

**Military Homeschoolers  
Association**

---

**ANNUAL  
REPORT**

---

**2024**



**Military  
Homeschoolers  
Association**

The background of the page features a close-up, slightly blurred image of the American flag, showing the stars and stripes. The flag is positioned on the left side, with the stars visible in the upper left corner and the stripes extending towards the bottom right.

---

## TABLE OF CONTENTS

---

Letter from the Founder	3
MHA Team	4
Methodology	5
Demographics	5
Homeschoolers	10
Factors in Homeschooling	12
School Subjects	17
Exceptional Family Member Program	18
Resources & Reporting	20
Summary	22

A close-up, slightly blurred image of the American flag, showing the stars and stripes, serves as the background for the letter.

---

## LETTER FROM OUR FOUNDER

---

Dear Milhomeschoolers,

As the founder of the Military Homeschoolers Association (MHA), I am honored to share the results of our groundbreaking military homeschool survey. This initiative marks a significant milestone in our mission to support, resource, and advocate for military homeschooling families. Your voices—representing diverse experiences from across the branches and around the world—have provided invaluable insights into the challenges, successes, and unique dynamics of military homeschooling. We are excited to present this data, which will serve as a foundation for meaningful conversations, partnerships, and policy considerations moving forward.

The results of this survey reflect the realities of military homeschoolers, from educational preferences to support needs and the impact of military life on home education. This data is more than just numbers—it tells the story of resilience, adaptability, and the dedication of military families to providing quality education despite frequent moves, deployments, and other service-related demands. With this analysis, we aim to inform key stakeholders, including policymakers, military leadership, and education organizations, to ensure that military homeschooling families receive the recognition and resources they deserve.

Thank you to each family who took the time to participate in this survey. Your input is shaping the future of military homeschooling by giving voice to our community's needs and priorities. We look forward to using this data to drive meaningful change, foster greater awareness, and strengthen the support network for military homeschoolers. Stay connected with MHA as we continue to advocate for you and provide opportunities for engagement, collaboration, and growth within our vibrant community.

Natalie Mack, M.Ed Founder Military Homeschoolers  
Association  
March 3, 2025

---

## MEET THE MHA RESEARCH TEAM

---

### NATALIE MACK



#### **MHA FOUNDER**

B.A. POLITICAL SCIENCE & SPANISH  
M. ED COUNSELING, NCC (RETIRED)  
FOUNDER OF MILITARY  
HOMESCHOOLERS ASSOCIATION

### CANDACE GUELZO



#### **MHA LEAD RESEARCHER**

B.S., M.S. PSYCHOLOGY,  
PH.D. CANDIDATE I/O PSYCHOLOGY  
SURVEY DESIGNER & ANALYST

## METHODOLOGY

The 2024 inaugural Military Homeschoolers Association Survey was initiated to further advocate for and determine the needs of the military homeschooling community. Participants were recruited through Facebook and invited to complete an anonymous survey via Survey Monkey. Informed consent was agreed upon by the participants, and participants were informed of their rights to stop the survey at any time and informed of the low risk of harm. Of the 861 total collected responses, 763 were deemed acceptable. The survey had a completion rate of 89%. Fundamental statistical and qualitative analyses were used to determine results.

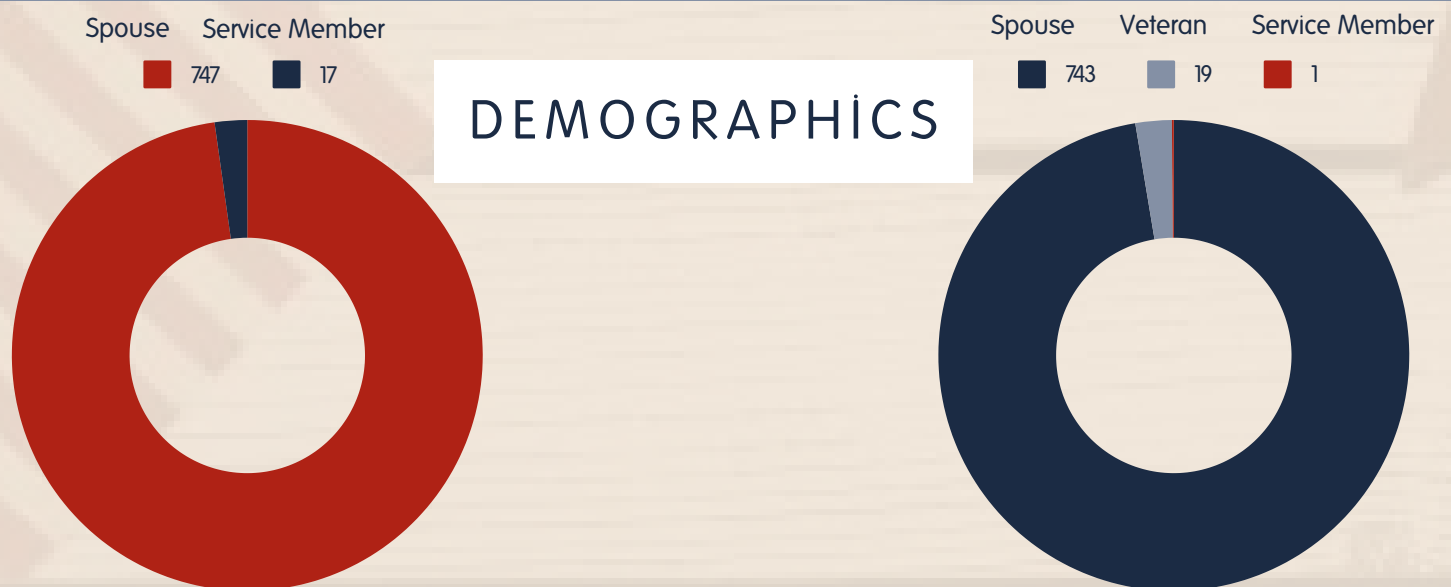


Figure 1.1 Survey completion individual

Figure 1.2 Primary Homeschooling Individual

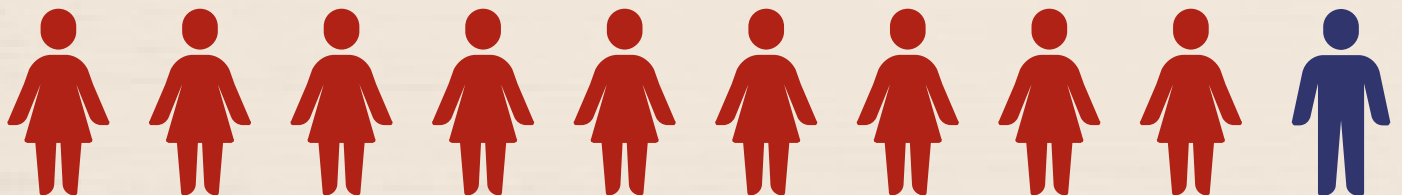


Figure 1.3 Gender of Primary Homeschooling Individual

One couple was dual military  
14 spouses were veterans  
1 respondent was a retiree

Of those who completed the survey, 97.8% were the Spouse ( $n = 747$ ) and 2.2% were the Service Member ( $n = 17$ ) (Figure 1). Figure 2. shows who in the military household is the primary homeschooling individual. 97.4% stated that the spouse ( $n = 743$ ) is the primary homeschooling individual. This was overwhelmingly higher than the 2.5% of Veterans ( $n = 19$ ) and 0.1% of Service Members ( $n = 1$ ) who do the homeschooling. Within Figure 3. we can see that in 98.6% of households homeschooling is done by the female ( $n = 752$ ) individual.

72.3% White

7.85% Hispanic / Latino

3.93% Multiracial

2.74% Black or  
African American

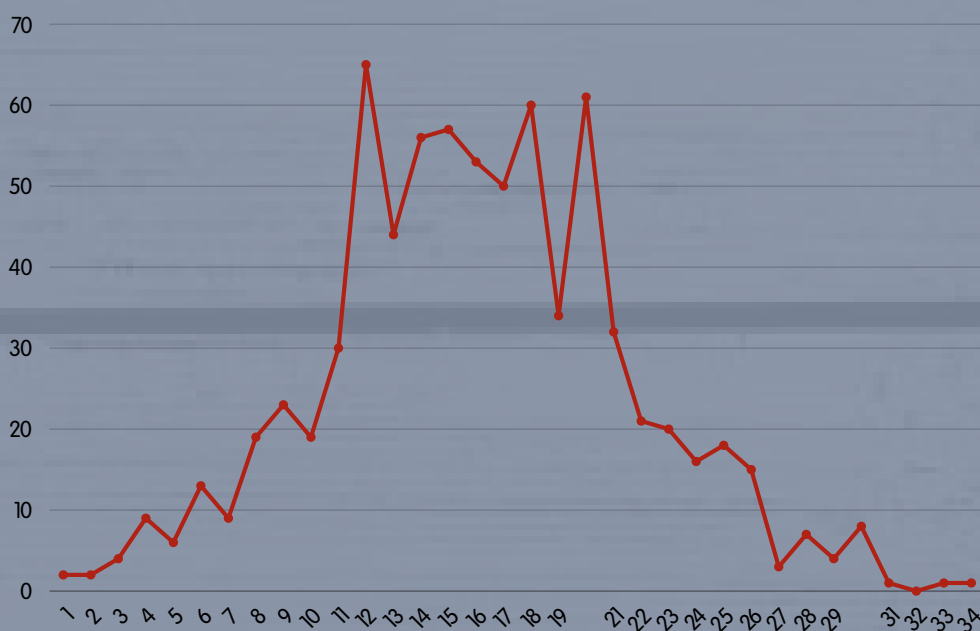
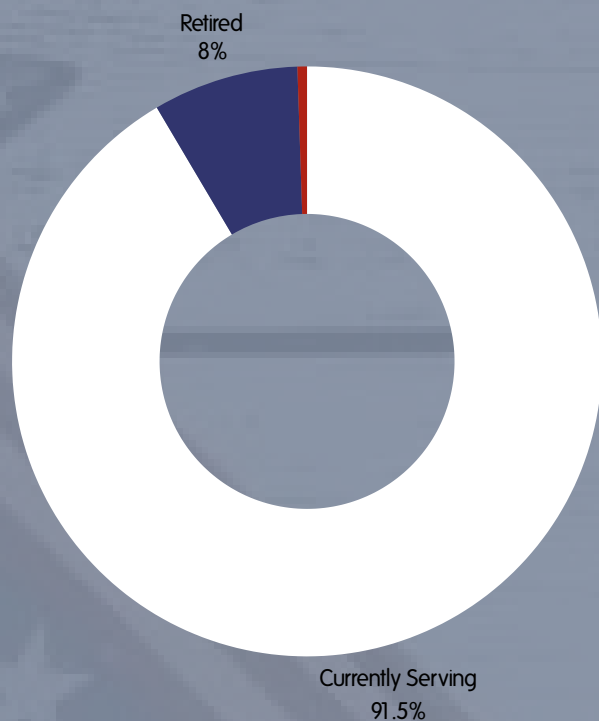
The ethnicity of the survey participants was made up of a majority of white ( $n = 552$ ) participants. Additionally, Hispanic and Latino ( $n = 60$ ), Multiracial ( $n = 30$ ), and Black and African American ( $n = 21$ ) individuals were the most represented among participants. The European American population made up 2% of the survey participants ( $n = 12$ ) and it is worth noting that 7% of participants ( $n = 54$ ) declined to answer.

