

# GIRLS WHO CODE DESIGN STYLE GUIDE



# INTRODUCTION

# MAKING WAVES

The Girls Who Code 2020 visual identity is all about waves. Wave of momentum—waves of progress—waves of change.

The wave is a visual interpretation of the shape of a stack of lines written in a scripting window—it is also metaphor for the power, strength, and resilience of a new generation of young women and girls coming together to effect positive change in the world.

Girls Who Code empowers these young women, through networks of sisterhood and digital fluency to go forward into the future and MAKE WAVES.

**LOGO**

# THE LOGO

girls who  
code

# USING THE LOGO

## SIZING

For digital use, the minimum sizing of the Girls Who Code logo is 30 pixels high. It should not be printed smaller than 3/4 of an inch in width.

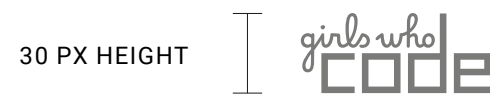
## PARTNERSHIP

When locking the logo up to partner logos, create a dividing line that is 1.5x longer than the height of the logo.

Make the width of the dividing line equivalent to the width of the stroke in “code”.

Allow for the width of the “o” in code to act as a suitable padding distance between the dividing stroke and each of the marks.

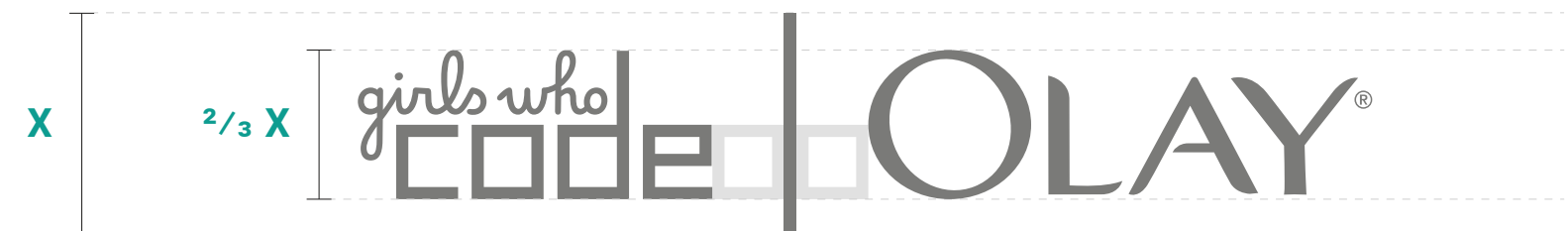
### MINIMUM DIGITAL SIZE



### MINIMUM PRINT SIZE



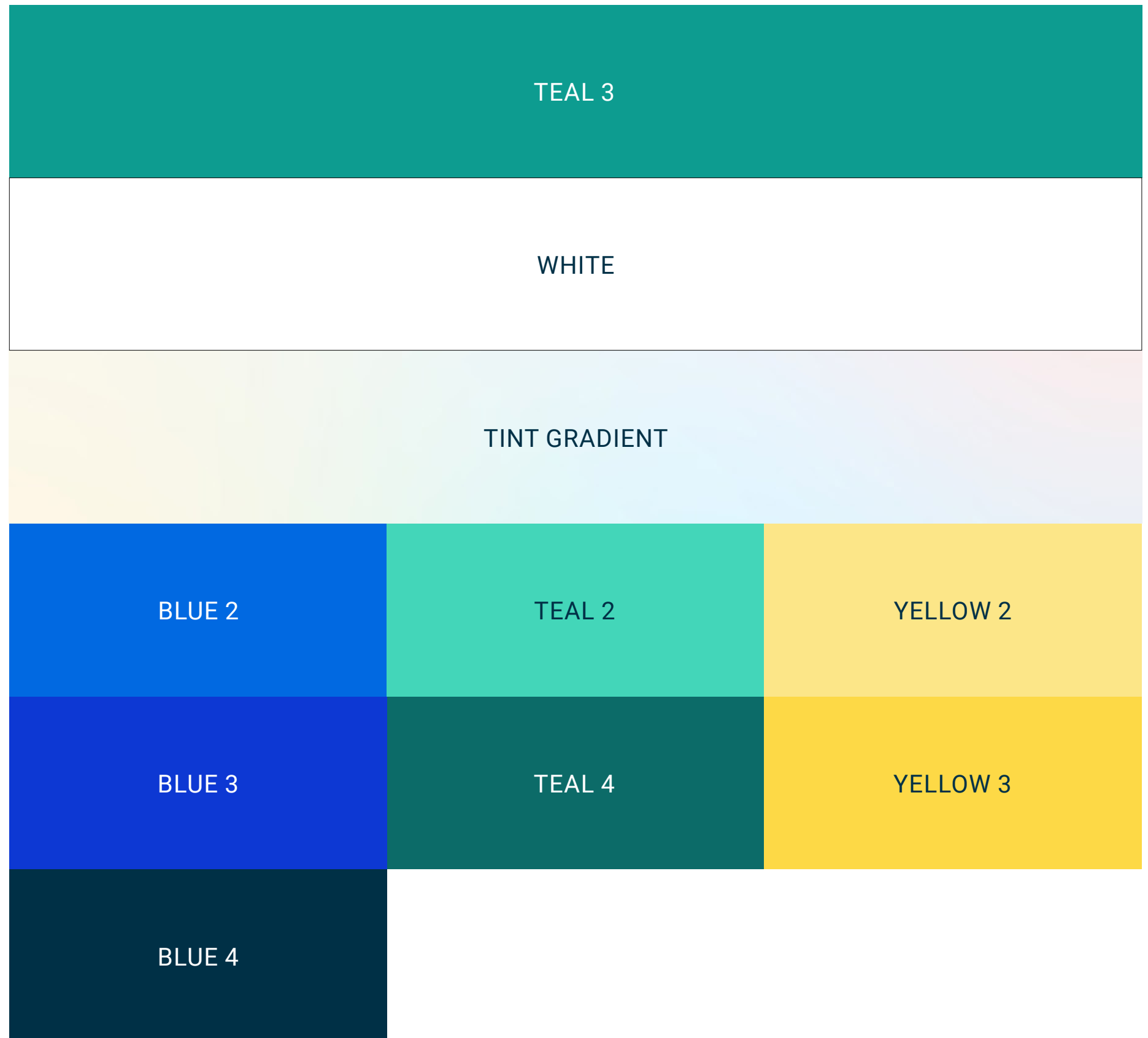
.75 IN WIDTH



# CORE COLORS

# THE CORE COLORS

These are the colors that make up the core of the Girls Who Code visual brand. They should have the greatest representation across all applications and levels.





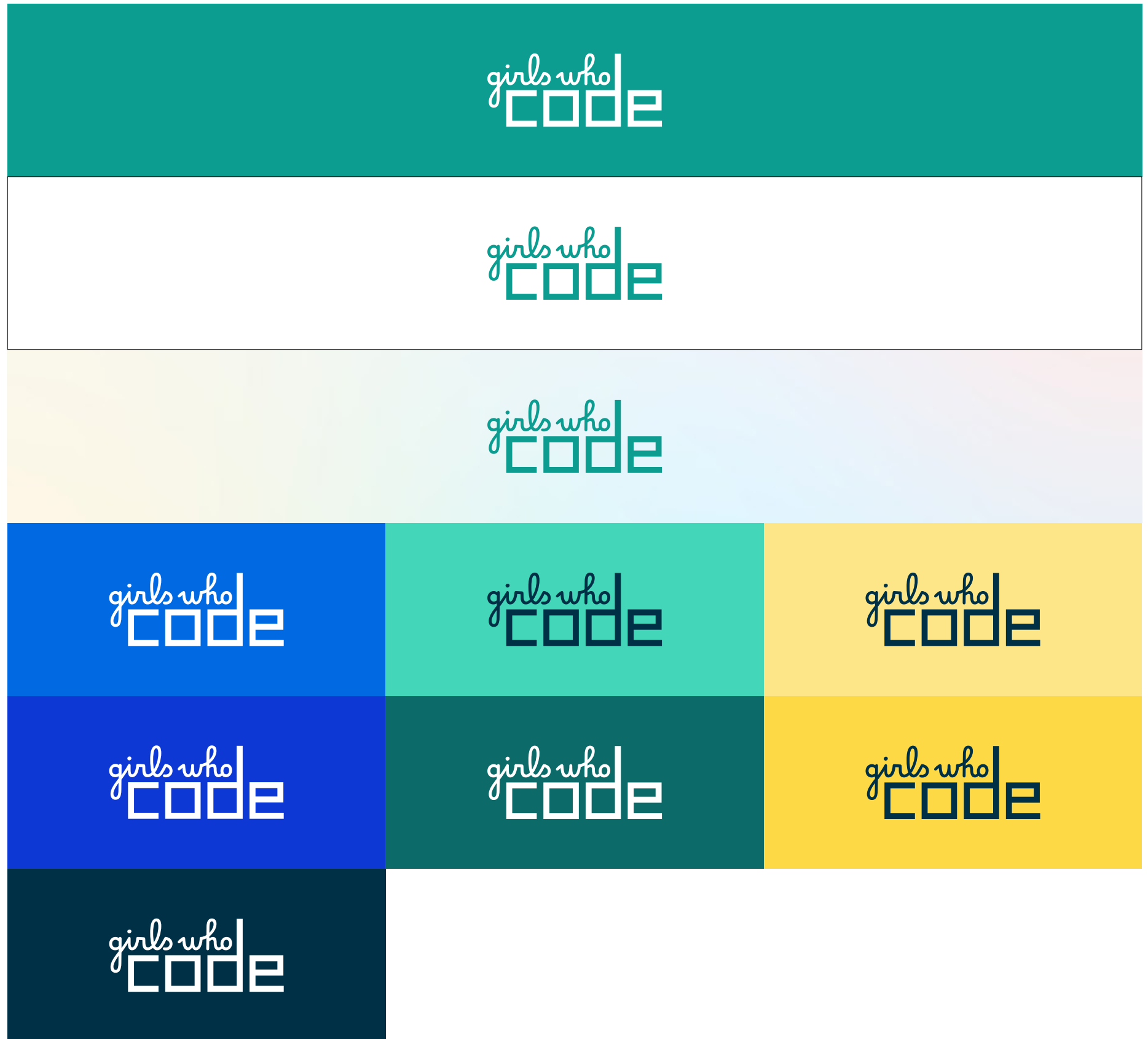
# LOGO & COLOR

Think of the script and sans-serif components of the Girls Who Code logo as a singular unit. They should always appear in the same color.

