2014 ANNUAL REPORT

ARTISTS STRIVING TO END POVERTY
Why the arts?

At a recent workshop for young artists, we started by asking, “What is poverty?”

Many responded—“Being poor.” “Not having access to resources.” “Hunger.” Then we explored what the opposite of poverty looks like—“Privilege.” “Mansions.” “White people.”

Then we asked, “Is it possible to find happiness in poverty?” Several immediately shook their heads “no,” but others hesitantly nodded “yes.” So I offered, “Some religious institutions promote vows of poverty. And some people choose to donate their time or resources. If people find joy in lacking certain resources, why strive to end poverty?”

And then one student offered, “Maybe it’s when people have a lack of choice?”

Bingo.

At ASTEP, we are deeply committed to empowering individuals who suffer from an absence of choice—especially children. The right to choose is a fundamental human right, and we strive to end the poverty that robs us of that humanity. By awakening imaginations and fostering creativity, the performing and visual arts create a unique space to rediscover choice. The young people we serve imagine new futures, new possibilities, and gain the skills and strength to achieve them.
ASTEP was conceived by Broadway Musical Director Mary-Mitchell Campbell and Juilliard students to transform the lives of youth using the most powerful tool they had—their art. Today, ASTEP connects performing and visual artists with underserved youth in the U.S. and around the world to awaken their imaginations, foster critical thinking, and help them break the cycle of poverty.

Who We Are and What We Do
changing lives through the transforming power of the arts

We work with children at a pivotal time in their lives: realizing the power in self-awareness.

Art puts children in charge of what they do with their self-awareness. Our work creates safe spaces for a child’s imagination to guide play—writing, singing, dancing, drawing—awakening dormancies and sharing what needs to be talked about whether it’s positive or negative. Our Volunteer Teaching Artists provide artistic prompts for the children to speak their struggles and realize their successes. These dialogues in turn allow the children to flourish.

From improving reading comprehension to advancing critical thinking, from teaching problem solving to fostering collaboration, access to the arts brings about significant improvements in children’s ability to think and communicate effectively. In addition, ASTEP believes that the arts can build strong communities through activities that promote community development, enhance cultural awareness, and build community bonds.

Our programs engage youth ages 4-21 years old through collaborations with schools and community organizations, serving a population of low-income, immigrant, migrant and refugee youth. In addition, our programming is research-based, employing nationally accredited Kennedy Center learning standards to train artists and create arts curricula. Youth attending ASTEP programs are not only inspired and supported emotionally and creatively, but also develop specific, important skills they can use to make healthy and productive decisions.
ASTEP’s South Africa program, artsINSIDEOUT, is led by a unique group of students and working professionals in the performing and visual arts who have been personally affected by HIV/AIDS. Since 2011, we have partnered with Nkosi’s Haven in Johannesburg, which offers holistic care and support for destitute mothers living with HIV/AIDS and their children, including orphans.

With a team of sixteen volunteer artists, (five of whom were South African), artsINSIDEOUT led a two-week arts intensives at Nkosi’s Haven from June 29 - July 12, 2014. We divided our days in half, working with 48 younger children, 12 years old and under, in the morning and dedicating the afternoon to working with the 51 teenagers, 13-20 years old. The children were able to participate in a variety of classes, focusing on Improv, Dance, Music, Visual Arts, Storytelling and our newest class, Stage Craft. Both the morning and afternoon sessions began and ended with big group check-ins (which included journal writing time).

The program culminated in a show that tied together the camp theme, which was “Wheels” this year! The students instantly understood its value as a metaphor: spokes of a wheel, an unbroken line, the wheel of fortune. Each class then incorporated the theme into its curriculum. For example:

MUSIC: ASTEP Volunteer Artists focused their classes on improvising, listening, and building and remembering musical structure with various instruments. With both the younger and older classes, each student ended up playing at least one instrument (drums, vuvusela, piano, guitar, singing, tamborine, etc), and practiced hearing their rhythmic and tonal contributions as they fit in the greater whole of the ensemble. Students learned what it meant to rely on each other, and how to navigate scenarios in which collaboration breaks down when individuals do not pull their weight. Each class performed at least one song in the final performance, with complex structures: intros, tempo shifts, extended jams and original lyrics!