In order to get a more complete picture of our military families and where they are at in their military journey, participants were asked where the

service member is, on their timeline, in their career. Specially, are they retired, currently serving, or have they left the military prior to retirement age. Figure 1.4 shows that of those families answering our survey, 91.5% were currently serving ( $n = 699$ ) with 8% retired ( $n = 61$ ) and 0.5% leaving the military prior to retirement age ( $n = 4$ ). The majority of those families were between 12 and 21 years of service (Figure 1.5) with a minimum of one year on the low end and thirty-four years on the other extreme. These participants ( $n = 480$ ) have been through military life and, at this point in their careers, are no strangers to the ups and downs that it brings.

Figure 1.4 Time in Service

Figure 1.5. Service Status of Participants



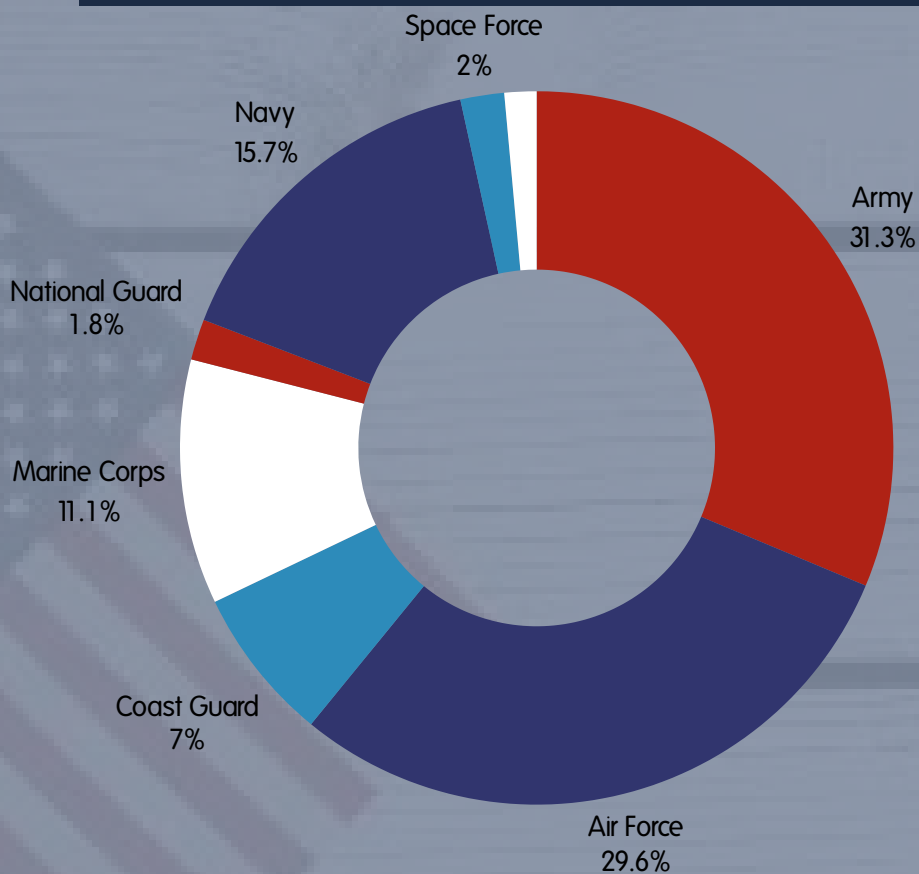
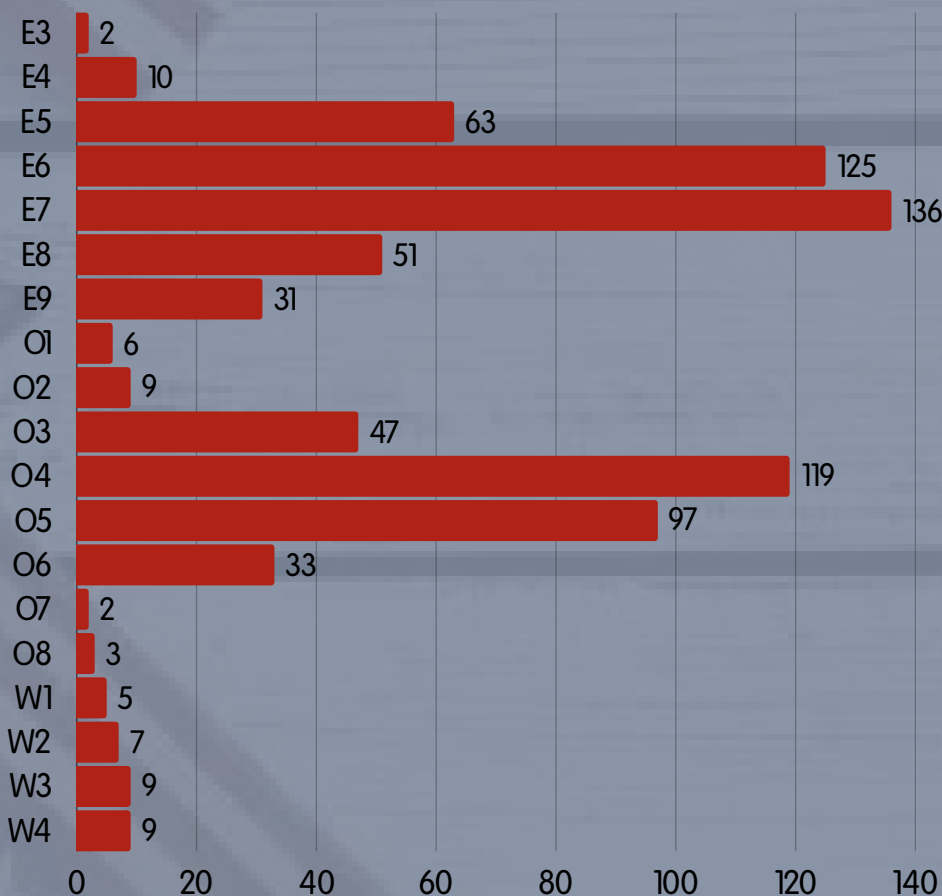


Figure 1.6. Military Branch Representation

Figure 1.7. Rank Dispersion of participants

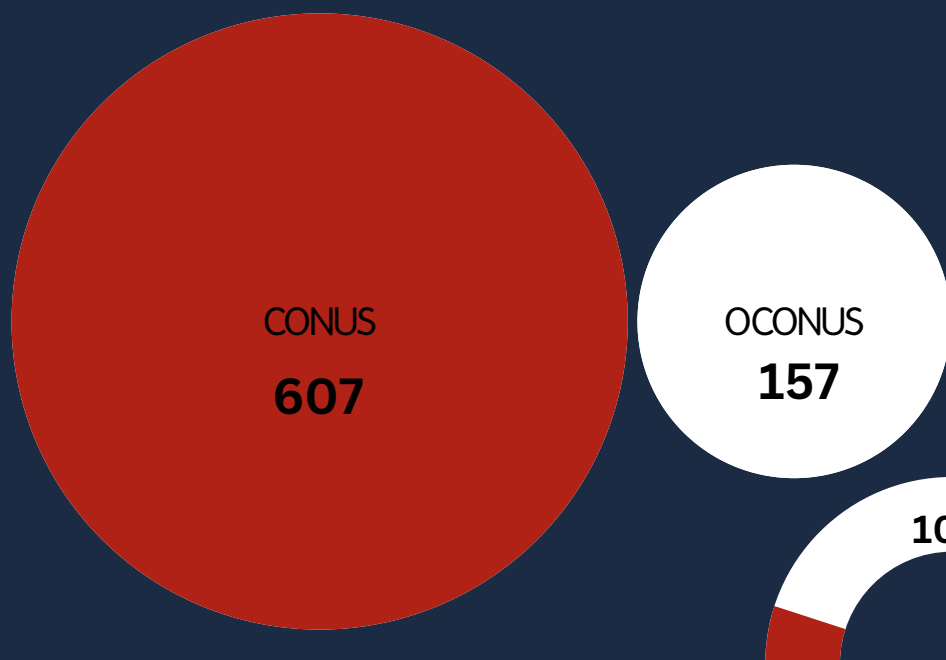


Respondents were asked to choose the branch in which they or their spouse were affiliated (Figure 1.6). The majority of respondents were in the Army (34.3%) and the Air Force (29.6%). The Navy (15.7%), Marine Corps (11.1%), and Coast Guard (7%) followed in similar representation with the Space Force (2%), National Guard (1.8%) and Reserves (1.5%) having a minimal representation.

In order to further define and evaluate homeschooling within the military, participants were also asked to choose the rank in which they currently served or at which they left the military. As can be seen in Figure 1.7, of those answering the survey, homeschooling was most prevalent between the rank bands of E5 - E8 and O3 - O6. However, almost every rank was included in this survey even in minimal representation.



