

2014

Annual Report



The Walking Classroom really happied up our class!

—Ellery
5th Grader, MI



THE walking classroom
walk. listen. learn.



Laura Fenn, Co-Founder and Executive Director

Dear Friends,

People often ask me, "What is The Walking Classroom?" I smile and enthusiastically say something like this:

The Walking Classroom is an award-winning program that gets kids up and out of the classroom without sacrificing instructional time. The entire class listens to the same kid-friendly educational podcast while walking.

The person will then usually say something like, "Wow! That's so cool!" I say:

It is cool! The kids love it because they're getting out of the classroom and into the fresh air — they think they're getting out of doing "real" work. Teachers love The Walking Classroom because the content is aligned with what they're required to teach, and our "walk, listen, and learn" methodology provides them a tool to engage different types of learners. The students come back from their walks refreshed, in better moods, and more able to focus for the rest of the day. Plus they learned something while they walked!

By now, the person to whom I'm speaking is smiling and nodding vigorously. I continue:

Teachers from across the country regularly tell us that in addition to The Walking Classroom being a valuable instructional tool, it brings JOY back into their classrooms, attendance is always better on Walking Classroom days, and they notice healthier behaviors among their students.

As long as the person will let me, I'll gush on and on about the letters, phone calls, emails, newspaper articles, local news coverage, national news coverage, and PBS features with smiling students and teachers all saying the same thing — they LOVE The Walking Classroom.

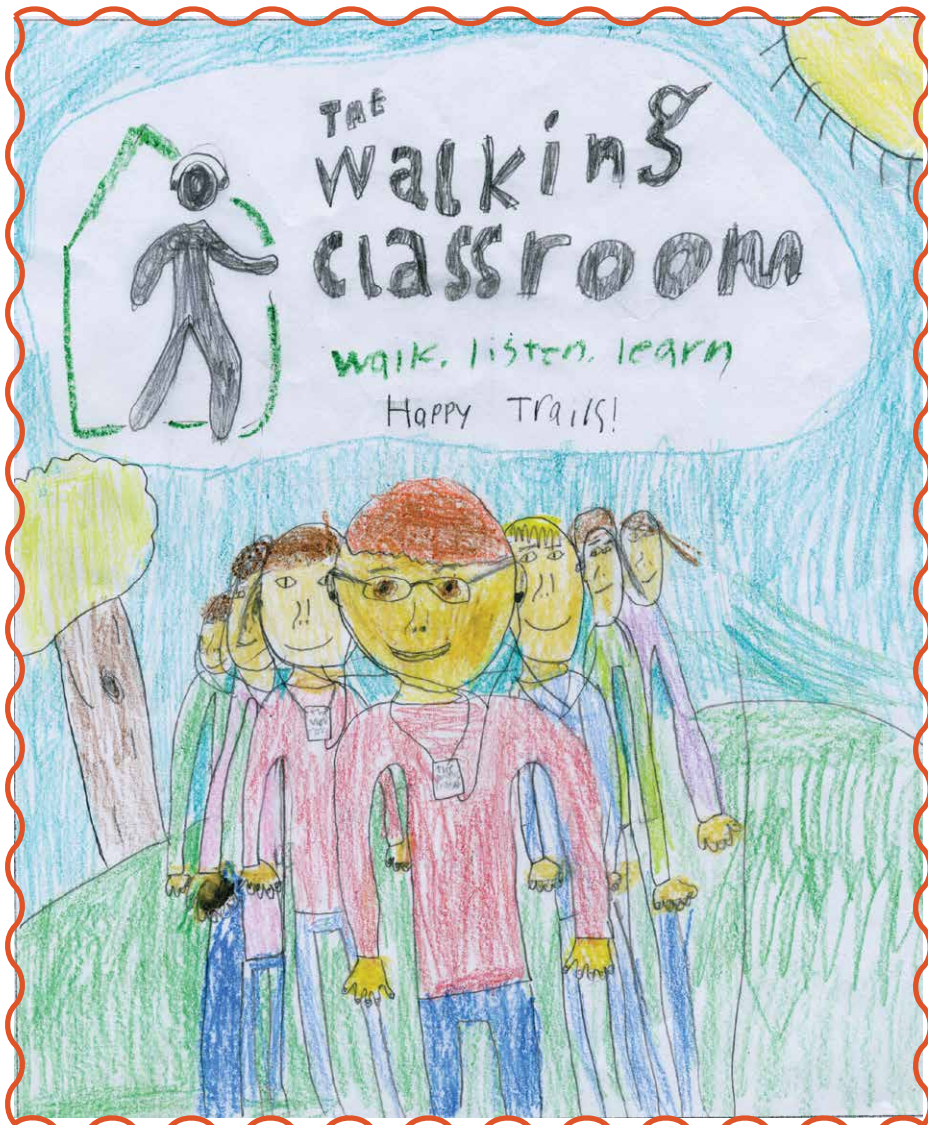
We tried to fit all of our good news into these 12 pages, but there is so much more to share. The main thing we want to express is our gratitude. Thank you for your commitment to our program and for helping us improve the physical, emotional, and academic health of children.

