

Her Story
Starts
Here



Girls in the Game
Annual Report
2019 - 2020

At Girls in the Game, every girl...



...finds her voice



...discovers her strength



...and leads with confidence

through fun and active sports, health, and leadership programs.

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Letter from the Board Chair



Dear Friends of Girls in the Game,

It's been my honor serving as Board Chair in this year themed Her Story Starts Here. Much of my own story centers on education and sport. I currently work for Adtalem Global Education, a company that oversees education and training opportunities worldwide. Professionally, I've been a high school English/History teacher and at one time, a principal. As a young athlete, I was not fully aware of how the lessons I learned through sport would help shape my perspective; today I am, which is why I serve Girls in the Game.

This year has afforded me a unique education, particularly as it relates to the programming at Girls in the Game. From a Teacher's Union Strike to the COVID pandemic, the enduring fight for racial justice and social equity, 2020 impacted our programming and the communities we serve in a direct and meaningful way.

Girls in the Game celebrated 25 years at the end of February. In the pages that follow, you'll see how we adapted to these new conditions in order to remain a reliable support for girls, to keep them connected and in the game. Our staff and coaches exercised grit and problem-solving, developed new communication skills, and learned new technologies, and met challenges head on, overcoming the fear of the failure to stay connected with girls and their parents/guardians. These are the very skills our programs help girls cultivate to manage the challenges they face.

I invite you to read the story of Girls in the Game and the stories of those we support.

With much gratitude,

Melissa Robbins
Board Chair





Reprinted from a blog post written by Ryiah, Teen Squad participant

During this quarantine I learned that I am a force to be reckoned with. I've known for a while that I will avoid social interaction because I am afraid of judgement and very insecure about my lisp and the way my mouth moves when I talk. I always second guess myself, even when I say things purposefully. I know that if I were to try and change myself I wouldn't be authentic so I would just try my hardest to hide those feelings. However during this quarantine I have been doing some serious soul searching and really taking time to learn who I am...

I've learned I don't have everything planned out at the moment and it's okay to live in the unknown. I've learned how to make the best out of every situation. Being at home, I have a lot of free time to read more and to fill out scholarships. I've even learned more about my family and have gotten closer to my grandma.

I have also learned more about my work ethic. I have always done quality work, but being confined in my home I realized this even more. During virtual report card pick up I almost wanted to cry because my teachers were telling my grandma, mom and I how appreciative they are to have me as a student, the great work I am doing, and how they can't wait to see what I do. I know I want to do great things and be the best me I can be, so I don't know why I would put my own self down...What am I afraid of? Why am I afraid? I've been to conferences where I've had to hide in the bathroom and cry a little because I just felt so uncomfortable and I just wanted to go home. During this quarantine I have been trying to find the answers to those questions.

The COVID-19 pandemic is such a terrible thing that has happened, but in the midst of all this sickness I have had the time to reflect and I've learned so much about myself. I am looking for opportunities to continue growing and changing into the person I envision. I learned that I am a very spiritual person and I plan to invest in building an altar for when I pray. During these next four years at the University of Illinois Urbana-Champaign I will be investing more in my mental health and education.



A Force to be Reckoned With

Programs Overview

In our 25 years, Girls in the Game has empowered more than 50,000 girls, supporting them in forming healthy habits, building their self-confidence, and developing social emotional learning and leadership skills that benefit them now and in the future.



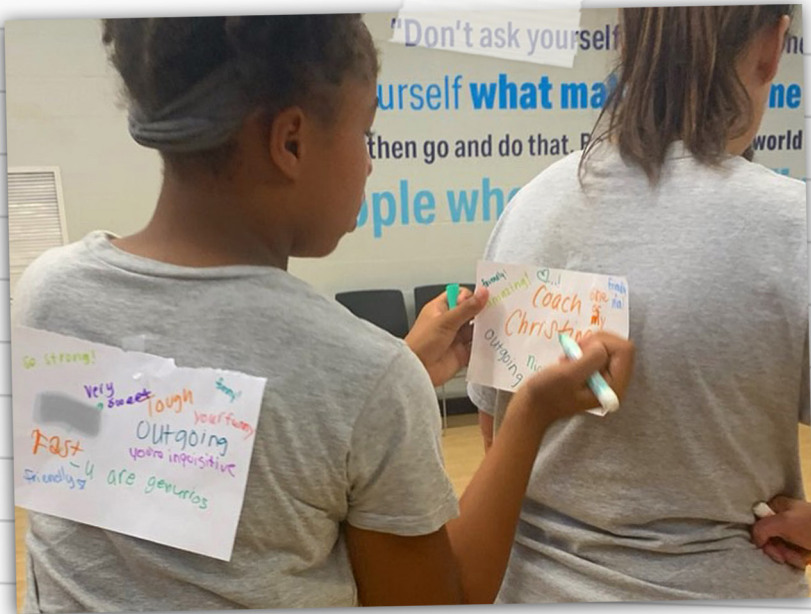
We offer site-based, citywide, and virtual programs for girls ages 7 to 18 that are age-appropriate and trauma-informed to ensure that no girl gets sidelined. We are headquartered in Chicago, and also provide programs in Bloomington (IL), Baltimore (MD), and North Texas.

