

History at a Glance:

2003

Stressed Out Students (SOS) Project
founded at Stanford Graduate School
of Education (GSE)

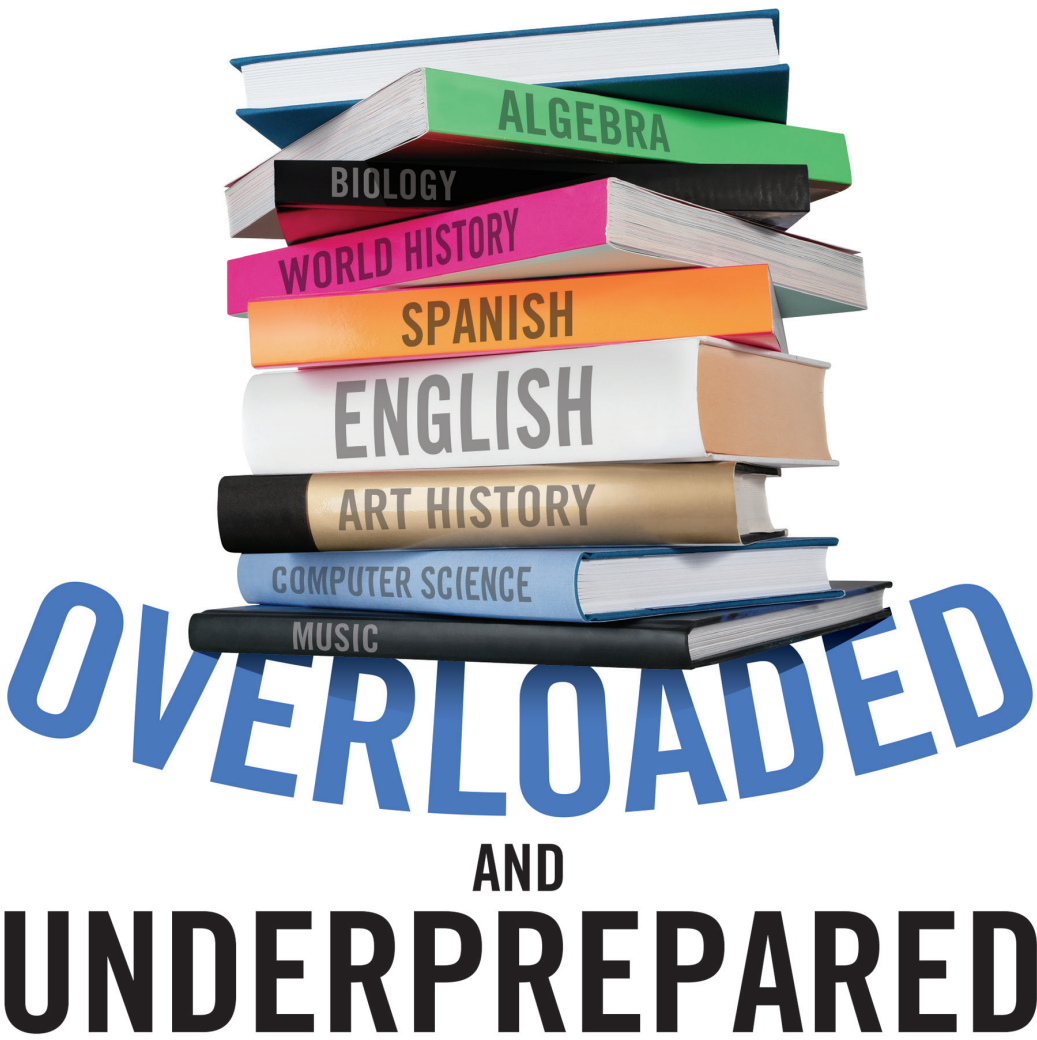
2008

SOS relaunched as
Challenge Success

2011

Challenge Success incorporated
as a 501(c)(3) and maintains its
affiliation with Stanford GSE

DENISE POPE, MAUREEN BROWN, AND SARAH MILES



STRATEGIES FOR STRONGER SCHOOLS AND HEALTHY, SUCCESSFUL KIDS



Challenge Success partners with schools and families to provide kids with the academic, social, and emotional skills needed to succeed now and in the future. We recognize that our current fast-paced, high-pressure culture works against much of what we know about healthy child development and effective education. Our society's overemphasis on grades, test scores, and performance has resulted in a lack of attention to other components of a successful life — the ability to be independent, adaptable, ethical, and engaged critical thinkers. Our work promotes the need for a balanced childhood and helps to foster healthy, motivated learners.

Dear Friends,

2015 has been another banner year for Challenge Success!

From our hands-on work with schools and families, to the research we conduct on their progress, we know that real and sustainable change is possible.

Schools can take action to reduce stress for students — and faculty — while still maintaining rigor and high standards. Parents can ensure healthier habits for kids while preserving important playtime, downtime, and family time. Our new *By The Numbers* page, in this Annual Report, incorporates the results of our three-year evaluation to show the impact of our work.

