



fresh air, exercise, and learning!



2016 Annual Report



THE walking classroom®
walk. listen. learn.

From the Executive Director

Dear Friends,

Every year we ask our program adopters (classroom teachers, afterschool directors and facilitators, summer camp counselors, etc.) to take a brief survey and share their thoughts about their experience with The Walking Classroom. The questions are designed in such a way that participants' answers provide our staff with information on how we can create and modify resources that best support our adopters' needs.

While we continually try to guide our adopters towards providing us with constructive criticism, their responses are overwhelmingly enthusiastic and filled with gratitude that our program is so obviously having a positive impact on their students. The last question on the survey asks teachers to pick three words to describe The Walking Classroom. In the graphic below, the larger the word, the more often it was used.



Not bad, huh? Who knew that improving students' mental, physical, and academic health could be so fun, engaging, and innovative?

Thank you for your ongoing support!

With gratitude,

A handwritten signature in black ink that reads 'Laura'.

Laura Fenn
Executive Director and Founder

"Once you listen to a podcast, you know your whole day will be great because fresh air and learning go perfect together."

—Annelise, 5th grade

Closing the Achievement Gap *because everyone deserves a level playing field*

While our continued goal is to reach as many students as possible, our focus is on low-income areas where schools and organizations lack funding to provide students with the opportunities they need to succeed.

Children who grow up in poverty often have the lowest academic achievement. By age 4, children from low-income families have heard 32 MILLION fewer words than their higher income peers. This language deficit greatly impacts their ability to learn to read because they have no context for what many words mean.

Because children can listen and understand 2-3 grade levels higher than their reading level, The Walking Classroom can help them catch up with their classmates and enjoy success with grade-level activities.

"Our school is a Title 1 school and we have a large percentage of students who live in poverty and/or come from a second language family. They do not have the background knowledge that other students have when we discuss different topics. Having these podcasts to listen to and discuss is extremely helpful and will give that knowledge to all of our students."

— Amy Pieper, Teacher, MO



some pretty awesome

Reflections on Program Growth

5 years

50 states

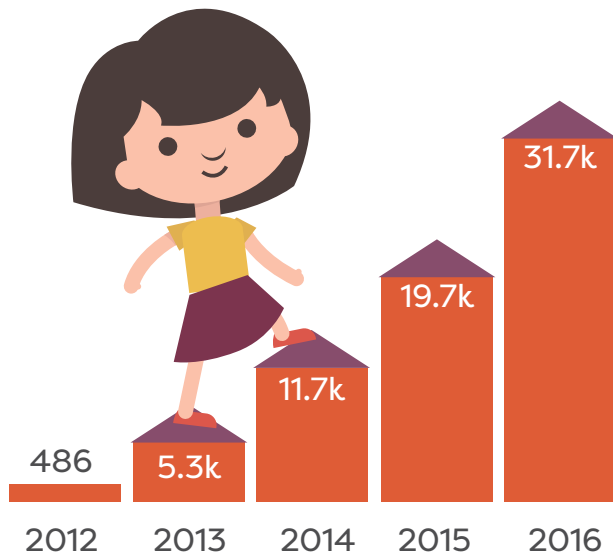
50,000 kids walking, listening, and learning

In the five years The Walking Classroom has been in existence, the program has been implemented in all 50 states and now has over 50,000 students walking.

\$2.4 million in donated materials

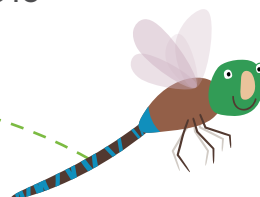
Product sales and donations have enabled us to provide more than **72%** of all classroom materials **at no charge** to schools and organizations in **low-income** areas.

Cumulative WalkKit Distribution



Where are WalkKits going besides the classroom?

