Program Overview

America SCORES is sports-based youth development program that targets low-income elementary and middle school students who attend underserved public schools in the San Francisco Bay Area. America SCORES partners with urban schools to implement an after-school program that integrates soccer, poetry, and service learning. America SCORES’s student participants, typically in the 3rd through 5th grades, write and share poetry, practice soccer, and play inter-scholastic soccer games.

Program goals

The America SCORES program model is designed to provide opportunities for positive youth development through team-based physical activity, creative self-expression, and community building activities. The program’s goals are to help develop students’ physical and emotional development through: increased motivation and capacity in literary arts and poetry; improved physical fitness and overall health; increased self-confidence; improved relationships with peers and adults at school; increased aptitude for cooperation and teamwork; and increased sense of school connectedness.

Program Evaluation

As part of a comprehensive evaluation, America SCORES conducted surveys with participating 2nd – 5th grade students during the 2015-16 and 2016-17 school years. The goals of the student survey were to assess the program’s impact on intended student outcomes, including: 1) attitudes, beliefs and behavior towards learning/school engagement; 2) positive connection to their school communities; and 3) self-confidence and cooperation skills.

The two-page surveys were administered by America SCORES coaches at the end of the fall season (December/January) of each school year and included questions adapted from the validated California Healthy Kids Survey, a research-based tool designed to assess youth development and resilience.

Table: Student survey respondent characteristics

<table>
<thead>
<tr>
<th>Year</th>
<th># of SCORES regions surveyed</th>
<th># of SCORES sites surveyed</th>
<th># of surveys completed</th>
<th>% male respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>3 (Redwood City, SF, SF Civic Center)</td>
<td>14</td>
<td>229</td>
<td>62%</td>
</tr>
<tr>
<td>2016</td>
<td>5 (Oakland, Redwood City, SF, SF Civic Center, San Rafael)</td>
<td>17</td>
<td>271</td>
<td>67%</td>
</tr>
</tbody>
</table>

A table comparing SCORES students’ responses to California Healthy Kids Survey responses, as well as a summary of key SCORES student survey findings from 2016, with 2015 comparison data, are presented on the next pages.
<table>
<thead>
<tr>
<th>SCORES student survey question</th>
<th>SCORES students, 2016</th>
<th>California Healthy Kids Survey question</th>
<th>Difference between SCORES and CHKS responses (range)</th>
<th>San Rafael City students, CHKS 2015-16</th>
<th>Redwood City Elementary students, CHKS 2015-16</th>
<th>Oakland Unified students, CHKS 2013-14</th>
<th>San Francisco Unified students, CHKS 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel close to people at SCORES?</td>
<td>83%</td>
<td>Do you feel close to people at school?</td>
<td>15 – 24%</td>
<td>64%</td>
<td>66%</td>
<td>59%</td>
<td>68%</td>
</tr>
<tr>
<td>Are you happy to be in SCORES?</td>
<td>89%</td>
<td>Are you happy to be at this school?</td>
<td>1 – 12%</td>
<td>79%</td>
<td>88%</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td>Do you feel like you are part of SCORES?</td>
<td>87%</td>
<td>Do you feel like you are part of this school?</td>
<td>3 – 10%</td>
<td>77%</td>
<td>84%</td>
<td>77%</td>
<td>80%</td>
</tr>
<tr>
<td>Do you feel proud to belong to SCORES?</td>
<td>92%</td>
<td>Do you feel proud to belong to your school?</td>
<td>4 – 13%</td>
<td>79%</td>
<td>88%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Are the students in SCORES motivated to learn?</td>
<td>86%</td>
<td>Are the students at your school motivated to learn?</td>
<td>16 – 24%</td>
<td>62%</td>
<td>70%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Do coaches treat students fairly at SCORES?</td>
<td>89%</td>
<td>Do teachers treat students fairly at school?</td>
<td>2 – 10%</td>
<td>87%</td>
<td>87%</td>
<td>79%</td>
<td>87%</td>
</tr>
<tr>
<td>Do the coaches at SCORES care about you?</td>
<td>94%</td>
<td>Do the teachers and other grown-ups at school care about you?</td>
<td>6 – 12%</td>
<td>88%</td>
<td>85%</td>
<td>82%</td>
<td>85%</td>
</tr>
<tr>
<td>Do the coaches at SCORES tell you when you do a good job?</td>
<td>89%</td>
<td>Do the teachers and other grown-ups at school tell you when you do a good job?</td>
<td>8 – 18%</td>
<td>79%</td>
<td>81%</td>
<td>75%</td>
<td>71%</td>
</tr>
<tr>
<td>Do the coaches at SCORES believe that you can do a good job?</td>
<td>96%</td>
<td>Do the teachers and other grown-ups at school believe that you can do a good job?</td>
<td>2 – 9%</td>
<td>90%</td>
<td>94%</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td>Do your SCORES coaches help students solve conflicts with one another?</td>
<td>90%</td>
<td>Does your school help students solve conflicts with one another?</td>
<td>10 – 12%</td>
<td>80%</td>
<td>78%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Do your SCORES coaches teach students to understand how other students think and feel?</td>
<td>89%</td>
<td>Does your school teach students to understand how other students think and feel?</td>
<td>14 – 26%</td>
<td>75%</td>
<td>63%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Do your SCORES coaches teach students to care about each other and treat each other with respect?</td>
<td>94%</td>
<td>Does your school teach students to care about each other and treat each other with respect?</td>
<td>8 – 9%</td>
<td>86%</td>
<td>85%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Do you feel safe at SCORES?</td>
<td>81%</td>
<td>Do you feel safe at school?</td>
<td>-5 – 5%</td>
<td>83%</td>
<td>86%</td>
<td>76%</td>
<td>82%</td>
</tr>
<tr>
<td>Does SCORES help you try again after you make a mistake?</td>
<td>90%</td>
<td>When you get a bad grade, do you try even harder the next time?</td>
<td>-5 - -2%</td>
<td>92%</td>
<td>95%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Does SCORES help you keep working and working on your schoolwork until you get it right?</td>
<td>88%</td>
<td>Do you keep working and working on your schoolwork until you get it right?</td>
<td>1 – 3%</td>
<td>85%</td>
<td>87%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Responses for all surveys represent the percent of students who responded yes, most or all of the time; SCORES students were in 2nd-5th grades, CHKS respondents were in the 5th grade; SCORES students typically live in households that qualify for free or reduced price meals (a proxy for socio-economic status), whereas the CHKS data represents responses from all students in the district, regardless of socio-economic status.
### Highlights: SCORES Student Survey Data Compared to California Healthy Kids Survey data

