

**NEVADA DEPARTMENT OF EDUCATION  
ENGLISH MASTERY COUNCIL  
MEETING MINUTES  
Thursday, April 28, 2022  
8:00 AM**

***NOTICE: THIS MEETING WILL BE VIRTUAL WITH NO PHYSICAL LOCATION***

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Watch the Meeting	<a href="#">Lifesize Livestream</a>
Provide Public Comment to	tina.lombard@doe.nv.gov
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**PUBLIC NOTICE**

The public is hereby noticed that the English Mastery Council reserves the right to take agenda items out of posted order (except those public hearings will not begin earlier than posted times); items may be pulled or removed from the agenda at any time; and items may be combined for consideration. A time for public comment is provided at the beginning and at the conclusion of the meeting. A time limit of three minutes will be imposed by Chair Cervantes for public comments to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Council. If you are unable to attend but would like to provide a written statement for public comment, please submit your statement to [tina.lombard@doe.nv.gov](mailto:tina.lombard@doe.nv.gov) before the close of the Council meeting. The Council chair reserves the right to call on individuals from the audience or to allow for testimony at any time. All individuals providing testimony must fill out a visitor card. Reasonable efforts will be made for members of the public who have disabilities and require special accommodations or assistance at the meeting. Please contact Tina Lombard, 702-668-4342, [tina.lombard@doe.nv.gov](mailto:tina.lombard@doe.nv.gov) at least five business days in advance so that arrangements can be made. The support materials to this agenda are available at no charge on the NDE website found [here](#) (under the meeting date referenced above) or by contacting tina.lombard@doe.nv.gov, 702-668-4342, 2080 E. Flamingo Suite 210, Las Vegas, NV 89119 This public notice has been posted at the offices of the Department of Education (NDE) in Carson City and Las Vegas, online at the Nevada Public Notice website, [notice.nv.gov](http://notice.nv.gov), the Nevada Department of Education website, [doe.nv.gov](http://doe.nv.gov), and sent to all interested persons who requested notice.

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

**BOARD MEMBERS PRESENT**

Lorna James Cervantes, Chair  
Alain Bengochea  
Laurel Crossman  
Blakely Hume  
Cristina Lash  
Leah Terry  
Karl Wilson  
Paula Zona

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

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

Chair Cervantes called the meeting to order and led the EMC in the Pledge of Allegiance. Roll call was taken, and quorum was established.

**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:** Paula Zona  
**Second:** Alain Bengochea  
**Vote:** Passed unanimously

**4. APPROVAL OF MINUTES: 3/3/22 ENGLISH MASTERY COUNCIL MEETING (Information/Discussion/For Possible Action)**

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

Karl Wilson indicated that the last paragraph on page 5 should state that Karl Wilson informed the EMC that the English Learner Department has been requested to participate in the summer conference of the Nevada Association of School Administrators rather than that the EMC was requested to provide a presentation.

**Motion:** Approve March 3, 2022, EMC Meeting Minutes as Amended  
**By:** Leah Terry  
**Second:** Paula Zona  
**Vote:** Passed unanimously

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

English learner initiatives such as any updates on the latest assessment data, Legislative Committee on Education (LCE) updates, explanation, and process of the EP&AA report, or any other departmental or legislative updates as they may relate to the council.

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

Karl Wilson provided an update from NDE with a brief presentation in response to a request that came to NDE to provide an update regarding English Learners to the Legislative Committee on Education. Mr. Wilson explained that the four main topics discussed were: English Learners in Nevada; the transition from the Zoom School EL funding to the pupil-centered funding plan; specific updates on two bills passed by the Nevada legislature regarding English Learners Assembly Bills 195 in 2021 and 219 in 2019; a summary of the work of the EMC provided by Chair Cervantes.

Karl Wilson indicated that during COVID, the official enrollment counts reflect a drop in EL population in Nevada. Mr. Wilson explained that NDE does not know all the factors but has heard from school districts that this is related to school closures, particularly in Clark County School District, which was closed longer than other districts. Mr.

Wilson informed the Council that this current school year, however, has shown a bounce back up in terms of English Learners. Mr. Wilson indicated that this is a piece that NDE is studying and that he will be working with districts to ensure that structures and supports are in place to accurately identify English Learners in a timely way. Karl Wilson informed the Council that although there are close to 100 primary languages in the homes of English Learners, the top five in Nevada are Spanish, Filipino Tagalog, Chinese, Vietnamese, and Amharic. Mr. Wilson indicated that this is important in terms of specific requirements related to AB195.

