What did you do after school?
“I played flute, ran track, was active in student government and danced, badly. What better preparation is there for live broadcasting than playing a flute solo? What makes you feel better than running?”

Soledad O’Brien
Anchor and Special Correspondent, CNN
For me, after-school is personal. My identity grew out of what I did in those hours. First it was Brownies, then Girl Scouts, then dance lessons with a pioneer of modern choreography, Anna Sokolow.

As a high school student, I got my first job working with children at Henry Street Settlement. These days, I often visit programs where TASC is training high school students to work with younger children after school and during summers. Our maturing teens treat the smaller kids with such care, and radiate such yearning to do well. I feel like I’m watching the coming attractions roll on tomorrow’s leaders.

For this report, TASC invited highly accomplished people to share with us their memories of what they did after school. In the young lives of each of these achievers, someone made sure their development and intellectual and emotional growth didn’t stop at 3 PM. Their after-school experiences – from Tom Sawyer-ish adventures to literary and artistic awakenings — are alive in them today.

The next great entrepreneurs, physicists, sports stars, musicians, filmmakers and university presidents are in after-school programs today, or should be. When kids are shut out — because of their families’ lack of means or the public’s lack of investment in their schools or communities — vast potential is squandered.

Help us communicate the importance of these opportunities. I invite you to drop me a note and tell me, what did you do after school?

If you’re remembering those after-school experiences right now, ask yourself a question. Without them, would you still be you?

Lucy N. Friedman
President

My scouting days

A Letter from the President

My scouting days

A Letter from the Chair

We never forget the first time we accomplish something significant for the world to see. For me it was editing “The Mirror,” my high school yearbook. I don’t know how many hours I spent working on that project after school, but they paid off in the confidence I developed, and the notion that someday I might manage a project even greater than commemorating the Columbia High School class of ’61.

After-school opportunities were important to my friends and me. But given the demands and complexities of today’s world, now they are essential. How will kids thrive in a global economy unless they have time beyond the traditional school day for cultural opportunities, and to advance basic educational skills?

That’s what George Soros had in mind almost ten years ago when he launched one of the most transformational private-public initiatives in New York City history. At the time, the school day ended at 3 PM for the vast majority of New York City public school kids.

By creating TASC, George Soros and the Open Society Institute energized a movement to help kids access daily, complete after-school programs, not just in a few schools or neighborhoods, but across New York and the nation.

TASC has an outstanding track record for developing after-school programs that demonstrably improves kids’ school engagement, motivation and achievement. We’ve served hundreds of thousands of kids in New York and the region, and inspired the growth of after-school from New Jersey to New Orleans to New Mexico.

But for millions of kids and families, after-school is still an unattainable luxury. Help us reach them in our second decade.

Robert D. Joffe
Chair
“Every day of my life after school in suburban Seattle we would come home, let the dog out and set up to play whatever game was being played by pros on our impromptu field in Marine Hills. You did not have to make a play date, you always got picked and you always played for as long as you wanted, pretending to be Sonny Siskilles, Dr. J, Joe Namath or Brooks Robinson. The final bell was always Mom yelling out the front door that it was supper time, invariably at exactly 6:15 every night.”

Mario Batali
Chef, restaurateur and cookbook author

Budding chefs (from left) Thalia Frontani, Malik Bailey and Christina Henry, third graders at Community Partnership Charter School, joined the chefs at Brooklyn’s Red Bamboo Grill to make whole wheat veggie pizza from scratch. TASC works with the nonprofit organization FoodChange to get kids cooking after school with whole grains, fruits and vegetables.
At PS 51, a school tucked between warehouses in Hell’s Kitchen, Darian Jalalshah races into the yard at dismissal time. He gets some heart-pumping exercise, then a healthy snack and homework help from an after-school educator.

In this school community, where two-thirds of kids qualify for free lunch, their late afternoon hours buzz with industry. Third graders work with their grandfatherly chess coach, fourth graders try out forensic science and first graders kale count off dance tunes.

Where is The After-School Corporation (TASC)? In every particle of this after-school ground DNA.

