6-2023

The Identification of Representation Gaps in Diverse US Children's Picture Books

Alena Rivas
Portland State University

THE IDENTIFICATION OF REPRESENTATION GAPS IN DIVERSE US CHILDREN'S PICTURE BOOKS

By Alena Rivas

Contents

Research Question

Which intersectional identities remain underrepresented in diverse US children's picture books?

Abstract

This paper addresses this research question: which intersectional identities remain underrepresented in diverse US children's picture books?[1] The analysis is based on two datasets, one from Diverse BookFinder (collected December 2022–April 2023) and another from a survey of librarians (collected January 2023–April 2023). Each book in the Diverse BookFinder collection features a non-white character in the following racial/cultural categories: Asian/Pacific Islander, Biracial/Multiracial/Mixed Race, Black/African American, Brown-Skinned/Unspecified Race, Latinx/Hispanic, Middle Eastern/Arab, Multi-Racial Cast of Characters, Native American/Indigenous, and White/Caucasian. These identities were cross-tabulated with the following identities to measure intersectionality: Gender (Nonbinary, Transgender, Gender Non-Conforming, Intersex, and Unspecified); LGBTQIAP2S+; Disability; Economic Struggle; and STEM Careers or Content. By systematically applying each identity filter to each racial/cultural option and counting the number of books available with this intersectional representation, the largest intersectional representation gaps were identified from the 4,998 total books in Diverse BookFinder. Librarian survey responses (a sample of 101) also identified gaps.

The paper highlights these five major findings:

- Across racial categories in US children's books, the representation of diverse intersectional identities is incredibly low, suggesting that for each racial category and identity intersection, more children's picture books are needed.

---

[1] This topic was explored in collaboration with Young Authors Publishing.

- The racial/cultural groups with the least intersectional representation are Middle Eastern/Arab, Biracial/Multiracial/Mixed, Native American/Indigenous, and Latinx/Hispanic.

- Across racial categories, the least represented gender is Intersex, with virtually no representation.

- Intersectional identity representation was highest when the race was diverse but unspecified or ambiguous and the gender identity was unspecified, or the individual was Gender Non-Conforming.

- Neurodivergence, Physical Disability, Non-Cisgender, Chronic Illness, Single or Same-Sex Parent Family Structure, and Non-Heterosexual are the diverse intersectional identities most in need of additional representation according to librarians.

Introduction

In recent years, there has been a push in the publishing industry to produce more diverse books, particularly in the children's book sector. Signs of this positive change became evident around 2014–15, coinciding with the We Need Diverse Books (WNDB) movement.[2] From 2014 to 2020, the number of books received by the Cooperative Children's Book Center (books "about BIPOC characters and by BIPOC authors and illustrators") had tripled.[3]

Children's Books By and/or About Black, Indigenous and People of Color Received by the CCBC–U.S. Publishers Only 2018-
Last Updated: October 31, 2022

Year	Books Received at CCBC (US Pubs)	Black/African		Indigenous		Asian		Latinx		Pacific Islanders		Arab	
		By	About	By	About	By	About	By	About	By	About	By	About
2021	3,190*	308	439	47	62	464	337	312	235	8	6	21	21
2020	3,265*	256	401	27	41	387	310	233	197	1	5	17	22
2019	3,751	227	459	31	45	393	336	237	235	5	5	19	33
2018	3,352	205	389	27	34	358	309	208	243	2	6	15	24

Source: Cooperative Children's Book Center[4]

As welcome as it is to have more quantities of racially diverse children's picture books, the complexity of identity must be considered, particularly at an intersectional level. The question must be posed as to the quality of that representation—namely, who is being represented and how.

---

[2] Cooperative Children's Book Center, "Diversity Statistics FAQs," Cooperative Children's Book Center, accessed November 15, 2022, https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/diversity-statistics-faqs/.
[3] Cooperative Children's Book Center, "Diversity Statistics FAQs."
[4] Cooperative Children's Book Center, "Books by and/or about Black, Indigenous and People of Color 2018," Cooperative Children's Book Center, accessed October 30, 2022, https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/books-by-and-or-about-poc-2018/.

For the purposes of this research, I will be utilizing the definition of *diverse* put forth in the 2016 We Need Diverse Books campaign mission, which states: "We recognize all diverse experiences, including (but not limited to) LGBTQIA, Native, people of color, gender diversity, people with disabilities, and ethnic, cultural, and religious minorities. We subscribe to a broad definition of disability, which includes but is not limited to physical, sensory, cognitive, intellectual, or developmental disabilities, chronic conditions, and mental illnesses (this may also include addiction)."[5]

In publishing, *diverse* has primarily been used as a synonym for non-white. I encountered this utilization of the term while conducting a portion of my research with the vitally important search tool, Diverse BookFinder (DBF).[6] One criterion for a children's picture book to be evaluated, tagged, and included in their database is that it must feature a BIPOC character. Their desire to decentralize whiteness and provide a space in which users can find books with various racial/ethnic identities represented is commendable; it is a fact that publishing has long defaulted to whiteness as the industry standard,[7] which is not surprising given the majority of book publishers are white (and straight and non-disabled).[8] However, this decentralization does make gathering data on *all* diverse children's picture books more challenging because there is no comprehensive dataset that reflects diverse content the way WNDB defines it (though the supplementation of this data was the impetus for surveying US librarians as part of this research). Yet in one instrumental way, DBF is a tool that makes finding gaps in representation possible—because of their incorporation of intersectional identity representation.

---

[5] Cass Mabbott, "The We Need Diverse Books Campaign and Critical Race Theory: Charlemae Rollins and the Call for Diverse Children's Books," *Library Trends* 65, no. 4 (2017): 508–22, https://doi.org/10.1353/lib.2017.0015.
[6] Diverse BookFinder, "Why We Do What We Do," *Diverse BookFinder*, accessed November 13, 2022, https://diversebookfinder.org/our-missionvision/.
[7] Laura B. McGrath, "Comping White," Los Angeles Review of Books, January 21, 2019, https://lareviewofbooks.org/article/comping-white/.
[8] Lee & Low Books, "Where Is the Diversity in Publishing? The 2019 Diversity Baseline Survey Results," *Lee & Low Blog*, January 28, 2020, https://blog.leeandlow.com/2020/01/28/2019diversitybaselinesurvey/.

Three essential aspects of identity to consider include that identity is social,[9] identity is dynamic, and a person may have multiple identities. The term *intersectional identity* was first coined by law professor, scholar, and civil rights activist Kimberlé Crenshaw in 1989.[10] While the term refers to how these identity markers compound to create multilayered oppression and opportunities for discrimination, acknowledging humans in terms of intersectionality also offers opportunities to represent them more accurately and authentically—an opportunity underutilized in the children's picture book space. For publishers to represent a single facet of human identity, namely race/ethnicity, limits the potential to truly reflect the society in which we live. The goal of this research is to identify gaps in representation in diverse US children's picture books at an intersectional level because it is at these intersections of identity that the greatest need for affirmation, comprehension, and compassion persists. I hope to arm publishers, librarians, educators, and booksellers with the information they need to produce, procure, and proliferate quality content to benefit the children existing at these intersections, and society at large.

Why Intersectional Representation Matters

So much has been written about the power of representation and the gravity of its absence, and this of course applies to diverse intersectional identities as well as the single facets of identity much of the literature describes. In their study of intersectionality in adolescents, authors Yuen Mi Cheon et al. write:

> "In ethnically/racially diverse contexts, the development of identity takes place against the backdrop of the broader society and the value that society places on one's social group membership. This is concerning because social identity theory posits that a strong and positive identification with one's social group is an important source of positive self-

---

[9] Michael A. Hogg and Kipling D. Williams, "From I to We: Social Identity and the Collective Self - ProQuest," *Group Dynamics: Theory, Research, and Practice* 4, no. 1 (2000): 81–97, https://doi.org/10.1037/1089-2699.4.1.81.

[10] Joe Kort, "Understanding Intersectional Identities | Psychology Today," *Psychology Today* accessed December 4, 2022, https://www.psychologytoday.com/us/blog/understanding-the-erotic-code/201906/understanding-intersectional-identities.

image. In addition, the formation of identity is associated with positive mental health and academic outcomes."[11]

To reap these benefits that typical white children enjoy by default, diverse children need to see themselves positively reflected in the picture books they read (as well as other media they consume). They need to know they matter. If we as publishers do not provide books that reflect diverse children in all their intersectional complexity, we are essentially saying that they don't. This stance lends itself to a host of related problems—ethnocentrism being one of them.

From the perspective of diverse children, Rudine Sims Bishop writes, "When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part."[12] Diverse representation is about fairness and inclusion— it is the right thing to do because the world is not as white and typical as media would have us believe. If that isn't enough to demand meaningful representation, let's consider what is *just*. Is it just that so many children, including me, had to grow up reading picture books in which they could not see themselves and that they must then live the rest of their lives with the resulting fallout? My intersectional existence was that of a Hispanic child living in poverty. My parents were divorced, and I was largely raised by a single mother. I do not recall a single book in which I saw myself. What I do recall is feeling different than my white friends who didn't get as dark as I did while playing outside in the summer: the friends with two parents at home and enough food for the whole family to eat. I imagine they would have felt less shameful, these differences, had I known I wasn't the only one existing at that intersection.

Of this experience in her own childhood, Andrea Martinez writes, "For avid young readers like myself, there were simply not enough easily available titles with characters who looked like me. As a result, I grew up thinking that white was the only acceptable, beautiful skin

---

[11] Yuen Mi Cheon et al., "Profiles of Adolescent Identity at the Intersection of Ethnic/Racial Identity, American Identity, and Subjective Social Status," *Frontiers in Psychology* 11 (2020), https://doi.org/10.3389/fpsyg.2020.00959.

[12] Rudine Sims Bishop, "Mirrors, Windows, and Sliding Glass Doors," *Perspectives: Choosing and Using Books for the Classroom*, 6(3), Summer 1990, https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf

color, because those were the characters whose stories were worthy of being told."[13] Many children will continue to suffer this injustice if nothing more than race is represented in modern children's picture books. They may continue to believe that not only white, but straight, cisgender, non-disabled children are the only ones worthy of acceptance, worthy of a story of their own. More positive representation of diversity in this space can uplift minority children by validating their identity with visibility, improving self-esteem.[14]

Yet, it is not only children of color and other various diverse identities who benefit from this representation, or who are harmed from its absence. If internal racism is a product for the minority child, it stands to reason that external racism might also be a result for the majority. Bishop writes:

> "Children from dominant social groups have always found their mirrors in books, but, they too, have suffered from the lack of availability of books about others. They need the books as windows onto reality, not just on imaginary worlds. They need books that will help them understand the multicultural nature of the world they live in, and their place as a member of just one group, as well as their connections to all other humans. If they see only reflections of themselves, they will grow up with an exaggerated sense of their own importance and value in the world—a dangerous ethnocentrism."[15]

Bishop introduced this concept of mirrors, windows, and sliding glass doors in 1990 and is cited frequently in the scholarship, but still here we are, the publishing industry—and the children's picture book sector in particular—in urgent need of diversification. Only now, in a space where more and more BIPOC children are seeing an overall increase in representation, the current centrism to overcome is that of the typical *default* in terms of gender identity, sexual orientation, mental and physical ability, socioeconomic status, family structure, religion, culture—the list could go on. Intersectional representation is important because it validates a

---

[13] Andrea Martinez, "Combatting Internalized Racism: The Effects of the Lack of Latine Diversity in Children's Books," *Publishing Research Quarterly*, August 17, 2022, https://doi.org/10.1007/s12109-022-09908-y.
[14] Martinez, "Combatting Internalized Racism."
[15] Bishop, "Mirrors, Windows, and Sliding Glass Doors."

marginalized child's place in society and helps all people develop empathy and address bias, conscious or otherwise.

Methodology, Data & Analysis: Diverse BookFinder

The data provided here should act as a starting point for the publishing industry to begin rectifying representational inequities. The primary methodology utilized for this research was to quantify by category the collection of books cataloged by Diverse BookFinder, a unique and invaluable research tool. It is a database and circulating library with a comprehensive collection of trade picture books featuring Black and Indigenous people and people of color.[16] I have yet to encounter anything else that comes close to what they've accomplished in terms of identifying and cataloging diverse children's picture books with intersectional identities that can be selected and deselected to help the user quantify these books categorically, or help a parent, teacher, student, or librarian find a book that contains the diverse content they seek. Between volunteers, employees, librarians, and educators, a collection of books that feature racially diverse characters has been compiled, categorized, and analyzed for content. Presence in this database is not a recommendation or confirmation of the quality of the book, it is simply information. Every book that has been included in the database, which contains children's picture books published by US publishers since 2002, portrays a BIPOC person. While "White/European/Caucasian" is a racial/cultural category that can be selected as an identity to search, these books also represent a BIPOC individual, or they would not have been included.

At the time of data collection, which took place between December 2022 and April 2023, the database contained 4,998 books. The racial categories for which I collected quantitative data are the ones available on DBF at the time. These racial/cultural categories include the following: Asian/Pacific Islander, Biracial/Multiracial/Mixed Race, Black/African American, Brown-Skinned/Unspecified Race, Latinx/Hispanic, Middle Eastern/Arab, Multi-Racial Cast of Characters, Native American/Indigenous, and White/European/Caucasian. The intersectional identities utilized for this research are also dependent on what was available at

---

[16] Diverse BookFinder, "Why We Do What We Do."

the time, which include the following: non-heterosexuality (categorized as LGBTQIAP2S+);[17] non-cisgender (categorized as Gender with subcategories for Nonbinary, Transgender, Gender Non-Conforming, Intersex, Māhū/Two-Spirit,[18] and Gender Unspecified); Disability;[19] Economic Struggle; and STEM Careers or Content.[20] Though representation of oppression and/or resilience is not an identity, for the purposes of answering the *how* element of representation, this category was examined as well.

I systematically began this research by racial/cultural identity. After recording the number of books for each race option (**Figure 1**), I then applied one identity filter at a time to each, counting the number of books DBF had identified, evaluated, and tagged that fit that criterion.

Figure 1

Representation by Racial Category *out of 4,998 total books in database as of April 7, 2023

---
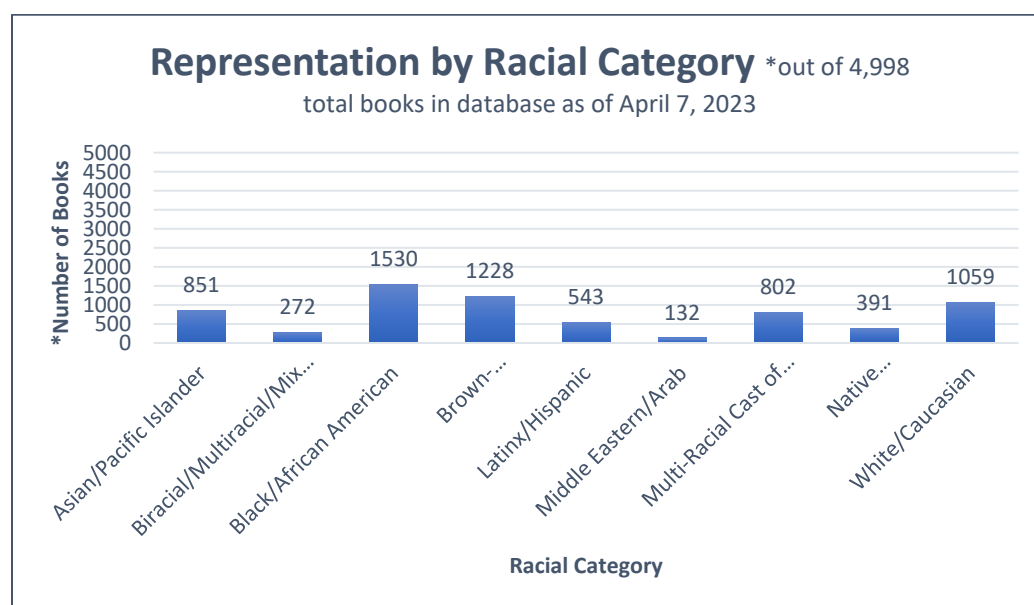
[17] During the first round of data collection in December 2022 this category was labeled LGBQ, I imagine because Gender was a separate category under which the Transgender identity was located. Gender remains a separate category, though DBF since updated this category to reflect transgender individuals as is customary when referencing a member of this community.

[18] Māhū and Two-Spirit are only selectable identity options under the Native American/Indigenous racial/cultural category.

[19] Disability was the entire category, not distinguished by physical, cognitive, developmental, and the like. I have learned that this category has undergone changes for more nuanced representation that will be available for use at or near the time of publication of this paper.

[20] The STEM category contains books depicting people in a STEM role and books that contain STEM content including biographies of scientists.

I continued in this manner until all pertinent categories were accounted for. The data is

displayed in the following tables and charts and reflects a total sample of the 4,998 books in the

database (as of April 7, 2023). When quantifying the intersection of race and gender identity,

the resulting graph (**Figure 2**) was incredibly difficult to distinguish visually, indicating that the

representation across racial categories and gender identities is quite low. **Figure 3** is an

enhanced version of those same figures but with the y-axis reduced to 400 as the maximum

number of books. This is for visualization purposes, to see where gaps exist in these already

miniscule intersectional representations.

Figure 2

Gender Identity Representation Across Racial Categories *out of 4,998 total books in database

	Nonbinary	Transgender	Trans-Female	Trans-Male	Gender Non-Conforming	Intersex	Unspecified
Asian/Pacific Islander	2	1	1	1	22	0	75
Biracial/Multiracial/Mixed	3	4	4	3	8	0	33
Black/African American	4	7	7	5	37	0	141
Brown-Skinned/Unspecified	10	7	7	4	46	0	352
Latinx/Hispanic	3	2	2	1	15	0	22
Middle Eastern/Arab	0	0	0	0	4	0	6
Multi-Racial Cast of Characters	10	9	7	7	23	3	2
Native American/Indigenous	1	1	1	0	2	0	15
White/Caucasian	7	6	6	4	31	0	174

Figure 3

Gender Identity Representation Across Racial Categories *enhanced for visual distinction only

Though each racial category has minimal representation per gender identity, at a glance, the least represented, and therefore the most in need of additional representation, are noted in **Figure 4**.

Figure 4

RACE/CULTURE	NONBINARY	TRANSGENDER	GENDER NON-CONFORMING	INTERSEX
Asian/Pac Islander	✔	✔		✔
Biracial/Multiracial/Mixed	✔	✔	✔	✔
Black/African American	✔			✔
Latinx/Hispanic	✔	✔	✔	✔
Middle Eastern/Arab	✔	✔	✔	✔
Native American/Indigenous	✔	✔	✔	✔

RACE/GENDER IDENTITY GAPS TO FILL — DIVERSE BOOKFINDER

The same process was repeated for the remaining intersectional identities. **Figures 5–7** reveal the gaps in representation by race for these identities. **Figure 6** is another example of an enhanced graph needed for visual clarity and is out of 350 books whereas **Figure 5** is out of 5,000. See **Appendix A** for the full breakdown of data collected from Diverse BookFinder.

Figure 5
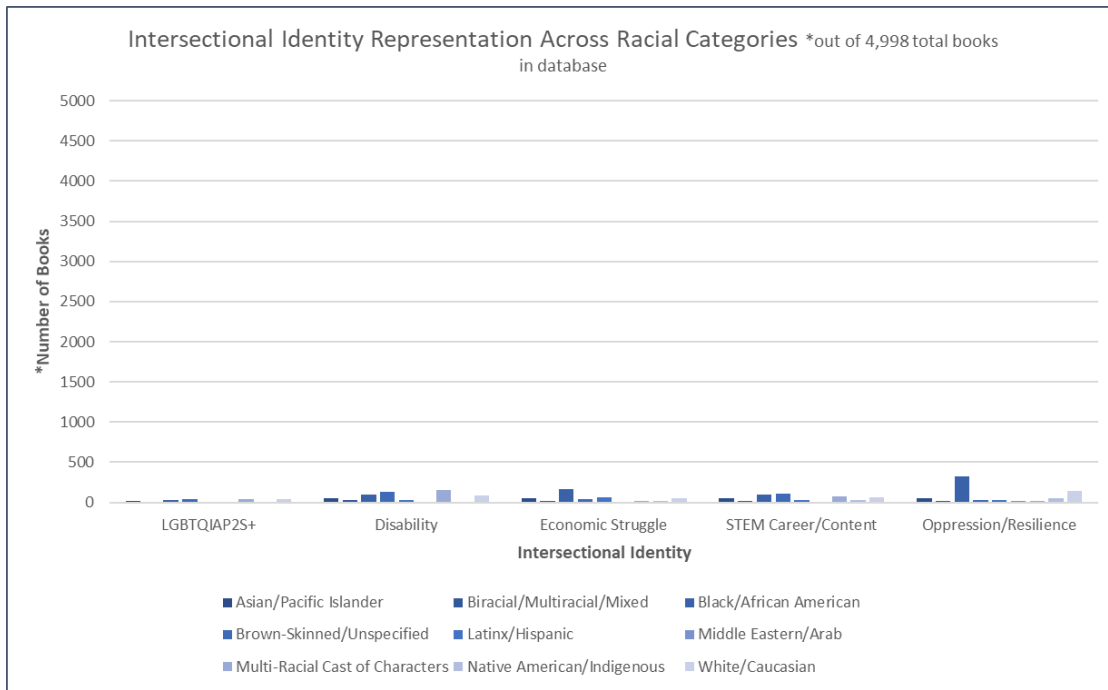
Figure 6
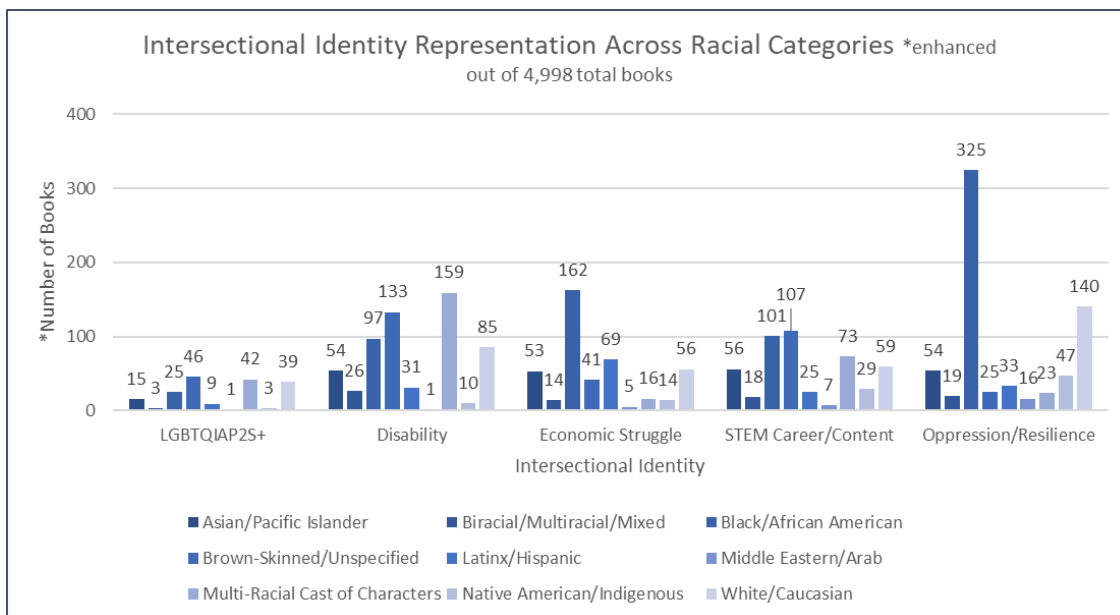
Figure 7

RACE/INTERSECTIONAL IDENTITY GAPS TO FILL — DIVERSE BOOKFINDER

RACE/CULTURE	LGBTQIAP2S+	DISABILITY	ECONOMIC STRUGGLE	STEM CAREER/CONTENT
Asian/Pac Islander	✔			
Biracial/Multiracial/Mixed	✔	✔	✔	✔
Black/African American				
Latinx/Hispanic	✔	✔		✔
Middle Eastern/Arab	✔	✔	✔	✔
Native American/Indigenous	✔	✔	✔	✔

Diverse BookFinder offers a detailed analysis of the content of each collection of books broken down by racial category. Below are some notable findings from their analysis (as well as my own) which at times provided crucial insight into the data I collected.

- **39% of the books pertaining to Asian/Pacific Islander characters**, "are books in which race, ethnicity, tribal affiliation, culture, im/migration, and/or religious, sacred, or origin stories" are central to the story at hand. **27%** of the collection are books in which these elements are not central to the story.[21]

- **My data reveals that the most intersectional representation occurs** when the race is unspecified or unclear and the gender identity is unspecified, meaning neither identity is deliberately acknowledged. Analysis by DBF suggests multiracial, or those of unspecified race, are often viewed as "everyone everywhere," which allows multiracial children to

---

[21] Diverse BookFinder, "Why We Do What We Do."

see themselves represented "beyond the everyday limits to and demands on how they self-identify." The danger in the overemphasis on this type of representation is the potentially harmful effect of not forming a connection to their unique racial or cultural identity. **56%** of the books in the Biracial/Multiracial/Mixed category *do not* have race, ethnicity, culture, and so forth as central to the story.[22]

- **Black/African American characters have the greatest representation across racial categories.** The intersections of race/gender and race/diverse identity markers are also among the highest in representation. In terms of how Black/African American people are being represented, they have the highest representation rate when the content of the books pertains to Oppression and Resilience. See **Figures 8** and **9**.

Figure 8

Representation of Resilience/Oppression by Racial Category *enhanced out of 4,998 total books in database

---
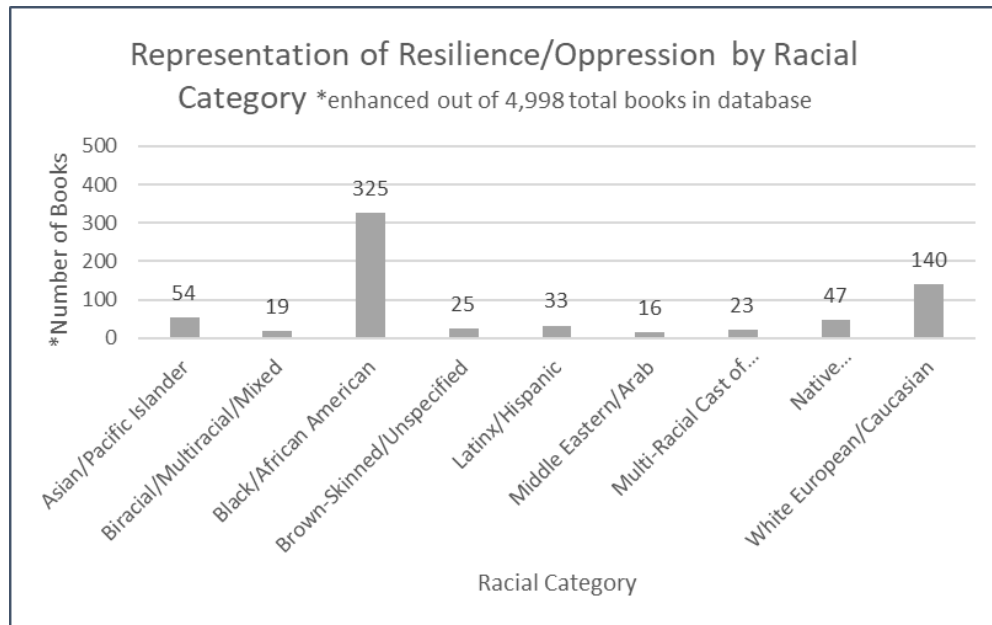
[22] Diverse BookFinder, "Why We Do What We Do."

Figure 9

Percentage of Books Containing Resilience/Oppression Representation by Racial Category
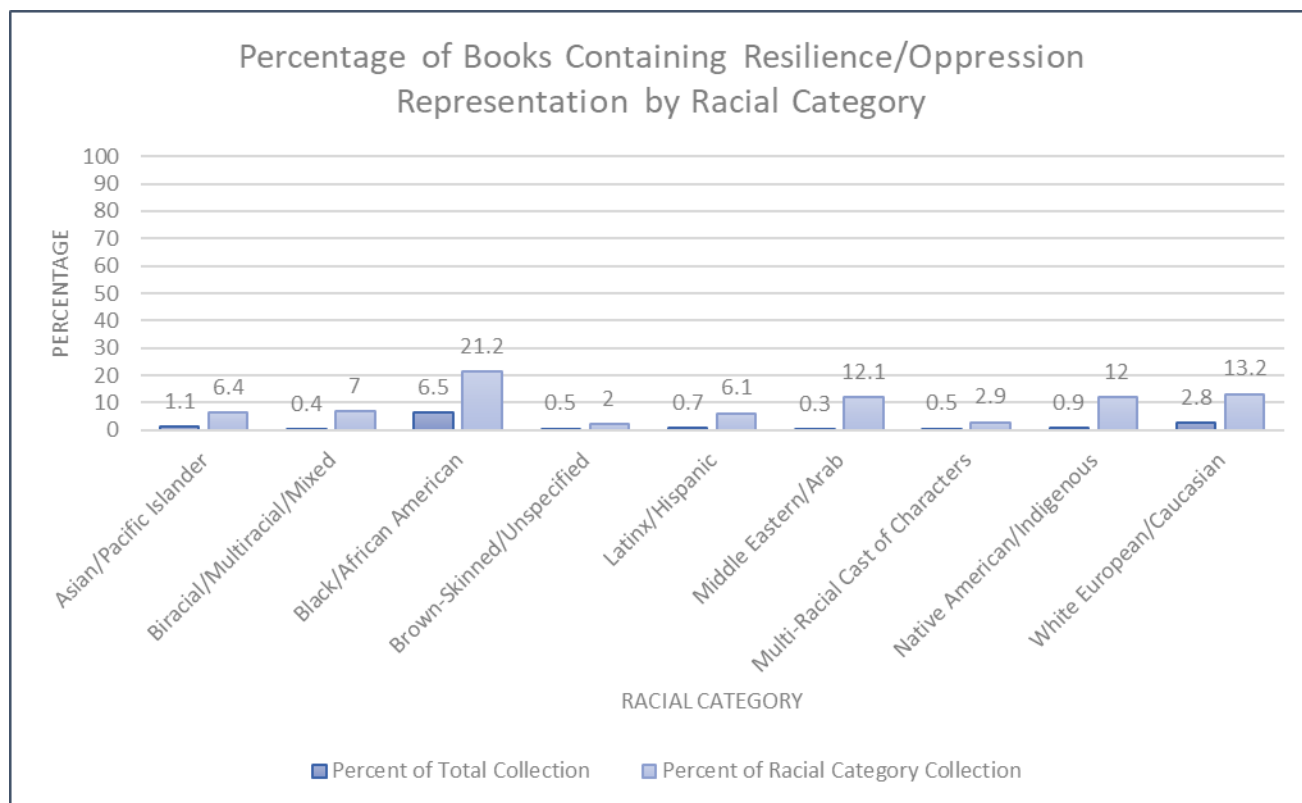
- **21.2% of the books in the Black/African American racial category are about Oppression and/or Resilience.** 6.5% of the books in the DBF database reflect Black/African American people and Oppression/Resilience. This number is 2.3 times higher than the second most represented racial/cultural group in the entire DBF database whose content pertains to these subjects (White/Caucasian and Oppression/Resilience makes up 2.8% of the collection). DBF notes that these results are not surprising, "given the history of transatlantic slavery that has so directly shaped understandings of race in the US, and the fact that African Americans constitute the largest racial minority."[23]

- **The Brown-Skinned/Race Unspecified** books in the collection largely do not make race central to the story. This racial category is also often represented more frequently at the intersections of identity. DBF posits that this may be the result of the post-racial or

---

[23] Diverse BookFinder, "Why We Do What We Do."

colorblind ideology which suggests racially ambiguous characters can act as stand-ins for several races because race, color, culture, and the like do not or should not matter.[24]

- **Books with race and culture centralized make up significant portions of the books in the Native American/Indigenous, Latinx/Hispanic, and Middle Eastern/Arab collections.** While these aspects of identity are important, more balance and nuanced representation are necessary to prevent the perpetuation of harmful ideas and stereotypes. These three racial categories were also consistently among the lowest in representation at the intersectional level, particularly for gender identity and non-heterosexuality (see **Figures 3** and **6**).

