Thank you all for participating in the Racial Equity Town Hall organized by LinkingLeaders on September 25th, 2020. The Walz-Flanagan Administration truly values your involvement in this Town Hall, and we are looking forward to continuing this critical conversation around racial equity as we work towards the 2021 legislative session.

As promised, we have compiled the questions shared by participants before and during the Town Hall and provided responses to the questions we did not have time to address during the conversation. If you have any further questions, please feel free to reach out to our office via phone: 651-201-3400 or via our website: www.mn.gov/governor/contact

GENERAL QUESTIONS ON RACISM:

- **BIPOC folks are tired of a system that wasn’t built for us. How do we keep hope alive when justice doesn’t seem to come for our Black and Brown relatives?**

  We know that systems of oppression cannot be undone overnight. Systemic change takes time. We also know that Black and Brown communities carry this burden disproportionately. And while we often feel like we don’t have that time, if we give up hope or stop trying to create change, we know the outcome of that will be the status quo. So, we need to change things where we can, advocate and push where we can, and make sure that we practice self-care to keep ourselves safe and healthy.

- **What will state leadership do to ensure conversations, training and education around dismantling the construct of white supremacy is advanced?**

  In the Governor’s Office and across the Administration, leadership and staff are committed to coordinating and providing trainings and educational opportunities regarding equity work. We know that trainings cannot be one-off opportunities, but that we must create learning arcs for our staff, provide support and resources, and accountability for learning and application of skills and knowledge.

  In order to meet these goals, the Community Resiliency and Recovery Work Group within the Governor’s COVID Response Structure has developed an Anti-Racism Tool for the Work Groups to utilize in their COVID response work and decision-making. Every Work Group member under the COVID Response has attended a training to learn about this tool. This Anti-Racism Training has also been provided for the members of the Governor’s Cabinet to ensure that we are working to lead with an equity lens and utilizing an Anti-Racism lens in decision making.
• In what ways is your Administration focusing on educating your own team about the necessity to be culturally competent, rooted in grassroots organizing during this challenging time, and providing transparency and inclusion in your policy and solution efforts?

In addition to the training focuses and priorities listed in the previous question, this question also addresses the work of the One Minnesota Council. The first Executive Order Governor Walz and Lt. Governor Flanagan issued was EO 19-01. This Executive Order builds on the important inclusion and equity work started in the Dayton Administration. Within this EO, the Governor and Lt. Governor also created a One Minnesota Council on Equity and Inclusion to focus on and build on this work. The Walz-Flanagan Administration wanted to send the signal that the entire state enterprise needed to be committed to these values and engaged in these efforts. Chris Taylor, the Administration’s Chief Inclusion Officer, has been working to build a team under the Office of Inclusion and partnering with leadership across the Administration to lift up EO 19-01 and center the work of the Council. This work includes providing additional opportunities for community engagement within the Council’s work and continuing to expand the use of the Anti-Racism Tool and Trainings developed in the COVID response work.

The Office of Inclusion continues to build on the priority and success of the previous administration to increase the hiring and retention of people of color and Indigenous people to ensure the state workforce is better accessible to all Minnesotans. The Office is finalizing a strategy to work at both the enterprise and the agency level to promote work to achieve increased retention of BIPOC staff, as well as staff with disabilities and veteran status.

The Community Resiliency and Recovery Work Group has been working within the COVID response structure to ensure an equity lens is centered in this work. The group has focused on the need and collection of disaggregated data, helped develop a testing strategy for Black and Indigenous folks and people of color, ensured COVID 19 information was being translated into multiple languages, worked with organizations to get key resources to front line workers, and made sure masks were accessible to communities of color across the state. The work group has also worked within state government and across the Work Group Structure, while many decisions were being made, to make sure the decisionmakers were using an anti-racism lens and centering equity. There is much more work to do. And we know that we need to do it in partnership with community.

• What actions are you taking to identify racist systems in the Minnesota government, or where racial bias exists in policies and procedures, and what will you do to remedy?

The Walz-Flanagan Administration works to center the work of the Chief Inclusion Officer in our office, so that we have a team focused directly in this work across the enterprise. Chris Taylor, and now newly welcomed Deputy Chief Inclusion Officer, Crystal Fairchild, are leading this work and are digging into building systems and spaces to better support employees in state government. The members of the cabinet and departments leaders in the Governor’s
Office were chosen for their positions based on their shared values of equity and inclusion.

