



ANNUAL REPORT

2025



FY 2025 REACH AND IMPACT

February

STEM District 10 Fair in the Bronx connected school leaders and educators with STEM providers and awarded \$30,000 in mini-grants.



January

ExpandED Schools hosted a quarterly convening of afterschool site directors from around New York City.

April

ExpandED Schools connected 600+ students in 20 NYC public high schools to 22 education employers. The five-year-old initiative now reaches 3,500 students from 140+ as part of Career Discovery Week.



Every student deserves a champion.

March

Philadelphia delegation visited to study extended day and year programs. Experts from the Mayor's Office, School District of Philadelphia, and collaborators came to see how ExpandED strengthens expanded learning.



June

The citywide High-Impact Tutoring Showcase and Tutor Provider Fair brought together partners, educators, funders, and district leaders to celebrate and advance academic recovery.



May

NYC Reads Initiative held its final East Harlem community event of the school year at P.S. 38 Roberto Clemente, with families enjoying student showcases, celebrations, and community-building.



August

6,679 students in the Summer Youth Employment Program are paid and earn high school credit through career-connected summer learning with ExpandED's training and coaching.



October

District 14 STEM Provider Fair connected school leaders with potential STEM partners to bring new programs into schools and enhance STEM activities.



December

The Work-Based Learning Coalition finalized its [report](#) on ways to strengthen youth career pathways in NYC for 2026 and beyond.

STRENGTHENING YOUTH CAREER PATHWAYS FOR AN AFFORDABLE NEW YORK CITY

SPECIAL REPORT

November

Funds released to over 100 schools to provide high-impact tutoring reaching 5,000 students.



July

Exploring Futures reached 32,000 middle school students across 600 afterschool sites through career curricula and exposure events, including panels and workplace trips in sports, fashion, business, technology, and green energy.



September

Mayor announced the Commission on Universal Afterschool to develop a roadmap for expanding, innovating, and sustaining practices that serve all New York City youth.



57,647 STUDENTS REACHED



993 SITE VISITS TO PROGRAMS



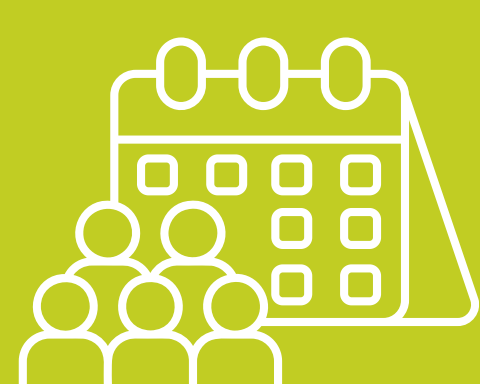
\$4.42M INVESTED IN PROGRAMS



98% EDUCATOR TRAINING SATISFACTION



8 POLICY GROUPS AND COALITIONS HOSTED



1,260 PARTNER EVENTS

LETTER FROM OUR LEADERSHIP



In 2025, ExpandedED Schools helped power a vast citywide network that connects ideas, expertise, and resources in order to shape a stronger, more connected learning ecosystem for New York City’s children.

Success for our children is rooted in the adults in their lives. ExpandedED Schools’ success comes from our incredible staff’s accumulated expertise across every level of the system. Together, the ExpandedED Schools team works with dedicated people in large institutions, city agencies, community-based organizations, and long-standing nonprofit and private partners to support the adults in kids’ lives, and further strengthen learning opportunities in and out of school.

With our partners, we support educators in strengthening their relationships with young people. These supportive youth–adult relationships spark cognitive, social, and emotional connections, empowering young people to shape their future and improve our collective well-being.

Creating learning moments in a robust and dynamic landscape of afterschool, early career learning, and tutoring requires many supporters. Each year, we train thousands through professional development, and in the coming year, we will expand this work to help ensure educators’ and children’s success.