Each program gives participants the chance to be physically active, learn about healthy lifestyle choices, and improve their leadership skills in a safe, girl-centered environment.



Programming includes After School, Days of Play, Game Days, Teen Squad, Teen Club, Sports & Leadership Summer Camp and Girls Triathlon Team, and teen programming at residential facilities.





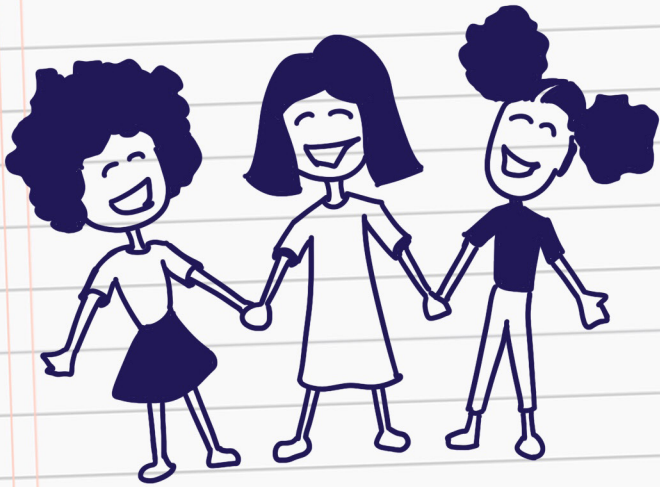
We know that girls' needs change as they grow, so our programs change with them. We incorporate more choice over activities and leadership development as girls age to provide distinct program experiences and to give girls a sense of the opportunities that await them if they stay in the game.

The girls we work with experience higher rates of trauma exposure. COVID-19 causes retraumatization and disproportionately impacts communities of color. We partnered with Northwestern University and We Coach to revise curriculum and organizational practices to be more trauma-informed. We Coach conducted a staff training on trauma and the healing practices of sport and helped create our trauma-informed program design.



Each program session begins and ends with facilitated check-ins and each activity is accompanied by a warm up that prepares girls for what to expect from the activity and a cool down that debriefs it. Northwestern surveyed staff to assess organizational practices and work is ongoing to implement trauma-informed operations organization-wide.

This year, we...



Served almost 2,500 girls through in-person and virtual programming

Connected Girls in the Game participants from across the country by using new technologies and adjusting program formats



Revised curriculum, coach training, and organizational practices to ensure our work is trauma-informed in order to better meet girls' needs

This year, we...

Lost weeks of in-person programming
to the Chicago's Teachers Union
Strike and the unprecedented
COVID-19 pandemic



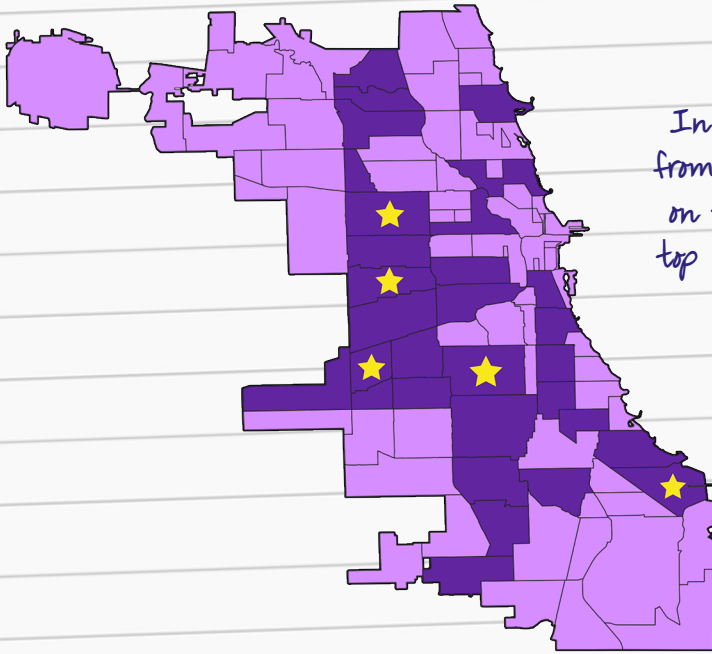
Helped girls stay in the game
as COVID-19 ravaged communities of
color across the country and we cried
together that Black Lives Matter

Tried and failed and tried again
to reach girls and meet their
physical and social emotional needs



Where My Girls At

Chicago



In the 2019-2020 program year, we served girls from over 30 Chicago neighborhoods, predominantly on the South and West sides of the city. The top five neighborhoods with the most participation are indicated on the map with a star!

- After School
- Days of Play
- Game Days
- Teen Squad
- Teen Club
- Sports and Leadership Summer Camp
- Girls Triathlon Team
- Teen residential programming

Bloomington

Over 130 girls participated in Bloomington After School this year!



