

The After-School Corporation Annual Report 2010

# Adventures in a New School Day

With Kiara & Donnell

**TASC**  
THE AFTER-SCHOOL CORPORATION



**In a democratic society, it's just wrong that the quality of a child's education should depend on the luck of the draw. All kids deserve a rigorous, responsive, fully-loaded education where each one's gifts are discovered and developed.**

## It's now or never for Kiara and Donnell

Letter from the president

**Dear Friends,** You know what we're up against. Out of every 100 fourth graders in the US, just 33 can read well. Only 39 can do fourth grade math. As you go about your business today, more than 7,000 kids will drop out of school.

In 12 years of building effective after-school programs and systems, we've seen proof in the research and on the ground –that when teachers and community educators team up to lead electrifying after-school programs, they inspire kids like no one else can. Motivation is at the root of all learning. That's why TASC is bringing the engagement power of after-school into the school day to make learning more rigorous and relevant.

All kids deserve a fully-loaded education that develops their character, talents and ambitions as well as their minds. Too few kids get that. More typical are those who spend 80 percent of their waking hours not in school, missing out on 'extras' such as art, hands-on science, physical activity and leadership development. Re-engineering the school day is not just a good idea. To prepare kids to thrive in an information age, it's a moral and economic imperative.

In this report, you will meet two fourth graders who attend a public school on 151st Street in Harlem. Tall for her age and emotionally guarded, 10-year-old **Kiara Bonterre treats books like an extension of her arm.** Any time there's a break in the action at school, she reads, writes or draws. "Kiara has been that

serious since kindergarten," says her principal, Sean Davenport. "She wants to be better than what she sees around her."

**Donnell Watkins is equal parts charmer and agitator** – smart, quick, an alpha among 10-year-olds. He could grow up to be great, Mr. Davenport says, if others don't get to him first. "Those qualities that corporate recruiters seek in young people – they're the same talents the gangs recruit for. Donnell needs to be in school learning after 3, or else he'd be out there."

These students attend one of TASC's 17 Expanded Learning Time schools in New York City: Thurgood Marshall Academy Lower School, partnering with Abyssinian Development Corporation. Many innovative schools are improving student outcomes by expanding the learning day and year, but they serve only a small fraction of students. At schools like Thurgood Marshall, we're developing and testing a model that can transform any kind of public school and serve any and all comers from the neighborhood, because success in a democracy should not depend on rationing excellence.

You will learn more about this model in the pages ahead as you follow Kiara and Donnell through a day at school. We can't give them guarantees about the future, but we can give them a chance. With you standing behind us, and with our school and community partners out front, we're racing to give all kids the time and tools they need to thrive. Let's get to it.



**LUCY N. FRIEDMAN, President**

## Meet your guides to a new school day at Thurgood Marshall Academy



### Kiara

Kiara's true school home is the art room. Her mentor is art teacher Melanie DeCosta, who also teaches students how to deal with stress through meditation. "Kiara works very hard," Ms. DeCosta says, "and she's recognized as a leader in art. That validates her confidence." Kiara has painted several pieces the school has lent to exhibitions, including portraits of Harlem leaders.



### Donnell

"There's a quality in Donnell that challenges the system, but he's going to use that in a positive way as he gets older," says Joshua Livingston, who has led the school's team of community educators for Abyssinian Development Corporation. "I see him doing well in debate as he learns more. He's a top student, does all his work. That's why it's important to keep giving him more opportunities. I see little breakthroughs every day."

**10:00 Math**

**Kids learn **visually**. Kiara's teacher has time to put aside the textbook and use pattern blocks to make abstract concepts real.**



**!** An independent evaluation of TASC programs found students did better in math and came to school more often.



## 1:10 Art

The principal calls art a “sneak attack on literacy.” Students painted self-portraits, then wrote biographies.

📍 **Community partners in ELT schools introduce kids to teaching artists and cultural institutions.**

## 2:10 Science

Donnell wants to be a Marine. He was intrigued to compare water in liquid and solid states.

📍 **Research says early interest in science is a better predictor of who takes up science professionally than grades.**

**GOOD**

**MORNING**

# TASC Expanded School Day



## 8:00 Breakfast

Fourth graders at Thurgood Marshall Academy listen to Mahler's 5th Symphony over breakfast.

**!** Family food shortages and childhood obesity both are epidemic in New York neighborhoods. Kids eat three healthy meals at TASC ELT schools.



## 10:00 Math

Assignment: Count and label obtuse, acute and right angles in a trapezoid and other shapes.

**!** American students rank 25th out of 34 developed nations in mathematical literacy and problem-solving.



## 12:10 History

Assignment: Research Condoleezza Rice and Michelle Obama using credible online sources. Write an essay comparing and contrasting.