While DBF has done a wonderful job of including a variety of identities and circumstances for diverse representation, I would be remiss if I did not mention some of the limitations I ran into while using it. These limitations suggest additional gaps not just for DBF to address but the publishing industry as well. There is no category for single or same-sex parent family structures, though under the LGBTQIAP2S+ section, the representation of this identity marker may be the main character or family member, including the possibility that a parent who is non-heterosexual may be represented. The lack of category suggests more books are needed in this area of representation among all racial/ethnic groups. I'd hoped by searching DBF's Diverse Family category I would find subcategories that included single parents whose status stemmed from myriad circumstances including the death of a spouse, divorce, incarceration, and the like. However, these were not part of the Diverse Family category. Rather, this category is representative of multiracial and mixed-race families. They do also offer Adoption representation as a category, which is a good thing, but this is not the diverse family structure I was looking for.

Of course, DBF is searchable by keyword also. But without a category for single or same-sex parents, it stands to reason that there were not enough books with these diverse family structures to warrant it. Search results by keyword rather than category are also far less

---

[24] Diverse BookFinder, "Why We Do What We Do."

targeted and often did not yield pertinent options.[25] I searched "incarcerated" and there was one book. "Same-sex parents" and "single-parent" yielded hundreds of results, but after reviewing the first few pages of titles for each, the content of the majority of the books did not match the search criteria or were only tangentially related. For example, the book may have been about the parent-child relationship or a family in general, but not a family fitting the search criteria. A category for diverse family structures should be created, and it would seem more books on these family structures are needed across all racial lines.

There was also no category for blue-collar jobs such as firefighter, trash collector, factory worker, etcetera. The only career-focused category was that of STEM, which includes either careers or content. STEM representation is certainly important. But of equal importance are positive, accurate representations of careers across socioeconomic status, education level, and racial and intersectional identity. When I searched the word "firefighter" in the DBF search box, the results for the number of books were as follows: Asian + Firefighter, 1; Black/African American + Firefighter, 3; Brown-Skinned/Unspecified + Firefighter, 3; White + Firefighter, 3. I went on to filter the results for other intersectional identity markers and found that there were two books at the intersection of Gender Non-Conforming + Firefighter, one book at the intersection of LGBTQIAP2S+ + Firefighter, and two books at the intersection of Disability + Firefighter. There were no books at the intersection of Transgender or Nonbinary + Firefighter.

Also missing a much-needed category was the diverse body—for example heavy, thin, tall, short, congenital limb deficiency, amputation, and the like. This, of course leads to the need to discuss subcategories for disability. As noted, disability isn't distinguished, but rather, it is used as an umbrella term, which simply is not sufficient. Diverse bodies and abilities should be represented for body positivity, for awareness and information but also for no lesson or reason per se, other than this is a true reflection of human beings within our society. Much of the disability representation found in children's picture books has been found to be negative

---

[25] Results from the open search are drawn from multiple sources including Marc records and not from the DBF database alone.

and/or stereotypical.[26] As Pennell et al. point out in their paper on the search for children's books with respectful disability representation, "We are all partially defined by our abilities and differences, and we should be able to read about them in a wide array of interesting books regardless of where we fall on the ability/disability continuum."[27]

The intention here is not to point out shortcomings. DBF has done and continues to do phenomenal, important work. The point is that the gaps I've come across clearly need to be filled by those who have the power to do so: publishers. And once that happens, it is then up to the booksellers, educators, and librarians to ensure these books are available for the people who want and need them.

Methodology, Data & Analysis: Survey of Library Professionals

Library professionals are not only familiar with which books they are and are not able to provide the communities they serve, they are also at the apex of access to books in terms of purchasing, recommending, and lending. Not everyone has the luxury of buying books online or at a bookstore. But school and public libraries are a free service in their communities that allow access to books by children and families with financial and other restrictions. Librarians are also human and have opinions about the types of books they offer, which matters because this can influence which books enter into circulation. They must also deal with societal pressure (and potentially financial pressure depending on their source of funding) to include or exclude certain books that may be considered controversial. Essentially, library professionals are a bridge between the publishing industry and the communities they serve, and their influence cannot be overstated. For these reasons, I elected to survey US librarians to supplement the data collected through DBF to further understand intersectional representation gaps.

The survey I created was evaluated and approved by the Institutional Review Board for Portland State University. I utilized Qualtrics for the survey creation and distribution. **Figures**

---

[26] Amy Tondreau and Laurie Rabinowitz, "Analyzing Representations of Individuals with Disabilities in Picture Books," *The Reading Teacher* 75, no. 1 (August 7, 2021): 61–71, https://doi.org/10.1002/trtr.2017.
[27] Ashley E. Pennell, Barbara Wollak, and David A. Koppenhaver, "Respectful Representations of Disability in Picture Books," *The Reading Teacher* 71, no. 4 (February 1, 2018): 411–19, https://doi.org/10.1002/trtr.1632.

10-22 are pulled directly from the resulting data report. For a full list of questions and results, see **Appendix B**. The racial/cultural categories included in the survey were not the same as the ones available through DBF. Instead, I used the same categories utilized by the US Census Bureau, which include American Indian or Alaska Native, Asian, Black or African American, Hispanic, Multiracial, Native Hawaiian or Pacific Islander, and White.[28] When asked to rank these racial identities in order of most (1) to least (6) amount of representation in the diverse children's picture books in their libraries, respondents did so thusly:[29]

1. Black or African American is the racial identity most frequently represented. This aligns with the data collected from DBF.
2. In the second and third positions, slightly more respondents believe Hispanic people are represented more so than Asian people, though the ranking results are quite close. See **Figure 10**.
3. Multiracial representation ranked fourth, while American Indian or Alaska Native and Native Hawaiian or other Pacific Islander ranked fifth and sixth respectively.

---

[28] US Census Bureau, "Measuring Racial and Ethnic Diversity for the 2020 Census," The United States Census Bureau, accessed May 12, 2023, https://www.census.gov/newsroom/blogs/random-samplings/2021/08/measuring-racial-ethnic-diversity-2020-census.html.

[29] The White racial identity was included in the library survey to ensure it was included for purposes of representing non-racial, diverse intersectional identities. However, it was not included as an option to rank because White representation is dominant in the publishing industry.

Figure 10
Q14: In your professional opinion, which of the following ethnicities is represented most frequently in the diverse children's picture books in your library? Rank from highest to lowest, 1 being the most frequent, 6 being the least.
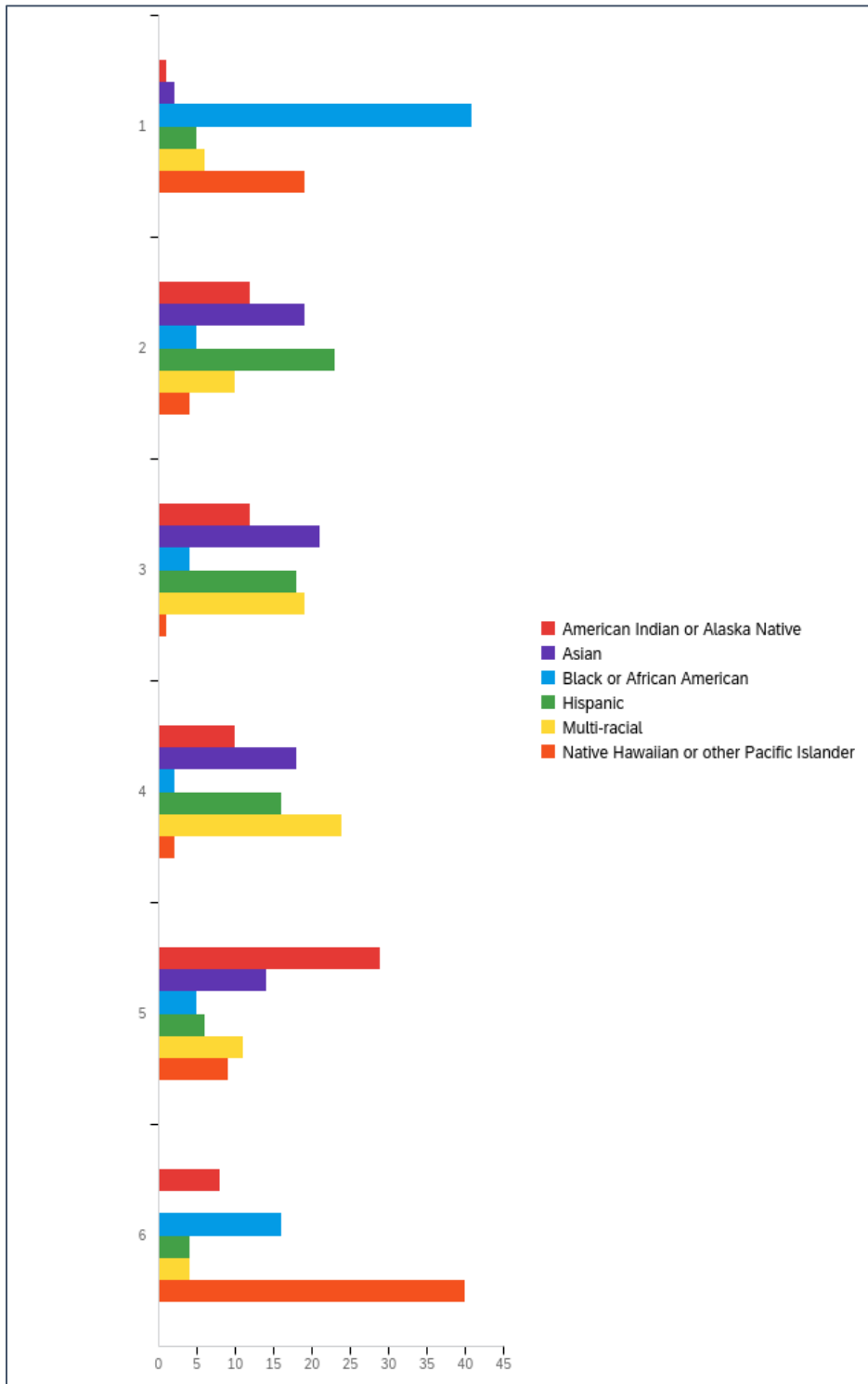
The intersectional identities included in the survey are similar to those available for utilization through DBF for the sake of scope, though in this case, diverse gender identities were grouped together as "Non-Cisgender" and diverse sexualities were grouped as "Non-Heterosexual." This allowed me to expand upon the "Disability" category slightly, include more options for occupations and socioeconomic status, and add an option for "Single or Same-Sex Parent Family Structure." A fine line exists between a comprehensive set of research questions and options and a survey that people will actually participate in. Therefore, I could not create an exhaustive list of identity options, and so I elected to utilize the identity markers illustrated in **Figure 11**.

Optimal participation in research surveys requires brevity, and while brevity was what I was trying for, the length and complexity of the survey may explain in part why there were so few respondents when a nationally representative sample was the goal. The survey was distributed via anonymous link[30] to a number of library organizations including non-member spaces of ALA Connect, state library listservs, Facebook groups with between 200 to 30,000 members, and individual local libraries with requests for assistance in disseminating the survey. After several months of work, my survey closed at the end of April 2023 with a total of 101 respondents from 17 states. See **Figures 12–14** for a breakdown of the library demographics.

---

[30] There were no email addresses or identifying information requested or collected with this survey.

Figure 11
Q16: In your professional opinion, which of the following identities are not being represented adequately in diverse children's picture books? Select all that apply.
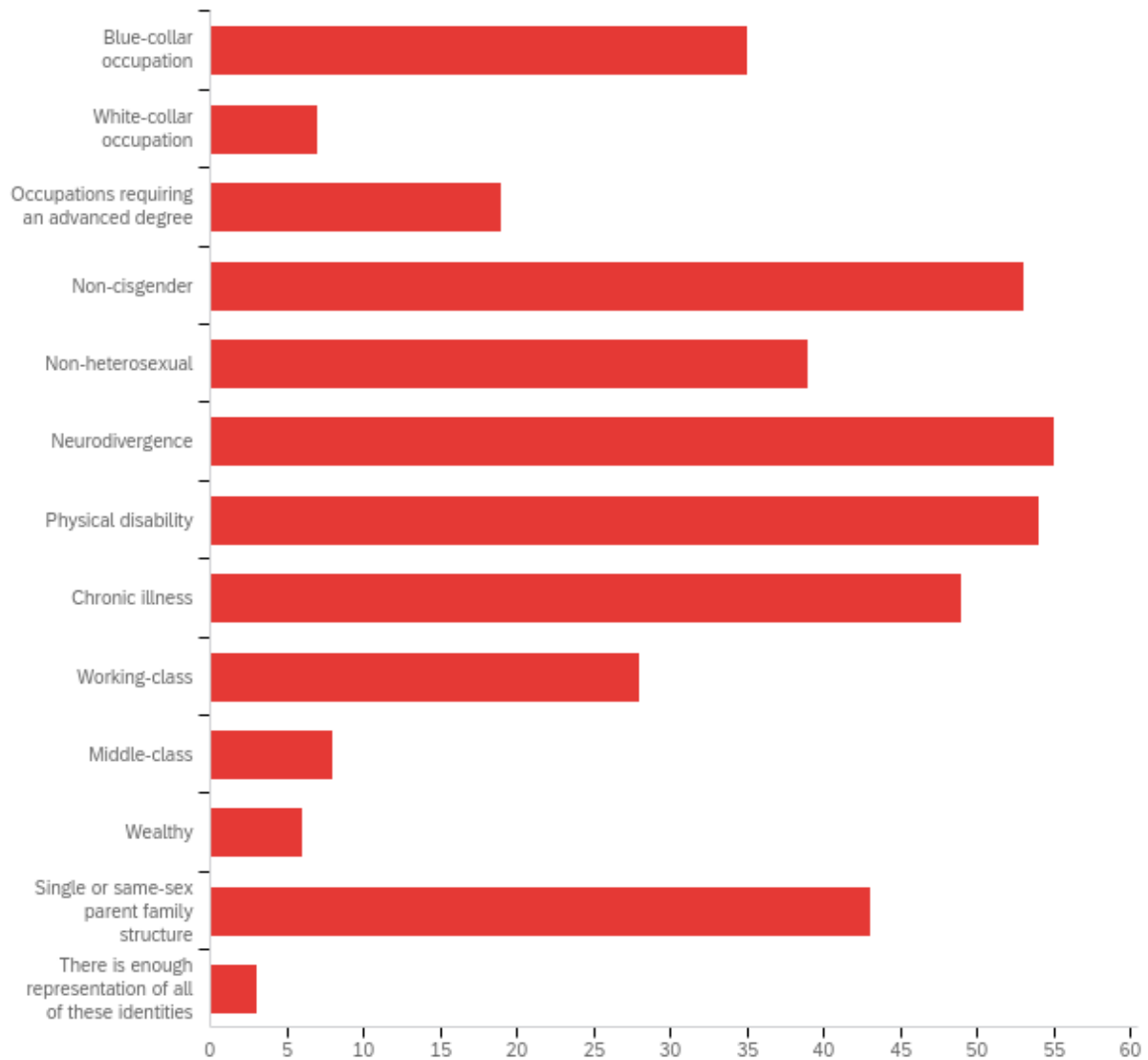
Figure 12
Q4: In which state is your library located?

55%
Oregon

Arizona   Georgia   Illinois   Louisiana   Maryland   Massachusetts

Michigan   Minnesota   New Jersey   New York   North Carolina   Ohio

Oregon   Pennsylvania   Rhode Island   Texas   Virginia   Washington
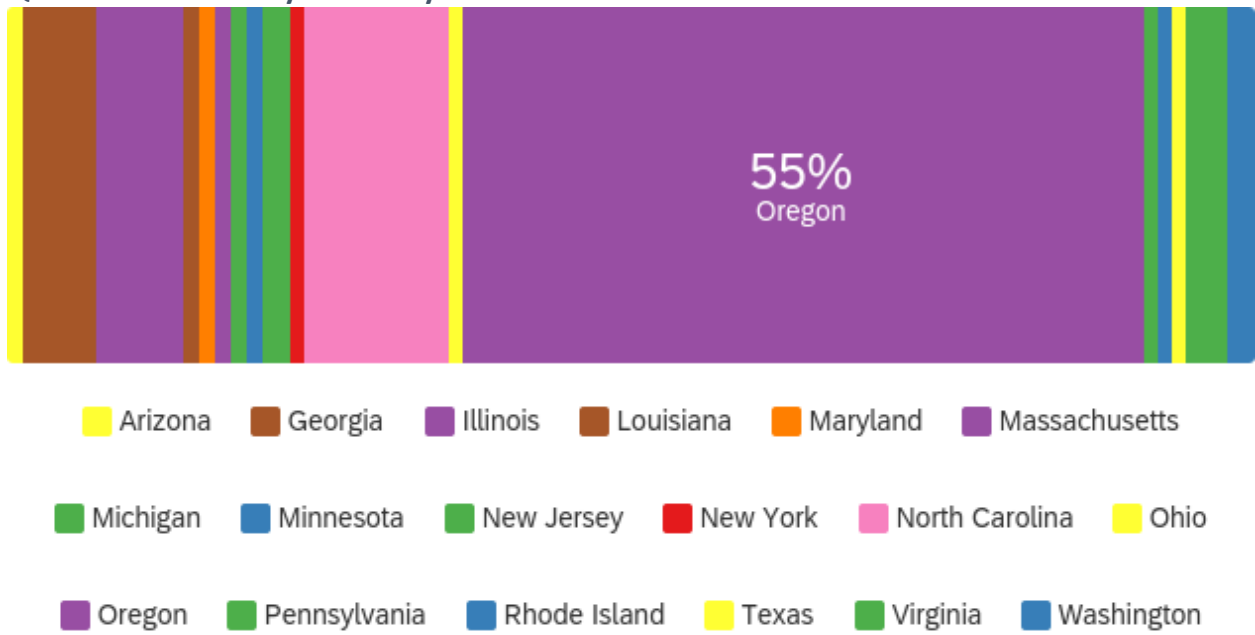
Figure 13
Q2: In which type of library do you work?

2.27%
10.23%

29.55%

57.95%

A public library   A school library   A college/university library   Other
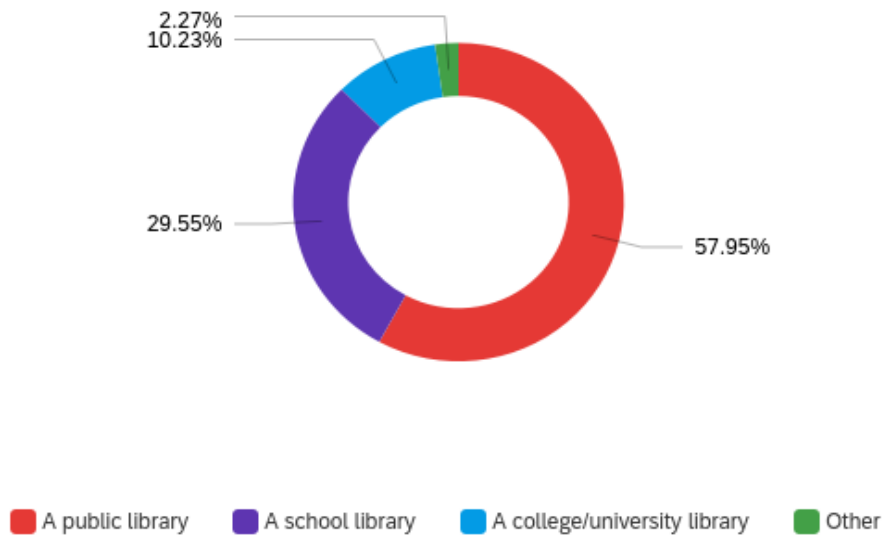
Figure 14
Q5: Which option best describes the area in which your library is located?
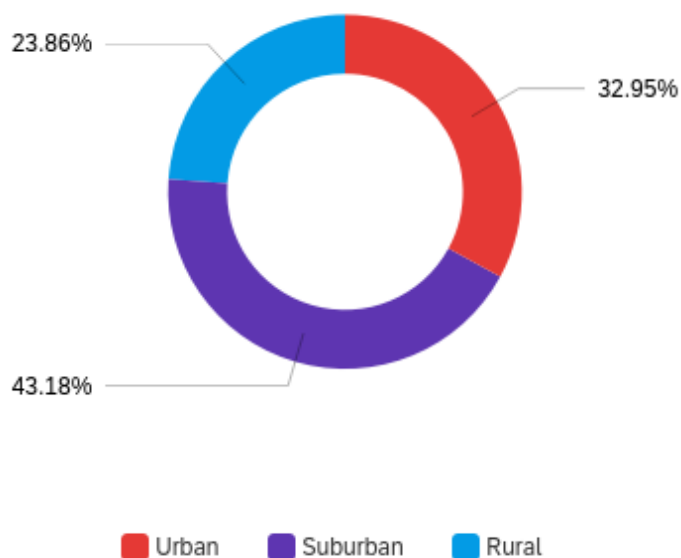
One key finding from the survey of library professionals was the way in which they defined "diverse." Respondents were asked which type of book they considered to be diverse. The choices and results are reflected in **Figure 15** below. 78.3% of respondents believe a diverse picture book includes one with a non-white main character, one with one or more non-white supporting characters, or one with either a white or non-white main character who has one or more diverse identities. This deviates from DBF, which considers books "diverse" only when a BIPOC person is represented within them.

Figure 15
Q6: What do you consider to be a "diverse" picture book?
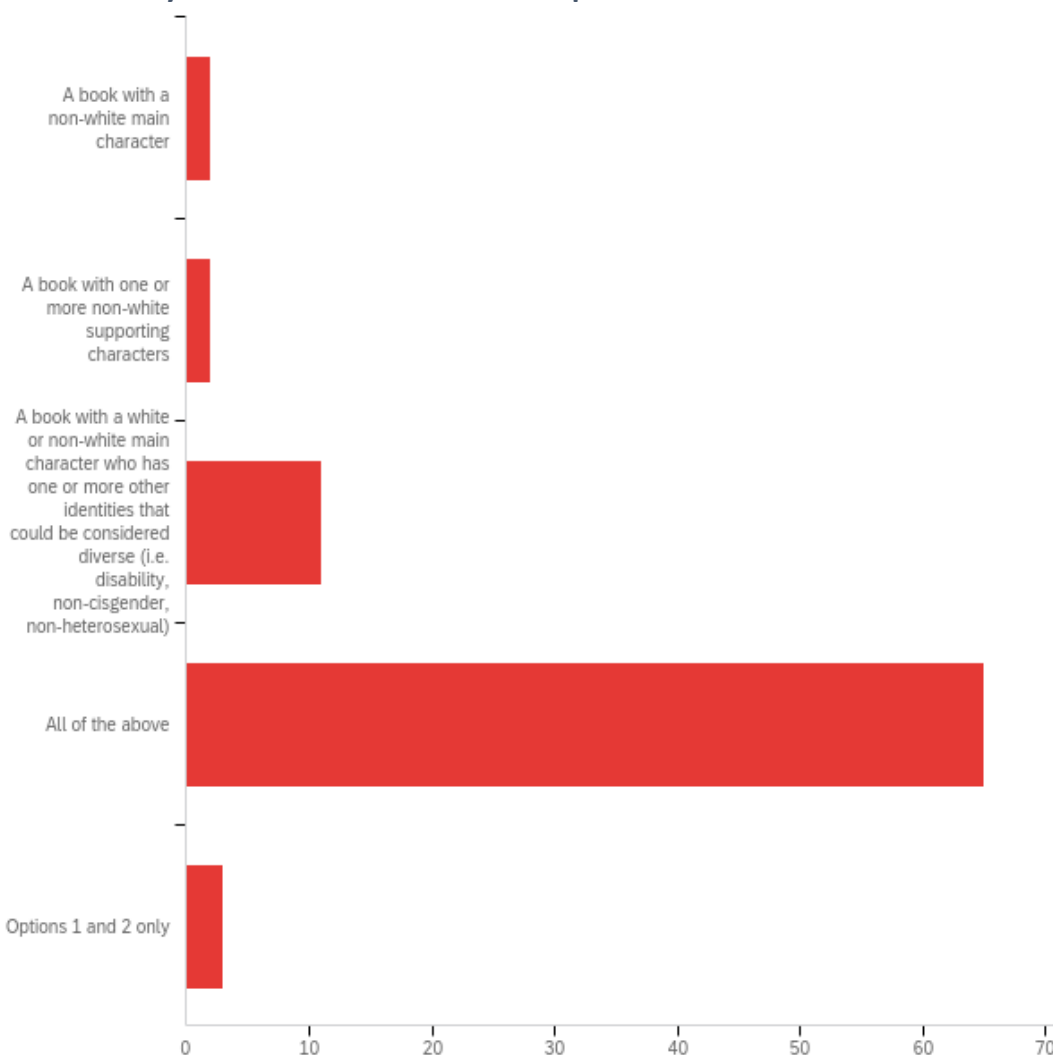
Other notable findings include that 81.5% of librarians surveyed "strongly agree" that providing children's picture books with diverse intersectional identities is important to them. Only 7% of respondents claimed to have reservations about offering these books in their libraries, but 60% of those respondents cited a fear of community backlash as their greatest concern. As illustrated by **Figure 11**, intersectional identities that are not being adequately represented in diverse US children's picture books according to librarians surveyed include the following (ranked by need of representation in descending order):

1. Neurodivergence

2. Physical Disability

3. Non-Cisgender

4. Chronic Illness

5. Single or Same-Sex Parent Family Structure

6. Non-Heterosexual

7. Blue-Collar Occupation

8. Working Class

9. Occupations Requiring an Advanced Degree

10. Middle-Class

11. White-Collar Occupation

12. Wealthy

Figures 16–22 illustrate the breakdown by racial category revealing where respondents believe the greatest intersectional representation gaps exist. All identity options are listed and ranked in descending order. Respondents were instructed to select all that apply. "None of These Apply" was also an option. For more, see **Appendix B**.

Figure 16
American Indian or Alaska Native

Category	Value
Neurodivergence	57
Occupations requiring an advanced degree	53
Single or same-sex parent family structure	52
Non-heterosexual	50
Physical disability	50
Non-cisgender	49
White-collar occupation	48
Chronic illness	46
Wealthy	44
Middle-class	42
Working-class	33
Blue-collar occupation	31
None of these apply	5
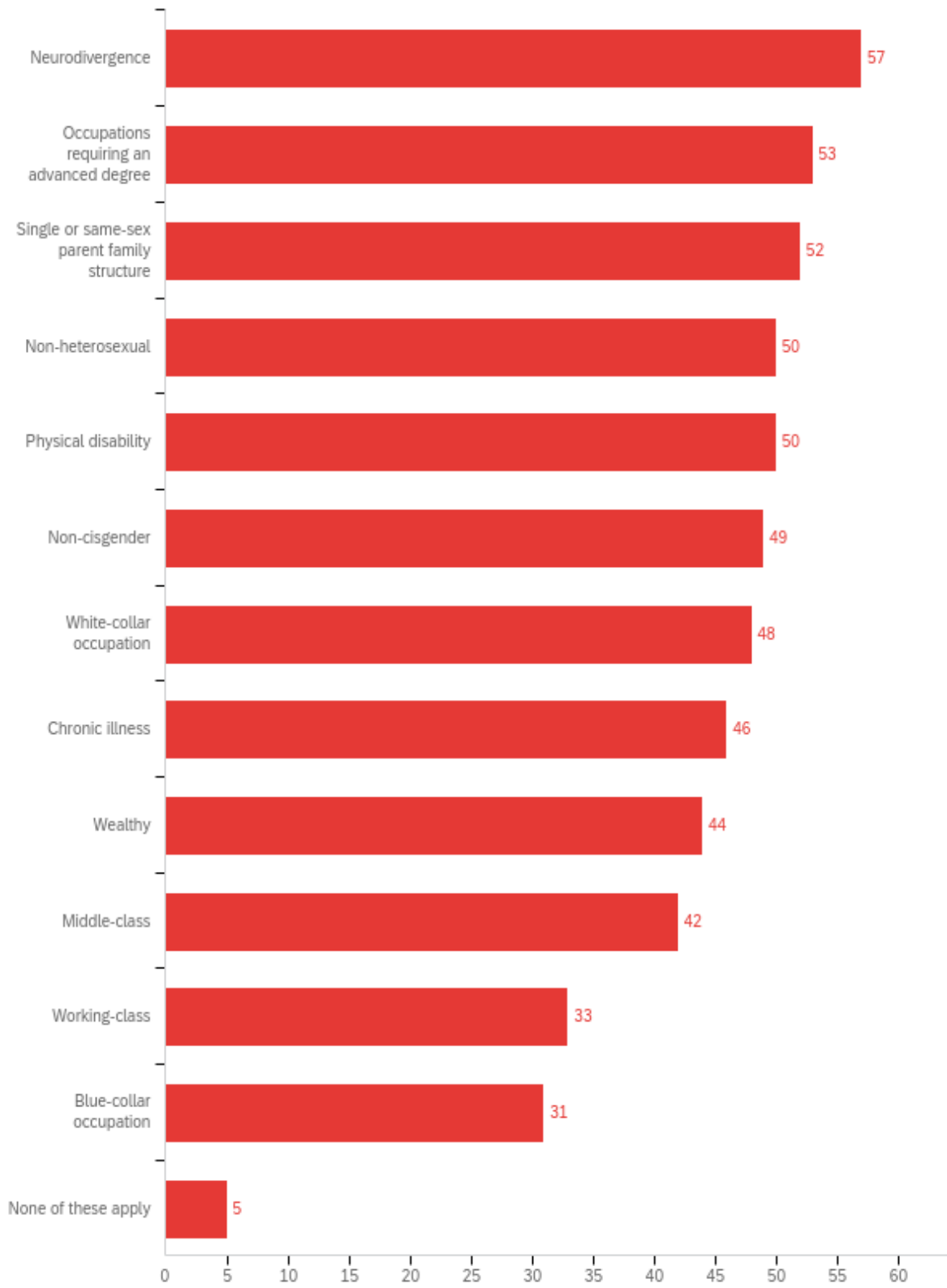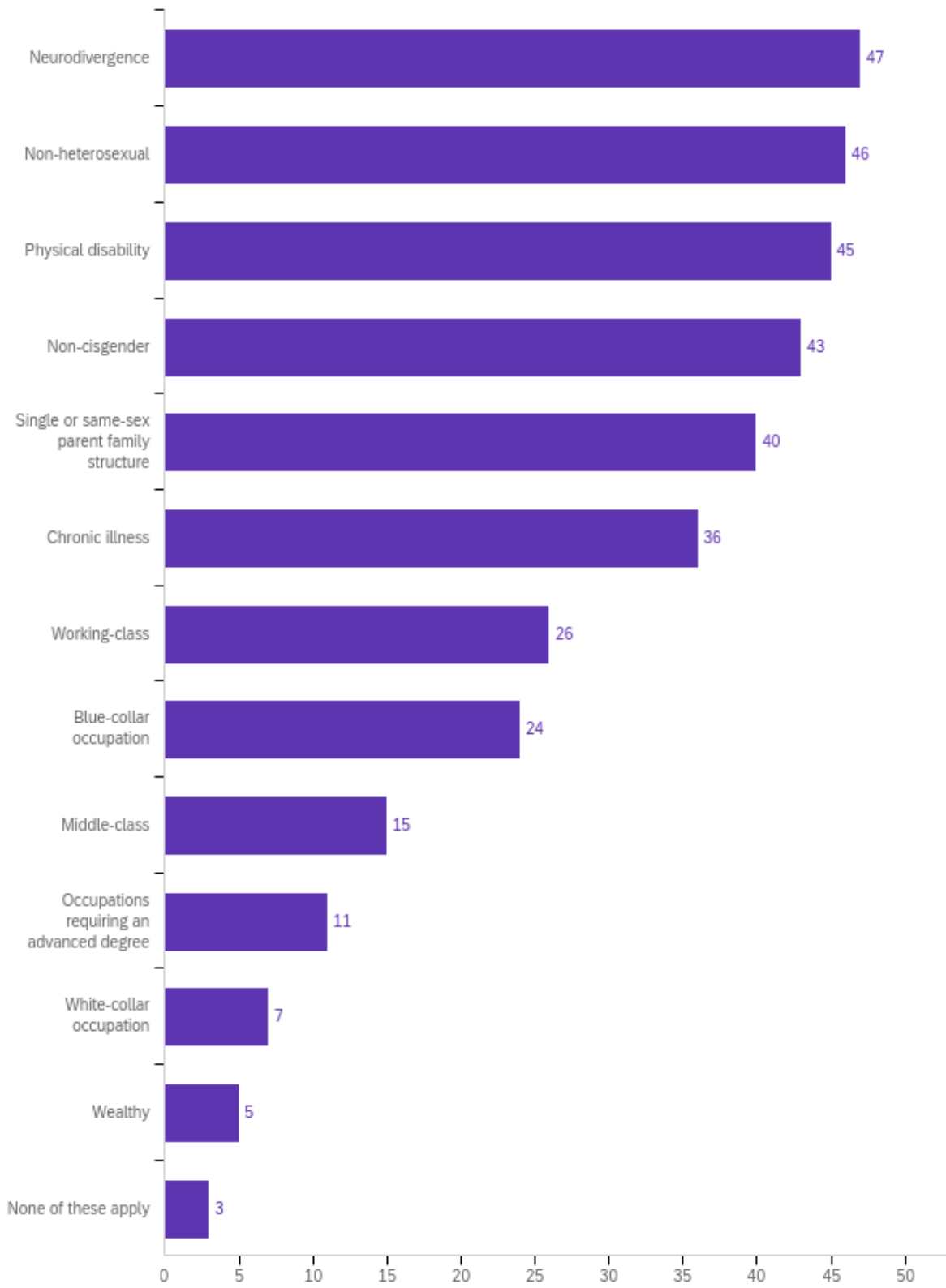
Figure 17
Asian

Figure 18
Black or African American

Category	Value
Occupations requiring an advanced degree	45
Neurodivergence	41
Non-heterosexual	39
Wealthy	38
Physical disability	37
Non-cisgender	36
Chronic illness	32
Single or same-sex parent family structure	27
White-collar occupation	26
Middle-class	21
Working-class	10
Blue-collar occupation	8
None of these apply	2

Figure 19
Hispanic

Category	Value
Occupations requiring an advanced degree	43
Non-heterosexual	39
Non-cisgender	36
Neurodivergence	36
Physical disability	34
White-collar occupation	31
Wealthy	30
Single or same-sex parent family structure	26
Chronic illness	23
Middle-class	17
Working-class	9
Blue-collar occupation	6
None of these apply	2

Figure 20
Multiracial

Category	Value
Neurodivergence	33
Non-heterosexual	32
Physical disability	28
Single or same-sex parent family structure	28
Non-cisgender	27
Occupations requiring an advanced degree	26
Chronic illness	25
White-collar occupation	20
Wealthy	19
Middle-class	17
Working-class	14
Blue-collar occupation	9
None of these apply	6

Figure 21
Native Hawaiian or Other Pacific Islander

Category	Value
Occupations requiring an advanced degree	36
Neurodivergence	32
Non-heterosexual	30
Single or same-sex parent family structure	29
Physical disability	28
Non-cisgender	27
Chronic illness	26
Wealthy	25
White-collar occupation	22
Middle-class	19
Blue-collar occupation	15
Working-class	15
None of these apply	8

Figure 22
White

Category	Value
Physical disability	29
Single or same-sex parent family structure	28
Neurodivergence	27
Non-cisgender	26
Non-heterosexual	26
Chronic illness	25
None of these apply	12
Blue-collar occupation	11
Working-class	10
White-collar occupation	5
Occupations requiring an advanced degree	5
Middle-class	3
Wealthy	2

Conclusion

The biggest gaps in diverse representation in US children's picture books occur at the intersectional level, particularly the intersections of race + diverse gender identities, race + sexualities, and race + disability (when considered on a more granular level with distinction). However, there are so few books at the intersections of the racially diverse and myriad diverse identity markers that arguably all categories and combinations could use more respectful representation. Future research might refine the library survey and get a nationally representative sample in the US, explore more deeply how the library survey and DBF data compare and analyze the implications, and investigate the economic benefits and implications for filling intersectional representation gaps in US children's picture books.

