

## Finding 10 Military Children

**Active-duty families of color report generally favorable attitudes and outcomes regarding their children’s child care and education; however, access to child care is a challenge for all active-duty families, regardless of race/ethnicity.**

**Existing research** on military children generally concentrates on transitions and separations, and susceptibility to social, emotional, and academic challenges (both at home and at their school).<sup>1</sup> However, research focused specifically on military children of color is extremely limited, with even basic demographic information such as race or ethnicity of military children being unavailable. Furthermore, the use of parents’ race/ethnicity as proxies for their children’s racial/ethnic identity can be incomplete, as it does not consider multi-racial, adoptive/foster, or other diverse families.<sup>2</sup>



Civilian research about children of color (not limited to children of service members or Veterans) explores educational disparities that impact test scores, grade repetition, dropout and graduation rates, student involvement in gifted and talented programs, access to education resources and higher education, and discipline rates (including suspensions and school expulsions).<sup>3</sup> These disparities are often a result of racial and ethnic discrimination, which lead to unequal access to educational support and resources.<sup>4</sup> Though research is limited, it is likely these educational inequities are lessened for military children of color<sup>5</sup> due to the benefits of service on finances, health care access, and access to resources, as discussed in Findings 5, 6, 7, 8, and 9, which may mitigate some of the risk factors found among the civilian population more broadly. That said, military child education and child care are perennial issues of concern for military families,<sup>6</sup> including families of color, and similar to non-military families of color, respondents\* to this survey report seeking quality education and staff/student diversity.<sup>7</sup>

\*Unless otherwise noted, respondents indicated having at least one racial/ethnic identity other than white. The appearance of U.S. Department of Defense (DoD) visual information does not imply or constitute DoD endorsement.

## Active-duty family respondents\* report that a diverse staff is an important consideration when selecting child care providers and schools, but safety, staff quality, curriculum, and distance from home are more frequently cited as top attributes.

Civilian research has found that families of color (low-income families, in this case) sought quality education and capable staff, learning opportunities, nutritious meals, sensitive caregiving, safety, bilingual or matched race/ethnicity in caregivers,<sup>8</sup> and convenient, flexible, and affordable care when selecting a child care provider.<sup>9</sup> This same study also highlighted other factors, such as immigrant status, language spoken in the household, age of child(ren), family's socioeconomic status, and available resources, which can explain variations in child care preferences and choices. In K-12 school settings and in school choice, civilian families of color report similar preferences, such as academic quality, curriculum, safety, distance from home, and diversity of student population as primary concerns, though preferences and enrollment may differ.<sup>10</sup>

In line with civilian research, active-duty family respondents\* requiring child care in this survey report a wide variety of important “top 5” attributes when selecting a child care or preschool provider, which include, but are not limited to, diversity-related attributes<sup>11</sup>: safety (55%), training and certification of staff (53%), learning philosophy or curriculum (50%), distance from home (37%), diversity of faculty/administrators (29%), and diversity of student population (28%).<sup>12</sup> Active-duty family respondents\* with school-aged children<sup>13</sup> report similar “top 5” attributes when considering a school, but they place a slightly greater emphasis on diversity, most commonly selecting strong academic curriculum (62%), safety (57%), diversity of student population (43%), distance from home (36%), and diversity of faculty/administrators (33%).<sup>14</sup>



**Quality child care is having a curriculum where all students' backgrounds are represented, not just a eurocentric curriculum. It also means safety and knowing that I can trust that my children's teachers will promote diversity and inclusion and go out of his or her way to learn about my children and their backgrounds.**

- Black Military Spouse

\*Unless otherwise noted, respondents indicated having at least one racial/ethnic identity other than white.

## Most active-duty family respondents of color report their children’s school and/or child care staff represent the diversity of its student body.

According to civilian literature, children of color (not limited to children of service members or Veterans) experience positive outcomes when they attend school and child care facilities that provide<sup>15</sup> culturally relevant materials and toys and have diverse student populations and staff<sup>16</sup>; parent engagement and communication increase when they attend child care facilities, either a center or in-home, that reflect their own family’s experiences.<sup>17</sup> Similarly, diversity in both staff and students is tied to better outcomes for school-aged children, particularly adolescents. While the child care industry’s labor force is relatively diverse,<sup>18</sup> this is not necessarily true for K-12 education; some K-12 schools reflect the diversity of their student population in staff, and others do not.<sup>19</sup>