North Texas



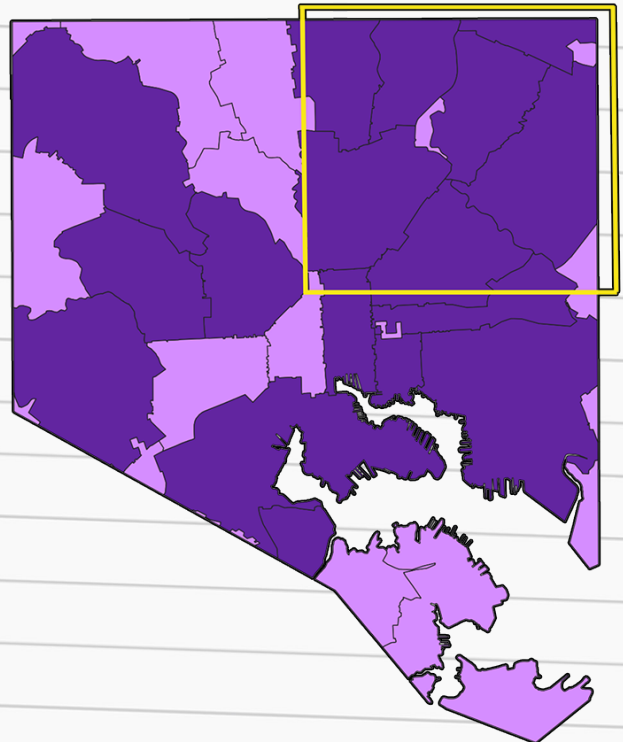
This year we reached girls in Dallas and Denton Counties!

- After School
- Teen Squad

Baltimore

We worked with girls across the city of Baltimore! The majority of participants reside in Northeast Baltimore.

- After School
- Teen Squad
- Game Days





Chicago Elementary After School

Asa Phillip Randolph Elementary School
Alfred Nobel Elementary School
Brighton Park Elementary School
Chalmers School of Excellence
Charles Evans Hughes Elementary School
CICS Longwood
Crown Community Academy of Fine Arts
Center Elementary School
Daniel Webster Elementary School
Dr. Martin Luther King Jr. Academy of
Social Justice
Enrico Tonti Elementary School
Ferdinand Peck Elementary School
Harriet Beecher Stowe Elementary School
John B. Murphy Elementary
John H. Kinzie Elementary
John J. Pershing Elementary Humanities
Magnet School
Joseph Kellman Corporate Community
Elementary School
Lawndale Elementary Community Academy
Legacy Charter School
Lyman A. Budlong Elementary School
Mahalia Jackson Elementary School
Manuel Perez Elementary School
Mary Gage Peterson Elementary School
Minnie Mars Jamieson Elementary School
Oliver S. Westcott Elementary School
Orozco Fine Arts and Sciences
Elementary School
Richard Edwards Elementary School
Visitation Catholic School
William P. Nixon Elementary School

Chicago Middle School After School

Asa Phillip Randolph Elementary School
Alfred Nobel Elementary School

Charles Evans Hughes School

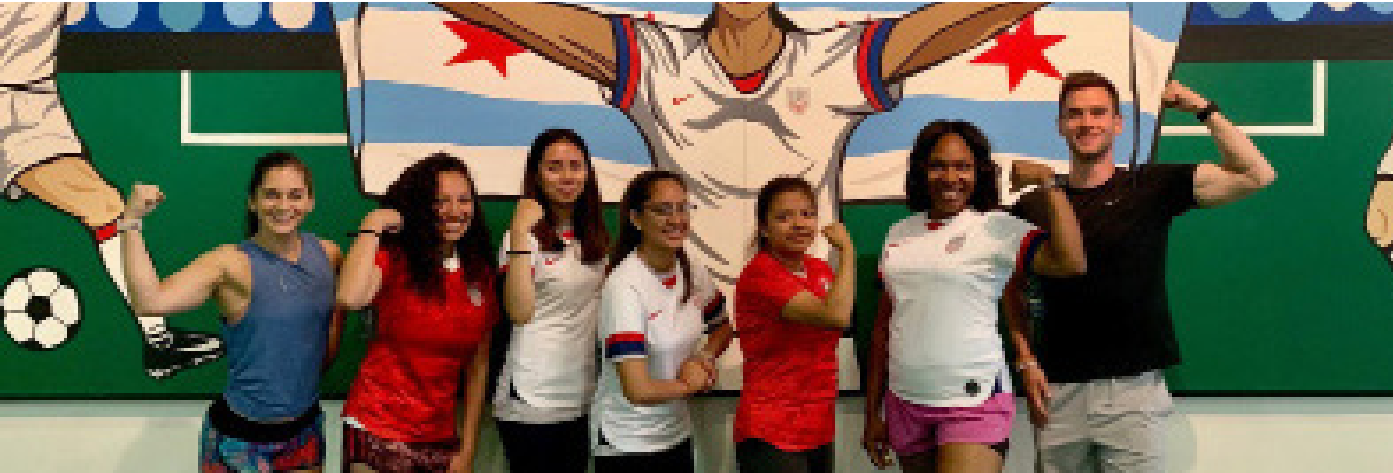
Charles R. Henderson Elementary (two sites)
CICS Longwood
Eli Whitney Elementary School
Harriet Beecher Stowe Elementary School
Jesse Sherwood Elementary School
Legacy Charter School
Perspectives Middle Academy
Prescott Magnet Cluster School
Richard Edwards Elementary School
Robert J. Richardson Middle School
West Park Elementary Academy

