



TASC



After-School and Beyond:

A 15-YEAR HISTORY OF TASC
(THE AFTER-SCHOOL CORPORATION)



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Preface

In 1998, George Soros and Herb Sturz seized an opportunity to significantly improve children’s lives by founding The After-School Corporation (TASC). They believed that increasing the quality and availability of after-school programs, with the ultimate goal of changing public policy, could transform the potential for many New York City kids who lacked access to supplemental activities.

Along the way, they realized that not only was there much to do, but much to learn. Part of the effort was to understand what worked—and what didn’t—in addressing the challenges that led far too many low-income children to fall behind. This report reflects what has occurred over the past 15 years, and offers lessons that can and should help to inform future work to improve the lives of children through programs and efforts that supplement the traditional school day.

Certainly, there is much to be proud of. For every dollar initially invested by Open Society Foundations, TASC raised \$6 of public and private funds. TASC established the first citywide system of daily, comprehensive after-school programs. Over time, TASC learned that the most successful programs were led by principals and community leaders together, offering enrichment that expanded the time, places and ways students learn.

As TASC matured, so, too, did the field—leading to other developments that were not anticipated at the outset. Like any effort to address a core social issue, part of the challenge has been to engage and respond to what was not part of the original plan, and this report also shows how TASC responded.

Today, New York City’s after-school and expanded learning programs show signs of maturity, with

a growing research base and significant investments from the city and state. Mayor Bloomberg helped build on TASC’s efforts, making an unprecedented investment in the city’s after-school system, and Mayor de Blasio dramatically expanded the system to eventually provide access to programs for all middle school students. Dozens of cities have followed suit, so that millions of children across the country now participate in programs that support their academic, social and emotional development.

The achievement gap is still a reality for young men and women—especially those of color—and low-income students. There remains substantial work to be done to ensure equitable opportunities for all. TASC has contributed significantly in its 15 years of work to date, and we look forward to the continued success of the after-school and expanded learning field.

In closing, it is worth reinforcing what lies behind the facts, figures and assessment reflected in this report. Herb Sturz tells the story of visiting a program and chatting with a 13-year-old girl who was helping some younger boys. Herb noted that he could see what she was doing for them, but wondered what it was doing for her. After thinking about it for a few moments, she replied, “I think it is making me a better person.” Here’s to many more such moments to come.

KENNETH H. ZIMMERMAN
DIRECTOR, U.S. PROGRAMS
OPEN SOCIETY FOUNDATIONS

Overview

It's no surprise that children who spend more time learning learn more. Those who attend high-quality pre-school programs learn social and emotional skills that prepare them for kindergarten, and those who have enriching activities after the school day and during summer gain ground academically and in the communications skills critical for high-wage, high-growth occupations. Children whose only learning time is during a six-and-a-half hour school day and nine-month school year, however, are more likely to fall behind in their academic achievement and attitudes toward learning. And if their non-school hours are unsupervised, they are more likely to become victims of crime or engage in behaviors that undermine their chances for success.

The children and youth who are least involved in learning during non-school hours often come from low-income families living in high-poverty neighborhoods, with parents who work long hours. Yet these are the children who most need extra opportunities to acquire the knowledge, skills and experiences that will help them do well in school, graduate on time, and go on to college, careers and full participation in a democratic society. By the time they enter sixth grade, children born into poverty have had approximately 6,000 fewer hours of out-of-school learning time than their middle-class counterparts. Without access to high-quality after-school and summer programs, the achievement gap between children in poverty and their wealthier peers turns into an opportunity gap.

These facts have long concerned philanthropist George Soros, founder of the Open Society Foundations. As Senior Advisor Herb Sturz explains:

“After-school programs, ranging from kindergarten through high school, are hugely important for America’s kids and their families. We know that many children go home to empty homes at 2:30 pm, and this generally means staring at television or hanging out on the streets. We know that kids don’t have enough time in the usual school hours to learn how to read and write sufficiently well, let alone about art and music and dance—the so-called softer skills. And we also know that if kids participate in after-school, that will help many single parents hold on to their jobs.”

Soros’s and Sturz’s concerns led Open Society Foundations in 1998 to create The After-School Corporation (TASC), an organization that ultimately would build a citywide system of daily, comprehensive after-school programs. Supported by a five-year, \$125 million challenge grant from Open Society Foundations, TASC’s model was designed to: keep kids safe; close the opportunity gap between more- and less-affluent children, giving children in poverty access to the same

exciting and engaging after-school opportunities that other children’s families pay for; help participants stay in school, become healthier, and develop the full range of skills needed to succeed in life; and help low-income working parents achieve peace of mind and employment stability by knowing their children were safe and well-cared-for during the after-school hours.

TASC built upon important work being done by many others in the after-school arena. The Ford, Wallace, and C.S. Mott foundations were funding after-school initiatives in several cities. In New York City, several organizations already provided after-school services, including the City’s Department of Youth and Community Development Beacon programs, the Y, The Children’s Aid Society, Police Athletic League, Sports and Arts in Schools Foundation, Good Shepherd Services, Boys and Girls Clubs, and settlement houses organized under the umbrella of United Neighborhood Houses.

TASC also drew lessons from work being done in California and nationwide inspired by Arnold Schwarzenegger, who founded the national nonprofit After School All-Stars in 1991. He championed the after-school support initiative in California known as Proposition 49, and would later promote a campaign by the Afterschool Alliance to ensure access to after-school services for all children by 2010. And TASC benefited from the example and advice provided by Maggie Daley. In the early 1990s, as the wife of then-Chicago Mayor Richard M. Daley, she created summer arts apprenticeship programs for high school students. This effort grew into Chicago’s After School Matters, a citywide program that supports high school student apprenticeships in technology, sports, the arts and other subjects. After School Matters staff advised TASC leaders on creating high school apprenticeship and internship programs.

Despite the existence of many efforts to address children’s after-school needs, when TASC began, only about 10,000 of New York City’s 1.1 million

public schoolchildren attended a daily after-school program from 3 to 6 pm. The patchwork of programs then available was well-intentioned but unconnected. Most programs were small, and each seemed to have a different agenda and a different strategy for serving children. Their hours of operation didn’t always meet working parents’ child care needs. Their quality was uneven and their funding unpredictable.

During 15 years of operations, TASC developed models that enabled schools to partner with community organizations to share responsibility and accountability for supporting and educating children—not only through after-school activities but by extending the school day, ensuring a balanced curriculum during school, involving educators from the community, making internships and apprenticeships available, emphasizing literacy and science, and efficiently coordinating public and private resources to make programs affordable.

Along the way, hundreds of youth-serving organizations across New York City and throughout the country, reaching hundreds of thousands of children and youth, adopted TASC’s model. Through TASC’s advocacy, New York City institutionalized daily, comprehensive after-school programs that matched parents’ working hours. New York City’s investment in after-school grew from about \$60

million in 1998 to more than \$247 million in 2014, while federal funding increased from less than \$40 million to just over \$1 billion annually.

In 2008, TASC piloted a new model for creating a seamless, expanded learning day through partnerships between schools and community organizations. In 2011, Open Society Foundations committed to spreading the new framework, named ExpandedED Schools, beyond New York, joining with The Wallace Foundation and later the Ford Foundation, the New York Life Foundation, the W. K. Kellogg Foundation and many others excited by the potential of more and better learning time.

Today, more and better learning time is a widely embraced and rarely opposed concept, although approaches to structuring and delivering these expanded learning opportunities differ. Funders support many different models that fall along a continuum from pre-kindergarten care to the hours immediately following school to extended school days and summer programming; from school-driven to community-based instruction; and from academic to extracurricular experiences. Each approach has value. The field has encountered some turbulence, however, as proponents of different models seek to capture the same funding stream originally dedicated to after-school. Much of the debate has centered on whether

“expanded learning time” means primarily extending the existing school day with academic instruction provided by school staff, or offering more varied programs delivered by community workers. On this point, TASC occupies the middle ground: it promotes partnerships between schools and community organizations that seek to maximize the priorities and strengths of each.

As local and national efforts move forward, it’s a good time to examine TASC’s evolution, its influence on the field of expanded learning opportunities, and how TASC has set the stage for the next phase of investments in partnerships between schools and community organizations. This report explains what TASC set out to do, how it approached the challenge of making high-quality after-school options more accessible to more children, what it accomplished, and what remains to be done. Through the voices of people closely involved with TASC and other major expanded learning initiatives, we trace TASC’s trajectory from the sponsor of 25 after-school programs to a leader in the movement to deliver more and better learning time for students with the greatest needs and least access to learning opportunities beyond the traditional school day. We consider the factors that shaped TASC’s development and the circumstances that will determine its future, illustrating these themes:

- TASC, along with Open Society Foundations, the C.S. Mott Foundation, Wallace Foundation and other influential funders and partnering nonprofits, has helped after-school programming evolve into a coherent, professionalized, and widely respected field.
- The field is continuing to evolve as schools and community partners take on the challenge and the promise of expanded learning.
- At the individual level, TASC’s model demonstrates the power of high-quality expanded learning in helping children develop socially, emotionally, cognitively, physically and academically.
- At the program and system level, TASC has mapped an effective strategy for innovating and scaling up school-and-community partnerships to expand learning by demonstrating and evaluating effective models, building the capacity of community partners and advocating for policy change.

Part II of this report, *Understanding the TASC Model*, describes TASC’s original goals, principles and design choices. Part III, *From After-School to ExpandedED Schools: The Model Evolves*, explains major turning points in TASC’s evolution. We highlight *TASC’s Value and Accomplishments* in Part IV and conclude in Part V, *The Future*, with some takeaway thoughts.

1998 – 2013, TASC IMPACTED:

 621,000
STUDENTS

Served 621,000 students by providing programmatic frameworks, staff coaching for quality improvements, and funds to support after-school programs and expanded school days

 564
SCHOOLS

Supported 564 public schools to provide after-school and expanded learning

 23,000
COMMUNITY MEMBERS

Trained 23,000 community members to work in schools

 390
PARTNERS

Helped 390 community and cultural organizations partner with schools

 30
CITIES

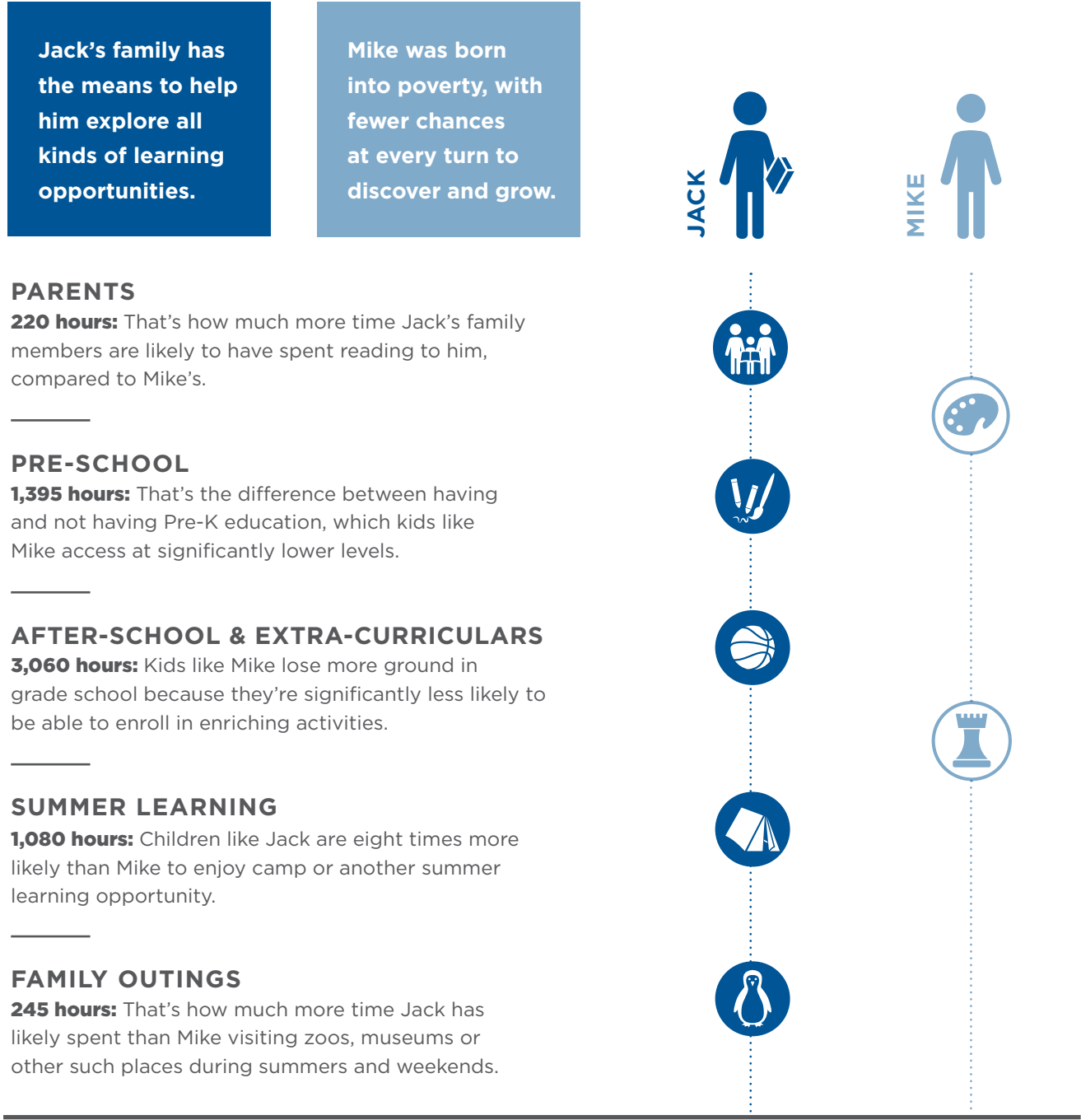
Used policy, advocacy and technical assistance to strengthen programs and build systems in more than 30 cities and regions

 \$695 M
FUNDING

Leveraged more than \$695 million in public and private funding

THE 6,000-HOUR LEARNING GAP

By the time they reach 6th grade, middle class kids have likely spent 6,000 more hours learning than kids born into poverty.