Karl Wilson discussed the transition in terms of funding from the categorical Zoom School Program with EL funding for districts other than Clark and Washoe. Mr. Wilson explained that this historically began in 2013 following the establishment of the Zoom School Program in the 2013 legislative session. Mr. Wilson informed the Council that in the first biennium, 2013 to 2015, the state legislature provided nearly 25 million dollars per year to assist with the Zoom School EL Funding Initiative. Beginning in 2015 and each year thereafter, the legislature provided nearly 50 million dollars per year to provide services for English Learners. Mr. Wilson indicated that NDE has reminded the legislative committee on education that in terms of the categorical Zoom program, Zoom schools are in Clark and Washoe County School Districts. Mr. Wilson explained that there are additional requirements in terms of the programs to be implemented and that there is additional funding provided to districts other than Clark and Washoe and to the state public charter school authority to assist with services for English Learners. Mr. Wilson indicated that at the end of the 2020-21 school year, and with the '21 legislative session, the pupil-centered funding plan was put into place, and this shifted the funding to the English Learner as part of the pupil-centered fund, which now provides just over \$85 million for English Learner Services annually. Mr. Wilson explained that NDE reminded the state legislature in terms of the Legislative Committee on Education that the Zoom School funding targeted low performing schools with the highest percentage of English learners in Clark County and Washoe County School Districts, and one of the questions raised during legislative committee regarded the amount of funding Clark and Washoe were receiving as compared to other districts. Mr. Wilson explained that the state legislature's formula provided an equal amount of approximately \$670 per English learner to Clark, Washoe, and other school districts. Mr. Wilson reminded the Council that Clark and Washoe had the authority to concentrate those funds into the low-performing schools with the highest percentage of English learners. Mr. Wilson next indicated that after the 2015 legislative sessions in which the Zoom schools were to expand from elementary to secondary, there were additional schools brought on with that doubling of the funding from \$25 million to \$50 million per year with the funding intended to assist in providing supports and services to English learners to help them achieve English language proficiency and to improve academic achievement.

Karl Wilson further indicated that Zoom schools are school wide initiatives so when Clark and Washoe Counties report the number of students, they served English learners but also included non-English learners that participated in the services provided such as: the Zoom pre-k program; reading centers; extended school day. However, Mr. Wilson reminded the Council that the primary focus was to deliver services specifically targeted to English learners in those programs. Mr. Wilson reported that there was a significant increase in the number of schools and students that were served in the 2020-21 school year for other districts and the charter authority, and it is the understanding of NDE that there were choices made in those school districts to expand to additional schools that had not been served previously.

Karl Wilson indicated that NDE was tasked with discussing some of the challenges or impacts of COVID-19 on English learners, with one of the critical areas of focus on assessment and identification of English learners. Mr. Wilson explained that Nevada, along with 41 other states, territories, and federal agencies, are part of the WIDA consortium and the WIDA screener, which occurs after a student is identified as a potential English learner. Mr. Wilson further explained that the annual WIDA assessment measures English learner growth in terms of English language proficiency. Mr. Wilson informed the Council that both assessments are meant to be administered in-person, but the school closures associated with COVID have had a significant impact on a schools' abilities to assess students. Mr. Wilson explained that Nevada, along with many other states, allowed for a provisional identification of English learners based on the results of the home language survey to allow schools and districts to identify potential English learners and ensure that they received supports and services until those assessments were able to be conducted in-person in a school setting. Mr. Wilson indicated that during that time, several students were identified within the infinite campus system as pending EL but not yet formally assessed, which could have had an input act on the number of English learner enrollments in the state. Yet another challenge, Mr. Wilson explained, is that related to student access to technology. Mr. Wilson indicated that there were many districts who took time to provide professional

learning experiences for teachers to build their capacity in providing quality distant learning opportunities for students and as such, reached out through whatever mechanism was possible, including emails, phone calls, and home visits, to try and identify where students were and to ensure their enrollment and regular participation in educational opportunities. In addition, Mr. Wilson explained that there were social, emotional needs of English learners and their families during the pandemic, challenges that more highly impacted students from lower-income families, or English learners. Mr. Wilson indicated the goal was to help identify those specific needs and ensure access to supports and services for success. Mr. Wilson next discussed the impact on assessment and accountability during the pandemic. Mr. Wilson explained that although the WIDA assessment was administered in the spring of 2019-20 school year, the academic assessments for that year were canceled due to the closures in March of 2020. Mr. Wilson indicated that the 2020-21 school year, as a result, felt an impact in that although the academic achievement assessments were administered, the 95-percent participation requirement was waived by the federal government. Mr. Wilson further indicated that in Nevada, due to the lingering impacts of COVID-19 and the challenges in terms of schools still participating in distance or hybrid learning, the total participation rate was significantly impacted, which resulted in not doing annual school ratings due to the difficulties in data comparison from one year to the next. As such, Mr. Wilson explained, without the ability to look at assessment results in the spring of 2020 and spring of 2021, because of the impacts of the pandemic on assessment and accountability, NDE shared with the state legislature and the legislative committee on education the success of the Zoom school initiative in terms of helping English learners in adequate growth percentile related to their WIDA assessment performance. Mr. Wilson shared a bar graph with the Council that reflected the following: in the Clark and Washoe Zoom program, English learners that reside in schools that have higher percentages of low income and English learners; the Title I schools that are not Zoom schools; non-Zoom schools that are more affluent in that they don't qualify for Title I and as such, have a lower percentage of students qualifying as low income and a lower percentage of students who are English learners that did not qualify for Zoom school programming. Mr. Wilson indicated that the Clark and Washoe Zoom schools experienced a stronger adequate growth percentile each year than the Title I non-Zoom. In addition, Mr. Wilson explained that in the comparison of Clark/Washoe Zoom against non-Title I, non-Zoom, a higher percentage of students achieved adequate growth percentile in the Zoom schools.

