

ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION

General Information

1. Federal Agency and Organizational Element to Which Report is Submitted Department of Commerce, National Telecommunications and Information Administration	2. Award Identification Number 48-43-B10572	3. DUNS Number 135136112
4. Recipient Organization MEXICAN INSTITUTE OF GREATER HOUSTON, INC. 4601 CAROLINE ST, HOUSTON, TX 77004-5022		
5. Current Reporting Period End Date (MM/DD/YYYY) 12-31-2010	6. Is this the last Annual Report of the Award Period? <p style="text-align: center;"> <input type="radio"/> Yes <input checked="" type="radio"/> No </p>	
7. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.		
7a. Typed or Printed Name and Title of Certifying Official Carlos J Lopez President & Executive Director	7c. Telephone (area code, number and extension) (713) 988-6699	
	7d. Email Address cjlopez@mexicaninstitute.org	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 02-11-2011	

PROJECT INDICATORS																																																
<p>1. Does your Sustainable Broadband Adoption (SBA) project foster a particular broadband technology or technologies? If so, please describe this technology (or technologies) (600 words or less). N/A</p>																																																
<p>2a. Please list all of the broadband equipment and/or supplies you have purchased during the most recent calendar year using BTOP grant funds or other (matching) funds, including any customer premises equipment or end-user devices. If additional space is needed, please attach a list of equipment and/or supplies. Please also describe how the equipment and supplies have been deployed (100 words or less).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr> <th style="width: 15%;">Manufacturer</th> <th style="width: 15%;">Item</th> <th style="width: 15%;">Unit Cost per Item</th> <th style="width: 15%;">Number of Units</th> <th style="width: 40%;">Narrative description of how the equipment and supplies were deployed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td colspan="2" style="text-align: right;">Totals</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td></td> </tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px 10px; background-color: #cccccc;">Add Equipment</div> <div style="border: 1px solid black; padding: 2px 10px; background-color: #cccccc;">Remove Equipment</div> </div>					Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed	N/A	N/A	0	0	N/A	Totals		0	0																														
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<p>2b. To the extent you distribute equipment/supplies to beneficiaries of your project, please describe the equipment/supplies you distribute, the quantities distributed, and the specific populations to whom the equipment/supplies are distributed (600 words or less). N/A</p>																																																
<p>3. For SBA access and training provided with BTOP grant funds, please provide the information below. Unless otherwise indicated in the instructions, figures should be reported <u>cumulatively</u> from award inception to the end of the most recent calendar year. For each type of training (other than open access), please count only the participants who <u>completed</u> the course.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr> <th style="width: 35%;">Types of Access or Training</th> <th style="width: 20%;">Number of People Targeted</th> <th style="width: 20%;">Number of People Participating</th> <th style="width: 25%;">Total Training Hours Offered</th> </tr> </thead> <tbody> <tr><td>Open Lab Access</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>Multimedia</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>Office Skills</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>ESL</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>GED</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>College Preparatory Training</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>Basic Internet and Computer Use</td><td style="text-align: center;">5,600</td><td style="text-align: center;">482</td><td style="text-align: center;">19,074</td></tr> <tr><td>Certified Training Programs</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>Other (please specify):</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td><td style="text-align: center;">0</td></tr> <tr><td>Total</td><td style="text-align: center;">5,600</td><td style="text-align: center;">482</td><td style="text-align: center;">19,074</td></tr> </tbody> </table>					Types of Access or Training	Number of People Targeted	Number of People Participating	Total Training Hours Offered	Open Lab Access	0	0	0	Multimedia	0	0	0	Office Skills	0	0	0	ESL	0	0	0	GED	0	0	0	College Preparatory Training	0	0	0	Basic Internet and Computer Use	5,600	482	19,074	Certified Training Programs	0	0	0	Other (please specify):	0	0	0	Total	5,600	482	19,074
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<p>4. Please describe key economic and social successes of your project during the past year, and why you believe the project is successful thus far (600 words or less). This annual report covers the first four months of the project, since its award in September 2010. As anticipated, it has been a period of "ramping up" the project's effort—developing the new website and computer classroom platform and testing it, as well as running a "mini" pilot class on the new platform. Based upon that effort, we have begun the full pilot testing for transition to the new platform. 482 students began receiving instruction during the first year.</p>																																																
<p>5. Please estimate the level of broadband adoption in the community(ies) and/or area(s) your project serves, explain your methodology for estimating the level of broadband adoption, and explain changes in the broadband adoption level, if any, since the project began.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 25%; padding: 5px;">5a. Adoption Level (%):</td> <td style="padding: 5px;">Narrative description of level, methodology, and change from the level at project inception (600 words or less).</td> </tr> </table>					5a. Adoption Level (%):	Narrative description of level, methodology, and change from the level at project inception (600 words or less).																																										
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<p>37</p>	<p>5a: 20-57% LEVEL OF BROADBAND ADOPTION: Although the State of Texas broadband survey (connectedtx.org) does not yet have population demographic data available, nationwide, according to the 2009 FCC Broadband Survey: (1) 49% of Hispanics (English and Spanish speaking) have broadband at home. For Hispanics who took the survey in Spanish, broadband adoption is only 20%. (2) 46% of adults whose highest level of education is a high school degree are broadband users at home. (3) 52% of Americans in households with annual incomes of \$50,000 or below have broadband at home. (4) Senior citizens (those over the age of 65) have a 35% broadband-at-home penetration rate. (5) While young African-Americans have broadband access on par with the average, "under 30" Hispanics trail the average for their age cohort, 57% versus 75%. CHANGES SINCE PROJECT BEGAN: Because the project has only been in effect for 4 months, there has been insufficient time for any resulting impact from our classes. (The course requires 100 hours of instruction for successful completion and is still ongoing). IMPACT OF COURSE: We expect 70% of the graduates of this course to adopt broadband. This expectation is based upon our experience over that past eight years.</p>
<p>6. Please describe the two most common barriers to broadband adoption that you have experienced this year in connection with your project. What steps did you take to address them (600 words or less)?</p> <p>Our target audience is hampered by a lack of disposable income and no personal computers at home. We are working with them to try to find jobs as well as providing access to more affordable, refurbished computers. These efforts are boosted by the basic computer instruction course that we provide.</p>	
<p>7. To the extent that you have made any subcontracts or sub grants, please provide the number of subcontracts or sub grants that have been made to socially and economically disadvantaged small business (SDB) concerns as defined by section 8(a) of the Small Business Act, 15 U.S.C. 647, as modified by NTIA's adoption of an alternative small business size standard for use in BTOP. Please also provide the names of these SDB entities. (150 words or less)</p> <p>There is only one subgrant to the University of Houston, which is not a socially and economically disadvantaged small business.</p>	
<p>8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).</p> <p>It is essential that participants pay a token amount toward the cost of the training in order to better appreciate the education that they receive. For example, we are charging them for the training manual – to help recover the cost of materials and time and effort to develop the manuals. While it is a very small amount by most standards, it does increase their self esteem because they perceive that they are contributing to the cost of their education. From experience, we know that by receiving a completion certificate/diploma our students not only enhance their own self esteem but establish themselves as living examples to their families' next generations. Therefore, we suggest other similar BTOP projects consider having participants invest in their training by paying a token amount and providing a certificate/diploma to their BTOP graduates. We so strongly believe in this that, since 2007, we have adapted the slogan "changing lives for a better tomorrow".</p>	
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