Active-duty respondents\* to this survey suggest that their children’s child care centers and schools are doing well on these diversity-related metrics. The large majority of active-duty respondents\* who require child care agree that “the staff at [their] child care or early childhood education program reflects the diversity of the families within the program” (65%),<sup>20</sup> “there are toys and reading materials that reflect diversity and inclusion” (63%),<sup>21</sup> and “there are opportunities for their children to play with children of other races and/or cultures” (82%).<sup>22</sup> In line with the civilian research discussed above, a slightly smaller majority perceive diversity-related attributes in their K-12 schools: 53% report that the “staff reflects the diversity of the families,”<sup>23</sup> 53% report “there are reading materials which reflect diversity and inclusion,”<sup>24</sup> and 77% report “there are opportunities for children to meet and play with a variety of children of different races/and or cultures.”<sup>25</sup>



---

### “What does quality child care mean to you?”

- #1** Caring staff
- #2** Child is learning and growing
- #3** Safe & clean facility



---

\*Unless otherwise noted, respondents indicated having at least one racial/ethnic identity other than white. The appearance of U.S. Department of Defense (DoD) visual information does not imply or constitute DoD endorsement.

## Most active-duty family respondents to the 2019 Military Family Lifestyle Survey (MFLS) reported generally positive school experiences for their children, regardless of race/ethnicity.

Research on school belonging is typically conducted with adolescents and has tied a sense of belonging at school to both immediate and long-term academic and well-being outcomes, many of which are also linked to the racial/ethnic diversity of the school.<sup>26</sup> Another study found that adolescents who did not belong to the ethnic majority in the school class had increased odds for loneliness, compared to adolescents who belonged to the ethnic majority; having more same-ethnic classmates lowered the odds for loneliness.<sup>27</sup> Fortunately, there is also evidence that availability and participation in affinity groups (such as Black Student Unions, multicultural alliances, etc.) may help mitigate the negative effects of not having a diverse student body on school connectedness.<sup>28</sup>



Previously unpublished 2019 MFLS data showed very few differences by race/ethnicity on a number of school-related measures, and these similarities in responses are positive indicators for military children of color. The 2019 survey included several measures, such as adherence to Interstate Compact rules, school welcoming and communication, parent comfort with school engagement and advocacy, and child thriving and belonging – with little variation by race/ethnicity on any of them.<sup>29</sup> For example, when asked to respond to the item “my oldest child seems to feel a strong sense of belonging to their school”: 64% of white, non-Hispanic active-duty family respondents strongly agreed or agreed, as did 64% of Asian respondents, 61% of Black respondents, and 60% of Latino/a/x respondents.<sup>30</sup>

There were also few differences by race/ethnicity in items related to military cultural competency at school, with 48% of white, non-Hispanic active-duty family respondents, 52% of Asian respondents, 47% of Black respondents, and 44% of Latino/a/x respondents agreeing or strongly agreeing with the statement: “The support from my oldest child’s school for families dealing with military life is excellent.”<sup>31</sup> This is an example of the need for future research addressing intersectionality in military children and families or color, particularly in child care and school settings.<sup>32</sup>

\*Unless otherwise noted, respondents indicated having at least one racial/ethnic identity other than white. The appearance of U.S. Department of Defense (DoD) visual information does not imply or constitute DoD endorsement.

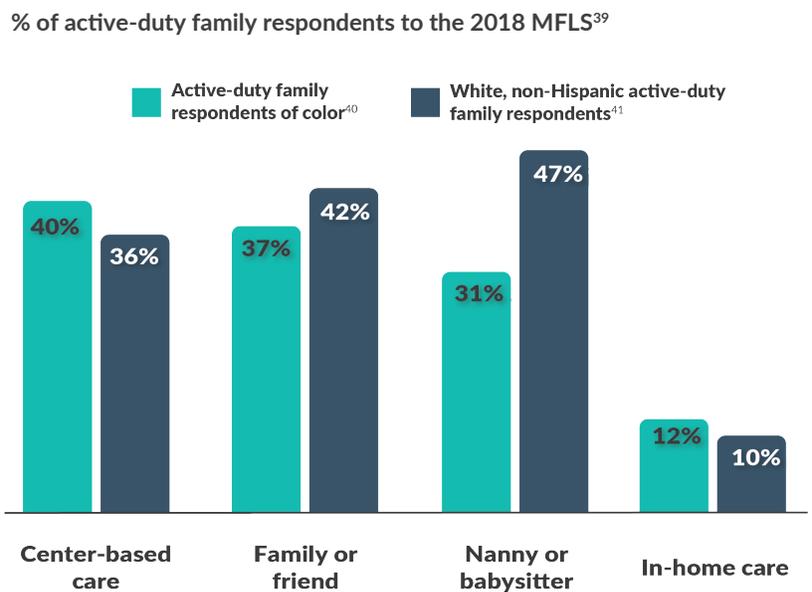
## Child care needs and provider usage differ by race/ethnicity, but overall access rates are similar.