Karl Wilson next discussed Assembly Bill 195, which passed the state legislature in 2021, and three of its specific requirements: that districts are required to submit data to NDE regarding English learners and their participation in different programs; that schools and districts are required to notify the families of English learners of specific English learner pupil and parental rights and that NDE is to provide a translation of those pupil and parental rights in the five most common languages, aside from English, in the state, in which Clark County School District assisted NDE in providing those translations to the school districts the previous summer; that with every district EL policy, a plan must also be in place to ensure that the policy can be implemented. Mr. Wilson next discussed AB219, which passed in 2019. Mr. Wilson explained that part of that statute requires that NDE identify the lowest performing schools in terms of English learner academic achievement, and that the schools that are in the bottom 30 percent of English learner academic achievement be required to complete a corrective action plan. Mr. Wilson indicated that in response to that requirement, in 2019, NDE sent out guidance memo number 19-07, which outlined the requirements of AB219 and identified 152 schools across the state in different grade bands (elementary, middle, junior high, senior high) that needed to complete a corrective action plan. Mr. Wilson informed the Council that because of the canceled academic assessments in 2020, new schools could not be identified, nor could progress be determined in the schools identified in 2019. As such, Mr. Wilson indicated that guidance memo number 20-04 from NDE directed school districts and AB219 CAP schools from 2019 to maintain that designation and to revisit the school plans to ensure needs of English learners were being addressed in their corrective actions. Mr. Wilson explained that in the summer of 2021 because of the impact on COVID-19 on assessment and accountability, a similar memo was sent out to school districts again, indicating that schools identified in 2019 would be continuing their corrective action plan status for the 2021-22 school year, as well. Mr. Wilson indicated that NDE anticipates that the academic assessments completed in the spring of 2022 will now allow for assessment of progress of the 2019 identified schools as well as for the identification of any new schools as appropriate for corrective action planning per AB219 in the 2022-23 school year.

Chair Cervantes explained that the Nevada State Legislature established the EMC in 2013 to provide specific recommendations to the State Board of Education on professional standards to the Board of Regents and to local districts regarding English language learners. As such, the EMC completes annual reviews of district policies and

plans to ensure that they are aligned with the expectations and with the law. In addition, the EMC provides feedback to each district and the State Board of Education based on those reviews. Chair Cervantes further explained that she ensured that the Council understood that even schools with very low numbers of EL students or without EL students at the present time are expected to complete a plan and to have a plan in place if EL students do move into their districts. Chair Cervantes next indicated that to prepare pre-service teachers to meet the needs of English learners, the EMC made specific recommendations to the State Board of Education and the Commission on Professional Standards regarding coursework that's included in the ELAD endorsement. In addition, Chair Cervantes explained that Nevada's public colleges and universities are at varying levels of implementation as they work to integrate ELAD coursework with other classes. Chair Cervantes indicated that many universities have completed this work with their elementary level coursework, but they are still working toward full integration in their secondary coursework. Chair Cervantes informed the Council that Nevada State College was the earliest adopter of coursework in the ELAD endorsement, that UNLV is on board at least at the elementary level, and that UNR is still working toward full implementation. Chair Cervantes further indicated that to assist teachers who are implementing Nevada's ELD standards to effectively design and deliver instruction, the EMC recommended to NDE the development of instructional framework with several members of the EMC curriculum and standards workgroup serving in a consultative capacity in this work with NDE. Chair Cervantes reiterated the idea that both English and content areas are being taught at the same time, and the ELD standard framework helps teachers to better understand how to meet the needs of each of their EL learners at their specific level of English language development, and then to adjust instruction as needed to meet those students' needs. Chair Cervantes informed the Council that the legislative council was very receptive to this presentation and is open to other recommendations the EMC may have for future legislation.