Chicago Days of Play

Curie (Marie) Park
Fleet Fields

Chicago Game Days

Agustin Lara Elementary Academy
Alexander Graham Elementary School
Brighton Park Elementary School
Charles Evans Hughes Elementary School
Chicago Tech Academy
CICS Longwood
CICS Ralph Ellison High School
CICS Wrightwood
Erie House
Helge A. Haugan Elementary School
Horace Mann Elementary School (two sites)
John B. Drake Elementary School (two sites)
John D. Shoop Academy of Math,
Science, & Technology
Laura S. Ward Elementary School (two sites)
Louis Pasteur Elementary School
Mahalia Jackson Elementary School (two sites)
Prescott Magnet Cluster School
Pulaski (Casimer) Park
Victoria Soto High School



**Chicago Sports and Leadership
Summer Camp**

Frederick Douglass Park

Chicago Teen Programs

Aunt Martha's
CICS Longwood
Collins Academy High School
Cristo Rey Jesuit High School (two sites)
Hyde Park Academy High School (two sites)
Cook County Juvenile Temporary
Detention Center
North Lawndale College Prep-Collins
Uplift Community High School

**Bloomington Elementary After
School**

Adlai E. Stevenson II Elementary School
Horatio G. Bent Elementary School
Oakland Elementary School
Sheridan Elementary School
Washington Elementary School

Baltimore Elementary After School

Hamilton Elementary/Middle School
Holabird Academy
Leith Walk Elementary/Middle School
Montebello Elementary/Middle School
Patterson Park Public Charter School
Westport Academy

Baltimore Game Days

UA House at Fayette (Living Classrooms)

Dallas After School

Francisco "Pancho" Medrano Junior
High School
Raul Quintanilla Sr. Middle School
STEAM Academy
Thomas C. Marsh Preparatory Academy

Leader to Leader Interview sites

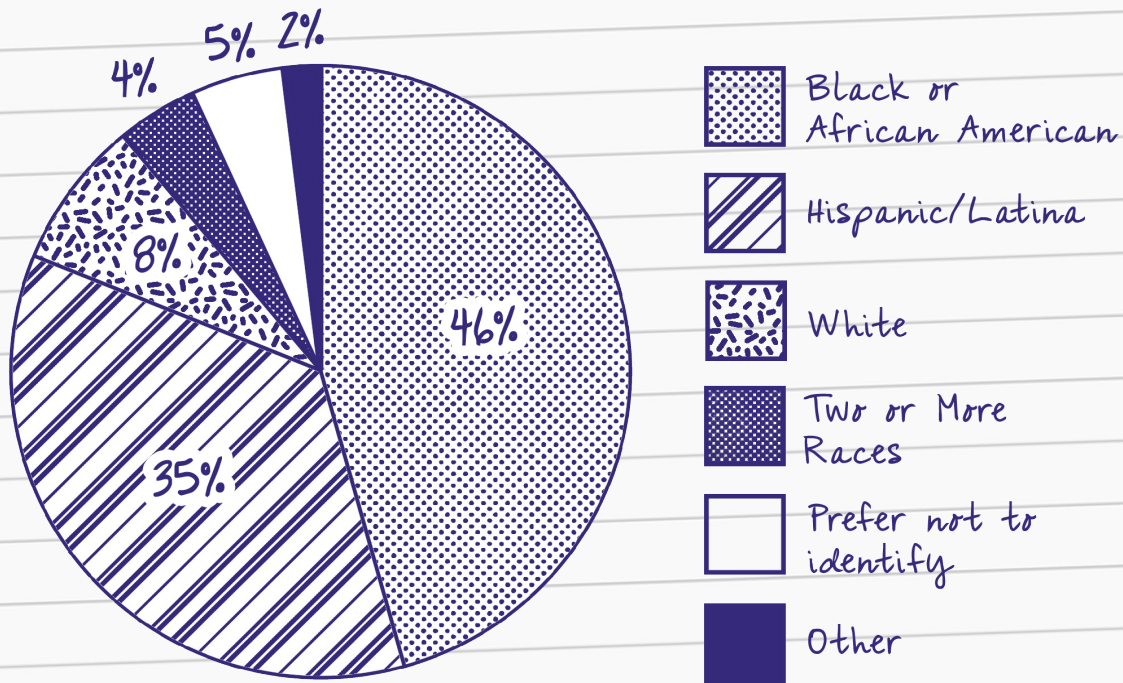
Box United
Camila Marquez (Study Management
Associate at a biopharmaceutical company)
Chicago Fire
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Cullen Construction Management
Dallas Wings
d'Escoto
Gallup
Her H.Q
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Kenshoo
Natasha Bui (physical therapist)
MOTR GRAFX
Team Rubicon
The Art Studio
Vicenta Vargas (Taller de José)

