



State of New Hampshire  
Governor's Office  
FOR  
EMERGENCY RELIEF AND RECOVERY  
(GOFERR)  
LEGISLATIVE ADVISORY BOARD

PUBLIC MEETING

TUESDAY, OCTOBER 13, 2020

10:00 AM

in

One Eagle Square

Concord, NH 03301

Legislative Advisory Board Members:

SENATOR	Senator Lou D'Allesandro
SENATE PRESIDENT	Donna Soucy
SENATE LEADER	Senator Chuck Morse
SENATOR	John Reagan
SPEAKER	Steve Shurtleff
HOUSE LEADER	Rep. Dick Hinch
CHAIRWOMAN	Maryjane Wallner
REPRESENTATIVE	Erin Hennessey

AGENDA

- Call to Order - Reading of Public Meeting Statement
- Attendance
- Presentations from:
  - 10:10 AM - 10:25 AM - NH School Administrators Association, Executive Director, Dr. Carl Ladd
- Legislative Advisory Board Discussion Item:
  - 10:45 AM - 11:00 AM - Mascoma Community Health Center
- Next Scheduled Meeting - Tuesday, October 27th 1 PM
- Adjourn



1 Lisa English, Nancy Smith, and Hillary Ryan [phonetic].

2 Senator Soucy? Speaker Shurtleff?

3 STEVE SHURTLEFF: Steve Shurtleff. I am at home  
4 in Penacook, and I am alone.

5 TAYLOR CASWELL: Senator Morse?

6 CHUCK MORSE: This is Chuck Morse. I'm in my  
7 office in Atkinson, and I am alone.

8 TAYLOR CASWELL: Senator Soucy? Representative  
9 Hinch?

10 DICK HINCH: This is Dick Hinch. I am in my  
11 office in Merrimac, and I am alone.

12 TAYLOR CASWELL: Representative Wallner?

13 MARYJANE WALLNER: This is Maryjane Wallner. I'm  
14 at my house in Concord, and my husband is in another part of  
15 the house. Thank you.

16 TAYLOR CASWELL: Senator Reagan?

17 JOHN REAGAN: Senator Reagan, I'm in my office, by  
18 myself.

19 TAYLOR CASWELL: And Representative Hennessey?

20 ERIN HENNESSEY: Good morning, this is Erin  
21 Hennessey. I am at home in Littleton, by myself.

22 TAYLOR CASWELL: And Senator Soucy, are you there?

1           DONNA SOUCY: Yes, I am. This is Donna Soucy. I  
2 am at my home I'm Manchester, and I am alone.

3           TAYLOR CASWELL: Very good. So as we move through  
4 the agenda today, each Board member and anyone else speaking  
5 is asked to identify themselves before speaking. Should you  
6 choose to take any votes today, they must be done by roll  
7 call, following the process we just used.

8           And finally, before we begin today's  
9 presentations, please remember to hit 5\* if you would like  
10 to ask a question.

11           In addition, presenters are asked to also hit 5\*  
12 at this point when their turn comes up, as that allows us to  
13 unmute your line. Before we get into the agenda today, I  
14 just wanted to make one quick comment.

15           As some of you may have heard, Deputy Director Joe  
16 Doiron has been hired by the Department of Business and  
17 Economic Affairs, and has as of last Friday transitioned  
18 over to that position. And our new Deputy Director, Lisa  
19 English, is assuming his spot here at GOFERR, and we're very  
20 happy to have her. But I just wanted to reiterate that for  
21 everybody on the Board this morning.

22           So I think we have our agenda today. First up is

1 getting back to the discussion on school funding. And I see  
2 that we have Dr. Carl Ladd, who is the Executive Director of  
3 New Hampshire School of Administrative Association on the  
4 line with us today. Dr. Ladd, are you there?

5 CARL LADD: Yes, good morning.

6 TAYLOR CASWELL: Oh, great. I hope that you are  
7 willing to give us a couple minutes from your standpoint on  
8 where the funding situation is for the schools, or any other  
9 comments that you'd like to make so we could facilitate some  
10 conversation of the Board. So with that, I can hand it over  
11 to you.

12 CARL LADD: Thank you very much, Director Caswell.  
13 And good morning. Good morning members of the Committee.  
14 Thank you all for the work that you're doing. It's  
15 definitely appreciated. We know how difficult this time is  
16 for everyone in trying to prioritize, especially limited  
17 funding and limited resources.

18 So we appreciate the time that you're taking to  
19 hear concerns from public education, and hopefully I can  
20 answer any questions that you may have.

21 Just to start with, as a reminder that about 65  
22 percent of the districts in New Hampshire -- and there are

1 276 school districts in New Hampshire -- 65 percent of them  
2 received less than \$100,000 in CARES Act funding, and 50  
3 percent of them received less than \$50,000. So for most of  
4 the districts in the state, the amount of CARES Act funding  
5 was significantly limited to begin with.

