

2023 Annual Report



 **girls** in the
game

Dear Friends,

Girls in the Game gives young women in Chicago and beyond the tools and confidence they need to achieve any goal they set for themselves. Through sports, health and leadership programs, Girls in the Game instills the confidence, motivation, and belief that no goal they set for themselves is too high. No goal is unreachable. And that if they can dream it, they can be it. We work to create the next generation of leaders. We work to create Generation Unstoppable.

Since 1995, Girls in the Game has provided girls with experiences that open their minds and allow them to see the opportunities that lie ahead for them. By finding their voice and growing as leaders, more than 60,000 girls have started a journey at Girls in the Game that has taken them to classrooms, board rooms, on the field, and into worlds they never expected to enter. We give girls the tools they need to become whatever they decide. We give them the encouragement to forge ahead, and the conviction to quiet the naysayers. We help them develop confidence in the person that matters most—herself. Because one girl can impact so many others, creating a ripple effect that can turn into Generation Unstoppable.



Over the past year, Girls in the Game has taken many steps to ensure that we not only respond to the needs of the girls in programming but that we are also truly part of the communities in which programming takes place. The Girls in the Game team always works to also be unstoppable in their commitment to future generations, and this past year was no different. We finalized a curriculum update that responds to the needs of girls, increases capacity for social emotional learning and deepens our trauma-informed approach. We worked with our partners at Loyola University Chicago to streamline our evaluation process to ensure that we can easily learn and adapt from feedback and survey responses to ensure that all coaches receive the support that they need, and that girls are responding to the lessons taught in programming.

We also began the planning process for our next three-year strategic plan, the action steps of which were put into practice at the beginning of the 2023-2024 school year. Deepening our impact on the communities we serve, responding to and amplifying the voices of girls, and consistently working to improve our team were all at the forefront of the plan. But then again, those ideals are always at the forefront of the work we do. To truly be unstoppable, we know you must take risks, be willing to change course, and to innovate. Girls in the Game has these values at the heart of all that we do, leading by example for girls in the programs.

As we look toward our 29th anniversary, we also reflect on the work that has been done over the past 28 years as well as the work that lies ahead. And while our passion for creating Generation Unstoppable is limitless, we know that we can't and haven't done the work alone. Thank you for being part of our story this past year and thank you for continuing to be part of our team. It is because of our partners, our supporters, our peers, and the communities where we work that we can continue to teach girls to be unstoppable.

Best Wishes,

Shahara Byford
Chair, Girls in the Game Board of Directors



Mariya

Girls in the Game Alumna



Girls in the Game is the reason I became so invested in the summer Olympics. Girls in the Game is the reason I had the courage to try out for and make the volleyball team in high school. It's the reason why I played flag football all four years in college. It's the reason that I didn't have to take out loans my freshman year of college (shoutout to Teen Squad).

Girls in the Game is also the reason why I meditate. It's the reason why self-worth, self-esteem, and self-care are things I remind myself of on a daily basis. It's the reason why mentorship and the empowerment of other women is so important to me. It's the reason I can say that I've had the pleasure of working with and serving youth in our communities for over half of my life.

Girls in the Game allowed me to learn, grow, and lead. From being a school program participant to a summer camp participant to a teen squad member to a summer camp counselor to an alumna of the program... and getting opportunities like this... to come back and still be a part of the Herstory that this organization makes happen; it's truly a blessing.

I've been lucky enough to be introduced to some amazing women through this organization. I've watched as young ladies became graduates, found love, entered motherhood, started careers, overcame hardships, and celebrated wins. I've watched as they spoke up, stood out, and inspired future generations.

Almost 17 years later, that young lady in the middle school classroom is still working with the youth and using the knowledge gained through Girls in the Game to empower the next generation to be unstoppable. Looking around tonight, I'd say our future is in some pretty great hands. Thank you, Girls in the Game... you've done so much more than you know and so much more than I can put into words. Thank you.

