

Connecting Minority Community Pilot Program- Session 8a

Moderator: Cameron Lewis
November 17, 2021

Carole Garner

1:27

Hello, and thank you for joining us. We'll begin shortly. Due to the format of our webinar we regret that dial-in audio is not available for this webinar. If you would like to listen to this webinar on your mobile device, you must download the GoToWebinar app for Android or Apple devices.

1:47

If you're not able to download the app, rest assured this webinar will also be available on demand at <https://broadbandusa.ntia.doc.gov/events/past-events> no later than November 26. Thank you.

Cameron Lewis

2:18

Hello. Welcome to our final technical assistance webinar series with Connecting Minority Communities Pilot Program. First and foremost, there will be a lot of questions answered throughout this webinar. So, if you have questions, over on the right side of your screen you'll see a Q&A box. Please enter your questions there and we will address them when we get to the Q&A portion of the webinar.

2:42

This presentation along with a transcript and recording, will be available on the broadband USA website under past events, on or before November 26th. So please feel free to check out this webinar, as well as our past webinars as you're preparing for December 1st.

2:59

At this time, I have the pleasure of introducing our team that you will be seeing today. First, we have our CMC Pilot Program Team Lead and our Senior Broadband Program Specialist, Scott Woods.

3:12

We have our Senior Broadband Policy Analyst, Karen Perry. We have our Broadband Program Specialists, which include Michell Morten, Kevin Hughes, and Janice Wilkins. We have our Management and Program Analyst Pandora Beasley-Timpson. We have our Telecommunications Policy Analyst Dr. Francine Alkisswani. Last but not least, from NIST, we have our grant officer, Ming Qiu. There at the bottom you see myself, Cameron Lewis, a broadband program specialist, and I have the honor of being your moderator for today.

3:49

At this time, I have the pleasure of going through our agenda for today's webinar. Starting off, we will have our CMC Webinar recap, brought to you from Karen Perry.

3:58

Then our entire CMC project team, will bring to you our frequently asked questions. Ming Qiu will then come to the front of the screen to give a NIST update. Scott Woods, our team lead, will then bring you our CMC NOFO Amendment. Then we will go to Dr. Francine Alkisswani for Human Subjects Research Guidance and then you will see the entire CMC team for Q&A.

4:26

At this point I would like to invite Karen Perry to front screen to bring you our CMC recap.

Karen Perry

4:37

My name is Karen Perry, and I'd like to give you a recap of the webinars that we have put together from May until now so that you can easily reference them if you need to go back and look at any of those materials as you're preparing your applications. We have provided a number of webinars, and I want to make it easy for you to capture that information.

5:00

We started in May, with a webinar that provided information on the eligibility criteria for our programs. The program opened with information on the Biden Administration's support for broadband, not just in NTIA and the Commerce Department, but really across all the executive branch.

5:20

And then, we looked at stakeholder feedback for this program, kind of a message that has continued, really, throughout this entire program, but we really focused in on how we use publicly available resources to develop the methodology. And those publicly available resources included information at the National Center for Education Statistics, as well as information from the US. Census Bureau.

5:50

We've provided links to all of the resources at the NCES and we also provide links to the research to all of the tables that we were using at the US. Census Bureau. And I provide a demo of how to use the tables at the Census Bureau in order to calculate the eligible tracks that would be at 250% of poverty level or below for the anchor community eligibility. There was really a lot packed into that first webinar.

6:30

Then we came to the June webinar and there was a lot packed into that one as well. That was the webinar where we introduced the final rule, which really codified that eligibility. And in addition to that, we also introduced the CMC Anchor Community Eligibility Dashboard. That's the dashboard that automated all processes that we just showed you before.

6:57

So that made it really easy for you to go to our dashboard and find out which schools were eligible and also see which tracks were eligible. And you didn't

have to do any of those calculations yourself that we have showed you in the previous month.

7:13

We gave you more of an update on stakeholder feedback. And that was also the first session when we gave you a call for merit reviewers and reminded you that volunteer merit reviewers are really an important part of our evaluation process, and that we're counting on you to be part of the whole process as we go through everything.

7:34

In our July webinar, we introduced the entire CMC team, and we also introduced our partners at NIST. This is the National Institute of Standards and Technology, and they also work as our partners in the program. We gave an update on the CMC dashboard, and we also introduced another Broadband USA application or map for you. And it's the Indicators of Broadband Need map. We provided a demonstration of that map.

8:07

It's a map that layers in a number of different broadband datasets, broadband deployment data, broadband adoption data, and broadband use data that you can use to get information on broadband need in your community. And that could be part of your planning process as you're building up your application.

8:32

August was an extremely exciting webinar for us. Our webinar was opened up by our Secretary, Secretary Gina Raimondo, and then from that point on the rest of our speakers, almost all of them used the word "exciting" in their presentations. We were all excited to talk about our NOFO.

8:58

The NOFO was released at that point, and we talked about how excited we all were to introduce it to you and to talk about the eligible entities, the eligible expenses, programming samples, the submission processes, and also to talk about the CMC application review process.

9:18

So, if you want to go back and get a deep dive on the NOFO, August webinar is the one to look at. The September and October webinars were webinars that we dedicated to the FAQs. So, the FAQs were answered in both of them, and we deep dived into a number of different FAQs. We looked at different questions in each one of them.

9:44

In September, we did also highlight the CMC Evaluation and Data Collection processes. And in October, we talked about how you might develop your results framework. Our partners from NIST focused on the application submission process.

10:06

And in October, we talked a little bit about common submission mistakes and how to avoid them. And today we're going to again, dive into FAQs, and also leave much more time to answer more of your questions live. Let's get that started.

Michell Morton

10:35

We received a lot of questions regarding eligibility in several applications that are ineligible based on the grants eligibility requirements. As a reminder, to be eligible for the CMC Pilot Program, the lead applicant must either be an HBCU, TCU, or MSI. Only these three types of educational institutions are eligible to serve as either a single applicant, or the lead applicant of a consortium.

11:03

On this slide, you can see the variation of minority serving institutions, as well as the Website to the CMC Anchor Community Eligibility dashboard for additional guidance on consortia eligibility. We also issued Frequently Asked Questions on eligibility on the CMC website. And we'll go to our next question.

Scott Woods

11:25

Thank you, Michell. And our next question, question number two, deals with consortia eligibility. And throughout our outreach and our meetings with you, this question has come up numerous times.

11:38

Various questions are in various forms, but can be summed up as follows. Can multiple educational institutions collaborate on a project, just serve students, and or builds institutional capacity without forming a consortium? And the answer is, yes.

