



**Broadband Non-Infrastructure Application
Submission to NTIA – Sustainable Broadband Adoption**

Submitted Date: 3/15/2010 4:53:55 PM	Easygrants ID: 6842
Funding Opportunity: Sustainable Broadband Adoption	Applicant Organization: MEXICAN INSTITUTE OF GREATER HOUSTON, INC.
Task: Submit Application - Sustainable Broadband Adoption	Applicant Name: Mr. Carlos Jose Lopez

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A. General Application Information

1. Applicant Information	
Name and Federal ID for Applicant	
DUNS Number	135136112
CCR # (CAGE)	4DC88
Legal Business Name	MEXICAN INSTITUTE OF GREATER HOUSTON, INC.
Point of Contact (POC)	CARLOS J. LOPEZ 7139886699 Ext. cjlopez@mexicaninstitute.org
Alternate POC	SILVIA T. NADAL 7139886699 Ext. s.nadal@mexicaninstitute.org
Electronic Business POC	CARLOS J. LOPEZ 7139886699 Ext. cjlopez@mexicaninstitute.org
Alternate Electronic Business POC	SILVIA T. NADAL 7139886699 Ext. s.nadal@mexicaninstitute.org

2. Name and Contact Information of Person to be Contacted on Matters Involving this Application:	
Prefix	Mr.
First Name	Carlos
Middle Name	Jose
Last Name	Lopez



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Suffix	
Telephone Number	713-988-6699
Fax Number	713-988-6636
Email	cjlopez@mexicaninstitute.org
Title	President & Executive Director

3. Additional Contact Information of Person to be Contacted on Matters Involving this Application:

Project Role	Name	Phone	Email
Secondary Point of Contact	Mr. Josten , Ma	7137432024	josten@tlc2.uh.edu

4. Other Required Identification Numbers

Easygrants ID	6842
Funding Opportunity Number	500001
Catalog of Federal Domestic Assistance Number	BTOP CFDA Number: 11.557 BTOP CFDA Title: Broadband Technology Opportunities Program

5. Organization Classification

Type of Organization	Non-profit Corporation
Is the organization a small business?	No
Does the organization meet the definition of a socially and economically disadvantaged small business concern?	No



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6. Authorized Organizational Representative

AOR	LOPEZ, CARLOS
Result	Applicant Authorized

7. Project Title and Project Description

Project Title: Sustainable Broadband Adoption through Training for Hispanic Adults

Project Description: Solidify MIGH successful CLCs network in Houston. Expand it in Texas. To bring more Hispanics to start/increase Broadband Technology use. We teach in Spanish a 100 hour in the classroom course on Basic Computer Technology (Internet use, e-mail, Microsoft Office programs) and a 50 hour HTML Web site design course. We take families to a new stage in their lives and motivate them to embrace educa

8. Other Applications

Is this application being submitted in coordination with any other application being submitted during this round of funding?

- No

Easygrants ID	Project Title

If YES, please explain any synergies and/or dependencies between this project and any other applications.

9. Is the Applicant exempt from the Department of Commerce requirements regarding individual background screening in connection with any award resulting from this Application?

- No, Applicant is subject to these requirements

If the answer to the above question is "No," please identify each key individual associated with the Applicant who would be required to complete Form CD-346, "Applicant for Funding Assistance," in connection with any award resulting from this Application:



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Name	Title	Employer
Carlos J. Lopez	President & Executive Director	Mexican Institute of Greater Houston, Inc.

B. Executive Summary, Project Purpose and Benefits

Essay Question

10. Executive Summary of the proposed project:

A. Need: According to a recent Pew report, the three primary reasons for lack of a broadband subscription (where such options are available) are that people perceive broadband to be too difficult to use, not relevant to their lives, and in the context of these factors, too expensive. This is especially true for vulnerable populations, such as Hispanic families, which often have the additional barrier of language to overcome, and low income populations, which have lost significant income sources in this recession. In accordance to stated BTOP goals, this project aims to address the need to:

- provide broadband access, education, awareness, training, equipment and support to an organization serving vulnerable populations, and
- stimulate the demand for broadband, economic growth and job creation.

The Mexican Institute of Greater Houston has established a network of 100+ Community Learning Centers (CLCs) offering instruction from a curriculum of Basic Technology Literature courses in Spanish. This program has proved successful in promoting active broadband usage and better job skills among the area's Hispanic population (7200 graduates since 2002). However, the economic recession has created an environment of increased demand and decreased available funding.

B. Approach: Our project will:

- Maintain the existing MIGH CLC network in the Greater Houston area by covering the projected funding shortfall, and
- Provide funds to expand our curriculum contents, geographic reach, and target demographics, to address increased demand;



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A key factor for this success is that the CLCs are located in community anchor institutions such as K-12 schools, allowing recruitment among parents/family members and creating an environment of active community involvement which encourages retention. We propose to retain this model as we expand. The curriculum consists of courses with classroom instruction at CLCs (at least 100 hours) and tutorial aid (via the Internet), leading to a Certificate recognized in Texas.