STORYTELLING: ASTEP Volunteer Artists had their students focus on telling his/her story without revealing things that seemed too personal. First up was an exercise in which each student was asked to write about a time when s/he learned a lesson, then to turn those anecdotes into fairytales featuring fanciful characters that learned the same lesson the writer had. Next, the students created mini auto-dramas: a minute-long representation of what each of them thought their “self” to be, with or without dialogue. Finally, each student was given a small object—a sponge, birdcage, handcuffs, etc., and was asked to write a history of the object from that object’s point of view. The student storytellers’ performances in the show were crafted from these exercises, and the result was varied, and very compelling theatre.

The expansion of our South African team of artists reaffirmed our belief that a cross-cultural approach to assembling our team is the way to go. This cross-cultural staffing also allows for sustainability year-round. The theatre outings and workshops our South African artists facilitated for the kids and moms at NH during the eleven months prior to our arrival this past June really whetted their appetites for the work artsINSIDEOUT does.

From its inception, artsINSIDEOUT has operated from the belief that if you can tell your story, you can change your story. Whether you tell it through the written word, song, dance, art, stage craft, improvisation doesn’t matter: the story must be told.
“Maya gives me the power to live my life. Maya is an inspiration that helps me to help others. Maya is a song that encourages me to sing out my own voice.”

— Priyanka, 14 years old

Program Highlight - INDIA
changing lives through the transforming power of the arts

One of ASTEP’s most recent accomplishments includes creating The MAYA Musical in partnership with Teach for India. MAYA featured an original script and Broadway composed music, involving over 100 low-income students from Pune, India. ASTEP Volunteer Artists spent over a year and a half working closely with these children—writing music, choreographing scenes, designing costumes and sets, and rehearsing! MAYA tells the story of Princess Maya’s journey—tasked to bring light back into her Kingdom, Maya and her friends use the values of courage, compassion and wisdom to lift 3 curses that have been cast on the world.

Through MAYA, ASTEP and Teach for India provided an integrated education combining exposure and access, values, and academic achievement. And like Maya, these children have discovered their brightest light. The show opened in November 2014 with plans to tour the country in 2015 and beyond!
For a fifth summer, ASTEP partnered with the International Rescue Committee’s Refugee Youth Program to support the personal growth, cultural adjustment, and education of multicultural refugee youth and to help them successfully transition into the US school system. Through the Refugee Youth Summer Academy (RYSA), ASTEP provided enriching arts education classes, which allowed refugee youth to break down the barriers they face by improving their English language skills, academic abilities, social and emotional behaviors, community ties, and confidence and capacity for self-expression—abilities they require to create a new life for themselves in their new home.

The four-week summer camp was held five days a week, from 8:30 a.m. to 3:30 p.m. A team of 8 ASTEP Volunteer Artists led the arts component, and over 60 students participated in a variety of classes focused on Story-Telling, Music, Dance, and Visual Art. These students have made the difficult journey to the U.S. from around the world: Burma, Cameroon, Columbia, Dominican Republic, Egypt, France, Gambia, Guatemala, Guinea, Honduras, India, Iraq, Ivory Coast, Jamaica, Mali, Nepal, Nigeria, Pakistan, Syria, and Tibet! Their home countries and culture were celebrated throughout RYSA by incorporating their traditional language, dance, and clothing through a special showcase during the Talent Show and Cultural Day.

On the final day of camp, the students performed for their community of family and friends and their artwork was displayed throughout the school. A major highlight is when the students took part in a series of performances—acting in their own short play, showcasing talent through multiple dance performances, and singing several of their favorite new songs!
At ASTEP, we work with children. We put artists in classrooms around the world to share their passion with kids.

In a larger sense, we’re part of an evolving, nationwide conversation on the role of the artist in society. There are articles published on the subject everyday – the landscape of the arts is changing and so are the opportunities available to artists. Meanwhile, the social emotional skills the arts help to develop are increasingly viewed as essential for success in today’s knowledge-based economy.