11:59

Multiple schools can collaborate, as project partners on a project that serves the need of the educational institution. We talked about institutional connectivity and the needs of their students: devices, connectivity access without the need to form a consortium. The lead applicant must be an HBCU, TCU or MSI that's eligible and it can include other schools as subrecipients on the application.

12:30

However, as we have previously noted, there are specific restrictions that apply. Number one, participating schools must conduct programmatic activities only within the qualifying anchor community census tracks. We talked about this before, see section three of the NOFO for additional information regarding the eligibility requirements of the CMC pilot program.

12:57

Number two, any school that's listed as a subrecipient in the application is prohibited from submitting their own application as a lead applicant even if they are an eligible HBCU, TCU or MSI. Again, that prohibition on double dipping.

13:15

And then if you also recall, if you're a subrecipient, and Ming will address this in the grants office recap. A subrecipient is not just a recipient of federal funds. There are other criteria that a subrecipient needs to meet. Most notably that the subrecipient is key in the implementation of the project.

13:37

So, again, going back to the programmatic objectives and implementation of the project, that project has to occur within the 15-mile radius of the lead institution. Again, on campus or in the community, and add in those qualified census tracts. So, remember that.

13:58

Then, number three, any school that is listed as a subrecipient, as we talked about, is also prohibited from being listed as a funded project participant in another CMC application. Again, talking about that double dipping. But I also want to note, we addressed this question several times.

14:18

Please note that the other schools do not need to be eligible as an HBCU, TCU, or MSI to participate as a subrecipient or a vendor or a project partner. However, these schools will be required to adhere to all grant guidelines, rules, and reporting requirements if they are designated as a subrecipient.

14:43

The subrecipient is an educational institution, and the focus of the programming is distance or remote learning. The educational institution may be located outside of the 15-mile radius, but that programmatic activity must be conducted at the lead institution or within the qualifying census tract of the anchor community radius of the lead institution, as I previously discussed.

15:11

In addition, an eligible institution cannot combine the designated anchor community radius of multiple campuses in one application. In other words, another qualifying HBCU TCU, MSI may be within your 15-mile Anchor Community Radius.

15:32

You can't then combine, if you will, the Lead Institutions Anchor Community Radius, and those qualified census tracts, as well as those of that partner institution as well. Whether it really lies in your 15-mile radius or outside of your 15-mile radius. Again, we've dealt with this question a number of times, so please, you have any questions, please address them at the end of today's webinar or you may follow up with a member of the program team for consultation.

16:07

Sticking with the theme of consortia eligibility, the question is then, when would a CMC applicant apply as a consortium? And the question is as follows.

16:19

If an eligible applicant seeks to collaborate with the Minority Business Enterprise, or a tax exempt 501(c)(3), to propose a project that serves the needs of the surrounding community, the applicant could apply as a consortium subject to the following requirements.

16:38

Again, sticking with those three basic requirements of eligibility. Number one, the Consortium must be led by an eligible HBCU, TCU, or MSI Higher Education Institution.

16:53

Michell talked about that in question number one. Even if you are involving minority business enterprise or a tax-exempt 501(c)(3) organizations, they cannot serve as the lead applicant. Lead applicant must be that eligible HBCU, TCU or MSI. The Consortium must include at least one MBE, or tax-exempt 501(c)(3) organization.

17:19

We released FAQs, and we've talked about this in our previous content that it can contain multiple MBE's or multiple tax-exempt 501(c)(3) organizations as well.

17:31

And, again, finally, just with the consortia. An eligible consortium must conduct the community-focused program activities within the qualifying census tracts of the 15-mile radius of that eligible lead institution. Right, so, again, we talked about the program methodology for anchor community radius.

17:52

If you want more information on that, see section three of the NOFO for the eligibility requirements as well as information on how we went about adjusting qualify those census tracts in the anchor community zones of each school?

18:11

Again, please note that this particular example focuses on a community example. Consortia could also be formed to conduct student and/or institutional-based program activities at the lead institution.

18:25

And, again, the above example that we've talked about focuses on a community-based project for consortia eligibility.

18:35

So our next question, again, we've received a lot of questions on consortia. The question is, can an eligible HBCU, TCU, or MSI propose its own project focused on student and institutional needs and lead a consortium project that proposes programming within the surrounding community and do all this in the same application?

19:01

Answer is yes. Since the eligible HBCU, TCU, or MSI can only submit one application per institution, the eligible school can serve both as a lead applicant

on its own project on campus or for students. And as the lead of a consortia community-based project, it would be three program components, but one single CMC application. We hope this clears that and addresses that issue.

19:32

Let's move on to the next question.

19:34

So our next question deals with greatest unmet financial need and the data that schools will have to submit with their application. And the question is, what should the applicant do if they don't have all of the data that the CMC NOFO requests?

19:51

Specifically, the low-income consumer data, and the student unemployment data, as referenced in numbers 4 through 6 below.

20:00

So, again, as we've talked about, in our previous webinar content and in our outreach, we understand that schools have and do report on criteria in 1 through 3.

20:12

As we see here, student population size, the number and percentage of students that are eligible to receive Federal Pell Grants, and then the number of students that receive other need-based financial aid from the federal government, from the state, or from that institution of higher education.

20:30

Schools report on this data to the Department of Education on a yearly basis. So, every school should have this information items number 1 through 3. Again, we understand that items number four or five and six aren't readily available, and we've acknowledged that in the NOFO, particularly for the low-income, consumer, and the unemployment student data.

20:54

Therefore, applicants are encouraged to submit supplemental data and any information to include demographic, income, and employment data that illustrates this unmet financial need of their students or their target surrounding communities or program beneficiaries.

21:12

So, again, we understand 1 through 3 schools, you-all report this data on the IPEDS to the Department of Education, that's clear. Four through six, if you have it, please submit it, you will not be penalized for not submitting data. Responsive, 2, 4, 5, and six, I want to repeat that again. You will not be penalized for not having this data, again, referred to the NOFO. We have a footnote on that.

21:42

We understand this information is not readily available. All right, so please let us know if you have any questions on that.

21:52

So, our next question, speaking about data, we're talking about the anchor community census tract data, particularly for US Territories and the question is, our school is located in a US Territory. How do we determine which census tracts are considered eligible anchor communities under the CMC Pilot Program since current US census data is not available here?

