
U.S. Department of Commerce
Broadband Technology Opportunities Program
Authentication and Certifications

1. I certify that I am the duly Authorized Organization Representative (AOR) of the applicant organization, and that I have been authorized to submit the attached application on its behalf.
2. I certify that I have examined this application, that all of the information and responses in this application, including certifications, and forms submitted, all of which are part of this grant application, are material representations of fact and true and correct to the best of my knowledge, that the entity(ies) that is requesting grant funding pursuant to this application and any subgrantees and subcontractors will comply with the terms, conditions, purposes, and federal requirements of the grant program; that no kickbacks were paid to anyone; and that a false, fictitious, or fraudulent statements or claims on this application are grounds for denial or termination of a grant award, and/or possible punishment by a fine or imprisonment as provided in 18 U.S.C. §1001 and civil violations of the False Claims Act.
3. I certify that the entity(ies) I represent has and will comply with all applicable federal, state, and local laws, rules, regulations, ordinances, codes, orders and programmatic rules and requirements relating to the project. I acknowledge that failure to do so may result in rejection or deobligation of the grant or loan award. I acknowledge that failure to comply with all federal and program rules could result in civil or criminal prosecution by the appropriate law enforcement authorities.
4. I certify that the entity(ies) I represent has and will comply with all applicable administrative and federal statutory, regulatory, and policy requirements set forth in the Department of Commerce Pre-Award Notification Requirements for Grants and Cooperative Agreements ("DOC Pre-Award Notification"), published in the Federal Register on February 11, 2008 (73 FR 7696), as amended; DOC Financial Assistance Standard Terms and Conditions (Mar. 8, 2009); the Department of Commerce American Recovery and Reinvestment Act Award Terms (Apr. 9, 2009); and any Special Award Terms and Conditions that are included by the Grants Officer in the award.
5. I certify that any funds awarded to the entity(ies) I represent as a result of this application will not result in any unjust enrichment of such entity(ies) or duplicate any funds such entity(ies) receives under federal universal service support programs administered by the Universal Service Administrative Corporation (USAC).
6. I certify that the entity(ies) I represent has secured access to pay the 20% of total project cost or has petitioned the Assistant Secretary of NTIA for a waiver of the matching requirement.

3-11-2010

Date



Authorized Organization Representative Signature

Carlos J. Lopez

Print Name

Pdt. & Exec. Director Mexican Institute of Greater Houston

Title



SMU.

ANNETTE CALDWELL SIMMONS
SCHOOL OF EDUCATION
& HUMAN DEVELOPMENT

**External Evaluation Report of the
Mexican Institute of Greater Houston's CCAs Program
December 2009**

Written by

Dr. Héctor H. Rivera
Southern Methodist University
Simmons School of Education and Human Development
Center for Child and Community Development
Dallas, Texas

Introduction

Research shows that families have a powerful effect on children's success in school. Parental involvement at home and in school is positively associated with children's school readiness and significant school performance (McDermott, 2006; Lopez, Kreider, & Foffman, 2005; Morrow & Young, 1997). However, Spanish-speaking parents face many obstacles in order to be effectively involved in the education of their children. The focus of many immigrant Spanish-speaking parents is on working one or two jobs in order to provide their children with the essentials for life. But, as children mature and continue to move along their educational path, the need arises for a more direct parental involvement that would allow for parents to exercise a direct positive influence on their children's academics and life choices (Grolnick, Benjet, Kurowski, & Apostoleris, 1997). Compounding the situation is the parents' lack of education that may be an obstacle to their upward mobility or in securing a better job in the future. The financial and educational demands faced by Spanish-speaking parents add to the list of risk factors that serve to perpetuate a cycle of poverty, lack of knowledge of the schooling process for their children, and lack of involvement in assisting in their children's academic development at home (Taylor, Clayton, Rowley, 2004; Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Bronfenbrenner, 1986). Therefore, **education in their native language** and **the development of technology skills** are key components that parents need in order to effectively participate in their children's academic development well as for family advancement. Furthermore, such efforts will not only have an impact on individual families but also on neighborhoods and society as we seek to develop the capacities of communities which in turn strengthens USA goals for a highly skill work force.

This report addresses key findings of a summative and formative evaluation of activities conducted by the Mexican Institute of Greater Houston (MIGH) during the 2008-2009 academic year. It is focused on the evaluation of their efforts to provide technology infused activities to Spanish-speaking parents.

An Overview of the program

The Mexican Institute of Greater Houston focuses on Hispanic parents as the key figures in family advancement. It seeks to provide innovative educational opportunities for community building. The Mexican Institute offers distance-based computer education program in Spanish to Hispanic adults across Greater Houston. Overall, in partnership with Tecnológico de Monterrey, the Mexican Institute has established Community Learning Centers (CCAs) where Hispanic parents can take Computer Technology courses and receive tutorial help in Spanish via the Internet. These CCAs have proved be a realistic means of empowerment for Hispanic parents, providing them with opportunities for self-improvement through on-line education, which in turn, allow them to become positive role models who influence their children to stay in school as well as to achieve academically (Taylor, Clayton, Rowley, 2004; Lopez, Kreider, Coffman, 2005).

In response to previous evaluations and inquiries within the Hispanic communities, the Mexican Institute has also created an introductory course titled "Basic Skills 101". The goal is to teach and inform the community in areas identified as critical for family and community development. Some of the modules include:

- ✓ No Child Left Behind

- ✓ Structure and Function of School Districts and Classrooms
- ✓ Leadership in Action
- ✓ Your Child's Path to University
- ✓ Nutrition
- ✓ Financial Education
- ✓ Domestic Violence

The above activities are focused on training parent on how to navigate the school system, empower parents into community leadership roles, provide tools for parents so they can guide their children's academic development, assist families with financial choices as well as provide mothers with empowerment tools to address issues of domestic violence.

The Mexican Institute also provides Spanish-language classroom instruction and online tutorials in computer technology, allowing Hispanic parents to learn marketable computer skills in a non-threatening, peer group setting. Parents enroll in a two-day-a-week program in their local public school for three hours each day. At the beginning of the course, with the assistance of a facilitator in the classroom and the program coordinator, parents receive a password to enter into the Virtual University portal. Once the participant is officially signed in, he/she learns how to set up his/her email-account. The participant uses this account to submit his/her assignments to an on-line tutor in order to receive feedback on his/her assignments and progress throughout the course.

After completion of a 16 week, 100-hour program, participants receive a certificate. For many graduates of the CCA program, this training serves as a spring board to continue their on-line education by taking other courses offered by the Mexican Institute such as Web page design, basic statistics and other advanced computer courses. Through partnerships with local schools and other organizations, the Mexican Institute has developed a cost effective, easily duplicable approach to adult on-line education. The program uses the Internet connectivity, classroom facilities, and computer resources already in place at the schools, and in turn, it works to foment parental involvement in their children's education at home and in the classroom.

Parental involvement in their children's academic is integrated within this technology curriculum. This allows for the applicable use of technology. For example, during their participation in the program, parents are learning how to use the Microsoft Office tools in a way that is connected to activities they can use to assist their children in their academic development at home and in the school setting. Overall, the Mexican Institute has documented several cases of parents now assisting in their children's classroom by conducting internet searches for activities that the teacher is preparing; as well as cases of parents' professional advancement (See success stories in Mexican Institute Website).

Methodology and Data Collection

In general, the design of the evaluation study involves a pre and post survey. This survey is focused on gathering the following information:

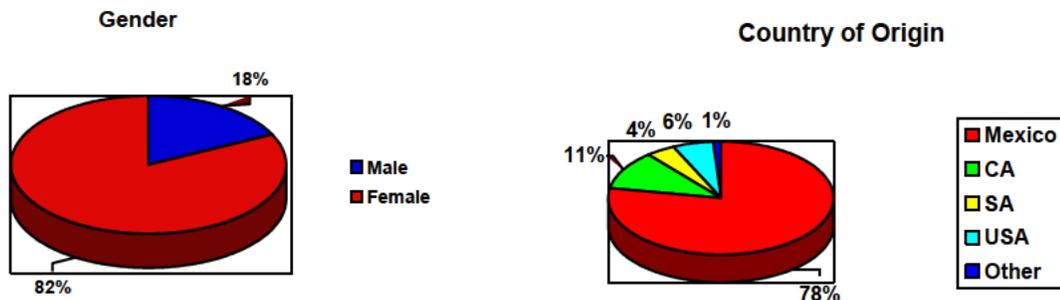
- ✓ Background of Participants such as level of education, years residing in the USA, size of the family, number of children currently in school.
- ✓ Participants' experience with technology including access and previous technology experiences.
- ✓ Participants' attitude and beliefs about technology.

At the beginning of each semester, participants are given a pre program survey. The pre program survey contains a total of 44 items. At the end of the program a similar survey is applied in order to examine pre and post differences in attitudes about technology, involvement in their children's education, and growth in their knowledge and application of technology tools such as Microsoft Word, Excel, and PowerPoint. This post program survey contains a total of 32 items and it is given as an on-line survey (all survey instruments were developed in Spanish).

The results presented in this report are based on a sample of 215 CCA participants who agreed voluntarily to participate in the pre and post program survey study during academic year 2008-2009. They are a representative sample from 64 CCA centers across nine school districts and several non-profit organizations including: The Mendenhall Computer Lab., AVANCE, YMCA, Tejano Center, Academy for Accelerated Learning, Christus Medical Group, Galena Park, Precinct2, Neighborhood Centers, Inc., and Centro Familiar Cristiano and one community college – HCCS (See Table 1 for full listing of CCAs).

Demographics of Participants

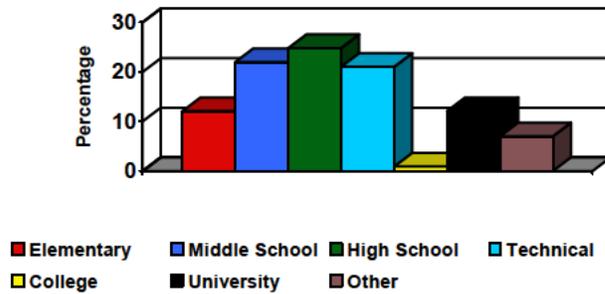
The following demographic variables provide a picture of the gender distribution, country of origin, age and level of education of participants. The analysis of these variables serves to corroborate issues of access and lack of opportunities within these Hispanic communities across the Greater Houston area. Overall, most of the participants in the program are mothers and they are represented by 82 percent of the population of those participating in the technology program. While 78 percent of the participants are from Mexico and the rest represent participants from Central America (CA), South America (SA), USA, and Other (participants from the Caribbean and Spain).



- The Mexican Institute's program reflects a true community building effort. This is due to its outreach to diverse segments within the communities it serves. It is not only a culturally diverse program through its outreach of Hispanics from diverse nationalities but it also seems to be serving a wide diverse population of participants in relation to their level of

education. For example, in the graph below addressing the level of education it can be observed that there is a wide degree of variability on the level of schooling of the participants from elementary all the way to university and/or technical school. By offering courses in Spanish, the Mexican Institute's program has broken the language barrier in order to provide technology infused opportunities for low-income Spanish-speaking families across several segments of the educational spectrum.