- ✓ Boys & Girls Clubs of America
- ✓ YMCAs
- ✓ Summer youth programs
- ✓ Afterschool programs
- ✓ Adjudicated youth settings
- ✓ Autism programs
- ✓ Faith-based youth programs



The Year in Review

Awards and Recognition

Coastal Federal Credit Union Power of Sharing Finalist

The Walking Classroom was honored as a finalist in the **Coastal Federal Credit Union** inaugural Power of Sharing event in May of 2016. This event highlighted the efforts several nonprofits make in the Triangle (Raleigh, Durham, and Chapel Hill). Coastal's business partners in the community and the Foundation gave \$275,000 in charitable contributions to organizations that continue to make a significant difference in our communities.



United Way Idea Generation/Next Finalist

The **United Way** featured The Walking Classroom at the Greater Triangle's first Idea Generation/Next event. The event showcased innovative ideas from area women and people of color, currently underrepresented in the entrepreneurial sector. The award recognized organizations that had participated in the Healthy Community Institute (HCI) and had achieved strong results in the areas of strategic planning, board engagement, and individual donor development for increased sustainability.



← just a few stories

In the news

Raleigh, NC elementary school tries The Walking Classroom

WNCN in Raleigh, NC

West Virginia students exercise brain and body with The Walking Classroom

Herald-Dispatch.com in West Virginia

District 20 in Colorado gets students outside and into The Walking Classroom

Fox21 News in Colorado Springs, CO

Arizona Center for Afterschool Excellence: The Walking Classroom

azafterschool.org in Phoenix, AZ

Click to read more!

because we couldn't narrow it down to 5

Top 6 Love Letters of 2016

An amazing addition to our daily routine!

The Walking Classroom has been an amazing addition to our daily routine! As soon as I take attendance and lunch count, we fill out our walking journals (with the number and title of the day's podcast) and head out the door for our walk. When we return, students have a few minutes to write down anything they want to remember about the podcast. Then we share and discuss ideas while adding to our journal notes. We often have very meaningful discussions when they make connections to other things we're learning or to their daily world experiences!

I trade classes with another teacher, so I walk with my homeroom two days a week and her homeroom two other days of the week. Because our walking time falls during our "extension" hour and a few students are gone from my classroom during that time, I have started walking with both classes on Fridays. (I walk twice, so I REALLY get my exercise that day! It's wonderful!) I used to do stations on Fridays, but I've decided that the Walking Classroom is much more meaningful and beneficial to all of us. I love seeing the excited faces of my students when they ask me, "Are we walking today?" and I reply, "Yes!"

I can't say enough about how much I love this program! Thanks, Walking Classroom!

Kari Lawson
5th grade teacher
Westwood Elementary, TN



Putting the JOY back into learning

We recently got a donated set of The Walking Classroom STEM materials and the students LOVE it.

They are eager to listen to the podcasts, discuss the objectives from the lesson, and engage with each other about what they learned. Each podcast lends a different conversation but the increased vocabulary and comprehension is apparent from Lesson 1.

Cypress Trails is fortunate enough to be nestled in a beautiful wooded area, and it provides a great back-drop for The Walking Classroom.

Thank you, Walking Classroom for engaging our students again and putting JOY back into learning.

Lindsey Simcina
4th Grade Teacher
Cypress Trails Elementary, FL

"I love seeing the excited faces of my students when they ask me, 'Are we walking today?' and I reply, 'Yes!'"

TWC in afterschool spurs homework completion!

It has been a great year. I have implemented The Walking Classroom into my afterschool program. The kids love it! I've used it two different ways.

The first way is how it is suggested in the manual, online, and from teachers like you. The second way is allowing my homework club students to use the WalkKits when they are finished with their homework.

The second way has worked wonders for my students that do not like to do homework. These kids are so excited to get up and walking they are finishing their homework in record time, as well as doing the work correctly.

Now, I know this is not how I was instructed to use the Walkkits, but these kids are using them daily this way and listening to podcasts 2-3 times a week and retaining so much more information than I thought they ever would. The students are sharing what they learn in homework club with students during class time. I've had students want to join homework club just so they can use the WalkKits. I am amazed with all the learning happening.

This program has worked well in the afterschool setting. We will continue our fun this summer with a Walking Classroom Club in July. Our goal is to walk enough miles to walk the length of New Hampshire. I know my students can do it, I just hope I can keep up.

