Spring	Total Colorado Springs	Colorado Springs Low-Income
Employment Rate	86.6%	87.6%	72.2%	46.7%

Figure C11: Number of Children Served

Number	Fall	Spring
One	29.9%	31.2%
Two	61.9%	62.4%
Three	8.2%	6.4%

Figure C12: Extra-Curricular Activities

Item	Fall	Spring	Colorado
Sports	58.1%	59.2%	12.5%
Band/Choir/Dance/Drama	41.9%	39.8%	22.0%
Clubs	35.5%	37.1%	10.7%
Participates in self-defense programs	10.9%	10.1%	13.6%
Student Government	6.9%	9.5%	7.2%
ROTC, military programs	1.0%	2.1%	12.0%

Figure C13: Community Involvement

Item	Fall	Spring	Colorado
Volunteers in the Community	62.3%	61.0%	32.0%
Volunteers at School	41.4%	45.6%	32.0%
Has a job after school/weekends	17.6%	19.4%	33.4%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	22.6%	22.0%	13.6%
Loves to draw or make crafts	73.4%	71.9%	72.6%
Loves to Read	64.5%	65.3%	59.7%



Figure C14: Annual Change

Item	Fall	Spring	Change
Sports	58.1%	59.2%	1.89%
Band/Choir/Dance/Drama	41.9%	39.8%	-5.01%
Clubs	35.5%	37.1%	4.51%
Participates in self-defense programs	10.9%	10.1%	-7.34%
Student Government	6.9%	9.5%	37.68%
ROTC, military programs	1.0%	2.1%	110.00%
Volunteers in the Community	62.3%	61.0%	-2.09%
Volunteers at School	41.4%	45.6%	10.14%
Has a job after school/weekends	17.6%	19.4%	10.23%
Involved in Boy Scouts, Girl Scouts, Boys and Girls Club, YMCA, etc.	22.6%	22.0%	-2.65%
Loves to draw or make crafts	73.4%	71.9%	-2.04%
Loves to Read	64.5%	65.3%	1.24%

Figure C15: Parents Monthly Volunteer Hours

Year	1 to 5 hours	10 to 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%
2023	8.5%	48.5%	43.0%
2024	7.3%	43.1%	49.6%
2025	6.5%	40.0%	53.5%
2026	8.3%	41.0%	50.7%



Figure C16 Parental Involvement

Activity	Fall	Spring
School Board Member	0.87%	1.83%
Participated in the development of the Strategic Plan, UIP, or other strategy plan for school and/or district	5.19%	5.05%
SAC - School Accountability Committee	4.90%	4.30%
Home School District Programs, i.e. Classical Connections, Rocky Mountain Digital Academy, Falcon Homeschool Program	10.82%	10.09%
Participated in field trip opportunities with the school	44.59%	49.54%
Home School Co-op i.e., Mindfulness, High Country Home Educators, Collegium Study Center	17.32%	16.51%
Classroom/School Monitor Volunteer	39.83%	38.53%
BAC - Building Accountability Committee	1.73%	1.38%
Participated in Home School Strategy Meetings	9.09%	11.93%
PTO or PTA	17.32%	15.14%
Served on Principal or Superintendent Advisory Committee	0.43%	0.92%

D. Long-Term Attitudes

Figure D1: Fall Term: School Choice

Choice Students	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Choice	83.2	84.0	81.4	83.9	85.9	84.8
Teachers	88.9	87.8	85.9	88.9	89.9	89.1
School Characteristics	80.6	81.2	79.2	80.6	85.9	83.3
Quality of Instruction	78.0	77.7	74.6	76.6	79.8	76.9

Figure D2: Fall Term: Homeschool

Choice Students	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Decision to Homeschool	74.8	61.5	71.8	82.4	79.1	83.8
Homeschool Instruction	85	78.6	84.6	93.4	83.8	86.5
Participation	80.4	77.1	83.5	78.1	76.1	74.5
Child's Needs	86.9	88.1	91.8	87.5	82.3	91.3