About Us



Mission

At Girls in the Game, every girl **finds her voice, discovers her strength** and **builds confidence** through fun and active sports, health and leadership programs.



Vision

Girls in the Game empowers all girls to speak up, stand out, and inspire future generations.



Program Overview

Chicago After School

Total served: 1,006

In Girls in the Game's After School program participants play sports, learn about healthy lifestyle choices, and improve their leadership skills in an all-girl setting. Typically, ninety-minute sessions take place weekly for up to three 10-week-long seasons from October to June.

Girls in elementary school engage in play-based activities to increase their physical activity and knowledge of sports, health, and nutrition while building social emotional learning skills through discussions and activities around topics such as conflict resolution, teamwork, bullying, and advocacy. Middle school girls get additional leadership development including choice over curriculum, exposure to our coaches' training, and coaching experience.

Girls learn traditional sports such as basketball, flag football, and soccer as well as nontraditional activities like yoga, jump rope, and Ultimate Frisbee. Every program week, coaches and girls celebrate an Athlete of the Week who is recognized for her teamwork skills, effort, and commitment to the group and the program. By connecting girls to sports in the context of health and leadership, we help them stay active, build confidence, and become more capable leaders.

Chicago Game Days

Total served: 763

Game Days are one-day events held in a variety of Chicago neighborhoods. Over the course of the year, girls will participate in 1.5 to 3 hours of traditional and nontraditional sports as well as workshops on health and leadership. Game Days are often hosted at potential After School sites and serve as the first impression of our programs for many participants and their families. We also hold Game Days at sites where we run elementary and middle school programming to recruit new girls.

Chicago Sports and Leadership Summer Camp

Total served: 42

Summer Camp brings girls ages 7-13 from across Chicago together to experience new sports and learn about healthy lifestyles and leadership topics. Girls participate in four weeks of full-day, day camp and attend field trips. Girls in the Game provides daily complimentary bus service to ensure that girls have safe transportation to and from camp. We also employ teens as counselors and counselors-in-training; we prioritize program alumnae for staff positions to continue their professional development and provide the best role models to younger Girls in the Game participants.

Clinics

Elementary and middle school participants can join Girls in the Game on extended breaks from school at one of our clinics. Clinics are multi-day events where participants try new sports and learn about health and leadership topics. Clinics bring girls from across the city together.





Days of Play

are healthy-lifestyle workshops open to all girls who participate in Girls in the Game programs. Coaches lead girls through rotations of our sports, health, and leadership lessons for a fun day where girls from all over Chicago come together to play and learn. We typically hold Days of Play in the fall, winter, and summer on non-school attendance days.



