



The State of Girls and Women in STEM

K-12 Education

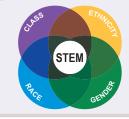
Girls/young women and boys/young men do not significantly differ in their abilities in mathematics and science, but do differ in their interest, confidence, and sense of belonging in science, technology, engineering, and mathematics (STEM).

Girls' and young women's achievement in mathematics and science **is on par with that of boys and young men.**



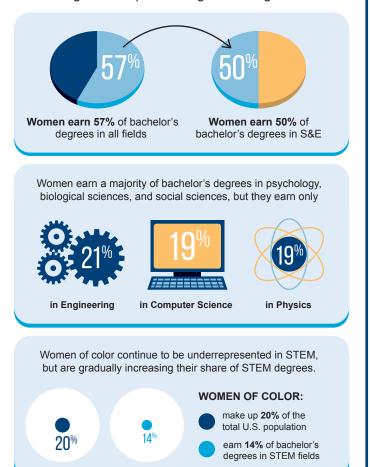
YOUNG WOMEN PARTICIPATE IN HIGH LEVEL MATHEMATICS AND SCIENCE COURSES AT SIMILAR RATES AS YOUNG MEN,

EXCEPT FOR COMPUTER SCIENCE, ENGINEERING, AND PHYSICS. For girls/young women of color and girls/young women from lower socioeconomic status, **the impacts** of the intersectional inequalities of gender, race, ethnicity, and class can hinder identification with and long-term participation in STEM.



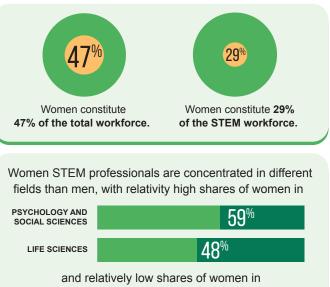
Higher Education

The rates of science and engineering (S&E) coursetaking for women shift at the undergraduate level and gender disparities begin to emerge.



STEM Workforce

Women remain underrepresented in the science and engineering workforce, with the greatest disparities occurring in engineering and computer sciences.





Latinx, Black, and Indigenous women represent less than 10% of women in the STEM workforce





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