Providing books representing intersectional identities combats harm, promotes understanding, empathy, and acceptance, and is simply the right thing to do. Publishers, booksellers, educators, and librarians should produce and offer these diverse books regardless of profitability and potential objection so that children of all identities can benefit from seeing themselves reflected in the books they read. If a person finds a book objectionable, they can simply choose not to read it. If their child finds it in the library and reads it, the consequences are not life-threatening. Rather, having another informed, compassionate person in the world—or another person whose sense of self-worth improves because of that book—could be life*saving*.

References

Bishop, Rudine Sims. "Mirrors, Windows, and Sliding Glass Doors." *Perspectives: Choosing and Using Books for the Classroom*, 6(3), Summer 1990, https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf

Cheon, Yuen Mi, Pak See Ip, Milou Haskin, and Tiffany Yip. "Profiles of Adolescent Identity at the Intersection of Ethnic/Racial Identity, American Identity, and Subjective Social Status." *Frontiers in Psychology* 11 (2020). https://doi.org/10.3389/fpsyg.2020.00959.

Cooperative Children's Book Center. "Books by and/or about Black, Indigenous and People of Color 2018." Cooperative Children's Book Center. Accessed October 30, 2022. https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/books-by-and-or-about-poc-2018/.

Cooperative Children's Book Center. "Diversity Statistics FAQs." Cooperative Children's Book Center. Accessed November 15, 2022. https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/diversity-statistics-faqs/.

Diverse BookFinder. "Search Our Database of Nearly 2,000 Diverse Picture Books." Diverse BookFinder. Accessed November 13, 2022. https://diversebookfinder.org/books/.

Diverse BookFinder. "Why We Do What We Do." Diverse BookFinder. Accessed November 13, 2022. https://diversebookfinder.org/our-missionvision/.

Hogg, Michael A., and Kipling D. Williams. "From I to We: Social Identity and the Collective Self - ProQuest." *Group Dynamics: Theory, Research, and Practice* 4, no. 1 (2000): 81–97. https://doi.org/10.1037/1089-2699.4.1.81.

Kort, Joe. "Understanding Intersectional Identities | Psychology Today." *Psychology Today*. Accessed December 4, 2022. https://www.psychologytoday.com/us/blog/understanding-the-erotic-code/201906/understanding-intersectional-identities.

Lee & Low Books. "Where Is the Diversity in Publishing? The 2019 Diversity Baseline Survey Results." *Lee & Low Blog*, January 28, 2020. https://blog.leeandlow.com/2020/01/28/2019diversitybaselinesurvey/.

Mabbott, Cass. "The We Need Diverse Books Campaign and Critical Race Theory: Charlemae Rollins and the Call for Diverse Children's Books." *Library Trends* 65, no. 4 (2017): 508–22. https://doi.org/10.1353/lib.2017.0015.

Martinez, Andrea. "Combatting Internalized Racism: The Effects of the Lack of Latine Diversity in Children's Books." *Publishing Research Quarterly*, August 17, 2022. https://doi.org/10.1007/s12109-022-09908-y.

McGrath, Laura B. "Comping White." *Los Angeles Review of Books*, January 21, 2019. https://lareviewofbooks.org/article/comping-white/.

Pennell, Ashley E., Barbara Wollak, and David A. Koppenhaver. "Respectful Representations of Disability in Picture Books." *The Reading Teacher* 71, no. 4 (February 1, 2018): 411–19. https://doi.org/10.1002/trtr.1632.

Tondreau, Amy, and Laurie Rabinowitz. "Analyzing Representations of Individuals with Disabilities in Picture Books." *The Reading Teacher* 75, no. 1 (August 7, 2021): 61–71. https://doi.org/10.1002/trtr.2017.

US Census Bureau. "Measuring Racial and Ethnic Diversity for the 2020 Census." The United States Census Bureau. Accessed May 12, 2023. https://www.census.gov/newsroom/blogs/random-samplings/2021/08/measuring-racial-ethnic-diversity-2020-census.html.

Acknowledgements

Appendix A Diverse BookFinder Data

Diverse BookFinder Data Collection 3/3/23

Race/Culture Category: Asian/Pacific Islander; Total books in collection: 4935, Total books with Asian/Pac Islander race/culture: 851 or 17.2%. Update: My next round of data collection took place 4/7/23 and the total books in the collection had grown to 4998, with the total for this racial category had grown to 866. Numbers in red in this section reflect that increase. Added an "Unspecified" category, updated "LGBQ" to LGBTQIAP2S+, and added "Oppression/Resilience" for consideration.

Intersecting Identity: Gender: Subcategories: Cis-Female, Cis-Male, Non-binary, Transgender (Tmale, Tfemale, Tgeneral), Gender Non-conforming, Intersex

Cis-Female	Cis-Male	Non-binary	Transgender	Trans Female	Trans Male	Gender Non-conforming	Intersex	Unspec
620* 72.9% of category 633	563* 66.2% 572	2 0.2%	1* 0.1%	1*	1* 0.1%	22 2.6%	0 0%	75 8.7%
12.6% of total DBF books	11.4%	0.04%	0.02%		0.02%	0.45%	0%	1.5%

*These are the same book. The description claims the child is a "transgender boy", however selecting girl/woman + transgender came up with this same exact result/title. Also, leaving out boy/man and girl/woman yielded a result of 1 book labeled "transgender" which was also this title.

Note 1. Clearly some of the titles listed under Female and Male overlap, meaning they are cross-listed, perhaps because they feature characters of both these gender identities. *When both boy/man and girl/woman were selected, there were a total of 398 books. Removing those 398 with both leaves 453 books with EITHER cis-female or cis-male main characters. Removing 398 from the totals of cis-female and cis-male books to account for the overlap leaves 222 cis-female

books and 165 cis-male books or 26.1% and 19.4% of the total category respectively (while "both" accounts for 53.2% of the total).
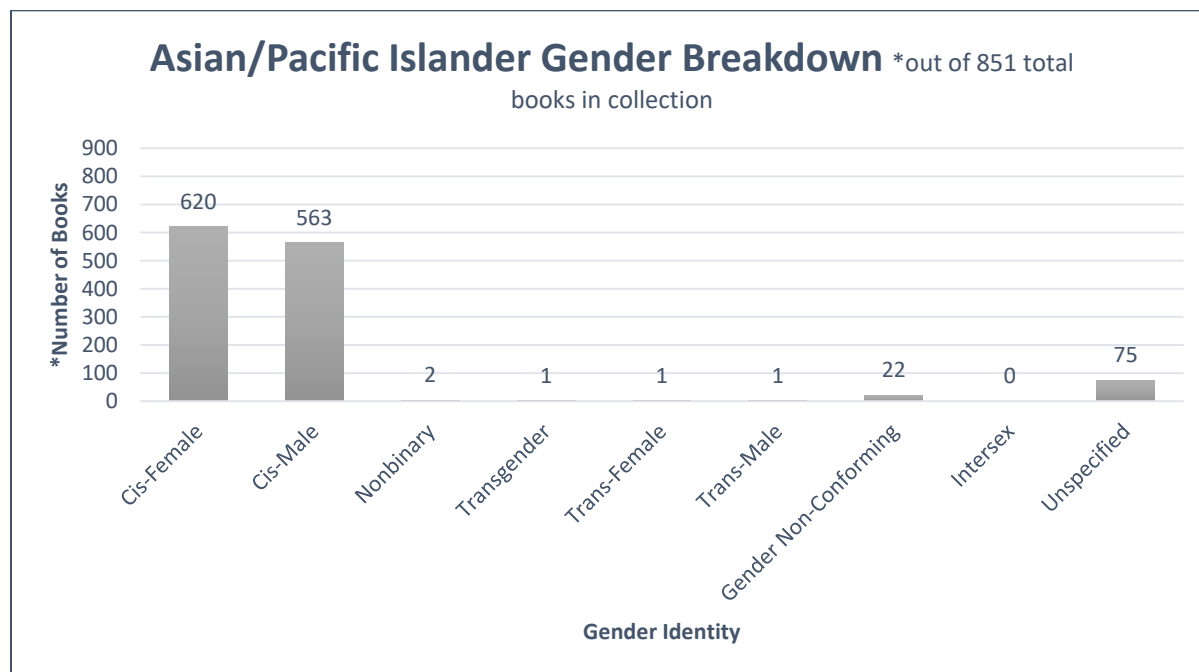
Race/Culture Category: Asian/Pacific Islander

Intersecting Identities: LGBQ; Disability; Economic Struggle; STEM Career/Content

LGBTQIAP2S+	Disability	Economic Struggle	STEM Career/Content	Oppression/Resilience
15 1.8% of category	54 6.4%	53 6.2%	55 56 6.5%	54 6.2%
0.3% of Total DBF books	1.1%	1.1%	1.1%	1.1%

Asian/Pacific Islander Intersectional Identities *out of 851 total books in collection
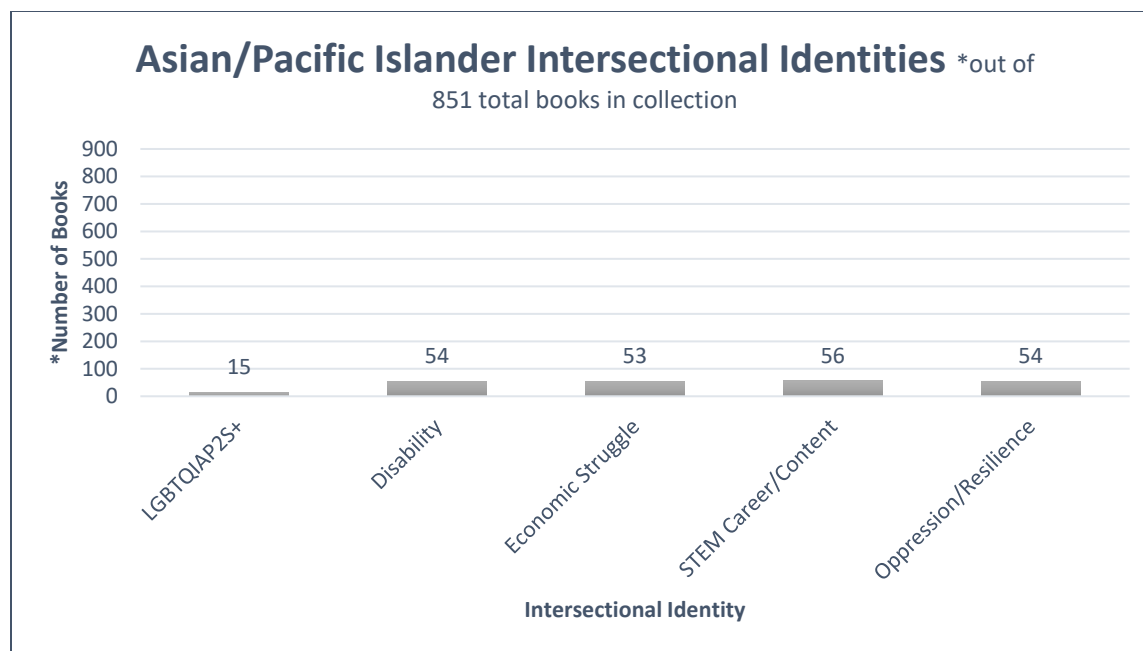
A-2

Diverse BookFinder Data Collection 4/7/2023

Race/Culture Category: Bi-racial/Multi/Mixed; Total books in collection: 4998, Total books with Bi-racial/Mixed: 272 or 5.4%. Update: My next round of data collection took place 4/7/23 and the total books in the collection had grown to 4998. I have also added an "Unspecified" category to the "Gender" section of this research.

Intersecting Identity: Gender: Subcategories: Cis-Female, Cis-Male, Non-binary, Transgender (Tmale, Tfemale, Tgeneral), Gender Non-conforming, Intersex

Cis-Female	Cis-Male	Non-binary	Transgender	Trans Female	Trans Male	Gender Non-conforming	Intersex	Unspec.
245 90% of category	213 78.3%	3 1.1%	4 1.5%	*4 1.5%	*3 1.1%	8 2.9%		33 12.1%
4.9% of total DBF books	4.3%	.1%	.1%	.1%	.1%	.2%		.7%

*Note: three of these books overlap and despite being about trans males, are also listed when "girl/woman" and "Transgender" are selected together. One additional book that does in fact represent a transgender woman appears when these two are selected but does not appear when "boy/man" and "transgender" are selected together.

Biracial/Multiracial/Mixed Gender Breakdown
*out of 272 total books in collection

Gender Identity	Number of Books
Cis-Female	245
Cis-Male	213
Nonbinary	3
Transgender	4
Trans-Female	4
Trans-Male	3
Gender Non-Conforming	8
Intersex	0
Unspecified	33

Race/Culture Category: Biracial/Multi/Mixed

Intersecting Identities: LGBTQIAP2S+; Disability; Economic Struggle; STEM Career/Content

LGBTQIAP2S+	Disability	Economic Struggle	STEM Career/Content	Oppression/Resilience
3 1.1% of category	26 9.6%	14 5.2%	18 6.6%	19 7.0%
.1% of Total DBF books	.5%	.3%	.4%	.4%

Biracial/Multiracial/Mixed Intersectional Identities *out of 272 total books in collection
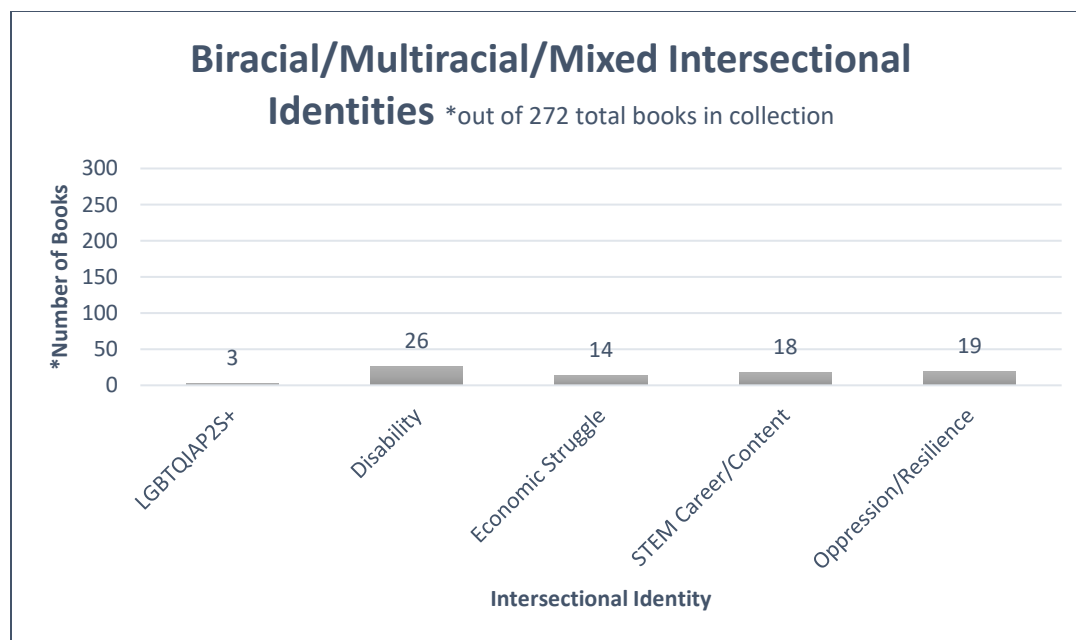
A-3

Diverse BookFinder Data Collection 4/7/2023

Race/Culture Category: Black/African American; Total books in collection: 4998, Total books with Black/African American: 1530 or 30.6%. Update: My next round of data collection took place 4/7/23 and the total books in the collection had grown to 4998. I have also added an "Unspecified" category to the "Gender" section of this research.

Intersecting Identity: Gender: Subcategories: Cis-Female, Cis-Male, Non-binary, Transgender (Tmale, Tfemale, Tgeneral), Gender Non-conforming, Intersex

Cis-Female	Cis-Male	Non-binary	Transgender	Trans Female	Trans Male	Gender Non-conforming	Intersex	Unspec.
1081 70.7% of category	1020 66.7%	4 .3%	*7 .5%	*7 .5%	*5 .3%	37 2.4%		141 9.2%
21.6% of total DBF books	20.4%	.1%	.1%	.1%	.1%	.7%		2.8%

*Note: The book *Calvin* appears when "girl/woman" and "transgender" are selected together as well as when only "boy/man" and "transgender" are selected together. The character represented in this book is a transgender boy, so it is unclear why it is cross-listed. The same is true with the title *Born Ready* which is about the author's transgender son. However, the author is a woman, so perhaps that is the reason for cross listing this title.

Black/African American Gender Breakdown *out of 1,530 total books in collection
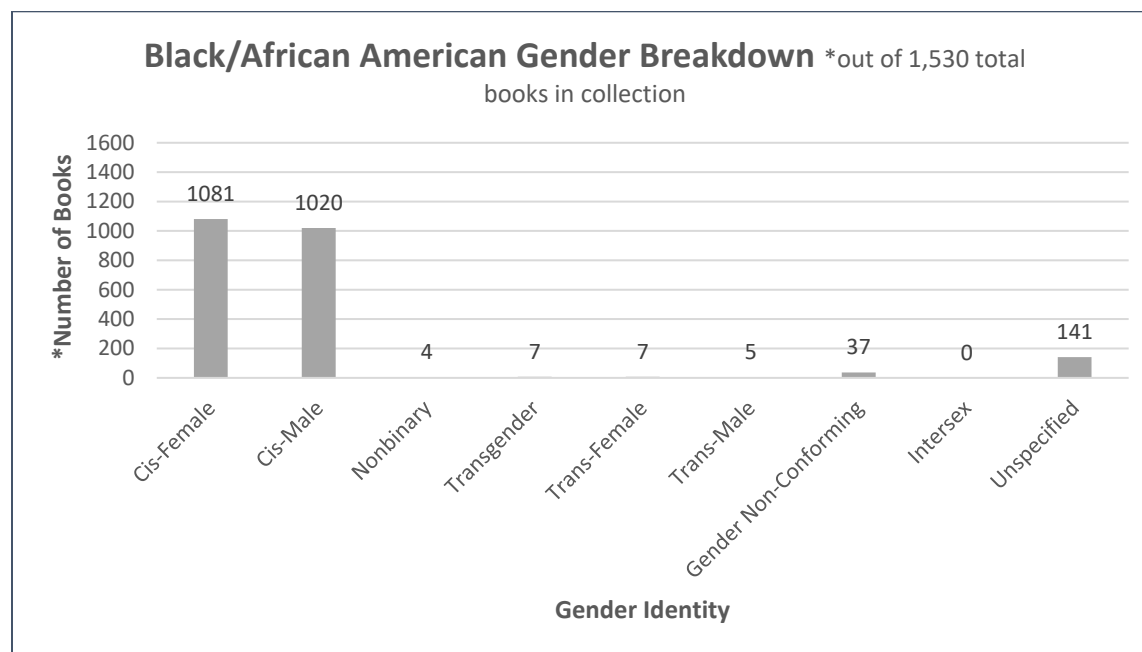
Race/Culture Category: Black/Africa American

Intersecting Identities: LGBTQIAP2S+; Disability; Economic Struggle; STEM Career/Content

LGBTQIAP2S+	Disability	Economic Struggle	STEM Career/Content	Oppression/Resilience
25 1.6% of category	97 6.3%	162 10.6%	101 6.6%	325 21.2%
.5% of Total DBF books	1.9%	3.2%	2.0%	6.5%

Black/African American Intersectional Identities *out of 1,530 total books in collection
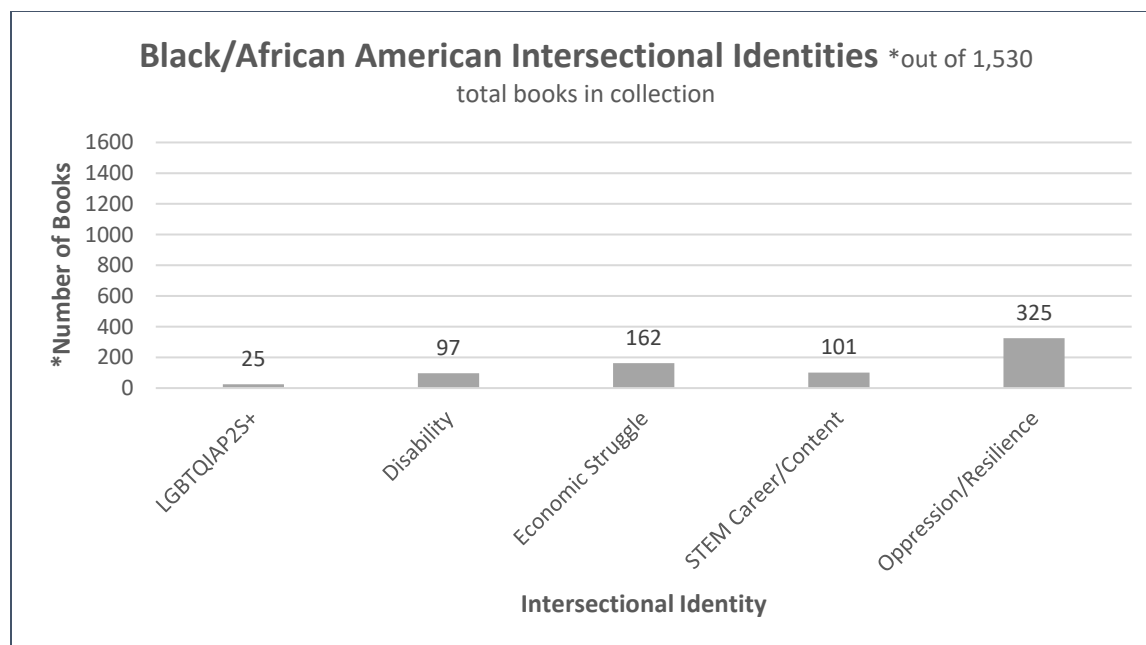
A-4

Diverse BookFinder Data Collection 4/7/2023

Race/Culture Category: Brown-Skinned, unspecified race; Total books in collection: 4998, Total books with Brown-Skinned, unspecified race: 1228 or 24.6%. Update: My next round of data collection took place 4/7/23 and the total books in the collection had grown to 4998. I have also added an "Unspecified" category to the "Gender" section of this research.

Intersecting Identity: Gender: Subcategories: Cis-Female, Cis-Male, Non-binary, Transgender (Tmale, Tfemale, Tgeneral), Gender Non-conforming, Intersex

Cis-Female	Cis-Male	Non-binary	Transgender	Trans Female	Trans Male	Gender Non-conforming	Intersex	Unspec.
931 75.8% of category	763 62.1%	10 .8%	*7 .6%	*7 .6%	*4 .6%	46 3.8%		352 28.7%
18.6% of total DBF books	15.3%	.2%	.1%	.1%	.1%	.9%		7.0%

Brown-Skinned/Unspecified Gender Breakdown *out of 1,228
total books in collection
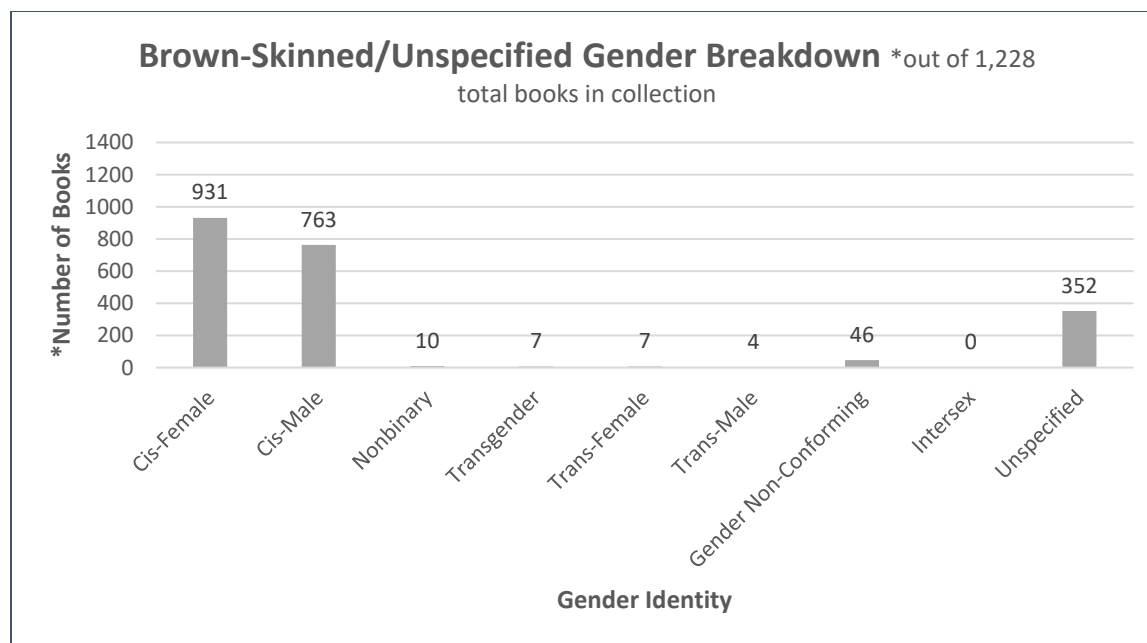
Race/Culture Category: Brown-Skinned, race unspecified

Intersecting Identities: LGBTQIAP2S+; Disability; Economic Struggle; STEM Career/Content

LGBTQIAP2S+	Disability	Economic Struggle	STEM Career/Content	Oppression/Resilience
46 3.8% of category	133 10.8%	41 3.3%	107 8.7%	25 2.0%
.9% of Total DBF books	2.7%	.8%	2.1%	.5%

Brown-Skinned/Unspecified Intersectional Identities *out of 1,228 total books in collection
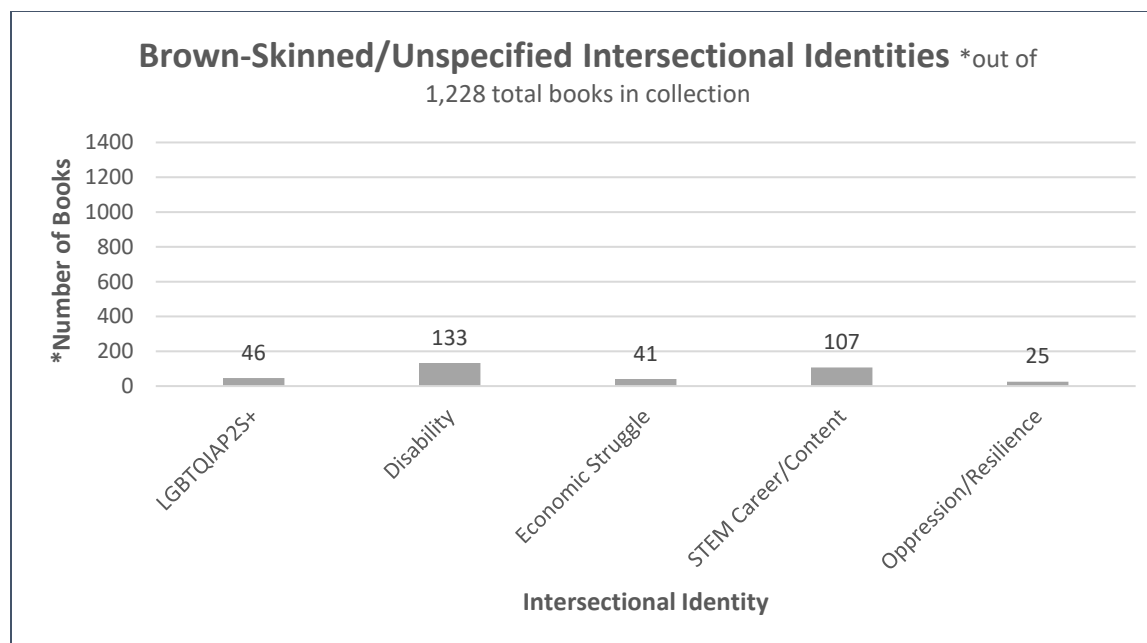
A-5

Diverse BookFinder Data Collection 4/7/2023

Race/Culture Category: Latinx, Hispanic; Total books in collection: 4998, Total books with Latinx, Hispanic: 543 or 10.9%. Update: My next round of data collection took place 4/7/23 and the total books in the collection had grown to 4998. I have also added an "Unspecified" category to the "Gender" section of this research.

Intersecting Identity: Gender: Subcategories: Cis-Female, Cis-Male, Non-binary, Transgender (Tmale, Tfemale, Tgeneral), Gender Non-conforming, Intersex

Cis-Female	Cis-Male	Non-binary	Transgender	Trans Female	Trans Male	Gender Non-conforming	Intersex	Unspec.
419 77.2% of category	383 70.5%	3 .6%	2 .4%	2* .4%	1* .2%	15 2.8%		22 4.1%
8.4% of total DBF books	7.7%	.1%	.04%	.04%	.02%	.3%		.4%

*Note: One title overlaps.

