

A photograph showing a man in a white shirt holding a black fedora hat with a white band that says "Director". He is smiling and holding the hat over another man's head who is wearing glasses and a dark shirt. In the background, another person is visible.

*"I loved my classes
but wish they were
longer."*

- a student at the University of Chicago Cascade program

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*"I've found out that
I really really
love passing my
enthusiasm on to
other people."*

- a volunteer undergraduate
teacher for the MIT Splash
program

Letter from the CEO

Dear Supporters,

On Learning Unlimited's one-year anniversary, it's remarkable to look back at what we've accomplished. Our programs are stronger, bigger, and more numerous than ever. We couldn't have done it without you, and I couldn't be happier to tell you about it.

Learning Unlimited was founded to mentor and support college student groups that instill a love of learning in high school and middle school students. In our first year of operation, we've seen:



- Over 5000 students at our programs, a 30% annual increase.
- Three new student groups running programs: at Duke, Northwestern, and Harvard.
- A mentoring program that reliably helps college students found new chapters.
- New guides and manuals, improved IT support, and a bigger community for both established and emerging chapters.
- Over \$27k in seed funding from charitable foundations and individual donors.

The future is very bright for LU. We're mentoring programs at six new universities. We're working on an improved evaluation system for our programs and new teacher training materials. We're also building our team by bringing together an advisory board. Our biggest challenge in the coming year is fundraising to meet the demand for our services and to continue expansion.

I'd like to close with thanks to LU's volunteers who pour their lives into putting LU together; the university student program leaders who balance their class load with their devotion to give back; the students who attend our programs and the parents who support them; and a special thanks to our donors.

Running a successful nonprofit organization and talking to potential donors is eye-opening: until then, you don't realize the trust that a donor places in the recipient organization, the sense of involvement they feel, and their desire to see you succeed. To our donors: thank you. Together, we are building something that is truly awesome and world-changing.

It has been a pleasure and I can hardly wait to tell you what we did this time next year!

Sincerely,

A handwritten signature in red ink that reads "Daniel Zaharopol".

Daniel Zaharopol
CEO, Learning Unlimited

Information for Donors

In this packet, you'll read about LU's unique, life-changing programs that show thousands of students how it feels to be excited about learning.

You'll also see how we provide:

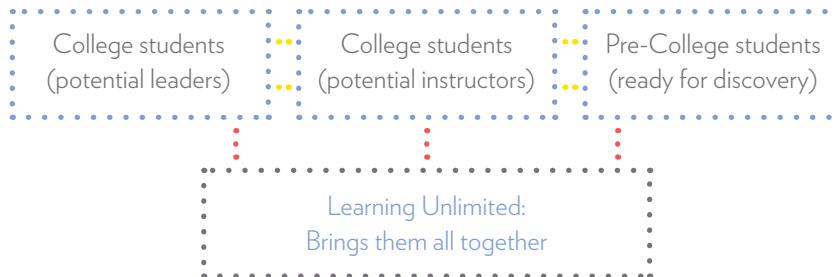
- a proven model with proven scalability.
- an incredibly attractive risk/reward profile.



Learning Unlimited: 2009-2010

- Over 5000 unique pre-college students taught.
- Over 50 undergraduate or graduate students involved in leadership roles.
 - Over 700 volunteer teachers.
 - 19 events across the nation, all run by students.

What is LU?



Learning Unlimited's flagship program is [Splash](#). In one weekend, hundreds to thousands of high school and middle school students are invited to a college campus to learn about everything and anything from passionate university students. Splash often serves as a gateway to long-term programs run by the same students.

These programs are run by undergraduate or graduate student groups. Each is independent, mentored and supported by LU, with their own budget and leadership.

LU provides intense mentoring and start-up support, an open-source web platform for every aspect of program management, a knowledge base of organizational guides and best practices, and other shared national resources. With LU's help and guidance, each group customizes their programs to their university, community and individual strengths.

LU's "Secret Sauce"

One of the most recognized problems in education is that innovative and successful programs don't scale, because their charismatic leaders can only be in one place at a time.