Wishing you many happy trails,

Laura

Laura Fenn

The winning illustration for our Annual Report Illustration Contest. Thank you to 4th grade artist Jarom at Harvest Elementary in Utah!



OUR MISSION

The mission of The Walking Classroom Institute, a 501(c)(3) nonprofit organization, is to help improve the physical, mental, and academic health of children by establishing and maintaining healthy lifestyle habits while building their health literacy and core content knowledge. Students walk, listen, and learn!

MAKING THE PROGRAM AVAILABLE TO TEACHERS

Class sets are available for sale, but teachers can also go to our website to apply for a donated set. When teachers apply online, they become part of our waiting list. We work to obtain funding from foundations, corporations, and individuals so we can grant class sets to teachers, free of charge.

- Since 2011, over **500 teachers** have applied for a donated class set.
- **253 waiting list teachers** have received class sets, free of charge.
- There are over **250 teachers** from **40 states** on our waiting list, with more joining every day.



* As of April 2015

FOR KIDS WHO NEED IT MOST

We give priority to public schools from low income areas where academic achievement is often low and rates of childhood inactivity and obesity can be high.

- Thanks to the support of foundations, corporations, and individuals, over **460 sets** have been donated to schools since 2011.
- Over **100** of these sets are in schools where over **80%** of students are eligible for free and reduced lunch.
- Recently, we expanded into **afterschool** and **summer** programs. These are proving to be major growth areas as programs look for innovative ways to provide students with exercise and academic content in **out-of-school time** settings.

MAGNIFYING OUR IMPACT

By encouraging teachers to share class sets within schools, we are expanding adoption and getting more students walking, listening, and learning. We give priority to waiting list teachers planning to share donated sets.

- In 2014, **80 additional classes** began using the program as a result of sharing class sets. That equates to over **2,500 more students** participating at no additional cost.

My favorite part is when I get lost in the podcast and forget how many laps I did.

— Jasmin
5th Grader
NC

How Does The Walking Classroom Make You Feel?



As I am about to embark on the Michigan State testing, M-STEP, I am reminded again, how much I love The Walking Classroom. Part of this new testing requires our students to listen to portions of a text being read aloud and then answer comprehension questions based upon what they've heard. Can you say "The Walking Classroom?" We are beyond ecstatic to learn that spending our year with you has benefited our children in ways we never saw coming. Our students are tremendously more prepared for this testing skill because of YOU!

— Cinda Shumaker, 5th grade teacher, MI
(pictured here with her class)

MORE HAPPY TRAILS

Students Impacted



2011

2012

2013

2014



Dear Walking Classroom,

I cannot thank you enough for the wonderful opportunity that you have given my students. The gift of your program has really impacted the way that we structure many of our days. The children want to move through the "business" part of each day efficiently so that they are able to have a Walking Classroom lesson. The marriage of moving and learning, with the added benefit of the entertaining dialogue, has been hugely popular with my students. Their faces light up each time I mention that the podcasts are on the agenda for the day. It has been a great way to reach some of my reluctant learners, and those who thrive learning kinesthetically appreciate the variation in information delivery.

Thank you for the creativity and imagination that went into creating these podcasts. Each new lesson seems to resonate with the children and ultimately sparks the imaginations of my children. In addition, it is a wonderful community-building activity, and the children jump at every chance to tell others about "their" special program.

Because you value education and children so much, we are able to take part in this program. I can't say enough good things about what it has done for our minds, our bodies, and our spirits. May you continue to find good fortune and impact the lives of other children around the country.

