LEARNING UNLIMITED

An introduction to LU
for partners and sponsors

LEARNING UNLIMITED

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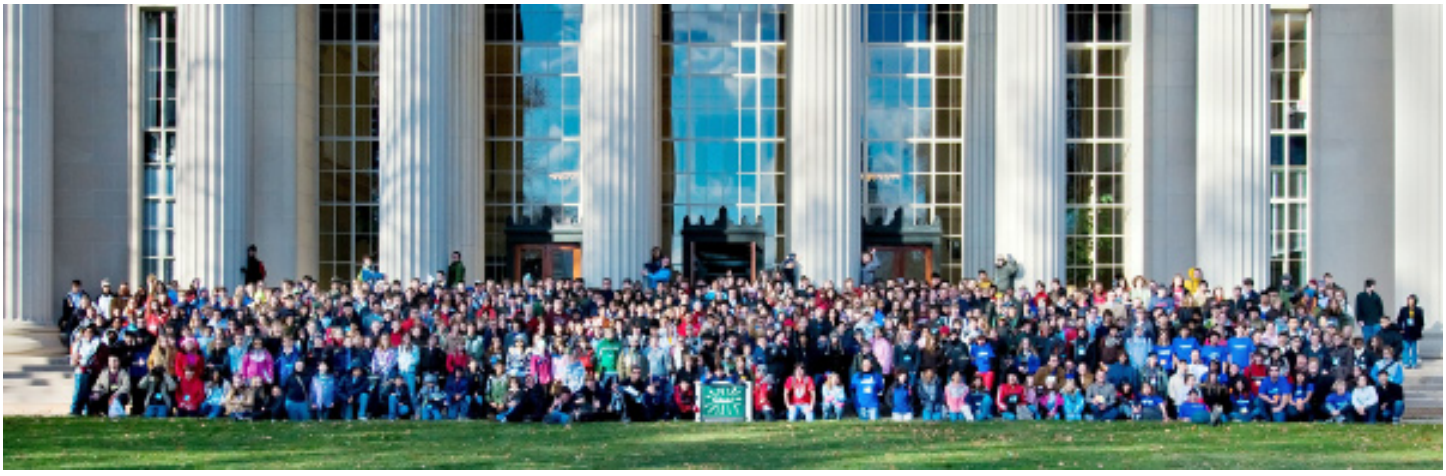


Data indicates... that LU programs work.

LU AT A GLANCE

What We Do

Learning Unlimited harnesses the energy of college students and other volunteers to create deep, fun, and intense learning experiences for middle and high school students.

How We Do It

We create, develop, and strengthen communities at universities across the country through which college students can teach their passions. We provide guidance, resources, and a network of like-minded individuals to support their efforts.

Why It's Necessary

We believe that great achievement comes from passion, that passion is the origin of great learning, great teaching, and great leadership. By fostering passion among the students, teachers, and program leaders, we create lifelong dedicated learners, teachers, and future world leaders.

Data consistently shows that students who are more interested in learning or who see the purpose for their education do better – and that most students are neither interested in learning nor do they see its purpose. It makes sense: a student who is interested in a subject will spend the effort to learn it and, unlike most school learning, they won't forget it. This is the basis of our programs: we show students why they're in school.

Sustained Local Success

Learning Unlimited's programs are based on those run by the Educational Studies Program (ESP) at the Massachusetts Institute of Technology (MIT). For over fifty years, MIT students have been creating, teaching at, and running programs to get students excited about learning. Our program is designed to take this efficiently scalable and sustainable model, improve its outcomes, and spread it further.

Over the past five years, new programs using this model have sprouted at the University of Chicago, Stanford University, and New York University. This is just the beginning.