LU has solved this problem through its intense mentoring process and the amazing college students that take charge of running programs. These up-and-coming leaders run their programs with energy, professionalism, and a real sense of fun.

In the 2009-2010 academic year, LU led two new student groups (at [Duke](#) and [Northwestern](#)) to success. [Six additional student groups](#) are now being mentored by LU's experienced team.



The MIT Educational Studies Program

In the 2009-2010 school year, MIT drew 2300 students to Splash, 1000 students to a day-long Spark program, and hundreds more to each of HSSP (an 8-week program to explore your passions in-depth), Junction (advanced summer classes every weeknight for five weeks), Delve (AP courses for students whose schools do not offer them), and SATPrep (low-cost SAT preparation).



The Stanford Educational Studies Program

Stanford ran a Fall Splash attracting over 700 students, and a Spring Splash attracting over 900 students. Grant funding allowed the program to provide free busses and admission to hundreds of students from underserved schools in East Palo Alto, Oakland, and San Jose.

Splash! Chicago

The University of Chicago ran a Fall Splash attracting 350 students, and Fall and Winter Cascade programs (5 weeks of exploring topics in-depth), each attracting roughly 100 students. All University of Chicago programs are free to attend, and attract a very diverse student base. Recruitment focuses heavily on the city's South Side, with 90% of the program's students from Chicago Public Schools.





S T A R T U P S

Founder Alice Yen, with mentoring from LU, led a team in the first-ever **Duke Splash**. Drawing 120 students, the program was free and provided free meals. The program was distinguished by its strong sense of community among the students, emphasized through engineering and puzzle-solving activities that all students participated in at once. Student leaders are gearing up to run programs in Durham, NC public schools and rural schools this Fall, and then to again run an on-campus Splash in the Spring.

Northwestern University Splash was founded by Liza Plotnikov, an MIT alum. With support from LU, she led Northwestern Splash and attracted 88 students to the free program. Students came from all across Chicago, drawing on the University of Chicago's recruitment contacts in the city.

Harvard University HSSP was founded by Lester Kim, a Harvard student who had taught at MIT Splash and HSSP. Mentored by MIT students, Harvard's program attracted 150 students and ran for six weeks in Spring 2010.



OTHER SPLASH PROGRAMS: **New York University cSplash** runs every Spring and draws about 250 students. Founded in 2006 by graduate students in the Courant Institute of Mathematical Sciences, cSplash is organized with the support of the math department and focuses on classes involving math and science. It is free to all students and provides a free lunch and time for students to meet each other socially.

LU: A Timeline

Modeled on a successful MIT program with 50 years of history, Learning Unlimited has accelerated the growth and development of a unique educational model.

This is our story, with the highlights of our plans for the next year.

1957: MIT Educational Studies Program is founded and begins its first event for high school students, the Summer Studies Program.

1988: MIT ESP runs its first Splash.