Civilian research shows variation in the type of child care being accessed by Black, Hispanic, Asian, and other racial/ethnic minority families. For example, Hispanic children are most likely to be cared for by another family member or relative; center-based care usage is highest among Asian and Pacific Islander and Black, non-Hispanic families, and immigrant families are less likely overall to use child care.<sup>33</sup> However, active-duty families are inevitably influenced by factors unique to military life: frequent relocations potentially make it difficult to utilize child care providers with long waitlists; living far from relatives could make it more difficult to use extended family for routine child care support; and access to income-based, tiered child care tuition and fee assistance rates make accessing child care more equitable if capacity exists on the installation or in the community.

Previously unpublished data from the 2018 MFLS found that three-quarters of active-duty family respondents of color had a child care need, similar to their white, non-Hispanic counterparts.<sup>34</sup> Of those who needed child care, responses differed between racial/ethnic groups, with 33% of active-duty family respondents of color requiring “weekly, full-time child care so [they could] work or attend school (35 hours or more per week),” compared to 23% of white, non-Hispanic active-duty family respondents reporting the same.<sup>35</sup>

Further exploration of 2018 MFLS data suggests no disparities in child care access among active-duty family respondents, however, with about a quarter reporting they were able to find child care for their current situation, regardless of the respondent’s race/ethnicity.<sup>36</sup> Nonetheless, differences emerged by race/ethnicity regarding what type of child care families utilized (Figure 1). Publicly-available data from the 2017 Survey of Active Duty Spouses indicates that child care usage is highest among non-Hispanic Black spouses (69%) and lowest among Hispanic spouses (58%).<sup>37</sup> This study also suggests that racial/ethnic minority spouses use military-provided child care at higher rates than their non-Hispanic white peers: 54% of “minority” spouses reported using military-provided care either on- or off-installation, compared to 41% of white, non-Hispanic spouses.<sup>38</sup>

**Figure 1: Child Care Delivery Utilization Among Active-Duty Family Respondents by Race/Ethnicity**



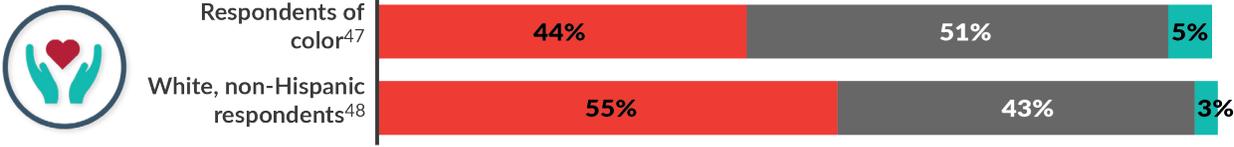
<sup>39</sup>Unless otherwise noted, respondents indicated having at least one racial/ethnic identity other than white.

## Impacts of the COVID-19 pandemic on military children of color remain inconclusive, but early data suggests few racial/ethnic disparities in children’s education and child care situation.

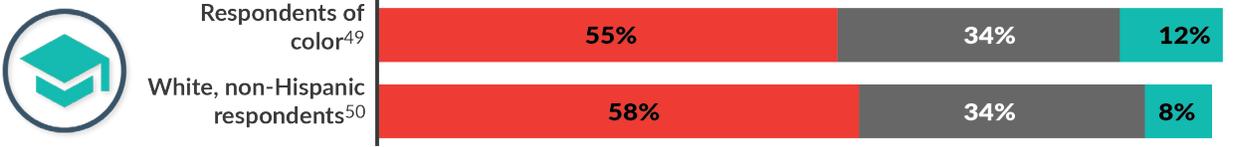
The COVID-19 pandemic has impacted students of color in various ways. The United States Department of Education reported on the developing impacts of the COVID-19 pandemic on American students and shared emerging evidence of racial disparities related to academic achievement and access to educational opportunities and resources, as well as access to educational support for students of color with disabilities.<sup>42</sup> Additionally, the American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry, and the Children’s Hospital Association declared the pandemic-related decline in youth mental health to be a national emergency.<sup>43</sup> Civilian research indicates that mental health impacts of the pandemic differ based on social and cultural factors, including race/ethnicity and socioeconomic status.<sup>44</sup> In a potential departure from civilian literature, however, active-duty family respondents to the 2020 MFLS (fielded in September 2020) reported little variation by race/ethnicity with regard to the perceived impact of the pandemic on their children’s education and child care situation; white, non-Hispanic active-duty family respondents perceived a worse impact to their children’s mental health, compared to respondents of color<sup>45</sup> (Figure 2). The extent to which the COVID-19 pandemic impacted military children of color warrants longitudinal research as long-term effects take hold in the coming years.

