

## **2020 ConnectHomeUSA - Resources for Staying Connected During COVID-19 Outbreak, 4/14/20**

Christina Payamps-Smith: Good afternoon. Thank you for joining today's ConnectHome USA webinar series. Today we'll be discussing resources for staying connected during the COVID-19 outbreak.

My name is Christina Payamps-Smith and I'm one of your hosts today, along with Dina Lehmann-Kim, HUD's ConnectHome USA program manager.

Before Dina provides an overview of the webinar I have a few housekeeping items. Our speakers will share with us for the first part of the presentation and we'll reserve the remaining time for any questions that you might have. In order to ask questions, type your question in the Q&A box in the lower right-hand navigation panel.

We'll read your question aloud in the order received. If we're unable to address all questions we will send an email reply after the webinar.

All webinar participants are muted upon entry. If you'd like to notify our team of any technical difficulties please send us a message in the chat box. Today's webinar is being recorded and will be available on HUD Exchange shortly following the webinar.

Upon exiting the webinar you'll receive an invitation to complete a short survey, and we ask that you please complete this with any feedback that you might have for us.

With that, I'll pass it over to Dina Lehmann-Kim, who will introduce today's speakers.

Dina Lehmann-Kim: Thank you so much, Christina, and welcome everyone to today's webinar. As Christina mentioned, my name is Dina Lehmann-Kim and I manage the ConnectHome USA initiative for HUD.

This webinar topic has resonated with so many people. We had over 1,000 people register -- and I'm going to look at the screen and see how many people have logged on so far, and it looks like 368. So that's a record for us and I think this number's going to continue to rise as we go along.

And so because we have such a large audience I thought I would explain just quickly what ConnectHome USA is for those who might not be familiar with it. It's a voluntary initiative that asks PHAs, tribes, and even multifamily owners to join with their city leadership to bridge the digital divide in their community. The initiative is led by our nonprofit, EveryoneOn, who we will hear from in a little while. To date, 87 communities have participated and we've helped connect over 52,000 families who were previously unconnected.

This crisis that we are living through has highlighted the importance of this work and the fundamental need for connectivity, and so we wanted to share the resources that you're about to hear about beyond the ConnectHome USA community. That's why we opened it up to as many people as possible. We're very gratified to see just how many people registered for this webinar.

We have assembled a wonderful lineup of speakers who've been working in this field of digital inclusion for a long time; like for example, Angela Siefer, who you will hear from, she is the executive director of the National Digital Inclusion Alliance. And I'm very grateful to representatives from federal agencies who are working very hard during this time, and they work on issues that relate to issues of connectivity and online learning.

And we also will hear from one of ConnectHome USA's content stakeholders, Age of Learning, who'll talk about their program "ABC Mouse" and how it can be accessed for free in the home during this time.

There are many other resources out there; we just wanted to highlight the ones that we work with most closely and also highlight new flexibilities and new resources that the government has been granted through Congress or other administrative actions. So we'll be sharing information today about that.

So with that I want to turn it over to our first speaker, Angela Siefer, who as I said is the executive director of the National Digital Inclusion Alliance. Angela?

Angela Siefer: Thank you, Dina. Hi, everyone. Good afternoon.

So digital inclusion is (more than ?) participating online. It includes having the right device; having a way to do it -- an Internet connection; and having digital skills. In the past those have been provided in-person. That is no longer possible, so the challenges in front of you all in helping people get connected are magnified.

So, helping them figure out that Internet, helping them figure out that device, and helping them with the technical support tends to occur via phone. All of that is new and everyone's figuring out what that looks like right now.

The innovation that we're seeing tends to fall into a couple of buckets. We're seeing more hotlines; setting up numbers where folks can call and say, "my Internet isn't working" or "where do I get Internet" or "aaah, I need to apply for benefits online, I don't have Internet, how do I do that"? So having these places can go and someone to call is essential.

So then the related part of that is having people on a phone who can do and provide those services. NDIA and a lot of our affiliates are trying to figure this out now. If you want to be part of figuring that out, that is occurring throughout our community, some of it through phone calls, some of it on our listserv. You can join NDIA for free on our website, [digitalinclusion.org](http://digitalinclusion.org).

So one of the most important things I wanted to share with you is that the Internet service providers have created free and low-cost plans during this crisis time. Some of those plans already existed and some of them are new for the crisis. Some of them are for each-month service; some of them are for cost. They all have limitations. None of them are just like everybody can get their service.

So your role is helping folks figure out which service they might be eligible for. I know it's very tempting to be like, "Oh, couldn't we just get a bunch of hotspots and we could hand them out to everyone?" But hotspots have limitations; one of the biggest right now is that the devices themselves are hard to come by.

So this is one of the biggest reasons that we promote these free and discount offers, is because it's a resource that's available right now; and the hotspot devices are not only hard to come by but in certain areas the service can be spotty, depending upon the service that you have.

So on our website, at [digitalinclusion.org](http://digitalinclusion.org), you'll see on the home page there's a big COVID-19 link, which so many of our web pages have now, unfortunately. That leads you to that listing of free and low-cost offers along with some of the details of the challenges that we're having with some of those free and low-cost offers.

Some of the providers are doing this through CurbJob [ph], particularly Comcast, in large part because they've had a low-cost offer for so long and they've put real staff time into making it better. Other ones are really challenged by making the offer really solid. You can read the details on that, and some of the blog posts are on that COVID-19 page that we have.

So what we're encouraging is that if you are that in-between person, you are that person who can lead folks to resources. You can bring them to EveryoneOn, and Norma's going to tell you about how their service works. We put all of the services, all of those free and low-cost offers into a list because sometimes it's hopeful to pull out which of the free and low-cost offers are available in a particular geography and then distribute that information to folks who might be eligible.

Unfortunately we have seen examples, we've been told of examples where very well-meaning people have promoted offers from Internet service providers but those Internet service providers didn't actually provide service in that area.

So it's important for you to be the ones that are the voice of knowledge -- the voice of which providers actually provide service in our geography, in our locality; and then to make sure the information gets out about those services. Because some of them -- particularly Comcast -- has done such a good job of promoting that it gets spread around. But if Comcast isn't actually in your town, then people hearing about it is just frustrating. So you want to make sure that the information about whichever offers are eligible, that that information is getting out.

It's also really valuable to develop relationships with those Internet service providers. Some of them it's easier to do than others. If you don't have a relationship and you want a relationship, let me know, [angela@digitalinclusion.org](mailto:angela@digitalinclusion.org), and we'll see if there's ways we can help facilitate that. Because sometimes you can negotiate everybody's building is eligible; you can negotiate that certain areas be automatically eligible. Some of the providers are doing that with some of the schools, that everybody in the school is automatically eligible. It speeds up the process. Some of the schools are actually paying for service, which is incredible.