Latinx/Hispanic Gender Breakdown *out of 543 total books in collection

Number of Books (y-axis): 0, 100, 200, 300, 400, 500, 600

Gender Identity	Number of Books
Cis-Female	419
Cis-Male	383
Nonbinary	3
Transgender	2
Trans-Female	2
Trans-Male	1
Gender Non-Conforming	15
Intersex	0
Unspecified	22
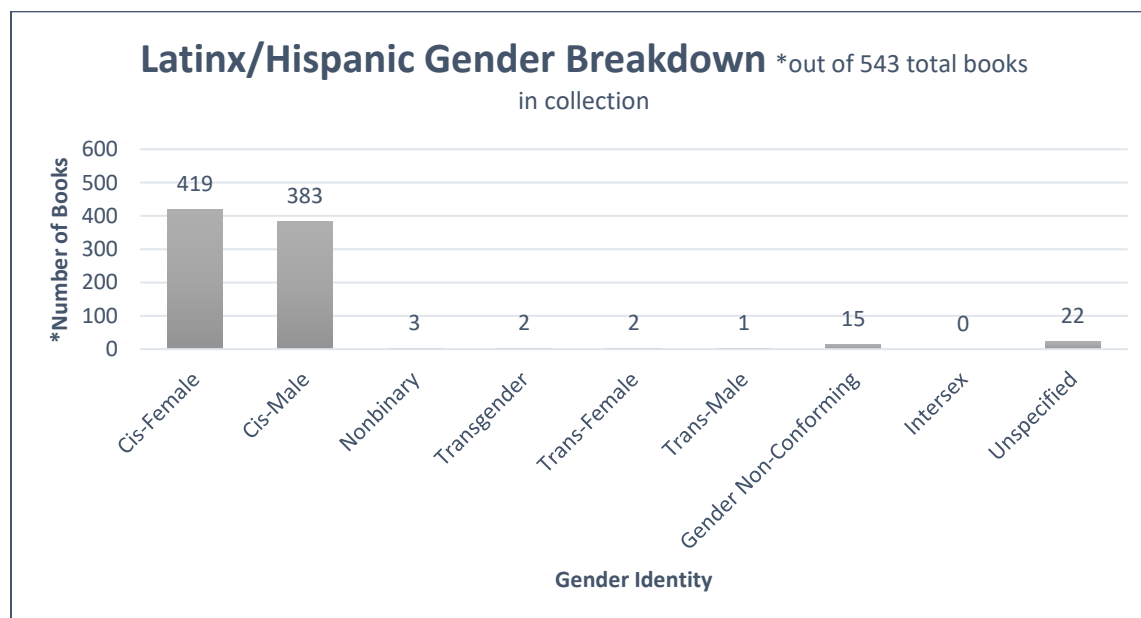
Race/Culture Category: Latinx/Hispanic

Intersecting Identities: LGBTQIAP2S+; Disability; Economic Struggle; STEM Career/Content

LGBTQIAP2S+	Disability	Economic Struggle	STEM Career/Content	Oppression/Resilience
9 1.7% of category	31 5.7%	69 12.7%	25 4.6%	33 6.1%
.2% of Total DBF books	.6%	1.4%	.5%	.7%

Latinx/Hispanic Intersectional Identities *out of 543 total books in collection
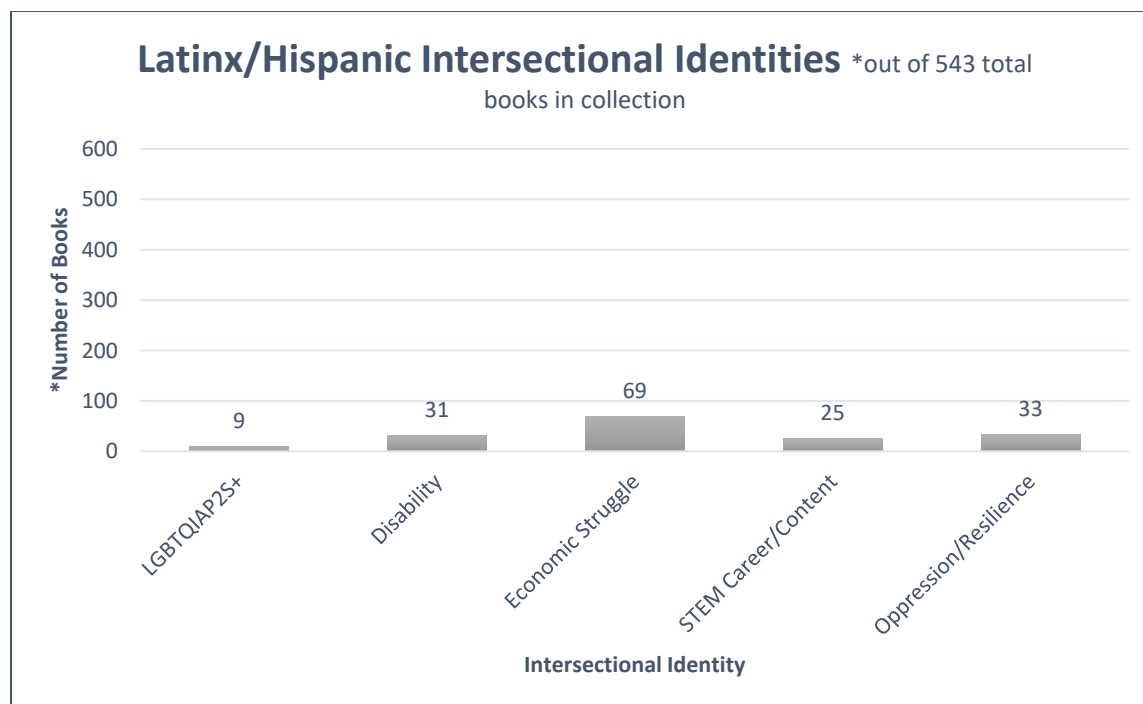
A-6

Diverse BookFinder Data Collection 4/7/2023

Race/Culture Category: Middle Eastern/Arab; Total books in collection: 4998, Total books with Middle Eastern/Arab: 132 or 2.6%. Update: My next round of data collection took place 4/7/23 and the total books in the collection had grown to 4998. I have also added an "Unspecified" category to the "Gender" section of this research.

Intersecting Identity: Gender: Subcategories: Cis-Female, Cis-Male, Non-binary, Transgender (Tmale, Tfemale, Tgeneral), Gender Non-conforming, Intersex

Cis-Female	Cis-Male	Non-binary	Transgender	Trans Female	Trans Male	Gender Non-conforming	Intersex	Unspec.
88 66.7% of category	94 71.2%	0	0	0	0	4 3.0%	0	6 4.5%
1.8% of total DBF books	1.9%					.1%		.1%

Middle Eastern/Arab Gender Breakdown *out of 132 total books in collection*
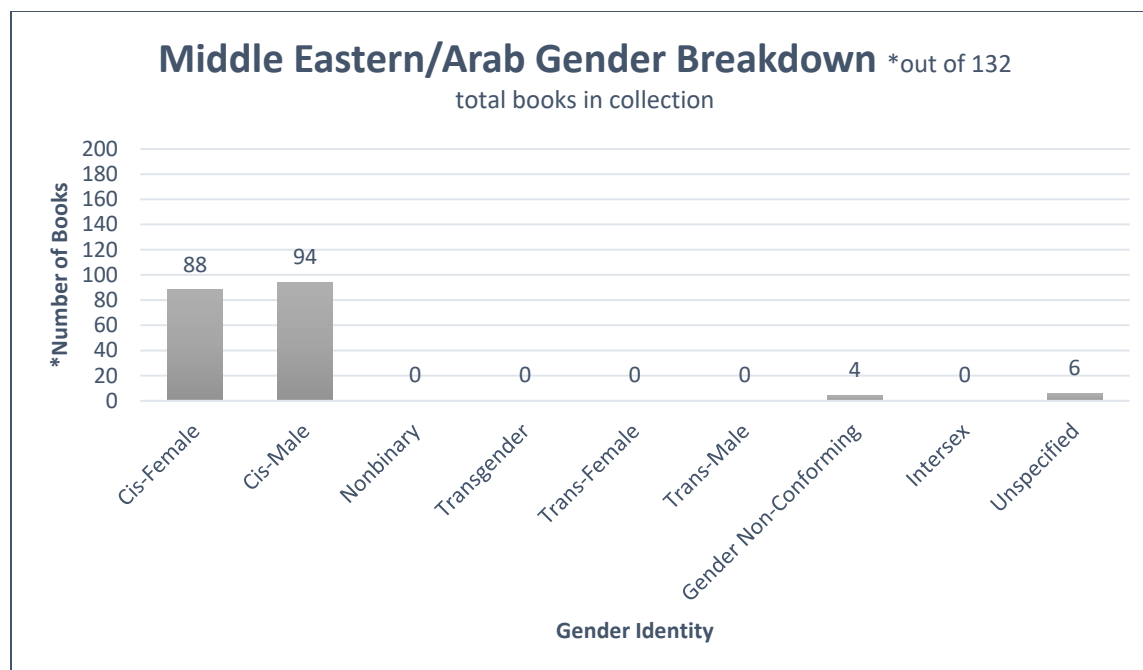
Race/Culture Category: Middle Eastern/Arab

Intersecting Identities: LGBQ; Disability; Economic Struggle; STEM Career/Content

LGBTQIAP2S+	Disability	Economic Struggle	STEM Career/Content	Oppression/Resilience
1 .8% of category	1 .8%	5 3.8%	7 5.3%	16 12.1%
.02% of Total DBF books	.02%	.1%	.1%	.3%

Middle Eastern/Arab Intersectional Identities *out of 132 total books in collection
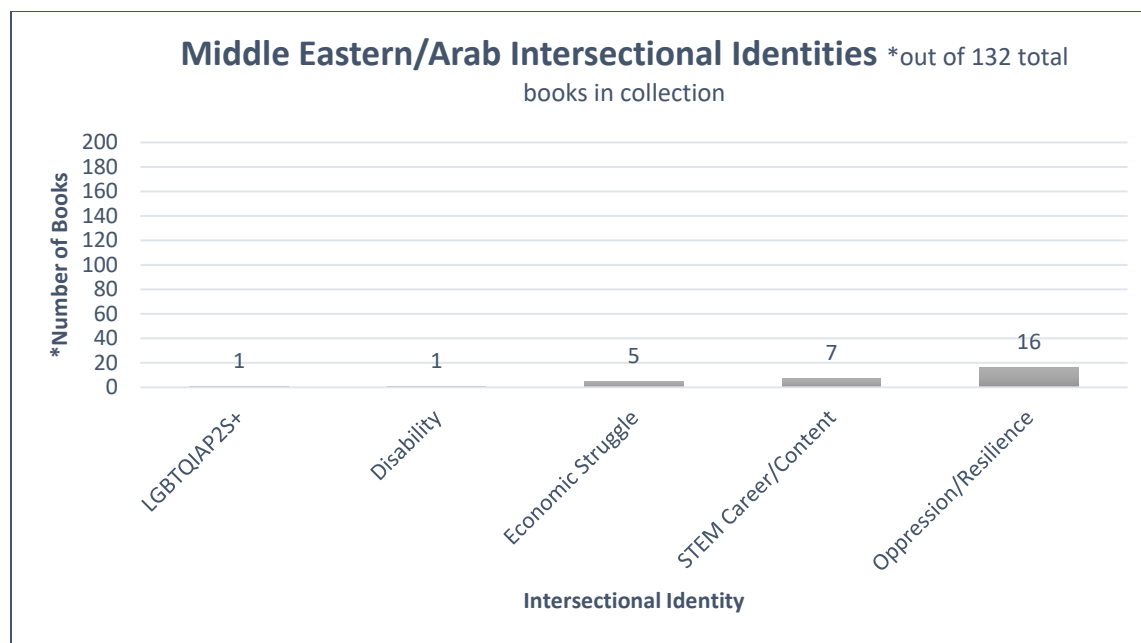
A-7

Diverse BookFinder Data Collection 4/7/2023

Race/Culture Category: Multi-racial cast of characters; Total books in collection: 4998, Total books with Multiracial cast: 802 or 16.1%. Update: My next round of data collection took place 4/7/23 and the total books in the collection had grown to 4998. I have also added an "Unspecified" category to the "Gender" section of this research.

Intersecting Identity: Gender: Subcategories: Cis-Female, Cis-Male, Non-binary, Transgender (Tmale, Tfemale, Tgeneral), Gender Non-conforming, Intersex

Cis-Female	Cis-Male	Non-binary	Transgender	Trans Female	Trans Male	Gender Non-conforming	Intersex	Unspec.
49 6.1% of category	33 4.1%	10 1.3%	9 1.1%	*7 .9%	*7 .9%	23 2.9%	3 .4%	2 .3%
1.0% of total DBF books	.7%	.2%	.2%	.1%	.1%	.5%	.06%	.04%

*Note: All seven titles listed with both "girl/woman" + "transgender" and "boy/man" + "transgender" are the same. However, for this racial category only, all the overlapping books were about a community of diverse people rather than featured a single character who was transgender.

Multi-Racial Cast of Characters Gender Breakdown
*out of 802 total books in collection
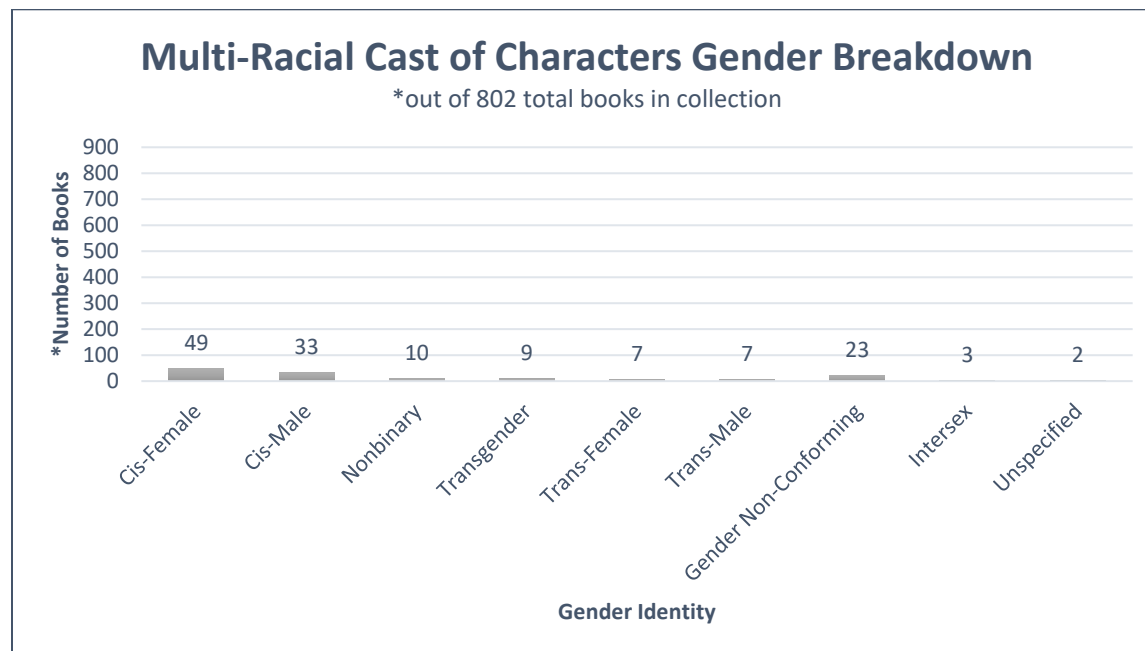
Race/Culture Category: Multiracial cast of characters

Intersecting Identities: LGBTQIAP2S+; Disability; Economic Struggle; STEM Career/Content

LGBTQIAP2S+	Disability	Economic Struggle	STEM Career/Content	Oppression/Resilience
42 5.2% of category	159 19.8%	16 2%	73 9.1%	23 2.9%
.8% of Total DBF books	3.2%	.3%	1.5%	.5%
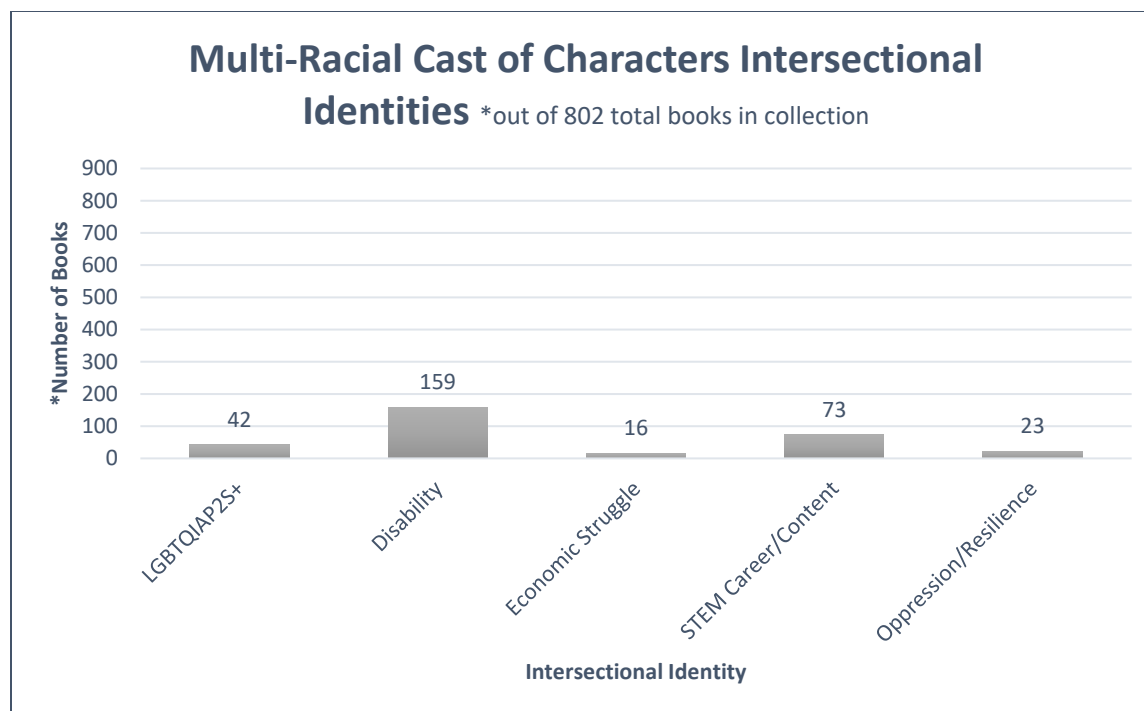
A-8
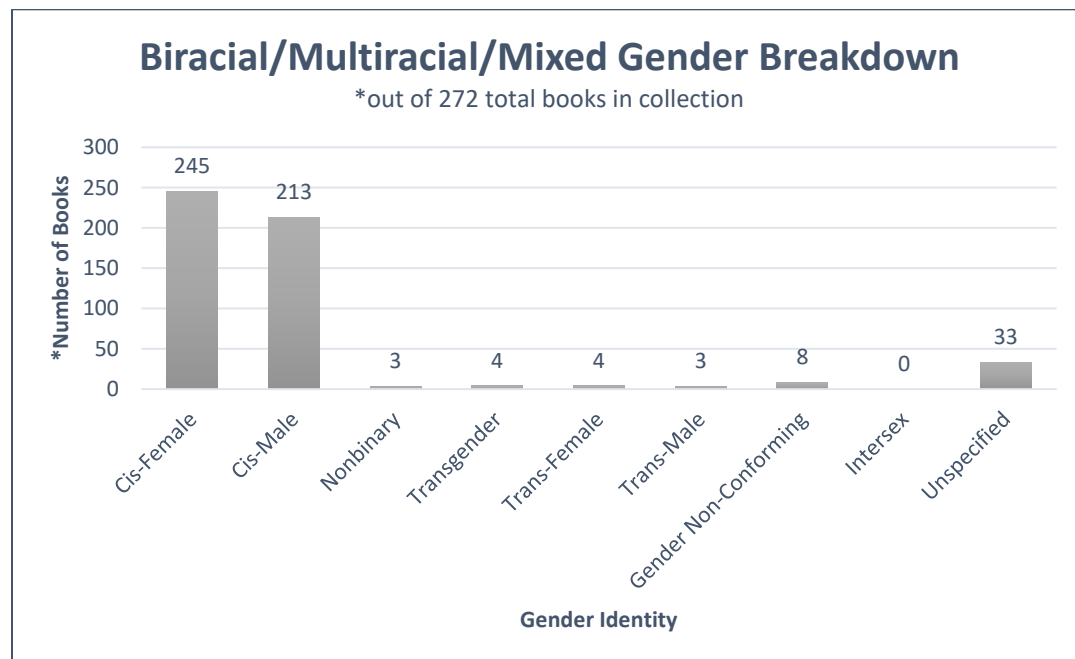
Diverse BookFinder Data Collection 4/7/2023

Race/Culture Category: Native American/Indigenous; Total books in collection: 4998, Total books with Native American/Indigenous: 391 or 7.8%.
Update: My next round of data collection took place 4/7/23 and the total books in the collection had grown to 4998. I have also added an "Unspecified" category to the "Gender" section of this research.

Intersecting Identity: Gender: Subcategories: Cis-Female, Cis-Male, Non-binary, Transgender (Tmale, Tfemale, Tgeneral), Gender Non-conforming, Intersex

Cis-Female	Cis-Male	Non-binary	Transgender	Trans Female	Trans Male	Gender Non-conforming	Intersex	Unspec.
251 64.2% of category	261 66.8%	1 .3%	*1 ***1 Two-Spirit ***1 Mahu .3%	*1 .3%	0	2 .5%		15 3.8%
5% of total DBF books	5.2%	.02%	.02%	.02%		.04%		.3%

***Note: transgender, Mahu, and Two-Spirit were options for this racial category. For all three of these options, the same book was cataloged (*Ho'onani* by Heather Gale and Mika Song).

*Note: transgender, two-spirit, and Mahu were also only options for "girl/woman" category, not "boy/man".

Native American/Indigenous Gender Breakdown *out of 391 total books in collection
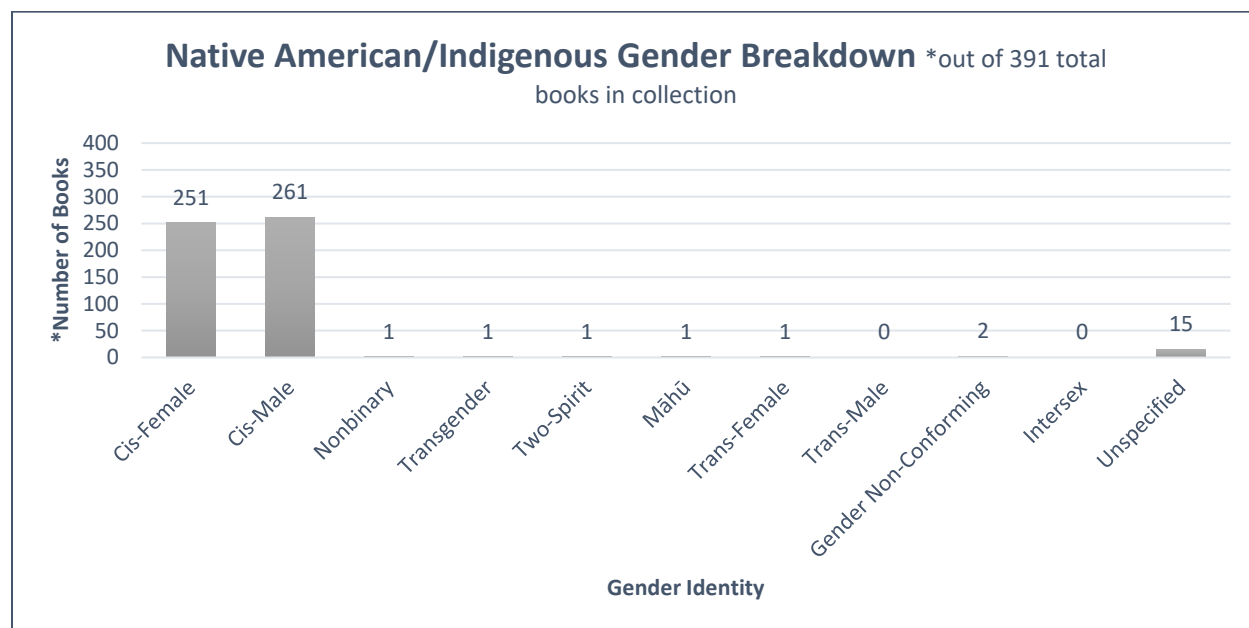
Race/Culture Category: Native American/Indigenous

Intersecting Identities: LGBTQIAP2S+; Disability; Economic Struggle; STEM Career/Content

LGBTQIAP2S+	Disability	Economic Struggle	STEM Career/Content	*Oppression/Resilience
3 .8% of category	10 2.6%	14 3.6%	29 7.4%	47 12.0%
.1% of Total DBF books	.2%	.3%	.6%	.9%

*Note to self: consider why the percentage of oppression/resilience in this category is not at least equal to that of Black/African American representation of oppression/resilience.

Native American/Indigenous Intersectional Identities *out of 391
total books in collection

| Intersectional Identity	Number of Books
LGBTQIAP2S+	3
Disability	10
Economic Struggle	14
STEM Career/Content	29
Oppression/Resilience	47
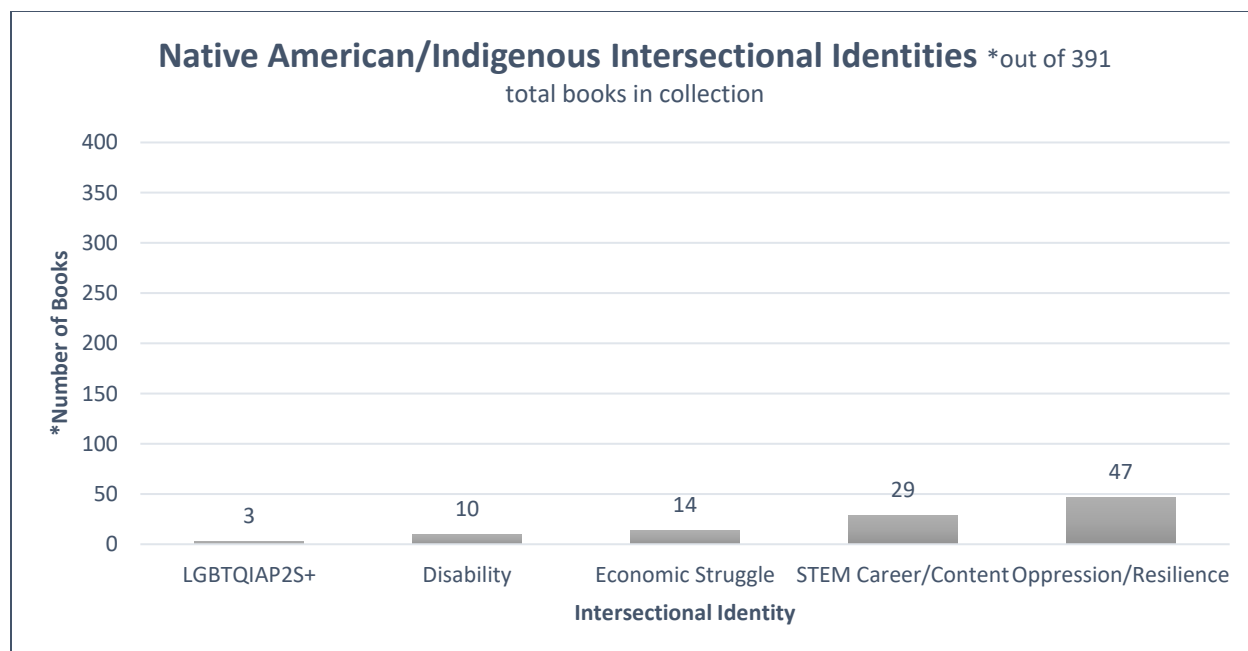
A-9

Diverse BookFinder Data Collection 4/7/2023

Race/Culture Category: White/Euro/Caucasian; Total books in collection: 4998, Total books with White/Euro/Caucasian: 1059 or 21.2%. Update: My next round of data collection took place 4/7/23 and the total books in the collection had grown to 4998. I have also added an "Unspecified" category to the "Gender" section of this research.

Intersecting Identity: Gender: Subcategories: Cis-Female, Cis-Male, Non-binary, Transgender (Tmale, Tfemale, Tgeneral), Gender Non-conforming, Intersex

Cis-Female	Cis-Male	Non-binary	Transgender	Trans Female	Trans Male	Gender Non-conforming	Intersex	Unspec.
815 77% of category	764 72%	7 .7%	6 .6%	6* .6%	4* .4%	31 2.9%		174 16.4%
16.3% of total DBF books	15.3%	.1%	.1%	.1%	.1%	.6%		3.5%

*Note: Three titles overlapping, only one title under "boy/man" + "transgender" is actually reflective of a transgender male. The other titles listed within these parameters portray transgender females.

White/Caucasian Gender Breakdown *out of 1,059 total
books in collection

Chart — *Number of Books (y-axis) vs. Gender Identity (x-axis):

- Cis-Female: 815
- Cis-Male: 764
- Nonbinary: 7
- Transgender: 6
- Trans-Female: 6
- Trans-Male: 4
- Gender Non-Conforming: 31
- Intersex: 0
- Unspecified: 174
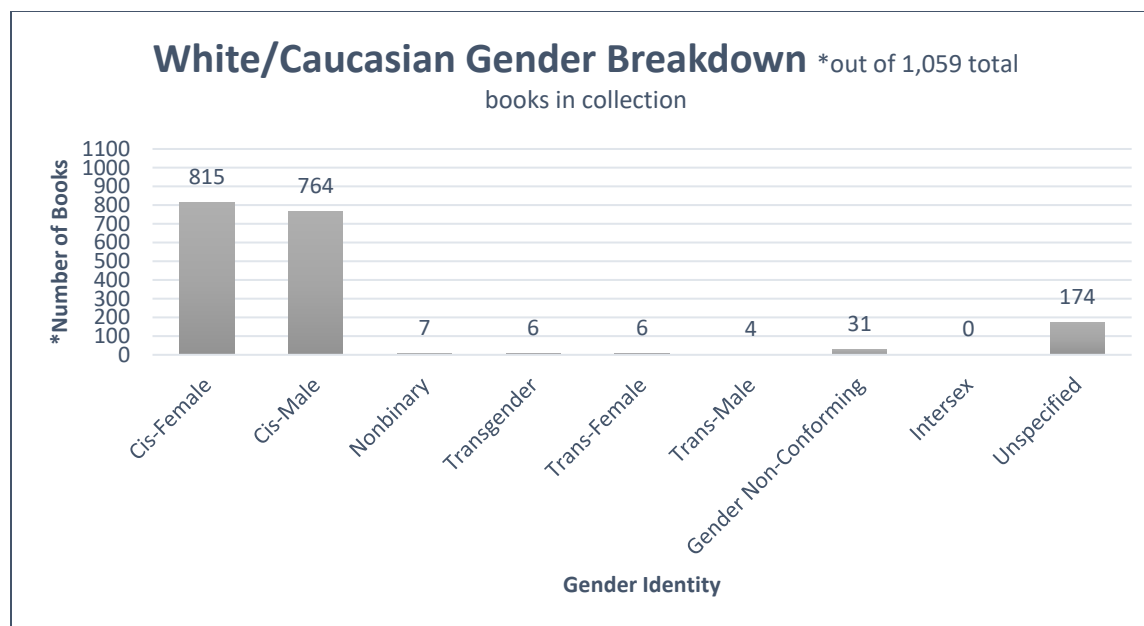
Race/Culture Category: White/Euro/Caucasian

Intersecting Identities: LGBTQIAP2S+; Disability; Economic Struggle; STEM Career/Content

LGBTQIAP2S+	Disability	Economic Struggle	STEM Career/Content	Oppression/Resilience
39 3.7% of category	85 8.0%	56 5.3%	59 5.6%	140 13.2%
.8% of Total DBF books	1.7%	1.1%	1.2%	2.8%

Note: Why stop at picture books? We need this for middle grade and YA too. Adult genre and literary fiction would be a massive undertaking, but if it were possible for DBF or another company utilizing the DBF model to attempt this, the social, emotional, intellectual, (possibly financial) impact would be tremendous.

Stay focused, Alena.

