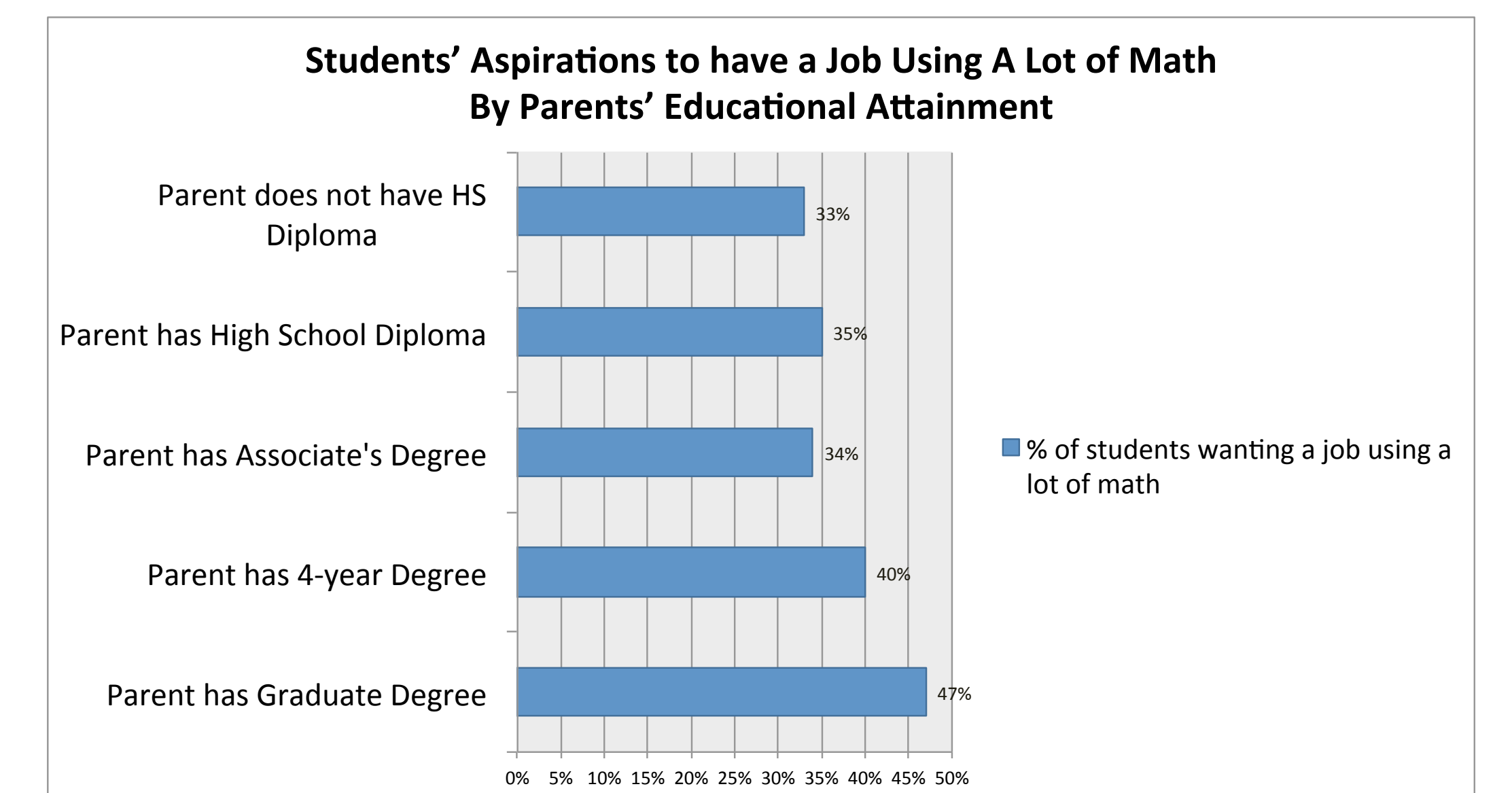
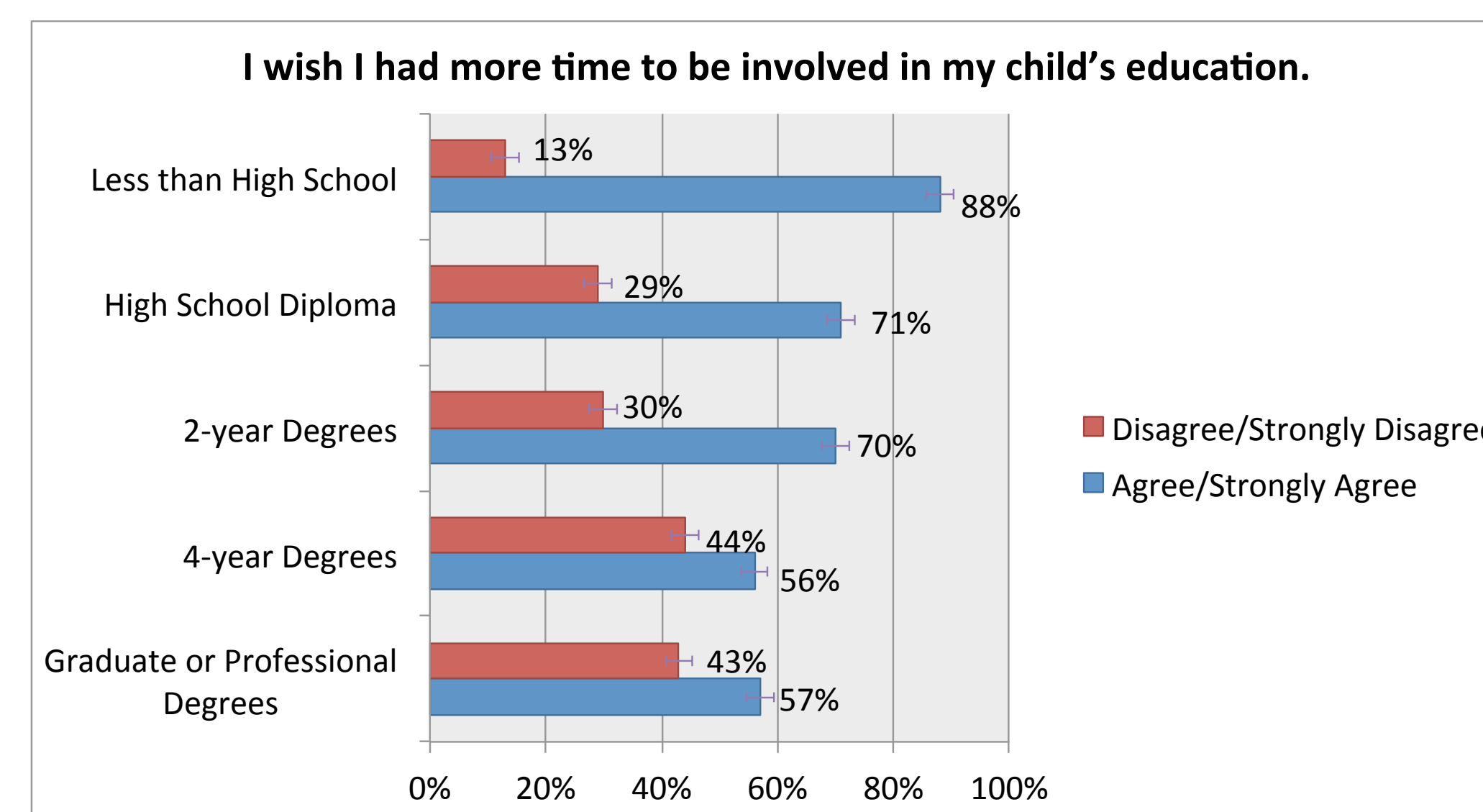
