

**ANNUAL PERFORMANCE PROGRESS REPORT FOR SUSTAINABLE BROADBAND ADOPTION**

**General Information**

<b>1. Federal Agency and Organizational Element to Which Report is Submitted</b> Department of Commerce, National Telecommunications and Information Administration	<b>2. Award Identification Number</b> 48-43-B10572	<b>3. DUNS Number</b> 135136112
<b>4. Recipient Organization</b> MEXICAN INSTITUTE OF GREATER HOUSTON, INC. 4601 CAROLINE ST, HOUSTON, TX 77004-5022		
<b>5. Current Reporting Period End Date (MM/DD/YYYY)</b> 12-31-2013	<b>6. Is this the last Annual Report of the Award Period?</b> <p style="text-align: center;"> <input checked="" type="radio"/> Yes    <input type="radio"/> No                 </p>	
<b>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.</b>		
<b>7a. Typed or Printed Name and Title of Certifying Official</b>  Carlos J Lopez  President & Executive Director	<b>7c. Telephone (area code, number and extension)</b> (713) 988-6699	
	<b>7d. Email Address</b> cjlopez@mexicaninstitute.org	
<b>7b. Signature of Certifying Official</b> Submitted Electronically	<b>7e. Date Report Submitted (MM/DD/YYYY):</b> 01-30-2014	

PROJECT INDICATORS																																																
<p><b>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).</b> N/A</p>																																																
<p><b>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).</b></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>N/A</td> <td>N/A</td> <td>0</td> <td>0</td> <td>N/A</td> </tr> <tr> <td colspan="2"><b>Totals</b></td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table> <div style="text-align: center; margin-top: 5px;"> <span style="border: 1px solid black; padding: 2px 10px; margin: 0 5px;">Add Equipment</span> <span style="border: 1px solid black; padding: 2px 10px; margin: 0 5px;">Remove Equipment</span> </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	<b>Totals</b>		0	0																														
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																																												
<b>Totals</b>		0	0																																													
<p><b>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).</b> N/A</p>																																																
<p><b>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.</b></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>6,659</td> <td>360,850</td> </tr> <tr> <td>Certified Training Programs</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Other (please specify): N/A</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td><b>Total</b></td> <td>5,600</td> <td>6,659</td> <td>360,850</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	6,659	360,850	Certified Training Programs	0	0	0	Other (please specify): N/A	0	0	0	<b>Total</b>	5,600	6,659	360,850
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	6,659	360,850																																													
Certified Training Programs	0	0	0																																													
Other (please specify): N/A	0	0	0																																													
<b>Total</b>	5,600	6,659	360,850																																													
<p><b>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).</b>                      Since the inception of the grant in September 2010 MIGH have continuously and successfully expanded its positive impact in the vulnerable communities served.                       Our key economic and social success has been the result of our decisive efforts and the encouraging response we have received from many communities in Texas. They embraced MIGH efforts and mission in providing education to those challenged in the Computer Literacy area. Thanks to their support we reached a grand total of 6,659 enrolled students during our grant period (Sept.2010-Dec.2013), surpassing our goal of 5,600 by 1,059 students. We are very proud of our accomplishments, a successful and innovative program originally designed for adult Hispanics taught in Spanish, now offered also in English for African-Americans and Asians with the well-founded determination to improve the region's workforce teaching new skills to our students (mostly parents). They have really learned how to use computers and that is a need at home and at the work place. They can now better supervise their children's Internet</p>																																																

usage and help them with homework. Our graduates can now qualify for better paying jobs.

**Project milestones accomplished:**

MIGH historical data shows we had a project grand total of 314 classes with 6,659 enrolled students during the Federal Grant period.

In 2013 we had 57 instructors and 12 on-line tutors under contract supporting our computer literacy efforts for vulnerable minority communities; were able to conclude the translation to English language of the three 50-hour Microsoft Office Level II courses of Word, Excel and PowerPoint; we offered classes in Basic Computer Literacy (English and Spanish); and Microsoft Office Level II courses: Word; Excel; PowerPoint; and Basic Financial Literacy course for the Home in Spanish.

Organizations: 1. Adult Reading Center; 2. Aldine Community Transformation Center; 3. Aldine Youth; 4. Association for the Advancement of Mexican Americans (AAMA); 5. AVANCE; 6. Bob & Jeanne Billa Learning Center-San Antonio; 7. Centro Familiar Cristiano; 8. Christian Chaplan Force; 9. Community Family Centers; 10. First United Methodist Church; 11. Fundación Latino Americana contra el SIDA (Flas); 12. Hispanic Ministry Office, Catholic Diocese of Beaumont; 13. Life in Focus Education; 14. Memorial Assistance Ministries; 15. Neighborhood Centers Inc.; 16. North Pasadena Community Outreach Center; 17. Wesley Community Center; 18. SER-Jobs for Progress; and 19. St. Mary's Learning Center.

