# High School Science Fair: Ethnicity Trends in Student Participation and Experience

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# Abstract

In this paper, we report ethnicity trends in student participation and experience in high school science and engineering fairs (science fairs). Science fair participation showed significant ethnic diversity. For survey students, the approximate distribution was Asian-32%; Black-11%; Hispanic-20%; White-33%; Other-3%. Black students made up only 4.5% of the students who participated in science fairs beyond the school-only level, whereas students from other ethnic groups were more equally represented. The lower percentage of Black students resulted from a combination of lower science fair participation and lower percentage of students advancing to science fairs beyond the school-only level. Students who advanced to science fairs beyond the school-only level frequently received help from scientists, coaching for the interview, and were not required to participate in science fair. Black students received the least help from scientists and were most likely to be required to do science fair. They also were most likely to receive no help from parents, teachers, or scientists. Asian and Hispanic students (63.8% and 56.8%) indicated greater interest in careers in science and engineering (S&E) compared to Black and White students (43.7% & 50.7%). The most important experiences that correlated with students indicating that science fair increased their interests in S&E were getting help from the internet and/or books and magazines; getting help fine tuning the report; and overcoming obstacles by doing more background research, making a timeline, and perseverance. Black students did not report a positive effect of any of these strategies but experienced time pressure as more of an obstacle than did other students. Our findings identify a wide range of student experiences associated with positive science fair outcomes that could be enhanced for all students but especially Black students. More involvement of scientists in helping science fair students would be particularly valuable.

# Introduction

Several years ago, we initiated a survey research program to learn student opinions about their experiences in high school science and engineering fairs (science fairs) with the goal of improving science fair practices. In this paper we report our latest findings based on questions regarding student ethnicity and level of science fair competition that we added to the surveys beginning in 2018.

Science fairs represent something of an enigma. On one hand, they would seem to be an ideal means for students to experience for themselves the practices of science and engineering [1], now a central goal of Next Generation Science Standards (NGSS) [2]. Moreover, science fairs have become highly visible. In his 2011 State of the Union Address, President Obama remarked, “We need to teach our kids that it’s not just the winner of the Super Bowl who deserves to be celebrated, but the winner of the science fair” [3]. The film *Science Fair* was festival favorite at the 2018 Sundance Film Festival. Winners of the major science fairs can receive college scholarships worth $50,000 or more.

On the other hand, according to the National Center for Education High School Longitudinal Study of 2009/2012 (NCE-HSLS), only about 5% of the 23,500 high school students surveyed participated in a science competition during high school [4]. Consistent with this finding, only about 5% of the almost 16,000 undergraduate students surveyed in the OPSCI college outreach survey of students in introductory freshman (mostly English) classes reported participating in high school science fair [5]. For many schools, the combination of budget limitations and competition for

classroom time will decrease the possibility of promoting and supporting science fairs. Indeed, only 1/3 of the 900 schools surveyed in NCE-HSLS reported that they "hold math or science fairs, workshops or competitions" [4]. That number hasn't changed much in the past 10 years judging from our surveys of undergraduate bioscience majors of whom about 60% attended high schools where participation in science fair was not available [6].

Science fairs began in the U.S. in New York City in the 1930's. The stated goals were "to aid in the development of the scientific leaders of the next generation and at the same time foster a better understanding of science among its laymen" [7]. After the 1939–1940 World's Fair in New York, science fairs increasingly were viewed as a means to encourage and help students find their way to science and engineering career paths [8]. Using science fair to accomplish STEM education for all students became an elusive goal.

When Microsoft Corporation carried out a STEM perceptions study, they found that only about 5% of the students said that they became interested in STEM because of science fairs and contests [9]. Similarly, among students at a Queensland science and engineering university only 7% listed science fair as the reason they became interested in STEM [10]. Consistent with these reports, studies of national U.S. student cohorts suggest that the main effect of participating in high school science competitions is to help retain students who already are interested in STEM rather than attract those previously uninterested [5, 11]. Nonetheless, helping retain students already interested in STEM is an important outcome. We found that 75-80% of students who participated in science fair in 11$^{th}$ and 12$^{th}$ grades said that they were interested in a career in the sciences or engineering compared to just under 50% in 9$^{th}$ grade. Moreover, we found that 6 out of every 10 undergraduate bioscience students we surveyed had participated in science fairs if they were available at the students' high schools [6].

The question of how science fair outcomes vary in relationship to the type of science fairs in which students engage has received little attention. For instance, recent research on middle school science fairs identified three major types: mandatory science fairs with high support (curriculum, class time, teacher engagement) (23% of students); mandatory with low support (57% of students); and voluntary with low support (20% of students) [12]. We found that 60-70% of students who participated in high school science fairs were required to do so [13]. Students overwhelming disliked a competitive science fair requirement (4:1 or greater). They viewed competitive science fairs as emphasizing winning rather than learning. Being required to compete reduced markedly the percentage of students who indicated that science fair increased their interests in the sciences and engineering (S&E) [14]. Since students uninterested in careers in S&E were most likely to participate in science fairs in 9$^{th}$ and 10$^{th}$ grades, we suggested that schools should consider offering different science fair opportunities for students in 9$^{th}$ and 10$^{th}$ compared to 11$^{th}$ and 12$^{th}$ grades, e.g., a non-competitive rather than competitive option or incentivized rather than required science fair options [6, 15].

Recently, innovative high school programs have been described that combine student participation in science fairs with student and teacher curricular support to promote STEM engagement and learning, especially focused on students from under-represented ethnic minorities and low socioeconomic backgrounds [16-18]. Such programs are particularly important given low levels of Black, Hispanic, and some other ethnic minority individuals in STEM fields compared with their proportion in the population. Underrepresentation occurs at the workforce level but begins in the education pipeline [19-21]. Trying to achieve diversification of the STEM workforce

remains a major challenge and requires further development of creative programming at many levels including K-12 STEM education [22].

In this paper, we use our surveys to learn about ethnicity trends in student participation and experience in high school science fairs. Science fair participation showed significant ethnic diversity. Overall, the data suggest that Black students are not getting the help that they need to be successful in science fairs compared to students in other ethnic groups. Our findings identify a wide range of student experiences associated with positive science fair outcomes that could be enhanced for all students, but especially for Black students. More involvement of scientists in helping science fair students would be especially valuable. Details are reported herein.

# Materials and methods

This study was approved by the UT Southwestern Medical Center IRB (#STU 072014-076). Study design entailed administering to students a voluntary and anonymous online survey using the REDCap survey and data management tool [23]. Survey recipients were high school science fair students who participated in science fair during the 2018/19 and 2019/20 school years using the Scienteer (www.scienteer.com) online portal adopted by Alabama, Louisiana, Maine, Missouri, Texas, Vermont, and Virginia for science fair registration, parental consent, and project management.

After giving consent for their students to participate in science fair, parents could consent for their students to take part in the science fair survey. However, to prevent any misunderstanding by parents or students about a possible impact of agreeing to participate or actually participating in the survey, access to the surveys was not available to students until after they finished all of their science fair competitions. When they initially signed up for science fair, students were told to log back in to Scienteer after completing the final science fair competition in which they participated. Those who did so were presented with a hyperlink to the science fair survey. Scienteer does not send out reminder emails, and no incentives were offered for remembering to sign back in and participate in the survey.

Survey content was the same as that used previously [13] except modified beginning in 2018 to include questions about student ethnicity and about the level of science fair competition in which students participated (school, district, regional, state). In 2019, a question was added about the location of the student's high school (urban, suburban, rural). The survey can be found in supporting information (S1 Survey).

Survey data were summarized with frequency counts and percentages. Significance of potential relationships between data items was assessed using Chi-square contingency tables for independent groups. Results are presented two ways -- graphically to make overall trends easier to appreciate and in tables to show the actual numbers. A probability value of 0.05 or smaller was accepted as statistically significant but actual p values are shown. No adjustments were made for multiple comparisons.

# Results

## Overview of survey responses

Table 1 shows the number and ethnicity of almost 40,000 students/year who used the Scienteer website to participate in science fair during 2018/19 and 2019/20. The table also shows the Scienteer students who completed science fair surveys. Scienteer students answer a question about their ethnicity at the time they register to participate in science fair. They self-identified most often as White (26%) and Hispanic (25%) followed by Asian (15%) and Black (7%). In addition, more than 25% of the students selected the Other category. Students who completed surveys were much less likely to choose the Other category (3%). For the survey students, the average percentages of Asian students (32%) and Black students (11%) were about twice as high as the original Scienteer students, slightly lower for Hispanic students (20%), and slightly higher for White students (33%).

In relationship to U.S. high school data shown in the last row of Table 1 [24], obvious differences in ethnicity between science fair/survey students and the overall high school population were overrepresentation of Asian students and underrepresentation of White students. We treat the Scienteer science fair population as a national group of high school students. However, it should be recognized that these students may not be truly representative of a national sample since they come from only 7 U.S. states, and they only attend high schools where science fair is available.

**Table 1. Number and ethnic distribution of students who signed up for science fair using Scienteer, Scienteer students who participated in the science fair survey, and overall U.S high school students**

| Data Set (# students) | | Asian % (#) | Black % (#) | Hispanic % (#) | White % (#) | Other* % (#) |
|---|---|---|---|---|---|---|
| Scienteer science fair students | 2018/19 (36,934) | 15.3 (5,662) | 6.8 (2,496) | 25.2 (9,304) | 26.2 (9,690) | 26.5 (9,782) |
| | 2019/20 (38,570) | 14.6 (5,365) | 6.6 (2,504) | 24.5 (9,207) | 26.1 (10,010) | 28.1 (11,484) |
| Scienteer students who completed surveys | 2018/19 (382) | 28.8 (110) | 13.1 (50) | 22.8 (87) | 32.2 (123) | 1.8 (7) |
| | 2019/20 (938) | 35.0 (328) | 9.1 (85) | 17.4 (163) | 33.5 (314) | 4.1 (38) |
| 2009 High School NCES X2RACE Ethnicity Profile | 2012 (23,503) | 3.6 (828) | 13.6 (3,128) | 22.1 (5,083) | 51.9 (11,937) | 8.9 (2,047) |

*Includes American Indian; Hawaiian Native/Pacific Islander; and various mixed-race combinations.

Overall, 1-2% of all students who signed up for science fair through Scienteer completed surveys consistent with our previously reported experience with 2016/17 and 2017/18 Scienteer cohorts [14]. Given that student participation in the surveys involves an indirect, single electronic invitation without incentive or follow-up, the low response rate has not been surprising [25-27]. Most of the submitted surveys (greater than 92%) were complete and non-duplicates. The completed surveys were used for data analyses, and the data sets can be found in supporting information S1 Dataset and S2 Dataset for 2018/19 and 2019/20 school years respectively.