girls
game

girls
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GOOD
ENERGY

girls
in the
game

Teen Squad and Teen Club

Teen Squad

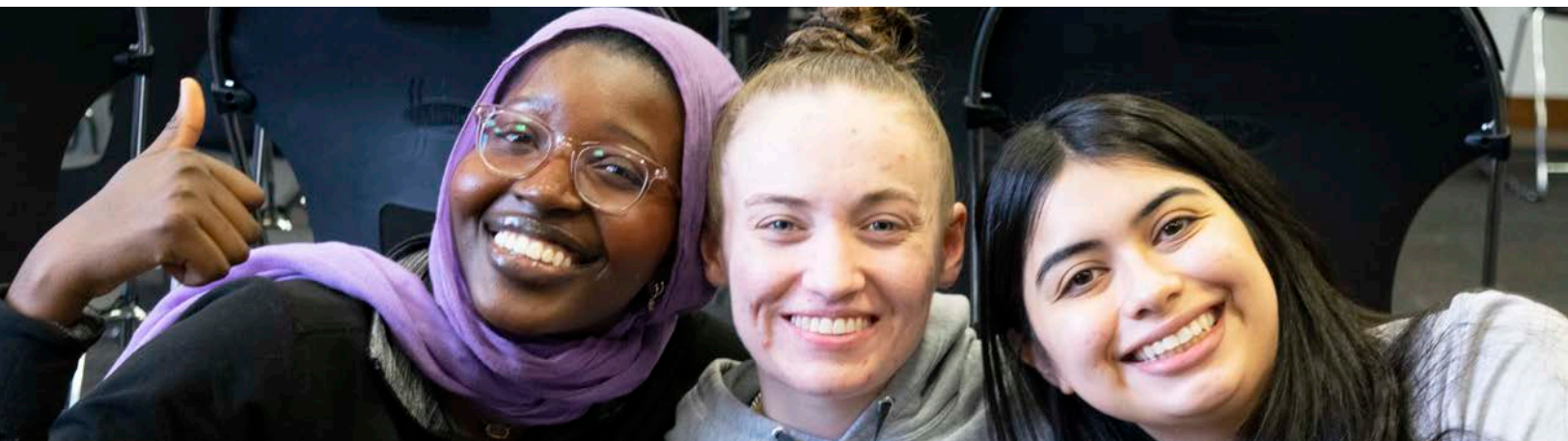
Total served: 65

Teen Squad provides Chicago teen leaders the opportunity to earn scholarships for college while improving their self-esteem and leadership skills. Members of Teen Squad lead health and leadership workshops for younger girls in the community and participate in fitness activities along with younger participants to set a positive example of healthy living. In exchange, members earn scholarships for higher education and other incentives through a tiered rewards system. In addition to leading workshops for younger girls, Teen Squad members participate in Leader-to-Leader Interviews where they meet with panels of professionals in a variety of different roles and industries and interview them about their backgrounds and careers. Teens prepare and lead the interview and use the opportunity to educate the panelists about the needs and issues facing teen girls today. The program is year-round and citywide.

Teen Club

Total served: 136

The site-based Teen Club adapts our traditional programming to dive deeper into needed topics. It is used to engage girls ages 14 to 18 who we aren't currently reaching through Teen Squad due to family obligations, part-time jobs, or lack of transportation. Teen Club meets girls where they are by entering school spaces to work with teens. We utilize small groups and lunch periods during school time once a week for three 12 week-long seasons.



Schools Served

Elementary

After School

Adlai E. Stevenson II Elementary School
Alfred Nobel Elementary School
Brian Piccolo Specialty School
Brighton Park Elementary School
Budlong Elementary School
Catalyst Circle Rock Charter School
CYC - Rebecca K. Crown Youth Center
CYC-Sidney Epstein Youth Center
Ferdinand Peck Elementary School
Harriet Beecher Stowe
Higgins Community Academy
Howe Elementary School
Ida B Wells Preparatory Elementary Academy
John B. Murphy Elementary
John J. Pershing Magnet School for the Humanities
Jose Clemente Orozco Elementary Fine Arts & Sciences
Lawndale Elementary Community Academy
Manuel Perez Elementary School
Oakland Elementary School
Octavio Paz Elementary-Acero Schools
Sheridan Elementary School
Washington Elementary School
Willa Cather

Leader to Leader Sites

C.H. Robinson
Charles Rivers Associates
Gallup
Gilbane Building Company
Marquee
PepsiCo
Private Vista
Professional Women in Construction
UnitedHealthcare





Sports and Leadership Summer Camp

Our Lady of Tepeyac

Game Days

Alfred Nobel Elementary School
Brian Piccolo Specialty School
Carrie Jacobs Bond Elementary School
Catalyst Circle Rock Charter School
CICS West Belden
Ferdinand Peck Elementary School
Gary Comer Youth Center
John J. Pershing Magnet
School for the Humanities
Joseph Warren Elementary School
Lawndale Elementary Community Academy
Manuel Perez Elementary School
Octavio Paz Elementary-Acero Schools
Willa Cather
William H. Ryder Math & Science
Specialty Elementary School

