

**NEVADA DEPARTMENT OF EDUCATION
ENGLISH MASTERY COUNCIL
MEETING MINUTES
Thursday, June 23, 2022
8:00 AM**

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**DRAFT SUMMARY MINUTES OF THE ENGLISH MASTERY
COUNCIL MEETING**

BOARD MEMBERS PRESENT

- Lorna James Cervantes, Chair
- Alain Bengochea
- Nancy Brune
- Laurel Crossman
- Gladis Diaz
- Bettye Haysbert
- Blakely Hume
- Cristina Lash
- Leah Terry
- Karl Wilson

1. CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

- *Lorna James-Cervantes, Chair, English Mastery Council*

Chair Cervantes called the meeting to order at 8:06 a.m.

Blakely Hume conducted roll call and confirmed quorum.

Chair Cervantes led the Council in the Pledge of Allegiance.

2. PUBLIC COMMENT #1

Public comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. The Chair of the English Mastery Council will impose a time limit of three minutes. Public Comment #2 will provide an opportunity for public comment on any matter within the English Mastery Council’s jurisdiction, control, or advisory power.

There was no public comment.

3. APPROVAL OF FLEXIBLE AGENDA (Information/Discussion/For Possible Action)

- *Lorna James-Cervantes, Chair, English Mastery Council*

Motion: Approve Flexible Agenda

By: Laurel Crossman

Second: Leah Terry

Vote: Passed unanimously

4. APPROVAL OF MINUTES: 4/28/22 ENGLISH MASTERY COUNCIL MEETING (Information/Discussion/For Possible Action)

- *Lorna James-Cervantes, English Mastery Council Chair*

Cristina Lash noted a typo on page 6 that should say crafted rather than crafter.

Alain Bengochea noted that on page 8, the acronym for the Organization for American Council for teaching Foreign Languages has a U in the acronym that should be removed as it should read ACTFL.

Laurel Crossman noted that the first bullet point on page 9 under the District Policy and Criteria Planning should include a recommendation for all grade levels in elementary schools, not just up through grade 3.

Chair Cervantes noted that the first paragraph on page 10 should state that the research has been clear that this is not appropriate and will not be the plan moving forward.

Blakely Hume added that the fact that this was not part of the federal research should be added.

Karl Wilson noted the second bullet at the bottom of page ten should read pupil-centered funding plan.

Motion: Approve April 28, 2022, EMC Meeting Minutes as Amended

By: Cristina Lash

Second: Alain Bengochea

Vote: Passed unanimously

5. NEVADA DEPARTMENT OF EDUCATION UPDATE (Information/Discussion/For Possible Action)

The Nevada Department of Education (NDE) will share the most recent updates pertaining to English learner initiatives, Legislative Committee on Education (LCE) updates, the future 2023 Legislative session, other updates, interest of the NDE on Council, or any thoughts from Jhone Ebert's words. Additionally, some statistics regarding the service of the council and its participants will also be shared.

- *Karl Wilson, Education Programs Supervisor, Nevada Department of Education*
- *Blakely Hume, Education Programs Professional, Nevada Department of Education*

Karl Wilson indicated the information being shared today is based largely on information shared on Monday, June 13 at the Nevada Association of School Administrators Spring Conference. Mr. Wilson thanked the members of the EMC for their commitment to help the state move in the direction of ensuring a quality, equitable education for all students. Mr. Wilson discussed Juliana Urtubey, Nevada's Teacher of the Year the previous year, indicating that she continues to be an inspiration.

Karl Wilson next discussed the speakers. Mr. Wilson indicated that one of the speakers discussed how far we have come in the efforts in civil rights but indicated that there is still a lot of work to be done. Mr. Wilson explained that this same speaker asked if we know enough about students who may be different from us to be able to recognize their assets as well as when reflecting on the structures and education systems in place, whose interests are being served will by our organization and systems and whose are not. Mr. Wilson commented that the work of the EMC has been able to focus very well on the abilities and the needs of English learners throughout the years and what needed to change to ensure their access.