The Formula
TASC’s daily programs in New York City public schools offer everything from literacy to arts to sports and service. We have a track record of helping kids develop their minds, their bodies and the positive attitudes critical to school success.

The Tools
We provide materials, curricula and staff training so kids are motivated to aspire and achieve.

The Means
We advocated with New York policymakers to fund the Abundant Waters program at this school, and other smart programs that keep kids on track to graduation, we influence the shape and scope of after-school.

The Logic
Kids spend about 20 percent of their waking hours in the traditional school day. If we ever hope to close the achievement gap, we have to deal seriously with the other 80 percent.

TASC is a nonprofit organization that supports and enhances after-school programs that give kids experiences they need to shape their futures. Pairing community-based after-school providers with schools, we’re the glue that connects the people and institutions who convert kids’ most vulnerable hours into hours of great opportunity.

In New York City public schools.

The Scale
We’ve supported 300,000 kids and families through strong programs in more than 320 New York City public schools.

Q: How many attended in 2008?
A: 140,000

Q: In 1998, before TASC, how many of New York City’s children attended after-school programs that met during the school day from 3 to 6?
A: 10,000

Judith S. Kaye
Chief Judge of the State of New York

“My most avid, best-remembered activity was the debate team, in which I participated throughout high school. We debated topics such as, “Should the electoral college be abolished,” still relevant 50 years later. I also remember immersion in the school newspaper, of which I became Editor-in-Chief. Both activities unquestionably fueled my dream to be a journalist, and then a lawyer.”

Chief Judge of the State of New York

Where We Are

The Means
We advocated with New York policymakers to fund this program and others in underserved neighborhoods.
When I was in sixth grade at PS 81 on Riverdale Avenue in the Bronx, my teacher, Mrs. Kriendler, clipped a small advertisement from the local newspaper announcing that year’s offering of astronomy courses at the Hayden Planetarium. One of them was called Advanced Topics in Astronomy for Young People, intended for kids in upper junior high school and the first years of high school. Mrs. Kriendler knew of my growing interest in the universe based on the alarming proportion of astronomy-related book reports I had submitted. In spite of the age requirements, she presumed these courses would not be out of my reach. From then on, the Hayden Planetarium became a much broader and deeper resource for the growth of my life’s interests.

A student’s academic life experience can be constructed from much more than what happens in a classroom. Good teachers know this.

Neil deGrasse Tyson
Frederick P. Rose Director, Hayden Planetarium at the American Museum of Natural History and host of NOVA scienceNow, PBS

TASC trains high school students, including AmeriCorps member Rafiel (Raf) Pastor, to guide younger kids through hands-on after-school projects. Raf helped second grader Vanessa Benitez collect plant specimens during a science field trip to Queens Botanical Garden from the after-school program at PS 120, operated by Flushing YMCA.
New York City, 1996

More than one million kids attend public schools. Just 10,000 attend daily after-school programs until 6 PM. The resources that families with means trust as routine extensions of their kids’ education – music lessons, sports, academic help – are out of reach for kids in broad swaths of the city. Kids on the wrong side of the opportunity gap face limited possibilities to develop the talents, skills and breadth of learning that would prepare them for college and careers.

New York City, 2006

Some 140,000 kids – a fourfold-fold increase – attend publicly-funded after-school programs rich with new possibilities every school day until 6 PM. Kids need for the pure joy of it in elementary school through literacy initiatives that engage their imagination. They beautify their neighborhoods through middle school community service-learning projects. In high school, they guide younger kids in after-school and summer programs, and build college-ready resumes.

The After-School Corporation was the change New York was waiting for. Thanks to the founding vision of George Soros and the Open Society Institute, TASC created an after-school system where none existed.

For every dollar OSI gave through its founding $125 million grant, TASC leveraged four times that amount. We built a network of programs serving large numbers of kids across New York City. Private donors, community-based nonprofits and all levels of government came together to invest more than $100 million to bridge the opportunity divide and strengthen the healthy development of New York kids.

TASC supports community-based organizations that operate after-school programs in partnership with school leaders. With a ratio of one adult for every 10 kids in a program, these organizations bring a wealth of talents and resources to programs customized for each school.