Figure D3: Spring Term, School Choice

Choice Students	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Choice	80.4	84.7	83.3	85.8	86.5	85.4
Teachers	86.6	88.2	85.9	90.3	90.6	89.1
School Characteristics	79.7	79.7	79.4	82.3	85.5	83.5
Quality of Instruction	74.8	78.1	76.3	77.1	79.9	76.9

Figure D4: Spring Term: Homeschool

Choice Students	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Decision to Homeschool	55.7	62.9	76.0	71.5	67.5 ¹¹	73.0
Homeschool Instruction	76.5	84.0	83.0	82.7	87.4	89.6
Participation	57.9	76.4	73.9	70.8	72.8	70.2
Child's Needs	69.5	92.9	95.6	91.3	89.3	84.1

Figure D5: Satisfaction Items

Item	Fall 2024	Spring 2025	Fall 2025	Spring 2026	National
Provides sound academic curriculum	91.2%	93.6%	91.3%	91.6%	57.5%
Offers extracurricular activities	84.6%	84.1%	82.6%	83.8%	45.0%
Offers programs for Special Needs students	73.4%	69.4%	70.4%	69.9%	48.5%

Figure D6: Items on Teachers

Item	Fall 2024	Spring 2025	Fall 2025	Spring 2026	National
My child's teachers are accessible	90.1%	90.2%	88.8%	88.2%	60.0%
School administrators provide good leadership	89.4%	87.4%	85.1%	84.4%	62.0%
The teachers keep me informed of what my child needs	81.3%	81.9%	81.3%	81.5%	54.5%
The teacher contacts me when my child is doing well	76.7%	78.4%	77.0%	77.4%	53.5%

¹¹ These results were revised to incorporate new items used in 2026 constructs.



Figure D7: Items on School Characteristics

Item	Fall 2024	Spring 2025	Fall 2025	Spring 2026	National
School is safe	91.8%	91.8%	89.4%	90.6%	77.0%
School encourages parental involvement, i.e. PTO, PTA	86.8%	87.5%	85.0%	84.1%	75.0%
School has a Building/School Accountability Committee	79.6%	78.3%	75.8%	75.8%	22.0%
Class sizes are small	84.0%	81.3%	78.9%	81.4%	39.0%
Diversity of school	80.6%	77.7%	76.9%	75.7%	40.5%

Figure D8: Items on Quality of Instruction

Item	Fall 2024	Spring 2025	Fall 2025	Spring 2026	National
Provides college preparatory curriculum	85.1%	86.6%	80.9%	80.4%	59.5%
Provides classical instruction	79.1%	81.5%	78.5%	79.0%	65.0%
Provides religious instruction	73.1%	75.2%	71.8%	72.5%	16.5%
Offers extracurricular activities	84.6%	84.1%	82.6%	83.8%	45.0%
Provides ELL or ELS support	69.0%	66.5%	66.0%	65.3%	54.5%

Figure D9: Items on Decision to Homeschool

Item	Fall 2024	Spring 2025	Fall 2025	Spring 2026	National
To provide religious or moral instruction	51.6%	58.8%	72.4%	75.0%	75.0%
Concern about environment of schools	54.9%	45.0%	62.9%	64.6%	83.0%
Dissatisfaction with academic instruction in schools	44.0%	37.5%	56.2%	51.0%	72.0%
I or family members were homeschooled	27.5%	27.5%	31.9%	41.9%	10.4%

Figure D10: Items on Quality of Instruction

Item	Fall 2024	Spring 2025	Fall 2025	Spring 2026	National
The library is a source of instructional resources	78.9%	82.0%	76.2%	78.1%	26.5%
Academic calendar requires at least four days a week	89.3%	86.0%	100.0%	100.0%	43.9%
My instruction is totally hands-on	54.9%	62.5%	57.1%	70.8%	21.4%
Fifty percent of student instruction is computer-led	50.5%	39.0%	58.1%	58.3%	19.5%



