

PLAY      WRITE      ACHIEVE!



**AMERICA  
SCORES**  
Milwaukee



## Our Mission

Empowering students in urban communities using soccer, writing, creative expression, and service-learning. With teamwork as the unifying value, America SCORES inspires youth to lead healthy lifestyles, be engaged students, and become agents of change in their communities.

## Praise for America SCORES

### First Lady Michelle Obama

Recently, First Lady Michelle Obama launched the Let's Move! campaign to solve the childhood obesity epidemic within a generation. On page 76 of the White House Task Force on Childhood Obesity Report to the President, America SCORES is recognized as an after-school organization that has demonstrated statistically significant reductions in childhood obesity.

**Soccer as a Building Block for Learning**

America SCORES is an after-school program that combines soccer, creative writing, and service learning. With affiliates across the country, a pilot study of the America SCORES Bay Area in San Francisco showed that participants in the program had statistically significant lowering of BMI. An unpublished national evaluation showed also showed that participants had an increased level of physical activity, increased reporting of feelings of self-confidence, self-efficacy, and enjoyment in learning, increased reporting of reading enjoyment and longer time reading independently, and gains in writing achievement.

Sources: Maden K, Thompson H, Wastak L, Qaetza E, Schmidt C, Newman T.(2009).After-school program to reduce obesity in minority children: A pilot Study. *Journal of Child Health Care* 13, 333; America SCORES Works.(n.d.). Retrieved from <http://www.americascors.org/national/program/184>.



### John Harkes, ESPN Commentator and former US National Team Player

"Soccer has power, and not just every four years. Programs like America SCORES should be rolled out in every tough town in the country. The social benefits I've witnessed could impact the entire nation."

### Coming Up Taller Awards

In 2008, America SCORES was selected as a winner of the Coming Up Taller award by the President's Committee on the Arts and Humanities as one of the most impactful youth development organizations in the country. This award is given to outstanding organizations who foster the creative and intellectual development of America's youth.

## America SCORES Milwaukee Staff

- Kate Carpenter, Executive Director
- John Eggebrecht, Associate Director
- Nicki Usinger, Education Coordinator



## Methods of Assessment

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### Language Arts

The Power of Poetry curriculum teaches students to read, interpret, write, and perform poetry while simultaneously building student voice through self-expression and teamwork. America SCORES measures the development of students' creative writing skills using a rubric that evaluates six core skills: Creativity/Ideas, Voice, Mechanics/Structure, Use of Adjectives/Adverbs, Use of Metaphor/Simile, and Use of Poetic Devices.

### Physical Health

Participants undergo baseline physical health tests including a pre and post 6-minute "Mini-Cooper" fitness run to assess aerobic capacity, as well as pre and post height and weight measurements to determine Body Mass Index (BMI) and percentile according to the Center for Disease Control's BMI-for-age growth charts (gender specific). Results from these assessments provide an estimation of participants overall physical health and the effectiveness of SCORES programming on maintaining or improving aerobic capacity and weight class.

### Self-Efficacy

Self-Efficacy is a person's belief about his or her ability and capacity to accomplish a task or deal with the challenges of life. This terminology encompasses youth participant ability to succeed across a variety of outcome sets including: Academic Success, Community Involvement, Cultural Competency, Life Skills, Positive Life Choices, and Sense of Self. These outcome sets are measured by the analysis of youth, parent, and staff surveys. Post only surveys are administered in efforts to minimize a "ceiling" effect (a participant may already feel like he or she is very good at a particular skill prior to and without influence by an after-school program). This methodology also considers the theory of the Dunning-Kruger effect in which unskilled persons will reach erroneous conclusions about their abilities being higher than they actually are, while their highly-skilled counterparts underrate their abilities, ie. a youth having never spoken in front of a large audience may rate their public speaking skills high on a pre-survey and low on a post-survey after actually having performed in front of a large audience. Overall, utilizing qualitative and quantitative feedback from these survey's clearly depicts program impact.

### Statistical Significance

SCORES evaluations have been statistically analyzed to determine program significance. Results in this report include p-values, which refers to the probability that the results of the sample were arrived at by chance. In layman's terms, the lower the p-value, the less chance there is that the sample data are suggesting a relationship when there really is no relationship at all.

"Statistically significant" relationships are those which display a p-value less than 0.05. This is saying that there is less than a 5% chance that another random sample of data would suggest the same or a stronger relationship as the one that has been calculated.