So there are those ways to move things along a bit and we very much encourage you to do that. So I'm going to hand it over to Norma and she's going to tell you about the awesome work that EveryoneOn is doing.

Norma Fernandez: Okay. I'm Norma Fernandez, CEO of EveryoneOn. Thank you to the HUD team and Enterprise for coordinating this very important webinar; and to all the speakers, equal appreciation for your efforts as well during this time.

I'm going to tell you a little bit about EveryoneOn and then my colleague Maribel Martinez is really going to jump into the tool that we built.

EveryoneOn, we're a national organization and we're focused on creating social and economic opportunities by ensuring that all people -- and especially low-income communities -- have access to the Internet and the skills to participate in our digital society and economy.

Today, as I mentioned, we're going to be covering with you a digital platform that we built which we call our offer locator tool. We use the tool to drive awareness and facilitate access to low-cost Internet service offers across the country. Any organization, any individual or family can visit the digital toolkit and platform at EveryoneOn.org and in three easy steps find options that are available to them based on eligibility.

As many of you already know, Internet service providers that have low-cost options for individuals and families have certain criteria. For example, families must participate in the national school lunch program or receive food benefits, and a whole array of other criteria that exists. You can find all that information on the website that Angela mentioned and also on our website.

And just want to highlight that it's really important to be aware, as Angela mentioned, of all of the options that are out there, given the nuances to the eligibility, the application process, as well as the price points. They all vary, the low-cost options, between \$10 a month to roughly \$23 a month.

We're hoping that with the tool that we'll share with you today and all the information that you'll receive, you'll be able to share that information out with your various stakeholders and residents. Maribel, take it away.

Maribel Martinez: Thanks, Norma.

As Norma mentioned, I'm the senior director of programs and evaluation at EveryoneOn. I joined EveryoneOn back in 2015 as a regional directors tasked with promoting digital inclusion across six states and Puerto Rico, as well as establishing relationships with partners that would drive traffic to our offer locator tool -- which you'll learn about a little more today -- as well as incorporate low-cost Internet service [inaudible] processes into existing intake processes for big organizations such as the United Way and Miami-Dade College.

Our partners also shared information about access to affordable computers and tablets and also worked with us on digital skills training for K-12 students, working adults, and seniors. Today my role mainly revolves around the ConnectHome USA program, which is the 87-city public-private partnership that Dina mentioned a little bit more about in the beginning.

We also work on Internet and device acquisition as well as digital skills training across all age groups for ConnectHome USA. I also lead the measurement and evaluation strategy for EveryoneOn, which draws on my background in research and as an educator; and I'm glad to join this webinar to bring you more information about us, EveryoneOn, as well as our unique tools and products that helps millions, especially during the current public health crisis. Next slide, please.

So launching the offer locator tool begins by visiting EveryoneOn.org. Our unique algorithm is the only search tool in the country to our knowledge which filters low-cost high-speed Internet and computer offers by zip code. This eliminates valuable time searching for providers who may not be able or not available in a particular area.

Since 2012 EveryoneOn has worked with Internet service providers to craft low-cost offers, and this tool is largely the expression of that effort. All of our offers on our platform are high-quality but low-cost, usually around \$10 a month, as Norma mentioned.

As the arrows on the page indicate, you can click "Espanol" to have the page translated into Spanish. The web banner at the top will take you directly to the offer locator tool and all the new commitments from Internet service providers during the COVID-19 crisis. Next slide, please.

Once you click "find offers" or the red banner you're taken to this page where you're prompted to enter the zip code for where Internet service or a device is needed. If you need to perform multiple zip code searches, you would return to this page to initiate a new search with a different zip code. Next slide, please.

The final step before viewing offers is to check off the eligibility criteria. Low-cost Internet and computer offers are primarily designed for low-income families, but many of these criteria pertain to other income levels so it's important to respond to this question properly. You must check off all the criteria that pertain to each individual in your household, even children and including elderly adults. If they reside at this new service address they may qualify the whole family for a low-cost Internet or computer offer. Once you check off the criteria, scroll down. Next slide, please.

As you can see, Internet and device offers are returned based on the information provided on the previous pages. You may view the details of each offer to determine which is best for you or the subscriber before starting an application.

I just want to mention that through this offer locator tool we've managed to subscribe over 710,000 people since 2012 or since our inception when we became a 501(c)(3) in 2013. It's definitely been a powerful tool for many people across the country, to be able to find offers that suit their economic needs.

I also want to mention that it's extremely important for people on this call to act as ambassadors for people to find the offer that's most attractive, most available to them in terms of what they're able to pay and what they're able to afford. So it's really a joint effort. Next slide, please.

So once the offer has been made, the application process starts online. You may need to provide supporting documentation to prove your eligibility in some cases. Click on the "sign up" button to exit to the application page. From there you'll deal directly with the provider.

I want to mention that the offers that were returned here were just based on, as I mentioned, the zip code algorithm that we used to build this tool. EveryoneOn vets our offers for quality but we definitely present them agnostically. We really don't give any preference towards one over another; really just allow the consumer to decide.

I strongly urge you to write down confirmation numbers or application numbers when they're provided once you submit an application, to make tracking your application easier, especially with the demand that exists currently. And you can also take pictures of the screen as you go along with a mobile phone camera.

This sums up the easy Internet search and enrollment process, EveryoneOn's offer locator tool. Please follow us on Facebook, Twitter, and LinkedIn to receive updates and communicate directly with us. Next slide, please.

Another feature found on EveryoneOn is the digital toolkit, which was developed to assist schools, nonprofits, government agencies, and other similar organizations who are in a position to assist people with Internet enrollment. Next slide, please.

Using the free digital toolkit we provide you with free talking points, flyers, social media messages, and outreach and enrollment strategies designed specifically to support digital inclusion efforts within your organization. As I mentioned, early on in our work it was very much about enrolling people on an individual level, but we also worked with partners who incorporated the Internet question essentially into their existing intake processes.

So as I mentioned at the beginning, organizations like Miami-Dade College, the United Way, really understood this as an essential part of the services that they needed to provide to their constituents. And so the digital toolkit was something that they really appreciated and something that continues to serve the community well.

If you have any questions about the toolkit or enrolling a constituent, please reach out to us online. This concludes our presentation today. On behalf of Norma and myself, thank you so much for your attention. Now I'll turn it over to Kate from the FCC.

Kate Dumouchel: Hi. My name's Kate Dumouchel. I am special counsel in the telecommunications access policy division of the Federal Communications Commission. That's a long division name, but basically I work on the universal service program that the commission manages.

There are a number of ways that the commission is working to ensure Americans stay connected during the COVID-19 pandemic; one of which, Chairman Pai, the chairman of the Federal Communications Commission, set up -- the Keep Americans Connected pledge. This slide is already outdated -- more than 700 companies and associations have signed the Keep Americans Connected pledge, ensuring Americans don't lose access to their broadband and telephone connectivity as a result of these circumstances.