On a white, color tint, or tint gradient background, the Girls Who Code logo should almost always appear in the primary brand color: Teal 3

On a dark-colored background, the Girls Who Code logo should almost always appear in white.

On a light-colored background, the Girls Who Code logo should almost always appear in Blue 4.



# PROGRAMMATIC COLORS

These colors are programatic identifiers to showcase the uniqueness and energy that each has to offer. They are used to explicitly showcase the “identity” of the specific program.

Colors should be used accordingly in both digital & traditional collateral.

## CLUBS

are free after-school programs for 3rd-5th and 6th-12th grade girls to join a sisterhood of supportive peers and role models using computer science to change the world.

**Blue 3** is used for programmatic identity.

## HERO



## ACCENTS



# PROGRAMMATIC COLORS

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## SUMMER IMMERSION PROGRAM

is a free 7-week introductory computer science program for 10th-11th grade girls going into their junior or senior year of high school. During the 7-week program, participants learn about computer science, gain exposure to tech jobs, and join a sisterhood of girls who are using computer science to become change-makers.

It is the organization’s signature program where girls get to be immersed in an intensive and exciting summer experience with real world brands/companies. **Orange 3** is used for this programmatic identity.

## HERO



## ACCENTS



# PROGRAMMATIC COLORS

These colors are programmatic identifiers to showcase the uniqueness and energy that each has to offer. They are used to explicitly showcase the “identity” of the specific program.

Colors should be used accordingly in both digital & traditional collateral.

## COLLEGE LOOPS

are on campus student organizations led by a President who serves as the main point of contact for Girls Who Code. College Loop Presidents are committed to reaching gender parity in tech by creating an inclusive community on their campus.

This is where girls facilitate sisterhood in university settings and also through the workforce by creating community. **Yellow 3** is used for this programmatic identity.

## HERO



## ACCENTS



# TYPOGRAPHY

# TYPOGRAPHY

## ROBOTO (PRIMARY)

The primary typeface for the Girls Who Code visual system is Roboto. All key information including headlines, sub-heads, and body copy, should be set exclusively in Roboto.

**BLACK**

**Girls Who Code**

**BOLD**

**Girls Who Code**

**MEDIUM**

**Girls Who Code**

**REGULAR**

Girls Who Code

**LIGHT**

Girls Who Code

**THIN**

Girls Who Code

# TYPOGRAPHY

## ROBOTO MONO (SECONDARY)

Secondary information, including dates, times, and locations should be set in Roboto Mono. Roboto Mono can also be used at the discretion of the designer for information that must appear at a lower hierarchy within the context of the application. For example, the footer of this Design Style Guide ;)



# COLORS



# FULL COLOR PALETTE

TINTS											
<b>BLACK 1</b> PMS: WARM GRAY 1 C: 6 R: 237 M: 4 G: 237 Y: 4 B: 237 K: 0 #EDED	<b>TEAL 1</b> PMS: 9040 *Pastels C: 13 R: 215 M: 0 G: 249 Y: 6 B: 244 K: 0 #D7F9F4	<b>BLUE 1</b> PMS: 9400 *Pastels C: 8 R: 229 M: 0 G: 248 Y: 0 B: 255 K: 0 #E5F8FF	<b>RED 1</b> PMS: 9280 *Pastels C: 0 R: 254 M: 6 G: 239 Y: 3 B: 238 K: 0 #FEEFEE	<b>ORANGE 1</b> PMS: 9285 *Pastels C: 0 R: 255 M: 4 G: 243 Y: 7 B: 232 K: 0 #FFF3E8	<b>YELLOW 1</b> PMS: 9060 *Pastels C: 0 R: 255 M: 4 G: 249 Y: 7 B: 226 K: 0 #FFF9E2						
<b>BLACK 2</b> PMS: WARM GRAY 3 C: 18 R: 206 M: 14 G: 206 Y: 15 B: 206 K: 0 #CECECE	<b>TEAL 2</b> PMS: 3533 C: 60 R: 67 M: 0 G: 214 Y: 38 B: 185 K: 0 #43D6B9	<b>BLUE 2</b> PMS: 2727 C: 83 R: 1 M: 60 G: 105 Y: 0 B: 255 K: 0 #0169E1	<b>RED 2</b> PMS: 2029 C: 0 R: 243 M: 64 G: 124 Y: 51 B: 111 K: 0 #F37C6F	<b>ORANGE 2</b> PMS: 2016 C: 1 R: 249 M: 32 G: 184 Y: 46 B: 140 K: 0 #F9B88C	<b>YELLOW 2</b> PMS: 106 C: 2 R: 252 M: 6 G: 230 Y: 57 B: 236 K: 0 #FCE688						
<b>BLACK 3</b> PMS: WARM GRAY 6 C: 53 R: 122 M: 45 G: 122 Y: 46 B: 120 K: 10 #7A7A78	<b>TEAL 3</b> PMS: 3560 C: 81 R: 13 M: 17 G: 156 Y: 50 B: 144 K: 1 #0D9C90	<b>BLUE 3</b> PMS: BLUE 072 C: 89 R: 13 M: 78 G: 56 Y: 0 B: 211 K: 0 #0D38D3	<b>RED 3</b> PMS: 185 C: 2 R: 234 M: 92 G: 56 Y: 64 B: 80 K: 0 #EA3850	<b>ORANGE 3</b> PMS: 137 C: 0 R: 250 M: 66 G: 120 Y: 100 B: 21 K: 0 #FA7815	<b>YELLOW 3</b> PMS: 108 C: 2 R: 253 M: 12 G: 217 Y: 84 B: 70 K: 0 #FDD946						
<b>BLACK 4</b> PMS: BLACK 6 C: 72 R: 26 M: 67 G: 25 Y: 66 B: 24 K: 79 #1A1918	<b>TEAL 4</b> PMS: 3557 C: 88 R: 12 M: 39 G: 107 Y: 56 B: 104 K: 19 #0C6B68	<b>BLUE 4</b> PMS: 2767 C: 99 R: 0 M: 74 G: 48 Y: 48 B: 70 K: 47 #003046	<b>RED 4</b> PMS: 194 C: 27 R: 163 M: 100 G: 23 Y: 61 B: 70 K: 16 #A31746								

# TINT GRADIENT

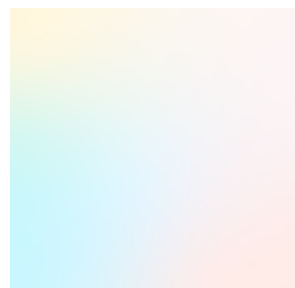
To add depth and interest, the Girls Who Code visual system frequently incorporates the use of a tint gradient in place of pure white. This gradient is composed exclusively out of the five color tints in the palette: Teal 1, Blue 1, Red 1, Orange 1, and Yellow 1

## DIGITAL APPLICATIONS

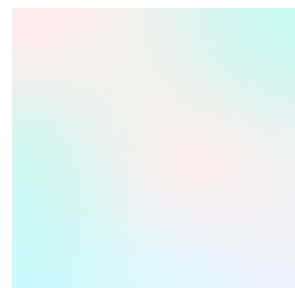
Gradients are free-form and can be comprised of any number of the five color tints.



TEAL 1  
RED 1  
ORANGE 1  
YELLOW 1



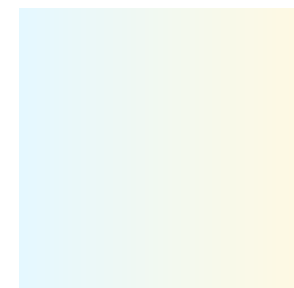
TEAL 1  
BLUE 1  
RED 1  
YELLOW 1



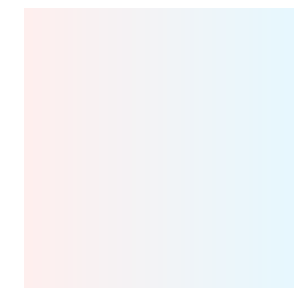
TEAL 1  
BLUE 1  
RED 1

## PRINT APPLICATIONS

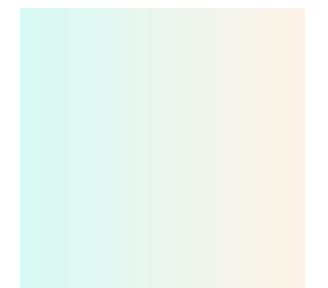
Gradients are linear and must be comprised of only two of the five colors tints in order to guarantee optimal printing.



BLUE 1  
YELLOW 1



BLUE 1  
RED 1



TEAL 1  
ORANGE 1

# ACCESSIBILITY

Color accessibility is the determination of whether or not a color pairing has a high enough contrast for the text or content to be considered visually accessible for those with poor or compromised eyesight.

Color pairings that are considered visually **INACCESSIBLE** on the web for:

Type 14pt. and smaller  
Design elements

are demarcated with a red slash.

