

**a message from our founder
Arnold Schwarzenegger,
Governor of California**

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I am so proud to be the Founder and Honorary Chair of After-School All-Stars. This year, our organization has grown to serve 80,000 at-risk kids across our country through comprehensive after-school programs. Our unique combination of academic, enrichment and sports and fitness activities give our kids the chance to develop crucial skills and become successful students and community members.

We have seen firsthand how our after-school programs help keep young people safe and give them the confidence to turn away from negative influences like crime, drugs and alcohol. Additionally, we know that After-School All-Stars improves school attendance and test scores, producing reading and math achievement gains equivalent to an extra month of school each year. This is truly fantastic and shows just how big of an impact we have on our children.

It is easy to see that After-School All-Stars is among the best programs for youth in the nation, and by utilizing a network model, different locations are able to share what works, while having the freedom to experiment and respond to their communities. For example, kids in our Hawaii chapter have learned to surf, while youth in California saw snow and went snowboarding for the first time. This allows us to better fulfill our goal of providing extraordinary after-school programs to every child who needs them.

It is a privilege to extend my gratitude to our terrific corporate partners and schools, board members, staff, volunteers and everyone else who has helped make After-School All-Stars a huge success. Because of their outstanding efforts, more children are receiving the tutoring they need to excel in class, the mentoring they need to navigate tough situations and the exercise they need to be healthy. And finally, I thank our exceptional youth for inspiring us every day as they work to achieve their dreams.

Sincerely,

Arnold Schwarzenegger



The Need for After-School

After-school programs keep kids safe, improve academic performance, promote student well-being, and help communities.

Risk Prevention and Safety

More than 70 percent of children in the U.S. have parents who work outside the home, leaving **3 million to 4 million** middle- and high-school **youth unsupervised by adults after the school day ends.**¹

Violent crime committed by juveniles triples when the school day ends,² and the incidence of serious violent crime at middle schools in high-poverty areas is twice that of schools with lower levels of poverty.³

Teens who do not participate in afterschool programs are nearly three times more likely to skip classes than teens who do participate. They are also **three times more likely to use marijuana or other drugs**, and they are **more likely to drink alcohol, smoke cigarettes and engage in sexual activity.**⁴

Rigorous research has demonstrated that **after-school programs** can **reduce violence and dropout rates** while improving the likelihood of education after high school.⁵

Due to challenging home and community environments, **low-income students** are often most **in need of positive after-school alternatives.**⁶

In metropolitan areas, the incidence of **violent crime on school campuses** is more than double the levels in rural or suburban areas.⁷

Academic Support

Combining academic support with engaging, structured extracurricular activities, as in the ASAS model, helps to **improve student academic performance.**⁸

Youth who regularly attend high-quality programs over two years demonstrated **improved academic achievement in standardized math scores** compared to their peers who were routinely unsupervised during the after-school hours.⁹

In the U.S., **a student drops out of high school every 26 seconds**, resulting in 1.1 million students per year.¹⁰

Health and Well-Being

Youth who participate in after-school programs gain **improved personal, social and academic skills** as well as **improve their self-esteem.** Other positive outcomes include reductions in aggressive behavior towards other students and reductions in use of drugs and alcohol compared to routinely unsupervised peers.¹¹

A study measuring the **health and social benefits of afterschool programs** found that controlling for baseline obesity, poverty status, and race and ethnicity, the prevalence of obesity was significantly lower for afterschool program participants (21 percent) compared to nonparticipants (33 percent) at follow-up.¹²

With youth obesity rates at record highs and physical education classes cut from the school day, student demand and need for physical activity is high. Studies show that youth who **participate in after-school programs spend less time eating and watching television** and **more time engaged in sports** compared to nonparticipants.¹³

Community Benefits

Parents who are concerned about their children's after-school care miss an average of eight days of work per year. **Decreased worker productivity related to parental concerns about after-school care costs businesses up to \$300 billion per year.**¹⁴

Every **\$1.00 invested in after-school programs yields \$9.00 in public benefit** due to the reduction in crime and juvenile incarceration and due to increased tax revenue from more productive communities.¹⁵

*References on reverse slide.