C. Geography/Demographics: The proposed project areas, as detailed in the main part of the proposal, are predominantly Hispanic. As examples, we mention that Houston ISD is 60%, . Dallas ISD is 67% Hispanic and Austin is 57% Hispanic.

D. Qualifications: The MIGH is a non-profit 501c3 organization, founded in 1991, providing hands on and distance education courses in Spanish to low income adults in the Greater Houston area. The MIGH record is that of a pioneer in the U.S. and leader in bringing basic computer technology education to Hispanic Parents. Since 2002, more than 7200 parents have graduated with a certificate by Texas-accredited Tecnológico de Monterrey of Mexico and MIGH after attending a 100 hour course on Basic Computer Technology (Internet use, e-mail, Microsoft Office programs) and/or a 50 hour HTML Web site design course. As a result, they are now consumers of broadband access services, have better paid jobs and/or are starting their own small businesses. They are net contributors to the economic growth of their region. Our own history demonstrates that we are qualified to take our mission to the next level.

E. Jobs: Using the OMB rubric of ~1 job year created/\$92,000 of federal expenditure, the minimum number of jobs created will be 22. We anticipate that number to be higher because of small business training. We estimate jobs saved to be about 4000 due to increased skills of workers and the expansion itself of the MIGH program. Precisely due to the recession more and more persons have plenty of time now to attend classes to be ready for the re-hiring phase we are all expecting. In order to motivate our students and keep their self-esteem high we select the best ones for additional training to become part of our instructors' team or online tutors. Therefore we also create jobs.

F: Overall cost: The overall cost of the project is \$2,904,299 including \$2,032,540 in requested BTOP funds and \$871,759 (30%) in matching funds, for a total cost of \$519/trainee over the course of the project. The increased family income produced as a result of getting this training, estimated to be about \$6,300.00 per trainee a year, plus the economic multiplier effect of those dollars being spent (injected) in the local economy would produce a positive economic impact of about \$40Million in that period.



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Based on our past experience with successful results we know we will produce and improvement in broadband adoption with a goal of training 5600 adults in the three years of its ARRA funded implementation. We expect no less than 70% percent of these adults to remain active broadband subscribers.

11. Project purpose:

a)Problem/Opportunity: The MIGH operates a computer literacy training program that has provenly been increasing the skills level of a vulnerable population. Graduating students become consumers of broadband access services, are better contributors to the economic growth of our region and have been getting better paid jobs and/or starting small businesses.

Due to the impact of hurricane IKE, the general economic recession and the mergers and acquisitions of banks and other institutions/corporations, the MIGH has been receiving a significantly reduced amount of donations/grants. At the same time, we are experiencing a surge in requests for MIGH training programs from many more schools than we can handle due to lack of funds and staff. Vulnerable populations who have been displaced from work want to acquire new skills.

b)Project approach: In order to maintain the level of service provided by MIGH prior to the recession and accommodate the increased demand resulted by the economic downturn, the MIGH proposes to use BTOP funding to

- Solidify the existing MIGH Community Learning Center (CLC) network in the Greater Houston area
 - Expand it to other areas in Texas
 - Update the existing curriculum and develop new advanced courses, a new technology framework, and a new certificate
- as detailed in the relevant parts of this application.

The curriculum will consist of courses with classroom instruction at CLCs and tutorial aid (via the Internet). Courses will be offered both in Spanish and English. Most of the CLCs will continue to be in school locations to target the parent demographic through their children and integrate them in the school environment and their greater community.

A new technological framework will provide a comprehensive, integrated approach to supporting the expanded MIGH operation. It will allow MIGH to effectively monitor its activities, track student progress, design more effective teaching material and make the training program a more



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autonomous operation. A key goal is to develop, in concert with the Texas Learning and Computation Center at the University of Houston, a Certificate program for Basic Computer Training accredited by the State of Texas.

c) Approach significance and replication potential: The proposed project seeks to implement a proven approach, with a record of 7 years of successful implementation. The potential for replication is almost immediate, since our approach is cost effective, in high demand, with standardized operating procedures that have been field tested. The growth of our success rate has only been slowed down by lack of necessary resources caused by the economic recession.

d) Target population: The targeted vulnerable populations will be Hispanic, Black/African American, LEP (Limited English Proficiency) individuals, low income, unemployed, and senior citizens. In fact, although a small percentage some of our students are the grandparents of the school age kids and a significant number of the parents are unemployed or working only part-time. We will educate at risk LEPs about the benefits of using computers at home and at work, teaching them several software packages.

e) Statutory purpose: this project aims to address the need to:

- provide broadband access, education, awareness, training, equipment and support to an organization serving vulnerable populations, and
- stimulate the demand for broadband, economic growth and job creation.