March 25: First eSplash at New York University

2006

2007

2008

November

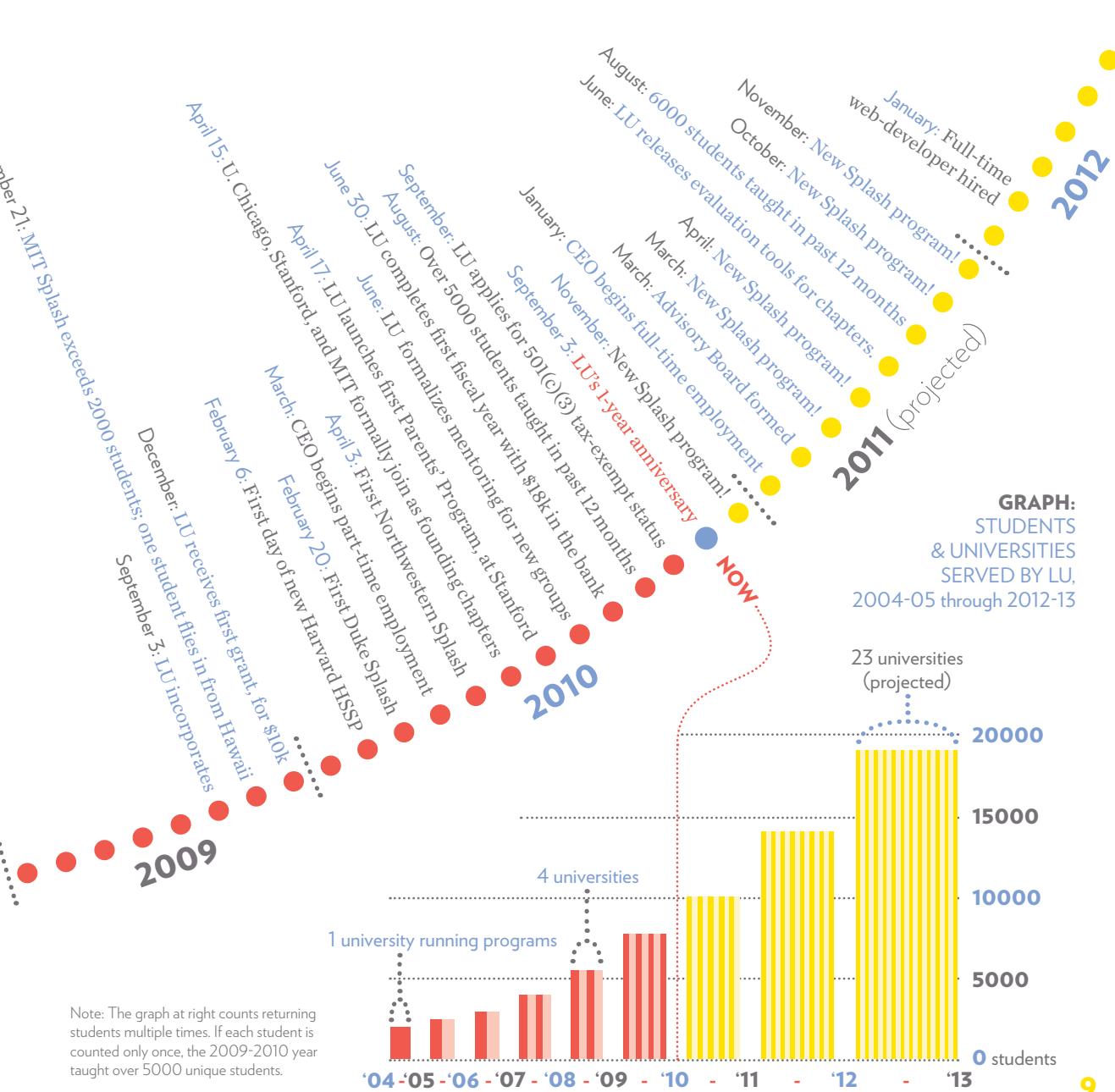
September: First discussions on what is to become LU

April 5: Stanford Splash re-launched
April 5: Stanford Splash re-launched
April 5: Stanford Splash re-launched

March 8: MIT launches Spark (like Splash) to meet student demand

September 29: First Splash at University of Chicago, with web support from MIT ESP

**GRAPH:
STUDENTS
& UNIVERSITIES
SERVED BY LU,
2004-05 through 2012-13**



Note: The graph at right counts returning students multiple times. If each student is counted only once, the 2009-2010 year taught over 5000 unique students.

Conditions for Expansion

College students want to give back as teachers and leaders, and pre-college students thirst for these opportunities.

- In just two years, Stanford University Splash grew from 300 to 900 students, and from 80 teachers to 220 teachers. Students now travel from as far as Nevada and Arizona to attend the program, because no similar event is available near them.
- In one year since incorporation, LU has been contacted by students from over a dozen colleges and universities with interest in starting a Splash.

LU's growth strategy takes advantage of these conditions to lead a true movement of national change.



Growth Strategy

Learning Unlimited reaches out through its existing network of college leaders to their social networks, finding new students interested in starting a Splash. LU also contacts graduating high school senior alumni to invite them to head a program.

When students express interest, LU staff discuss individually the work involved and the rewards of starting a program. LU shares descriptions of the task and ideas for success. Afterwards, the leadership team of the new program is paired with two experienced mentors who lead them through the process and provide access to resources to enable them to start successfully.