- When will you require equity departments with managerial leadership within each of the state agencies?

We are currently looking at this type of work in the Office of Inclusion. We need to figure out what the right structure is for each agency. We have agencies that have less than 20 staff, and agencies that have thousands of staff. We want to be mindful that there is not a one-size fits all structure. We know that in order to drive strategic change, each agency needs to have a strategy and staff/structure to manage that strategy.

- What steps have been taken to ensure more Native Americans are being hired to work in state government offices?

The Office of Inclusion is committed to helping agencies hire and retain candidates and employees from BIPOC communities to better reflect the diversity of Minnesotans they serve. We know that this work cannot stop at recruitment. We need to create and foster work environments where all Minnesotans and employees can succeed, regardless of race.

APPOINTMENTS, STAFFING, AGENCY MANAGEMENT:

- Racism is everywhere, even in government agencies. How will you stop this in who you appoint to boards, commissions, committees & agencies, and what is the process for victims to have it addressed, remedied, and stopped? Have you considered the inclusion of Latino communities’ representatives within your staff body/outreach, in order to really interact with the diverse communities? We are not just Latino, Latinx, Hispanic, Chicano, but within each of those groups, we have several differences, and you are selecting just one or two persons to interact with, who do not represent the entire diversity within our communities.

The Walz-Flanagan Administration is committed to racial equity work across State Government. That’s why the first step the Governor took after being sworn in was to sign Executive Order 19-01, which guides a statewide commitment to examining how we can advance equity in tangible ways across state government. The boards and commissions that interact with so many communities across the state must look like the state. That’s why this question is important. That’s also why the teams within the Governor’s Office focused on appointments to boards, commissions, and courts are currently developing a plan to better conduct outreach to community organizations and possible applicants to highlight current and upcoming vacancies, with a particular focus on historically underrepresented communities (including but not limited to communities of color, Black communities, Indigenous communities, individuals with disabilities, and Greater Minnesota communities.) Interested individuals can find more information and apply on the Secretary of State’s website. Please help us spread the word!

To answer the specific questions named above and for Latinx community leaders and advocates looking to be more directly engaged with the Governor’s Office, please reach out to Nico Bauer
• Are you aware of the inequity surrounding the MN State Arts Board (MSAB) and the significant disparities at the funding levels/access to funding between Black led small arts organizations/artists and large White led arts organizations? What are you going to do to get the conversation going with the above-mentioned artist communities and to incite the true change that is needed?

The arts play a huge role in the vibrant culture that makes Minnesota an exciting and desirable place to live. But we have work to do to ensure that opportunities are available and accessible to all Minnesotans, not just those that are involved with white-led organizations that have traditionally had access to the most robust and sustained funding opportunities. The MSAB numbers are an example of how disparities in funding between white communities and Black communities perpetuate different systemic treatment of these two artist communities, and fully understanding the string of decisions behind those disparate numbers is the first step in undoing the systemic problem. The Administration and the Office are committed to prioritizing equity and currently undergoing review to create new processes to better understand, collect, and track the necessary data related to state funding to hold ourselves accountable.

• Will the Governor consider a mandate for the implementation of ISO 18091:2019, a Quality Management Standard for Government, across cities and selected governments in MN? [See original Q doc for full text of question]
  • ISO 18091:2019 is a Quality Management Standard for Government which includes the United Nations Sustainable goals for 2030 and requires inclusion of Community Councils (non partisan community members) as integral part of City Government who participate in the goal development and to whom Cities are held accountable to (transparency).

Thank you for this resource; we will look into it further.

EQUITABLE CRISIS RESPONSE:
• The COVID-19 pandemic has rapidly increased our dependence on technology. But for many Minnesotans, especially low-income people and people of color (frontline communities), they have limited access to the internet or no access at all. There is a disproportionate focus on broadband access as the main issue, but even more urgent is that community members also lack computers, tablets, or other critical hardware. What, if any, Minnesota-based plans or initiatives are in the works to redirect used computers from resale or recycle or disposal and place them back into the hands of BIPOC communities and individuals that need them?