With TASC programs as the model, we started a wave of change. New York State launched Advantage After-School, which helps 27,000 kids a year. New Jersey After 3 launched after-school programs in 198 schools. New York City launched the Out-of-School Time Initiative, the largest municipally-funded after-school system in the nation.

New York policymakers to fund the Abundant Waters program at this school, and other nonprofits and all levels of government came together to invest more than $500 million to bridge the opportunity divide and strengthen the healthy development of New York kids.

With TASC programs as the model, we started a wave of change. New York State launched Advantage After-School, which helps 27,000 kids a year. New Jersey After 3 launched after-school programs in 198 schools. New York City launched the Out-of-School Time Initiative, the largest municipally-funded after-school system in the nation.

For every dollar OSI gave through its founding $125 million grant, TASC leveraged four times that amount. We built a network of programs serving large numbers of kids across New York City. Private donors, community-based nonprofits and all levels of government came together to invest more than $100 million to bridge the opportunity divide and strengthen the healthy development of New York kids.

TASC supports community-based organizations that operate after-school programs in partnership with school leaders. With a ratio of one adult for every 10 kids in a program, these organizations bring a wealth of talents and resources to programs customized for each school.

With TASC programs as the model, we started a wave of change. New York State launched Advantage After-School, which helps 27,000 kids a year. New Jersey After 3 launched after-school programs in 198 schools. New York City launched the Out-of-School Time Initiative, the largest municipally-funded after-school system in the nation.

New York policymakers to fund the Abundant Waters program at this school, and other nonprofits and all levels of government came together to invest more than $500 million to bridge the opportunity divide and strengthen the healthy development of New York kids.

With TASC programs as the model, we started a wave of change. New York State launched Advantage After-School, which helps 27,000 kids a year. New Jersey After 3 launched after-school programs in 198 schools. New York City launched the Out-of-School Time Initiative, the largest municipally-funded after-school system in the nation.

New York policymakers to fund the Abundant Waters program at this school, and other nonprofits and all levels of government came together to invest more than $500 million to bridge the opportunity divide and strengthen the healthy development of New York kids.

With TASC programs as the model, we started a wave of change. New York State launched Advantage After-School, which helps 27,000 kids a year. New Jersey After 3 launched after-school programs in 198 schools. New York City launched the Out-of-School Time Initiative, the largest municipally-funded after-school system in the nation.
We knew that to extend after-school to all kids, we would need to demonstrate that it changes the shape of kids’ futures.

So TASC became one of the first after-school organizations to commission an independent, multi-year evaluation of our programs. We found that kids who regularly participate in TASC programs increase their school attendance, improve their math scores, pass more Regents exams and earn more high school credits toward graduation. And we discovered how to use research-based approaches to fill gaps in school curriculum, complement school reform and strengthen families.

Recently the Harvard Family Research Project reviewed 10 years of research on high-quality after-school programs, ours included. Their team concluded that kids who regularly attend programs like ours improve their work habits, academic achievement and school attendance. They have fewer behavioral problems, better attitudes toward school and better social and communication skills. In programs that address fitness, kids increase their physical activity and knowledge of nutrition and health practices.

The Harvard study concluded that while after-school programs have the potential to help kids in all these ways, they are more likely to be effective when they promote frequent and regular attendance, offer rich, quality programming and build strong school-community partnerships. These are the hallmarks of TASC programs.

In the 2007-08 school year, kids were engaged in more than 270 comprehensive after-school programs TASC launched and supported in its first nine years.
A founding goal of TASC was to redefine after-school from a collection of fleeting programs to a sustainable institution that parents and schools can count on.

Private donors, corporations and foundations devoted to the well-being of kids and families have provided crucial support in our first decade. Their support has been essential to research and innovation, and to setting high standards for programs that do more than simply help working parents.

But private donors and foundations alone can’t sustain networks that reach all kids. Our plan from the start was to bring reliable public funding to daily after-school.

Public-Private Achievement

Thanks to the parents, educators, elected officials and youth development practitioners who energetically advanced this mission, after-school is now established as a support to education reform, workforce development and child health.