Figure D11: Items on Participation

Item	Fall 2024	Spring 2025	Fall 2025	Spring 2026	National
Student participates in home school enrichment programs	64.4%	64.0%	69.5%	65.6%	11.0%
Student is involved in sports program	55.6%	52.0%	58.1%	63.5%	23.6%
Student participates in public/charter school academic programs	22.2%	20.0%	15.2%	10.4%	11.4%

Figure D12: Child's Needs

Item	Fall 2024	Spring 2025	Fall 2025	Spring 2026	National
School schedules were not flexible	64.8%	63.0%	66.7%	70.8%	12.0%
Child has special needs	22.0%	23.0%	20.0%	16.7%	7.5%
Child has a physical or mental disability	6.5%	19.7%	20.0%	16.7%	7.5%
Child experienced bullying or disciplinary issues	18.7%	8.0%	17.1%	9.4%	6.6%
Concern about safety	39.6%	30.0%	41.9%	39.6%	5.0%

Figure D13: Estimates for School Choice

Choice Students	Fall 2026	Spring 2027
Choice	85.5	87.6
Teachers	89.4	90.9
School Characteristics	84.7	85.6
Quality of Instruction	77.5	78.9

Figure D14: Estimates for Homeschooling

Homeschool	Fall 2026	Spring 2027
Decision to Homeschool	80.1	71.4
Homeschool Instruction	89.8	96.2
Participation	74.5	75.1
Child's Needs	85.4	93.7



E. Parent Courses

Figure E1: Fall Facilitator Sessions

Event Name	Satisfaction	Attendance
Cat Hendrix: All Families Mandatory Orientation. 7/28/2025	91.0%	89.7%
Dr. Wendy Birhanzel: New Families: How to Prepare For Parent/Teacher Conferences. 8/20/2025	91.4%	26.6%
Janae Daniels: New Families: Library Tour & Homeschool Session. 8/21/2025	83.3%	17.7%
Mary Ann Hubl: Observe, Analyze, and Compute 8/25/2025	85.3%	12.3%
Lori Bitar: Recharging Your Superpower: Selfcare for Parents. Virtual 8/25/2025	86.2%	32.0%
Cat Hendrix: Owning Your Life Track. 8/23/2025 & 9/6/2025	83.8%	16.3%
Eliza Love: Take the "Mid" Out of Middle School: How to Prepare/Improve Your Middle School Experience. Virtual 8/28/2025	83.9%	15.3%
Dr. Saadia Dumas: Reading Rockets: Launching Literacy Skills at Home! Lunch and Learn 8/27/2025	78.5%	15.3%
Colin Hueston: Nurturing Fathers - In-Person Series	80.0%	9.9%
Dr. Bridgitt Mitchell: Early Childhood Development: How Children Grow and Learn. Virtual 9/9/2025	90.4%	22.2%
Lori Bitar: AI For Students: Academic Advantage. Virtual 9/10/2025	86.8%	23.6%
Dawn Lissy: Navigating Neurodivergence. 9/16/2025	84.4%	22.2%
Focus On the Family: ReZilientKidz Track	84.6%	12.8%
Commander Velasquez: Control of the Stop. 9/18/2025	81.8%	10.8%
Dr. Dedrick Sims: Raising Sons in a Changing World: Tools for Parenting Boys with Purpose, Connection & Confidence. Virtual 9/22/2025	86.8%	28.6%
Dr. Regina Lewis: The "Clean Out Your Closet" Effect. Lunch and Learn 9/24/2025	85.2%	31.0%
Dr. Regina Lewis and Deborah Hendrix: Teller - Etiquette. 9/24/2025	83.3%	9.9%
Deborah Hendrix: Pueblo - How to Prepare For Parent/Teacher Conferences. 10/3/2025	85.3%	12.3%
Dr. MelindaJoy Mingo: Surviving the Shark Waters of Change. 10/4/2025	81.0%	10.3%
James Divine: Job-Hunting and Interview Techniques. Virtual 10/6/2025	83.8%	18.2%
Holly Van Wieren: Early Childhood Development: Early Literacy. Virtual 10/9/2025	88.1%	20.7%
Lauren Shaw: G.R.I.T.. Virtual 10/14/2025	83.7%	20.2%
James Divine: Time Management. Lunch and Learn 10/15/2025	81.1%	26.1%
Faith Becker: Hacking Your Fitness. Virtual 10/16/2025	83.3%	22.7%



