

*HARNESSING THE POWER OF TECHNOLOGY
FOR TEACHING AND LEARNING*



***OPEN EDUCATIONAL SERVICES FOR ALL
A CALL TO ACTION***

*A Strategic Vision for Providing
Free Universal Online Educational Services
And a Plan for Getting There*

***AGENDA FOR ACTION
PHASE I – ASSESSMENT***



*YES WE CAN
AND HERE'S HOW*

VERSION 1.0

Preface

This is the first phase of a plan to provide **Free, Universal, Online Educational Services** and is the result of conversations with thousands of people and hundreds of organizations over many years, and it will continue to evolve.

Everyone knows that the results from our current educational system are neither adequate nor acceptable. The good news is that we can address aspects of this problem today by making greater use of technology in teaching and learning. And, the even better news is that many of the required resources are already available today, so we can begin to realize improvements NOW. This is not a study program; it is an action plan. It is the first step – to identify what is already available – and will serve as the basis for assessing the requirements to scale these Online Educational Services more broadly.

There is already a growing movement to harness the power of technology for teaching and learning. Now, we must combine and organize the many disparate efforts into the education and learning equivalent of the space program. We must bring together the efforts of a broad range of individuals, groups, organizations, and companies. And, you can play an important role – even if you do nothing more than help to spread the word. This is a campaign for a cause, not a candidate.

This plan builds upon many efforts and activities organized and funded by others. This particular effort to organize a broader campaign has been coordinated and funded by the Stargazer Foundation, a 501(c)(3) nonprofit public charity. Many other organizations, from universities and companies, to a broad range of small groups, organizations, and companies, have been helping to shape this campaign – and many will have to collaborate in this and subsequent phases. No one organization could or should do this alone.

As the campaign continues to grow, we welcome additional endorsements, supporters, contributors, and volunteers. To broaden this effort, the Stargazer Foundation is seeking additional sponsors, project partners, and other collaborators. In particular, we envision that the ongoing activities will involve many entities working together in a variety of ways. Please contact us to learn more about how you or your group, organization, or company can play a role.

While seeking short-term funding to continue coordinating this campaign, the Stargazer Foundation is also spearheading a companion effort to provide sustainable, long-term funding for Open Educational Services and other socially beneficial causes. Specifically, there is a way for companies to donate something to charity that doesn't cost them anything to give – and to get a deferred tax deduction for the value of the gift. For further information, go to: www.Stargazer.org/causes.

Thank you, in advance, for joining this campaign. Your support can make a difference. Additional suggestions, alternatives, and better ideas are always welcome. Feedback regarding existing activities that can be utilized in this endeavor is encouraged. (See the Appendix.) Attainment of the goal is all that matters, for doing things the same old ways cannot continue. To paraphrase the words of former President John F. Kennedy:

*Success in this endeavor will have a thousand parents.
Failure is not only an orphan; in this case, it is not an option.*

This is a public document, and you are encouraged to share it. The latest copies of the full plan, the executive summary, and other related documents can be found on the Stargazer Foundation Web site at www.Stargazer.org/learning.

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OPEN EDUCATIONAL SERVICES

AGENDA FOR ACTION PHASE I – ASSESSMENT

President Obama has asked for more support for education and for ideas on advancing the long-term human capital strategy for the nation. This plan outlines a way to address the immediate and critical need for improved public K-12 education¹ both in the United States and around the world. This plan harnesses the power of technology, capitalism, and innovation to develop a new platform for learning – a platform that utilizes existing infrastructure (technology, people, and organizations) to provide meaningful and equitable educational support to all teachers and learners. Effective public/private partnerships will accommodate the scale of the effort and a collaborative implementation strategy will ensure its sustainability.

This plan does **NOT** address *what* to teach or *how* it should be taught, *who* should teach, or *where* teaching should occur. Rather, this is a plan to make teachers more effective and learners more productive. This is a plan to provide **Free Universal Online Educational Services** (called **Open Educational Services**).

This plan embodies **very big ideas**, and it contemplates a **very large scale endeavor – the education and learning equivalent of the space program**. Simply stated, it proposes a **national commitment to give all teachers and students the basic online tools they need to teach and learn in the 21st Century**. It does not supplant teachers or the numerous existing endeavors in this area, but rather seeks to support, augment, aggregate, and enable them.

Developed over more than a decade and based upon discussions with thousands of people and organizations, this plan is not a response to the current economic crises. However, in this time of scarce resources, the need has become even greater. It is not about any particular individuals or organizations. It is about ideas whose time has come. It is about **Harnessing the Power of Technology for Teaching and Learning**.