22:20

Now, we have some really good developments on this front. As we stated previously in our previous content, we understood that the American Community Survey data only cover the United States, contiguous US States, the District of Columbia and Puerto Rico, but it did not cover Guam, the Commonwealth of the Northern Mariana Islands, and the US. Virgin Islands. It did not have updated Census data for those territories. We will accept 2010 census data for those anchor community eligibility calculations for those US Territories, right? So, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the US. Virgin Islands have 2010 census data.

23:13

For your census tracts, we will accept that median household income, median household size.

23:21

Now, you can refer to the methodology for determining Anchor Community eligibility. We've done a webinar on it on May 5th.

23:29

We'll also have a link in here to that particular webinar content. You can also get that information on our CMC Final Rule, the methodology, and we've also put a direct link here to those Census data tables.

23:45

From the Census Bureau, the 2010 census data on median household income and average household size, territories, are available in tables HCT 11 and HBG on the US Census Bureau website.

24:04

And we've got a link to that on here, and we'll put that out for you as well, so you can access that data.

24:13

Again, as a reminder, information about the CMC, Anchor Community Eligibility, is available in the CMC Final Rule, right? And talk about the methodology and why and how we calculate anchor community eligibility.

24:28

We also do that in the CMC NOFO, and you can find that information in the About tab on the CMC Anchor Community Eligibility Dashboard, AKA the CMC Dashboard. So, for the territories that are represented, that we've talked with, again, we've come up with a solution for you to ensure that you can be included

100% in the CMC pilot program. And now, I will turn it over to Kevin Hughes. We'll talk about the duplication of federal funds, Kevin, over to you.

Kevin Hughes

25:08

So our next most frequently asked question relates to duplication of federal funds. The question is, can an eligible institution use CMC pilot funds together with federal funding from another agency to support different aspects and activities of a multi-faceted program? For example, the training costs associated with previously funded devices and equipment. The answer is yes.

25:37

An applicant may propose to combine different sources of federal funding together to support different aspects and activities of a multi-faceted program. However, each federal grant program must separately approve the costs related to the program, and the grantee must document how the split was determined in accordance with direct cost allocation principles.

26:00

The amount charged through federal award must reflect only the proportional benefit for that funding source, and when combined with other sources of funding, the funding cannot exceed 100% of the total cost of the program.

26:14

The recipient must document and ensure costs meet the requirement in 2 CFR 200.405 regarding allocable costs.

26:26

And now I'll turn it over to my colleague, Michell Morton, who will address our next question, Michell over to you.

Michell Morton

26:38

We've received many questions regarding using CMC funding for work-based training and educational programs, such as apprenticeships and internships. The CMC funding can be used for work-based programs like apprenticeships and internships.

26:52

We know that apprenticeships and internships can serve as a critical conduit between college and a job post-graduation and response for more funded appeals, apprenticeships and internship opportunities. Allowable costs include stipends, equipment, and training.

27:08

Some examples of an apprenticeship or internship program can include university partnering with an MBE or other private partners to place students into IT apprenticeship programs for underrepresented or underserved students.

27:24

A college will also use CMC funding to provide stipends to students to serve as digital navigators on or off campus and in anchor community. The digital navigators could provide tech assistance and IT support, offer tech training, or

conduct community outreach engagement. Please make sure to review all eligible and ineligible costs in Section J of the NOFO.

27:49

Initial costs are in accordance with the cost principle and 2 CFR Part 200. And we'll go back to Kevin for our next question.

Kevin Hughes

28:01

Thanks, Michell. And our next most frequently asked question revolves around the extension of the period of performance for the CMC grants. The CMC Program has a duration of two years, however we expect to continue our data collection, program analysis, and evaluation beyond this time period. So, the question is, can CMC funding be used to cover the costs of activities beyond the initial two-year period of performance of the grant?

28:30

And the answer is yes.

28:32

Well, NTIA has set the initial award period as no more than two years from the recipient of grant funds. NTIA, however, may extend the initial award period if the eligible recipient, certifies that one, it has a plan for the use of the grant funds, two, the execution or implementation of the project is underway or three, extenuating circumstances require an extension of time to allow the project to be completed.

29:03

See Extension Requests in Section 2.B.1 of the CMC NOFO for more details. And now, I'll turn it over to my colleague, Janice Wilkens for another frequently asked question. Over to you, Janice.

Janice Wilkins

29:22

Thanks, Kevin.

29:23

Next, frequently asked question: Does the COVID vaccination requirement, as stated in Executive Order 14042, ensuring adequate, COVID safety protocols for federal contractors, apply to CMC grant recipients and their partners, including sub-recipients, consortium members, and/or subcontractors?

29:48

The answer is no.

29:50

CMC grant recipients are not subject to the Federal Government COVID vaccination requirements. Per the CMC NOFO, the funding instrument, is a grant award in Section 5(B)(I), of that same executive order expressly provides that federal grants are not subject to those requirements.

30:14

Now I will turn it over to Ming Qiu, a grant officer with NIST, who will now provide a grants office recap.

Ming Qiu

30:29

That was great material from the CMC program team. Now let's cover some grants information.

30:35

I am Yongming Qiu with the NIST grants office. I will run through some of the top budget related questions we see.

30:42

But first all grants, recap off the past webinars. We want to remind you of the material we covered in the past months. Recordings and slides for these presentations are available on the past events page, on the Broadband USA webpage.

31:00

In July, we introduced the NIST grants office. We are partnering with NTIA to administer and manage the CMC pilot program. We introduced and demonstrated requirements and financial management standards which apply to this program. Finally, we describe the general principles for cost allowability.

In August we presented on the application submission process.

31:26

We walked through the main steps needed to start your application. These include a setup of sam.gov and grants.gov. We've walked through the application components, forms, and additional required documents needed for a complete application package. We covered the SF 424 application form, and the SF 424a budget form. Finally, we cover the budget components of the application.

31:55

In September, we did a deep dive of the budget. We walked through each cost category in the SF 424a and shared the type of information needed to provide a clear budget.

32:06

We reviewed important pre application activities, such as working on the application system registrations and becoming familiar with the NOFO. We walked through the SF 424 application form page by page.

32:21

Finally, in October, we addressed specific items of cost including: indirect costs, supplies, and equipment, and subrecipients.

32:30

Please review the past webinars for more detail on these topics. Alright, moving on to our FAQs.

32:39

Question one: What level of detail is required for the project budget and budget narrative? For the budget, we focus on three components. Think about this as a

progression that starts with a high level view of the budget with the SF 424a form for non-construction programs, then move to the budget spreadsheet.

33:00

And, finally, the budget narrative, There isn't a template for these budget documents, But there are some NOFO guidelines for the necessary content.