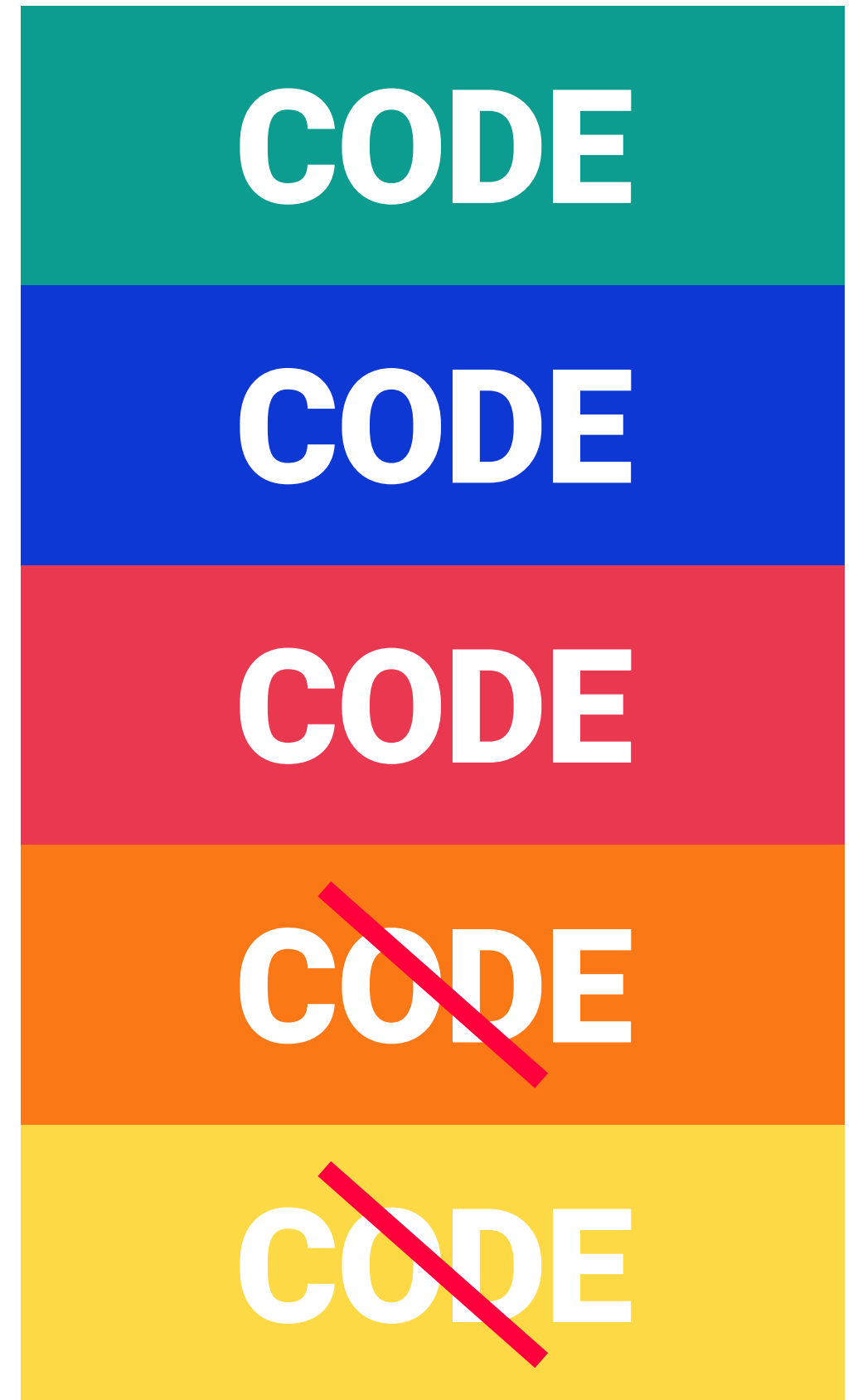
CODE

CODE

CODE

~~CODE~~

~~CODE~~



# ACCESSIBILITY

WHITE (TEXT/DESIGN ELEMENT)



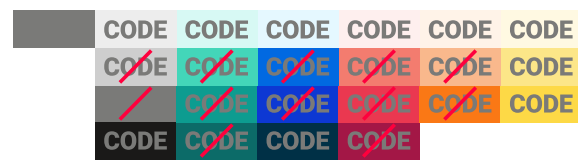
BLACK 1 (TEXT/DESIGN ELEMENT)



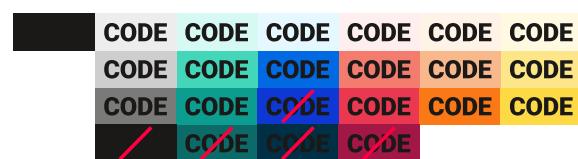
BLACK 2 (TEXT/DESIGN ELEMENT)



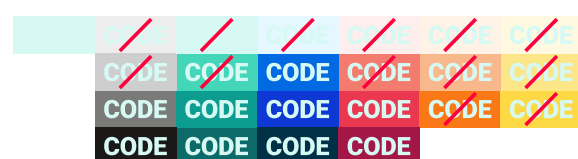
BLACK 3 (TEXT/DESIGN ELEMENT)



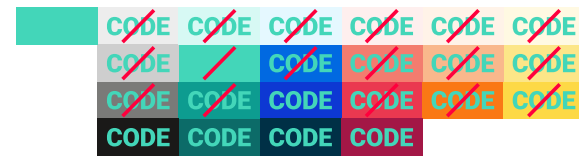
BLACK 4 (TEXT/DESIGN ELEMENT)



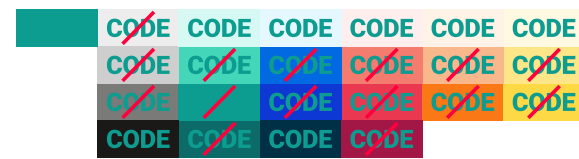
TEAL 1 (TEXT/DESIGN ELEMENT)



TEAL 2 (TEXT/DESIGN ELEMENT)



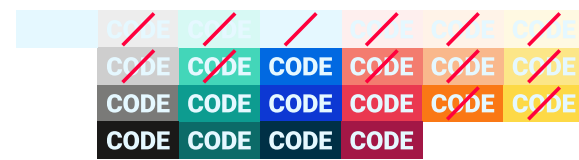
TEAL 3 (TEXT/DESIGN ELEMENT)



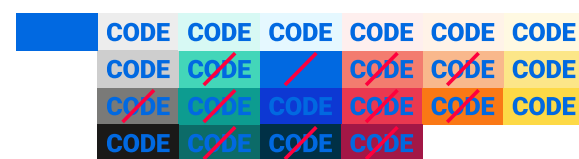
TEAL 4 (TEXT/DESIGN ELEMENT)



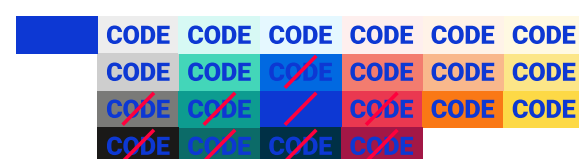
BLUE 1 (TEXT/DESIGN ELEMENT)



BLUE 2 (TEXT/DESIGN ELEMENT)



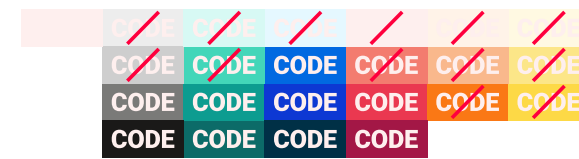
BLUE 3 (TEXT/DESIGN ELEMENT)



BLUE 3 (TEXT/DESIGN ELEMENT)



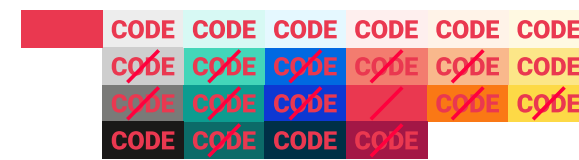
RED 1 (TEXT/DESIGN ELEMENT)



RED 2 (TEXT/DESIGN ELEMENT)



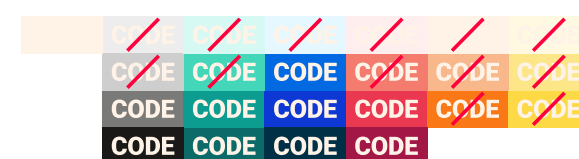
RED 3 (TEXT/DESIGN ELEMENT)



RED 4 (TEXT/DESIGN ELEMENT)

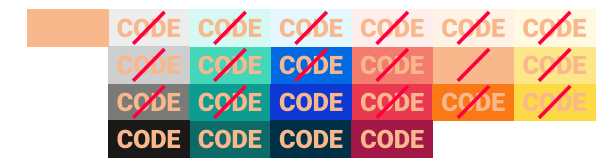


ORANGE 1 (TEXT/DESIGN ELEMENT)



Accessibility reference chart for all possible color combinations within the Girls Who Code palette.

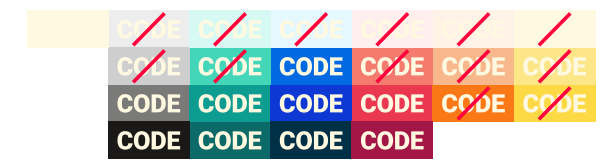
ORANGE 2 (TEXT/DESIGN ELEMENT)



ORANGE 3 (TEXT/DESIGN ELEMENT)



YELLOW 1 (TEXT/DESIGN ELEMENT)



YELLOW 2 (TEXT/DESIGN ELEMENT)



YELLOW 3 (TEXT/DESIGN ELEMENT)



# ICONOGRAPHY

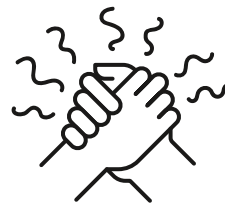
# ICON CREATION

When creating new iconography, try to incorporate either a radial or linear visual “wave” element.

Subtle wave elements can also be added to existing iconographic forms as a way to align them with the updated brand and unify them with all future iconography.

Regardless of whether or not you choose to retain or re-interpret existing iconographic forms, we recommend that all icons are eventually re-drawn on a 48x48 px grid with a 1pt line weight in order to ensure scalability and consistency.

## EX. NEW ICONOGRAPHIC FORMS



SISTERHOOD



ACTIVISM

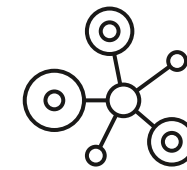


BRAVERY

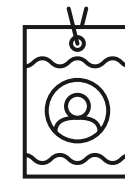


DONATE

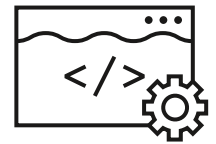
## EX. UPDATED ICONOGRAPHIC FORMS



CAPABILITIES



COMMUNITY



CAREER

# DESIGN ELEMENTS

# WAVE HEADLINES

Headlines should frequently appear in the stacked “wave” format.