One of the highlights of the year was the publication of our first book, *Overloaded and Underprepared: Strategies for Stronger Schools and Healthy, Successful Kids*. It incorporates many of the best practices we have observed and presents straightforward steps that every school can take to move towards a more engaging learning experience for all students. Thousands of copies have already been sold, and we have heard from schools all over the country that have utilized the tools and activities in our book. These schools are initiating important dialogue and community conversations by employing professional development for new curricula, bell schedules, and assessment policies, and implementing thoughtful, consistent parent education. We know that sustainable policy changes are more likely to happen when all stakeholders — students, parents, and educators — work together to implement changes that align with best practices.

2016 promises to be another exciting year! We are pleased to launch more online workshops for parents and educators so that we can reach an ever-growing audience. The generosity and commitment of our donors, advisors, staff, and volunteers allows us to continue our work, and we are grateful for your support. We simply can't succeed without your help, and we can't thank you enough for all that you do for Challenge Success. Together we can work towards a brighter future in which no child is overloaded, underprepared, or undervalued.

Maureen Brown
Executive Director

Charlene Margot
Chairperson, Board of Directors

CHALLENGE
SUCCESS

By The Numbers

Since 2003 we have informed, engaged, and served almost **800,000** people in **130+** school communities.
We reached schools and families in:



We Provided



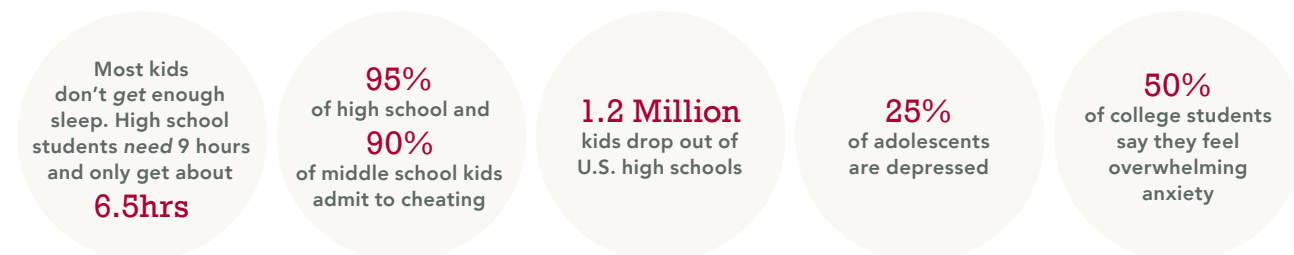
Our Schools Made These Changes

- ✓ Reduced homework and busywork
- ✓ Started student wellness programs
- ✓ Changed school schedule/added late starts
- ✓ Modified grading and assessment practices
- ✓ Implemented project-based learning
- ✓ Launched advisories and tutorials for students

As a Result:



This Matters Because:



Students with helicopter parents are **less open to new ideas** and more **vulnerable, anxious, and depressed** and

Students perform better, are more motivated and engaged in school, and are more likely to persevere when they feel **connected and supported**.



Reflections On Our Work with Challenge Success

By John G. Smith

Headmaster, Dover-Sherborn Public High School

A couple of years ago when I learned about Challenge Success, it piqued my curiosity. I was often disheartened to see students in my own schools who were academically capable, but under such pressure that they were unable to keep up with both internal and external expectations. While some stress is naturally part of the human condition, the amount of stress facing some 14-18 year-olds has reached levels that cannot be sustained.

Thinking back to my own education, there were certainly times when the work piled up and study crunch-time became intense, yet I recall having more personal time to complete my work and still

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have time to just be a kid. Increased educational testing mandates from the state and federal government, more students than ever applying to colleges and universities, enhanced athletic and extracurricular opportunities, and the pressure to compete within a global society have created greater pressure for students to be the best. As a result of this intense pressure, some students are unable to meet these unrealistic expectations.

I am a firm believer that all students have something valuable to offer their schools and to our society. It is time that we examine how to allow children to express those talents to make their experiences both meaningful and enjoyable.

Our work with Challenge Success has given our school the opportunity to look at all of our decision making through the lens of maintaining rigor and high standards for learning while providing balance to the educational experience for the students at Dover-Sherborn. Whether it is the development of new engaging courses, creating greater student choice in regard to graduation requirements, offering flexible testing schedules for students, and reducing some of the prerequisites for students to access our courses — **all of these decisions have come about as the result of our work with Challenge Success.**

Since change can be difficult, major adjustments do not happen overnight — but we are creating a culture now where we constantly ask ourselves some important questions: Is this good for our students? Is this reasonable for our students? Will these changes allow our students to enjoy their educational experience?