Karl Wilson reminded the Council that in 2021, AB 195 was passed, a key part of which was to ensure that EL pupil and parental rights are provided to the families of English learners, as well as that information is provided in both English and the parents' primary language. As such, Mr. Wilson explained that school administrators were reminded that as they get ready to start the new school year, the copy of those parental rights need to be provided at the time of registration or when the pupil is identified as an English learner. Mr. Wilson continued that the information is to be provided on both the LEA and school website in English and in the five most common languages besides English: Spanish; Filipino Tagalog; Chinese Zhongwen; Vietnamese; and Amharic. Mr. Wilson offered thanks to the Clark County School District who assisted NDE in having that information translated the previous year. Mr. Wilson indicated that another requirement under AB 195 is a new report that will be submitted for the first time this fall regarding English learner data. Mr. Wilson indicated that the report template has been made available for most of the data points included in that report and further indicated that districts are to use the October 1 Official Validation Day data but because graduation rate is always reported a year behind, districts will be using the graduation rate data for the 2020-21 school year as part of that formal submission. Mr. Wilson next indicated that NDE then went on to encourage school districts to look at the state and federal funding available to support services for English learners, indicating that the majority of the funds that are currently available in the state are through the pupil-centered funding plan using EL weights, which offers close to \$85 million per year versus the federal Title III funds under Every Student Succeeds Act that are approximately \$7.5 million. Mr. Wilson continued that at this point, NDE also encouraged LEAs to look at other resources that could be used to address the impacts of COVID, explaining that there have been three rounds of federal relief to address the pandemic: The CARES Act; CRRSA; and the American Rescue Plan (ARP), under which funds are available to school districts for use at their discretion to meet the needs of students and districts impacted due to COVID. Mr. Wilson informed the Council that in the very near future, there will be two more competitive grants that will be using some of the federal relief funds for which district can apply: one for \$20 million and a second one for \$200 million. Mr. Wilson cautioned the importance of considering the concept of supplement in ensuring that basic services are provided through state and local funds, and indicated that NDE reminded school districts and administrators that Title II funds that are received must go to the following three purposes: professional development in strategies to help English learners achieve success; providing supports that enhance or supplement the language instruction in educational programs; and parent, family, and community engagement. As such, Mr. Wilson indicated that as districts submit their annual application for funds, NDE always looks to see that at least a portion of their Title III funds are being used for these three purposes. Mr. Wilson reminded the Council that when Every Student Succeeds Act was passed, additional opportunities opened up for usage of Title III Funds beyond the three required uses. In addition, Mr. Wilson indicated that NDE shared some specific professional learning opportunities

coming up in the fall with the participants at the spring conference including: an established partnership between NDE and TMCC in a collaborative partnership for a new course identified as EDU 288, which will provide training to educators around the English Language Development Standards framework and quality instruction to meet the needs of English learners; an ELAD endorsement cohort training sponsored by Northwest Regional Professional Development Program Office; and numerous, free WIDA professional learning opportunities available in the way of asynchronous modules around specific topics.

Chair Cervantes thanked Mr. Wilson for his presentation.

Laurel Crossman asked for confirmation that the two competitive grants will be administered through NDE and are not federal application grants.

Karl Wilson indicated that these are federal dollars that have been appropriated to Nevada and as such, NDE will be conducting the competitive grant process, and that this will not be a national competition.

Leah Terry commented that the two grants look very specific as the \$20 million has to do with crisis stabilization centers and the \$200 million for learning loss.

Karl Wilson concurred that this was an accurate summarization.

Blakely Hume discussed some of the finer points and achievements that the EMC has completed over the years. Mr. Hume indicated that today each workgroup would provide recommendations on which the Council would vote, and that these will be the final set of recommendations from the EMC as a whole. Mr. Hume then discussed the individual workgroups and their accomplishments as well as the Council as a whole and its achievements over the eight years that it has been in existence. Mr. Hume next noted each member of the Council and thanked each one for their work over the past eight years of the Council's existence.

