

Applicant Information

Name: Matthew York

Location: Chico California United States

Citizenship: United States

Organization Information

Organization Name: One Media Player per Teacher

Organization Website: www.ompt.org

Organization Description: providing impoverished teachers with audiovisual technology linked to the internet

Location: Chico California

Service Breadth: International: Multiple countries

Existence: One or two years

Program Area: Education

Population Served: Economically Disadvantaged

Previous Applicant: No

Essay answers

Q: Your Bold Idea: Elaborate on your initial application answer and describe your new, innovative idea to create lasting social change. Please be clear, specific and jargon-free in your answer.

A:

One Media Player per Teacher (OMPT)'s basic idea is to build the capacity of teachers in the most under-served places on earth with the innovative use of specialized, portable, audiovisual devices to deliver educational content. Portable media players (PMPs) are coupled with small, but sufficiently loud, audio speakers, and mini-projectors with large visual displays, enabling groups of up to 100 students to share a high-quality learning experience.

The audio video presentations are comprised of educational lessons, which are stored as digital files. These lessons originate from a variety of sources. TV programs from the most developed countries are the highest quality source of educational lessons. The most culturally relevant source of lessons are usually produced locally, so OMPT provides training in audio video production along with training users to operate audiovisual playback devices. The locally produced lessons can be as elaborate as a TV program or as simple as the recording of the voices and visual instructions of gifted educators in larger cities or nearby communities.

The audiovisual devices are high in efficiency and power, but low in cost. For less than \$100, the lessons of a country's most capable teachers can be brought to that nation's most underprivileged classrooms. Over 2400 hours of audio files can be stored on one PMP. Even those learners in remote places living without electricity can benefit because these devices are battery powered and can be charged by solar panels on sunny days and hand-cranked solution on rainy days.

This technology is extremely versatile, so it can be applied wherever teaching or training is needed. Our intervention works to fortify teachers, whether for elementary age school children, adult education for farmers or health care workers, or to support on-going professional development for teachers and trainers in any field. It is our belief that fortified teachers create lasting social change.

Q:

Evolution: Tell us the story of how your idea has evolved thus far. Please address the following:

1. Idea Generation: What drew you to this issue? When and how did you come up with your idea? Why did your idea move you?

2. Organizational

A: OMPT was launched in January of 2008 and has been involved in proof of concept field-tests in Sudan and elsewhere. The idea began in 1973 when as a student I first experienced the power of creating audiovisual presentations. It was clear that this technology had enormous potential to be harnessed for the benefit of mankind. The idea presented itself years later as I launched a national magazine named Videomaker for common people interested in producing video. After 25 years of helping people in developed countries entertain themselves with A/V technologies, I began to find this less and less fulfilling. I started traveling to places where the poorest people of the world live. I realized that written words, images or video could not even begin to capture the monumental suffering that inflicts 20% of the earth's inhabitants. I was humiliated that I lived on a planet where the inhabitants allowed deplorable suffering to exist. I was crushed and indignant as I observed conditions that the privileged should find intolerable. As a result, I am dedicating the remainder of my career to helping people in the least developed countries lift themselves out of poverty through education and the use of A/V technologies. I describe myself as "a highly focused technology evangelist" for A/V technology in less developed countries. I enthusiastically promote what I consider a miracle that our culture has overlooked. Rather than an entertainment device to play music favorites, I see portable media players as a way to create and share the audible voice or visual presentation of gifted teachers to underprivileged students around the world. I feel compelled to answer these questions: What would happen if in places where the local teachers are poor and electricity absent, knowledge was delivered to them with consumer electronics? OMPT's impact over the next five years will expand as we facilitate the sharing of best practices, audiovisual content and micro-franchise business opportunities.

Q: Innovation: Echoing Green is in the business of funding new ideas/models to address stubborn problems. Please describe how your idea, organizational model and/or approach is truly innovative or unique. Provide specific examples of innovative activities or

A: OMPT intends to empower teachers in classrooms and communities around the world by providing them the power of audio-visual learning tools to deliver diverse content on nearly any topic in a format and within a timeframe that the teacher controls. This promotes better comprehension, better retention and more flexibility to teach larger and more diverse groups of people both young and old on a broad array of critical topics. Using audio technology for educational purposes in developing countries is not new. NGOs have been using educational radio since the late 1970s but increasing the quality of education in hard-to-reach locations is a stubborn problem, hence the progress is slow. OMPT is innovative in that we are advocating the use of portable media players with small loudspeakers instead of radios. Our costs are lower and our method allows the teacher to

control the lesson schedule, thus having the power to pace the learning. We broaden the geographical reach beyond the limiting boundaries of radio signals or access to electricity. Our solution also includes a video component. Advancements in A/V technology are currently fast moving. There is a distinct need for a liaison between the practitioners in the field and the product designers. OMPT is the only organization playing this role. OMPT is not only focused upon using updated technology for education interventions, we actively promote the technology and the methodology to any and all other NGOs. Large contractors of USAID have an incentive to keep their methodology secret as this helps them to win the next request for proposal. Our plan for content creation is disruptive as it decentralizes the creation of educational lessons. We are working on a web site that will enable NGOs (new to using audiovisuals) to share the content that has been created by other NGOs. We are leveraging new web based technology to empower NGOs to create content in collaboration with each other, across a country, a continent or an ocean.