6 One of the things that has made this a challenge  
7 in trying to figure out what is the -- in trying to figure  
8 out what is the -- I'm sorry, Director Caswell, but the --  
9 somebody needs to mute their phone, because I can't  
10 concentrate.

11 TAYLOR CASWELL: I'm sorry, what are you hearing?

12 CARL LADD: Well, I'm hearing somebody breathing  
13 in the background.

14 TAYLOR CASWELL: Okay. Very good. I'd just  
15 remind everybody that if you have your phone off mute,  
16 please be sure to mute your phone while Dr. Ladd is  
17 speaking. Thank you.

18 CARL LADD: Thank you. I'm sorry about that.

19 TAYLOR CASWELL: Hopefully that's better. Sorry,  
20 Carl.

21 CARL LADD: That's okay. That's not a problem.  
22 One of the things that's made it very difficult for

1 districts to get a handle on their expenditures is that  
2 there was anticipation all throughout the summer and the  
3 early fall that there were going to be FEMA funds available  
4 to them for the purchase of PPE, sanitizing stations,  
5 sanitizing equipment, those kinds of expenditures.

6 And so, most districts were holding on to their  
7 ESSER funds as a reserve to use, in case there was another  
8 outbreak, in case there were additional expenses throughout  
9 the school year.

10 Because the ESSER funds do not need to be expended  
11 through the federal government until September of 2021. So  
12 there was a lot of confusion about the FEMA funds.

13 So now districts are pivoting, understanding that  
14 there are no FEMA funds available to them, and using their  
15 CARES ACT allocations again, which for the majority of  
16 districts were pretty small, to make their schools ready for  
17 -- not only ready to reopen and move in that direction, but  
18 also to stay open, because that has been now the main issue  
19 that districts are faced with if they are in hybrid or in  
20 face-to-face, with increasing cases of COVID around the  
21 state trying to make sure that they can stay open.

22 So I know that you folks are looking for a



1 district-by district breakdown of expenses in excess of  
2 CARES Act money, and I have a list from about 25 percent of  
3 the districts in the state.

4           And that total that I have been able to get on my  
5 own from those districts is about \$17 million dollars of  
6 expenses in excess of their CARES Act allocations that they  
7 are now having to take out of their regular budgets, in  
8 trying to figure out how in the world they're going to be  
9 able to do that.

10           And if you extrapolate even a portion of that,  
11 you're going to get pretty close to \$70 million dollars for  
12 the whole state, and that does not include any compensatory  
13 education for special education students -- which is going  
14 to run districts millions of dollars, depending on what the  
15 needs are and what the IEP teams in the local districts  
16 determine are necessary expenditures for compensatory  
17 education.

18           So I can give you the list of what I have for  
19 expenses, but just be aware that we're talking about  
20 everything from technology to cleaning supplies to soft  
21 [00:10:10 audio unclear], water stations, floor markings,  
22 electrostatic sprayers, all kinds of dividers that are

1 needed, transportation costs that are becoming astronomical  
2 for some districts in order to maintain social distancing,  
3 and the HVAC systems that need to be replaced or repaired in  
4 order to ensure that the students are able to come in to  
5 district schools safely.

6           It's been an incredible, steep climb for districts  
7 to get schools ready, and those costs are continuing on.  
8 And as I said, that does not even include the special  
9 education costs. So I'm -- you know, I'm happy to try to  
10 answer questions for you.

11           But the one thing that I would ask -- and I know  
12 that I've asked you folks before: There needs to be some  
13 formal way of gathering this kind of data at the state  
14 level, and ensuring that -- you know, that the districts  
15 that have expended their funds have a mechanism for asking  
16 for additional funds, if that is even an option for them.

17           I think a lot of -- I think a lot of  
18 superintendents and business administrators from around the  
19 state are a little frustrated that they don't really know  
20 where to go and what to do at this point, because they've  
21 expended their funds, they've allocated what they can  
22 through the grant, and they still have all of these unmet

1 COVID-related expenses, which means that they're either  
2 going to be cutting programs or going into a deficit  
3 spending situation, which nobody wants.

4 TAYLOR CASWELL: Okay.

5 CARL LADD: So that's really what I have, Director  
6 Caswell.

7 TAYLOR CASWELL: Okay, great. Thank you so much,  
8 Dr. Ladd. I really appreciate you coming in and giving us  
9 this background, it's very useful. I want to make sure that  
10 we give the Committee an opportunity to ask any questions  
11 they might have. So, again, if you'd like to ask questions,  
12 just do a [-- what is it, 5\*?] 5\* and we'll get you on.

13 Senator Soucy?

14 DONNA SOUCY: Thank you, Commissioner. Dr. Ladd,  
15 the \$70 million that you extrapolated out, is that inclusive  
16 of technology needs?>

17 CARL LADD: At this point, yes.

18 DONNA SOUCY: Or was that just -- it is, okay.

19 CARL LADD: It is, yes. The only thing that's  
20 really not included in this are the compensatory education  
21 costs for special education. These are technology-related  
22 expenses and the cleaning and health-related expenses around

1 COVID. It's also additional staffing that folks have needed  
2 to hire, in order to maintain social distancing.

3 I know I spoke to the Assistant Superintendent in  
4 Rochester this morning, and she indicated that they --  
5 because they were unable to fill teaching positions in order  
6 to maintain social distancing, they had to take reading,  
7 math interventionists -- specialists who work with students  
8 most at risk -- and put them into the regular classroom in  
9 order to meet the social distancing needs.