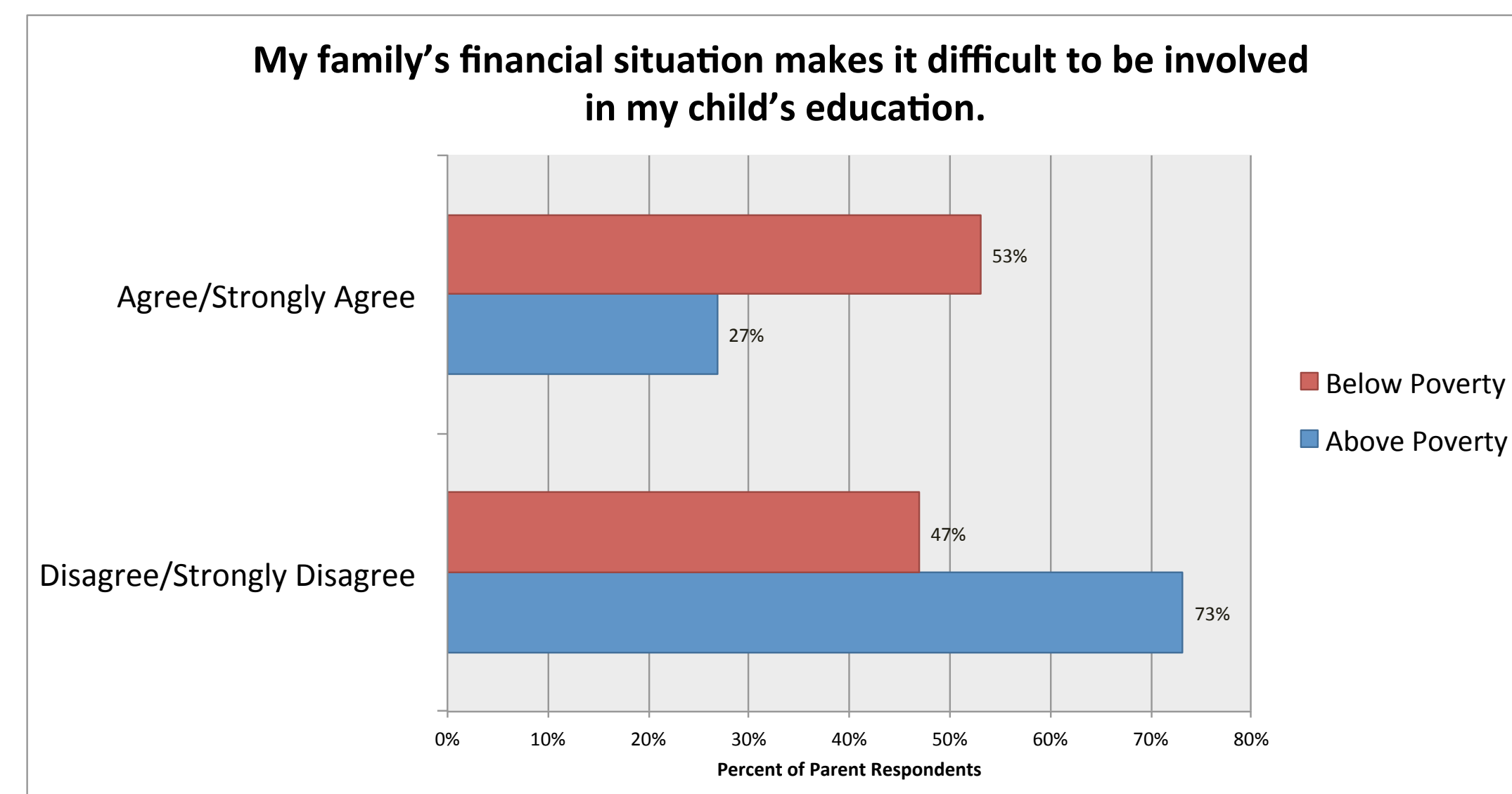
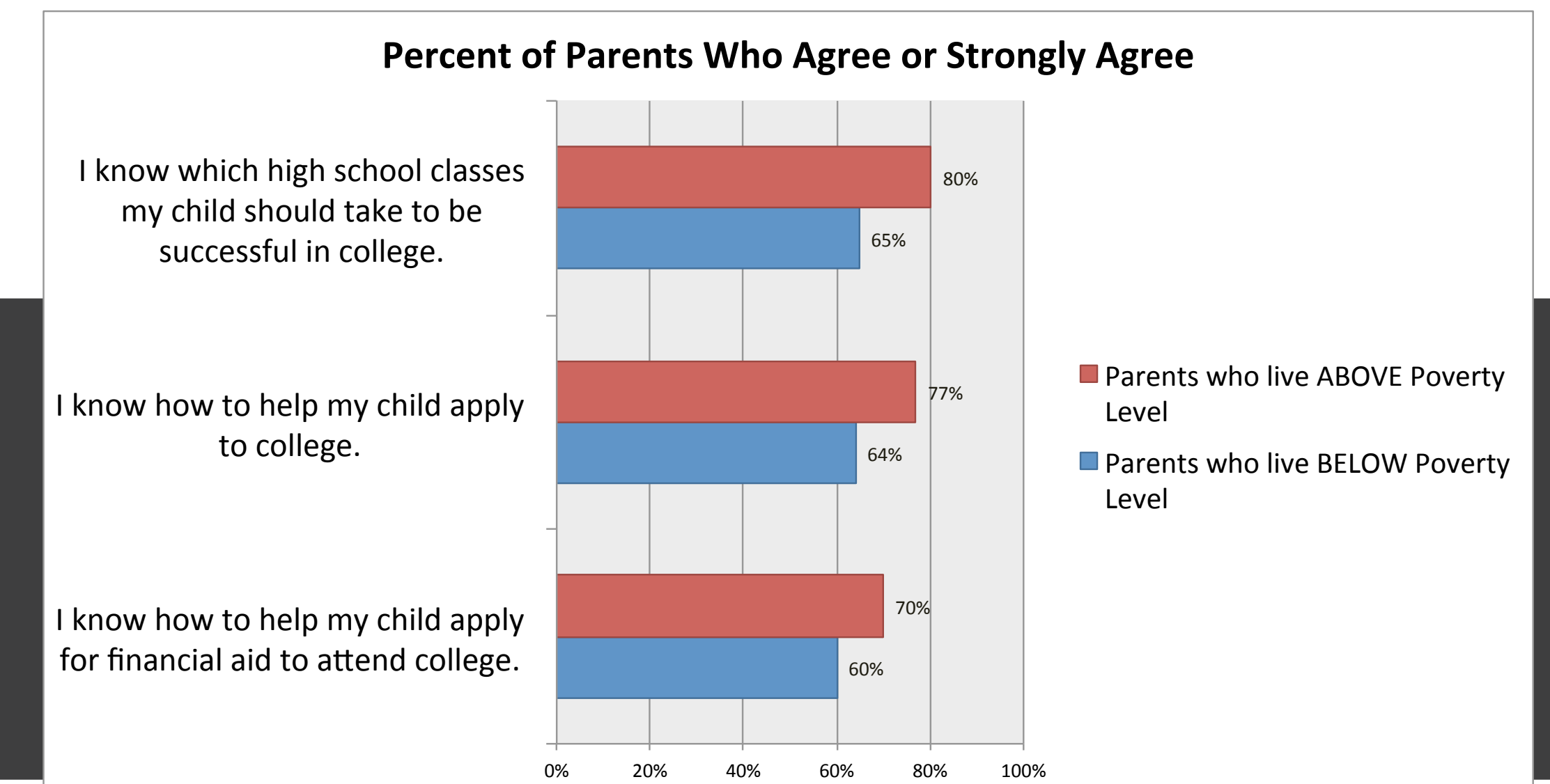