Middle School After School

KIPP One Academy
CICS Longwood
Harriet Beecher Stowe
Willa Cather
Unity Junior High School
Octavio Paz Elementary-Acero Schools
CYC - Rebecca K. Crown Youth Center

Day of Play

Douglass Park
ComEd Recreation Center
Breakthrough Family Plex

Clinics

Simons Park
McKinley Park
Douglass Park
Breakthrough Family Plex

Teen Club

Cristo Rey Jesuit High School
CICS Longwood
Orr Academy HS

Baltimore

In FY23, programming in Baltimore consisted of After School, Teen Club, Teen Squad, and Game Days. There was a total of 51 different events offered for Teen Squad participants. Baltimore Teen Squad participants were able to earn scholarship dollars for attending events such as Leader to Leader interviews and different trainings. There were four Leader to Leaders held in-person for the first time since COVID. We had a 100% increase in participants for Teen Squad this year and a 100% increase in the number of After School sites. After School participants engaged in a variety of sports, health, and leadership activities. FY23 was the first time Baltimore had summer programming. We held eight Game Days over the course of the summer.



Total Served: 226

After School: 138

Game Days: 57

Teen Club: 47

Teen Squad: 20

Schools Served

Elementary and Middle School After School

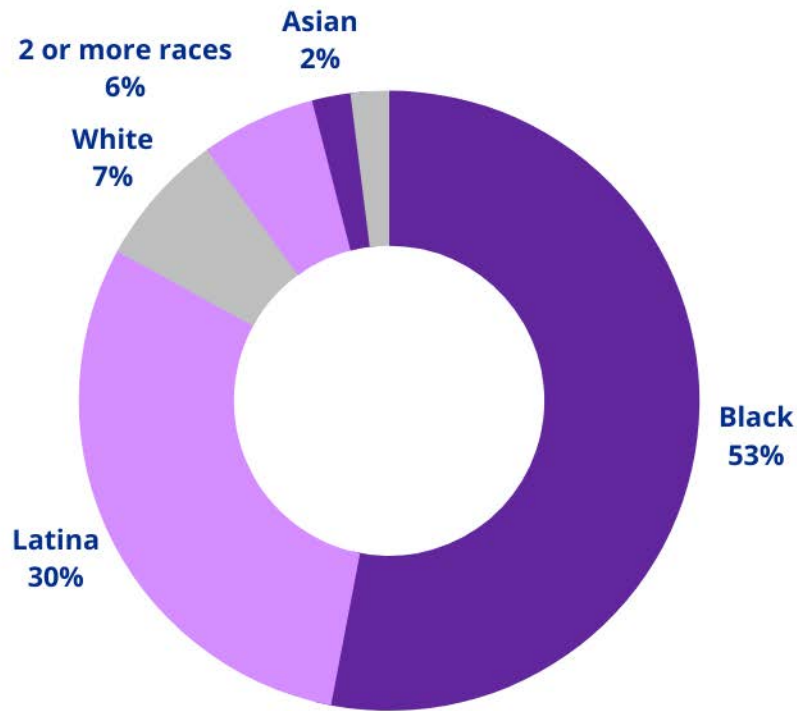
Clay Hill Public Charter School
Hamilton Elementary/Middle School
Hampden Family Center
Baltimore Design School
Patterson Park Public Charter School