Teen-Led Workshops

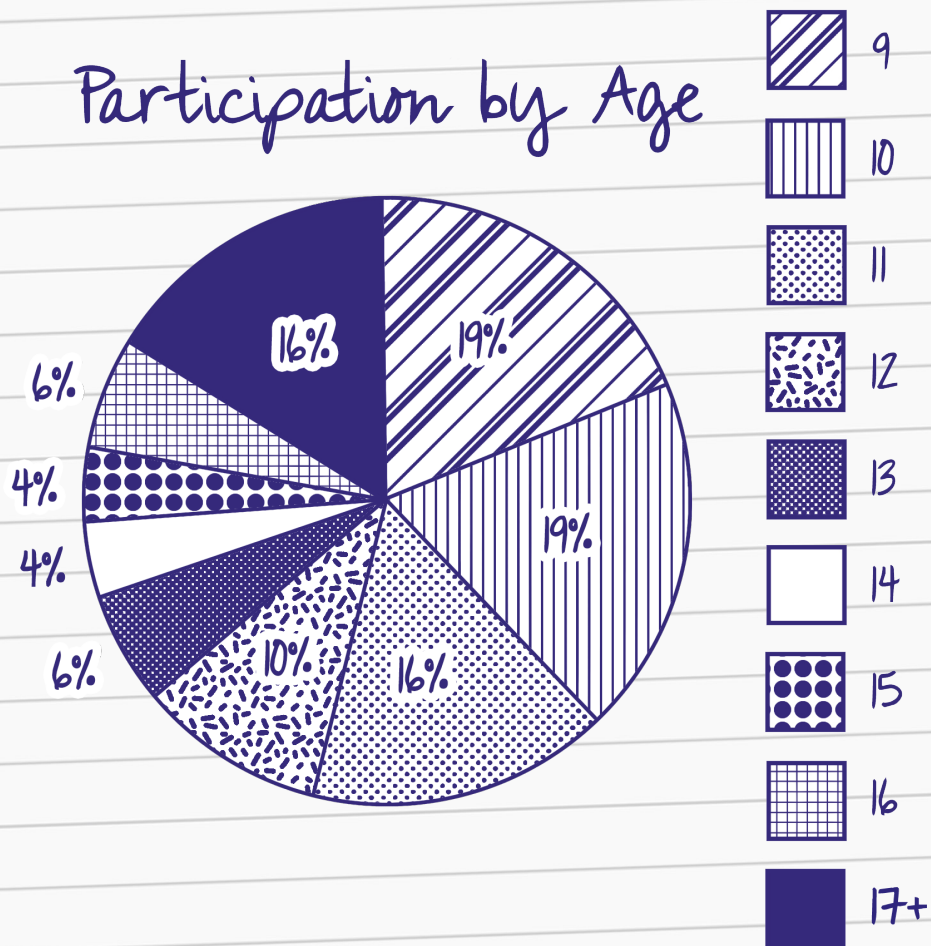
Denton Independent School District
Erie House
Girl Scouts (Chicago)
Instituto del Progreso Latino
Lost Boyz
Northside Archery
Rebecca K. Crown Youth Center
The Clubhouse (Texas Woman's University)

Program Sites

Participant Race/Ethnicity



Participation by Age



Highlights

From April through June, we hosted 136 sessions of virtual After School and 59 sessions of virtual Teen Squad

95.8% of girls reported having fun in virtual sessions

"I learn about how to love myself; how to work with other girls and learn from successful, confident women." - Teen Squad member

"If you're ever feeling bad about yourself this is the place to go because they give you positive feelings." - Day of Play participant

"I like Girls in the Game because it's a place just for girls and girl power. Sometimes girls can do things better than boys; here, we get to do it. Girls rule the world!"
- Baltimore After School Athlete of the Week



Get your game on and play **Her Story Starts Here**, a Girls in the Game video game created by Razan Eltayeb.

Thanks to Razan for bringing Rosa's story to life!

<http://bit.ly/2Y3c9ZF>

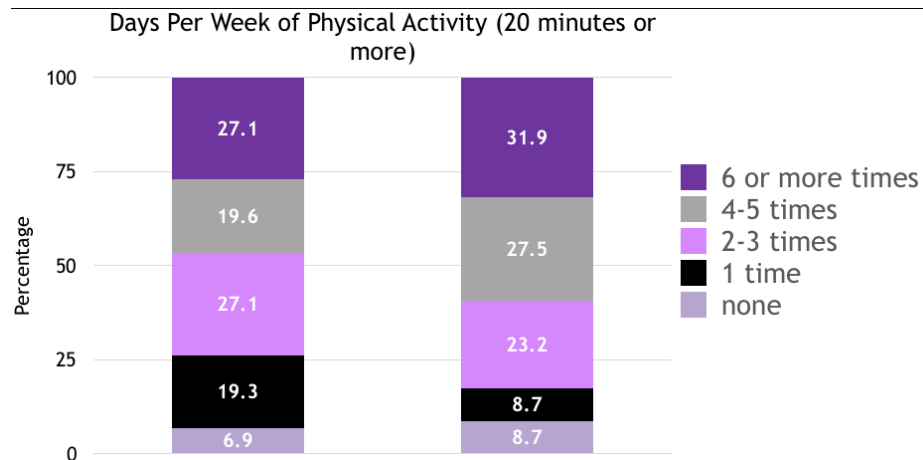


IMPACT

Girls in the Game evaluates programming annually to assess participant impact and program quality. We partner with Loyola University Chicago to administer a pre- and post-survey built from scientifically validated tools that measure outcomes such as frequency of physical activity and identifying as a leader. We typically use our season structure to determine when pre and post surveys are administered, but this year, we adjusted in response to the Chicago Teachers Union Strike and COVID-19. You will see data from a sample of participants collected through surveys completed in October, January, and June as well as feedback received from phone interviews conducted by our partners at Loyola.