Previously, we found that student survey answers were reproducible from year to year [14]. That trend continued for the 382 students in 2018/19 and 938 students in 2019/20. Supplemental Table 1 (S1 Table) shows results for the entire set of 100+ possible survey questions and answers regarding student demographics, opinions about science fair, help received, obstacles encountered, and ways of overcoming obstacles. Answers selected by the 2018/19 and 2019/20 cohorts not only were similar to each other, but also were similar to the combined 2016/17 and 2017/18 results.

Fig 1 shows results for selected features from the 2018/19 and 2019/20 surveys that, along with student ethnicity, will be the major focus of this paper. About 2/3 of the students who completed surveys said that they were required to participate in science fair. About half received help doing science fair from parents and/or teachers but less than 10% from scientists. An important point that we realized in analyzing the new science fair surveys, which we had not noticed previously, is that a quarter of the students did not receive help from parents, teachers, or scientists.

In addition to the question about ethnicity, beginning in 2018/19 we also began asking about the level of science fair in which students participated. About half the students participated in science fair at the school level only; the remainder went on to higher level science fairs. The lower percentage of students who competed in state science fairs in 2019/20 resulted from changes in science fair opportunities in late spring 2020 because of COVID-19 restrictions. The completion rate for almost all the survey questions was >97% except for the question about level of science fair competition.

Finally, Fig 1 shows that of the students who completed surveys in 2018/19 and 2019/20, slightly more than half said that they were interested in a career in the sciences and engineering; 20% were uninterested; and the remainder unsure. Also, slightly more than half the students said that participating in science fair increased their interest in S&E.

**Fig 1: Some key features of science fair experience -- 2018/19 vs. 2019/20 student groups**

## Students' ethnicity and science fair experience

For subsequent figures, the 2018/19 and 2019/20 student survey results were combined. Fig 2 shows ethnicity demographic data. Most students did science fair in 9$^{th}$ and 10$^{th}$grades. However, the proportion of the Hispanic students doing science fair in 11$^{th}$ and 12$^{th}$ grades (33%) was higher than for other groups– white (21%), Asian (17%), black (23%). More females than males completed surveys; the difference was more than 2:1 for Black students. Most (80%) of White, Asian and Black students who completed surveys attended suburban schools, whereas the Hispanic student population was more evenly distributed with 50% in suburban schools and just under 40% in urban schools.

**Fig 2. Ethnicity and student demographics**

Fig 3 shows data about student involvement. A science fair requirement ranged from 84% for Black students to 58% for Asian students. About half the students in each ethnic group reported help from parents with White students receiving the most help (54%). Also, about half the students in each group received help from teachers and, for those who did receive help, around 70% indicated that they received the kind and amount of help needed. Black students received much less

help from scientists compared to students in the other ethnic groups, i.e., 2% of the Black students vs. 10% of the Asian and Hispanic students and 7% of the White students. Also, a higher percentage of Black students (36%) compared to students in the other groups (22-28%) reported receiving no help from parents, teachers, or scientists. For all ethnic groups, students received more help from internet articles than from other sources.

**Fig 3. Ethnicity and science fair outcomes**

Fig 4 summarizes data about science fair outcomes. About 80% of the Black students surveyed competed in science fairs at the school-only only compared to 67% of the White students, 57% of the Asian students, and 41% of the Hispanic students. Comparing different groups, Hispanic students were most likely percentagewise to compete in district, regional and state science fairs. Black students were least likely, and none reached the state level. Fig 4 also shows that Asian and Hispanic students reported a greater interest in careers in science and engineering (64% and 57% respectively) compared to White and Black students (51% and 44%) and were more likely to indicate that participating in science fair increased their interest, 64% for Asian and Hispanic students vs. 46% for White and Black students.

**Fig 4. Ethnicity and science fair outcomes**

Scienteer tracks whether students participate in science fair at the school-only level or moves on to more advanced science fairs. Table 2 shows that almost 25% of the Scienteer students advanced to science fairs beyond school-only. That number was higher (40%) for students who completed surveys. Both Scienteer and survey data show that Black students made up less than 5% of all students who reached advanced science fairs. The lower level resulted from lower participation in science fair compared to other ethnic groups combined with higher likelihood of doing school science fair only. Hispanic and White students were present in advanced science fairs in roughly equal numbers (28%). Asian and Other students were present at 17% and 23% respectively according to Scienteer data but 37% and 1% according to survey data.

**Table 2. Distribution by ethnicity of 2018/19 and 2019/20 Scienteer and survey students who competed in higher level science fairs (district, region, or state)**

| Data Set | Total | Asian | Black | Hispanic | White | Other |
|---|---|---|---|---|---|---|
| # of Scienteer students who advanced to higher level science fair | 18,526* | 3,082 | 823 | 5,218 | 5,206 | 4,197 |
| % of Scienteer students who advanced | | 16.6 | 4.4 | 28.2 | 28.1 | 22.7 |
| # of survey students who advanced to higher level science fair** | 441** | 165 | 20 | 128 | 122 | 6 |
| % of survey students who advanced | | 37.4 | 4.5 | 29.0 | 27.7 | 1.4 |
| *24.5% of 75,504 students, **39.8% of 1,109 students | | | | | | |

## Differences in students' experiences associated with sources of help

## and level of science fair competition

Another way to analyze the results was by comparing student experience according to from whom they received help. Fig 5 compares the consequences of receiving help from scientists (which could include teachers and/or parents); parents or teachers but not scientists; and no help from parents, teachers or scientists. 108 students received help from scientists. More than 80% of those students participated in science fairs beyond the school-only level. By comparison, 871 students had help from parents and or teachers but not scientists. About half those students did science fair at the school-only level and the other half advanced to higher level science fairs. Students having help from scientists also was associated with an increase in the likelihood that students would indicate they were interested in a career in the sciences or engineering and an increase in the likelihood that students would indicate that science fair increased their interest in the sciences or engineering. Help from parents and/or teachers had less impact than help from scientists but more so than no help from scientists, teachers or parents.

**Fig 5. Impact of help from scientists, parents and teachers**

We also compared differences in student experience according to whether students competed in school only or in more advanced science fairs. Fig 6 shows even more clearly than Fig 4 that Black students were the least likely to advance beyond school science fair. That is, of the Black students who indicated the level of science fairs in which they participated, about 4/5 were in school only. By comparison, of the Hispanic students who indicated the level of science fairs in which they participated, 2/3 went beyond the school-only level. By the criterion of whether they advanced beyond school only science fairs, Hispanic students were more successful in science fairs than students in other ethnic groups. Students who advanced to higher level science fairs also were more likely to have an interest in a career in the sciences or engineering; almost twice as likely to indicate that science fair participation increased their interest in S&E; and less likely to have been required to do science fair. One type of help that students received stood out compared to all others. Students who said that they received coaching for the science fair interview were more than twice as likely to advance beyond the school-only level compared to students who did not receive coaching.

**Fig 6. Level of science fair competition**

## Factors affecting impact of science fair on student interest in the sciences and engineering

One of the most important goals of science fairs is to increase student interest in S&E. As was shown in Fig 4, Hispanic and Asian students were more likely to indicate that science fair increased their interest in S&E (63.6% and 63%) compared to Black and White students (46.7% and 45.3%). Figs 7, 8 and 10 show the survey data analyzed to determine what experiences by students in each ethnic group correlated with a greater percentage of students who indicated that science fair increased their interest in S&E. Some of these features turned out to be typical of students in all ethnic groups, while others were more selective. Fig 7 concerns overall features. Fig 8 concerns sources of help. Fig 10 concerns types of help received, obstacles faced, and ways to overcome obstacles. Numerical and statistical details for the figures can be found organized by ethnic group in

supplemental data (S2-S5 Tables).

Fig 7 shows that students in all ethnic groups who indicated that science fair increased their interests in S&E were more likely be interested in a career in S&E compared to students who indicated that science fair did not increase their interest in S&E. Numerical values for this comparison can be found in row #1 of supplemental Tables S2-5: Asian students, 77.2% vs. 41.4% ($p<.001$); Black students, 63.5% vs. 26.4% ($p<.001$); Hispanic students, 67.9% vs. 37.8% ($p<.001$); White students, 73.2% vs. 31.4% ($p<.001$). Students in all ethnic groups who said that science fair increased their interests in S&E also were more likely to indicate that they participated in science fairs beyond the school level. On the other hand, if they were required to participate in science fairs, then they were more likely to indicate the opposite. Carrying out an individual rather than team project was more positive for Asian and White students. Carrying out science fair more than once was more positive for Hispanic students.

**Fig 7. Overall features that influenced impact of science fair on student interest in S&E**

Fig 8 is organized similarly to Fig 7. For instance, getting help from parents had a positive impact for Hispanic students who said that science fair increased their interests in S&E. Help for parents did not make a difference for students in the other ethnic groups. Numerical values for this comparison can be found row #6 of supplemental Tables S2-5 -- Asian students, 48.6% vs. 43.8% ($p=.338$); Black students, 41.3% vs. 43.1% ($p=.860$); Hispanic students, 47.8% vs. 28.9% ($p=.005$); and White students, 56.7% vs. 52.1% ($p=.411$). For students in all groups, getting help from teachers and getting the kind of help wanted had a positive impact on students indicating that science fair increased their interests in S&E. Help from scientists was positive for students in all the groups but effectively unavailable to Black students as shown earlier (Fig 3 and Fig 5). Hispanic, Asian, and White students but not Black students who indicated that science fair increased their interests in S&E also indicated a positive impact of using articles from the internet and/or books or magazines.

**Fig 8. Sources of help that influenced impact of science fair on student interest in S&E**

More subtle differences than those shown in Figs 7 and 8 occurred regarding kinds of help students received, obstacles faced, and ways to overcome obstacles. These differences will be shown in Fig 10. To put the results in context, Fig 9 first summarizes the relevant factors overall by student ethnicity. Differences were small and mostly showed no significant differences comparing students in the different ethnic groups. Black students appeared to receive more help gathering background information/logistics and were less likely to do more research to overcome obstacles. White students appeared to receive more help fine tuning their reports. Time pressure was the greatest obstacle faced by about 2/3 of the students.