Sincerely,

Heather White
Jackson David Elementary
Richmond, VA



...ON EXERCISING

"I want to walk every day now. I used to want to sit on the couch eating chips and watching tv, but now I can't wait to get to school and learn!"

— Makayla, 5th grader

"I am energized like a cheetah after the walk. When I am in the classroom I feel bored like a rock."

— Sheryce, 4th grader

...ON LEARNING

"It has really made my brain overflow with everything I learned. And also, some of the topics I never knew could be so ridiculously interesting!"

— Camille, 4th grader

"It is so much more fun to learn while walking than sitting in a dull classroom (no offense school)."

— Charlie, 5th grader



...ON APPRECIATION

"I even think that The Walking Classroom is better than Super Mario Brothers!"

— Arash, 4th grader

"Without The Walking Classroom, I would drown in stress."

— Jake, 5th grader

"You are superbly duperly AWESOME! I'm not hanging noodles on your ears. I mean it."

— LilyAnn, 5th grader

"...And lastly, I stay healthy. Healthy as a dog being happy or as a fish living in his tank"

— Diana, 5th grader



...ON THE PODCASTS

"The 'Happy Trails' makes me happy and sad at the same time. Happy because the podcast was good and sad because it's over."

— David, 5th grader

"Our teacher says that once and awhile we'll walk all the way to Smoothie King and maybe by, whoops, I mean "buy" a smoothie! (I remember that lesson on homonyms and homophones!)"

— Leah, 5th grader

Getting Ahead

LAURA HENDERSON — GEORGIA

We love planning around the podcasts and feel that we are already farther ahead with literacy materials than we have ever been. We never read this many poems by this point of the year! Many of our weeks have been theme-based around The Walking Classroom lessons. It is a win-win situation for all of the parties involved. Since we work with 2 classes in language arts (49 kids), there are lots of kids benefitting.

We have also integrated math into our lessons. We track our distance on our chart and at the end of the month will also convert our total distance in kilometers. Next month we will work on figuring out our rate for our walks, and we will graph the data so we can track it all year long!



WalkKits per state

- = 1,001+
- = 501–1,000
- = 101–500
- = 1–100



Exceptional Children

BRETT REIF — NORTH CAROLINA

One way we have routinely utilized the program is with our Exceptional Children (EC). One student in particular has a tough time getting going in the morning and is often a disruption until he settles in. So that he is continually learning, he goes for a walk every morning while listening to a podcast. We have seen a vast improvement in his behavior and learning. Other EC students are using the program during their small group pull-out time for English. Since some of them are audio learners, they are getting better help than before, because now we can make sure they understand the concepts and ideas better.





Concepts in Use

SARAH LAURENS — MICHIGAN

We dove into George Washington Carver to integrate our social studies topic that week and then into Similes and Metaphors to integrate into our ELA curriculum. Well... my students can discuss the current social and economic inequities that faced Mr. Carver and still face us today, as well as argue points of core democratic values that failed in his time.

As we read or discuss anything in class, someone shouts out, "metaphor!" or "simile" at the most embedded examples (which is SO satisfying to someone who teaches NOT to interrupt!)

No Afternoon Slumps

SUSAN MADDOX — FLORIDA

The kids ask every single morning, "Are we walking today?" We walk right after lunch, and I do notice a change in my students' motivation on the days we walk. I do not see that midafternoon slump. They are more alert and energized for the afternoon.

I also love the way I can multitask. We're fitting in that state mandate of 150 minutes of physical activity per week, while the kids and I get to learn something we are responsible for knowing anyway. Win-win!