Participants' Level of Education

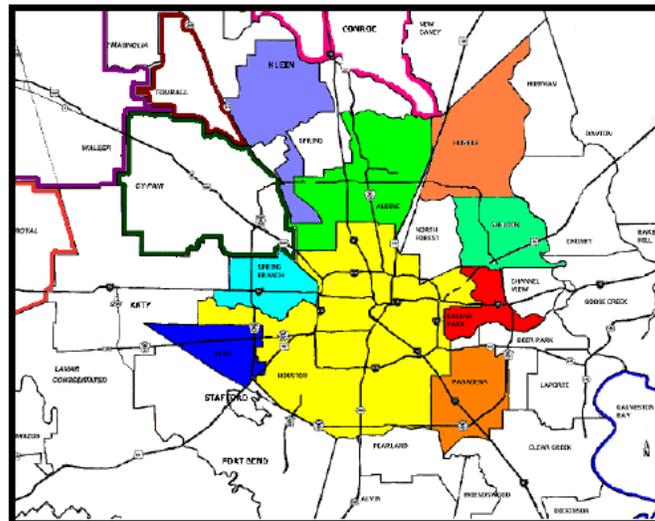


- Participants were also asked about the number of years they have been living in the USA. The total range of responses was from 2 years to 73 years. And the average was 16 years of living in the USA. This is an important finding since it is also indicative that although people have been here in their communities for quite a while (average 16 years), they have not been able to have the kind of educational opportunities that the Mexican Institute's program seems to be offering, especially, opportunities on the use of technology.

Key Findings

Impact of the Mexican Institute of Greater Houston's CCA Program in the Hispanic Community

A measurable outcome of the impact of the CCA program can be observed by the growth of its technology network. This is further exemplified by the map showing the expansion of the program across a wide range of school districts and non-profit organizations in Greater Houston.



- Reaching multiple communities across Greater Houston: The Mexican Institute has diversified its reach to include elementary schools, middle schools, high schools, community college and other non-profit organizations. Since 2002 a grand total of 135 different CCAs have been operated. Table 1 provides a listing of the CCAs functioning within districts and other organizations during the 2008-2009 academic year.
- Also, the Mexican Institute (MIGH) has had a great impact of the home environment. A grand total of 620 homes of program participants have been furnished with computers. Some of them bought at low prices and others received as gifts from MIGH donors.

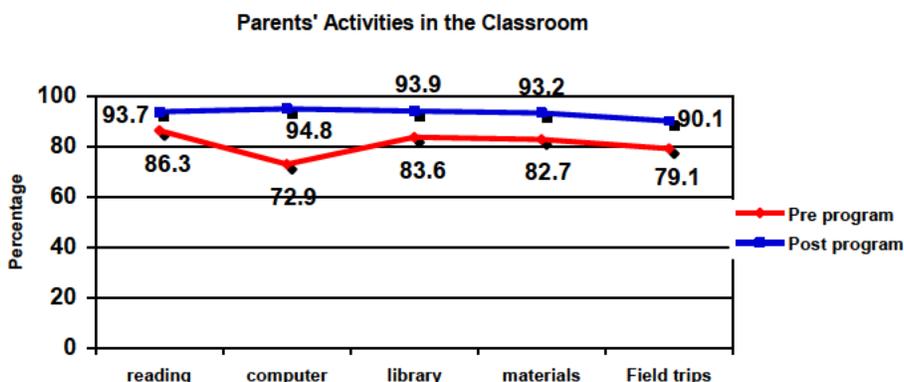
Table 1: School Districts and other organizational settings with CCAs during the Fall 2008 and Spring 2009.

HISD	HISD Austin High School HISD Deady Middle School HISD Edison Middle School HISD Eastwood Academy HISD Furr High School HISD Garcia Elementary School HISD Madison High School HISD Milby High School HISD Neff Elementary School HISD Piney Point Elementary HISD Reagan High School HISD Rodriguez Elementary HISD Sam Houston High School HISD Sands Point Elementary School HISD Shearn Elementary School
AISD	Aldine ISD Keeble EC/KC Center Aldine ISD McArthur Senior High School Aldine ISD Goodman Elementary School
ALIEF	Alief ISD Smith Elementary School
HUMBLE	Humble ISD Parks Lake Elementary School
KISD	KISD McDougle Elementary School KISD Eiland Elementary School KISD Nitsch Elementary School KISD Epps Island Elementary School KISD Kaiser Elementary School
PASADENA	Pasadena ISD J.D. Parks Elementary School
SBISD	SBISD Treasure Forest Elementary School SBISD Buffalo Creek Elementary School
SHELDON ISD	Sheldon ISD C.E. King Sheldon
SAN ANTONIO ISD	Northside ISD
OTHER SCHOOLS	Houston Community College System
ORGANIZATIONS	Avance Dacoma – Drew Family Center Academy for Accelerated Learning Christus Medical Group The Mendenhall Computer Laboratory Tejano Center for Community Concerns Neighborhood Centers, Inc. Centro Familiar Cristiano Galena Park, Precinct2 YMCA

Impact of Mexican Institute of Greater Houston's CCA Program on Parents' Self-Efficacy

Participants' were asked in the surveys several questions to examine how they were connecting the technology training to their involvement in their children's education. The main findings on participants' self-efficacy and beliefs are outlined below (* denotes statistically significant findings using Paired Sample T-test for pre and post data analysis).

- *At the beginning of the program 51 percent of the participants indicated that the use of computers is a very difficult task for them. On the other hand, by the end of the program, 89 percent showed an increase confidence on being able to use a computer.
- 81 percent of the parents indicated that what they are learning in the program will help them to assist their children with homework activities at home. This is in comparison to 82 percent at the beginning of the program. Although no chances can be reported on parents' views in this area by the end of the program, this is indicative that parents come into the program with high expectations and finish the program with similarly high perceptions.



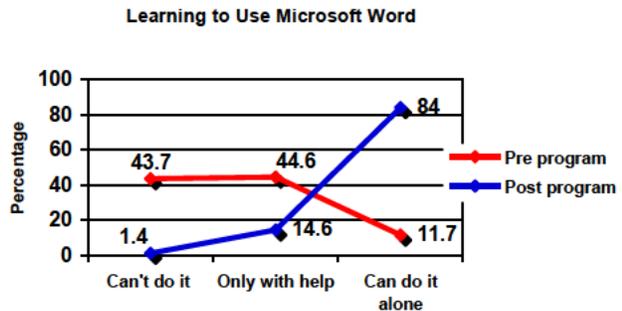
Parents were asked to mark several activities in which they felt they could be of assistance in their children's classroom. During the pre survey, parents indicated high levels of self-efficacy in relation to the activities in which they felt they could participate and assist in the classroom of their children. The figure above also points out that parents' self-efficacy increased significantly after completion of the program. These pre and post differences were found to be statistically significant at all levels including reading, computer, library, development of materials and assisting in field trips. This is further evidence on how the program is empowering parents to become participants in the education of their children at the same time that it may serve to increase parental involvement in the classrooms.

Parents' Achievement in Computer Technology

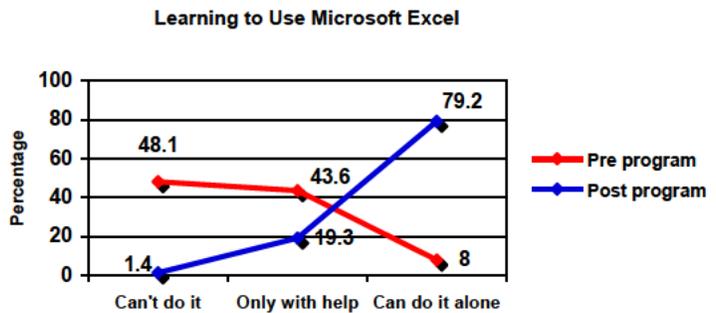
To measure the success of the program, on individual participants, the evaluator focused on several outcomes including leaning how to use Microsoft Word, Excel and PowerPoint. Participants were also asked in the pre and post survey about their ability to use the World Wide

Web to obtain information (e.g., engine searches). The scale used in the pre and post survey was a three point scale including “can’t do it”, “only with help”, and ‘can do it alone”. This allowed the evaluator to track participants learning growth from the beginning to the end of the program. Overall, the findings presented below were found to be statistically significant at $p < .000$ to $p < .03$ levels. For the practical usefulness of this report, the findings are presented as frequency distribution of percentages from pre and post assessment of participants.

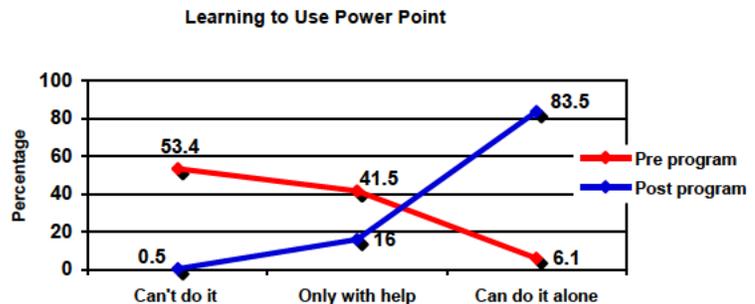
➤ Overall, the findings indicate that 84 percent of those who participated in the program successfully learned to use Microsoft Word. This is a gain of 72.3 percent that shows the learning growth of participants as they moved from not been able to use the program, or been able to use it only with help, to a point where they are able to independently use the computer.



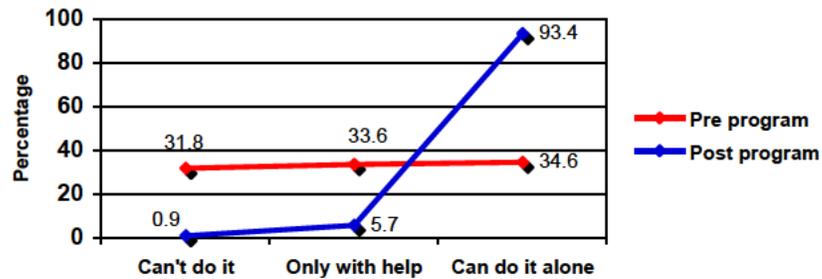
➤ At the beginning of the program 48.1 percent of the participants reported not been able to use Microsoft Excel on their own and 43.6 percent indicated that they needed help in order to use Excel. But, at the end of the CCA program 79.2 percent indicated been able to used Excel without any assistance. The findings show a gain of 71.2 percent at the end of the program.



➤ For Microsoft PowerPoint, the graph indicates that 83.5 percent of those graduating from the CCA program have also learned to use it. The last graph also indicates that they have learned how to use the World Wide Web to obtain information for themselves or to assist their children with homework activities.