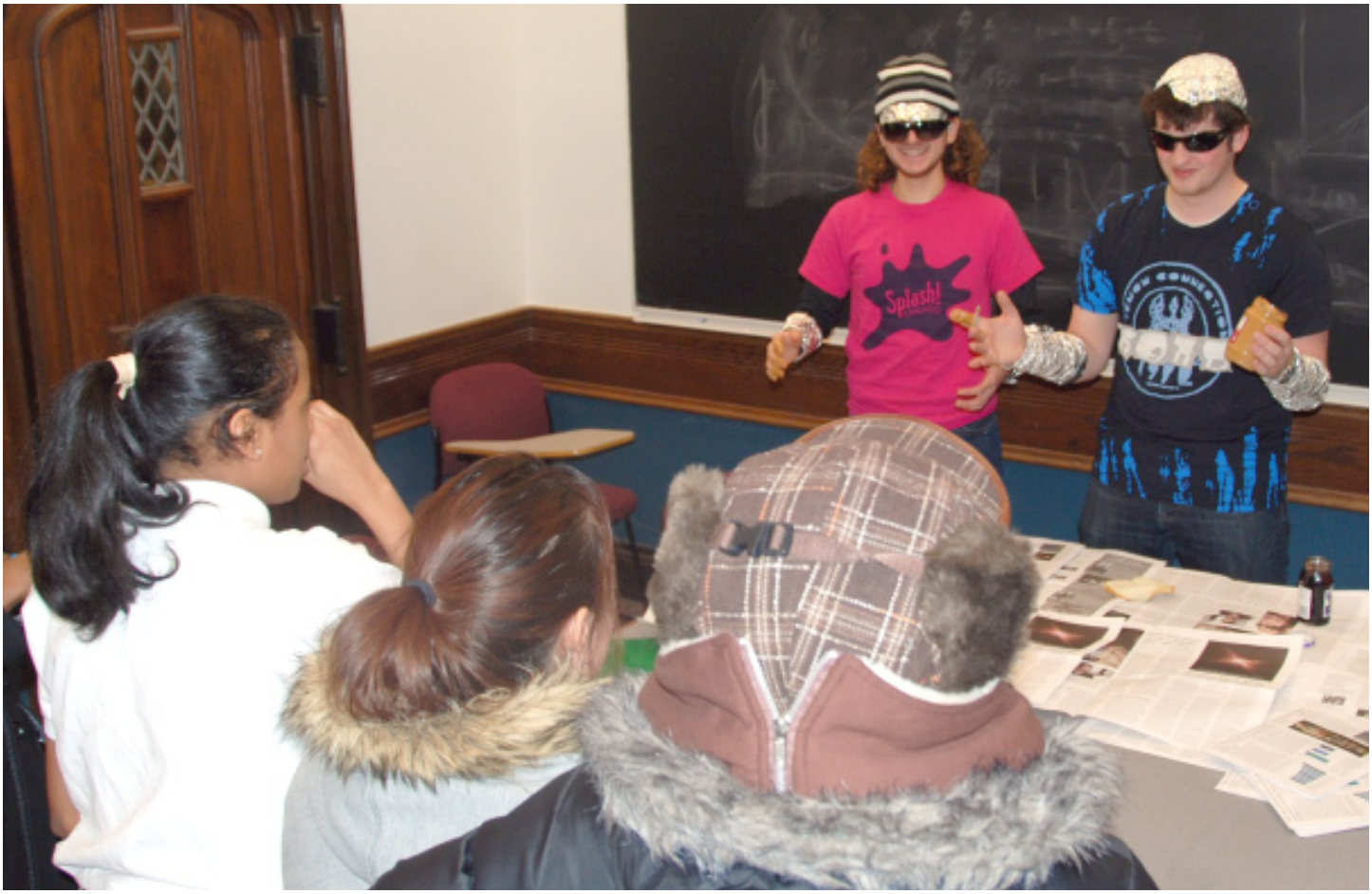
National Startup

Learning Unlimited is a startup. Our programs are long-established and have demonstrated success, but our coordinated national effort to grow, expand, and improve is a new one. We are seeking partners who can sponsor us for our early growth and development. By investing with us, you will have a role when it can have its greatest impact: at the beginning of our expansion.

Learning Unlimited is not yet itself a 501(c)(3) organization, but we have partnered with the Mathematics Foundation of America (MFOA) which is acting as our fiscal agent while we apply for IRS recognition. Thus, donations to LU go to the MFOA and are tax-deductible.

49% of student respondents learned "a lot;" an additional 21% reported learning more than in a whole month of school! (MIT Splash 2008: just one weekend.)