WE MUST:

- Identify the best online educational content, services, and tools
- Make these online Educational Services more broadly available
- Provide Open Educational Services at no cost to teachers and learners

TO ACHIEVE:

- More equal distribution of quality Educational Services
- 21st Century teaching and learning

The Goal

We must identify the best online educational content, services and tools, and then make it more broadly available – and we must teach everyone how to use it. Today's online services already provide a staggering array of reference materials, lessons and teaching materials, quizzes and assessment capabilities, and communication and collaboration tools. Wired and wireless high-speed Internet access is available to more people in the U.S. and other countries. Personal computers and mobile devices that are Internet-enabled are also broadly available. **Now, we can take advantage of the ability to scale online services at minimal incremental cost.**

¹ This plan focuses on public K-12 education, but there is nothing in this plan that inherently limits it to public or K-12 education. It can apply in any area from pre-K to college to life-long learning.

The goal of this plan is to make Open Educational Services available at no cost to teachers and learners. This does NOT mean that the providers of these services or resources will not be compensated. Rather, it only means that **the consumers of these services, the teachers and learners, should not be charged, at least for the basic educational services.**

Naturally, there are still costs associated with purchasing a computer or a mobile device, acquiring Internet or telephone access, and developing the content to be delivered and the systems to deliver it. Likewise, there are costs for school buildings and books, for teachers and administrators, but we do not directly charge the teachers or the learners for these services now. This plan simply recognizes that, with resources for education becoming increasingly scarce, we can take advantage of the ability to leverage existing Internet-enabled teaching and learning.

Free public education and equal educational opportunity are our core values. This is a plan to utilize 21st Century tools and services both to enhance the quality of our educational systems and to make further progress in achieving our time-tested value of equal access to quality education. By utilizing technology to reinforce and achieve our most fundamental values, we are remaining true to our abiding commitment to the principal of a **free quality education for all.**

This plan is achievable, because virtually all of the resources required to make measurable progress already exist today. All we have to do is bring together and support these activities and endeavors at a very large scale and in new and different ways. We know how to make the technological components work together; now, we must meet the challenge of bringing the people and organizations together in a shared purpose with common goals and objectives. We must build upon the excellent efforts of others and we must take advantage of the opportunities that technology affords.

The Challenge and the Opportunity

1. **The Challenge: We MUST Do Better – NOW.** Despite the many excellent efforts by many good people, the collective results of our educational system must be improved. This is a challenge not only for the U.S., but for the entire world.
 - a. There are **skill gaps, achievement gaps, and graduation gaps.** The economic impact of a poor education is unacceptably high. More people must be trained for 21st Century jobs.
 - b. There are **availability gaps and accessibility gaps.** Even when and where excellent educational opportunities do exist, they are not distributed in equitable ways that make them broadly available to everyone who should have them.

The United States is now the only industrialized country where young people are less likely than their parents to earn a high school diploma.² There is a graduation gap in our public schools, especially in our cities. Only 53% of the high school students in the nation's 50 largest cities are graduating on time, while nationwide only 71% graduate. Approximately 1.2 million students drop out each year – an average of 7,000 students every school day or one every 26 seconds.

Those who drop out of high school are less likely to be steadily employed (only 37%), and are more than twice as likely to live in poverty. In the 50 largest cities, the median income for high school dropouts is \$14,000 – significantly lower than the median income of \$24,000 for high school graduates and \$48,000 for college graduates.³ This is even below the current federal poverty level of \$16,245.

But there are also problems for those who do graduate high school. “When high school graduates enroll in college, as many as one million students fail placement exams every year. Well over one third of all college students need remedial courses in order to acquire basic academic skills.”⁴

² “Counting on Graduation,” Anna Habash, The Education Trust, October, 2008

³ “Cities in Crisis 2009, Closing the Graduation Gap,” Christopher B. Swanson, Ph.D., Director, Editorial Projects in Education Research Center April, 2009

⁴ “Diploma to Nowhere,” Strong American Schools, 2008.