In 1998, when TASC began, government was investing $60 million in after-school programs that met every day from 3 to 6 PM. In 2008, New York City, state and federal government invested some $295 million in funding streams, many of them new in this decade, dedicated to after-school in New York City.

Mayor Michael R. Bloomberg committed his administration to an after-school system that’s rooted and growing. In the 2007–08 school year, 444 Out-of-School Time programs served 80,000 kids in kindergarten through high school.

The Next Wave

Our tenth anniversary brings us to a turning point. The OSI challenge grant established one of the most successful public-private initiatives in city history. It’s time for new supporters to build on ten years of momentum.

Millions of American kids who need after-school instead hit the streets or their TV remotes at 3 PM. Too many parents still struggle to keep their kids safe and prepare them to meet urgent challenges ahead. To have their best chances in life, kids need opportunities beyond the traditional school day and year.

We have made great progress. But there is so much more to do.

Q: In 1998, before TASC, how much did government invest in New York City after-school programs that met every day, from 3 to 6 PM?
A: $60 million

Q: How much did government invest in 2008?
A: $295 million

“When I was in elementary school I spent afternoons in a variety of lessons: piano, ballet, horseback riding, Brownies. By the time I got to seventh and eighth grade I was active in 4-H and 4-H clubs. I spent a good portion of my afternoons working with the sheep and cattle—cleaning the stables, buttering my steer, grooming, feeding, etc. How this relates to my current job I am not sure!”

Drew Gilpin Faust
President, Harvard University

Where We’ve Been

Q: In 1998, before TASC, how much did government invest in New York City after-school programs that met every day, from 3 to 6 PM?
A: $60 million

Q: How much did government invest in 2008?
A: $295 million
Samara Cohen is a circus performer and “locker” who combines dance with comedy and mime. She is also a devoted instructor and choreographer in the Sunnyside Community Services after-school program at PS 199 in Queens. She makes her kids’ costumes, and recently she coached them to perform at the Apollo Theater. Here she preps second grader Elias Hurtado for dress rehearsal.

“Looking back at my after-school experiences, I realize how important they were to my personal and professional journey. Of course, I enjoyed just playing: jacks on the steps, jumping rope (double-Dutch), hopscotch and hand jive. But most of my afternoons were spent experiencing the arts: piano lessons, playing violin and, of course, dance class. As a young girl in Philadelphia, discovering dance as a passion and, later, a profession, has taken me to places one could only imagine.

With Alvin Ailey American Dance Theater, first as a dancer and now as Artistic Director, I’ve been able to share my artistry with audiences all over the world. It’s been an incredible celebration of the human spirit that continues to this day. And it all started after school.”

Judith Jamison

Artistic Director, Alvin Ailey American Dance Theater
The after-school field faces a serious challenge. We can’t allow after-school to split into two tracks: one that allows high-achieving kids to dance, play instruments and become debate champs, while another overloads academically struggling kids with remediation and test prep.

We believe that for kids to compete in tomorrow’s economy, many need more time to master challenging content. That’s part of the after-school mix. But as the successful adults in this report demonstrate, young people’s participation in the arts, athletics, and other worthwhile pursuits matter too.

We are committed to helping kids get the chance to discover and maximize their potential. After-school should not feel like punishment. If it does, we risk losing the very young people we most need to reach. TASC makes sure families don’t have to choose between learning and fun.

This is our approach:

Support and Innovation
We’re influencing the expansion of elementary and middle school programs that don’t sacrifice kids’ healthy development for standardized test preparation. We’re developing new approaches to help high school kids graduate on time. We’re modeling strong school-community partnerships to expand kids’ learning time and experiences.

Policy and Advocacy
We’re helping local, state and federal policymakers make public systems more effective and bring more resources to kids after school. Using research and evaluation as our guide, we’re advocating for more programs that produce demonstrable benefits for kids and communities.

Building the After-School Field
Teachers travel from all over to work in city schools, but after-school educators often live in the same neighborhoods as kids. They speak their kids’ languages, know their challenges, bond with their parents and model success in their communities.