The Walz-Flanagan Administration has invested over $430M in federal CARES Act funding in response to COVID-19 and the impact on schools. For GEER (Governor’s Emergency Education Relief Fund), their priority was technology acquisition and summer school. For ESSER
(Elementary and Secondary Emergency Relief Fund), their priority was technology acquisition and mental health services. For CRF (Coronavirus Relief Fund), their priority was reopening operations and student/family/educator support such as technology acquisition, digital navigation, and professional development.

This investment was designed to meet the distance learning needs of students and support families in navigating the technology they receive so they can better support their children. Broadband was in play during the 2020 session and special sessions but did not pass. The Governor and Lt. Governor believe that internet access is a pressing issue of equity, both as it related to education and to employment.

ISSUE-SPECIFIC: BIPOC BUSINESSES

- Can we get programs to help businesses with down payments to purchase buildings they have businesses in?

We are not aware of current programs to help businesses purchase buildings. This would need to be created by the state legislature, or a local or federal government. It’s a great conversation to have with elected leaders in the Legislature or in your city.

- What is the governor’s administration doing to make sure that BIPOC-led businesses are benefiting from policies like Minn.Stat.16C.16 that were supposedly designed to aid them in the RFP Process but has only been effective on less than 5% of state purchasing/contracting opportunities?

Under the Department of Administration, the Office of Equity in Procurement is focused on the work that this question highlights. To learn more about the OEP, please visit: https://mn.gov/admin/business/vendor-info/oep/sbcp/.

Under the Office of Equity in Procurement, the Administration has increased the amount of money spent on targeted groups and has made numerous improvements in order to allow for a response that is faster and more effective. Furthermore, there are numerous groups that work with small businesses to get them prepared to register and to be able to do business with government entities.

- Many minority communities who are limited in English, were young adults (18y/os), minority small business owners, creatives & sole-proprietor micro-small businesses did not receive the support as quickly as they should have [during the pandemic]. Many organizations responding to community needs just did not have the capacity nor were able to work together collectively due to lack of funding. How will you ensure that going forward there will be rapid response teams, funding for capacity building, and culturally appropriate communications methods readily available 24hrs to assist with a crisis similar to this pandemic and the experiences that go along with it?
We are continuing to look for opportunities to improve our and our partners’ service delivery. As the state legislature and federal government continue to look for supports and responses related to the pandemic, we will continue to look for opportunities to provide better services particularly to serve minority communities and minority small businesses and sole-proprietors. Your ideas to improve services are appreciated.

Another priority of the Administration’s COVID response has been working to ensure that key information is accessible in multiple languages. This is the key to creating an inclusive community. All state agencies are now required – at a minimum -- to translate COVID-19 materials into Hmong, Somali, and Spanish, unless the content is community specific.

Additional materials are available on our website: [https://mn.gov/covid19/media/share-message/transl...](https://mn.gov/covid19/media/share-message/translations/index.jsp). Please help us spread the word!

- **What collective partnerships can be built in the community to assist in navigating resources and information?**

In economic development, the Department of Employment and Economic Development (DEED) partners with ADC, AEDS, HAP, LEDC, NDC, MEDA, NEON, and Women Venture to administer loans and technical assistance and share information. DEED is working on a plan for expanding and improving translated materials. DEED is also interested in building more connections with communities so they can find the information and the programs available.

The Office of Economic Opportunity continues to fill an important outreach and engagement role for our agency. They host weekly calls with agency updates on Wednesdays and Thursdays at 4:00. If you are interested in attending these weekly calls, please follow up with [Maureen.ramirez@state.mn.us](mailto:Maureen.ramirez@state.mn.us).

**ISSUE-SPECIFIC: HOUSING**

- **What commitment can the state make toward shifting our response to youth homelessness to invest in the caring but underestimated and often under-resourced relationships with adults the youth already have? This would represent a vote of confidence and transfer of resources to BIPOC communities--and would require an appetite to cut through red tape in housing assistance programs.**

In response to this question, the state has already shares this commitment through support of the passage of the Homeless Youth Act (HYA), and throughout the years as the state allocation for HYA went from $0 to $11.238/biennium. The Homeless Youth Act program supports informal hosting models, as well as prevention services including family support, family mediation, family connection, etc. Six entities are receiving funding right now to implement informal host home housing models (which is all who applied for that model of housing). All agencies (38) are able to use their funds towards family supports, family mediation, family connection, etc.
The Administration is also addressing this work through *Heading Home Together: Minnesota’s 2018-2020 Action Plan to Prevent and End Homelessness*. One action in the Plan under the “fill the gap in housing” principle was to “ensure that state homeless funds that target youth can be used to support informal housing options and youth’s existing support network.”