Teen Club

Baltimore Design School
Baltimore Polytechnic Institute

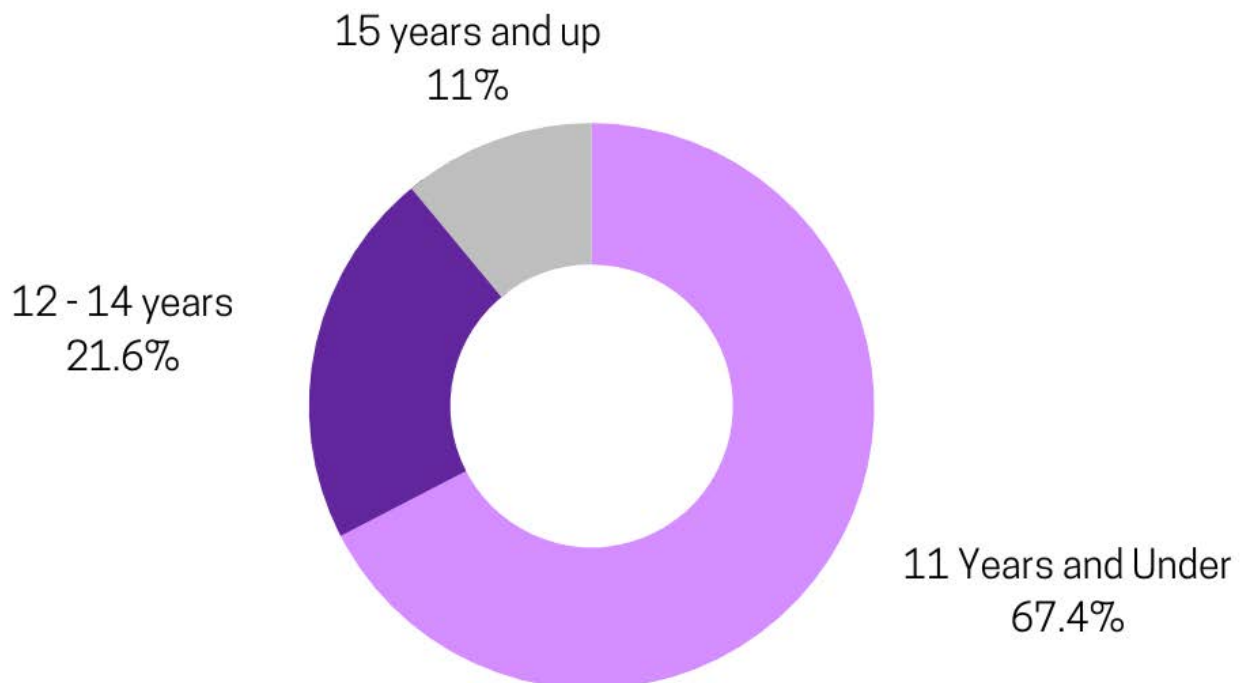
Race Demographics

across all programs



Age Demographics

across all programs



Financials

Current Liabilities

Total Current Liabilities: \$163,614

Right-of-Use Lease Liabilities: \$105,200*

Net Assets

Without donor restrictions: \$628,876

With donor restrictions: \$278,917

Total Net Assets: \$907,793

Expenses

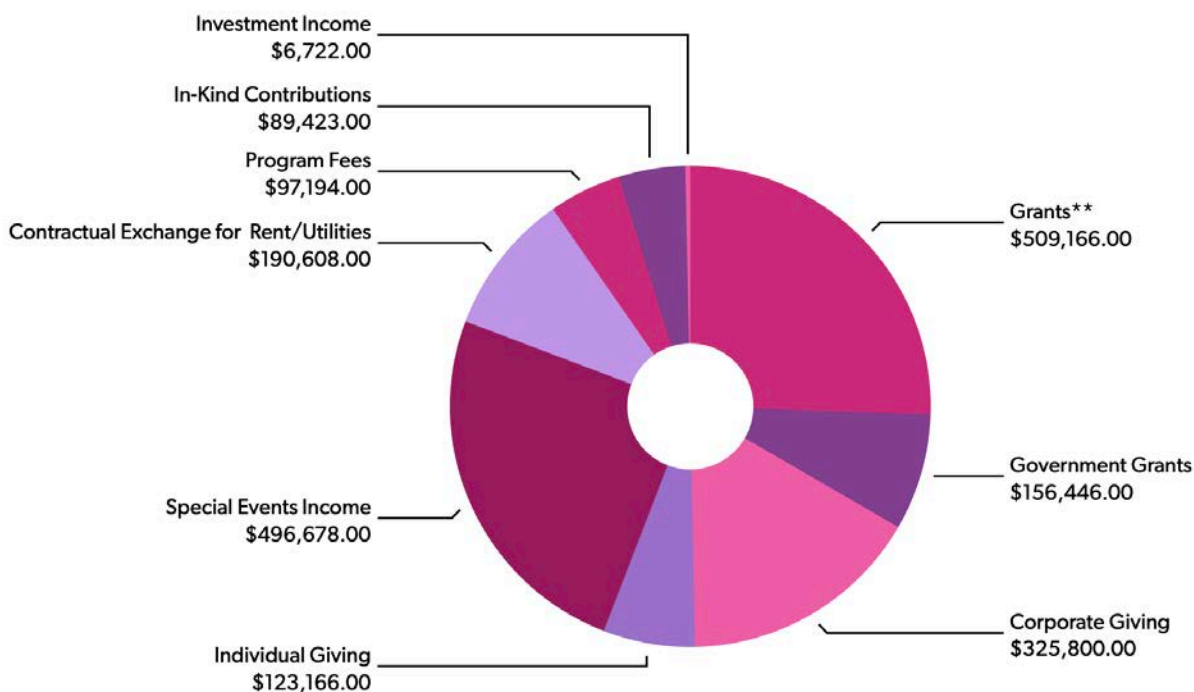
Program: \$1,148,258

Fundraising: \$449,921

Admin: \$379,414

Total Expenses: \$1,977,668

Revenues



Total Support and Revenues : \$1,955,203

Interns provide a valuable service to the organization which would otherwise need to be purchased. These services, however, do not meet the definition of specialized services and, accordingly, are not reported as revenue. For the year that ended June 30, 2023, the interns contributed 5,120 hours of service, at a value of \$87,040.

**Effective July 1, 2022, the Organization adopted FASB ASC 842, Leases. The new standard establishes a right-of-use (ROU) model that requires a lessee to record an ROU asset and a lease liability on the balance sheet for all leases with terms longer than 12 months. Leases are classified as either finance or operating, with classification affecting the pattern of expense recognition in the Statement of Activities. Leases with a term of less than 12 months will not record a right of use asset and lease liability, and the payments will be recognized into profit or loss on a straight-line basis over the lease term. For the purposes of its initial application, the Organization selected a method to retrospectively apply ASC 842 on a modified basis to July 1, 2022 with a cumulative-effect adjustment recognized as of July 1, 2022.*

***Revenue includes grants awarded in previous fiscal years but allocated for the fiscal year reflected.*

Highlights for FY23