Q: Next Generation Thinking: New social change leaders bring a new or "next-level" thinking about their field. This can propel a field forward or ruffle the feathers of the status quo. They also may "reframe" the conversation around a particular social issue

A: Over the past 10 years, computers have been perceived by many as the most promising technology for improving teaching capacity. One Media Player per Teacher's (OMPT's) innovations with audiovisual gear are often a better investment than computers. Our equipment costs less, is easier to operate, can be used by dozens of people at once and since it requires less electricity, can be used in remote locations. Portable media players differ from radio in that the teacher has control over the audio files. The teachers possess the audio files, not the radio station. As a result, teachers decide what time of day the lesson will start and when and how long to pause it for discussion among the learners. The teacher can decide to repeat a lesson for those students who were absent or to accelerate lessons for the more gifted learners. OMPT's innovations include low cost, simplified content creation to serve smaller groups. Radio program production requires expensive equipment and expert scriptwriters to create programs for large segments of a population. OMPT's solution empowers non-experts to use inexpensive laptops to create audio and video files. This nimble content creation allows for more narrowly tailored programs, aimed at thousands or hundreds of people. The simplest content to create is the recording of a skilled teacher giving a lesson. Not only do the students gain, but also the local teacher observes a skilled teacher presenting lessons and has a virtual mentor to emulate. The conventional understanding of audiovisual aides is large budgets, with international experts using costly equipment to reach millions of people by radio. OMPT reframes the opportunity by empowering small or large NGOs, Ministries of Education, Health and Agriculture to practice content creation to serve smaller groups. Technology capacity is increased without the complexities and energy requirements of computers or the limitations of one device (computer) per learner.

Q: Expertise: What is your experience working with this issue and/or population? Why are you qualified to lead this organization? Provide depth to what's highlighted in resume and/or include relevant information that may not be listed in your resume.

A: I sense a special calling to this work. I possess a unique set of traits to accomplish it. Intense passion and determination along with specialized knowledge and experience are required for OMPT's big vision. I am intimately familiar with the interface between people and A/V gear and I know how people can use it to achieve results. The organization I founded, Videomaker Inc. has been teaching people how to make video for 25 years. Being located near Silicon Valley, I have witnessed firsthand the accumulation of enormous wealth as a result of new products based upon microprocessors. Familiarity with the electronics culture, the top consumer electronics companies, and my relationships with the decision-makers allow me to nudge them and their companies to share their knowledge and good fortune with those trapped in poverty. I am regularly meeting with world class thinkers at UC Berkeley's centers for Development (ICTD) regarding the use of technology to combat global poverty and hunger. I have spent most of my career leading a for-profit national company. I have learned that running a non-profit is very different but my past leadership and

research experience has been indispensable. Over the past 2 years, I have had to learn several new disciplines: social entrepreneurship, interventions, micro-franchise and philanthropy. Past fund-raising efforts allowed me to launch Videomaker Inc. by influencing people to become shareholders. My experience managing resources and leading people are well developed as is my strategic planning, tactical deployment, and reporting skills. I have detailed experience managing web sites, training, event production, publishing and A/V content creation. My experience working with A/V technology with NGOs addressing poverty began in 2007. I have worked for several weeks in Southern Sudan, Haiti and India as a volunteer and as a paid consultant. Since 2007, I have been working via email and Skype with leaders and staff at these and other NGOs.

Q: Need: There are many problems in the world. Convince us that this one is worthy of our investment. What statistics or measurements best exemplify the scope and/or severity of the issue your organization will address? If your organization is successful, ho

A: According to UNESCO, promoting equity in education is essential because over 75 million children do not have access to primary school, learning outcomes are poor in many countries and some 776 million adults lack basic literacy skills. Working with NGOs, we intend to dramatically reduce these statistics. Teachers are fundamental for the spread of knowledge. In the least developed countries there is often a lack of adequate teachers. Solutions are needed to fortify their efforts by providing them with the most effective, most appropriate educational tools available to transfer knowledge to their students. In many instances this knowledge is broad in scope, such as increasing literacy rates in youth and adult populations. In other situations it is more specific, such as sharing agricultural best practices to increase crop yields or instructions to maintain a pump in a water well. In still other situations, it is highly specific for a particular population at a particular time, such as how to cope with a cholera outbreak or stem the spread the communicable disease such as HIV. In all cases there is a need for particular educational content (lessons) which can augment a teacher's lack of training and absence of teaching materials. Audiovisual technology is a highly effective method to increase retention and comprehension of information, regardless of a student's age or particular learning style (auditory, visual or tactile) (EdTechMag.com, 2009, p.2). In developing nations, where retention and application of knowledge can have profound and immediate implications for improving the quality of peoples' daily existence, A/V technology is currently greatly under-utilized as a delivery mechanism. OMPT hopes to change this scenario. OMPT will bring educational content as supportive materials to teachers via low cost audio and video devices, providing value for particular audiences with specific needs even in the most remote places in the developing world.

Q: Programs: Clearly describe what your organization will do. Outline the specific programs that your organization will create to deliver your desired long-term outcomes. Explain how these programs will foster the change you seek.