12. Recovery Act and Other Governmental Collaboration:

- N/A

13. Technology Strategy:

The new web based training program will be developed using an Open Source Content Management System (CMS)- Plone. Plone is a powerful adaptable CMS system that is easy to install, use and extend. Plone lets non-technical people create and maintain information using only a web browser. Perfect for web sites or intranets, Plone offers superior security without sacrificing extensibility or ease of use. Together with the assistance with the University of Houston, we have developed and currently successfully tested a prototype validating the capabilities a key functional requirement of our classroom needs. The existing program developed and serviced by University of Monterrey Tech in Mexico is a proprietary and very limited function program which has served our business needs with many restrictions. The two year technical development strategy is to bring the technology and application ownership into our business. The customized application system developed will be a business user friendly



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environment, making updates and addition of new classroom programs assessable to our own staff. In addition we will end up having a full set of student and business information for our analysis and expansion to serve our population even more effectively. Partnership with Texas Learning and Computation Center at the University of Houston and leveraging our many years of experiences and technical skills which will allow us to manage our business development. The added benefits of our close partnership will provide our students to graduate with the certification of a locally known university (UH). Therefore making our graduates more easily marketable as members of the workforce. Our trained staff will be able to use the new application environment to maintain and easily create classroom materials. We also will be taking advantage of information that will be captured by our new CMS to help sustain our business operation and at the same time support and expand our training services to allow our students to be effective employees and a user of the broadband both in the business place and most importantly at home. Adaptability and replication will be so easy that MIGH would now be able to respond to requests from distant areas in the State of Texas. The physical proximity of UH-TLC2 would make it very convenient for MIGH to obtain the necessary high technical support when needed to add hardware or expand usefulness and output capability from the same or expanded set of information in the data being entered almost on a daily basis.

14. Innovative Approach:

The innovation in our approach stems from mainly targeting family members with school age children (K-12). The realization of the relevance of basic technology literacy and broadband access becomes apparent when connected to their children's progress and their community, and provides a continuing incentive for participation.

Another innovation is placing CLCs in the schools and working with the teachers. This provides a natural, strong communication channel to reach out to the vulnerable populations we target. We have already trained almost 11,000 persons in Spanish at different levels, and they are now enjoying the benefits that broadband technology offers. Among other things they learn how to navigate the internet, how to do a search, and how to create and use an e-mail account with attachments. MIGH's is an approach that goes beyond all the conventional ones to encourage adoption.

15. Is the applicant is seeking a waiver of the Buy American provision pursuant to section x.Q of the NOFA?

- No



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16. Is the applicant delinquent on any federal debt?

- No

If Yes, justification for delinquency:

- .

17. Are you seeking a waiver of any requirement set forth in the NOFA that is not mandated by statute or applicable law?

- No

C. Partners

18. Are you partnering with any other key institutions, organizations, or other entities for this project?

- Yes

If YES, key partners are listed below:

Project Role: Sub-recipient
Name: Sherman, Anne
Email: acsherman@uh.edu
Address 1: 4800 Calhoun Rd.
Address 2: 316 E. Cullen Bldg.
Address 3:
City: Houston
State: Texas
Zip Code: 77204-2015
Organization: University of Houston
Organization Type: Other
Small business: No
Socially and economically disadvantaged small business concern: No

19. Description of the involvement of the partners listed above in the project.

Texas Learning and Computation Center (TLC2) at the University of Houston Partnership



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TLC2 will be providing the key technical components of the project. Another key factor of the partnership is to allow us to have our computation servers housed and serviced by TLC2 at the University thus providing local and ease of operation. ...

The University of Houston will not receive any material benefits.

Local community involvement:

In general terms our community supporters will be allowing us to use their computer labs to teach the Hispanic adults. MIGH is always the managing/operating organization for the whole network and we do pay the instructors and online tutors, etc. Some schools may contribute with some funds.

All the community supporters of our program are truly committed to continue assisting MIGH in its mission. Letters from some of them are uploaded in the Supplemental section. All of these organizations that will be involved with us in carrying out this project will also help with marketing the courses by sending written information to the parents of their students and/or other individuals currently attending different programs at their facilities. We will also make presentations to potential students for our program at the open houses the schools hold for their students' parents. Local communities participate by informing their members about the availability of our courses.