PARENTAL INFLUENCE: Income and Educational Attainment Matter



* Parents experiencing poverty are significantly more likely than parents who are not to indicate **their financial situation makes it difficult** to be involved in their child's education.

* Approximately half of parents considered to be above poverty also reported that being involved in student education was difficult **due to their financial situation.**

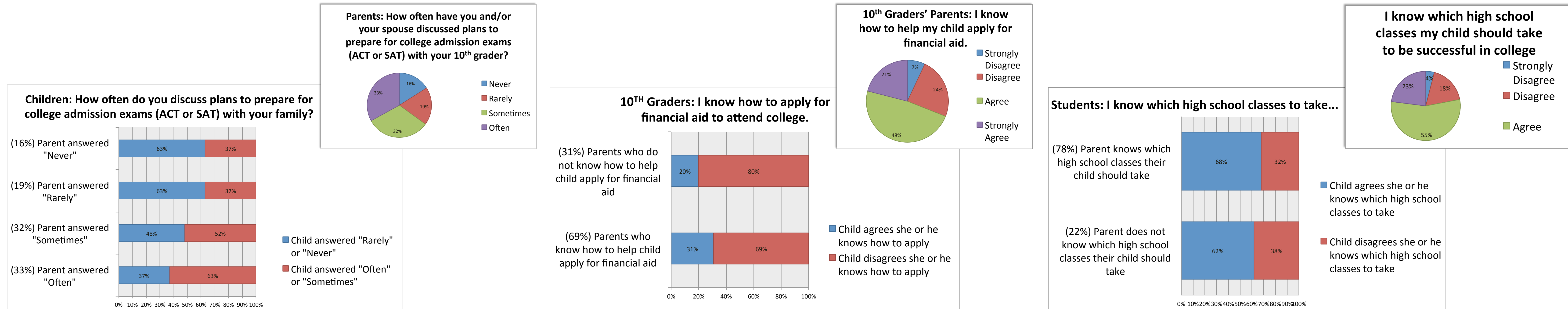
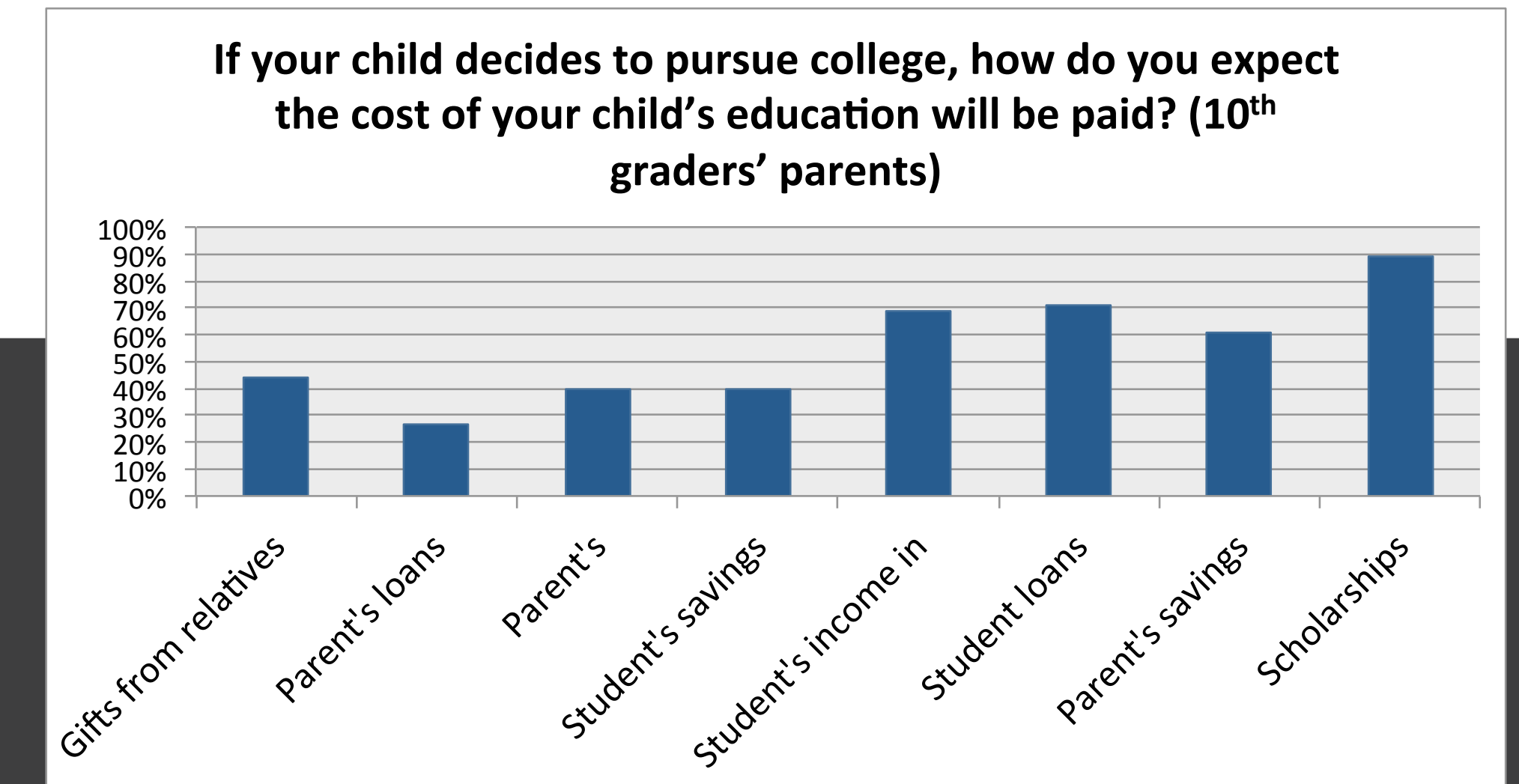
* **Parents with less than a high school education** wish they had more time to be involved in their child's education compared to other parents.