A: Currently OMPT is engaged in two programs: Product Testing/Design and the Trials Program. With Product Testing, we search the worldwide marketplace for products to evaluate in our testing facility. We match products and assemble them into kits. Sometimes we make slight modifications to products to make them more useable in unique environments. In the Trials Program we are deploying A/V gear in various places around the world in an effort to prove our concept. This program includes several phases. We begin by promoting our A/V technologies to NGOs. We assess their teaching objectives to determine how to best express their curriculum via audio or video. We equip the organization by providing products or simply advise them on purchases. In some cases OMPT will solicit the donation of products from manufacturers to equip the NGOs. In other cases we will act as a vendor selling products to NGOs. Once equipped, we train their staff to manage digital A/V files. We conduct workshops, training the NGO staff and teachers to use A/V equipment for presentations to their students for group sizes of up to 100 learners. If the NGO wishes to create their own A/V content, we provide audio and/or video production training. While we advocate locally created audio or video files, hence the need for content creation training, we also help NGOs obtain content from other countries. For example, an NGO in India may produce a novel video program on

geometry that may be useful in Pakistan or even Haiti. We identify educational video programs produced by the world's leading TV producers like Discovery Networks and we work to make these programs available for the teachers in hard-to-reach locations. We facilitate the downloading of A/V content with a video-audio sharing web site, like YouTube. This web site enables the NGOs and the teachers to download the lessons directly onto portable media players and carry knowledge to the isolated places in the world and the students that need it most.

Q: The Case for "New": Building a new innovative organization is both challenging and resource intensive. Why is it necessary to create a new organization to implement your social change strategy? What research have you done to investigate the strategies tha

A: Fewer than 10 non-government organizations specialize in the use of audiovisual technologies in education for developing countries, with Interactive Radio Instruction (IRI) being the primary application. OMPT is needed to bring the full potential of portable, powerful, simple-to-use A/V technology to teachers in classrooms and communities around the world. Since the 1970s, IRI has provided great benefits to people trapped in poverty through interactive lessons delivered through either radio broadcast or audiocassette. Major projects continue to operate successfully with the basic IRI structure and methodology. New A/V technology could vastly improve learning, but existing NGOs have been slow to change. What is needed to encourage adoption is a liaison between product designers, manufacturers, practitioners and NGOs. OMPT will fill this role, and its efforts will lead to more appropriately designed products in more hard-to-reach places resulting in meaningful learning gains. OMPT has ongoing relationships with leaders in the IRI field to encourage and facilitate this adoption. In projects with Education Development Center (EDC), we have hundreds of teachers using our devices in Sudan and Somaliland, and we spent a week in Sudan training teachers and technicians in their use. EDC and Farm Radio have adopted our idea to a limited degree but these NGOs may ultimately be more comfortable using radio to transmit their recordings. Our solution is disruptive, requiring more transparency and a reduction in control over their audio files. We have relationships with existing IRI researchers and practitioners, including Andrea Bosch, author of the definitive study, "Interactive Radio Instruction: 23 Years of Improving Educational Quality." We also have relationships with NGOs working with digital A/V files. Microsoft Research has spawned two NGOs working in this capacity, namely, Digital Green and Digital Study Hall. We are currently working directly with their Executive Directors.

Q: Impact: Describe the impact your organization will have in the long-term. At the minimum, your answer should address the following: how many people will you serve? How will lives be changed as a direct result of your work? How will society change as a res

A: OMPT's long term desired outcome is to equip as many as 10 million teachers with low cost A/V technology to improve education in the most needed places in the world. Poverty is a problem for many reasons; however, few doubt that inadequate education is a root cause. OMPT works with NGOs to increase the educational capacity of teachers. We will serve hundreds of NGOs, who in turn serve thousands of teachers, who likewise will affect millions of learners. The lives of these learners will be changed through the wisdom and understanding they will gain as the quality of their teaching and training increases. In some cases, the knowledge needed may be urgent and short term as in a cholera outbreak. Our long-term work leads to improved learning outcomes as expressed in statistical effect size using post test gains as measurement for basic skills (literacy, numeracy, language). A/V technologies help to increase participation of girls in schools. Our intervention also helps improve teacher-training programs, which leads to increasing the quantity and quality of teachers. Adult learners will develop new long-term entrepreneurship opportunities, innovation, small business development and vocational skills, which will reduce unemployment. NGOs in the health sector will use our technology to help citizens become more aware of sanitation, hygiene, nutrition, HIV, and family planning leading to lower incidence of disease, reduction of maternal and child mortality, the reduction of AIDs cases and promotion of smaller family sizes. Our solution

assists NGOs working with farmers to learn how to increase yields which will lead to more food and less hunger. Overall, our intervention helps build the capacity of NGOs and government ministries making them more effective in teaching and training. By addressing education in under-served populations, other key areas in communities can improve including, the environment, health, conflict resolution, civic engagement, and economic development.