—Jessica Ireland
21st CCLC Afterschool Coordinator
Gossler Park Elementary, NH



"These kids are so excited to get up and walking they are finishing their homework in record time, as well as doing the work correctly."

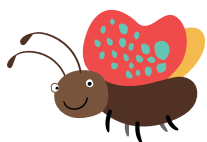
A welcome addition for English language learners

I used the Walking Classroom in an afterschool program. My group this year was transitioning from Spanish to English. If you've ever tried to use a new language, you know how exhausting it is to put so much thought into expressing yourself in even the most basic ways. By the end of the school day, my students are ready to retreat from communication challenges.

The Walking Classroom was a perfect fit for this group. The physical outlet was a great stress reliever and because only receptive language was needed, students were able to relax and enjoy the content.

After each walk, we discussed the content using their first language to reinforce the main ideas. I look forward to using this program next year.

—Cyndi Zick
Afterschool Teacher
The Hub Project, IL



Top 6 Love Letters of 2016

TWC reaches autistic and ADHD students

Prior to receiving The Walking Classroom, I wondered how the children would do with this program.

I personally had great expectations of the Walking Classroom but also thought about my autistic students, ADHD students, and students with problematic behavior. To my surprise, these students absolutely loved it. As a matter of fact, they look forward to walking and listening to the podcasts. The fears I had about bad conduct in the community are long gone.

So, to The Walking Classroom, I say thank you, thank you, thank you!

—Shelia Stephens
4th Grade Teacher
Kinetic Minds, NC

“The fears I had about bad conduct in the community are long gone.”



TWC complements health / nutrition unit

I was awarded a classroom set of WalkKits in January. We put them into action right away.

The students were so excited and able to adapt to the routine very quickly. We began using The Walking Classroom to supplement our L/A curriculum, but starting next week, we will be taking it to the next level and accessing science and social studies podcasts as well.

In years past, I have taken my students for “health/fitness” walks during our health/nutrition unit. This has worked well for allowing my students to experience a fitness walk and inspiring them to get healthier. But this year I can now add the podcasts to our walk, which will benefit them so much more. I’m so excited to have them learning while walking.

Can’t believe I didn’t think of this myself! It’s such an awesome idea and well put together program. Cognitive development and fitness at the same time....such a great combination!

—Sharon Doverspike
4th Grade Teacher
Rolling Ridge Elementary, PA



Improving Our Adopters' Experience

because we
love them

Eager and energetic adopters lead to more successful and happier students. By providing teachers and out-of-school facilitators with additional resources and training to implement The Walking Classroom program, we help ensure both their success and their students'.

In 2016, we greatly expanded two areas of our adopter resources.

Adopter Resources Web Portal

Our enhanced Adopter Resources now include supplemental slide decks for each unit for all three programs, supplemental videos for all of the podcasts, downloadable electronic versions for each podcast quiz, easily accessible refresher training videos, and recorded webinars for professional development.

These resources are secured behind a password-protected section of our website and are made available to new adopters upon purchase or donation of The Walking Classroom program. We have many active users and more sign up every day.