Learning to Use the World Wide Web



- Overall, it is also important to point out that there are other outcome measures that are used to examine the success of the CCA program. For example, before granting a diploma of completion, both MIGH and the Tecnológico de Monterrey require participants to pass a comprehensive exam that covers what they have learned throughout the technology course. At the practical level, participants are also required to submit a total of 16 assignments that assess their practical knowledge gained from the technology course.

Conclusion

This summative evaluation points to some significant aspects of the program. The efforts by the Mexican Institute are serving towards the capacity development of low income Hispanic families and neighborhoods. The evidence also shows that parents have been empowered to become involve in their children's education. They have also learned the use of technology to improve their lives through on-line courses.

The applicability and significance of the program is not only measurable by its success in teaching parents computer skills for their involvement in their children's academic development. Many of the program graduates have also obtained more gainful employment or pursued continued education opportunities as a result of this program. A growing archive of success stories can be found at the Mexican Institute's Web site. These accounts include the story of a CCA graduate, from Mexico, who went on to become a highly skilled, highly paid computer technology instructor; a hotel cook whose new computer skills landed him a job in the hotel's main administrative office; and a family who now uses internet technology to advertise their micro-business as well as to keep track of their orders and accounts on-line. These job opportunities have created new avenues for better employment and professional development for these individuals, at the same time that many of them are also empowered to participate in the education of their children in ways previously not available to them.

References

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22, 723-742.

- Grolnick, W., Benjet, C., Kurowski, C., & Apostoleris, N. (1997). Predictors of Parent Involvement in Children's Schooling. *Journal of Educational Psychology*, 89 (3), 538-548.
- Lopez, M., Kreider, H., & Coffman, J. (2005). Intermediary Organizations as Capacity Builders in Family Educational Involvement. *Urban Education*, 40 (1), 78-105.
- McDermott, D. (2006). Thinking Mindfully About Parenting and Parenting Education. *Child Welfare*, 85 (5), 741-748.
- Morrow, L., & Young, J. (1997). A Family Literacy Program Connecting School and Home: Effects on Attitude, Motivation, and Literacy Achievement. *Journal of Educational Psychology*, 89 (4), 736-742.
- Taylor, L., Clayton, J., & Rowley, S. (2004). Academic Socialization: Understanding Parental Influences on Children's School-Related Development in Early Years. *Review of General Psychology*, 8 (3), 163-178.

MEXICAN INSTITUTE OF GREATER HOUSTON, INC
STATEMENT OF FINANCIAL POSITION
December 31, 2009

Prepared by: G&A Partners
Accounting Firm

ASSETS

CURRENT ASSETS

Cash	\$ 344,732
Accounts receivable	64,000
Grants receivable	30,803
Other assets	2,900
Furniture and equipment	54,652
Accumulated depreciation	<u>(49,884)</u>

TOTAL ASSETS \$ 447,203

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable	\$ 26,460
Other liabilities	424
	<u>26,884</u>

NET ASSETS

Unrestricted	<u>420,319</u>
--------------	----------------

TOTAL LIABILITIES & NET ASSETS \$ 447,203

MEXICAN INSTITUTE OF GREATER HOUSTON, INC
STATEMENT OF ACTIVITIES and
CHANGES IN FUND BALANCE
Year Ended December 31, 2009

REVENUES AND SUPPORT

CCA program	\$ 183,514
CCA - Grants & Donations	133,850
Lunada program	60,927
Fundraising	123,272
Contributions	5,950
Photo and services	78,120
Interest income	3,057
Other	9
	<u>588,699</u>

EXPENSES

CCA program	338,517
Lunada program	79,122
Mexican communities program	7,670
Fundraising	156,894
Photo and services	91,305
Public relations	30,859
Support services	38,329
	<u>742,696</u>

CHANGE IN UNRESTRICTED NET ASSETS (153,997)

Net assets at beginning of year 574,316

Net assets at end of year \$ 420,319

Carlos J. López
President & Executive Director – Mexican Institute of Greater Houston

████████████████████
████████████████

Curriculum Vitae Capsule

International Business Executive, Bilingual and Bicultural. Mr. López has been working at the Mexican Institute of Greater Houston since June 1st, 2007. This is a non profit 501 (c) 3 educational organization that promotes human development and workforce training. One way or another he has always been involved in the educational and business development fields. He has extensive experience as a developer of the Hispanic community in the small and international business realm, motivational and educational aspects and workforce development. He manages a group of 4 full time employees, and about 50 part timers, while coordinating the work of 3 to 4 interns. He reports to the Executive Committee of a fifteen member Board of Directors.

Previous experience includes over 25 years in the private and public sectors in the U.S. and in Nicaragua. Has experience in marketing, finance, sales, international trade, banking, operations and general management. Developed and conducted several market research activities, prepared and implemented successful domestic and international sales and strategic plans, as well as loan recovery programs and agricultural projects. In the 1990s he also worked under contract for the IDB in projects related to the public health sector Guyana.

Mr. López has managed \$10 million projects with about three thousand employees.

Recent Experience

June 2007 – Present

President & Executive Director, Mexican Institute of Greater Houston. Reports to MIGH Board of Directors' Executive Committee. Directs a group of 4 full time employees and almost 50 part timers providing Basic Computer Literacy Courses to adult Hispanics in Houston MSA, Humble, Beaumont, Port Arthur and San Antonio. MIGH 2010 budget: \$650,000.00 Currently developing new strategic partnerships, creating new courses, expanding/diversifying MIGH's business model and solidifying the organization's structure to take this non profit to a higher level of accomplishments in their commitment to continue **Changing Lives for a Better Tomorrow!**

1995 – May 2007

Director, UH International Trade Center
Reported to: UH SBDC Network Assistant Region Director

Responsibilities: Directed and supervised overall management and administration of the UH ITC program. Prepared annual strategy and implementation plans. He monitored overall activities to meet the ITC goals and milestones. Established work assignments of professional staff providing guidance and work direction as required. Developed proposals and provide assistance to Field-Centers. Mr. López met regularly with area economic and international trade development organizations and small business groups to promote the ITC, the UH SBDC network, as well as the SBA programs. He also provided assistance and support to small to mid size businesses. He prepared, coordinated the organization and lead trade missions to foreign markets with strong participation of ITC clients. Mr. López provided professional counseling to UH ITC clients to develop international marketing plans and strategies, preparing

bid proposals, finding for them trade leads and key contacts. Clients were small to mid size companies in different industries located within the UH SBDC Network 32 county-region.

In 1994 he helped develop and taught the first business seminars in Spanish for the growing Hispanic community and until May 2007 he kept involved in the organization and delivery of the Hispanic Entrepreneur Series.

1992 – 1995

Bilingual-Bicultural General Business Consultant for the Lead Center of the UH SBDC. Counseled Spanish and English speaking clients. Taught seminars in both languages on Feasibility Analysis, Business and Marketing Plans. Advised clients on matters related to Marketing, Finance, Advertising, Cash Management, Accounting Principles, General Management, and others.

Education

MBA – INCAE, in Central America. This is the Harvard Business School founded and sponsored Institute for Graduate Studies. Major in Development Banking & Finance.

BS in BA – UCA, the Jesuits run Central American University. Major in Marketing.

Special Assignments and Speaking Engagements

Presented several seminars on different business and international trade topics in the past several years.

Since August of 2006 worked on the negotiations and preparation of the official agreement between Costa Rica's PROCOMER and the Houston Hispanic Chamber of Commerce. In March of 2007 coordinated the signing ceremony of the agreement and certain events related to the participation of a business delegation from Costa Rica that came to Houston lead by the Minister of Foreign Trade, Ing. Marco Vinicio Ruiz Gutiérrez.

In October of 2003 spoke before over 780 small to mid size businesspersons and entrepreneurs at the SBA's Business Matchmaking orientation event in Houston.

From September to August of 2002 performed a contract as Marketing Specialist-Consultant for the Inter-American Development Bank children nutrition project in Guyana, South America.

In May 2002 presented the Seminar "International Business Etiquette and Communications" at the TSCPA (Texas Society of CPAs) annual conference, in Houston, Texas.

In March 2001, was selected by the U.S. Department of Commerce to be one of the three public members of the 2001 Commercial Service Assessment Team. A total of 25 professionals integrated the team to help evaluate, during a two week period, the candidates for Foreign Commercial Service Officers.

In May 2000, presented the seminar "Trade Missions, an International Marketing Tool" at the 13th annual North American Association of Small Business International Trade Educators (NASBITE) International Conference, in Boston, Massachusetts.

In October 1997, did a presentation about the UH SBDC, the ITC program and the SBA at the First Regional Conference on Small and Mid Size businesses in Tampico, Mexico.

Honors and Awards

In May of 2006 received the SBA Houston office award as Minority Advocate of the Year. In September of 2005 was nominated to receive the “Willie Velásquez” annual award to Latino Leaders, offered by Telemundo TV, Channel 47 in Houston.

In September of 2004, received from U.S. Congressman Nick Lampson the “Henry B. Gonzalez Latino Leadership Award”, as it appears in the U.S. House of Representatives Certificate of Special Congressional Recognition and the House of Representatives Congressional Record of the Proceedings and Debates of the 108th Congress, Second Session, dated September 22, 2004.

In September of 2001, was nominated by the Consul General of Perú, Mr. Jorge Salas, Dean of the Houston Consular Corps, to be the recipient of the Houston International Service Award. Consul General Salas said: “*Mr. López has always demonstrated an unwavering decision to increase international trade between Houston and the world at large*”. “*While not being a diplomat and not having ever held a diplomatic position, Mr. López possesses a somewhat natural ability to relate with persons of other cultures and backgrounds, and to promote understanding between people with different interests in mind*”.

Other Professional/Personal Affiliations and Special Activities

- In mid 1995 appointed by the U.S. Secretary of Commerce to the Houston District Export Council. Since then, have been re-appointed by different Secretaries of Commerce. The most recent re-appointment was in November of 2007 for another three years.
- Since March of 2005, member of the Board of Directors the Houston Hispanic Chamber of Commerce, heading the International Committee.
- Since March of 2003, for two years, Member of the National Advisory Council of the U.S. Small Business Administration. He was re-appointed in October of 2005 for another two years.

This additional information corresponds to Mr. López’s professional experience in Nicaragua.

10/75 - 7/79 **General Director, National Training Center (CENCA).**

This was the special training unit for the Agricultural Public Sector of Nicaragua. Initiated and implemented this program from the project document. Annual budget: U.S. \$500 thousand, partially funded by the U.S. Agency for International Development. He hired all personnel, including faculty members, guest speakers, presenters, and selected the facilities to be used. He had fifteen persons under his direct supervision. He reported to the Minister of Agriculture and Livestock.

From August 1978 to July 1979 an additional responsibility were assigned to him, and was simultaneously the **General Director of the ROYA program**. This was an \$11 Million dollar a year project financed by all the Central American governments and Panama. There were over three thousand employees in that program.