The specific typographic constraints of these “wave” headlines are as follows:

Type: Roboto Black

Tracking: -15pts

Leading: 85% of the pt. size

Vary the left indent of each individual line to achieve the optical shape of a “wave”.

**GIRLS  
WHO  
CODE  
MAKE  
JAZZY  
HEADLINES**

90pt / 76.5pt



# LOGO LOCKUP

Whenever possible, the Girls Who Code logo should be locked up with a “wave” headline.

The logo should appear above the headline.

The height of the logo should be two-thirds the height of the pt. size of the headline.

The space between the logo and the first line of the headline should be equidistant to that of the line spaces within the headline.

The “C” in code should align optically on the left with the first letter of the first line of the headline.




# WAVE VISUAL

## SIGNIFIERS & ATTRIBUTIONS

Singular line “waves” can be used to underline or call out important pieces of information. This applies to instances of attribution, such as quotes.

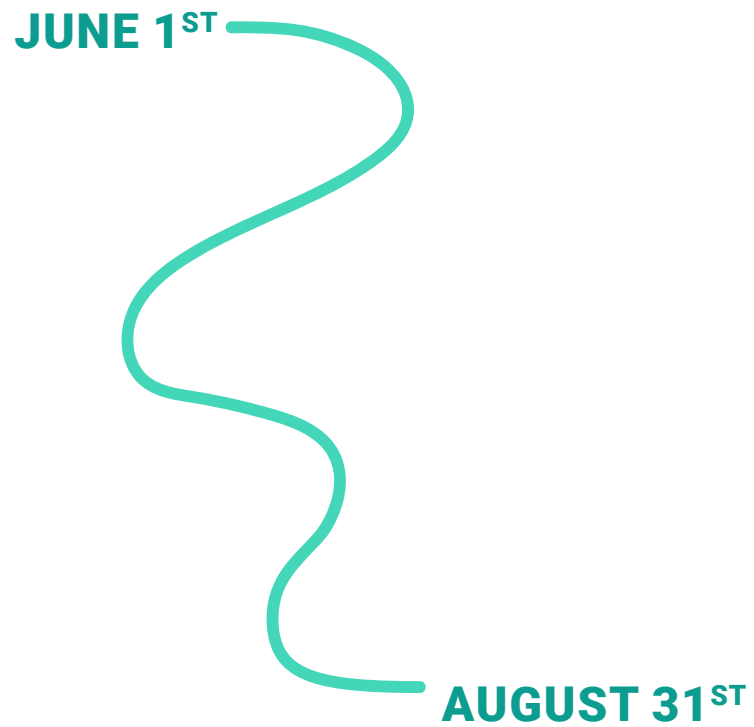
**STATEMENT**



 **QUOTE**

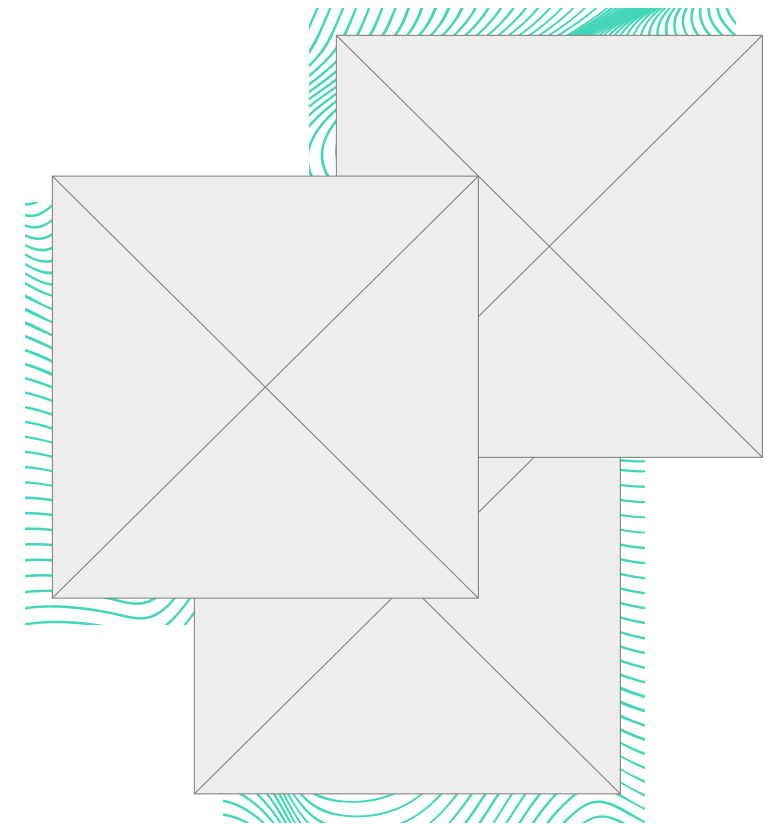
## CONNECTORS

Singular lines “waves” should be used whenever possible to connect pieces of relevant information i.e dates.



## KINETIC PATTERN

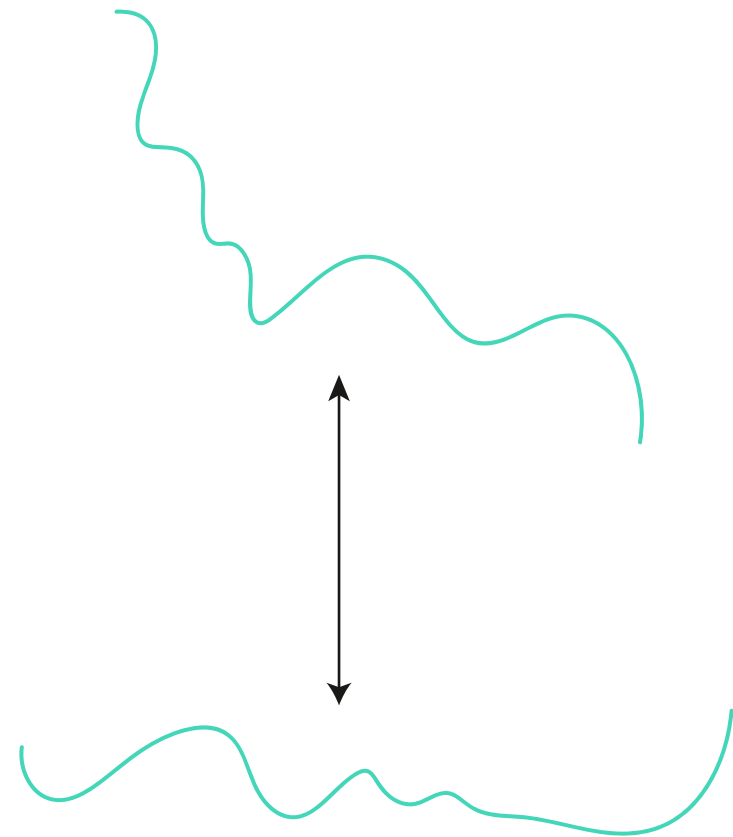
A “wave” pattern can be used to separate content blocks, or on its own as a decorative element.



# WAVE MAKING

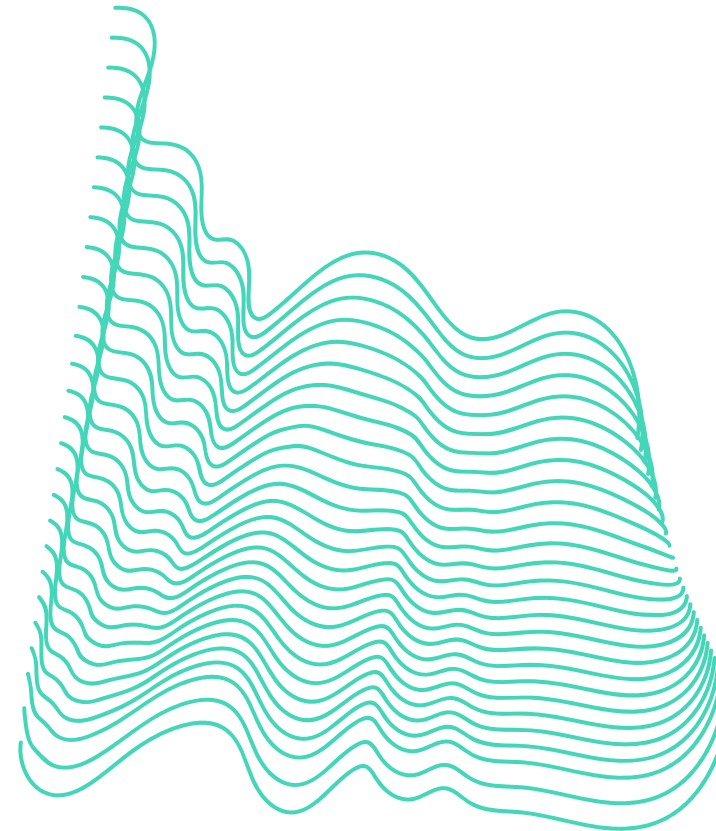
## 1. DRAWING STROKES

Draw two free-form “wave” strokes



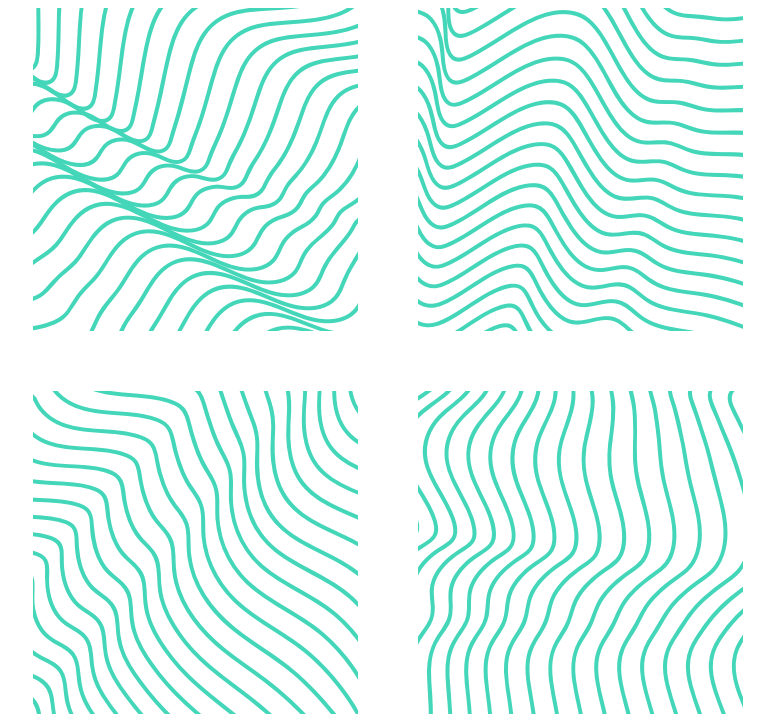
## 2. BLEND

Make a blend between the two “waves” with enough steps to create the implication of movement and ensure a density of texture