10 Therefore, those types of interventions are not  
11 available for the students.

12 So that's an unintended consequence, and it's an  
13 additional cost that at some point is going to have be  
14 borne.

15 SENATOR SOUCY: Thank you.

16 TAYLOR CASWELL: Okay, thank you, Senator.

17 Senator D'Allesandro?

18 [Pause]

19 You're unmuted on this side, sir. Just make sure  
20 your phone is unmuted.

21 [Pause]

22 Maybe while we wait, is there anyone else that has

1 any questions for Dr. Ladd?

2 SENATOR D'ALLESANDRO: Hello?

3 TAYLOR CASWELL: Senator! Senator D'Allesandro.

4 Yep, I don't know what's going on here. Listen, this  
5 telephonics is problematic. A couple of things I think that  
6 have to be brought forward.

7 Number 1, when FEMA sent out that notice to all of  
8 the districts that they would not be reimbursed, that  
9 created chaos amongst the school districts, I think --  
10 that's number 1. There's a situation where they thought  
11 they were going to be reimbursed, that's totally  
12 disappeared.

13 I asked the districts that I represent to start  
14 compiling costs related to the COVID situation and to  
15 prepare those costs. And I've got those from the Goffstown  
16 district and from the Manchester districts. They are  
17 extremely high. I forwarded those to Senator Morse this  
18 morning.

19 So indeed, if we're going to come up with a number  
20 for the districts, how are we going to apportion to the  
21 districts dollars to compensate for the cost that they have  
22 incurred, that they thought would have been covered by that

1 FEMA situation. I think there's a fundamental problem  
2 there, in that they were looking at these costs and they  
3 were spending based on the fact that they would be receiving  
4 reimbursed.

5           Could you address that, please?

6           TAYLOR CASWELL: Senator, thank you Taylor. I  
7 would ask -- maybe, I know we have a couple of other people  
8 waiting to ask a question, but with respect to your specific  
9 question, I'm going to ask Lisa English here to give you a  
10 bit of an update on that FEMA situation particularly, and  
11 where the guidance is leading us on this specific issue.

12           And I think that might help the conversation.

13           So Lisa?

14           LISA ENGLISH: Thank you, Commissioner. So  
15 Senator, we are aware of that September 11 FEMA guidance,  
16 saying it would no longer cover reimbursement for things  
17 like face masks for teachers, staff and students. Just  
18 before that, Treasury also issued an additional FAQ.

19           One of the challenges -- as you can imagine here  
20 in GOFERR, is funding ways to get money out quickly. And  
21 that can be really challenging when you're talking about an  
22 individualized process. There are approximately 175,000

1 public school students in the state.

2           One -- this new FAQ, FAQ number 53 -- allows  
3 states to provide a per student payment, where there doesn't  
4 have to be that same level of documentation for  
5 reimbursement. And this is the only place where think of  
6 payment is allowed.

7           So the Treasury will preserve expenses on a per  
8 student basis up to I believe it's \$500, such that schools  
9 do not need to document the specific use of those funds.

10           So while that dollar amount is obviously pretty  
11 high, and probably designed for things like more -- places  
12 like New York City and California, that approach is  
13 something that we certainly have been looking at since that  
14 September 11 FEMA guidance came out.

15           TAYLOR CASWELL: So that's a little update. I  
16 hope that helps some of the thinking there, Senator? I'm  
17 sorry, I may have interrupted Dr. Ladd. Do you have any  
18 comments on that, Dr. Ladd?

19           CARL LADD: Just to say that I do agree with  
20 Senator D'Allesandro that school districts have really had  
21 to scramble after the FEMA announcement came out, and  
22 they're continuing to try to readjust, based on what the

1 guidance that they've understood has been.

2 TAYLOR CASWELL: Right. Good. I hope that that's  
3 given us a little bit of enlightenment, or a little bit of  
4 the situation is. So thank you, Lisa.

5 Going back to the questions here, I've got Speaker  
6 Shurtleff. You're next up.

7 STEVE SHURTLEFF: Thank you. Dr. Ladd, thank you  
8 for being with us this morning. We greatly appreciate it.  
9 My question -- I guess there's two parts, actually.

10 The first part is, you came up with a number \$17  
11 million from a small number of school districts. Would the  
12 Department of Education have a better understanding of what  
13 the districts are looking for for all the school districts  
14 in the state? Is this something that they compile?

15 CARL LADD: To my knowledge, the Department of  
16 Education is not requesting this information, nor are they  
17 compiling it.