JOSTEN C. MA



PROFESSIONAL EXPERIENCE

Mr. Josten Ma, Manager of Application Solutions at Texas Learning and Computation Center (TLC²) of University of Houston, has been managing and developing open source software applications for 6 years. Before this, Mr. Ma has close to thirty years of information technology project management and development skills and has successfully in developing and implementing large applications with budget in the millions. He has lead project teams of 10-20 people in diverse projects from client server to world wide web development environments. He mastered the advanced software development and architectural skills with excellent knowledge of distributed computing. He has demonstrated ability to drive project to completion under budget. One of his strength is in identifying project risk areas and take proactive actions in resolving them.

At TLC² he manages a team of developers, up to eight, in deploying close to hundred websites and portal applications. He and his team has achieved competence in the Plone environment. In the past 3 years has also established close relationships with the Plone community, especially one of its original author, Alan Runyan (<http://www.enfoldsystems.com/>). He implemented a rapid prototyping methodology, allowing his team to respond swiftly in the developing and deploying many web portals.

Texas Learning & Computation, UH, Houston, Texas

2002-present

Manager, Application Solutions

- Organized and sponsored Python Zope and Plone events:
 - [Ploneability Higher Education Conference](#)
 - Texas [Zope Python "Un"Conference](#)
 - [Portal Training](#)
 - [Plone BootCamp- Joel Burton](#)
 - [Python BootCamp- Chris Galloway](#)
- Architected Internet web sites utilizing Zope/Plone CMS in Linux and MS Windows. Using this technology we were able to rapidly deploy web sites in about two weeks time.
- Successfully turned around a 3 year old Oracle 9i and JSP project and implemented the web application in one-sixth of the time. Earned the recognition management and the user communities from seven institutions ([H-LSAMP](#)).
- Strategically directed the implementation of a data reporting system for providing accurate and efficient data analysis of 10 years of clinical research data, using MS SQL, MS Access, MS Project, MS .Net and SAS Business Intelligence.
- Design and constructing a high security financial accounting database application for tracking, managing sensitive personnel data, supporting over \$10 millions of funding.

- Key members of management team in procuring and installing a super computer cluster of 152 HP Itanium2, by directing vendors, contractors and cross departmental staff. In 2004 this system was ranked in the top 100 of the 500 fastest computers in the world.

COMPAQ COMPUTER CORPORATION, Houston, Texas

1990-2001

Software Solutions, Senior Project Lead

- Managed the development of a rapid deployment tool of Siebel for Compaq high-end CRM/ERP customers, by automating over 150 setup interfaces down to a single user screen.
- Key member of the corporate database architecture team, developing a centralized customer information system for global access by over 5 major business units in improving customer satisfaction by reducing 80% of data redundancy.

Database/Data Warehouse Solutions, Systems Engineer

- Spearheaded a team of 6 engineers in completing the Business Intelligence solutions on our corporate web site. The initiative secured our corporate presence in this market sector, by providing programs to empower our customers in their data warehouse projects.
- Managed a million dollar sales compensation management application using PowerBuilder and SQL Server with a team of 15 programmers and contractors, which integrated manual processes and automated data extraction from mainframe, increasing efficiency by 100%.
- Delivered a customer support application using MS SQL in a client server environment, reducing information access time by as much as 50%.
- Collaborated and undertook technical mentoring responsibilities with cross functional teams as a core member of the 3rd level engineering support team, which provided resolution for 100% of the Oracle, SQL Server and Sybase database cases.
- Tactically positioned to provide technical database solutions to internal technical and business users, often made sales and marketing presentations and demonstrations to major accounts, increasing close-rate and customer loyalty.

CHEMSHARE CORPORATION, Houston, Texas

1988-1990

Senior Consultant

Responsible for leading the development of a multimillion-dollar project using C Language on Unix Workstations, for oil and gas industry and was recognized for exceptional business and technical analytical skill by customer, and management.

UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER, Houston, Texas

1984-1988

Systems Analyst

Managed programmers and medical staff in the development and implementation of clinic research applications for 3 office locations. Customized the development of a patient database management application, resulting in at least a 20% increase in accuracy and productivity. The program was developed for statistical analysis of FDA applications.

CITY OF HOUSTON PUBLIC WORKS DEPARTMENT, Houston, Texas

1981-1984

Environmental Engineer

Resolved and surveyed city wide wastewater engineering problems for the Public Works Department. Operated a real time SCADA computer controlled system for wastewater treatment plant. Published a paper on a Process Simulation Model in predicting clarifier sludge blanket.

PROFESSIONAL ORGANIZATION & EDUCATION

Plone Training and BootCamp attended training from Enfold Systems and Joel Burton in 2006 and 2007.

Plone Conferences participated in Plone conference 06 in New Orleans and Plone International Conference 2006.

Python BootCamp in Houston- organized and attended Python BootCamp January 2007 and will be hosting and organizing the Advance PyCamp in May 2006.

Houston Zope Python User Group (HouZPUG) key member founders of a brand new Houston User groups, scheduled to host a Texas Zope/Py unConference in September 2007.

Plone ZOpenPublisher preAlpha developing and testing of a Plone template product to facilitate the rapid deployment of web site layout.

PROGRAMMING SKILLS

Languages - Python, VB, PHP, .Net, A/JSP

Web Development – Zope/Plone, MS IIS, Macromedia

Databases/SQL- SQL Server, Oracle, MySQL, MS Access

OS- WinNT/2000/XP, Linux/Unix, VMS

Finance/Human Resources – Siebel CRM; Inventory & Sales

Systems Engineering – Erwin, ERStudio, Systems Life Cycle Modeling

Project Management - MS Project, MS Office Suites

Business Intellegence & Data Warehouse – SAS BI, ETL, DSS, EIS,

EDUCATION

MS Civil Engineering, University of Houston, Houston, Texas, May 1981.

MS Oceanography, Texas A&M University, College Station, Texas, May 1979.

BS Biology, Texas A&M University, College Station, Texas, May 1975.

PROFESSIONAL ACTIVITIES & HONORS

Voting Member of American Computer Machinery

Member of the Houston Area League of Personal Computer

Member of Sigma Iota Epsilon Honor Society

Member of Phi Sigma Honor Society
Professional Engineering Certification - EIT
Executive Officer of Oceanography Graduate Council

WEB REFERENCES

Web Portal	Note
TLC2	Texas Learning and Computation Center
Latinoteca	Spanish Publishing House & Culture Web Portal
TIMES	Texas Institute for Measurement, Evaluation, & Statistics
SWTC	Southwest Public Safety Technology Center
HiPCAT	High Performance Computing Across Texas
David Francis	Director of the TIMES; Co-Director for the TLC ²
AHC	TX Acres Homes Neighborhood Community
UHAERO	Air Quality and Aerosols Modeling
Visual Anthro	Visual Anthropology
LACSI	Los Alamos Computer Science Institute
DM&MLG	Data Mining & Machine Learning Group
HPCC07	High Performance Computing and Communications
Bioinformatics Lab	The Bioinformatics Lab
HPC Tools	High Performance Computing Tools
Fluka course	Particle Physics Monte Carlo Training Course
High School Science Club	High School Science Club
IntelOpenMP	Cluster OpenMP Workshop
Texas Systems Day	Texas Systems Day
Wompat2004	Workshop on OpenMP
Quail	Quantitative Imaging Lab

BTOP Sustainable Broadband Adoption Community Anchor Institution Detail Template

Please complete the Anchor Institution Details worksheet by providing information on all Community Anchor Institutions that will be directly involved in or benefit from the proposed project. Add rows as necessary. All community anchor institutions should be given a type from the specified list. A Community Anchor Institution is considered a minority-serving institution is a post-secondary educational institution with enrollment of minority students exceeding 50 percent of its total enrollment. The "Role" column only requires a word or two, or a short phrase not a detailed explanation. A detailed explanation of the role of project partners and community anchor institutions should be provided in the essay portions of the application.

The data provided via this template will be subject to automated processing. Applicants are therefore required to provide this attachment as an Excel file, and not to convert it to a PDF to submitting a copy of their application on an appropriate electronic medium, such as a DVD CD-ROM, or flash drive. Additionally, applicants should not modify the format of this file.

m
if it

ase,
ity

prior
D,

BTOP SBA Community Anchor Institutions Detail Template

Title: Sustainable Broadband Adoption through Training for

Easy Grants ID: 6842

Facility Name	Organization	Address Line 1	City	State	Zip	Facility Type
AAL Houston Campus	Academy of Accelerated Learning	6025 Chimney Rock	Houston	Texas	77081	School (k-12)
Aldine ISD Aldine Middle School	Aldine ISD	14908 Aldine Westfield Road	Houston	Texas	77032	School (k-12)
Aldine ISD Aldine Senior High School	Aldine ISD	11101 Airline Drive	Houston	Texas	77037	School (k-12)
Aldine ISD Carmichael Elementary School	Aldine ISD	6902 Silver Star Drive	Houston	Texas	77086	School (k-12)
Aldine ISD Eisenhower High School	Aldine ISD	7922 Antoine Drive	Houston	Texas	77088	School (k-12)
Aldine ISD Ermel Elementary School	Aldine ISD	7103 Woodsman Trail	Houston	Texas	77040	School (k-12)
Aldine ISD Goodman Elementary School	Aldine ISD	9325 Deer Trail	Houston	Texas	77088	School (k-12)
Aldine ISD Keeble EC/PK Center	Aldine ISD	203 West Gulfbank Road	Houston	Texas	77037	School (k-12)
Aldine ISD Mac Arthur High School	Aldine ISD	4400 Aldine Mail Route	Houston	Texas	77039	School (k-12)
Aldine ISD Northwest Intermediate School	Aldine ISD	2625 W. Mount Houston Road	Houston	Texas	77038	School (k-12)
Aldine ISD Oleson Elementary School	Aldine ISD	12345 Vickery Street	Houston	Texas	77039	School (k-12)
Aldine ISD Plummer Middle School	Aldine ISD	11429 Spears Road	Houston	Texas	77067	School (k-12)
Aldine ISD Shotwell Middle School	Aldine ISD	6515 Trail Valley Way	Houston	Texas	77086	School (k-12)
Alief ISD Smith Elementary School	Alief ISD	11300 Standliff	Houston	Texas	77099	School (k-12)
Beaumont ISD Beaumont Central High School	Beaumont ISD	88 Jaguar Dr.	Beaumont	Texas	77702	School (k-12)
Beaumont ISD Martin Luther King High School	Beaumont ISD	375 North 11th Street	Beaumont	Texas	77702	School (k-12)
Conroe ISD CCA-Conroe	Conroe ISD	1712 Wilson Rd.	Conroe	Texas	77304	School (k-12)
Dallas ISD - Arcadia Park Elementary	Dallas ISD	1300 Justin Ave.	Dallas	Texas	75211	School (k-12)
Dallas ISD - David G. Burnet Elementary	Dallas ISD	3200 Kinkaid Dr.	Dallas	Texas	75220	School (k-12)
Dallas ISD - Felix G. Botello Element.	Dallas ISD	225 S. Marsalis Ave.	Dallas	Texas	75203	School (k-12)
Dallas ISD - James Bowie Elementary	Dallas ISD	330 N. Marsalis Ave.	Dallas	Texas	75203	School (k-12)
Dallas ISD - Rufus C. Burleson Element.	Dallas ISD	6300 Elam Rd.	Dallas	Texas	75217	School (k-12)
Galena Park Cloverleaf Elementary School	Galena Park ISD	1035 Frankie	Houston	Texas	77015	School (k-12)
Galena Park ISD Normandy Crossing	Galena Park ISD	12500 Normandy Crossing	Houston	Texas	77015	School (k-12)
Galena Park Woodland Access Schools	Galena Park ISD	12936 Sarah Lane	Houston	Texas	77015	School (k-12)
Galveston ISD Burnet Elementary School	Galveston ISD	5501 Avenue S	Galveston	Texas	77550	School (k-12)
Housron ISD Sands Point Elementary School	Houston ISD	10550 West Office Drive	Houston	Texas	77042	School (k-12)
Houston Gateway Academy campus	Houston Gateway Academy	3400 Evergreen Drive	Houston	Texas	77087	School (k-12)
Houston ISD Allen Elementary School	Houston ISD	400 Victoria	Houston	Texas	77022	School (k-12)
Houston ISD Austin High School	Houston ISD	1700 Dumble	Houston	Texas	77023	School (k-12)
Houston ISD Benbrook Elementary School	Houston ISD	4026 Bolin	Houston	Texas	77092	School (k-12)
Houston ISD Berry Elementary School	Houston ISD	2310 Berry Road	Houston	Texas	77093	School (k-12)