**!** Real-world learning builds on students' enthusiasm for topics and online tools.



start



8:00

9:00

10:00

11:00

12:00



## 8:30 English

Assignment: Read 'Tales of a Fourth Grade Nothing' or 'Rules.'

**!** Students learn English eight ways in one day through poetry, independent reading, teacher read-aloud, analyzing characters, essay-writing, recording science observations, drama and homework help.



## 11:15 Lunch and Recess

When it's wet outside Principal Davenport plugs in his iPod. Whip my hair!

**!** Recess is the biggest time block available for physical activity in American schools. Kids in low-income communities are the most likely to have recess eliminated.



## 1:10 Art

Assignment: Paint a Harlem streetscape in the style of Romare Bearden.

**!** Half of New York City's elementary students get less art instruction than required by state standards. TASC ELT schools add an average of 3.5 hours more of arts and sports per week.





### 2:10 Science

Assignment: Why do surfaces absorb water? Write a hypothesis and record observations.

**!** Just 1% of high school seniors demonstrate advanced proficiency in science.



### 3:30 Drama

Assignment: Prepare for a spring performance at Abyssinian Development Corporation.

**!** Research shows the highest-risk students benefit the most from high quality expanded learning opportunities.



### 4:45 Sports

At this hour, kids can choose among martial arts, Step Team, African Dance or outdoor sports.

**!** Research shows aerobic activity stimulates brain function and leads to higher achievement.



home

1:00

2:00

3:00

4:00

5:00



### 3:00 Student Leaders Meet

Student leaders want a dress-down day. The principal counters with an academic challenge and a bigger prize: a whole-school dress-down day

**!** Motivation is at the heart of learning. The chance to be a leader improves motivation and achievement.



### 4:15 Capoeira

Assignment: Ascend a level in this Brazilian art form through discipline, practice and self-control.

**!** Stimulating challenges connect kids to school. Many drop-outs quit out of boredom and discouragement.



### 5:15 Homework Help

While struggling students work one-on-one with AmeriCorps members throughout the day, others work in small groups.

**!** Expanded school days that cover parents' working hours lead to higher productivity and fewer work days missed.





## 4:15 Capoeira and Step Team

When Kiara had to see the doctor recently, she made her mother return her to school for capoeira.

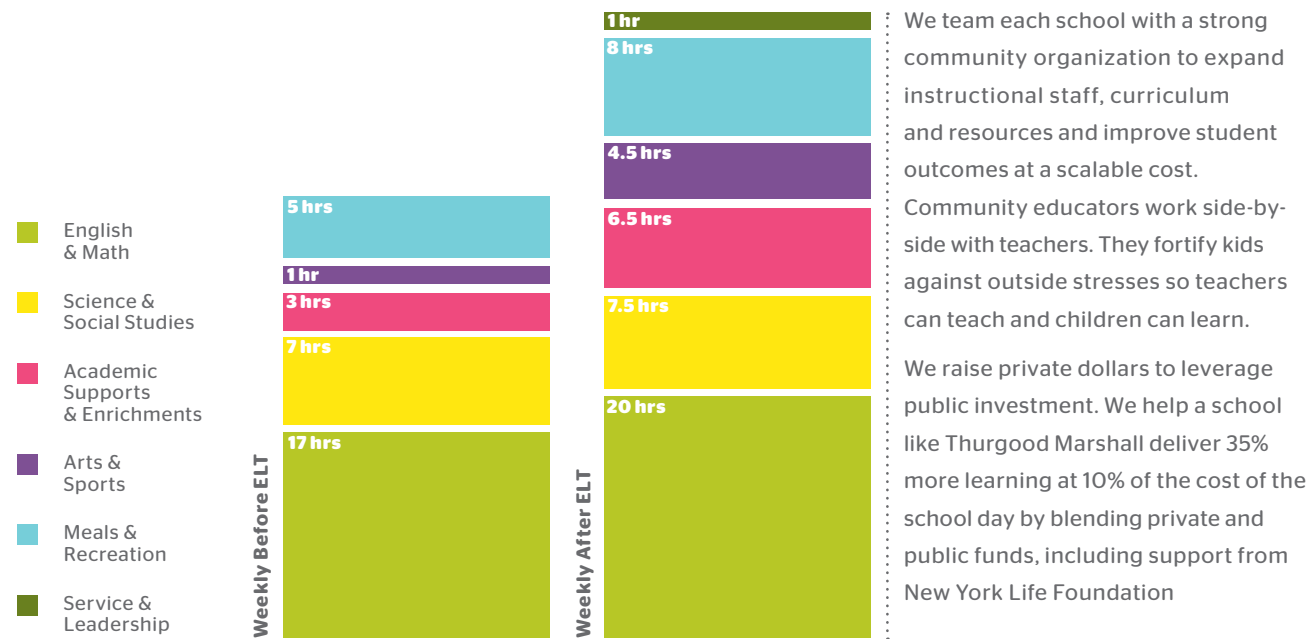
**📌 Community partners strengthen schools by bringing extra staffing, resources and the support principals need to coordinate a more effective school day.**

## 5:15 Writing

Donnell had an essay to write for Women's History Month. This school has time for civics.