D. Congressional Districts

20. Applicant Headquarters

- Texas

21. Project Service States

Texas

22. Project Service Areas

Texas - 10

Texas - 14



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Texas - 18

Texas - 20

Texas - 22

Texas - 23

Texas - 29

Texas - 2

Texas - 7

Texas - 8

Texas - 9

Texas - 25

Texas - 30

Texas - 32

23. Will any portion of your proposed project serve federally recognized tribal entities?

➤ No

24. Indicate each federally recognized tribal entity your proposed project will serve.

25. Have you consulted with each of the federally recognized tribal entities identified above?

No

E. Community Anchor Summary



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26. Community Anchor Institution	
Schools (k-12)	117
Libraries	0
Medical and Healthcare Providers	0
Public Safety Entities	0
Community Colleges	4
Public Housing	0
Other Institutions of Higher Education	0
Other Community Support Organization	15
Other Government Facilities	4
TOTAL COMMUNITY ANCHOR INSTITUTIONS	140
27. Minority Serving Institutions	
Historically Black colleges and Universities	0
Tribal Colleges and Universities	0
Alaska Native Serving Institutions	0
Hispanic Serving Institutions	2
Native Hawaiian Serving Institutions	0
TOTAL MINORITY SERVING INSTITUTIONS	2



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F. Demographics

28. Will your proposed project be specifically directed to serve vulnerable population groups?

- Yes

If "Yes" which vulnerable population groups will your proposed project serve? Check as many as apply:
Hispanic

Black/African-American

English as Second Language (ESL)

Low Income

Unemployed

Senior Citizen (55 and over)

Other:

29. **Vulnerable Populations**

The MIGH approach to engage and serve the vulnerable populations it targets has been to work through close contact with schools and other organizations with similar goals of service. Our Spanish Basic Computer Literacy program reaches parents through the schools attended by their children. We identify or are contacted by schools that have predominantly Hispanic enrollment (averaging 80% in our close to 70 school locations in Houston ISD alone). Houston ISD is 60% Hispanic, Dallas ISD is 67%, and Austin is 57% .

Once we have developed the new components of the curriculum we propose, we will be able to also offer courses in English, and include material on how to use broadband access to seek employment or start a business. This will enhance the target demographics we will be able to reach to include Black/African-American, English as Second Language (classified as Low English Proficiency), Low Income, and Unemployed. MIGH anticipates an increase in the last



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demographic as employers of areas, such as Galena Park and Pasadena who are predominantly factory and manufacturing workers, are forced to lay-off employees. We also anticipate an increase in the number of senior citizens due to loss of employment (for the class of 2009 – 2010, MIGH has enrolled 33 students over the age of 55 years including 1 age 85 and 1 age 83). We have long established relationships that allow us to work within an environment of mutual trust and respect with our communities (K-12 schools, faith based, etc.) , and we can leverage that trust to bring this project’s goals to fruition.

30. Accessibility

➤ N/A

31. Other Languages

MIGH currently offers all of its courses using Spanish as the primary language for teaching and also in our Student Manuals and educational platform. Our in the classroom instructors and online tutors, speak to our students in Spanish. Our outreach and awareness campaign is using Spanish language media as well.

We also offer English as a Second Language (ESL) classes, at five different levels, that do require the use of a computer.

G. Project Budget

32. Project Budget	
Federal Grant Request	\$2,032,540
Total Match Amount	\$871,759
Total Budget	\$2,904,299
Match Percent	30.0%

33. Projects Outside Recommended Funding Range:

➤ N/A



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34. Sustainability:

We expect that the proposed project will be sustained beyond the funding period, based on the track record of our past experience. It is designed to be self sustaining through donations and tuition fees. Our experience has been that communities, once involved, appreciate the value it brings, and are willing to support it, as long as the economy is not in a recession.

We expect the additional broadband subscribers to sustain their subscriptions, again based on our past experience. The main barrier to adoption is conceptual, and once people recognize the benefit of a broadband subscription to their life, they retain it.

35. Matching Funds	
Applicant is providing matching funds of at least 20% towards the total eligible project costs?	Yes
Describe the matching contributions	MIGH (Applicant - recipient) \$623,803 in matching funds (30% of recipient's total budget) Internal funds covering mostly salary costs as detailed in the budget University of Houston (Key partner – subrecipient) \$247,956 in matching funds (30% of UH total budget) Internal funds covering part of the statutory indirect costs based on the federally approved indirect cost rate of 50%
Unjust enrichment	N/A
Disclosure of federal and/or state funding sources	N/A

36. Budget Narrative	
Budget narrative	First year existing staff dedicate time/effort to market traditional courses while new staff develop foundation courses with technical team. Exec. Director strengthens relationships with strategic partners and develop new ones. Will coordinate work with TLC2's Mr. Ma.