¹Sanford Newman, et al., "America's After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement," *Fight Crime: Invest in Kids*, 2000.

² Sanford Newman, et al., "America's After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement," *Fight Crime: Invest in Kids*, 2000; Research study referenced is the Quantum Opportunities Program, a randomized-control study conducted by the University of Colorado Center for the Study and Prevention of Violence.

³ "School Survey on Crime and Safety," National Center for Education Statistics, 2003-2004; study of 969 middle schools, stratified to create a nationally representative sample.

⁴AfterSchool Alliance, et al. (YMCA of the USA, March 2001).

⁵ Sanford Newman, et al., "America's After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement," *Fight Crime: Invest in Kids*, 2000; Research study referenced is the Quantum Opportunities Program, a randomized-control study conducted by the University of Colorado Center for the Study and Prevention of Violence.

⁶ Proxy used for poverty is eligibility for the federal free or reduced-price lunch program.

⁷ "School Survey on Crime and Safety," National Center for Education Statistics, 2003-2004; study of 969 middle schools, stratified to create a nationally representative sample.

⁸ "After-School Programs in the 21st Century: Their Potential and What It Takes to Achieve It," Harvard Family Research Project, February 2008.

⁹Policy Studies Associates, Inc., 2007.

¹⁰ "Cities in Crisis: A Special Analytic Report on High School Graduation," Christopher B. Swanson, PH.D; Editorial Projects in Education Research Center, prepared with support from America's Promise Alliance and the Bill & Melinda Gates Foundation, April 1, 2008.

¹¹University of Illinois at Chicago, Collaborative for Academic, Social, and Emotional Learning, 2007; AfterSchool Alliance; and Policy Studies Associates, Inc., 2007.

¹²Mahoney, J., Lord, H., & Carryl, E., Lawrence Erlbaum Associates, Inc, 2005.

¹³ "Afterschool Program Participation and the Development of Child Obesity and Peer Acceptance," Mahoney and Lord, Yale University, Carryl New York University, 2005.

¹⁴Brandeis University, Community, Families and Work Program, 2004; Catalyst & Brandeis University, December 2006; and AfterSchool Alliance.

¹⁵ "America's After-School Choice: The Prime Time for Juvenile Crime and Youth Enrichment and Achievement," *Fight Crime: Invest in Kids*, 2000 and "The Costs and Benefits of After School Programs," Brown, Frates, Rudge & Tradewell, September 2002.

ASAS History

1992

Los Angeles ICGF (Inner-City Games Foundation) launches



1993

Atlanta ICGF launches

1995

Chicago, Houston, Las Vegas, New York, Orlando, San Diego and South Florida ICGF launches

1997

San Jose ICGF launches

1999

San Antonio ICGF launches

2000

Columbus ICGF launches

2001

Dallas ICGF launches

2002

CA Prop 49 creates after-school for all policy



2003

ICGF becomes ASAS; ASAS hosts the After-School Summit; ASAS serves 28,000 kids in 55 schools



2004

ASAS shifts mission to comprehensive program focus; Dwayne Johnson becomes an ASAS Celebrity Ambassador (through 2008)

2006

ASAS launches Good to Great Strategic initiatives with support from Atlantic Philanthropies

2007

Kobe Bryant becomes National Ambassador



2008

Hip-Hop artist Common joins as Goodwill Ambassador; ASAS completes 3-year strategic plan with The Bridgspan Group

2009

ASAS Hawaii launches

Today

Serving over 80,000 youth in 13 cities at 452 schools



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Crayola

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NETS Basketball/Brooklyn Sports & Entertainment

Manuel Torres
SVP Global Toys, Video Games
Nickelodeon and Viacom Consumer Products

Mark Vega
Of Counsel
Luce, Forward, Hamilton & Scripps LLP

Eric Yuzpe
VP Sales
B5Media



ASAS Leadership Team



Ben Paul, President & CEO

After serving four years in the Israeli military as an officer, Ben moved back to the United States and worked for International Consultants on Targeted Security, an anti-terrorism flight security company, with clients including Pan American Airlines and Virgin Atlantic Airways. Ben holds a Masters in Business Administration from the University of Southern California and has nearly 20 years of management and entrepreneurial experience. He is a founding partner of a Los Angeles real-estate investment group, and the co-founder of the Highland Swim School. Three years ago Ben co-founded a high-performing charter school, Larchmont Charter School where he served as Chairman of the Board of Directors for two years and continues to serve as Co-Vice Chair.