There are over 900 school-based programs serving public school students throughout our city. Strong intermediaries like ExpandedED Schools promote coordination among the many individuals pulling for successful outcomes and high quality. With your support, ExpandedED Schools strengthens programs across all New York City zip codes, every day, to reach every child in New York City.

This report highlights three areas of our work and the people behind them. We thank those who walk with us in this work. For those considering joining us, now is the time to get involved and support this important effort.

Warmly,

A handwritten signature in black ink, appearing to read 'Brandon Robinson'.

Brandon Robinson
Board Chair, ExpandedED Schools

A handwritten signature in black ink, appearing to read 'Saskia Traill'.

Saskia Traill
President and CEO, ExpandedED Schools



Photo courtesy of Major League Baseball

MISSION

ExpandedED Schools is dedicated to ensuring that all young people in New York City have access to enriching programs that affirm their identities, teach them valuable skills, and spark new possibilities in and out of the school day. In order to achieve this mission, ExpandedED provides K–12 programs with curricula and support; trains educators; and advances the sector through policy and research.



FROM LEARNERS TO LEADERS

Some of the most powerful educators this year were students.

Educators come in many forms and at many stages of life. While ExpandedED Schools has helped strengthen and professionalize the education workforce, teaching ultimately happens whenever someone helps another person learn, grow, and discover new possibilities.

That belief is shaping how ExpandedED Schools' Career-Connected Learning and High Impact Tutoring teams are cultivating the next generation of educators. This year we launched the Career Connected Learning Partnership, a near-peer tutoring model, in partnership with The Reading Institute and the NYC Public Schools' FutureReady NYC Program.

The Career Connected Learning Partnership trains and mentors high school students to tutor elementary school students using high impact tutoring. Elementary students who participated showed stronger academic growth than their peers. They were more engaged and attended school more consistently on days when tutoring was offered, reflecting the motivating impact of having near peer mentors they could relate to.

“Our collaboration with High-Impact Tutoring has connected two core pillars of ExpandedED Schools’ work to create a shared opportunity for elementary and high school students,” said Monia Salam, Vice President, Career Connected Learning at ExpandedED Schools. “High-Impact Tutoring supports academic growth, and our work centers on preparing young people for life after high school graduation, and with this pilot, we are achieving significant results.”

This collaborative approach strengthens the entire learning ecosystem, but its greatest impact is on the young people themselves.

For elementary students, working with near-peer tutors turns practice sessions into real conversations, helping students stay engaged long enough to create strong academic habits. In turn, high school students gain paid, real-world experience, leadership skills, and a chance to explore careers in education.

“Since we launched a citywide High-Impact Tutoring effort more than three years ago, we have seen a strong track record of student outcomes,” said Melanie Gardner-Ojefua, Vice President, High-Impact Tutoring. “Training high school students to tutor elementary students adds an additional component that strengthens the system and provides schools with more options when selecting tutoring providers.”

This work is already helping students strengthen academic skills while creating opportunities to reimagine who can play a role in teaching and learning.

Two high school students, Alex and Crystal, train with the Reading Institute at the ExpandedED Schools offices in preparation for their High Impact Tutoring internships.

EDUCATOR, MENTOR, STEM ADVOCATE

Helping students set Franco Hernandez on his STEM path.

As the child of Mexican parents, he was the first to graduate high school and go on to college. His college years at St. John's University played a role in shaping his path toward education.

The Bronx native did not originally plan to become a teacher, but the support and experiences he found there guided him toward that work.

"I was paired with a coordinator at St. John's University who helped first-generation, low-income students access resources. They provided jobs, metro cards, and support so I could finish college without worrying."

"At the end, she asked me what I wanted to do. I mentioned tutoring because I used to tutor local kids to pay for textbooks. One student was really struggling, and her mom wanted me to keep tutoring her even after she advanced to the next grade."

That experience shaped his interest in education. After graduating, Hernandez began working in afterschool programs and discovered how expanded learning can spark student interest in STEM. This work led him to professional learning that connected school-day and afterschool instruction.