Chair Cervantes thanked Mr. Hume for his overview of the EMC and also thanked the members for all the work that they have done over the years. Chair Cervantes also thanked Mr. Hume and Mr. Wilson for all their work with the Council and their leadership over the years.

Karl Wilson summarized some of the early accomplishments of the EMC for those members who joined later.

Blakely Hume discussed the Council's role in the development of the English Proficiency and Academic Achievement Process report, indicating that the research has been completed. Mr. Hume thanked the members for their support and presentation, as well as the discussion of that material over the last couple of years.

6. FINAL EMC WORK GROUP RECOMMENDATIONS (Information / Discussion/For Possible Action)

Selected EMC members representing various work groups will have a final conversation regarding any potential, final recommendations regarding the work from the EMC. The recommendations will be based on the work outline from the EMC legislative mandate stated in NRS 388.411. Possible actions might include a discussion of the work groups or recommendations or potential vote from the EMC regarding legislative charges to bring forward to the State Board of Education.

Blakely Hume reminded the members that the report is roughly 20 pages and will be cut down and as such, indicated the importance of moving on to the final recommendations.

Work Groups:

- District Policy and Criteria Planning

Blakely Hume reminded the Council of the five recommendations: 1, the English Learner Plan Recommendation, which states that all school districts must create a detailed EL plan to implement their EL policy regardless of the number of ELs in the district; 2, District EL plans will specify ELD curriculum materials and instructional methods that support language development and provide high-quality instruction that align with Nevada Academic Content Standards, district-identified program models of instruction and instructional delivery methods, and ELD Standards;

districts should properly and accurately identify EL students to avoid over-identification of special education students.

Chair Cervantes recommended that the wording be changed from assessments recommendation to assessment recommendations.

Blakely Hume continued on with recommendation 4, which states that professional development is recommended to improve instruction and assessment for ELs by enhancing teacher capacity to understand and use curriculum assessment measures and instructional strategies supporting academic language development and equitable access to grade level content, and with NDE support, districts will increase educator capacity through such opportunities as recruiting and providing incentives for teachers with TESL ELAD endorsements for those with equity and evidence training. Mr. Hume then discussed recommendation 5, which states the districts will establish procedures and regular opportunities for parents of English learners to provide feedback and recommendations on English learner programs and services.

Laurel Crossman pointed out a correction on the second bullet point under the fourth.

Cristina Lash questioned whether or not there should be consideration of what schools should do with the feedback included within a second bullet point and suggested changing the wording from districts will implement this feedback to districts must consider the feedback in creating services for EL programs.

Chair Cervantes concurred with changing the wording from implement to consider.

Laurel Crossman suggested adding a second sentence after the second bullet indicating that districts will consider implementing recommendations from parents as appropriate.

Blakely Hume asked if having the qualifier of parents of ELs is appropriate.

Laurel Crossman indicated that it is appropriate.

Karl Wilson concurred with the suggestion of changing the language to include consider the feedback and suggested changing the wording to districts will establish a procedure to review recommendations.

Chair Cervantes concurred with Mr. Wilson's suggestion.

Cristina Lash concurred and added implement them as appropriate to best serve the needs of EL students.

Laurel Crossman concurred and suggested the wording include review feedback and recommendations from parents.

Chair Cervantes concurred.

Nancy Brune indicated the importance of schools providing resources for parents.

Laurel Crossman indicated her belief that that was not an area that was reviewed and found lacking.

Gladis Diaz agreed with Ms. Crossman.

Blakely Hume confirmed that this was not one of the concerns determined by the committee.

Chair Cervantes suggested that the point made by Ms. Brune is included in bullets 1 and 2.

Nancy Brune concurred.