LU IN DEPTH



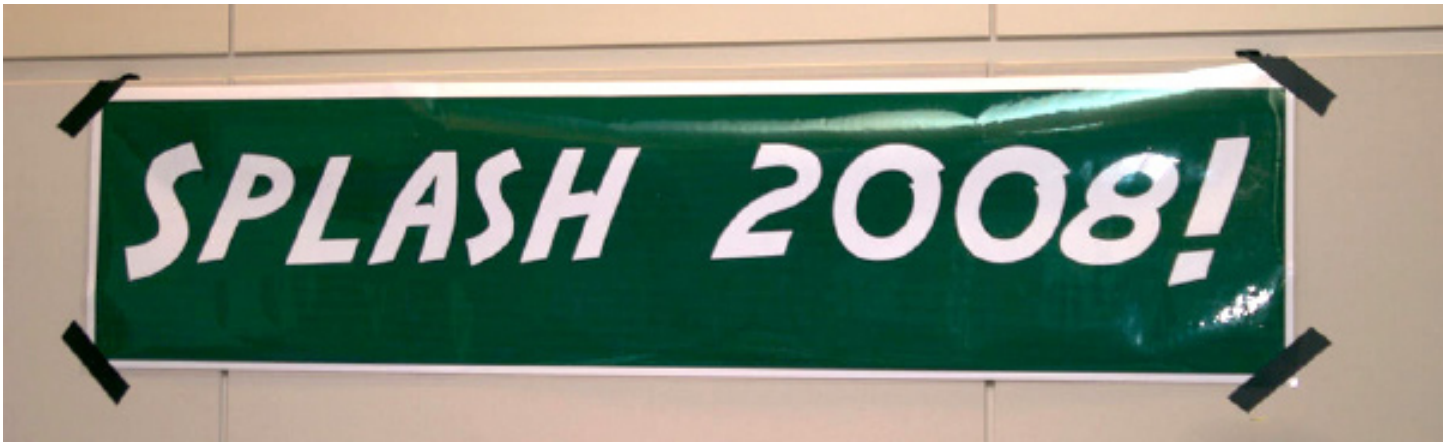
How It Works

Learning Unlimited supports college students that develop educational programs for middle and high school students. These local programs are united by their work to spark a passion for learning.

Individual programs – run wholly by college students – each draw hundreds or even thousands of participants, demonstrating their scalability and sustainability. Indeed, Learning Unlimited does not run its programs directly. We believe that the best programs are run locally but with national support, and so we provide the resources to enable college students to create programs customized for their local community. The beneficiaries of our work are not just the students served directly in programs, but the young adults who teach and discover a passion for teaching, and the tireless program directors who take on this outreach in addition to their studies and become the next generation of leaders.

Over 66% of students became "more excited" or "much more excited" about a topic from one of their classes. (MIT Splash 2008.)

LU IN DEPTH



Our Role

Learning Unlimited is a young organization and our services are constantly evolving. Here are some of our current and planned activities:

- A knowledge base for all chapters to learn and share best practices. Ranging from teacher training to student recruitment, these topics help chapters improve their operations and produce better results.
- A web software package integrating student and teacher registration, class scheduling, customized printing of student and teacher schedules, post-event surveys, room scheduling, and much more.
- Active outreach to college campuses to spread programs to new regions, and involved support to get them off the ground and in-place with sustainable leadership and resources.
- Evaluation support to assist chapters in collecting data to improve their programs and measure their results.
- Consulting services provided by experienced alumni.
- Mailing lists shared by leaders across the country to share their ideas and insights. These lists are not passive: the best ideas are collected, organized, and archived so that the best ideas are never lost.

Spotlight on Splash

In a typical Learning Unlimited program, college students are invited to teach anything, and they step up to the plate with classes on everything from quantum mechanics to archaeology, urban planning to Shakespearean sonnets, molecular biology to tap dancing. Middle and high school students are invited to come and learn anything, and they can choose what they want to learn from a selection of hundreds of different classes.

Splash is our most well-known program and now runs at four universities nationally. Splash runs for one intense weekend and some single-weekend programs are as large as two thousand students.

Each Splash program at each university is different, adapted to local needs and communities. All are low-priced (around $30 for the full weekend, with financial waivers for those with need) or free. Most cover a huge breadth of topics, although some focus on just math and science. Some are one day, some run for two. But the common core is the same: show kids why they learn.

100% of teacher respondents found teaching to be "fun" or "very fun." (Stanford Splash 2008.)