**Fig 9. Ethnicity and science fair help and obstacles**

Fig 10 shows that getting help with background information/logistics made more of a difference for Black students compared to other students in relationship to whether students indicated that science fair participation increased their interests in S&E. Numerical values for this comparison can be found in row #12 of supplemental Tables S2-5: Asian students, 29.0% vs. 23.5% ($p=.208$); Black students, 47.6% vs. 27.8% ($p=.021$); Hispanic students, 25.5% vs. 34.4% ($p=.144$); White students, 25.3 vs. 19.1% ($p=.121$). For students in all ethnic groups, coaching for the

interview had a positive impact on the percentage of students who indicated that science fair increased their interests in S&E. Although time pressure was the most frequently indicated obstacle faced, the negative impact appeared to be greater for Black students than others. Getting help fine tuning their reports benefitted students in other groups more than Black students. Getting organized was an obstacle for White students. Hispanic and Asian students (and to a lesser extent White students) indicated a positive impact of overcoming obstacles by doing more background research, making a timeline to follow, and perseverance. None of these ways of overcoming obstacles was statistically significant for Black students.

**Figure 10. Kinds of help, obstacles faced, and ways to overcome obstacles that influenced impact of science fair on student interest in S&E**

# Discussion

In this paper, we report ethnicity trends in student participation and experience in high school science and engineering fairs (science fairs). Our findings are based on students who registered and carried out science fairs projects through the Scienteer website (almost 80,000 students over two years) and on those students who completed surveys after finishing all of their science fair competitions (1,320 students over two years). We treat the Scienteer science fair population as a national group of high school students. However, it should be recognized that these students may not be truly representative of a national sample since they come from only 7 U.S. states, and they only attend high schools where science fair is available.

Science fair participation showed significant ethnic diversity. According to Scienteer registration, the approximate distribution of students was Asian-15%, Black-7%, Hispanic-25%, White-26%, and Other-27%. For survey students, the approximate distribution was Asian-32%, Black-11%, Hispanic-20%, White-33%, and Other-3%. Comparing the survey results to the original Scienteer registration, twice as many students self-identified as Asian, almost twice as many as Black, and very few selected Other. Selection of the Other category during initial Scienteer registration might have resulted from a desire for ethnic anonymity, especially on the part of Asian and Black students.

The national NCE-HSLS (2009) study determined the percentage of students who indicated that they planned to pursue a STEM major when they reached college [28]. Broken down by ethnic identification, the STEM-interested student group was Asian (41.9%), Black (15.5%), Hispanic (19.8%), and White (24.8%). Under representation of Black and Hispanic individuals in STEM careers does not result from an initial lack of student interest in STEM but from subsequent differences in persistence and overall graduation rates in STEM degree programs compared to Asian and White students [29, 30].

The pattern of students who participated in science fairs resembles the distribution of STEM-interested student groups. An attractive hypothesis is that even though only a small portion of high school students participate, those who do are representative of overall STEM interests amongst high school students. Participating in high school science competitions helps retain students' interest in STEM [5, 11]; science fairs provide an opportunity to practice those interests [6]; and authentic research experiences help high school students understand the nature of science [31]. Therefore, increasing the availability of science fairs to more students would be a valuable

objective.

Based on Scienteer and survey data, Black students made up only 4.5% of the students who participated in science fairs beyond the school-only level, whereas students from other ethnic groups were more equally represented. The lower percentage of Black students resulted from a combination of lower science fair participation and lower percentage of students advancing. The approximate % of each ethnic group advancing to science fairs beyond the school-only level was Asian, 45%; Black, 19%; Hispanic, 69%; and White 33%. Overall, as will be described, the data suggest that Black students are not getting the help that they need to be successful in science fairs.

The ratios (percentages) for experiences that appeared to be especially relevant to whether students advanced to science fairs beyond school only were 3.7:1 for getting help from scientists; 2.2:1 for being coached for the interview; 1.7:1 for not being required to participate in science fair; and 1.6:1 for being interested in a career in S&E. On the other hand, the ratio was 0.42:1 for getting no help from parents, teachers, or scientists. Several of these likely contribute to the lower percentage of Black students that advanced. Black students received the least help from scientists (1.5%); were most likely to be required to do science fair (83.8%); were least interested in a career in S&E (43.7%); and were most likely to get no help from parents, teachers or scientists (35.6%). By contrast, Hispanic students, who turned out to be most likely to advance beyond school-only level, received more help from scientists (10.4%); were less likely to be required to do science fair (66.7%); were more interested in a S&E career (56.8%); and were less likely to get no help from parents, teachers, or scientists (28%). A limitation of our analysis is the uncontrolled factor that the number of advancing students will depend not only on student performance, but also on the number of science fair entries that a school or district permits to advance, which typically will be governed by individual school and district policies.

The question regarding level of science fair competition was new to the surveys analyzed in this report. However, the findings are consistent with our previous analysis of a cohort of high school students from a North Texas school district whose students are consistently high achievers in the Dallas Regional Science and Engineering Fair and beyond. We found that 26% of those students received help from scientists; less than 10% were required to participate in science fair; and over 80% received coaching for the interview [32].

One of the most important goals of science fairs is to increase student interest in S&E. Asian and Hispanic students indicated that science fair participation increased their interests in S&E (63.6% and 63%), which was higher than Black and White students (46.7% and 45.3%). These differences were similar to those indicated by students about their interests in STEM careers -- Asian and Hispanic students (63.8% and 56.8%) vs. Black and White students (43.7% & 50.7%). Therefore, students already interested in S&E careers might be primed to have a positive science fair experience. Or participation in science fairs may consolidate students' interest in STEM careers, consistent with the findings about retention via science competitions cited earlier [5, 11].

Other student experiences that potentially enhanced science fair increasing a student's interest in S&E were competition beyond school-only level; help from teachers; and coaching for the interview. A requirement to participate was negative. For Asian, Hispanic, and White students, help from scientists (not available to Black students) was positive. Also, help from the internet and/or books and magazines was positive for Asian, Hispanic and White students but made no difference for Black students.

Only Hispanic students indicated that help from parents was positive. Also, only Hispanic students indicated that carrying out science fair more than once was positive. The latter was consistent with the observation that a higher percentage of Hispanic students participated in science fairs in 11th and 12th grades. Previously, we reported that high school students who participated in science fairs in 11th and 12th grades were more likely to indicate that they were interested in a career in S&E, and more than 50% of bioscience undergraduates who participated in science fair in high school did so more than once [6].

Getting help with background information/logistics was more positive for Black students than others. Time pressure was more of an obstacle for them. Also, Black students did not experience a positive effect of fine tuning the report. Getting organized was more of an obstacle for White students than others. The ways of overcoming obstacles that many students indicated had a positive effect were doing more background research, making a timeline, and perseverance. Black students did not report a positive effect of any of these ways to overcome obstacles.

These findings identify a wide range of student experiences associated with positive science fair outcomes that could be enhanced for all students, but especially for Black students. More involvement of scientists in helping science fair students would be particularly valuable since 80% of students who received help from scientists said that they were interested in a career in S&E; less than 5% said that they were uninterested; and 83% of the students said that help from scientists increased the positive impact of participating in science fairs.

Previously studies showed factors contributing to success in science fair included parental support and encouragement [33], social and research resources [34], and access to outside of school facilities [35]. We found that students who received help from scientists had an easier time getting their research idea, more access to articles in books and magazines, and less difficulty getting the resources to carry out the projects [13]. Because help from scientists and similar support is available to only a subset of students, some have suggested that competitive science fair is fundamentally unfair [36-38]. Hence it is important to consider the value of offering students a non-competitive science fair option [15]. For competitive science fair, the ideal way to increase success of all high school students would be by developing programs that result in more help for the students from scientists or student scientists. Some innovative programs along these lines recently have been initiated [16-18, 39].

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# Supporting information

S1 Data set. Excel dataset showing all of the survey questions and answers for 2018/19 surveys.

S2 Data set. Excel dataset showing all of the survey questions and answers for 2019/20 surveys.

S1 Survey. Survey questions.

S1 Table. Comparison of survey responses by students from 2018-19 vs. 2019-2020 vs. combined 2016-18 survey years.

S2 Table. Factors influencing the effect of science fair participation on Asian students' interest in S&E.

S3 Table. Factors influencing the effect of science fair participation on Black students' interest in S&E.

S4 Table. Factors influencing the effect of science fair participation on Hispanic students' interest in S&E.

S5 Table. Factors influencing the effect of science fair participation on White students' interest in S&E.

