CompuGirls is a culturally responsive technology program for adolescent girls (grades 8-12) from under-resourced school districts across the country. Supported by grants from the National Science Foundation and based in the Center for Gender Equity in Science and Technology at Arizona State University, CompuGirls provides fun summer, after-school and year-long programs where participants learn the latest technologies in digital media, game development, virtual worlds, and humanoid robots.

CompuGirls Outcomes
Increased future intent to use technology
Increased self-concept around computing
Increased computational thinking
Increased value of and expectations for success in STEM fields
Articulated plans to pursue STEM coursework in high school and college
Strong ecosystem poising girls toward college-enrollment and persistence in STEM

Course Selections
Digital storytelling
Think like a programmer, design like a change agent
Virtual worlds for social change
Co-Robotics
Cybersecurity
Computer Programming

Program Funding
The CompuGirls programs are funded through educational grants and community partnerships. Email compugirls@asu.edu to become a partner.

Preparing girls to thrive in STEM

“I was growing skills, I didn’t know I would need later on… It was at this moment that university began becoming a realistic dream and so after graduating high school I became a first-generation university student.”

– Mitzi Vilchis
Former CompuGirl
ASU Alumna
Fulbright Scholar

Fact Sheet
cgest.asu.edu/compugirls

April 2021

@CompuGirls
CompuGirls addresses the marginalization of girls and women of color in technology through multimedia activities, analytical skills, innovation, and activism. Critical consciousness development is an important initiative of the CompuGirl programming which promotes awareness through intersectionality, an analytical lens on the diverse forms of oppression marginalized groups experience.

CompuGirls are thrilled by the challenge of learning technology through a gender-safe extracurricular environment where they view technology as a tool to address issues relevant to them and their communities.

Developing technosocial change agents

Using culturally responsive computing - asset building, reflection, and connectedness, CompuGirls positively impacts girls’ STEM identity and improves their knowledge of privilege, power, and their ability to empathize with their peers allowing participants to ultimately become techno-social change agents.

Cultivating an intersectional approach

There are numerous overlapping factors that contribute to the low representation and participation of girls and women of color within STEM fields that ranges from lack of opportunities, hostile work environments, to insufficient mentorship. CompuGirls addresses this by working towards transforming the system as a whole rather than reforming pieces of the system individually. CompuGirls methodology acknowledges the systemic oppressions that girls of color experience from every angle of their experience.

Program Objectives

To enhance girls’ technosocial analytical skills using culturally relevant practices and to use multimedia activities as a means of encouraging computational thinking while nurturing the development of a positive self-concept.

700+ participants
76% Black, Latina, & Native American
44 mentor teachers

Participating States
Arizona, California, Colorado, Hawaii, Michigan, New Jersey, Pennsylvania, Wisconsin

Using culturally responsive computing - asset building, reflection, and connectedness, CompuGirls positively impacts girls’ STEM identity and improves their knowledge of privilege, power, and their ability to empathize with their peers allowing participants to ultimately become techno-social change agents.

Critical consciousness development is an important initiative of the CompuGirl programming which promotes awareness through intersectionality, an analytical lens on the diverse forms of oppression marginalized groups experience. CompuGirls are thrilled by the challenge of learning technology through a gender-safe extracurricular environment where they view technology as a tool to address issues relevant to them and their communities.

Dr. Kimberly Scott
Founder & Executive Director
CompuGirls & CGEST

76% Black, Latina, & Native American

Arizona, California, Colorado, Hawaii, Michigan, New Jersey, Pennsylvania, Wisconsin

This evidence based program presents a well-rounded platform. It provides girls with collegial experiences, network opportunities, and creative work time. It broadens their perspective of the STEM field.

— Dr. Kimberly Scott
Founder & Executive Director
CompuGirls & CGEST