Dear Friends,

In our 59 years of existence, this past year has been among the most challenging for our girls. Political attacks on women, immigrants, people of color and religious minorities have sent ripples throughout the communities we serve, and have created uncertainty for our girls and their families.

Through it all, we continue to stand by our girls and their rights: their right to a quality education, their right to physical safety and freedom from sexual assault, their right to healthcare, their right to dream. **And, we recognize that our mission remains absolutely critical.**

Inspiring girls to be strong, smart and bold means supporting their education—from literacy in elementary school, where this year English Language Learners became eight times more likely to read at grade level than their peers outside the program, to exploring career pathways in high school that defy gender stereotypes. It means ensuring girls are able to learn and grow even through the difficult times, by supporting local school administrators and youth development providers to recognize and respond to trauma through our Pathways Counseling Center. And it means providing girls with the tools to change their own world. This year, girls in our reproductive health peer educator program were trained to go out into the community to share resources and critical information with more than 750 of their peers. Girls in our advocacy program joined the Women’s March, presented their policy recommendations to Mayor Schaaf, and had their writing about critical community issues published in the East Bay Express. Girls in our college access program became the first in their families to go to college, and our alumnae stopped by to say hello and share their summer successes before heading back to campus.

This is the work that is important. This is the work that matters. **Every girl we serve holds a light that shines a little bit brighter as she is inspired to be strong, smart and bold, serving as a beacon for those around her.** With your support we are creating more bright lights in a trying time. Together, we are providing opportunities, access and networks to ensure that our girls are prepared to engage as active participants in our communities, and our democracy. We are serving more girls, training more community providers, partnering more deeply, and engaging in a strategic planning process that will help us steer a steady course into the future—and continue to be the powerful resource our girls deserve.

**Thank you for standing with us and our girls.**

In community,

Julayne Virgil
Chief Executive Officer
“To support girls in the community, I will continue to advocate for girls with my time, my donations, and my activism.”

Girls Inc. Community Event Attendee
Girls Have the Right to a bright FUTURE

And they are also the ones who show us that a better future is possible. In the following pages, you will get just a glimpse of what our girls are doing, how they’ve grown, and who they are—and you’ll see why we know the future is bright.

Who We Serve

98% Identify as girls of color.
90% Are eligible for free and reduced-price meals.
48% Speak a language other than English at home.
86% Would be the first in their families to earn a bachelor’s degree.

11,200 Lives Impacted

OUR MISSION
To inspire all girls to be strong, smart, and bold.

OUR VISION
All girls growing up in Alameda County will feel valued, safe, and prepared to achieve their dreams of college, career, and leadership.
Girls Have the Right to build the foundation for success
Girls Inc. of Alameda County Annual Report 2016-17

Taniya* is an energetic and intelligent second grade girl. But before she came to Girls Inc., her mom said she was “falling through the cracks” at school. She was having angry outbursts in class, and was behind in reading—which, by third grade, is an indicator of critical outcomes, including high school graduation.

At Girls Inc., Taniya joined a program intentionally designed to promote girls’ success, incorporating activities like community building and mindfulness to support the many girls whose negative behaviors actually spring from trauma or stress. Slowly, Taniya started to engage more in class, build relationships, and even practice “I statements” when she got angry.

Now, Taniya can’t wait to come to Girls Inc. every day, and asks her mom not to pick her up early. Taniya is a positive role model for her peers, and is excited to take on her new leadership roles every week. And, Taniya is building the academic skills that will propel her into the future she deserves.

DURING ELEMENTARY PROGRAMS, GIRLS...

Gain core literacy and academic skills
Practice social-emotional awareness and healthy living
Begin to explore how science and math impact their world

THE NEED
1 in 5 economically disadvantaged OUSD 3rd graders is reading at grade level
7 in 10 economically disadvantaged OUSD 5th graders are below grade level in science
1 in 2 OUSD students is impacted by trauma-related stress, making it harder to engage

THE IMPACT
7 in 10 third grade girls improved their reading skills by 1 or more grade levels
4 in 5 upper elementary girls feel confident using technology to do science activities
9 in 10 Pathways Counseling Center clients were supported to meet their mental health goals

PATHWAYS COUNSELING CENTER
Provides mental health services for nearly 600 children and families per year.
Engages in consultations with over 2,000 school administrators and youth development professionals.
Trains 400 mental health professionals in the community.

* Elementary and Middle School names changed for privacy. High school names used with permission.
Girls Have the Right to expand their sense of what is possible
Girls Inc. of Alameda County Annual Report 2016-17

Natalie* didn’t view herself as a scientist before joining Girls Inc. in eighth grade. Her science and math classes in school were crowded, and she had never seen a scientist who looked like her. Like many girls at this age, her interest and confidence in Science, Engineering, Technology and Math (STEM) was dropping.

But at Girls Inc., Natalie began learning about all the ways that STEM impacts the world around her. And, in an all-girl environment, she started challenging both herself and her peers to participate in hands-on activities—from building robots to learning about cognition. On trips to local companies, Natalie met accomplished STEM professionals who are women, expanding her vision of who can succeed in STEM careers.

Now, Natalie recognizes that she’s good at science. She’s already planning for her Girls Inc. summer internships when she reaches high school, where she will gain work experience in a STEM field of interest. And she will be ready to use her confidence and intelligence to make an impact in any career she chooses.