33:10

In the next slides, we will share the recommended level of detail for the project spreadsheet and the budget narrative.

33:18

In the project budget, provide a detail and itemized cost breakdown for all project costs. Format the detailed project budget as a spreadsheet. Spreadsheet must be formulated to fit letter size paper 8.5 by 11.

33:35

The budget narrative must provide a justification for the basis of each proposed cost in the budget and must be concrete and specific. Mirror the SF 424a cost categories, and the information from the spreadsheet to offer an actual level of clarity.

33:52

A final note for the budget, as noted in the NOFO, the CMC Pilot program does not have a cost sharing or matching funds requirements. However, applicants may propose to contribute a binding voluntarily, committed non-federal cost share amount.

34:08

Make sure to complete Section C of the SF 424a form if you proposed a non-zero cost share and incorporate any necessary detail into the project budget and budget narrative.

34:20

Question two, are the items listed as electrical equipment in the NOFO considered equipment for the cost qualification purposes? Well, it depends. These items may be considered equipment or supplies. An item is considered equipment if it's an item having a useful life of more than one year and per unit acquisition cost which equals or exceeds \$5000 or a lower capitalization level established by the non-federal entity.

34:53

An item is considered supplies if it is not covered in the definition of equipment. It is an item with a per-unit acquisition cost which is less than \$5000 or a lower capitalization level established by the non-federal entity. If you include equipment or supplies, review these definitions and your organization's policy to correctly classify these costs.

35:19

Question three: What is the difference between a subrecipient and a contractor?

35:26

So, the key difference is the scope of work and compliance requirements. The 2 CFR 200 331 covers subrecipient and contractor determination. A sub-award is for the purpose of carrying out a portion of a federal award and creates a federal assistance relationship with the subrecipients.

35:47

Characteristics which support the classification of the non-federal entity as a subrecipient include when the non-federal entity determined to be eligible to receive federal assistance has, its performance measured in relation to

36:04

whether objectives of a federal program were met, has responsibility for the programmatic decision making. It is responsible for adherence to applicable federal program requirements, specify in the federal award and in accordance with its agreement, use of Federal funds to carry out a program for a public purpose specify in authorizing statute, as opposed to provide goods or services for the benefit of the pass-through entity.

36:37

A contract is for the purpose of obtaining goods and services for the non-federal entities own use and creates a procurement relationship with the contractor.

36:51

Characteristics indicative of a procurement relationship between the non-federal entity and the contractor are when the contractor provides goods and services within normal business operations.

37:04

Provides similar goods or services to many different purchasers.

37:08

Normally operates in a competitive environment.

37:12

Provides goods or services that are ancillary to the operation of the federal program and is not subject to compliance requirements of the federal program as a result of the agreement though similar requirements may apply for other reasons.

37:30

Remember, in determining whether an agreement between a pass-through entity and another non-federal entity the latter as a subrecipient or the contractor, the substance of the relationship is more important than the form of the agreement.

37:47

Our last question, Question four: How are attachments included in the application package?

37:55

These steps, while attaching required documents, is easy to miss.

37:59

The instructions are provided in Section 4 D of the NOFO. The required application components are listed in Section 4 B of the NOFO.

38:08

Additional requirements that will be attached to your application include the project narrative, the detailed project budget and budget narrative, justification regarding compliance, the indirect cost rate agreement, letters of commitment, and, finally, the certification for minority business enterprises, if applicable.

38:29

These attachments you prepare, you will have to add to your application package. You will do this through the SF 424 form, specifically in line item 15 of this form.

38:40

There is an Add attachments button. This will create a zip file that allows the transmittal of the document electronically via grants.gov.

38:52

Finally, here are some helpful resources to inform your application and budget preparation.

39:02

That's all I have for you today. Thank you for your time, feel free to contact me if you have any grants management questions as you prepare your application.

Scott Woods

39:14

Thank you, Ming, and good afternoon, again, everyone.

39:16

It's my pleasure to be with you again to talk about the recent CMC NOFO amendment that posted on the grants.gov site on November 9th.

39:28

And I'll be brief, this NOFO amendment addresses the initial review process that the Program Office will undertake during the application review process. This is covered in section 5B1 of the NOFO regarding the initial administrative and eligibility review of complete application packets or submissions.

39:53

The modification, the amendment, addresses a process to include our requests for missing or incomplete information.

40:03

And the details of that amendment is here. I'm not going to read it in its entirety, but essentially it gives the program office during our initial review of your application, the ability to request missing or certain information, documentation that is otherwise required by the NOFO but was not submitted or is missing from the application.

40:26

Applicants will have seven days to submit that missing or incomplete information, or their application will be rejected. Any application that had already been submitted at the time of this amendment, will receive the same opportunity to submit any missing or incomplete documentation or materials as all other applications.

40:51

So, again, just want to sum it up.

40:54

The initial NOFO did not contemplate a curing process for applicants. What we've allowed here is seven days.

41:08

I want to say that's seven days for missing information or certain documentation that was not submitted within with your application.

41:19

This does not give you license to submit as a placeholder an incomplete application with the idea that you will have seven days during this process to come back to it and to complete it. That is not what this is.

41:34

So again, if you have any questions about this, please feel free to reach out to me directly or a member of the CMC team, and we can go through the details of this. But essentially, this is flagging for fundamental fairness and equity purposes, the opportunity for applicants to submit missing or incomplete information, instead of having your application initially rejected by the CMC Program office. So you do have an opportunity here to address missing or incomplete information. If this applies to you, you will get details from the program office as appropriate.

42:44

Alright, ladies and gentlemen, thank you so much for your patience through our presentation. Now at this time, we can move to Q&A.

42:55

I do have two things to bring up before we jump into this panel. I have one, our Human Subjects Research guidance is now posted on the CMC website, so please feel free to check that out. And if there are any questions or concerns, they can be directed towards Dr. Francine Alkisswani.

43:14

All right, now the second thing will be our first question to kick us off with Q&A. Many of you have asked for the presentation slide or the budget narrative deck to be sent out.

43:25

The presentation, along with a transcript and audio, will be posted on the broadband USA website on or before November 26. So, around that timeframe, feel free to go to the Broadband USA website, you'll be able to get all of the information from this webinar. All right.

Cameron Lewis

43:43

Now, to kick us off, I'm going to come to Emy. All right. So, Emy, we got one coming towards you. In a previous webinar, you said that schools could serve all students that met the low income qualifications listed on the NOFO.

43:59

Here it says, only activities in the qualifying Census tracts are eligible. Which is accurate?