Curriculum revision

Our curriculum has been recently revised to better serve the girls we work with. In FY23 we began to implement practices in programming (such as one-word check-ins to begin and end sessions) to increase our sensitivity to the experiences participants might bring with them. We know that the girls we serve have higher rates of trauma exposure and we want to ensure our programs are a safe environment. The curriculum and program design follow trauma-informed practices and align with CASEL's social emotional learning (SEL) framework as well as the National Health Education Standards, and Equity Literacy Abilities. The curriculum now includes more lessons on Emotional Health, a sexual health curriculum, and mental health lesson plans. Girls in the Game will continue to evolve to the ever-changing needs of girls and provide the services they need the most.

Evaluation revision

For over 15 years, Girls in the Game has partnered with Loyola University Chicago to assess participant impact and program quality. Girls in the Game evaluates programming to confirm that we are meeting the mission and goals of our organization. This year evaluations have been revised to better measure impact. Loyola will be conducting one overall pre survey at the beginning of season 1 and then one overall post survey at the end of season 2.

Participants will also be taking much smaller, curriculum specific surveys at the end of each season. For example, measuring self-identity during the season participants cover that topic. The overall pre and post surveys for Elementary After School will focus on three key areas of teamwork, enjoyment of physical activity, and resilience. The Middle School After School survey also covers those three areas as well as other areas selected by the girls who have a choice over their curriculum topics.