Houston ISD Black Middle School	Houston ISD	1575 Chantilly	Houston	Texas	77018	School (k-12)
Houston ISD Braeburn Elementary School	Houston ISD	7707 Rampart	Houston	Texas	77081	School (k-12)
Houston ISD Briscoe Elementary School	Houston ISD	321 Forest Hill	Houston	Texas	77011	School (k-12)
Houston ISD Brookline Elementary School	Houston ISD	6301 South Loop East	Houston	Texas	77087	School (k-12)
Houston ISD Browning Elementary School	Houston ISD	607 Northwood	Houston	Texas	77009	School (k-12)
Houston ISD Clifton Middle School	Houston ISD	6001 Golden Forest	Houston	Texas	77092	School (k-12)
Houston ISD Contemporary Learnig Cente	Houston ISD	1906 Cleburne	Houston	Texas	77004	School (k-12)
Houston ISD Coop Elementary School	Houston ISD	10130 Aldine-Westfield	Houston	Texas	77093	School (k-12)
Houston ISD Crespo Elementary School	Houston ISD	7500 Office City Dr	Houston	Texas	77012	School (k-12)
Houston ISD Crockett Elementary School	Houston ISD	1417 Houston	Houston	Texas	77007	School (k-12)
Houston ISD Cunningham Elementary Sch	Houston ISD	5100 Gulfton	Houston	Texas	77081	School (k-12)
Houston ISD Davila Elementary School	Houston ISD	7610 Dahlia	Houston	Texas	77012	School (k-12)
Houston ISD De Chaumes	Houston ISD	155 Cooper	Houston	Texas	77076	School (k-12)
Houston ISD Deady Middle School	Houston ISD	2500 Broadway	Houston	Texas	77012	School (k-12)
Houston ISD Eastwood Academy School	Houston ISD	1315 Dumble	Houston	Texas	77023	School (k-12)
Houston ISD Edison Middle School	Houston ISD	6901 Avenue I	Houston	Texas	77011	School (k-12)
Houston ISD Eugene Field Elementary Sch	Houston ISD	703 East 17th	Houston	Texas	77008	School (k-12)
Houston ISD Franklin Elementary School	Houston ISD	7101 Canal	Houston	Texas	77011	School (k-12)
Houston ISD Furr High School	Houston ISD	520 Mercury	Houston	Texas	77013	School (k-12)
Houston ISD Gallegos Elementary School	Houston ISD	7415 Harrisbur	Houston	Texas	77011	School (k-12)
Houston ISD García Elementary School	Houston ISD	9550 Aldine-Westfield	Houston	Texas	77093	School (k-12)
Houston ISD Golfcrest Elementary School	Houston ISD	7414 Fairway	Houston	Texas	77087	School (k-12)
Houston ISD Gregg Elementary School	Houston ISD	6701 Roxbury	Houston	Texas	77087	School (k-12)
Houston ISD Harris Elementary School	Houston ISD	801 Broadway	Houston	Texas	77012	School (k-12)
Houston ISD Hartman Middle School	Houston ISD	7111 Westover	Houston	Texas	77087	School (k-12)
Houston ISD Harvard Elementary School	Houston ISD	810 Harvard	Houston	Texas	77007	School (k-12)
Houston ISD Helms Community Learning C	Houston ISD	503 West 21st	Houston	Texas	77008	School (k-12)
Houston ISD Herrera Elementary School	Houston ISD	525 Bennington	Houston	Texas	77022	School (k-12)
Houston ISD Hogg Middle School	Houston ISD	1100 Merrill	Houston	Texas	77009	School (k-12)
Houston ISD Holland Middle School	Houston ISD	1600 Gellhorn	Houston	Texas	77029	School (k-12)
Houston ISD Houston High School	Houston ISD	9400 Irvington	Houston	Texas	77076	School (k-12)
Houston ISD Jackson Middle School	Houston ISD	5100 Polk	Houston	Texas	77023	School (k-12)
Houston ISD Jones Elementary School	Houston ISD	1810 Stuart	Houston	Texas	77004	School (k-12)
Houston ISD Long Middle School	Houston ISD	6501 Bellaire Blvd.	Houston	Texas	77074	School (k-12)
Houston ISD Love Elementary School	Houston ISD	1120 West 13th	Houston	Texas	77008	School (k-12)
Houston ISD Madison High School	Houston ISD	13719 White Heather Dr	Houston	Texas	77045	School (k-12)
Houston ISD McNamara Elementary Scho	Houston ISD	8714 McAvoy	Houston	Texas	77074	School (k-12)
Houston ISD McReynolds Middle School	Houston ISD	5910 Market	Houston	Texas	77020	School (k-12)
Houston ISD Milby High School	Houston ISD	1601 Broadway	Houston	Texas	77012	School (k-12)
Houston ISD Moreno Elementary School	Houston ISD	620 East Canino	Houston	Texas	77037	School (k-12)

Houston ISD Neff Elementary School	Houston ISD	8400 Carvel	Houston	Texas	77036	School (k-12)
Houston ISD Osborne Elementary School	Houston ISD	800 Ringold	Houston	Texas	77088	School (k-12)
Houston ISD Patrick Henry Middle School	Houston ISD	10702 East Hardy	Houston	Texas	77093	School (k-12)
Houston ISD Patterson Elementary School	Houston ISD	5302 Allendale	Houston	Texas	77017	School (k-12)
Houston ISD Pilgrim Elementary School	Houston ISD	3315 Barrington	Houston	Texas	77056	School (k-12)
Houston ISD Piney Point Elementary School	Houston ISD	8921 Pagewood	Houston	Texas	77063	School (k-12)
Houston ISD Port Houston Elementary School	Houston ISD	1800 McCarty	Houston	Texas	77029	School (k-12)
Houston ISD Reagan High School	Houston ISD	413 East 13th	Houston	Texas	77008	School (k-12)
Houston ISD Robinson Elementary School	Houston ISD	12425 Woodforest Dr.	Houston	Texas	77013	School (k-12)
Houston ISD Rodríguez Elementary School	Houston ISD	5858 Chimney Rock	Houston	Texas	77081	School (k-12)
Houston ISD Roger School	Houston ISD	5840 San Felipe	Houston	Texas	77057	School (k-12)
Houston ISD Sharpstown High School	Houston ISD	7504 Bissonnet	Houston	Texas	77074	School (k-12)
Houston ISD Shearn Elementary School	Houston ISD	9802 Stella Link	Houston	Texas	77025	School (k-12)
Houston ISD Stevenson Middle School	Houston ISD	9595 Winkler	Houston	Texas	77017	School (k-12)
Houston ISD Sutton Elementary School	Houston ISD	7402 Albacore	Houston	Texas	77074	School (k-12)
Houston ISD Tijerina Elementary School	Houston ISD	6501 Sherman	Houston	Texas	77011	School (k-12)
Houston ISD Wharton Elementary School	Houston ISD	900 West Gray	Houston	Texas	77019	School (k-12)
Houston ISD Whittier Elementary School	Houston ISD	10511 La Crosse	Houston	Texas	77029	School (k-12)
Houston ISD Williams Middle School	Houston ISD	6100 Knox	Houston	Texas	77091	School (k-12)
Humble ISD Parks Lakes Elementary School	Humble ISD	4400 Wilson Road	Humble	Texas	77396	School (k-12)
J. E. Pearce Middle School	Austin ISD	6401 N. Hampton Dr.	Austin	Texas	78723	School (k-12)
Kipp Academy Houston	Kipp Academy	10711 Kipp Way	Houston	Texas	77099	School (k-12)
Klein ISD Eiland Elementary School	Klein ISD	6700 North Klein Circle Dr.	Houston	Texas	77088	School (k-12)
Klein ISD EPPS Island Elementary School	Klein ISD	7403 Smiling Wood	Houston	Texas	77086	School (k-12)
Klein ISD Kaiser Elementary School	Klein ISD	13430 Bammel N. Houston	Houston	Texas	77066	School (k-12)
Klein ISD Klein Intermediate School	Klein ISD	4710 W. Mount Houston	Houston	Texas	77088	School (k-12)
Klein ISD Mc Dougle Elementary School	Klein ISD	10410 Kansack Ln	Houston	Texas	77086	School (k-12)
Klein ISD Nitsch Elementary School	Klein ISD	4702 W. Mount Houston	Houston	Texas	77088	School (k-12)
Klein ISD Wunderlich Intermediate School	Klein ISD	11800 Misty Valley Dr.	Houston	Texas	77066	School (k-12)
Martin Middle School	Austin ISD	1601 Haskell	Austin	Texas	78702	School (k-12)
Paredes Middle School	Austin ISD	10100 S. Mary Moore Searight	Austin	Texas	78748	School (k-12)
Pasadena ISD Parks Elementary School	Pasadena ISD	3302 San Augustine	Pasadena	Texas	77501	School (k-12)
Port Arthur ISD Robert E. Lee Elementary	Port Arthur ISD	3939 Delaware	Port Arthur	Texas	77642	School (k-12)
Royal ISD Royal High School	Royal ISD	34499 Royal Road	Brookshire	Texas	77423	School (k-12)
Sheldon ISD C.E. King High School	Sheldon ISD	11411 C.E. King Parkway	Houston	Texas	77044	School (k-12)
Southwest High School Houston	Southwest Schools	6400 Southwest Freeway	Houston	Texas	77074	School (k-12)
Spring Branch ISD Bufalo Creek Elementary	Spring Branch ISD	2801 Blalock	Houston	Texas	77080	School (k-12)
Spring Branch ISD Centro de Padres	Spring Branch ISD	9016 Westview E102	Houston	Texas	77055	School (k-12)
Spring Branch ISD Landrum Middle School	Spring Branch ISD	2200 Ridgecrest	Houston	Texas	77055	School (k-12)
Spring Branch ISD Treasure Forest Elementary	Spring Branch ISD	7635 Amelia Road	Houston	Texas	77055	School (k-12)