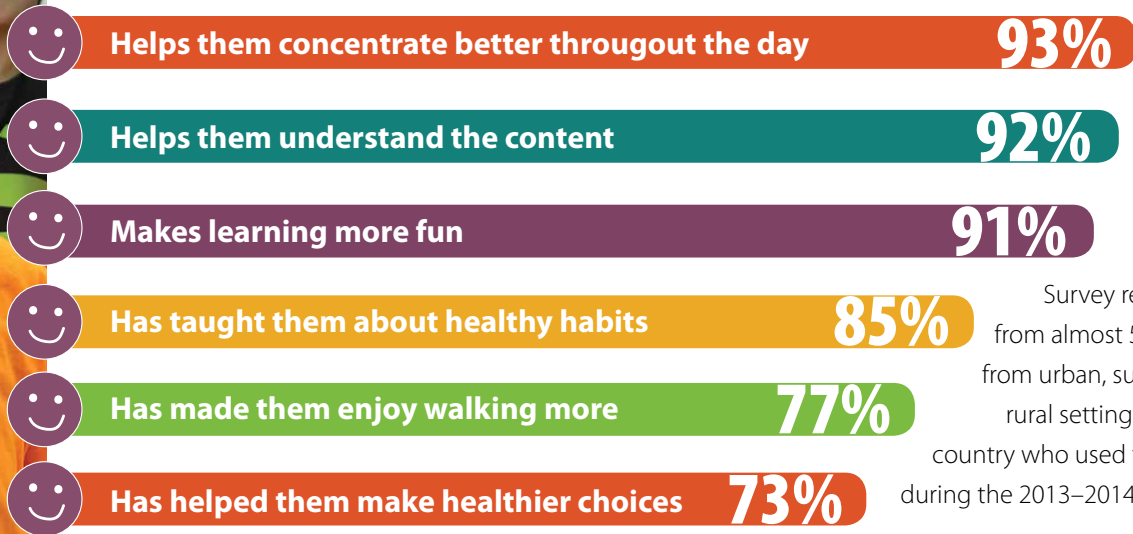
The topics are interesting and engaging for kids. The students talk about the podcasts long after we have gone on to another topic.



SURVEY RESULTS

STUDENTS SAID

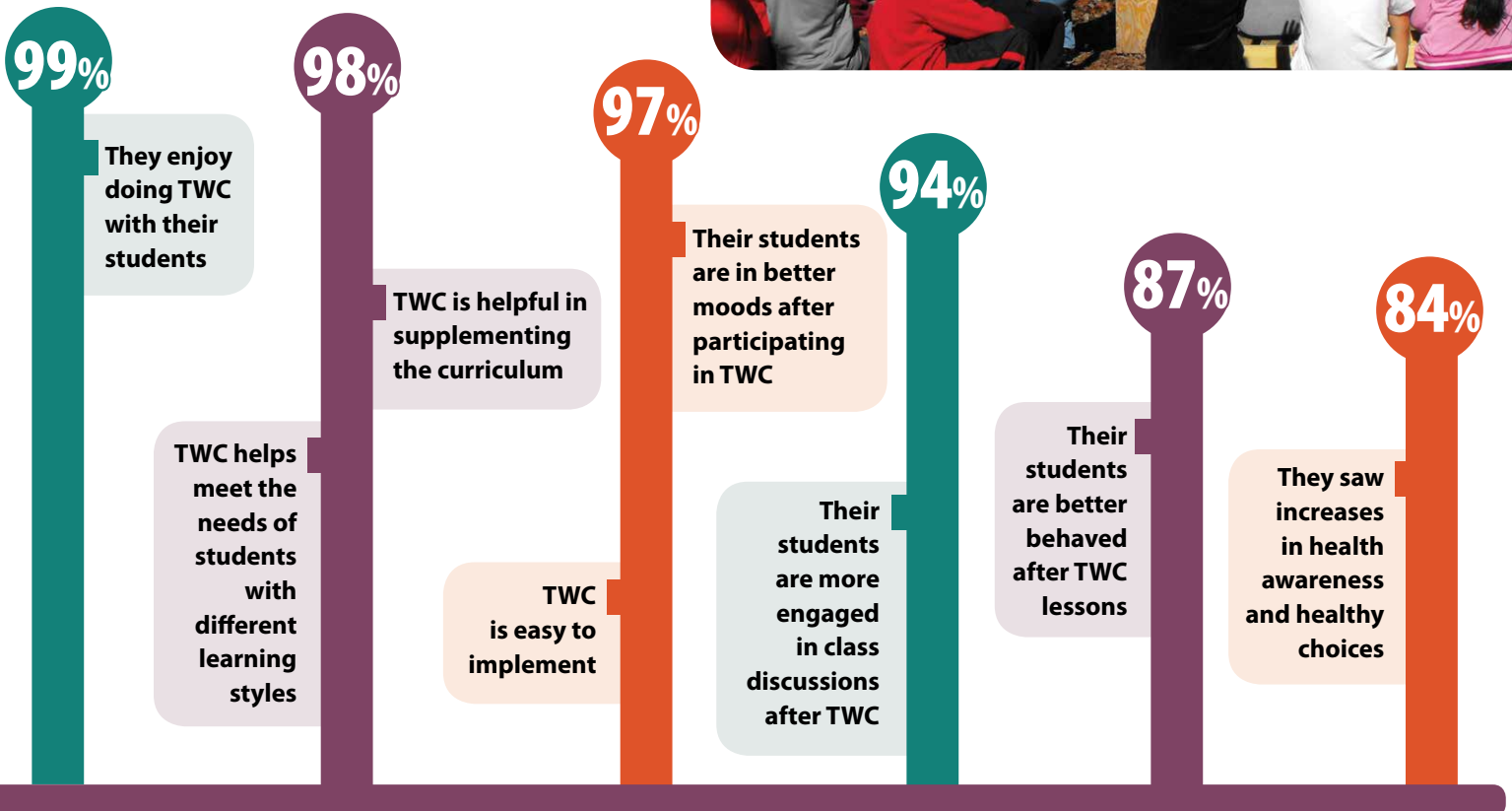
Using The Walking Classroom...