To evaluate Teen Programs, we will be utilizing satisfaction surveys as well as a Qualtrics survey. The Qualtrics survey will cover topics such as physical activity, goal setting/decision making, and career/college readiness. Surveys will be taken both at the beginning and end of each season. We believe that with the improved surveys we will be able to better measure the impact and effectiveness of our programs. Girls in the Game uses results from the evaluations to better our programs and ensure we are making an impact in the lives of the participants.

Evaluation Findings

2022-23 Girls in the Game Evaluation results

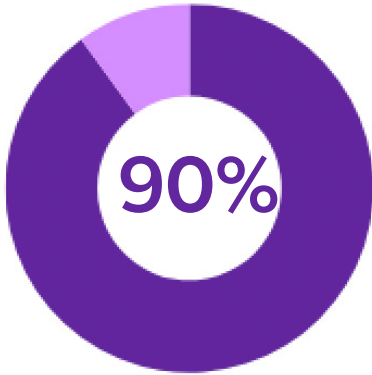
Since 2005, Girls in the Game has worked with a team at Loyola University Chicago Psychology Department under the direction of Amy Bohnert, PhD, to evaluate the effectiveness Girls in the Game's programs. Due to their long-term commitment to the project, the Loyola team is very familiar with the organization and has years of experience with our goals, curriculum and data to provide accurate and detailed evaluations. Their partnership has been immensely beneficial to Girls in the Game over the years!



Teens highlighted learning how to:

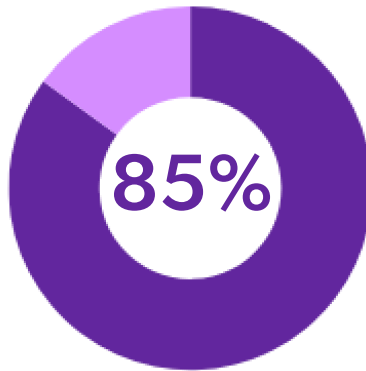
Speak up, guide others who need help, and how to shine in a group of people

Program Survey Highlights



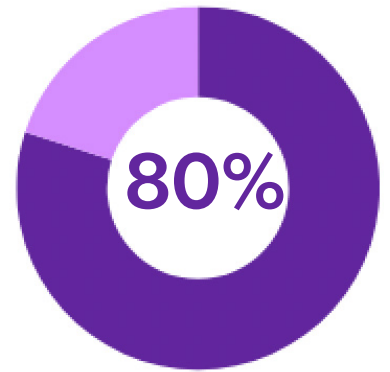
Knowledge about Nutrition (Elementary)

90% of After School girls maintained or improved their scores on the knowledge about nutrition knowledge composite.



Self-Awareness, Efficacy and Identity (Elementary)

85% of girls maintained or improved their self-awareness, efficacy, and identity composite scores.



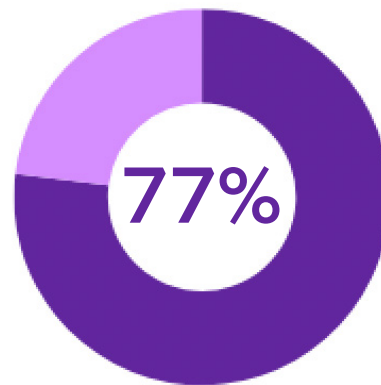
Body Positivity (Elementary)

80% of girls maintained or improved their body positivity composite scores.



When asked what they enjoyed most, teens answered:

The opportunity to speak with powerful women, collaborate with women, and learn communication skills.



Self Esteem

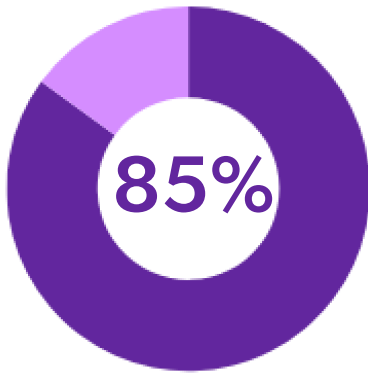
77% of After School girls maintained or improved their self-esteem composite scores.

