

RECIPIENT NAME:ZERODIVIDE

AWARD NUMBER: 06-43-B10540

DATE: 02/17/2012

OMB CONTROL NUMBER: 0660-0037

EXPIRATION DATE: 12/31/2013

ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted Department of Commerce, National Telecommunications and Information Administration	2. Award Identification Number 06-43-B10540	3. DUNS Number 829939854
4. Recipient Organization ZERODIVIDE 425 Bush St STE 300, San Francisco, CA 941083721		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2011	6. Is this the last Annual Report of the Award Period? <input type="radio"/> Yes <input checked="" type="radio"/> No	
7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.		
7a. Typed or Printed Name and Title of Certifying Official David Veneziano	7c. Telephone (area code, number and extension)	
	7d. Email Address david@zerodivide.org	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-17-2012	

PROJECT INDICATORS

1. Does your Sustainable Broadband Adoption (SBA) project foster a particular broadband technology or technologies? If so, please describe this technology (or technologies) (600 words or less).

The GenZD Digital Literacy Program is designed to increase broadband use and skills for low-income and disadvantaged youth in 6 western states. This will be accomplished through best practices digital media training delivered through 7 community anchor institutions that can help sustain adoption and provide support for long term success in these vulnerable and disadvantaged communities. Broadband & digital literacy skills training includes training in methods, techniques and software applications for video, graphic design, animation, game development, audio, pod-casting, radio stories/documentaries and music production.

2a. Please list all of the broadband equipment and/or supplies you have purchased during the most recent calendar year using BTOP grant funds or other (matching) funds, including any customer premises equipment or end-user devices. If additional space is needed, please attach a list of equipment and/or supplies. Please also describe how the equipment and supplies have been deployed (100 words or less).

Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
ASUS	Remote Switcher	5,457	1	Switcher EFP - for Remote Field Production transmitted to broadband networks (Access Humboldt)
Canon	ENG Kits for Field Production	902	5	Electronic News Gathering (ENG) kits (Access Humboldt)
Apple	IPOD ENG Kits	942	5	Wi-fi enabled broadband capability; deployed for news gathering Access Humboldt)
Zoom	Audio ENG Kits	438	3	AUDIO ENG FOR HI-QUALITY RECORDING (Access Humboldt)
Motorola	XOOM Wi-fi Android Tablets - Instructor training	660	2	For demo and instruction with Droid based apps and media tools (Access Humboldt)
ASUS	Laptop	1,061	0	Used at various locations to conduct workshops (Access Humboldt)
B&H Photo	IPOD TOUCH 64g	364	25	For use by students in digital training program (Akaku)
B&H Photo	Monopods	60	26	For video recording (Akaku)
Sony	Wireless Lav Mic	450	6	For video production by program participants (Akaku)
B&H Photo	LED Micro Lites	234	6	For video production by program participants (Akaku)
iSound	Portable power supply	48	27	For video production by program participants (Akaku)
Apple	13" MacBook Pro	1,140	5	For virtual Classroom for each of the five rural locations (Akaku)
Pelican	Ipod cases	48	5	for iPods (Akaku)
Pelican	Ipod cases	39	20	for iPods (Akaku)
Pelican	Laptop Case	135	2	for Laptop (Akaku)
HP	Color Laser Jet Printer	824	1	For Clubhouse participant use (Boys and Girls Club of Santa Fe)
HP	Scan Jet Scanner	209	1	For Clubhouse participant use (BGCSF)
HP	USB Cable	14	2	For Clubhouse participant use (BGCSF)
HP	Color Laser Jet Printer	349	1	For Clubhouse participant use (BGCSF)
Promo	Storage Drive	793	5	For Clubhouse participant use (BGCSF)
Apple	iMac Desktop Unit	600	2	Course Instruction(Reel Grls)
MacTechs	Server Hardware	5,736	1	Tech infrastructure supporting instruction and production activity (Reel Grls)

Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed
G-Drive	Mini hard Drives	140	10	Digital Media Storage (Reel Grrls)
SDHX	memory Card	250	2	Media Storage (Reel Grrls)
Canon	Can 60 D + Camera	1,480	1	Video instruction and ProductionActivities (Reel Grrls)
Apple	Mac Mini	599	1	For Computer lab and student use (Spy Hop)
Akai	Keyboards	60	6	For Audio production Training and Production Activities (Spy Hop)
Ableton	Suite 8 Software	167	8	For Audio production Training and Production Activities (Spy Hop)
ON Stage	Mics	34	5	For Audio production Training and Production Activities (Spy Hop)
Apple	Keyboard	49	1	For Mac Mini (Spy Hop)
Apple	MacBook Pro	1,699	1	For Mobile Community Lab cart (Spy Hop)
Panasonic	HD Camera C150	2,995	1	For advanced video instruction and production activities (Spy Hop)
SennHeiser	Mic	469	1	For audio instruction and production activities (Spy Hop)
Rocketfish	Webcam	40	4	For Animation courses (Spy Hop)
Maudio	Audio Speaker	225	1	For audio instruction and production activities (Spy Hop)
		0	0	
Totals		28,710	193	

Add Equipment

Remove Equipment

2b. To the extent you distribute equipment/supplies to beneficiaries of your project, please describe the equipment/supplies you distribute, the quantities distributed, and the specific populations to whom the equipment/supplies are distributed (600 words or less).

All equipment and supplies have been distributed at the Gen ZD sites to support the various multimedia training and production activities for program participants. In certain cases, (i.e. Apple Laptops) the equipment also serves to support curriculum development and program administration conducted by the program staff.

3. For SBA access and training provided with BTOP grant funds, please provide the information below. Unless otherwise indicated in the instructions, figures should be reported cumulatively from award inception to the end of the most recent calendar year. For each type of training (other than open access), please count only the participants who completed the course.

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered
Open Lab Access	566	746	0
Multimedia	3,755	3,252	403,553
Office Skills	284	151	987
ESL	0	3	12
GED	0	0	0
College Preparatory Training	20	18	324
Basic Internet and Computer Use	232	294	1,163
Certified Training Programs	20	18	324

Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered
Other (please specify): Varied Digital Media/ Career Exploration and Workforce Dev	1,572	616	16,068
Total	6,449	5,098	422,431

4. Please describe key economic and social successes of your project during the past year, and why you believe the project is successful thus far (600 words or less).

Access Humboldt:

One of many key economic successes with the GenZD project has been the recognition of Access Humboldt as the lead agency for the County of Humboldt and the Cities (Eureka, Arcata, Fortuna, Rio Dell, Ferndale and Blue Lake) in the new Redwood Coast Region Broadband Consortium that is being funded through the California Public Utilities Commission. This State funded project, using a California Advanced Services Fund grant, addressing broadband deployment and adoption, will bring over \$500,000 to the regional effort, and approximately \$60,000 directly to Access Humboldt as lead agency for Humboldt County over the next three years.

Akaku

Akaku has been able to leverage the BTOP grant and the pilot Y-BEAM (Youth Broadband Education & Awareness Mentoring) project to create both public and private partnerships that will have long-term implications for Maui County, and possibly even the State of Hawaii. In the past year, Akaku partnered with VeriCorder Technologies, who contributed more than \$15,000 worth of software and support to Project Y-BEAM for the video-hosting portal on the new website www.mautube.org. Akaku was also able to leverage the program to get more than \$5000 in contributions toward equipment purchases. The Y-BEAM Project also opened the door to a partnership with Pacific Disaster Center and the Hawaii Broadband Map Initiative. A recent partnership with Castle & Cooke on Lana'i to develop an Akaku Media Center there was heavily influenced by Project YBEAM and proved to be the determining factor in establishing a presence on Lana'i, an organizational goal for the past 10+ years.

The Boys and Girls Club of Santa Fe (BGCSF) provided computer and Internet access to youth and families of which 84% fell below the poverty level. The majority of these members do not have access to computers or Internet at home. For their members training programs in computer fundamentals, Internet usage, and digital media technologies constitute a significant enrichment in their lives.