6,000-HOUR DIFFERENCE BY THE 6TH GRADE

Learning time is a resource that is unequally distributed, and disadvantage students suffer the consequences. While middle class children learn to read, create, persist and problem-solve at home and through after-school and summer experiences, parents stressed by poverty are far less likely to be able to ensure those opportunities for their children.

Understanding the TASC Model

At the heart of TASC’s approach to expanding the time and ways students learn are a set of goals, principles, values and early design choices that laid the groundwork for developing a municipal after-school system.

GOALS

TASC began with two goals: 1) change public policy to make high-quality after-school options accessible to every New York City child; and 2) establish a sustainable, scalable model for comprehensive, daily after-school programming.

The underlying assumption was that if TASC helped schools and community organizations build the capacity they needed to operate a critical mass of high-quality after-school programs with demonstrable benefits and advocated for them effectively, public officials would accept responsibility for providing and funding after-school services.



“From the beginning, it wasn’t just about the 25 original TASC after-school programs but about establishing a system of high-quality after-school programs.”

LUCY FRIEDMAN
TASC PRESIDENT

Both goals were new and ambitious.

At the time, only one other after-school initiative, LA’s BEST, attempted to establish a citywide system, in this case kindergarten-through-fifth-grade. Various citywide arts initiatives existed, and the Virtual Y network served many New York public schools. But other after-school programs, funded mostly by the private sector, struggled to stay afloat from year to year.

TASC sought to learn how to “do” after-school programming well, at scale and with a resolute focus on equity. Even as TASC gradually broadened

its focus to expanding the school day, this basic mission remained the same: to enhance the quality, availability and sustainability of learning opportunities beyond the traditional school day in New York City and elsewhere.

THE TASC MODEL

The after-school program model that TASC developed and continues to support in dozens of New York City schools has several core features:

- Community organizations, such as YMCAs or settlement houses, operate daily, three-hour-long after-school programs in schools.
- Participating students get a healthy snack or supper; help with homework; and a balance of activities such as academic enrichments (including music, arts and science), sports and movement (including dance), and service and leadership development opportunities led primarily by community organization staff as well as teachers.
- Students must enroll (as opposed to dropping in), to ensure they receive enough exposure to the program to improve their motivation, school attendance and achievement.
- Programs are designed to serve large numbers of students but not necessarily whole grades or the whole school.

Over time, TASC leaders realized that the model of daily, comprehensive after-school programming worked well for elementary and middle-school students but did not fit as well in high schools, where students have more outside interests and demands on their time. In retrospect, says TASC president Lucy N. Friedman, TASC should have shifted more quickly to its current model of supporting high school students in out-of-school apprenticeships and related, learning-rich summer jobs—elements that are more relevant for older students.

PRINCIPLES AND VALUES

As eager as TASC’s leaders were to increase access to after-school programs, they weren’t going to support just any program. Mimi Corcoran, who was then Open Society Foundations’ Director of Special Projects, and Lucy Friedman worked with Herb Sturz to establish the following principles and values for TASC-funded programs.

After-school programming should be situated in schools.

TASC could have supported after-school programs based at neighborhood centers and other facilities operated by community and nonprofit organizations. Given TASC’s goals for scale and sustainability, however—and the commitment to improving participants’ education—it made more sense to locate programs in schools. School buildings were often empty in the afternoon. They were conveniently located for most families, and children wouldn’t need transportation to a second site when the school day ended. Locating the programs in schools offered the best chance of connecting after-school with the regular school day. Being school-based could help consolidate funding streams, and it would enable schools to serve as community centers.

After-school programs should reflect strong partnerships between community organizations and schools.

Having community and nonprofit organizations operate school-based programs increased the likelihood that the programs would be informal and child-centered—attributes of high-quality after-school programs. It gave students access to role models from their neighborhoods. And it reduced the programs’ cost, since school teachers’ wages were significantly higher.

Programs need certain elements to ensure high quality, but the exact configuration is flexible.

Education research suggested that the required ingredients for TASC programs would produce curricula and environments that met participants’ needs and interests, and thus were most likely to have a significant, sustained impact on children’s development and achievement. But Sturz, Friedman and Corcoran also gave program directors leeway to design their own after-school recipe. Flexibility was crucial to earn the support of principals and partners in community-based organization, says Friedman, who “didn’t want a plug-and-play model... It also made the programs stronger, because they were more responsive to the needs of schools and families, who had a sense of ownership. That doesn’t happen when a model is imposed from above.”

Nonetheless, Friedman concluded that TASC “got the balance wrong” in its earliest years. TASC should have been more prescriptive in requiring each program to have a sequenced curriculum with clear objectives and should have offered programs more in the way of structured curricula, for which program leaders were “hungry,” she says. TASC ultimately corrected that balance and now employs content specialists in areas such as literacy and science to help community educators work more closely with schools.

After-school staff and program leaders need specific skills to provide high-quality services, and it is the initiative’s responsibility to help them acquire these skills.

TASC’s developers wanted the people staffing and leading the programs to have diverse backgrounds and skills so they could engage children in exciting, different ways and communicate with parents who shared their language and backgrounds. However, this meant that many frontline staff would not have been trained as teachers, and some site coordinators might not be experienced managers. So, in a move that was rare at the time, TASC committed significant resources to providing ongoing professional development. This included:

- Full-day trainings for all new site directors, and regular peer conferences and retreats for experienced directors and other program leaders
- Train-the-trainer institutes to help site directors disseminate content to front-line staff
- Workshops at TASC on multiple curricula and enrichments, plus a menu of about 200 on-site training workshops (subsidized by TASC and delivered by more than 50 individuals and organizations) from which sites could choose based on their needs
- Day-long sessions in the fundamentals, such as behavior management, for young adult program staff
- Summer-long and school-year training and support sessions for high school students who worked as camp counselors and after-school staff members

In addition to improving staff members’ capacities, the professional development sent a message that after-school workers were worth the investment.

After-school programs should operate during hours compatible with working parents’ schedules.

By requiring its programs to fill the entire period from 3 to 6 pm, TASC reduced stress for working parents, who no longer had to worry about what their children were doing between the end of school and the end of the workday. This not only helped keep children safe, it also brought parents closer to the school and turned them into advocates for high-quality after-school programs. In a five-year evaluation of original TASC-model programs, 79% of parents expressed more positive feelings about their schools than previously. Each year parents send hundreds of postcards to elected officials to request sustained funding for TASC-model after-school programs.

TASC REQUIRED K-8 PROGRAMS TO:

» Be open to every child in the school

» Operate continuously, from 3 to 6 pm, five days a week, on every day that school is open

» Incorporate a mixture of activities that are distinct from the school day

» Feature thematic and experiential learning

» Provide informal experiences fostering social skills and mentoring that help children develop positive relationships with caring adults

» Offer nutritious food with time to eat and socialize in a relaxed setting

» Hire a full-time, year-round site coordinator to recruit and supervise staff, run the program, create and maintain links with the school-day program and partnerships with school staff and parents, and establish a “safe, relaxed, child-centered culture”

» Hire a diverse staff, integrating licensed teachers with student teachers, retired professionals, parents, college students and participants in VISTA and AmeriCorps

» Provide a 1:10 adult-student ratio (1:15 in middle school)

Participation in after-school programs should be formalized through enrollment and attendance requirements.

One strength of after-school programs is their ability to provide a less-formal learning environment than the regular school setting. The catch is that children have to attend regularly to benefit from the experience. To promote regular attendance, TASC’s developers established expectations for participating programs’ enrollment levels and for participating students’ daily attendance rate. Programs that consistently fell short of attendance targets had their TASC grants reduced.

EARLY DESIGN CHOICES

With those goals and principles as guides, TASC’s developers made a series of design choices that determined what the model looked like on the ground.

Work through existing organizations rather than provide programs directly.

When TASC began, Sturz, Corcoran and Friedman considered the relative merits of hiring TASC staff to provide services in schools or funding youth-serving community organizations to provide them. They chose not to have TASC provide direct services because many community organizations already had expertise in after-school and would bring with them assets that would not come through the school system, such as staff members from students’ own communities. Operating the programs directly would also tie the model’s sustainability to TASC’s own existence. And if TASC were the sole operator, it would be harder to tap large public funding streams, which flow to multiple recipients. Implementing the programs through community-based organizations seemed a more sustainable, scalable option.

TASC briefly operated a small number of programs directly, with the intention of using them as learning laboratories. However, leaders ended the experiment when they realized operating programs “is not what we do well.”

Give grants to community-based organizations rather than to the school system.

TASC’s leaders decided not to fund the New York City Department of Education to manage and operate the after-school programs for several reasons. They wanted the TASC model to be significantly different from programs already provided by the schools, many of which focused on a single activity, such as band, or on clubs. They wanted to ensure that schools facing budget pressures could not re-direct after-school funds to support the traditional school day. Compared with school-day funding, the after-school grants were relatively small, and TASC leaders were concerned they might get insufficient attention from school administrators. The community organizations were also attractive partners for TASC because they brought expertise in youth development and had strong relationships with political leaders and other funders who could provide matching dollars.

Build on grantees’ skills and connections rather than create a network from scratch.

On the assumption that plenty of capable but under-resourced organizations were already running good after-school programs, TASC’s leaders first looked for strong partners to support, and then worked to expand the connections among them. They facilitated matches between school leaders who wanted to host programs and directors of community organizations, and they encouraged providers to reach beyond familiar neighborhoods to serve areas that lacked strong organizations.

Together with its local government partners, TASC also persuaded cultural institutions to share their resources with after-school participants. Institutional partners included branch libraries, city parks, the American Museum of Natural History, Big Apple Circus,

Cooper-Hewitt National Design Museum, Madison Square Garden, El Museo del Barrio, New York Botanical Society, New York Hall of Science, Queens Museum of Art, Metropolitan Opera and others.

Hold a competitive grant application process.

The competitive process ensured more transparency in how funds were disbursed, an important factor for organizations accustomed to fighting over limited dollars. TASC leaders also believed that schools and community organizations that had to compete for a grant would have a stronger commitment to high-quality after-school programs. In fact, school leaders’ eagerness to add high-quality programming quickly emerged as a key element of successful applications. “Lucy [Friedman] understood from the beginning that you can’t impose this on a reluctant school leader. You need to look for pockets of leadership, especially people who are there for the long term,” explains Merryl Tisch, head of the New York State Board of Regents. “She targeted schools that were stable yet had high need.”

Blend public and private funding streams.

Open Society Foundations’ funding, no matter how generous, would never be enough to meet TASC’s aspirations for scaling up and sustaining after-school programs for all kids who needed them. It would take a combination of private and public sources to raise sufficient investment and to institutionalize after-school programming within established funding streams. By 2006, TASC had established enough credibility that 85 percent of its \$32 million budget came from sources other than Open Society Foundations, with TASC re-granting \$23 million directly to programs. TASC attracted public and private funding by:

- **Requiring grantees to match TASC’s dollars by at least 3:1.** Open Society Foundations dollars were also the first to be replaced by program funding from other sources. “TASC’s money was the call to

action. You couldn’t get it unless you brought other money to the table, but it allowed you to go and ask for the other money,” recalls Mimi Corcoran.

- **Using private dollars to leverage public funds for ongoing support.** The private money primed the pump and allowed TASC’s leaders to test different approaches during the early years. A large early influx of private money—first Open Society Foundations’ \$125 million and then a \$1 million contribution from Chase Bank—also attracted other funders’ attention. In the beginning, TASC leveraged more than four dollars for every dollar of its original challenge grant. By 2014 TASC has spurred public investment at a ratio of approximately six public dollars for every private dollar.
- **Strictly enforcing a cost model.** TASC-sponsored programs were designed to cost about \$1,200 per student (equal to \$1,730 in 2014 dollars), not including all professional development and evaluation costs. To stay within that limit, programs had to use a strategic combination of licensed teachers, paid teaching artists and coaches, youth development workers and service workers such



“The TASC model was one of the early shining stars — an initiative that not only created a vision of what quality looks like in schools but also a new partnership between community organizations and schools to enhance the learning and engagement of kids and families.”

ROBERT STONEHILL
MANAGING DIRECTOR, AMERICAN
INSTITUTES FOR RESEARCH

as AmeriCorps members. TASC’s community-based partners protested that the budget was still too low, however, and TASC leaders ultimately began increasing the amount. By 2014, TASC was providing \$1,600 to \$2,100 per student, depending on each program’s size, cost efficiencies and model. The cost per child continues to be a concern in the after-school field. In 2014, New York City officials agreed to fund a new after-school program for middle-schoolers at \$3,000 per student after Mayor Bill de Blasio heard from community organizations (including those with significant fundraising abilities) that they had to privately subsidize the cost of city-funded after-school programs.