## 3. MOVE & ROTATE

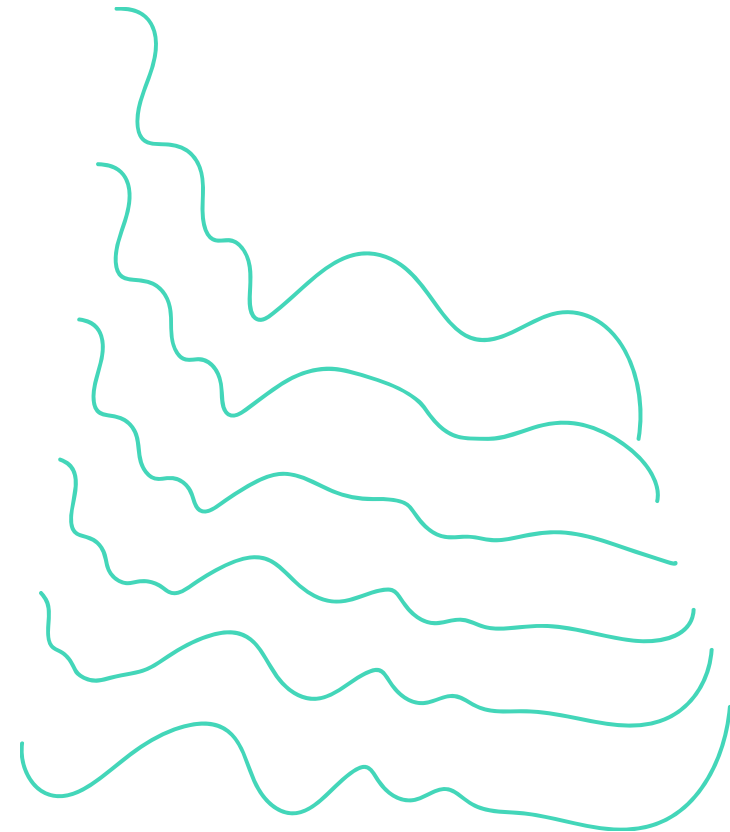
Make as many individual wave blends as desired, but feel to move and rotate the same wave pattern in order to create infinite new compositions.



# WAVE MAKING

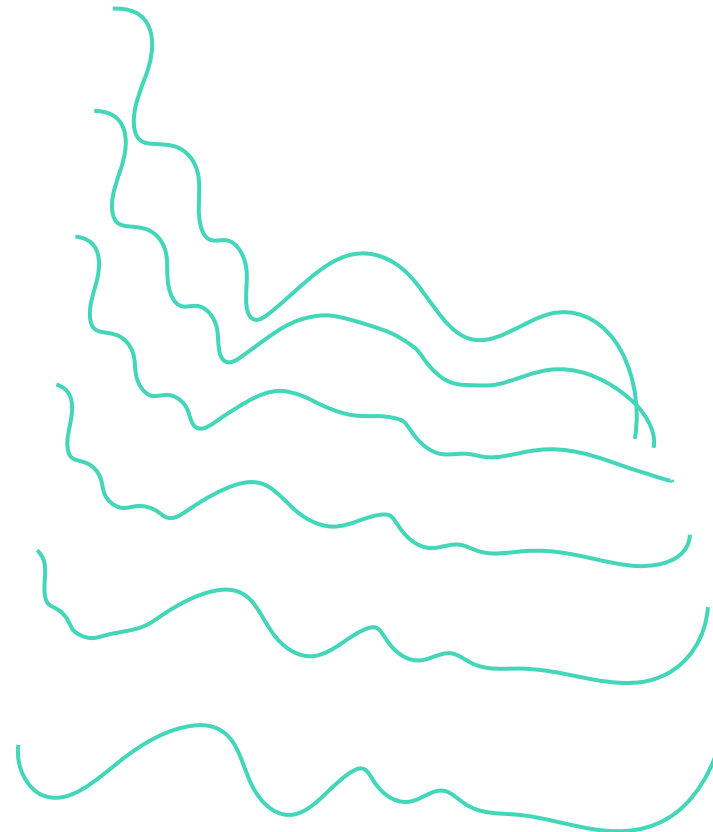
## 1. BLEND

Create a blend between two free-form “wave” strokes, one with fewer steps (less line density).



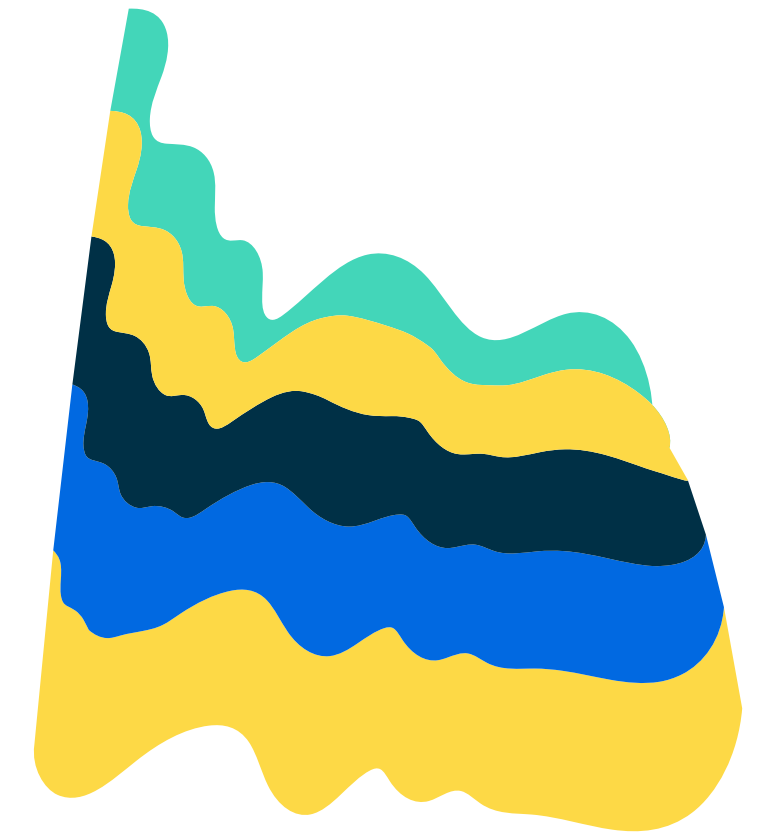
## 2. SHIFT

Expand and unlink the lines so that the distance between lines can shift to create varying band widths.



## 3. FILL

Connect pairs of lines to create filled wave shapes. Color these waves to suit your needs.



# TYPE TREATMENT

## HEADLINES

Headlines should always be set in the stacked “waves” visual style.

**HEADLINE  
HEADLINE  
HEADLINE  
HEADLINE  
HEADLINE  
HEADLINE  
HEADLINE**

## SUB-HEADS, BODY COPY, DETAIL ELEMENTS

All sub-heads and body copy should be set exclusively at angles of zero or ninety degrees, but typographic detail elements (such as CTAs) can appear in waving lines or concentric circles.

**SIGN UP TODAY!**

## WAVE STATEMENTS

In rare instances where the goal is style over immediate legibility (i.e. swag) statements can be set in expressive waving lines.

**STATEMENT STATEMENT  
STATEMENT STATEMENT  
STATEMENT STATEMENT  
STATEMENT STATEMENT  
STATEMENT STATEMENT  
STATEMENT STATEMENT**

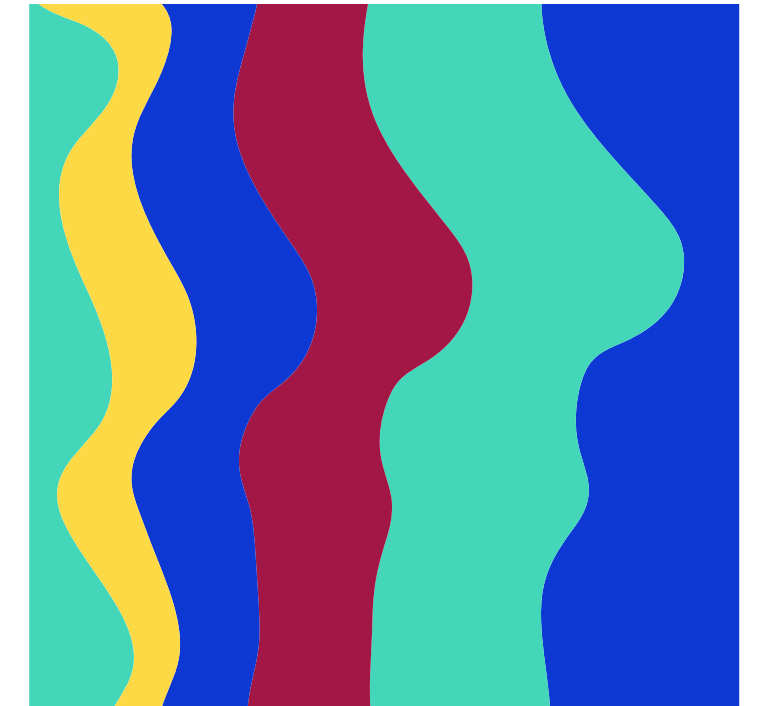
# WAVE VISUAL



Different tint gradients can be applied to multiple wave bands, creating a more subtly dynamic composition.