GOALS FOR 2010

Services to Chapters

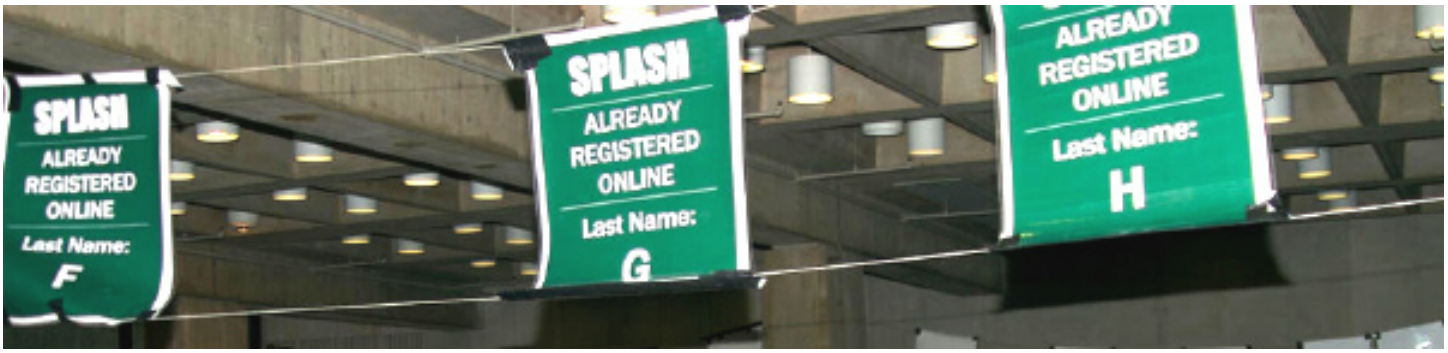
- Develop resources for chapters to improve their operations in:
  - Teacher training;
  - Student recruitment (including outreach to underserved schools);
  - Teacher recruitment;
  - Registration logistics;
  - Publicity and branding.
- Maintain and improve computer resources for chapters.
  - Offer continuing support for website registration system and associated software.
  - Implement changes requested to support chapter needs.
- Offer consulting services to all chapters, with experienced alumni able to consult on strategy and other programmatic issues.
- Establish communication channels for chapters to communicate between themselves and form a national community, including mailing lists, online wikis, and travel between chapters.

Reach and Results for Student Participants

- New programs run in at least two new schools, with evidence of sustainable leadership for future growth.
- At least a 20% growth in students served nationally over 2009.

Internal Operations

- Launch an evaluation program to gather data for improving programs and measuring their results.
- Fundraise $80,000 for the following year's operations.
- Build internal structure to support communication and growth, including a chapter board for chapters to have direct input to LU operations.
- Apply for and receive 501(c)(3) status for the organization as a separate entity from the Mathematics Foundation of America.



Overall class rating: 9.1/10. Overall excitement about material: 9.1/10
(University of Chicago Cascade 2009.)

BUDGET

Chapter Services

New Chapters

Travel to new and prospective chapters:
- Trips 3.5 days/ea
- 2 people, 2 trips/year => 4 trips
- airfare: $300/ticket
- hotel: $100/night (double occupancy)
- food: $20/day
- local transport: $10/day
- $1200 in airfare
- $700 in hotels
- $280 in food
- $140 in local transport
- $2.5k in travel (rounding up)

$2k materials (esp. printing)
$12k - human resource time: 12 hr/wk

New Chapters Subtotal: $16.5k

Existing Chapters

Travel to existing chapters:
- Trips 3.5 days/ea
- 1 person, 4 trips/year => 4 trips
- airfare: $300/ticket
- hotel: $100/night (single occupancy)
- food: $20/day
- local transport: $10/day
- $700 in airfare
- $1400 in hotels
- $280 in food
- $140 in local transport
- $2.5k in travel (rounding up)

$12k - human resource time: 12 hr/wk

Existing Chapters Subtotal: $14.5k

Chapter Services subtotal: $31k

Operations

$0.5k post office (incl. $132 for PO Box and $180 for BRM license)
$1k office supplies
$5k insurance (general liability and director/officer liability)
$0.5k account maintenance and activation fees and mandatory balances
$7k - human resource time: 7 hr/wk

Operations Subtotal: $14k

Information Technology

$1k per-server operating cost
$0.5k online storage (100 GB and transfer)
$0.5k fax and telephony services