In particular they've pledged for the next 60 days to not terminate services to residential and small business customers who aren't able to pay their bills; they've pledged to waive late fees due to circumstances related to the pandemic; and to open their Wi-Fi hotspots to Americans who need them.

As Angela mentioned, there also are service providers who are going beyond taking the Keep Americans Connected pledge and are making additional offers as a result of this pandemic or highlighting offers that they've already had in place.

The FCC also keeps track of those offers. So in addition to Digital Inclusion, let's say, you can check out the FCC's website at the link below and it has a broad array of offerings, from both Internet providers, wireless providers, and a number of specific offerings related to different service providers. Next slide, please.

So the division that I work on works on funding broadband to schools, libraries, rural healthcare providers, low-income Americans; and then also, just connecting rural parts of the country. The commission is working to ensure that Americans can communicate their families, their doctors; that they can telework and even in some instances participate in remote learning.

The bureau that I work in has done a lot of work to make sure that the programs that we have continue to work so that we can continue getting money out to schools and libraries and rural healthcare providers; but then going above and beyond to make sure that nobody gets caught because of a deadline or a certification was missed.

So here are a few examples. Since just the beginning of April, the commission has set up a new \$200 million COVID-19 telehealth program that's already begun accepting applications for healthcare providers that are going to need additional help setting up telework as a result of the pandemic.

We've also worked to waive the gift rules in our schools and libraries and rural healthcare programs, which makes it easier for broadband providers to support telehealth and remote learning efforts during the pandemic. Service providers maybe offering free services at this time for schools and libraries and students and different communities, and the work that we've done has sort of made sure that everyone can take advantage of that and not worry about losing access to other government funding that they may rely on.

We've also extended a number of deadlines to make sure that people can focus on the work that they really need to, especially in our school and library programs. You often have a single tech

director who used to fill out all our forms and now obviously they're working on making sure the remote learning. So by relieving a lot of the deadlines we've made that easier for schools and libraries to focus on students and the technology they need.

And then the commission has also waived a number of Lifeline program rules to help low-income consumers stay connected. Lifeline is our low-income program and this is just making sure that people don't get disconnected during this pandemic. Next slide, please.

The Lifeline program in particular I wanted to highlight. It's a federal program that lowers the monthly cost of phone and Internet. Eligible consumers can get up to \$9.25 towards their bill. You can use Lifeline for either phone or Internet but not both.

Lifeline is based on income or the use of other federal assistance programs, including SNAP or Medicaid. It's limited to a single Lifeline subscription per household. You can find more information about Lifeline eligibility and applying at [Lifelinesupport.org](https://lifelinesupport.org), and I have the link there on the slide. Next slide, please.

The FCC is doing a number of other things, including some consumer protection work. They have unfortunately been a number of robocalls and tech-based scams that have already resulted in -- the FCC has worked to identify some of those things and put out alerts to make sure people are aware of them.

We've also issued a consumer alert that provides tips for consumers that want to optimize their home networks during this pandemic, and that's also available on the FCC website at the link in the slide.

A few other examples are granting some service providers additional spectrum to support increased broadband usage -- this is for wireless providers; provided some regulatory relief to the company that carries the traffic for Zoom and WebEx because of their increased demand; and then also enabling interpreters to work from home, which also helps provide services to the disabilities community. Next slide, please.

The FCC, like so many other agencies, has a number of websites devoted to just the coronavirus relief, and you can find more at the link provided at this website. Thank you.

Madison Bolls: Hi. This is Madison Bolls. I'm a senior program officer at the Institute of Museum and Library Services, which is the largest federal funder of museum and library programs in the United States. I'm here today, I'm part of the state library program at IMLS and I'll be sharing some information about resources that you can get from libraries.

And I'm also joined by my colleague Wechsler, who is with the museums programs office, and she'll be sharing some resources from museum.

Many brick-and-mortar libraries may be closed at the moment but they are still making efforts to provide services to their communities. Internet connectivity is paramount during this time and



many rely on libraries for that Internet connectivity, but it may not be relatively available inside the building. Many libraries are keeping their Wi-Fi on, however, for use of outside the building.

The Vermont Department of Libraries is a great example. They're a statewide organization that partnered with their Department of Public Service and they prepared a map of public buildings in Vermont where Wi-Fi is accessible for the public from outside the building. That can be accessible through their website.

Other examples of this are libraries are deploying their bookmobiles around their local area and acting as hotspots. A great example of this is Williamsburg Regional Library in Virginia. They purchased additional Wi-Fi hotspots and had their staff drive around their bookmobile to different parking lots and neighborhoods where users could just drive up and park or sit outside and take advantage of the free Internet access. Next slide, please.

Beyond the basic connectivity to the Internet, libraries are also increasing the availability of their electronic resources. These resources include digital books, audio books, and movies that could be available for streaming or free download from their website. And they also have access to online databases and [inaudible] that contain training programs, genealogy tools, and language learning tools as well as other resources you can get online. And often you don't have to have already signed up for a library card to receive these resources. You can often sign up online same-day and start receiving them right away.

And in addition to those online resources, many special events that would typically happen at the library are moving online. These include book club, story time, or yoga classes. Los Angeles Public Library is a great example of this. They're still doing all of their story times but they've moved them to Instagram Live. This includes story times that are geared for family; some in Spanish; and some that are specific for babies and toddlers. Next slide, please.

Now we have resources from the National Library Service. This is based out of the Library of Congress and it is a free Braille and talking book library service for people with temporary or permanent low vision, blindness, or physical disability that prevents them from reading or holding the printed page.

Through this national network -- different libraries that are in your local area -- NLS circulates books and magazines in Braille or in audio format and delivers them postage-free or instantly downloadable. Some of these services may be changing during this time but others are holding true, so it's good to contact your local participating NLS library through the link that's on the slide for more information on what the services available to you are in your area. Next slide, please.

Now, beyond Internet connectivity, libraries are making efforts to offer services that are very specific to their community needs. We're seeing libraries repurpose their delivery vehicles and offer supplies to their community. We're also seeing libraries use their brick-and-mortar locations as meal hosting sites. A great example of this is Toledo Public Library in Ohio. They're offering daily breakfast and lunch at a bunch of their locations for youths ages 18 and under.

And then also, some libraries are offering their brick-and-mortar locations as shelter services for folks who are experiencing homelessness. A great example of this is the Dallas Public Library. And many libraries are partnering with their local agencies and state government services to provide the most up-to-date information on health tips or applying for unemployment benefits; or just get the information out to the public on the most up-to-date information around COVID-19. Next slide.

With all of these resources available, it is very localized, so it's best to contact your local library for what they're specifically doing in your community. And you can also contact your state library administrative agency. Every state and territory has a state library agency and they can provide information on statewide programming and what resources are available throughout the entire state. And I'm going to pass it over to Helen.