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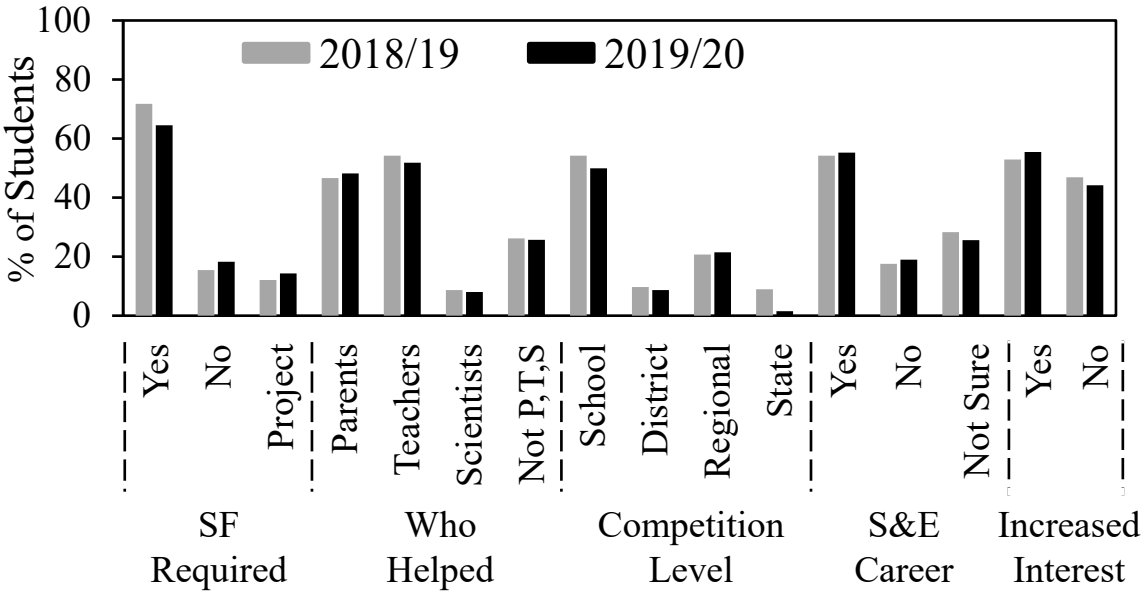
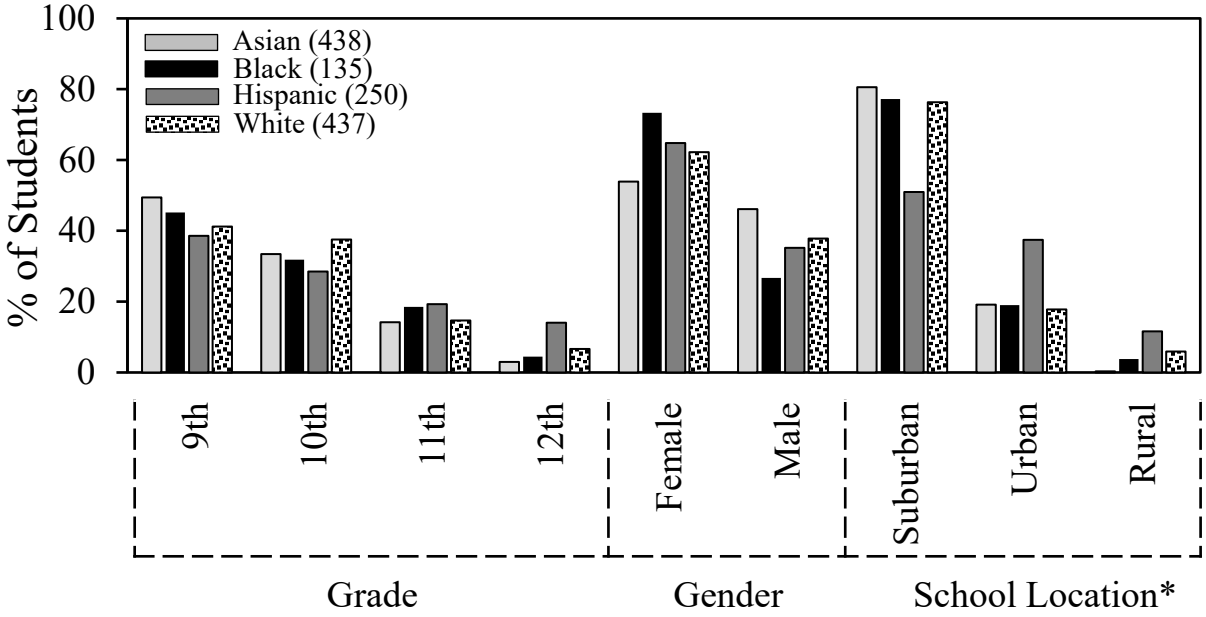
Figure 1. Some key features of science fair experience - 2018/19 vs. 2019/20 student groups




| Survey Questions | Answers* | 2018/19 382 Students % (#) | 2019/2020 938 Students % (#) |
|---|---|---|---|
| Science fair required? | Yes | 71.7 (274) | 64.5 (605) |
| | No | 15.4 (59) | 18.2 (171) |
| | School Project | 12.0 (46) | 14.3 (134) |
| Who helped you with your project? (multiple answers possible) | Parents (P) | 46.6 (178) | 48.2 (452) |
| | Teachers (T) | 54.2 (207) | 51.8 (486) |
| | Scientists (S) | 8.6 (33) | 8.0 (75) |
| | Not P, T or S | 26.2 (100) | 25.7 (241) |
| Highest level of science fair competition? | School | 54.2 (207) | 49.9 (468) |
| | District | 9.7 (37) | 8.6 (81) |
| | Regional | 20.7 (79) | 21.4 (201) |
| | State | 8.9 (34) | 1.5 (14) |
| Interest in a career in the sciences or engineering? | Yes | 54.2 (207) | 55.2 (518) |
| | No | 17.5 (67) | 19.0 (178) |
| | Not sure | 28.3 (108) | 25.6 (240) |
| Science fair increased your interest in S&E? | Yes | 52.9 (202) | 55.4 (520 |
| | No | 46.9 (179) | 44.1 (414) |

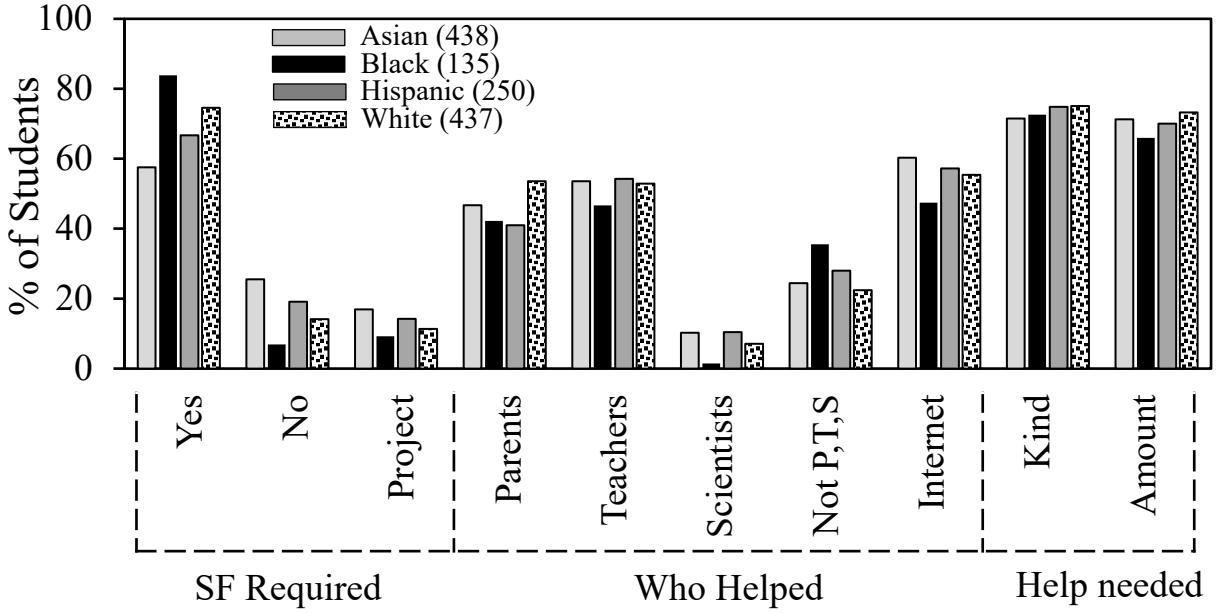
*Answer completion rate >97% except for the question about level of science fair competition = 93.5% in 2018/2019 and 81.4% in 2019/2020.

Figure 2. Ethnicity and student demographics



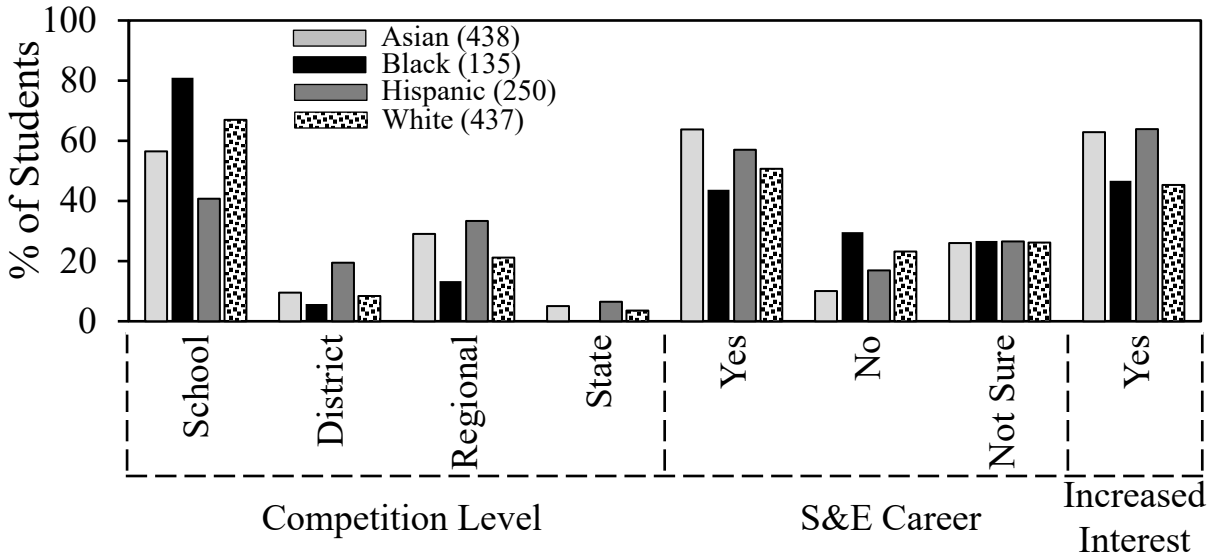

| | Answers | Ethnicity | | | | p Value |
|---|---|---|---|---|---|---|
| | | Asian % (#) | Black % (#) | Hispanic % (#) | White % (#) | |
| What grade are you in? | 9th | 49.4 (216) | 45.2 (61) | 38.4 (96) | 41.2 (180) | <.001 |
| | 10th | 33.4 (146) | 31.9 (43) | 28.4 (71) | 37.5 (164) | |
| | 11th | 14.2 (62) | 18.5 (25) | 19.2 (48) | 14.6 (64) | |
| | 12th | 3.0 (13) | 4.4 (6) | 14.0 (35) | 6.6 (29) | |
| Gender? | Female | 53.9 (236) | 73.3 (99) | 64.8 (162) | 62.2 (270) | <.001 |
| | Male | 46.1 (202) | 26.7 (36) | 35.2 (88) | 37.8 (164) | |
| Location of high school? (*2020 only) | Suburban | 80.6 (257) | 77.2 (61) | 51.0 (79) | 76.3 (232) | <.001 |
| | Urban | 19.1 (61) | 19.0 (15) | 37.4 (58) | 17.8 (54) | |
| | Rural | 0.3 (1) | 3.8 (3) | 11.6 (18) | 5.9 (18) | |