Emy Tseng

44:07

OK, I know that this issue has caused a lot of confusion, so, yes, if you are conducting a school based program, i.e. you are proposing to serve your students, you're enrolled students, or do capacity building at your institution than those geographical constraints do not apply. So, the requirements around the eligible census tracts are specifically if you are proposing to do a community oriented program, i.e. serve folks that are not your students then those program participants must be in an eligible census tract. But basically, if you are proposing to serve your students, and you are an eligible institution, then that is sufficient.

Cameron Lewis

45:11

Alright, and our next question, I will come to Scott.

45:17

Can a single institution of Higher Education apply, and have a subrecipient of a 501(c)(3) without applying as a consortium?

Scott Woods

45:28

Thank you for the question. Yes, the answer is yes. You can, in fact, have a subrecipient as a 501(c)(3) without that, being a consortia.

45:39

As you refer back to the information that the grants officer just went over, there are specific rules for making a subrecipient determination, you know, differentiate that from a vendor and other pass through arrangements. So, refer to that guidance, but to answer the question succinctly, and directly. Yes, you can.

Cameron Lewis

46:04

All right, thank you for that, Scott.

46:06

I will now come to Michell. The question for you is. Do you have the full grant opportunity including the eligibility, population, etc. We are a public school and have an out of school youth 16-24 and an adult school program. Do we qualify? What is the number of students/clients to serve and what are the funding levels?

46:33

Michell Morton

So I'll first answer the question about eligibility. In order to be eligible, you must be an institution of higher learning, for example, a college or university. Then in this case, you must be an eligible, HBCU, TCU, or MSI, to be the lead applicant.

46:53

However, you may partner with an HBCU, TCU, or MSI in our consortia. If your school is located within an eligible Census tract and within a 15 mile radius of the lead applicant.

47:09

And the full funding opportunity can be found on grants.gov or the CMC website.

Cameron Lewis

47:17

Right. Thank you so much, Michelle. I will move to our next question, and I will actually pose this question to both Emy and Karen. Alright. The question is: Is the size of the institution a competitive factor? For example, if our student population is small, is that a disadvantage?

Karen Perry

47:51

It should not be a disadvantage. We've taken care to look, to normalize and look to compare peer organizations in our analysis. So really just make the best case for your program, and it's going to work out fine.

Cameron Lewis

48:09

All right. Emy, do you have anything to add?

Emy Tseng

48:15

No, I concur that basically we are trying hard so that there aren't implicit advantages on factors such as school size and such things that the applicant can't control.

Cameron Lewis

48:31

Alright, perfect. So, Kevin, be ready, I'm coming your way. Regarding the duplication of federal funds, Must HBCUs and other eligible institutions also adhere to the Anti Deficiency Act, which also concerns duplication of federal funds?

Kevin Hughes

48:51

Yes, they must adhere to those policies, and you must be mindful of not duplicating funds altogether and taking, utilizing, receiving federal funds for one set of services and then trying to duplicate it with the CMC grant. That is not allowable.

Emy Tseng

49:17

I can add a little bit, though, there is some nuance to this question. So, for example, if funds are to be used for a different program purpose and that actually a program, an additional program purpose or a different program purpose might include continuing a program that has been funded. For example, by the Department of Education. But targeting those new funding for

equipment or training or services for a different set of students for expanding the program, for improving the program or doing a program evaluation, those are not considered duplication. There is a little bit of nuance in that, as opposed to something like a straight infrastructure program. I don't know if Scott wants to add anything to that.

50:12

Scott Woods

That was great answer. We also issued a really comprehensive answer to this question on our FAQs. If you go to our site, The FAQs, I believe, round three, dated 9/27, September 27th, we addressed the issue of the duplication of federal funds.

Cameron Lewis

50:34

Alright. And with that being said, I will move to our next question. Scott, I'm going to keep talking here.

50:41

We have, as a question, If we are working on upgrade of a classroom to be high flex, which supports both in-person and students remotely - can we pay for improved lighting and new floors in the room in addition to the accommodation of new tech equipment and broadband cable, upgraded outlets, and improvements for improved wireless capability?

Scott Woods

51:11

Does that include a deck and a swimming pool? I believe it was. Yeah, absolutely. Yes you can. That is all a part of facilitating, you know, the educational learning. The rural remote instruction environment, right? So, again, it all comes down to the reasonableness of the cost, right? We don't want that to, you know, be more than the actual equipment and the provision of services again, but we also don't want students to have really nice equipment but be in a dimly lit remote instruction room or have teachers.

51:49

You know, you have to teach and provide remote instruction and distance learning from classrooms that are poorly lit as well. So again, it's the comprehensive experience. So yes, you can. You can't do decks, right? Can't do boats, things that you cannot purchase with program funds.

52:09

But improving the aesthetics is a part of addressing the educational and facilitation of education instruction for your students.

Cameron Lewis

52:22

All right, so, I'm kind of upset because I definitely wanted the deck and a boat. I think I'd rather be there than in the cold, so I think we'll wait for the next grant to try to put that one of the budget narratives. So Ming, I have a question come before you.

52:40

The question is: Does the table of funded project participants and unfunded informal collaborators as well as the resumes of key personnel all go into the

budget narrative? They don't count toward that. I'm sorry. Do they count towards the page limit?

Ming Qiu

52:58

Thank you for that question. So, it's in Section 4D of the NOFO, it talks about the page limits for the project, narrative.

53:07

There is a limit on the project narrative. The project narrative is 20, single space and 40 double space. However, on the resumes and participants and unfunded formal collaborators, those documents are not included in the page count for the project narratives.

53:26

So, the question, I took the answer to that question is, yes, they do not count towards the project narrative, even though you are included as part of it, it will not count towards the project narrative page limit.

Cameron Lewis

53:42

Absolutely, thank you, Ming. OK, Kevin, I want to hear you speak. I haven't heard you in a little while so we're gonna throw a question your way. Can subrecipients, for example, a private school, use federal funding to bring fiber to their campus?

Kevin Hughes

54:00

Well, the NOFO is pretty specific with regard to the issue of construction. And as Scott mentioned, we've covered that several times in previous webinars. Construction as it pertains to trenching, digging or turning of the soil is not prohibited under the CMC Grants.

54:24

So, if you want to use fiber to enhance, let's say, your existing infrastructure on the school campus and you're just running it through existing conduits that is allowable. But in terms of placing new fiber, that would fall under the umbrella of new construction which is not allowable.

54:52

And for those who are interested in broadband and connectivity, there are other options besides fiber that you can consider with regards to connectivity for your school.