- **Convincing government leaders to invest heavily in programs that fit the TASC model.** TASC provided leaders with independent evidence of the value of after-school investments by commissioning a five-year independent evaluation of TASC-model programs by Policy Studies Associates, Inc., which showed that students made gains in school attendance, math achievement, and attitudes and behavior. TASC advocated for high-quality after-school programs by meeting regularly with state and city lawmakers, organizing forums and program visits, publishing policy recommendations, hosting annual after-school advocacy days, and making presentations to government audiences that addressed the links between after-school participation and educational achievement. TASC shared with public agencies and after-school developers nationwide the tools and practices developed to expand access and elevate quality.

TASC also ensured that city and state elected officials heard from the beneficiaries of the programs they funded; community-based organizations explained how programs gave community educators (especially young men of color) a pathway into teaching and other professions, and how programs stabilized and improved the safety and prosperity of neighborhoods, while working parents told policymakers that the after-school programs helped them keep their jobs.

Link program funding to attendance.

Mindful of the correlation between frequent attendance and better youth outcomes, TASC held program operators accountable for meeting daily attendance goals and reduced grant payments if the targets were not met. TASC has several methods for monitoring grantees’ compliance with expectations, which are laid out in the core elements framework, programmatic fidelity rubric, and the fiscal requirements of grant agreements. TASC program managers collect mid-year and end-of-year narrative reports, including enrollment and attendance data; review expense reports three times annually; facilitate in-depth reflection and continuous improvement conversations; and conduct on-site observations of activities in the expanded hours. School teams report on enrollment and attendance data. If figures do not meet expectations, TASC seeks qualitative data to understand if there was a recruitment challenge or if regular attendance expectations were not appropriately set before determining whether a school-and-community team’s grant should be lowered.

Provide technical assistance and professional development.

To help grantee organizations gain essential capacities, TASC provided or arranged for institutes, site visits and individual coaching on a variety of topics. In addition to helping grantees manage their programs well, the technical assistance also helped state and local organizations apply for competitive federal grants, including from the 21st Center Community Learning Center (CCLC) program—the primary federal vehicle for supporting academic enrichment programs for students during non-school hours. “TASC was part of the advance guard of places around the country in which there was a partnership with community-based organizations and other entities to make sure quality was being delivered,” observes Robert Stonehill, a former deputy director at the U.S. Department of Education who managed 21st CCLC. “TASC helped people understand what to put in

their applications. They were really good at navigating state and federal requirements.”

With support from the city’s Department of Youth and Community Development (DYCD) and the Booth Ferris Foundation, TASC created a free, online database to help after-school staff find and review professional development opportunities. TASC also raised private funds to create a regularly updated database of school and program funding opportunities.

The Partnership for After School Education delivered most of TASC’s professional development at first. TASC then encouraged other institutions in the education and youth development fields to modify their training models for the after-school field. Instruction for licensed teachers became training for youth development workers, and training for youth workers was adapted for community members. Among the new resources were the Developmental Studies Center’s AfterSchool KidzLit and KidzMath programs, enrichment tools easily used in out-of-school settings by instructors who are not professional educators. Other professional development collaborators included the National Institute for Out-of-School Time, Columbia University, Bank Street College of Education, and Harvard Graduate School of Education.

In 2006, TASC and the City University of New York (CUNY) experimented with creating college-level courses for after-school educators and providing tuition assistance at three CUNY campuses. This work demonstrated the ongoing need to create clearer career tracks for front-line staff.

By creating opportunities for program directors to network with each other, TASC showed “an acknowledgment and a respect for the people actually doing the work that has stuck with me throughout my whole career,” says Christopher Caruso, one of the first 25 TASC site coordinators who now serves as Senior Vice President for Expanded Schools.

Conduct advocacy to gain support from elected officials and policymakers.

TASC staff pursued several strategies to convince decision makers to increase the availability and quality of publicly funded, comprehensive, daily after-school programs:

- **TASC conceived of and promoted public out-of-school time initiatives based on the TASC model** (see box on p. 8). TASC’s influence is clear in the status of publicly-funded initiatives based on the TASC model, which included: (a) **New York State’s Advantage AfterSchool**, funded at \$18 million in state dollars, serving approximately 15,000 students; (b) **New York State’s Extended School Day/ School Violence Prevention**, funded at \$24 million in state dollars, serving approximately 15,000 students; (c) **New York City’s Out-of-School Time Initiative**, funded at \$247 million in city tax levy dollars, serving approximately 85,000 students; (d) **New York City Summer Quest**, a collaboration between New York City’s education system and DYCD to give students a summer learning experience that combines academics with enrichments through teams of school-based and community educators, serving 22 schools by summer 2014; and (e) the **U.S. Department of Education’s 21st Century Community Learning Centers** (with program standards developed by TASC and other partners), funded at \$78 million for New York State in federal dollars, serving approximately 45,000 students.
- **By becoming its fiscal agent and co-chair, TASC helped establish the New York State Afterschool Network (NYSAN)**, which works to build communities’ capacity and commitment to increase the quality and availability of after-school programs. Through NYSAN, TASC and its advocacy partners work with state agencies on

regulations that affect after-school standards and funding. NYSAN also disseminates research on topics and practices relevant to the after-school field. The network is essential for keeping frontline practitioners and youth development leaders in constant conversation with state lawmakers and agency staff. These close working relationships help state leaders adapt policies, regulations and funding to meet student needs and incorporate evidenced-based program improvements.

- **TASC co-founded Every Hour Counts** (originally the Collaborative for Building After-School Systems), a partnership of citywide after-school intermediaries dedicated to integrating after-school into citywide youth development and education reform efforts and increasing available resources. Partners include Baltimore, Bay Area, Boston, Chicago, Hartford, Nashville, New Orleans, New York, Palm Beach County, Providence and the Twin Cities. TASC acts as the fiscal agent and provides a home for Every Hour Counts, which produces policy recommendations, helps cities nationwide build expanded learning systems, and cultivates senior legislators to ensure that federal education efforts incorporate the best elements of after-school programs. Every Hour Counts’ broad network across multiple cities assures that policymakers hear from representatives of the field nationwide. The partnership also provides a forum for sharing tools, best practices and strategies among organizations that are each engaged, within their own cities, in the painstaking and complicated work of trying to coordinate multiple public agencies and private partners into structured expanded learning time systems.
- **TASC authored and commissioned policy recommendations and briefs**, including one on the value of science education in after-school that helped spread STEM (Science, Technology, Engineering and Math) programming nationwide and served as a policy template in other states.

TECHNICAL ASSISTANCE TOPICS

- » Program planning and start-up
- » Goal setting
- » Partnerships with schools
- » Licensing
- » Budget alignment
- » Grant writing and management
- » Student and staff recruitment
- » Staff supervision
- » Scheduling
- » Curriculum development
- » Program quality assessment
- » Data management
- » Student retention

PROFESSIONAL DEVELOPMENT TOPICS

- » Effective learning environments and teaching styles
- » Techniques for teaching specific subjects
- » Multidisciplinary and thematic instruction
- » Promising partnerships
- » Classroom and program management
- » Conflict resolution
- » Team building
- » Literacy promotion
- » Serving students with special needs
- » Linking in-school curriculum with after-school activities

- **TASC arranged and sponsored high-visibility conferences on after-school programs (and later, expanded learning opportunities).** As one example, in 2012, with the C.S. Mott and Ford foundations, TASC convened 38 education leaders from around the world to discuss transforming the learning day. The goals were to develop relationships among education decision-makers and influencers in the United States and nations with high-performing schools; to deepen mutual understanding about how the form and quantity of learning time affects student outcomes; and to exchange information and ideas. A strong theme of the discussion was, “commitment to creating a better learning day not by tinkering with the status quo but by using the idea of added time as a lever to completely reconfigure how we think about the learning day.” In 2013, with Robin Hood and the Ford Foundation, TASC held a conference to introduce Middle School ExTRA, an initiative in 20 New York City middle schools to expand learning for all sixth-graders and provide struggling readers with small-group literacy tutoring through a curriculum developed by Harvard EdLabs and the New York City Department of Education.

Provide research and evaluation expertise.

Realizing that research and evaluation provide the basis for program improvement, TASC hired research and evaluation staff and also commissioned independent evaluators to collect data, help after-school sites measure progress, and share information on best practices and outcomes with the field.

“TASC’s ability to conduct evaluation and research has helped advance this work nationally,” says Ron Ottinger, Executive Director of the Noyce Foundation. “For instance, we learned from TASC’s evaluation [of the Frontiers in Urban Science Education program] that, with good training and technical assistance, an after-school staff person who had no grounding in science could almost catch up to a staff person who had average knowledge of science within a year. That was a huge finding.”

Arrange for independent evaluation.

Because the after-school field was relatively new and unproven and the amount of money so significant, TASC engaged a private firm to conduct a multi-year evaluation of TASC’s implementation, quality, participation and outcomes; to identify best practices; and to document the process of bringing programs to scale. The evaluation by Policy Studies Associates, Inc. (PSA) found that participation in programs following the TASC model promoted school attendance and improved academic performance.

TASC later commissioned a five-year evaluation, also by PSA, of TASC’s new model, ExpandedED Schools, to learn how well schools and community organizations are adapting to establishing a seamless expanded school day, and which elements of the model support improvements in students’ academic achievement, school attendance, attitudes and behaviors, and development of resilience and positive attitudes toward learning.

Collectively, these steps influenced an evolution of after-school nationwide. Former federal education official Robert Stonehill says that after TASC’s model took root, “the whole world grew up a little in understanding that partnerships could be more than just entertaining any volunteer who likes to work with kids. It grew into the idea that we can craft school-based, co-located, or at least connected, services that meet the needs of kids and their families, and in doing so, create a platform for better youth development and academic performance over time.”

Be responsive to changing community needs.

In the immediate aftermath of the terrorist attacks on September 11, 2001, TASC responded to requests to stabilize the lives of families in downtown New York City by using a \$2.6 million grant from the New York Times 9/11 Neediest Cases Fund to open 14 after-school programs, including therapeutic services, in the hardest-hit neighborhoods.

RESULTS OF TASC’S ADVOCACY EFFORTS

New York State’s Advantage AfterSchool Program, created in 1999, was a dedicated funding stream that provided matching funds for after-school services based on TASC’s model for high-quality, school-based services involving a strong school-community partnership. The program was developed at former Gov. George Pataki’s request, with guidance from TASC’s Sturz and Friedman.

In 2005, TASC’s model became the basis for New York City’s Out-of-School-Time (OST) program, which institutionalized many of TASC’s core elements in its requirements for after-school programs. The OST program, administered by the Department of Youth and Community Development (DYCD), began as a three-year, \$200 million initiative and grew into the nation’s largest municipal after-school system, supporting more than 550 programs. Like TASC, the OST programs are based in schools, operated by community organizations, open to all students, and connected to the school day. TASC also secured an annual New York City Council grant to provide after-school services to programs that did not receive OST funds.



From After-School to ExpandedED Schools: The Model Evolves

TASC began as an effort to keep children safe, inspired and engaged in activities that supported their holistic healthy development for three hours a day after school, using an approach linked to, but separate from, the school system to help program providers improve and expand their services. Over 15 years, TASC became a model and agent for systems change, integrating after-school into the school day to enhance school culture and climate along with student achievement. How did that shift occur, and why? Several factors played a role.

1. TASC grew vigorously and rapidly.

During TASC's first three years the initiative grew from 25 to 100 programs in New York City and nine elsewhere in New York State. The total number of TASC-funded programs grew to nearly 250 in year five. By year eight, TASC-sponsored programs were serving more than 30,000 students annually. The number of TASC grantees subsequently dropped (by design) as public funders institutionalized programs, but TASC's influence continued to grow through efforts to change public policy and improve program effectiveness.

2. TASC broadened its reach and resources by expanding from city to state, and then nationwide.

The statewide expansion, which began in year two, made sense both as a way to make high-quality after-school programs available to more children in more settings and as a way to access state education funds. That, in turn, helped establish after-school as state government responsibility. TASC increased its influence nationally by providing technical assistance on program quality in other cities, states and regions.

3. TASC tapped many public funding streams to achieve sustainability.

TASC demonstrated ways that after-school providers could secure funding from many sources. At the city level, funding streams included:

- **New York City Department of Education funds and tax levies.** During TASC's first two years, \$20 million came from these sources—enough to help get the work off the ground. In 2003, the Department of Education selected TASC (along with United Way) to administer \$15 million in attendance improvement and dropout prevention funds for three years.

- **Workforce Investment Act (WIA) grants.** For three years beginning in 2001, the city awarded \$2.3 million annually from this source to a consortium of 14 TASC grantees to operate employment education programs for up to 1,000 eligible 14- to 18-year-olds who attended TASC programs. Participants focused on basic skills attainment, academic achievement, the transition from school to college and career, and reduction of delinquent behavior and victimization.
- **City-managed Child Care Development Block Grant funds and the city's own child care budget.** New York City is an anomaly among municipalities in that it uses some of its own money, along with the federal block grant, to support child care for low-income families. In 2000, the city's Human Resources Administration allocated \$1 million for TASC to support after-school programming for children who received Medicaid or food stamps, increasing the amount to \$2 million the next year.