2. **The Opportunity: We CAN Do Better – NOW.** Students will always need excellent teachers, caring adults, and supportive environments, as well as their own motivation and good study habits. However, we can make better use of technology to help improve educational outcomes.
- Advances in technology have now made it possible to provide online services to an ever-expanding range of people through an increasingly broad array of technical means. Young and old, rich and poor, highly or minimally educated, all can now have access to the world’s knowledge and experience, information and learning, on the most egalitarian basis in human history – and this trend is only going to get better. Even more importantly, we can now take advantage of the economies of scale and scope inherent in the evolving technologies to make the knowledge and tools of education and learning available to **many more students and teachers** – and in ways that dramatically **reduce the incremental costs** of delivering these benefits on a very large scale.
 - Talented and dedicated people have already developed many online knowledge and learning tools and services. Other groups and organizations already know about the availability of resources in their areas of interest. In this time of limited resources, taking advantage of previous efforts and existing resources is even more imperative. **The place to start is to IDENTIFY, BUILD UPON, and MAKE MORE BROADLY AVAILABLE the existing efforts and capabilities.**

The tools exist now to achieve better educational outcomes. We can do better by better leveraging the resources that are already available today. The space program proved that we can assemble massive, complex technological systems, and the explosive growth of the Internet and the Web has reconfirmed it. Now, we must do it again for the benefit of our children and our future. It is time to set a new standard for learning in the 21st Century. It is time to move beyond social networking and commit ourselves to **Harnessing the Power of Technology for Teaching and Learning** – on a massive scale. **The major challenge before us is to work together to achieve a goal that we all seek.**

3. **The Commitment: We WILL Do Better – NOW. The status quo is not working – at least not for everyone.** We must commit to work together so that we all can share in the benefits of online educational content that is readily available. We have many of the tools and technologies already available now. It will take the cooperation of everyone to make these changes happen. We need to:
- Build upon all of the great work and efforts already accomplished.** More people and organizations need to become involved and committed to make what we have even better.
 - Share the great work and efforts already available.** These efforts should benefit all, not just a select few.
 - Showcase the positive efforts and provide recognition for the best tools and techniques.** Teachers and educators, technology and software providers, must be publicly honored for their contributions.

Turning the Plan into Action

Children learn to use new and evolving technologies very quickly
Adults must learn to apply the new and evolving technologies for learning
We must use the technology to engage and teach the children

The first phase of this effort focuses on identifying the **assets available to improve educational outcomes and to make educational resources more broadly available.** This begins the process of identifying, organizing, and evaluating the already existing online educational resources. It will produce the initial inventory of assets, and also will lay the groundwork for the subsequent phases of the effort.

Goal 1 – Identify and Create an Inventory of the Available Assets

There are products and reference materials, tools and capabilities, aggregations and lists, portals and reviews, everywhere on the Web. There are countless efforts and initiatives underway. Teachers and educators, local school districts and state education departments, communities and local parent/teacher associations, all use online educational resources today.

Companies and organizations develop and produce educational content and resources. Groups and organizations, as well as teachers and educators, assess and evaluate online educational content and resources.

The challenge is to bring all of this together in a big picture, to understand what's there and what isn't. Where would a student or a teacher go to find something? Can it be scaled? Is it duplicative of another effort? How effective is it? In the assessment phase of this effort, our first goal is to identify the already available online educational resources and create an inventory. We must answer questions like:

- What content is available, and how readily?
- Who has developed what content?
- Who is using the online content?
- Who is developing new content?
- Who would like to use online content, and what kind?
- How is the online content to be accessed, delivered, or made available?
- What are its technical characteristics and constraints?

Note that providing information about a company's or organization's education resources as part of this assessment does NOT commit the company to make these resources available at no cost. It merely identifies the resources as part of the available pool identified in this phase. Strategies for funding technology, compensating providers, providing training, and so on, are the subject of ongoing conversations in a variety of contexts.

Goal 2 – Organize and Categorize the Assets

In order to effectively utilize an inventory, the available educational assets must be organized and categorized as they are identified. This is a vital step in managing the educational content for several reasons:

- **For Immediate Use in Creating the Inventory** – At the simplest level, the method, process, and structure for organizing and categorizing the educational content will yield a common language and structure for online educational content as it is identified.
- **Provide Framework for Future Content** – The organizational structure will provide a framework for others to contribute and develop future content.
- **Guide Online Development** – The organizational structure will provide the basis for the online doorways, searching criteria, and portals that will be developed in subsequent phases of the effort.

Thus, this task has several, but clearly interrelated, components, all of which can be pursued in parallel.