Cameron Lewis

55:08

Right, thank you so much, Kevin. Um, Michell, I'm going to throw a question your way. Will applicants be considered more competitive if they apply as a consortium?

Michell Morton

55:20

No. Equal opportunity. You can apply as a consortium, or as a single applicant. There's no preference.

Cameron Lewis

55:33

All right, thank you so much. So, I'm going to open this question to the entire panel. The question is, can you clarify the submission process one more time?

55:42

Should the project narrative, budget narrative, and all additional attachments be attached to the SF 424 and not to the optional attachments documents in grants.gov?

That's a Ming question. Ming, over to you.

Ming Qiu

56:04

Oh yes, I can answer that question. In the presentation that we did earlier today, we talk specifically about what documents need to be attached to grants.gov, and what document is attached to the SF 424.

56:18

So, in terms of the additional document required specifically specify in the section 4 D of the NOFO, those documents, including the project Narrative, project detailed budget, and indirect cost rate agreement, letter of commitments and also other documents required.

56:44

Those documents will be attached as part of your application package. You will do it through the SF 424 form. Specifically, you can use item I 15, that form attachments, when you click on attachments, and it will open up by zip form, zip file, allow you to upload and attach those documents.

57:02

The other documents asked, specify in the section 4D, those documents will be attached to the SF 424 form.

57:20

Cameron Lewis

All right, thank you so much, Ming. Emy, I'm going to ask you a question here. Is funding postdoctoral scholars in eligible use of funds?

Emy Tseng

57:32

It all depends on context and what they will actually be doing. Any activities for which they might be paid, must be related to a CMC Project purpose. For example, if they are part of the staff conducting the program evaluation, or if they are directly providing STEM training to an institution's students. So, again, the actual work that they are being paid for needs to be directly related to a project that is, that is funded by CMC and fits within the overall CMC project purposes.

58:21

Cameron Lewis

All right, Thank you so much, Emy. So, I'm going to pose these next two questions generally. First, let me address this. From what we're getting back from the chat, we're hearing that there may be some audio issues. If you're having audio issues, please check in your top right-hand corner where there should be an audio button.

58:41

Clicking there, you may have the option of being able to either call in or join back with an audio option. If not, you may want to sign out and sign back in and see if you're able to recalibrate your audio. All right, so these next two questions are going to be posed to the entire panel.

58:58

The first being, can a private business in an eligible Census tract host an intern from our MSI, not restricted to non-profits in local governments?

59:12

Scott Woods

Yes.

59:17

OK, directly related to CMS program for the CMC, Project purpose of the grant reward and the spirit of upon which the CFC pilot program is set to accomplish.

59:35

Cameron Lewis

All right. Well, that wouldn't seem like an easy one, so I'm going to throw this next one in there. Will grantees be required to attend any conferences or orientation meetings that we need to include in our travel budget?

59:51

Scott Woods

TBD, right? So we understand that we're still in a COVID environment.

59:58

All right. So if in the best case scenario, we would host a grant's conference for awardees. But again, we do not have enough information to, to plan for that right now. But if you want to include, you know, programmatic travel in your travel budget, you know, please do so in anticipation that, before the end of the grant award, we will have some type of grants conference for CMC awardees.

1:00:34

Cameron Lewis

All right, So, let me pose this question to both Kevin and Karen.

1:00:42

This next question is: can you please explain the difference between a Project Partner with funded or unfunded project elements versus a consortium?

Karen Perry

1:01:02

Kevin, you start?

Kevin Hughes

1:01:05

No, ladies first.

1:01:09

In all seriousness, when, when we're talking about a consortia, that's generally when you are dealing with a project that contains outreach to the community.

1:01:31

So, if you're talking about a partner, and then, the partner sort of opens it up, where it may not be a non-consortia relationship, and it could be a university,

for example, partnering with another university or another group of universities to do a specific project.

1:01:57

So I think that that would be, might be the key of where the person is, asking the question. But Karen or Scott, you guys can jump in and fill in some more info on that.

Karen Perry

1:02:07

I think Ming also always brings up a very important point here, and that's the difference between, we always keep going back to the difference between a partner, a contractor or a subcontractor, a subrecipient.

1:02:27

Ming Qiu

And the subrecipient is the one that has Ming you do it better than me. Subrecipient is the one who has programmatic responsibilities. Help me out,

1:02:42

Yes, basically, it's a key difference is that a subrecipient has the compliance requirements for the scope of the work, and also for the terms of the award, the condition, and the key difference between a subrecipient, a subrecipient is basically carrying out a portion of the federal award and creates a financial assistance relationship with the subrecipient.

1:03:07

A contractor as well, is basically obtaining goods or services from the contractor, for the use of the entity, and creates a procurement relationship with a contractor. So in the grants terms, we do not really call a partner versus a consortia. We basically identify whether or not it's a subrecipient or contractor.

1:03:35

So that's the difference between the contractor is basically a contractor provides goods or services, whereas a subrecipient, they have some programmatic decisions and they are making programmatic decisions.

1:03:51

Also, you know, they measure based on the performance.

1:03:55

What are the objectives of the federal programs on that?

1:03:57

And, and, you know, the non federal entity has a responsibility determining who is eligible to receive federal assistance.

1:04:06

Scott Woods

So let me jump in here, just for just briefly, because I want to circle back, and I know we've dealt with this question since the NOFO is released and all of our outreach. This really goes back to, you know, the Congress's role in the charge and how it, in the Consolidated Appropriations Act, and you saw this in the CFC

Final Rule and in the NOFO, place specific rules around consortia eligibility for applying to the CMC Pilot Program.

1:04:37

Now we understand consortia in the context of higher education institutions.

1:04:44

You know, how you all use that phrase, is different than what is meant here for the CMC Pilot Program, right?

1:04:51

So, for the CMC Pilot Program, Congress explicitly charged us that consortia eligibility has to include the Minority Business Enterprise, or tax exempt 501(c)(3)organization, bringing into, tying it back to that anchor community component.

1:05:09

Right, so, as we've conducted outreach, as we've put materials on the website, again, we focused all of that to understand that, for the CMC Pilot Program, consortia eligibility means something different. Then, how you, normally, know, describe, or utilize consortia, or consortia partnerships, to execute whatever it is that you all do with, you know, your partners on it, on projects.

1:05:36

So, again, we've asked numerous times, contact us, let's walk you through it, so that we can understand it.

But for a Consortium application, right, or the CMC Pilot Program, you must include an MBE or a tax exempt 501(c)(3)organization. If you are partnering, we've coined the term, partnering.