* Parents' **educational attainment significantly correlates with students' career aspirations**, with the desire to use a lot of math increasing as parents' education level increases.

* Parents experiencing poverty were less likely to report understanding different aspects of college preparation. 40% of parents living below poverty level **reported they did not know how to help their child apply for financial aid.**

PARENTAL INVOLVEMENT IN COLLEGE PREPARATION:

Parents of 7th and 10th graders were asked about college planning



* Thirty-five percent of parents said they **rarely or never discussed college** admission exam preparation with their child.

* Seventy-eight percent of 7th and 10th graders' parents said they knew which high school classes their child should take **to be successful in college.**

* However, about **one-third of students are unsure** which classes to take.

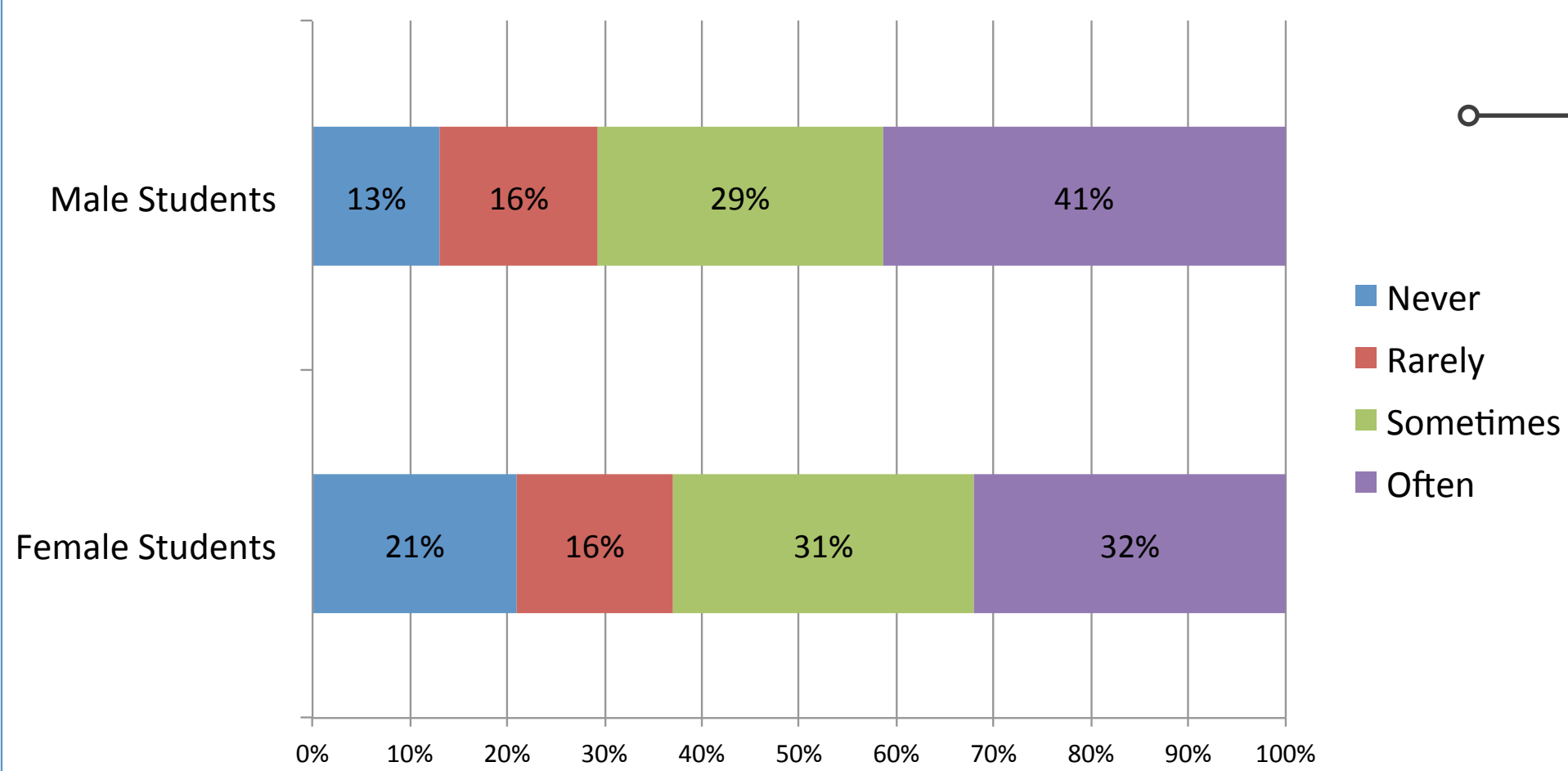
* There is some ambiguity among parents surrounding **which classes will best prepare students** in math and science.

* Scholarships, student loans, and student's income in college were referred to most frequently as **planned ways to pay for college.**

* Almost 70% of 10th-graders' parents said they know how to help their child apply for financial aid to attend college. However, 69 % of the children of these parents in the know, **said they do not know how to apply.**

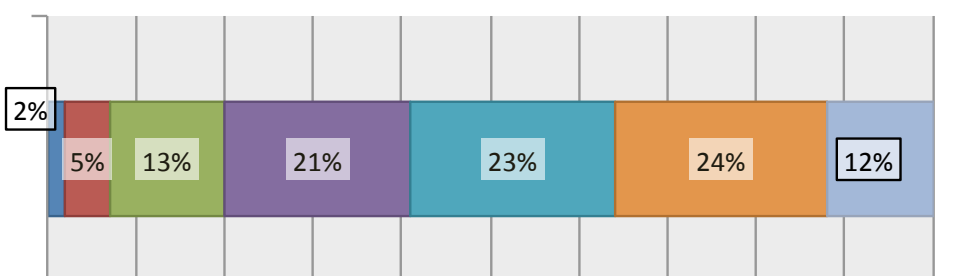
THE STEM GENDER GAP IN IDAHO

Parents: In the last 12 months, how often have you discussed the advantages of pursuing a field in college related to STEM with your child?

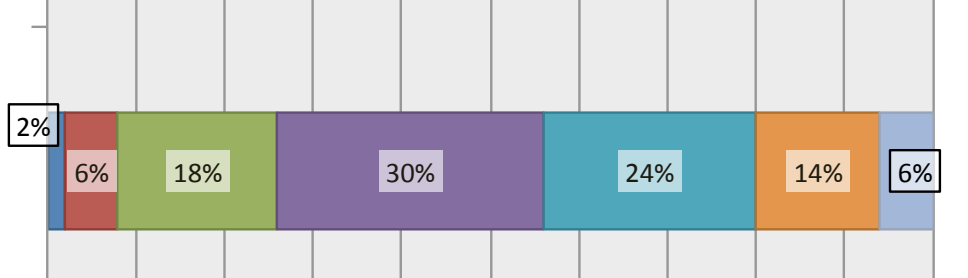


Analyses indicate that parents were **more likely to have discussed STEM fields with sons** than with daughters. In addition, parents were more likely to discuss STEM fields with 10th graders as compared to 7th graders. Thus, the **gender gap that persists in STEM fields**, may have some beginning in these early conversations with parents.