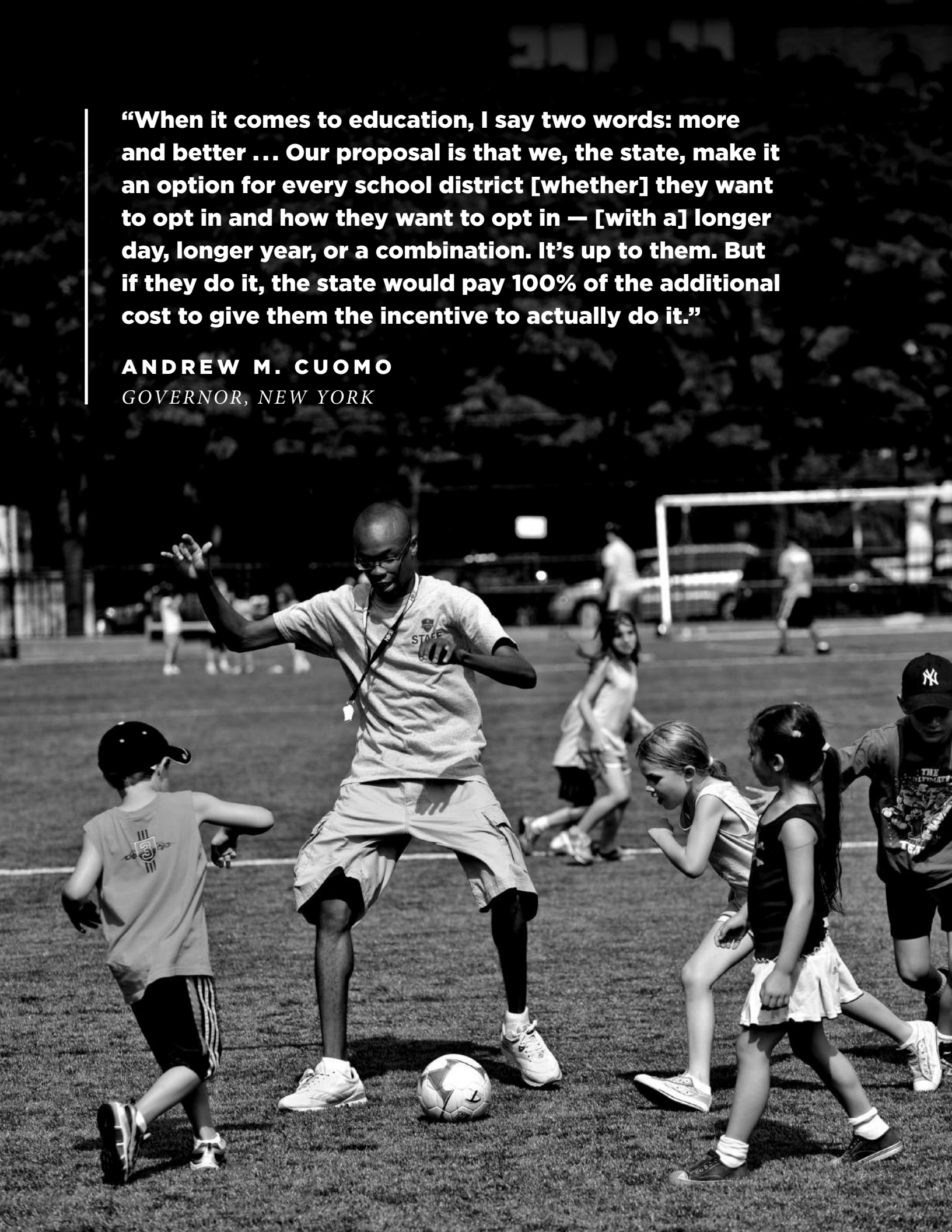
In 2005, bringing together city child care and delinquency prevention dollars, New York City assumed responsibility for funding the Out-of-School Time (OST) program, which included 80 TASC programs. The OST program became the largest municipally funded after-school system in the nation. Just as importantly, notes Friedman, "The city adopted our model of spending more than a city would usually spend on training, technical assistance and evaluation."

State-level funding sources included:

- **The Advantage AfterSchool Program**, under the Office of Children and Family Services.
- **Department of Education Title I funds for Supplemental Educational Services**, which allowed children attending TASC programs in schools designated as needing improvement to receive small-group tutoring in literacy and mathematics.

“When it comes to education, I say two words: more and better ... Our proposal is that we, the state, make it an option for every school district [whether] they want to opt in and how they want to opt in — [with a] longer day, longer year, or a combination. It’s up to them. But if they do it, the state would pay 100% of the additional cost to give them the incentive to actually do it.”

ANDREW M. CUOMO
GOVERNOR, NEW YORK



Federal funding sources included:

- **The Corporation for National and Community Service**, which gave TASC grants to support part-time AmeriCorps members working as after-school tutors and activity leaders. TASC’s relationship with AmeriCorps began with a \$1.2 million grant in early 2001, which supported 150 AmeriCorps members working in 25 TASC sites—making it the largest first-year AmeriCorps initiative in New York State history. Just 18 months later, 592 AmeriCorps members were working in TASC programs. Over the next decade, AmeriCorps members would help TASC deliver STEM activities in New York City, Boston and Providence; provide enrichment and community service opportunities; and offer instruction in core academic subjects.
- **The U.S. Department of Education’s 21st Century Community Learning Center program**, which gave TASC a grant of \$2.5 million per year for three years to run 20 after-school programs across New York City in 2000. The following year, TASC received an additional award of \$1.5 million annually to create after-school centers in Brooklyn schools that served large numbers of new immigrants.

4. TASC added components to develop a more comprehensive program.

Through pilot projects and special initiatives, the array of offerings at TASC after-school programs grew to include:

- **Extra academic support**, from homework clubs to After-school CollegeEd, which used the College Board’s research-based curriculum to prepare middle- and high-school students for college.
- **Entrepreneurship and financial literacy**, including the Stock Market Game, in which fourth- and fifth-graders learn about economics and practice math skills by investing \$100,000 of pretend dollars in a real-time portfolio.

- **Sports, fitness and wellness** offerings such as a soccer league, deals with health clubs to give students access, and an anti-obesity effort funded by the Robert Wood Johnson Foundation. Through Building Healthy Communities, an initiative started by TASC in 2006, after-school students designed projects that improve fitness and combat obesity—walk-a-thons, community health-promotion campaigns, neighborhood gardens, exercise videos and the like. In its fourth year with federal funding, Building Healthy Communities involved almost 1,000 youth at more than 30 after-school and summer programs in New York City, New Jersey and Philadelphia. By 2014, four TASC ExpandED Schools were developing ways to adapt the school day and instill healthy habits allowing children to engage in the 60 minutes of daily movement that pediatricians recommend.
- **Literacy enhancement**, such as the TASC Masters of Literacy initiative helped after-school staff, librarians, literacy teachers and principals create challenging but enjoyable literature-rich environments. Curricula included the Comic Book Project, an arts-based approach developed by Teachers College in which students create original comic books, and Real Stories, in which students discuss stories written by teens. In 2005, with support from The Wallace Foundation, TASC helped the Queens Public Library launch an after-school program in 63 branches. And in 2012, TASC piloted Reading Partnerships, an initiative supported by the Charles H. Revson Foundation to give public-school students greater access to public libraries and more exposure to literacy activities.
- **Leadership development and service learning** through City Scholars, the first in a series of high school leadership and training programs that prepared high school students to work with children and offers field placements so they can gain work experience. TASC’s Community Justice Project used service learning to develop the peer leadership skills of students

who were at risk of becoming involved with the juvenile justice system and motivate them to improve their communities.

- **Mentoring services**, including after-school mentors deployed by the nonprofit ReServe, an organization co-founded by Herb Sturz to match “continuing professionals” in six cities or regions with nonprofits that can use their help. (Currently ReServists tutor students in reading at TASC-supported middle school ExTRA schools.)
- **Science and STEM education.** Realizing that scientific experiences help children think critically, solve problems and understand complex systems—and that the small groups, long time periods, and informality of after-school programs provide the perfect setting for scientific inquiry—TASC became one of the first major after-school organizations to dedicate significant program time, staff training time, and resources to introducing under-served girls and children of color to exciting science after school. TASC helped create and fund, and provided a home for, the national Coalition for Science After School in 2004. The Coalition issued a blueprint for STEM in after-school which gave rise to rapid proliferation of after-school STEM learning nationwide.

In 2007, with funding from the Noyce Foundation, TASC designed and piloted Frontiers in Urban Science Education (FUSE), an initiative to help more after-school and expanded learning programs offer STEM activities, prepare and motivate after-school workers to deliver STEM education, and increase

children’s interest in STEM learning. Participating sites implement a STEM enrichment curriculum that TASC supports. By 2010, more than 60 TASC sites serving 7,000 students were using at least one of six STEM offerings.

With additional funding from Noyce, Friedman followed FUSE’s successful pilot test by developing a “grasstops and grassroots” scale-up strategy. Working through the citywide coalition Every Hour Counts, TASC simultaneously persuades school principals and community organization directors across the country that science activities can be facilitated by after-school staff while also training community educators to lead high-quality scientific experiments. The effort is succeeding: in 2013, after the New York City Department of Youth and Community Development made science- or literacy-focused learning a requirement for programs funded by the OST Program, the number of sites involved in science jumped from about 100 to more than 400.

Curricula and programs like these helped TASC-supported programs balance core academics with active

movement and hands-on learning in an array of subjects not always available in school. By developing, incubating and disseminating these components, TASC not only enriched the programs it supported but helped build the after-school field. In retrospect, if each of these initiatives and curricula had been evaluated and documented, TASC would have created a more robust framework for disseminating the effective interventions.



“From the New York State Education Department’s point of view, Lucy is a go-to person for views on how to run an RFP for [programs receiving] federal dollars.”

MERRYL TISCH
REGENT, NEW YORK STATE
BOARD OF REGENTS

5. TASC adapted the model to include high school summer internships.

As a school-based model, TASC began by operating only on days that schools were in session. By 2003, however, Friedman was thinking about how to use out-of-school programming to help stop the summer learning slide experienced by many children from low-income families, and also to make learning feel more relevant to high school students, many of whom cited boredom as a reason for dropping out.

Jack Rosenthal at the New York Times Company Foundation approached Sturz and Friedman after the city-funded summer jobs programs for high school students endured drastic budget cuts. Drawing from the foundation’s Neediest Cases Fund, Rosenthal provided an initial grant of \$1.4 million to pay up to 1,000 high school students to work with younger children attending summer camps. High school students learned essential work and life skills, including how to apply for college financial aid, write a resume, be prompt and collaborative in work settings, and manage their earnings. Evaluators found that high school students who served as role models for younger children grew in confidence and positive self-image.

As the program caught on, New York’s Department of Youth and Community Development adopted features of the TASC model into its much larger youth summer jobs program. In 2008, TASC established the After-School Apprenticeship Program (ASAP) to provide teens with paid apprenticeships and internships working with younger children as coaches, lifeguards and arts instructors at after-school and summer programs. By 2010, with funding from the New York Times Neediest Cases Fund, Met Life Foundation, Pinkerton Foundation and U.S. Office of Juvenile Justice and Delinquency Prevention, TASC provided close to 900 teens with summer training and work experience.

Today, through TASC’s ExpandedED Options initiative—modeled in part on groundbreaking work by three Every Hour Counts partners (Afterschool Matters, the Providence After School Alliance and Boston After School & Beyond), and enhanced with renewed funding from the Pinkerton Foundation — New York City high school students can earn school credit in subjects such as art for learning career-related skills in apprenticeships that lead to paid summer jobs.

6. TASC leveraged knowledge, experience and success to build the field and its impact.

Committed to making the after-school field not only bigger but better, TASC pursued several strategies.

- **TASC staff helped policymakers shape several public after-school initiatives**, including the New York State Advantage AfterSchool Program in 1999; New Jersey After 3, the first statewide network of after-school programs, in 2004; and New York City’s Out-of-School Time initiative in 2005.
- **TASC helped create and/or fund organizations that support, professionalize, promote and expand the after-school field.** First came the Afterschool Alliance, established by the C.S. Mott Foundation and the U.S. Department of Education, with financial support from Open Society Foundations and other private, public and nonprofit partners. TASC leaders were among the first to fund the Alliance and continue to provide board leadership. The Alliance is a force for keeping high-quality after-school high on the priority list among federal lawmakers, and for helping state and local providers develop and advocate for high-quality, affordable programs for all children. In 2004, TASC incubated the Coalition for Science After School and NYSAN. And in 2006, TASC helped create, and became administrative lead partner of, Every Hour Counts.

• **TASC developed and disseminated information and tools to improve the quality of after-school systems and programs.**

Almost as soon as TASC launched, staff began holding fairs to showcase high-quality programs and encourage program staff to learn from each other. In 2004, TASC helped to create an after-school program quality self-assessment tool, which was adopted, expanded and distributed statewide through NYSAN, the New York State Education Department, and New York City Department of Youth and Community Development. Among dozens of field-building tools TASC has developed and disseminated in recent years is GradTracker, a tool that helps schools and their community partners gauge students’ progress toward on-time high school graduation by analyzing data on school attendance, behavior in school and academic proficiency.