Karl Wilson informed the Council that it is anticipated that this co-presentation between NDE and the EMC to the Legislative Committee on Education will be one of a series of meetings that will be held to gather information in preparation for the 2023 legislative session and as such, was a good opportunity both to share information as well as to answer questions from the legislative committee. Mr. Wilson explained that in addition to the questions regarding the root causes in drops of EL counts, a tangential question arose as to how school districts are spending the federal relief funds in ways that support the needs of English learners and educators that support these English learners. Mr. Wilson indicated that Dr. Jonathan Moore, Deputy Superintendent of NDE, highlighted that there is a process moving forward to develop a federal relief funding dashboard that will collect this information and be available to the public for transparency in how the state, NDE, local school districts, and charter schools are using their funding in general, and not just for English learners. Mr. Wilson further indicated that a question was raised regarding a provision in AB219 related to academic assessments and ensuring availability of those assessments in other languages to students more proficient in that other language than in English. Mr. Wilson informed the Council that NDE's colleagues in the assessment and data accountability management department are working to address those issues and will continue to provide information regarding their efforts to make that available. Mr. Wilson indicated the importance of remembering that simply because a student has a primary language other than English does not necessarily indicate literacy in that home language given that oral language proficiency may not be the same as reading or writing language proficiency.

Blakely Hume reported on a request from the Council at one of the last meetings, and a follow-up regarding recommendations. Mr. Hume indicated that the request came forward in the last meeting about updates regarding assessments and informed the Council that NDE did contact the Office of Data Management and Accountability at NDE to request any new information. Mr. Hume referred to Karl Wilson's discussion regarding waiving of assessments during the pandemic and reiterated the fact that results could not be compared to previous years as they would not be representative of the trends. Ideally, Mr. Hume explained, comparisons would be made with the assessments from school year 2021, which would not be completed and available until September of 2022 and as such, that would be a more appropriate time for a presentation.

Blakely Hume next discussed the process of moving towards recommendations in each of the workgroups, recommendations that often take a great deal of research and a great deal of time. Mr. Hume informed the Council that focus has been on the English Proficiency and Academic Achievement recommendations. Mr. Hume explained that support evidence for these recommendations has accumulated and resulted in a 56-page report regarding all the processes, procedures, and research regarding these recommendations. Mr. Hume indicated his intent to review the main sections of the report with the Council, after which the Council would receive the report for review and to

provide recommendations prior to making the report available on the Council website. Mr. Hume reminded the Council that anytime recommendations go to the State Board of Education or any legislative body, it is incumbent upon those making the recommendations to provide ample support, research, and evidence to support those recommendations.

Blakely Hume informed the Council that there are approximately 12 different sections to this report, but that it starts off providing an overview of the session where the English Proficiency and Academic Achievement (EP&AA) workgroup and those recommendations emerged. Mr. Hume indicated the report discusses the impact of COVID-19 in the areas of recommendations and how that affected the EMC in general before moving onto the initial guiding increase and questions that emerged to support and do research for the EP&AA work group. Mr. Hume reminded the Council that those questions were discussed at the EMC as well as within the work group itself, but provided that guiding direction for the work group to best serve the students in the lowest 25th percentile achievement, which is ultimately the goal for the course. Mr. Hume indicated that over the course of several meetings between the spring of 2020 and spring of 2021, a great deal of research was done by the workgroup, who met on multiple occasions to provide articles, sources, summaries, and talking points based on that research.

Blakely Hume explained that the next area of research, a yearlong process, involved studying peer-reviewed articles and determining which areas of attention required the most focus to best support students in the lowest 25th percentile. Mr. Hume discussed the summary based on language proficiency and acquisition, and linguistic variation in terms of nationwide practices. Mr. Hume indicated that rather than peer-reviewed, some of these articles were from non-academic journals from different websites, from content resolution, and resolutions throughout different states to publications. As such, Mr. Hume explained, it provided more of a public facing understanding of recommendations and supports for students in the lowest 20th percentile in terms of achievement in linguistic variation and language development.

Blakely Hume indicated that research between January 2021 and December 2021 was intended to study individual states throughout the US in terms of federal and state designations regarding language proficiency, acquisition, identification, and how each states provides identifications measures, including metrics for English learners and for students who are in different demographics identified as different speakers or in language development processes. Mr. Hume indicated that there is an identification process through the states as well as a definition process throughout the states. Mr. Hume informed the Council of the section that provides a summary of research in terms of nationwide scholarship on language proficiency, acquisition, linguistics, multilingual scholarship. Mr. Hume indicated that this section further discusses the conversations taking place at universities and higher education institutions nationwide regarding this subject. Mr. Hume informed the Council that this research took place between January and April of 2022 and that as part of that research, approximately nine or 10 different academic scholars throughout the US were contacted to engage in discussions regarding determination of the current landscape in terms of the dialogue regarding language acquisition, identification, proficiency, to name a few, at the academic level. As such, this section outlines the professors contacted, the question used to guide the research, and a summary of the topics and individual academic responses to those topics.

Blakely Hume next discussed the section containing the actual recommendations drafted in the last year and a half. Mr. Hume explained that there were several different iterations of those recommendations and that those recommendations emerged while the research was in progress. As such, the recommendations and changed and were revised according to the most accurate research. Mr. Hume informed the Council that the section contains three or four sets of recommendations with the noted changes.