Helen Wechsler: Thank you, Madison. As Madison said, I am the museum representative from the Institute of Museum and Library Services, and we also make grants to museums -- federal money going to museums -- to serve their communities. Many of the grants over the last many years have been to develop digitally accessible collections and educational resources; and boy, has that been fortuitous at this time that we are in right now, because they are now there for all of you to access and to benefit from.

So before I start talking about specific aggregator sites that have a lot of these resources for you to dig through, I want to encourage you all to check out the websites of your local museums.

That can be art museums, children's museums, history museums, science museums, aquaria, botanical gardens and zoos -- don't ever forget the zoos because boy are those webcams exciting and fun. They've got great resources. I could watch the zoo staff talk about how to feed a Komodo dragon for hours, so that's a really good resource. So local I think is always best, and you have a connection with those institutions and they've got really great stuff for their communities.

But now let me talk about some of the organizations that have put together aggregated sites of resources for families, for students, for kids, for learners of all types -- and all types of resources.

First I'll talk about the Association of Children's Museums. They have a children's museum virtual activity site, and I provide a link here. Here's just one example from the Amazement Square in Lynchburg, Virginia, which has Try-it Tuesday with Officer Ramirez. Every Tuesday Officer Ramirez walks into the museum and they start filming a fun activity that kids can do at home or families can do at home. Here you'll see, gosh, flour and water and food coloring, and we can only guess what results from that, but that's a fun thing to do when you're stuck at home. Next slide, please.

The Association of Science and Technology Centers has two collective sites. One is on online programming for families and students -- so again, that's all sorts of STEM-associated activities and resources, videos. The next is a virtual initiative to engage the public about the coronavirus. These are resources that actually explain what's going on right now, and they explain it for all sorts of levels of learners.

I have on the screen here an example from the New York Hall of Science, "The Science Behind the News: Coronavirus Exhibit." It's a four-panel exhibit that tells you everything about viruses, transmission, and all sorts of scientifically-based information that can be really valuable when you're at home and want to understand things better or want to explain them to your children better. Next slide, please.

The American Zoological Society -- Association -- [NOTE: The name has been changed to the Association of Zoos and Aquariums, per the link in the slides] -- has zoo and aquarium videos and activities. It's a great collection for resources from zoos. Here's an example from Miami Zoo called Zoocademy. There's videos -- this fellow does videos about all sorts of topics and then there are downloadable lessons that go along with them. Next slide, please.

The Museum Computer Network is another organization that has put together what they call "The Ultimate Guide to Virtual Museum Resources, E-Learning, and Online Collections." The site is listed here, and it's organized by different types of resources -- your portals, which can get you into other lists; virtual tours on online exhibits, and that's organized by discipline so you can find history ones or science. There's e-learning, with a section that's particularly for children. Online collections; those are collection objects by discipline. They also have a collection of digital archives and library resources and some other resources. Next slide.

And this is my last example. We are so lucky; this went online like yesterday, I believe. It is a new voluntary effort of the education committee of the American Association of Museums to create this new VM distance learning repository.

What's its done is allowed only VMs with educational resources to enter their data and their links into the back end of this site so that you can go in and search by age range that you want it for, language you want the resource in, content area, subject knowledge requirement -- do you need to know about this to be able to use the resource -- all sorts of different criteria.

You put your search in there and it will give you results from museums all across the country that have resources that match your search criteria. It went live with about 300 resources and it's growing constantly, so it's a really neat tool to be able to narrow down what you're looking for.

And I think that's all I've got -- oh, no, there's one more slide. Sorry. And I just want to point out that we are a grant-making agency, and we have been given some flexibilities for our current grantees who are working to try to finish their projects in this very trying time. And we've also been given \$50 million from the CARES Act, which will allow museums and libraries to access funding to better serve their public and to better meet the digital access and resource needs of their community.

So that's what we're working on hard right now. That concludes IMLS' presentation. I'm going to send it over, I think, to Sara at the Department of Education. I hope that's right.

Sara Trettin: Great, thank you so much. Can everybody hear me?

Dina Lehmann-Kim: Yes, loud and clear.

Sara Trettin: Perfect. Good afternoon, everyone. My name is Sara Trettin. I work in the Office with Educational Technology at the U.S. Department of Education, and this afternoon I just wanted to spend a few minutes talking a little about what's going on in our nation's schools as well as some of the things that the Department of Ed currently has underway to support both our K-12 students as well as our postsecondary students.

So the slide that you see right now is actually a map that's available and being updated daily by Education Week. The link is down at the bottom. It's a great reference as this situation on the ground is changing from day to day and week to week as states make decisions about school closures and re-opening. This map is being updated and is a good resource.

So as of yesterday, 21 states and three U.S. territories have either ordered school building closures for the rest of the academic year or have recommended school building closures through the end of the academic year. Currently that impacts approximately 55.1 million students from both public and private schools.

They mention the situation is changing rapidly. Right now a lot of states are both having the conversation about what school looks like between now and what was the end of the school year; but then they're also looking into the summer and the next year. So a lot of states are having conversations about do we try to extend school into summer, for summer for all of our students? Do we try to come back early or start our next school year a little bit earlier to try and make up for some of the lost time due to the school closures?

So the situation is changing day-to-day, so this is a good resource for seeing as of last view what the current situation might be in your state. But as many of you know from reading the news, maybe we also have some families or caretakers on the line, most states are looking at ways to transition their school year to remote or distance learning.

And one of the things that I wanted to highlight is that most states have put out state-level remote learning guidance, which talks about what this new situation will look like for students in their states and a couple of the things that are coming out across the plans.

Most states and state leaders recognize that the issues related to home Internet access for students as well as device access; and that in some cases, students will not be able to access online options. So in a lot of cases states are thinking about that spectrum of connectivity and making non-digital alternatives available. We have seen some school districts that are partnering with their public television stations to offer programming targeted at different grade level bands.

We've seen school districts that are printing packets and using a variety of approaches to get those delivered to students. But I think across all of the situations there's definitely a recognition that students are going to have -- the situation is different for everyone. We've got students in a new learning environment. Teachers are transitioning what they're doing face-to-face to an online environment.

And also, many families and caretakers have stepped in as teachers as well. So there's definitely a recognition from student to student there would be different levels of family supervision available and family support, and so there's also this conversation of as learning moves to online learning or remote learning, what are the opportunities for asynchronous learning versus synchronous learning; how often do we try to check in all at once versus having a little bit more flexibility in the schedule for students as they are completing work and doing various assignments. Next slide.

So one of the things that I wanted to highlight is that -- and I'll talk a little bit about the CARES Act funding that the department received -- but one of the things that is very top-of-mind for most folks in education is the transition to distance learning or remote learning and the need for Internet access and devices for students.