Many after-school educators, however, don’t have college degrees. Research shows that better educated staff help kids achieve the best outcomes. TASC launched The Center for After-School Excellence to help after-school educators earn college credits toward degrees and professional certificates. In partnership with the City University of New York, the Center is creating a national model, backed by research, to help after-school educators improve their skills and effectiveness. We help them practice what they preach to kids: go to college.

Q: When a child attends a TASC after-school program, how many more days of learning and discovery are added to his or her school year?

A: 72
Young musicians in the Bronx have their choice in the after-school program WHEDCo operates at PS/MS 218. They can learn to play the violin. Or they can join sixth graders Joanna Hunte (playing the red drum, left) and Jahvoni Barnes (red drum, right) in shaking the school auditorium with the joyful noise of a Latin percussion ensemble.

"After school I’d go to the nearby bakery that sold day-old cakes. I’d usually get a ginger raisin one with the white icing. Then I’d sit down and eat it with a glass of milk. I’d put on some music and I’d begin to draw or paint, inspired by the music.”

David Byrne
Musician, photographer, designer and co-founder, Talking Heads
Statement of Activity – Fiscal Year 2007

A summary of revenue and expenses:

<table>
<thead>
<tr>
<th>Revenue &amp; Support</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Grants and Contracts</td>
<td>$22,738,738</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>4,979,396</td>
</tr>
<tr>
<td>Contracted Services</td>
<td>1,012,847</td>
</tr>
<tr>
<td>Donated Services</td>
<td>576,881</td>
</tr>
<tr>
<td>Investment &amp; Other Income</td>
<td>798,709</td>
</tr>
<tr>
<td><strong>Total Support and Revenue</strong></td>
<td><strong>$30,106,171</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>$33,847,380</td>
</tr>
<tr>
<td>Management &amp; General</td>
<td>3,871,299</td>
</tr>
<tr>
<td>Fundraising</td>
<td>592,164</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$35,311,343</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change in Net Assets</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Assets - Beginning of year</td>
<td>$32,213,213 *</td>
</tr>
<tr>
<td><strong>Net Assets - End of Year</strong></td>
<td><strong>$37,417,985</strong></td>
</tr>
</tbody>
</table>

* Under the terms of its challenge grant with the Open Society Institute, TASC is spending down its unrestricted net assets.

Copies of the complete audited financial statements from which this information was excerpted are available upon request or on the TASC Web site at www.tascorp.org.
"I played sports, where I learned three things. First, I learned how to work hard today to prepare for events that are months away, and not to question it. Second, I learned who among my friends were loyal, honest, dependable or not, and I ended up loving them all. Third, my strengths and shortcomings became clearer, which gave me a chance to focus and change, or not. Either way it was an advantage, because I knew more."

Cletus Emokpae, a Staten Island eighth grader, visited the Museum of American Finance on Wall Street with his after-school stock-picking team from the Sports & Arts in Schools Foundation program at IS 51. The team won first place among New York City middle schools for their management of a hypothetical $100,000 portfolio in the Stock Market Game.

Dick Cashin
Managing Partner, One Equity Partners, two-time Olympic rower and world champion rower in 1974
"I didn’t really have any ‘after-school’ per se. I just stayed at school and played kickball in the yard until there was no one left to play against or until the teachers (nuns in this case) made us go home. I still love kickball!"

Courtney O’Malley
Vice President, The Starr Foundation

"When I started Grant High in Portland, Oregon in 1952, freshmen could not write for The Grantonian, the school’s high-quality weekly newspaper. So some friends and I, passionate about journalism, started our own little freshman class paper. We called it The Silo; our modest motto was “Mostly Corn.” We had no money for printing but the school let us use its mimeograph machine and the 250 copies we ran off every other week were quickly scooped up."

Jack Rosenthal
President, The New York Times Company Foundation

"I went to the Boys Club on 10th Street and Avenue A for 10 cents a year, I swam and was taken along with the other urchins to Madison Square Garden for the circus, rodeo and Knicks games, all at no charge."