Survey responses are from almost 500 students from urban, suburban, and rural settings all over the country who used the program during the 2013–2014 school year.

TEACHERS SAID

Survey responses are from 138 teachers across the country who implemented The Walking Classroom (TWC) during the 2013–2014 school year.



2014 Finalist: Kate B. Reynolds Charitable Trust: Innovations in Rural Health Award

This award recognizes innovative ideas and work from around the United States that have the potential to improve the health of people living in rural North Carolina communities.



PREVIOUS AWARDS INCLUDE:

2012 National Grand Prize Winner: Technology Innovation

Sponsored by Active Schools Acceleration Project (a ChildObesity 180 Initiative) and Tufts University



2012 Winner: Health Innovation Challenge

Sponsored by BlueCross BlueShield of North Carolina



2013-2014 School Year Winner: Readers' Choice Award

Sponsored by eSchool Media



Thank You for Your Support

We would like to thank the following individuals and organizations for their generous support in 2014:

Individual Donors

- Anonymous
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- The Charney Family
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- Anonymous
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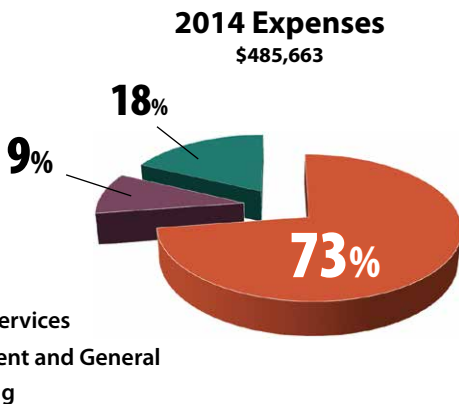
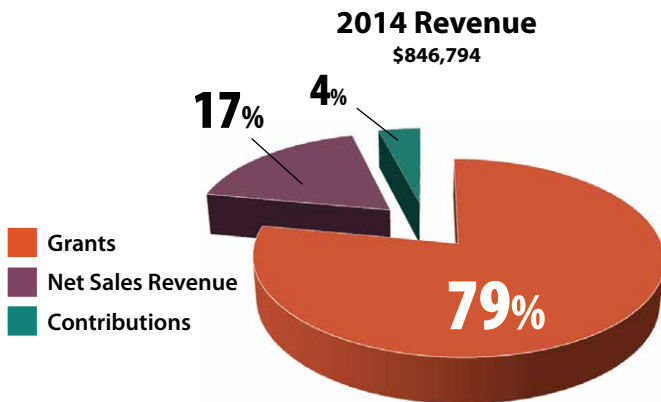


Special thanks to the Michael & Laura Brader-Araje Foundation for the NPR mention that aired throughout 2014.



STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

The Walking Classroom Institute is committed to transparency and healthy financial stewardship. Detailed financial statements are available on our website. Statements reviewed by Blackman & Sloop, CPAs.