White/Caucasian Intersectional Identities *out of 1,059 total books in collection

Bar chart with y-axis "*Number of Books" (0 to 1000) and x-axis "Intersectional Identity":
- LGBTQIAP2S+: 39
- Disability: 85
- Economic Struggle: 56
- STEM Career/Content: 59
- Oppression/Resilience: 140

Gender Representation Percentage Out of Collection of Books in Each Racial Category

	Nonbinary	Transgender	Trans-Female	Trans-Male	Gender Non-Conforming	Intersex	Unspecified
Asian/Pacific Islander	0.2	0.1	0.1	0.1	2.6	0	8.7
Biracial/Multiracial/Mixed	1.1	1.5	1.5	1.1	2.9	0	12.1
Black/African American	0.3	0.5	0.5	0.3	2.4		9.2
Brown-Skinned/Unspecified	0.8	0.6	0.6	0.6	3.8	0	28.7
Latinx/Hispanic	0.6	0.4	0.4	0.2	2.8	0	4.1
Middle Eastern/Arab	0	0	0	0	3	0	4.5
Multi-Racial Cast of Characters	1.3	1.1	0.9	0.9	2.9	0.4	0.3
Native American/Indigenous	0.3	0.3	0.3	0	0.5	0	3.8
White/Caucasian	0.7	0.6	0.6	0.4	2.9	0	16.4

Gender Identity

- Asian/Pacific Islander
- Biracial/Multiracial/Mixed
- Black/African American
- Brown-Skinned/Unspecified
- Latinx/Hispanic
- Middle Eastern/Arab
- Multi-Racial Cast of Characters
- Native American/Indigenous
- White/Caucasian

Gender Representation Percentage of Books in DBF Database
*enhanced for visual distinction only

Identity Representation Percentage by Total Books in Database
*enhanced for visual distinction only

Appendix B Library Survey Questions and Data

Default Report

Representation Gaps in Diverse US Children's Picture Books

Q1 - You can elect not to take this survey without repercussion. You also have the option to stop taking the survey at any time and not submit your answers. The only anticipated risk associated with taking this survey is the time it will take you to complete it, which should be no more than 10-15 minutes. Do you consent to participating in this survey?

Q2 - In which type of library do you work?

2.25%
10.11%

30.34%

57.30%

A public library A school library A college/university library Other
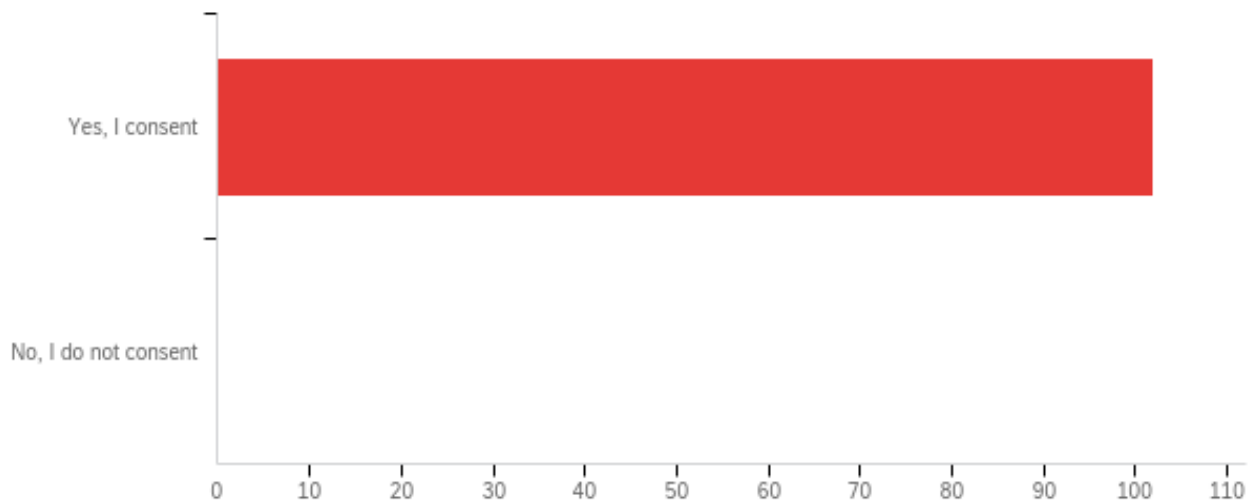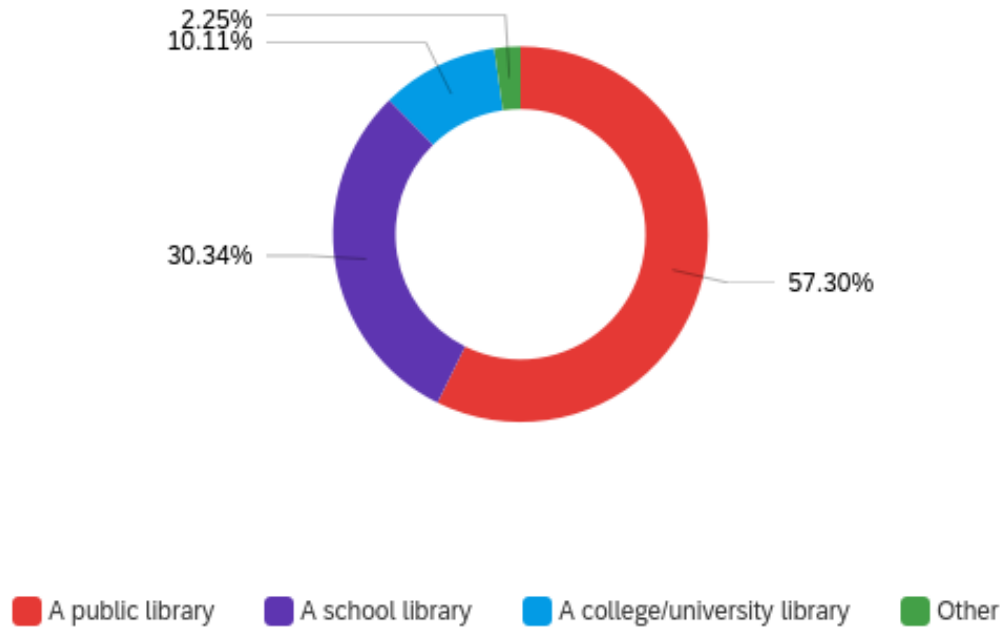
Q2_4_TEXT - Other

Other - Text

both a school & a public library

Q3 - What is your job title?

What is your job title?

Library Media Specialist

I

Library Assistant

Teacher Librarian

Asst. Director

Education & Art Librarian

Librarian

Library Para (but I rub the whole shoe)

Learning Commons Director

Media Coordinator

Librarian

School Librarian & Instructional Technology Coach

Library Assistant - Adult Services

Youth Librarian

Library Assistant

Library Assistant

youth services project librarian

Indigenous Program Specialist

Youth Librarian

Early Childhood & Intergenerational Program Specialist

Media specialist

School library media specialist

youth services project librarian

Youth Services Librarian

Library Assistant for Technical Services (Cataloging & Acquisitions)

Adult Services Librarian

Acquisitions Librarian

District Librarian

Library Media Technician

Library Assistant

Collection Development Librarian

Youth Services Librarian

Director

Supervisor

Open Access Librarian

dfadfadf adfdfd

Director

Clerk/Admin Assistnat

Youth Services Specialist

Early Childhood Services Librarian

Media Assistant

Youth Services Manager

Library Media Center Director

Youth Services Coordinator

Education Reference Librarian

Media Paraprofessional

Social Sciences Librarian

Library Media Specialist

Librarian

Scool librarian

Teaching and Learning Librarian

Community engagement librarian

School library media specialist

Media Specialist

Librarian

Librarian

Youth Librarian

Outreach and Programming Coordinator

Youth Services Librarian

supervising librarian

Youth librarian

Youth Services Librarian

Library Assistant (paraprofessional)

Library director/district manager

Librarian

Youth Librarian

Head Librarian

Library Assistant

Library Media Technician

Children's Librarian

Library Director (Children's Librarian until recently)

substitute/on call librarian

Head Librarian

Media specialist

Media Specialist

Media Specialist

retired school librarian

Access Services librarian

Branch Manager

Branch Manager

Branch Manager

Outreach Librarian

Head of Community Engagement

PhD student in children's literature

Librarian

Children's Services Manager

Access Services Manager

Librarian

Teen Services Specialist

Q4 - In which US state is your library located?
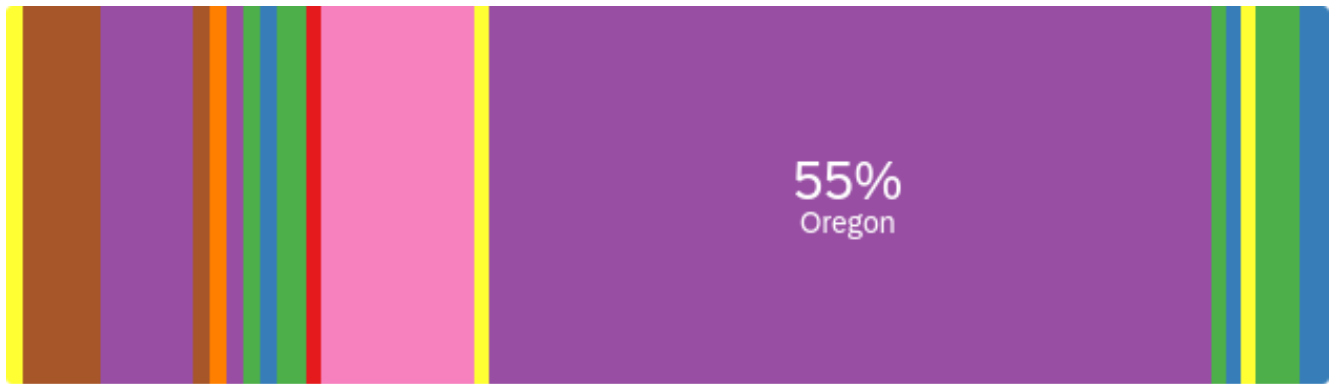
55%
Oregon

Arizona Georgia Illinois Louisiana Maryland Massachusetts

Michigan Minnesota New Jersey New York North Carolina Ohio

Oregon Pennsylvania Rhode Island Texas Virginia Washington

Q5 - Which option best describes the area in which your library is located?

23.60%

32.58%

43.82%

Urban   Suburban   Rural
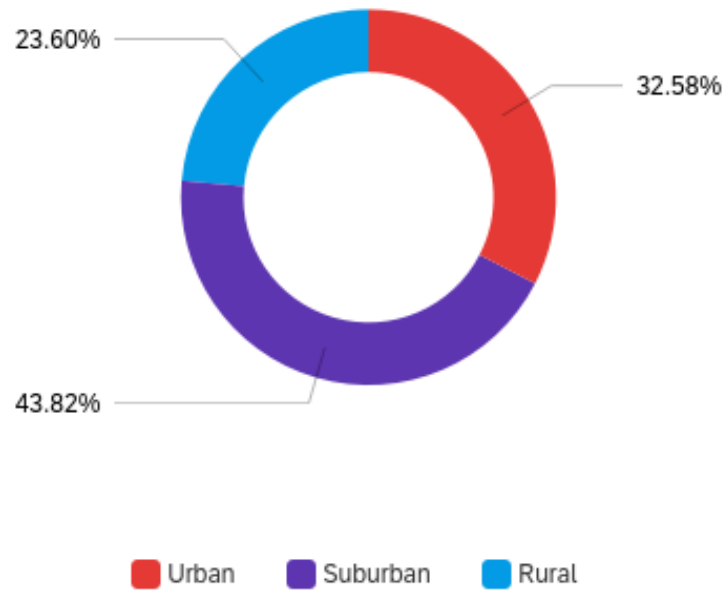
Q6 - What do you consider to be a "diverse" picture book?
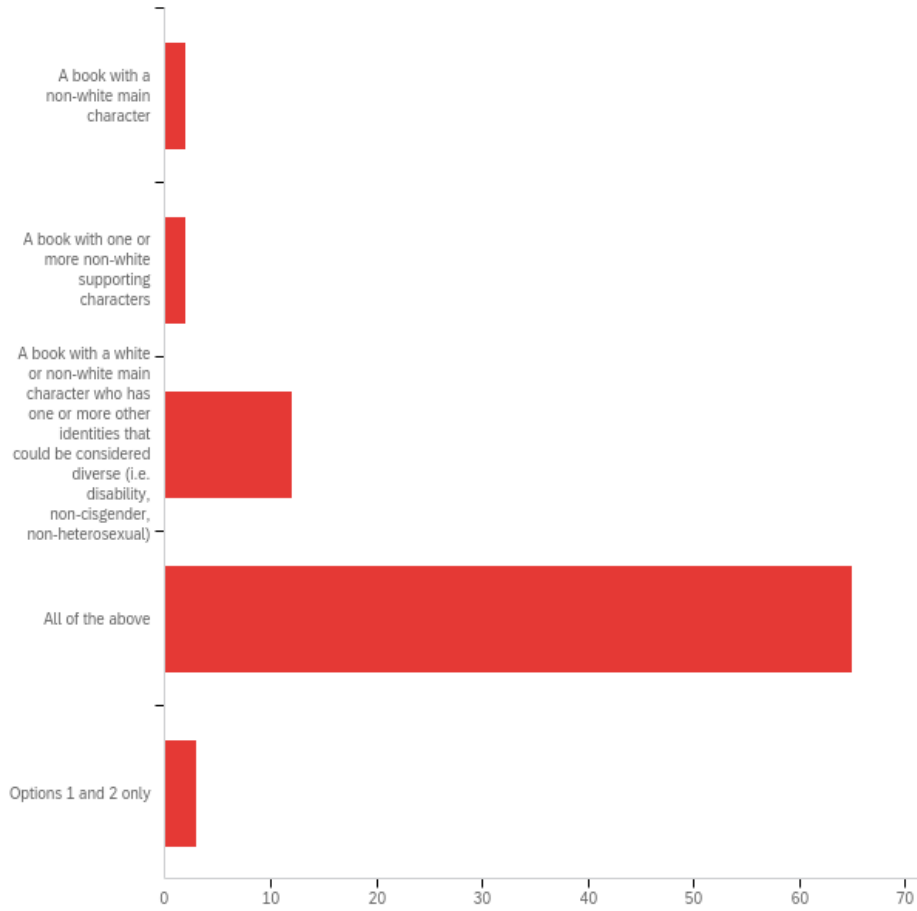
Q7 - Does your library have a children's picture book section?
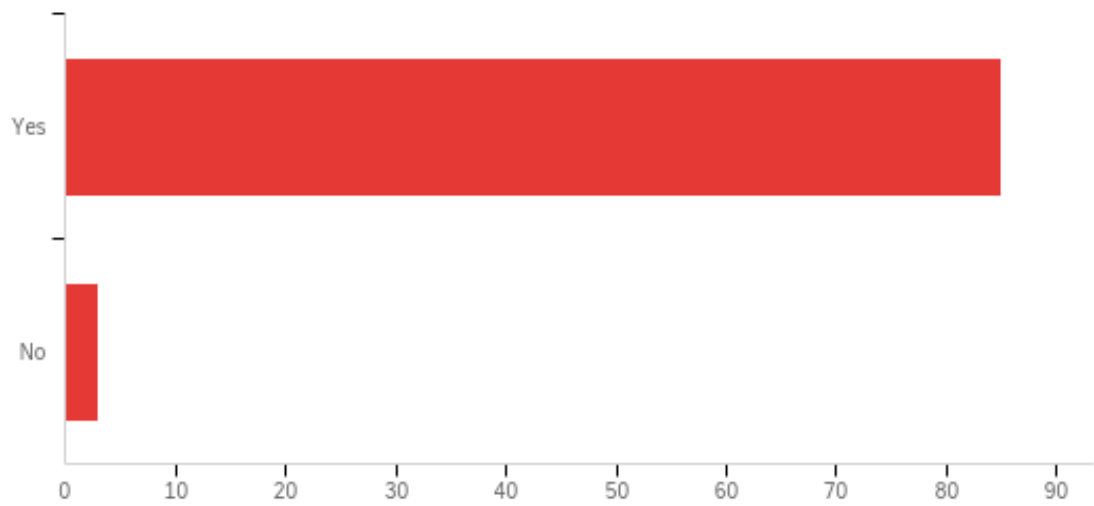
Q8 - Within the children's picture book section, does your library have diverse picture books (as you've defined diverse above)?
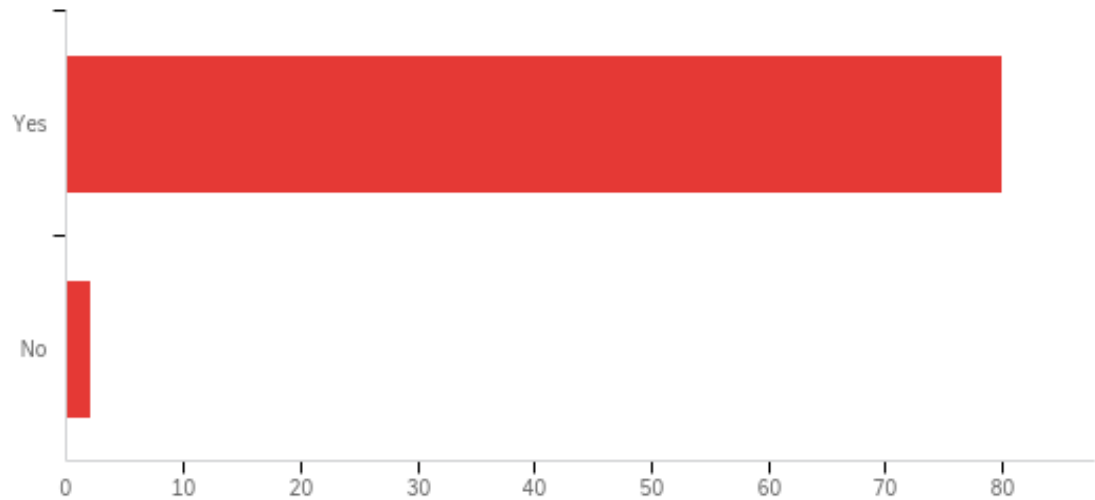
Q9 - Is your library's offering of diverse children's picture books kept in a distinct section within the children's section?
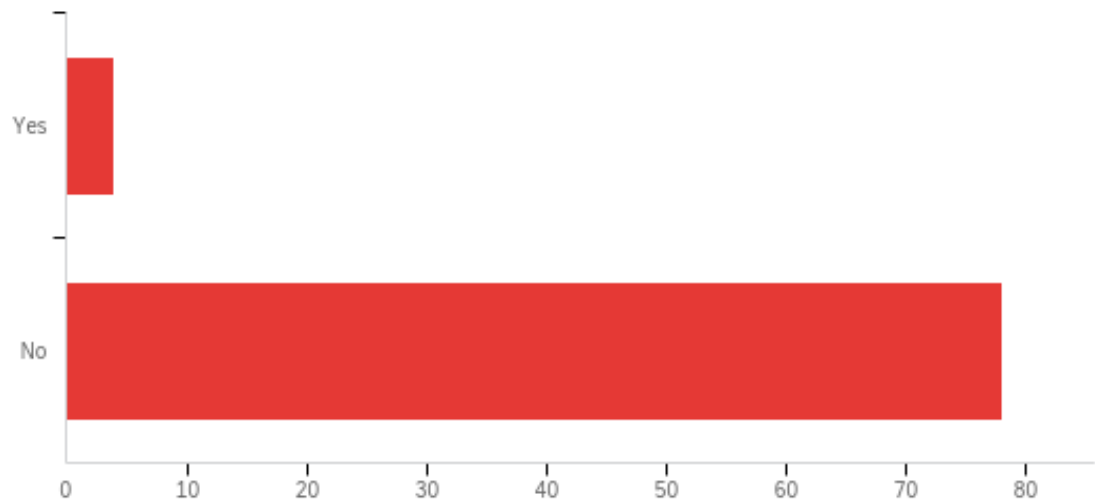
Q10 - Does the buyer for your library acquire children's picture books with diverse representation in mind?
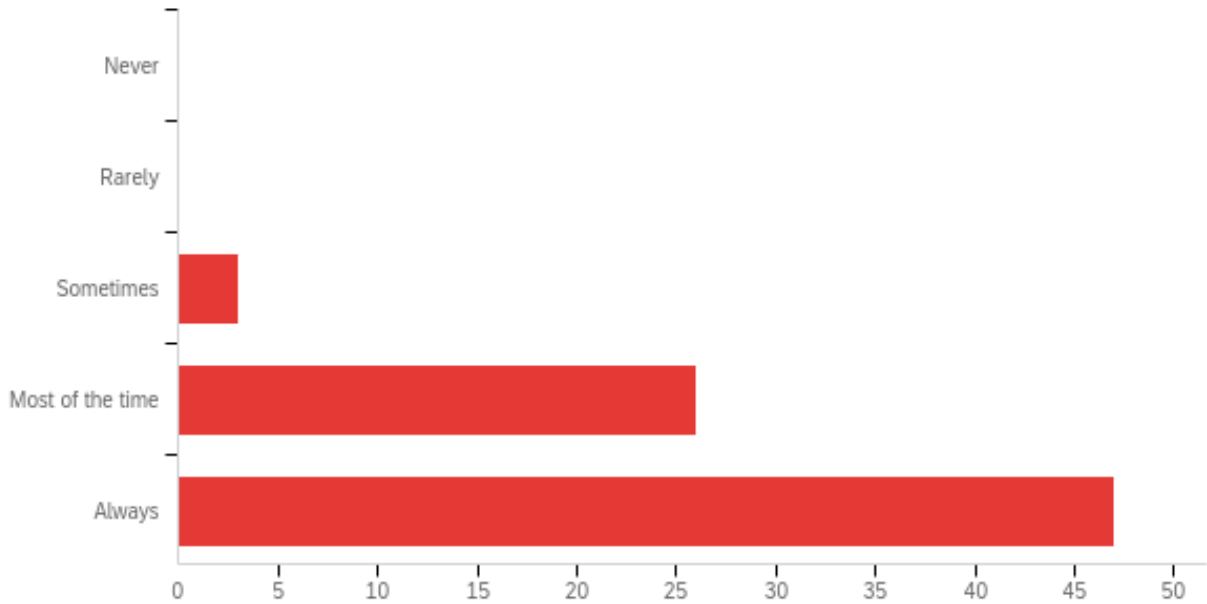
Q11 - It is important to me that my library offers diverse children's picture books with intersectional identity representation.
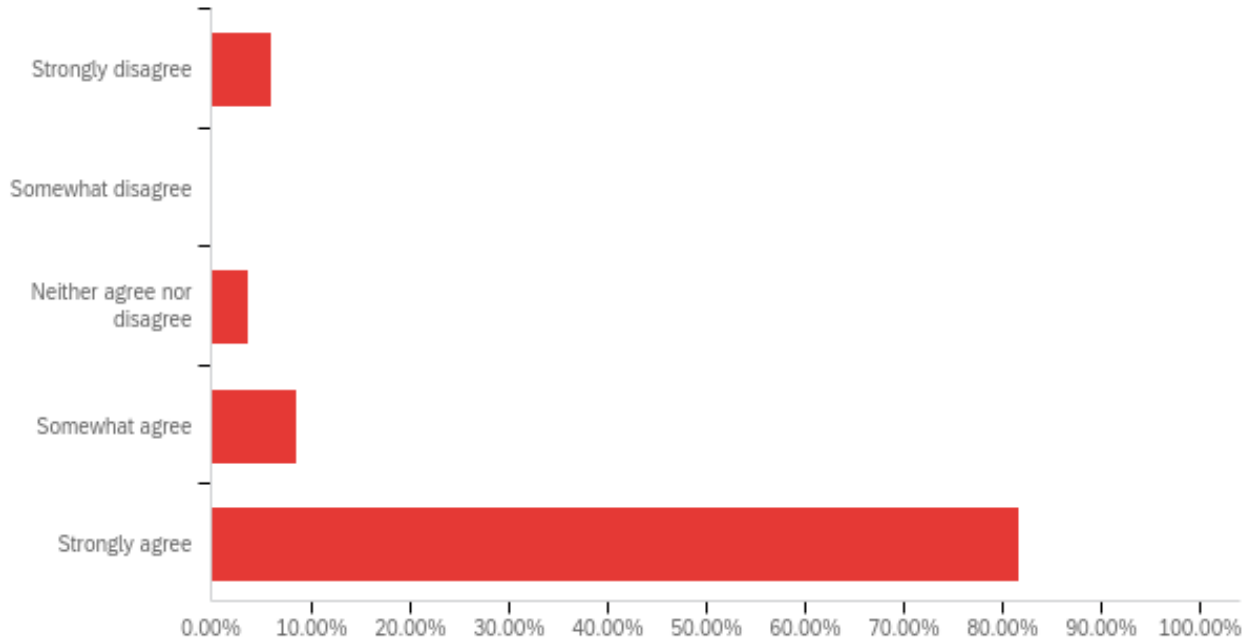
Q12 - My library's children's section reflects the makeup of the community it serves.
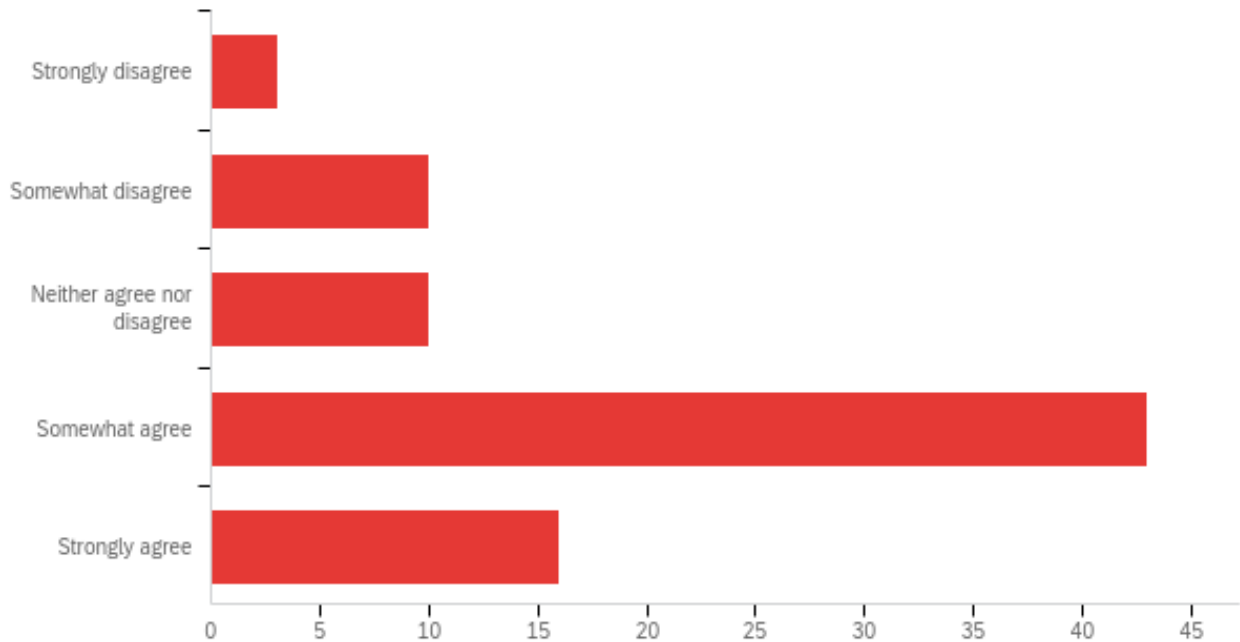
Q13 - Do you have reservations about offering diverse children's picture books in your library?
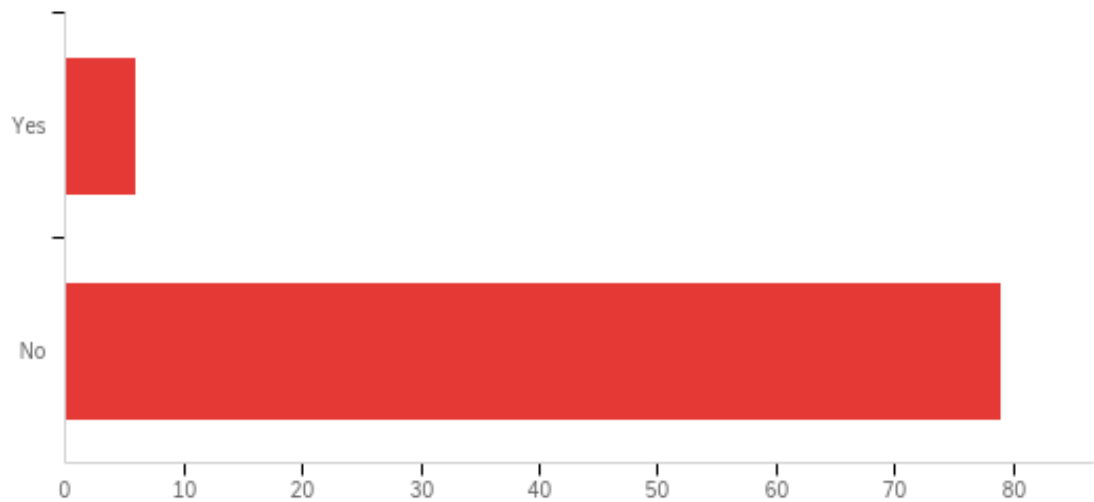
Q14 - Which of the following reservations do you have in offering diverse children's picture books in your library?
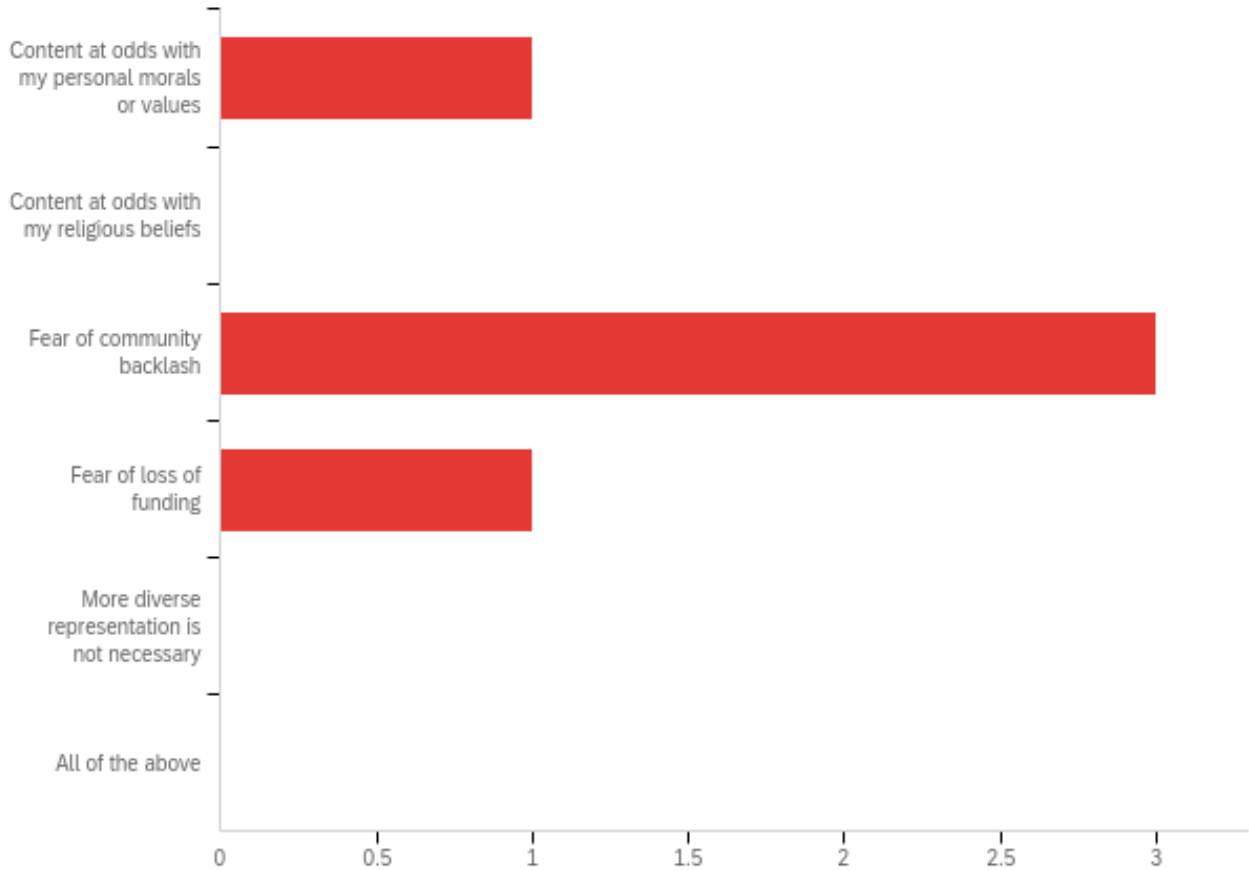
Q15 - In your professional opinion, which of the following ethnicities is represented most frequently in the diverse children's picture books in your library? Rank from highest to lowest, 1 being the most frequent, 6 being the least.
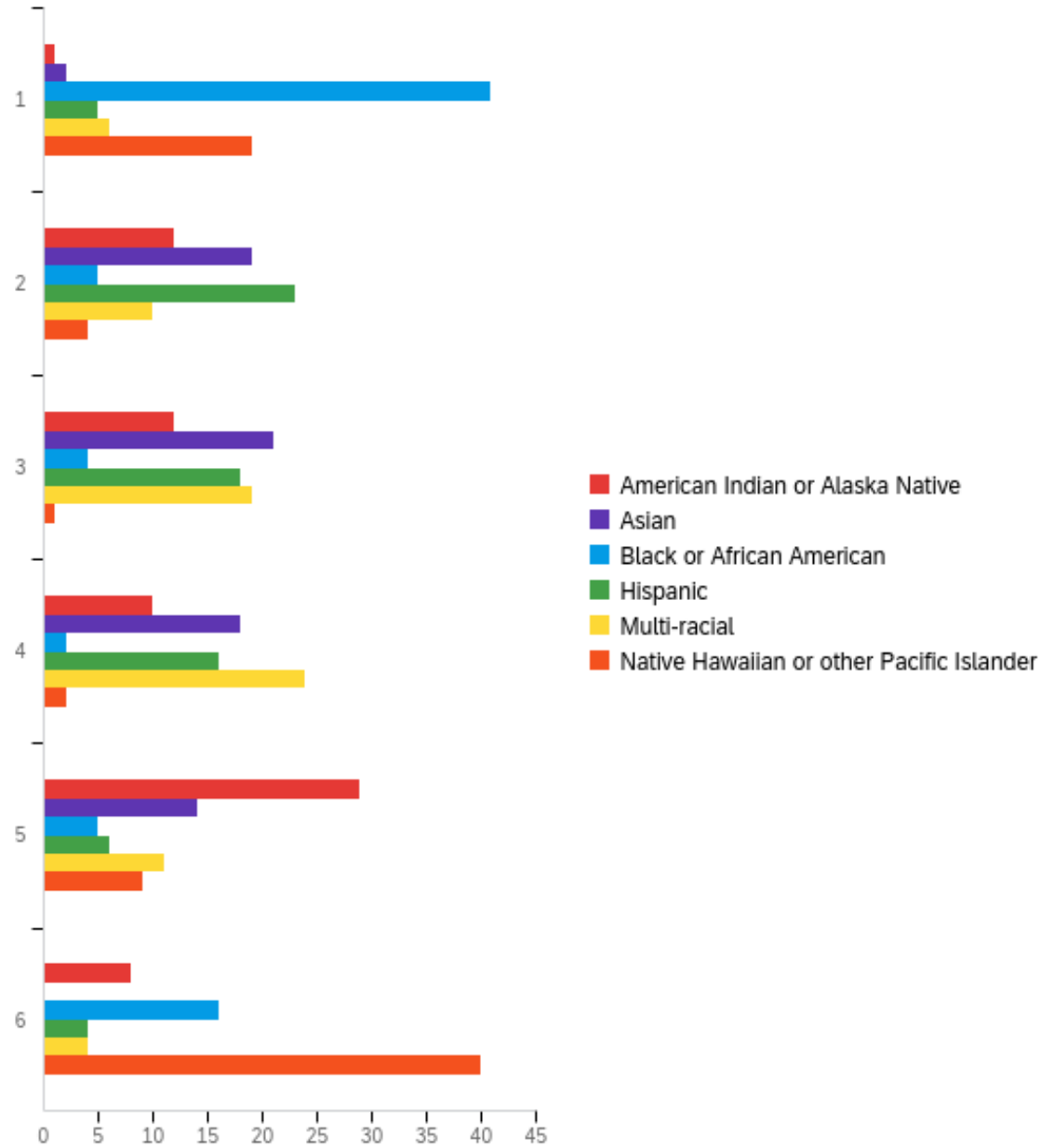
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	American Indian or Alaska Native	1.00	6.00	4.08	1.34	1.80	72
2	Asian	1.00	5.00	3.31	1.13	1.27	74
3	Black or African American	1.00	6.00	2.63	2.11	4.45	73
4	Hispanic	1.00	6.00	3.10	1.28	1.64	72