## Youth Participants

### Demographics

Female	49%
Male	51%
Hispanic of Latino	80%
Biracial	11%
Black or African American	5%
White or Caucasian	4%

### Attendance & Retention

Total	95.7%
Writing	95.5%
Soccer	95.8%
First Year Participants	45%
Multi-Year Participants	55%



Participants living in a household with 5 or people



Participants living in a household with a combined income of \$30k or less



**Special thanks to the following teachers who stayed afterschool each day to implement SCORES programming:**

- |                   |                  |
|-------------------|------------------|
| Carmelina Coleman | Shal Peterson    |
| Jennie Czechowicz | Amber Redemann   |
| Phyllis Deal      | Monica Scheftgen |
| Danielle DeGroot  | Scott Schnetzky  |
| Ora Douglas       | Ivan Segura      |
| Marietta Luckman  | Jose Serna       |
| Brian Makinster   | Lisa Smits       |
| Jorge Melendrez   | Suzanne Stephens |
| Rochella Mister   |                  |

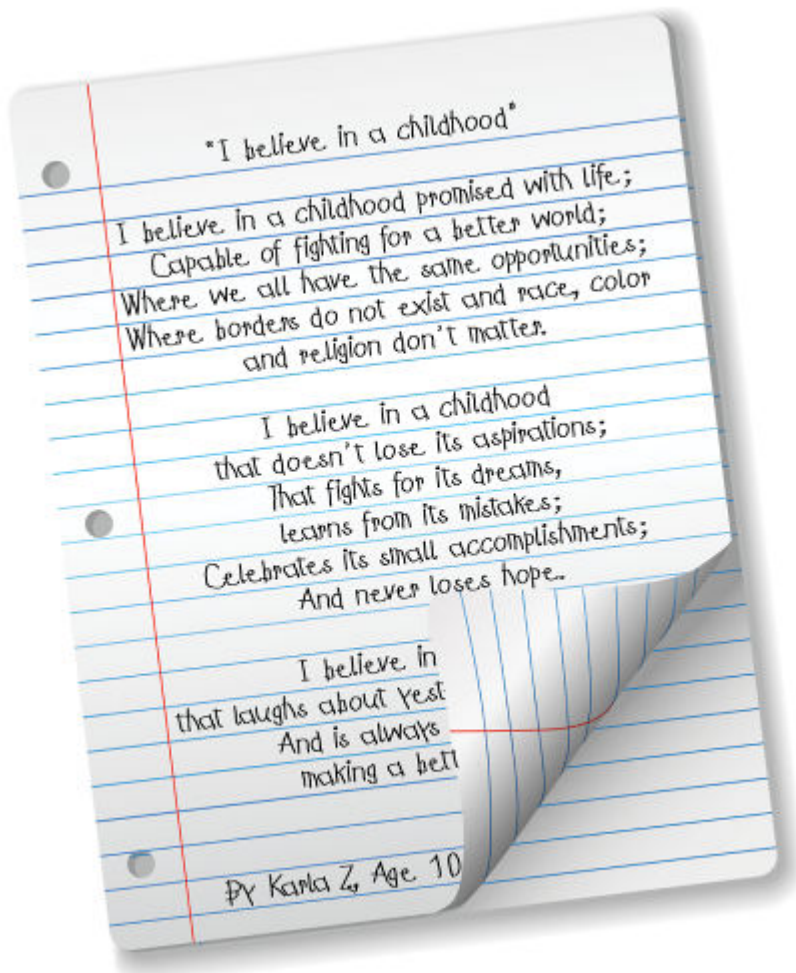


## Language Arts

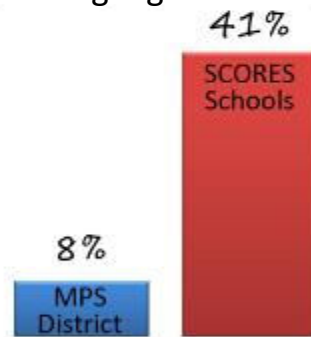
During the fall 2009 season, 79 America SCORES Milwaukee poet-athletes completed pre and post writing assessments. The results shown had a statistical significance with p-values  $\leq .05$  (Refer to page 3 for explanation).