**Figure 2: Impact of COVID-19 on Military Children**  
% of active-duty family respondents to the 2020 MFLS

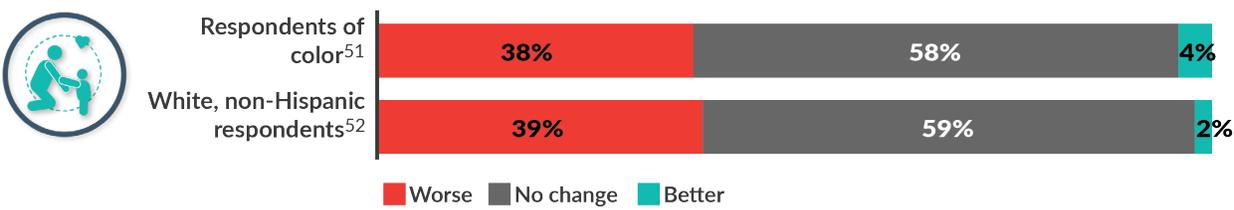
### Children’s mental health<sup>46</sup>



### Children’s education



### Child care situation



Note: Numbers may not sum to 100% due to rounding.

\*Unless otherwise noted, respondents indicated having at least one racial/ethnic identity other than white.

## Despite the positive indicators discussed throughout this finding, open-ended responses reflect frustration and perceptions of discrimination within schools and child care settings for some parents of color.

A recent report from the U.S. Government Accounting Office analyzed data from 2011 to 2019 and found that Black and Hispanic students in Department of Defense schools scored consistently higher than their public-school peers for fourth- and eighth-grade reading and math.<sup>53</sup> This finding highlights several other positive indicators related to the education of active-duty children of color. However, when respondents were asked in an open-ended format to describe “policies or practices that are not culturally appropriate/do not feel culturally appropriate for [their] family,” in their child care provider or school, the top themes across responses relate to disagreements with curriculum, perceived racial/ethnic discrimination, and lack of cultural awareness or acknowledgment of cultural differences. In some cases, respondents tie these issues to broader implications for their family regarding trust in the school system, their family’s racial/ethnic identity, and/or their child’s well-being.



**During a unit on ‘community helpers,’ my oldest was asked to write a paragraph about how Christopher Columbus was a community helper. There was only one person of color included in the unit, and no females. I wrote to the teacher and explained that my child would not be writing a paragraph about Columbus. The teacher responded that she was following [the state’s] curriculum guidelines and that there was not time for her to add additional people to balance out the dominance of white males in the unit.**

- American Indian or Alaska Native Military Spouse

\*Unless otherwise noted, respondents indicated having at least one racial/ethnic identity other than white.