Support and Revenue

2014

2013

Support:

Grants	\$666,000	\$246,000
Contributions	\$31,258	\$14,001
Subtotal	\$697,258	\$260,001

Revenue:

Direct sales.....	\$199,129	\$63,611
Cost of direct sales.....	(\$51,152)	(\$11,711)
Subtotal	\$147,977	\$51,900
Other revenue	\$1,559	0
Total Support and Revenue	\$846,794	\$311,901

Expenses

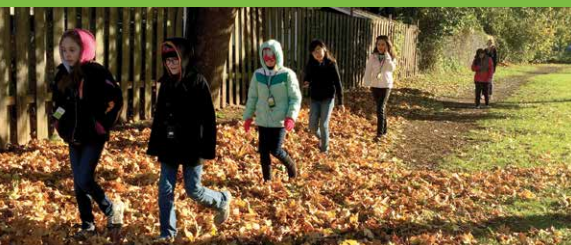
Program services	\$352,727	\$294,175
Management and general.....	\$46,324	\$15,796
Fundraising.....	\$86,612	\$36,785
Total Expenses	\$485,663	\$346,756

Change in Net Assets.....\$361,131 (\$34,885)

Net assets – Beginning of year	\$55,732	\$90,587
Net assets – End of year	\$416,863	\$55,732
Cash – Beginning of year	\$45,960	\$72,680
Cash – End of year	\$270,389*	\$45,960

* 54% of end-of-year cash under restricted use for specific grants

In all kinds of weather...



BOARD OF DIRECTORS

Mr. Jonathan Charney, Board Chair, is a lifelong educator dedicated to promoting innovative teaching and learning practices at the K-12 level. He has taught on four continents, led state and national literacy initiatives, and is now in charge of partnership development for Achieve3000 in North Carolina. Jonathan credits his daughter Elisabeth for introducing him to the wonders of The Walking Classroom.

Ms. Rani Dasi, Board Vice Chair, leads the Business Analysis Group at the Lord Corporation. Rani has spent many years in education, mentoring and tutoring students and is also a parent of four children. She holds a BS degree in Industrial Engineering and Management Science from Northwestern University and an MBA in Finance and Accounting from the University of Chicago.

Mr. Dustin Gross, Board Treasurer, works as co-Manager of 144 Properties, a Real Estate Development company. Prior to this position, he spent more than four years working at Quintiles in the Corporate Development group and later the Enterprise Partnering team. He managed three acquisitions and worked on their IPO in 2014. He has a BS and MA from the University of Missouri and holds an MBA from UNC's Kenan-Flagler Business School. He also spent six years as a middle school math teacher as well as a high school football and basketball coach in Missouri.

Ms. Sara Price, Board Secretary, is the Managing Director of Alumni and Community Engagement at Teach for America. She worked several years as a 1st, 3rd and 4th grade teacher and also served as a community liaison for the NC STEM Community Collaborative. As a native of Eastern North Carolina, she is particularly passionate about all students having access to high-quality educational opportunities in rural communities. Sara holds a BA from Wake Forest University in Elementary Education and an MA in Developmental Psychology from Columbia University.

Mr. Chris Harris currently serves as Professional Services Relationship Manager for Higher Education and Hospitals at Blackbaud, Inc. Immediately prior to joining Blackbaud in March 2007, he served as Director of Major Gifts for the University of North Carolina's Kenan-Flagler Business School for over three years. He has a BA from UNC-Chapel Hill, an M.Ed from the University of Virginia, and an MBA from UNC Kenan-Flagler Business School.

Ms. Rachel Mandell is currently Legal Director at Lord Corporation. She has over twenty years of experience in private practice and as in-house counsel. She holds a BA degree in Economics and Political Science from Duke University and a JD from the University of Maryland.

Mr. Andy Mink is the Founding President of Mink'ED, an educational consultancy that designs and leads professional development programs for K-12 and university educators, using hands-on instructional models. This work draws from his experience as the Executive Director of LEARN NC at the University of North Carolina at Chapel Hill and as the Director of Outreach and Education for the Virginia Center for Digital History and then the Curry School of Education at the University of Virginia. He is currently registered as a Master Teacher with the National Council of History Education in their Distinguished Speaker Program and sits on the Executive Board of the North Carolina Council for Social Studies and the North Carolina Outward Bound School as well as the Board of Trustees for NCHE.