18 SPEAKER SHURTLEFF: Oh, okay, that's -- thank you.  
19 And the other question I had; I know some communities had  
20 problems because they were tax capped communities such as  
21 Manchester. And the reimbursement through CARES that would  
22 not impact those towns that would in the past have had to



1 turn back money because of the tax cap?

2 CARL LADD: It would not affect that. No, no,  
3 sir.

4 SPEAKER SHURTLEFF: Okay. Well, thank you very  
5 much and thanks again for being here.

6 TAYLOR CASWELL: Okay. Thank you, Mr. Speaker.  
7 I've got Representative Wallner as next up

8 REPRESENTATIVE WALLNER: Thank you, and thank you  
9 Mr. Ladd for being here with us. You did speak about the  
10 gathering of information from school districts. I would  
11 assume that you would have that done by the Department of  
12 Education, is that correct? Is that -- how would you  
13 propose that kind of information be gathered at this point?

14 CARL LADD: I think that's a great question,  
15 Representative Wallner. I think that it should be done  
16 through the Department of Education, or through this  
17 committee, however that system works.

18 But I do think that this is information that needs  
19 to be gathered in one place, and the state should be  
20 compiling this information and seeking out districts and  
21 trying to work with them to determine what these costs are,  
22 and provide some kind of a database for folks such as

1 yourselves to take a look at, and see where the needs are  
2 and where are the -- where are the unmet needs of the  
3 districts around the state.

4 REPRESENTATIVE WALLNER: Thank you very much.  
5 Could I have a follow-up question?

6 TAYLOR CASWELL: By all means.

7 REPRESENTATIVE WALLNER: Okay. Director Ladd, I  
8 was wondering, what do you think about the idea of the  
9 formula, since we don't -- the Department of Education has  
10 not compiled this kind of information, they've not been  
11 gathering it.

12 It sounds like you have been able to put together  
13 some of it, but what do you think about some sort of a  
14 formula, as Attorney English just outlined that FEMA would  
15 allow? Some sort of a formula that each school would get,  
16 according to the number of students?

17 Do you think that would end up working out to be a  
18 fair way of distributing funds?

19 CARL LADD: I think that that's -- the  
20 distribution of funds, as you know in our state, is always  
21 the trickiest question to try to answer, because there are  
22 so many factors involved.

1           When I look through at some of the districts who  
2 have the highest level of need, or the discrepancy between  
3 what their CARES Act allocation was and what their  
4 expenditures are, you know, I'm looking at -- you know  
5 Rochester for \$1.4 million, White Mountain Regional School  
6 District in the north country \$65000/playing field,  
7 \$548,000; Plymouth \$232,000. So -- and SAU \$58- which,  
8 again, is in the north country. That's Northumberland Stark  
9 and Strafford. That's \$310,000.

10           If you just went by a per pupil distribution,  
11 those districts would not necessarily get enough money to  
12 really help meet this unmet need.

13           So I'm not -- I'm not exactly sure how you would  
14 do that, other than based on what the actual expenses are  
15 from the districts. But -- you know, but the reality is  
16 just the per pupil is certainly not going to help Manchester  
17 recoup \$6 million dollars in losses.

18           REPRESENTATIVE WALLNER: Thank you for that.

19           CARL LADD: From nothing.

20           REPRESENTATIVE WALLNER: I was just -- yeah,  
21 great, thank you.

22           TAYLOR CASWELL: Are there any other questions

1 from members of the Committee, or the Task Board -- Advisory  
2 Board? Okay. Well, if not, thank you Dr. Ladd -- again --  
3 for joining us today. It's been very helpful, I think.

4 I think we want to maybe have a little bit of  
5 discussion, perhaps? I don't know. Senator Morse, do you  
6 have any thoughts on what we might do at this point?

7 SENATOR MORSE: Well, when I called in to GOFERR  
8 yesterday, I thought collecting the data on what the  
9 districts thought their FEMA -- you know, what they would  
10 have applied for in FEMA would be a good start throughout  
11 the whole day. So if there's any way of doing that, I think  
12 that would be the best way to get started.

13 Having said that, when you get all that  
14 information -- you know, and I did read the one Lou sent to  
15 me this morning, it wasn't \$6 million or \$5 million,  
16 whatever was just said; it was \$11-. I think you have to  
17 take a look at what's in these documents that we could head  
18 toward talking about at our committee, and then go from  
19 there.

20 But how we get to the point that we could collect  
21 what they were going to apply for in FEMA is probably what  
22 we could solve this morning.

1           TAYLOR CASWELL: All right. We could do that. Is  
2 there any discussion on this? Any other discussion on this  
3 at this point? I think what I'm hearing is you'd like a  
4 little bit more information.

5           But as Lisa pointed out, you know, we are looking  
6 at the potential for using some sort of a per student  
7 formula that I think avoids some of the documentation issues  
8 that might be necessary and could be worth considering from  
9 that standpoint.