Aaron Dworkin, Director of Programs

For five years, Aaron Dworkin directed Hoops & Leaders, a leadership training and mentoring program that he founded for low income youth in New York City. He also worked as Director of Strategic Development for the non-profit Coro New York Leadership Center and recently helped coordinate a national, Harvard-sponsored conference on the emerging field of sports-based youth development. He has worked in government for the NYC Department of Youth and Community Development on their Out-of-School Time initiative and in the private sector as a public finance analyst for Moody's Investors Service. A graduate of Tufts University and a former Coro Fellow in Public Affairs, Aaron holds a Masters in Education from Harvard University and a Masters in Public Administration from Columbia University.



Mae Tuck, Director of Marketing & Communications

Before joining the non-profit sector, Mae was the Associate Marketing Director for the Los Angeles Times where she led the consumer marketing team to promote the media group's portfolio of print and online products. She also led the launch of the newspaper's new Travel, The Guide and Image sections. Her leadership resulted in increased brand awareness and online traffic. Prior to The Times, Mae led the national launch of the POM Wonderful Juice Brand, which has been named by Ad Age as one of the top 50 best new brand launches. Mae has also held brand management positions with The Clorox Company on the Clorox2 and STP franchises, and in process engineering with Air Products and Chemicals. In addition to a decade of brand building experience, Mae holds a Bachelor of Science in Chemical Engineering from Columbia University and a Master of Business Administration from Harvard University.



Teresa Chien, Director of Development

Prior to joining After-School All-Stars, Teresa headed the development division of BSC Management, a nonprofit consulting and executive management firm. As the Senior Development Officer, Teresa managed the department, consulting and implementing endowment campaigns for national healthcare organizations, obtaining corporate sponsorships for events and meetings, grant-writing, cultivating donors, and formalizing development and strategic plans. Before becoming a nonprofit consultant, Teresa worked directly within nonprofit organizations including the Make-A-Wish Foundation and the YMCA to manage a variety of fundraising programs, helping to shape her current experience and background as a fundraising generalist. Teresa is a graduate of the University of California, Los Angeles and also holds a Masters in Public Policy from the UCLA School of Public Affairs.



Zellie Hudson, III, Controller

Zellie Hudson, III manages the Business Services Unit for the ASAS network. Zellie joined ASAS from the Los Angeles Urban League where he served as Controller for two years. Prior to the Urban League, Zellie worked as Finance Director for the Angeles Girls Scouts Council, as a financial consultant to Lake Shore Educational Supplies and as the Controller for the Kelly Paper Company. Zellie holds a BS in Accounting from University of California at Santa Barbara.



ASAS Programs

Program Priorities - To create positive experiences and maximize outcomes for ASAS participants, ASAS is focused on the following national initiatives:

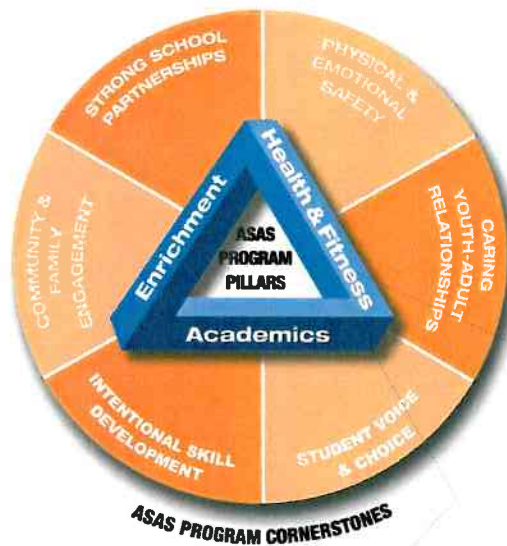
Middle-to-High School Transition - Research shows that successful transition from middle to high school is critical to high school success and graduation. With growing high school dropout rates and almost 70% of ASAS students in middle school, ASAS offers the *We Are Ready* program to better prepare students for the worlds of high school, college and work.