Q: Budget: How much have you raised to-date and from whom to support your organization? What is your fundraising strategy moving forward? How will your execution plan change if you are unable to reach the targeted funding within your projected timeline? What

A: The family of the Executive Director is the largest donor for OMPT, donating \$25,000 in cash to date. Our largest outside cash donation has been \$500. Several students of local and distant universities and employees from Videomaker Inc. have donated hundreds of hours of volunteer time. These volunteers have tested products, compiled kits, and assisted with packing and shipping. The Executive Director has been volunteering an average of 25 hours a week since our launch. We have received donated services from consultants, an accounting firm, and from web service providers. Several companies have donated hardware for testing and distributing. The budget for 2010 is approximately \$200,000 and the budget for 2011 is approximately \$500,000. Moving forward, we expect 50% of our revenue to come from large foundations or aid agencies, 25% from major gifts and 25% from individuals. Our mission aligns well with Cisco, Intel, Panasonic, and The Bill & Melinda Gates Foundations, and we have dialogues with two of these groups. We have some experience with funding from a major contractor under USAID. We have experience raising funds for Videomaker from large organizations. As the current CEO of Videomaker, OMPT's Executive Director has many colleagues and friends in the consumer electronics industry willing to give to a charity related to their field. Our location near Silicon Valley allows us to foster new relationships with successful tech entrepreneurs willing to make major gifts. We are aware that this mix of funding sources may not materialize, so we need to be pro-active and seek traction wherever we can find it. One of the most experimental sources of funding is based upon a micro-franchise. Ultimately the amount of money raised dictates only the speed of OMPT's progress, not the very existence of the organization. We are prepared to carry-on using whatever limited fund sources we have, continually seeking progress with programs and fundraising for the foreseeable future.

Curriculum Vitae

Matthew York

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<http://www.ompt.org>

Born in Brooklyn, Matt and his wife, Patrice moved to California in 1980. In 1985, York was inspired by the advent of the camcorder. He researched the magazine publishing field, created a corporation (his first), raised capital for Videomaker Magazine, and launched it in June of 1986 from Peterborough, New Hampshire. First published when manufacturers began marketing camcorders to consumers, Videomaker is now the industry-leading magazine in its category. York Publishing also conducted the Videomaker Summit twice a year, Videomaker Conferences across the country, and today has hands-on workshops, a DVD series, and a robust web site. York launched Smart TV & Sound, the Magazine for Selective and Interactive Viewers, in August of 1997.

It was York's vision to democratize and enrich television by educating, informing and inspiring people about its use.

In its prime, Videomaker Inc employed 36 staffers with annual revenues of \$5.5 million. As of 2009 the company employs 20 people, and 60,000 read the magazine each month. The web site's receives 450,000 visits per month.

Matt's second major venture was the invention of CouchLink a device that allowed people to link their desktop computer with their living room TV sets. The patent was sold to a large consumer electronics firm in 1991.

EDUCATION

Rutgers University: BA in Journalism & Urban Communications 1978

Degrees in English (Film Study) and Mass Communication (Video Production)

PROFESSIONAL LICENSES/CERTIFICATIONS

Radio Telephone Third Class Operator Permit (1977- 1982)

ACADEMIC/TEACHING EXPERIENCE

Parks Associates' Fall Focus: The Home Multimedia Experience 2003

Keynote Speech at the Videomaker Expo 1995 - 2004

Creativity Seminar

CES Seminar

"Future of Home Theater?" Home Theater Now 2000

California State University Chico Guest Lecturer (Semi-Annual) 1990-Present

Panel Moderator at North State CEOs and Entrepreneurs Conference

Numerous Video Production Seminars and Workshops

Portable Media Player Workshop

Students for the Advancement of Global Entrepreneurship World Cup seminar 2004

PROFESSIONAL DEVELOPMENT

Leadership Excellence Seminars -Communication for Effective Management,
Conducting Dynamic Meetings
Performance Appraisal, Time Management
Leadership Summit – Hybels 1998
Project Management - Project Management Practice Inc.
Folio Seminars
Nonprofit Management Institute 2007- Association of Fundraising Professionals (AFP) Stanford Social
Innovation Review (SSIR),

TRADE SHOWS/INDUSTRY EVENTS ATTENDED

CES - Consumer Electronics Show (annually since 1986)
COMDEX - Computer Dealer's Exhibition (annually 1991 – 2004)
Folio Show - Event for Magazine Publishers (attended several)
InfoComm - business-to-business marketplace for AV Equipment (attended several)
MacWorld Conference & Expo (attended several)
NAB - National Association of Broadcasters (annually since 1997)
NATPE - National Association of Television Programming Executives
NCTA - National Cable & Telecommunications Association (attended several)
National Media Market - selling and buying conference for educational digital and motion media buyers
NetSquared Conference (2009)
PMA - Photo Marketing Association International Convention and Trade Show (attended several)
Podcast and New Media Expo Conference
Santa Clara University - Center for Science, Technology, and Society,
Change that Counts: Building Sustainable Social Business 2008
Transformative Changes Through Science and Technology: Role for Social Benefit Entrepreneurs 2009
Siggraph Conference - Special Interest Group for Computer GRAPHics
SilverDocs - AFI/Discovery Channel Documentary Festival
SoCap08: Social Capital Markets Conference
Sundance Film Festival
VSDA Expo- Video Software Dealers Association
WEVA Expo - Wedding and Event Videographers Association International
USAID Worldwide Education and, Training Skills Workshop 2009

Canton Fair (2008)
CEATEC (Combined Exhibition of Advanced Technologies) – Tokyo, Japan
China Sourcing Fair (2008)
Hong Kong Electronics Fair (2008)
ICTD IEEE/ACM International Conference on Information and Communication Technologies and
Development (2006 Berkeley & 2009 Qatar)
MipTV - International Television Programme Market – Cannes, France
QUEST annual partner meeting – Bangalore, India

GRANTS/CAPITAL RAISED

Raised capital \$150,000 (sold shares) in a Sub S Corporation as start up capital for Videomaker Inc.