7. TASC reassessed its role in strengthening out-of-school learning.

TASC achieved a transformative policy goal when New York City, under Mayor Michael Bloomberg, institutionalized a citywide after-school system. The shift left TASC leaders and staff having to make a significant adjustment; however, after years of serving as a major after-school grantmaker, they lost some ability to push and inspire programs when the city began to directly disburse millions of dollars in tax levy funds that had once flowed through TASC.

TASC leaders were gratified that throughout years of fluctuations in citywide funding, DYCD continuously invested in building the capacity of program providers. But TASC staff also recognized that program quality remained inconsistent in New York City and beyond. Many programs weren’t serving enough children in each school, especially those who were most vulnerable and least likely to enroll. Many didn’t have sufficiently close connections with principals and teachers to exert influence within schools to truly transform students’

educational experiences. Moreover, the mayor’s restructuring of city government in 2007 led the Board of Education to abolish the system of regional superintendent offices and instead have each school principal choose a “school support organization” to work with. The new, decentralized system gave principals greater autonomy, but also made it harder for TASC or any organization to influence the entire education system. TASC leaders were also watching national trends. They observed that, prompted in part by concerns about students’ performance on standardized tests of math and English, some cities, states and national organizations were promoting “extended day” initiatives that added only 30 minutes or an hour to the school day for more math and English instruction, tutoring and homework help.

An early leader in the movement to extend the school day and year was Massachusetts 2020, an initiative founded in 2000 to expand learning for children in low-income families. It was the first statewide effort to fund and implement a large-scale effort to expand the school day, drawing on research on effective charter schools, which correlated additional learning time and the strategic use of more time with improved student outcomes.

With various public and private partners, Massachusetts 2020 created several initiatives in Boston and statewide. In 2005, Massachusetts 2020 launched the Expanded Learning Time (ELT) initiative, which deploys research, technical assistance and policy advocacy to redesign public schools around an expanded day that gives teachers more time for planning and instruction. In 2007, Massachusetts 2020 created the National Center on Time & Learning (NCTL) to advise national, state and local education leaders on models for expanding school time. Embraced by the U.S. Department of Education and the Center for American Progress, the ELT model promoted by NCTL gained traction nationally. As the movement toward a longer school day took

root, it cut into the time available for well-rounded after-school programs to operate. Community partners in TASC’s programs expressed concern that after-school programming was being marginalized as the regular school day stretched to 4:15 or 4:30 p.m. Most extended-day programs relied on teachers to work the longer hours and sidelined the community-based educators at the heart of TASC’s school-and-community model. TASC leaders became concerned that students in high-poverty, low-achieving schools would receive only academic remediation in the after-school hours, while more affluent students used those hours to explore arts, sports and engineering. As Herb Sturz points out, “We need kids to learn more broadly. It’s really important to have cognitive, social, emotional, physical and behavioral experiences that will help them mature into more well-rounded human beings.” TASC responded by trying to bring both sides

pushed to tap the federal 21st Century Community Learning Center funding stream, which had always been devoted to after-school programming. Moreover, when Congress delayed reauthorization of the Elementary and Secondary Education Act (No Child Left Behind), the U.S. Department of Education began granting states waivers from rules specifying how some funds could be spent—including 21st CCLC dollars. These developments created considerable anxiety among after-school organizations and advocates, because—in an era of widespread budget cuts—many school systems were eager to reallocate the federal dollars to cover services other than after-school programming. Friction and competition emerged between organizations devoted to “after-school” and organizations that framed the extended school day as “school reform.” Expanded learning “means different things to different

“TASC incubated Every Hour Counts, and they really worked on understanding what it took to build systems. They looked around the country to see what cities were doing this work and brought them together to learn from each other and share lessons more broadly.”

NANCY DEVINE
DIRECTOR OF LEARNING AND ENRICHMENT, WALLACE FOUNDATION

together around a shared goal: more and better learning time and opportunities for children, with community partners as a crucial player. Still, the issues “got us thinking about what might be a better model for a well-rounded, re-engineered school day, and we called it expanded learning time,” Friedman says.

To take the ELT model to scale, its advocates

people,” explains Nancy Devine, Director of Learning and Engagement for the Wallace Foundation, a major funder in the new expanded learning field. “But the idea is that it’s more than just what goes on at school or in an after-school program. It’s about bringing together schools, community partners and evidence to develop programs that are effective” in equalizing opportunities and helping all students succeed.

8. TASC incorporated and tested a focus

on expanded learning time.

Rather than simply adding “more of the same” to the regular school day, expanded learning as TASC envisioned it encompasses a full range of learning experiences for young people beyond regular school hours. TASC still saw its role as building collaborations among public and private partners to ensure that expanded learning was part of the public agenda and received necessary resources; to enhance the quality of longer school days; and to innovate, support and evaluate effective, scalable models for more and better learning time. However, TASC shifted its business function from making grants that seeded programs to providing a framework, coaching and tools to schools, districts, cities, states and community partners. Principals, teachers, families and community partners now coalesce into unified teams that set goals for each school, then design expanded school days to meet those objectives.

TASC’s leaders decided to pilot a scalable expansion of the school day—being careful not to call it an optional-sounding “after-school program”—with a greater emphasis on instructional practices, a stronger commitment to serving every child in the school, and a focus on empowering principals as leaders of a more comprehensive learning day for disadvantaged urban students.

The pilot, known as **Expanded Learning Time/ New York City** (ELT/NYC), operated from 2008 to 2011. At first it involved 10, and then later 17, elementary and middle schools that partnered with community-based organizations to jointly deliver a

blend of academic instruction, enrichments, youth development, physical activities and leadership development until 6 pm. The partners agreed to add at least 35% more learning time to the traditional school day and to integrate school and community resources. The staff included teachers and educators from the community organizations (artists, other specialists and youth workers) facilitated by a full-time site coordinator working under the principal’s leadership. Expanded day budgets were designed to be sustainable, based on a cost of \$1,600 per student per year for the additional hours.



“Extended learning time isn’t a magic bullet. It can be one of many tools to improve student achievement, but it has to be done well, with teacher voice and buy-in.”

RANDI WEINGARTEN
PRESIDENT, AMERICAN
FEDERATION OF TEACHERS

In 2012, with a two-year, \$3.5 million grant from Open Society Foundations and a \$5 million three-year grant from The Wallace Foundation, TASC broadened the ELT demonstration nationally to 11 schools in Baltimore, New Orleans and New York City. This new Expanded Schools model delivered four core elements: more learning time for a balanced curriculum, school-and-community partnerships, engaging and individualized instruction, and a sustainable cost model.

The willingness of multiple foundations and government agencies to invest millions of dollars in TASC’s work to re-engineer schools spoke to the credibility TASC had achieved through the long process of weaning off its founding challenge grant. Other organizations that worked with TASC to promote expanded learning time include the National Summer Learning Association, which widely disseminated research documenting the issue of summer learning loss among students; and BELL (Building Educated Leaders for Life), which partners

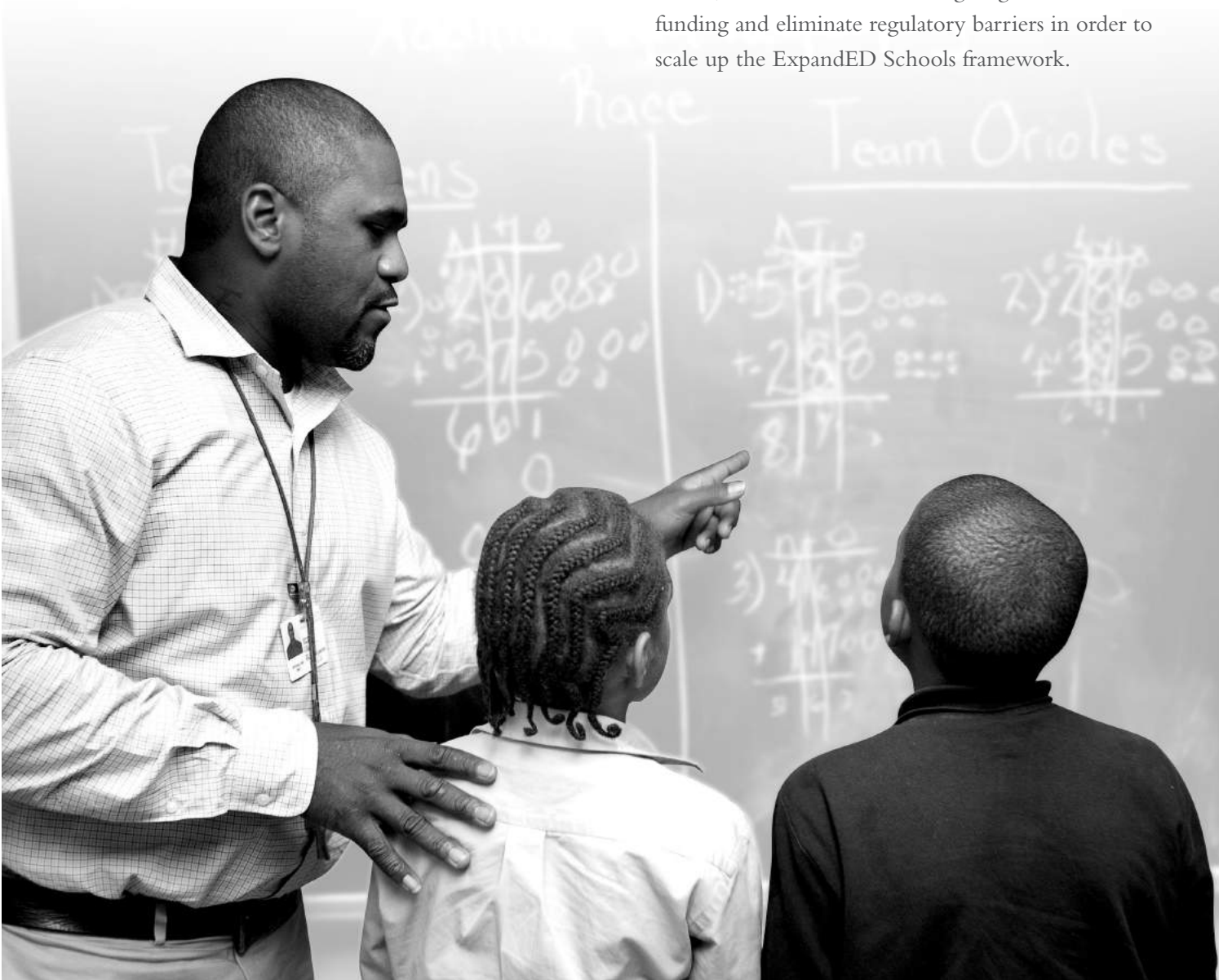
with TASC to provide after-school programs in many schools and pioneered summer learning projects aimed at helping disadvantaged students regain lost ground.

9. TASC’s pilot evolved into Expanded Schools, a model for improving schools by creating a full, seamless day of balanced, relevant learning opportunities.

Expanded Schools differ from other schools with strong after-school programs in that Expanded Schools and their community partners work as fully integrated teams, planning for and leading learning across all hours of the school day until 5:30 or 6:00 p.m. After-school programs serve large numbers but not all students in a grade or school, while Expanded Schools are intended

to be whole-school or whole-grade, so that the students who most need more learning time (including non-English-speakers and disengaged students) are guaranteed to be enrolled, and so school leaders have flexibility to re-configure staffing and learning activities throughout the school day.

TASC views Expanded Schools as a whole-school reform model because it seeks to change schools’ schedules, staffing and budget in ways that not only increase learning time but also improve instructional practices and give disadvantaged students the same, well-rounded education as those with greater means. “We are not repudiating after-school,” Friedman says. Instead, “we want to re-engineer the school day to incorporate the best of after-school and to bring in community talents and resources.” As with its original model, TASC continues working to generate new funding and eliminate regulatory barriers in order to scale up the Expanded Schools framework.



THURGOOD MARSHALL ACADEMY LOWER SCHOOL

Thursday, 3rd Grade

CITY // New York

COMMUNITY PARTNER // Abyssinian Development Corporation

GOALS // School leaders use additional learning time to differentiate instruction based on students' learning styles. Together the partners look at students' achievement, attendance and behavior data and construct a schedule that addresses learning needs and offers students choices. This year's focus is math, science, arts and English.

HIGHLIGHT // The expanded school schedule allows morning time for yoga and quiet reflection, which helps students start their day focused and ready to learn.