10           I see -- okay, I see Senator D'Allesandro has his  
11 hand raised.

12           SENATOR D'ALLESANDRO: Yep.

13           TAYLOR CASWELL: Senator?

14           SENATOR D'ALLESANDRO: Thank you. I think Chuck  
15 makes a good point. It seems to me that when all of these  
16 districts were told that FEMA would be reimbursing, they  
17 must have kept fairly accurate records in terms of what they  
18 would be asking for for reimbursement.

19           So that should be a starting point, and you'd have  
20 it -- you would be able to aggregate that and get at least a  
21 fixation on the amount of money that was being asked for.

22           Then, you could look at how you could distribute

1 money, based on a unit disbursement based on the number of  
2 students.

3 But I think getting a handle on what that  
4 aggregate number would have been, had FEMA been in the game  
5 and had been reimbursing: That seems to be the best  
6 starting point, because every district had to be  
7 accumulating data as to what they were going to ask for.  
8 And that must be available through DOE. And I think that's  
9 a great starting point.

10 At that point, as I said, you have an aggregate  
11 number. Then the decision has to be made, how do you  
12 distribute money? Is it on a unit basis, or some other  
13 methodology that's developed? But you got to start  
14 someplace. So I think the place to start is, what would  
15 have been the ask, had the FEMA situation been in place?

16 TAYLOR CASWELL: Okay, thank you, Senator. I have  
17 Representative Wallner.

18 REPRESENTATIVE WALLNER: Thank you. Had FEMA  
19 started gathering that information from the school  
20 districts? Had that already been done by FEMA?

21 TAYLOR CASWELL: We don't know the answer to that  
22 question here.

1           REPRESENTATIVE WALLNER: Do you think it's  
2 possible that we could get the answer to that question, so  
3 that we would know whether or not -- you know, it takes a  
4 long time to gather all this data and --

5           CARL LADD: Yeah.

6           REPRESENTATIVE WALLNER: -- I think the school  
7 districts really need the funding fairly quickly. So  
8 setting up a process for getting the data, if FEMA's already  
9 got it, I think it would be really helpful to find that out,  
10 if they've got that data already.

11          TAYLOR CASWELL: Well, we would -- we could  
12 certainly check with Homeland Security. They really are  
13 tones that deal with all the FEMA funding, and whether there  
14 has been -- you know, and to what degree that information is  
15 currently available. We could certainly do that.

16          REPRESENTATIVE WALLNER: Thank you. That would be  
17 helpful, I think.

18          TAYLOR CASWELL: Very good. Okay, I see Senator  
19 Morse has his hand raised.

20          SENATOR MORSE: Wow. That's exactly where I was  
21 headed. That's the question I called in yesterday and said,  
22 "Is somebody doing that already?"

1           In talking to Salem, the answer they gave me was  
2 no, that hasn't been asked for. They certainly have a  
3 document.

4           Here's where I think I don't want to make a  
5 mountain out of a molehill. And it will happen if this  
6 doesn't happen quickly. I would think that whether it's the  
7 same organization -- whether it's the FEMA in New Hampshire  
8 today, or the Department of Education -- asks for this  
9 number. It could be asked for today and obtained by  
10 tomorrow. Otherwise, more and more is going to get put into  
11 these documents.

12           And that -- we're looking for what was established  
13 already, and I would think if we make that request somewhere  
14 -- and I'm not sure where that is, that's what I was trying  
15 to figure out if anybody was doing it, and I don't think  
16 they are -- that we do. We come up with a way to make that  
17 request today.

18           Look, if only 50 percent of the school systems  
19 reply to us, it will still give us what we need.

20           And I think to Taylor's point of view, it may lead  
21 to what we could do per person once we start to analyze  
22 these documents. But we're not going to get 100 percent.



1           And in the cases where they're already prepared  
2 for doing this request, it's red, I'm sure of it. Because  
3 they anticipated doing it, and they wouldn't want to miss a  
4 window.

5           So I would think that the way to ask for it and  
6 get it in a fashion that isn't like we want -- you know,  
7 next week or December 1. I mean it -- I would think we  
8 could get it today. And I think that's what we probably  
9 should ask for. And then how we ask for that I'm not sure,  
10 Taylor. So that's what I'd like help with.

11           TAYLOR CASWELL: Okay. That's fine. Yep, and our  
12 team is already on the horn starting to seek out that  
13 information. So to the extent that it exists, and that will  
14 I think will inform where we go from here.

15           Do I have a -- is there anyone else that wants to  
16 be heard on this subject? Representative Hinch has his hand  
17 raised.

18           REPRESENTATIVE HINCH: Yes, thank you, Taylor. I  
19 guess the other comment that I have is that I hope that now  
20 that the school districts know that these funds are not  
21 reimbursable from FEMA, that the amount of expenditure is  
22 not still growing.

1           Because we could establish a number, and then all  
2 of a sudden find out that people -- when is, "people" I mean  
3 school districts -- are still spending on what is not  
4 considered to be a reimbursable expense, if that makes  
5 sense?

