According to the feedback we got from a Sternheimer reviewer, they would like to see more of a focus on the global/broader impact of our project. With this in mind, it makes sense to start with defining the significance that computer science knowledge/skills currently holds in our society, i.e. job/financial security. Then we can bring down the scope a little by presenting the stats of the gender gap in CS fields/jobs, like talking about what studies show about girls vs boys being interested in CS/programming. Let this lead into how currently implemented systems of CS education in primary/secondary education impacts the gender gap among school-aged kids. This can let us lead back up the scope we just navigated down, and when we reach the top again, we can conclude with the impact that our project/collaboration with CodeVA will have on this already moving system. Thoughts?

K-12 Education

* Access to computer science matters! [A longitudinal study described in this article](https://dl.acm.org/citation.cfm?doid=3363561.3343195) and [this summary](https://computinged.wordpress.com/2019/10/14/results-from-longitudinal-study-of-female-persistence-in-cs-ap-cs-matters-after-school-programs-and-internships-do-not/) report that the three best predictors of student persistence in computing-related majors were taking programming in high school, taking a computer science AP exam, and participating in the Aspirations awards program.
* 74% of women working in computing were [exposed to computing in junior high](https://www.accenture.com/t20170417T030444Z__w__/us-en/_acnmedia/Accenture/next-gen-3/girls-who-code/Accenture-Cracking-The-Gender-Code-Report.pdfla=en).
* Girls are less likely to have learned computer science outside of school: 31% of girls who learned computer science did so online (vs. 44%) and 41% learned it on their own (vs 54% of boys). [Computer Science Learning: Closing the Gap - Girls](http://services.google.com/fh/files/misc/computer-science-learning-closing-the-gap-girls-brief.pdf)
* Only 40% of schools across the country in 2016 offer a computer science class that includes coding or programming. Schools report a lack of qualified teachers and funds as key barriers to offering computer science. [Trends in the State of Computer Science in US K-12 Schools](http://services.google.com/fh/files/misc/trends-in-the-state-of-computer-science-report.pdf) (Year 2)

Computing skills across all jobs

* A quarter of all jobs are now "highly digitalized" and they're the highest paying quartile of jobs (up from 5% of jobs in 2002), according to a [Brookings report](https://www.brookings.edu/research/digitalization-and-the-american-workforce/)
* Computer science skills are [increasingly valued](https://blogs.oracle.com/certification/five-job-categories-increasingly-requiring-computer-science-skills) in marketing and design jobs.
* [Twice as many Americans](http://ecs.force.com/studies/rstempg?id=a0r0g000009TLfB) use computing in their jobs than previously reported, and half of those are in non-STEM fields. Outside of STEM fields, 40% of those doing complex computing work are women.

Jobs in computing

* [Projections](http://www.naceweb.org/job-market/compensation/the-top-paid-majors-for-the-class-of-2018/) for the graduating college class of 2018 shows that computer science is still one of the top-paying college degrees, coming in just under engineering.
* On average, a computer science degree from ANY university earns a [significantly higher](http://www.economist.com/news/united-states/21646220-it-depends-what-you-study-not-where) financial return on investment than an arts & humanities degree from even the best schools.