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	<p>Request funds to cover 47% of Director's salary/benefits for project's 3 yrs. Director's Assistant monitors accounting work using Quicikbooks for Non-Profits. Will make sure MIGH's usual annual requests for funds are presented on time and operations shall continue with no problem. Responsible for payroll/quarterly reports. Follows guidelines from CPA firm. Tight budget control and accounts receivable.</p> <p>Request funds to cover 48.4% of her salary/benefits for project's 3 yrs. The other two members of MIGH team, the Director and Mgr. of Educational Programs will keep good relationships with School Prcpals. Jointly organize Graduation Day and work to open more CLCs. Identify new areas of need and interest in the target population to submit recommendations to Exec. Director. We're NOT requesting use of Federal funds to pay for any part of their salaries/benefits.</p> <p>Mgr.-Visiting CLCs supervises work being done by instructors and keeps communication with contact persons at schools. We request funds to cover full salary/fringe benefits for project's 3 yrs Will administer entry survey and make sure schools are getting the reports they want. Will report to Exec. Director. Course Content Developer: 2 persons will develop content to be uploaded to the educational platform with all needed graphics. Will prepare Student Manual and work with TLC2 counterparts. Funds requested to cover full salaryfringe benefits for initial 6 quarters of project.</p> <p>Educational Platform Developer: these 2 IT positions will develop the elements to effectively use all the capabilities of MIGH's new framework and respond to requirements of strategic partners. Funds are requested to cover the full salary and fringe benefits for these persons only for the initial 6 quarters of the total duration of the project. Course Content Development Support and Educational Platform Development Support: Will assist two Course Content Developers and two Educational Platform Developers. Funds are being requested to pay for his/her full salary and fringe benefits only for the first 8 quarters of the project. Statistics Reports writer/keeper and Ctrol Assistant: Will</p>
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	<p>report to Mgr. of Educ. Programs and will assist him with expected workload. Funds requested to pay for 70% of full salary and benefits for the project's duration. In the classroom instructors and online tutors: Part timers to teach in the classroom and assist them online. Report to the Mgr. of Educational Programs. We request funds to pay for 90.9% and 85% respectively, of their salary for 8 quarters of the total life of the project. These will be the first, third, fourth, fifth, seventh, eighth, tenth and twelfth quarters of the project.</p>
Budget reasonableness	<p>The Costs we have included here are very reasonable considering the positive impact we cause in the at risk population we target. Our 7 ½ years of experience keeping costs down while increasing our productivity makes us feel extremely confident that with the necessary funds we can achieve a level of greater technological freedom and reduced costs in the long run. To start, as soon as we are able to develop our own platform (framework) we will stop paying about \$20K per year to our current supplier of educational platform (Tecnológico de Monterrey). We would be able to stop the flow of dollars outside of the U.S. Each line item that we have listed will place us again up to par with the new technology available. We have been able to get very limited donations from the private sector recently, for instance to reproduce Student Manuals that we have recently updated to include comparisons for our students to learn the difference between Microsoft Office 2003 and 2007. The number of instructors for instance is based on having to send them to different Community Learning Centers mostly for evening classes in very distant parts of town which makes it absolutely necessary that we count with a large number of them. Sometimes we can use the same individual to teach a class in the mornings and another one in the evening or on a Saturday (from 9:00 a.m. to 3 p.m.) We have been doing this successfully for a good long time and we have been recognized as Outstanding Community Partner by HISD on 3 years. We are accustomed to work stretching our budgets and fortunately we have developed an excellent team of instructors and tutors who feel the vocation to teach those less</p>



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	fortunate so they can prosper in life. And we are committed to help the Hispanic community and vulnerable populations to advance in their lives through education.
Demonstration of need	Our Historical Financial statements document the severe drop in revenue following the economic downturn. We project that we will be unable to sustain our previous level of operations, and in fact will have to scale back significantly. We have been using our reserves to continue providing our services as demand continues growing. We are continuously receiving requests from schools and other organizations that we can not respond to due to lack of funds. At this point in order to move forward we really need the proposed funds to produce our positive impact in the vulnerable populations we serve. We feel very confident that once the economy gets better we will easily be able to respond to demand with the sustainability we have enjoyed in the past.

37. Funds to States/Territories

States	Amount of Federal Grant Request
Texas	2,032,540

Funds to States/Territories Total: \$2,032,540

H. Historical Financials

38. Matching Funds			
	2007	2008	2009
Revenue	866,429	814,470	588,699
Expenditures	861,389	851,758	742,696
Net Assets	611,604	574,316	420,319
Change in Net Assets from Prior Year	5,040	-37,288	-153,997



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Bond Rating (if applicable)			
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I. Program Benefits

39. Jobs	
How many direct jobs-years will be created from this project?	14
How many indirect jobs will be created from this project?	0
How many jobs will be induced from this project?	8

40. Methodology used to estimate jobs:

According to the President’s Council of Economic Advisers estimates of Job Creation from the American Recovery and Reinvestment Act of 2009, every \$92,136 in government spending is estimated to create one job-year. Of these job-years, 64% represent direct and indirect effects, and 36% represent induced effects. We do not anticipate significant indirect effects as our materials/supplies portion of the budget is relatively small. The total requested government spending in our proposed budget is \$2,032,540