### Areas of Improvement

- Use of Adjective/Adverbs, improvement of 83% overall (p-value < 0.01)
- Creativity/Ideas, improvement of 24% overall (p-value < 0.01)
- Voice, improvement of 20% overall (p-value < 0.01)
- Mechanics/Structure, improvement of 20% overall (p-value < 0.01)
- Average number of metaphors/similes increased by 163%, from 0.52 in the pre-assessment to 1.37 in the post-assessment (p-value < 0.01)



Students Who Are English Language Learners (ELL)



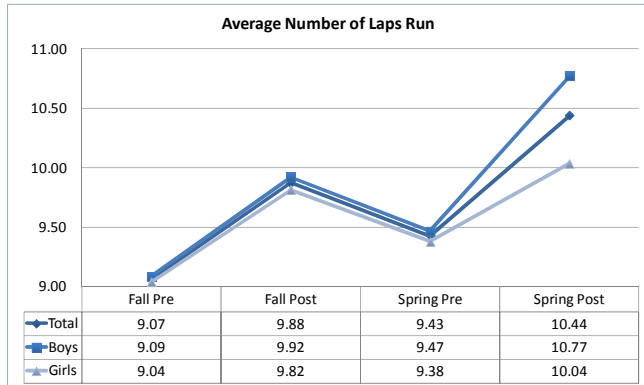
Most common issues SCORES participants recognize as problems in their neighborhood



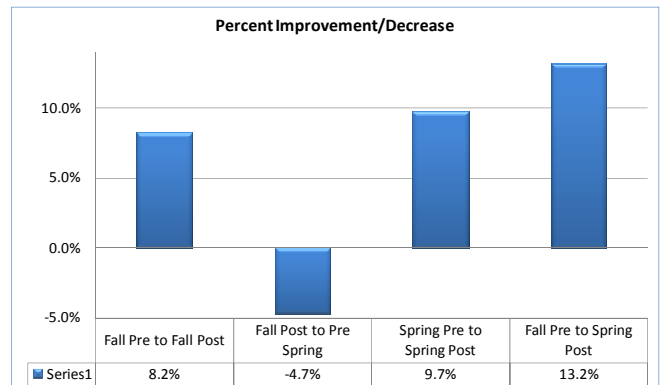


## Physical Health

### 6-Minute "Mini-Cooper" Fitness Run

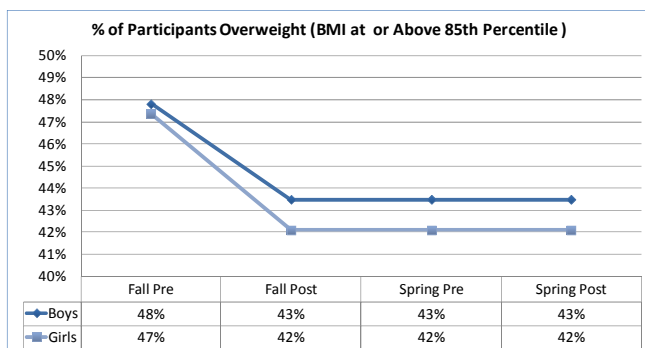


To measure participant aerobic capacity, SCORES staff administers an adapted version of the 12-minute Cooper Fitness Run (Developed in 1968 by Dr. Kenneth Cooper for use by the US Military). Adjusting for the base fitness level and age of participants, this fitness test is a 6-minute timed run, tallying the number of laps participants run in increments of 1/4 lap. Administered four times per school year -- the first and last week of each program season (Fall and Spring), these results represent only those participants who completed the fitness run on all four testing days.



The above chart depicts the percentage increase in number of laps run during the respective time periods. As shown, during periods of programming participant aerobic capacity increases significantly. During periods of non-programming (December-February), participants aerobic capacity decreases -- an indicator of inactivity during winter months. Between the fall 2009 pre-assessment and the spring 2010 post-assessment, SCORES participants ran, on average, over 13% further (p-value < 0.01).

### Body Mass Index (BMI) - Age & Gender Specific Percentiles



To measure participant weight classification, SCORES staff calculates participant BMI -- the most commonly used and accepted method by the Center for Disease Control (CDC). To calculate BMI, participant height and weight are measured utilizing a digital medical scale (measuring to 1/8 lb.) and a stadiometer (measuring to 1/4 inch). These measurements, along with participant age and gender, are used to determine BMI number and the corresponding percentile according to standard growth charts developed by the CDC. These growth charts find individuals to have a BMI percentile between the 85th and 95th percentile to be overweight, and individuals above the 95th percentile to be obese. Participant heights and weights are measured four times per school year - the first and last week of each program season (Fall and Spring).