Information Technology Subtotal: $2k

Development

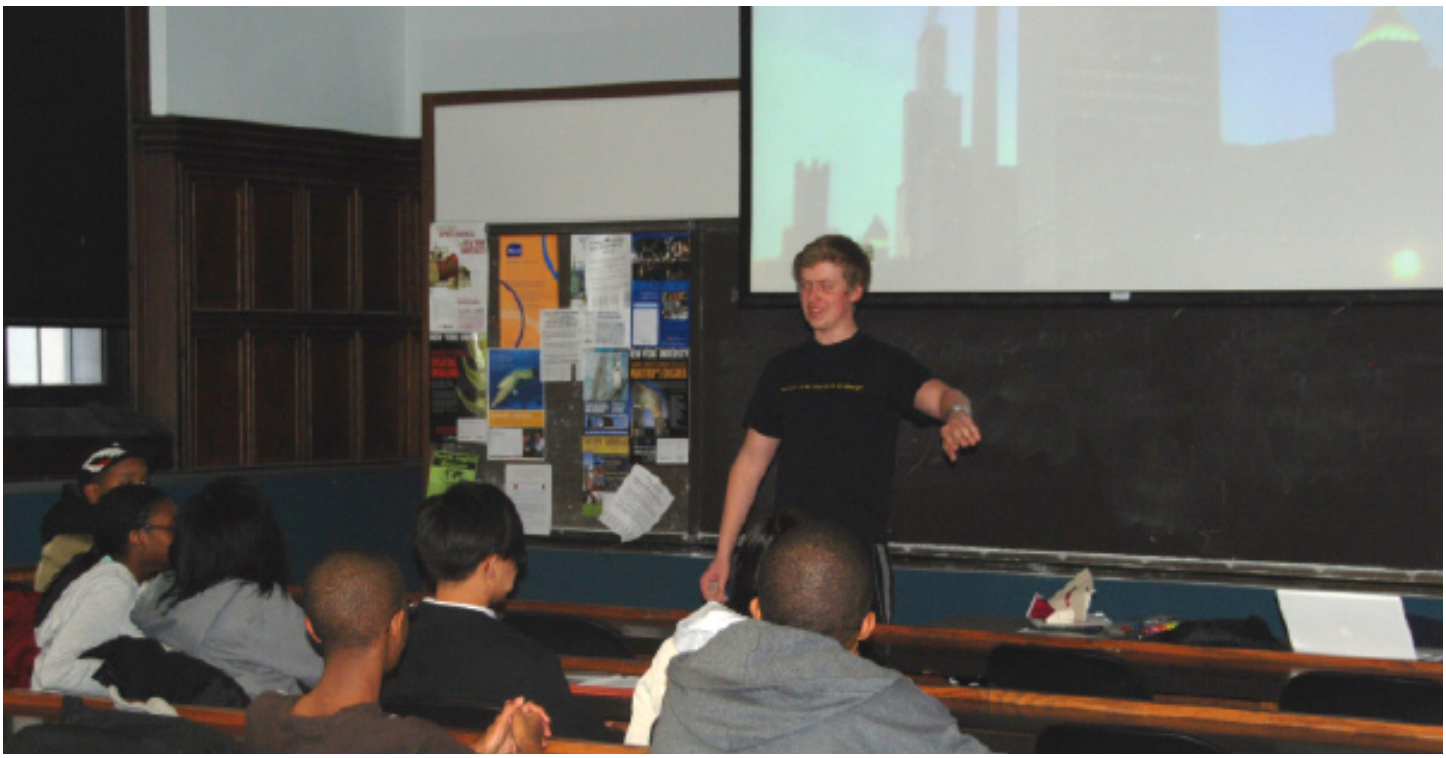
$4k printing
$0.5k dining
$3.5k postage
$8k - human resource time: 8 hr/wk

Development Subtotal: $16k

Total Budget for Learning Unlimited 2010 Fiscal Year: $63k

...and that LU programs are essential.

LU PROGRESS REPORTS



As an investor in Learning Unlimited, we recognize that you want to know how your support is being used. We provide quarterly reports that detail both our progress towards our goals set for the year and how your funds are being spent.

Contents of a Report

Each report will contain:

- An overview of LU activities during that quarter.
- A goal-by-goal overview of our progress for 2010.
- Details on our use of all the funding provided by your organization towards our operations as a portion of our overall operating budget.

Timing of Reports

Reports will be issued quarterly. Reports for 2010 will be issued on:

- April 15, 2010.
- July 15, 2010.
- October 15, 2010.
- January 15, 2011.