Blakely Hume concluded his presentation with a discussion of the final section, which provides a timeline in terms of the meetings, decisions, stakeholders involved, and research conducted for this group over the last two years, beginning with the 80th legislative session and moving to present time in terms of meetings held and the brief points discussed. Mr. Hume indicated that this section provides a bulleted point of what the annual EMC report summarizes, which includes several pages of some of the bulleted points and directives in terms of how the research was conducted and where it was moving forward. Mr. Hume informed the Council that NDE will email the report to the EMC logistics team for brief review and feedback.

Chair Cervantes asked if anything new had come out of the conversations with the researchers that was different than the presentations provided by guest speakers at previous EMC meetings.

Blakely Hume indicated that nothing new had arisen in the conversations that had taken place with the listed professors. Mr. Hume commended Drs. Lash and Bengochea regarding their ability to balance academic rigor with their EMC memberships.

Chair Cervantes asked for confirmation of no recommendation yet to identify students speaking African American vernacular as English language learners.

Blakely Hume confirmed that this was correct, indicating that the academic dialogue indicated that this is not a practice that takes place in the US. Mr. Hume further indicated that there was question as to whether this would be the best practice in terms of serving that group of students. Mr. Hume informed the group that at this time, no states are providing those designations, and this does not seem to be included in the academic dialogue or temperate in the nation.

## **6. ZOOM WORK GROUP BREAKOUT DISCUSSION (Information/Discussion)**

During this period the EMC will separate various members into Zoom breakout sessions. There will be individual discussions in groups regarding work, progress, procedures, and next steps for work on the various legislative requirements regarding TESL, District Policy and Criteria Planning, and English Proficiency and Academic Achievement. Additionally, workgroups may choose to work on recommendation language to be shared with the full council. An NDE staff member will attend each group to help guide the discussion. All notes and thoughts will be reported to the full EMC in the next agenda item. After the work group breakout sessions, the full EMC council will reconvene to report out on what was discussed. Possible actions could include discussion or voting on the topics from the breakout sessions.

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

Chair Cervantes reminded the Council of the specific points on which work groups will be focusing today, including:

- TESL will discuss the expectations for bilingual endorsements in the state and how that may or may not overlap with the ELAD endorsement. This group will focus on formal recommendations to be brought forward regarding the overlap between the two endorsements and the endorsements that should be provided to teachers as a result. In addition, this group will work on the idea of potentially incentivizing teachers who are bilingually endorsed or ELAD endorsed in the state to help to attract more bilingually or ELAD endorsed teachers.
- The District Policy and Criteria Planning Group will discuss the policies regarding students in the lowest 25th percentile, including what policies districts may need to address regarding ensuring teachers are fully certified and meeting the needs of the students.
- The EP&AA work group will study the report presented by Mr. Hume with an eye on potential revisions or changes to the recommendations brought forth to the EMC the previous fall and whether those changed recommendations need to come forward to the EMC.

## **7. SHARE-OUT ON EMC WORK GROUP UPDATES (Information/Discussion/For Possible Action)**

Selected EMC members representing various work groups from the breakout session item will report out based on the discussion during the breakout session. Possible actions might include a discussion of the work of the work groups or recommendations to the EMC regarding legislative charges to bring forward to the State Board of Education.

Work Groups:

- TESL  
Alain Bengochea provided the recommendations of the TESL work group to the Council. Mr. Bengochea discussed recommending endorsements to teach the program of bilingual education founded in the NAC 391.242, to specifically include the revision of coursework that reflects similar curricular expectations as the ELAD endorsements. Mr. Bengochea indicated that this course title should be like those required for ELAD but should

adopt a bilingual perspective rather than second language English learning perspective. Mr. Bengochea discussed the recommendation of obtaining the bilingual endorsement waiving the ELAD endorsement requirement for pre- and in-service teachers, which would enable teachers to work across bilingual and English medium learning contexts. Mr. Bengochea discussed the work group's major recommendation, which relates to the course titles suggested for the bilingual endorsement courses. Mr. Bengochea indicated the workgroup recommends that the titles of the 12 credits of coursework, which are like the existing ELAD coursework, but will have a bilingual lens, be changed such that:

- teachers complete at least three semester hours of credit in each of the following areas of study:
  - language acquisition theory and bilingual language development practices
  - bilingual methods and curriculum for multilingual learners
  - bilingual assessment and evaluation of multilingual learners
- teachers complete at least two semester hours of credit in one of the following areas:
  - policies, critical issues, and best practices for multilingual learners in pre-K and elementary
  - policies, critical issues, and best practices for multilingual learners in secondary school
- teachers complete a one-semester practicum that includes 25 hours of experience working in a classroom

Mr. Bengochea further indicated the suggestion of the work group that teachers who are seeking a bilingual endorsement be provided a minimum of a \$1,000 stipend. Mr. Bengochea concluded with the recommendations of the work group that out-of-state individuals applying for a bilingual endorsement in Nevada will need to provide transcripts and/or syllabi that showcase titles and/or course objectives and successful course completion from a regionally accredited college or university from another U.S. state in addition to the language proficiency requirements already listed in the existing bilingual endorsement.