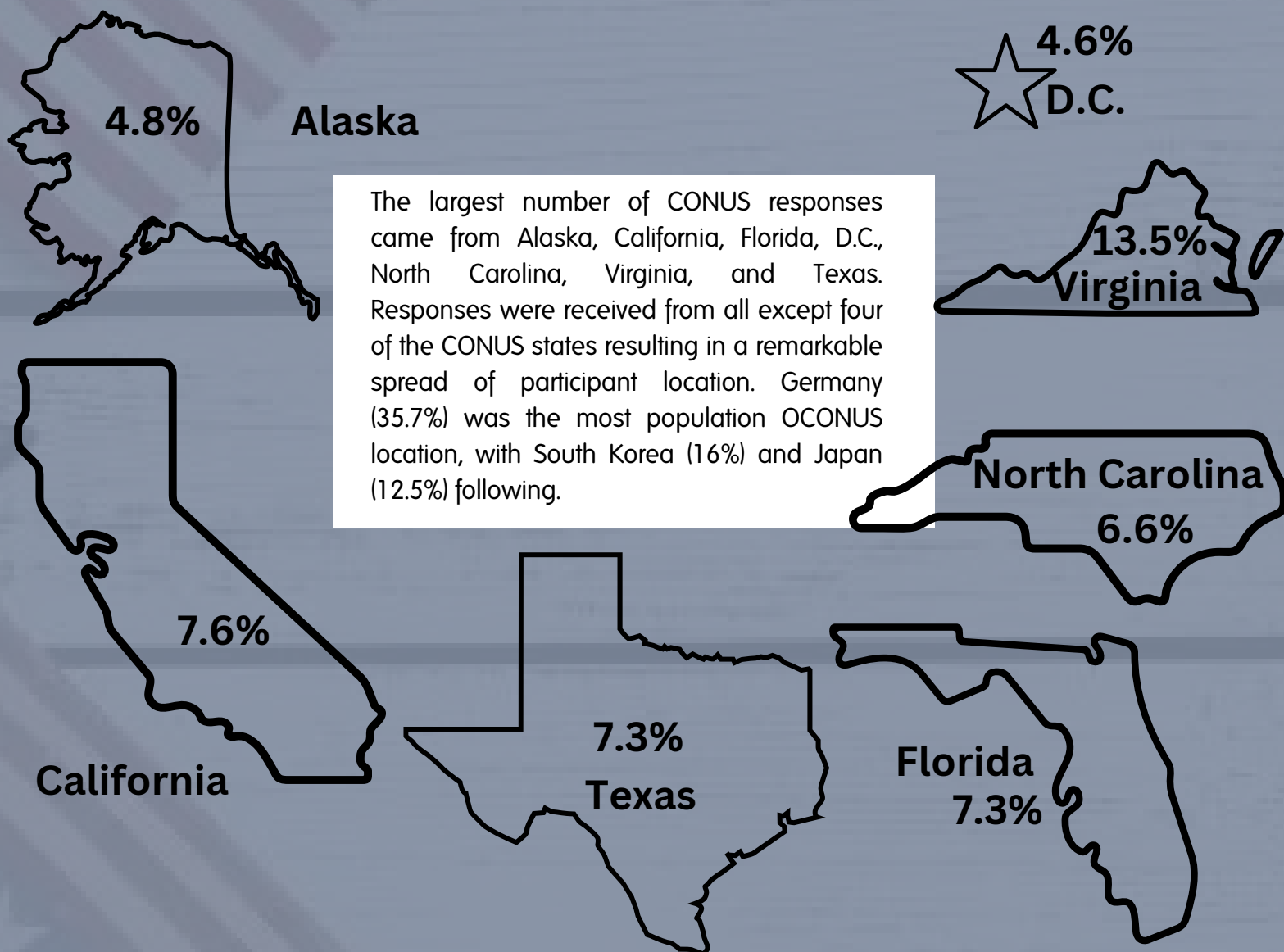
Figure 1.8. CONUS VS OCONUS



Military homeschoolers have different reporting procedures dependent upon the service members assigned duty location. Respondents were asked for their current location. 79.5% were responding from CONUS (Contiguous United States) with 20.5% OCONUS (Outside the Contiguous United States).

Of all the participants only 10% reported to DODEA with the rest reporting to their associated state.

Figure 1.9. DODEA reporting





To explore every avenue of reasoning for homeschooling, participants were asked if they had any religious preferences. Results found that 73.3% of participants did describe themselves as religious (n = 561), with 20.3% identifying as not (n = 155), and 6.3% not disclosing their religious affiliation (n = 48) Figure 1.10. Of the 73.3% who identified as religious, the majority were Christian (84.3%) followed by those who identified under the Christian branch of Catholicism (13.4%) Figure 1.11.

The families surveyed had between one and nine children with the majority of participants having between two and four children as seen in Figure 1.12.

Figure 1.10. Religious Affiliation

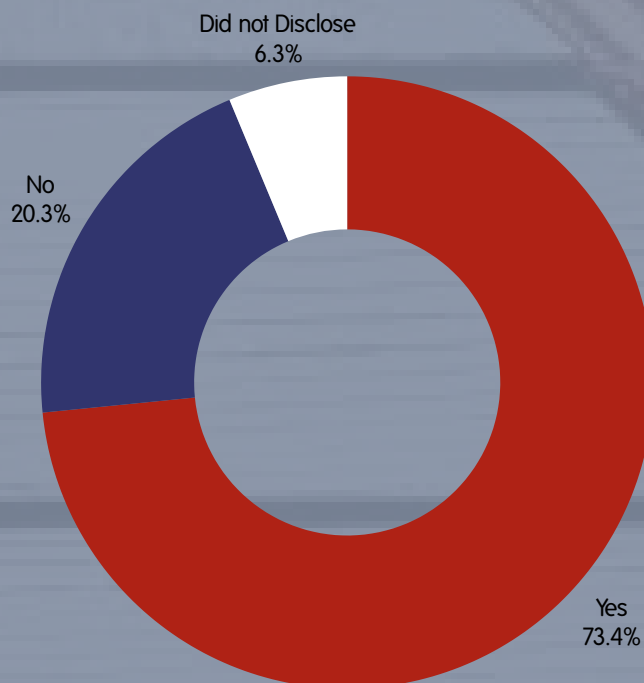


Figure 1.12 Number of Children

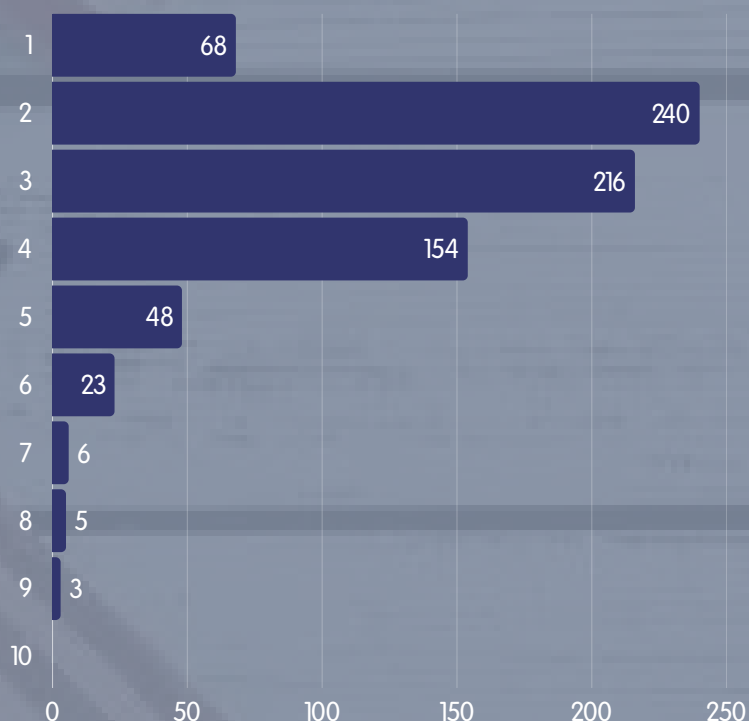
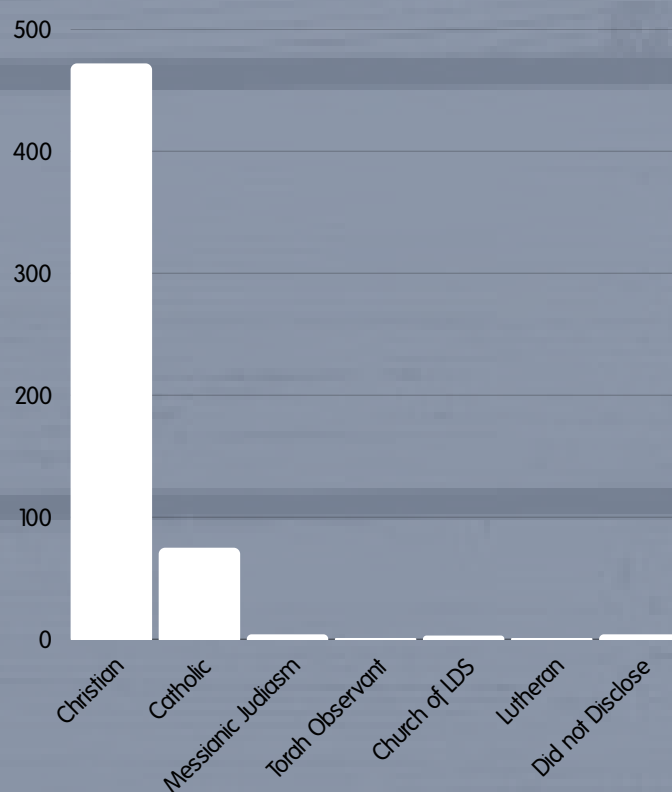


Figure 1.11 Religious Preferences



## MILITARY HOMESCHOOLERS

The military homeschooling community is unique. Civilian homeschoolers have their own sets of reasons to take part in homeschooling, while the military community represents a completely new set of reasons and expectations. Within this research, we are seeking to determine what the needs of the community are in order to best advocate for the military community. In order to do this, we need a basic understanding of the makeup of the community.

Of the participants answering the survey, experience homeschooling ranged from the first year to forty years (Figure 2.1). Showing that the mixed experience of the participants allows for cumulative knowledge and understanding of the practices of homeschooling which assists in validating the concerns of the participants. The participants identified current grades of their children, as seen in Figure 2.2. This figure alone assists in showing a more recent trend toward homeschooling. Each grade is represented, pre-k through 12th.