41. Adoption Metrics	
How many total new home subscribers (household accounts) to broadband do you expect to generate through use of BTOP funds over the entire life of the program funded?	3920
How many total new business and/or institutional subscribers to broadband do you expect to generate through use of BTOP funds over the entire life of the program funded?	0
How many total users of broadband in public computer centers or users of broadband outside the home (e.g., in a community college) do you expect to generate through use of BTOP funds over the entire life of the program funded?	5600
What is the total cost of your project per new subscriber (household, individual, or institutional) or new end-user?	\$519.00



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42. Measuring Adoption Impact:

We have an ongoing method (direct surveys to participants) that measures the level of knowledge at the beginning of the program and at the end. The Entry survey is conducted on paper, but the Exit Survey is online using the computer in the educational platform. The questionnaires have been developed by Dr. Rivera who every year analyze them and writes an Impact Report. We provide the latest Impact Report as a supplementary material upload. We currently track and measure the benefits in a very old fashion way because we do not have the tools at our disposal. The platform that will be built and managed by UH TLC2 will allow us to have an electronic database with addresses physical and electronic, that we will draw many different reports from. We will be in permanent touch with our graduates. We have been experimenting lately and have gone to our paper records and have sent e-mails to MIGH graduates. They are coming back to take refreshing or new courses. We have no doubt that counting with the new electronic framework/educational platform we will be able to communicate effectively and frequently with our graduates to get information from them. This project will help us modernize the way we measure the impact of our courses, speeding things up and we will help them better prepare their resumés and will connect them with employment agencies. They will be so grateful that will not stop their contact with us.

We have received some assurances from private sector companies that will give us discount coupons or dinners for two at a restaurant that will be raffled off for free among those who answer our additional questionnaires. In addition to broadband adoption, we will ask them if their children went to college, or if they are doing better at school, if they (the parents) have gotten new and more pleasant and better paid jobs, etc.

Based on past experience we know we can obtain that information very easily because they are willing to cooperate with MIGH. During the 3 year period of the project we will update and fully utilize the capacity of the framework to be developed and housed at UH TLC2 and include past students. Strict privacy protocols will be implemented to safeguard any type of personally identifiable information.

43. Broadband Training Programs	
If you intend to provide training or education, how many people in total will your program(s) reach?	5600
How many hours of training do you expect to provide per person on average for each	100



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participant in your training program(s), through completion of training for that individual?	
How many Full time employee (FTEs) instructors or facilitators will you employ for broadband and digital literacy training purposes?	32

44. Describe their qualifications (training and experience):

Most of our instructors and tutors have been our students before. Therefore we employ our own graduates as much as possible. They know the curriculum, the methodology, the Student Manual and how to get inside the platform. They receive training from us about how to teach a class of adults and having them been students before it helps a lot to have them ready to teach in just a couple of weeks. We monitor and accompany them for the first few sessions and if they do not feel very secure to start teaching we send them as assistant instructor under the guidance of one of our most experienced instructors. They have to have good basic grammatical knowledge in Spanish and English. We bring them in once a quarter to refresh their teaching skills and to learn from each other “best practices”. They also take some distance learning classes that are either free or we pay for them, to polish their teaching skills. They are not full time employees of MIGH but work on a part time basis, teaching the morning class, or the afternoon or evening class. We estimate the FTE based on a load of 500 hrs. When we have a group of no less than five persons interested in becoming instructors or tutors we put them together in a class that is taught by our Manager of Educational Programs. Many times he has been selected by the students as the best instructor they have had and his students’ graduation rate is almost always 100%. We use him as substitute instructor when needed at any of our Centers. We motivate our instructors by selecting every year the best instructor in a combination of several factors, among them productivity, the higher number of graduates (and the grades are not given by the instructor but by the online tutor), their attendance to teach on time and no absences, the secret opinion expressed anonymously by their students, and by the conversion ratio from registered students to graduates. We give the winner a significant award at the stage on Graduation Day.

45. Equipment Affordability Programs		
What is the total up-front cost of this equipment?	\$0.00	
If you are providing an equipment purchase or loan program, for how many households, businesses and/or institutions do you expect to	0	Households
	0	Businesses
	0	Institutions



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provide equipment or computers?	
If you are employing a loan program for purchases of service or equipment, what will be the total cost to the typical customer you assist over the life of the loan, including all interest and fees?	\$0.00
How many broadband-related equipment units (e.g. computers, wireless devices) do you intend to purchase overall?	0

46. Broadband Awareness Programs	
If you are conducting an awareness campaign, how many people do you expect your campaign will reach in total per year?	100000

47. Awareness Campaign Methods: Briefly describe the targeting, media, and messaging strategies your awareness campaign will employ.