Teens had the highest reports in measures of:

- Self-Awareness
- Leadership
- Relationships and New Friends
- Enjoyment of Physical Activity

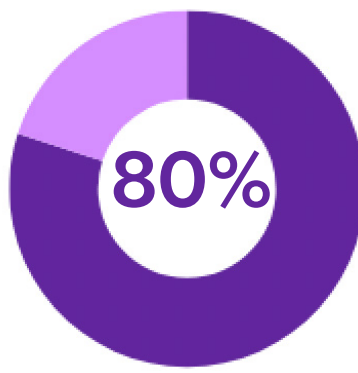


After School



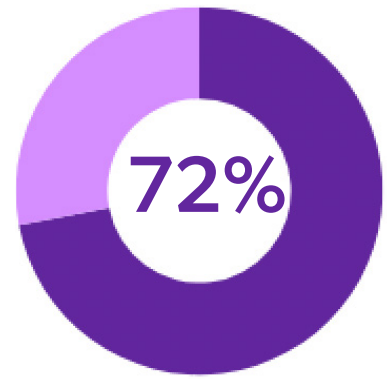
Self-Awareness, Efficacy and Identity

85% of girls maintained or improved their self-awareness, efficacy, and identity composite scores.



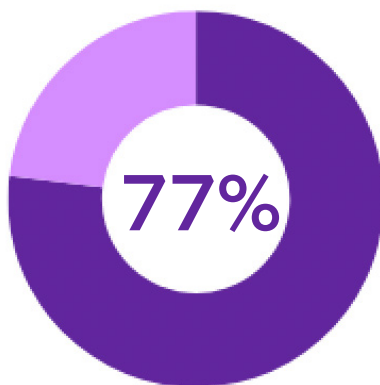
Body Positivity

80% of girls maintained or improved their body positivity composite scores.



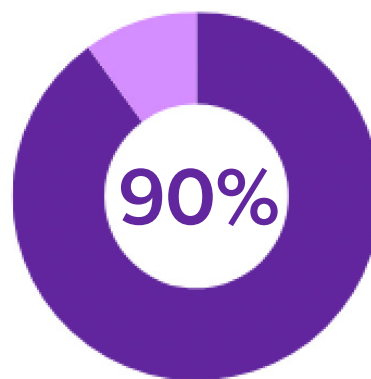
Goal Setting

72% of girls maintained or improved their scores on the goal-setting composite.



Self Esteem

77% of After School girls maintained or improved their self-esteem composite scores.



Knowledge about Nutrition

90% of girls maintained or improved their scores on the nutrition knowledge composite.



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\$5,000 - \$9,999

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Amy Gutberlet
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Ariel Conejo
Ashley Kotel
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Aurora Kim
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Marisa Ferrara
Mary Craven
Matt Compton
Matt Shaw
McKinzie Powers
Megan Gaseor
Megan Humes
Megan Hunt
Meghan McLean
Melissa Brount
Michael Gebel
Michelle Koclanis
Michelle Salomon
Molly Riordan
Morgan Buccifero
Natasha Perez
Nicole De La Cruz
Nicole Romito

Norah Larke
Olivia Bowen
Olivia Kief
Patricia DeChant
Pinky Patel
Rachel Perry
Rashawn Martin
Regina Nicholson
Riley Finck
Robert Montgomery
Ryan Nagle
Samantha Williams
Sarah Ardent
Sasami Cavan
Shayla Welch
Sloane Gouffon
Stef Heredia
Susan Fritz
Tara Smith
Taylor Malloy
Therese Osters
Tiffany Busch
Tonya Kimber-Jones
Tyasha Cummings
Vanessa Mizel