Figure 2.1 Experience Homeschooling

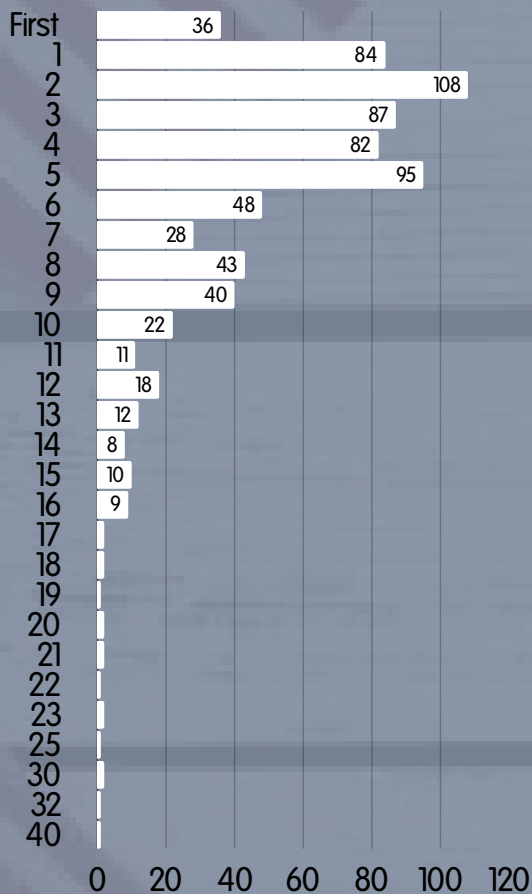
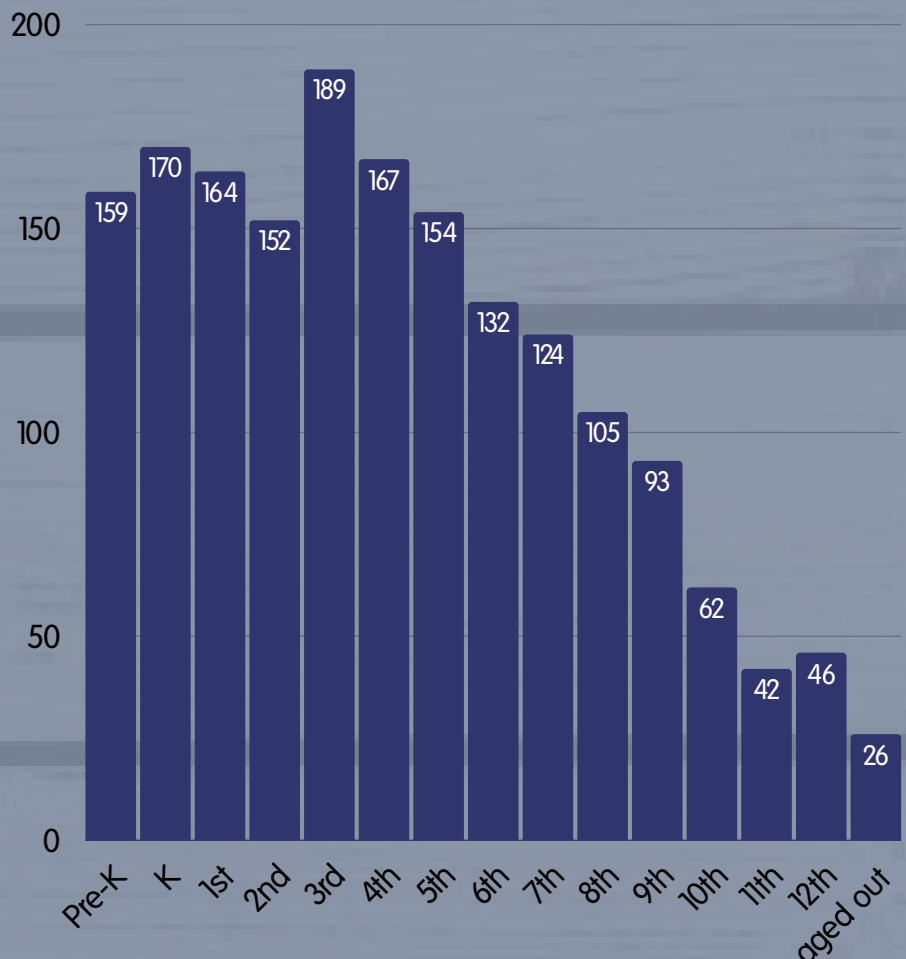


Figure 2.2 Current Grades of Children



Participants were asked what homeschooling style best fit their lifestyle. Our military homeschooling families preferred a wide variety of styles with the most popular being Eclectic (26.2%), Classical (23.7%), and Charlotte Mason (13.9%) Figure 2.3. Curriculums were also extremely varied and included The Good and The Beautiful, ABEKA, Classical Conversations, and Saxon as the most popular. The Curriculum was a mix of religious and secular based content.

Participants were also asked if there were circumstances where, inside their home, some of their children are being homeschooled and others are not. Surprisingly, 9% of respondents did agree that they fell into this category. Of this 9%, their other children are attending DODEA schools (n = 9), public schools (n = 39), and private schools (n = 9) Figure 2.4.

Figure 2.3 Homeschooling Style

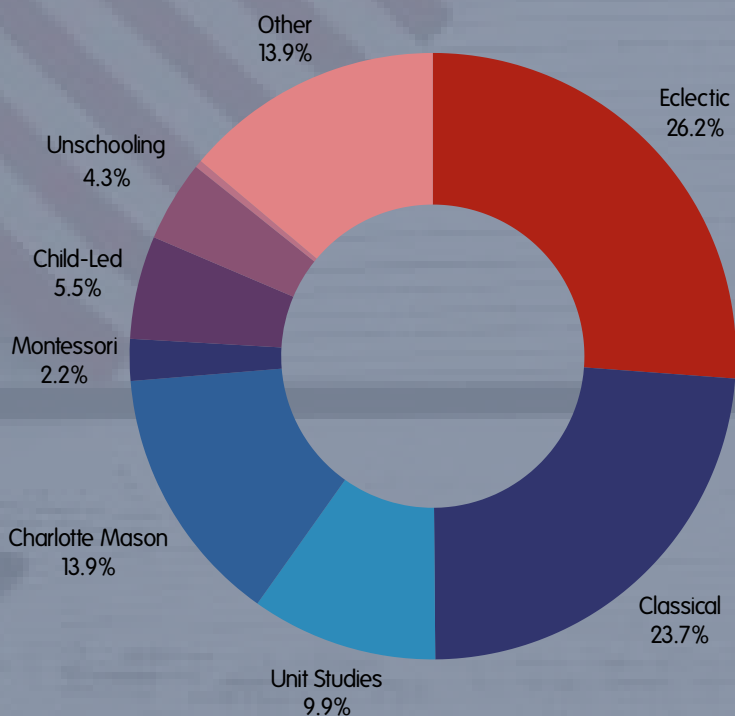
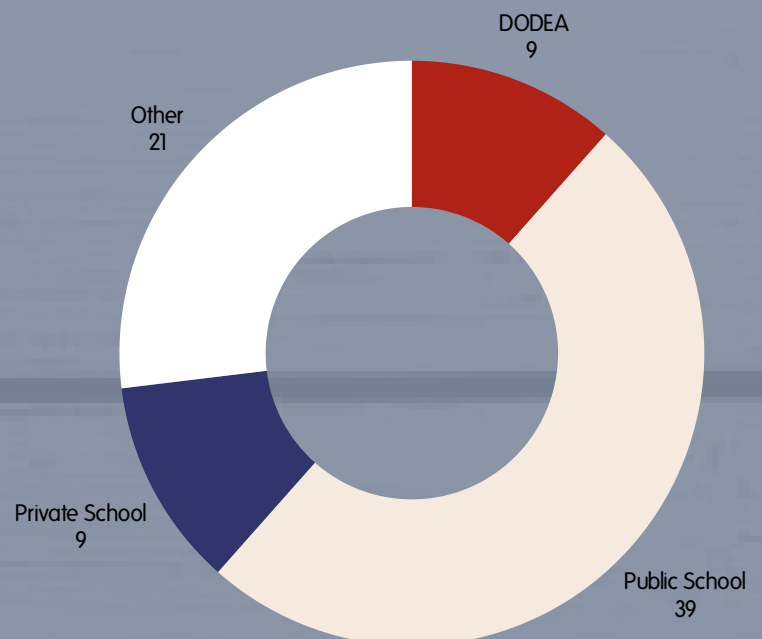


Figure 2.4 Children not Homeschooled

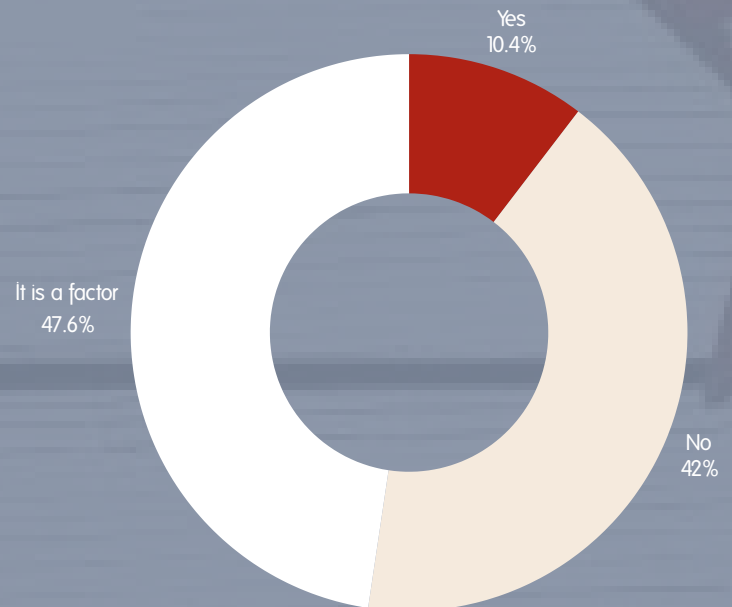


## FACTORS IN HOMESCHOOLING

### RELIGION

Based on the earlier Figure 1.10, 73.4% of families identified as religious. Participants were asked if their reasoning for homeschooling had any connection to religious reasoning. As can be seen in Figure 2.5, 42.5% said no. However, between the 10.4% who said yes, and the 47.6% who noted it was a factor in their reasoning, 58% had some religious affiliation in their reasoning for homeschooling.