| 5 | Multi-racial | 1.00 | 6.00 | 3.49 | | 1.28 | 1.63 | 74 |
| 6 | Native Hawaiian or other Pacific Islander | 1.00 | 6.00 | 4.31 | | 2.16 | 4.67 | 75 |

#	Question	1		2		3		4		5		6		Total
1	American Indian or Alaska Native	1.39%	1	16.67%	12	16.67%	12	13.89%	10	40.28%	29	11.11%	8	72
2	Asian	2.70%	2	25.68%	19	28.38%	21	24.32%	18	18.92%	14	0.00%	0	74
3	Black or African American	56.16%	41	6.85%	5	5.48%	4	2.74%	2	6.85%	5	21.92%	16	73
4	Hispanic	6.94%	5	31.94%	23	25.00%	18	22.22%	16	8.33%	6	5.56%	4	72
5	Multi-racial	8.11%	6	13.51%	10	25.68%	19	32.43%	24	14.86%	11	5.41%	4	74
6	Native Hawaiian or other Pacific Islander	25.33%	19	5.33%	4	1.33%	1	2.67%	2	12.00%	9	53.33%	40	75

Q16 - In your professional opinion, which of the following identities are not being represented adequately in diverse children's picture books? Select all that apply.
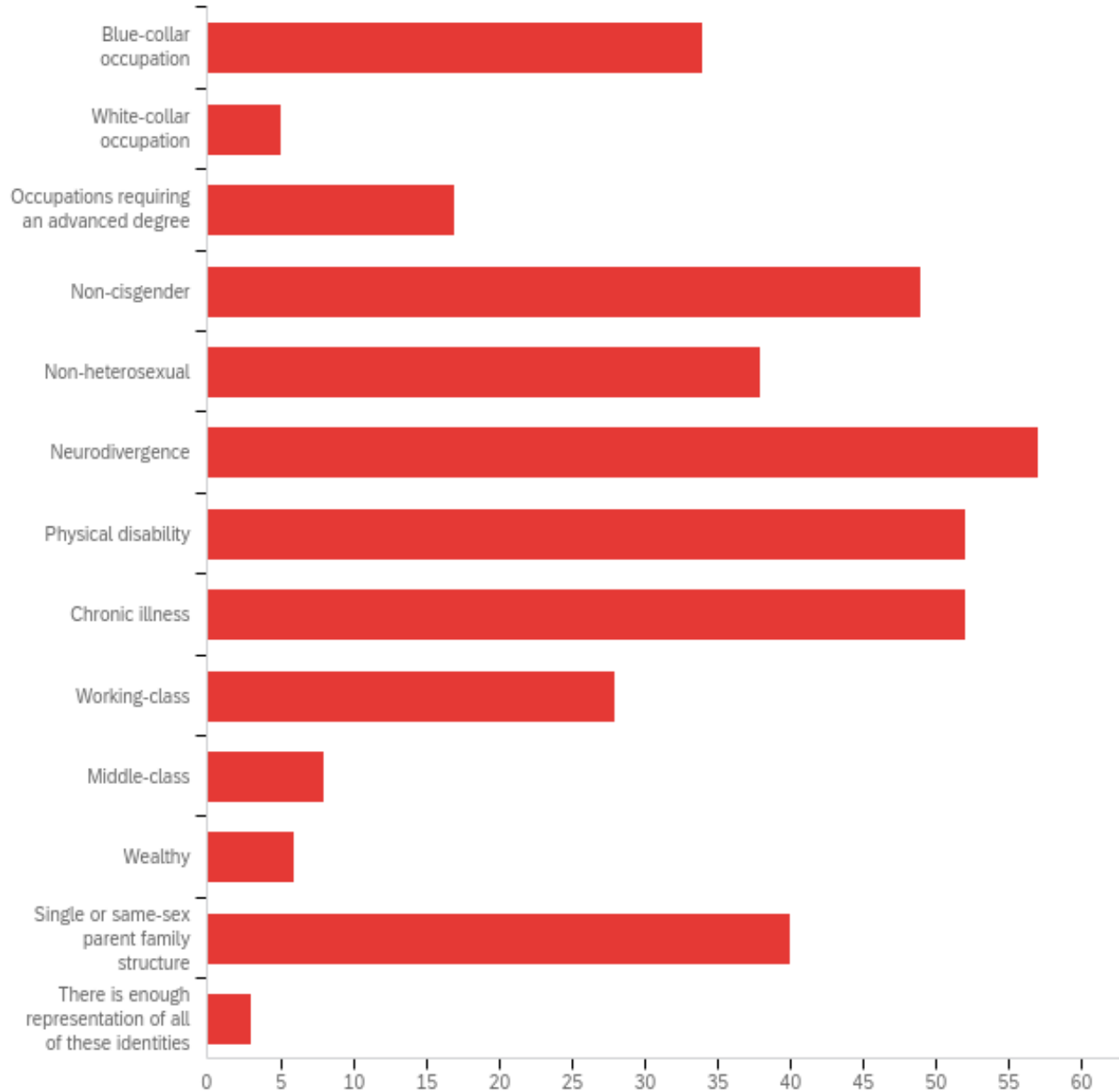
#	Answer	%	Count
1	Blue-collar occupation	8.74%	34

2	White-collar occupation	1.29%	5
3	Occupations requiring an advanced degree	4.37%	17
4	Non-cisgender	12.60%	49
5	Non-heterosexual	9.77%	38
6	Neurodivergence	14.65%	57
7	Physical disability	13.37%	52
8	Chronic illness	13.37%	52
9	Working-class	7.20%	28
10	Middle-class	2.06%	8
11	Wealthy	1.54%	6
12	Single or same-sex parent family structure	10.28%	40
13	There is enough representation of all of these identities	0.77%	3
	Total	100%	389

Q17 - For each of the following questions, which combination of intersectional identities do you feel needs more representation? Select all that apply. American Indian or Alaska Native and:
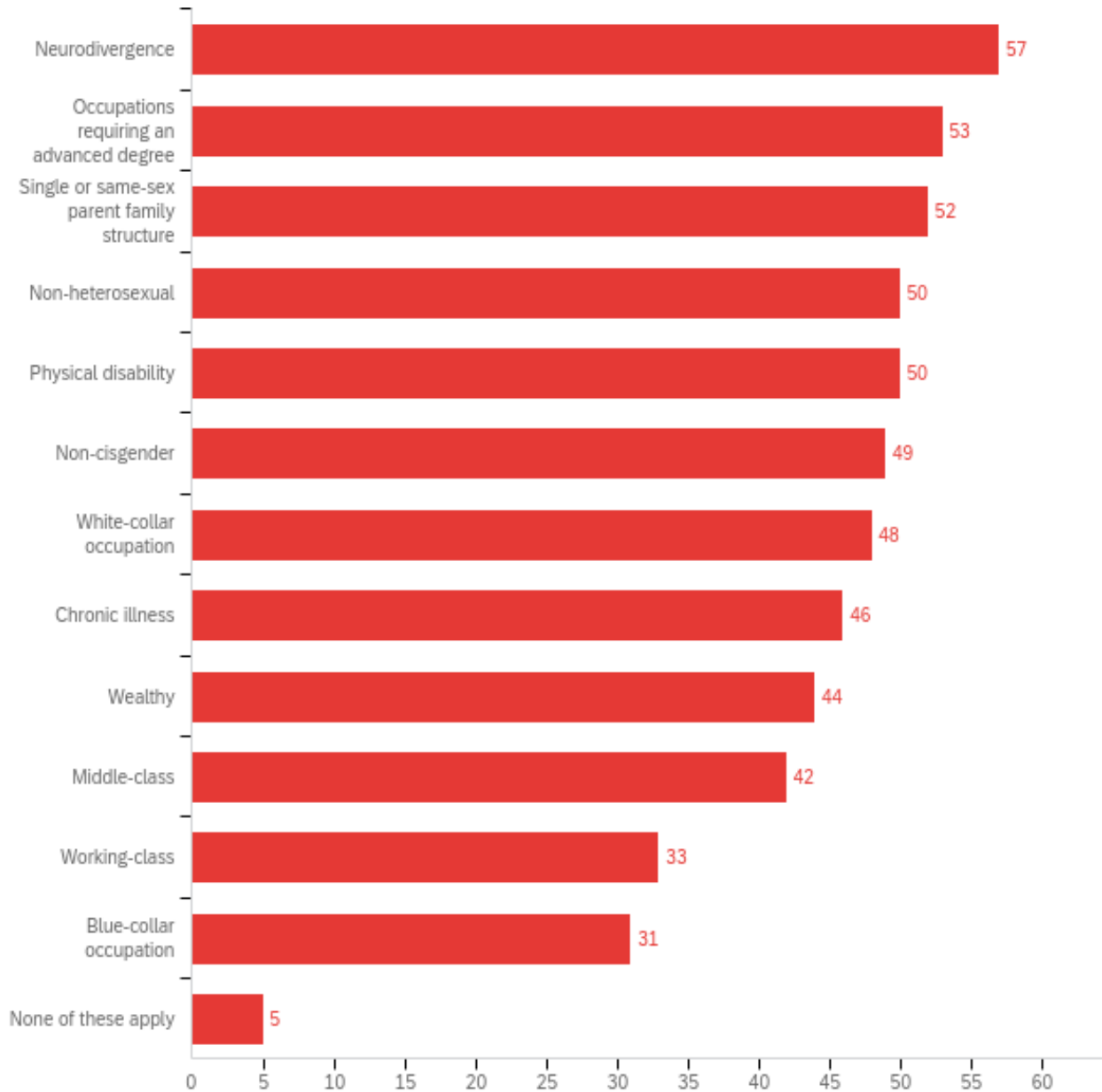
#	Answer	%	Count
1	Blue-collar occupation	5.54%	31

2	White-collar occupation	8.57%	48
3	Occupations requiring an advanced degree	9.46%	53
4	Non-cisgender	8.75%	49
5	Non-heterosexual	8.93%	50
6	Neurodivergence	10.18%	57
7	Physical disability	8.93%	50
8	Chronic illness	8.21%	46
9	Working-class	5.89%	33
10	Middle-class	7.50%	42
11	Wealthy	7.86%	44
12	Single or same-sex parent family structure	9.29%	52
13	None of these apply	0.89%	5
	Total	100%	560

Q18 - Rank your selected identities from the previous question in order from most needed to least with (1) one being the most needed.

Legend:
- Blue-collar occupation
- Non-cisgender
- Non-heterosexual
- Neurodivergence
- Occupations requiring an advanced degree
- Chronic illness
- Working-class
- Middle-class
- Wealthy
- Single or same-sex parent family structure
- White-collar occupation
- None of these apply
- Physical disability
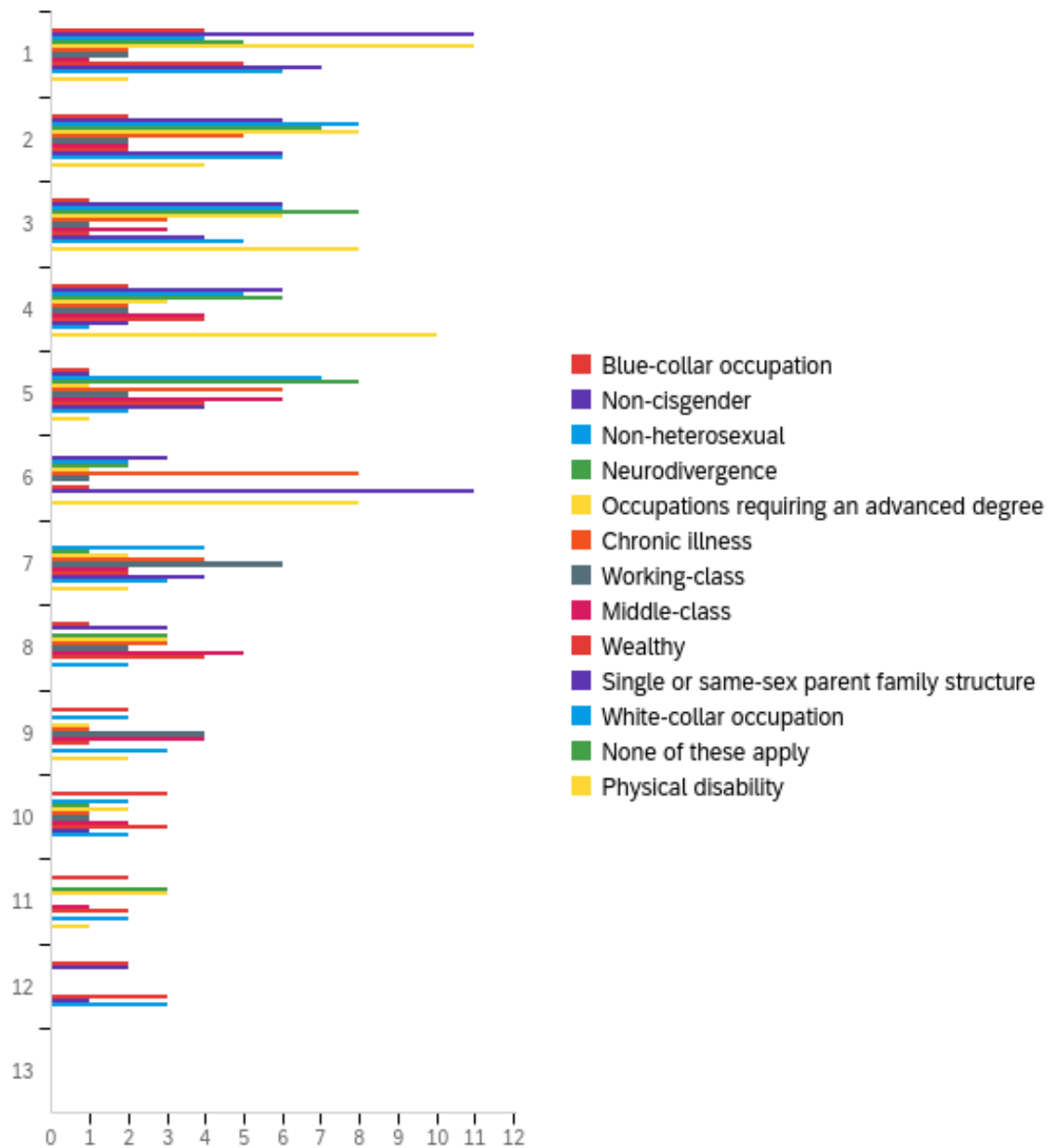
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Blue-collar occupation	1.00	12.00	6.30	4.12	17.01	20
2	White-collar occupation	1.00	12.00	5.40	3.83	14.64	35

#	Question						
3	Occupations requiring an advanced degree	1.00	11.00	4.10	3.32	11.01	41
4	Non-cisgender	1.00	12.00	3.58	2.86	8.19	38
5	Non-heterosexual	1.00	10.00	4.28	2.47	6.10	40
6	Neurodivergence	1.00	11.00	4.39	2.74	7.51	44
7	Physical disability	1.00	11.00	4.47	2.20	4.83	38
8	Chronic illness	1.00	10.00	5.09	2.28	5.22	35
9	Working-class	1.00	10.00	5.96	2.69	7.26	23
10	Middle-class	1.00	11.00	6.03	2.71	7.37	30
11	Wealthy	1.00	12.00	6.16	3.62	13.07	32
12	Single or same-sex parent family structure	1.00	12.00	4.38	2.60	6.73	40
13	None of these apply	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		6		7		8		9		10		11		12		13		Total
1	Blue-collar occupation	20.00%	4	10.00%	2	5.00%	1	10.00%	2	5.00%	1	0.00%	0	0.00%	0	5.00%	1	10.00%	2	15.00%	3	10.00%	2	10.00%	2	0.00%	0	20
2	Non-cisgender	28.95%	11	15.79%	6	15.79%	6	15.79%	6	2.63%	1	7.89%	3	0.00%	0	7.89%	3	0.00%	0	0.00%	0	0.00%	0	5.26%	2	0.00%	0	38
3	Non-heterosexual	10.00%	4	20.00%	8	15.00%	6	12.50%	5	17.50%	7	5.00%	2	10.00%	4	0.00%	0	5.00%	2	5.00%	2	0.00%	0	0.00%	0	0.00%	0	40
4	Neu	1	5	1	7	1	8	1	6	1	8	4.	2	2.	1	6.	3	0.	0	2.	1	6.	3	0.	0	0	0	4

#	Category	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	Total
	rodivergence	1.36%		5.91%		8.18%		3.64%		8.18%		55%		27%		82%		00%		27%		82%		00%		.00%		4
5	Occupations requiring an advanced degree	26.83%	11	19.51%	8	14.63%	6	7.32%	3	2.44%	1	2.44%	1	4.88%	2	7.32%	3	2.44%	1	4.88%	2	7.32%	3	0.00%	0	0.00%	0	41
6	Chronic illness	5.71%	2	14.29%	5	8.57%	3	5.71%	2	17.14%	6	22.86%	8	11.43%	4	8.57%	3	2.86%	1	2.86%	1	0.00%	0	0.00%	0	0.00%	0	35
7	Working-class	8.70%	2	8.70%	2	4.35%	1	8.70%	2	8.70%	2	4.35%	1	26.09%	6	8.70%	2	17.39%	4	4.35%	1	0.00%	0	0.00%	0	0.00%	0	23
8	Middle-class	3.33%	1	6.67%	2	10.00%	3	13.33%	4	20.00%	6	0.00%	0	6.67%	2	16.67%	5	13.33%	4	6.67%	2	3.33%	1	0.00%	0	0.00%	0	30
9	Wealthy	15.63%	5	6.25%	2	3.13%	1	12.50%	4	12.50%	4	3.13%	1	6.25%	2	12.50%	4	3.13%	1	9.38%	3	6.25%	2	9.38%	3	0.00%	0	32
10	Single or same-sex parent family structur e	17.50%	7	15.00%	6	10.00%	4	5.00%	2	10.00%	4	27.50%	11	10.00%	4	0.00%	0	0.00%	0	2.50%	1	0.00%	0	2.50%	1	0.00%	0	40

	e																										
1 1	White-collar occupation	17.14%	6	17.14%	6	14.29%	5	2.86%	1	5.71%	2	0.00%	0	8.57%	3	5.71%	2	8.57%	3	5.71%	2	5.71%	2	8.57%	3	0.00%	0	35
1 2	None of these apply	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
1 3	Physical disability	5.26%	2	10.53%	4	21.05%	8	26.32%	10	2.63%	1	21.05%	8	5.26%	2	0.00%	0	5.26%	2	0.00%	0	2.63%	1	0.00%	0	0.00%	0	38

Q19 - Which combination of intersectional identities do you feel needs more representation? Select all that apply. Asian and:
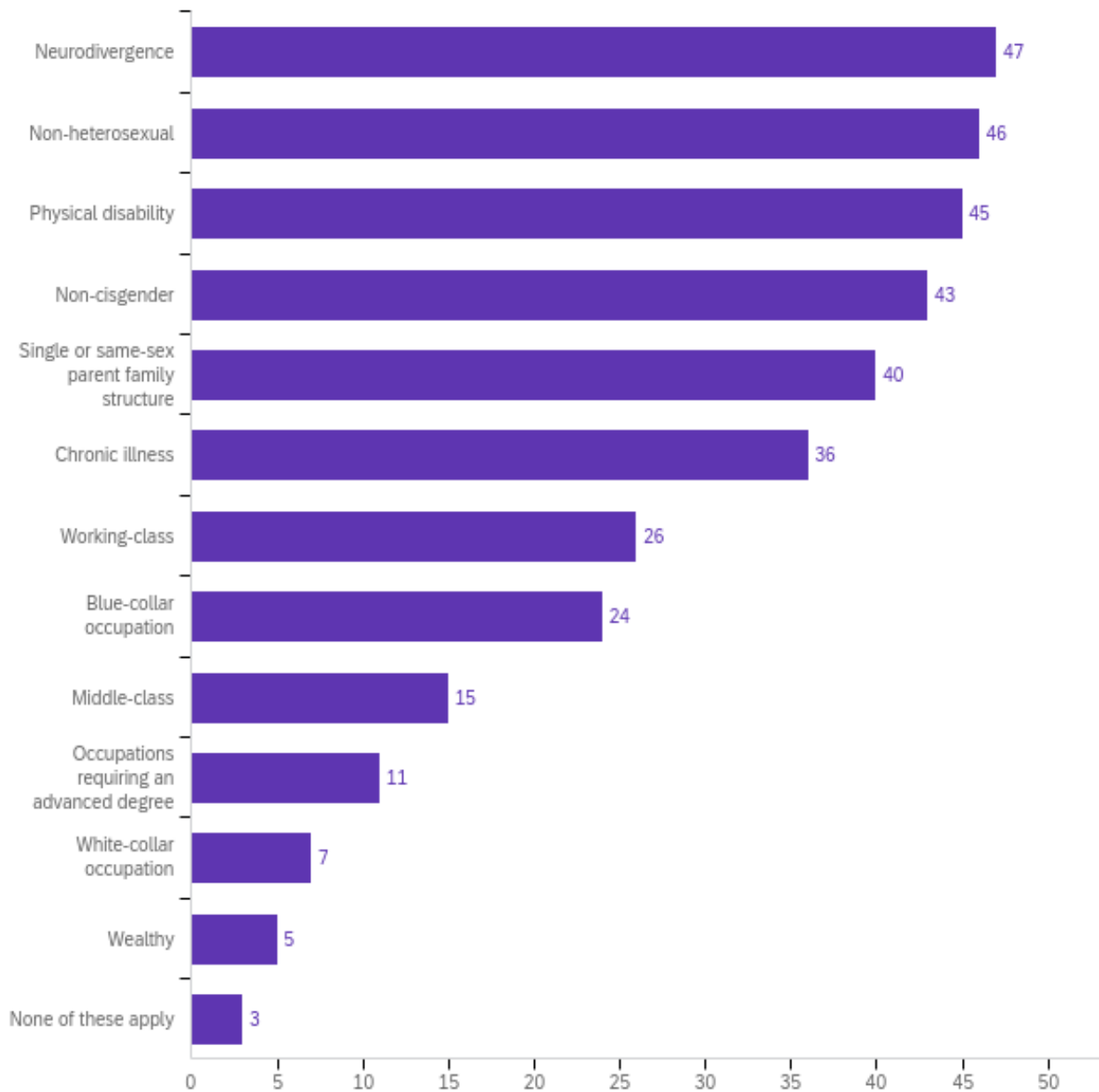
#	Answer	%	Count
1	Blue-collar occupation	6.90%	24
2	White-collar occupation	2.01%	7

3	Occupations requiring an advanced degree	3.16%	11
4	Non-cisgender	12.36%	43
5	Non-heterosexual	13.22%	46
6	Neurodivergence	13.51%	47
7	Physical disability	12.93%	45
8	Chronic illness	10.34%	36
9	Working-class	7.47%	26
10	Middle-class	4.31%	15
11	Wealthy	1.44%	5
12	Single or same-sex parent family structure	11.49%	40
13	None of these apply	0.86%	3
	Total	100%	348

Q20 - Rank your selected identities from the previous question in order from most needed to least, with (1) one being the most needed.
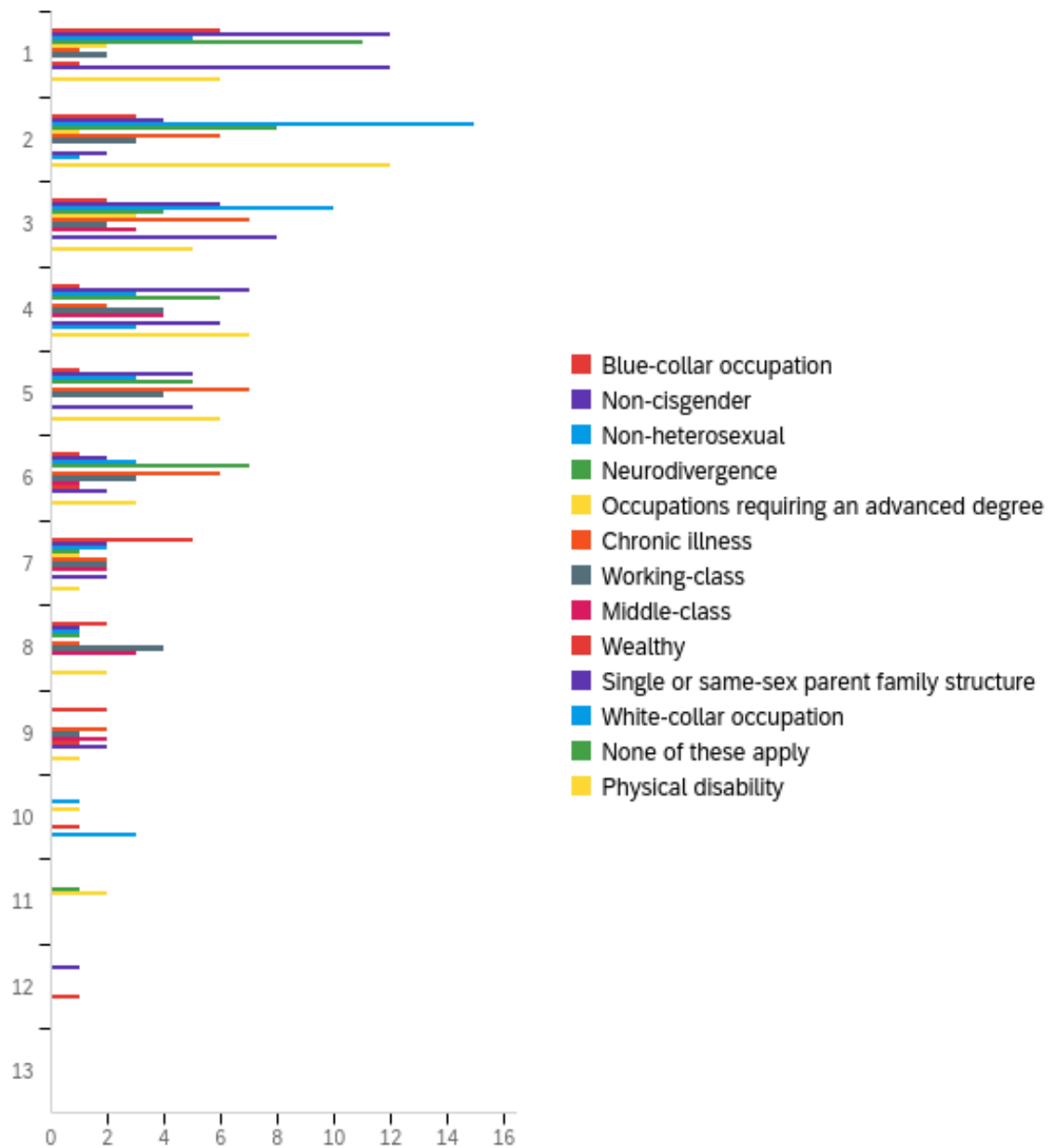
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Blue-collar occupation	1.00	9.00	4.43	2.92	8.51	23
2	White-collar occupation	2.00	10.00	6.29	3.28	10.78	7