- The content itself, which represents the contribution from many sources, must be organized and categorized in a common manner, as it is identified in Task 1 below.
- While the many existing organizational structures of the resources will be harmonized and used initially, the organization and categorization structure and process will have to continue to be developed, expanded, and refined as an objective of its own.
- The technical characteristics and constraints of the content must itself begin to be identified, organized, and categorized – again both as a way of assessing the existing material technology, and as factors that will eventually guide online accessibility in the future as these systems are scaled and coordinated.

We must have a way of describing the characteristics of learning tools, and knowledge elements. Is something like “second grade math” sufficiently descriptive? How would we organize materials related to “ninth grade social studies”? Fortunately, many organizations have already addressed questions like these.

Goal 3 – Evaluate and Assess the Assets

One of the ultimate objectives of this effort is the collaborative evolution of the already existing online services that will begin to lay the foundation for what will help make open educational services available to all. This will involve more than

making capabilities available; it will also require providing teachers and learners with respected, unbiased references on the educational content itself.

Our educational system has long dealt with questions related to the accuracy of educational materials. There are countless components of online education and learning already available, not all of it is accurate, acceptable, or effective. Some components help both teachers and students learn more effectively. Other components are popular but not necessarily accurate, let alone certified in some fashion by a recognized independent body. Some are tools or components of the learning process, even though they are not knowledge-based themselves (e.g., collaboration tools, social media, or even word processing). In other cases, traditional resources, such as books, lectures, and quizzes, are now being made available online. In other cases, wholly new forms of knowledge and learning are emerging, or they are being made available in new ways (e.g., mobile devices and headsets).

Today, we have standards and criteria that have already been put in place to address many of these evaluation and assessment processes. These efforts must be more broadly expanded into the online era. Independent organizations and other third-parties have been doing this long before the popularity of the online world. Many mechanisms already exist to answer questions like: “What is the best/approved material/method for teaching basic arithmetic in a particular school district”? In the online world, the challenges are greater, and both old and new mechanisms are needed. Examples of the kinds of questions that need to be addressed include:

- Find the basic arithmetic course that is most widely used in the U.S. In school systems in a particular geographic area. By students of a certain age group online. Via mobile devices. Via broadband access connections (which support video). Via low-speed access connections (which do not support video).
- There are several “top-rated” basic arithmetic courses online. How are they rated? How are they different? Which is the best for my child? Why?
- What online basic arithmetic courses are most effective for children for whom English is a second language?
- If a teacher wants to use online education content as a supplement to her daily teaching, and the school system does not prescribe a particular source, what are the choices?
- What online courseware or other resources will support and enhance a particular course being taught in class?

Countless Web sites have emerged to help people evaluate virtually everything, from items for purchase to experiences like restaurants and vacations. Existing educational evaluation processes themselves must be identified, expanded, and more broadly applied. We can build upon the methods that have worked for evaluating restaurants or assessing whether a vacation package is priced fairly compared to other package offerings. All these technologies and implementation tactics are here now and can be built upon to help evaluate and assess what we have available today and to help us create new ones for the future. Many education-related groups and organizations already provide components of these assessments.

How YOU and YOUR ORGANIZATION Can Help

YOU can help shape the future. YOU can help attain the goals. Here’s how.

Task 1 – Contribute to the Assessment

Help identify the available online educational resources. There are many different types of content, people and organizations developing content, and other educational initiatives taking place. The first task is to identify and aggregate the results of already ongoing efforts.

- What are valid online educational resources? How do I decide? At this stage, any resources that you think are reasonable candidates for broader distribution. Include any information you can to support your choices.
- Who should provide or use them? The resources can be anything provided, utilized, or evaluated by your own company, group, or organization – or, by others.

Task 2 – Help Manage the Assessment Process

As many people and organizations identify, organize, and evaluate online educational resources, the information from these contributors must itself be organized. Simply receiving and sorting the resources as they are identified will evolve into a large set of interrelated tasks. Just as we have to organize the online educational resources themselves, so must we organize the effort to identify, organize, and evaluate these resources. We must:

- Develop procedures and categories to receive content
- Publicize these procedure and categories to give people guidelines on what to seek and how to report it
- Evolve a standard method and categorization (taxonomy) for inventorying content.
- Develop guidelines on how the taxonomy can be used to search for the resources on online, and address other issues of accessibility relating to users, devices, etc.
- Help establish the principles and guidelines to verify the accuracy of the content, organize it, and certify it.