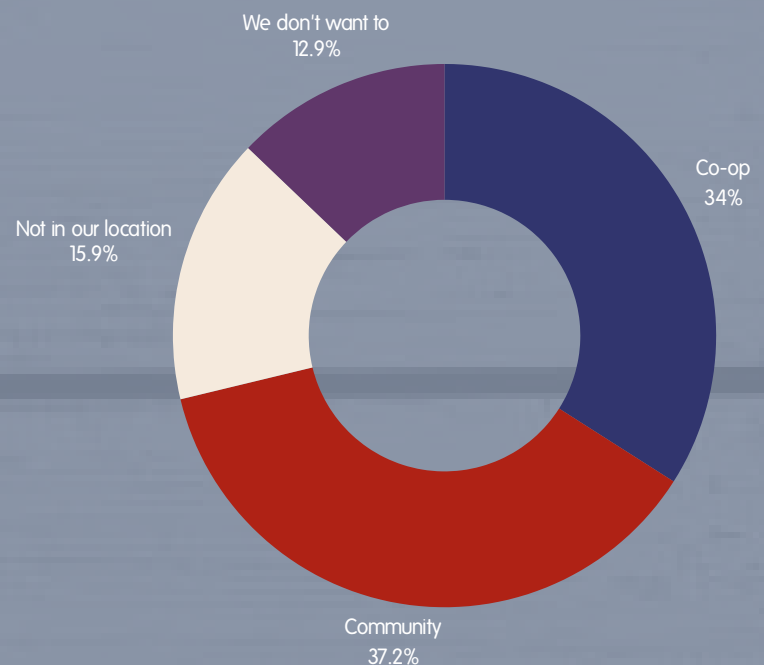
Figure 2.5 Religious Reasoning



### COMMUNITY

Many homeschooling communities are associated with co-ops or groups that homeschoolers regularly meet with. However, in the military community, it can be difficult to find a community that fits the families' specific needs. Our research showed that 12.9% of families were not interested in finding a group to be involved in, and 15.9% were not able to find one in their current location. This indicated just a small portion of the difficulty military families go through with continuous moving. However, a joint 71.2% do currently have Co-ops or community involvement.

Figure 2.6 Coop and Community involvement



## SCHOOL OPTIONS

The military often does not allow its members to choose where they live. As such, families must make schooling choices based on their current circumstances. Per our participants, 23.8% are currently displeased with the school options in their area and 36.5% include this in their conversation when determining schooling choices for the upcoming year. 39.7% do not factor local school options into their homeschooling decisions. (Figure 2.7)

26.6% of participants have made the transition from homeschooling to public school and back to homeschooling. Top themes of **pandemic**, **experience** for the child of being within the public (or other) school system, and **location**. In the opposition, other participants (13.5%) have gone from public school to homeschooling and back to public school. Top themes included the **pandemic** and **opportunities** for the child.

## LOCATION

School options are based almost entirely on location. However, school options are comprised of availability regarding public, private, and charter. Whereas location impacts the school's rating and safety for our military children. The majority of the participants agreed that location has impacted their decision currently (42.7%) or in the past (19%) (Figure 2.8). 38.4% are unaffected by the location. Regarding the individuals who are affected, our research shows the common themes of **poor school choices**, **curriculum disagreements**, and the **social impact** that noted school location had on their military children.

Figure 2.7 School Option Dissatisfaction

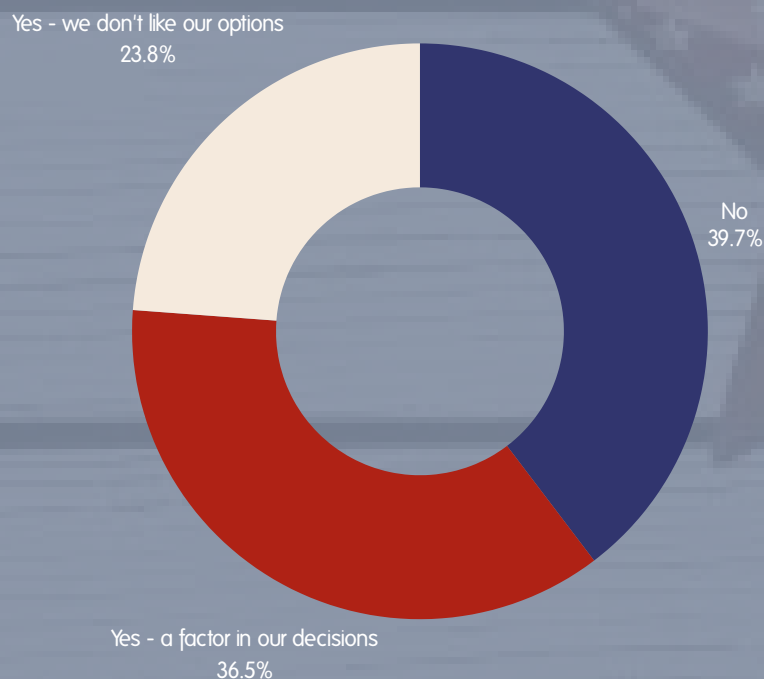
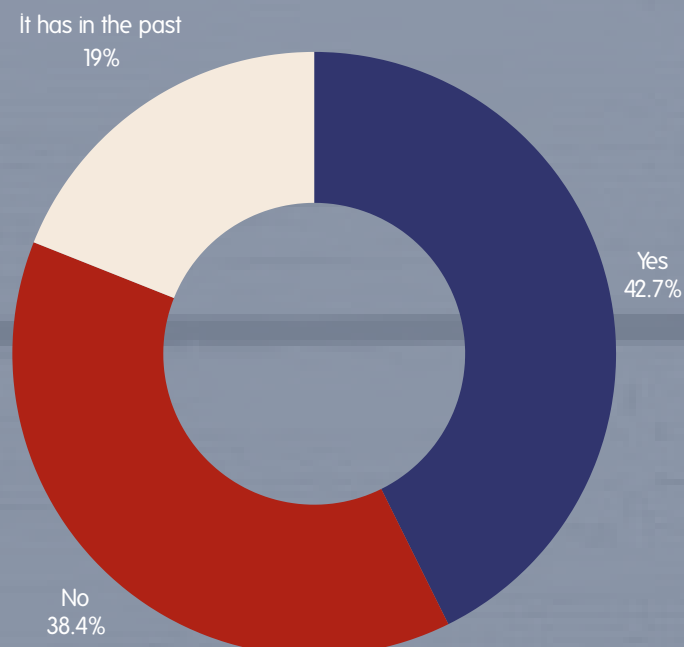


Figure 2.8 Location Impact on Decision Making



"MY OLDEST WENT FROM LOVING SCHOOL TO LEAVING THE HOUSE IN TEARS EVERY MORNING" -

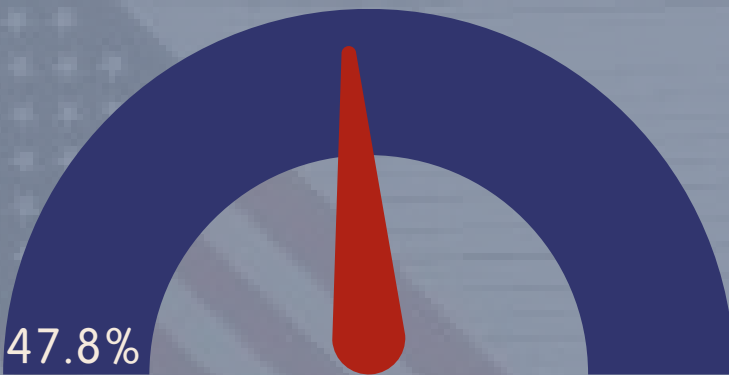


Figure 2.9 Bullying

"DON'T WANT MY CHILD CONFIDENCE OR SELF-WORTH TO BE MOLDED BY BULLIES/NEGATIVE EXPOSURES IN SCHOOL"



Figure 2.10 School Violence

"I AM AFRAID FOR MY CHILDREN'S SAFETY."

## BULLYING

Almost half of the participants, 47.8%, considered bullying as a factor in their decision to homeschool their children. There was substantial concern for children who have **special needs** that they would not be taken care of or be pushed around by staff and other students, even within DODEA schools. The **reputation of schools** and their continual **trouble dealing with bullying** were unacceptable for most participants. However, the most prevalent theme when participants were asked about how bullying affects their decision to homeschool, was that of a **preventative measure**. Participants refused to send their children to schools where bullying may be a factor due to personal experiences or that of the children's. There are numerous mentions of the **mean kid** and the impact on the child and even past **physical altercations**. Participants wanted their children away from any possibility of bullying behavior.

## SCHOOL VIOLENCE

Participants were very vocal about their concerns regarding school violence. 58% of participants noted that this was a factor in their decision to homeschool their children. Most participants were concerned with **generalized violence** and **unsafe nature of schools**. Others had heightened fears of **school shootings** and a reality of normalization of shootings based on their locations. Unfortunately, participants also noted that there were **physical altercations** of higher severity than that would be considered bullying. These are valid fears for our military families.

Figure 2.11 - Educational Quality

97.6%

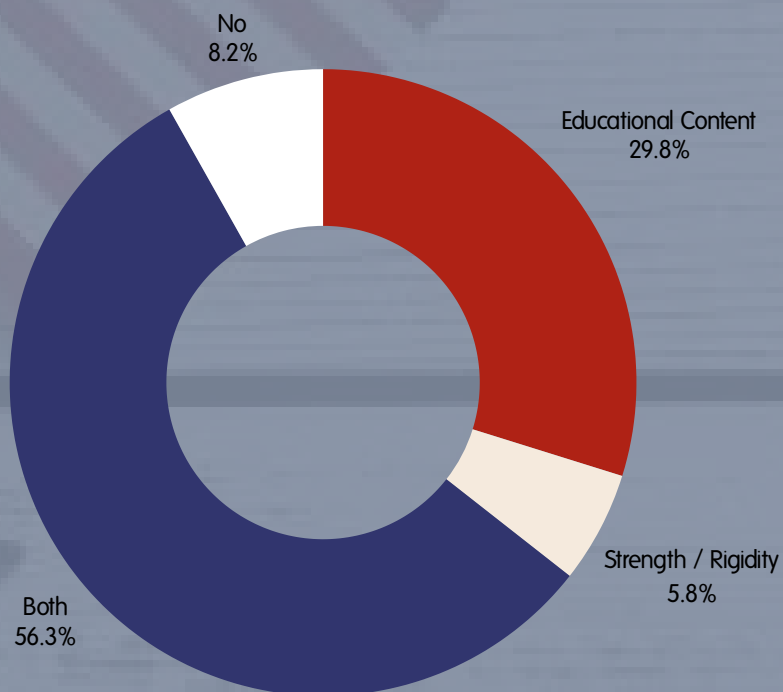
## EDUCATIONAL QUALITY

When asked if participants feel as though homeschooling offers their children access to a better education than they will get elsewhere, they overwhelmingly stated "Yes". 97.6% of military homeschooling parents surveyed believe that homeschooling offers their children the best chance forward. Figure 2.11.