6           TAYLOR CASWELL:  Yep, thank you.  Senator Morse  
7 has his hand raised?

8           SENATOR MORSE:  Yeah, I just -- Dick, that's  
9 exactly why I think we ask for it today, with a deadline as  
10 something for tomorrow.  Whatever comes in I think will be  
11 good information.

12           And from there, I heard it earlier in the call --  
13 look, we've had different ways of funding education in the  
14 state forever.  I mean, I think if we got the documents that  
15 are already prepared, it's not something that we want people  
16 adding to right now, because they're ready for this.  Then  
17 we take a look at it, and we give a recommendation to the  
18 Governor's Office, you know, based on that.

19           So I don't want to complicate this more than it  
20 is.  These people probably need help, and they're not going  
21 to get more of that kind of help because I'm sure we don't  
22 have enough money for what they're going to ask for.

1           TAYLOR CASWELL: Well, Senator, we'll continue to  
2 track down the information that is currently available and  
3 get back to you as soon as we have it. Hopefully that will  
4 be some point today, at least an indication as to where we  
5 stand. And then we can sort of turn it back forward from  
6 that, if that works?

7           Okay. I see Representative Wallner -- somewhat  
8 quickly, before we go over. Go right ahead.

9           REPRESENTATIVE WALLNER: Yes, thank you. I would  
10 just like to hope that we will be back -- that our GOFERR  
11 group here will be back by the end the week to make a  
12 decision.

13           I mean, I think that we should gather as much  
14 information as we can, try to figure out from what we gather  
15 what kind of funding the schools do need, and then be back  
16 here no later than Friday to make a decision about a  
17 recommendation to the Governor.

18           TAYLOR CASWELL: That's fine with us here. I  
19 think it's -- as long as it's good with everybody else,  
20 which I'm going to guess that it is, given the importance of  
21 this issue -- we will find a time, hopefully towards the end  
22 of the week and get that around to everybody here very

1 shortly.

2 All right? If there's not any other discussion on  
3 that subject, the other item that we have on our agenda  
4 today is to come back to the Mental Health Center  
5 discussion. And I don't know, Senator Morse or Senator  
6 D'Allesandro, if you'd like to help us walk through that --  
7 what the update is there?

8 SENATOR MORSE: Well, I -- first of all, I think  
9 you could -- if it's public knowledge, I think you could  
10 announce the piece that we didn't know about until this  
11 morning -- I didn't; that I just want people to understand  
12 progress is being made. But if you could do that, Taylor,  
13 the --

14 TAYLOR CASWELL: Sure. I mean, I think what  
15 you're referring to, Senator is that yesterday we were able  
16 to identify a couple of health centers, including Mascoma,  
17 that the \$100,000 loan that was made to them very early in  
18 this process and a number of other health institutions has  
19 been approved to be converted to a grant. So that should  
20 remove a good deal of the deadload that they had, at least  
21 on their books through this processed.

22 I might also add that they also sent I think since

1 we last met -- the Federal HHS announced their third round  
2 of the Provider Relief Fund, which I can't speak to the  
3 eligibilities of that specifically, but it would certainly  
4 be something that I think should be also considered as part  
5 of this conversation.

6 That total allocation for the round is, I believe  
7 \$20 billion. So that should be something that they could be  
8 looking at as well.

9 I know that in terms of timing, that that round  
10 closes on November 6, and that it's currently open. So  
11 those I think are key things, maybe, Senator, that are  
12 relevant the conversation and hopefully helpful.

13 SENATOR D'ALLESANDRO: Taylor?

14 TAYLOR CASWELL: Senator?

15 SENATOR D'ALLESANDRO: Yeah. The \$100,000 loan,  
16 is that the CDFA loan?

17 TAYLOR CASWELL: No. This is -- if you recall,  
18 very early --

19 SENATOR D'ALLESANDRO: Yes, yes.

20 TAYLOR CASWELL: -- pre -- yeah, it's from that  
21 timeframe.

22 SENATOR D'ALLESANDRO: Okay. So the CDFA will be

1 still in place, and the repayment schedule is still in  
2 place, correct?

3 TAYLOR CASWELL: I can't speak to CDFA's terms  
4 specifically, but the loan that I'm referring to is the one  
5 that is under the control of GOFERR, so --

6 SENATOR D'ALLESANDRO: Okay. Okay, good. All  
7 right.

8 TAYLOR CASWELL: Same amount, unfortunately.

9 SENATOR D'ALLESANDRO: Sure. Just wanted to make  
10 that clear that the CDFA loan is still in place?

11 TAYLOR CASWELL: Yep.

12 SENATOR D'ALLESANDRO: And -- okay, great. Thank  
13 you very much and thanks for that information. That was  
14 very helpful. I didn't get that -- I got that from Senator  
15 Morse this morning. So I thank him and thank you for that  
16 information. That helps. It certainly helps as far as --

17 But moving ahead, the question is -- and I got  
18 your e-mail yesterday, is: We -- from the GOFERR, we have  
19 to ask funds for the months of October, November and  
20 December.