Stanley S. Litow
TASC Director
Help us celebrate the tenth anniversary of TASC by sharing your favorite after-school memory. Visit our Web site throughout 2008-09 to find yours among memories of great achievers in many fields. Send your name and memory to:

info@tascorp.org

The After-School Corporation
1440 Broadway, 16th Floor
New York, New York 10018
(646) 943-8700
www.tascorp.org

info@tascorp.org

Excerpt from The Sky is Not the Limit: Adventures of An Urban Astrophysicist © Neil deGrasse Tyson, 2004, Prometheus Books, Amherst, NY

Photographs by James Hamblin and Jennifer Warren
Sketches by after-school art specialist Rama Hughes
Design by Stewart A. William, Design
“When I was growing up, way back when, there were no after school programs.” — Luis Ubiñas, President, The Ford Foundation  “I tutored in the Upward Bound program, which was both fun and a way to give back.” — Jill Abramson, Managing Editor, The New York Times  “As I look back I realize that my after school-activities affected me far more than I would have thought. I remember being one of only two guys in high school that took the time to play around with the TV and video cameras once our classes were finished. I couldn’t have known that one day this would lead me into the field of TV and filmmaking and eventually the making of Survivorman. What you do after school is for you. It’s when you go after learning about, experiencing or doing full-on the things in life that make you happy.” — Les Stroud, Survivorman, Discovery Network  “Speaking as a nerd, after school I went home, read science fiction and ate too many chocolate chip cookies. Books really got me through painful times at school. Nowadays, I realize that much of that fiction prepared me for the rapid social and cultural changes we see, keeping me ahead of the curve.” — Craig Newmark, founder and Director, Craigslist  “When I was in grade school, I came back home and played in the yard with my friends. We climbed trees a lot. Then, when I reached my teens, my father had a store and he wanted to teach me the business, so he had me come after school and I worked with him every day after school in his clothing store, except for Sundays when it was closed. In the meantime, when I think I was 12 years old, my uncle gave me a Christmas present of a horse. I named her Minnie the Moocher. I rode her every free moment that I had.” — Horton Foote, playwright and screenwriter, The Trip to Bountiful, To Kill A Mockingbird  “When I wasn’t playing baseball with my friends, I was watching the ‘4:30 movie.’ It was really my introduction to the seductive power of the movies. That, in turn, set in motion what I would do professionally. I can still remember sitting on the edge of the bed in my parents’ room and getting lost in an old movie. Then, it was homework, dinner, and bed.” — Ken Burns, documentary filmmaker, The Civil War  “Outside of school, a Columbia graduate student volunteered his time to teach me all sorts of mathematics that I would never have otherwise encountered. For nothing but the joy of teaching, he nurtured my budding interest and profoundly influenced my development.” — Brian Greene, string theorist and author, The Elegant Universe  “When I was in 7th grade, I was a tomboy into sports - floor hockey, cheerleading, skiing and especially softball. That summer I broke my leg sliding into third base. Suddenly, no sports. Worried I would sit home alone (or worse, with my little sister) every afternoon, I joined the school chorus. They gave me my first acting job: as Pontius Pilate in “Jesus Christ Superstar” because I could wear a long robe over my walking cast. How else would I have found my calling?” — Elizabeth Banks, actress, Scrubs  “While I was in school – and there were a number of them as I traveled between my divorced parents a couple of times a year – I spent much of my time building things. Huts, dams in small streams, things made out of wood in any carpentry shop I could find. I loved building anything and spent most of my school time planning on what I could build when school was over.” — DA Pennebaker, documentary filmmaker, The War Room, Don’t Look Back  “I focused on my studies and made sure that any scholastic responsibilities were met first. Some of my favorite memories as a kid was shooting pucks with my dad in our driveway. However, that time was always predicated on me having my homework done.” — Adam Graves, New York Rangers  “After school, from the age of about eleven through thirteen, I really wanted to play ball but I had much to do: one afternoon of piano lessons, one afternoon of Hebrew school and one afternoon of music theory class. In high school I tutored math at home one or two afternoons a week. It was an important time between classwork and homework when I learned a great deal, felt challenged, and in some instances (not the piano) met those challenges.” — Robert Siegel, host, All Things Considered, National Public Radio