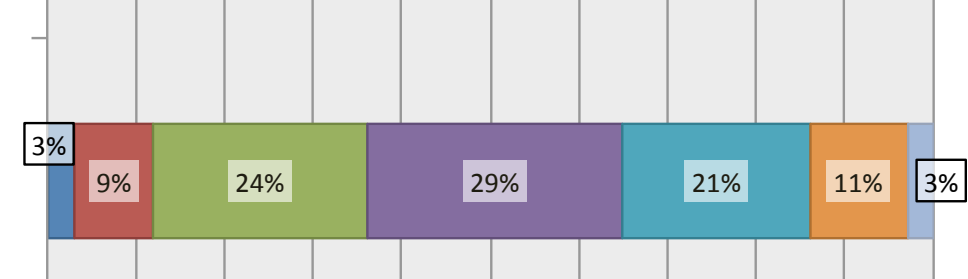
10th Grade Scores (Boys)



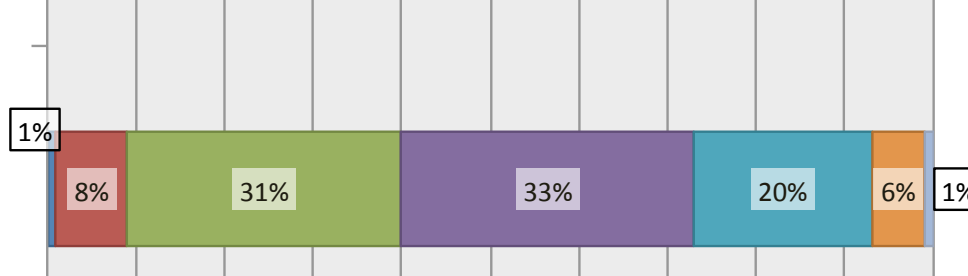
10th Grade Scores (Girls)



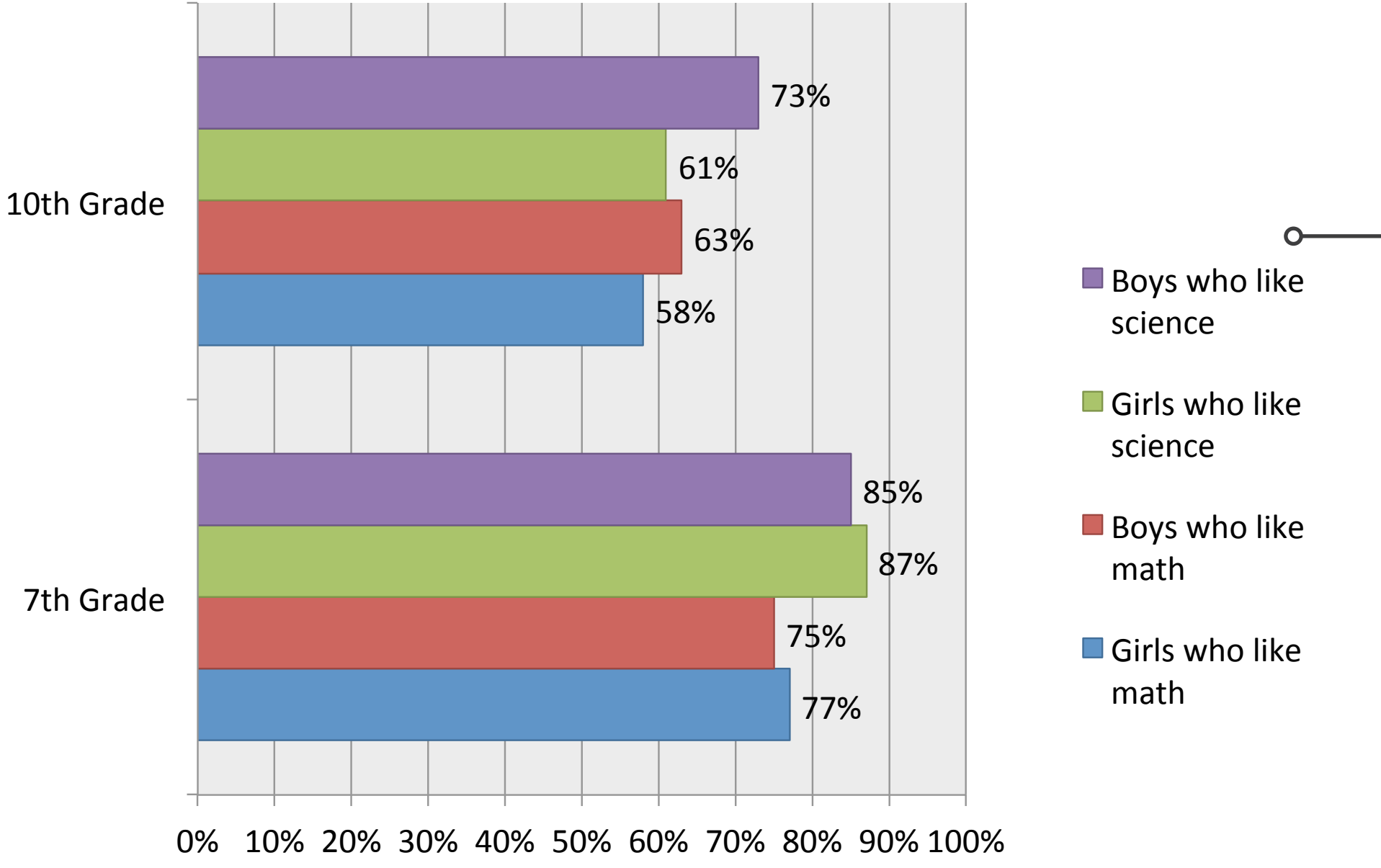
7th Grade Scores (Boys)



7th Grade Scores (Girls)