# Finding 10 Endnotes

- <sup>1</sup> Cole, 2016; De Pedro, et al., 2018; Ruff & Keim, 2014.
- <sup>2</sup> National Academies of Sciences, Engineering, and Medicine, 2019.
- <sup>3</sup> American Psychological Association, 2012, August 3; U.S. Government Accountability Office, 2015, August 14.
- <sup>4</sup> Darling-Hammond, 2016, July 28.
- <sup>5</sup> Clever & Segel, 2013.
- <sup>6</sup> Blue Star Families, 2020; Blue Star Families, 2019; Blue Star Families, 2018.
- <sup>7</sup> Markowitz, et. al., 2020.
- <sup>8</sup> Uttal, 1997.
- <sup>9</sup> Chaudry, et. al., 2011.
- <sup>10</sup> Prieto, et. al., 2019; Chaudry, et. al, 2011; Shlay, 2010.
- <sup>11</sup> For the purposes of this survey, child care is defined as supervision by anyone other than a child's parents/guardians and can be paid or unpaid. For example, a friend, relative, babysitter, nanny, child care center, etc. are considered as child care for this question. This question was only shown to respondents who answered yes to the following: "Do you require child care?" (excluding after-school care for K-12 children). Question: Which attributes are the MOST important to you when considering a child care / preschool provider? Please select your top five. "Cost" or "affordability" was inadvertently omitted from the pick list in this survey during the instrument editing process and almost certainly introduces omitted variable bias to this analysis. Future research will include this as a variable for analysis.
- <sup>12</sup> n=178.
- <sup>13</sup> Question was shown to respondents who answered "yes" to "Do you have a child eligible for K-12 enrollment?" Question: Which attributes are the MOST important to you when considering a school for your child(ren)? Please select your top five.
- <sup>14</sup> n=393.
- <sup>15</sup> When providers and parents speak the same language, parent engagement and communication increases. Hill & Torres (2010); Mundt, et. al. (2015).
- <sup>16</sup> Miller, 2018, September 10; New America, n.d.; Chiefs for Change, n.d.; Miller, 2019, May 28.
- <sup>17</sup> Miller, 2018, September 10; Miller, 2019, May 28.
- <sup>18</sup> Paschall, et. al., 2020.
- <sup>19</sup> Madsen, et. al., 2016.
- <sup>20</sup> n=160. This survey did not ask the respondent to elaborate on the racial/ethnic makeup of the program, only whether the diversity of the staff reflects the racial/ethnic composition of the families in the program. Additionally, 4% of active-duty family respondents\* did not know if the staff reflects the diversity of the students, and 12% did not know if the reading materials reflect diversity.
- <sup>21</sup> n=160.
- <sup>22</sup> n=161.
- <sup>23</sup> n=368. This survey did not ask the respondent to elaborate on the racial/ethnic makeup of the school, only whether the diversity of the staff reflects the racial/ethnic composition of the families attending the school. Additionally, 10% of active-duty family respondents\* did not know if the staff reflects the diversity of the students, and 15% did not know if the reading materials reflect diversity. It is possible that this is a function of remote/hybrid schooling during the COVID-19 pandemic and suggests another area for future research.
- <sup>24</sup> n=365.
- <sup>25</sup> n=367. This survey did not ask the respondent to elaborate on the racial/ethnic makeup of the school, only whether the diversity of the staff reflects the racial/ethnic composition of the families attending the school. Additionally, 10% of active-duty family respondents\* did not know if the staff reflects the diversity of the students, and 15% did not know if the reading materials reflect diversity. It is possible that this is a function of remote/hybrid schooling during the COVID-19 pandemic and suggests another area for future research.
- <sup>26</sup> Ernestus, et. al., 2014; Kaminski, et. al., 2010; Greene & Way, 2005; Healey & Stroman, 2021, February.
- <sup>27</sup> Madsen, et. al., 2016.
- <sup>28</sup> Voight, et. al., 2015.
- <sup>29</sup> The 2019 MFLS asked parents with school-aged children of all ages to report on perceived outcomes for their oldest child and their oldest child's school.