ACADEMIC/RESEARCH INTERESTS

The creation, distribution and accessing of specialized audio & video programming and informing the
public about the impacts and potential of audio & video equipment.
The use of consumer electronic within the education sector in developing countries.

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CONSULTING

- *Determined the make and model number of camcorders manufactured in the early years of the Consumer Electronics Industry for the law firm Birch, Stewart, Kolasch and Birch, LLP (2006).
- *Researched, tested, selected equipment and trained staff in-country for South Sudan Radio Project (2007)
- *Co-Produced a Short Video Documentary for Haiti Interactive Radio Instruction Project (2008)
- *Technology consultant on USAID proposals for Colombia, Dominican Republic, Zambia and Pakistan for the Education Development Center (2007), Mali for the American Institutes for Research (2008) and Liberia, Ethiopia for Creative Associates International Inc. (2008)
- * India for Digital Study Hall and Digital Green (2009)

EMPLOYMENT

7/78-11/79:

Sales Representative and production assistant, QED Productions, NY, NY
- Various duties in a small TV commercial production firm

11/79-11/84:

President\Producer\Director, Northwest Media Company, Chico, CA
-Self employed as a film producer and specialty advertising distributor

11/84 - Present:

President\Publisher\Editor, *Videomaker* Inc., Chico, CA
-Conceived concept, raised capital and launched leading international information provider for video producers. Media ventures include the leading magazine in the field, instructional videotapes/DVDs, a national cable TV program, hands-on training workshops; a web site, three books, a newsletter and an exposition show for the professional/consumer "prosumer" camcorder market. High point gross revenues of 5.5 million with a staff of 34.

5/07 - Present:

President, Polder Inc. (One Media Player per Teacher/OMPT), Chico CA
- Conceived concept of a non-profit corporation dedicated to the research and distribution of rich digital media (audio and video) for educational purposes in developing countries and the training of their use.

DISCIPLINES PRACTICED

Marketing - retail stores via distributors, e-commerce, over 13 million pieces of Direct mail
Business Development – Partners; Panasonic, Canon, Sony, Microsoft, Hewlett Packard, Pinnacle, Adobe
Research on Consumer Electronics products most suitable for International Development
Project management
Fundraising
Human resource management
Strategic Planning
Vendor selection & management
Videography
Web Development
Photography

PUBLISHED WORKS

Periodicals:

Videomaker Magazine – As of 2008: 21 years x 12 issues x 60 to 90 thousand readers reaching over 40 million impressions of video creators rich in diversity of viewpoints.
Smart TV & Sound Magazine (1997 - 2005)

PUBLISHED WORKS (continued)

Books:

Videomaker Guide to Digital Video and DVD Production (4th Edition)
Leased Access: How to Earn Profits Making Video for Cable TV
Videomaker Book of Forms

Booklets:

Glossary of Video Terms
Home Video Shooting Hints
Secrets of a Successful Independent Producer

DVDs:

- Producer - Total of ~400,000 sold as of 2009
Basic Shooting
Advanced Editing
Advanced Shooting
Basics of Videography
DVD Authoring and Design
Introduction to Digital Video Editing: The Guide to Getting Started with Computer Video
Introduction to Video Editing: The Art of Titles and Graphics
Light It Right!
Sound Success
Documentary Production
Creating Action Videos
Creating Action Videos
Video Lighting Tips
How to Make Money with Video
Online Video
Special Effects
Green Screen Tips & Tricks
Outdoor Videography
Field Audio

TV Programs:

Producer/host of a 13 part series *The Videomaker TV Show*
Premiered in 1993 on the USA Cable TV Network
Low Power Television Stations (several regional)

Events Produced:

Videomaker Expo – (1995 - 2006) 3 day annual events which took place in Southern CA and New York City Area. (1,500 attendees, 50 seminars and 50 exhibitors).

Videomaker Workshops – (1993 – present) 3 day hands-on training events held 6 times each year in Chico CA, but also conducted in Puerto Vallarta, Mexico, San Francisco, CA and in the Western Caribbean. (15 – 50 attendees).

Videomaker Conferences– (1995 - 2008) 1 day events held 6 times each year in various cities across the United States. (50 - 200 attendees).

Videomaker Summit – (2006 - 2008) 3 day events held twice each year in Los Angeles, CA and New York City Area. (175 attendees, 50 seminars).

PUBLISHED WORKS (continued)

Web Sites:

www.videomaker.com - over 3000 articles published, over 400,000 visitors monthly
www.ompt.org – Launched in October 2007. One Media Player per Teacher is an initiative of Polder Inc.