Donors provide us with much needed in-kind services (advertising, design of awareness campaign, billboards, student manual production (printing), interviews on radio and TV, announcement of our courses and also when we are seeking new instructors, etc. We are not asking for funds specifically for an awareness campaign, and we have not budgeted expected donations as in-kind matching funds. However, we have established relations with our community partners, and we expect to have a full awareness campaign for this program We are sure that COMCAST will have some free ads about our program as well as UNIVISION Radio and TV, and Telefutura TV, and NBC Houston Channel 2. All of them have done excellent news coverage about our classes. They have also interviewed us about the courses, the success of our programs. We provide a letter from UNIVISION in the supplementary documentation describing their record of support We are also invited to appear on HISD cable TV stations, and on two faith based radio stations practically at will. When we go there we know that the telephones will not stop ringing. We also get the support of the Mexican Consulate with Press Releases they send about our courses to all the news media and when it comes from them they do not hesitate to mention the Press Release

48. Measuring Campaign Impact: Describe how you will measure the impact of the awareness campaign.



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We will use the number of inquiries about our program that are received the week after a major publicity event (radio/TV appearance) compared to the baseline from the month before.

J. Project Readiness

49. Licenses and Regulatory Approvals

Not Applicable

50. Organizational Readiness

Technical readiness:

TLC2 after careful review based on recommendation of our consultant and our own evaluation, has invested in an Open Source Platform call Plone (<http://plone.org/>). Plone is a full featured enterprise ready Content Management Software (CMS). Several key factors in choosing Plone over others are: the maturity of the software; full functional features, extensibility and security. During the these six years the Application Solutions team at TLC2, has developed close to a hundred web portals and web applications using this CMS. The technical team has mastered the competence of this development platform and established a mutually beneficial relationship with the Plone community. Open Source software has the clear advantage of “zero license” fee and yet a close partnership with the community is essential for success.

TLC2 is a tremendous research resource, linking higher education in Houston with the unique workforce opportunities of the Johnson Space Center, creating a strong partnership between the University of Houston and the community to ensure our workforce of tomorrow has the technological skills necessary to propel our community and our nation into the next century.

TLC2 has the state-of-the art computational infrastructure that will be applied toward solving complex problems associated with molecular structure, unique physical and geophysical phenomena, signal processing, data compression, visualization technology, engineering design and medical research. "Also, TLC2 will provide a platform and infrastructure that will enhance access to educational needs for the high-tech work force and business community.

MIGH readiness

We are a 19 year old organization with an excellent track record in all fronts. We feel proud of the way we have conducted our business and are recognized as a respectable non-profit. We have electronic accounting systems in place and a CPA firm that month to month revises our



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entries. We have an auditor's firm that prepares our IRS return and does our yearly review or compilation of our Financials. We have a major cultural event attended by no less than 3 thousand to enjoy an annual performing by the Houston Symphony. MIGH has a 15 member Board of Directors composed of Academicians, Entrepreneurs, Executives, Retired Executives, etc., who are very active with MIGH. We have a very effective and productive small team of 5 full time employees, about 40 part timers and 3 to 5 non paid interns and/or volunteers. We are an ongoing organization that has received grants and donations from a number of Foundations and Private Sector Corporations. They receive our annual reports as they require it and have continued giving us funds, although some, due to the economic recession have reduced the amount they were usually giving us. The past couple of years, basically since hurricane IKE hit our region we have expe

51. Project Timeline and Challenges

I. The proposed project is design for a 3 years duration. In the first year of the project we plan to the develop and implement the foundation training courses to bilingual Hispanic parents. We will have the essential staff hired by the end of second quarter, especially those that will work only for six quarters who have to develop content and work with TLC2 personnel. The technical milestone for the period, will complete the purchase and setup of the development servers; development of major user functions; initial functioning prototyping for testing review. In the third quarter of the first year complete all classroom manuals both printed and online, and sign off of classroom delivery program. In the fourth quarter we will have completed the procurement and setup of the production environment and the migration of the classroom modules, a functioning web portal for foundation classes and completed the user training.

II. Second year will continue the development of the foundation classes by adding enhancement functions and the advance classes. The enhancements features allow the institution to operate seamlessly with classroom and administration process. We train the new and temporary members with the new program such as: how to upload information, make content changes, extract information and create reports, etc. For the technical team, the second year, second phase of the project will be focused on the maintenance plus servicing of the classroom modules and the development of the administration functions and data warehouse for our business. First quarter will



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have a document describing the features of the business administration and business intelligence needs. Second quarter will complete user training of the new modules and begin user reviewing a functioning prototypes. The third quarter completion of user documentation and new class room programs. The fourth quarter will complete the migration of the modules to the production environment after user sign off and approval. The last quarter will begin the testing and implementation of the new modules.