Chair Cervantes asked if the TESL work group discussed a testing requirement for the second language being taught as a requirement for endorsement.

Alain Bengochea indicated that this was not part of the discussion as that requirement is already listed as the NAC 391.0159. Mr. Bengochea explained that the regulation indicated that it is up to the district to make that decision.

Leah Terry raised the potential issue of statewide inconsistency in leaving this decision up to individual districts.

Alain Bengochea concurred that a state assessment would be ideal but indicated that most districts adopt assessments suggested by the American Council for Teaching Foreign Languages (ACTFL) and indicated the potential of pursuing this as a state as a requirement for bilingual teachers.

Karl Wilson added that LEAs always have the choice to use a state approved assessment of language proficiency, but they are also given the choice to develop or identify their own. Mr. Wilson next opined that the recommendations from the TESL work group appear to be aligned with the previous discussions and as such, nothing appears to contradict previous discussions and require additional clarity. Mr. Wilson suggested that if the Council does not intend to review the specific language and vote at this meeting, perhaps the work group could clean up the language and present it in written form to include it as a recommendation with a vote for the next meeting.

Alain Bengochea indicated that it is available in writing and ready for a vote of the EMC at this time.

Cristina Lash indicated the work group's recognition that there is not enough coursework or programs being offered at the higher education level within the state to support this kind of learning. As such, the workgroup is recommending changes to the NAC with understanding that there are other major structural problems that are a barrier to accomplishing this type of teaching and learning in the state.

Chair Cervantes concurred that this would not be an overnight solution and would take time to work through the process to get it in place for the state.

Leah Terry asked if the recommendation for the stipend would only be for a teacher holding a bilingual endorsement and not an ELAD endorsement.

Alain Bengochea confirmed that this was correct, with part of the reasoning for this being that all teachers will be required to take ELAD coursework and therefore do not need to be incentivized to complete it.



Leah Terry asked for confirmation that this the ELAD endorsement is required in all districts across the state.

Chair Cervantes clarified that all new teachers currently going through the coursework in a system of higher education in the state are required to take ELAD coursework, but that this does not necessarily include existing teachers or teachers moving in from other states.

Alain Bengochea asked for confirmation that in-service teachers, when renewing their license, had to work towards the endorsement.

Chair Cervantes confirmed that this is correct.

Laurel Crossman indicated the benefit of potentially providing incentive to new teachers graduating college to help with recruitment of educators in the state.

Chair Cervantes indicated that the EMC could always provide this suggestion to the legislature.

Karl Wilson clarified that there is not a requirement in place for all in-service teachers to have the ELAD endorsement. Rather, Mr. Wilson explained, teachers with a standard license renewal are required to take either three credits in either the ELAD endorsement coursework or in training related to serving English learners until they receive the ELAD endorsement, which would then negate that requirement for future re-licensing. Mr. Wilson next indicated his uncertainty from a legal perspective of the bilingual endorsement waiving the ELAD endorsement requirement and suggested the word "satisfy" rather than "waive".

Chair Cervantes concurred with Mr. Wilson's suggestion to change waive to satisfy.

Laure Crossman concurred with Mr. Wilson's suggestion to change waive to satisfy.

Karl Wilson commended Alain Bengochea and Cristina Lash for their work on the recommendations, noting that they are concrete, sensible, and well-defined.

Chair Cervantes concurred.

<b>Motion:</b>	Adopt the Recommendations from the TESL Work Group as Set Forth
<b>By:</b>	Laurel Crossman
<b>Second:</b>	Leah Terry
<b>Vote:</b>	Passed unanimously

- **District Policy and Criteria Planning**

Laurel Crossman reminded the Council that at the last meeting, the EMC approved the recommendations that the work group developed for English learner plans, and they are good to go. Ms. Crossman indicated that the work group did discuss in depth what district policies to recommend for the lowest quartile of students. Ms. Crossman indicated that one of the things the work group noted is no need for additional plans at the elementary level because the Read by Grade 3 legislation requires an individual language plan for all students. Ms. Crossman indicated that if any recommendation were to be made for all grade levels in elementary school, it would be that all elementary schools continue with the individual language plan. Ms. Crossman explained that how to do address this in a secondary school would be another question. As such, Ms. Crossman indicated that the recommendation would that English teachers in middle schools also adopt an individual learning plan for those students in the bottom quartile and that they could use the MAP scores and the SBAC scores to determine those students and then come up with a plan. Ms. Crossman indicated her belief that MAP testing is not done at the high-school level, and so assessing the bottom quartile is going to be more difficult and would determine whether the students earned credit. Ms. Crossman further indicated her belief that most high schools have credit recovery programs in place.