DURING MIDDLE SCHOOL PROGRAMS, GIRLS...

Build academic skills, and access STEM learning and mentorship

Grow in leadership and sisterhood

Learn how to care for themselves physically, mentally and emotionally

THE NEED

1/2

By 8th grade, girls are half as interested in math and science as boys

7th grade girls in OUSD do not meet district fitness standards

Nationally, many girls’ self-confidence declines in middle school

THE IMPACT

9 in 10
girls indicated increased interest or engagement in STEM subjects

100%
of girls participated in sports, from football to hiking

9 in 10
girls engaged in two or more leadership opportunities

* Elementary and Middle School names changed for privacy. High school names used with permission.

Middle school data from Girls Inc. “All STARS!” program, grades 6–7.
Girls Have the Right to change the world!!
Daniela was one of the few Latina students at her school, and she was frequently bullied about her accent and her heritage. By her sophomore year, she had stopped participating in class altogether.

It was at that time Daniela joined Girls Inc.’s leadership and advocacy program. There, she found a place where she was valued for who she was. She learned skills for social advocacy, she built close relationships with peers and Girls Inc. staff, and she started speaking up about things that mattered to her. This included organizing a rally against gender-based violence, and beginning a tutoring program at a local elementary school to help younger students find their own voice.

During her senior year, Daniela participated in Girls Inc.’s college readiness program, where she spoke with alumnae, went on college visits to Southern California, and received support to complete her college and scholarship applications.

Now, Daniela is attending UCLA, as the first in her family to go to college. As she put it: “it takes a village to raise a child; the Girls Inc. community of staff and sisters has been my village. Now it is my turn to create that village for others. Girls Inc. has shaped me and shown me that my voice matters.”

### DURING HIGH SCHOOL PROGRAMS, GIRLS...

- Recognize themselves as leaders through community advocacy and reproductive health peer education
- Gain intensive exposure to STEM topics, internships, and careers
- Receive the support they deserve to be eligible for—and accepted to—college

### THE NEED

- Teen Pregnancy Prevention services have recently been cut by $200 million nationally
- 7% of US Bachelor’s degrees in STEM fields are awarded to Latina or African American women
- 1 in 3 girls in OUSD will not graduate high school

### THE IMPACT

- 750 Local youth engaged with reproductive health information and resources thanks to Girls Inc. Peer Educators
- 77% of girls in internships increased their interest in studying STEM subjects in college
- 100% of girls in our college readiness program go to college
Looking Forward

As Girls Inc. of Alameda County closes out its 59th year, we continue to learn and adapt to ensure we can provide girls with opportunities they deserve to reach their potential. We are currently engaged in developing our Strategic Plan through 2020.

OUR PRIMARY PRIORITIES INCLUDE

Deepening Our Middle School Presence
Last year, we nearly doubled our number of elementary students served; we will increase the capacity of our middle school programs so girls can continue to grow with us.

Building On Trauma-Informed Supports
We will further strengthen the connections between mental health and program supports to ensure trauma and mental health challenges are addressed early.

Promoting A Future Orientation In Middle School
We will extend our college, career and community focus backwards through middle school to ensure girls are exposed to these concepts at a critical time when they are beginning to make their own choices.

Learning From Our Alumnae
We will capture and analyze alumnae outcomes to better determine Girls Inc.’s long-term impact and inform our programs.

The look ahead is exciting, and with your support, we will emerge from this strategic plan a stronger organization—enhancing our K-12 continuum to create impact for girls at every stage of their childhood, and delivering seamless supports where and when girls need them.
Our Financials

As an organization, modeling fiscal responsibility is vital to our success. We take great pride in our financial efficiency, our transparency, and our accountability to investors and the communities we serve.

**REVENUES**

- Government Grants $2,458,441
- Foundations & Corporations $1,731,854
- Individuals $1,700,696
- Other $731,709

**Total** $6,622,700

**EXPENSES**

- Program Services $5,451,170
- Fundraising $678,048
- Management & General $493,482

**Total** $6,622,700

July 1, 2016 to June 30, 2017. Girls Inc.’s financial statements have been audited by independent certified public accountants and are available on our website.

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**Invest in Girls**

There is no better investment than providing girls with access to critical resources to move into a bright future. With your support, we can continue to provide life-changing programs for girls.

Visit girlsinc-alameda.com/invest
Our Investors

Girls Inc. acknowledges the individual and institutional donors who help make our work possible. We are deeply grateful for your commitment to changing the world for girls.

### $100,000 AND OVER

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Christina Villarreal, Ph.D.
Clinical Psychologist, Executive Coach, Professor

Glenn Voyles
Retired, Investment Management

Noël Wise
Judge, Alameda County Superior Court

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Chief Executive Officer

Rebecca Cannon, MFT
Chief Mental Health Officer

Courtney Johnson Clendinen
Chief Program Officer

Lisa Wanzor
Chief Financial Officer

Mariela Donis
Senior Director of School-Based Programs

John Henry, MFT
Outpatient Mental Health Services Director

Roko Kawai
Senior Director of Institutional Giving

Alex Mendez, Ph.D.
Community Mental Health Services Director

Odette Nemes
Senior Director of Development

Vicci Tibbetts, MFT
Clinical Training Program Director

Thank you to our 930 volunteers who served 10,674 hours during 2016-17.