Safe Harbor funds at DHS can also be used for supporting connections with care adults and family, family counseling and mediation, support for family and caregivers after a program exit.

Lastly, we are always open to learning more about how to reduce any "red tape" that may be getting in the way of an expansion of these kinds of opportunities.

**ISSUE-SPECIFIC: SAFETY & POLICING**

- Based on the events of the past 6 months with deportations and communities' experiences with policing, do you think that uniformed members of the national guard conducting COVID testing has an impact on immigrants and communities of color willingness to be tested? This leads to unease, increased lack of trust in systems, and a feeling of being further policed.

Making COVID-19 testing widely available and easily accessible is a key component of the Administration’s strategy to address community spread of COVID-19. We continue to work with communities to address barriers people are facing in accessing COVID-19 tests, from testing sites being available in their communities, to costs. We’ve shared these concerns with the Testing Work Group and the Community Resiliency and Recovery Work Group. Both teams have been trying to identify long-term solutions. The National Guard has been deployed to support certain community testing efforts; however, they are not involved in staffing the more recent saliva testing sites. The National Guard is a part of the state enterprise and the State relies on them, just like it relies on the Dept. of Health and other state agencies to have a comprehensive and robust response to the COVID-19 pandemic. We are continuously exploring ways in which the COVID-19 testing sites can be welcoming and accessible. The work groups tasked with making community testing accessible and equitable welcome your recommendations. You may reach out to Tenzin.Nordon1@state.mn.us to share your ideas.

- **People with disabilities are the largest minority and you can become a member of this community at any point in your life. What would you do to change this conversation to include all minorities like people with disabilities?**

We have included people with disabilities as one of our populations of focus for COVID-19 outreach and education in multiple ways. The Minnesota Department of Health (MDH) has a Cultural, Faith and Disabilities team within its COVID response, dedicated disability community liaisons, convenes a weekly meeting with advisors from the disability community, and is in the process of increasing funding to better engage the disability community.
ISSUE-SPECIFIC: HEALTHCARE

- What investments and policy changes can be made to support BIPOC people's mental health? Racial trauma, which is often unacknowledged, compounds barriers to accessing care in a system that people of color already don't trust, because it wasn't designed for us. How can you promote access to mental health care provided by and for BIPOC communities?

This is an important question. The mental health of Minnesotans is at the top of mind right now as the COVID-19 crisis continues to create challenges both socially, physically, economically, and mentally for many people. We also know that systemic racism creates disproportionate burdens for BIPOC communities. The Department of Human Services (DHS) has created grant programs that are aimed at helping ensure we have diverse providers and training for providers on ACEs and cultural competencies to better address these needs. To address the increased needs to support mental health, the Governor and Lt. Governor have also allocated $3 million in Coronavirus Relief Funds (CRF) to support mental health providers with the supplies, outreach, and training they need. We also know that there is much more work to do to address what is needed. We would be interested in hearing from you about the solutions you see and the biggest barriers there are.

- From your vantage point, what does the health care system do to create, maintain and/or exacerbate disparities in outcomes for BIPOC patients and families? What would you like to see us change?

We need to have providers who reflect the community they serve all the way to ensuring that we have affordable, comprehensive health care for all populations. We are not there yet, and it will take big investments and transforming the health care system from the ground up.

- What new frameworks can we explore to eliminate social determinants of health like housing insecurity, food insecurity, job insecurity and beyond that are magnified in communities of color?

This is a challenging question, but it is the type of question that we need to be asking ourselves in this time of great uncertainty. We look forward to hearing thoughts from community as to how we address these issues within a truly comprehensive framework.

- How can we further our investment into the health of marginalized communities under deep budget deficits?

It will be hard to make substantial investments in anything in the coming years, and it will be vitally important that we protect programs from significant cuts. What are the programs you want to ensure that no cuts are made to that are working well for BIPOC communities and are there any no cost changes that we can make to underlying programs to make them better?
• In terms of zero racial barriers to health access, how can we change how the state government pays providers and managed care organizations to align incentives to reduce racial inequalities in care delivery?

