

# 2010-2011 Program Outcomes Report



**AMERICA  
SCORES**  
Cleveland

**Evaluation outcomes compiled and scored by:**

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# Our Mission

America SCORES inspires urban youth to lead healthy lives, be engaged students, and have the confidence and character to make a difference in the world.

## Program Model

America SCORES Cleveland (SCORES) provides unique after-school programming for over 288 youth in nine Cleveland public schools, teaching soccer, creative writing, and service-learning to measurably improve fitness, literacy, and community engagement. SCORES' innovative tri-curricular approach effectively demonstrates to young people how physical activity, creativity, and teamwork promote a sound body, mind, and heart.

**Why Soccer?** As a popular sport requiring minimal equipment, soccer is accessible to children regardless of economic status. Soccer engages youth with their peers in vigorous activity and provides a platform for teaching fitness and nutrition. Youth who play soccer also learn the values of teamwork, sportsmanship, and discipline.

**Why Poetry?** Creative thinking promotes problem solving and performing instills public speaking skills. Writing and performing poetry gives youth an outlet to express emotionally charged experiences that may inhibit their ability to perform academically. Creative writing also encourages a personal connection to literature, which deepens classroom engagement.

**Why Service-Learning?** Volunteerism instills in children a sense of compassion, social responsibility, and personal worth. Through service-learning projects, children develop leadership skills and collaborative experiences at an early age. Youth apply their knowledge to group-selected community projects, which inspires self-efficacy and pride.

**Who are Poet-Athletes?** Poet-Athletes are the youth participating in the America SCORES Cleveland program. The term poet-athlete is used to signify the holistic approach SCORES uses to celebrate each participant's creativity and physical activity.

SCORES unites children, teachers, families, and community partners with a support system for learning and celebrating youth's achievements. SCORES meets *The Ohio Afterschool Network* guidelines for providing high quality after-school programming and all curricula is aligned to State and National Standards in language arts, physical education, and service-learning.

Poet-athletes meet five days a week for 60-90 minutes each day, for 20 weeks of the school year. Two days per week, poet-athletes meet with their Writing Coaches (SCORES-trained school teachers and qualified community members) for creative writing workshops. Three days per week, poet-athletes meet with their Soccer Coaches (school teachers and qualified community members) for soccer practices and games.

In the fall, poet-athletes concentrate their writing efforts on the "Power of Poetry" curriculum, focusing on writing and interpreting different forms of poetry. The spring creative writing curriculum, "Writing for the Community: Choose Your Own Adventure," focuses on service-learning. During both seasons, poet-athletes participate in the "SCORES Soccer Curriculum" through practices and games. This curriculum emphasizes character-building skills such as leadership, teamwork, and commitment.



# Methods of Assessment

America SCORES Cleveland conducts comprehensive evaluations to continually assess the successes and/or needs of the program from poet-athletes, coaches and parents. All assessments and surveys are administered as pre/post measurement unless otherwise noted.  
(\*\* Post only assessments)

## Literacy:

**POETRY WRITING ASSESSMENT:** Takes place every year in the fall. Poet-athletes are asked to write a poem describing a natural object. Poet-athletes have a set time limit to complete their poem and are measured using a rubric that evaluates various categories of poetic writing including creativity/ideas, voice, mechanics/structure, use of adjectives and adverbs, use of metaphor and simile, and use of other poetic devices.

**EXPOSITORY WRITING ASSESSMENT:** Takes place every year in the spring. Poet-athletes are asked to write a letter welcoming a new family to the neighborhood and describing the community they will now share. Poet-athletes have a set time limit to complete their letter and are measured using a rubric that evaluates various elements of expository writing including insight/ideas, description, clarity/specificity, voice, and mechanics.

**READING COMPREHENSION ASSESSMENT:** Asks poet-athletes to read a poem (fall) or short story (spring) and answer questions that relate to the meaning or details found within that specific reading. Reading assessments are measured in various categories of comprehension including recognizing words and understanding their meaning in context, word replacement, and main idea.