Service-Learning - Students learn about local challenges facing their communities and apply skills learned in their enrichment classes to address those needs. Students investigate an issue, develop a plan of action, implement the project, reflect upon and celebrate the project's success.

Career-Exploration - Students learn about career options and the connections between their passions and skills to potential college majors and careers. ASAS helps students identify and attain career goals through site visits, job shadowing, interviews and exploration of jobs related to enrichment.

Sports as a Hook - ASAS utilizes sports programs and trained coaches as a hook for providing participants with leadership skills, mentoring, community service opportunities and lessons on the value of respect, discipline, resilience and teamwork.

Program Model – ASAS provides low-income, urban children with comprehensive after-school programs that encompass academics, enrichment and health & fitness.



Program Pillars -

Academic Support - Programs utilize certified teachers to provide homework assistance, test preparation, and individualized tutoring in core subjects such as English and Math.

Enrichment Activities - Programs allow children to explore their passions, learn new skills and participate in fun, experiential, enrichment activities. Classes such as art, debate, filmmaking, student government, journalism, dance, cooking, fashion and business are often taught by professionals in their respective fields.

Health & Fitness - Programs provide a safe and structured environment for youth to participate in sports and fitness activities such as soccer, volleyball, basketball, martial arts, yoga and hiking. Trained staff and coaches use research-based curricula to teach students the importance of nutrition and healthy living.

Program Cornerstones –

All activities incorporate six research-based cornerstones to ensure quality.



Testimonials



ASAS Participants:

"I love the after-school program; I learned how to **read and write better.**"

-Daniel, 4th grade

"ASAS has helped me to be a **better team player.** It has made me **more confident** in everything I do."

-Felicia, 5th grade

"We **learn responsibility and discipline.** We make a choice to change academically in after-school."

-Emerald, 5th grade

"My favorite part of ASAS is the teachers because they are lots of fun and **I do better in school.**"

-Brenda, 7th grade

"Because of All-Stars, I feel I am a better person, student, and citizen. I am more outgoing, self confident and **active citizen in my school and community.**"

-Gina, 8th grade

"When students have problems, **we can talk to the staff to get helpful advice.**"

-Yama, 8th grade

ASAS Leadership:

"Providing a supervised and structured after-school haven for our most vulnerable youth not only **protects our school children,** it **keeps our neighborhoods safe.**"

-Governor Arnold Schwarzenegger

"It's amazing to not only give kids a **chance to succeed,** but to help them figure out how to do it and **bring out the best** in each of them."

*-Alejandra Moscoso, Staff;
ASAS Los Angeles*

"Growing up, everybody told me I couldn't be a basketball player. They'd spit stats at me about how hard it is to make it, but I didn't let anyone stop me. You can

accomplish anything but it starts with your education."

*-Kobe Bryant,
ASAS Celebrity Ambassador*

"If you give a child a chance to achieve a small success that often means that **their lives will become big successes.**"

*-Elaine Wynn, ASAS Las Vegas
Board Co-Chair*

ASAS Partners:

"ASAS has helped the school achieve **higher attendance, better grades,** and the invaluable development of a community that cares about education and the chance for upward mobility."

*-Misti Taton, Principal,
ASAS Las Vegas*

"Programs like ASAS assist us in keeping our kids safe, **reducing crime and drug use** in our neighborhoods, and help our students **improve their academic performance.**"

*-Doug Gillespie, Sheriff, Las Vegas
Metropolitan Police Department*

"**ASAS counselors** possess the skills and creativeness necessary for working with children. They have **demonstrated qualities above and beyond their required tasks.** Children of all ages will flourish under their guidance."