PUBLISHED WRITING

Monthly column “Viewfinder” in Videomaker magazine since 1986

PATENTS & INVENTIONS

United States Patent 5,850,340, in December of 1998, for an "integrated remote-controlled computer and television system." December 15, 1998

EZ Editing Kit - marketed by Sony

PRESS COVERAGE

- Quoted in USA Today, the nation's daily newspaper
- Quoted in various regional newspapers including The Miami Herald, Chicago Sun Times, LA Times
- Appeared on national syndicated TV programs including "Geraldo"
- Appeared on the CBS Evening News
- Appeared on Dateline NBC

INTERNSHIPS AND OTHER EXPERIENCES

East Brunswick NJ Public Library - Public Access Cable TV (1977 – 1978)

AFFILIATIONS/MEMBERSHIPS

Current:

Association for Independent Film and Video (AIVF)
International Documentary Association (IDA)
Film Arts Foundation
Bay Area Video Coalition (BAVC)
Wedding and Event Videographers Association International (WEVA)
California State University Chico -Center for Entrepreneurship Advisory Board Member (2003 – 2008)
Mayor's Business Advisory Council (2005 – Present)

Former:

Rotary International - Newsletter Editor
Video Information Providers for Non-discriminatory Access (VIPNA) Founder
Bidwell Presbyterian Church Elder Board Member (2003 – 2005)
MENSA
Electric Auto Association
SIVA - Special Interest Video Association

AWARDS

The Foundation for Local News Recognition Award
Paul Harris Fellowship – Rotary International
Local News Gather Award

TRAVEL

England, France, Italy, Switzerland, Austria, Holland, Belgium, Mexico, Dominican Republic, Guatemala, Honduras, Haiti, Qatar, Kenya, South Sudan, India, China, and Japan.

COMPUTER SKILLS

MS Office, Firefox, MS Project, dot.project, Open Office

REFERENCES

Bob Doyle (CEO; skyBuilders.com)
Robert Greenberg (Vice President, Corporate Brand Marketing; Panasonic)
Mike Iampietro (Senior Product Manager; Consumer Video Adobe Systems)
Andrew Lieberman (Executive Director Ajb'atz' Enlace Quiché NGO, a Guatemalan non-profit)
Bill Mannion (Director of Marketing for Windows; Microsoft)
Brian Pierce (CEO; Advanced Light Technologies)
Greg Cootsona (Pastor; Bidwell Presbyterian Church)
Tom Tilson (Chief of Party Southern Sudan Interactive Radio Instruction Program)
Linda Vuolo (former Product Manager for Camcorders; Sony)
Dave Walton (National Marketing Communications Manager; JVC)
Kit Yasin (Project Director; Education Development Center)
Michael Zorich (Director of Marketing; Canon)



Root Cause Analysis – Four Symptoms: OMPT (One Media Player per Teacher)

Statement of Need: Most formal and informal education in developing countries tends to be of low quality and is often irrelevant to the learners' lives. When better quality educational opportunities are provided, they only reach a small fraction of the people that can benefit from them. NGOs addressing these issues do not take advantage of low-cost audiovisual technologies.							
Symptom 1: Many people are trapped in a cycle of poverty because they lack education or know-how.		Symptom 2: Teachers and trainers fall short in their efforts to deliver quality, relevant training.		Symptom 3: Communities are not leveraging new low-cost audiovisual technologies for education and training.		Symptom 4: Quality audiovisual educational content only reaches a small fraction of the people that could benefit from them.	
Why?	Training opportunities do not reach all the people in need or are of too low a quality to make a difference in people's lives.	Why?	They are not adequately prepared with the right skills, instructional materials, and methodology.	Why?	NGOs equate technology with computers, which is too costly and complex for many communities, instead of searching for and embracing more cost-effective solutions like portable media players.	Why?	Most formal and informal education opportunities are pushed top-down from NGOs or governments out to local communities in response to government priorities.
Why?	There is a lack of teachers and trainers in the communities most in need.	Why?	There are critical shortages of resources for training and equipping teachers.	Why?	There are few documented evidences of success of using low-cost audiovisual technologies in developing countries.	Why?	Governments and NGOs look to maximize impact and cost-benefit by using existing content distribution channels.
Why?	More capable teachers tend to move away from "the hard places" and move into other jobs.	Why?	With so many critical needs in developing countries, resources and interventions are spread thin.	Why?	NGOs already have a vested interest in other technologies such as Interactive Radio Instruction (IRI), TVs/DVDs, and computers.	Why?	Building new distribution channels for educational content is disruptive and threatening to existing development programs.
Why?	Most citizens and aid agencies are focused upon the short-term needs for food, shelter, or quelling conflict.	Why?	Development efforts must simultaneously address a multitude of issues to meet Millennium Development Goals and other targets	Why?	Low-cost audiovisual technologies are new technologies that are still evolving quickly and are used primarily for entertainment in the developed world, so NGOs have not yet adopted them.	Why?	Building a new distribution channel does not guarantee a short-term benefit for the implementers and, in fact, would put them at risk by reducing barriers to entry for new players.
Root Cause: Investment in education and training is not prioritized by local governments or aid agencies.		Root Cause: Developing countries are addressing so many challenges at the same time that quality is sacrificed in the quest to reach more people.		Root Cause: Low-cost audiovisual technologies are so new and unproven, that existing NGOs will not embrace them immediately on their own initiative.		Root Cause: NGOs and government agencies have vested interests in maintaining control of their content and its distribution.	
Intervention Needed: New low cost		Intervention Needed: New training		Intervention Needed: Technical		Intervention Needed: A new, open	



audiovisual technologies and distribution channels need to be created to lower the cost of providing education and training.	models need to be implemented that increase reach and relevance of education and training in a way that an educator can provide quality training with minimal preparation, training, and supervision.	assistance to seek out the latest equipment, test it, and help other NGOs identify and embrace the best solution. Also, a liaison between practitioners and manufacturers in an effort to influence the design of tomorrow's products.	distribution model that facilitates sharing and repurposing of audiovisual educational content.
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Innovation Matrix
Project Name: OMPT (One Media Player per Teacher)