As a whole, we need to take a hard look at the incentives we have in our current system and ensure that we are paying for health outcomes verse waiting until someone gets really sick. This is particularly true in communities of color, and we need to think about how we can use tools that are available to us to incentive health outcomes.

ISSUE-SPECIFIC: EDUCATION

• Happy that you brought this up about Teachers of Color. We have them, the School Districts almost always have reasons to find a disqualification within their resumes as they do not look like the community they live in. Even with Cultural School Liaisons, they will pick a person of non-Indigenous as they have college studies to back their knowledge plus they fit the community color. The majority of hiring panelists in the urban areas are non-Indigenous. Where do they file a complaint to and whom really hears them. Plus, they know they are not welcomed, so they get stuck in a system of racial bias.

Discrimination in hiring and anywhere is unacceptable. Please reach out to the MN Department of Human Rights to file a complaint: 1-833-454-0148 or go to mn.gov/mdhr/intake to learn more.

• How are schools being held accountable to get the work done? What is the definition for success this year for learning for students? Is this year going to be a year of excuses to not support our students of color and indigenous students? We keep asking these questions with limited answers.

We recognize the end of the last school year and this school year look a lot different than most. The pandemic’s impact on learning, and the reignition of racial bias in our systems, are adding at least one additional Adverse Childhood Experience (ACE) to every student in our state. The pivot to emergency distance learning last spring and this fall focused on continued contact and learning. That’s why we call it distance learning and not relay on digital/virtual/remote learning. The Administration has made significant use of the federal funds that have come to Minnesota and our schools to ensure every student has the access they need to fully participate in the mode of instruction schools are pursuing this year. The Department of Education’s (MDE) assessment division is in communication with schools to find creative solutions this spring as the challenges persist. MDE has also been clear about formative assessment at the beginning of this school year: review what may have been missed last spring so that this year has a strong foundation.

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This investment was designed to meet the distance learning needs of students and support families in navigating the technology they receive so they can better support their children. Broadband was in play during the 2020 session and special sessions but did not pass. The Governor and Lt. Governor believe that internet access is a pressing issue of equity, both as it related to education and to employment.

- **How will challenges that POCI communities face uniquely due to COVID, be addressed in education policy by the state of MN?**

The pandemic’s impact on learning, and the reignition of racial bias in our systems, are adding at least one additional Adverse Childhood Experience (ACE) to every student’s experience. And it’s compounded onto what our POCI communities have already experienced. The Administration’s Safe Learning Plan expects that students who need it most, those with disabilities, English Learners, and those who need additional support, are prioritized for in-person learning. We know that in-person learning is the most effective. We also know that POCI communities are at a higher risk of COVID exposure and sickness. That’s why the federal funding we invested for education focused on preparing healthy learning communities through additional personal protective equipment, staff time, tutoring, translations, and digital navigation supports. When it comes to policies for 2021, we’re looking to focus on areas like mental health, diverse educators, and culturally competent practices.

- **How can state leadership support school systems that honor and develop the racial and cultural identities of students, and promote self-actualization? When will educational standards be changed to include ethnic studies curriculum?**

In 2020, the Walz-Flanagan Administration proposed a variety of policy proposals around protecting the contributions of diverse peoples, cultural competency training/evaluation for educators and administrators, and building better education systems through cultural competency requirements in their accountability plans. We also proposed some work on Indigenous education for all. However, as you may know, very little passed in the 2020 Legislative Session. The Department of Education sent out guidance and resources to schools after the death of George Floyd to support educators in talking to students about race and biased systems. Also, right now the social studies standards are being revised. Check out MDE’s website for when the public meetings are, and the opportunities to provide feedback to the committee. We’ve got some great folks who are willing to do exactly what you’re calling for. And, we need you as the public to hold that committee accountable to follow through.
What actionable strategies can we implement to interrupt and dismantle institutional racism in Minnesota’s teacher certification processes? Outside of it being quite difficult to attract brown and black teacher candidates, passing exams and obtaining licensure via PELSB requirements is an infuriating experience for many candidates.

Part of addressing the system is to elevate the teacher profession so that it is an attractive field to enter and stay in. It makes sense that not as many students of color or indigenous students want to become teachers compared to white students when you think about their experiences in the classroom. We also need to make college more accessible and affordable, which is through college readiness and high school graduation, and targeted resources to students of color pursuing a college degree. We also know that there are many other ways to become a teacher, so promoting Grow Your Own programs and other pathways provides the supports to navigate the process. Ultimately, some changes would need to be pursued through the legislature, so it’s important to talk to them about exams and requirements.