1:06:00

All right. If you have partnership with you, another entity, another organization, no another, you know, for-profit, non-profit, philanthropic organization institution of higher education, you know, again, you can still partner with them, and the lead applicant can still submit that application.

1:06:17

But it has to, then, those relationships are formed.

1:06:21

By, what, Ming just talked about the vendor relationship, subrecipient, et cetera, et cetera, but for a consortia application under the CMC Pilot Program, must include either multiple or one Minority Business Enterprise, or tax exempt 501(c)(3)organization.

1:06:41

And again, because the spirit and purpose of the CMC, it's tying all of the programmatic activity either onto the school or in the surrounding anchor community area, right? Those qualifying Census tracts that we discussed.

1:06:56

So you can look back at both the Consolidated Appropriations Act, the CMC's final rule, and the NOFO for that methodology and logistics and logic around, you know, why those were put in and the definitions of why they were defined as they are. Again, we understand, it's confusing. That's why we've asked you. If you have any questions, contact us.

1:07:20

You know, we will walk you through, you know, what you propose and make sure that you understand how this applies to your particular institution, your application that you want to submit.

Emy Tseng

1:07:45

A lot of it comes down to program intent as Kevin mentioned. Like so if you are an eligible institution, and you are seeking to serve your students, your own students, or you build the capacity of your institution, then, basically, you can have subrecipients, other institutions, that do their subrecipients, or you can subcontract out the workout. And if it's contained to those educational, specific educational purposes, there's no need to form a consortia.

1:08:20

But if you are proposing to do community work outside your institution, then there is a requirement to basically form a consortia with an MBE, or a non-profit, and or a non-profit and serve specific Census tracts. So, a lot of it does come to intent.

Dr. Francine Alkisswani

1:08:49

I'd like to just add, kinda cut to the chase, one level, just the grant management level, federal program opposite level.

1:09:00

Forget how you characterize the relations between you as elite organization and MBE's and 501 C 3's or any other institutions to change. The point is, does the entity play in terms of your project, if any entity is helping to implement your project regardless of whether it's an MBE and 501(c)(3) or another institution or community organization or whatever. If they're helping to implement your project, they likely fall into the category of subrecipient, and they would have a sub award. And as such, they then are subject to the same terms and conditions as the grant awardee.

1:09:54

If the relationship with an entity, regardless of what you want to call them right now, is one in which you want them to provide services, conduct their evaluation, set up your, information technology center or provide distance learning opportunities that could well fall into the contract. It's a vendor.

1:10:28

You going to pay them for goods and services and that is the sole relationship between them.

1:10:36

So I'd just like to make that distinction between helping to implement the project, an essential element to implementing your grant award, as opposed to paying some entity to do a job for you. I hope that's helpful.

Cameron Lewis

1:10:55

Absolutely. Alright, so this next question, I'm going to open up to the panel, the question, well, I would like to preface this question by saying this is regarding the project narrative and not the budget narrative.

1:11:09

All right so, the question is, if we are a minority serving institution that has a grant, that has a grant, that services residents of the state, would the participants of the grant be eligible for assistance through this grant, even if they are not students enrolled in the main campus courses?

Scott Woods

1:11:36

So, I'll take that one.

1:11:37

I would say in that instance, please, please call us, because there are other programmatic components that would have to apply, and we'd have to walk through all of those.

1:11:45

So, if you have questions about, you know, how this applies to that particular set of circumstances. Please contact us. Let's walk through what you are planning, what you propose your status, and all of that. We can, we can provide guidance on that. It's just not enough information in there, in that scenario to, to offer any guidance at this point.

Cameron Lewis

1:12:11

Alright. Scott, I'm going to keep you talking here. I believe this is regarding your presentation on the amendment, so the question is for the unmet financial need data items 1 through 3, What timeframe should be used? For example, FY 20, AY 20-21, fall 24, 2021.

Scott Woods

1:12:35

You use the latest the latest data as reported to the Department of Education. So, we understand that data is required every year, and so that IPEDS data, your most recent, is that? That is the one in fact, that you should use, and that should be, for the, if I'm not mistaken, all year of 2021, 2022.

1:12:59

I mean, sorry, 2020, 21, we're not in 22 yet. So, but it is your latest data, as required by the Department of Education, is consistent amongst all the institutions of higher education, all the institutions upload and provide that data to the Department of Education.

1:13:22

Cameron Lewis

Right, now Ming, we have a question coming for you. I believe we have a couple back-to-back so we'll run through. The first question being, Does the grant have a cost sharing requirement?

1:13:35
Ming Qiu That's a good question. So, the NOFO specifically says that, and also, under the grant, the CMC rule, there is no cost share, or cost of matching funds required for this program. But, you know, the recipient can still, or the applicant can still propose voluntary, committed, non-federal cost shares.

1:13:56
If you do commit a cost share, please make sure that, you know, you provide that information on the SF 424 form.

1:14:05
And also provide an explanation and justification. So, explain the costs included as a cost share.

1:14:15
Cameron Lewis All right, and the next question to follow that up is, can we do a budget modification?

1:14:26
Ming Qiu Yes. So, if the application is submitted and it is approved for funding. You basically follow the 2 CFR 200 re budget requirements. Some prior approval regarding, you know, the amount of the threshold for changing and moving funds between the budget categories.

1:14:48
So, you have to follow that prior approval requirement to make sure you comply with every budget requirement as applicable.

1:14:57
Cameron Lewis All right, absolutely. And another question that I'll open it up to the panel will be, can the subrecipient also be the contractor?

1:15:12
Ming Qiu So, a question for me, I'm. So, I'm opening up to the entire panel. Basically, the question is a main question. Exactly.

1:15:28
Can you repeat that question? I'm sorry.

1:15:30
Cameron Lewis Yes. Can the subrecipient be a contractor as well?

1:15:35
Ming Qiu Uh, so, yes, I mean, you know, if they are doing two separate work, you can be a sub-recipient and also be a contractor. However, the work has to be unique and separate from the two goals that you're using for whatever services that you are purchasing or request services that you are purchasing has to be distinct from the two agreements.

1:16:03
Cameron Lewis Absolutely. OK, so at this time, we're nearing the end of this webinar, so I want to take this opportunity to go around to the panelists, give each person an

opportunity to provide something that we may not have covered so far in this webinar.

1:16:16

So with that being said, I'm going to come to Ms. Karen Perry first. You have anything to present.

Karen Perry

1:16:23

There was one question in the chat that I wanted to speak with. Somebody asked a question about data for Guam, it wasn't a question, actually, it was a comment.