Ms. Erin Nilon serves as part of the Business Communication faculty for UNC Kenan-Flagler's MBA@UNC program and runs her own consulting business. She has devoted most of her career to improving public health and healthcare management around the world, working in countries across Africa, Asia, and North America. Her greatest joy is raising and learning from her two children. Erin earned her MBA at UNC's Kenan-Flagler Business School and her BS in Nutrition and Health Education from the University of Florida.

We are
happy, our
teachers
are happy,
and so are
our parents.

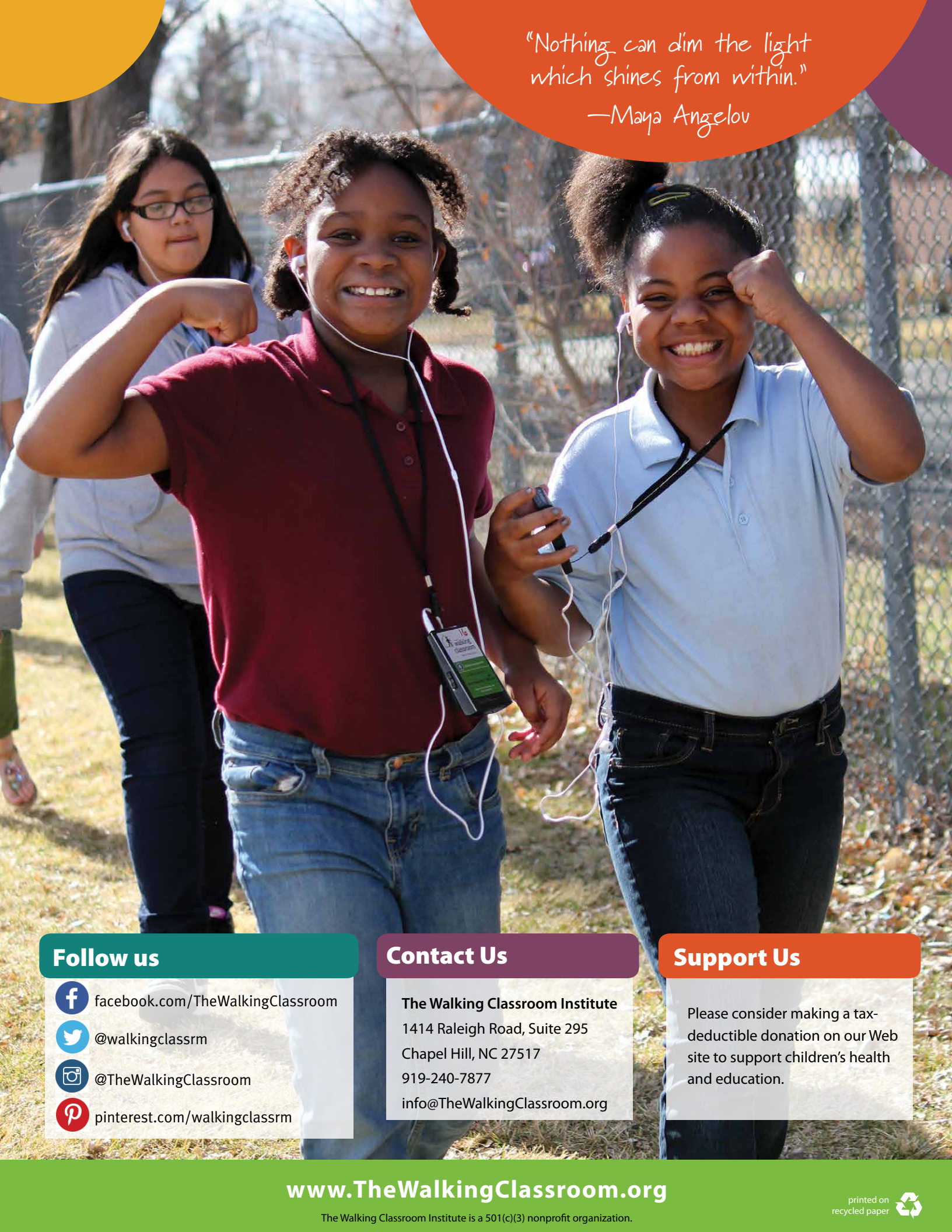
— Byrone
5th Grader
NC




walking briskly and strong.


"Nothing can dim the light
which shines from within."

—Maya Angelou




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www.TheWalkingClassroom.org

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