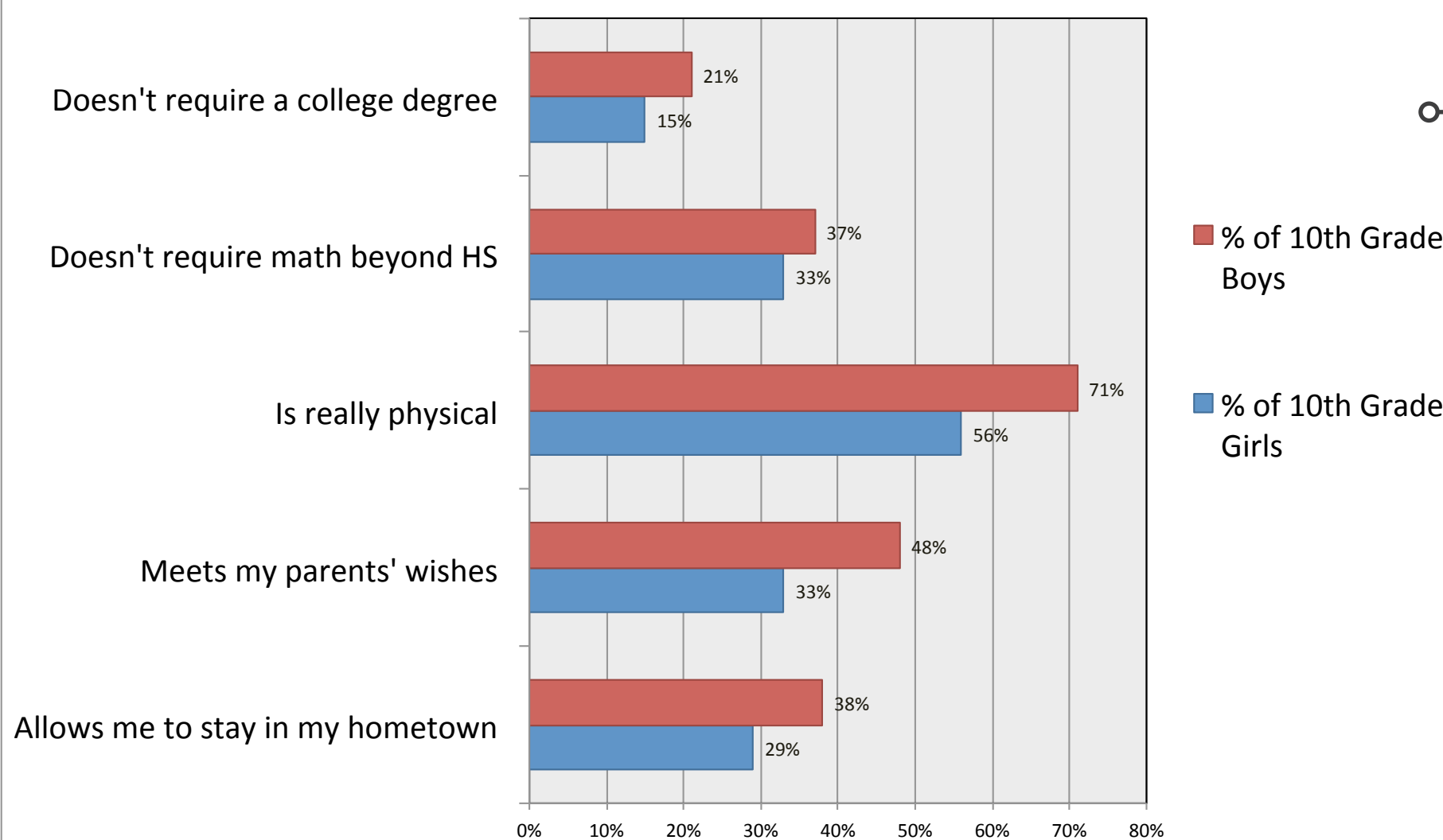


Tenth graders earned higher scores on the scientific fact index than seventh graders, in general. **Twice as many tenth grade boys than girls correctly answered all six index questions.** Only 20% of tenth grade girls correctly answered 5 or 6 questions on the index compared to 36% of tenth grade boys.



While positive attitudes toward math and science declined for both boys and girls between seventh and tenth grades, **girls' attitudes diminished at a far more substantial rate** than for boys.

"I would like a job that..." (10th graders)

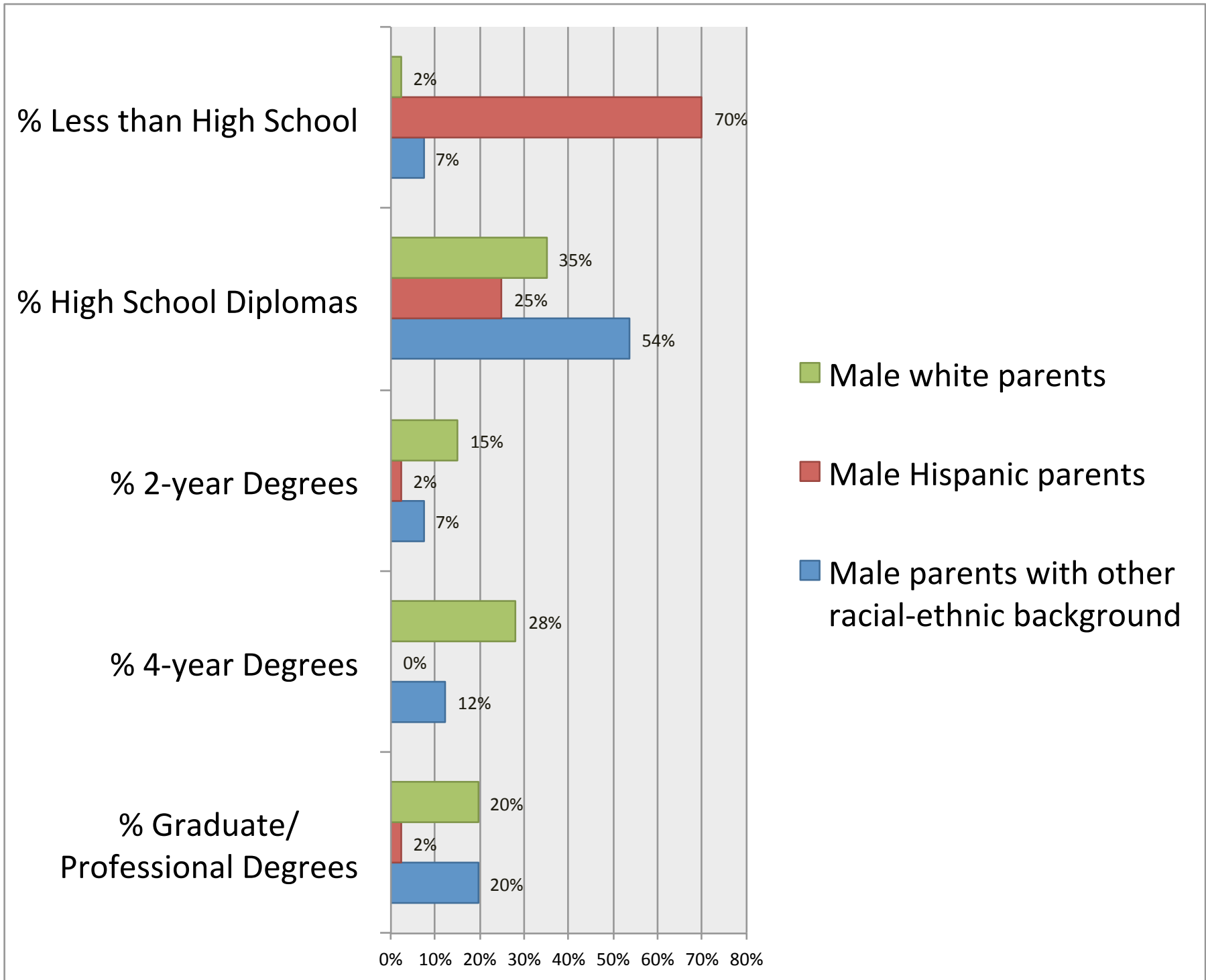


Boys said they like math more often than girls did, but **boys were less interested in jobs requiring math** beyond high school level. Over a fifth of boys would like a job that doesn't require a college degree. **Tenth grade boys** were more likely than girls to indicate **they would like a job that meets their parents' wishes** and allows them to stay in their hometowns.