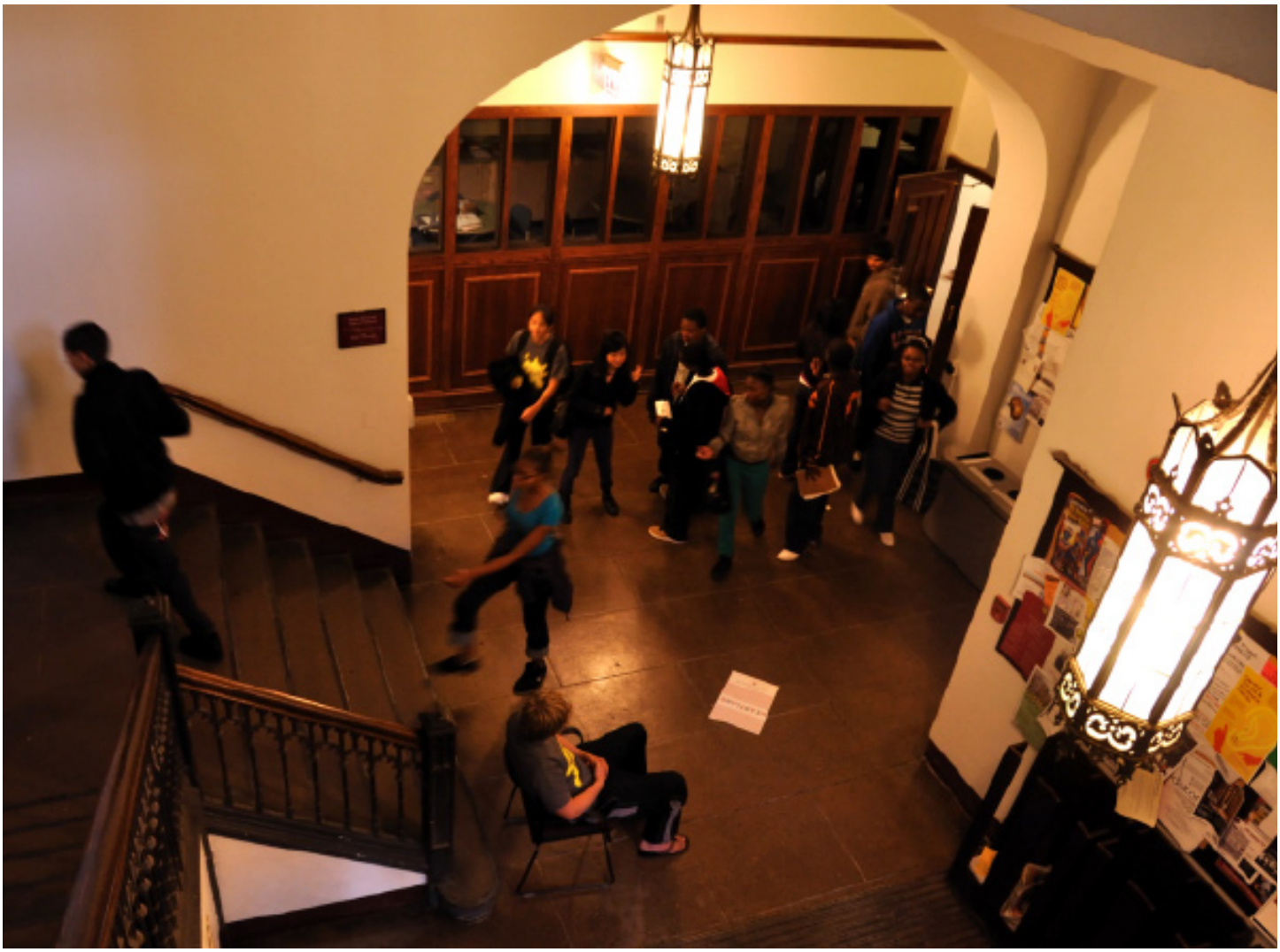
On the 2007 National Assessment of Educational Progress in mathematics, 35% of 8th graders reported being bored every day in mathematics class.

LU PROGRESS REPORTS

Additional Communication

Learning Unlimited is a small organization. We run a tight ship, budgeting only what we absolutely need, and with a small staff. Our size gives us the flexibility to work closely with you to discuss our progress and operations, and give a personal face to the benefits of your support. All of our sponsors are welcome to get in touch at any time, and our staff and CEO are always available to discuss our current activities. Now or in the future, you can reach us directly:

dan@learningu.org • (617) 379-0178



On the 2005 NAEP, eighth graders who liked science scored more than a grade level above those who were not sure or did not like it.