School Districts: 1. Aldine; 2. Alvin; 3. Channelview; 4. Cypress-Fairbanks; 5. Dallas; 6. Fort Bend; 7. Galena Park; 8. Garland; 9. Grand Prairie; 10. Houston; 11. Humble; 12. Irving; 13. Katy; 14. Mesquite; 15. Northside; 16. Spring Branch; 17. Pasadena; 18. Port Arthur; 19. Quinlan; 20. Richardson; and 21. Waco.

Educational Platform: MIGH staff installed on our servers PHP 5.4.17; 5.4.19; and 5.4.20; designed and developed training modules using Captivate 5.0.0.596 of "How to Upgrade": Apache from 2.4.2 to 2.4.6; PHP from 5.4.17 to 5.4.20; MySQL from 5.6.12 to 5.6.14; Moodle Database from 2.5.1 to 2.5.2; PHPMyAdmin from 4.0.7 to 4.0.8. Upgraded the masters' classes: Basic computer skills, Word II, Excel II, PowerPoint II, and Basic Financial; Created MySQL queries for: demographics, LEP, Hispanic, poverty level, and launched a new MIGH Website.

MIGH is pleased and proud of the successful story of this grant, an investment empowering minorities via adult education, positively impacting the lives of thousands. With this Federal funding we have been able to partner with 19 community learning organizations and 21 School Districts.

**Media efforts:**

During the Federal Grant period we had many interviews with Univision TV-45. Also with the HISD TV station, many guest appearances at Univision Radio, and Enterate Radio show/Magazine to encourage adults to enroll in our courses.

**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).
86	<p><b>Description of Level:</b> MIGH projected a grand total of 3,920 new subscribers to broadband adoption for the whole project equivalent.</p> <p><b>Methodology:</b> From our goal of 5,600 enrolled students, MIGH projected that 70% would be new broadband adopters, based on our historical graduation rate.</p> <p><b>Change from level at project inception (outcome):</b> Since the beginning of the BTOP Federal Grant Project in late 2010 to the end of 2013, our records show that MIGH taught 314 classes enrolling 6,659 students. Therefore it is appropriate to say that MIGH generated at least 4,661 new subscribers to broadband (70% of enrollment). MIGH BTOP Project Follow-up Surveys with the student body indicates that 86% stated that they have Internet at home 18 months after taken our classes, which increases the broadband adoption to 5,727 individuals.</p> <p><b>MIGH estimates that in year 2013 alone we produced about 1,569 new broadband users from our 2,241 enrolled students.</b></p> <p><b>Support documentation from The Pew Research Center confirms that nonetheless we have seen positive improvement in Broadband Adoption in the U.S., there still is a monumental task ahead of us to support our most disadvantaged individuals and communities to become more digitally aware.</b></p> <p><b>For this reason the Mexican Institute of Greater Houston will continue with its mission to offer our successful educational computer literacy program for adults. This is actually a need of employers because they have to find individuals who know how to work with computers. Another conclusive report, Home Broadband 2013 Report of August 26, 2013 confirms that as of May 2013 70% of American adults ages 18 and older have a high-speed broadband connection at home, according to a nationally</b></p>