Figure 3. Ethnicity and science fair involvement



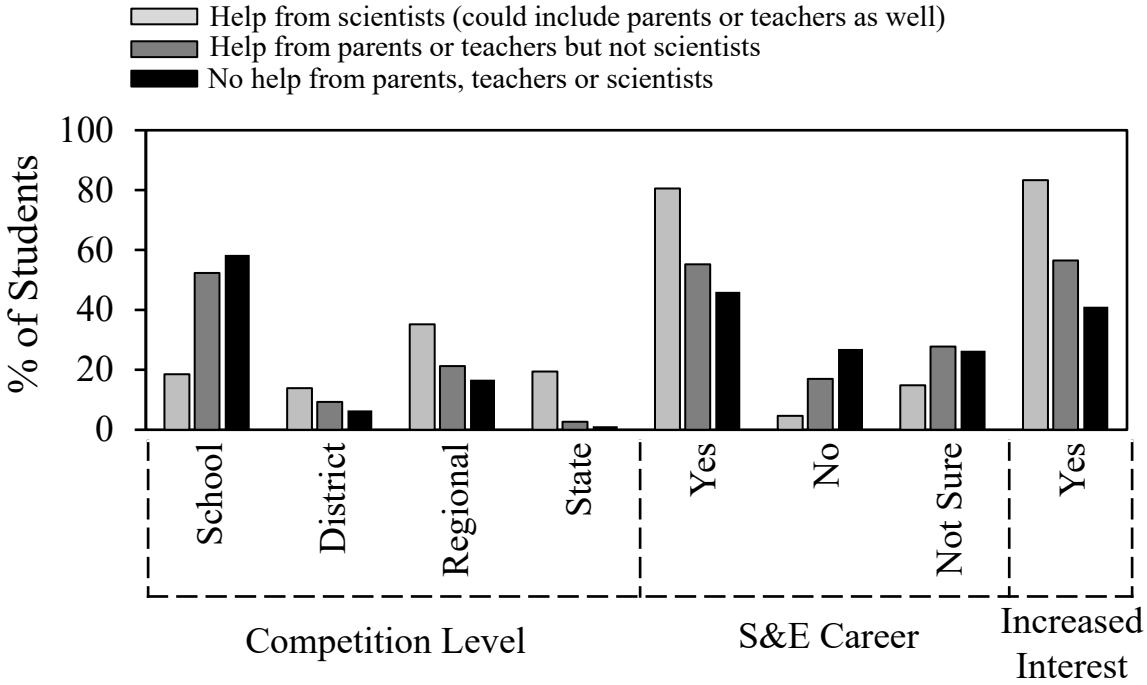

| Survey Questions | Answers | Ethnicity | | | | p Value |
|---|---|---|---|---|---|---|
| | | Asian % (#) | Black % (#) | Hispanic % (#) | White % (#) | |
| Science fair required? | Yes | 57.5 (248) | 83.8 (109) | 66.7 (164) | 74.5 (316) | <.001 |
| | No | 25.5 (110) | 6.9 (9) | 19.1 (47) | 14.2 (60) | |
| | School Project | 16.9 (73) | 9.2 (12) | 14.2 (35) | 11.3 (48) | |
| Who helped you with your science fair project? (more than one answer possible) | Parents | 46.8 (205) | 42.2 (57) | 40.8 (102) | 53.5 (234) | .006 |
| | Teachers | 53.7 (235) | 46.7 (63) | 54.0 (135) | 52.9 (231) | .507 |
| | Scientists | 10.3 (45) | 1.5 (2) | 10.4 (26) | 7.1 (31) | .005 |
| | Not parents, teachers or scientists | 24.4 (107) | 35.6 (48) | 28.0 (70) | 22.4 (98) | .015 |
| | Internet Articles | 60.3 (264) | 47.4 (64) | 57.2 (143) | 55.4 (242) | .065 |
| Help you needed from teachers? | Kind | 71.5 (313) | 72.6 (98) | 74.8 (187) | 75.1 (328) | .568 |
| | Amount | 71.2 (312) | 65.9 (89) | 70.0 (175) | 73.2 (320) | .423 |

Figure 4. Ethnicity and science fair outcomes



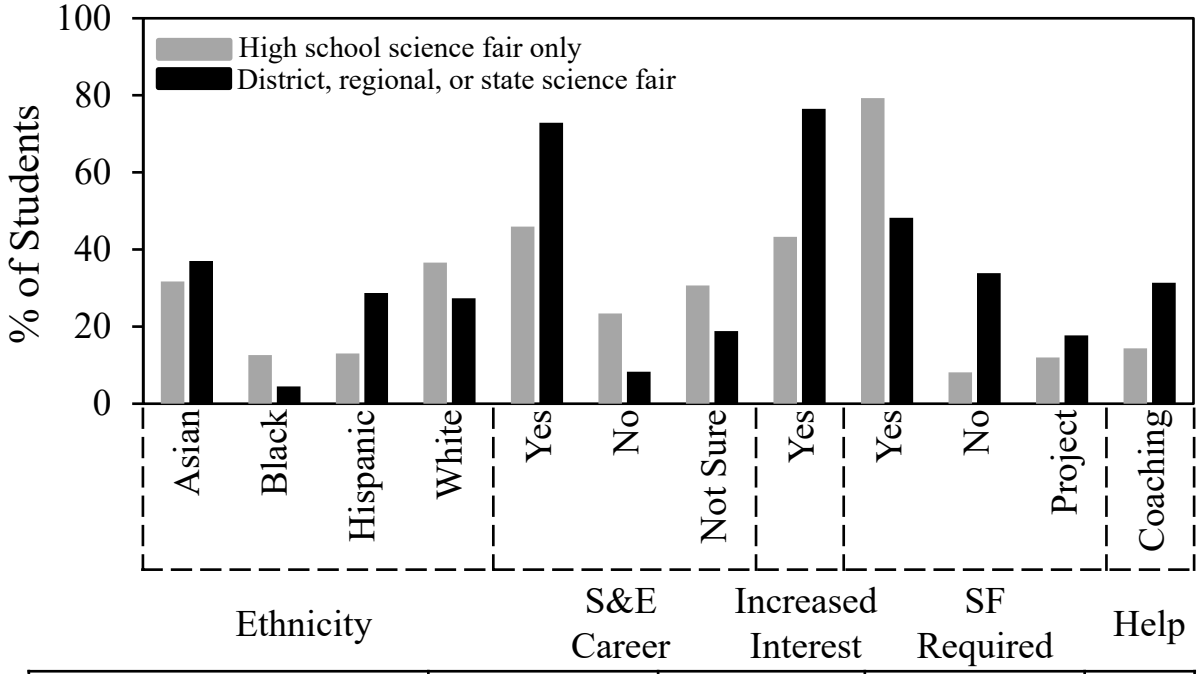

| Survey Questions | Answers | Ethnicity | | | | p Value |
|---|---|---|---|---|---|---|
| | | Asian % (#) | Black % (#) | Hispanic % (#) | White % (#) | |
| Highest level of science fair competition? | School | 56.5 (214) | 81.0 (85) | 40.7 (88) | 66.9 (247) | <.001 |
| | District | 9.5 (36) | 5.7 (6) | 19.4 (42) | 8.4 (31) | |
| | Regional | 29.0 (110) | 13.3 (14) | 33.3 (72) | 21.1 (78) | |
| | State | 5.0 (19) | 0.0 (0) | 6.5 (14) | 3.5 (13) | |
| Interest in a career in the sciences or engineering? | Yes | 63.8 (280) | 43.7 (59) | 56.8 (142) | 50.7 (221) | <.001 |
| | No | 10.0 (44) | 29.6 (40) | 16.8 (42) | 23.2 (101) | |
| | Not sure | 26.0 (114) | 26.7 (36) | 26.4 (66) | 26.1 (114) | |
| Science fair increased your interest in S&E? | Yes | 62.9 (276) | 46.7 (63) | 63.6 (159) | 45.3 (198) | <.001 |