TBD	Harlandale ISD	102 Genevieve	San Antonio	Texas	78214	School (k-12)
TBD	Northside ISD	6632 Bandera St.	San Antonio	Texas	78238	School (k-12)
Waller ISD Waller Community Learning Ce	Waller ISD	2214 Waller St.	Waller	Texas	77484	School (k-12)
Webb Middle School	Austin ISD	601 E. St. Johns	Austin	Texas	78752	School (k-12)
Benavides	City of San Antonio	515 Castroville Rd.	San Antonio	Texas	78237	Other Government Fa
Culebra	City of San Antonio	310 S. St. Mary's St.	San Antonio	Texas	78205	Other Government Fa
Ferrari	City of San Antonio	107 West Rampart	San Antonio	Texas	78216	Other Government Fa
Leon Z. Grayson Community Center	Harris County	13828 Corpus Christi	Houston	Texas	77015	Other Government Fa
AVANCE - Dacoma	AVANCE	4281 Dacoma	Houston	Texas	77092	Other Community Sup
AVANCE - Drew	AVANCE	2223 North Main	Houston	Texas	77009	Other Community Sup
Cámara de Empresarios Latinos	Cámara de Negocios México America	6420 Hillcroft, Suite 305	Houston	Texas	77081	Other Community Sup
Centro Familiar Cristiano	Centro Familiar Cristiano	11000 Dairy Ashford	Sugar Land	Texas	77478	Other Community Sup
Children's Museum Houston	Children's Museum Houston	1500 Binz	Houston	Texas	77004	Other Community Sup
Christus Medical	Christus Medical	6441 High Star Dr.	Houston	Texas	77074	Other Community Sup
Cleveland Ripley	Neighborhood Centers Inc.	720 Fairmont Parkway	Pasadena	Texas	77504	Other Community Sup
East End Life Center	East End Life Center	7535 Avenue I	Houston	Texas	77012	Other Community Sup
Gruma-MissionFoodsLearning Ctr.	Mission Foods	12600 Wallisville Rd.	Houston	Texas	77013	Other Community Sup
La Porte	Neighborhood Centers Inc.	526 San Jacinto	La Porte	Texas	77571	Other Community Sup
Mendenhall Comput. Lab	Mexican Institute of Greater Houston	4601 Caroline Street	Houston	Texas	77004	Other Community Sup
Prairie View Community Learning Center	League of United Latin American Citi	Prairie View LULAC #4765	Bellville	Texas	77418	Other Community Sup
Ripley House	Neighborhood Centers Inc.	4410 Navigation	Houston	Texas	77011	Other Community Sup
Tabernaculo de Vida	Tabernaculo de Vida	11906 N. Garden St.	Houston	Texas	77071	Other Community Sup
Tejano Centers for Community Concerns	Tejano Center for Comm. Concerns	2950 Broadway	Houston	Texas	77017	Other Community Sup
YMCA M.D. Anderson	YMCA	705 Cavalcade	Houston	Texas	77009	Other Community Sup
Cy-Fair Campus	North Harris Montgomery Comm. Co	9191 Barker Cypress Rd.	Cypress	Texas	77433	Community College
HCC Northeast Campus	Houston Community College	401 Northline	Houston	Texas	77022	Community College
HCC Southeast Campus	Houston Community College	6815 Rustic	Houston	Texas	77087	Community College
North Harris Campus	North Harris Montgomery Comm. Co	2700 W.W. Thorne Drive	Houston	Texas	77073	Community College

Table of Facility Types

School (k-12)
Library
Medical or Healthcare Provider
Public Safety Entity
Community College
Public Housing
Other Institution of Higher Education
Other Community Support Organization
Other Government Facility

Table of Minority Serving Institutions

N/A
Historically Black College or University
Tribal College or University
Alaska Native Serving Institution
Hispanic Serving Institution
Native Hawaiian Serving Institution

BUDGET INFORMATION - Non-Construction Programs

OMB Approval No. 0348-0044

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Broadband Technolo	11.557	\$	\$	\$	\$	\$ 0.00
2.						0.00
3.						0.00
4.						0.00
5. Totals		\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	BTOP	(2)	(3)	
a. Personnel	\$	712,200.00	\$	\$	\$ 712,200.00
b. Fringe Benefits		43,128.00			43,128.00
c. Travel		9,050.00			9,050.00
d. Equipment		119,563.00			119,563.00
e. Supplies					0.00
f. Contractual					0.00
g. Construction					0.00
h. Other		355,200.00			355,200.00
i. Total Direct Charges (sum of 6a-6h)		1,239,141.00	0.00	0.00	1,239,141.00
j. Indirect Charges					0.00
k. TOTALS (sum of 6i and 6j)	\$	1,239,141.00	\$ 0.00	\$ 0.00	\$ 1,239,141.00
7. Program Income	\$	0.00	\$	\$	\$ 0.00

Authorized for Local Reproduction

SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8. Broadband Technologies Opportunity Program	\$ 311,131.00	\$	\$	\$ 311,131.00	
9.				0.00	
10.				0.00	
11.				0.00	
12. TOTAL (sum of lines 8-11)	\$ 311,131.00	\$ 0.00	\$ 0.00	\$ 311,131.00	
SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 928,010.00	\$ 321,675.00	\$ 202,112.00	\$ 202,112.00	\$ 202,111.00
14. Non-Federal	311,131.00	77,782.00	77,783.00	77,783.00	77,783.00
15. TOTAL (sum of lines 13 and 14)	\$ 1,239,141.00	\$ 399,457.00	\$ 279,895.00	\$ 279,895.00	\$ 279,894.00
SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program	FUTURE FUNDING PERIODS (Years)				
	(b) First	(c) Second	(d) Third	(e) Fourth	
16. Broadband Technologies Opportunity Program	\$ 928,010.00	\$ 622,217.00	\$ 464,798.00	\$ 0.00	
17.					
18.					
19.					
20. TOTAL (sum of lines 16-19)	\$ 928,010.00	\$ 622,217.00	\$ 464,798.00	\$ 0.00	
SECTION F - OTHER BUDGET INFORMATION					
21. Direct Charges:			22. Indirect Charges:		
23. Remarks:					

INSTRUCTIONS FOR THE SF-424A

Public reporting burden for this collection of information is estimated to average 180 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0044), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

General Instructions

This form is designed so that application can be made for funds from one or more grant programs. In preparing the budget, adhere to any existing Federal grantor agency guidelines which prescribe how and whether budgeted amounts should be separately shown for different functions or activities within the program. For some programs, grantor agencies may require budgets to be separately shown by function or activity. For other programs, grantor agencies may require a breakdown by function or activity. Sections A, B, C, and D should include budget estimates for the whole project except when applying for assistance which requires Federal authorization in annual or other funding period increments. In the latter case, Sections A, B, C, and D should provide the budget for the first budget period (usually a year) and Section E should present the need for Federal assistance in the subsequent budget periods. All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

Section A. Budget Summary Lines 1-4 Columns (a) and (b)

For applications pertaining to a *single* Federal grant program (Federal Domestic Assistance Catalog number) and *not requiring* a functional or activity breakdown, enter on Line 1 under Column (a) the Catalog program title and the Catalog number in Column (b).

For applications pertaining to a *single* program *requiring* budget amounts by multiple functions or activities, enter the name of each activity or function on each line in Column (a), and enter the Catalog number in Column (b). For applications pertaining to multiple programs where none of the programs require a breakdown by function or activity, enter the Catalog program title on each line in *Column* (a) and the respective Catalog number on each line in Column (b).

For applications pertaining to *multiple* programs where one or more programs *require* a breakdown by function or activity, prepare a separate sheet for each program requiring the breakdown. Additional sheets should be used when one form does not provide adequate space for all breakdown of data required. However, when more than one sheet is used, the first page should provide the summary totals by programs.

Lines 1-4, Columns (c) through (g)

For new applications, leave Column (c) and (d) blank. For each line entry in Columns (a) and (b), enter in Columns (e), (f), and (g) the appropriate amounts of funds needed to support the project for the first funding period (usually a year).

For continuing grant program applications, submit these forms before the end of each funding period as required by the grantor agency. Enter in Columns (c) and (d) the estimated amounts of funds which will remain unobligated at the end of the grant funding period only if the Federal grantor agency instructions provide for this. Otherwise, leave these columns blank. Enter in columns (e) and (f) the amounts of funds needed for the upcoming period. The amount(s) in Column (g) should be the sum of amounts in Columns (e) and (f).

For supplemental grants and changes to existing grants, do not use Columns (c) and (d). Enter in Column (e) the amount of the increase or decrease of Federal funds and enter in Column (f) the amount of the increase or decrease of non-Federal funds. In Column (g) enter the new total budgeted amount (Federal and non-Federal) which includes the total previous authorized budgeted amounts plus or minus, as appropriate, the amounts shown in Columns (e) and (f). The amount(s) in Column (g) should not equal the sum of amounts in Columns (e) and (f).

Line 5 - Show the totals for all columns used.

Section B Budget Categories

In the column headings (1) through (4), enter the titles of the same programs, functions, and activities shown on Lines 1-4, Column (a), Section A. When additional sheets are prepared for Section A, provide similar column headings on each sheet. For each program, function or activity, fill in the total requirements for funds (both Federal and non-Federal) by object class categories.

Line 6a-i - Show the totals of Lines 6a to 6h in each column.

Line 6j - Show the amount of indirect cost.

Line 6k - Enter the total of amounts on Lines 6i and 6j. For all applications for new grants and continuation grants the total amount in column (5), Line 6k, should be the same as the total amount shown in Section A, Column (g), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)-(4), Line 6k should be the same as the sum of the amounts in Section A, Columns (e) and (f) on Line 5.

Line 7 - Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount, Show under the program

INSTRUCTIONS FOR THE SF-424A (continued)

narrative statement the nature and source of income. The estimated amount of program income may be considered by the Federal grantor agency in determining the total amount of the grant.

Section C. Non-Federal Resources

Lines 8-11 Enter amounts of non-Federal resources that will be used on the grant. If in-kind contributions are included, provide a brief explanation on a separate sheet.

Column (a) - Enter the program titles identical to Column (a), Section A. A breakdown by function or activity is not necessary.

Column (b) - Enter the contribution to be made by the applicant.

Column (c) - Enter the amount of the State's cash and in-kind contribution if the applicant is not a State or State agency. Applicants which are a State or State agencies should leave this column blank.