A conventional school day: 6 hours, 30 mins

A day at TMALS: 9 hours, 30 mins

SCHEDULE

- | | | | |
|---|---|----|--|
| 1 | 7:45 – 8:15
BREAKFAST | 9 | 1:05 – 1:50
ENGLISH, MATH & SMALL GROUP INTERVENTION
During this period, community educators work with small groups that need extra academic support. |
| 2 | 8:00 – 8:30
YOGA, MEDITATION & SELF-AWARENESS TRAINING | 10 | 1:55 – 2:40
DANCE & MOVEMENT |
| 3 | 8:30 – 8:45
JOURNAL WRITING | 11 | 2:40 – 2:50
GOAL-SETTING JOURNAL-WRITING |
| 4 | 8:45 – 9:30
ENGLISH | 12 | 2:50 – 3:30
INTEREST GROUPS
While some students work on reading and math, others join in literature circles, writing clubs, music, advanced math and the Museum Ambassadors Club. |
| 5 | 9:35 – 10:20
MATH | 13 | 3:30 – 3:45
SUPPER |
| 6 | 10:25 – 11:10
SCIENCE
The curriculum includes hands-on activities that deepen students' reflection and teach understanding of the scientific process. Science and Social Studies are also integrated into studies of English and Math, an interdisciplinary approach that assures the school meets mandates for sufficient study time in each subject. | 14 | 3:45 – 5:15
AFRICAN DRUMMING
On Tuesdays and Thursdays, TMALS students can choose among drumming, dance, Reader's Theater and Senior STEP. On Mondays, Wednesdays and Fridays they focus on academic intervention and enrichment, including more science. |
| 7 | 11:15 – 12:05
SOCIAL STUDIES | 15 | 5:15 – 5:30
DISMISSAL |
| 8 | 12:10 – 1:00
LUNCH & RECESS | | |

PROFESSIONAL DEVELOPMENT FOR EXPANDED SCHOOLS

All ExpandedED Schools engage in several types of professional development each year, including:

Planning sessions. Every spring, teams from each school participate in two planning sessions facilitated by TASC staff, during which participants train and coach each other on effective practices.

Annual convening. TASC hosts a two-day professional learning event for all ExpandedED Schools. School teams engage with national experts on topics such as social/emotional learning, and they visit high-quality schools to learn from other principals and organizations.

On-site professional development. TASC and its intermediary partners offer on-site coaching based on school needs. TASC also funds each school team to conduct its own professional development. For example, one school hired trainers from a local college to help math teachers and community educators work together more effectively and to better assess student growth.

Central trainings. ExpandedED Schools teams participate in centralized trainings to which schools and community organizations choose to send staff. For example, staff attended a two-day institute on Doug Lemov’s Teach Like a Champion strategies to improve classroom management and student engagement.

ExpandedED Schools’ planning sessions and annual national convening target: **principals**, who are the leaders of the ExpandedED initiative; **ExpandedED directors**, the full-time employees of the community organizations who serve on the school leadership team and share responsibility for the expanded day with the principal; **ExpandedED instructional coordinators**, who are teachers or school administrators with experience in curriculum and professional development and who devote at least 10 hours per week to supporting the school and community staff; and **executive directors of the community organizations**, who have fiscal oversight and serve as thought leaders for program quality and talent management.

On-site professional development and central trainings are also offered to **community educators**, the experienced youth specialists assigned to a cohort of students in the expanded day program in order to provide student support and instruction, and who work at least 15 hours per week; **certified teachers**, who typically work an additional 5-15 paid hours per week; and **specialists**, experts in fields such as sports or technology who are committed to teaching young people their craft.

TASC’s Value and Accomplishments

The landscape of learning opportunities for children and youth looks very different in the second decade of the 21st century than it did when TASC began. Although TASC did not make high-quality after-school programming available to every child in New York City, it laid the groundwork for the nation’s largest municipally-funded after-school system. The effort has been largely sustainable: In 2014, 81% of the programs that TASC supported during its peak year of grant-making a decade earlier (2004-2005) were still operating.

Today, the commitment to out-of-school learning opportunities continues to grow. In addition to championing universal access to high-quality pre-school for four-year-olds, New York City Mayor de Blasio helped to significantly increase the number of students with daily access to after-school programs through School's Out NYC (SONYC), by targeting an additional \$145 million to fund new after-school slots for middle-schoolers in 2014-15. In this effort, de Blasio cited TASC as his model for program quality.

In his first “State of the City” address as Mayor, de Blasio said: “Middle-schoolers who access after-school programs are less likely to fall victim to gangs and street violence, more likely to graduate and go on to college or the world of work, to have hope for lifting themselves out of a cycle of poverty and into a world of possibility.”

As de Blasio’s remarks underscore, TASC has demonstrated the need for and value of providing useful, engaging education on an expanded schedule wherever a program falls on the learning continuum—whether as part of an after-school model or through a reconfigured school day. TASC established a scalable, cost-effective model for keeping children safe and learning during non-school hours, building community organizations’ capacities, and supporting a network of partnerships; then it helped other organizations, cities and states adapt the model to their communities.

Over 15 years, TASC helped to shape the national conversation about what constitutes quality and fairness during children’s

non-school hours. TASC raised awareness of growing national inequality in out-of-school learning. TASC exerted a powerful advocacy voice, establishing and institutionalizing pathways for public dollars to support learning opportunities beyond traditional school hours. TASC also dramatically increased the number of public, private and nonprofit entities committed to children’s learning during out-of-school time. Here’s a closer look at what TASC has achieved and the factors that enabled it to succeed.

MORE PARTICIPATION, MORE ACHIEVEMENT

By the end of the 2012-13 school year, TASC had reached 626,000 students, trained 23,000 community educators to work in schools, and helped 564 public schools expand learning time and 390 community and cultural organizations build partnerships with schools. In the 2013-14 school year, TASC continued to push the envelope on learning beyond the traditional school day. As the operating partner, TASC joined with the New York City Department of Education, New York City Council,

Harvard EdLabs and Robin Hood in one of the country’s largest expansions of the school day. Middle School ExTRA is called “an experiment that has the chance to be transformative in education reform” by EdLabs’s Dr. Roland Fryer. Partners are expanding the day by 2.5 hours in 20 middle schools, providing all 6th graders with a mix of academics and enrichments, and offering a sub-set of struggling readers a daily hour of reading tutoring in groups of four students



“Middle-schoolers who access after-school programs are... more likely to graduate and go on to college or the world of work, to have hope for lifting themselves out of a cycle of poverty and into a world of possibility.”

BILL DE BLASIO
MAYOR, CITY OF NEW YORK



per adult. A randomized control trial evaluation will test whether intensive tutoring in reading can be as successful as similar initiatives focused on math.

Also during the 2013-14 school year, TASC helped approximately 90,000 students in New York City through direct support of ExpandedED Schools and TASC-model after-school programs by supporting high-school students in apprenticeships and internships; by helping teachers and community educators co-teach science; and by coaching the staff of DYCD-supported after-school programs to lead strong literacy and science instruction, build their all-around instructional capacity, and use data to support better student results. TASC also supports expanded learning in Baltimore, New Orleans, Port Chester and Rochester, as well as system-building efforts through its leadership of NYSAN and Every Hour Counts.

A child who attends a TASC after-school program or ExpandedED School gains the equivalent of 72 additional days of learning per school year, and that extra learning time helps. An evaluation of the first students to attend TASC after-school programs found that they improved their math achievement, attended school more frequently, and developed better attitudes toward learning. Principals reported significant benefits for students who attended TASC programs, and 95% said that TASC programs gave students access to experiences and activities they couldn't get in the regular school day.

These positive effects are long-lasting. Students who attended TASC programs throughout their

middle-school years had a higher average attendance rate when they reached high school than students who hadn't attended after-school—adding up to almost seven more school days per year, on average. The after-school participants also earned half a credit more in ninth grade than kids who didn't attend a TASC program. Similarly, an evaluation of Expanded Schools' first year found that participants improved their math proficiency faster than students citywide,



“A lot of legwork that TASC has done in New York City served the entire country. TASC’s research and program development set a gold standard for what we can achieve.”

JODI GRANT
*EXECUTIVE DIRECTOR,
AFTERSCHOOL ALLIANCE*

that their school attendance rate was higher, and that (compared to New York students citywide) they felt more challenged and better supported. Students participated in more enrichment activities, and they, their teachers and their parents ranked Expanded Schools higher than the New York citywide average on measures of safety, communication, student engagement and academic expectations. When these gains are translated into a return on the investment, every dollar invested in Expanded Schools can be

expected to return nine dollars in personal earnings to students and four dollars in benefits to society, including decreased crime and increased tax revenues.

BROADER SUPPORT FOR THE CONCEPT

TASC helped to establish after-school programming as something policymakers should take seriously by creating a model for effective and affordable programs, evaluating them rigorously, and advocating for them tirelessly. Through these efforts, an observer says, “After-school got political legs.”

Evidence of the TASC model's broad take-up can be found in the dramatic increase in public funding for after-school, which came as New York City, New York State and the U.S. Department of Education created and expanded after-school programs based on, or heavily influenced by, TASC. Between 1998 and 2014:

- New York City's investment increased from \$60 million to \$247 million.
- New York State funding for after-school programs increased, growing from \$16 million to more than \$42 million.
- The federal government's investment in after-school increased dramatically, growing from \$40 million to more than \$1.1 billion.

TASC's advocacy efforts and cost model helped to tap specific funding streams that institutionalized support for after-school programs. For instance, TASC persuaded New York City's Department of Youth and Community Development to use school-age child care funding through the Human Resources Administration for its Out-of-School Time initiative. Under the leadership of then-Commissioner Jeanne Mullgrav (a former TASC staffer), DYCD used TASC's cost model as the basis for what city-supported after-school programs should cost. DYCD incorporated TASC's practice of linking funding to daily attendance, creating a rate-of-participation model to allocate OST grants. In addition, DYCD modified the parameters of Beacon programs to require more regular participation for middle school students, further aligning TASC and DYCD's efforts.

Many other places around the country have embraced or been influenced by the TASC model, too. Chief among them are several of the cities and organizations that have been grantees of The Wallace Foundation's \$34 million investment in after-school, summer and expanded learning. When

Wallace began investing in citywide after-school in 2003, according to Nancy Devine, “We didn't have a lot of knowledge or experience in what would make a citywide system work ... If not for TASC, we probably wouldn't have come to New York City. It was based on the work and experience of TASC that we knew we had a chance to make this work.”

Leaders from the Wallace-funded after-school program in Providence also turned to TASC for guidance. “TASC had very thorough budgets and memorandums of understanding, and they let us borrow those tools so we didn't have to start everything from scratch,” recalls Hillary Salmons, executive director of the Providence After School Alliance.

TASC also successfully generated support at the state level, evidenced most recently by New York State Governor Andrew Cuomo's commitment of \$20 million for extended learning partnerships between schools and community organizations in his 2013-14 budget, which followed extensive advocacy by TASC and other advocates. Around the country, TASC's emphasis on partnership, innovation and program quality also influenced the California Department of Education's emerging expanded learning initiative, which is positioning expanded learning as an integral part of the K-12 learning system statewide and developing a state definition of, and quality standards for, expanded learning.

A BETTER UNDERSTANDING OF AFTER-SCHOOL

TASC helped to redefine after-school as a time to nurture children's intellectual, physical and social/emotional development. The youth development framework successfully blended two previously competing after-school “industries”: recreational or enrichment programs, and academic programs. That wasn't easy, notes Merryl Tisch, “but TASC managed to do it well while still being known for high quality.”



“We need to do more, not less, to help our children use the after-school hours wisely. We have a very simple choice: Spend a dollar today to protect the endless potential of our nation’s children, or spend much more down the road after we’ve failed them.”

ARNOLD SCHWARZENEGGER
HONORARY CHAIR, AFTERSCHOOL ALLIANCE

TASC also helped to frame after-school as a collaboration between schools and community organizations and raised the standard for what that collaboration might look like. Principal Ramon Gonzalez of The Laboratory School of Finance and Technology in the Bronx, NY credits TASC’s support for helping he and his community partner find ways to teach collaboratively, saying, “I have no doubt that more time for literacy, as well as more opportunities for my students to engage in activities that broaden their perspectives, will result in improved achievement scores... We would never have been able to achieve the kind of alignment we have now without the framework provided by TASC.”

A STRONGER FIELD

The after-school field has always been filled with people who, in many cases, have an intuitive sense of how to help kids overcome their disadvantages. But as one veteran program developer said, “In the past, after-school was more in the arts-and-crafts stage than in the fine arts. Organizations like TASC took after-school to the fine-arts level.” How has TASC strengthened the field? Knowledgeable observers highlight the following investments and capacities.

TASC established the largest and most comprehensive professional development program for after-school staff in the country. Since its inception, TASC has trained 23,000 community educators to work in public schools. The knowledge and skills those workers gained follows them as they move on to other positions in after-school and other youth-serving programs. The same is true of the schools and community organizations to which TASC has provided technical assistance: The capacities they gained are applied to every program they implement, not just TASC’s.

TASC’s policy advocacy has unified the field and focused it on strategies for improvement. “TASC

has become a national policy leader; they speak for the rest of us around the country,” says Providence’s Hillary Salmons. “There’s a culture that we’re all in this together, so how do we grow it.” Adds Wallace’s Devine, “The field has changed from a fragmented, idiosyncratic picture of after-school to a more coordinated [understanding of] what policies need to be changed and how to change them.”

TASC’s role in creating and supporting key institutions has helped to disseminate and promote powerful ideas while also developing a coherent advocacy agenda.

TASC’s investment in quality standards and measurement tools has made the field more rigorous and accountable. For example, says Michael Funk of the California Department of Education, “TASC’s DNA” can be found on California’s framework for program quality, which is used to gauge the quality of the state’s 5,400 after-school learning programs and is being integrated into the state’s quality standards for expanded learning programs.

The development and dissemination of tools and curricula has infused hundreds of programs with high-quality materials and practices and opened program directors’ minds to the range of learning activities appropriate for non-school hours.