21 And I think Senator Morse was working with HHS for  
22 what would happen in January for the next 10 months. And I

1 don't know how far we've got with that.

2           But they need sustainability from now until the  
3 end of the year, and then money going forward so they can  
4 get themselves -- you know, reestablished from a financial  
5 standpoint; they can move ahead with their fundraising and  
6 move ahead with their services that they provided, which  
7 have been curtailed to some extent because of the virus and  
8 the dental situation, which is -- the best revenue producer  
9 has been significantly, you know, downplayed because people  
10 won't go.

11           So those are the immediate situations that I think  
12 have to be dealt with. And Chuck, you were working on those  
13 things. You asked me to work on part of it. I've given you  
14 my -- the results of my work. And I think we've got to make  
15 a move with regard to this situation and do it fairly quick.

16           TAYLOR CASWELL: Yep, go ahead. Senator Morse,  
17 your hand's raised?

18           SENATOR MORSE: Yep. I just want to make clear  
19 what I asked HHS for was money for a month starting now, not  
20 in January. And then the -- basically what I thought would  
21 be a sustainable situation, based on our meetings we've had,  
22 is for the next 10 months find income for them per month for

1 the month's period, this \$100,000 I think we have to see  
2 where that fits into what was due in -- you know, when it  
3 was due.

4           And then on top of that, there may be a gap that  
5 needs to be funded by us. Hopefully, if it's anywhere near  
6 \$180,000 right now, if we could get the monthly stipend and  
7 we could -- you know, well, you've already done it, you  
8 wrote off the \$100,000 -- I think the number probably is a  
9 lot smaller now that they probably need from March.

10           The commissioner I don't believe is going to have  
11 that answer within a day or two, but she's on it. She  
12 understands it, she's on it. She -- her comments, Lou, were  
13 exactly like what you and I asked on sustainability -- you  
14 know, if we make this move and how we get to the next point,  
15 which I explained of them teaming up with someone else is  
16 probably the best thing that could happen to them.

17           So I think the fact that the Department is  
18 involved in it, they're probably going to help take the lead  
19 on this.

20           To Maryjane's point five minutes ago, what I was  
21 going to ask for was that at this point, let us recess to  
22 the call of the Chair. I have spoke with the Senate



1 President this morning and with Lou. Yes, it was my  
2 intention to come back this week if we could get solutions  
3 to both situations. If we could just get a solution on one  
4 of them, I would come back just for that.

5 But I would think that's what we should do. I  
6 don't think we're ready to make either appropriation today.  
7 I just think the public needs to know we are probably making  
8 an appropriate in both cases.

9 SENATOR D'ALLESANDRO: And Chuck, when are you  
10 suggesting that we reconvene?

11 SENATOR MORSE: I'm sorry, Lou, I can't (sic) hear  
12 anything while you were speaking.

13 SENATOR D'ALLESANDRO: Okay. When are you  
14 suggesting that we need to address both of these subjects?

15 SENATOR MORSE: Well, when I spoke with the Senate  
16 President, I thought we could do it by the end of this week.  
17 You know, I don't think it's -- I think the problem is I  
18 need to -- whatever it is, working with you guys, I need to  
19 come back with something that we can vote on.

20 SENATOR D'ALLESANDRO: Sure.

21 SENATOR MORSE: I think we all understand in both  
22 cases we need to make appropriation. Having something that

1 ties to a very logical position for the eight of us to say  
2 yes to -- and I think that's important -- that's where we  
3 need to get to.

4 I did mention to the Senate President, if someone  
5 else could grab onto the education side of it, I thought  
6 Senator D'Allesandro and I could finish up that goal mark.  
7 You know, and that's assuming we can get some kind of  
8 documentation in.

9 I've -- here's the point, if you got in all these  
10 FEMA documents and Manchester's at \$100 million, Salem's at  
11 a half a million -- you know, don't know what Bedford,  
12 Nashua and all them are at -- is there any relationship to a  
13 per student thing? Is there a relationship to wealth? You  
14 know, I think it's easy enough to figure out real quick, and  
15 then come back with a recommendation.

16 Just like you heard Dr. Ladd say he extrapolated  
17 to \$70 million and, you know, I don't know why he did that,  
18 but I'm sure there's a logical reason how he got there. I  
19 think you could do the same thing. But I think you just  
20 need data to be able to get there.

21 SENATOR D'ALLESANDRO: Sure.

22 SENATOR MORSE: Some people probably spend more,

1 and some people probably spend less. You know, I -- so  
2 there will be a little pain, but there's pain today. And if  
3 we don't make an appropriation, you know, I think it's --  
4 we'll probably need to make an appropriation.

5 So yes, I intend to bring you back before the end  
6 of the week, but that's only if one group can finish their  
7 thing, and the other group can at least come back with  
8 something that we can debate.