Column (d) - Enter the amount of cash and in-kind contributions to be made from all other sources.

Column (e) - Enter totals of Columns (b), (c), and (d).

Line 12 - Enter the total for each of Columns (b)-(e). The amount in Column (e) should be equal to the amount on Line 5, Column (f), Section A.

Section D. Forecasted Cash Needs

Line 13 - Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14 - Enter the amount of cash from all other sources needed by quarter during the first year.

Line 15 - Enter the totals of amounts on Lines 13 and 14.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project

Lines 16-19 - Enter in Column (a) the same grant program titles shown in Column (a), Section A. A breakdown by function or activity is not necessary. For new applications and continuation grant applications, enter in the proper columns amounts of Federal funds which will be needed to complete the program or project over the succeeding funding periods (usually in years). This section need not be completed for revisions (amendments, changes, or supplements) to funds for the current year of existing grants.

If more than four lines are needed to list the program titles, submit additional schedules as necessary.

Line 20 - Enter the total for each of the Columns (b)-(e). When additional schedules are prepared for this Section, annotate accordingly and show the overall totals on this line.

Section F. Other Budget Information

Line 21 - Use this space to explain amounts for individual direct object class cost categories that may appear to be out of the ordinary or to explain the details as required by the Federal grantor agency.

Line 22 - Enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23 - Provide any other explanations or comments deemed necessary.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

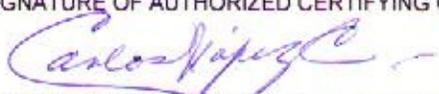
NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255); as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.



9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a -1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> 	<p>* TITLE</p> <p>President & Executive Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Mexican Institute of Greater Houston</p>	<p>* DATE SUBMITTED</p> <p>03-11-2010</p>



UNIVERSITY OF HOUSTON SYSTEM
UNIVERSITY OF HOUSTON

Office of the Vice Chancellor for Research
UH System

Office of the Vice President for Research
University of Houston

March 15, 2010

Mr. Carlos J. Lopez
Mexican Institute of Greater Houston
4601 Caroline St.
Houston, TX 77004

RE: Sustainable Broadband Adoption through Training for Hispanic Adults”

Dear Mr. Lopez,

This letter indicates the willingness of the University of Houston to participate with the Mexican Institute of Greater Houston in the research project referenced above. The portion of the project to be conducted at the University of Houston will be under the direction of Josten Ma of the university’s Texas Learning and Computation Center. The enclosed budget outlines our total cost estimate, including indirect costs, of \$561,049 for the three-year period.

The University of Houston, an institution of higher education, is located at 4800 Calhoun, Houston, TX, 77204-2015. During your evaluation of this proposal, questions of a technical nature may be directed to Josten Ma at (713) 743-2024. Questions concerning this proposal may be directed to Mrs. Jae Hughes, Senior Research Administrator in the Office of Contracts and Grants. She can be reached at (713) 743-9236 or at jhughes@uh.edu. Questions concerning contractual matters may be directed to Mr. Don Waterman, Sr. Research Administrator in the Office of Contracts and Grants. He can be reached at (713) 743-9238 or at dwaterman@uh.edu.

As the duly authorized signatory for the University in all matters relating to external research funding, I am empowered to contractually commit the institution if an award should be forthcoming.

Sincerely,

Anne Sherman
Director, Pre-Award
Office of Contracts and Grants

Learning. Leading.™



March 8, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

**Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application**

Dear Mr. López:

The partnership between AVANCE – Houston, Inc. and the Mexican Institute of Greater Houston (MIGH) has offered parents who lack proficiency in English the Basic Computer Technology courses delivered in Spanish. Parents seek AVANCE's services because we utilize a multi-generational family approach to educate the parent and the child. While the parents learn computer skills, the children are enrolled in a learning program. AVANCE's objective is to ensure that the parents have the technological skills to assist the child when they enter school and to ensure that parents learn survival and job skills.

Our successful strategic partnership has undoubtedly benefited hundreds of economically disadvantaged, underserved Hispanics who are genuinely interested in improving their work skills. AVANCE serves over 3,000 low-income, predominantly Hispanic families annually, and our survey indicates that approximately 60% have access to a computer. Further to that, a team of federal reviewers just recently cited the computer learning and other support services as an innovative approach for families served through our Head Start programs.

The partnership with MIGH has given AVANCE families a distinct advantage that is considerably noticeable when the children enter kindergarten. For this reason, we support your efforts to bring about solid and practical education to adult Hispanics in the greater Houston's workforce and whose children attend public schools.

MIGH's partnerships with schools and community organizations maximize your ability to reach at-risk families by providing Basic Computer Technology training and other courses in Spanish to low-income families who lack proficiency in English. The hundreds of graduates who walk across the stage to the delight of their immediate and extended families at "Día de la Familia" are wonderful examples of the effectiveness of your curriculum and ability to empower families who have limited resources.



I know you have touched families who now enjoy the advantages of the new world that broadband connectivity offers them.

Here at AVANCE, we support your application for a federal grant under the Broadband USA initiative. By securing such a grant and offering services, the Mexican Institute will have a presence in a wider area; the grant will also strengthen your program and continue "Changing Lives for a Better Tomorrow."

We want to express our unequivocal support to your application and reassure you that AVANCE will continue its association with MIGH to expand the offerings beyond what we have at present time.

Sincerely

A handwritten signature in black ink, appearing to read "Jose Villarreal", is written over the typed name and title. The signature is fluid and cursive, with a large initial "J".

Jose Villarreal
Executive Director



Beaumont Independent School District

March 8, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application

Dear Mr. López:

Thanks for letting us know about your application for a Federal Grant to solidify and expand your excellent training program in Spanish for adults in our Hispanic community

For years we have been offering your courses and have seen first hand the excellent results that in many respects your program produces. We are very satisfied with the results we have obtained for the parents and for the immediate benefit we get when they start getting more involved in their children educational lives. The parents that are attending your courses at our computer labs are indeed helping us better supervise the performance of our students and we are all benefiting from your program.

We are happy to be able to work with MIGH and pleased to add to your long list of graduates, over 7200 and almost 11,000 who have registered for your different courses. Your Basic Computer Technology (100 hours in the classroom), where you teach them how to navigate the internet and do research, and how to operate an e-mail account. Your other important course is the 50 hour in the classroom HTML (Web-Page Design), actually bring them to be savvy users of broadband technology.

We consider ourselves strategic partners of MIGH and intend to continue working with you to benefit our students through their parents' participation in your program. We are certainly happy to see you helping the economically disadvantaged and underserved members of our community. We know those parents are now buying computers for their homes and contracting internet connectivity services.

We are firmly behind you supporting your application for the Federal Grant under the Broadband USA initiative because it will surely allow the Mexican Institute to have a presence in a wider area, strengthening your program to continue with us Changing Lives for a Better Tomorrow.

We look forward to participate in one of your graduation events.

Sincerely,

Mary Carmen Alvarez
Administrative Assistance

Administration Building • 3395 Harrison Avenue • Beaumont, Texas 77706 • (409) 617-5000
Superintendent of Schools --- Carrol A. Thomas, Ed D.



SHELDON ISD

Bilingual and ESL Department

March 11, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application

Thanks for the information about your application for a Federal Grant to expand your training program in Spanish for adult learners in our community.

For three years we have offered your courses and have seen the excellent results as well as the confidence it builds in the learners. We are very satisfied with the facilitators and the training. Our parents' success benefits our students as they participate more in the education of their children.

The Mexican Institute of Greater Houston makes the whole process easy for the district and the parents. Your Basic Computer Technology where you teach the adult learner to navigate the internet, do research and send and receive emails are such important skills. The students take this 100 hour course very seriously.

We consider our district to be in partnership with the MIGH and intend to continue working with you to benefit our adult learner and their children. We are certainly glad to have you helping the economically disadvantaged and underserved member of our community. We know the parents who take the course are now buying computers and opening new opportunities to their families.

We support you and your application for the Federal Grant under the Broadband USD initiative because it will allow the Mexican Institute to have a stronger presence in our district.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mariana Nieto', is written over the word 'Sincerely,'.



Braeburn Elementary
7707 Rampart
Houston, Texas 77081
713-295-5210 Fax: 713-295-5289



March 8, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application

Dear Mr. López:

Thanks for letting us know about your application for a Federal Grant to solidify and expand your excellent training program in Spanish for adults in our Hispanic community

For years we have been offering your courses and have seen first hand the excellent results that in many respects your program produces. We are very satisfied with the results we have obtained for the parents and for the immediate benefit we get when they start getting more involved in their children educational lives. The parents that are attending your courses at our computer labs are indeed helping us better supervise the performance of our students and we are all benefiting from your program.

We are happy to be able to work with MIGH and pleased to add to your Basic Computer Technology (100 hours in the classroom), where you teach them how to navigate the internet and do research, and how to operate an e-mail account and broadband technology.

We consider ourselves strategic partners of MIGH and intend to continue working with you to benefit our students through their parents' participation in your program. We are certainly happy to see you helping the economically disadvantaged and underserved members of our community. We know those parents are now buying computers for their homes and contracting internet connectivity services.

We are firmly behind you supporting your application for the Federal Grant under the Broadband USA initiative because it will surely allow the Mexican Institute to have a presence in a wider area, strengthening your program to continue with us Changing Lives for a Better Tomorrow.

We look forward to participate in one of your graduation events.

Sincerely,

Lina Martinez, Counselor



Spring Branch Independent School District

Buffalo Creek Elementary

2801 Blalock Road, Houston, Texas 77080
Phone (713) 251-5300 • Fax (713) 329-6605

David S. Rodriguez, Principal

Clarice Franke, Assistant Principal

March 8, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application

Dear Mr. López:

Thanks for letting us know about your application for a Federal Grant to solidify and expand your excellent training program in Spanish for adults in our Hispanic community

For the past two years we have been offering your courses and have seen first hand the excellent results that in many respects your program produces. We are very satisfied with the results we have obtained for the parents and for the immediate benefit we get when they start getting more involved in their children educational lives. The parents that are attending your courses are indeed helping us better supervise the performance of our students and we are all benefiting from your program.

We are happy to be able to work with MIGH and pleased to add to your long list of graduates, over 7200 and almost 11,000 who have registered for your different courses. The Basic Computer Technology (100 hours in the classroom), where you teach them how to navigate the internet and do research, and how to operate an e-mail account has been very beneficial to our parents. Your other important course is the 50 hour in the classroom HTML (Web-Page Design), which is helping them to be savvy users of broadband technology.

We consider ourselves strategic partners of MIGH and intend to continue working with you to benefit our students through their parents' participation in your program. We are certainly happy to see you helping the economically disadvantaged and underserved members of our community. These parents are now buying computers for their homes and contracting internet connectivity services.

We firmly support your application for the Federal Grant under the Broadband USA initiative because it will surely allow the Mexican Institute to have a presence in a wider area, strengthening your program to continue with us Changing Lives for a Better Tomorrow.