One early experience set Hernandez on the path to joining Expanded Schools' STEM Educators Academy (SEA): "...I first learned about SEA through a program where we observed whether connecting the science teacher and the afterschool instructors would have a positive effect on students... I was like, yes, why not? This is amazing! And that is how it began."

SEA builds educator capacity to deliver high quality, culturally responsive STEM learning in after school programs across New York City.

Last year, we supported over 30 school sites across the Bronx, Brooklyn, Manhattan, and Queens and reached more than 2,200 students and over 80 educators, including 25 middle school educators serving approximately 700 students.

Francisco's participation in SEA strengthened his instructional practice and leadership skills. He advanced from tutor to afterschool educator, site director, and classroom teacher. He now teaches computer science at Family Life Academy in the Bronx and serves as a SEA Graduate Coach, an alumnus of the program who mentors other educators. SEA Graduate Coaches are a critical part of SEA's success, providing feedback, guidance, and training to support hands-on STEM learning across our 40+ afterschool sites, helping the next group of educators experience the same sparks that Franco encountered along his own journey.

For over a decade, SEA has aligned school day and afterschool STEM learning. SEA has been proven to strengthen educator skills and improve retention. SEA shows that investment in educator development not only builds strong teaching pipelines but also opens doors for young people to thrive in science.



Franco Hernandez
Alumni/Graduate Coach

AFTERSCHOOL IMPACT IN NEW YORK

Once, New York City's after-school system was largely a collection of informal programs providing supervision. Today, the critical learning opportunities that take place in the afternoon are part of a dynamic learning ecosystem, and after school's value for academic growth and youth development is widely recognized.

This recognition has driven rapid expansion. In the fall of 2025, New York City added 40 new afterschool sites and advanced universal afterschool with an additional \$331 million annual investment. By 2028, annual funding is expected to reach \$755 million and serve 184,000 students.

That number is substantial and needs to keep growing. Across the country, 77 percent of children whose parents want afterschool programs remain unenrolled. Limited access remains the primary barrier. That is why we were proud to serve on the Commission for Universal Afterschool, where we helped shape significant investment and future growth in New York City.

However, expanding seats alone is not enough; expertise must grow at the same pace to maintain strong outcomes. ExpandedED Schools advances afterschool by bolstering the foundation for sustainable growth. Since 1998, we have built relationships with educators and program leaders through coaching site visits, school-CBO partnership meetings, and afterschool educator trainings throughout the city.

Our menu of year-round training opportunities focuses on building educators' understanding and knowledge of afterschool core areas to support practical execution. These efforts contributed to high partner satisfaction and organizational effectiveness, with 93 percent of partners reporting that we helped them achieve their goals in 2025.

This structure allows us to stay closely connected to the field while strengthening practice across the system. By maintaining a clear view of emerging challenges, we can respond with targeted support. Most recently, this led us to expand on-demand professional development, enabling busy professionals to learn at their own pace.

Those who work closest with our programs see the results firsthand. Quinton Ervin, Program Director at Good Shepherd Services, describes the long-term effects: "I have been at P.S. 206B in the Bronx for about 25 years and have seen students from my program come back and teach with me as part of my team." This continuity strengthens communities. It also builds the next generation of educators.

Families see the results as well. "After-school has helped my child tremendously by boosting her confidence and grades in school!" said Anjanine, parent of a fourth-grade student at P.S. 26 in Queens.

These perspectives point to the same conclusion. Scale works when paired with investment in educators.