BIOGRAPHIES

The Board of Directors

Michael Shaw (Chairman) • Michael Shaw is a 3rd year doctoral student in the Stanford Physics Department. His research interests center on the physics of "gamma-loud blazars," supermassive black holes in the cores of galaxies that power the universe's natural, most energetic particle accelerators. Michael shares his passion with students, having taught at the City College of New York, the Massachusetts Institute of Technology, and now at Stanford. Michael's involvement with local LU-style organizations began in 2003 as a freshman at MIT when he taught and was an assistant director for the Splash program there. Since then, he has served as Chair of both the MIT and Stanford programs.

Dr. Catherine Havasi (Director of Development) • Dr. Catherine Havasi is a researcher in artificial intelligence at the MIT Media Lab. Ten years ago, she co-founded the Open Mind Common Sense project, which uses information about the world to understand natural language text and make computers easier to use. In the past, she has worked with self-funded theater and arts and was involved in restarting the Computational Linguistics Olympiad in the United States. She has taught graduate students, undergraduates, high school students, and younger students at places such as Brandeis University, MIT, Canada/USA Mathcamp, and a number of LU-style organizations across the country. Her first LU teaching experience was with MIT.

Luke Joyner (Graphics and Design) • A recent graduate of the University of Chicago, Luke Joyner is currently devoting most of his time to LU and Splash! Chicago, a program he founded in 2007. Luke began his involvement with our programs as a student at MIT's Splash program in high school, and has since taught at programs around the country as he's developed the one in Chicago. Starting next fall, he plans to pursue dual professional degrees in architecture and urban planning. In the meantime, he's supplementing his work for LU with freelance graphic and typeface design projects, and cooking jobs. Luke is particularly excited about the potential LU programs have to play host to incredible diversity, both in the backgrounds of students and teachers alike and in the wide variety of experiences the programs make possible.

Anya Thetford • Anya is completing her bachelor's degree in psychology and beginning a master's in social service administration at the University of Chicago. Her research interests in urban education were inspired by years of volunteer work tutoring and mentoring at-risk children and youth. She has been active in Splash! Chicago since its founding, and now serves as the director of teacher and volunteer recruitment.

J.D. Zamfirescu-Pereira • J.D. helped to found Stanford ESP in 2008 and co-founded AppJet, a web collaboration startup, in 2007. Before moving to San Francisco, he directed programs at MIT ESP and spent a year as a software engineer at Google in New York. J.D. holds both bachelor's and master's degrees in computer science from MIT.

On the 2005 NAEP, only 48% of seniors found science useful for solving problems; they outscored those who didn't by nearly two grade levels.

BIOGRAPHIES

Learning Unlimited Staff

Dan Zaharopol (CEO) • Dan Zaharopol majored in mathematics at MIT, and went on to study both mathematics and mathematics education at the University of Illinois. In addition to his current work with LU, he is also leading an initiative by the Art of Problem Solving Foundation to provide high-quality mathematics instruction and resources to underserved middle school students in New York City. While pursuing his studies he also served as Director of Operations for the summer program Canada/USA Mathcamp, Chairman of the MIT Educational Studies Program, and as a conference organizer for the Graduate Student Topology Conference. In addition, he has teaching experience ranging from undergraduates at MIT and the University of Illinois to middle and high school students at Canada/USA Mathcamp and the Boston Math Circle. He holds awards in teaching from the MIT Experimental Study Group and from the University of Illinois Department of Mathematics, and was a top-ranked instructor at Canada/USA Mathcamp.