Different colors from the full palette can be applied to radial wave bands



Different colors from the full palette can be applied to linear wave bands

# TYPE & MEDIA

## OVERLAP

Whenever possible, headline type should interact with/overlap with waves to imply dimensionality and movement



## KNOCK-OUT

Type can also be used as a container for waves, "knocking-out" to reveal colored wave bands in the background.



# PHOTOGRAPHY & TYPE

## ADJACENT

In Level 1, text will primarily appear adjacent to (and not touching) photographs.

*\*Type set next to images, should appear in title case.*

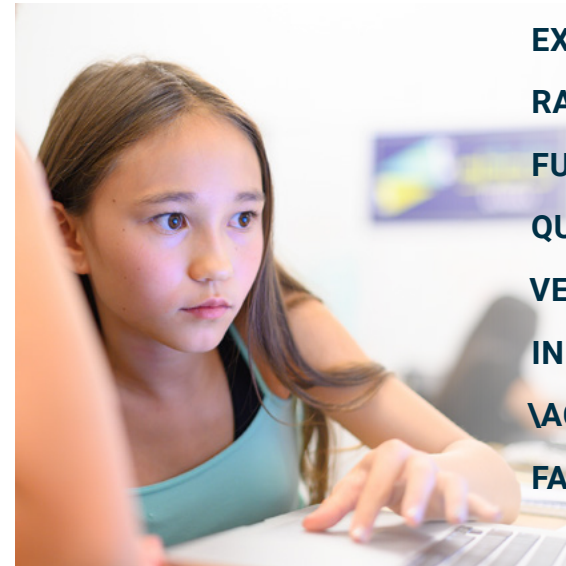


Lese mo mo volorehendam  
erio. Nam que consequere  
pliqui odiskas ma dolesed  
mod et mint. Nem et a cus  
aut quaectas nonsediciis  
dolores nobis aut optusan-  
daes endest, quaspis testem  
invendis dolectus ad qui  
nimpernam ium eastiberchit  
mod qui diciet ommoditatia  
delique cusciiis volor

## OVERLAPPING

Text may overlap photography where appropriate. For this treatment, only use a photograph that displays a large area of dark or light color on one of the two sides. A gentle gradient overlaid on top of the photo may be used to enhance the darkness or lightness of the photograph. If the photograph is lighter in color, display it on a light background with dark text. If the photograph is darker in color, display it on a dark background with light text.

*\*Type set over images, should appear in all caps, with -15pt tracking.*



US, QUI SUNT VOLORENIET QUIS RAT  
EX EUM NON REM NIMAIORERUM  
RATEM NIHIT ET QUUNT AUT PLAM  
FUGIT QUIA ATUR SEQUAS IUS AUT  
QUAM EICIIS ALITAS EVELIT FUGIT  
VENDAERUM CUS ET AUT QUODICIDEL  
IN CON ET DOLOREM SI ALIQUATA  
VACCUS, QUID EST, ELIQUI CUPIT  
FACRORUM REST.



# DESIGN APPLICATIONS



**"THERE'S A VERY UNCOMFORTABLE FEELING WHEN A COMPANY TRIES TO TELL YOU ABOUT THEIR COMMITMENT TO DIVERSITY AND YOU'RE SITTING IN A ROOM WITH ONLY WHITE, MALE FACES."**

GIRLS WHO CODE



**GIRLS WHO CODE ALUM**  
Anonymous

Since launching our programs in 2012, Girls Who Code has made a tremendous impact on the pipeline of girls and women entering computer science. We've reached 185,000 girls across the country, 30,000 of whom are now college-aged.

We remain committed to supporting this growing cohort of alumni as they begin to enter the workforce. It's a body of work we consider increasingly urgent, particularly given the well-documented, highly-publicized history of bias, sexism, and discrimination within tech.

To that end, in December 2018, we administered a survey of college-aged women in our network to better understand and quantify their experiences applying for internships and jobs in computer science.

Overall, around half of the 1,000+ women we surveyed — most of whom are under the age of 20 — have either had a negative experience applying for a job in tech, or know a woman who has. Furthermore, the data indicate that tech's widespread problem with gender discrimination impacts women as young as 19 — just as they are trying to break into the industry.

2019 ALUMNI DATA REPORT 2

**"WE'VE BROUGHT OUR GIRLS SO FAR—THROUGH OBSTACLES IN ELEMENTARY, MIDDLE, HIGH SCHOOL, AND COLLEGE—ONLY TO FACE THIS KIND OF BEHAVIOR IN THE WORKFORCE. WHAT'S WORSE, THOUGH, IS THAT IT'S HAPPENING IN AN INDUSTRY THAT CLAIMS TO BE WORKING TOWARD GENDER PARITY."**

GIRLS WHO CODE



**RESHMA SAUJANI**  
Founder and CEO of Girls Who Code

The experiences of these young women ranged from bias to discrimination to outright harassment, and were representative of startups and Fortune 500 companies alike. They shared stories about implicit and explicit biases in interview processes—interviewers doubting their abilities, facing all-white interview panels, feeling an overwhelming pressure to consider their appearance, being passed over for less qualified male candidates, even being the targets of unwanted advances by male recruiters.

At Girls Who Code, we believe it's likely there's a direct connection between the discrimination women face in recruiting and the harassment and retaliation that awaits them once they enter. We are committed to working with our corporate partners and our community to put in place equitable hiring practices so that every girl has the opportunity to thrive in tech.

2019 ALUMNI DATA REPORT 3

**KEY FINDINGS**

GIRLS WHO CODE

- Overall, around half (528 or 52%) of women have either had a negative experience or know a woman who has.
- Nearly 300 women, representing almost one-third of respondents (295 or 29%), have reported negative experiences during an internship application process themselves; over 400 women (401 or 40%) know other women who have had such experiences.
- Of those who had negative experiences, the majority (158 or 54%) interviewed at a company with a noticeable lack of staff diversity.
- One quarter of women surveyed have had an interviewer focus on their personal attributes rather than their skills (74 or 25%).
- Respondents reported that women they know have had similar experiences; notably, nearly two-thirds (252 or 63%) indicated that other women they know have encountered a lack of diversity at companies they have applied to intern at.
- Nearly one quarter of women have encountered biased questions or inappropriate verbal remarks (61 or 21%).

2019 ALUMNI DATA REPORT 4

**TESTIMONIALS**

GIRLS WHO CODE

The testimonies listed here are a sample of over 700 collected from the survey, representing four key categories of challenges faced by women going through the internship application process. These categories include:

- Lack of diversity;
- Dismissed and/or demeaned because of gender;
- Biased and/or discriminatory comments or practices;
- Harassing comments and/or behavior.<sup>1</sup>

---

- LACK OF DIVERSITY**  
"In the 5-10 interviews that I've done, I haven't once had a female interviewer, which makes me more intimidated to work at the workplace."  
  
"It's so frustrating to only be interviewed by men for technical interviews. Companies tout diversity, but it never shows in their recruiting."  
  
"When I went to the in-person interview I had six different interviews. Throughout the day, I only saw one female engineer. She interviewed me at the same time as two male engineers, and she barely spoke the entire time."
- DISMISSED AND/OR Demeaned BECAUSE OF GENDER**  
"I heard comments like, 'What makes you stand out as a girl? How would you deal with harassment in the workplace?'"  
  
"The interviewer mentioned that women were better at nontechnical roles."  
  
"When I introduced myself, the interviewer looked surprised to see me since my name is unisex and then asked if I was in the right place. Overall, I just didn't feel comfortable."

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<sup>1</sup> Personally identifying information (including company names) have been removed.

2019 ALUMNI DATA REPORT 5

## TESTIMONIALS

GIRLS WHO CODE

**3. BIASED AND/OR DISCRIMINATORY COMMENTS OR PRACTICES**

"I am obviously Muslim, so during an interview I was told that I 'obviously needed Visa sponsorship' although I am a U.S. citizen."

"A remark was made 'how did you come to want to code, we don't see many African Americans with these kind of interests and qualifications.' Already, I felt judged and singled out as they were no African Americans to be seen anywhere in that company."

"I was told that, since I was female, I wouldn't be paid as much as a male would."

"He went on to make a series of remarks about how big of a deal it is for me to be interviewing with him, since they had many potential male candidates, and how I was the only female one." "lower the hiring bar" and it only got worse from there."

"Oh, you're Asian, but you can't do math?" by my manager during a technical internship."

**4. HARASSING COMMENTS AND/OR BEHAVIOR**

"One of my interviewers at a very recognizable tech company was flirting with me during my interview, asked me personal questions and was telling me jokes."

"Commented on how I don't look like someone who studied electrical engineering and said 'hopefully your [graphic] don't get in the way of the equipment.'"

"Commenting on my appearance during an interview. Asking me if I have a significant other."

"One man who was interviewing me randomly sent me a photo of himself."

"My classmate once told me that she got hit on by a guy."

"I know a woman whose interviewer asked her on a date after."

2019 ALUMNI DATA REPORT 6

## EXPERIENCES OF GWC-AFFILIATED WOMEN APPLYING FOR JOBS AND INTERNSHIPS IN TECH

GIRLS WHO CODE

Experience Category	I have personally experienced	I know a woman who has experienced
Noticeable lack of staff diversity at company	54%	63%
Focus on personal attributes rather than skills/ proficiency	25%	35%
Biased interview questions	21%	44%
Inappropriate verbal remarks	21%	34%
Biased technical exercises	16%	24%
Inappropriate written remarks	7%	13%

2019 ALUMNI DATA REPORT 7

## OUR WORK

GIRLS WHO CODE

Girls Who Code is committed to closing the gender gap in tech. We know that our programmatic work—from our elementary and middle school Clubs, to our Summerimmersion Program for high school girls, to our College Loops for university-aged women—is already making a significant impact.

Data show that our college-aged alumni are majoring in computer science at a rate 15 times the national average. Our Black, Latina, and low-income alumni in college are majoring in computer science at a rate 16 times the national average.

Our programs work in tandem to support women at all stages of the pipeline. In our experience, no single touch-point is enough on its own. Girls and women need a system of support, a feeling of belonging, in order to truly persist, thrive, and lead in this industry.