#	Question						
3	Occupations requiring an advanced degree	1.00	11.00	5.20	3.92	15.36	10
4	Non-cisgender	1.00	12.00	3.42	2.39	5.69	40
5	Non-heterosexual	1.00	10.00	3.30	2.04	4.16	43
6	Neurodivergence	1.00	11.00	3.55	2.30	5.29	44
7	Physical disability	1.00	9.00	3.56	2.06	4.25	43
8	Chronic illness	1.00	9.00	4.50	2.08	4.31	34
9	Working-class	1.00	9.00	4.92	2.31	5.35	25
10	Middle-class	3.00	9.00	5.80	2.23	4.96	15
11	Wealthy	1.00	12.00	7.60	3.83	14.64	5
12	Single or same-sex parent family structure	1.00	9.00	3.41	2.22	4.91	39
13	None of these apply	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		6		7		8		9		10		11		12		13		Total
1	Blue-collar occupation	26.09%	6	13.04%	3	8.70%	2	4.35%	1	4.35%	1	4.35%	1	21.74%	5	8.70%	2	8.70%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	23
2	Non-cisgender	30.00%	12	10.00%	4	15.00%	6	17.50%	7	12.50%	5	5.00%	2	5.00%	2	2.50%	1	0.00%	0	0.00%	0	0.00%	0	2.50%	1	0.00%	0	40
3	Non-heterosexual	11.63%	5	34.88%	15	23.26%	10	6.98%	3	6.98%	3	6.98%	3	4.65%	2	2.33%	1	0.00%	0	2.33%	1	0.00%	0	0.00%	0	0.00%	0	43
4	Neu	2	1	1	8	9.	4	1	6	1	5	1	7	2.	1	2.	1	0.	0	0.	0	2.	1	0.	0	0	0	4

#	Category	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	Total
	rodivergence	5.00%	1	8.18%		09%		3.64%		1.36%		5.91%		27%		27%		00%		00%		27%		00%		.00%		4
5	Occupations requiring an advanced degree	20.00%	2	10.00%	1	30.00%	3	0.00%	0	0.00%	0	0.00%	0	10.00%	1	0.00%	0	0.00%	0	10.00%	1	20.00%	2	0.00%	0	0.00%	0	10
6	Chronic illness	2.94%	1	17.65%	6	20.59%	7	5.88%	2	20.59%	7	17.65%	6	5.88%	2	2.94%	1	5.88%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	34
7	Working-class	8.00%	2	12.00%	3	8.00%	2	16.00%	4	16.00%	4	12.00%	3	8.00%	2	16.00%	4	4.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	25
8	Middle-class	0.00%	0	0.00%	0	20.00%	3	26.67%	4	0.00%	0	6.67%	1	13.33%	2	20.00%	3	13.33%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	15
9	Wealthy	20.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	20.00%	1	0.00%	0	0.00%	0	20.00%	1	20.00%	1	0.00%	0	20.00%	1	0.00%	0	5
10	Single or same-sex parent family structure	30.77%	12	5.13%	2	20.51%	8	15.38%	6	12.82%	5	5.13%	2	5.13%	2	0.00%	0	5.13%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	39

	e																											
11	White-collar occupation	0.00%	0	14.29%	1	0.00%	0	42.86%	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	42.86%	3	0.00%	0	0.00%	0	0.00%	0	7
12	None of these apply	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
13	Physical disability	13.95%	6	27.91%	12	11.63%	5	16.28%	7	13.95%	6	6.98%	3	2.33%	1	4.65%	2	2.33%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	43

Q21 - Which combination of intersectional identities do you feel needs more representation? Select all that apply. Black or African American and:
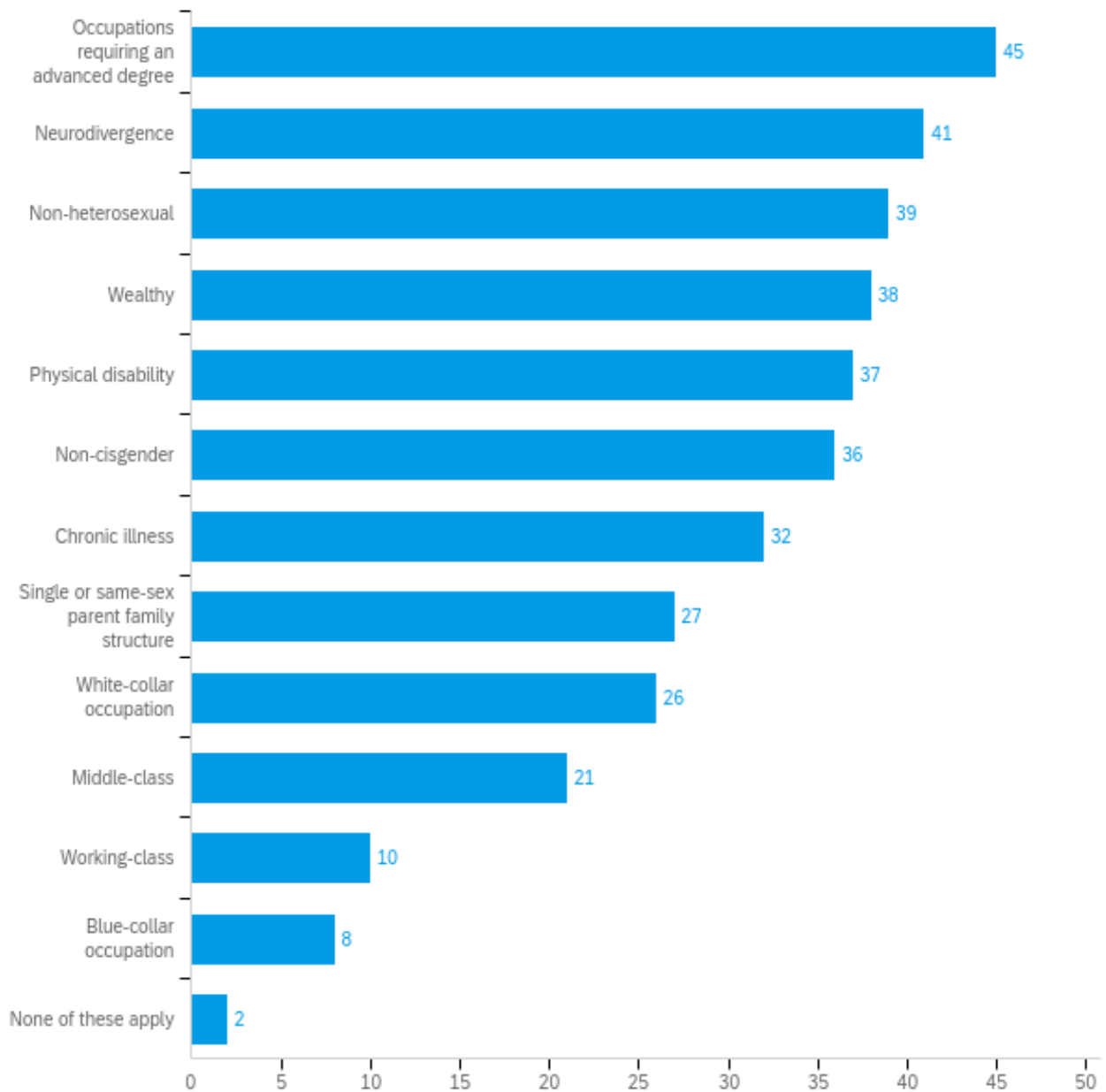
#	Answer	%	Count
1	Blue-collar occupation	2.21%	8
2	White-collar occupation	7.18%	26

3	Occupations requiring an advanced degree	12.43%	45
4	Non-cisgender	9.94%	36
5	Non-heterosexual	10.77%	39
6	Neurodivergence	11.33%	41
7	Physical disability	10.22%	37
8	Chronic illness	8.84%	32
9	Working-class	2.76%	10
10	Middle-class	5.80%	21
11	Wealthy	10.50%	38
12	Single or same-sex parent family structure	7.46%	27
13	None of these apply	0.55%	2
	Total	100%	362

Q22 - Rank your selected identities from the previous question in order from most needed to least, with (1) one being the most needed.
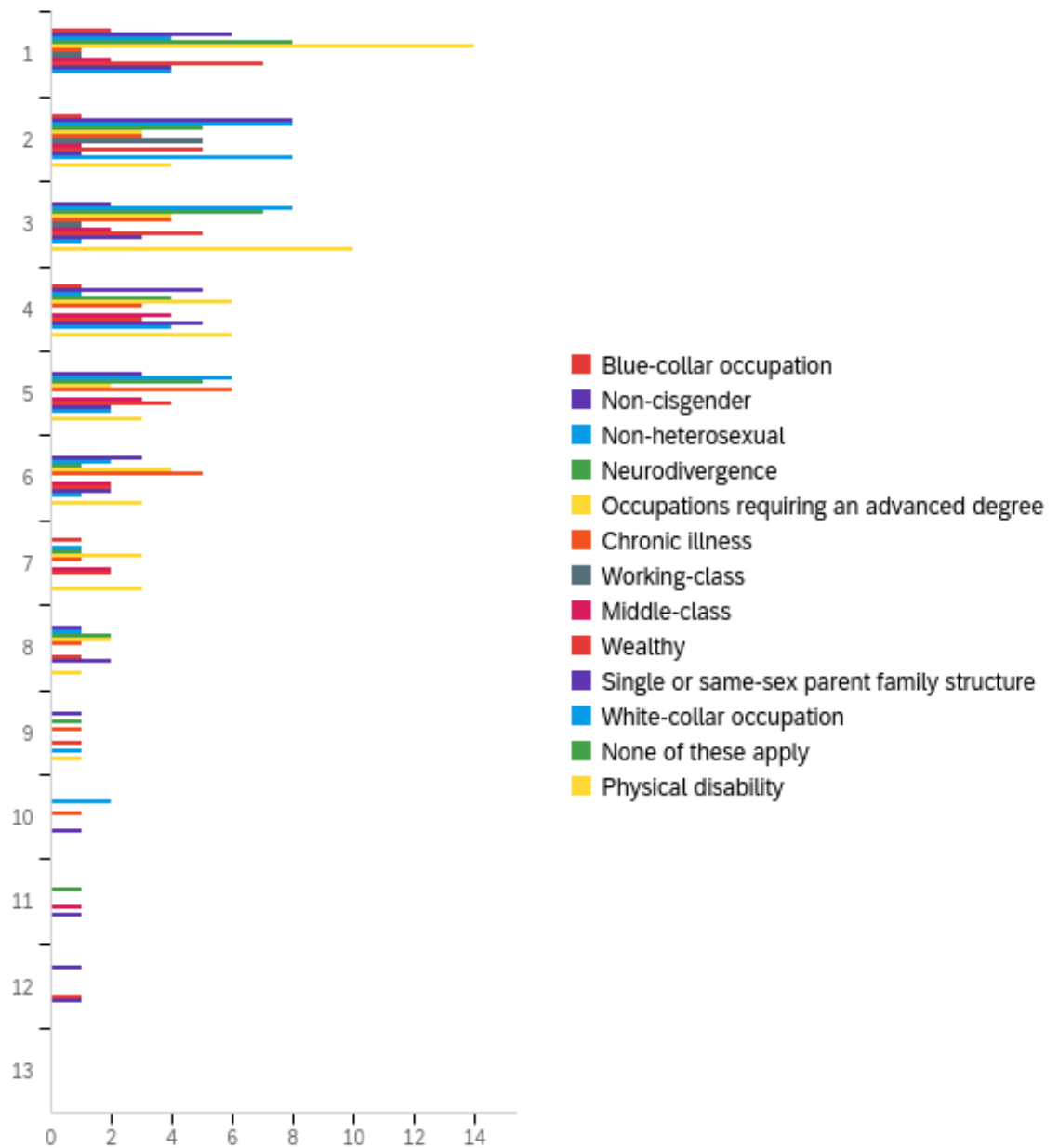
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Blue-collar occupation	1.00	7.00	3.00	2.28	5.20	5
2	White-collar occupation	1.00	9.00	3.05	1.96	3.85	21

#							
3	Occupations requiring an advanced degree	1.00	8.00	3.34	2.31	5.33	38
4	Non-cisgender	1.00	12.00	3.67	2.61	6.82	30
5	Non-heterosexual	1.00	10.00	3.79	2.37	5.62	33
6	Neurodivergence	1.00	11.00	3.69	2.50	6.27	35
7	Physical disability	2.00	9.00	4.29	1.85	3.43	31
8	Chronic illness	1.00	10.00	4.81	2.15	4.62	26
9	Working-class	1.00	3.00	2.00	0.53	0.29	7
10	Middle-class	1.00	11.00	4.59	2.38	5.65	17
11	Wealthy	1.00	12.00	3.84	2.68	7.17	31
12	Single or same-sex parent family structure	1.00	12.00	4.82	3.16	9.97	22
13	None of these apply	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		6		7		8		9		10		11		12		13		Total
1	Blue-collar occupation	40.00%	4	20.00%	2	0.00%	1	20.00%	0	0.00%	1	0.00%	0	20.00%	0	0.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	5
2	Non-cisgender	20.00%	2	26.67%	6	6.67%	8	16.67%	2	10.00%	5	10.00%	3	0.00%	3	3.33%	0	3.33%	1	0.00%	1	0.00%	0	3.33%	0	0.00%	1	0	30
3	Non-heterosexual	12.12%	1	24.24%	4	24.24%	8	3.03%	8	18.18%	1	6.06%	6	3.03%	2	3.03%	1	0.00%	1	0.06%	0	0.00%	2	0.00%	0	0.00%	0	0	33
4	Neu	2	8	1	5	2	7	1	4	1	5	2.	1	2.	1	5	2	2	1	0	0	2	1	0	0	0	0	3

#	Category	C1 %	C1	C2 %	C2	C3 %	C3	C4 %	C4	C5 %	C5	C6 %	C6	C7 %	C7	C8 %	C8	C9 %	C9	C10 %	C10	C11 %	C11	C12 %	C12	C13 %	C13	Total
	rodivergence	2.86%		4.29%		0.00%		1.43%		4.29%		86%		86%		.71%		.86%		.00%		.86%		.00%		.00%		5
5	Occupations requiring an advanced degree	36.84%	14	7.89%	3	10.53%	4	15.79%	6	5.26%	2	10.53%	4	7.89%	3	5.26%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	38
6	Chronic illness	3.85%	1	11.54%	3	15.38%	4	11.54%	3	23.08%	6	19.23%	5	3.85%	1	3.85%	1	3.85%	1	0.00%	0	0.00%	0	0.00%	0			26
7	Working-class	14.29%	1	71.43%	5	14.29%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	7
8	Middle-class	11.76%	2	5.88%	1	11.76%	2	23.53%	4	17.65%	3	11.76%	2	11.76%	2	0.00%	0	0.00%	0	0.00%	0	5.88%	1	0.00%	0	0.00%	0	17
9	Wealthy	22.58%	7	16.13%	5	16.13%	5	9.68%	3	12.90%	4	6.45%	2	6.45%	2	3.23%	1	3.23%	1	0.00%	0	0.00%	0	3.23%	1	0.00%	0	31
10	Single or same-sex parent family structure	18.18%	4	4.55%	1	13.64%	3	22.73%	5	9.09%	2	9.09%	2	0.00%	0	9.09%	2	0.00%	0	4.55%	1	4.55%	1	4.55%	1	0.00%	0	22

11	White-collar occupation	19.05%	4	38.10%	8	4.76%	1	19.05%	4	9.52%	2	4.76%	1	0.00%	0	0.00%	0	4.76%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	21
12	None of these apply	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
13	Physical disability	0.00%	0	12.90%	4	32.26%	10	19.35%	6	9.68%	3	9.68%	3	9.68%	3	3.23%	1	3.23%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	31

Q23 - Which combination of intersectional identities do you feel needs more representation? Select all that apply.   Hispanic and:
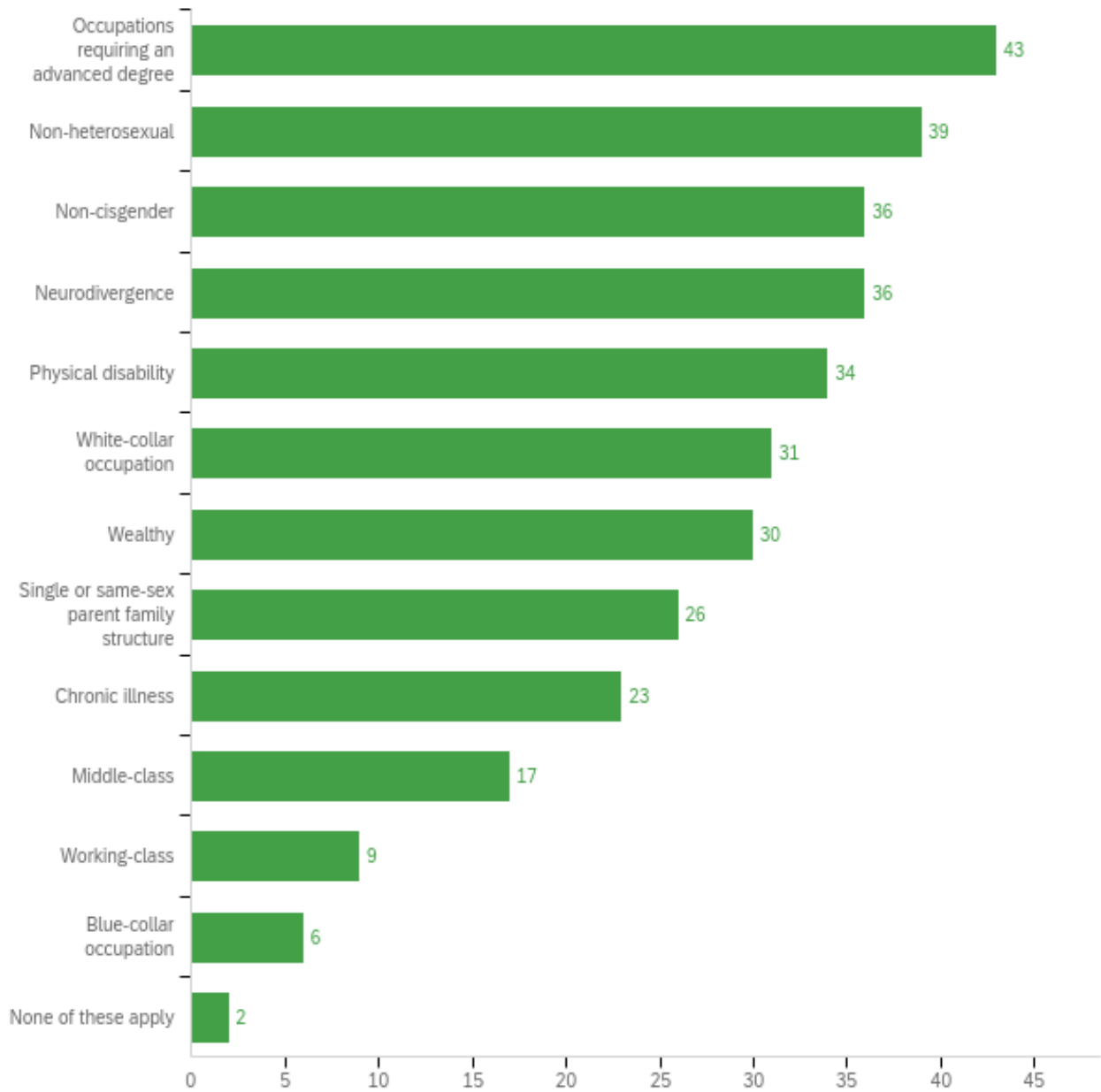
#	Answer	%	Count
1	Blue-collar occupation	1.81%	6
2	White-collar occupation	9.34%	31

3	Occupations requiring an advanced degree	12.95%	43
4	Non-cisgender	10.84%	36
5	Non-heterosexual	11.75%	39
6	Neurodivergence	10.84%	36
7	Physical disability	10.24%	34
8	Chronic illness	6.93%	23
9	Working-class	2.71%	9
10	Middle-class	5.12%	17
11	Wealthy	9.04%	30
12	Single or same-sex parent family structure	7.83%	26
13	None of these apply	0.60%	2
	Total	100%	332

Q24 - Rank your selected identities from the previous question in order from most needed to least, with (1) one being the most needed.
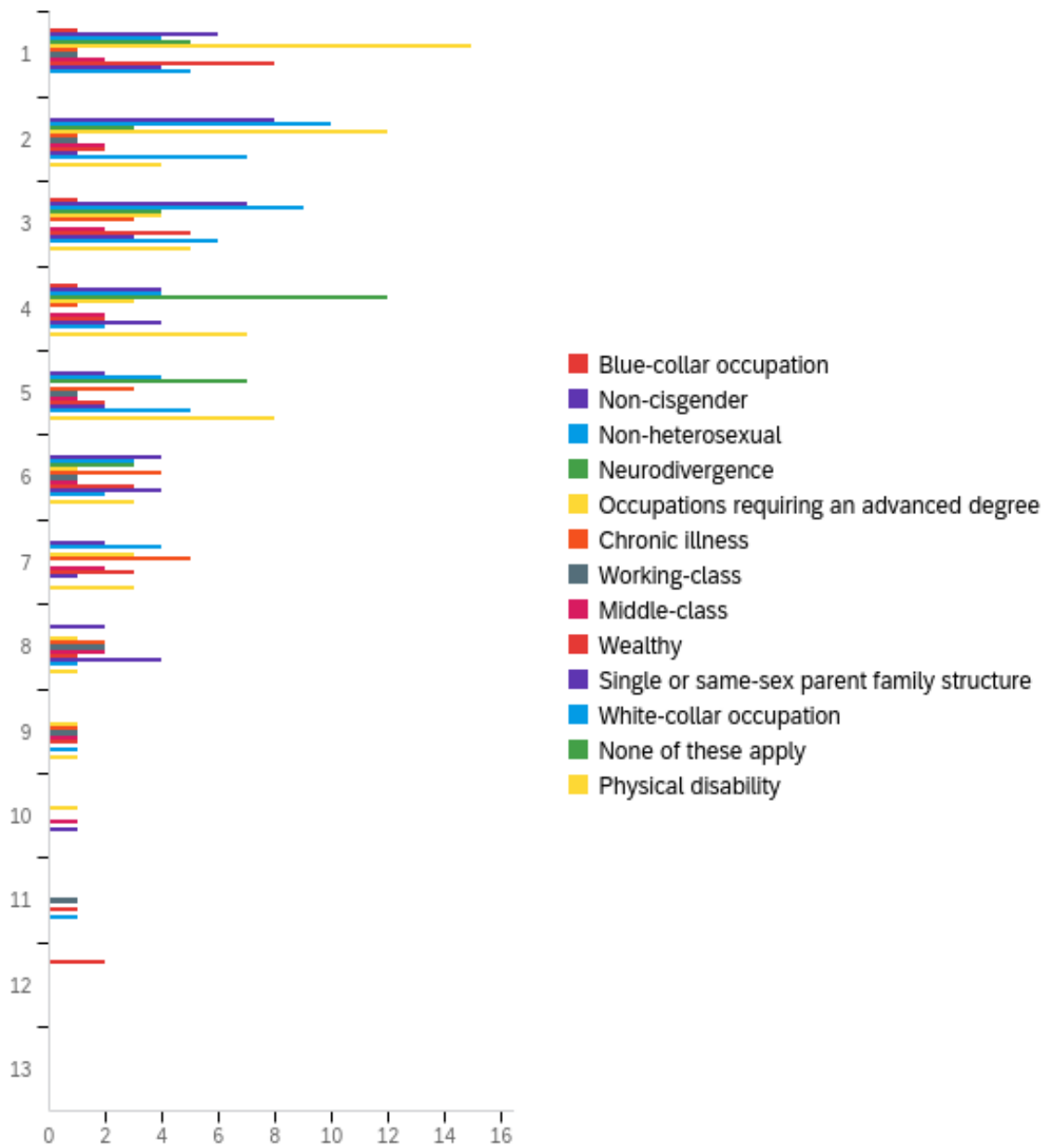
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Blue-collar occupation	1.00	12.00	6.40	4.67	21.84	5
2	White-collar occupation	1.00	11.00	3.67	2.44	5.96	30

#	Question			Min	Max	Mean		Std Dev	Variance	Count
3	Occupations requiring an advanced degree			1.00	10.00	2.85		2.43	5.88	41
4	Non-cisgender			1.00	8.00	3.51		2.09	4.36	35
5	Non-heterosexual			1.00	7.00	3.50		1.83	3.36	38
6	Neurodivergence			1.00	6.00	3.65		1.49	2.23	34
7	Physical disability			2.00	9.00	4.59		1.75	3.05	32
8	Chronic illness			1.00	9.00	5.48		2.08	4.34	21
9	Working-class			1.00	11.00	6.25		3.23	10.44	8
10	Middle-class			1.00	10.00	5.00		2.83	8.00	16
11	Wealthy			1.00	11.00	4.00		2.78	7.71	28
12	Single or same-sex parent family structure			1.00	10.00	4.75		2.55	6.52	24
13	None of these apply			0.00	0.00	0.00		0.00	0.00	0

#	Question	1		2		3		4		5		6		7		8		9		10		11		12		13		Total
1	Blue-collar occupation	20.00%	1	0.00%	0	20.00%	1	20.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	40.00%	2	0.00%	0	5
2	Non-cisgender	17.14%	6	22.86%	8	20.00%	7	11.43%	4	5.71%	2	11.43%	4	5.71%	2	5.71%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	35
3	Non-heterosexual	10.53%	4	26.32%	10	23.68%	9	10.53%	4	10.53%	4	7.89%	3	10.53%	4	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	38
4	Neu	1	5	8.	3	1	4	3	1	2	7	8.	3	0.	0	0.	0	0.	0	0	0	0.	0	0.	0	0	0	3

No	Category	%1	n1	%2	n2	%3	n3	%4	n4	%5	n5	%6	n6	%7	n7	%8	n8	%9	n9	%10	n10	%11	n11	%12	n12	%13	n13	Total
	rodivergence	4.71%		82%		1.76%		5.29%	2	0.59%		82%		00%		00%		00%		.00%		00%		00%		.00%		4
5	Occupations requiring an advanced degree	36.59%	15	29.27%	12	9.76%	4	7.32%	3	0.00%	0	2.44%	1	7.32%	3	2.44%	1	2.44%	1	2.44%	1	0.00%	0	0.00%	0	0.00%	0	41
6	Chronic illness	4.76%	1	4.76%	1	14.29%	3	4.76%	1	14.29%	3	19.05%	4	23.81%	5	9.52%	2	4.76%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	21
7	Working-class	12.50%	1	12.50%	1	0.00%	0	0.00%	0	12.50%	1	12.50%	1	0.00%	0	25.00%	2	12.50%	1	0.00%	0	12.50%	1	0.00%	0	0.00%	0	8
8	Middle-class	12.50%	2	12.50%	2	12.50%	2	12.50%	2	6.25%	1	6.25%	1	12.50%	2	12.50%	2	6.25%	1	6.25%	1	0.00%	0	0.00%	0	0.00%	0	16
9	Wealthy	28.57%	8	7.14%	2	17.86%	5	7.14%	2	7.14%	2	10.71%	3	10.71%	3	3.57%	1	3.57%	1	0.00%	0	3.57%	1	0.00%	0	0.00%	0	28
10	Single or same-sex parent family structure	16.67%	4	4.17%	1	12.50%	3	16.67%	4	8.33%	2	16.67%	4	4.17%	1	16.67%	4	0.00%	0	4.17%	1	0.00%	0	0.00%	0	0.00%	0	24

11	White-collar occupation	16.67%	5	23.33%	7	20.00%	6	6.67%	2	16.67%	5	6.67%	2	0.00%	0	3.33%	1	3.33%	1	0.00%	0	3.33%	1	0.00%	0	0.00%	0	30
12	None of these apply	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
13	Physical disability	0.00%	0	12.50%	4	15.63%	5	21.88%	7	25.00%	8	9.38%	3	9.38%	3	3.13%	1	3.13%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	32

Q25 - Which combination of intersectional identities do you feel needs more representation? Select all that apply. Multi-racial and:
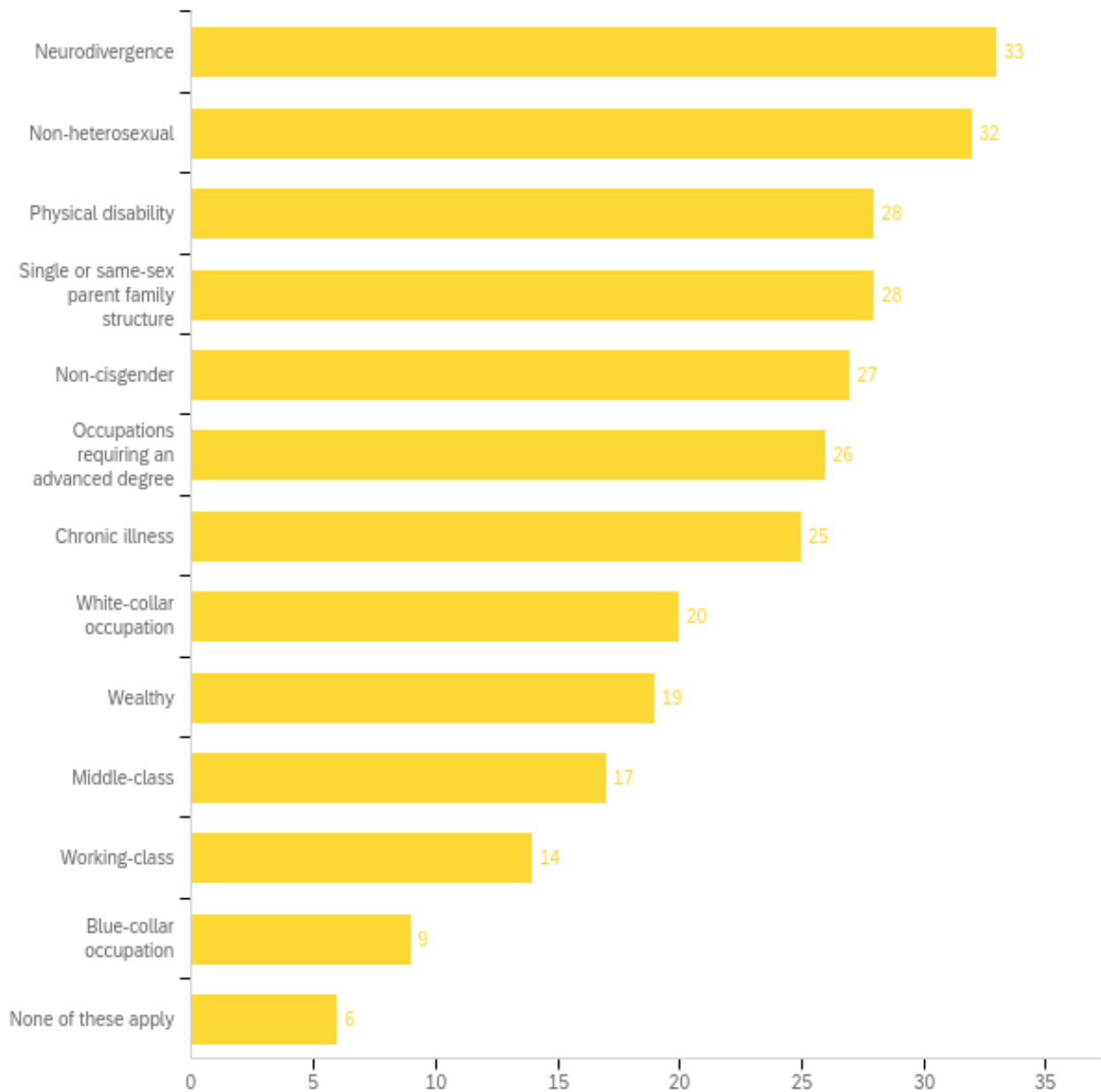

#	Answer	%	Count
1	Blue-collar occupation	3.17%	9
2	White-collar occupation	7.04%	20

3	Occupations requiring an advanced degree	9.15%	26
4	Non-cisgender	9.51%	27
5	Non-heterosexual	11.27%	32
6	Neurodivergence	11.62%	33
7	Physical disability	9.86%	28
8	Chronic illness	8.80%	25
9	Working-class	4.93%	14
10	Middle-class	5.99%	17
11	Wealthy	6.69%	19
12	Single or same-sex parent family structure	9.86%	28
13	None of these apply	2.11%	6
	Total	100%	284

Q26 - Rank your selected identities from the previous question in order from most needed to least, with (1) one being the most needed.