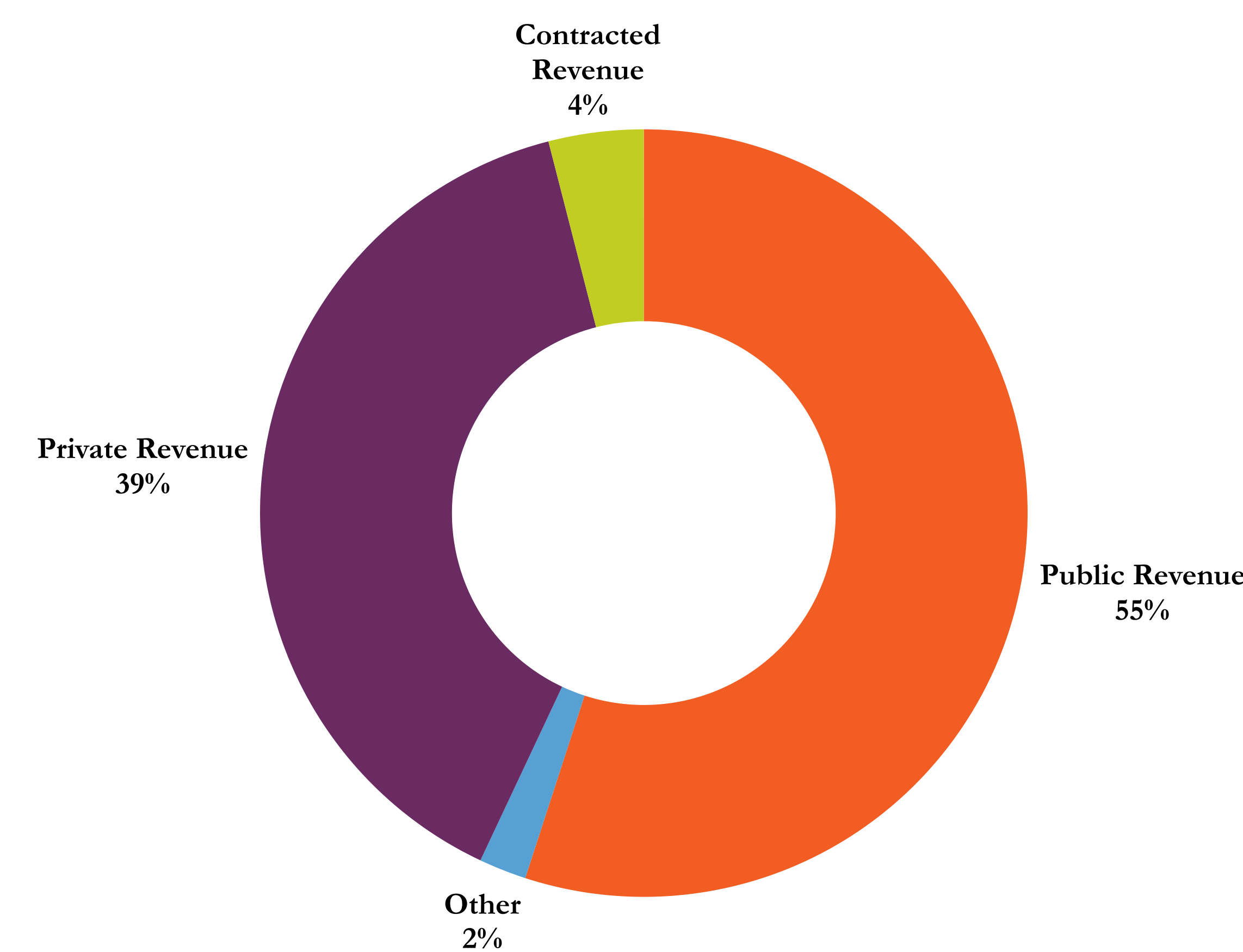
Photo by Michael Priest Photography

Quinton Ervin (Program Director, Good Shepherd Services, a community-based organization partner) and the I.S. 206B Ann Mersereau Team.