In the coming years, we look forward to making sure that's the case by expanding our programs, growing our sisterhood, and building our movement.

2019 ALUMNI DATA REPORT 8

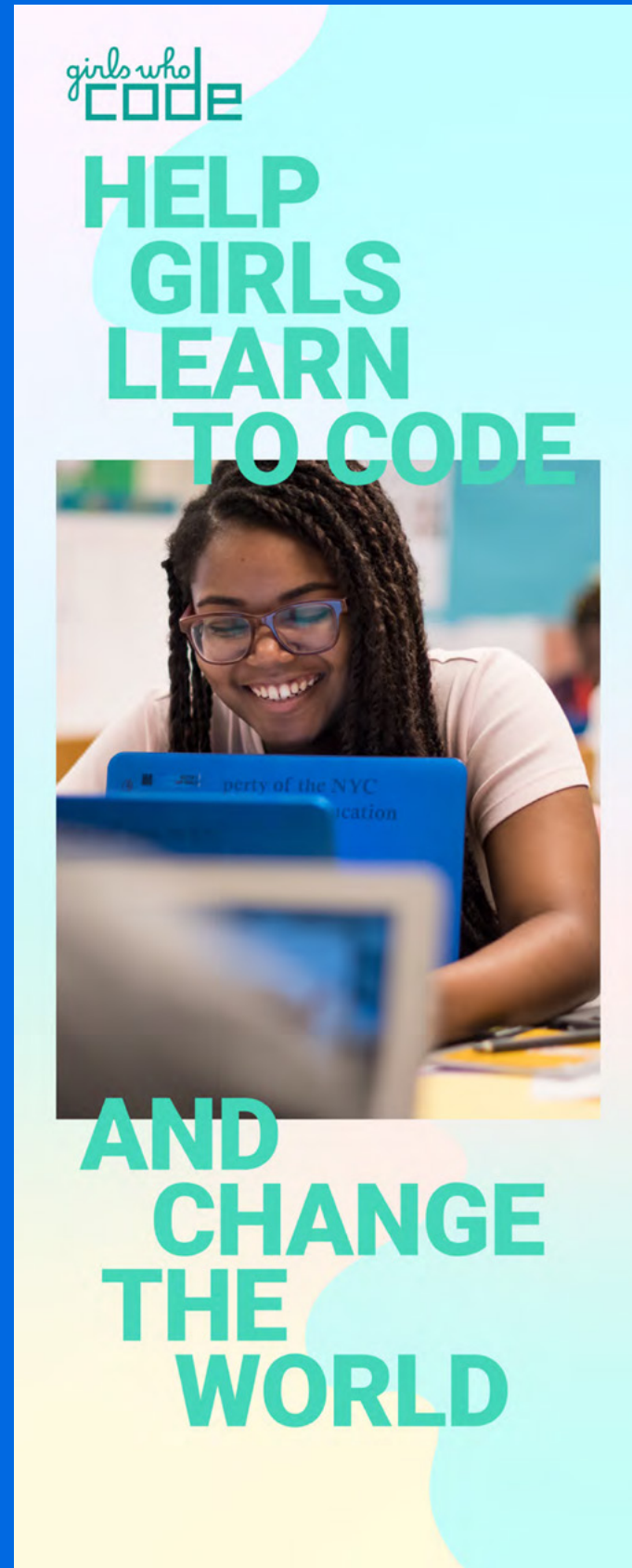
## METHODOLOGY

GIRLS WHO CODE

In September, 152 alumni who are third/ fourth year college students completed an anonymous survey sharing their internship application experiences. A sizable proportion (69 or 43%) of respondents reported that they have had negative experiences; half (77 or 50%) know other women who have had such experiences (full report). Given these results, GWC sought to increase the respondent pool in an effort to obtain richer and more powerful data on women's experiences. In November, the Research team administered the same anonymous survey to ~6,000 additional women in our network, including younger college-aged alumni (CAA), post-college alumni (PCA), College Loop participants and women who completed the College Loop interest form, college-aged Summer Immersion Program (SIP) TAs and Clubs Facilitators; and, respondents to the August survey who had never been rejected from an internship. Women received a \$10 incentive for completing the survey. The survey was completed by 1,189 additional women, bringing the total number of respondents to 1,341 (21% response rate). The majority of those women (N=1,015) self-identified as women in tech; key findings from these women's responses are presented in this report. To determine the characteristics of the women who completed the survey, we matched the emails they provided (after submitting the survey, in order to receive the incentive) to our internal records. We located 778/1,341 (58%) respondents, most of whom (N=684) completed the survey in the second round; the remaining emails were not found. In addition, we were not able to disaggregate the "non-tech" respondents from the women in tech as we did with the rest of the analysis, due to the anonymity of the data. These limitations should be considered when reviewing this data.

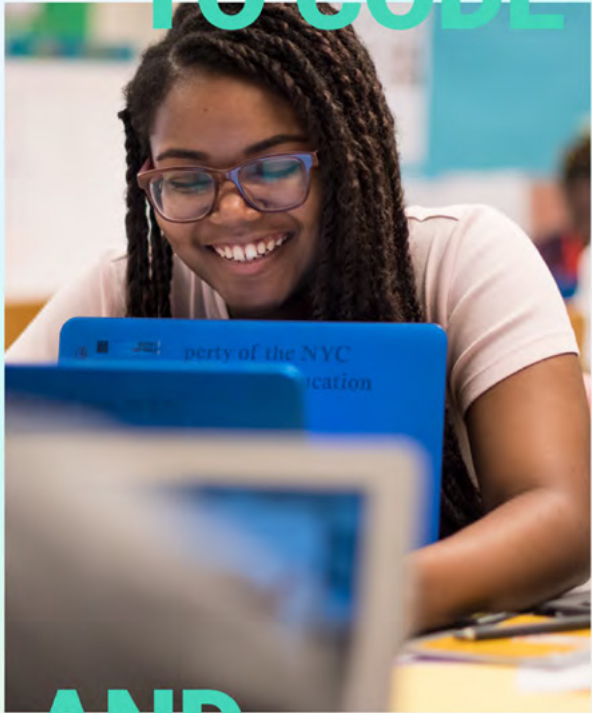
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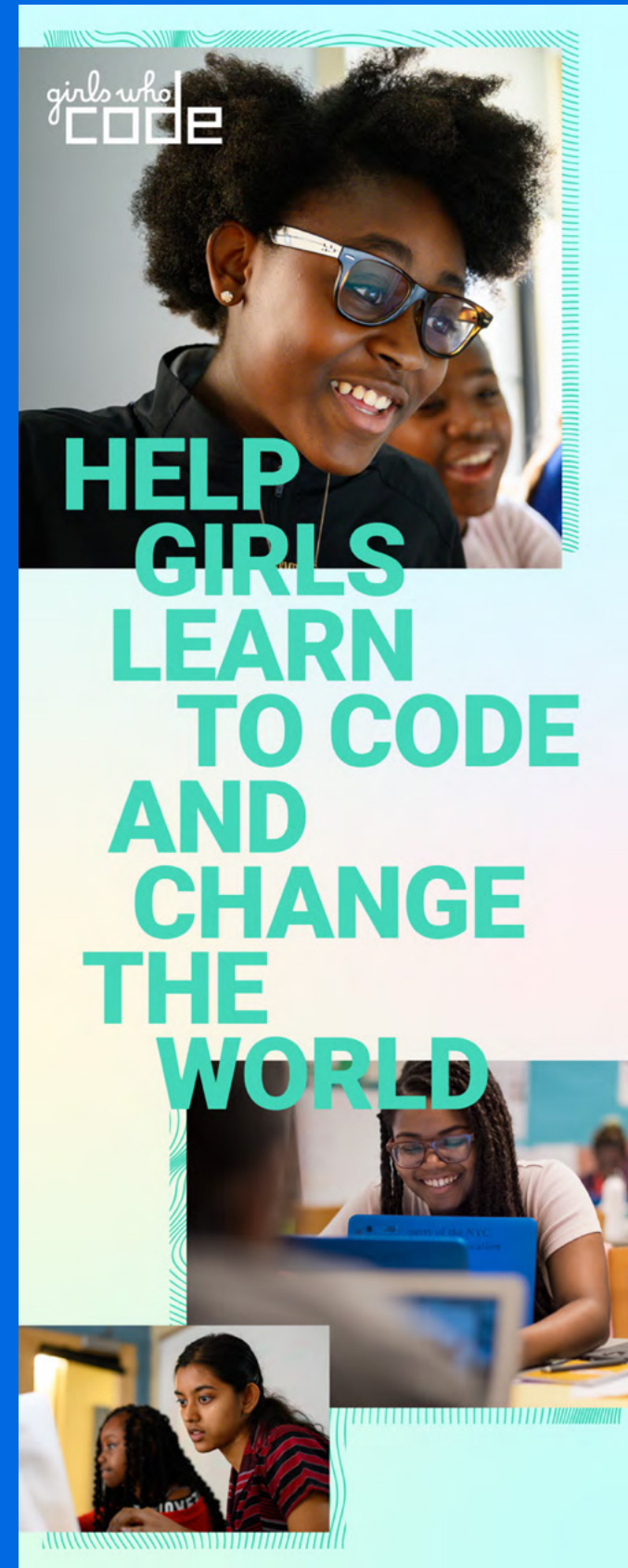
girls who  
code

**HELP  
GIRLS  
LEARN  
TO CODE**



**AND  
CHANGE  
THE  
WORLD**



This banner features a light teal background with a white circular graphic element. The text is in a bold, teal, sans-serif font. The central image shows a young woman with glasses and braids, smiling as she works on a blue laptop. The laptop has some text on it, including 'property of the NYC' and 'Education'.



girls who  
code



**HELP  
GIRLS  
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This banner features a light teal background with a white circular graphic element. The text is in a bold, teal, sans-serif font. The central image shows a young woman with glasses and a large afro hairstyle, smiling. Another person is partially visible behind her. Below the main text, there are two smaller images: one of a young woman with glasses and braids smiling while working on a blue laptop, and another of two young women looking at a laptop screen together.