<i>Key Current Players – Names of Organizations</i>	<i>Aspect of overlap (check those that apply)</i>	<i>How will your approach be different from and achieve greater results than others working in your field?</i>	<i>How can your organization work with, leverage and/or improve on the work that is currently being done?</i>
Closest Competitor Education Development Center (EDC) http://idd.edc.org/ourwork/topic.php?id=15	<input type="checkbox"/> Working with same population <input type="checkbox"/> Working on same issue area <input type="checkbox"/> Using a similar model of change	<p>EDC distributes content using Interactive Radio Instruction (IRI). We disrupt the field of IRI by enabling on-demand listening, tighter targeting of content, and open content sharing.</p> <p>OMPT's solutions are lower in cost. Our audiovisual technologies allow for on-demand education that is not constricted by a broadcast schedule nor coverage. People in developing countries benefit from being able to access content on their own schedule rather than the broadcaster's. For example, a teacher using a PMP in the classroom can pause lesson and answer questions.</p> <p>Further, on-demand content delivery makes it more feasible to produce more narrowly tailored content aimed at smaller groups of people, whether or not they are in range of radio signals.</p> <p>Our solutions include the option for visual instruction with video projectors.</p> <p>EDC and the other large USAID subcontractors tend to see their methodology and content as their competitive advantages to win future project bids. Therefore they are reluctant to make their content freely available. We, however, will post content online to be freely shared, just as iTunes U is doing for universities. We will also share best practices for creating and distributing content.</p>	<p>We have an ongoing relationship with EDC and the other large USAID subcontractors (AED, CAII, AIR) that use IRI. In fact, we have provided consulting services and hardware to these organizations and will continue to seek opportunities to do so.</p> <p>We have had the most success in this space by working directly with the chiefs of party of field projects that are facing challenges that low-cost audiovisual technologies can help overcome. We do this primarily by taking their content and delivering to more remote populations.</p> <p>We will also look for opportunities to work with these organizations to introduce the use of video content, which will enhance the learners' experience over the current IRI and PMP audio content.</p>

<i>Key Current Players – Names of Organizations</i>	<i>Aspect of overlap (check those that apply)</i>	<i>How will your approach be different from and achieve greater results than others working in your field?</i>	<i>How can your organization work with, leverage and/or improve on the work that is currently being done?</i>
Farm Radio International www.farmradio.org	<input checked="" type="checkbox"/> Working with same population <input type="checkbox"/> Working on same issue area <input checked="" type="checkbox"/> Using a similar model of change	<p>As described above, Farm Radio International uses radio for distributing content, which has inherent limitations that can be overcome with Portable Media Players.</p>	<p>Farm Radio has a network of over 300 broadcasters throughout Africa.</p> <p>We can provide them with solutions for improved sharing of their content and a new, on-demand delivery channel for reaching more listeners.</p> <p>We can also help them begin to use video content.</p>
Digital Study Hall http://dsh.cs.washington.edu/	<input type="checkbox"/> Working with same population <input checked="" type="checkbox"/> Working on same issue area <input checked="" type="checkbox"/> Using a similar model of change	<p>Digital Study Hall is also working to provide localized, on-demand educational content to underserved communities, but by using TVs and DVD players, their endpoint solution is more expensive and bulky. Their system is difficult to take to communities without electricity because it requires gasoline generators.</p> <p>We are constantly seeking and developing leading edge technologies to maximize reach. By using portable media players connected to micro projectors, such as the Pico Projector, off-grid communities can still have access to video content.</p>	<p>We have already visited Digital Study Hall in India and given them portable media player technology to pilot, so that they can go beyond the power grid.</p> <p>They are open to sharing their content, so we can deliver it other places.</p> <p>We will also work with other NGOs facing similar challenges, especially those with younger team members who are open to new technologies. One example is Digital Green, who we are helping to expand their coverage off-grid.</p>

<i>Key Current Players – Names of Organizations</i>	<i>Aspect of overlap (check those that apply)</i>	<i>How will your approach be different from and achieve greater results than others working in your field?</i>	<i>How can your organization work with, leverage and/or improve on the work that is currently being done?</i>
<p>One Laptop per Child (OLPC)</p> <p>http://laptop.org</p>	<p><input checked="" type="checkbox"/> Working with same population</p> <p><input checked="" type="checkbox"/> Working on same issue area</p> <p><input checked="" type="checkbox"/> Using a similar model of change</p>	<p>Compared to OLPC we promote the use of technology that is shared by 30 - 100 users simultaneously. One Laptop per Child, as its name implies, focuses on one device per user. Compared to OLPC we are focusing on technology that is incredibly easy to participate in. Listening to loud speakers or watching a video from a projector requires no skill, while its effect on improving comprehension and retention is well documented. The teachers do need to operate the audiovisual devices, but these are far easier to use compared to a personal computer.</p> <p>The total cost of OLPC's solution (with battery recharging) is over \$400 per user. Our audio solutions cost as little as \$100 per teacher, impacting 50-100 learners.</p>	<p>We can show OLPC and the classrooms they work with how the addition of a low-cost audio or video projector can allow students and teachers to share work being done on one computer to a whole class.</p>

Polder Inc.