## CONTENT, STRENGTH, & RIGIDITY

When considering the educational quality offered by differing school options, the content, strength, and rigidity and the curriculum may play a role. As notated under the location factor, many participants had disagreements with curriculums taught at schools in their location. This portion of the research asked participants what factored into their reasons for homeschooling. Only 8.2% of participants did not consider content, strength, or rigidity a factor (Figure 2.12). Educational content, on its own, made up 29.8% and participants were most concerned about their children's need for **critical thinking** and reducing **exposure** to either incorrect material or material that parents deem inappropriate or not on grade level, and in line with **worldview beliefs**. Educational strength and rigidity were less important at 5.8%, yet still had participants concerned with wanting children to be **challenged** in their education and working at the **appropriate pace** for the child. A joint concern of content, strength, and rigidity at 56.3% was the most pressing for participants. This concept included all the same themes as prior with the addition of participants fervor of the importance of a **tailor-made education** for their children.

Figure 2.12 - Educational Content &amp; Strength



"IT NEEDS TO ALIGN WITH OUR FAMILY VALUES OF GOD, FAMILY, COUNTRY."

"THE CURRICULUM WE USE IS HIGHLY RATED AND RIGOROUS"



## RETENTION

From our research, we can see plainly that 50.7% of participants have had their military retention impacted by homeschooling (Figure 2.13) The homeschooling journey itself has impacted the family's decision to stay in or leave the military. For 49.2% of participants, this is not a factor in retention or homeschooling. 22.1% of families identified with the option of homeschooling because it allows them the flexibility for the service member to serve and 28.6% agree that it allows their children to get the education they want them to receive while the service member serves. There was a small percentage, 3.3% whose answers mostly combined both the education and flexibility portions.

## MILITARY ASSOCIATION

Participants were asked if being associated with the military impacted their decision to homeschool. The majority agreed that it does, at 64.7% (Figure 2.14). And while 23% did not, an additional 12.2% were indifferent on this factor. Often indifference in this scenario meant that it was a factor in the decision making, even if it was not the defining factor. One of the most prevalent themes for why military associated individuals homeschool had to do with **consistency**, which in this case meant stability and continuity for the family. **Flexibility** in homeschooling was a crucial factor in reasoning along with the consistent **moving** done by military personnel and their families. This brings us to the benefit of **family time** that participants note is dramatically increased and allowed by homeschooling around the military schedule.

Figure 2.13 Homeschool and Retention

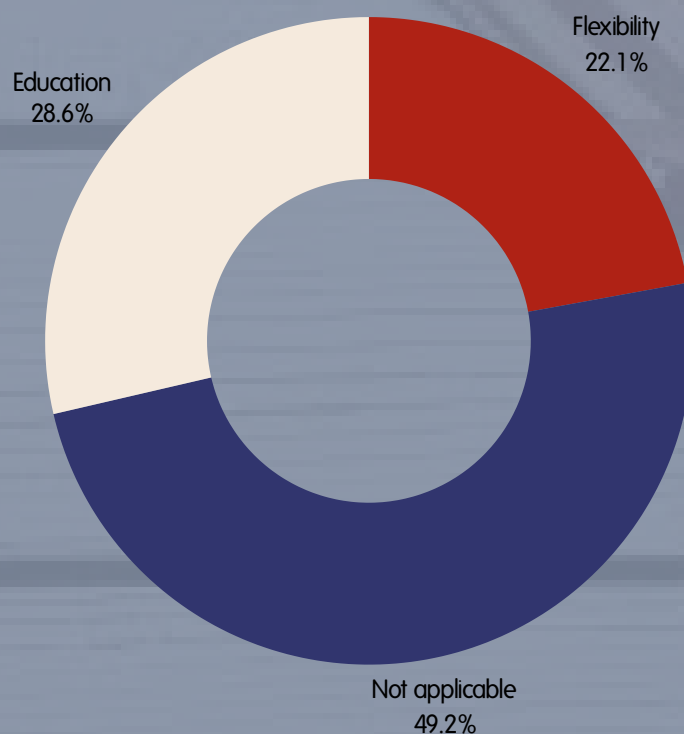
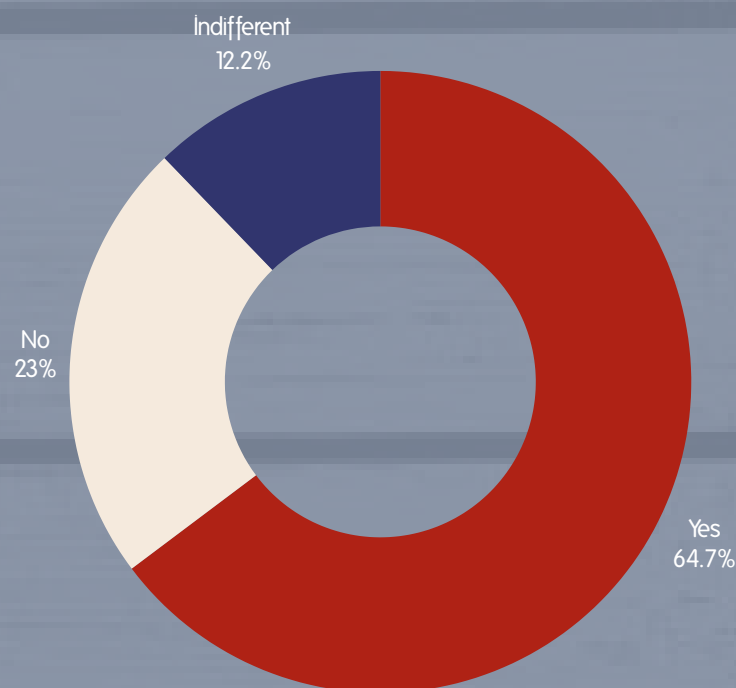


Figure 2.14 Military Association & Homeschooling



# SCHOOL SUBJECTS

The homeschooling community has the ability to choose which subjects to teach based on their own needs and that of state requirements. Each state has their own state-mandated requirements, and they often differ to those required of DODEA. We asked our participants when choosing educational subjects to teach their children, do they stick strictly with required subjects and only 5.9% said that they do. The other 94% of participants use the guidelines and add additional subjects as they need. In order to get the best picture of the subjects our military homeschoolers are learning, we asked our participants. Figure 3.1 gives us an outline of the most taught subjects in military homeschooling families. Along with the typical subjects, our homeschoolers are also learning the Bible, Finances, Life Skills, Coding, Culinary Arts, Home Economics, and Theology.

We teach... “Anything that strikes our fancy”

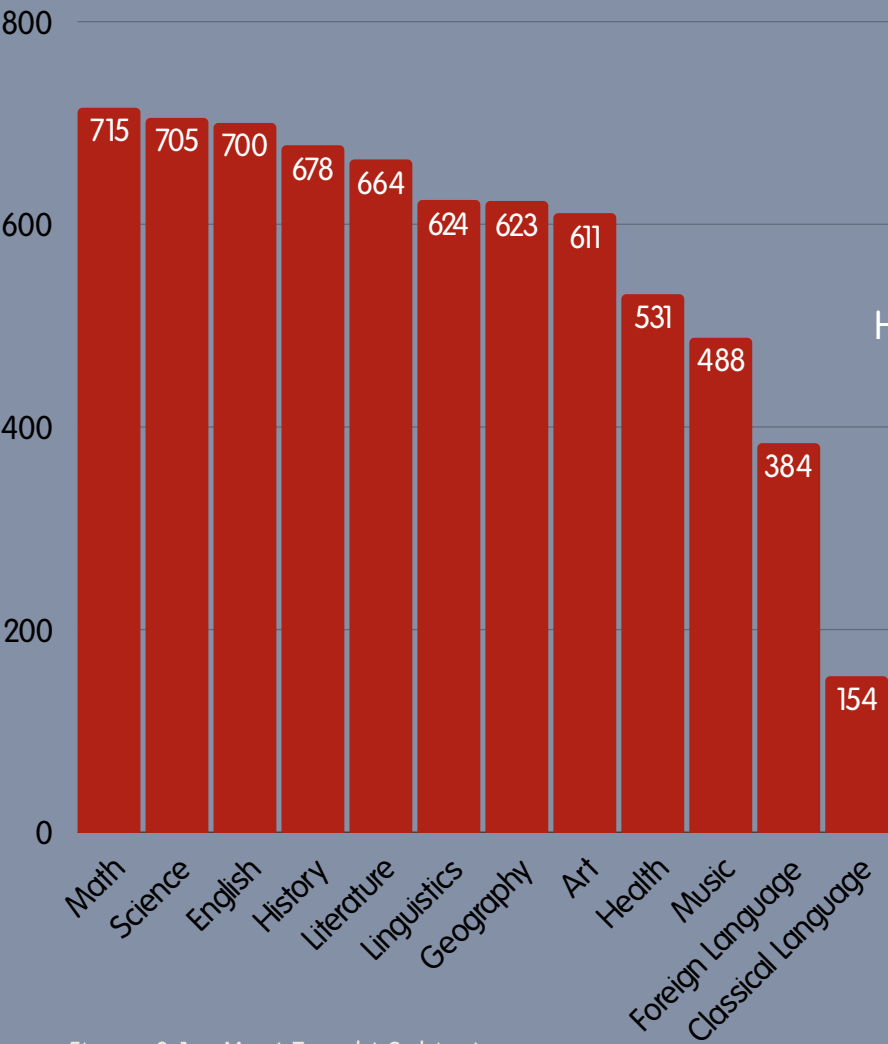


Figure 3.1 - Most Taught Subjects

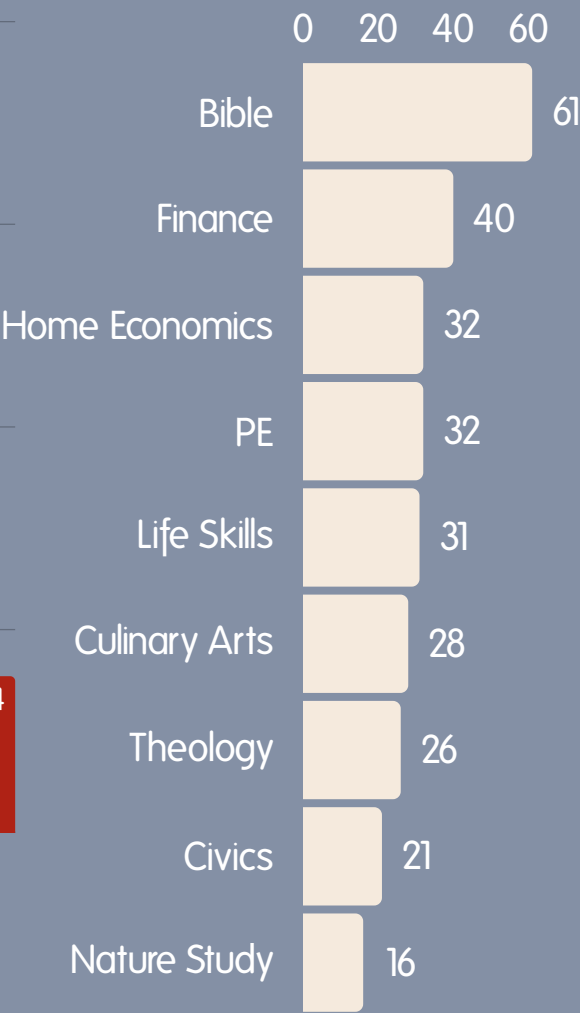


Figure 3.2 - Additional Subjects

## EXCEPTIONAL FAMILY MEMBER PROGRAM

Military personnel with children or significant others who have special or complicated medical needs are enrolled in the Exceptional Family Member Program (EFMP). This program allows the military to support the family in ensuring they are able to get the care they need while moving them to locations that are able to support those needs. Of the families surveyed, 26.5% had a child enrolled in EFMP or had an Individualized Educational Program (IEP) for school (Figure 4.1). Participants noted a multitude of reasons behind EFMP and IEP status, these included: ADHD, Autism, Speech Disorders, Dyslexia, Anxiety, heart conditions, and needs for timeline alterations. Participants were asked if the medical or learning profile of the child influenced their decision to homeschool. Of the 26.5% who have an EFMP or IEP child, 73.9% noted that this does influence homeschooling decisions (Figure 4.2).