So with the CARES Act funding there will be in the legislation it calls for some of the allowable expenditures to be around hardware, software, and connectivity, as well as training for teachers as they shift to teaching in the new environment. And one of the things that we know folks need is to be able to understand data around student home access to the Internet and device access.

One of the resources that we're highlighting here, if you're not familiar, the American Community Survey from the Census Bureau includes data around access to Internet subscriptions and devices at the household level. And so we're working with our Institute for Education Sciences to build some of that ACS data into an existing mapping tool that the department has which is accessible at the link below.

So just Friday they pulled in the data around households with a broadband Internet subscription and households with a computer, and we're looking at bringing in some of the additional data points that are available to this data set. But you can, through this mapping interface, you can limit the population groups to children and look at the indicators by children under 18. And then you can also view the population group by children enrolled in school or children enrolled in public school.

It allows you to zoom into your state level and also your school district level and look at some of those high-level data points by school district. In some school districts they are very in tune with their local community and working to identify students that have limited Internet access at home or device access, and this is just one piece of data that can be paired alongside the local context, local surveying that's being done to get a picture of what community connectivity looks like. Next slide, please.

So I mentioned that the department received funds through the CARES Act, and I wanted to talk a little bit about the four named programs that the funding will be distributed through. So we received \$30.75 billion, and it will be distributed through four primary funds or programs.

The two largest are the elementary and secondary school fund and the higher education fund, and you can see the amounts there. The elementary and secondary emergency relief funds will be granted to state education agencies using a formula, and then from the state level they will

subgrant to their local education agencies. The higher education fund also is being distributed to higher ed institutions via formula.

The second two, the governors emergency education relief fund, will be distributed to governors' offices also by formula; and then from the governor's office they can subgrant the funding they receive to school districts or LEAs, higher ed institutions, or other educational entities.

The last discretionary grant program is not issued by formula but through a competitive grant program. The grants are meant to target states that are most affected by coronavirus.

And as I mentioned on the other slide, the funds -- the allowable uses are pretty broad. In legislation there is mention of using the funds to purchase educational technology, including connectivity hardware and software. Most of these programs actually just before this webinar started, the governors emergency relief fund application was opened and announced through press release on the Department of Ed site, and most of these programs, the applications will be rolling out in the next couple of weeks. Next slide.

So just in closing I wanted to highlight some of the ways that we see the community stepping up to support students, families, and schools. Some of my colleagues talked about a lot of these opportunities to support students earlier in the webinar, but I think, though, a couple that I'll just talk about really quickly; connecting families with information on low-cost Internet programs. And also as Angela mentioned, helping them navigate the various offers that are out there, what might be available in your community, and even helping them through the signup process.

And I believe Angela might have also mentioned that there are examples of communities that have set up hotlines that folks can call into if they're having trouble navigating the various low-cost Internet offers or the Lifeline program.

Other things that can be supportive of students, families, and schools at this time, one is supporting device rollout. In a lot of school districts that are trying to provide students with access to devices and Wi-Fi hotspots, in a lot of cases rollouts are happening right now or as the devices are purchased, so there is an opportunity for various community partners, including libraries and public housing authorities, to connect with school districts to see if there's opportunities to support in that rollout to families.

Another area is supporting families with digital literacy training. I know that there are a lot of programs that are shifting online right now to support digital literacy training. But especially as we have family members and caretakers stepping in to the role of teacher at home and helping their child navigate the various assignments that might be coming through from the school, this is kind of the new frontier for a lot of folks in getting some digital literacy training on how to navigate some of those school assignments, could be something that -- could be a way to support.

Two other things that others have talked about, both the schools and libraries -- as the team from IMLS has mentioned -- have received permission or acknowledged permission from the FCC to leave their Internet access up and running while their school buildings or their libraries might be closed; which means that students can come to the premises to access the Internet.

We have heard of some states and communities that are mapping their Wi-Fi drive-up access points so that families are aware that some of those options might be available if they have limited connectivity at home.

And then of course, supporting school districts with meal distributions. I think that's also a space where many community organizations are coming together to connect students with the meals during this time.

So I'll be happy to answer any questions once we get to that portion, but right now I think I'm turning it over to Dina and her team from HUD.

Dina Lehmann-Kim: Thank you so much, Sara. That was great information. Thanks to all the prior presenters as well. I'm going to be doing my own slides so bear with me, all.

I'm going to go over existing resources that HUD, that public housing has for connectivity, for digital access and training. It's not new, but I want to make sure that you all are aware of this; you know, staff changes over time. And then I'm just going to briefly cover new funding under the CARES Act as well as the COVID-19 information that is on HUD's website, and then I'll turn it over. I'll also cover ONAP as well -- Office of Native American Programs. They provided information to share with you all. And then I'll turn it over to my colleague Libby Cochran from multifamily.

So public housing has the Capital Fund, which may be used to establish and begin operations of a neighborhood network computer center. So I know during this time computer centers are closed, but I want you all to know that this is an eligible use of capital funds. I do also realize that there are many competing needs for these funds, but it never hurts to know about it.

I also want to point out that routers -- and this is new -- hotspots for individual units is an eligible expense using capital funds. So not Internet connectivity; I'll talk a little bit more about that later; but this is something that you can use capital funds for and I want you all to know about that.

The operating fund can be used for the ongoing costs of operating these computer centers, and it can be used for staff salary, insurance, ongoing Internet connections, fees and utilities; and the ongoing maintenance of those routers and hotspots that I mentioned.

And here I'm providing the statute where that language is enshrined in law, so you can go to it if you need to and see it in black and white. This is the capital funds statute and this is the operating funds statute and it's all laid out there.

So now, new funding under the CARES Act. Public housing received \$685 million to prevent, prepare for, and respond to coronavirus. And as you see in this paragraph, activities to support or maintain the health and safety of assisted individuals and families, and activities to support the education and childcare for impacted families, are eligible uses of these funds. And I've provided the link here of where you can find this language.

And on this point, I do want to say that, of course, during these times PHAs will have many competing needs for these funds. There's so many challenges that PHAs are facing right now, and of course, \$685 million, while it sounds like a lot, may not really be truly enough to meet everybody's needs.

That said, I want you all to know that there is flexibility in the language to allow PHAs to use these funds to cover the cost of computers, Internet access, hotspots, and/or routers for individual residents. This is different from the regular statute. So for now, this could be available -- this is could be a use that you take advantage of. But of course, it's at the discretion of your housing authority.

Please stay tuned for further guidance on this. It will be issued soon. And I will turn it over to the next slide where you can see where you can get more information about the HUD resources that are available during this crisis. Go to the home page and scroll all the way down to the bottom. You'll find FAQs that are available for all these different stakeholder groups. And I would check back regularly because HUD staff is working very, very hard to issue new guidance on a regular basis, so the FAQs get updated when new information will be available. So please check back on that.