LU's Impact

Evaluations from college students teaching in our programs and high school students attending them show strong results.

97%
of students became more
excited about a topic from
one of their classes.
- MIT Splash 2009

"It's opened prospects to postsecondary
education for students that have no
other opportunities to do so."
- a counselor at Collins Academy High School.
Over 96% of students there are classified as low-
income. She brought 20 to the U. Chicago program.

"Students see us as friends... they see
someone our age teaching and think that's
kind of extraordinary."
- an undergraduate teacher
at Splash Chicago

89%
of teachers indicated a greater interest in
teaching for outreach programs in the future.
- Stanford Splash 2009

9.1/10
Average class rating.
- U. Chicago Cascade 2009

"Splash rocks!"
- a student at
Stanford Splash,
Fall 2009

"LOVE IT. Literally the
greatest thing. Ever."
- a student at MIT Splash 2009

"I absolutely loved this form of teaching,
where students choose to register
for your classes, and they can come
and tell you what they think right
away. My students were legitimately
interested in the material. It was amazing."
- an undergraduate teacher at MIT Splash 2009

LU: 2010-2011

Learning Unlimited believes in setting precise objectives against which it can measure its progress. These are LU's expected outcomes for the upcoming year.

Goal: To build Learning Unlimited into a sustainable organization that will further the growing national movement of college student groups bringing a passion for learning to students everywhere.

Objectives:

- Lead the formation of 3 new student groups with sustainable leadership.
- Achieve 20% or greater year-over-year growth in number of students taught.
- Develop teacher materials (training materials and class materials) to help improve teacher quality.
- Develop evaluation criteria to measure outcomes and help chapters improve their operations.
- Fundraise at least \$80k to support continued expansion.
- With the budget, staff, and volunteers, develop the capacity of the organization so that it can support 10k students and 12 chapters over the next year.



Return on Investment

Learning Unlimited leverages funds for high impact.

In the 2009-2010 year:

- LU spent \$5 per student served.
- Each chapter spent \$10-\$30 per student served, depending on the length and complexity of their programs.

These values are made possible through LU's unique model. The major expenses of most educational ventures are avoided because teachers are volunteers and classroom space is provided by the host university.

An investment in Learning Unlimited provides a very favorable risk/reward profile. Not just does each dollar have high impact today, but contributions help to establish lasting, sustainable chapters at universities that continue to educate students for decades to come.

Statement of Activity, Fiscal Year 2010

Revenue and Expenses
through June 30, 2010:

Income:

Grants and Contributions • \$26,520.00

Interest Income • \$9.38

Other Income • \$2.30

Total Income • \$26,531.68

Expenses:

Salaries • \$4,686.89

Printing and Publication • \$1,010.41

Fundraising and Development • \$799.72

Travel for Mentoring • \$750.27

Website and IT • \$679.37

Operations • \$366.51

Total Expenses • \$8,293.17

Learning Unlimited Thanks Its Donors

\$5000+

Irving Foundation

MIT Community Service Fund

Samuel J. Baskin Charitable Trust

\$1000-\$4999

Lloyd and Dana Taylor

\$500-\$999

Mary-Jane and Marc Shaw

\$100-\$499

Deborah Boccio

Sandra Hao

Catherine Havasi

Michael Shaw

Christina M.D. Zamfirescu

Up to \$100

Jason Alonso

Leni Boskey

Marisa Debowsky

Matthew DeVos

Amy Estersohn

Jian Li

Louis Mazur

Stephen Smith

Robert Speer

Susan Stoddard-Phillips

Anya Thetford

Yalu Wu

Daniel Zaharopol

J.D. Zamfirescu-Pereira

Note: In the 2009-2010 fiscal year, Learning Unlimited was a startup operating with the Mathematics Foundation of America as its fiscal agent. Amounts here reflect funds collected or spent by MFOA on behalf of LU. Remaining funds are maintained in an account designated for use by LU, and will be transferred to LU when it receives a determination letter indicating that it qualifies as a 501(c)(3) tax-exempt organization. As of September, 2010, LU's application was pending with the IRS.