AFTER SCHOOL

Results from the 2019-2020 evaluation suggest that girls who participate in After School experienced significant improvements in social-emotional skills including aspects of leadership, self-efficacy, and future orientation. Additionally, girls improved in their positive beliefs about physical activity. These findings are consistent with past results from After School program evaluation.



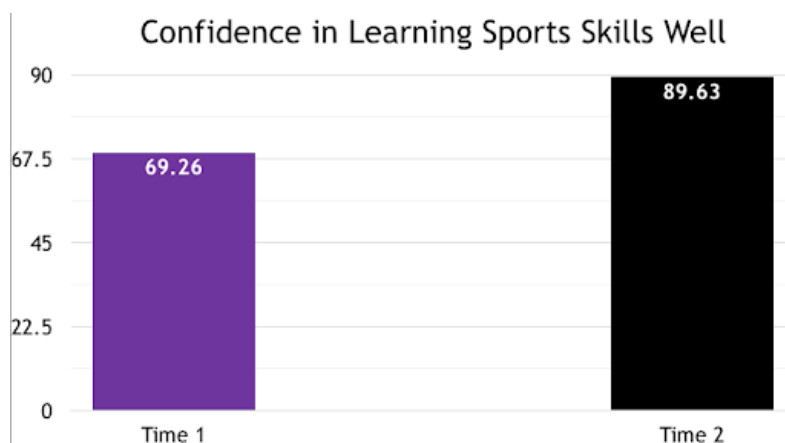
PHYSICAL ACTIVITY

A majority of girls reported that they engaged in physical activity at least 2-3 times per week at both times they were surveyed. More girls exercised more frequently by the end of programming than at the start with fewer exercising just one time.



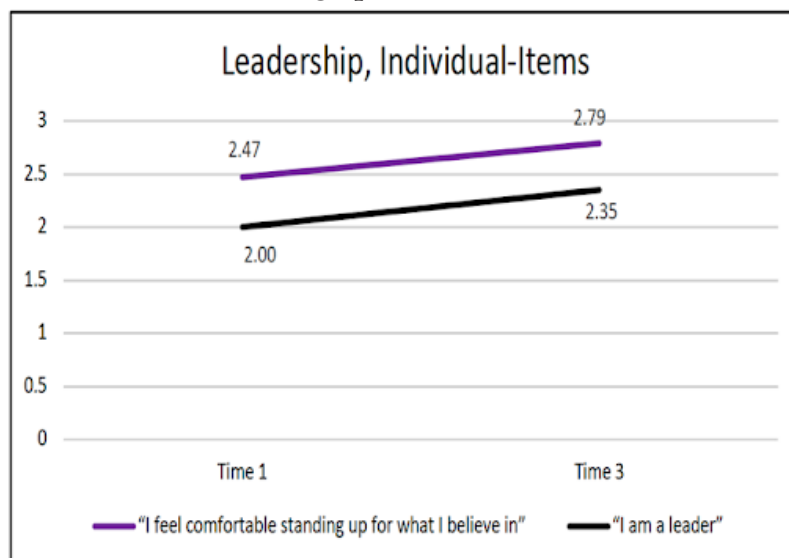
Through virtual programming and other efforts at home, Girls in the Game girls even found ways to stay active during the pandemic. 82.4% were able to engage in physical activity 2-3 times per week.

Staying in the game builds confidence! 93% of girls maintained or improved their self-efficacy, or their self-belief, demonstrated by increased confidence in learning sports skills.