Figure E1: Fall Facilitator Sessions

Event Name	Satisfaction	Attendance
SGT. Mark Enomoto: Internet Safety. 10/22/2025	82.1%	13.8%
San Juans Bank: Financial Literacy - Pueblo 10/23/2025	78.3%	11.3%
Lori Bitar: Navigating AI: A Parent's Guide. Virtual 10/27/2025	87.2%	29.6%
Dr. Regina Lewis: Family Team Building. 11/4/2025	87.0%	17.7%
Dr. Regina Lewis: Fuel Your Joy, Feed Your Impact: Everyday Wellness for Purpose-Driven Parents. Lunch and learn 11/5/2025	81.9%	22.7%
Andrew Garcia: Breaking Barriers: Succeeding in College with Support from AdvanceEDU. - 11/5/2025	84.0%	12.3%
Dr. Bridgitt Mitchell: Early Childhood Development: Social and Emotional Learning. Virtual 11/6/2025	84.1%	21.7%
Jo McGuire: The Effects of Marijuana Usage. 11/13/2025	86.9%	16.3%

Figure E2: Spring Facilitator Series

Facilitator	Satisfaction	Attendance
Dr. Regina Lewis and Dr. & Maj. Charles Lewis: Spring Mandatory Session: Breaking Cycles: Building Legacy. 1/21/2026	95.8%	85.0%
(Pueblo) - Spring Mandatory Meeting: Family Team Building and National School Choice Fair.	89.3%	15.0%
Ross Izard: What is School Choice? 1/29/2026	88.9%	12.8%
Victoria Jeffs: Core Purpose 1.0 Track 2/3/2026-3/31/2026	88.3%	10.7%
Dr. Daniel Huerta: Navigating Personality Differences in Your Home. 2/4/2026	94.8%	34.2%
Laura Straub: Financial Literacy. 2/4/2026	91.3%	22.5%
Mary Ann Hubl: ECD: Early Math Literacy. 2/11/2026	87.5%	12.8%
Dr. Saadia Dumas: Leading from Within: Cultivating Self-Awareness and Leadership Skills for Parents. 2/16/2026	96.1%	32.1%
Dr. Daniel Huerta: 7 Traits of Effective Parenting. 2/16/2026	96.1%	27.3%
Linda Weise: ECD: Music and Movement. 2/23/2026	97.6%	7.5%
Cat Hendrix: Owning Your Life Track. 2/28/2026 & 3/21/2026	89.4%	11.8%
Dr. Regina Lewis: Leading the Legacy: Turning Everyday Moments into Lifelong Impact. 3/4/2026	94.8%	34.2%
Scheels: Navigating the Outdoors. 3/11/2026	88.1%	15.0%
(Teller) - Schlyer Lopez: Colorado Fish Adventures: Family-Focused Shore & Boat Fishing. 3/12/2026.	86.7%	8.0%
Mary Ann Hubl: Battle of the Math Skills. 3/16/2026	92.3%	13.9%
Dr. Dedrick Sims: Parenting with Presence: Strengthening the Father-Son and Mother-Son Bond in the Teen Years. 3/17/2026.	94.1%	24.1%