Over the past year, Community Media Access Project's (CMAP) entry into San Benito County would not have been possible without BTOP funding. Through the BTOP program, CMAP opened a new office for its community media center, in partnership with the Community Foundation, reaching over 400 youth in an innovative media education program training rural youth in relevant 21st Century job skills. CMAP has also been able to create a new staff position, hire local youth and residents for short-term projects such as creating relevant community news, and generating dialogue about broadband access, usage and technology.

Portland Community Media (PCM) has been successful in providing access to the youth community and in undertaking an increasing number of partnerships in media education that extend the services for youth and other constituent communities. One of the examples of social success was training students from Outside In, a homeless youth organization. The students not only learned new digital media skills but also acquired advocacy skills and expose to opportunities in the job market.

During the 2010/11 programming year Spy Hop served over 1800 youth. In that time, Spy Hop's capacity grew to allow for an increased number of traditionally at-risk and underserved youth to gain access to programming. In Spy Hop's 2010/11 Evaluation Report 100% of students reported that their participation helped to clarify their goals for the future, 99% of students reported an increase in their ability to think critically about media and 99% of students reported that their Spy Hop experience has made them feel better prepared for life after high school.

5. Please estimate the level of broadband adoption in the community(ies) and/or area(s) your project serves, explain your methodology for estimating the level of broadband adoption, and explain changes in the broadband adoption level, if any, since the project began.

5a. Adoption Level (%):	Narrative description of level, methodology, and change from the level at project inception (600 words or less).
20	This estimate is based on a recent study by Connected Nation that reported that subscription rates to broadband service remain stagnant among low-income and minority consumers due to such factors as lack of a household computer, lack of broadband training, high costs of service, and/or unreliable network facilities. In urban areas, broadband adoption and home subscribership amount minorities remains at 47%, and among low-income minorities at 20%, compared to 52% of non-minority residents. In rural areas, only 33% of minorities and 20% of low-income minorities subscribe to broadband, compared to 40% of non-minorities. The racial breakdown illustrates lower broadband adoption rates among all minorities, with Hispanics and African Americans reporting even significantly lower computer ownership rates. While young people drive technology adoption in these communities, disadvantaged