- **Compared to 5th grade Bay Area students who take the California Healthy Kids Survey, SCORES students report:**
  - Higher motivation to learn
  - Feeling closer to people
  - Being more likely to have someone (like a coach) who:
    - Tells them when they do a good job
    - Cares about them
    - Helps students solve conflicts with one another
    - Teaches students to care about each other and treat each other with respect
    - Teaches students to understand how others think and feel

### Highlights: SCORES Student Survey Findings

- **Overall, SCORES student responses were very consistent across the two study years.**
  - Results for male and female respondents were very similar, unless otherwise noted.

- **Overall, students report being happy to participate in SCORES.**
  - In 2016, 89% of students were happy to be in SCORES most or all of the time (91% in 2015).

- **According to students, SCORES helps improve their attitudes, beliefs and behavior towards learning/school engagement.**
  - In 2016, 83% of students reported SCORES helped them be a better writer most or all of the time (95% in 2015).
  - In 2016, 86% of students reported SCORES helped them be better at talking in front of a group of people most or all of the time (91% in 2015).

- **According to students, SCORES helps improve their resilience and self-confidence.**
  - In 2016, 90% of students reported SCORES helped them try again after making a mistake most or all of the time (86% in 2015).
  - In 2016, 87% of students reported SCORES helped them keep working and working on something until they get it right most or all of the time (88% in 2015).
  - In 2016, 88% of students reported SCORES helped them feel like they can be themselves most or all of the time (88% in 2015).
  - In 2016, 75% of students reported SCORES helped them feel safe sharing their feelings most or all of the time (77% in 2015).
    - In 2016, more male students (81%) than female students (64%) reported that SCORES helped them feel safe sharing their feelings most or all of the time.
According to students, SCORES helps them improve their relationships with other students.
  - In 2016, 89% of students reported their SCORES coaches taught students to understand how other students think and feel most or all of the time (89% in 2015).
  - In 2016, 92% of students reported their SCORES coaches taught students to care about each other most or all of the time (question wasn’t asked in 2015).
  - In 2016, 94% of students reported SCORES coaches taught students to treat each other with respect most or all of the time (question wasn't asked in 2015).

According to students, SCORES helps improve their cooperation skills and teamwork.
  - In 2016, 93% of students reported SCORES helped them get better at teamwork most or all of the time (92% in 2015).
  - In 2016, 90% of students reported their SCORES coaches helped them solve conflicts with one another most or all of the time (89% in 2015).

According to students, SCORES helps increase positive connections to their school communities.
  - In 2016, 90% of students reported SCORES helped them enjoy going to school more most or all of the time (92% in 2015).

According to students, SCORES helps them improve their soccer skills.
  - In 2016, 98% of students reported SCORES helped them be a better soccer player most or all of the time (98% in 2015).