- <sup>30</sup> These results could vary by a host of factors (such as oldest child's age, gender, family characteristics, school characteristics, etc.); however, these variables were not captured or could not be analyzed due to small sample sizes for various racial/ethnic groups. Frequencies of respondents who answered this question in the 2019 MFLS by race/ethnicity: white, non-Hispanic (n=1648), Asian (n=85), Black (n=115), and Hispanic (n=248).
- <sup>31</sup> Frequencies of respondents who answered this question in the 2019 MFLS by race/ethnicity: white, non-Hispanic (n=1627), Asian (n=83), Black (n=115), and Hispanic (n=240).
- <sup>32</sup> National Academies of Sciences, Engineering, and Medicine, 2019.
- <sup>33</sup> Johnson-Staub, 2017, December.
- <sup>34</sup> All respondents with children under the age of 17 were shown this section of the 2018 MFLS. "Child Care" was defined as "supervision by anyone other than a child's parents, and can be paid or unpaid. For example, a friend, relative, babysitter, nanny, child care center, etc. are considered child care for this question." Frequencies of active-duty family respondents to this question: respondents of color (n=741) and white, non-Hispanic respondents (n=2,640).
- <sup>35</sup> Frequencies of active-duty family respondents to this question: respondents of color (n=554) and white, non-Hispanic respondents (n=1,936).
- <sup>36</sup> Frequencies of active-duty family respondents to this question: respondents of color (n=549) and white, non-Hispanic respondents (n=1,927).
- <sup>37</sup> Office of People Analytics, 2018, May. The 2017 Survey of Active Duty Spouses does not provide usage rates for all racial/ethnic groups in published data.
- <sup>38</sup> *ibid.*
- <sup>39</sup> This question was only shown to respondents who required any form of child care. The survey instrument did not differentiate between "family" and "friend" ("I have a family member or friend who helps me"), meaning that a direct comparison to civilian literature cannot be made. Military families often live far from family, so it is likely that respondents were referring to a friend supporting them, whereas civilian literature suggests greater preference for familial child care support, especially among Hispanic families. This question was offered as a "select all" question, and many families utilize multiple options. For the purposes of this analysis, all child care center options were collapsed and include on-base/installation child care in a CDC for full-time care, on-base/installation child care in a CDC for drop-in care, and off-base private child care center. Similarly, in-home care options were collapsed and include off- or on-base in-home childcare provider. "Nanny or babysitter" includes "provider who comes to home or lives with me (e.g., nanny or au pair)" and "I hire a babysitter when needed." n=549.
- <sup>41</sup> n=1,919.
- <sup>42</sup> Office for Civil Rights, 2021, June 9.
- <sup>43</sup> Pew Trusts, 2021, November 8; American Academy of Pediatrics, 2021, October 19.
- <sup>44</sup> Penner, Hernandez, & Sharp, 2020; Bhogal, et. al., 2021.
- <sup>45</sup> Unpublished data from Blue Star Families' 2020 MFLS. This analysis is limited by sample size and cannot speak to potential subsample differences (e.g., differences in children's ages, number of children, etc.). Race/ethnicity was measured as a single select item in the 2020 MFLS. Contact [survey@bluestarfam.org](mailto:survey@bluestarfam.org) for additional information.
- <sup>46</sup> This series of questions asked the respondent the degree to which COVID-19 had impacted their children's mental health, meaning it is possible military children of color experienced negative mental health impacts not reported here. For example, as reported in Finding 9, race/ethnicity-related stressors were also apparent during the pandemic, which are also likely to affect the well-being of children, but researchers have noted the difficulty in teasing apart the effects of the pandemic and these sociopolitical events. (Meade, 2021) Lastly, we are not able to determine if there were differences by racial/ethnic group in military children's mental health before the pandemic.
- <sup>47</sup> n=617.
- <sup>48</sup> n=1,865.
- <sup>49</sup> n=618.
- <sup>50</sup> n=1,848.
- <sup>51</sup> n=539.
- <sup>52</sup> n=1,653.
- <sup>53</sup> U.S. Government Accountability Office. (2022, January 21). K-12 education: Students in DOD schools generally score higher than public school students on national assessments. <https://www.gao.gov/assets/gao-22-105058.pdf>



## Finding 10 References

*Unless otherwise noted, images are sourced from Blue Star Families Stock Photos, DVIDSHub.net, Unsplash.com. The appearance of U.S. Department of Defense (DoD) visual information does not imply or constitute DoD endorsement.*

American Academy of Pediatrics. (2021, October 19). AAP-AACAP-CHA declaration of a national emergency in child and adolescent mental health. <https://www.aap.org/en/advocacy/child-and-adolescent-healthy-mental-development/aap-aacap-cha-declaration-of-a-national-emergency-in-child-and-adolescent-mental-health/>

American Psychological Association. (2012, August 3). Ethnic and racial disparities in education. <https://www.apa.org/ed/resources/racial-disparities.pdf>

Bhagal, A., Borg, B., Jovanovic, T., & Marusak, H. A. (2021). Are the kids really alright? Impact of COVID-19 on mental health in a majority Black American sample of school children. *Psychiatry Research*, 304, 1141-1146. <https://doi.org/10.1016/j.psychres.2021.114146>

Blue Star Families. (2020). 2020 Military family lifestyle survey comprehensive report. Blue Star Families. [https://bluestarfam.org/wp-content/uploads/2021/03/BSF\\_MFLS\\_CompReport\\_FULL.pdf](https://bluestarfam.org/wp-content/uploads/2021/03/BSF_MFLS_CompReport_FULL.pdf).