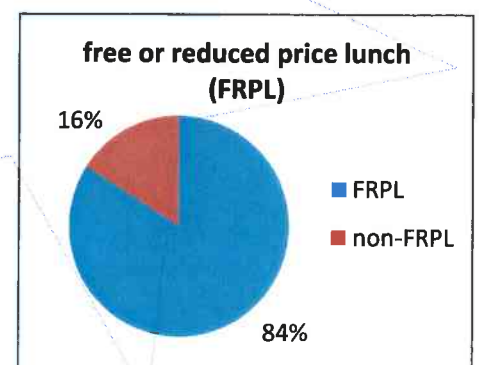
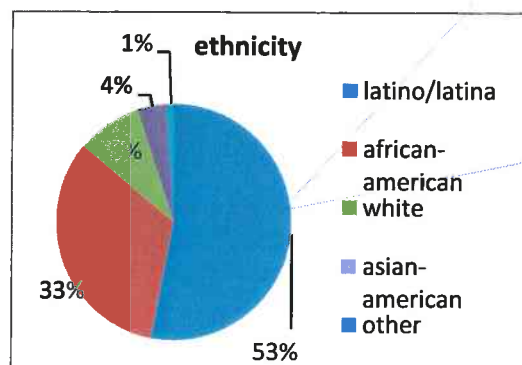
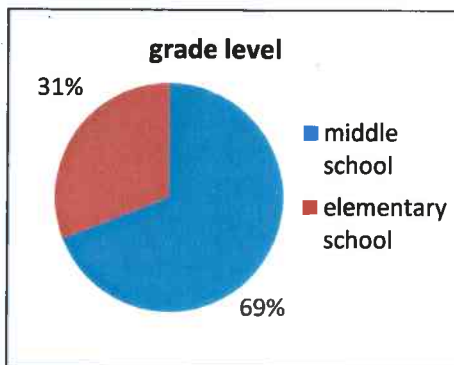
*-Yvette Harperbrown, Lincoln
Community Center, New York*