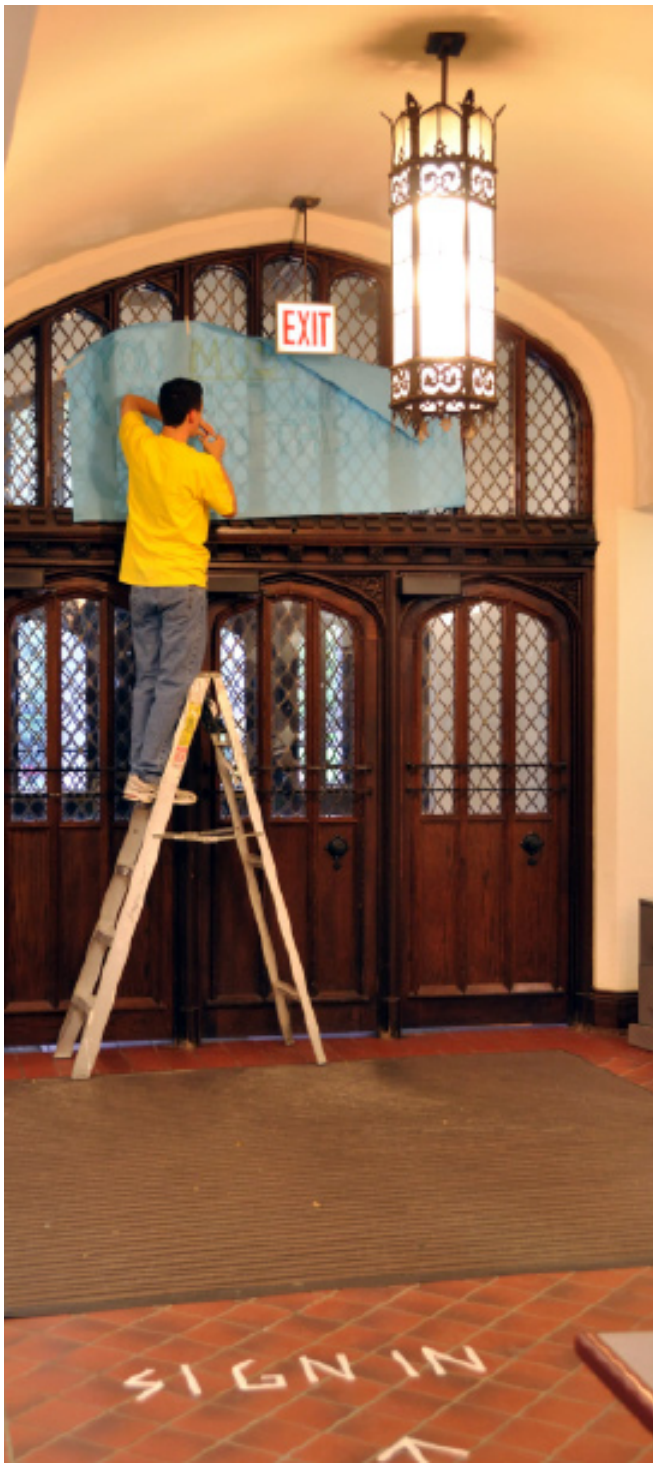
Jason Alonso (CFO) • Jason Alonso has over six years of experience managing finances for small organizations prior to coming to LU. This includes over two years as Treasurer of the MIT Educational Studies Program. He has a history of serving in volunteer teaching positions around MIT, in addition to educational outreach through MIT ESP. Jason holds an S.B. in Computer Science and Computer Engineering from MIT (2004) and an S.M. in Media Arts and Sciences from MIT (2008). He is currently working towards a Ph.D. from MIT as a Research Assistant at the MIT Media Laboratory, Personal Robots Group.

Nalika Vasudevan (Secretary) • Nalika Vasudevan is currently studying political science and Middle Eastern studies as an undergraduate at the University of Chicago and plans to graduate next May. Within her field of study, Nalika focuses on gender, international development, and education. She came to learn about and be a part of Chicago's Splash! program after working with the program's founders as fellow instructors and coordinators for an after school program for Chicago middle school students. As a volunteer and teacher for Splash, Nalika was happy to take on the role of Director of Students and Schools in October 2008, and the secretary for the Learning Unlimited Board in May 2009.

Volunteers • The Learning Unlimited volunteers are composed of former program leaders working alongside others who never had a chance to run a Splash. Some are still in college, while some have long graduated, but they all help to make our programs a reality. They bring diverse talents, from business and legal advice to web programming to graphic design, and together form the backbone of our organization.

Closing the gap in students' performance between the US and nations such as Finland and Korea would raise the US GDP by...

CONTACT US



If you feel as we do that these programs are essential:

Help Make them Happen!

(617) 379-0178

www.learningu.org

info@learningu.org

...$1.3-$2.3 trillion dollars, or 9-16%. (From McKinsey & Company, "The Economic Impact of the Achievement Gap in America's Schools," April 2009.)