Staff from the Governor’s Office Appointments Team are currently developing a plan to conduct outreach to community organizations and possible applicants, to highlight current and upcoming vacancies, with a particular focus on historically underrepresented communities (including but not limited to communities of color, Black communities, Indigenous communities, individuals with disabilities, and Greater Minnesota communities.) Interested individuals can find more information and apply on the Secretary of State’s website. https://www.sos.state.mn.us/boards-commissions/help-how-tos/

How do we hold K-12 public school systems accountable for addressing (and making changes regarding) implicit bias, institutionalized oppressive practices and policies, and curricula and instruction that continue to reinforce to alienate BIPOC students/families/staff, when district leaders and school boards refuse to recognize the need for change that can lead to more equitable practices?

During the 2020 Legislative Session, the Administration proposed a variety of policy proposals around protecting the contributions of diverse peoples, cultural competency training/evaluation for educators and administrators, and building better education systems through cultural competency requirements in their accountability plans. Most of this came from the Increase Teachers of Color Act. Unfortunately, very little passed in 2020, so we’re developing our legislative proposals for 2021. These proposals are ways to hold the system accountable -- it’d be woven into district plans and teacher development and evaluation. PELSB (Professional Educator Licensing and Standards Board) and BOSA (Board of School Administrators) have recently proposed updates to their standards of effective practice for being an educator and administrator. That’s a way to raise the bar and expect educators and administrators address implicit bias, cultural competency, and pedagogy.
• Would you support Public Channels such as PBS to bring more documentaries by Indigenous Peoples into the schools for part of their History Lessons?

Yes! There’s already a state law that require the contributions of Minnesota’s Indigenous communities to be integrated into our state’s academic standards. While MDE cannot mandate curriculum, schools can build a strong partnership with PBS for strong resources.

• The COVID-19 pandemic has rapidly increased our dependence on technology. But for many Minnesotans, especially low-income people and people of color (frontline communities), they have limited access to the internet or no access at all. There is a disproportionate focus on broadband access as the main issue, but even more urgent is that community members also lack computers, tablets, or other critical hardware. What, if any, Minnesota-based plans or initiatives are in the works to redirect used computers from resale or recycle or disposal and place them back into the hands of BIPOC communities and individuals that need them? Women and Mothers, especially in minority communities are heavily impacted and face economic barriers and hardship balancing work and attending to young kids during distance learning-- What are you committed to doing to support women and their role?

From the $430 million in federal funding Minnesota received for education, the number one priority was for technology and internet access. We expect districts and charter schools to first address those gaps, after MDE surveyed all schools to determine the need. Another priority was to support families in digital navigation. It’s one thing to receive computers and possibly money to get internet access, however support in troubleshooting computer issues and getting connected to the internet is necessary. We also have a public-private partnership through ConnectedMN. The Minneapolis and St. Paul Foundation, in collaboration with other foundations and businesses, have been able to fundraise and grant organizations necessary resources to support students and families in need.

• What are your plans to build more accountability, transparency and action around distance learning? There have been many feedback sessions, but actions seem few.

Because we’re in a pandemic and facing unprecedented burdens it’s more important than ever to focus on our own mental health and wellbeing at this time. Through the Administration’s Safe Learning Plan, we expect educators to focus on relationship building and checking in with students to get through this together. And, our academic expectations are the same for whatever learning model a student is in. We know some students weren’t able to connect during emergency distance learning in the spring. Schools had the summer to prepare for three learning models, which may be likely throughout this school year as the pandemic progresses. A best practice is to review topics from last spring at this time to build a strong foundation to learn new material this year. The federal funding investments can be used for additional professional development so that educators continue to refine their online pedagogy. MDE continues to find partnerships for additional professional development opportunities.
• Distance learning for ELL students is almost non-existent.

The Administration’s Safe Learning Plan has a guiding principle that students who need it most, ought to be learning in-person. This includes multilingual learners. The plan also required that district and charter schools’ plans be translated and accessible to student and families’ languages. And, the federal funding we invested can be used for additional translation and interpretation services needed to reach every family. Our guidance expects educators to build relationships and check in with every student to better understand the capacity of students to learn from home.