| Blue-collar occupation |
| Non-cisgender |
| Non-heterosexual |
| Neurodivergence |
| Occupations requiring an advanced degree |
| Chronic illness |
| Working-class |
| Middle-class |
| Wealthy |
| Single or same-sex parent family structure |
| White-collar occupation |
| None of these apply |
| Physical disability |
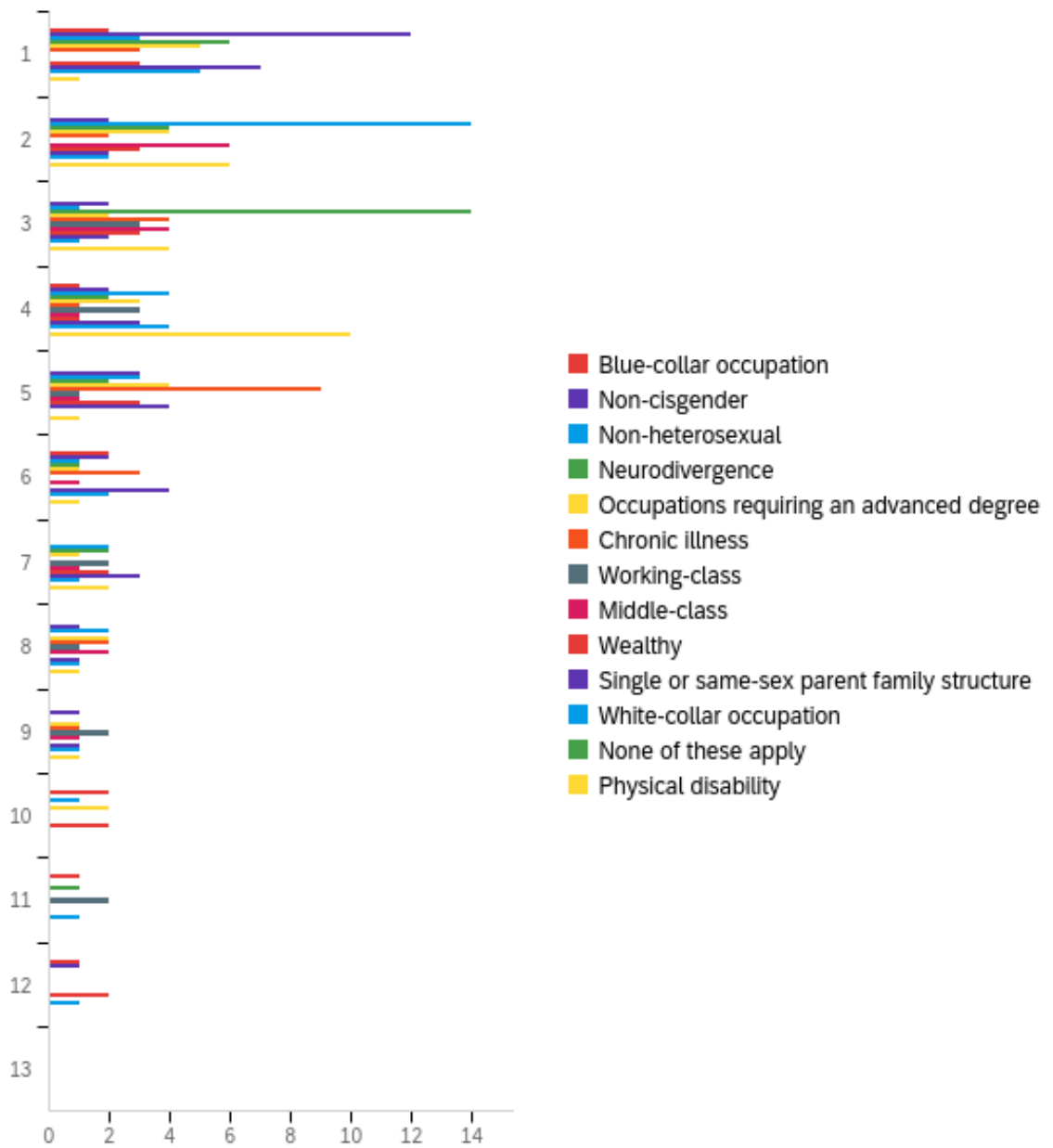
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Blue-collar occupation	1.00	12.00	6.78	3.97	15.73	9
2	White-collar occupation	1.00	12.00	4.58	3.39	11.51	19

#							
3	Occupations requiring an advanced degree	1.00	10.00	4.36	2.87	8.23	25
4	Non-cisgender	1.00	12.00	3.31	2.92	8.52	26
5	Non-heterosexual	1.00	10.00	3.58	2.35	5.53	31
6	Neurodivergence	1.00	11.00	3.28	2.10	4.39	32
7	Physical disability	1.00	9.00	3.96	1.93	3.74	27
8	Chronic illness	1.00	9.00	4.44	2.12	4.49	25
9	Working-class	3.00	11.00	6.29	2.84	8.06	14
10	Middle-class	2.00	9.00	4.18	2.41	5.79	17
11	Wealthy	1.00	12.00	5.00	3.58	12.84	19
12	Single or same-sex parent family structure	1.00	9.00	4.11	2.44	5.95	27
13	None of these apply	0.00	0.00	0.00	0.00	0.00	0

#	Question	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
1	Blue-collar occupation	22.22% 2	0.00% 0	0.00% 0	11.11% 1	0.00% 0	22.22% 2	0.00% 0	0.00% 0	0.00% 0	22.22% 2	11.11% 2	11.11% 1	0.00% 0	9
2	Non-cisgender	46.15% 12	7.69% 2	7.69% 2	7.69% 2	11.54% 3	7.69% 2	0.00% 0	3.85% 1	3.85% 1	0.00% 0	0.00% 0	3.85% 1	0.00% 0	26
3	Non-heterosexual	9.68% 3	45.16% 14	3.23% 1	12.90% 4	9.68% 3	3.23% 1	6.45% 2	6.45% 2	0.00% 0	3.23% 1	0.00% 0	0.00% 0	0.00% 0	31

4	Neurodivergence	18.75%	6	12.50%	4	43.75%	14	6.25%	2	6.25%	2	3.13%	1	6.25%	2	0.00%	0	0.00%	0	0.00%	0	3.13%	1	0.00%	0	0.00%	0	32
5	Occupations requiring an advanced degree	20.00%	5	16.00%	4	8.00%	2	12.00%	3	16.00%	4	4.00%	1	4.00%	1	8.00%	2	4.00%	1	8.00%	2	0.00%	0	0.00%	0	0.00%	0	25
6	Chronic illness	12.00%	3	8.00%	2	16.00%	4	4.00%	1	36.00%	9	12.00%	3	0.00%	0	8.00%	2	4.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	25
7	Working-class	0.00%	0	0.00%	0	21.43%	3	21.43%	3	7.14%	1	0.00%	0	14.29%	2	7.14%	1	14.29%	2	0.00%	0	14.29%	2	0.00%	0	0.00%	0	14
8	Middle-class	0.00%	0	35.29%	6	23.53%	4	5.88%	1	5.88%	1	5.88%	1	5.88%	1	11.76%	2	5.88%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	17
9	Wealthy	15.79%	3	15.79%	3	15.79%	3	5.26%	1	15.79%	3	0.00%	0	10.53%	2	0.00%	0	0.00%	0	10.53%	2	0.00%	0	10.53%	2	0.00%	0	19
10	Single or same-sex parent family	25.93%	7	7.41%	2	7.41%	2	11.11%	3	14.81%	4	14.81%	4	11.11%	3	3.70%	1	3.70%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	27

	stru ctur e																										
1 1	Whi te-coll ar occ upa tion	2 6. 3 2 %	5	1 0. 5 3 %	2	5. 2 6 %	1	2 1. 0 5 %	4	0. 0 0 %	0	1 0. 5 3 %	2	5. 2 6 %	1	5. 2 6 %	1	5. 2 6 %	1	0. 0 0 %	0	5. 2 6 %	1	5. 2 6 %	1	0 . 0 0 %	0	1 9
1 2	Non e of thes e appl y	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0 . 0 0 %	0	0
1 3	Phy sical disa bilit y	3. 7 0 %	1	2 2. 2 2 %	6	1 4. 8 1 %	4	3 7. 0 4 %	1 0	3. 7 0 %	1	3. 7 0 %	1	7. 4 1 %	2	3. 7 0 %	1	3. 7 0 %	1	0. 0 0 %	0	0. 0 0 %	0	0. 0 0 %	0	0 . 0 0 %	0	2 7

Q27 - Which combination of intersectional identities do you feel needs more representation? Select all that apply. Native Hawaiian or other Pacific Islander and:
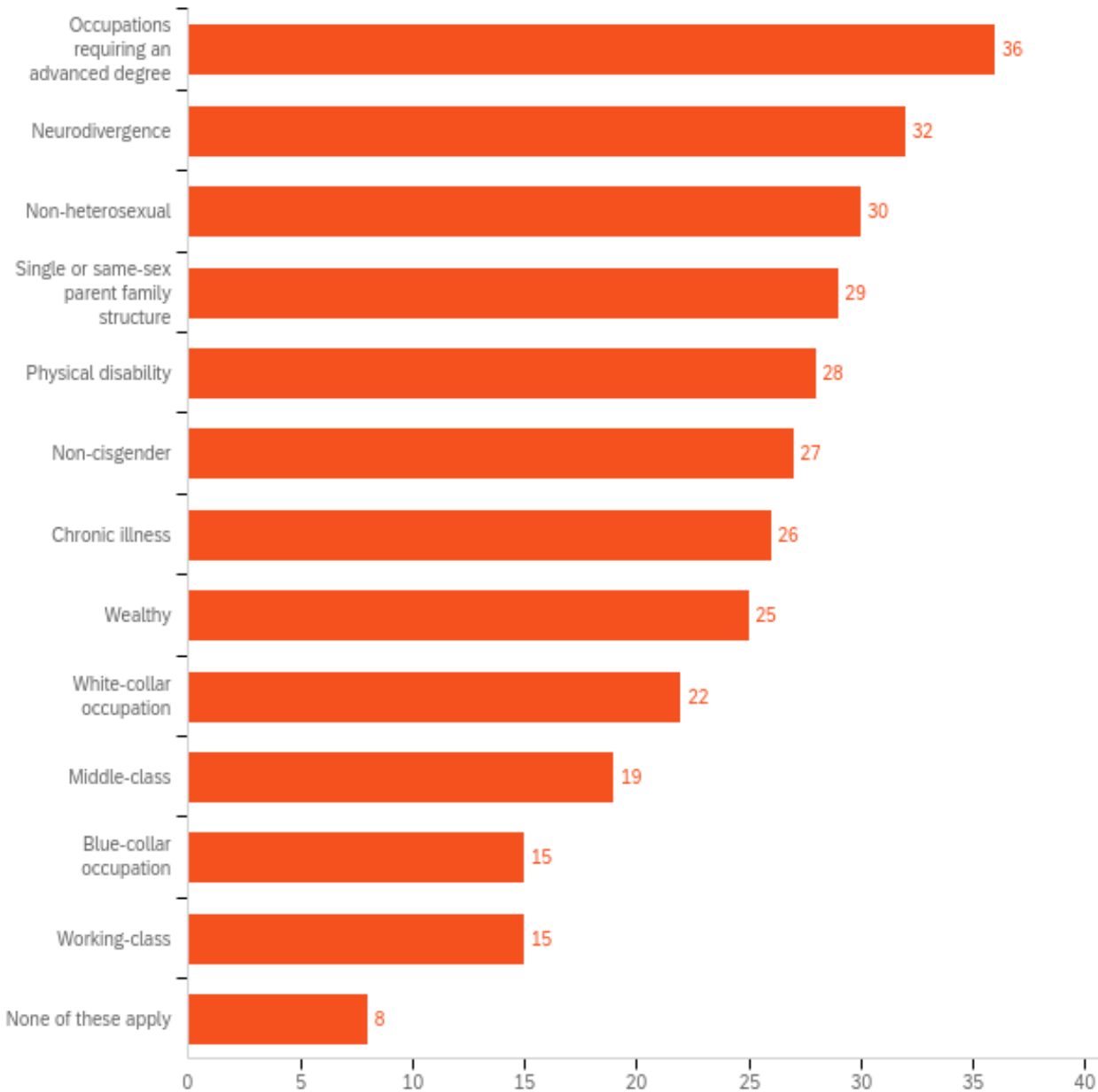
#	Answer	%	Count
1	Blue-collar occupation	4.81%	15

2		White-collar occupation	7.05%	22
3		Occupations requiring an advanced degree	11.54%	36
4		Non-cisgender	8.65%	27
5		Non-heterosexual	9.62%	30
6		Neurodivergence	10.26%	32
7		Physical disability	8.97%	28
8		Chronic illness	8.33%	26
9		Working-class	4.81%	15
10		Middle-class	6.09%	19
11		Wealthy	8.01%	25
12		Single or same-sex parent family structure	9.29%	29
13		None of these apply	2.56%	8
		Total	100%	312

Q28 - Rank your selected identities from the previous question in order from most needed to least, with (1) one being the most needed.
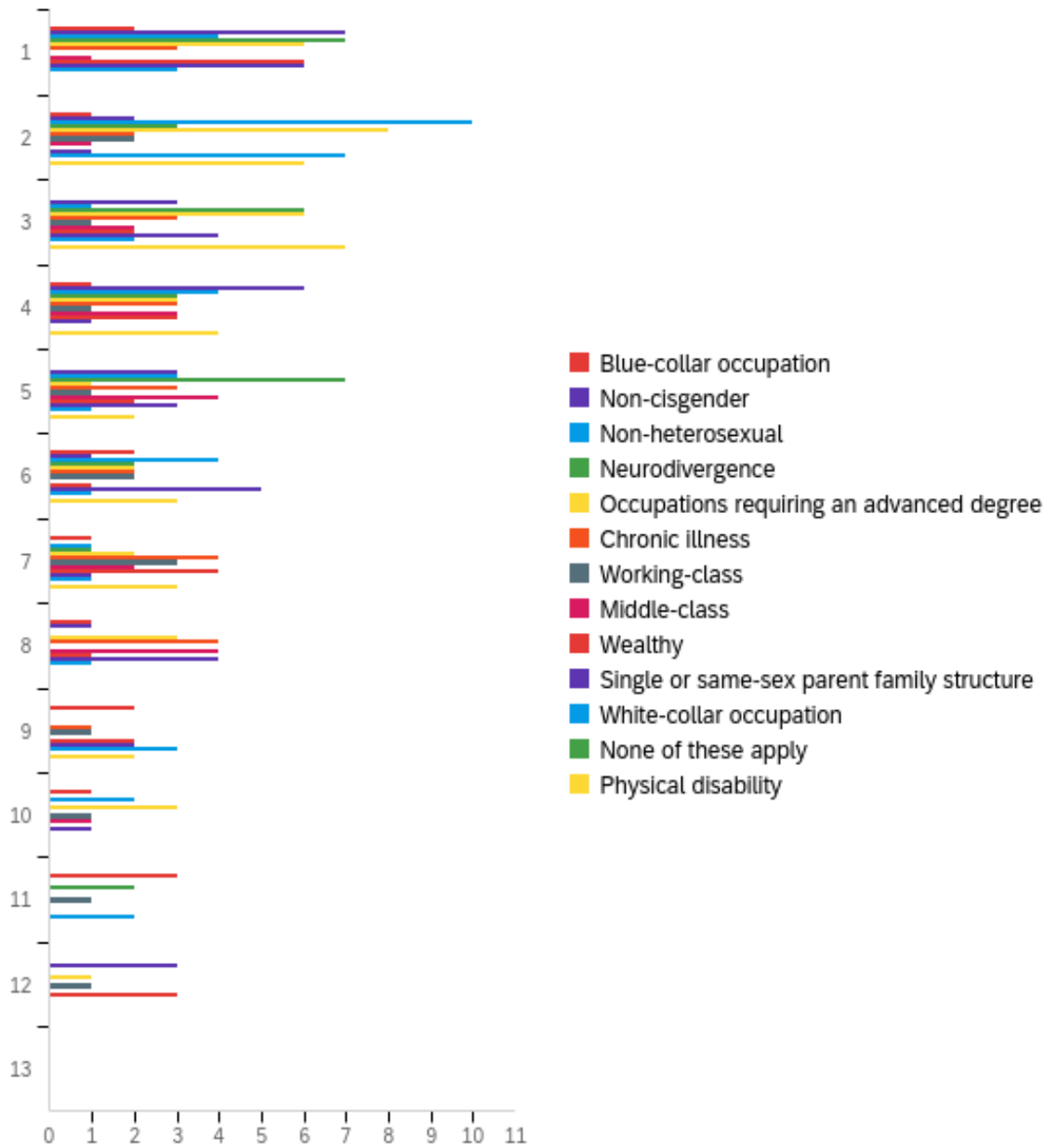
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Blue-collar occupation	1.00	11.00	6.86	3.52	12.41	14
2	White-collar occupation	1.00	11.00	4.67	3.45	11.94	21

3	Occupations requiring an advanced degree	1.00	12.00	4.26	3.10	9.62	35
4	Non-cisgender	1.00	12.00	4.19	3.33	11.08	26
5	Non-heterosexual	1.00	10.00	3.76	2.46	6.05	29
6	Neurodivergence	1.00	11.00	3.84	2.55	6.52	31
7	Physical disability	2.00	9.00	4.30	2.10	4.43	27
8	Chronic illness	1.00	9.00	4.96	2.46	6.04	25
9	Working-class	2.00	12.00	6.50	3.06	9.39	14
10	Middle-class	1.00	10.00	5.39	2.38	5.68	18
11	Wealthy	1.00	12.00	5.42	3.58	12.83	24
12	Single or same-sex parent family structure	1.00	10.00	4.86	2.82	7.98	28
13	None of these apply	0.00	0.00	0.00	0.00	0.00	0

#	Question	1		2		3		4		5		6		7		8		9		10		11		12		13		Total
1	Blue-collar occupation	14.29%	2	7.14%	1	0.00%	0	7.14%	1	0.00%	0	14.29%	2	7.14%	1	7.14%	1	14.29%	2	7.14%	1	21.43%	3	0.00%	0	0.00%	0	14
2	Non-cisgender	26.92%	7	7.69%	2	11.54%	3	23.08%	6	11.54%	3	3.85%	1	0.00%	0	3.85%	1	0.00%	0	0.00%	0	0.00%	0	11.54%	3	0.00%	0	26
3	Non-heterosexual	13.79%	4	34.48%	10	3.45%	1	13.79%	4	10.34%	3	13.79%	4	3.45%	1	0.00%	0	0.00%	0	6.90%	2	0.00%	0	0.00%	0	0.00%	0	29
4	Neu	2	7	9.	3	1	6	9.	3	2	7	6.	2	3.	1	0.	0	0.	0	0	0	6.	2	0.	0	0	0	3

#	Category	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	Total
	...rodivergence	2.58%	6	8%		9.35%	6	8%		2.58%	4	5%	2	3%	0	0%	0	0%		.00%	4	5%	0	0%		.00%		1
5	Occupations requiring an advanced degree	17.14%	6	22.86%	8	17.14%	6	8.57%	3	2.86%	1	5.71%	2	5.71%	2	8.57%	3	0.00%	0	8.57%	3	0.00%	0	2.86%	1	0.00%	0	35
6	Chronic illness	12.00%	3	8.00%	2	12.00%	3	12.00%	3	12.00%	3	8.00%	2	16.00%	4	16.00%	4	4.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	25
7	Working-class	0.00%	0	14.29%	2	7.14%	1	7.14%	1	7.14%	1	14.29%	2	21.43%	3	0.00%	0	7.14%	1	7.14%	1	7.14%	1	7.14%	1	0.00%	0	14
8	Middle-class	5.56%	1	5.56%	1	11.11%	2	16.67%	3	22.22%	4	0.00%	0	11.11%	2	22.22%	4	0.00%	0	5.56%	1	0.00%	0	0.00%	0	0.00%	0	18
9	Wealthy	25.00%	6	0.00%	0	8.33%	2	12.50%	3	8.33%	2	4.17%	1	16.67%	4	4.17%	1	8.33%	2	0.00%	0	0.00%	0	12.50%	3	0.00%	0	24
10	Single or same-sex parent family structure	21.43%	6	3.57%	1	14.29%	4	3.57%	1	10.71%	3	17.86%	5	3.57%	1	14.29%	4	7.14%	2	3.57%	1	0.00%	0	0.00%	0	0.00%	0	28

		%		%		%		%		%		%		%		%		%		%		%		%		%		
11	White-collar occupation	14.29%	3	33.33%	7	9.52%	2	0.00%	0	4.76%	1	4.76%	1	4.76%	1	4.76%	1	14.29%	3	0.00%	0	9.52%	2	0.00%	0	0.00%	0	21
12	None of these apply	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
13	Physical disability	0.00%	0	22.22%	6	25.93%	7	14.81%	4	7.41%	2	11.11%	3	11.11%	3	0.00%	0	7.41%	2	0.00%	0	0.00%	0	0.00%	0	0.00%	0	27

Q29 - Which combination of intersectional identities do you feel needs more representation? Select all that apply. White and:
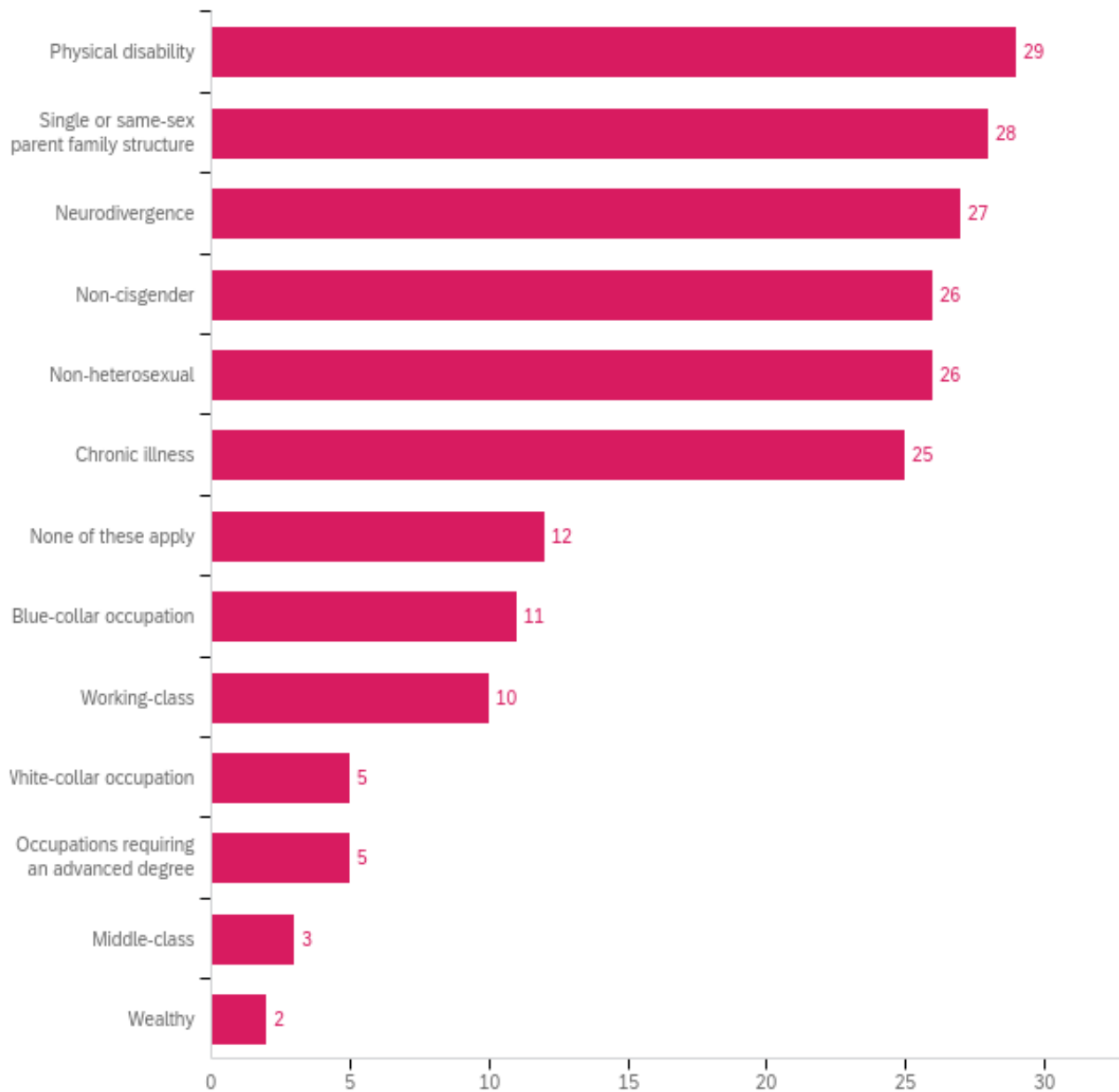
#	Answer	%	Count
1	Blue-collar occupation	5.26%	11
2	White-collar occupation	2.39%	5

3	Occupations requiring an advanced degree	2.39%	5
4	Non-cisgender	12.44%	26
5	Non-heterosexual	12.44%	26
6	Neurodivergence	12.92%	27
7	Physical disability	13.88%	29
8	Chronic illness	11.96%	25
9	Working-class	4.78%	10
10	Middle-class	1.44%	3
11	Wealthy	0.96%	2
12	Single or same-sex parent family structure	13.40%	28
13	None of these apply	5.74%	12
	Total	100%	209

Q30 - Rank your selected identities from the previous question in order from most needed to least, with (1) one being the most needed.
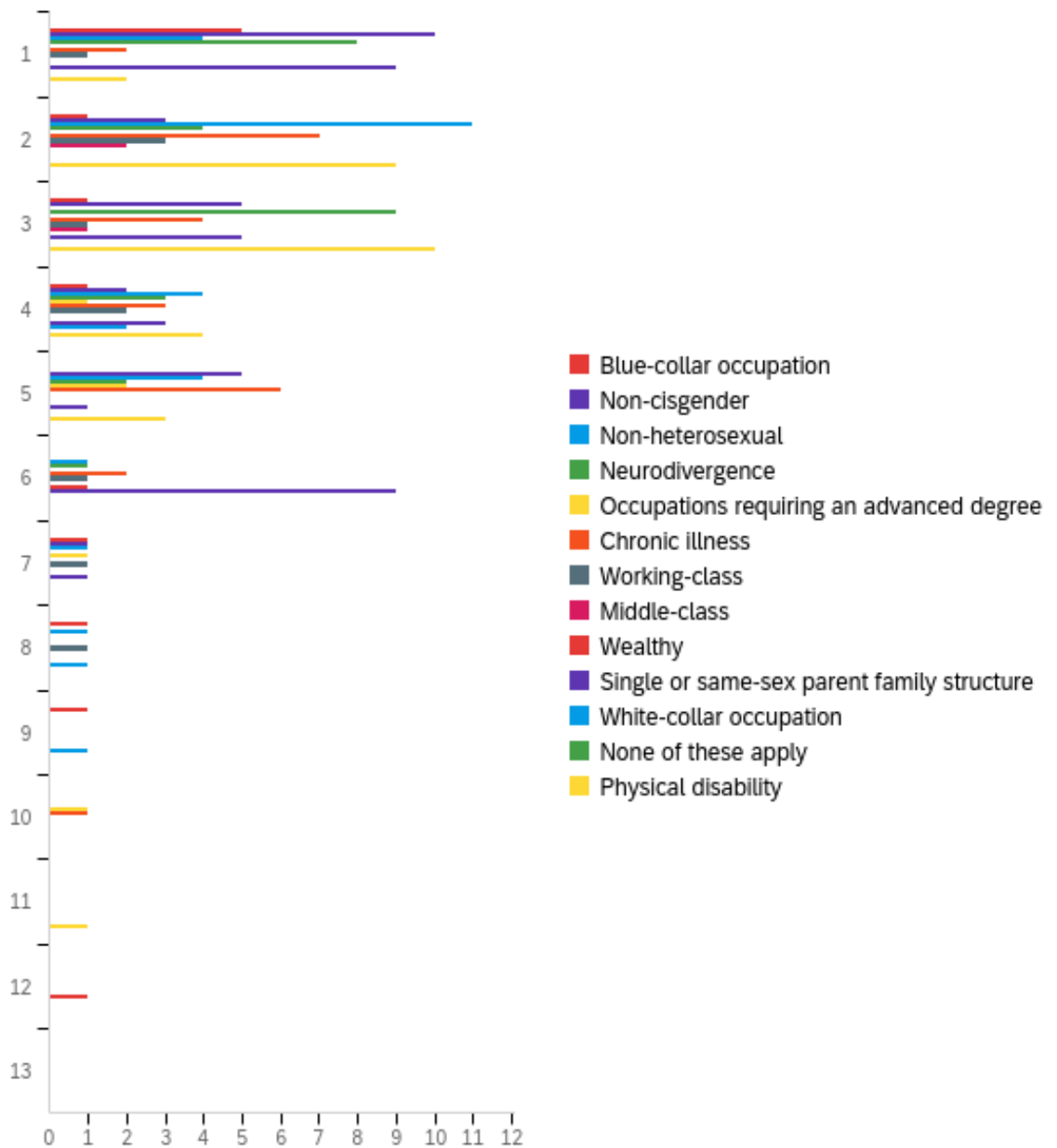
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Blue-collar occupation	1.00	9.00	3.45	2.97	8.79	11
2	White-collar occupation	4.00	9.00	6.25	2.28	5.19	4

#						
3	Occupations requiring an advanced degree	4.00	10.00	6.20	2.14	4.56	5
4	Non-cisgender	1.00	7.00	2.73	1.74	3.04	26
5	Non-heterosexual	1.00	8.00	3.19	1.92	3.69	26
6	Neurodivergence	1.00	6.00	2.63	1.39	1.94	27
7	Physical disability	1.00	11.00	3.17	1.82	3.32	29
8	Chronic illness	1.00	10.00	3.68	1.97	3.90	25
9	Working-class	1.00	8.00	3.90	2.26	5.09	10
10	Middle-class	2.00	3.00	2.33	0.47	0.22	3
11	Wealthy	6.00	12.00	9.00	3.00	9.00	2
12	Single or same-sex parent family structure	1.00	7.00	3.64	2.14	4.59	28
13	None of these apply	0.00	0.00	0.00	0.00	0.00	0

#	Question	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
1	Blue-collar occupation	45.45% / 5	9.09% / 1	9.09% / 1	9.09% / 1	0.00% / 0	0.00% / 0	9.09% / 1	9.09% / 1	9.09% / 1	0.00% / 0	0.00% / 0	0.00% / 0	0.00% / 0	11
2	Non-cisgender	38.46% / 10	11.54% / 3	19.23% / 5	7.69% / 2	19.23% / 5	0.00% / 0	3.85% / 1	0.00% / 0	0.00% / 0	0.00% / 0	0.00% / 0	0.00% / 0	0.00% / 0	26
3	Non-heterosexual	15.38% / 4	42.31% / 11	0.00% / 0	15.38% / 4	15.38% / 4	3.85% / 1	3.85% / 1	3.85% / 1	0.00% / 0	0.00% / 0	0.00% / 0	0.00% / 0	0.00% / 0	26
4	Neu…	2… / 8	1… / 4	3… / 9	1… / 3	7. / 2	3. / 1	0. / 0	0. / 0	0. / 0	0. / 0	0 / 0	0. / 0	0 / 0	2…

#		%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	Total
	rodivergence	9.63%		4.81%		3.33%		1.11%		41%		70%		0.00%		0.00%		0.00%		0.00%		.00%		0.00%		.00%		7
5	Occupations requiring an advanced degree	0.00%	0	0.00%	0	0.00%	0	20.00%	1	40.00%	2	0.00%	0	20.00%	1	0.00%	0	0.00%	0	20.00%	1	0.00%	0	0.00%	0	0.00%	0	5
6	Chronic illness	8.00%	2	28.00%	7	16.00%	4	12.00%	3	24.00%	6	8.00%	2	0.00%	0	0.00%	0	0.00%	0	4.00%	1	0.00%	0	0.00%	0	0.00%	0	25
7	Working-class	10.00%	1	30.00%	3	10.00%	1	20.00%	2	0.00%	0	10.00%	1	10.00%	1	10.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	10
8	Middle-class	0.00%	0	66.67%	2	33.33%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	3
9	Wealthy	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	50.00%	1	0.00%	0	2
10	Single or same-sex parent family structure	32.14%	9	0.00%	0	17.86%	5	10.71%	3	3.57%	1	32.14%	9	3.57%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	28

11	White-collar occupation	0.00%	0	0.00%	0	0.00%	0	50.00%	2	0.00%	0	0.00%	0	0.00%	0	25.00%	1	25.00%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	4
12	None of these apply	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0
13	Physical disability	6.90%	2	31.03%	9	34.48%	10	13.79%	4	10.34%	3	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	3.45%	1	0.00%	0	0.00%	0	29