

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) 12-31-2012	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): 02-27-2013	

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>LENOVO</td> <td>Think Pad Edge E350</td> <td>625</td> <td>60</td> <td>Laptops raffled among MIGH graduates at Dia de la Familia - Graduation Ceremony at George R. Brown Convention Center on June 10th, 2012</td> </tr> <tr> <td colspan="2">Totals</td> <td>625</td> <td>60</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	LENOVO	Think Pad Edge E350	625	60	Laptops raffled among MIGH graduates at Dia de la Familia - Graduation Ceremony at George R. Brown Convention Center on June 10th, 2012	Totals		625	60																														
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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). As mentioned above on June 10, 2012 at our Graduation Ceremony, 60 beneficiaries of our project (our graduated students) were awarded one new laptop computer (LENOVO Think Pad Edge E350) each.</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"> <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>2,011</td> <td>185,500</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>2,011</td> <td>185,500</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	2,011	185,500	Certified Training Programs	0	0	0	Other (please specify):	0	0	0	Total	5,600	2,011	185,500
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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). During 2012 we successfully continued the development of our own educational platform which without a doubt has helped us to strengthen our program and expand our mission. Our very telling figures indicate we indeed had a great 2012 year; here are some of the milestones we accomplished: 1) Celebrated our 10th anniversary providing computer literacy education to the community in the State of Texas; 2) Graduated 10,000 persons in 10 years; 3) In June 2012 we had the biggest graduation ceremony in our history at the George R. Brown Convention Center in Houston. More than three thousand people attended and over 1,300 students received their graduation certificates. 4) We started 138 classes in 2012, certainly a very high number for one year;</p>																																																

5) We had 3,029 enrolled students in all our courses;
 6) We succeeded developing four new courses
 a. Our Basic Computer Literacy course (in English);
 b. Microsoft Office Excel - Level II course (in Spanish);
 c. Microsoft Office PowerPoint - Level II course (in Spanish);
 d. Basic Financial Literacy course for the Home (in Spanish);
 These four new courses will further improve the skills set for the Hispanic and African American communities, providing them with the tools to be better contributing members of the community and to achieve prosperity in the U.S.

We continued expanding and consolidated our partnership and collaborative efforts with 9 non-profit organizations like: Adult Reading Center (Pearland, TX); Aldine Community Transformation Center (Aldine, TX); Association for the Advancement of Mexican Americans (AAMA); Avance; Catholic Diocese of Beaumont - Hispanic Ministry Office; Community Family Centers; Neighborhood Centers Inc.; SER-Jobs for Progress; and Wesley Community Center;

At the same time the Mexican Institute of Greater Houston kept a strong collaborative relationship with 18 Independent School Districts: Aldine ISD; Alvin ISD; Channelview ISD; Cypress-Fairbanks ISD; Dallas ISD; Fort Bend ISD; Garland ISD; Grand Prairie ISD; Houston ISD; Irving ISD; Katy ISD; Northside ISD; Pasadena ISD; Port Arthur ISD; Quinlan ISD; Richardson ISD; Spring Branch ISD; Waco ISD

Educational Platform: During calendar 2012 we improved technology by upgrading procedures to benefit students and management reporting. We developed, tested and produced multiple management tools which are providing us smart management reports to help us monitor student attendance, instructor performance, and overall class progress. Having these tools is proving to be very positive because we now have the ability to closely monitor and follow-up the progress of our students and instructors as well as making agile management decisions about our classes. We also developed efficient access protocols for our course curriculum content, as well as improved program delivery in quality and speed. We are now capable to electronically collect entrance and exit surveys, and to monitor daily class attendance at all our Community Learning Centers, as well as their progress in course coverage. These reports are being sent every day to management.

Media efforts:

During 2012 we continued having (Spanish) TV and radio interviews about our BTOP program to share both the successes of our classes and graduates, as well as to encourage adults to take our courses. During the year we had several TV interviews at Univision TV-45 in Houston, secured several media interviews with the Houston Independent School District TV station, and had guest appearances at numerous interviews at different radio stations - talk shows. We produced our monthly electronic newsletters in English and Spanish as part of our community outreach efforts. Clear Channel Communications launched for us a computer literacy billboard campaign. We successfully negotiated this in-kind advertising in the Houston area with 10 billboards in high-traffic locations with total projected market impressions of 1,126,406.