Figure E2: Spring Facilitator Series

Facilitator	Satisfaction	Attendance
Dr. Saadia Dumas: Building Bridges, Not Walls: Enhancing Family Communication. 3/18/2026	95.1%	21.9%
(Pueblo) - Marica Bogdon: Navigating Dyslexia. 3/19/2026	83.3%	7.5%
Lori Bitar: Prep for Summer: Avoid Summer Learning Loss. 3/25/2026	91.2%	18.2%
Lisa Jenkins: Explore Relationships: Healthy, Unhealthy, and Abusive. 3/30/2026	94.0%	20.9%
Dr. Bridgitt Michell and Guests: ECD: Expert Panel Discussion & Program Culmination. 3/31/2026	85.7%	7.5%

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%
2023	45.4%	32.7%
2024	49.5%	44.1%
2025	48.6%	41.1%
2026	49.2%	42.3%

Figure F2: Services Needed

Year	2019	2020	2022	2023	2024	2025	2026
Special Education	11.0%	10.7%	10.8%	11.5%	11.5%	12.4%	12.8%
Online	6.4%	6.7%	6.9%	7.7%	8.2%	8.1%	8.5%
Gifted & Talented	5.7%	6.2%	5.8%	5.8%	6.3%	6.8%	7.6%
ELL	6.1%	5.2%	4.8%	4.7%	5.0%	5.4%	4.7%

Figure F3: Public School Characteristics

Proficiency Rates	ELA	Math
Parents Challenge (Fall)	82.8%	81.2%
Parents Challenge (Spring)	85.1%	82.0%
Low-Income	31.3%	21.6%
Total	46.9%	36.9%



Figure F4: Performance by Grade Level

Grade Level	ELA/Reading		Math	
	Total Students	Low-Income	Total Students	Low-Income
Third	43.5%	29.8%	42.6%	19.8%
Fourth	41.8%	25.8%	37.8%	25.1%
Fifth	49.8%	25.0%	40.2%	19.9%
Sixth	45.7%	33.4%	31.5%	22.1%
Seventh	53.1%	27.7%	33.4%	15.4%
Eighth	48.0%	35.9%	35.4%	15.8%
PSAT 9	67.5%	50.7%	35.3%	45.5%
PSAT 10	63.8%	47.9%	31.4%	43.3%
SAT	59.3%	40.5%	27.3%	36.3%

Figure F5: Graduation Rates

Group	2018	2019	2020	2022	2023	2024	2025
Not Low-Income	86.5%	86.6%	87.4%	89.2%	87.5%	89.1%	90.4%
Low-Income	62.3%	58.7%	61.5%	57.4%	60.3%	65.7%	69.7%
Total	74.0%	72.4%	75.2%	74.3%	73.8%	77.3%	79.4%

Figure F6: Dropout Rates

Group	2018	2019	2020	2022	2023	2024	2025
Not Low-Income	2.8%	2.5%	2.3%	2.0%	2.7%	1.4%	2.2%
Low-Income	4.2%	4.0%	4.6%	3.0%	5.7%	2.6%	3.7%
Total	3.3%	3.1%	3.1%	5.3%	3.8%	1.9%	2.8%

Figure F7: Student School Attendance

Status	Fall	Spring
Perfect Attendance	30.3%	25.7%
Fewer than 5 days	57.7%	54.5%
Fewer than 10 days	10.6%	19.0%
Greater than 15 days	1.3%	0.4%
Greater than 20 days	0.0%	0.4%



G. Data Sources Used & Consulted

-  American Community Survey
-  Bureau of Labor Statistics
-  Colorado Department of Education
-  Current Household Pulse Survey
-  Current Population Survey
-  EdChoice
-  Gallup, Inc.
-  General Social Survey
-  Glasmeir & Massachusetts Institute of Technology
-  National Center for Education Statistics
-  Private School Review
-  U.S. Census Bureau

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