## Physical Fitness:

**PACER TEST:** This test involves running continuously between two points that are 20 meters apart. These runs are synchronized with a pre-recorded CD which plays beeps at set intervals. As the test proceeds, the interval between each successive beep reduces, forcing the poet-athlete to increase their speed over the course of the test. This Pacer Test has become recognized as one of the most popular and valid tests used to estimate a person's maximum oxygen uptake, or aerobic fitness. (Aerobic fitness refers to a person's ability to exercise at low/moderate intensity for a long duration utilizing oxygen for metabolism.)

## Self-Efficacy:

**SELF-EFFICACY:** Measures a person's belief about his or her ability and capacity to accomplish a task or deal with the challenges of life. This term encompasses a person's ability to succeed across a variety of outcome sets including: academic engagement, physical fitness, sense of belonging, and increased self worth. Self-efficacy in each of these areas is assessed through youth, parent, and coach surveys.

\*\* Parents of youth participants respond to survey questions that focus on their child's experience in the SCORES program.

\*\* Coach surveys focus on how they perceive that the SCORES program affects students across a variety of outcome sets including: language arts skills, levels of self-confidence, leadership, cooperation and teamwork, and general attitude towards school.

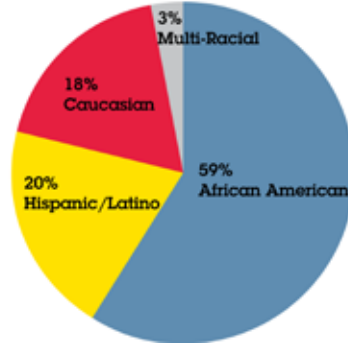
# Youth Participants

## Demographics

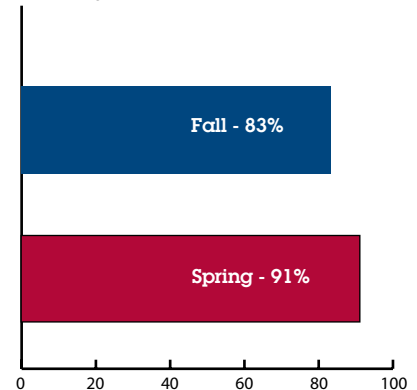
**Youth Served:**  
**288, fall & spring**

**50% Male**  
**50% Female**

Demographics of Cleveland School Partnerships



Average Attendance Rate by Season



Participants living in a household with a combined income of \$35k or less: **87.9%**

**100%** of Cleveland Metropolitan School District (CMSD) students are considered economically disadvantaged according to the Ohio Department of Education 2010-2011 School Year Report Card. Therefore, all CMSD students are eligible for the Federal Free Lunch Program.

## SCORES Works

The America SCORES Cleveland program quantifiably shows improved levels of:

- LITERACY
- FITNESS
- SCHOOL ENGAGEMENT
- SELF-CONFIDENCE
- LEADERSHIP SKILLS
- COOPERATION AND TEAMWORK
- HEALTHY BEHAVIORS AND ACTIVITIES



# Literacy Outcomes\*\*

## Fall 2010

### POETRY WRITING ASSESSMENT

Poems composed by poet-athletes were assessed in the areas of poetic writing including the use of creativity/ideas, voice, mechanics/structure, use of adjectives and adverbs, use of metaphor and simile, and use of other poetic devices (includes the use of alliteration, anaphora, assonance, hyperbole, onomatopoeia, personification, repetition.)

*On average, students' scores improved in each of the following categories:*

- Creativity/Ideas: 17% Improvement
- Metaphor/Simile: 12% Improvement
- Adjective/Adverb: 13% Improvement
- Poetic Devices: 29% Improvement

**15%** increase among students that said they write something like a *story* or *poem* on their own at least 5 days per week.