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

5a. Adoption Level (%):	Narrative description of level, methodology, and change from the level at project inception (600 words or less).
	<p>According to Connected Texas' 2011 survey, overall, 38% of Texans do not have Broadband at home. For Hispanics: Broadband Adoption is 41% vs. 62% state average; Computer ownership at 74% vs. 82% state average; and Mobile Adoption 43% vs. 48% state average. Connected Texas conducted a survey of 3,597 residents across the state to estimate broadband access, and level of use. This included the largest state-level survey of people who do not subscribe to broadband to learn what prevents them from joining the digital community. Based on this data, they estimate that approximately 7.0 million adults statewide do not have home broadband service, and adoption varies significantly across socioeconomic lines. The Residential Technology Assessments were conducted as part of the State Broadband Initiative (SBI) grant program, funded by the National Telecommunications and Information Administration (NTIA). Methodology: Connected Texas survey was conducted using random digit dial telephone surveys of adult heads of households across the state. 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. It was weighted using a rim weighting process to account for minor variances between the statewide population and the survey sample based on these factors. Change: Important to mention that Low Income Minorities Broadband Adoption in Texas is only 31% versus a 62% state average. This significant data, confirms we must continue working to improve the rate of broadband adoption for the vulnerable members of our community. Although the survey indicates that our target population (Hispanics) broadband adoption rate is increasing (from 37% to 41%) across Texas, there's still a lot to do to increase this rate.</p>
51	<p>The Pew Research Center Report of April 12, 2012 indicates that one in five American adults does not use the internet. Senior citizens, those who prefer to take our interviews in Spanish rather than in English, adults with less than a high school education and those living in households earning less than \$30,000 per year are the least likely adults to have internet access. Currently, 88% of American adults have a cell phone, 57% have a laptop, 19% own an e-book reader, and</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>19% have a tablet computer; about six in ten adults (63%) go online wirelessly with one of those devices. Gadget ownership is generally correlated with age, education, and household income, although some devices—notably e-book readers and tablets—are as popular or even more popular with adults in their thirties and forties than young adults ages 18-29.</p> <p>The rise of mobile is changing the story. Groups that have traditionally been on the other side of the digital divide in basic internet access are using wireless connections to go online. Among smartphone owners, young adults, minorities, those with no college experience, and those with lower household income levels are more likely than other groups to say that their phone is their main source of internet access.</p> <p>Even beyond smartphones, both African Americans and English-speaking Latinos are as likely as whites to own any sort of mobile phone, and are more likely to use their phones for a wider range of activities. With our new classes in English we are reaching these population segments.</p> <p>The primary recent data in this report is from a Pew Internet Project tracking survey, which was done from July 25-August 26, 2011, administered by landline and cell phone, in English and Spanish, to 2,260 adults age 18 and older. Margin of error for the full sample: ±2 percentage points. We estimate that from our students we have produced about 2011 new broadband users.</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 historically primary target audience has been the Hispanic immigrants whose primary, if not only, language is Spanish. This changed on the 1st quarter of 2012, when we launched the English language version of the Basic Computer Literacy course, responding to the continuous requests from the African American community. Both communities are challenged by a lack of disposable income, the inability to find good-paying jobs, lack of computer literacy and lately high unemployment rates. Our development of new courses now helps them to acquire higher level skills to use computers. That helps them to qualify for better-paying jobs and to better supervise their children's performance. Once they understand the benefits of using the Internet and how this opens new doors for them to increase their income, they are more likely to having a computer at home and to subscribe to broadband services.</p> <p>The two most common barriers that our vulnerable students mentioned to Broadband adoption are:</p> <p>1- Cost of broadband internet service. For this reason we have continued working closely with Comcast and their Internet Essentials program which we promote among our students, distributing their brochures in all our classes. They offer a special \$9.95 a month Internet service for qualifying families.</p> <p>2- Not having a computer at home. At the Mexican Institute we offer our students refurbished computers at very affordable prices. They come already loaded with the Microsoft Office programs they learn how to use in our classes. We also raffled 61 new laptop computers among our graduates in June 2012.</p>	
<p>7. To the extent that you have made any subcontracts or sub grants, please provide the number of subcontracts or sub grants that have been made to socially and economically disadvantaged small business (SDB) concerns as defined by section 8(a) of the Small Business Act, 15 U.S.C. 647, as modified by NTIA's adoption of an alternative small business size standard for use in BTOP. Please also provide the names of these SDB entities. (150 words or less)</p>	
<p>N/A</p>	
<p>8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).</p>	
<p>Our creative approach to potential donors of services, such as Clear Channel (Billboards) has proven to be a very positive action that has generated a wider and critical visibility about our program before potential students. We also asked Univision to use one of their "Phone Banks" which is a 4 hour intermittent on the air appearances during prime time inviting the viewers to call the station where our staff was ready to answer their questions about the availability of our classes all over the Greater Houston Metropolitan Area. Some of the callers asked us if we were offering our classes in other parts of the state where they had friends or relatives that could benefit from attending our courses.</p> <p>Undoubtedly it has been a team work, using strategic planning and detailed organization to reach out school districts, schools and community centers around the state.</p> <p>We have used the cold call method, contacting numerous schools via e-mail and telephone, requesting meetings with a school Principal, Assistant Principal or the person in charge of Parent Engagement to present and explain our program and its immediate benefits for the school and its students. We have been very successful with Elementary Schools and our historical data shows them as the ones more interested in adopting our program (courses). We have attended numerous PTA meetings and Open House Day in order to promote and explain the curriculum and benefits of taking our courses directly to the parents inviting them to register.</p> <p>All of this helped us to start 138 classes at 18 schools districts and partnering with 9 non-profit organizations.</p> <p>It is clear that those schools where the Principal and/or Assistant Principal as leaders of their school understand our program and the benefits for the school, teacher-children-parents relationship and the community as a whole will enjoy the fruits of the relationship with</p>	

the Mexican Institute of Greater Houston. In other words, we are more successful in penetrating new areas/schools where the leadership is proactive and most receptive to helping their students and their families because they recognize how that in turn helps their own school as well. It characterizes how strong, progressive leadership is critical to overall improvement. Communicating clearly all the benefits of the program is fundamental for the authorization to be able to use the school facilities and their computer laboratory. Taking this into consideration we have developed several support marketing material as brochures, flyers, e-flyers and a PowerPoint presentations explaining step-by-step the schools and organizations the benefits for these members of vulnerable communities (our students).

We encourage other BTOP projects to be creative and to go for the greatest impact - to the areas with the most positive benefit can be produced. We can affirm that it is possible to help minorities move forward with technology, therefore changing the lives of their families for a better tomorrow.

Let us continue using the funds BTOP has made available to us so that a greater number of at risk and vulnerable families can properly reach a better stage in life through education. We are constantly motivating our student body encouraging them to recognize and adhere to embracing education for themselves and their children as the sure route to success in life. We have been able to confirm that 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!" and we continue developing new courses to support their desire to succeed in life.