All right. Now I'm going to turn it over to information from the Office of Native American Programs. The Indian Housing Block Grant was appropriated \$200 million; the allocations have been published and notice on accessing the funds will be published soon. Again, all of these funds are to prevent, prepare for, and respond to the coronavirus.

Then for the Indian Community Development Block Grant, they received \$100 million, again for preventing, preparing for, and responding to the virus. The waiver notice has been published and notice on applying for the funds with additional information on eligible activities will be published soon. So again, I recommend that you go to that HUD COVID page.

So questions. "Can we purchase devices for tenants?" Yes. "Can we pay to connect tenants to the Internet?" Under the housing block grant, yes. That's considered utility assistance. Under ICDBG, yes. And then I won't read this whole thing because we will send these slides around after the presentation. "Can we purchase network equipment (router, fiber, dish, etc.)?" Yes. According to ONAP's guidance the answer is yes. Training materials can also be purchased, as you will see by both of these programs.

And then if you have any questions about any of this information regarding the resources for tribes, please send an email to [codetalk@HUD.gov](mailto:codetalk@HUD.gov).

Okay. And with that I'm going to turn it over to Libby Cochran, who is a program analyst with the Office of Multifamily Housing. Libby?

Libby Cochran: Yes. Thanks, Dina. So I don't have a ton to add. Dina's already covered so much. But I did want to just -- for those of you who might be multifamily program owners or management companies, including we now have a lot of public housing authorities that operate project-based Section 8.



So multifamily housing programs include project-based Section 8, Section 202, and Section 811 properties; and as always, installation of broadband or Wi-Fi is an eligible property expense. It's something that if you have questions, if you can contact your PCBA or your account executive. Pardon the jargon for those of you who are not housing providers; but I assure you if this applies to you, then you should know who those folks are.

And I think multifamily owners don't always realize that their tenants actually are eligible to participate in ConnectHome. We haven't had as much of a push on the multifamily side. But if you have assisted tenants -- you have federal rental assistance -- chances are they are eligible for a lot of the resources that have been talked about on the webinar today.

Some of them may very well already have low-cost Internet through one of these programs; however, a lot of them don't. And right now, if they are scrambling to try to figure out how to get connected so kids can complete their schoolwork or they can work remotely, unfortunately it can be hard to find out about these resources if you don't have access to the Internet and you can't go to the library.

So one thing that housing providers on the multifamily side can do is to contact EveryoneOn or contact HUD and see if you can possibly help to streamline this, work with EveryoneOn. Many housing providers have buildings that are 100 percent assisted and all of your tenants are eligible.

But we also do encourage you to think about whether this is room in your operating budgets to add, to install Wi-Fi on the property. Computer labs are also an eligible expense, although obviously right now a lot of those are closed. But this is a good time to be thinking about what is the best way for your property to try to help tenants access digital resources.

So please do consider whether there are ways that you can help tenants to get connected. I think a lot of owners find once they make these investments, that it benefits them greatly as well because their tenants are able to receive emails from the property management; are able sometimes to use online tools, especially if you've made it available to them, for paying rent or for letting you know about property issues. There's all kinds of ways that it can benefit a housing provider to have their tenant have access to the Internet.

And then also just in terms of general resources and FAQs for multifamily housing providers, we have the link there to the multifamily page. This is where we publish our policy guidance and we also have FAQs and resources right now on COVID-19; and in particular, on flexibilities that are available to you right now if you are struggling to do income recertifications or other important property business. There's a lot of really useful information there.

So I won't take up any more time. I just wanted to make sure because I know we do have some project-based Section 8 owners and 202/811 owners on the call today. So I just couldn't miss this opportunity to highlight those resources for you.

Dina Lehmann-Kim: Great. Thank you so much, Libby. I really appreciate it. All right. So we'll turn it over to Rik Kenney.

Rik Kenney: Thank you very much, Dina. I appreciate that. We're super-proud to be partnering with HUD, providing high-quality digital educational resources to the kids that you serve. Next slide here.

Our mission's really simple. We want to help children everywhere build a strong foundation for academic success and all that follows with that. We also are very keen on developing a real deep love of learning. Next slide.

We're going to talk about two different things here today. First, we're going to talk about our support of EnVision centers and HUD community centers across the U.S.; and then second, we're going to talk about our school continuity initiative, which is our response to the coronavirus outbreak and school closures. Next slide.

Many of you may be familiar with ABCMouse, but those who aren't, here is a very quick introduction. It's a digital resource, of course, with more than 10,00 individual learning activities. It's all organized in lessons and step-by-step learning paths. It's a research-proven and highly scalable resource. Teachers are using it all over the country; libraries are using it all over the country; and we want to bring these to EnVision centers and HUD community centers all across the country. Next slide.

The way this will work in HUD community centers and EnVisions centers, in each center someone will fill out an online form where we validate the submission and identify the unique IP address for your location. That IP address serves as a login to ABCMouse, and that's all there is to the setup.

Any community center device connected to your network and any visitor whose device is connected to your network will then have access to all of ABCMouse with no login whatsoever required. We'll pilot this program in several EnVision centers, work out anything that might come up -- I don't really expect anything -- but then roll the program out much more broadly. Next slide.

Once it's set up and a parent or a child comes to ABCMouse, it's very simple. They choose an avatar as a first step. Next slide. They choose an age. Next slide. And then into ABCMouse they go. They'll have access to all of the activities and can even create a personal profile so that they can pick up where they left off, so that their parents can get a view of what their kids are doing. Next slide.

In order to make this truly successful it'll be important to promote it internally, so we've developed flyers and posters and whatnot that can be posted around community centers to let families know about this resource and encourage them to use it. Obviously the benefits of ABCMouse come about through usage, and we want to make it so that lots and lots of kids use it and have a very, very strong and positive impact with them. Next slide.

So our goal with EnVision centers and HUD community centers is to create a real buzz around this activity. Kids love ABCMouse, and lots of usage will translate to a better trajectory for those kids, frankly. Next slide.

I want to talk next about our school continuity initiative. Interruptions in learning due to school closures can be a challenge for children's academic growth and for their need for stability and consistency. When in-school learning just isn't possible, using research-based learning resources at home can help kids stay engaged; provide them with valuable learning experiences; and maintain some level of continuity in their lives.

So to help families across the U.S. whose schools are closed in these difficult times, ABCMouse and Age of Learning is working with school districts across the U.S. to provide free home access to ABCMouse Early Learning Academy as well as Adventure Academy and ReadingIQ. These digital programs include valuable educational content for pre-K, elementary, and middle school students. Next slide.