<p>5a. Adoption Level (%):</p>	<p>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</p>
	<p>and low-income youth often do not have access in their home environment. A Pew Internet & American Life survey revealed that while teens have higher rates of internet use that adults, low-income and minority youth have lower use rates. The number of additional subscribers created as a result of the project is estimated by aggregating the number of individuals trained at the seven anchor organizations over the three-year timeframe. Some of the individuals will be trained via participation in hands-on courses; additionally, some will receive training by accessing broadcasts of the relevant lessons.</p>
<p>6. Please describe the two most common barriers to broadband adoption that you have experienced this year in connection with your project. What steps did you take to address them (600 words or less)?</p>	
<p>Given the nature of the communities in which they work, nearly all GenZD subrecipients note the ongoing challenge of accessible and affordable broadband as it relates to their training and subscribership efforts. Strategies for overcoming these barriers are varied and in some case geographically specific.</p> <p>Access Humboldt reports that there is general knowledge and common concern regarding the need for deployment of new networks to bring basic affordable broadband access to its remote rural communities and that local private entrepreneurs are working to meet those needs where there is an unmet market demand. However, the benefits of broadband adoption across the entire population to serve comprehensive community interests, such as public safety, education and civic engagement are not so well appreciated and understood. The specific connection between community-based digital media and broadband adoption is being realized through the work of the GenZD project.</p> <p>For Akaku, the single largest barrier to broadband adoption in Maui County, and throughout, is that broadband simply is not readily available or affordable. Another issue within this barrier is that the speeds advertised by the incumbent providers as broadband are not actually being reached with the provided services. This is why Akaku has licensed a SpeedTest unique to MauiTube, so that it can track more accurately and report on the speeds at which incumbent providers' services are operating. Another problem is that the information regarding broadband subscribership in Maui County is proprietary and the incumbent providers have not been receptive to requests for sharing that information. In an effort to get a baseline statistic of broadband subscribership we have created a survey tool that will be administered throughout Maui County by a third party. This survey will be administered within Q1/Q2 of this 2012.</p> <p>BGCSF identifies the most common barriers as to price of Internet service and finding a provider that services its rural community. Since the inception of BTOP, BGCSF has negotiated with 3 different vendors to see who could and would provide the best service and the most reasonable price. Ultimately, BGCSF had to go with two different vendors because no one could service all of the areas needing coverage.</p> <p>As with other GenZD subrecipients, CMAP is challenged by the fact that broadband infrastructure does not exist in the rural communities they serve. An effort to overcome this barrier towards greater broadband capability was to rebuild an institutional network between community television and five local government and school agencies. The effort has produced a stronger network and collaborations that have laid a foundation for a potential municipal network. CMAP will continue to support local distribution of this broadband network, as well as public access to it.</p> <p>Spy Hop shares a broadband adoption strategy similar to many of the GenZD recipients in that it focuses on providing access, education, and training in the digital arts to young people. By providing access and education they encourage broadband use, literacy, and eventually adoption. In light of this Spy Hop identifies barriers having to do with the recruitment of students especially in reaching at-risk populations. Spy Hop continuously performs outreach activities at schools, community centers, coffee shops, youth-service centers, etc. in order create participant diversity. To ensure that it is able to provide its training to traditionally at-risk and/or underserved youth, Spy Hop works closely with community partners who serve young people on the continuum of prevention, intervention, and treatment.</p>	
<p>7. To the extent that you have made any subcontracts or sub grants, please provide the number of subcontracts or sub grants that have been made to socially and economically disadvantaged small business (SDB) concerns as defined by section 8(a) of the Small Business Act, 15 U.S.C. 647, as modified by NTIA's adoption of an alternative small business size standard for use in BTOP. Please also provide the names of these SDB entities. (150 words or less)</p>	
<p>N/A</p>	
<p>8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).</p>	
<p>Access Humboldt's work beyond Eureka currently focuses on building local knowledge and resources. An example of this work includes the new inventory of youth media resources and service offerings across the region that helps to facilitate sharing among youth serving organizations. This work also helps to identify areas of particular need and/or opportunity to focus efforts and develop future programs. More importantly, working experience in the field is building long-term relationships with community leaders in very</p>	

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remote areas. For example, Access Humboldt's Executive Director was invited to meet with the Karuk Tribe Council members (a very rare opportunity) to discuss their interest in developing community radio service for the Orleans (Panamnik) area of Humboldt County.

Akaku reports that using the SpeedTest as a tool in teaching Broadband Literacy has been invaluable. Staff report that there has been no other single tool that provides more engagement and understanding, or can as easily demonstrate the concept of broadband access.

BGCSF discovered that a simple upgrade of the physical environment of their Computer Clubhouse provided a more welcoming and conducive learning environment for the members.

PCM is particularly focused on the role of evaluation and identifying the training methods that produce that greatest impact for youth with regard to participation, production and learning outcomes.

CMAP has found the opportunity to collaborate, share curriculum, content, and best practices through GenZD to be valuable. Similarly, Reel Grrls identifies the ongoing sharing of information with GenZD partner Spy Hop as being invaluable in the development of its digital media social enterprise. Reel Grrls has also been gathering important and useful information about media distribution, both through the sale of physical DVDs and selling of content online. Initially Reel Grrls had thought that this venture would bear more fruit quickly, however they have learned that effective DVD and online sales will require significant staff support for marketing and outreach.

Spy Hop's instructors are mentors to the young people they serve. In order to bring passion, creativity, and expertise into the classroom, Spy Hop provides its students with mentors who are not only passionate about their field, but are proven artists and experts in their chosen digital medium. Spy Hop's annual evaluation results have demonstrated that dedicated and qualified staff are key in our ability to provide students with quality training and experience and mentorship in digital media arts. With regard to Spy Hop's annual evaluation process, they have recently implemented a robust and customized database system (Salesforce) that allows for tracking everything from student demographics, to enrollment, to attendance, access to technology, school affiliation, etc. Spy Hop's new evaluator has been instrumental in streamlining our on-going evaluation process and by giving valuable feedback to our staff through quarterly and annual reports.