The image shows a screenshot of an Instagram post from the account 'girlswhocode'. The post features a quote by Indra Nooyi, former chair and CEO of PepsiCo, set against a teal background with the Girls Who Code logo. The quote reads: "The glass ceiling will always go away when women help other women break through that ceiling." The post text says: "We believe that girls can't be what they can't see. That's why we connect girls to role models across every industry so that they can see themselves as future leaders in the tech workforce! Help us meet our goal this #GivingTuesday of raising \$50K to provide girls across the globe with a #sisterhood to encourage them to pursue careers in tech. Join our global movement today. #Linkinbio to learn more". A reply from user 'cbsunstopable' says "Yes!! So important!". The post has 1,627 likes and is dated December 3.

**girls who code**

**“The glass ceiling will always go away when women help other women break through that ceiling.”**

**INDRA NOOYI**  
former chair and CEO of PepsiCo

**girlswhocode** We believe that girls can't be what they can't see. That's why we connect girls to role models across every industry so that they can see themselves as future leaders in the tech workforce!  
Help us meet our goal this #GivingTuesday of raising \$50K to provide girls across the globe with a #sisterhood to encourage them to pursue careers in tech. Join our global movement today. #Linkinbio to learn more

1w

**cbsunstopable** Yes!! So important! 🙌🙌🙌

1w 1 like Reply

1,627 likes  
DECEMBER 3

Add a comment... **Post**



girls who code

**“Allyship is so much deeper than just being cool with someone’s life or cool with someone’s existence, it’s about reaching out a hand and pulling them up and making sure that y’all are walking side by side.”**

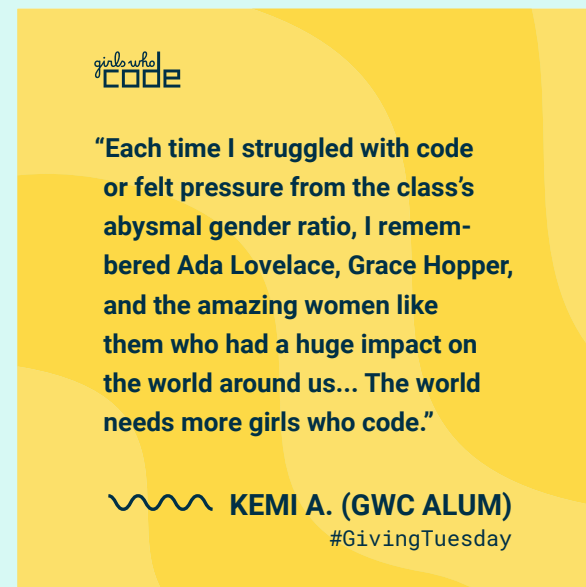
~~~~~ LIZZO



girls who code

**“When pure performance is the criteria, I’ve noticed women naturally excel.”**

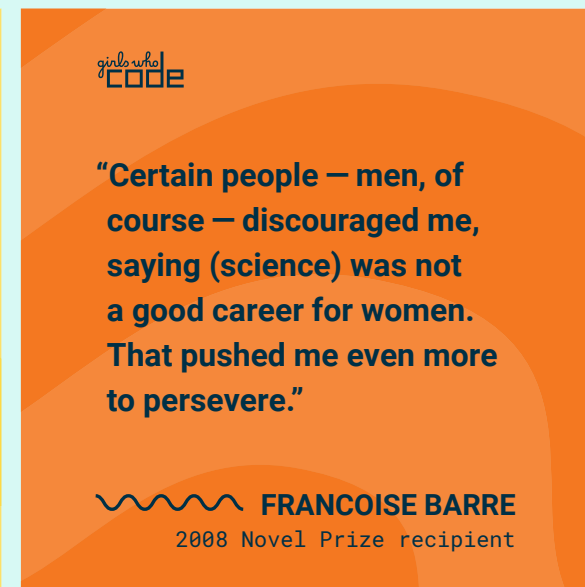
~~~~~ CHRISTINA KOCH  
Astronaut



girls who code

**“Each time I struggled with code or felt pressure from the class’s abysmal gender ratio, I remembered Ada Lovelace, Grace Hopper, and the amazing women like them who had a huge impact on the world around us... The world needs more girls who code.”**

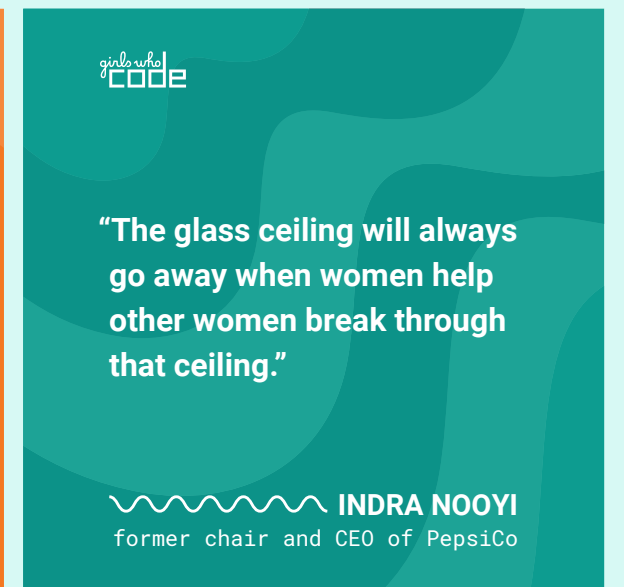
~~~~~ KEMI A. (GWC ALUM)  
#GivingTuesday



girls who code

**“Certain people – men, of course – discouraged me, saying (science) was not a good career for women. That pushed me even more to persevere.”**


~~~~~ FRANCOISE BARRE  
2008 Nobel Prize recipient



girls who code

**“The glass ceiling will always go away when women help other women break through that ceiling.”**

~~~~~ INDRA NOOYI  
former chair and CEO of PepsiCo



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**girlswhocode** We believe that girls can't be what they can't see. That's why we connect girls to role models across every industry so that they can see themselves as future leaders in the tech workforce!  
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1w

**cbsunstopable** Yes!! So important! 🙌🙌🙌

1w 1 like Reply

1,627 likes  
DECEMBER 3

Add a comment... Post



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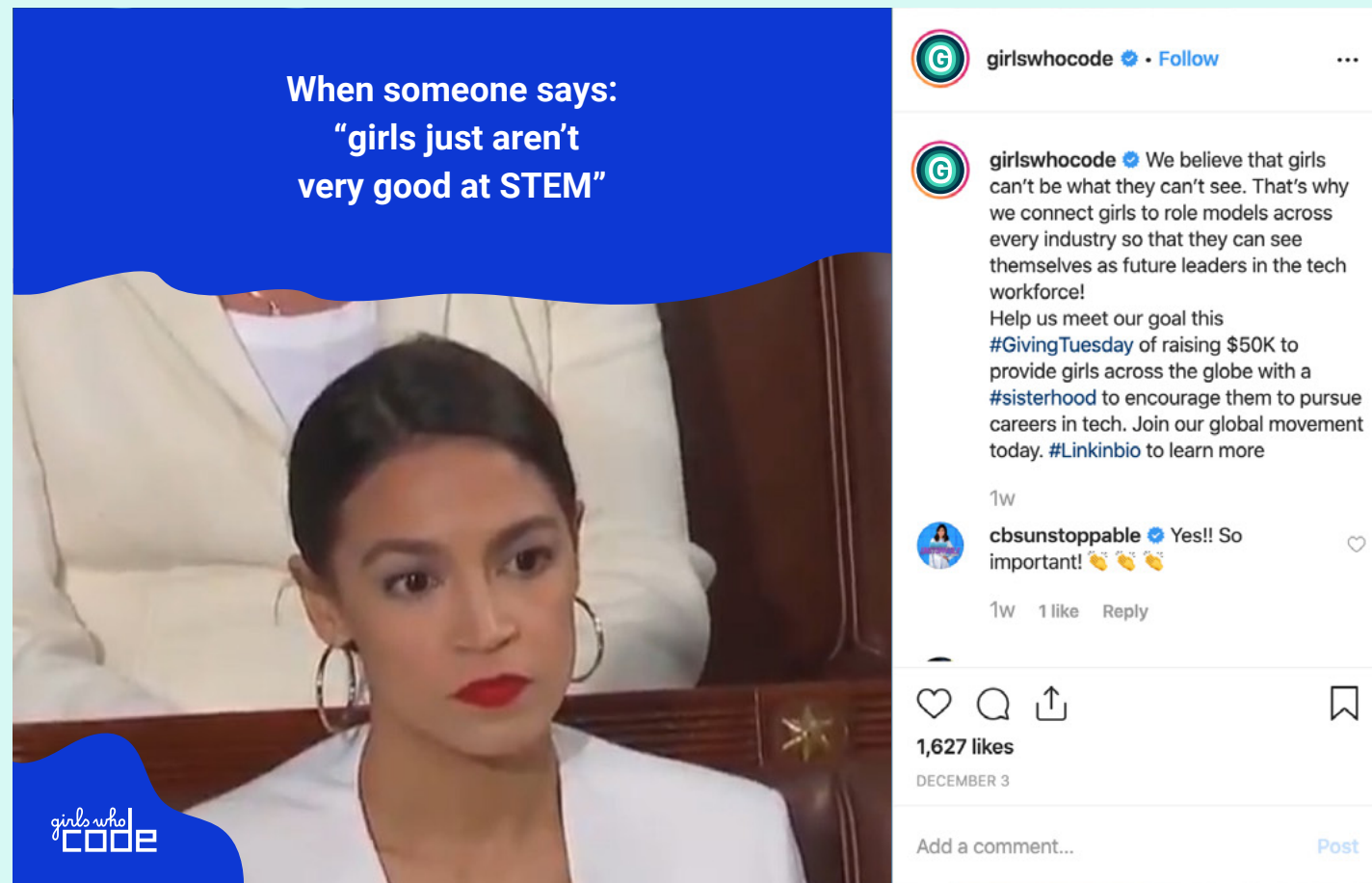
1w

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1w 1 like Reply

1,627 likes  
DECEMBER 3

Add a comment... Post



**L8R G8RS ;)**