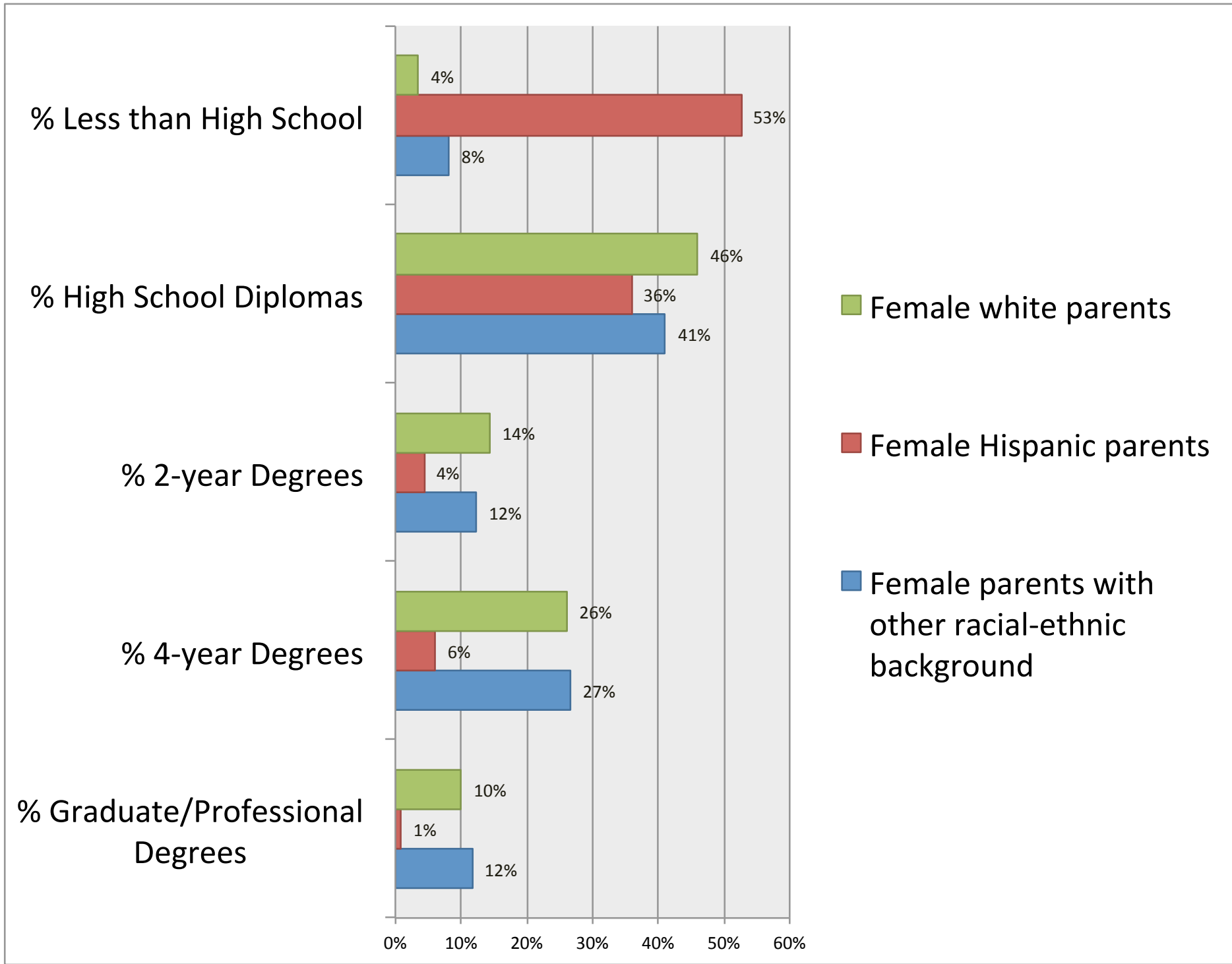
THE ADDED CHALLENGES WITH HISPANIC STUDENTS

* For both male and female parents, the level of educational attainment among **Hispanic parents was significantly lower** than the other two racial-ethnic groups considered in this report. This can **impact parental influence** and **student career and educational choices**.

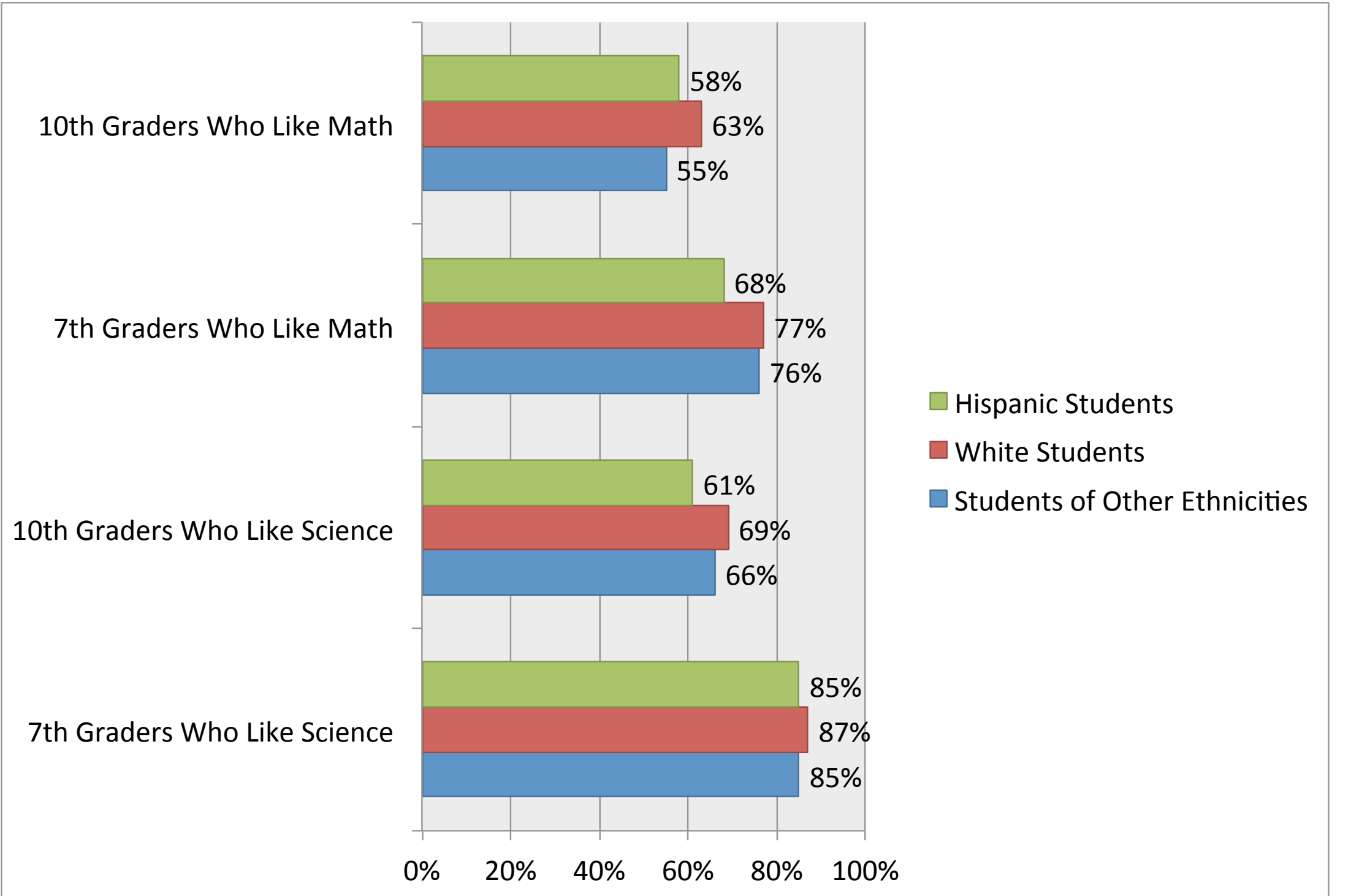
Male Parents’ Educational Attainment by Racial-Ethnic Group