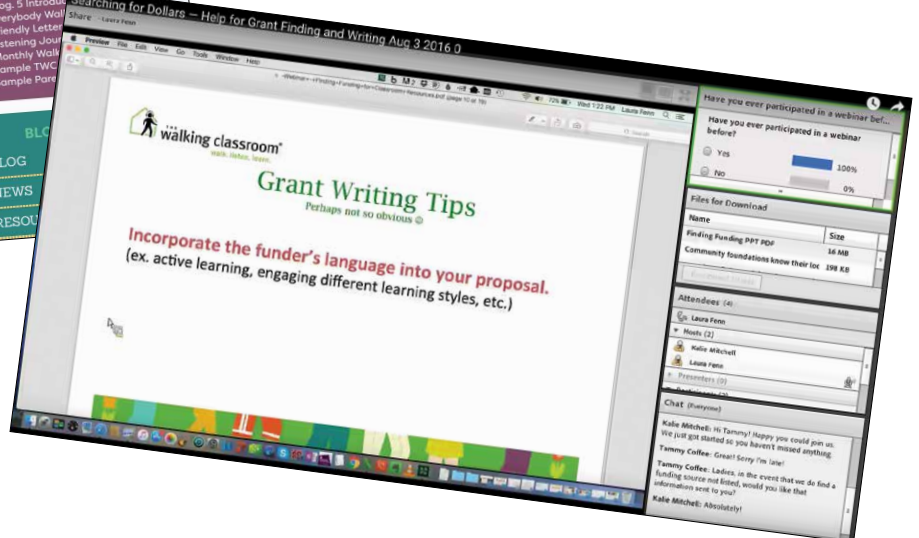


Professional Development Webinars

Teachers are required to get several hours of continuing education each year. In 2016, as another perk for being a Walking Classroom adopter, we began offering professional development webinars as an easy way for them to get some of those hours.

Our first webinar was “Searching for Dollars – Help for Grant Finding and Writing.” This was a 30-minute session on finding funding sources for classroom materials and tips on writing effective proposals.

More frequent webinars on a variety of topics are scheduled for 2017.



I hate sports and I hate running but this program I love! ... I can get out and get moving with my friends and my teacher and my favorite thing in the world ... learning.
— Marleigh, 5th grade

most awesome
and supreme

2016 Program Ambassadors

We owe so much of our success to our amazing program adopters.

In addition to their many teaching responsibilities, they also actively promote The Walking Classroom to their peers. This word-of-mouth promotion is incredibly helpful in expanding the program.

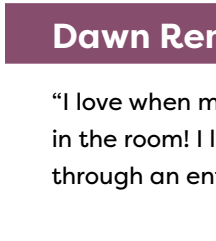
In 2016, to honor our most active adopters, we selected 11 **Walking Classroom Ambassadors** who had gone above and beyond our expectations in their implementation of the program. These adopters' dedication to The Walking Classroom as well as to their students made them perfect candidates. In addition to receiving recognition, classroom banners, and more, Ambassadors can receive funding and material support for hosting webinars or presenting at local or regional conferences if they present on behalf of The Walking Classroom.



Stephanie Moorman

California | Adopter since 2012

"I love the "Who's on First" podcast. It is just amazing to see the pure joy and laughter pour out of my English Language Learners when they hear the actual Abbott and Costello bit for the first time."



Dawn Rensel

Ohio | Adopter since 2014

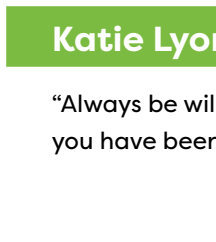
"I love when my students smile and ask what we are doing the minute they walk in the room! I love watching them grow socially, emotionally, and academically through an entire school year."



Cristin Najera

North Carolina | Adopter since 2014

"I believe all students can learn, but first you must build relationships. Once you have gained their trust, students will soar!"



Katie Lyon

California | Adopter since 2014

"Always be willing to try something new to improve your craft. No matter how long you have been teaching, you can shake things up. It's never too late!"



Tamra Mills

Mississippi | Adopter since 2014

"My students beg me to use The Walking Classroom every day. I love it when they hear something on a podcast that supports what we have discussed in class. The look on their faces is priceless."



Grit Walther

California | Adopter since 2014

"I love it every time students get that "lightbulb" effect. "Now I get it!" is my favorite blurring out. I just have so many days when I stand in front of the class and feel thankful for my job."

Holly Dent

Colorado | Adopter since 2014

"I want to make learning fun for kids. If they are having fun, they will be engaged, and they will learn so much more."



Trecia Shales

Illinois | Adopter since 2015

"Take time to let students talk about what is happening in their lives. Know that (regardless of what you are told), education is not a race and a child is not a number or a test score."

Dottie Rutherford

Texas | Adopter since 2015

"My whole fourth grade group was in amazement over what they were learning [from the podcast]. You could see the reaction in their faces."



Nancy Carroll

Massachusetts | Adopter since 2015

"I believe EVERY student CAN and WILL learn. It might involve taking risks in the classroom, but the climate created in my classroom is one where mistakes are a pathway to learning."

