

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) 12-31-2011	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 Brenda Boyko	7c. Telephone (area code, number and extension) 713-988-6699	
	7d. Email Address bboyko@mexicaninstitute.org	
7b. Signature of Certifying Official Submitted Electronically	7e. Date Report Submitted (MM/DD/YYYY): 01-27-2012	

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"> <thead> <tr> <th>Manufacturer</th> <th>Item</th> <th>Unit Cost per Item</th> <th>Number of Units</th> <th>Narrative description of how the equipment and supplies were deployed</th> </tr> </thead> <tbody> <tr> <td>Dell</td> <td>Computer Server</td> <td>5,552</td> <td>2</td> <td>Computer servers purchased for use as the educational platform for the Mexican Institute's on-line computer courses.</td> </tr> <tr> <td colspan="2">Totals</td> <td>5,552</td> <td>2</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"> <input type="button" value="Add Equipment"/> <input type="button" value="Remove Equipment"/> </p>					Manufacturer	Item	Unit Cost per Item	Number of Units	Narrative description of how the equipment and supplies were deployed	Dell	Computer Server	5,552	2	Computer servers purchased for use as the educational platform for the Mexican Institute's on-line computer courses.	Totals		5,552	2																														
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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 cumulatively from award inception to the end of the most recent calendar year. For each type of training (other than open access), please count only the participants who completed the course.</p> <table border="1"> <thead> <tr> <th>Types of Access or Training</th> <th>Number of People Targeted</th> <th>Number of People Participating</th> <th>Total Training Hours Offered</th> </tr> </thead> <tbody> <tr> <td>Open Lab Access</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Multimedia</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Office Skills</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>ESL</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>GED</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>College Preparatory Training</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Basic Internet and Computer Use</td> <td>5,600</td> <td>828</td> <td>82,800</td> </tr> <tr> <td>Certified Training Programs</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other (please specify):</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>5,600</td> <td>828</td> <td>82,800</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	828	82,800	Certified Training Programs	0	0	0	Other (please specify):	0	0	0	Total	5,600	828	82,800
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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). We have successfully developed our own educational platform which both in the short and long term provides significant program savings because we no longer have to pay \$500/class to utilize another institution's educational platform outside of the U.S. It also gives us full control of the information on the platform and access to all data sets. It provides the added flexibility to start classes as needed: at any time and any location. the new courses that we have been able to develop during our project provide additional education for our clients and will help them find better jobs because they acquire, through our program, a marketable skill set. Additionally, one measure of the success of our program is the fact that the number of students trained in the Fall 2011 was double the number trained in the Fall 2010.</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>																																																

<p>5a. Adoption Level (%):</p>	<p>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</p>
<p>41</p>	<p>In 2009, the Pew Report indicated that nationwide home broadband adoption was 54-57% and for Hispanics 37%. According to Connected Texas' summer 2011 survey, overall, 62% of Texans have broadband, while Hispanics in Texas have a 41% level of broadband adoption. Methodology: The Connected Texas survey was conducted using random digit dial telephone surveys of adult heads of households across the state. The sample included 1001 adults age 18 or older who were contacted via landline and 196 adults who were contacted via cell phone. Surveys took approximately eleven minutes to complete and were designed to measure technology adoption (including speeds and prices) and usage. Surveys were conducted in both English and Spanish. Quotas were set by age, gender, and county of residence (urban, suburban, or rural), based on 2010 US Census data. The data was weighted using a rim weighting process to account for any minor variances between the statewide population and the survey sample based on these factors. Change: The survey indicates that our target population's broadband adoption rate is increasing (from 37% to 41%) across the State of Texas. While our project is small in comparison to the State's overall Hispanic population, the 70% graduation rate for our students certainly is instrumental in improving the rate of broadband adoption for this demographic group.</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 primary target audience is adult Hispanic immigrants whose primary, if not only, language is Spanish. They are challenged by a lack of disposable income and the inability to both find good-paying jobs and use a computer. Our program helps them develop basic skills in the use of computers which, in turn, helps them to better supervise their children's performance and to qualify for better-paying jobs. Once they understand the benefits of having a computer, using the Internet and how this opens new doors for them to increase their income, they are more likely to subscribe to broadband.</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 sub grant, 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>In contacting numerous school districts about our program, we are more successful in penetrating new areas where the leadership is proactive and most receptive to helping their students' families because they recognize how that in turn helps their own students. It characterizes how strong, progressive leadership is critical to overall improvement. In districts where leadership is less receptive, program adoption is only at an individual school level, which can be important for those schools, but it has a much smaller scope. Consequently, we find our primary focus to be in those districts who are most receptive to helping their students' families. We encourage other BTOP projects to go for the greatest impact - to the areas with the most positive reception so that the most good is accomplished with the funds available. We also find better success in convincing our adult students of the importance of "Moving Forward with Technology" by showing them that the route to success in life is through reaching higher levels of education. Particularly when approaching the adult population, it is not enough to make broadband available and show them how to use it, we must change their way of thinking. That is why our slogan is "Changing Lives for a Better Tomorrow!"</p>	
<p></p>	