"I love watching students from my class who are hesitant writers turn into excited writers."— SCORES Coach



## Spring 2011

### EXPOSITORY WRITING ASSESSMENT

Letters composed by poet-athletes were assessed in the areas of expository writing including the use of insight and ideas, description, clarity and specificity, voice, mechanics, and number of sentences.

*On average, students' scores improved in each of the following categories:*

- Insight and Ideas: 11% Improvement
- Description: 13% Improvement
- Clarity and Specificity: 17% Improvement
- Voice: 12% Improvement
- Mechanics: 6% Improvement
- Number of Sentences: 12% Improvement

**92%** of parents agree that the amount of time their child spends reading has increased since joining SCORES

### READING COMPREHENSION ASSESSMENT

Students were asked to read a short story and answer questions that relate to the details, meaning, and context found within that story. Students were assessed in various categories of comprehension including recognizing words and understanding their meanings in context, word replacement, literary devices, character, and main idea.

**There was a 17% increase on reading comprehension in total points from pre to post scores.**

\*\* Paired samples t-tests revealed a statistically reliable difference between pre-season writing and reading assessments and post-season writing and reading assessments.

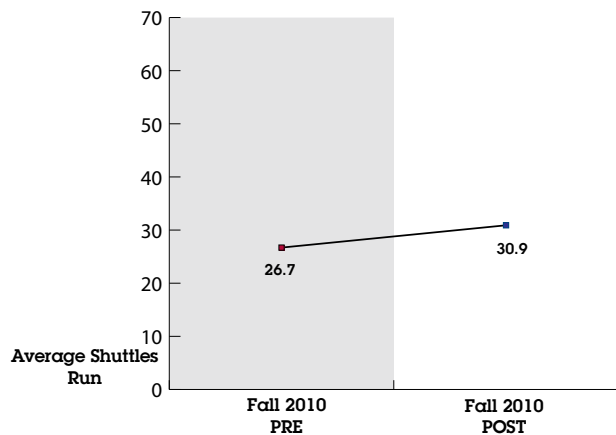
# Physical Fitness Outcomes

## Pacer Test

To evaluate program impact, the pacer test performance was assessed at the start of each season and at its conclusion. A paired samples t-test from Poet-Athletes who completed both pre- and post-season testing revealed a statistically reliable difference between pre-season and post-season pacer test performance.