Cristina Lash suggested adding a tag to the first bullet.

Nancy Brune suggested removing the last sentence.

Karl Wilson indicated that NAC 388.555 refers to specific components of the district EL policy and specifically addresses parent and legal guardian opportunities for participation, provision of notice, and certain information.

Laurel Crossman clarified the difference between the policy and the plan.

Motion: Approve the five recommendations as discussed

By: Nancy Brune

Second: Leah Terry

Vote: Passed unanimously

- TESL

Blakely Hume discussed the recommendations of the TESL workgroup. Mr. Hume indicated that Bullet Point 1 refers to revising the coursework to reflect similar curricular expectations as the ELAD endorsements and that course titles should be similar to those required for ELAD but adopt a bilingual perspective rather than the second language English learning perspective. Mr. Hume explained that Bullet Point 2 indicates that obtaining the bilingual endorsement will satisfy the ELAD endorsement requirement for pre and in-service teachers.

Karl Wilson indicated the possibility that the State Board would likely refer these recommendations to the Commission on Professional Standards.

Laurel Crossman asked if English learning perspective and English medium learning context are similar or different.

Alain Bengochea indicated that they are different as English medium refers to the channel through which meaning is communicated.

Blakely Hume asked the members of the subcommittee if the recommendations should be left as bullet points or if they had another preference. Mr. Hume next indicated that the Council is recommending that the titles of the 12 credits of coursework be changed to include the completion of at least three semester hours of credit in each of the following areas of study: language, acquisition theory, and bilingual language development practices; secondary bilingual methods and curriculum for multilingual learners; third area, bilingual assessments and evaluation of Multilanguage learners. Mr. Hume indicated that the second sub-bullet includes completion of at least two semester hours of credit in one of the following areas of study: policies and critical issues and best practices for multilingual English learners in pre-kindergarten, elementary school; policies, critical issues, and best practices for multilingual English learners in secondary school; completion of at least one semester hour of credit practicum, which must include, without limitation, at least 25 hours of experience working in the classroom.

Cristina Lash indicated the use of bilingual and multilingual within the same bullet point is intentional.

Karl Wilson added that NDE leadership has asked that terminology be looked at in order to be up-to-date and consistent.

Alain Bengochea indicated that an additional term being heavily used in the research is emergency bilingual to identify English learners who have not yet met proficiency in English.

Cristina Lash noted that what's listed under Recommendation 3 is the details for what is under Recommendation 1.

Nancy Brune concurred.

Chair Cervantes concurred and indicated that number 3 should perhaps be a bullet under number 1 and then number 2 can be moved down to the next page.

Alain Bengochea asked if the Council needs to put in its recommendation in writing in order to move this forward to the Commission on Professional Standards.

Karl Wilson indicated that it would be beneficial to acknowledge that the EMC is asking for support from the State Board of Education but recognizes that this is a recommendation that would need to go to the Commission on Professional Standards.

Chair Cervantes concurred that this is a good recommendation for the notes section but does not need to be included on the slide itself.

Karl Wilson concurred.

Cristina Lash asked for clarification if the headings under TESL workgroup is supposed to be numbering the recommendations within that subgroup or numbering all of the recommendation of the EMC.

Karl Wilson indicated structurally, in terms of the presentation, there might be value in just saying District Policy Workgroup recommendations, TESL Workgroup recommendations, and then they're together in bundles.

Blakely Hume read through the TESL Workgroup recommendations one more time for the Council.

Leah Terry asked if the stipend was one-time or annual, and if this needed to be specified.

Karl Wilson concurred that this should be more specific.

Laurel Crossman questioned where the funding was coming from.

Chair Cervantes also wondered where the funding was coming from.

Cristina Lash indicated her concern regarding putting the burden of sourcing this funding upon districts.

Laurel Crossman suggested that the Council make the recommendation and indicate its openness as to how it can be applied.