Josh Montero

California | Adopter since 2015

"I had a student last year who just couldn't possibly care less about school. I tried for four months to connect with him. No luck. It took a Walking Classroom podcast about the Negro Leagues to get him to open up to me and start to buy into what I was doing with the class. The final trimester of the year, he earned honor roll recognition, something nobody in his family had ever done."



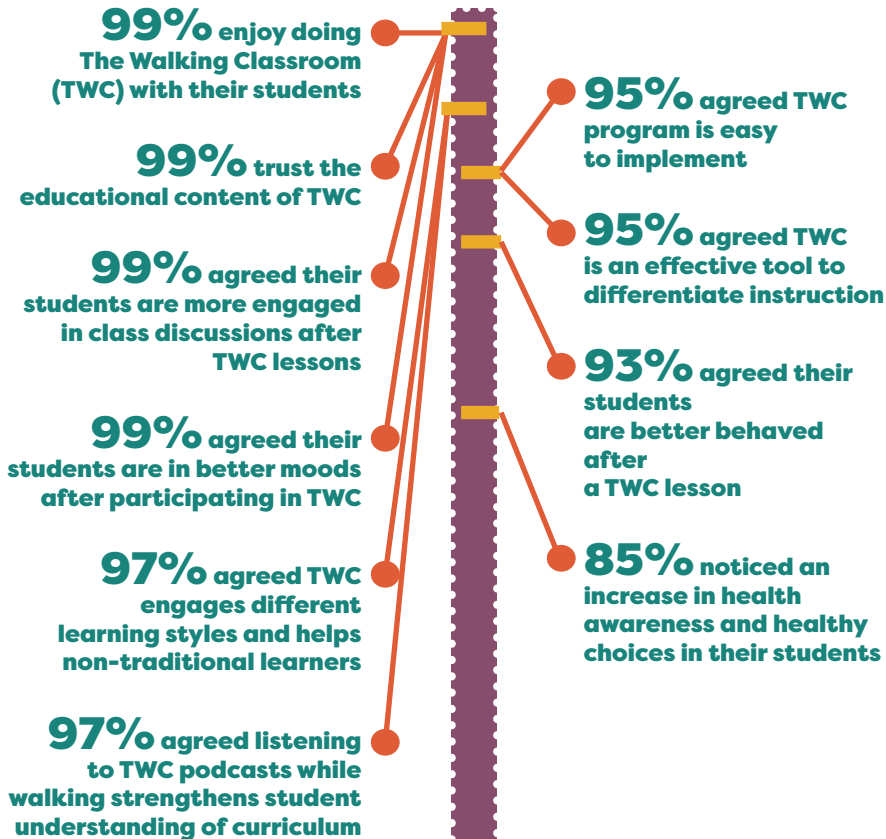
Click to read more
about our ambassadors!



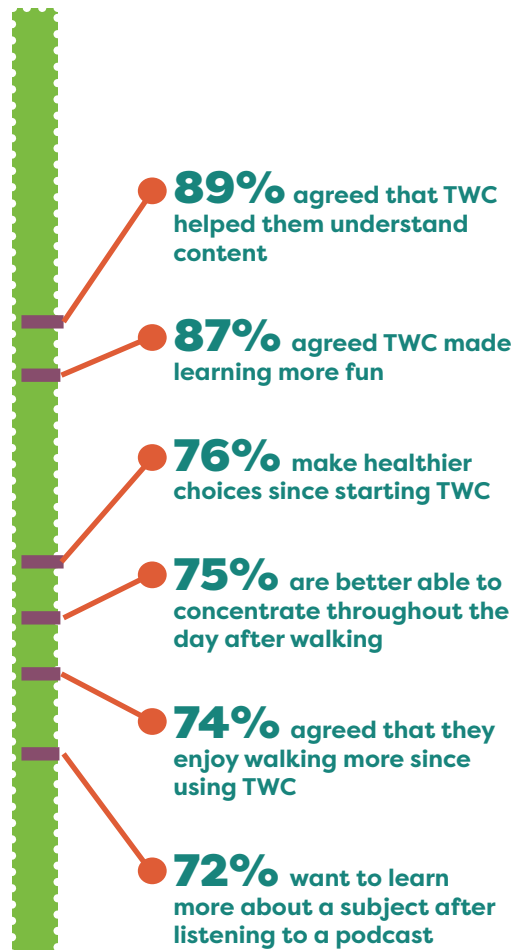
Survey Says... *↳ great things about TWC!*

Over 400 teachers and 4,000 students who used the program during the 2015-16 school year in urban, suburban, and rural settings all over the U.S. indicated the following in year-end surveys.