Figure 5. Impact of help from scientists, parents and teachers



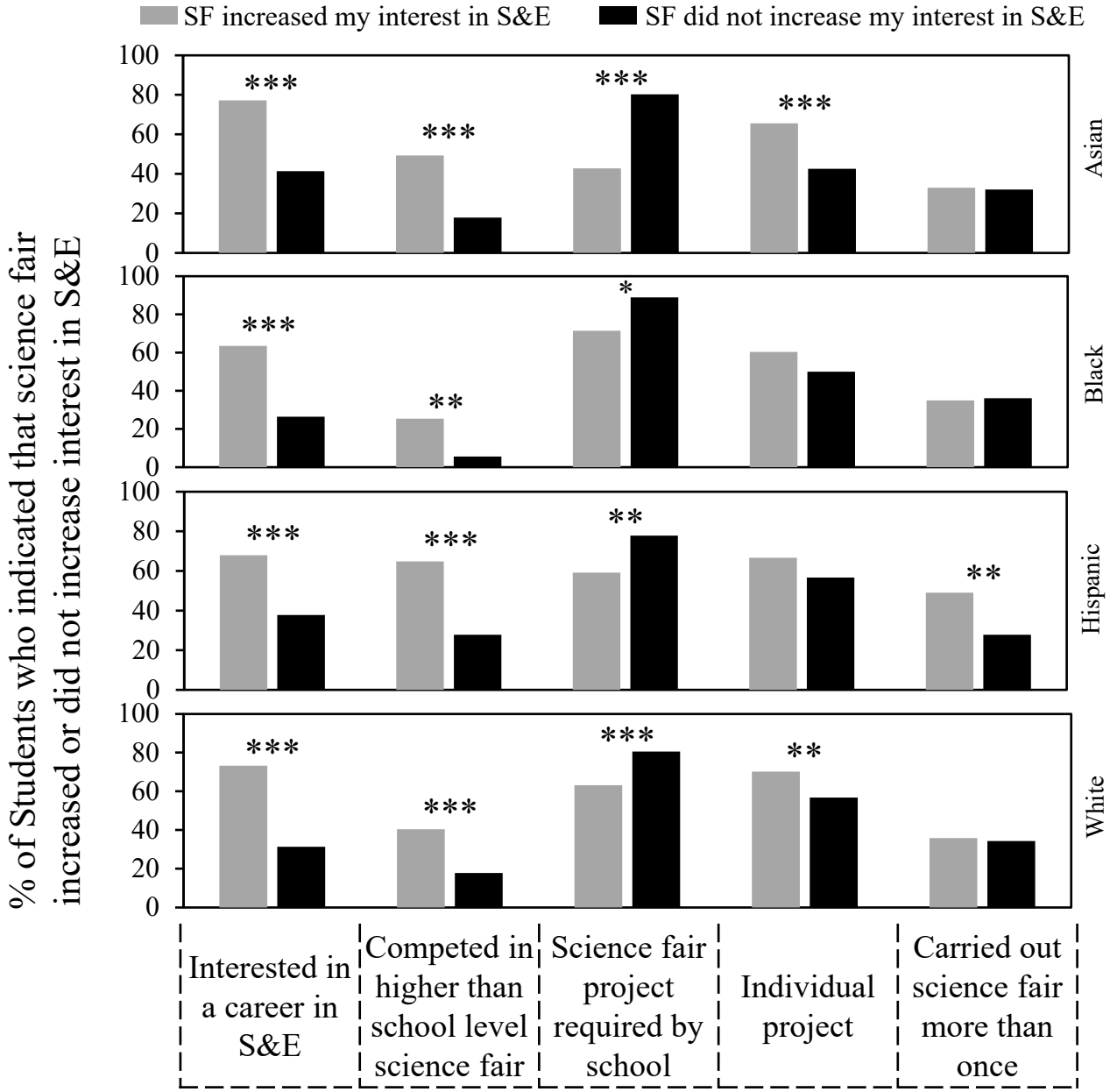

| Survey Questions | Answers | Who helped students | | | p Value |
|---|---|---|---|---|---|
| | | S (108 stud) % (#) | P,T, not S (871 stud) % (#) | Not P,T,S (341 stud) % (#) | |
| Highest level of science fair competition? | School | 18.5 (20) | 52.4 (456) | 58.4 (199) | <.001 |
| | District | 13.9 (15) | 9.3 (81) | 6.5 (22) | |
| | Regional | 35.2 (38) | 21.2 (185) | 16.7 (57) | |
| | State | 19.4 (21) | 2.6 (23) | 1.2 (4) | |
| Interested in a career in the sciences or engineering? | Yes | 80.6 (87) | 55.2 (481) | 46.0 (157) | <.001 |
| | No | 4.6 (5) | 17.0 (148) | 27.0 (92) | |
| | Not sure | 14.8 (16) | 27.8 (242) | 26.4 (90) | |
| Science fair increased your interest in S&E? | Yes | 83.3 (90) | 56.5 (492) | 41.1 (140) | <.001 |

Figure 6. Level of science fair competition



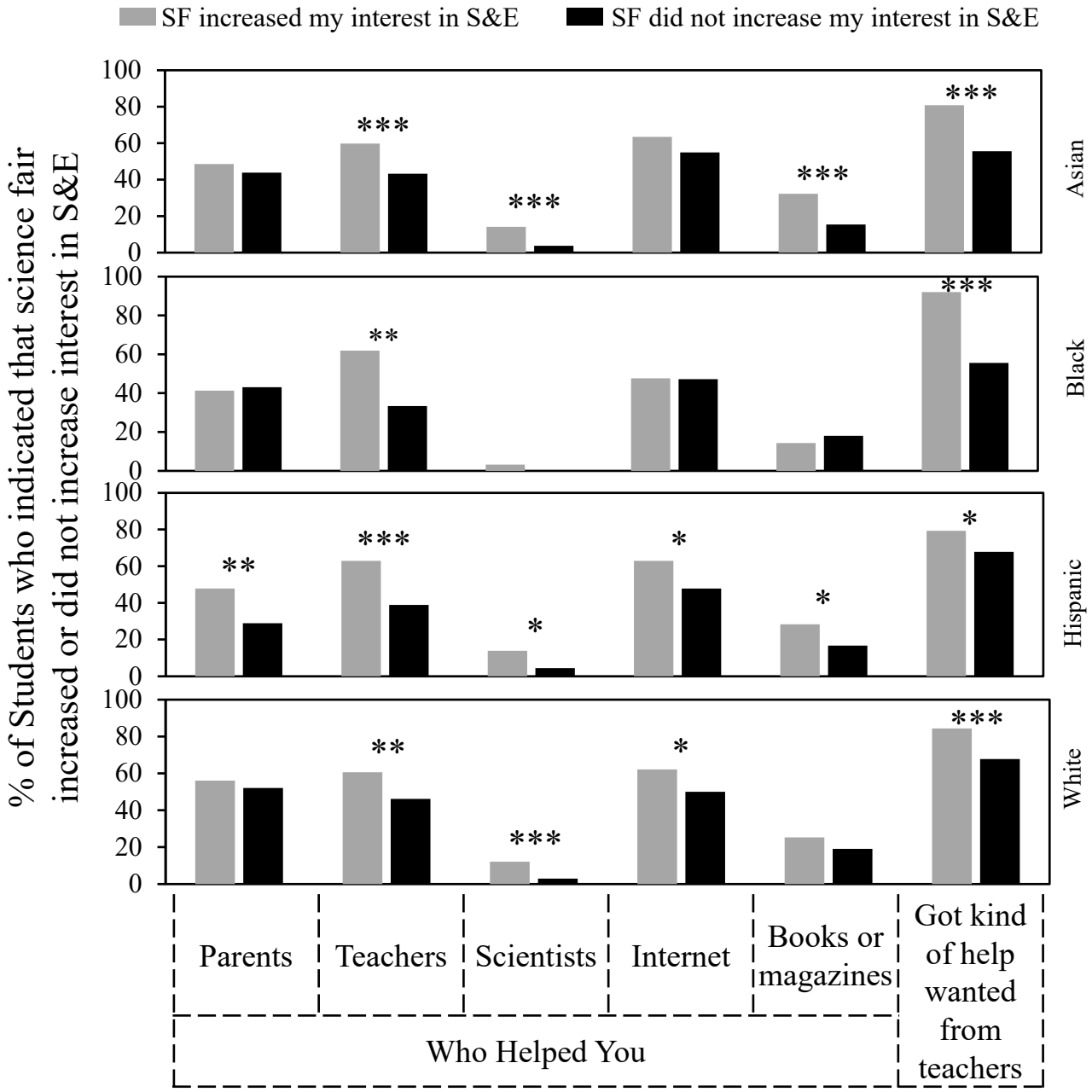

| Survey Questions | Answers | School Only % (#) | Dist/Reg/State % (#) | p Value |
|---|---|---|---|---|
| Ethnicity most identified with? | Asian | 31.7 (214) | 37.0 (165) | <.001 |
| | Black | 12.6 (85) | 4.5 (20) | |
| | Hispanic | 13.0 (88) | 28.7 (128) | |
| | White | 36.6 (247) | 27.4 (122) | |
| Interest in a career in the sciences or engineering (S&E)? | Yes | 45.9 (310) | 72.9 (325) | <.001 |
| | No | 23.4 (158) | 8.3 (37) | |
| | Not sure | 30.7 (207) | 18.8 (84) | |
| Science fair increased your interest in S&E? | Yes | 43.3 (292) | 76.5 (341) | <.001 |
| Science fair required? | Yes | 79.3 (535) | 48.2 (215) | <.001 |
| | No | 8.1 (55) | 33.9 (151) | |
| | School Project | 12.0 (81) | 17.7 (79) | |
| Received coaching for interview? | Yes | 14.4 (97) | 31.4 (140) | <.001 |

Figure 7. Overall features that influenced impact of science fair on student interest in S&E



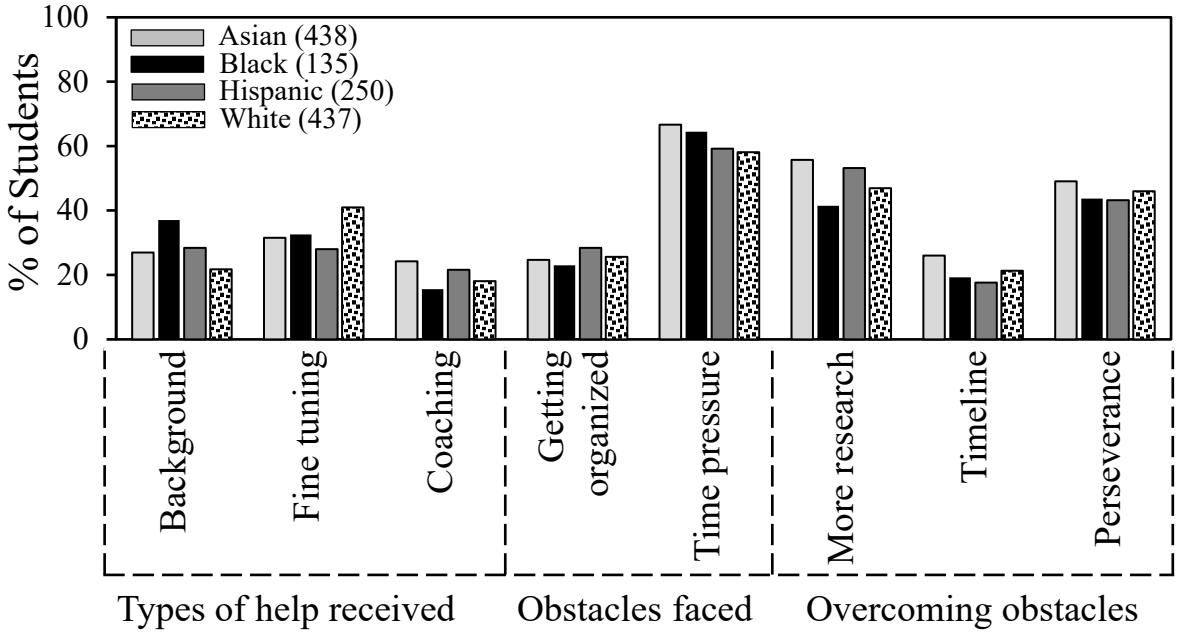

* = p<.05, ** = p<.01, *** = p<.001

Figure 8. Sources of help that influenced impact of science fair on student interest in S&E