1:16:34

Somebody pointed out that the US Census Department has issued new data from the US Territories, And I wanted to point out, yay, we are aware of that new data, it is population data. For our, calculations, we need median income and also average household size.

1:17:00

So, I also saw the news from the Census Bureau and poured over the population data and went "rats. That's not going to do it for us." And, unfortunately, the Census Bureau has not let us know when they will be issuing the median income or the average household size. So, it's a great We have new information from the Census Bureau. But we're still sticking with the 2010 data. So the information I presented that Scott presented to you is correct.

Cameron Lewis

1:17:33

All right, thank you so much. Emy?

1:17:40

Emy Tseng

I actually just want to take an opportunity to answer something that I saw on the questions box and get asked all the time which is there an advantage to applying as a consortia? No. So, I just want to straighten that out, so basically if what you decide to do is to apply to, again, serve your own students and or build capacity of your institution that will be evaluated. But, at the same time, you are also welcome to, to form a consortia to serve community members, but neither type of project has an advantage over the other.

1:18:23

Cameron Lewis

Absolutely. Thank you so much, Emy. Francine, is there anything you would like to present?

Dr. Francine Alkisswani

1:18:33

Nothing I'd like to present. I'd just like to wish all of our guests on the call today, good luck. And thank you for your interest and participation, and I wish we could fund everybody, but, wishing everybody the best.

1:18:55

Cameron Lewis

Absolutely, thank you so much. Janice? I believe you may still be muted, and we can't hear you just yet.

1:19:09
Janice Wilkins Yeah, So sorry, I would like to thank everyone for allowing us to help you through the process. And just a reminder, submitting applications early will allow you time to make collections, and to correct upload errors.

1:19:26
And, again, if you need additional information, and we can help you and assist you in any other area, reach out. And good luck to all. Thank you.

1:19:38
Cameron Lewis Thank you so much, Janice. Michell?

1:19:42
Michell Morton I just want to remind people, we get these questions a lot about project activities that just a friendly reminder:

1:19:49
If you plan to do any activities within an anchor community, all project activities must take place within that 15 mile radius of the lead applicant institution. As Janice mentioned, we're here to help you to provide technical assistance. So, please reach out to us all, and I wish you all good luck.

1:20:14
Cameron Lewis Alright, thank you, Michell. Kevin, what you got?

1:20:18
Kevin Hughes I just wanted to make sure that everyone who is planning to apply, that you make sure that your registration is current, in sam.gov, that you have your DUNS number, you have basically everything that you need to be able to apply.

1:20:34
Without those, those two pieces, critical pieces of information, you won't be able to submit your application. So, please, make sure that you're in sam.gov, that your registration is active and current, and everything is ready to go.

1:20:51
Make sure you have adobe reader on your desktop, which will allow you to be able to fill out the application. Without that, you won't be able to do that. So these are all very critical areas that you have to address.

1:21:06
And last of all, please, please make sure to read the directions carefully of the application, where it states that you have to add attachments and documentation, so please make sure that you do so, OK?

1:21:21
We can't process your application, unless everything is complete, and best of luck to you.

1:21:27
Cameron Lewis Absolutely, thank you, Kevin. Ming what you got?

Ming Qiu

1:21:33

Sure, yeah, I tried to piggyback on Janice mentioned regarding don't wait until the last minute to submit your applications. We understand, sometimes, the grants.gov goes down for maintenance.

1:21:43

So, if you wait for the last minute to submit, and you know, and, and if the website is now available and not available for you to somebody's application, you don't want to miss that deadline. So, make sure, you allow plenty of time to, you know, submit a complete application package, so that we can conduct a review for your application.

1:22:04

Another thing I just wanted to kind of remind is that, regarding the application budget package.

1:22:10

The 3 components consist of the application for the budget package. Is that the SF 424A form, and a budget spreadsheet, and that detailed budget narrative, those are the three separate documents that that needs complies as a, uh, the budget package.

1:22:31

So just a reminder to that, to everyone.

Cameron Lewis

1:22:36

Absolutely, thank you Ming. Scott, I'm coming to you to wrap us up.

Scott Woods

1:22:42

Thank you. I just want to re-iterate everything that the staff, the team here, has expressed I want to thank you the audience, for your participation and willingness to engage with us, whether it was our initial outreach, or sort of post NOFO application, technical assistance.

1:23:03

You know, we appreciate your kind words. We appreciate your willingness to engage with us and asked us tough questions regarding your projects. I speak on behalf of everyone here in both the CMC team and the NIST team.

1:23:18

We're really looking forward to this pilot program. We have stressed, innovative approaches, but again, we want to ensure that these projects will be able to meet your needs, whatever they may be at your institution and the communities in which you serve. So, on behalf of the CMC Project team, NTIA, you know, thank you. We've enjoyed this opportunity.

1:23:42

We will still be here answering questions up until December 1st, hopefully not until the deadline, but somewhere thereafter it will be available. And then, again, I just want to wish everyone, you know, good luck.

1:23:56

Please, please, please, do not wait till the last minute to submit your application. Don't wait till the last minute to submit your application. As we've seen through these virtual experiences, sometimes whatever will go wrong will go wrong at the time when you least expect it.

1:24:15

So at least have some planning, and make sure you're not trying to upload your application at 11:58 PM Eastern Standard Time, on December 1.

1:24:25

So again, build yourself some leeway, again. So if there are any technical issues, you will have time to address them, because we're not answering phones after a certain time on the 1st.

1:24:35

So we'll see you on the 2nd or the 3rd, and by then, it'll be too late. So don't wait until then to go get your issues addressed. But I want to thank everyone. We really do appreciate it and we wish everyone good luck.

1:24:52

Cameron Lewis

Absolutely. All right. So with that being said, ladies and gentlemen, thank you so much for your time. There have been numerous questions that has come in in the chat so many that we haven't been able to get to them in the time allotted.

1:25:05

So, for that, I do have two responses to you, one- take a look at the screen here. You can feel free to shoot us an e-mail and reach out to individuals on the team where we may be able to follow up with you directly. If there's anything that may be a nuance type of question, or something that's very concerning, feel free to reach out. Your second option is you can see us here again tomorrow for our final open question technical assistance webinar.

1:25:33

So, we'll be able to follow through with some of the questions that we didn't get the opportunity to answer here, and other people may ask questions that may benefit you as well.

1:25:41

Alright. So, with that being said, we can move to this next slide. And we can tell you all Thank you so much for your time, and we look forward to seeing you tomorrow. Good luck.