Chair Cervantes indicated her belief that these recommendations fall in line with the EP&AA work group.

Karl Wilson asked if the work group considered academic performance in other areas, such as math, or if the work group studied only reading performance.

Laurel Crossman indicated that as the charge of the EMC is English language acquisition and as such, the work group had looked not at all academic performance but looked at English language acquisition only.

Chair Cervantes suggested that if English language development is improved, this will in turn improve reading, which will in turn improve other academic areas because language development spills over into all areas.

Alain Bengochea reiterated Chair Cervantes' point regarding language development spilling over into other areas, citing the English language development framework. Mr. Bengochea indicated his belief in the value of assessing language as it pertains to its use in different content areas.

Laurel Crossman discussed the number of word problems on the SBAC test for third graders and indicated that without an understanding of language and how it applies to that, it is difficult to assess math abilities.

Chair Cervantes confirmed that the SBAC at all levels requires a high degree of language accuracy as well as situational language development within the content area to understand some of the problems that are being asked of the students.

Cristina Lash indicated her belief that this discussion is affirming of the suggestion of this Council that all pre-service teachers be trained in ELAD to help support this kind of language development across content areas.

Chair Cervantes commended Laurel Crossman and Paula Zona for the work they have done thinking through what district policies and plans could look like regarding students in the lowest 25th percentile.

- English Proficiency & Academic Achievement

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

Chair Cervantes began the discussion with the recommendations upon which the group worked. Chair Cervantes indicated that the previous fall, the EP&AA work group adopted and voted on the original recommendations. Chair Cervantes noted that one of the recommendations the group asked NDE to research was the identification of African American vernacular speaking students as ELs, and as such, research has been conducted and it was determined that this is not appropriate, not part of the federal designation, nor does it reflect the current research. As such, Chair Cervantes explained that the work group has brought back some revised language to try and address the desire of meeting the needs of students who speak African American vernacular and students in the lowest 25th percentile and provides them additional supports and services yet considering current research. Chair Cervantes indicated that upon the recommendation of the EP&AA work group, research was conducted regarding identifying African American English variation speakers as English learners and disseminate to districts student achievement for the state of Nevada for student groups who have typically fallen in the lowest 25th percentile of academic achievement. Chair Cervantes explained the importance of recognizing that these students encompass a wider range of student groups, including African American, Native American, Pacific Islander, EL students, and economically disadvantaged, require extra and targeted supports. Chair Cervantes indicated that the EP&AA group is proposing recommendations to address the needs of all students performing in the lowest 25th percentile:

- targeted funding equivalent to that provided for EL students should be provided to assist schools in meeting a rigorous and equitable education for all students
- funding for students in the state should be stacked to meet the needs of students who qualify for a variety of pupil-centered, fund-centered funding plan weights
- each district will be required to create a policy and implementation plan for meeting the needs of students performing in the lowest 25th percentile that should include professional development, curriculum, social and emotional learning, and evidence-based instructional strategies
- schools in the lowest 25th percentile in student achievement in the state will be required to develop a correction action plan (CAP) that must identify root cause for underachievement and will include specific action plans to meet the needs of those students

Chair Cervantes indicated that the EP&AA group addressed the research that was done because of the old recommendations and explained that the recommendations presented today were updated because of this research.

Laurel Crossman indicated that the traditional definition of economically disadvantaged in schools appears to be based on the free and reduced lunch population and that this number may be higher. Ms. Crossman indicated that students in transition tend to struggle more, including McKinney-Vento students and those in foster care. As such, Ms. Crossman suggested the possibility of providing a definition of economically disadvantaged in the recommendations themselves.

Chair Cervantes explained that the work group discussed the free and reduced lunch students and the fact that these groups typically had the highest number of students in the 25th percentile. Chair Cervantes indicated that if the Council felt the need to better define this in the recommendations, per Ms. Crossman's suggestion, this could certainly be done.

Karl Wilson indicated that the sentence in the introductory paragraph referring to a wide range of student groups that have historically been underserved would be verified, as Chair Cervantes earlier indicated, with available data including identification of which student groups have historically been underperforming. Mr. Wilson explained that the best current source would likely be the last point in time that had the statewide summary of student achievement by student groups, provided to the EMC on or around January of 2020, before the closure of schools due to the pandemic. Mr. Wilson concurred with Ms. Crossman regarding the need to identify all the student's groups that have historically been underperforming for whom data exists. Mr. Wilson indicated that the work group discussed that it would make the most sense to rank from highest to lowest the percent of students who have been in the bottom quartile. As such, Mr. Wilson indicated the value of revisiting that section to ensure that it is accurate based on the available data.

Cristina Lash requested more information about the logistics and accountability around the corrective action plan.