Female Parents’ Educational Attainment by Racial-Ethnic Group



White students reported liking math and science more than Hispanic students in both seventh and tenth grades.



* The most important considerations are: **high school grades, scores on college entrance exams, availability of financial aid, and the cost of college**. Where differences exist, Hispanic students and parents are more likely to say these factors are “very important” to their college-going decision.

Factors considered "Very Important" in the decision to attend college	Idaho 10th Graders			Parents of Idaho 10th Graders		
	All	Hispanic	Non-Hispanic	All	Hispanic	Non-Hispanic
High School grades	79	75	80	77	81	76
Scores on college admission exams	78	73	79	57	74	55
Availability of financial aid	54	62	52	–	–	–
Cost of college	51	67	48	49	63	47
Parents' ability to pay for college	31	44	29	–	–	–
College is close to home	14	23	12	11	34	9

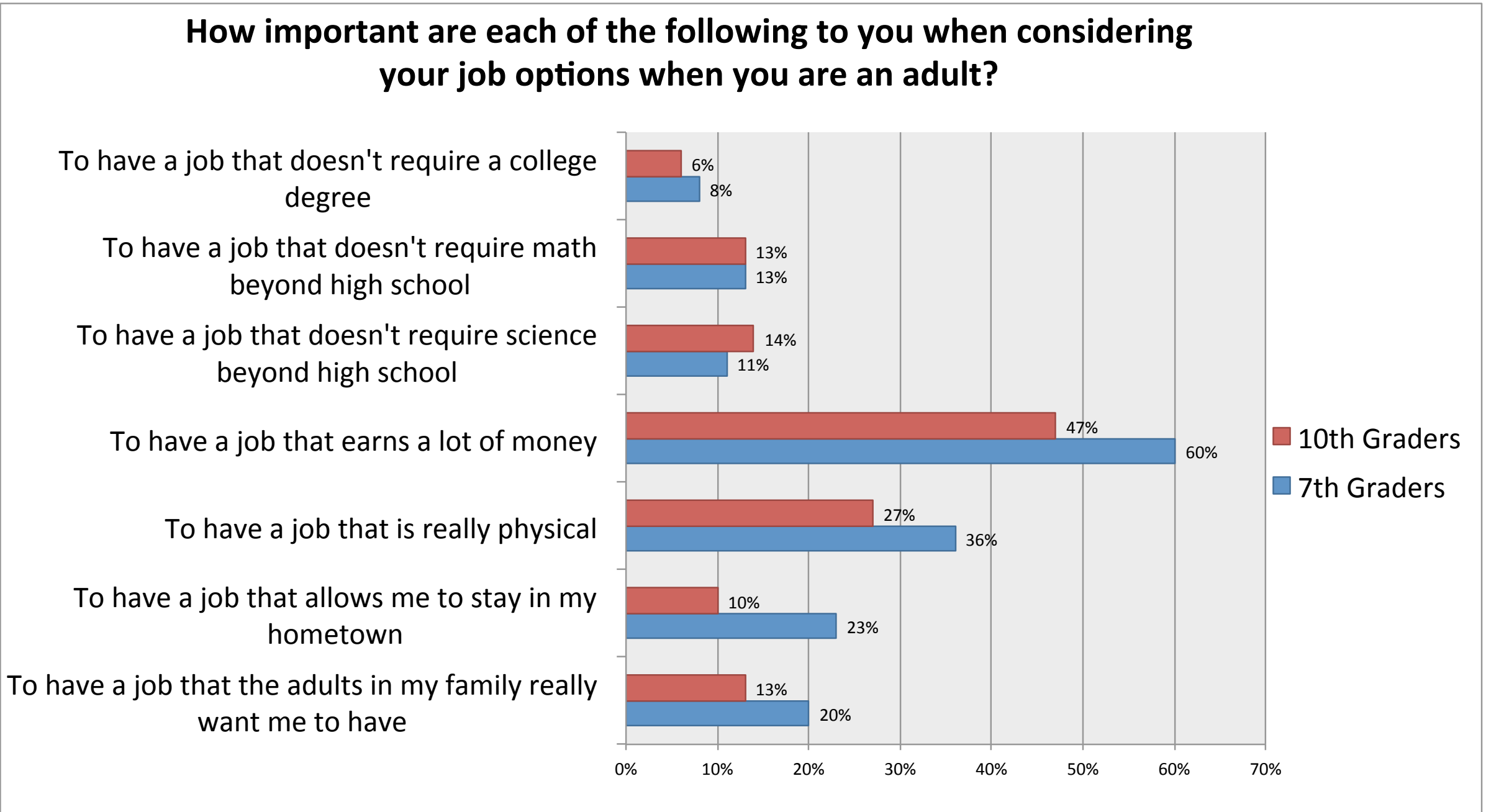
THE STEM
CAREER DISCONNECT

Students’ positive perceptions of scientists declines as they progress in school.

	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL
Scientist are smart.					
4 th Graders	75%	23%	1%	1%	100%
7 th Graders	54%	44%	2%	0%	100%
10 th Graders	43%	53%	3%	1%	100%
Scientific work is dangerous.					
4 th Graders	27%	50%	16%	7%	100%
7 th Graders	17%	57%	25%	1%	100%
10 th Graders	9%	57%	32%	2%	100%
Scientific work is exciting.					
4 th Graders	56%	35%	7%	2%	100%
7 th Graders	35%	51%	12%	2%	100%
10 th Graders	18%	55%	22%	5%	100%
Scientist are as cool as other people.					
4 th Graders	31%	40%	20%	9%	100%
7 th Graders	20%	58%	18%	4%	100%
10 th Graders	13%	63%	19%	5%	100%
I would like to be a scientist.					
4 th Graders	9%	18%	30%	30%	100%
7 th Graders	9%	19%	47%	25%	100%
10 th Graders	7%	15%	47%	31%	100%



✳ More than half of 7th and 10th graders said they **didn’t want jobs that use a lot of science and math** and YET... **their responses** to what type of career they would like



to have when an adult **are related to STEM fields**. This incongruence suggests **students do not know what type of education or skill such jobs require**. In this word cloud, the larger the font, the more likely the item was listed as an ideal career choice by students.