**“We meet the kids where they are at.”**

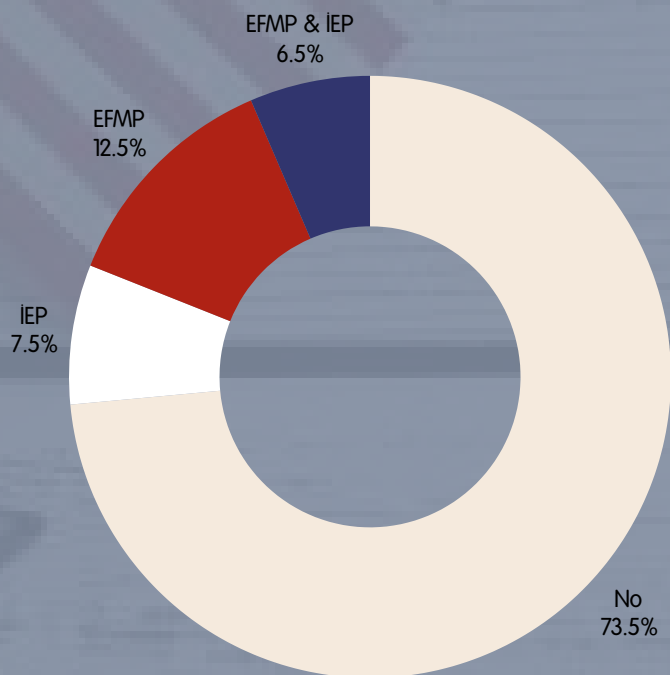


Figure 4.1 - EFMP Breakdown

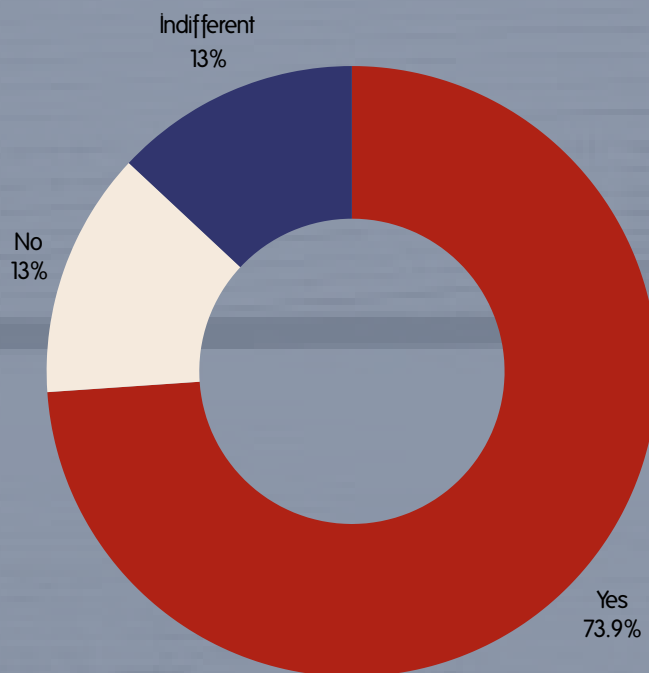


Figure 4.2 - EFMP Influence

**“Schools are not safe for autistic children,  
and do not support needs of dyslexia”**

Once the child is in a safe homeschooling environment, it is important to know if and how that learning environment is affected by any medical or learning profile in order to better serve future homeschoolers. For the participants who were comfortable giving detailed answers regarding diagnosis and how this affects their children, they were asked if any medical or learning profile affects the homeschool learning environment. Of the  $n = 148$  participants, 79.7% agreed that it did affect the learning environment while 20.3% did not (Figure 4.3).

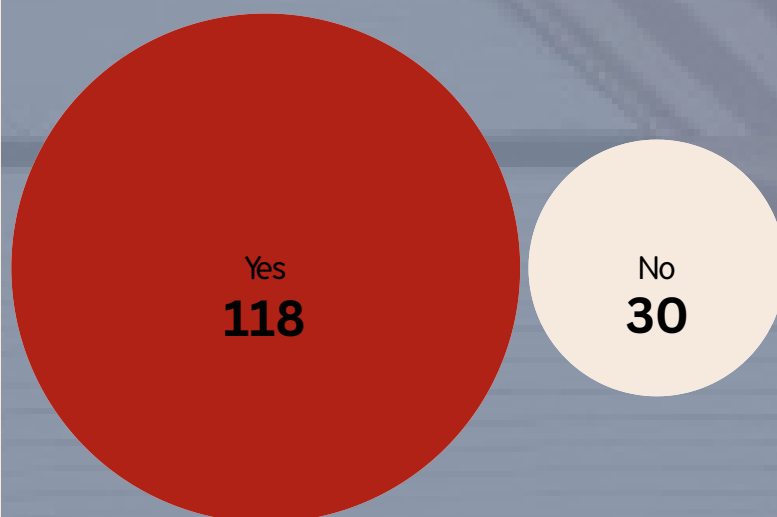
This question, to our participants, allowed for a segue into how their medical or learning profiled children are best served by being homeschooled. The overwhelming answer was the **flexibility** allowed by homeschooling, as seen in Figure 4.4. Most participants had one form of comment about the environment, whether it be the **best**, **safe**, or **quiet environment** that benefitted their children. One spouse summed it up the best when she said:

**"HOMESCHOOL IS THE ULTIMATE IEP."**

Participants noted that the ability to give their children the **individual attention** needed in order to correctly allow for necessary **accommodations** was an essential part of their day. Homeschooling was an overall benefit for military children with EFMP or IEP profiles.

**"I CAN ENSURE THEY ARE IN A SAFE LEARNING ENVIRONMENT WHERE THEIR NEEDS ARE BEING MET AND THEY ARE BEING RESPECTED"**

Figure 4.3 - Learning Environment



**"...that homeschool allows total customization of his education to his special needs. It's promoted thriving in a way public schools can't typically match."**