CHALLENGES

As community, political and other conditions changed, TASC had to be open to adjusting its models and strategies. At first, it took a lot of negotiation, outreach and culture-bridging to make some school leaders see the benefit of allowing external programs with non-school staff to use their facilities. Program directors also had to figure out how to integrate with or wrap around the schools’ existing extended-day programs. Once in place, early programs had concerns about enrolling as many students as TASC wanted while

maintaining quality. Programs that enrolled fewer than 300 children needed more than the allotted per-child rate to maintain the staff level needed for program quality. The daily attendance requirement didn't work for high schools, and TASC had to develop a model more in synch with older students' interests and needs. Moreover, it was difficult to claim that the children who needed programs the most were served, since the majority of kids voluntarily signed up on a first come, first serve basis.

When TASC began encouraging community organizations to become approved providers of supplemental educational services for children at underperforming Title I schools, they struggled to compete with for-profit providers that had brand names and provided incentives to participants. And, as more funding came from other sources, TASC had to accommodate the policies and practices of agencies that had different expectations and less flexibility. As public funds became a larger portion of the after-school budgets, TASC programs were vulnerable to budget cuts at the city, state and federal level.

The shift to expanded learning has brought its own set of challenges. Shifting its attention to the whole school day, TASC underestimated the enduring nature of school culture and traditions. Expanding the school day meant changes for staff, bus schedules, food services and other routine practices. From a pedagogical perspective, this change required teachers to be on board, ready to work with staff from community organizations to align content and practices. Principals had to accept

community organizations as partners with a stake in student learning, not child care providers or after-school "vendors." Whereas TASC originally thought this would take a year or two, culture changes that enabled quality expanded learning took at least three years.

In addition to changing school culture, TASC faced the challenge of creating proof points for its expanded learning model. Relying on academic measures alone would not capture the full impact of the balanced

curriculum offered to students, and it was necessary to identify measures of social/emotional learning that are nascent and not yet widely accepted. Moreover, the roll out of Common Core Learning Standards and new tests occurred in the middle of TASC's three-year demonstration, making it difficult to compare testing data across years. An external evaluation is underway to better understand impact.

Education and youth development leaders are divided among those who want to extend the regular school day, those who want to keep the after-school experience distinct from school, and those who—like

TASC—seek an integrated model that augments the school day while preserving important features of after-school. In the post-recession economy, proponents of these differing views have found themselves competing over limited funds. Some believe that preserving the distinctions will maintain the dedicated funding streams that after-school programs fought to secure. They worry that using "after-school money" to extend the school day by only 30 or 60 minutes will deplete

"TASC is always the first to be on the front end of new trends, thinking about how it could benefit New York City and all the other cities in their network. For the after-school world, and particularly those of us involved in after-school and science, Lucy is a national treasure."

RON OTTINGER
EXECUTIVE DIRECTOR,
NOYCE FOUNDATION

the resources and still leave many children unsafe and unsupervised until their parents get home from work.

Others are concerned about whether the programs should be staffed by licensed teachers or by community-based staff, and whether participation in the programs should be voluntary or mandatory. And some, like Afterschool Alliance Executive Director Jodi Grant, also worry that in a high-stakes testing environment, the expanded school day in some districts could be dominated by test preparation activities, at the expense of youth development. With the implementation of the Common Core State Standards "there's even more emphasis on English and math, and we have to make sure we don't lose the focus on the arts and creativity, and developing other skills needed to succeed in the workforce," Grant says.

Six years into this transition, TASC's leaders see the tensions easing as more schools and community organizations form deeper partnerships that produce better student outcomes, and as all parties develop increasingly sophisticated hybrids that advance students' core academic proficiency while strengthening their wide-ranging talents, deepening their resilience, and fortifying students against the stresses of

poverty. The field is beginning to focus on effective solutions rather than on specific models. For TASC, the move to Expanded Schools has also required shifting people's perception of community organizations from providers of after-school services to full partners in whole-school reform.

And as more communities strive to achieve "collective impact" by making the best possible use of their talents and resources and sharing accountability for equitable outcomes through such efforts as Promise Neighborhoods and Community Schools, TASC leaders believe that partnership efforts to expand learning opportunities are well-positioned to take root and succeed.



The Future

Where does the field of expanded learning opportunities stand today? It has come a long way in 15 years. As Robert Stonehill, Managing Director of AIR, has said, “What has changed is the whole understanding that an after-school program, sitting by itself, isn’t going to have the impact it could have if it was integrated into a more thoughtful pattern of services and supports.”

Schools in 36 states and the District of Columbia have expanded learning time, according to the National Center on Time and Learning. More and better learning time has become a central piece of the education reform agenda as local, state and federal governments, foundations and organizations like TASC lay the groundwork to ensure that added learning time is a lever for improving the education of students who still suffer the consequences of unequal learning time and opportunities:

- **The Wallace Foundation’s investments in expanded learning opportunities** reinforced the importance of a coordinated, systemic approach; city-wide implementation; program quality; regular student participation; and high-level public-sector leadership. In 2010, through its Re-imagining the School Day initiative, Wallace expanded its work to support summer programs as well as expanded learning during the school year.
- **The C.S. Mott Foundation’s Pathways Out of Poverty program** supports initiatives around the country that promote learning beyond the classroom, especially for traditionally underserved children and youth. Mott was a major investor in the 21st Century Community Learning Centers program from its inception. Mott’s 46-state after-school network has mobilized elected officials, policy makers, system leaders, service providers and many others to support and expand high-quality after-school programs.
- **In 2012, the Ford Foundation committed \$50 million over three years** to work with a national coalition through its Time to Succeed campaign. Its goal is to make more and better learning time “the new normal” for American schools, especially in disadvantaged communities. Beginning with five states—Colorado, Connecticut, Massachusetts, New York and Tennessee—the initiative is extending the school day and year with extra instruction and enrichment to help low-income students close the achievement gap. Ford also supports TASC to provide technical assistance to the New York State Education Department and to local districts engaged in this initiative.
- **The federal government has supported after-school learning** for nearly two decades, mostly through the 21st Century Community Learning Centers program. The current federal allocation for the 21st CCLC program is \$1.1 billion per year, which supports almost 11,000 programs serving nearly 300,000 families. In addition, the federal government granted states flexibility in how they used 21st CCLC funds to create effective expanded-time models through waivers from No Child Left Behind requirements.
- **The Campaign for Grade-Level Reading, New York City’s Summer Quest initiative** (which TASC advises) and other collaborations among foundations, nonprofit partners, states and communities are supporting efforts in hundreds of communities to stem summer learning loss through school-and-community partnerships.
- **Students spend hundreds more hours each year beyond the traditional school day in STEM learning.** TASC is once again innovating through STEM Educators Academy, in which classroom teachers and community educators train together and co-teach students in standards-based “making and designing” projects before and after 3 p.m.
- **State efforts to expand learning opportunities have gained traction.** One of the most influential has been Massachusetts 2020 (which grew into a movement nation-wide through the National Center on Time and Learning). Colorado, New York and numerous other cities and states are also testing models to expand the school day and year.


“[TASC’s leaders] were very wise to rethink their model; that has to do with leadership. One of the hallmarks of a great organization is that it doesn’t get to be a stick-in-the-mud regarding its model and approach.”

MERRYL TISCH
REGENT, NEW YORK STATE
BOARD OF REGENTS



Through these and other efforts, the array of expanded learning opportunities available to kids has widened dramatically. Frameworks like TASC’s proved that strong programs flourish when systems for providing professional development and quality standards are in place. TASC and its partners have helped a generation of children gain more of the skills and knowledge they need to succeed in school and stay on course to high school graduation, college and a career. Principals who once merely tolerated after-school programs now take ownership of them. The notion that a large proportion of students benefit from having more time to learn is now generally accepted, and school districts, cities and states are looking for ways to make that happen. Program leaders and staff have a better sense of what works and what doesn’t, and good practices are more widely used. And a more knowledgeable, influential and capable field of organizations, programs, partners and funders now exists.

Nonetheless, more learning opportunities are needed for more children. The Afterschool Alliance reported in 2009 that 23.5 million young people in the United States need after-school programs, but only one-third are in a program. Concurrently, too many kids are falling behind, dropping out, and failing to graduate from high school.

The opportunity gap is growing for children from low-income families, as higher-income parents continue to increase their spending on children’s enrichment activities.

Today, the expanded learning field is on the cusp of major realignment as more communities strive to give all children access to great schools and strong systems of family and community support that prepare them for college and career success. “We’re rethinking the menu of choices and kinds of learning environments we create for our young people, without being constrained by the concept of school and school facilities,” says Hillary Salmons. “TASC enables us to imagine what the options for learning environments and relationships and teaching practices could and should be.”

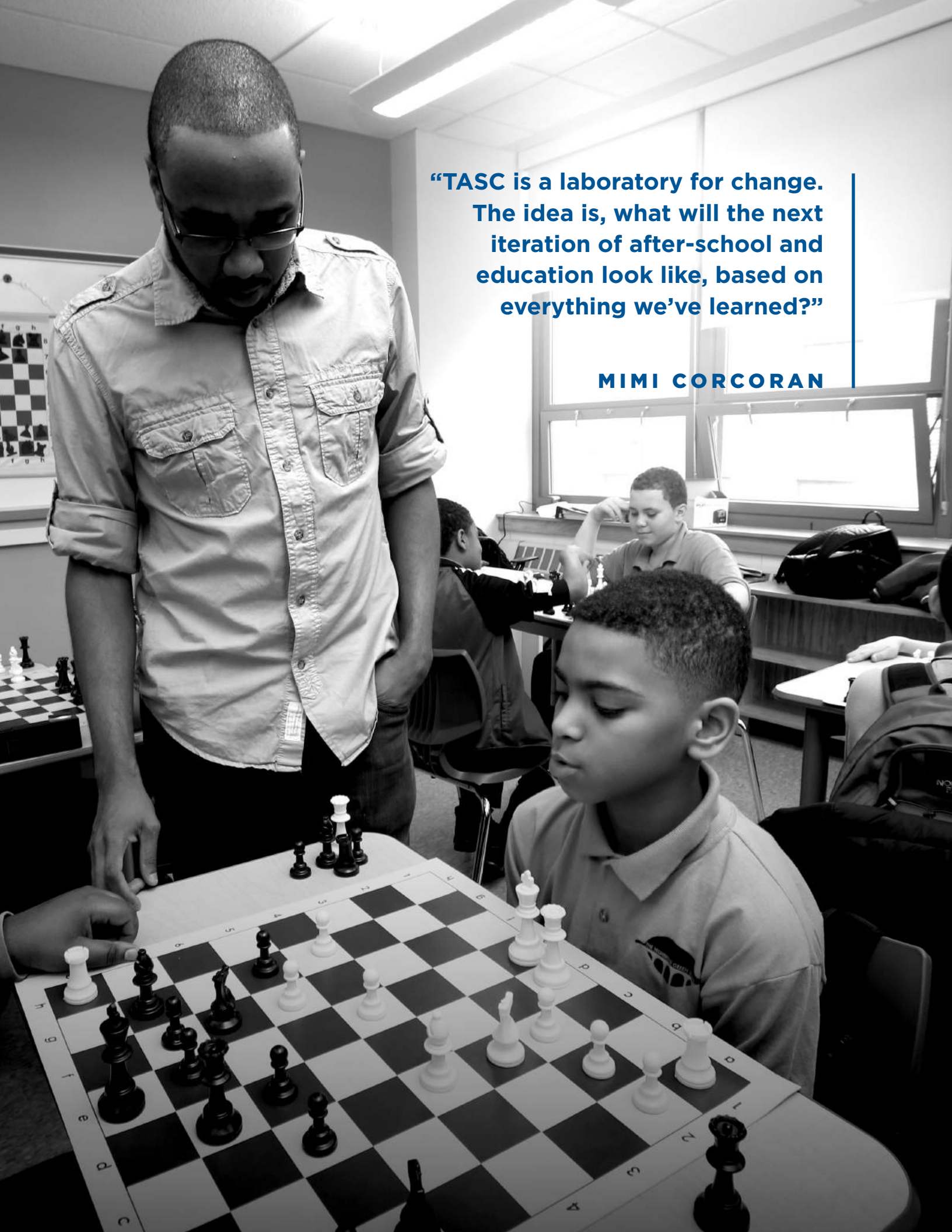
Where is the field headed? Veterans suggest that the next steps are to develop more ways for children to learn, including through self-directed study and use of technology; to establish even clearer, more effective partnerships between community organizations and schools and between certified teachers and informal educators; to unite formal and informal styles of instruction, especially around subjects like STEM; to find better ways (beyond test scores and school attendance) to measure the programs’ impact on students in social, emotional and academic domains; and to rise above ideological issues that fragment education organizations.

As a leader of the field’s evolution, TASC has helped to set the stage for what comes next. TASC’s founding chair Herb Sturz acknowledges that there’s still a long way to go to before a sufficient number of children in this country have access to high-quality expanded learning time. “It’s something that’s going to take many imaginative people looking at variations on the theme and thinking through dramatic new ways to fund it,” he says. Still, he adds, “Expanded learning seems to make sense, based on our experience thus far. Once you establish a sound program, the horizon for what you can do is broad.”