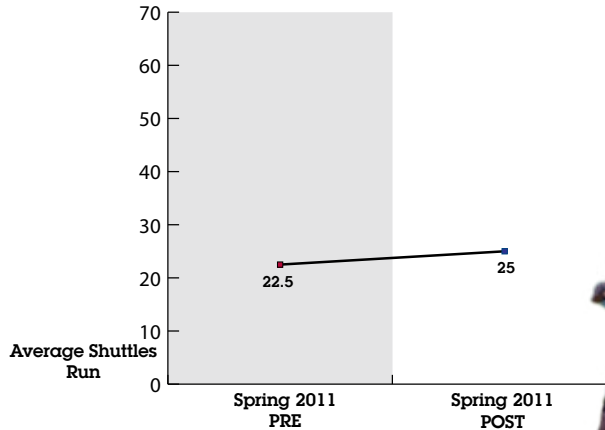
### FALL 2010 OUTCOMES

154 students completed pre- and post-tests in Fall 2010



### SPRING 2011 OUTCOMES

99 students completed pre- and post-tests in Spring 2011

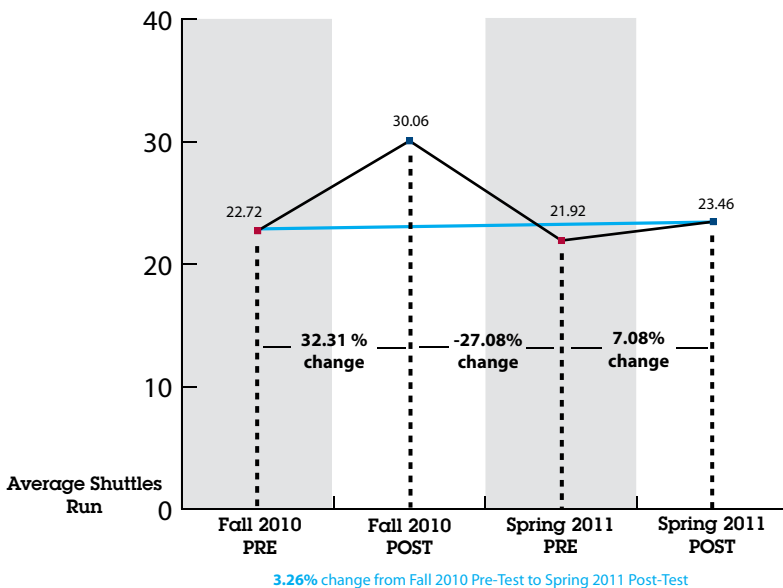


At the conclusion of the fall and spring seasons, poet-athletes completed a significantly higher number of shuttles on the pacer test than they did at the start of the season.

**Findings suggest that poet-athletes were more aerobically fit following program participation.**

### 2010-2011 SCHOOL YEAR OUTCOMES

49 students completed all pre- and post-tests in the Fall 2010 and Spring 2011



For the 49 poet-athletes who completed both seasons, pacer test performance was compared over the course of the school year, and no improvement was found. Despite the fact that children, on average, showed improvement over the course of an individual season, their performance at the end of the academic year was essentially no different from their performance at the beginning of the year.

The reasons for this result are not clear, but a closer look at the time when students are not participating in schools (winter) may shed some light. On average, Spring 2011 pre-season performance was significantly lower than Fall 2010 post-season performance (-27% change.) At the beginning of the Spring season, these poet-athletes appeared to be starting the program at a lower level of fitness than they had at the beginning of the Fall. This may explain why they did not show improvement from the beginning to the end of the year.

# Self-Efficacy Outcomes

America SCORES Cleveland surveys poet-athletes, Coaches, and parents of each participant to measure program success and improvement. Poet-athletes are given a survey that provides a holistic view of their self in the areas of academic engagement, sense of belonging, and increased self worth. Coach and parent surveys focus on how the America SCORES program benefits its participants. Indicated below are key outcomes and testimonials from the surveys completed at the end of the fall and spring seasons.

## Poet-Athlete Survey Outcomes



- **96% of students say that they like SCORES a lot.**
- 17% increase in the number of students that said they exercise at least 3 days a week.
- 15% increase among students that said they write something like a story or poem 5 days a week.

### POET-ATHLETE TESTIMONIALS

"Poetry and soccer make me happy because they keep me focused."

**"SCORES gives me something to do after school that is healthy."**

"Now I get to participate in an after school activity, learn about teamwork and help my community."

## Coach Survey Outcomes



- **100%** of coaches believe that the SCORES program helps students to:
  - improve self-confidence
  - increase levels of cooperation and teamwork
  - develop leadership skills
  - develop coordination
  - participate in positive physical activity
  - improve knowledge of healthier behaviors & activities

### COACH TESTIMONIALS

"SCORES is a great way to encourage teamwork and improve overall self esteem and confidence. This program was something the kids looked forward to every day."

**"Students look forward to going to SCORES everyday! It gives them a powerful and positive outlet to express themselves."**

## Parent Survey Outcomes



- When surveyed on how much their child likes participating in SCORES, 100% responded "like it a lot."
- 92% of parents believe that the amount of time their child spends reading has increased since joining SCORES.
- 92% of parents believe that SCORES has helped increase their child's self confidence as a writer.

**86% of parents believe that their child's school attendance has improved because they do not want to miss SCORES.**

### PARENT TESTIMONIALS

"I think SCORES is a great program. It teaches the kids to care about each other."

"My son tries harder in school and is more physically active."

**America SCORES Cleveland would like to thank the following local and national sponsors who made our program a success during the 2010-2011 school year:**

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