“It was one of the greatest learning experiences
for me ever, if not the best.”

- *an MIT Splash student*

BECOME INVOLVED!

Donate

at learningu.org

Volunteer

with LU or as a mentor to its chapters.

See www.learningu.org/help
for a full list of opportunities.

Connect

LU with college students
interested in starting a Splash.

Network

LU with organizations, businesses, or
foundations that share its goals.

WHO WE ARE (See back cover for our contact info.)

Staff and Volunteers

Daniel Zaharopol, **CEO**

Jason Alonso, **CFO**

Michael Price, **Information Technology**

Yalu Wu, **Chapter Services**

Amy Estersohn, **Community Relations**

Luke Joyner, **Graphic Design**

Board of Directors

Michael Shaw, **Chairman**

Catherine Havasi

Anya Thetford

Yalu Wu

J.D. Zamfirescu

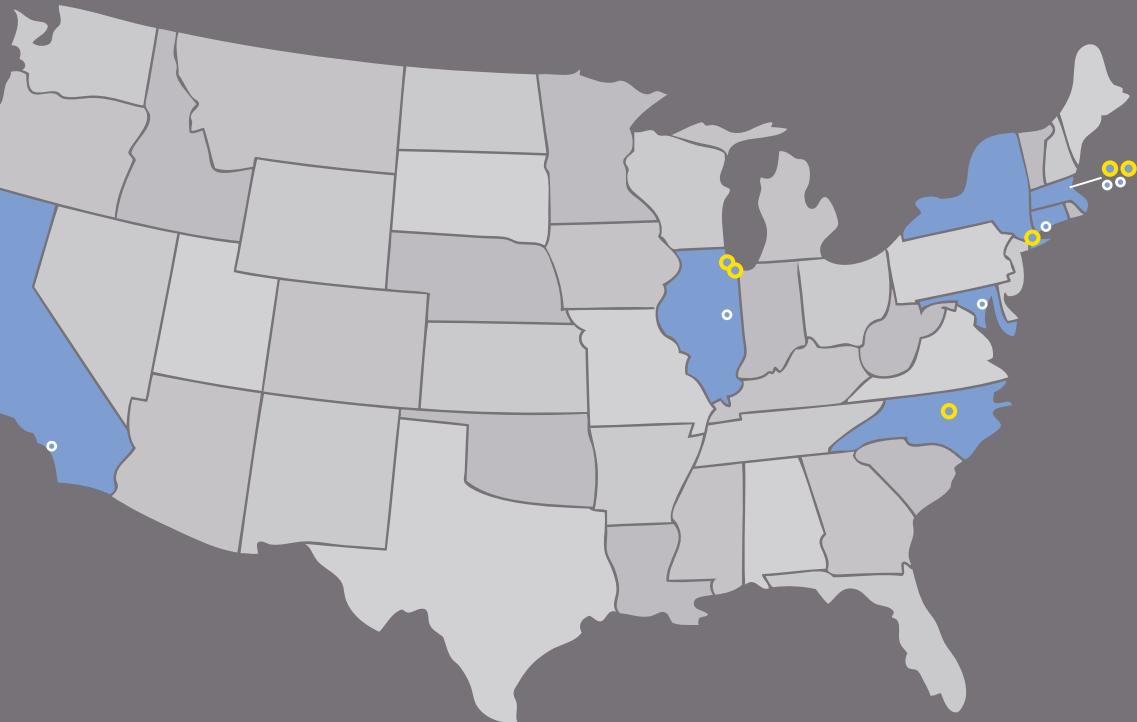
Roshini Zachariah, **Secretary**

For more information visit: www.learningu.org/about/who-we-are



ACTIVE SPLASH PROGRAMS

MIT • U. CHICAGO • STANFORD • NYU • HARVARD • DUKE • NORTHWESTERN



UCLA • ILLINOIS • UMBC • YALE • BOSTON COLLEGE • BOSTON UNIVERSITY

DEVELOPING SPLASH PROGRAMS