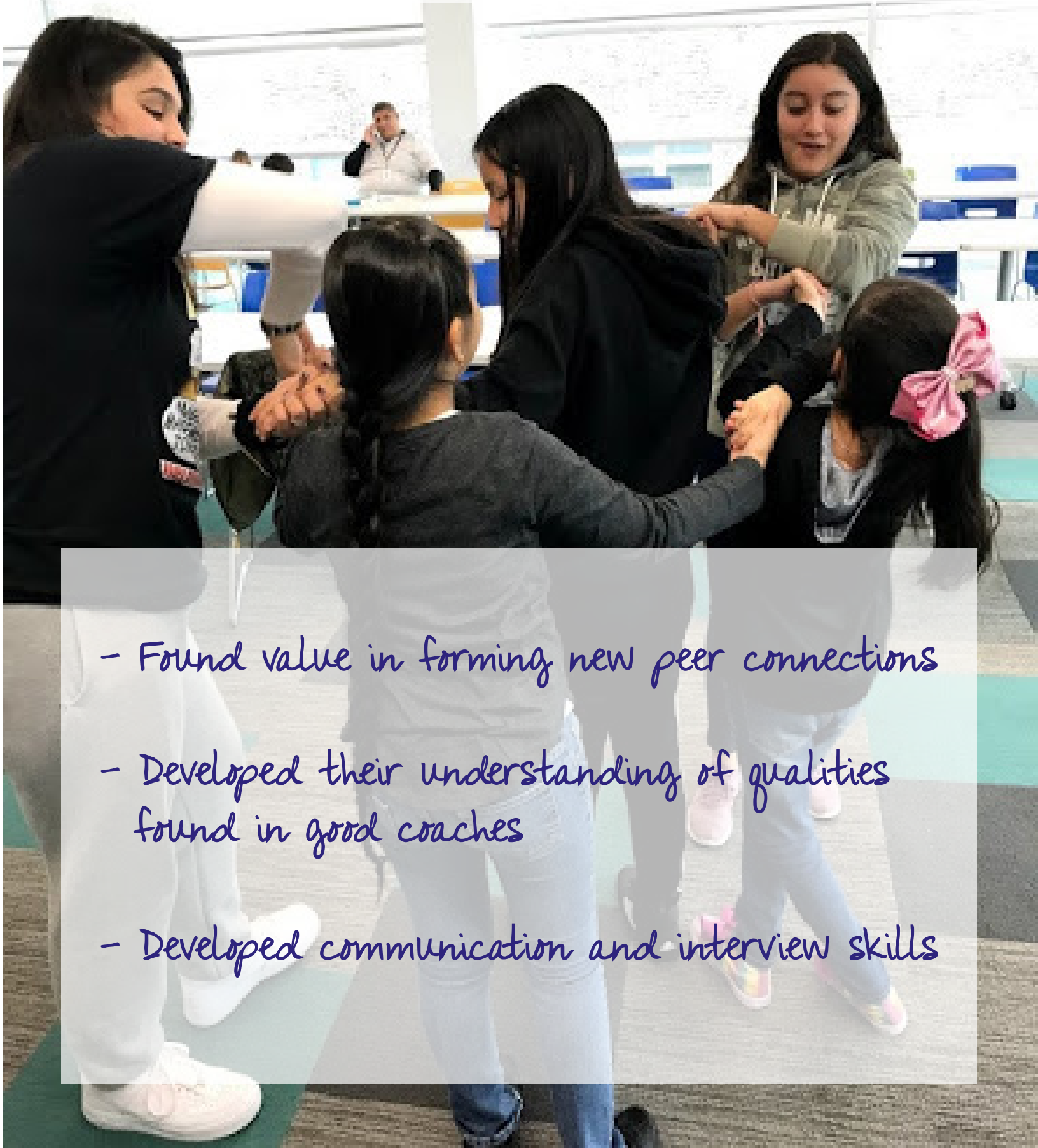
LEADERSHIP

88% of girls maintained or improved their belief that they are a leader. 89% of girls maintained or improved their confidence in standing up for their beliefs.



Impact

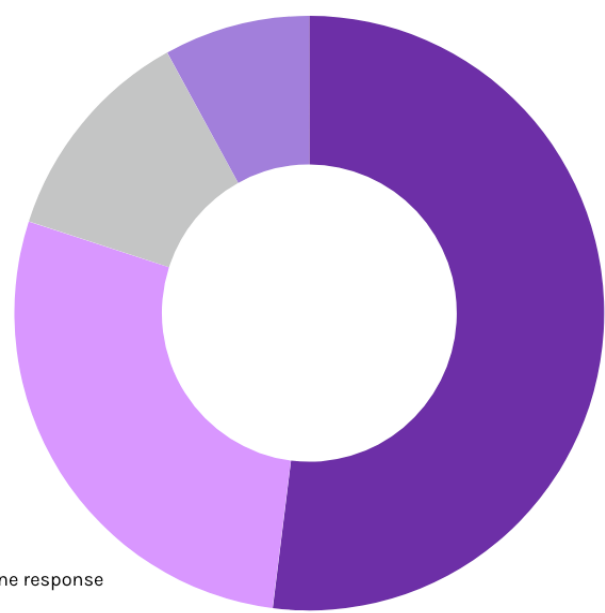
This year's Teen Squad participants:



- Found value in forming new peer connections
- Developed their understanding of qualities found in good coaches
- Developed communication and interview skills

What have been your favorite things about being in Teen Squad?

- Being a part of a community (52%)
- Working with younger girls (28%)
- Leader to Leader interviews (12%)
- Other activities (yoga, icebreakers) (8%)



*teens were allowed to select more than one response

COACHING

Most Teen Squad participants identified communication skills when asked about the qualities of a good coach. Qualities in the “other” category include understanding, positivity, and respect. Many of these qualities align with the recommendations in The Made to Play Coaching Girls Guide, created by Nike and We Coach with “tips” from Girls in the Game and other youth organizations.