There is a role for everyone and for every company, university, group, and organization. Besides spreading the word, some other ideas for action include:

Individuals

Social Entrepreneurs

- Develop Web-based educational software, tools, or services for computer (PC or Mac), mobile (e.g., educational applications for the iPhone, Blackberry, Pre, etc.), or emerging platforms (netbooks, electronic book readers, etc.)
- Train teachers to use hardware, software, or online services
- Organize others who are developing Web-based education software, tools, or services

Teachers

- Contact state education/county education departments and obtain their lists of approved online content for use by schools and students
- Determine what online education content is being used in one school district but not in others
- Contact local universities to determine if they have developed K-12 software or services, are working on K-12 education projects, can help train teachers, or can provide student volunteers for tutoring

Parents

- Contact state or county education department to identify approved online content for use by schools and students
- Ask your children or your neighbor's children what online content they use at home to help with school work or homework
- Identify or contact companies that already provide education software and identify, categorize, and evaluate their offerings

Concerned Citizens

- Train the teachers to use the latest hardware, software, or online services
- Contact your local school district, and identify the online education content they use, approve, or recommend
- Contact education-related associations, groups, and organizations, and identify the online education content they produce, approve, or recommend

Add your own ideas, activities, and experiences, and share them. (See the Appendix for ways to share.)

Companies and Profit-Related Associations, Groups, and Organizations

Many companies and organizations currently play a role in developing educational material. Many of these have already build educational content for online use or for mobile devices. These companies range from small companies with little public awareness to large companies whose offerings are well known.

The challenge is identify what is already available in a rapidly changing technological environment. A second challenge is to provide visibility to the smaller company offerings and to ascertain what it would take to make these offerings available on a much broader scale.

As examples of new educational capabilities on emerging mobile platforms, consider the iPhone. Estimates vary, but it is reliably reported that in less than a year, there are now over 50,000 applications (apps) available on the iPhone, and that the number of downloads exceeds one billion. Examples of the breadth of the most popular iPhone education apps include: Toddler Flashcards, Cute Math, Grammar Up, Art, myHomework, History: Maps of the World, The Chemical Touch, and Japanese, Spanish, German, and French tutors.

A year ago, these mobile educational services did not exist. Now, the mobile education world is exploding, as more and more people of all ages are carrying smart devices in their pockets and using them in their daily lives. Mobile educational services will dramatically enhance the way we teach and learn, as well as expand the benefits of these services to more teachers and learners wherever they are.

For companies, identifying education-related assets in this phase is good publicity. Companies and take credit for the work they've done and are doing. Examples of potential activities include:

- Identify the organization's online content and other available assets
 - Products and services
 - Research and laboratories
 - Employee talents and interests
 - Program and project management capabilities
 - New product/service development
 - Evaluation and certification
- Encourage employees to provide their expertise and knowledge to help identify online content
- Set up volunteer programs allowing employees to volunteer on company time to help
- Establish positions that embody working in this arena, from marketing and sales to research and development, from revenue responsibility to employee fellowships

We are constantly learning about additional online educations services, tools, and software. Companies, large and small, long-established and newly created, are indicating a willingness to pool their resources in a larger effort. Some of these resources would be available for free, and some would be available for a fee. The challenge is to bring these companies and other organizations together in a collaborative effort.

Universities and Education-Related Associations, Groups, and Organizations

On the college and university level, Open Courseware is now well established. It mainly involves the faculty, and it benefits learners worldwide, including students at the university itself. Open Educational Services for K-12 can engage the creativity of the university students, faculty and research staff, and alumni.

Conversations throughout the country continually reinforce the view that college students are idealistic and keenly interested in social entrepreneurship. Projects related to K-12 education and technology is a well known area of student interest.

College alumni also express interest in drawing upon their professional and personal experience to help both their alma mater and others, especially in the K-12 educational arena. Besides writing checks, alumni wish to contribute their contacts, knowledge, and expertise, and even their corporate or organizational relationships. This plan presents an opportunity for a college or university to enhance and expand its connection with its alumni.

- Provide the manpower (students and researchers) needed to help identify, organize, and evaluate online educational content.
- Engage faculty and students by setting up academic programs, internships or class credit that deal directly with identifying, organizing and certifying online content.
- Engaging alumni
 - Many are now involved with companies and other groups and organizations that can contribute to this endeavor.
 - May know of companies that can provide resources or may have connections to those who have expertise and knowledge
 - May themselves have knowledge in the education field that would be helpful to help identify the online content and setup the guidelines to verify, organize and certify it.
- Begin the technology assessment and evaluation
 - Develop evaluation and rating criteria and systems that teachers and learners can use.
 - Technical assessment and evaluation
 - Support and training

Throughout history, the nation’s colleges and universities have always played a major role in education beyond their campuses. Not surprisingly, there is a significant level of K-12 related activities already ongoing at the nation’s institutions.

