

# STARTLING STATEMENTS

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH  
(STEM)



NAPE  
National Alliance for  
Partnerships in Equity  
STEM Equity Pipeline

1. In 2012, \_\_\_\_\_% of mechanical engineers were women.
2. In 2012, \_\_\_\_\_% of environmental scientists and geoscientists were men.
3. Women represent \_\_\_\_\_% of computer hardware engineers in 2012.
4. In 2012, \_\_\_\_\_% of computer programmers were women.
5. In 2012, women represented \_\_\_\_\_% of aircraft mechanics and service technicians.
6. In 2012, \_\_\_\_\_% of electricians were women.
7. In 2011, \_\_\_\_\_% of women aged 16 and over were working or looking for work.
8. Women comprised \_\_\_\_\_% of the total U.S. labor force in 2011.
9. In 2009, 7.7% of male high school graduates had taken AP/honors physics while \_\_\_\_\_% of female high school graduates had taken AP/honors physics.
10. In 2009, 54.4% of all Asian/Pacific Islander high school students had taken biology, chemistry, and physics while \_\_\_\_\_% of Hispanic students had taken biology, chemistry, and physics.
11. Computer hardware engineers are expected to experience \_\_\_\_\_ % employment change from 2010 to 2020.
12. The number of registered nurses is expected to increase by \_\_\_\_\_ between 2010 and 2020.
13. In 1975, 47.4% of women with children under age 18 were in the civilian labor force. In 2011, \_\_\_\_\_% of women with children under age 18 were in the civilian labor force.
14. In 1975, 34.3% of women with children under age 3 were in the civilian labor force. In 2011, \_\_\_\_\_% of women with children under age 3 were in the civilian labor force.
15. In 2011, women worked full-time year round earned \_\_\_\_\_ cents for each dollar earned by men.
16. In 1987, in 17.8% of families in which both wives and husbands were employed, the wife earned more than her husband. In 2010, this percentage was \_\_\_\_\_.
17. In 1970, wives contributed 26.6% to family income. In 2010, wives contributed \_\_\_\_\_% to family income.
18. In 2012, median weekly earnings for men in architecture and engineering occupations were \$1,337, while for women median weekly earnings were \$\_\_\_\_\_.
19. In 2012, median weekly earnings for women as registered nurses were \$1,086, while for men median weekly earnings were \$\_\_\_\_\_.
20. In 2012, median weekly earnings of men employed in life, physical, and social science occupations were \$1,134, while for women median weekly earnings were \$\_\_\_\_\_.

# A N S W E R S



1. **4.5%** (<http://www.bls.gov/cps/cpsaat11.pdf>)
2. **74.3%** (<http://www.bls.gov/cps/cpsaat11.pdf>)
3. **15.1%** (<http://www.bls.gov/cps/cpsaat11.pdf>)
4. **22.5%** (<http://www.bls.gov/cps/cpsaat11.pdf>)
5. **1.6%** (<http://www.bls.gov/cps/cpsaat11.pdf>)
6. **1.8%** (<http://www.bls.gov/cps/cpsaat11.pdf>)
7. **53.2%** (<http://www.bls.gov/cps/wlf-databook-2012.pdf>) see table 1
8. **58.1%** (<http://www.bls.gov/cps/wlf-databook-2012.pdf>)
9. **3.7%**  
([http://nces.ed.gov/programs/digest/d11/tables/dt11\\_161.asp](http://nces.ed.gov/programs/digest/d11/tables/dt11_161.asp))
10. **22.7%**  
([http://nces.ed.gov/programs/digest/d11/tables/dt11\\_161.asp](http://nces.ed.gov/programs/digest/d11/tables/dt11_161.asp))
11. **23.6%** ([http://www.bls.gov/emp/ep\\_table\\_110.htm](http://www.bls.gov/emp/ep_table_110.htm))
12. **711,900** (<http://www.bls.gov/news.release/ecopro.t06.htm>)
13. **70.9%** (<http://www.bls.gov/cps/wlf-databook-2012.pdf>) see table 7
14. **60.9%** (<http://www.bls.gov/cps/wlf-databook-2012.pdf>) see table 7
15. **77 cents** (<http://www.pay-equity.org/info-time.html>)
16. **29.2%** (<http://www.bls.gov/cps/wlf-databook-2012.pdf>) see table 25
17. **37.6%** (<http://www.bls.gov/cps/wlf-databook-2012.pdf>) see table 24
18. **\$1,136** (<http://www.bls.gov/cps/cpsaat39.pdf>)
19. **\$1,097** (<http://www.bls.gov/cps/cpsaat39.pdf>)
20. **\$1,015** (<http://www.bls.gov/cps/cpsaat39.pdf>)

The National Alliance for Partnerships in Equity is a consortium of national, state and local education and workforce development organizations committed to access, equity and diversity. NAPE fulfills its mission by providing professional development for teachers, administrators, and counselors; research on issues of equity in education; technical assistance to state and local education agencies; and advocacy on behalf of our members with public policy makers at the federal level.



Members: Find instructions and updates at [napequity.org/startlingstatements](http://napequity.org/startlingstatements)



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