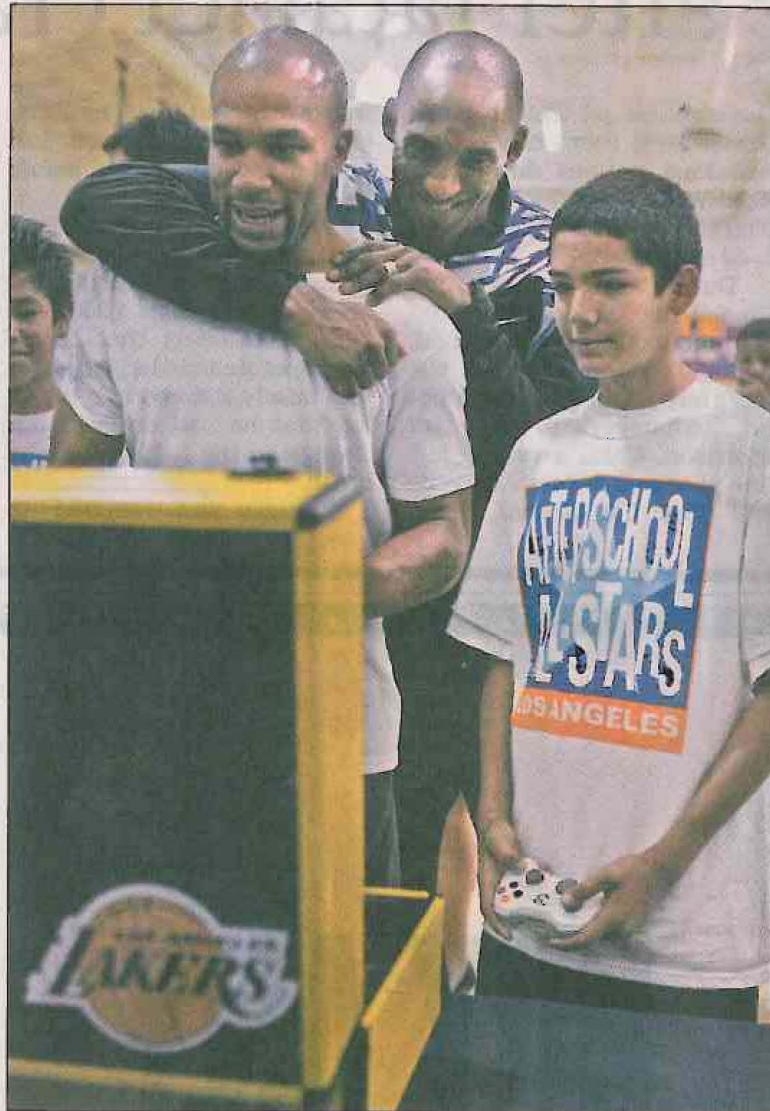
ABOUT ASAS

- ASAS was founded by Arnold Schwarzenegger, who at the time was serving as chairman of the President's Council of Physical Fitness, originally as the Inner-City Games Foundation focusing on sports and fitness. ASAS changed its name and programmatic focus to comprehensive after-school programs in 1992.
- ASAS' mission is to provide comprehensive out-of-school programs that keep children safe and help them succeed in school and in life.
- ASAS' comprehensive programs provide daily academic support, creative enrichment opportunities and fun health & fitness activities that equip participants with skills, experiences and relationships needed to succeed in middle school, high school, college and the 21st century workforce.
- ASAS' free programs operate five days per week during the "danger zone" hours of 3:00 pm – 6:00 pm which research notes as a time when unsupervised youth are most at risk of becoming involved with violence, crime, drugs, alcohol and unsafe sexual behavior.
- ASAS currently provides programs to 80,000 low-income at-risk youth in 450 schools.
- ASAS Programs are currently available in 13 cities nationwide, including Atlanta, Chicago, Columbus, Dallas, Hawaii, Las Vegas, Los Angeles, New York, Orlando, San Antonio, San Diego, the San Francisco Bay Area and South Florida.
- NBA All-Star Kobe Bryant and hip-hop artist Common are currently Celebrity Ambassadors for ASAS.
- ASAS partners with professional athletes in the NFL and NBA through our Touchdown v. Shutdown and Hoop Heroes programs. Each athlete makes a personal donation to support ASAS programs.

Participants at a Glance



CALIFORNIA BRIEFING



KEN HIVELEY Los Angeles Times

PLAYING OFF THE COURT

Kobe Bryant, center, looks on as Lakers teammate Derek Fisher and student Miguen Morales play in a video game tournament benefiting the After-School All-Stars program. The event at the Lakers' practice facility in El Segundo was hosted by Bryant and 2K Sports, which presented the program with \$25,000.

The Columbus Dispatch

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SATURDAY, AUGUST 1, 2009



ERIC ALBRECHT | DISPATCH PHOTOS

A day to try out new ways to play

Kids of all ages gathered at the Jesse Owens Memorial Stadium at Ohio State University yesterday to test their mettle at sports old and new.

The Summer Games, put on by After-School All-Stars Columbus and other partners, included events such as races — which 8-year-old Brooklyn Richardson, above, put her all into — and golfing — which gave 4-year-old Jabari Mitchell, near right, and 10-year-old Stephon Battle the chance to practice their swings.

The event also offered activities such as archery, martial arts, fencing and a poetry slam.



DAILY NEWS

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Learning with the Stars

Trailblazer points middle school kids to college success

AS EXECUTIVE DIRECTOR of After School All Stars New York, Alan Fields is charged with creating programs that ensure hundreds of middle school children will have the kind of academic achievement that leads to successful college careers.

Which is a little ironic, because Fields, 64, never finished college — a fact that didn't stand in the way of his enjoying a professional career that would be the envy of any college graduates.

How else to describe parlaying a \$72-a-week job as an NBC page into gigs that saw him help cable television become the juggernaut it is today. Or his sitting around a conference table explaining geosynchronous orbiting satellites to his bosses, who included industry giants such as Barry Diller, Michael Eisner and Alvin Cooperman.

Not to mention that Fields recalls working with Madison Square Garden executives to expand their programming to include scheduling basketball games at then-unusual times — such as the day after Thanksgiving.