9 TAYLOR CASWELL: Very good. Thank you, Senator.  
10 I have Representative Wallner's hand raised.

11 REPRESENTATIVE WALLNER: And thank you, Senator  
12 Morse, for coming to bring us back this week to make some  
13 decisions about this.

14 The one thing I'd like to request is as the -- if  
15 we can get some information on the school districts, which I  
16 certainly hope we can do in a timely manner here, could that  
17 be provided to the Committee as we go along, so that -- or  
18 at least before we meet, so that we can have that data  
19 available to us, to help us in our decision making?

20 TAYLOR CASWELL: Oh, absolutely, Representative.  
21 As soon as we can get something that I think really would be  
22 helpful in that regard, all the districts that we can get,

1 we would get that around to you with plenty of notice before  
2 the meeting for exactly that purpose.

3 REPRESENTATIVE WALLNER: Thank you, Mr. Caswell.  
4 Appreciate that.

5 TAYLOR CASWELL: Very good.

6 SENATOR MORSE: Taylor, you don't --

7 TAYLOR CASWELL: Go ahead, Senator.

8 SENATOR MORSE: -- Taylor, you don't have that  
9 specific proposal? I wouldn't think it needs to be a bigger  
10 document than what Manchester -- they've got. I would think  
11 if you're going to start sending around to us, you know, 75  
12 school districts, I don't think it needs to be any bigger  
13 than what they did. It's pretty clean. You can see where  
14 they've invested their money. Some of it I don't think  
15 could be funded by us, but I think it give us a clear  
16 position. So --

17 TAYLOR CASWELL: Yes.

18 SENATOR MORSE: If you do have it, Senator  
19 D'Allesandro --

20 SENATOR D'ALLESANDRO: I will forward it. I will  
21 forward the Manchester proposal to everybody on the  
22 Committee. I'll send it to you, Taylor, and you can forward

1 it to members of the Committee, how's that?

2 TAYLOR CASWELL: That works just fine, Senator.

3 SENATOR D'ALLESANDRO: Okay. I'll do that ASAP.

4 TAYLOR CASWELL: Very good. Okay. And to your  
5 point, Senator Morse, we won't paper (sic) you any more  
6 necessarily than we need to.

7 SENATOR D'ALLESANDRO: Okay, thank you.

8 TAYLOR CASWELL: Senator Soucy?

9 SENATOR SOUCY: I just don't want to repeat what  
10 others said. I just think it's imperative that we try to  
11 meet by the end of this week. I do think there's a lot of  
12 concern on the part of school districts right now and we  
13 need to allay those fears; that there will be some dollars  
14 forthcoming for something -- particularly that they planned  
15 for as part of their reopening plan, they considered having  
16 reimbursement for FEMA.

17 So we don't want more social determinants to have  
18 to do an about face. I think we need to come up with  
19 something and do it as soon as we can, hopefully by the end  
20 of this week.

21 SENATOR D'ALLESANDRO: Right.

22 TAYLOR CASWELL: Very good. Thank you, Senator.

1 Senator Morse had his hand raised.

2           SENATOR MORSE: Yeah. And one thing -- the reason  
3 I thought getting the document that was being applied for  
4 for FEMA, there's one thing that we could do that would be  
5 very logical if that document worked -- you know, we've  
6 always had this debate at the State House about the 75/25 --  
7 you know, 12 and a half percent from the communities, 12.5  
8 percent from the state.

9           There may be some logic about that 25 percent of  
10 what they're applying for, because, you know, God willing  
11 somebody figures out that FEMA should be working with it.  
12 So, instead of messing up the whole process, there may be  
13 some logic to that 25 percent number. Just a thought. So  
14 that's why I'd like to see these documents.

15           TAYLOR CASWELL: All right. Any other discussion  
16 on this point? Okay, if not that is the end of our written  
17 agenda. Where we are I think right now is, Senator Morse  
18 you want to basically stick with the recess and the call of  
19 the Chair, and that we would aim to have a meeting scheduled  
20 towards the end of the week to return to both of these  
21 issues?

22           SENATOR MORSE: Yeah, I think I've talked to

1 enough people that I've called this morning. If we recess  
2 for the call of the Chair, they know what I'm trying to  
3 accomplish.

4 TAYLOR CASWELL: Okay. Well, if there's no  
5 discussion on that point, we will just go with that, and we  
6 will be in touch with everybody shortly with any information  
7 that we're able to have prior to the meeting with regard to  
8 the FEMA submissions on school districts, as well as,  
9 obviously, time of date for the meeting.

10 So keep those e-mail inboxes open, as I know you  
11 do. Is there any other discussion on this? Otherwise, I  
12 think that will probably be the end of today.

13 SENATOR MORSE: All right, thank you very much.

14 SENATOR D'ALLESANDRO: Okay, thank you, Chuck, and  
15 we'll look forward to our meeting before the end of the week  
16 so we can get this done.

17 TAYLOR CASWELL: Okay. With that, thank you  
18 everyone. Have a great rest of the day.

19 COLLECTIVE: Thank you.

20 [End of Proceedings]