We look forward to participating in one of your graduation events.

Sincerely,



David S. Rodriguez

Inspiring minds. Shaping lives.

Duncan F. Klussmann, Ed.D., Superintendent of Schools

www.springbranchisd.com



CENTRO FAMILIAR CRISTIANO
11000 Dairy Ashford Rd, Sugar Land, TX 77478
Ph: (281) 340-2400 / Fax: (281) 340-2404

March 8, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application

Dear Mr. López:

Thanks for letting us know about your application for a Federal Grant to solidify and expand your excellent training program in Spanish for adults in our Hispanic community.

We are a faith based organization that has been offering your courses for several years and are very satisfied with the results we have obtained. Our students are now qualified to apply for better paid jobs. We know that your organization, founded as a non profit under the laws of Texas in 1991, has graduated over 7200 individuals and that close to 11,000 have benefited one way or another from having attended your courses about Basic Computer Technology (100 hours in the classroom), where they also learn how to navigate the internet and do research, and how to operate an e-mail account. Your other important course is the 50 hour in the classroom HTML (Web-Page Design).

As a conduit to your mission, we consider ourselves strategic partners of MIGH and we know first hand that our successful strategic partnership has benefited the economically disadvantaged and underserved members of our community. Your graduates actually enter the new world that broadband connectivity offers them.

We firmly support your application for the Federal Grant under the Broadband USA initiative because it will surely allow the Mexican Institute to have a presence in a wider area, strengthening your program to continue with us Changing Lives for a Better Tomorrow.

We look forward to participate in one of your graduation events.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Daniel Martin'. The signature is fluid and cursive, with a large initial 'D'.

Daniel Martin
Director / Pastor



FONVILLE
MIDDLE SCHOOL
Roger Ibarra, Principal

725 E. Little York
Houston, Texas 77076
Phone: (713) 696-2825
Fax: (713) 696-2829

March 8, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

**Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application**

Dear Mr. López:

Thanks for letting us know about your application for a Federal Grant to solidify and expand your excellent training program in Spanish for adults in our Hispanic community

For years we have been offering your courses and have seen first hand the excellent results that in many respects your program produces. We are very satisfied with the results we have obtained for the parents and for the immediate benefit we get when they start getting more involved in their children educational lives. The parents that are attending your courses at our computer labs are indeed helping us better supervise the performance of our students and we are all benefiting from your program.

We are happy to be able to work with MIGH and pleased to add to your long list of graduates, over 7200 and almost 11,000 who have registered for your different courses. Your Basic Computer Technology (100 hours in the classroom), where you teach them how to navigate the internet and do research, and how to operate an e-mail account. Your other important course is the 50 hour in the classroom HTML (Web-Page Design), actually bring them to be savvy users of broadband technology.

We consider ourselves strategic partners of MIGH and intend to continue working with you to benefit our students through their parents' participation in your program. We are certainly happy to see you helping the economically disadvantaged and underserved members of our community. We know those parents are now buying computers for their homes and contracting internet connectivity services.

We are firmly behind you supporting your application for the Federal Grant under the Broadband USA initiative because it will surely allow the Mexican Institute to have a presence in a wider area, strengthening your program to continue with us Changing Lives for a Better Tomorrow.

We look forward to participate in one of your graduation events.

Sincerely

Roger Ibarra, Principal



GOLFCREST ELEMENTARY SCHOOL

Houston Independent School District
7414 Fairway Drive • Houston, Texas 77087

Tel: 713-845-7425
Fax: 713-847-4705

Freddy R. Delgado
Principal

March 8, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application

Dear Mr. López:

Thanks for letting us know about your application for a Federal Grant to solidify and expand your excellent training program in Spanish for adults in our Hispanic community.

For years we have been offering your courses and have seen first hand the excellent results that in many respects your program produces. We are very satisfied with the results we have obtained from the parents and for the immediate benefit we get when they start getting more involved in their children's educational lives. The parents that are attending your courses at our computer labs are indeed helping us better supervise the performance of our students and we are all benefiting from your program.

We are happy to be able to work with MIGH and pleased to add to your long list of graduates, over 7200 and almost 11,000 who have registered for your different courses. Your Basic Computer Technology (100 hours in the classroom), where you teach them how to navigate the internet and do research, and how to operate an e-mail account. Your other important course is the 50 hour in the classroom HTML (Web-Page Design); actually bring them to be savvy users of broadband technology.

We consider ourselves strategic partners of MIGH and intend to continue working with you to benefit our students through their parents' participation in your program. We are certainly happy to see you helping the economically disadvantaged and underserved members of our community. We know those parents are now buying computers for their homes and contracting internet connectivity services.

We are firmly behind you supporting your application for the Federal Grant under the Broadband USA initiative because it will surely allow the Mexican Institute to have a presence in a wider area, strengthening your program to continue with us Changing Lives for a Better Tomorrow.

We look forward to participate in one of your graduation events.

Sincerely,

A handwritten signature in blue ink, appearing to read "Freddy R. Delgado".

Freddy R. Delgado
Principal



GOLFCREST ELEMENTARY SCHOOL

Houston Independent School District
7414 Fairway Drive • Houston, Texas 77087

Tel: 713-845-7425
Fax: 713-847-4705

Freddy R. Delgado
Principal

March 8, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application

Dear Mr. López:

Thanks for letting us know about your application for a Federal Grant to solidify and expand your excellent training program in Spanish for adults in our Hispanic community.

For years we have been offering your courses and have seen first hand the excellent results that in many respects your program produces. We are very satisfied with the results we have obtained from the parents and for the immediate benefit we get when they start getting more involved in their children's educational lives. The parents that are attending your courses at our computer labs are indeed helping us better supervise the performance of our students and we are all benefiting from your program.

We are happy to be able to work with MIGH and pleased to add to your long list of graduates, over 7200 and almost 11,000 who have registered for your different courses. Your Basic Computer Technology (100 hours in the classroom), where you teach them how to navigate the internet and do research, and how to operate an e-mail account. Your other important course is the 50 hour in the classroom HTML (Web-Page Design); actually bring them to be savvy users of broadband technology.

We consider ourselves strategic partners of MIGH and intend to continue working with you to benefit our students through their parents' participation in your program. We are certainly happy to see you helping the economically disadvantaged and underserved members of our community. We know those parents are now buying computers for their homes and contracting internet connectivity services.

We are firmly behind you supporting your application for the Federal Grant under the Broadband USA initiative because it will surely allow the Mexican Institute to have a presence in a wider area, strengthening your program to continue with us Changing Lives for a Better Tomorrow.

We look forward to participate in one of your graduation events.

Sincerely,

A handwritten signature in blue ink, appearing to read "Freddy R. Delgado".

Freddy R. Delgado
Principal



Charles H. Milby Senior High School

1601 Broadway ~ Houston, Texas 77012
(713) 928-7401 off ~ (713) 928-7474 fax

March 8, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application

Dear Mr. López:

Thanks for letting us know about your application for a Federal Grant to solidify and expand your excellent training program in Spanish for adults in our Hispanic community

For years we have been offering your courses and have seen first hand the excellent results that in many respects your program produces. We are very satisfied with the results we have obtained for the parents and for the immediate benefit we get when they start getting more involved in their children educational lives. The parents that are attending your courses at our computer labs are indeed helping us better supervise the performance of our students and we are all benefiting from your program.

We are happy to be able to work with MIGH and pleased to add to your long list of graduates, over 7200 and almost 11,000 who have registered for your different courses. Your Basic Computer Technology (100 hours in the classroom), where you teach them how to navigate the internet and do research, and how to operate an e-mail account. Your other important course is the 50 hour in the classroom HTML (Web-Page Design), actually bring them to be savvy users of broadband technology.

We consider ourselves strategic partners of MIGH and intend to continue working with you to benefit our students through their parents' participation in your program. We are certainly happy to see you helping the economically disadvantaged and underserved members of our community. We know those parents are now buying computers for their homes and contracting internet connectivity services.

We are firmly behind you supporting your application for the Federal Grant under the Broadband USA initiative because it will surely allow the Mexican Institute to have a presence in a wider area, strengthening your program to continue with us Changing Lives for a Better Tomorrow.

We look forward to participate in one of your graduation events.

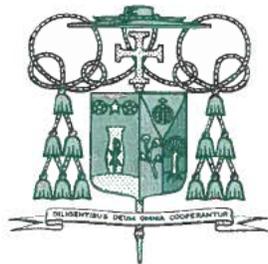
Sincerely,

Vernie Dearbonne
House B Dean

Richard Barajas
Principal

Daniel Sheppard
Vernie Dearbonne
William Ellis
Magdalena Strickland
Maria Aguilar

House A Dean
House B Dean
House C Dean
House D Dean
House E Dean



Diocese of Beaumont

Pastoral Center

Website: www.dioceseofbmt.org

Mail: Post Office Box 3948
Beaumont, Texas 77704-3948

Telephone: (409) 838-0451

Fax: (409) 838-4511

(Location: 703 Archie Avenue at Forsythe Street, 77701-2899)

March 8, 2010

Mr. Carlos J. López, President
Mexican Institute of Greater Houston
4601 Caroline Street
Houston, Texas 77004

Ref.: Broadband USA – Broadband Sustainable Adoption (SBA)
Federal Grant Application

Dear Mr. López:

Thanks for letting us know about your application for a Federal Grant to solidify and expand your excellent training program in Spanish for adults in our Hispanic community

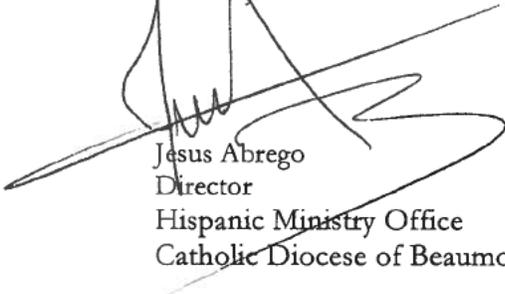
We are a faith based organization that has been offering your courses for several years and are very satisfied with the results we have obtained. Our students are now qualified to apply for better paid jobs. We know that your organization, founded as a non profit organization under the laws of Texas in 1991, has help over 7200 individuals graduate and that close to 11,000 have benefited one way or another from having attended your courses about Basic Computer Technology (100 hours in the classroom), where they also learn how to navigate the internet and do research, and how to operate an e-mail account. Your other important course is the 50 hour in the classroom HTML (Web-Page Design).

As a conduit to your mission, we consider ourselves strategic partners of MIGH and we know first hand that our successful strategic partnership has benefited the economically disadvantaged and underserved members of our community. Your graduates actually enter the new world that broadband connectivity offers them.

We firmly support your application for the Federal Grant under the Broadband USA initiative because it will surely allow the Mexican Institute to have a presence in a wider area, strengthening your program.

We look forward to participating in one of your graduation events.

Sincerely



Jesus Abrego
Director
Hispanic Ministry Office
Catholic Diocese of Beaumont