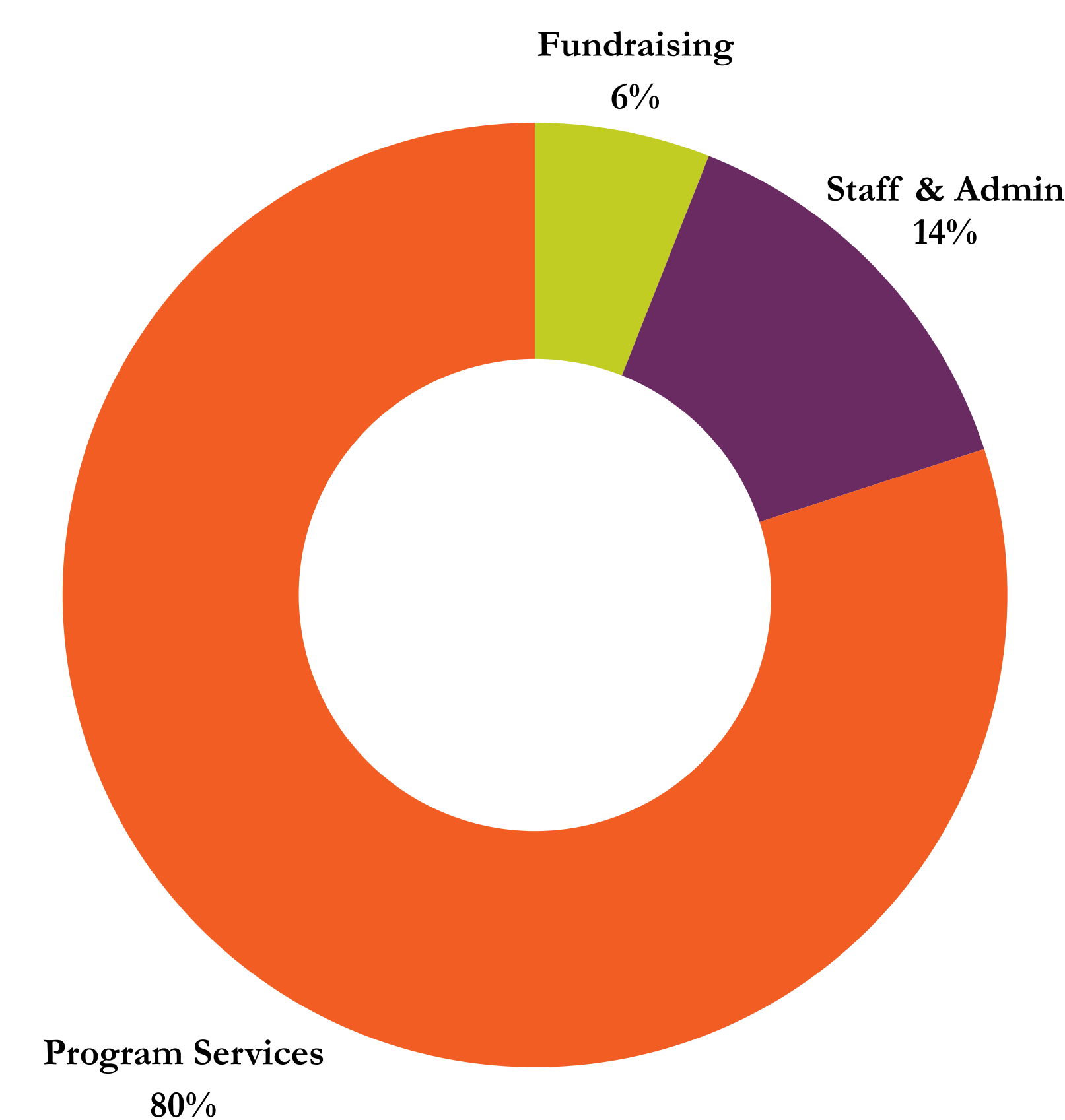
FINANCIALS

NET ASSETS FROM PRIOR YEARS USED IN FY25	\$4,112,006
FY25 REVENUE AND SUPPORT	\$13,857,263
TOTAL	\$17,969,269
FY25 EXPENSES	\$14,790,956
NET ASSETS YEAR-END (RESTRICTED & UNRESTRICTED)	\$12,902,785

Revenue



Expenses



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