Parents, teachers, and administrators across our two communities are collaborating and engaging in critical conversations about the health and well-being of our most precious asset, our children. I am proud that Dover-Sherborn is taking a strong stance on this issue, and I truly feel we are — and will continue to be — making a difference in the lives of our students.

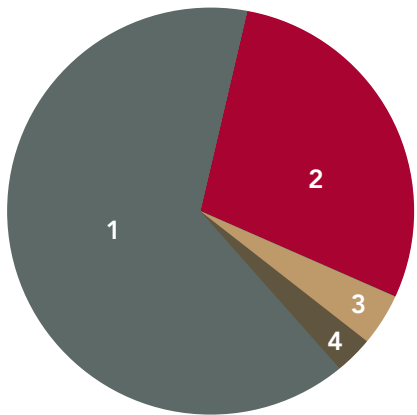


“Our schools are producing fragile, stressed-out students who achieve at high levels but at a high cost. Any administrator who recognizes this problem but doesn’t know where to begin should read *Overloaded and Underprepared*. It is too easy to blame the college process or demanding parents. We, as school leaders, re-create our schools every fall, and we are responsible for creating healthy learning environments. This book gave my faculty and me a road map, as well as the encouragement to ask the tough questions of ourselves and our community.”

Elizabeth Perry, *Head of Upper School, St. Lukes School, Connecticut*

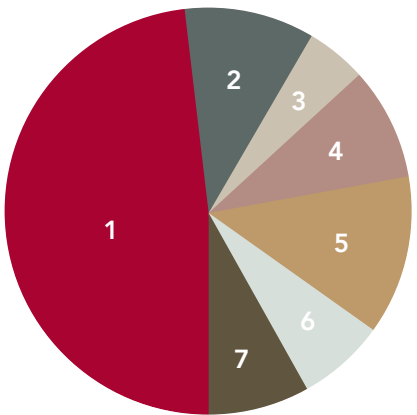
Financial Overview*

Revenue



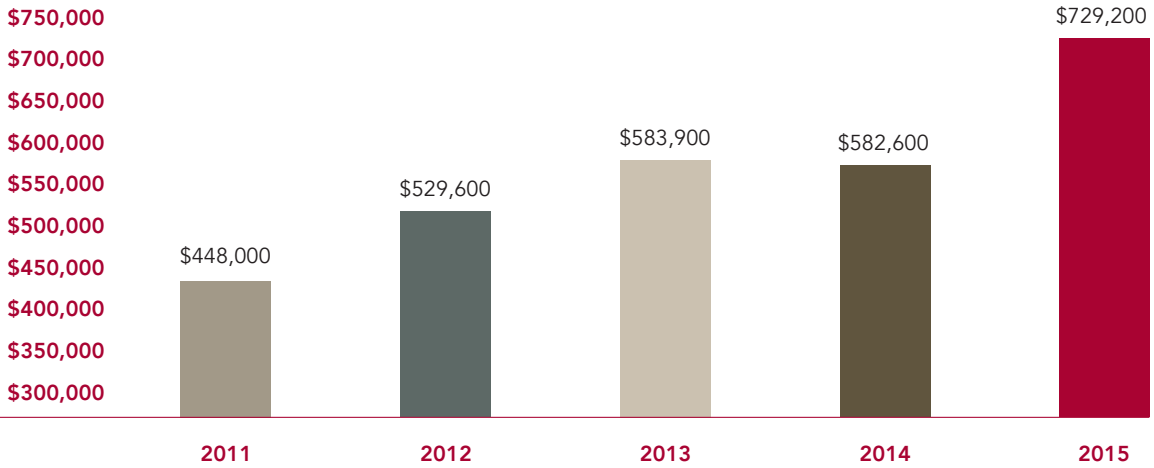
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|--------------------|-------------|------------------|
| 1 Donations | 62% | \$451,300 |
| 2 School Program | 31% | \$226,200 |
| 3 Parent Education | 4% | \$27,400 |
| 4 Other | 3% | \$24,300 |
| Total | 100% | \$729,200 |

Expense



| | | |
|-------------------------|-------------|------------------|
| 1 School Program | 49% | \$273,500 |
| 2 Research | 12% | \$70,100 |
| 3 Parent Education | 4% | \$20,200 |
| 4 Fundraising/Marketing | 8% | \$44,000 |
| 5 Administration | 13% | \$71,200 |
| 6 Website/IT | 6% | \$35,100 |
| 7 Other | 8% | \$49,500 |
| Total | 100% | \$563,600 |

Growth in Revenue



*Numbers reflect the combined balance of 501(c)(3) funds and the limited net earnings from the Challenge Success project at the Stanford Graduate School of Education.



Co-Founders: Dr. Madeline Levine, Jim Lobdell, and Dr. Denise Pope

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We believe that success is measured over the course of a lifetime, not at the end of a semester.



Your support allows Challenge Success to broaden its reach and partner with families and educators to implement strategies for healthy, engaged kids and stronger schools. Thank you for your help. We couldn't do it without you!