All Participants	Fall Pre	Spring Post	Change
Underweight (<5th percentile)	2%	2%	0%
Normal BMI (5th-84th percentile)	43%	48%	5%
Overweight (85th-94th percentile)	22%	17%	-5%
Obese (≥95th percentile)	33%	33%	0%

A recent publication distributed by the Wisconsin Department of Health Services states 25% of children and adolescents in Wisconsin are overweight or obese. More specifically, 37% of Milwaukee Public School District students are overweight or obese.<sup>1</sup> In comparison to these figures, 55% of SCORES participants are classified as overweight or obese.

While weight loss is a common goal for those who are overweight, an equally common and often preferred treatment of childhood overweight and obesity is weight maintenance.<sup>2</sup> As adolescents continue to grow, maintaining weight will often aid in the reduction of BMI due to height gain.

Analysis of participant BMI percentile results shows that over the course of 20 weeks of programming, there was a 5% decrease in the number of participants classified as overweight or obese. These results were consistent for both male and female participants as depicted in the chart to the left. The mean BMI score (percentile) for SCORES participants dropped approximately 8.2% (p-value < 0.01)

1) [http://www.dhs.wisconsin.gov/health/physicalactivity/pdf\\_files/executivesummary.pdf](http://www.dhs.wisconsin.gov/health/physicalactivity/pdf_files/executivesummary.pdf)  
 2) <http://www.aafp.org/afp/2004/0601/p2591.html>



# Self-Efficacy

## Youth Survey

Academic Success	I Totally Disagree	I Sort of Disagree	I Sort of Agree		I Totally Agree		Combined Sort of & Totally Agree
Coming to SCORES has helped me to... Participate more in class activities	5%	3%	19%	+	73%	=	92%
Writing is very important for my future and I work hard to improve	1%	8%	26%	+	64%	=	90%
I like writing poetry and stories	7%	11%	32%	+	51%	=	82%

Community Involvement	I Totally Disagree	I Sort of Disagree	I Sort of Agree		I Totally Agree		Combined Sort of & Totally Agree
It's important for me to help my neighborhood or community	3%	3%	12%	+	82%	=	95%
If I see something that needs to be changed in my neighborhood or community, I know that I can help change it	0%	14%	33%	+	53%	=	86%

Cultural Competency	I Totally Disagree	I Sort of Disagree	I Sort of Agree		I Totally Agree		Combined Sort of & Totally Agree
Coming to SCORES has helped me to... Know more about the good things that people who look or sound different than me have done	3%	1%	26%	+	70%	=	96%
Coming to SCORES has helped me to... Be more interested in community and world problems	4%	14%	21%	+	62%	=	82%

Life Skills	I Totally Disagree	I Sort of Disagree	I Sort of Agree		I Totally Agree		Combined Sort of & Totally Agree
I am good at working with other kids on my team	1%	7%	27%	+	64%	=	92%
When I'm learning something new, I keep trying until I get it right	3%	7%	15%	+	75%	=	90%
Because of SCORES, I am better at making friends	5%	11%	27%	+	56%	=	84%

Positive Life Choices	I Totally Disagree	I Sort of Disagree	I Sort of Agree		I Totally Agree		Combined Sort of & Totally Agree
Coming to SCORES has helped me to... Stay out of trouble	14%	3%	18%	+	66%	=	84%

Sense of Self	I Totally Disagree	I Sort of Disagree	I Sort of Agree		I Totally Agree		Combined Sort of & Totally Agree
I feel safe when I'm at SCORES	4%	1%	19%	+	75%	=	95%
I like myself a lot	3%	3%	19%	+	75%	=	95%
At SCORES, I'm an important person	5%	11%	29%	+	55%	=	84%
I'm a special person	5%	11%	37%	+	47%	=	84%
I'm a good role model for other kids	11%	11%	36%	+	42%	=	78%

### What do you like best about SCORES?

I like that SCORES can make me feel safe and I like that they support me as family and help me play soccer and write poems. Also, I do good things for people and the world.

I like that everybody cares about others and helps each other. Teachers and coaches don't let anybody down and we're all friends.

It helps me with my writing so I can improve my grades and at the same time do a sport that I like.

# Thank You to the following supporters who continue to make America SCORES Milwaukee programming a success

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\$25,000-\$50,000

Milwaukee Kickers Soccer Club

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