The Artist as Citizen Conference is an opportunity for ASTEP to help spread this powerful ideal nationwide — and with it, the remarkable culture of service it represents.

It’s been talked about for years. Innumerable blogs have discussed it. The New York Times recently chimed in. There is a movement afoot. A return to meaning in the arts. A return to impact. As one curator put it, “Marcel Duchamp’s toilet is being returned to the bathroom.”

ASTEP is situated in a unique place to help carry this movement forward. Our most extraordinary resource is the network of artists and educators we’ve cultivated over time; we engage daily with established practitioners, pioneers, and major players in the field. Simultaneously, we get to meet hundreds of aspiring young artists every year, via workshops, festivals, and the wonders of social media, who are looking for ways to make a difference.

The Conference is about putting the riches of the first network at the disposal of the second.

Why? Because developing motivated young leaders in communities across America is a way for ASTEP to expand the reach of its mission exponentially.

Which means more kids. Exposed to more art.

From June 2 – 6, 2014, ASTEP gathered 46 extraordinary young artists in NYC for four days of workshops, special guest speakers, group meals, and artist roundtables. We aimed to celebrate, connect, and develop young leaders in the arts by providing them with a transformative artistic and educational experience—and based on their feedback, we’re confident it was a success!
NEW YORK CITY

Refugee Youth Summer Academy
ASTEP provided the creative arts component for a 4-week summer camp for the IRC’s Refugee Youth Program (RYP), which supports the personal growth, cultural adjustment, and education of multicultural refugee youth and helps them successfully transition into the US school system.

ASTEP on STAGE!
ASTEP connected performing and visual artists with after-school programs at youth-serving community organizations in NYC to provide a safe space in which youth can acquire skills in the arts and learn to use artistic tools to communicate effectively, think creatively, and improve their collaboration and problem-solving skills.

Arts at Incarnation Children’s Center
ASTEP provided day-long art camps for the Incarnation Children’s Center, a pediatric facility for children living with HIV/AIDS. ASTEP’s workshops engaged students with experiences that focused on developing a strong sense of community, deepening their capacity for creating, and exposing them to the performing arts.

SOUTH MIAMI, FLORIDA

Art-in-Action
ASTEP led Art-in-Action, a six-week arts summer camp for middle and high school immigrant and migrant youth in South Florida. AIA provides a safe space in which youth acquire skills in the arts and learn to use artistic tools to build leadership, strengthen their capacity for self-expression, learn to collaborate and solve problems, and develop the confidence to make healthy life choices. ASTEP partners with enFAMILIA, a community organization that builds healthy family relationships among the immigrant, migrant, and farm worker communities of south Florida.

"Taking part in ASTEP's art camp changed my way of looking at the world."
—Jorge, ASTEP Student

INDIA

Arts at Shanti Bhavan
ASTEP provided artistic and educational support for the students at Shanti Bhavan Children’s Project, a school and home for economically and socially disadvantaged children near Bangalore, India. ASTEP delivered art education and empowerment programs, which included music, theatre, dance, and visual art.

The power of the arts is used to enhance personal development, academic achievement, and leadership skills for students in Pre-K through high school.

Arts at Teach for India
ASTEP supported Teach for India Fellows who work with a student population of extremely low-income children in Pune, India. ASTEP focused on incorporating the arts into their teaching curriculum in addition to organizing and producing the Maya project, a musical performed in November 2014 by over 100 students from TFI classrooms.
SOUTH AFRICA

**artsINSIDEOUT**

ASTEP supported the artsINSIDEOUT program, a unique group of students and working professionals in the performing arts who have been personally affected by HIV/AIDS. In July, they traveled to Nkosi’s Haven in Johannesburg, which offers holistic care and support for mothers living with HIV/AIDS and their children, including orphans (infected or not).