Budget

Revenue

	Year 2010	% Allocation		
		Total	Program	Mgmt
Contributions - Individuals	50,000			
Contributions - Corporations	50,000			
Net Assets Released From Restrictions				
Grants	100,000			
Program Service Fees	3,000			
Program Equipment				
Investment Income				Dividends from the for-profit subs
Misc				
Total Revenue	\$ 203,000			

Expenses

Bank Fees	\$ -	100%		100%
Books & Periodicals	\$ 100	100%		100%
Dues & Subscriptions	\$ 75	100%		100%
Insurance	\$ 60	100%	100%	
IT Support	\$ 90	100%	100%	
Legal Fees	\$ 500	100%		100%
Licenses and Fees	\$ 60	100%		100%
Misc.	\$ 100	100%		100%
Office Supplies	\$ 235	100%		100%
Postage	\$ 3,100	100%	96%	4%
Rent	\$ 7,200	100%		100%
Staff Training	\$ 500	100%		100%
Telephone	\$ 720	100%	14%	86%
Travel	\$ 17,345	100%	100%	
Travel -Meals	\$ 2,115	100%	100%	
Wages & Benefits	\$ 162,660	0%		
Manufactured Products	\$ 11,000	100%	100%	
Program Consulting Fees	\$ -	100%	100%	
Promotional		0%		
Total Expenses	\$ 205,860			

Net

\$ (2,860)

Budget

Revenue

	Year 2011	% Allocation		
		Total	Program	Mgmt
Contributions - Individuals	112,500			
Contributions - Corporations	112,500			
Net Assets Released From Restrictions	-			
Grants	225,000			

Program Service Fees		
Program Equipment	67,200	
Investment Income		Dividends from the for-profit subs
Misc		

Total Revenue	<u>\$ 517,200</u>
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Expenses

Bank Fees	\$ -	100%		100%
Books & Periodicals	\$ 100	100%		100%
Dues & Subscriptions	\$ 75	100%		100%
Insurance	\$ 60	100%	100%	
IT Support	\$ 90	100%	100%	
Legal Fees	\$ 500	100%		100%
Licenses and Fees	\$ 60	100%		100%
Misc.	\$ 100	100%		100%
Office Supplies	\$ 235	100%		100%
Postage	\$ 2,980	100%	96%	4%
Rent	\$ 19,200	100%		100%
Staff Training	\$ 500	100%		100%
Telephone	\$ 720	100%	14%	86%
Travel	\$ 54,680	100%	100%	
Travel -Meals	\$ 6,660	100%	100%	
Wages & Benefits	\$ 351,192	0%		
Manufactured Products	\$ 69,200	100%	100%	
Program Consulting Fees		100%	100%	
Promotional	\$ 11,250	100%		

Total Expenses	<u>\$ 517,602</u>
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Net	<u><u>\$ (402)</u></u>
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	\$ Allocation			
Fundraising	Total	Program	Mgmt	Fundraising

idiary; hardware sales, franchise fees

	\$ -	\$ -	\$ -	\$ -
	\$ 100	\$ -	\$ 100	\$ -
	\$ 75	\$ -	\$ 75	\$ -
	\$ 60	\$ 60	\$ -	\$ -
	\$ 90	\$ 90	\$ -	\$ -
	\$ 500	\$ -	\$ 500	\$ -
	\$ 60	\$ -	\$ 60	\$ -
	\$ 100	\$ -	\$ 100	\$ -
	\$ 235	\$ -	\$ 235	\$ -
	\$ 3,100	\$ 2,981	\$ 119	\$ -
	\$ 7,200	\$ -	\$ 7,200	\$ -
	\$ 500	\$ -	\$ 500	\$ -
	\$ 720	\$ 100	\$ 620	\$ -
	\$ 17,345	\$ 17,345	\$ -	\$ -
	\$ 2,115	\$ 2,115	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ 11,000	\$ 11,000	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ 43,200	\$ 33,691	\$ 9,509	\$ -

78% 22% 0%

	\$ Allocation			
Fundraising	Total	Program	Mgmt	Fundraising

subsidiary; hardware sales, franchise fees

	\$ -	\$ -	\$ -	\$ -
	\$ 100	\$ -	\$ 100	\$ -
	\$ 75	\$ -	\$ 75	\$ -
	\$ 60	\$ 60	\$ -	\$ -
	\$ 90	\$ 90	\$ -	\$ -
	\$ 500	\$ -	\$ 500	\$ -
	\$ 60	\$ -	\$ 60	\$ -
	\$ 100	\$ -	\$ 100	\$ -
	\$ 235	\$ -	\$ 235	\$ -
	\$ 2,980	\$ 2,865	\$ 115	\$ -
	\$ 19,200	\$ -	\$ 19,200	\$ -
	\$ 500	\$ -	\$ 500	\$ -
	\$ 720	\$ 100	\$ 620	\$ -
	\$ 54,680	\$ 54,680	\$ -	\$ -
	\$ 6,660	\$ 6,660	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ 69,200	\$ 69,200	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
100%	\$ 11,250	\$ -	\$ -	\$ 11,250
	\$ 166,410	\$ 133,655	\$ 21,505	\$ 11,250

80% 13% 7%