Chair Cervantes suggested changing the wording to remove the monetary amount and instead word this as a stipend similar to that provided for nationally board-certified teachers in the state.

Leah Terry explained that the National Board is significantly more than \$1,000 and as such, the wording suggested by the Chair might not be doable and asked what other states are doing.

Cristina Lash indicated that the median is around \$3,000 for an annual bilingual stipend and concurred with Chair Cervantes that the amount might have to be decided by another group. Ms. Lash suggested that the language include something along the lines of comparable to or competitive with the rate of other states rather than to include an exact amount.

Chair Cervantes concurred and suggested an additional recommendation for the state Legislature to set aside money to allow for providing teachers who obtain a bilingual endorsement with the stipend.

Cristina Lash concurred.

Karl Wilson asked if this would also be available for teachers who receive an ELAD endorsement or exclusively for bilingual.

Alain Bengochea asked the same question.

Leah Terry suggested changing the word receive to the word earn.

Chair Cervantes concurred with this recommendation.

Blakely Hume read Recommendation 4, which states that individuals from out of state who are applying for a bilingual endorsement in Nevada would need to provide transcripts and/or syllabi that showcase titles and/or course objectives and successful course completion from regionally accredited college or university from another US state in addition to language proficiency requirement.

Leah Terry indicated her belief that this was already a requirement.

Chair Cervantes concurred and asked if the group wished to keep number 4 or found it redundant.

Alain Bengochea indicated that the group thought it necessary to include Recommendation Number 4 for consistency with the language of the new recommendations.

Karl Wilson recommended that the Council approve these in terms of substance as there may need to be some tweaking for consistency purposes across the recommendations themselves.

Motion: Approve the recommendations of the TESL workgroup as edited
By: Nancy Brune
Second: Alain Bengochea
Vote: Passed unanimously

- English Proficiency & Academic Achievement

Blakely Hume read through the recommendations of the EP&AA group. Mr. Hume indicated that the workgroup had decided upon an introductory comment followed by three recommendations.

Chair Cervantes indicated the need to change the wording to be consistent with the language above.

Cristina Lash indicated the wording at the end is problematic.

Chair Cervantes concurred.

Laurel Crossman concurred.

Blakely Hume explained that there were two forms of research: one done on best practices to support students in the lowest 25th percentile, and secondary research on the identification of African American English variations.

Cristina Lash suggested changing the sentence to read, "Identifying African-American variation speakers and English learner and student achievement for student groups who have typically fallen into the lowest 25th percentile."

Laurel Crossman suggested adding wording regarding research conducted regarding identifying student and identifying and regarding student achievement in order to clarify two different research areas.

Chair Cervantes suggested making this into two sentences because trying to combine it into one makes it overly complicated.

Leah Terry questioned the need to hammer out all of this when the slides that show the recommendations provide the understanding that the research was conducted by each of those teams of people.

Chair Cervantes indicated that the Council felt it was important to include this because of the nature of the particular topic being discussed.

Laurel Crossman indicated the importance of including this when presenting a slide because it shows the extensive work that has been done by the workgroups over a number of years. Ms. Crossman further suggested adding clarification regarding the sentence of "recognizing these students" to identify which students they are.

Chair Cervantes concurred and suggested that the wording include those who typically fall in or who are in the lowest 25th percentile.

Laurel Crossman indicated the importance of including the wide range of students with the identifications.

Karl Wilson recommended that the EMC consider moving the entire sentence.

Chair Cervantes concurred with that recommendation, indicating that moving that sentence shows the order in which the work was actually done. Chair Cervantes next asked if the fact that the research done on African American vernacular determined that these students should not be identified as ELs should be stated specifically in this section.

Cristina Lash indicated her belief that it does belong here rather than in the notes because it is confusing to have that point mentioned if it does not come back in the recommendations. Ms. Lash questioned the need for a sentence leading into the recommendation if these points are included on the slide.

Chair Cervantes concurred.