After School All Stars is a national program created in the early 1990s by then action movie star and now California governor Arnold Schwarzenegger. First called the Inner City Games Foundation, the program offers academic and athletic programs for middle school children to help them prepare for academic and career success.

Middle school students are targeted because "this is a critical time when those basic lessons are taught and retained, hopefully, to foster their development in high school and university," Fields said. "We want to help them have successful lives and relationships in school, in the community, in the world."

After School All Stars runs programs in 13 cities, including New York. There are 175 students in the program at Intermediate School 192, the Linden School, in St. Albans, Queens, and 125 enrolled at Middle School 217, the Robert Van Wyck School, in Jamaica, Queens.

Under the program, several dozen children at each school attend three-hour sessions. Half of the time is dedicated to homework help and the rest to athletics, Fields said.

Thanks to a five-year, \$2.3 million grant from the 21st Century Community Learning Center — administered by St. John's University — that is used to run both programs, these students will attend a two-week-long Camp Us on the St. John's Jamaica campus.

They will join about 1,000 children from city Housing Authority projects who will be bused to and from St. John's for a similar Camp Us program during two



Alan Fields, After School All Stars New York executive director, with students at Intermediate School 192 in Queens. Photo by Jeanne Noonan

separate, 500-member, two-week programs.

"All of the staff for the summer programs come from St. John's," Fields said. "Our certified reading teachers are from the School of Education, and all our athletic programs are run by either coaches or athletes from St. John's."

"The curriculum is devised and overseen by Dr. Richard Sinatra, associate dean of the St. John's Department of Education." After School All Stars follows a New York State curriculum, and Fields said testing and assessment has shown that students in the course have improved academic performance.

In addition, each year St. John's offers 36 \$1,000 scholarships, renewable for four years, to any After School All Stars alumni who attend the university.

TWO AFTER SCHOOL All Stars students won grants last year, Fields said.

Linden School Principal Harriet Diaz said she has noticed a marked improvement in her students participating in the program, which started there this year.

"I see a lot of development," she said. "They are forming better relationships,

they get along better and they follow directions more easily."

Fields served as After School All Stars acting executive director in 2004, and was named to the top position last November.

Born in Manhattan, Fields grew up in Woodside, Queens — he attended Public School 151, like some of the children in the program — and Little Neck.

A Brooklyn Technical High School graduate, Fields went to the University of Buffalo in 1961 where, while an Alpha Epsilon Pi fraternity pledge, he learned the lesson — outside of class — that would shape his career.

"When you pledge a fraternity, you are required to go around and get signatures from all of the brothers," he said. "Someone wrote in my book that 'Friends need never demand justice of one another, for that and more is freely given without the asking.'"

"That has always been the basis for a lot of things I have done, friendships and relationships."

He dropped out after his freshman year, Fields came home and attended Queens College for a time, then left for a job at the 1964 World's Fair. A friend from Queens College helped Fields land his NBC page gig in 1966, where he got noticed.

When Fields' bosses told him his career would be limited unless he got a college degree, he cut out and traveled around the

country. When he returned to the city in 1968, his former NBC boss, Alvin Cooperman, was an executive vice president at Madison Square Garden. (Cooperman died in 2006 at 83.)

Cooperman hired Fields as his assistant. As youngest member of the executive staff, Fields learned about booking events at the then-new Garden on W. 34th St.

He remembers the day a letter arrived from one Charles Dolan suggesting they make a deal to put New York Knicks games on cable television.

"Everybody said, 'That's great,'" Fields said. "Then they said, 'What is cable television?'"

That deal helped change broadcast television and create the cable industry. It also launched Fields' careers in promotion and product and market development — he helped create the cable industry rate card — and lay the groundwork and associations for jobs he would later hold with Paramount Pictures and Gulf and Western, where he worked with Diller and Eisner.

"I realized early on that being on the cutting-edge, being out front, being a pioneer, was more exciting than doing things that had already been done," he said.

To learn more about the After School All Stars, visit the Web site www.afterschoolallstars.org.
crichardson@nydailynews.com

CLEM RICHARDSON



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DAILY NEWS

Friday, May 1, 2009