**📌 Just one-third of fourth graders are proficient at civics. A recent poll found only 42% of New York adults knew basic information about the three branches of government.**

## How does TASC re-engineer schools?



**TASC has helped  
376,000 New York City kids**

**We've supported  
486 New York City public schools**

**We've partnered with  
328 community and cultural  
organizations and colleges**

**We've trained  
16,000 community members to  
work in schools**

### Schools Get:

- A framework, staff training and intensive operational assistance
- Blended workforce of teachers and youth development specialists
- Evaluation on broad markers of student success
- Advocacy to sustain public support and progress

### Kids Get:

- More time and tools to learn
- Engaging, real-world experiences
- A balanced education
- Three meals and sports daily
- An equal opportunity to succeed



## A Salute to our Supporters

Thanks to you, our generous supporters, we helped more than 51,000 kids through after-school, summer and expanded learning opportunities in 2010. In our Expanded Learning Time initiative we helped re-engineer the school day in 17 New York City public schools. We developed and supported comprehensive after-school programs and high school internships for New York City kids. We evaluated federally-funded after-school programs. In partnership with the New York City Department of Youth and Community Development, we guided the Teen ACTION service project and increased

the citywide capacity of after-school programs to engage kids and use data to drive quality.

We led state and national partners in advocating for policy change and more efficient funding to make an excellent, balanced, inspiring education available to all kids no matter where they live.

Students do best when they're helped by high-performing adults. We provided professional development in such topics as science inquiry, literacy, health and school-community partnerships to nearly 1,700 NYC community educators, including AmeriCorps members. We

launched the free job site Pathfinder (www.afterschoolpathfinder.org) to help youth workers build careers helping kids.

Students and families with the fewest resources are suffering the most in this recession. We thank you—corporations, foundations, public agencies and individuals—for your support and trust in our drive to achieve the greatest progress for the greatest number of kids. Thank you.

### Gifts supported our work from July, 2009 through June, 2010

#### \$1,000,000 AND ABOVE

**The Atlantic Philanthropies**  
**Lois Collier**  
**Corporation for National and Community Service**  
**The New York City Council**  
**New York City Department of Education**  
**New York State Education Department**  
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#### \$100,000 - \$999,000

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#### \$10,000 - \$49,999

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#### IN-KIND GIFTS

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\*Portion or all of contribution for NYSAN (New York State Afterschool Network)

## TASC Financials

Fiscal Year July 1, 2009 through June 30, 2010

### REVENUE AND SUPPORT

Government Grants and Contracts	\$	8,817,507
Grants and Contributions		5,716,513
Contracted Services		1,048,765
Donated Services		350,166
Investment & Other Income		302,034

<b>Total Support and Revenue</b>	<b>\$</b>	<b>16,234,985</b>
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### EXPENSES

Program	\$	15,100,984
Management & General		2,800,171
Fundraising		394,365

<b>Total Expenses</b>	<b>\$</b>	<b>18,295,520</b>
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<b>Change in Net Assets</b>	<b>\$</b>	<b>(2,060,525)*</b>
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<b>Net Assets - Beginning of year</b>	<b>\$</b>	<b>15,383,010</b>
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<b>Net Assets - End of Year</b>	<b>\$</b>	<b>13,322,475</b>
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\*Under the terms of its challenge grant with the Open Society Foundations, 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 Website at [www.tascorp.org](http://www.tascorp.org).

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Spring 2011

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**Donations** to support after-school, summer and expanded learning opportunities can be made to The After-School Corporation through our website at [www.tascorp.org](http://www.tascorp.org) or by mailing a check to:  
**The After-School Corporation**  
1440 Broadway, 16th Floor New York, NY 10018

# TASC: What We're About

**TASC** is dedicated to giving all kids expanded learning opportunities that support, educate and inspire them. Our innovative model joins schools with communities so teachers don't have to do it alone and the whole child is valued.

Our vision is that kids from every background will have access to the range of experiences and world class education that all families want for their children. Schools will support students' intellectual, creative and healthy development and prepare them to thrive in a democratic society.

## **The After-School Corporation**

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