Through acting, singing, dancing, story telling techniques, and the visual arts, artsINSIDEOUT inspired Nkosi’s Haven youth to unleash their creative energy, empowering them to communicate their own experiences. Through a shared connection of this marginalizing disease, they were able to initiate a process of healing. With the building of community, creativity and consciousness they reached their ultimate goal – health, inside and out.

DOMINICAN REPUBLIC

**Arts at Mariposa DR Foundation**

ASTEP delivered theater and dance classes through an after-school facility for girls in the Cabarete Community of the Dominican Republic. The Mariposa Center for Girls provides activities such as sports, academic tutoring, job and life skills training, health and wellness care with the belief that empowering girls will lift entire families out of generational poverty.

PHILIPPINES

**Project Philippines**

ASTEP supported a team of eight performing and visual artists who traveled to the Philippines for five weeks, performing, teaching in schools, and creating new pieces with students on two separate islands and at four different schools: Catarman National High School, Philippine High School for the Arts, Cultural Center of the Philippines Dance School, and University of the Philippines Los Baños.

FUTURE LEADERS NETWORK

As ASTEP has grown, the number one question we get asked by students is, “How can we carry out the ASTEP mission in our own communities?” Through the Future Leaders Network, ASTEP is connecting with like-minded artists around the country, ages 15 - 25, providing them with the tools and support necessary to bring their visions to their communities.

Through Workshops, ASTEP Chapters, and the Artist as Citizen Conference, ASTEP engages young artists in the diverse ways they can strengthen communities and empower individuals through the arts.
### 2014 Numbers

<table>
<thead>
<tr>
<th>The</th>
<th>ASTEP</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2,164</strong></td>
<td>Number of children served</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>2,115</strong></td>
<td>Number of people reached through ASTEP workshops, seminars, conferences, and performing arts college festivals</td>
<td>Number of new partner organizations</td>
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<td><strong>171</strong></td>
<td>Number of Volunteer Artists placed in ASTEP programs</td>
<td><strong>7</strong></td>
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<td><strong>2</strong></td>
<td>Brought on one new staff member and one new board member</td>
<td>Number of Kennedy Center American College Theatre Festival scholarships offered to ASTEP Volunteer Artists</td>
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### ASTEP Volunteer Artist Highlights

**Raymondo Gutierrez | Volunteered at Art-in-Action Summer Camp in South Florida**

**What is your favorite ASTEP memory?**

All children everywhere love and need to express themselves - often times, art is the best way to reach children and give them confidence, regardless of their cultural background or what language they speak. I've also learned that if you challenge yourself, you will be rewarded.

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**Lauren Berger | Volunteered in our India program at Shanti Bhavan Children’s Project**

**What is the most valuable lesson you’ve learned from your ASTEP experiences?**

All children everywhere love and need to express themselves - often times, art is the best way to reach children and give them confidence, regardless of their cultural background or what language they speak. I've also learned that if you challenge yourself, you will be rewarded.

---

**Ali Dachis | Volunteered in NYC program at Incarnation Children’s Center**

**What is your favorite memory from your ASTEP experiences?**

I taught visual arts at the Incarnation Children's Center in Washington Heights and a year later, one of the students came up to me at an event and showed me his drawings and paintings that he had been working on since camp. He told me about the techniques he used in each painting based off of what I taught him. He was beaming with pride.
Staff and Board of Directors

BOARD OF DIRECTORS

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Manager, Community Interests, Exxon Mobil Foundation

VICE CHAIR: Jaimie Mayer Phinney
Producer, Don’t Eat the Pictures Productions; Program Director, Slingshot

SECRETARY: Erich Jungwirth
Producer, VoiceChair Productions; General Manager, The Foxwoods

TREASURER: Charles Court
Vice President, Finance; Education Dynamics

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Principal, Ernst & Young

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Associate, Weil, Gotshal & Manges

Mark Canavera
Assoc Director, Child Protection in Crisis; Columbia University

Trupti Doshi
Grants Writer, SolarOne

Tom FitzGerald
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Suzanne Longley
Major Gifts Officer, International Rescue Committee

Caroline Papadatos
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Gerald Steichen
Music Conductor/Music Director