<p><b>5a. Adoption Level (%):</b></p>	<p><b>Narrative description of level, methodology, and change from the level at project inception (600 words or less).</b></p>
	<p>representative survey by the Pew Research Center's Internet &amp; American Life Project. This is a small but statistically significant rise from the 66% of adults who said they had home broadband in April 2012. The demographic factors most correlated with home broadband adoption continue to be educational attainment, age, and household income. Among all American adults ages 18 and older, the % in each group who has a high-speed broadband connection at home for Hispanic (English and Spanish speaking) is 53%; African-Americans 64% and White 74%. Education attainment continues to be a significant factor: Broadband adoption by those with No high school diploma 37%, High School grad 57%, Some College 78% and College + 89%. Another noteworthy factor is Household income: Less the \$30K a year 54%; less than \$50K a year 70%; less than \$75K a year 84% and over \$75K a year 88%.</p>
<p><b>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)?</b></p>	
<p>Our historically primary target audience has been the Hispanic immigrants whose principal if not only language is Spanish. In the 1st quarter of 2012, we expanded our market when we launched the English language version of the Basic Computer Literacy course, responding to continuous requests from the African American community. Both communities are challenged by a lack of disposable income, lack of computer literacy; and therefore inability to find good-paying jobs and lately high unemployment rates.</p> <p>For several years the Mexican Institute of Greater Houston has been working with Surveys in which our students indicate which are the barriers they find in having broadband at home. The common and consistent answer we have seen through the live of the project is cost. MIGH student body has identified that as the major obstacle for broadband adoption.</p>	
<p><b>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)</b></p> <p>N/A</p>	
<p><b>8. Please describe any best practices / lessons learned that can be shared with other similar BTOP projects (900 words or less).</b></p>	
<p>MIGH strategic planning and detail oriented organization has been instrumental in our successful reaching the BTOP Grant objectives. Our planning give us a route map to follow during each quarter and to obtain an implementation that helped us accomplish levels beyond our goals.</p> <p>Our marketing plan detailed the organization and tactics needed to reach out school districts, independent schools and community centers around the State in order to develop new sites and maintain the ones already established.</p> <p>During 2013 and the life of the BTOP Federal Grant we successfully continued using our effective cold call method to contact schools, requesting meetings with a school Principal, Assistant Principal or the person in charge of Parent Engagement to make a PowerPoint presentation of the benefits for the schools and for the teacher-student-parent relationship. MIGH has expressed out loud that a significant predictor of a child's academic success is the literacy level of the child's parent. Adult education can give parents the skills to help their children with schoolwork and to communicate with their children's teachers. MIGH program has been very successful working with Elementary Schools as our historical data confirms them as the ones more interested in adopting our computer literacy program. Attending school PTA meetings and Open House Day has worked very well for us to promote and explain directly to the parents the MIGH curriculum and benefits of taking our courses. At that point we start student registration for our classes. All of this helped us to reach 6,659 enrolled students and start 314 classes at 20 schools districts and 15 non-profit learning organizations during the BTOP Federal Grant period.</p> <p>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.</p> <p>In regards to The Mexican Institute's Educational Platform development we would like to share the following experience. In regards to The Mexican Institute's Educational Platform development we would like to share the following experience.</p> <p>Which project management areas are involved? The management areas are: scope, integration, and quality; Time; Communications; Execution; and Sustainability.</p> <p>Problem or situation: MIGH needed to develop its own educational platform. Completed; As if timely planned University of Houston</p>	

(Sub grantee), decided to terminate their TLC2 department and a full transition of servers and the administration of our platform was completed. We are now in total and full control of our platform and we use the cloud system. Transition successfully completed. Project successfully completed.

How was the problem resolved or the process improved? The scope of the project was to create an educational platform to provide greater accessibility for development and administration. Different Learning Management Systems were taken into consideration during the process. Based on MIGH requirements the open source Moodle was selected. The project manager (PM) ensured the tasks were delivered on time and kept track of the scope of work (SOW). Constant communication between UH-TLC2 human resources and the owner of the project, MIGH, was primarily by e-mail, kiwis, and tickets. There were weekly meetings attended by all personnel involved UH-TLC2 and MIGH, and weekly meetings among the internal and external developers. Assurance meetings were held between developers and the owner by periodic reviews of the design specifics. UH-TLC2 was in charge of the design, development, and an initial implementation phase until transfer of control was done. During the execution phase assurance levels were kept and the process control to the internal MIGH developer took place. The project covered the areas recommended by PMBOK. Even though, the process involved some scope creep, it was a way to assure optimization while strengthening the transfer process to MIGH. The resources used throughout the life of the project was optimized effectively and efficiently.

Lesson learned: How can this problem be avoided in the future or how can the process be improved? and Summary: Hire an external consultant during the development phase to ensure the owner take the best decisions based on very specific and detailed recommendations, step by step. Hire the expert that will develop contingency plans for various risks during the project life. The project manager (PM) needs to be an MIGH internal employee to make sure the business needs are fully meet. As the next phase for MIGH now in full control of the Educational Platform MIGH needs to develop and implement a Disaster Recovery Plan Policy and Hurricane Response Plan to protect people, data and production operations, and develop a contingency plan to mitigate risk. This has already been initiated by having an automatic back up system for all the servers in use. The backup is located elsewhere and the service is provided by a private sector company for a monthly fee. MIGH in-house IT researcher is upgrading her research skills, project management knowledge, and problem solving skills. She holds several meetings a month with MIGH President and other staff members. It is a valuable approach to compare best development practices. Communication between researcher and personnel involved is key in the success of the project. Periodic reports are vital to ensure the personnel involved in the project are updated with the latest implementations and that is being done.