Chair Cervantes indicated that there are some schools that have a CAP under other legislation, and so the thought was to model this CAP in the same area, beginning with identification and followed by action steps and follow-ups. Chair Cervantes indicated that the idea of the CAP is not punitive, but supportive to the schools to ensure a positive impact on students falling into this category. Chair Cervantes informed the Council that having a CAP does not affect funding in any way to schools at this time.

Leah Terry reiterated this point regarding funding, further explaining that schools need that funding to be able to provide the resources and training to those students and thus it would be counterproductive for the existence of a CAP to be punitive. Rather, Ms. Terry indicated, the focus is for schools to have some guidance and focus on some of the students performing in the lowest percentile to get a real action plan in place to help improve scores and learning.

Karl Wilson indicated that the term Corrective Action Plan has been used in many ways, but really this discussion involves an improvement plan. Mr. Wilson explained that the state legislature prefers the term CAP when referring to an improvement plan, which is why this terminology is used despite there being no punitive component to it.

Paula Zona asked if this CAP recommendation was different than others in terms of affecting only the lowest 25th percentile and/or the requirements of the plan itself.

Karl Wilson explained that the school of thought involved a CAP process for schools in the lowest 25th percentile like AB219 in terms of a CAP for schools that were in the lowest 30 percent in terms of EL achievement. As such, Mr. Wilson explained that there is very specific language in the bill about components that are required of a CAP. Mr. Wilson indicated that NDE will likely recommend that it be similar and would look at the improvement plan to see if the needs of students in the bottom quartile of their academic performance have been improved, as such, aligning and enhancing efforts rather than duplicating them.

Chair Cervantes concurred that duplicating efforts is not helpful whereas creating supportive measures is.

Laurel Crossman referred to the discussion regarding focus on all academic achievement versus English language acquisition, suggesting that the opening paragraph might want to include the qualification for the student groups who have typically fallen in the lowest 25th percentile of English language academic achievement to clarify that

recommendations are specific to that group. Ms. Crossman further suggested adding this specification under Paragraphs 1 and 2.

Chair Cervantes suggested adding this into Paragraph 3, as well. Chair Cervantes further indicated that the thought of the work group should contain some of the original ideas outlined for implementation, but not be so comprehensive that it is incomprehensible to the state Board. Chair Cervantes next asked the EMC if the members are comfortable with adopting the work and beginning creation of the presentation to make recommendations to the state Board, or if more work should continue, such as refining the language, in this direction prior to adoption.

Cristina Lash commended the work of the EP&AA work group in researching and adopting strong recommendations that better capture the spirit of the intent of that charge of trying to support students in the lowest 25th percentile.

Laurel Crossman specifically commended the inclusion of the recommendation for stacked funding for students who qualify for a variety of things.

Cristina Lash asked if none of the funding is stacked or only not stacked as it applies to students with an English learner designation.

Chair Cervantes indicated her belief that none of the funding is stacked at this time.

Laurel Crossman concurred, indicating that students who currently meet a variety of criteria only receive funding for whichever category is the highest funding.

Karl Wilson concurred with Laurel Crossman, explaining that in the pupil-centered funding plan, there is an amount that goes to school districts for all students, regardless of the categories for which they may qualify. As designed currently, if a student qualifies for more than one of the weights, the school then receives the highest of these weights, but not multiple weights for more than one category. Mr. Wilson indicated that currently the highest weight is special education, followed by English learners, then gifted and talented, with risk student at the lowest of the current four weights.

Chair Cervantes added that at-risk is possibly where students who are in the lower academic percentiles may have fallen previously as under SB178, that's how they were defined. Chair Cervantes indicated that this is one of the reasons this was included in the recommendation.

<b>Motion:</b>	Adopt the Recommendations from the EP&AA Support Group as Submitted
<b>By:</b>	Laurel Crossman
<b>Second:</b>	Alain Bengochea
<b>Vote:</b>	Passed unanimously

Chair Cervantes concluded the agenda item by informing the Council that each of the work groups will work to tighten their presentation and then bring back the possible presentation for the state Board at the next meeting of the EMC.

Cristina Lash asked the date on which the state Board will be meeting to have the presentation ready by that time.

Chair Cervantes indicated that the presentation would not likely go to the state Board until at least July or August given that there is another EMC meeting currently set for June 24, at which time the work groups would bring possible outlines of the presentation for the full EMC.

Blakely Hume indicated that the next EMC meeting date is on Thursday, June 23, and reminded the Council that this would be the last official EMC meeting prior to the conclusion of the Council.

Karl Wilson indicated that this likely would not provide sufficient time for the preparation and approval of all materials for the July 7 State Board of Education meeting. Mr. Wilson explained that there is no meeting scheduled for August and the next one will be on September 1, which would likely be the target date in terms of presentation to the State Board.

## **8. 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.

## **9. ADJOURNMENT**

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

Chair Cervantes thanked the members for their participation on the EMC both in today's meeting and in all meetings throughout the previous school year prior to adjourning the meeting.