We believe that this can be helpful everywhere including communities served by EnVision and HUD community centers; and school districts and schools that are closed can now get at-home access to ABCMouse, Adventure Academy, and ReadingIQ for their students at absolutely no cost. You simply go to [www.AgeOfLearning.com/schools](http://www.AgeOfLearning.com/schools), where they fill out a form -- so just a handful of questions about themselves and their school, a simple validation process, and then they receive a unique code that they can provide to all families they serve. Next slide.

Using the unique code provided by the school, families can access each of these products -- ABCMouse, ReadingIQ, and Adventure Academy. They click on one of the links on this slide, enter the code, and into the product they go. Next slide.

So please let school officials in your areas know about our school continuity initiative. Simply point them to the URL [www.AgeOfLearning.com/schools](http://www.AgeOfLearning.com/schools) to get their unique code. We hope this is of help. It's important to provide children with engaging, valuable learning experiences and maintain some level of continuity in their lives through this crazy coronavirus outbreak. So, happy to answer any questions.

Dina Lehmann-Kim: Thank you so much, Rik. Okay. So I will turn it over to Christina, who lead us to the Q&A portion.

Christina Payamps-Smith: Thanks, Dina. We have one question already in the queue. The question is, "Are there any online resources and activities for children on the spectrum and other children with disabilities?" I think this question came in when our representative from the Department of Education was speaking, but I think anybody that has information or resources regarding this topic can speak.

Sara Trettin: Hi. This is Sara Trettin. I did come across a resource -- so there are a lot of educational organizations that are similar to what we saw from ILS kind of pulling together states where they're referencing resources from a lot of organizations.

And if you give me one minute, I'll find it and then I can refer back to it, but it was a consortium of organizations specifically focused on accessibility for students with disabilities, and they were kind of pulling together resources. So it just might take me one second to find the exact link.

Helen Wachslar: And this is Helen from IMLS. The last two I showed you, the Museum Distance Learning Repository, has modified and special needs as one of the search criteria, so you could look for resources that have that in mind on that site.

Christina Payamps-Smith: Thank you both for those resources. Next question is -- I believe it's for HUD -- "Can capital funds be used to purchase devices?"

Dina Lehmann-Kim: They cannot be used to purchase devices for individuals. They can be used to purchase devices for a computer center.

Christina Payamps-Smith: Thanks, Dina. Next question is, "Can we pay for a mobile hotspot for an employee?" Don't know if this is also geared toward HUD or not.

Dina Lehmann-Kim: I would imagine so. I guess maybe she can follow up with me after the webinar so I can be sure to give you the right information. That would be good.

Christina Payamps-Smith: Thank you. We can definitely track the questions. Anything that we're not able to answer on the line, we can do follow-ups after the webinar.

The next question we have again is for HUD. "Does HUD list sites that have buildings with Wi-Fi for tenants?"

Dina Lehmann-Kim: Not to my knowledge, but that's a really good question. That's a really good point. I will ask our policy development and research office to see if that's something that we can do; but I don't believe that's something that we have now. So thank you for that question. We'll try to get to work on it.

Christina Payamps-Smith: Thanks. Next question we have is, "What is a HUD community center?"

Dina Lehmann-Kim: So a HUD community center, at least in public housing, could be a computer center, computer lab, or any other space where a building has for the community to gather. I mean, I don't know that there's a specific regulation that describes what it is. I can look into that.

But generally it would be where residents can gather as a community.

Christina Payamps-Smith: Thank you. I think the next question is for Age of Learning. "If NNC is closed, how can residents sign up for ABCMouse.com for free if they cannot log in from an NNC computer, if the IP address is the key for free access?"

Rik Kenney: Well, in the short term probably the best answer is to go to a school official and have them fill out that form for schools, get the code, and then distribute the code to those families.

Christina Payamps-Smith: Great. Thank you, Rik. I think this is sort of a follow-up to that question that may have been addressed, but I'll go ahead and read it anyway. It says, "If you say that schools have to sign up or register for the unique code?"

Rik Kenney: Yeah. That's right. It's a very simple form. It's really just a means of consolidating information about who's subscribing and who's not. It's a minor validation step to ensure that it's really a school and not just individuals or scammers. I mean, all kinds of crazy things have happened since we started doing this.

So just trying to make sure -- you know, the idea of using schools as a channel for getting these products into kids' hands was based upon the fact that schools have pretty much all the names of all the parents and kids and have a direct channel to them.

Christina Payamps-Smith: Great, Rik. Thank you. Next question also for you, Rik, is, "Can summer camp students take advantage of ABCMouse in place of other learning programs that we pay for?"

Rik Kenney: Well, I think the best solution for that, too, would be to go to the schools, to get the codes from schools, and I would imagine that they would be able to set up ABCMouse, Adventure Academy, and ReadingIQ in their camps through that means as well.

Christina Payamps-Smith: Thank you. Next question. "Are there any online trainings to help adults with literacy? We have a lot of families who do not know how to read and they are not able to help their children during this time." I think that's more of a general question; I don't know if anybody has an answer they'd like to give.

Rik Kenney: This is Rik. I mean, I have to tell you. I've talked with many, many Spanish-speaking families in particular who actually use ABCMouse to help them learn English. I even see their kids helping them to learn English using ABCMouse, but obviously that's not the primary intention, but it does happen.

Madison Bolls: This is Madison from IMLS, and I would recommend getting in touch with your local library. Many libraries did have services to help with adult literacy and they may be continuing those services in another way right now.

Christina Payamps-Smith: Thank you. Next question is, "We still have some families who did not receive devices for continued learning. What can be done to help?"

Dina Lehmann-Kim: This is Dina. I would say to check with their school districts first, and I'm sure others have other thoughts, to see if they're distributing any computers. That's the first thing I would do.

And then once the new operating fund money comes down the pike, ask whether the PHA might be inclined to use some of that for those families. In the absence of other local resources, then I would go that route. I don't know if any of my colleagues have other ideas; I'm sure they do have other ideas.

Ms.: I think the public school district is often the best place to start. I have heard from a lot of our tenants that a local nonprofit is how they got devices. I mean, the devices from the local school district are often available for the children; sometimes also for adults in the family. But I think oftentimes it's adults without children who really struggle the most to find those resources.

But there are a lot of nonprofits out there who have all the same types of programs. They have free or low-cost devices that you can payback on a long installment plan. They'll provide like a \$100 laptop and let you pay it back \$5 a month or something. But yeah, it is a challenge.

Christina Payamps-Smith: Thank you. Another HUD question, "Can we use HUD funds to equip a whole building with Wi-Fi?"

Dina Lehmann-Kim: Yes. You can purchase hotspots for -- yep. You can.

Libby Cochran: And for multifamily properties you can include in your operating budgets installation of building-wide Wi-Fi, broadband. Different properties take different approaches. Some of our senior properties prefer to have a computer or several computers in a common area. But yeah, many of them are now putting Wi-Fi in throughout the property.