Teacher feedback



Student feedback



Our incredibly devoted
& knowledgeable

Board of Directors

***Mr. Jonathan Charney (2016 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. Karen Curtin is a Director and President of the Meadowmont Community Association, a member of the Board of Directors of the Friends of the Chapel Hill Public Library, and a member of the Board Audit Committee for Carolina Friends School. She was previously Director and Non-Executive Board Chair of Electro Rent Corporation, a Los Angeles-based public company acquired by investment firm Platinum Equity in 2016. From 1998 through 2002, she served as Executive Vice President for Bank of America in Chicago, responsible for Midwest commercial banking activities. Prior to that she served as Division Manager of Bank of America's Leasing and Transportation Divisions and of predecessor Continental Bank's Leasing Division. Karen and her family relocated from Chicago to Chapel Hill in 2009.

Ms. Rani Dasi (current Board Chair) is currently vice chair of the Chapel Hill-Carrboro City Schools Board of Education. She also serves as co-director of the Northwestern University Triangle area Alumni Admission Council. In this capacity, she represents the University, managing recruiting communications and the undergraduate student interview process in the Triangle area. Rani has more than twenty years of experience in corporate finance and strategy. She earned an undergraduate 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 is Vice President of Finance and Marketing for Orangetheory Fitness Eastern North Carolina. He is also currently working with his wife as Co-Manager of 144 Properties, a Real Estate Development company and has corporate investments with Rise Biscuit and Donuts. Prior to this 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.

Mr. Chris Harris currently serves as Customer Success Manager, Advisory for Higher Education 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 Vice President and General Counsel at KBI Biopharma, Inc. She has over twenty years of experience as a transactional lawyer in private practice and as in-house counsel, advising companies on corporate governance, strategic transactions, and operational issues in a variety of industries. She holds a bachelor's degree in economics and political science from Duke University and a juris doctor from the University of Maryland.

Mr. Andy Mink was named the Vice President of Education at the National Humanities Center in 2016. Previously he served as the Executive Director of LEARN NC at the University of North Carolina at Chapel Hill in 2012 after working for 11 years as the Director of Outreach and Education for the Virginia Center for Digital History and then the Curry School of Education (CISE) at the University of Virginia. With all organizations, he designs and leads professional development programs for K-12 and university educators that focus on hands-on instructional models. He is currently registered as a Master Teacher with the National Council of History Education in their Distinguished Speaker Program. He also sits on the Executive Board of the National Council for Social Studies and the National Council for History Education as well as the North Carolina Outward Bound School.

****Ms. Erin McElligott** currently works as a business consultant creating growth strategies and tactical plans for small businesses and start-ups. Prior to this, she served as the director of donor relations and the executive director of corporate and foundation relations at UNC Kenan Flagler where she was responsible for donor satisfaction and raising funds by matching corporate interests with academic needs. Prior to joining the nonprofit world, Erin began her career at Deloitte Consulting where she focused on project management, process improvement, and change management. She holds an MBA from UNC Kenan-Flagler.