TASC leaders believe that the future of education for students in disadvantaged urban communities is in effective school-and-community partnerships that expand learning beyond the traditional classroom and outdated school calendars. They believe there must be a place in each school day for students and adults to take risks, test their talents and capabilities, and occasionally fail without dire consequences. Parents must know their children are receiving stellar support, both in academics and related to their social and emotional needs. No school can or should be expected on its own to provide an excellent, well-rounded and holistic education to students. Success will require widespread culture change—among schools, communities and all of the public and private institutions that influence schools—in the way this nation thinks of who educates students and how they are educated. Because it is inefficient and impractical to expect every principal or school community to re-engineer schools and achieve strong partnerships, the need for entrepreneurial intermediary organizations such as TASC—entities that can lead by example and persuade public and private partners to institutionalize culture change—is more acute than ever.

In considering their work for the next decade, TASC leaders are raising resources to pursue several initiatives that they believe have the greatest potential to achieve positive culture change:

1. **Demonstrate the Expanded Schools model** in at least 50 New York City public schools. This number should be sufficient to identify the highest-impact elements of the model; to create learning laboratories for other schools and community organizations that are interested in adopting these practices; to influence the adoption of the model’s core elements; and to provide proof of concept. As of the 2013–14 school year, approximately 30 schools were in TASC’s New York City Expanded Schools network.



“TASC is a laboratory for change. The idea is, what will the next iteration of after-school and education look like, based on everything we’ve learned?”

MIMI CORCORAN

2. Advocate for schools that offer significantly more than the typical 6.5 hours of learning per day to receive a higher per-student funding allocation from cities and states. For the most part, current funding patterns are unsustainable; schools and community partners must stitch together funding from many time-limited and burdensome public and private funding streams to cover more and better learning.

3. Build the capacity of community educators to work side by side with licensed teachers to deliver a holistic and excellent academic, physical and social/emotional public school education. This will involve greater public investment in: training school leaders to lead cooperative planning, instruction and data sharing between teachers and community educators; training community educators on Common Core State Standards; and building out co-teaching efforts that draw on teachers’ strengths in academic scope and sequence and community educators’ talent for experiential learning.

4. Develop models to better integrate arts- and science-rich institutions, such as libraries and museums, into the day-to-day, year-round learning lives of public school students.

5. Develop nationally normed, credible measures of student proficiency (beyond grades and standardized test scores) in healthy habits of mind, resilience, creativity, collaboration and other skills essential to lifelong learning and career success. TASC has adapted existing measures of these skills into customized packages for Expanded Schools, and TASC staff work with school and community teams to collect and analyze these measures. But educators are far from having tools that could positively influence what, when, how and from whom students learn.
- There is no single, one-size-fits-all solution to the pressing need to dramatically improve education in a nation where only one in 10 low-income students earns a college degree by age 24. TASC does not claim that adding more learning time to the school day is the answer in itself. But expanding the resources of a school, the number of educators who work in that school, and the time they have to work with students is a platform for all types of improvements. As TASC did with after-school programs, Expanded Schools gives schools and communities a framework for moving forward. It is up to each community to customize that framework to give every student a fair shot at a great future. ■

“Today’s after-school programs aren’t the frosting on the cake but the yeast in the bread.”

WILLIAM WHITE
PRESIDENT, MOTT FOUNDATION

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Abraham House
Abundant Waters
Abyssinian Development Corp
ACCORD Corporation
Action Center for Education & Community Development
After-School All-Stars of NY
After School Matters, Chicago
Algiers Charter School Association
Alianza Dominicana, Inc.
America Scores
American Italian Coalition of Organizations
American Museum of Natural History
Antioch Development Corporation
Arthur Ashe Institute for Urban Health, Inc
Asian Americans for Equality
Aspects 27
Asphalt Green
Aspira of New York, Inc
Baden Street Settlement
Baltimore Algebra Project
Bank Street College of Education
Baptist Community Ministries
Baxter Street School Age Center
Bed-Stuy Restoration Corp.
Be’er Hagolah Institutes
BELL (Building Educated Leaders for Life)
Bergen Beach Youth Organization

Berkshire Farm Center & Services for Youth
Big Brothers Big Sisters of NYC
Big Brothers Big Sisters of Orange County, NY, Inc.
Blue Engine
Bob Lanier Center for Educational, Physical, & Cultural Development
Booker T. Washington Community Center
Boston After School & Beyond
Boys & Girls Club of Rochester, Inc.
Boys & Girls Club of Utica
Boys & Girls Harbor
Boys and Girls Club of the Mohawk Valley
Boys Choir of Harlem
Brighton Neighborhood Association
Bronx Council on the Arts
Bronx Dance Theater
Bronx Works
Brooklyn Community Services
Brooklyn Center for the Urban Environment
Brooklyn Chinese American Association
Brooklyn College Community Partnership
Brooklyn USA Athletic Association
Builders For Families and Youth
Bushwick Community Action Association
CAMBA
Camp Vacamas
Carribean Cultural Center
Carter G. Woodson Cultural Literacy Project
Casita Maria

Catholic Charities Neighborhood Services
Catskills Idea
Cayuga County Safe Schools
Central Park Conservancy
Central Queens YM & YWCA
Charosa Foundation Corporation
Chess in Schools
Child Center of New York
Child First Authority
Children for Children
Children’s Aid Society
Children’s Arts and Sciences Workshop
Children’s Museum of Manhattan
Chinese-American Planning Council
Circulo de la Hispanidad, Inc.
Citizen Schools
Citizens for 1 Greater New Orleans
City of New York Parks Department
City Parks Foundation
City Year
CityKids Foundation, Inc.
Clearpool Outdoor Education
CLUSTER, Inc.
Coalition for Hispanic Children and Families
Community Action Partnership for Healthy Lifestyles, Inc.
Community Association of Progressive Dominicans
Community Counseling and Mediation Services
Community Education Resource Center
Community League of the Heights
Community Mediation Services
Cornell Cooperative Extension 4-H – Youth Development

Cornell Cooperative Extension of Schoharie County
Counseling in Schools
Cowen Institute
Cypress Hills Local Development Corporation
Dance Theater of Harlem
Development Without Limits
Directions for Our Youth
Dream Yard
Dutchess County Community Action Agency, Inc.
Dutchess County Girl Scout Council, Inc.
Earth Force
East Brooklyn Congregations
East Hampton Day Care Center
East Side House Settlement
Educational Video Center
El Museo del Barrio
El Puente
ENACT
Episcopal Social Services
Eubie Blake Cultural Center
Family & Children’s Society of Broome County
Family League of Baltimore
Family Service Society, Inc.
Family YMCA of the Glens Falls Area
Federation of Employment & Guidance Svcs (FEGS)
Federation of Italian-American Organizations
Fellowship of Lights
Flatbush Development Corporation
Forest Hills Community House
Fort Greene Council
Four Town Community Center
Federation of Protestant

Welfare Agencies
Fresh Youth Initiatives
Friends of Crown Heights
Friends of the Family Academy
General Development & Orientation Council
Genesee Area Family YMCA
Giant Thinking
Global Kids Inc
GlobalArts to Go
Gloria Wise Boys and Girls Club
Good Shepherd Services Goodwill Industries of Greater NY
Gowanus Canal Conservancy
Graham Windham
Grand Island Families, Town and Schools (G.I.F.T.S)
Grand Street Settlement
Greater Ridgewood Youth Council
Greenpoint YMCA
Groundwork (currently part of Good Shepherd Services)
Hand In Hand Early Childhood Center
Harlem Children’s Zone
Harlem Dowling West Side Center for Children & Family Services
Harlem RBI
Harlem School of the Arts
Hartford Partnership for Student Success
Heartshare
Henry Street Settlement
Hetrick Martin Institute
Homes for the Homeless
Horticulture Society of New York
Hospital Audiences Inc
Hudson Guild
Huntington Youth Bureau

Hyde Square Task Force
iDEAS
Imani House
Institute for Student Achievement
Institute of Play
Interfaith Neighbors
Inwood Community Services, Inc.
Inwood House
Italian American Civil Rights League
Jackie Joyner Kersee Foundation
Jacob A. Riis Settlement
Jamaica Center for Arts & Learning, Inc.
Jewish Community Center of Coney Island
Jewish Community Center of Staten Island
Kids Creative
Kingsbridge Heights Community Center
KIPP New Orleans
Kips Bay Boys and Girls Club
Learning through an Expanded Arts Program, Inc.
Lincoln Square Business Improvement District
Lincoln Square Neighborhood Center
Loisaida
Long Beach Reach, Inc.
Long Island University
Louise Wise Services
Loyola University
Lutheran Family Health Centers, Sunset Park Community Allies
Madison Square Boys & Girls Club
Manhattan Charter School
Manhattan Youth & Recreation Resources

Marquis Studios
Maspeth Town Hall, Inc
Mental Health Association of New York City
Mercy College
Metropolitan Opera Guild
Midori & Friends
Millennium Development
Morningside Center for Teaching Social Responsibility
Mosholu Montefiore Community Center
Mount Sinai School of Medicine
Mount Tremper Outdoor Ministries, Inc.
Museum for African Art
Nashville After Zone Alliance
Nasry Michelen After School Program
Neighborhood Initiatives Development Corporation (NIDC)
Nepperhan Community Center
New Settlement Apartments
New York Association for New Americans
New York Center for Interpersonal Development
New York City Mission Society
New York Foundling
New York Hall of Science
New York Historical Society
New York Junior Tennis League
New York Public Library
New York University School of Education, Metro Center
New York Urban League
North Brooklyn Development Corporation
Northside Center for

Child Development
New Orleans South Africa Connection
NYC Department of Parks and Recreation
OASIS Community Services
One to World
Oswego County Opportunities
Parks and People Foundation
Parks and Recreation Sunset Recreation Center
Partners in Out-of-School Time
Partnership for Children & Youth, Bay Area, CA
Partnership for Youth Development, New Orleans
Patchogue-Medford Youth and Community Services
Pathways for Youth Boys & Girls Club
Phipps Community Development Corporation
Pius XII Youth & Family Services
Planned Parenthood of NYC
Plays for Living
Police Athletic League
Polytechnic Institute of New York University
Prevention Focus
Prime Time Palm Beach County, Inc.
Project Reach Youth
Promise Plus
Providence After School Alliance
Queens Community House
Queens Public Library
Queensborough Queensborough Community College
Rainbow Youth and Family Services

Ralph-Lincoln Service Center
R’Club Child Care
Research Foundation of CUNY
ReServe
Ridgewood Bushwick Senior Citizens Council
Riverdale Community Center, Inc.
Roads to Success
Rockaway Artists Alliance, Inc.
Rocking the Boat
Rockland After-School Programs, Inc.
Roosevelt Island Youth Program
Safe Horizon (formerly Victim Services)
Safe Space NYC
Salaam Arts
Salvadori Center
Salvation Army
Sam Field Y
SAYA!
Supportive Children’s Advocacy Network
Schenectady Branch YMCA
School Settlement Association
SCO Family of Services
SCOPE
SER of Westchester, Inc.
Sheltering Arms
Shorefront YM-YWHA of Brighton-Manhattan Beach
Shuang Wen Academy Network
Simpson Street Development Association
SNAP Long Island
Society of the Educational Arts, Inc.
Sodus Youth Venture

South Bronx Overall Economic Development Corp (SoBRO)
South Brooklyn Youth Consortium
South Queens Boys & Girls Club
South Queens Park Association
South Street Seaport
Southeast Bronx Neighborhood Center
Southwest Area Neighborhood Association
Spring Creek Community Corporation
Sports & Arts in Schools Foundation
St. Johns/Brooklyn Bridge
St. Nicholas Alliance
St. Rosalia-Regina Pacis Neighborhood Improvement Association (NIA)
Stanley Isaacs Neighborhood Center
Staten Island Education Consortium
Strycker’s Bay Neighborhood Council, Inc
Studio in a School
Sunnyside Community Services
Sunset Bay Community Services
Syracuse Northeast Community Center
TADA! Youth Theatre
Teachers College, Columbia University
The 14th Street Union Square Local Development Corp.
The Children’s Art Carnival
The Door
The Educational Alliance, Inc.
The Valley
TOAST-The Oasis After School Team

Tompkins Community Action
Tremont Crotona Day Care Center, Inc.
Union Settlement Association
United Activities Unlimited (UAU)
United Community Day Care Center
United Way of Seneca
University of Maryland
University Settlement
Urban Dove
Urban Health Plan
Urban League of Greater New Orleans
Urban Strategies
UrbanFuture
Vietnamese Initiatives in Economic Training
Vision Urbana
Visions
Washington Heights - Inwood Coalition
West Islip Youth Enrichment Services, Inc. (YES)
Westchester Community Opportunity Program, Inc.
Westhab
Whitney Museum of American Art
Wildlife Conservation Society (Bronx zoo)
Wingspan
Women’s Housing and Economic Development Corporation (WHEDCo)
Woodside on the Move
Woodycrest Center for Human Development Inc.
YMCA of Bronx
YMCA of Brooklyn Central
YMCA of Brooklyn

YMCA Expansion
YMCA of Capital District
YMCA of Chinatown
YMCA of Cross Island
YMCA of Flatbush
YMCA of Flushing
YMCA of Greater New York
YMCA of Greater New York, Catalpa Center
YMCA of Greater NY, Prospect Park
YMCA of Greater New York, Staten Island
YMCA of Greater New York, West Side
YMCA of Greater Rochester
YMCA of Jamaica
YMCA of Olean
Young Audiences of New Orleans
Young Dancers in Repertory
Youthprise, Twin Cities, MN
YWCA of Jamestown
YWCA of Niagara
YWCA of the City of New York

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