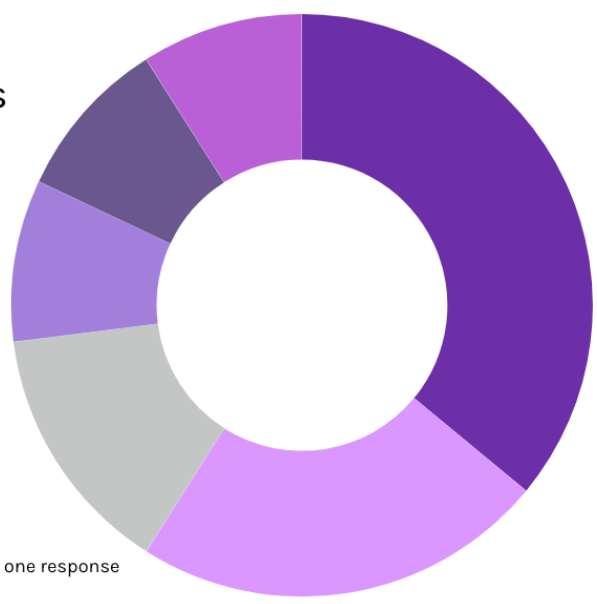
COMMUNICATION

In addition to being a quality of a good coach, 47% of Teen Squad members said communication was something hard about coaching and 50% said they learned communication skills at Girls in the Game that will stick with them.

Other things that “stuck” from Teen Squad include leadership skills and being open to new skills and situations.

What are the qualities of a good coach?

- Good communication skills (36%)
- Being active and engaged (23%)
- Compassionate (14%)
- Respectful (9%)
- Positive (9%)
- Understanding (9%)



*teens were allowed to select more than one response

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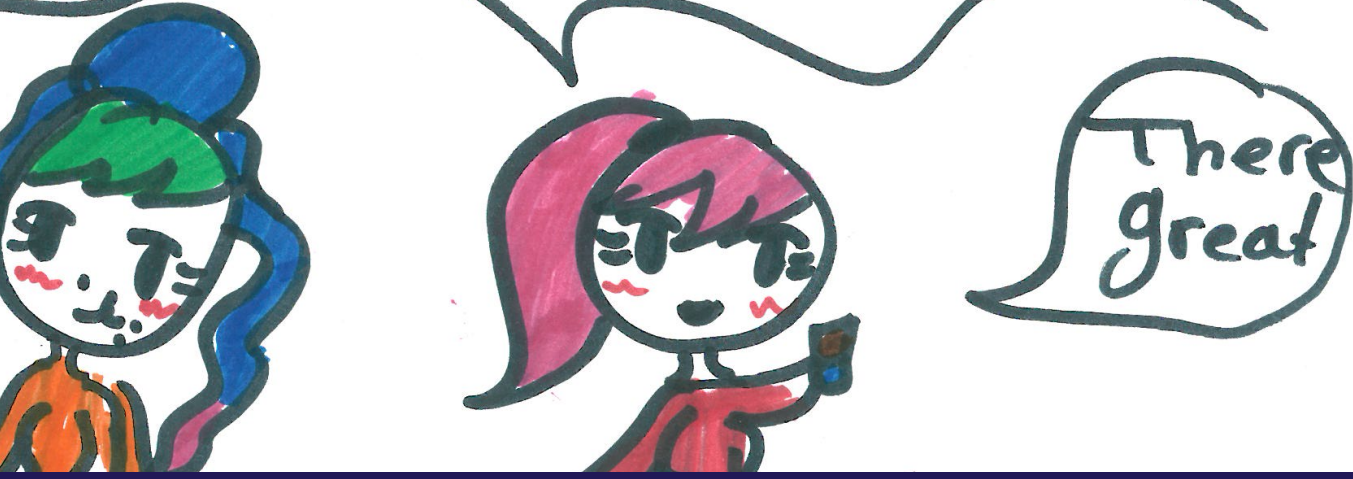
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Volunteers & Interns



Thank you to all of those who volunteered their time and talent in support of girls. The volunteers below contributed over 660 hours of service to Girls in the Game.

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Candice Graddy-Jones
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Minnie Jones
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Crescent Muhammad
Valencia Norfleet
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Elexis Rivera
Kenia Rizo
Liliana Schiller
Julia Senteno
Ana Torres
Cristine Villalobos
Alexis Watts
D'Asia Williams
Mayyada Winters
Barbara Zieba

Volunteers & Interns



CURRENT LIABILITIES

Total Current Liabilities.....\$313,963

NET ASSETS

Without donor restrictions.....\$150,773

With donor restrictions.....\$493,750

Total Net Assets.....\$644,523

REVENUES

Grants18%

Government Grants.....3%

Corporate Giving.....27%

Individual Giving.....7%

Special Events Income.....29%

Contractual Exchange for Rent/Utilities.....8%

In-Kind Contributions.....3%

Program Fees.....4%

Investment Income.....<1%

Total Support and Revenue.....\$1,497,806

EXPENSES

Program.....\$1,099,991

Fundraising.....\$407,556

Admin.....\$117,957

Total expenses.....\$1,625,504

Regarding the difference in revenue and expenses, we were unable to host our annual golf outing due to COVID-19 so we fell short of expected special events revenue. We were also able to maintain part-time staff because we received a Payroll Protection Program (PPP) loan; we received total forgiveness for the loan, but not at the time of the audit. Therefore, for FY20, those staffing costs appeared as expenses, but the grant to cover them is reflected as a liability rather than revenue.