III. The third year of the project will begin the transition as much operation and maintenance from the technical staff to the staff of the institute. The will include user documentation, user training and the completion all additional key business functions.

Challenges:

MIGH has been providing years of successful teaching to parents of Hispanic speaking children, adding broadband Internet training to this is a natural extension and the risks are minimal. The technical challenge is the use of Open Source software like Plone. With six years of experiences from the TLC2 which has also developed close relationship with one of the founder of Plone.

52. **SPIN Number**

K. Environmental Questionnaire

53. **Does the proposed action involve the procurement of materials? If so, will the materials be installed, stored or operated in an existing building or structure? If yes, please click "Add" to include the list of equipment and peripherals to be procured.**

No

54. **Does the proposed action involve procurement of electronic equipment? If yes, will the equipment be disposed of in an environmentally sound manner at the end of its useful life?**



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Yes

55. Does the proposed action involve construction, remodeling, or renovation? If so, will these activities be limited to only minor interior renovations to a structure, facility, or installation? If yes, click "Add" to include a description of the proposed renovations with your project summary.

No

56. Does the proposed action involve the production and/or distribution of informational materials, brochures, or newsletter?

No

57. Does the proposed action involve training, teaching, or meeting facilitation at an existing facility or structure? If yes, click "Add" to explain.

Yes

All training in the proposed project will be conducted in existing facilities, the Community Learning Centers (CLCs) provided by our community partners. These facilities are adequate for the purpose, and do not require renovation.

58. Does the proposed action involve ground or surface disturbance to accommodate new fiber optic cable? If yes, please click "Add" to include a description of the extent of service upgrade, a list of the permits required, and linear footage of underground fiber optic cabling required.

No

59. Does the proposed action involve an upgrade of broadband service to an existing facility or structure? If yes, please include a description of the extent of service upgrade, a list of the permits required, and linear footage of underground fiber optic cabling required?

No



Broadband USA

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Uploads

The following pages contain the following uploads provided by the applicant:

Upload Name	File Name	Uploaded By	Uploaded Date
Management Team Resumes and Organization Chart	Resume-CarlosJLopez.doc	Lopez, Carlos	03/14/2010
Management Team Resumes and Organization Chart	Resume-JostenMa.doc	Lopez, Carlos	03/14/2010
Management Team Resumes and Organization Chart	MIGH_btop_sba_OrgChart.pdf	Lopez, Carlos	03/15/2010
Government and Key Partnerships	UH-TLC2-LOC.pdf	Lopez, Carlos	03/15/2010
Historical Financial Statements	MIGHFinancialStatements12-31-09.pdf	Lopez, Carlos	03/11/2010
Historical Financial Statements	MIGHFinancialStatements12-31-08.pdf	Lopez, Carlos	03/11/2010
Community Anchor Institutions Detail	SBA_Community_Anchor_Attachement.xls	Lopez, Carlos	03/14/2010
BTOP Certifications	SBA BTOP Certifications Attachment.doc	Lopez, Carlos	03/15/2010



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Detailed Budget	MIGH-SBA-Detailed-Budget.xls	Lopez, Carlos	03/15/2010
SF424 A Budget	SBA SF424A Form.pdf	Lopez, Carlos	03/15/2010
SF424 B Assurances - Non-Construction	SF 424B - Assurances-Non-Construction Programs.pdf	Lopez, Carlos	03/15/2010
Supplemental Information	HHCC LETTER OF SUPPORT.pdf	Lopez, Carlos	03/15/2010
Supplemental Information	DioceseofBeaumont.PDF	Lopez, Carlos	03/15/2010
Supplemental Information	MIGH_ExternalReport_2009_by_SMU.doc	Lopez, Carlos	03/15/2010
Supplemental Information	CLC - BeaumontISD.jpg	Lopez, Carlos	03/14/2010
Supplemental Information	CLC - AVANCE_letter.pdf	Lopez, Carlos	03/14/2010
Supplemental Information	CLC - BilingualESL dept - SheldonISD.PDF	Lopez, Carlos	03/14/2010
Supplemental Information	CLC - Braeburn ES.pdf	Lopez, Carlos	03/14/2010



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Supplemental Information	CLC - Buffalo Creek ES - Spring Branch ISD.pdf	Lopez, Carlos	03/14/2010
Supplemental Information	CLC - CentroFamiliarCristiano.pdf	Lopez, Carlos	03/14/2010
Supplemental Information	CLC - Fonville MS.pdf	Lopez, Carlos	03/14/2010
Supplemental Information	CLC - Golfcrest ES - Houston ISD.pdf	Lopez, Carlos	03/14/2010
Supplemental Information	CLC - Milby HS - Houston ISD.pdf	Lopez, Carlos	03/14/2010