Blue Star Families. (2019). 2019 Military family lifestyle survey comprehensive report. Blue Star Families. <https://bluestarfam.org/wp-content/uploads/2020/03/BSF-2019-Survey-Comprehensive-Report-Digital-rev200305.pdf>

Blue Star Families. (2018). 2018 Military family lifestyle survey comprehensive report. Blue Star Families. <https://bluestarfam.org/wp-content/uploads/2019/03/2018MFLS-ComprehensiveReport-DIGITAL-FINAL.pdf>

Carlin, C., Davis, E. E., Krafft, C., & Tout, K. (2019). Parental preferences and patterns of child care use among low-income families: A Bayesian analysis. *Children and Youth Services Review*, 99, 172–185. <https://doi.org/10.1016/j.childyouth.2019.02.006>

Chaudry, A., Pedroza, J.M., Sandstrom, H., Danziger, A., Grosz, M., Scott, M., Ting, S. (2011). Child care choices of low-income working families. Washington, DC: Urban Institute. <https://www.urban.org/sites/default/files/publication/27331/412343-Child-Care-Choices-of-Low-Income-Working-Families.PDF>Clever, M., & Segel, D. R. (2013). The demographics of military children and families. *The Future of Children*, 23(2), 13-40. <https://files.eric.ed.gov/fulltext/EJ1018362.pdf>

Chiefs for Change. (n.d.). High-quality instructional materials. <https://chiefsforchange.org/beliefs/high-quality-instructional-materials/>

Cole, R. F. (2016). Supporting Students in Military Families during Times of Transition: A Call for Awareness and Action. *Professional School Counseling*. <https://doi.org/10.5330/1096-2409-20.1.36>

Darling-Hammond, L. (2016, July 28). Unequal opportunity: race and education. Brookings. <https://www.brookings.edu/articles/unequal-opportunity-race-and-education/>

De Pedro, K. T., Astor, R. A., Gilreath, T. D., Benbenishty, R., & Berkowitz, R. (2018). School Climate, Deployment, and Mental Health Among Students in Military-Connected Schools. *Youth & Society*, 50(1), 93–115. <https://doi.org/10.1177/0044118X15592296>

Ernestus, S. M., Prelow, H. M., Ramrattan, M. E., & Wilson, S. A.(2014). Self-system processes as a mediator of school connectedness and depressive symptomatology in African American and European American adolescents. *School Mental Health*, 6(3),175–183. <https://doi.org/10.1007/s12310-014-9122-z>

Greene, M. L., & Way, N. (2005). Self esteem trajectories among ethnic minority adolescents: a growth curve analysis of the patterns and predictors of change. *Journal of Research on Adolescence*, 15(2), 151–178. <https://doi.org/10.1111/j.1532-7795.2005.00090.x>

Healey, K., & Stroman, C. (2021, February). Structures for belonging: A synthesis of research on belonging-supportive learning environments. Student Experience Network. Retrieved December 17, 2021, from <https://studentexperiencenetwork.org/wp-content/uploads/2021/03/Structures-for-Belonging.pdf>

Hill, N. E., & Torres, K. (2010). Negotiating the American dream: The paradox of aspirations and achievement among Latino students and engagement between their families and schools. *Journal of Social Issues*, 66(1), 95-112. <https://doi.org/10.1111/j.1540-4560.2009.01635.x>

Johnson-Staub, C. (2017, December). Equity starts early. The Center for Law and Social Policy. [https://www.clasp.org/sites/default/files/publications/2017/12/2017\\_EquityStartsEarly\\_0.pdf](https://www.clasp.org/sites/default/files/publications/2017/12/2017_EquityStartsEarly_0.pdf)

Kaminski, J. W., Puddy, R. W., Hall, D. M., Cashman, S. Y., Crosby, A. E., & Ortega, L. A. (2010). The relative influence of different domains of social connectedness on self-directed violence in adolescence. *Journal of Youth and Adolescence*, 39(5), 460-473. <https://doi.org/10.1007/s10964-009-9472-2>

Madsen, K. R., Damsgaard, M. T., Rubin, M., Jervelund, S. S., Lasgaard, M., Walsh, S., Stevens, G. G. W. J. M., & Holstein, B. E. (2016). Loneliness and ethnic composition of the school class: a nationally random sample of adolescents. *Journal of Youth and Adolescence: A Multidisciplinary Research Publication*, 45(7), 1350-1365. <https://doi.org/10.1007/s10964-016-0432-3>

Markowitz, A. J., Bassok, D., & Grissom, J. A. (2020). Teacher-child racial/ethnic match and parental engagement with head start. *American Educational Research Journal*, 57(5), 2132-2174. <https://doi.org/10.3102/0002831219899356>

Meade, J. (2021). Mental health effects of the COVID-19 pandemic on children and adolescents: A review of the current research. *Pediatric Clinics of North America*, 68, 945-959. <https://doi.org/10.1016/j.pcl.2021.05.003>