I will say that then often it's good to have a plan for how you will provide -- or how you will connect tenants to technical support, since you will definitely have tenants running into issues. But there's a lot of resources out there and EveryoneOn is a great resource for finding those.

Christina Payamps-Smith: Thank you much for that. Next question, "Can you pay for mobile hotspots for residents in public housing?"

Dina Lehmann-Kim: Yes. As I mentioned, with the new funding -- the \$685 million from the operating fund -- that is an eligible expense. So yes, the answer would be yes, but what I would do is wait for additional guidance that will be coming out from HUD that will describe maybe what some limitations, for lack of a better word, might be.

For example, HUD may say that one per family is all that is allowed -- for example; I'm just giving examples. This is a constantly evolving situation and we're constantly updating our guidance. The money hasn't come out yet but we expect it'll come out very soon, and with that, the guidance on how to use it.

So I did want you all to know that this was an eligible use. But again, just to make sure it's clear, it's going to be up to the PHA how this funding is used once they get it. But if your PHA leadership is not aware of this flexibility, then you can bring it to their attention.

Christina Payamps-Smith: Thanks, Dina. Another HUD question, is "Can housing authority-owned devices be loaned out to tenants for a specified amount of time?"

Dina Lehmann-Kim: Yes. I would say that's entirely up to you. I don't see why you couldn't do that. You could set up a program that's like a lending program. Yeah.

Christina Payamps-Smith: Another question for Age of Learning. "Can Age of Learning be used by housing authorities or is it limited to schools?"

Rik Kenney: Well, I mean, what we're doing with EnVision centers and HUD's community centers obviously is community center-based. The housing authority -- again, I would go back to the same school initiative. We set that up so as to make our products as widely available as possible, including and perhaps even especially for those who are poor or in housing centers and so forth.

So all of those families to ABCMouse, ReadingIQ, and Adventure Academy at this time and through these school closures. So again, I'd get those codes from the schools and then all those kids should have access.

Christina Payamps-Smith: Thanks, Rik. Another question is, "Many Internet providers have provided free Internet for 60 days but it is likely that this crisis and school closures will drag on longer. Is there a push to extend that timeline?"

Dina Lehmann-Kim: This is Dina. I don't have the answer to that. I don't know if Angela may know or Norma or Maribel; maybe Kate from FCC, if you all know.

Angela Siefer: Yeah. There's actually a push for subsidy. I suspect some providers will let it go beyond the two months of free. But also, many of them have discount offers, so beyond the free they may have \$10 -- or in the case of Charter, \$18/month plans. So knowing what the cost is after the two months is important.

And there is a chance that we might be able to get a subsidy through that would pay for it beyond that; and I think there is also a good chance some of the bigger providers will extend the free beyond the two months.

Christina Payamps-Smith: Thanks, Angela. Next question is a HUD question. "Are there any funds for Section 8 HCV programs?"

Dina Lehmann-Kim: I'm not sure. I really only focus on the strict public housing so I don't know. We'd have to get back to you on that.

Christina Payamps-Smith: Thanks, Dina. Another question for Rik. "Can individual families subscribe to AgeOfLearning.com?"

Rik Kenney: Can individual families subscribe to AgeOfLearning.com? Well, you subscribe to each individual product, and yes, families can subscribe to ABCMouse, Adventure Academy, and ReadingIQ. Does that answer that question?

Christina Payamps-Smith: Yes, from my reading of the question, I think so. Thank you.

Rik Kenney: Okay. You bet.

Christina Payamps-Smith: "Do you know of any corporations offering new or used devices to housing authorities?" I think that's just a general devices question.

Dina Lehmann-Kim: I don't know of any particular private corporations that are doing that, but I think it's definitely a good thing to look into locally.

I know of some ConnectHome USA communities that reach out to their local banks or other local corporations to find out -- you know, they regularly upgrade their equipment, so those could potentially be good sources of devices. I don't know the specific corporation that has done that, but I wouldn't be surprised if that was not possible; I think it's certainly possible.

I don't know if Norma or Maribel have any other examples that they may be aware of.

Maribel Martinez: This is Maribel. I am aware that a new organization has popped up -- or I should say, a new website has popped up that's driven by the National Christina Foundation.

The only barrier that I'm seeing here is that with so many businesses closed they may not be able to obtain the cycled-out computers that would eventually become the property of a refurbisher, which would then be able to be distributed out to, say, a residential public housing authority or anyone else looking to buy in bulk through one of our partners.

So I can try to get you that website. It just was released I think last week, so I don't have it committed to memory yet, I apologize.

Norma Fernandez: DonateTechnology.org. [NOTE: Speaker says .com; it's .org]

Maribel Martinez: That's the one. Thank you.

Angela Siefer: And the donation of the technology, this is where you can involve local governments, having a mayor during their briefings to the public, can talk about how donations are an essential service because keeping people in their homes is a safety issue. So encouraging your local government to be clear about that.

If you happen to be lucky enough to live in an area where there is a nonprofit refurbisher, like Hallelujah, as the, you know, BFF system -- because they don't have a lot of supplies but many of them are still doing their incredible work. I would put them in that category of heroes without capes.



Dina Lehmann-Kim: Thank you both, Maribel and Angela. And you can find for refurbishers -- I'm sure you were going to say this -- a map of where they are located if you go to [www.AFTRR.org](http://www.AFTRR.org). That's an umbrella organization that represents refurbishers around the country, so you can look there as well.

So we are past the time. I'm sure there's many other questions -- well, let me ask Christina how many questions there are left.

Christina Payamps-Smith: We have quite a few. I was actually sending you a message of how you do still on time. I don't know if you want to try to get a few more in or if we want to, since there are so many, try to capture what those questions are and respond following the webinar.

Dina Lehmann-Kim: Yeah. I think we should do it that way just because I don't want to -- I know my colleagues are all very, very busy and I don't want to hold them up any further. So I apologize to the audience but we will certainly respond to all of your questions, get you the slides so that you can actually access the links.

And we'll also create a separate page of just the links so that you can access them more easily. And if you have any other questions or thoughts about this webinar, you can send them either to me directly or to [ConnectHome@HUD.gov](mailto:ConnectHome@HUD.gov).

And I want to thank you all for your participation and for the work that you're doing on the ground. It's critical at this time. If you have thoughts about how HUD can do more or help to achieve, please also let us know. And thank you very much for all of our speakers today for taking the time to be with us and provide this wonderful information.

And Christina, I'll turn it over to you for any last thoughts or logistics.

Christina Payamps-Smith: Thank you, Dina. I have nothing on my end.

Just remember that the survey will automatically pop up when you exit the session, and be on the lookout for any follow-up or questions that we haven't had a chance to answer. Thank you.

Dina Lehmann-Kim: Thank you so much. Bye, everyone.

Christina Payamps-Smith: Bye.

(END)