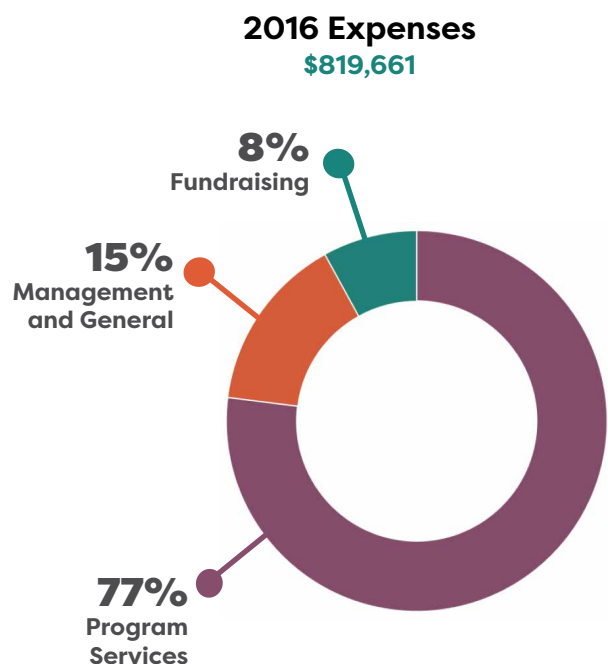
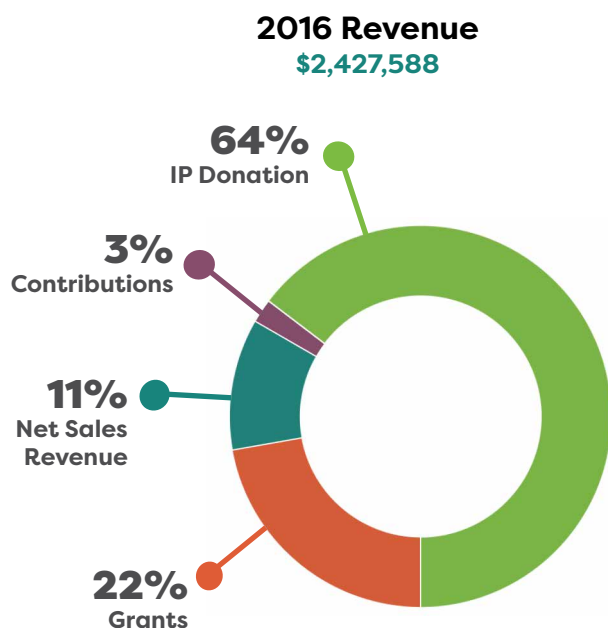
* Mr. Charney rolled off the Board in December 2016.

** Ms. McElligott joined the Board in February 2017.

Financials

Statement of Activities and Changes in Net Assets

The Walking Classroom Institute is committed to transparency and healthy financial stewardship. Detailed audited financial statements are available on our website. Select information is provided below.



Support and Revenue	2016	2015
Support:		
Grants	\$544,637	\$552,716
Contributions	\$52,549	\$57,338
Intellectual Assets Donation.....	\$1,434,005*	
Subtotal	\$2,031,191	\$610,054
Revenue:		
Direct sales	\$356,012	\$332,795
Cost of direct sales.....	(\$86,723)	(\$73,504)
Subtotal.....	\$269,289	\$259,291
Recovery of Licensing Fee	\$127,091*	
Other Revenue.....	\$17	\$66
Total Support and Revenue...	\$2,427,588	\$869,411

Expenses		
Program services	\$630,927	\$443,357
Management and general	\$123,550	\$124,392
Fundraising.....	\$65,184	\$63,598
Total Expenses.....	\$819,661	\$631,347

Change in Net Assets	\$1,607,927	\$238,064
Net assets – Beginning of year	\$654,927	\$416,863
Net assets – End of year	\$2,262,854	\$654,927
Cash – Beginning of year	\$145,173	\$270,389
Cash – End of year	\$112,624	\$145,173

*In April 2016, the Institute agreed to purchase all of the intellectual property associated with The Walking Classroom program from a private LLC, at a discount from the appraised fair value. This resulted in a \$1.4 million donation of intangible assets. The Institute paid \$20,000 in cash at closing and has a note payable for \$62,909, with installments due by the end of 2017.

A Huge Thank You to Our Donors!

↳ who make it
all possible

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The Oak Foundation
The Kate B. Reynolds Charitable Trust
United Way of the Greater Triangle



"I like to think of The Walking Classroom as recess for my ears."
- Kaleb, 5th grader, Ok



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"There is always one moment in childhood when the door opens and lets the future in."

—Deepak K. Chopra

Happy Trails!



www.TheWalkingClassroom.org

The Walking Classroom Institute is a 501(c)(3) nonprofit organization.