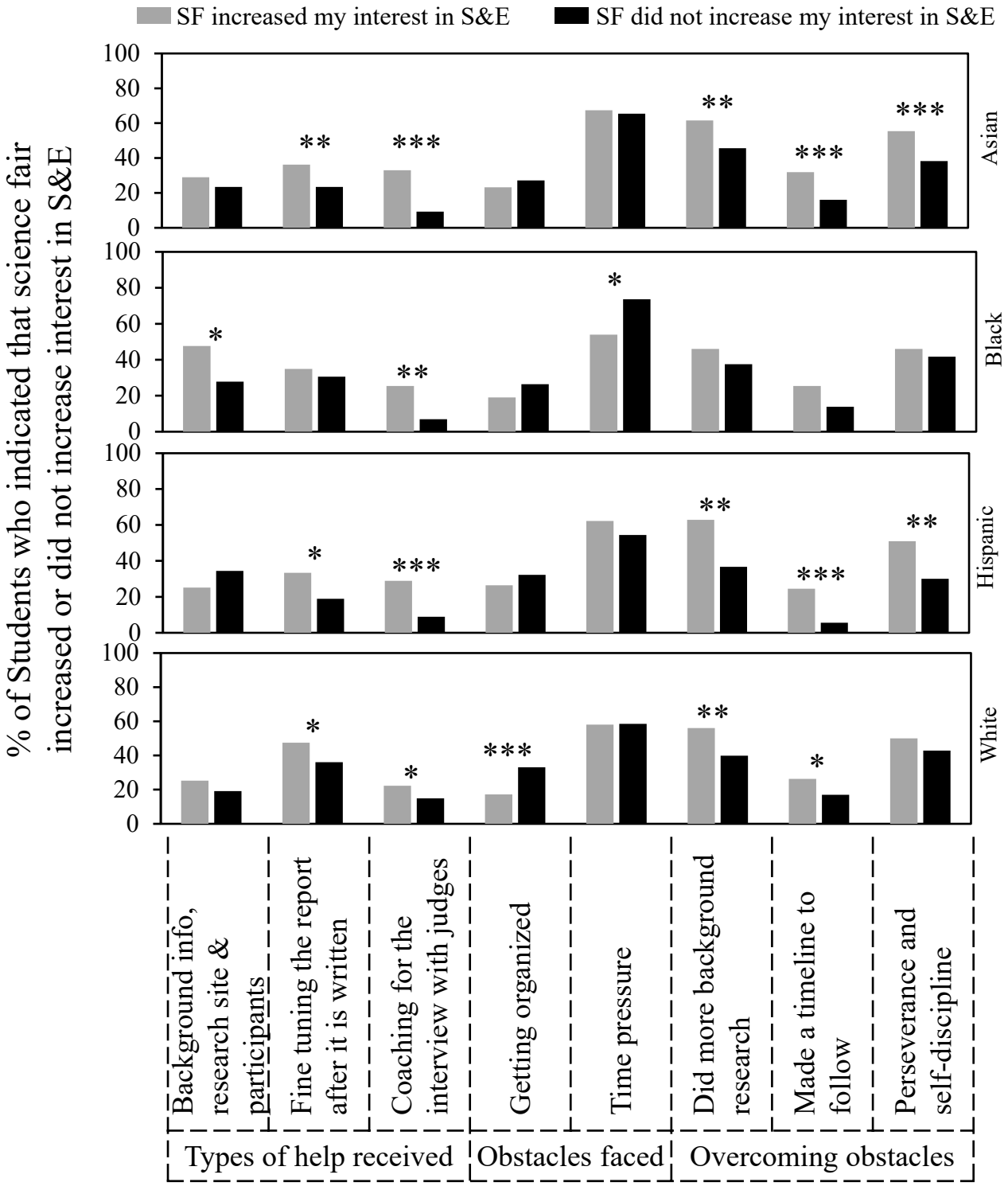

* = p<.05, ** = p<.01, *** = p<.001

Figure 9. Ethnicity and science fair help and obstacles




| Survey Questions | Answers | Ethnicity | | | | p Value |
|---|---|---|---|---|---|---|
| | | Asian % (#) | Black % (#) | Hispanic % (#) | White % (#) | |
| Kind of help received | Gathering background info and participants | 26.9 (118) | 37.0 (50) | 28.4 (71) | 21.7 (95) | .004 |
| | Fine tuning report | 31.5 (138) | 32.6 (44) | 28.0 (70) | 41.0 (179) | .002 |
| | Coaching for Interview | 24.2 (106) | 15.6 (21) | 21.6 (54) | 18.1 (79) | .061 |
| Obstacles faced | Getting organized | 28.4 (108) | 23.0 (31) | 24.7 (71) | 25.6 (112) | .610 |
| | Time pressure | 66.7 (292) | 64.4 (87) | 59.2 (148) | 58.1 (254) | .055 |
| Overcoming obstacles | More background research | 55.7 (244) | 41.5 (56) | 53.2 (133) | 46.9 (205) | .007 |
| | Made a timeline | 26.0 (114) | 19.3 (26) | 17.6 (44) | 21.3 (93) | .058 |
| | Perseverance and self-discipline | 49.1 (215) | 43.7 (59) | 43.2 (108) | 46.0 (201) | .475 |

Figure 10. Kinds of help, obstacles faced, and ways to overcome obstacles that influenced impact of science fair on student interest in S&E




* = p<.05, ** = p<.01, *** = p<.001

Supplemental Table 1. Comparison of survey responses by students from 2018-19 vs. 2019-2020 vs. combined 2016-18 survey years

| Survey Questions | Answers | 2018/19 (382 students) | 2019/20 (938 students) | 2016-18 (363 students) |
|---|---|---|---|---|
| | | % Students | | |
| 1. What grade are you in? | 9th | 44.8 | 43.6 | 40.5 |
| | 10th | 31.9 | 33.8 | 32.2 |
| | 11th | 13.9 | 16.5 | 11.3 |
| | 12th | 8.6 | 5.8 | 11.0 |
| 1A. Location of high school? | Suburban | - | 70.5 | - |
| | Urban | - | 20.7 | - |
| | Rural | - | 4.8 | - |
| 2. Gender? | Female | 63.9 | 59.3 | 63.4 |
| | Male | 34.3 | 40.2 | 35.8 |
| 2A. Ethnicity most identified with? | Asian | 28.8 | 35.0 | - |
| | Black | 13.1 | 9.1 | - |
| | Hispanic | 22.8 | 17.4 | - |
| | White | 32.2 | 33.5 | - |
| | Other | 1.8 | 4.1 | - |
| 3. During high school have you carried out science fair more than once? | Yes | 29.6 | 37.5 | 31.1 |
| | No | 69.4 | 61.8 | 67.2 |
| 3A. In which science fair competitions did you compete this year? | School | 54.2 | 49.9 | - |
| | District | 9.7 | 8.6 | - |
| | Regional | 20.7 | 21.4 | - |
| | State | 8.4 | 1.5 | - |
| 4. Was your science fair project Team or Individual? | Individual | 63.1 | 58.6 | 70.2 |
| | Team | 35.9 | 37.6 | 29.2 |

| | | | | |
|---|---|---|---|---|
| 5. Was the science fair project required by your school? | Yes | 71.7 | 64.5 | 67.5 |
| | No | 14.9 | 18.2 | 16.8 |
| | Satisfied School Project | 12.0 | 14.3 | 15.2 |
| 6. Do you think science fair projects should be optional or required? (Need not be for competition.) | Optional | 74.1 | 75.4 | 74.4 |
| | Required | 25.1 | 23.1 | 25.6 |
| 8. Do you think science fair projects for competition should be optional or required? | Optional | 83.8 | 83.9 | 78.8 |
| | Required | 14.4 | 13.6 | 20.9 |
| 10. From whom do you think it would be reasonable to receive help? | 1. Parents | 77.0 | 77.4 | 78.0 |
| | 2. Siblings | 63.1 | 61.2 | 61.4 |
| | 3. Other family members | 57.6 | 54.3 | 52.9 |
| | 4. Teachers | 90.3 | 90.7 | 89.8 |
| | 5. Other students | 64.1 | 61.6 | 61.2 |
| | 6. Scientists | 70.7 | 67.7 | 70.0 |
| | 7. A paid mentor | 33.0 | 27.5 | 27.0 |
| | 8. Articles on the Internet | 78.8 | 77.1 | 78.2 |
| | Articles in books or magazines | 73.3 | 70.6 | 72.5 |
| | Other | 3.9 | 2.3 | 3.9 |
| 11. Who actually helped you? | 1. Parents | 46.3 | 48.2 | 51.0 |
| | 2. Siblings | 16.5 | 10.8 | 14.3 |
| | 3. Other family members | 4.5 | 5.4 | 7.7 |
| | 4. Teachers | 53.7 | 51.8 | 55.4 |
| | 5. Other students | 30.1 | 30.7 | 23.7 |
| | 6. Scientists | 8.6 | 8.0 | 8.0 |
| | 7. A paid mentor | 0.5 | 0.4 | 1.1 |

| | | | | |
|---|---|---|---|---|
| | 8. Articles on the Internet | 52.6 | 57.5 | 57.9 |
| | Articles in books or magazines | 23.3 | 22.7 | 24.0 |
| | Other | 5.8 | 3.4 | 5.2 |
| 12. Kind of help reasonable to expect from others? | 1. Being given the main idea | 18.3 | 18.9 | 21.2 |
| | 2. Development of the idea | 39.0 | 45.6 | 40.5 |
| | 3. Gathering background research information, or finding a research site or participants | 46.1 | 45.0 | 49.3 |
| | 4. Performing the experiments | 43.2 | 46.2 | 43.5 |
| | 5. Writing the report | 12.6 | 14.7 | 13.5 |
| | 6. Fine tuning the report after it is written | 58.9 | 62.4 | 52.3 |
| | 7. Designing the poster board and presentation | 33.5 | 35.9 | 33.1 |
| | 8. Producing charts or graphs | 23.0 | 24.4 | 19.3 |
| | 9. Coaching for the interview with judges | 63.1 | 59.1 | 58.4 |
| | 10. Copying the project from someone else | 1.6 | 2.7 | 1.4 |
| | Other | 2.4 | 2.1 | 3.3 |
| 13. What kind of help did you actually receive? | 1. Being given the main idea | 8.9 | 9.4 | 13.8 |
| | 2. Development of the idea | 25.7 | 26.8 | 26.2 |
| | 3. Gathering background research information, or finding a research site or participants | 27.2 | 25.8 | 25.9 |
| | 4. Performing the experiments | 29.3 | 28.6 | 24.5 |
| | 5. Writing the report | 6.8 | 9.5 | 8.5 |
| | 6. Fine tuning the report after it is written | 35.9 | 33.2 | 32.2 |
| | 7. Designing the poster board and presentation | 19.9 | 22.3 | 19.0 |
| | 8. Producing charts or graphs | 11.8 | 13.9 | 7.7 |
| | 9. Coaching for the interview with judges | 19.4 | 20.9 | 22.0 |
| | 10. Copying the project from someone else | 0.3 | 0.7 | 1.1 |
| | Other | 6.5 | 6.1 | 8.8 |