As an example, MIT is well known for its leadership in the college-level OpenCourseWare movement – a movement that now involves over 200 colleges and universities around the world. Less well known are MIT’s many current activities related to K-12 education. The following examples illustrate the broad range of MIT’s K-12 related activities.

- The technically oriented Open Knowledge Initiative, led by the MIT Office of Educational Innovation and Technology, seeks to develop standards so that various software components related to Open Educational Services can communicate with each other.
- The BLOSSOMS project (Blended Learning Open Source Science or Math Studies) seeks to develop a large, free repository of video modules for high school math and science classes.
- The Mind and Hand Alliance, a group of K-12 educational organizations dedicated to inspiring student interest in science, technology, engineering, and math (STEM), creates hands-on curriculum, connects MIT alumni volunteers with educators, and provides training, support, and materials for teachers, alumni, and other volunteers involved in K-12 STEM education. Young children from local schools even receive instruction during normal school hours in MIT classrooms.
- MIT students are engaged in a variety of K-12 related activities, including leading development projects (OpenLabWare) and running companies (Brainflare, the producer of Quizlet).
- The MIT Alumni Association found in a recent survey that 75% of MIT alumni think it’s important for MIT alumni to be involved in advancing science and math by influencing K-12 education in the nation.

Conversations with many other colleges and universities produce similar stories and many examples. And, the conversations always indicate that there are even more activities going on, and that now we must identify, organized, and build upon them all.

Sharing the benefits of what is already here today is the key to building a foundation where we all can play a role in making this plan succeed. Identifying, organizing, and evaluating what is already available will help build upon the collective efforts of everyone who has already contributed great work and made great progress in improving our educational system. Building and expanding our goals and efforts to share the benefits of online education with everyone will contribute to the already growing Open Educational Services movement that calls for continued change and innovation in how we teach and learn. We can all contribute and share the benefits. We can all play an important role in improving education.

What is needed is a large scale effort – the education and learning equivalent of the space program – to bring it all together in a comprehensive, coordinated effort. College and universities, and nonprofit education-related associations, groups, and organizations, must provide the leadership, as well as the independent evaluations, assessments, and certifications.

Appendix

1. The Stargazer Foundation

- **Open Educational Services:** Obtain the latest copy of the full plan at: <http://www.Stargazer.org/learning>
- **Harnessing the Stock Market for Social Good:** Obtain the latest copy of the plan to provide sustainable, long-term funding for social causes at: <http://www.Stargazer.org/causes>
- Send comments and other materials to: OpenServices@Stargazer.org

2. Post your ideas and share your efforts by joining the conversations on Facebook:

- **Harnessing the Power of the Web for Social Good** – The original group (with approximately 4,500 members) that discusses many socially beneficial causes
Group: <http://groups.to/HarnessingtheWebforSocialGood/>
- **Open Educational Services for All** – A new discussion that will focus on Open Educational Services
Group: <http://groups.to/OpenEducationalServices/>
Page: <http://tinyurl.com/OpenEducationalServices>
Groups have members, while Pages have fans. You can join either or both. Pages fans will receive periodic updates via email; group members will not.
- **Harnessing the Stock Market for Social Good** – Learn about a breakthrough way provide sustainable long-term funding for socially beneficial causes at no cost.
Group: <http://groups.to/HarnessingtheStockMarket/>
- **Stargazer Foundation on Facebook**
Page: <http://www.facebook.com/pages/Stargazer/23379796696>
Cause: http://apps.facebook.com/causes/57618?m=6987e7df&recruiter_id=9637475#

If you or your organization is interested in supporting the effort by contributing resources or content, you may do so by sending your information via email or by mail. Since we may share your information with other individuals and organizations that are helping develop and shape this plan, please do not include any confidential information. The more detailed your submissions, the easier it will be to use. Please include a point-of-contact email. Please indicate the additional support that you or organization can provide (on a voluntary, pro bono basis).

Stargazer is also seeking companies interested in becoming sponsors, project partners, program managers, technology partners, and content providers or evaluators. To the maximum extent possible, projects undertaken as part of this plan will be collaborative and will involve as many organizations as practical. Please contact us for further details.

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The Stargazer Foundation is a 501(c)(3) tax-exempt, nonprofit public charity.