Miller, C. (2019, May 28). The importance of promoting diversity in early childhood programs. The Infant Crier. Michigan Association of Infant Mental Health. <https://infantcrier.mi-aimh.org/the-importance-of-promoting-diversity-in-early-childhood-programs/>

Miller, C. C. (2018, September 10). Does teacher diversity matter in student learning? The New York Times. <https://www.nytimes.com/2018/09/10/upshot/teacher-diversity-effect-students-learning.html>

Mundt, K., Gregory, A., Melzi, G., & McWayne, C. M. (2015). The influence of ethnic match on Latino school-based family engagement. *Hispanic Journal of Behavioral Sciences*, 37(2), 170-185. <https://doi.org/10.1177/0739986315570287>

National Academies of Sciences, Engineering, and Medicine (2019). Strengthening the military family readiness system for a changing American society. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25380>.

National Center for Educational Statistics. (2021). Early childhood program participation: 2019. National Center for Educational Statistics. <https://nces.ed.gov/fastfacts/display.asp?id=4>

New America. (n.d.). Culturally responsive teaching. New America. <https://www.newamerica.org/education-policy/reports/culturally-responsive-teaching/understanding-culturally-responsive-teaching/>

Office for Civil Rights. (2021, June 9). Education in a pandemic. Department of Education. <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf?tpcc=nlcapsule>

Office of People Analytics. (2018, May). 2017 Survey of Active Duty Spouses Tabulation of Responses. Department of Defense. <https://apps.dtic.mil/sti/pdfs/AD1081212.pdf>



Paschall, K., Madill, R., & Halle, T. (2020). Demographic characteristics of the early care and education workforce: Comparisons with child and community characteristics. OPRE Report #2020-108. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/sites/default/files/documents/opre/demographic-characteristics-ECE-dec-2020.pdf>

Paschall, K., Madill, R., & Halle, T. (2020). Professional characteristics of the early care and education workforce: Descriptions by race, ethnicity, languages spoken, and nativity Status. OPRE Report #2020-107. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/sites/default/files/documents/opre/professional-characteristics-ECE-dec-2020.pdf>

Penner, F., Hernandez, J. H., & Sharp, C. (2020). Change in youth mental health during the COVID-19 pandemic in a majority Hispanic/Latinx US sample. *Journal of the American Academy of Child & Adolescent Psychiatry*, 60(4), 513-523. <https://doi.org/10.1016/j.jaac.2020.12.027>

Pew Trusts. (2021, November 8). Covid harmed kids' mental health-and schools are feeling it. The Pew Charitable Trusts. <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2021/11/08/covid-harmed-kids-mental-health-and-schools-are-feeling-it>

Prieto, L., Agüero-Valverde, J., Zarrate-Cardenas, G., & Van Maarseveen, M. (2019) Parental preferences in the choice for a specialty school. *Journal of School Choice*, 13(2), 198-227. <https://doi.org/10.1080/15582159.2018.1442087>

Ruff, S., & Keim, M. (2014). Revolving doors: The impact of multiple school transitions on military children. *Professional Counselor*, 4( 2), 103-113. <https://tpcjournal.nbcc.org/wp-content/uploads/2014/04/Pages-103-113-Ruff-PDF.pdf>

Shlay, A. B. (2010). African American, White, and Hispanic child care preferences: A factorial survey analysis of welfare leavers by race and ethnicity. *Social Science Research*, 39(1), 125-141. <https://doi.org/10.1016/j.ssresearch.2009.07.005>

U.S. Government Accountability Office. (2015, August 14). Racial disparities in education and the role of government. <https://www.gao.gov/blog/racial-disparities-education-and-role-government>

U.S. Government Accountability Office. (2022, January 21). K-12 education: Students in DOD schools generally score higher than public school students on national assessments. <https://www.gao.gov/assets/gao-22-105058.pdf>

Uttal, L. (1997). "Trust your instincts" Racial ethnic and class-based preferences in employed mothers' childcare choices. *Qualitative Sociology*. 20(2). 253-274. <http://dx.doi.org/10.1023/A:1024765719203>

Voight, A., Hanson, T., O'Malley, M., & Adekanye, L. (2015). The racial school climate gap: within-school disparities in students' experiences of safety, support, and connectedness. *American Journal of Community Psychology*, 56(3-4), 252-267. <https://doi.org/10.1007/s10464-015-9751-x>