David Turner
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Laurie Tvedt
User Experience Director, TandemSeven

HONORARY BOARD

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Laura Benanti – Tony/Drama Desk/Outer Critics Circle Award-winning Broadway Star/TV Actress
Sierra Boggess – Broadway.com Audience Award-winning Theater Actress and Soprano Singer
Kristin Chenoweth - Tony/Drama Desk Award-winning Broadway Star/TV & Movie Actress
Gavin Creel - Tony-nominated Broadway Star/Solo Musician
John Doyle - Tony/Drama Desk Award-winning Broadway Director
Raul Esparza - Tony-nominated Broadway Star/TV Actor
Cyndi Lauper - Grammy Award-winning Singer/Theater Actress
Stephen Oremus – Drama Desk Award-winning musical director/orchestrator

STAFF

Mary-Mitchell Campbell
Founder and Executive Director

Yazmany Arboleda
Associate Director of Communications

Abby Gerdts
Co-Director of Programs

Lizzy Rainer
Associate Director of Programs

Alejandro Rodriguez
Associate Director of Programs

Mauricio Salgado
Co-Director of Programs

Davinia Troughton
Director of Development and Operations

Jayne Usery
Accountant

Interns
Lauren Berger
Renee Richard
# 2014 ASTEP Financials

## SUPPORT AND REVENUE

<table>
<thead>
<tr>
<th>Description</th>
<th>2014</th>
<th>2013</th>
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<tbody>
<tr>
<td>Contributions and grants</td>
<td>452,991</td>
<td>392,668</td>
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<tr>
<td>In-kind contributions</td>
<td>156,940</td>
<td>88,194</td>
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<td>Special events</td>
<td>37,279</td>
<td>46,828</td>
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<td>Other revenue</td>
<td>69</td>
<td>1,456</td>
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<td><strong>TOTAL SUPPORT AND REVENUE</strong></td>
<td>647,279</td>
<td>529,146</td>
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## EXPENSES

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<thead>
<tr>
<th>Description</th>
<th>2014</th>
<th>2013</th>
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<tbody>
<tr>
<td>Salaries</td>
<td>232,678</td>
<td>237,134</td>
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<tr>
<td>Payroll taxes and benefits</td>
<td>68,394</td>
<td>66,297</td>
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<tr>
<td>Office and program supplies and expense</td>
<td>1,220</td>
<td>1,021</td>
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<tr>
<td>Printing and postage</td>
<td>283</td>
<td>96</td>
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<tr>
<td>Travel</td>
<td>73,006</td>
<td>71,125</td>
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<td>Boarding expenses</td>
<td>10,816</td>
<td>6,041</td>
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<td>Meetings and conferences</td>
<td>1,271</td>
<td>240</td>
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<td>Professional fees</td>
<td>73,630</td>
<td>9,500</td>
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<td>Occupancy</td>
<td>15,763</td>
<td>6,600</td>
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<td>Food</td>
<td>10,320</td>
<td>6,825</td>
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<tr>
<td>Insurance</td>
<td>5,373</td>
<td>5,178</td>
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<td>Volunteer and student expenses</td>
<td>54,023</td>
<td>44,559</td>
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<td>Contracted services</td>
<td>12,833</td>
<td>10,942</td>
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<td>Business registration fees</td>
<td>1,260</td>
<td>1,225</td>
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<tr>
<td>Depreciation expense</td>
<td>352</td>
<td>1,350</td>
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<td>Loss on disposition of assets</td>
<td>4,750</td>
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<td>Other operating expenses</td>
<td>3,073</td>
<td>2,342</td>
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<td><strong>TOTAL EXPENSES</strong></td>
<td>569,045</td>
<td>470,475</td>
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Program Services: 68.1%  | Management and general: 18.73%  | Fundraising: 13.18%
"I've always felt like theatre training is so much more than learning how to be on stage and can truly make a difference in other people's lives, but I never witnessed how powerful artistic expression can be for someone until working with ASTEP."

— Francesca Betancourt, ASTEP Volunteer Artist