Figure 4.4 - Learning Environment

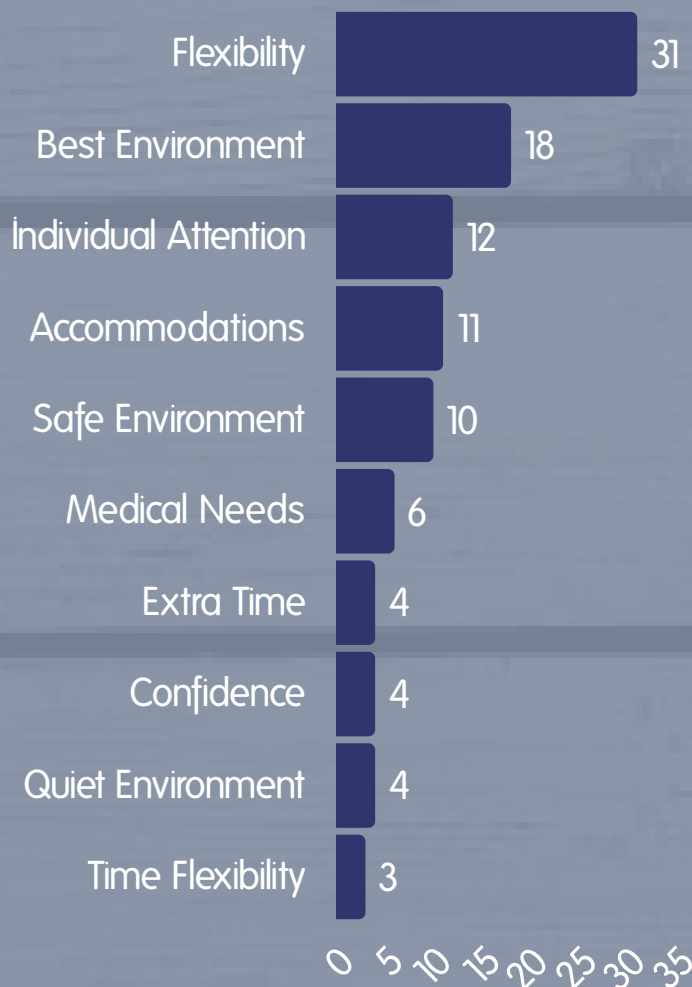


Figure 5.1 - SLO use

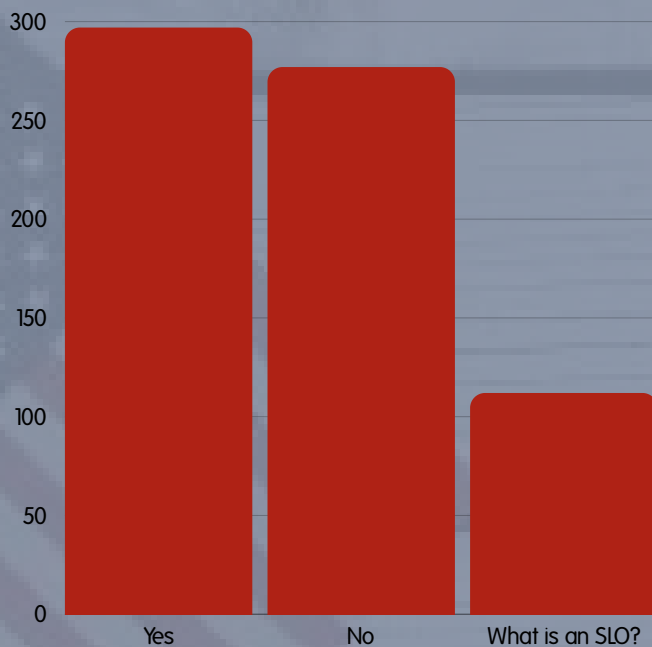
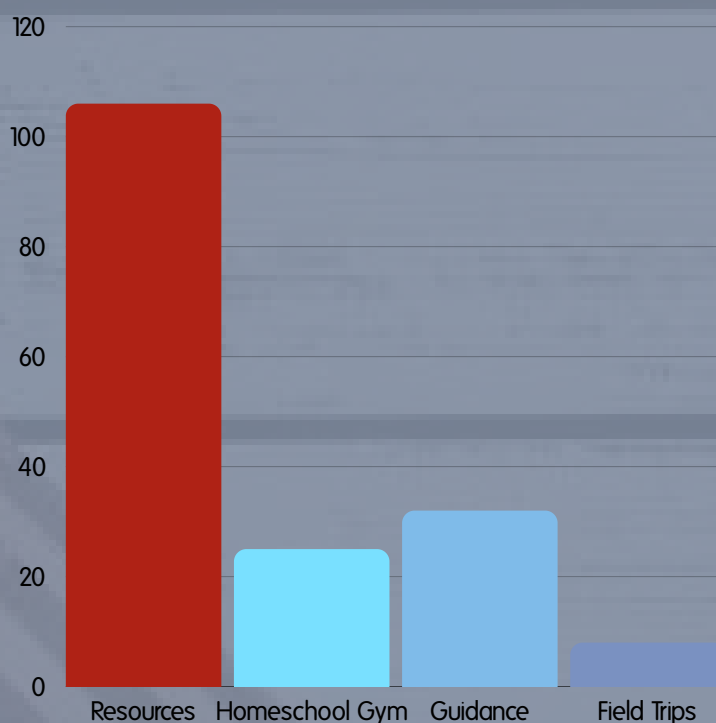


Figure 5.2 - SLO resources



## RESOURCES AND REPORTING

Military homeschool families are constantly looking for resources. The rate at which military families move averages between every two and four years, meaning that every time the children are uprooted, even though their school routine stays the same the reporting procedures for the responsible adult changes. One of the most consistent resources is the School Liaison Officer (SLO). The SLO assists the family in understanding reporting procedures for the current location and bringing them into current resources. According to our research, 43.3% of participants had access to or actively utilized their SLO (Figure 5.1%). This was almost equal to the 40.7% that did not use their SLO and, surprisingly, 16.7% did not know what an SLO was.

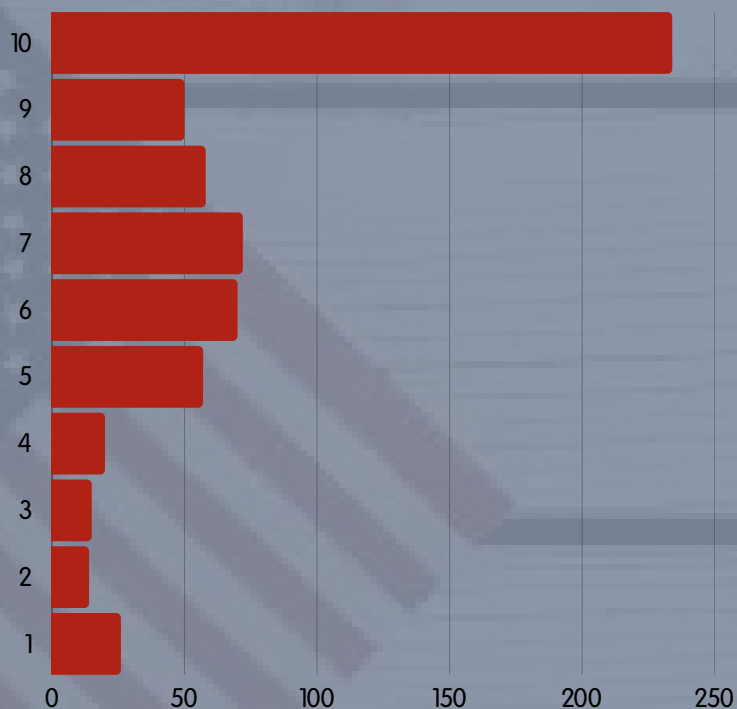
We asked our participants what their SLO or base provided that they had active access to. In the process of this question, we found that a portion of our military families had fantastic experiences and raved about their SLOs, while others didn't know they could be assessed for homeschooling or even that they gave wrong information or were distinctly unhelpful.

**Resources** were the most identified as helpfully given by the SLO, next to **guidance**, and opportunities for **homeschool gym** and **fieldtrips**.

Uncovered in this question, was a note that our Coast Guard families, who fall under Homeland Security and not the Department of Defense, do not feel as though they had access to their SLOs.

"NOTHING.  
THEY CATER TO DODEA ONLY"

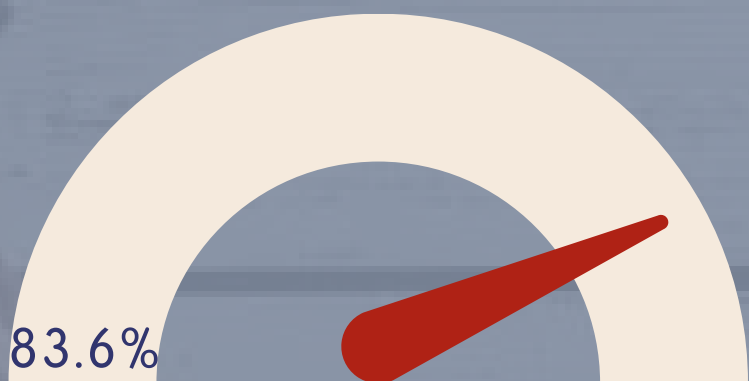
Figure 5.3 - Ease of Reporting



We asked our participants to rate the ease of the reporting procedures to the state or DODEA, dependent upon their location. As seen in Figure 5.3 the majority of participants rated the ease of reporting at a '5' or higher, showing that it was manageable, with even a large amount ( $n = 234$ ) rating it a 10 / 10 for easiness. However, there were some cases where reporting was more difficult. These were associated with special circumstances, OCONUS, and the state of Virginia.

Overall, 83.6% reported having confidence in their understanding of the reporting procedures of state or DODEA.

Figure 5.4 - Confidence in Reporting



## DISCUSSION

The Military Homeschoolers Association (MHA) conducted its inaugural research survey for the direct purpose of determining the needs and state of the military homeschooling community. This research will direct the efforts of MHA and enlighten further conversations in order to fill gaps in knowledge. This will be the catalyst for future research done by MHA in order to best serve our military community.

This research was comprised of 763 responses from homeschooling spouses and service members. Every branch of the armed services was represented including the National Guard, Reserves, and Coast Guard, along with the majority of military ranks who would logically have children of school age. According to Karre and Perkins (2022) 9-11% of the military population were homeschooling in 2019 and 13% in 2021 according to the Blue Star Families Lifestyle Survey. Our survey suggests the support of the increasing trend of homeschooling in military families. Of the families participating, there were increasing instances of those in their first five years of homeschooling participating in the survey suggesting an increasing trend toward homeschooling.

There were several factors that were determined to impact homeschooling choice or impact. 58% of participants had some religious reasoning or factoring in their decision for homeschooling. 71.2% of respondents were involved in community groups or co-ops. The ability to access an on base co-op or group, which does not exist in most locations, was vital to respondents, especially the 15.9% who reported not having access to a group in their location. The National School Choice Awareness Foundation (2025) found that within the last year, 84% of military families considered changing their child's school. Our results partially mirrored this by showing that military families factor in school choice and location when making educational decisions. 36.5% of participants consider their schooling options (public, private, etc.) based on location and 23.8% of participants were unhappy with their current choices. As our military members often do not have a choice where they will be stationed, they must make the best choices for their families based on their current circumstances. 42.7% of participants agreed that their current location has impacted their schooling decisions and 19% say that it has in the past.

47.8% of participants considered bullying as a factor in choosing homeschooling. Participants were overwhelmed with the schools' increased tolerance of bullying. Those with children with special needs were especially keen to pull from schools as a preventative measure due to school reputation. Respondents without any connection to special needs were also largely concerned with pulling from school due to a preventative measure. School violence was a concern for 58% of participants with a regard for generalized violence and the unsafe nature of schools.



Educational content, rigidity, and strength were a concern for 91.9% of participants. Our research showed that participants wanted their children exposed to education that had content aligned with their personal worldviews and taught critical thinking skills. Educational strength and rigidity concerned children being taught to their correct level and personalized to play to the individual's strengths and increase their knowledge. Of those who answered our survey, 26.5% had children with special needs. Of these 79.7% indicated that the safe homeschooling learning environment is affected by their child's special needs. Participants stated that they were overwhelmingly better off homeschooling their special needs children due the flexibility, being in the best, safe, or quietest environment, giving attention, and accommodations that are simply not able to be met or allowed for in a large-scale classroom.

An aspect to this research that warrants further investigation is how homeschooling affects military retention. Per this research's finding, military retention can be positively impacted by homeschooling. 50.7% of respondents agree that their family's decision to stay in the military is directly impacted by their ability to homeschool. Participants identified that they wanted to be able to serve their country and have their children receive the education they need, and homeschooling was their answer. In a similar manner, association with the military was found to be a factor in participants reasoning for homeschooling. 64.7% of participants agreed that military association was a large factor in decision making. Important contributions to this were the benefits of homeschooling while within the military, including: increased flexibility, consistency and continuity, the impact of moving, and an increased amount of family time.

In conclusion, the research has only begun regarding the depths of impact these key factors have on military homeschoolers. MHA intends to expand on this current research and bring clarity in order to further benefit military homeschoolers and our community and inform our military commands and Department of Defense.

## REFERENCES

Blue Star Families. (2022). 2021 Military family lifestyle survey comprehensive report: Military children's education.

Karre, J. K., & Perkins, D. F. (2022). Military-connected students' educational success Literature review. Clearinghouse for military family readiness.

National School Choice Week. (2025, January 24). 60% of U.S. parents searched for new schools for their kids last year, survey finds.