| | | | | |
|---|---|---|---|---|
| 14. Did you get the kind of help you wanted from teachers? | Yes | 69.9 | 74.3 | 72.2 |
| | No | 28.0 | 24.6 | 26.7 |
| 16. Did you get the amount of help you wanted from teachers? | Yes | 65.4 | 73.1 | 74.1 |
| | No | 31.9 | 25.2 | 24.5 |
| 17. Were the results of your project as expected? | Yes | 63.6 | 65.6 | 63.1 |
| | No | 34.8 | 32.8 | 35.5 |
| 18. What obstacles did you face? | 1. Coming up with the main idea | 47.9 | 45.6 | 44.6 |
| | 2. Getting motivated to do the project | 46.1 | 43.1 | 35.5 |
| | 3. Becoming disappointed with the project | 29.1 | 25.5 | 21.8 |
| | 4. Limited resources | 39.8 | 38.1 | 36.1 |
| | 5. Limited knowledge | 29.1 | 30.9 | 30.6 |
| | 6. Limited skills | 23.6 | 24.5 | 22.0 |
| | 7. Limited cooperation | 15.4 | 12.7 | 11.6 |
| | 8. Getting organized | 23.3 | 26.8 | 21.2 |
| | 9. Time pressure | 59.2 | 62.6 | 57.3 |
| | 10. Not enough money | 21.5 | 16.7 | 18.7 |
| | 11. Results not as expected | 24.6 | 22.8 | 20.7 |
| | Other | 4.2 | 3.7 | 4.4 |
| 19. How did you overcome the obstacles? | 1. Used someone else's main idea | 1.8 | 1.3 | 2.8 |
| | 2. Picked a familiar / interesting topic | 34.0 | 30.8 | 29.8 |
| | 3. Did more background research | 49.7 | 50.4 | 48.5 |
| | 4. Stopped working on the project for a while | 17.5 | 15.8 | 16.0 |
| | 5. Made a timeline to follow | 19.9 | 22.3 | 20.7 |
| | 6. Perseverance and self-discipline | 41.6 | 48.1 | 44.4 |
| | 7. Had someone else to keep me on track | 16.0 | 16.2 | 13.8 |
| | 8. Had someone else do the math | 1.3 | 1.6 | 1.1 |

| | | | | |
|---|---|---|---|---|
| | 9. Changed the research plan | 14.7 | 18.7 | 11.6 |
| | 10. Collected more data | 23.6 | 24.6 | 22.0 |
| | 11. Had someone else collect the data | 1.0 | 2.1 | 0.6 |
| | 12. Used someone else's data | 0.3 | 0.5 | 1.4 |
| | 13. Made up the data | 5.0 | 4.1 | 4.1 |
| | 14. Changed the hypothesis to fit the data | 4.7 | 3.8 | 4.4 |
| | 15. Changed the data to fit the hypothesis | 3.1 | 1.5 | 2.2 |
| | Other | 6.0 | 4.5 | 8.0 |
| 20. Are you interested in a career in the sciences or engineering? | Yes | 53.9 | 55.2 | 57.6 |
| | No | 17.5 | 19.0 | 15.2 |
| | Not Sure | 28.0 | 25.6 | 27.3 |
| 21. Did your science fair experience increase your interest in the sciences or engineering? | Yes | 52.4 | 55.4 | 58.7 |
| | No | 46.9 | 44.1 | 40.8 |

Supplemental Table 2. Factors influencing the effect of science fair participation on Asian students' interest in S&E

| Survey Questions | Answers | SF increased my interest in S&E | | |
|---|---|---|---|---|
| | | Yes % (#) (276 students) | No % (#) (162 students) | P value |
| Interested in a career in S&E | Yes | 77.2 (213) | 41.4 (67) | <.001 |
| Level of science fair competition? | District, Region or State | 49.3 (136) | 17.9 (29) | <.001 |
| Science fair required? | Yes | 42.8 (118) | 80.2 (130) | <.001 |
| Project Team or Individual? | Individual | 65.6 (181) | 42.6 (69) | <.001 |
| Participation? | Did science fair > once | 33.0 (91) | 32.1 (52) | .851 |
| Who helped with your science fair project? (more than one answer is possible) | Parents | 48.6 (134) | 43.8 (71) | .338 |
| | Teachers | 59.8 (165) | 43.2 (70) | <.001 |
| | Scientists | 14.1 (39) | 3.7 (6) | <.001 |
| | Articles on the internet | 63.4 (175) | 54.9 (89) | .080 |
| | Articles in books or magazines | 32.2 (89) | 15.4 (25) | <.001 |
| Received kind of help needed from teachers? | Yes | 80.8 (223) | 55.6 (90) | <.001 |
| Types of help received? | Gathering background info, research site and participants | 29.0 (80) | 23.5 (38) | .208 |
| | Fine tuning the report | 36.2 (100) | 23.5 (38) | .005 |
| | Coaching for the interview | 33.0 (91) | 9.3 (15) | <.001 |
| Obstacles faced? | Getting organized | 23.2 (64) | 27.2 (44) | .352 |
| | Time Pressure | 67.4 (186) | 65.4 (106) | .675 |
| Ways to overcome obstacles? | More background research | 61.6 (170) | 45.7 (74) | .001 |
| | Made a timeline | 31.9 (88) | 16.0 (26) | <.001 |
| | Perseverance | 55.4 (153) | 38.3 (62) | <.001 |

Supplemental Table 3. Factors influencing the effect of science fair participation on black students' interest in S&E

| Survey Questions | Answers | SF increased my interest in S&E | | |
|---|---|---|---|---|
| | | Yes % (#) (63 students) | No % (#) (72 students) | P value |
| Interested in a career in S&E | Yes | 63.5 (40) | 26.4 (19) | <.001 |
| Level of science fair competition? | District, Region or State | 25.4 (16) | 5.6 (4) | .001 |
| Science fair required? | Yes | 71.4 (45) | 88.9 (64) | .015 |
| Project Team or Individual? | Individual | 60.3 (38) | 50.0 (36) | .298 |
| Participation? | Did science fair > once | 34.9 (22) | 36.1 (26) | .885 |
| Who helped with your science fair project? (more than one answer is possible) | Parents | 41.3 (26) | 43.1 (31) | .860 |
| | Teachers | 61.9 (39) | 33.3 (24) | .001 |
| | Scientists | 3.2 (2) | 0 (0) | .215 |
| | Articles on the internet | 47.6 (30) | 47.2 (34) | .963 |
| | Articles in books or magazines | 14.3 (9) | 18.1 (13) | .554 |
| Received kind of help needed from teachers? | Yes | 92.1 (58) | 55.6 (40) | <.001 |
| Types of help received? | Gathering background info, research site and participants | 47.6 (30) | 27.8 (20) | .021 |
| | Fine tuning the report | 34.9 (22) | 30.6 (22) | .589 |
| | Coaching for the interview | 25.4 (16) | 6.9 (5) | .004 |
| Obstacles faced? | Getting organized | 19.0 (12) | 26.4 (19) | .211 |
| | Time Pressure | 54.0 (34) | 73.6 (53) | .020 |
| Ways to overcome obstacles? | More background research | 46.0 (29) | 37.5 (27) | .381 |
| | Made a timeline | 25.4 (16) | 13.9 (10) | .125 |
| | Perseverance | 46.0 (29) | 41.7 (30) | .610 |

Supplemental Table 4. Factors influencing the effect of science fair participation on Hispanic students' interest in S&E

| Survey Questions | Answers | SF increased my interest in S&E | | |
|---|---|---|---|---|
| | | Yes % (#) (159 students) | No % (#) (90 students) | P value |
| Interested in a career in S&E | Yes | 67.9 (108) | 37.8 (34) | <.001 |
| Level of science fair competition? | District, Region or State | 64.8 (103) | 27.8 (25) | <.001 |
| Science fair required? | Yes | 59.1 (94) | 77.8 (70) | .003 |
| Project Team or Individual? | Individual | 66.7 (106) | 56.7 (51) | .133 |
| Participation? | Did science fair > once | 49.1 (78) | 27.8 (25) | .001 |
| Who helped with your science fair project? (more than one answer is possible) | Parents | 47.8 (76) | 28.9 (26) | .005 |
| | Teachers | 62.9 (100) | 38.9 (35) | <.001 |
| | Scientists | 13.8 (22) | 4.4 (4) | .029 |
| | Articles on the internet | 62.9 (100) | 47.8 (43) | .024 |
| | Articles in books or magazines | 28.3 (45) | 16.7 (15) | .045 |
| Received kind of help needed from teachers? | Yes | 79.2 (126) | 67.8 (61) | .049 |
| Types of help received? | Gathering background info, research site and participants | 25.2 (40) | 34.4 (31) | .144 |
| | Fine tuning the report | 33.3 (53) | 18.9 (17) | .019 |
| | Coaching for the interview | 28.9 (46) | 8.9 (8) | <.001 |
| Obstacles faced? | Getting organized | 26.4 (42) | 32.2 (29) | .330 |
| | Time Pressure | 62.3 (99) | 54.4 (49) | .227 |
| Ways to overcome obstacles? | More background research | 62.9 (100) | 36.7 (33) | <.001 |
| | Made a timeline | 24.5 (39) | 5.6 (5) | <.001 |
| | Perseverance | 5.9 (81) | 3.0 (27) | .001 |

Supplemental Table 5. Factors influencing the effect of science fair participation on White students' interest in S&E

| Survey Questions | Answers | SF increased my interest in S&E | | |
|---|---|---|---|---|
| | | Yes % (#) (198 students) | No % (#) (236 students) | P value |
| Interested in a career in S&E | Yes | 73.2 (145) | 31.4 (74) | <.001 |
| Level of science fair competition? | District, Region or State | 40.4 (80) | 17.8 (42) | <.001 |
| Science fair required? | Yes | 63.1 (125) | 80.5 (190) | <.001 |
| Project Team or Individual? | Individual | 70.2 (139) | 56.8 (134) | .005 |
| Participation? | Did science fair > once | 35.9 (71) | 34.3 (81) | .738 |
| Who helped with your science fair project? (more than one answer is possible) | Parents | 56.1 (111) | 52.1 (123) | .411 |
| | Teachers | 60.6 (120) | 46.2 (109) | .003 |
| | Scientists | 12.1 (24) | 3.0 (7) | <.001 |
| | Articles on the internet | 62.1 (123) | 50.0 (118) | .012 |
| | Articles in books or magazines | 25.3 (50) | 19.1 (45) | .121 |
| Received kind of help needed from teachers? | Yes | 84.3 (167) | 67.8 (160) | <.001 |
| Types of help received? | Gathering background info, research site and participants | 25.3 (50) | 19.1 (45) | .121 |
| | Fine tuning the report | 47.5 (94) | 36.0 (85) | .019 |
| | Coaching for the interview | 22.2 (44) | 14.8 (35) | .047 |
| Obstacles faced? | Getting organized | 17.2 (34) | 33.1 (78) | <.001 |
| | Time Pressure | 58.1 (115) | 58.5 (138) | .934 |
| Ways to overcome obstacles? | More background research | 56.1 (111) | 39.8 (94) | .001 |
| | Made a timeline | 26.3 (52) | 16.9 (40) | .019 |
| | Perseverance | 50.0 (99) | 42.8 (101) | .134 |