Blakely Hume added the sentence about research not supporting identifying African American English Variation speakers as English learners. Blakely Hume informed the Council that the new acceptable terminology is now English Variation and that the current term now being used is African American Language rather than African American English Variation.

Karl Wilson suggested adding the word "although" at the beginning of the sentence starting with "the research did not support."

Cristina Lash asked if African American students who fall in the lowest 25th percentile need to be specified.

Karl Wilson indicated that they do.

Laurel Crossman indicated that the sentence with the first use of African American English uses ELs and as such, the next sentence discussing AAE speakers should also say ELs.

Chair Cervantes suggested removing the word "fall" as it seems derogatory.

Karl Wilson concurred.

Blakely Hume asked if the Council would be okay with him looking into the most recent designation for African American language.

Chair Cervantes indicated that she had no issue with Mr. Hume looking into most recent usage.

Leah Terry concurred.

Chair Cervantes asked Mr. Hume to reference the page numbers in question in the notes section.

Blakely Hume indicated that the introductory paragraph was what started off the lead to the following recommendations: Number 1, in order to meet the needs of students performing in the lowest 25th percentile of English Language Academic Achievement, targeted funding for students equivalent to that provided for ELs should be provided to assist schools in meeting a rigorous and equitable education for all students. Sub-bullet: Funding for students in the State of Nevada should be stacked to meet the needs of students who qualify for a variety of people-centered funding plan waits; Recommendation Number 2, similar to the English Learner Policy and Plan, each district will be required to create a Policy and Implementation Plan for meeting needs of students performing the lowest 25th percentile English Language Academic Achievement. Plan should include professional development curriculum, social, emotional learning, and evidence-based instructional strategies; Recommendation 3, schools in the lowest 25th

percentile of English Language Academic Achievement in the state will be required to develop a corrective-action plan (CAP) that must identify root causes for underachievement and will include specific action plans that will meet the needs of those students.

Laurel Crossman suggested recommending parent feedback and recommendations.

Chair Cervantes concurred.

Karl Wilson suggested inserting the word "district" into Recommendation 2.

Chair Cervantes concurred.

The Council discussed including the word "will" in Recommendation 3.

Laurel Crossman indicated that it can be offered, but there is not guarantee that needs will always be met, and as such, suggested saying "will include specific action plans to meet the needs of those students."

Motion: Approve the recommendations of the EP&AA workgroup as edited
By: Laurel Crossman
Second: Gladis Diaz
Vote: Passed unanimously

Chair Cervantes thanked the members of the Council for their eight years of dedication to the students in the state as well as for all their work while serving on the EMC. Chair Cervantes informed the Council that Mr. Hume and Mr. Wilson may be calling on members of the different workgroups to help in the presentation to the State Board of Education.

Karl Wilson noted that the dates for those meetings are as follows: September 1 at 2:00 p.m.; October 6 at 2:00 p.m.; November 3 at 2:00 p.m.; December 15 at 2:00 p.m. Mr. Wilson further indicated that NDE is required to provide all recommendations for the Board agenda and documentation approximately four weeks in advance and as such, this will help to shape the timeline in terms of the request to NDE Leadership in terms of inclusion on the State Board agenda. Mr. Wilson indicated his belief that it would be appropriate to target September 1 for the presentation but explained that NDE leadership would need to be consulted in terms of the timeline that the State Board would like the presentation.

7. PUBLIC COMMENTS #2

Public comment will be taken during this agenda item on any matter within the English Mastery Council's jurisdiction, control, or advisory power. No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. The Chair of the English Mastery Council will impose a time limit of three minutes.

There was no public comment.

8. ADJOURNMENT

- *Lorna James-Cervantes, English Mastery Council Chair*

Chair Cervantes thanked the members of the Council and adjourned the final meeting of the English Mastery Council.

Karl Wilson expressed his honor at working with the team of marvelous and caring individuals and professionals that comprised the EMC.