

## English Mastery Council Meeting Minutes

Thursday, May 13, 2021  
8:00 AM

### Call to Order; Roll Call; Pledge of Allegiance

Lorna James-Cervantes called the meeting of the English Mastery Council to order at 8:00 AM on Thursday, May 13, 2021 via Lifesize videoconference.

Blake Home informed the Council that Mindy Montoya no longer works at the Department of Education and then conducted a roll call. **Quorum was established** (eight members present).

#### Committee Members Present:

Diana Cantu  
Lorna James-Cervantes  
Laurel Crossman  
Gladis Diaz  
Sharolyn Pollard-Durodola  
Bettye Haysbert  
Amber Warren  
Karl Wilson (Jonathan Moore's designee)  
Paula Zona

#### Committee Members Absent:

Nancy Brune  
Antoinette Cavanaugh  
Jonathan Moore

#### Others Present:

Blakely Hume

Blakely Hume introduced new member, Dr. Amber Warren to the Council.

Chair Lorna Cervantes led the Council in the Pledge of Allegiance.

### Public Comments #1

Blakely Hume read a memorandum from Yvette Williams, Chair of the Clark County Black Caucus, into the record. Ms. Williams requested the anticipated date of the EMC's final annual report and recommendations, along with supporting research documents that support those recommendations, regarding students in the lowest core tile of English proficiency. Ms. Williams further requested a progress report of the work done to date if the EMC is not yet prepared to submit this report in its entirety.

There was no further public comment.

### Approval of Flexible Agenda

**Motion:** Approve Flexible Agenda  
**By:** Nancy Brune  
**Second:** Paula Zona  
**Vote:** Passed unanimously

### Approval of Minutes: 3/18/21 English Mastery Council Meeting

**Motion:** Approved 3/18/21  
**By:** Laurel Crossman

**Second:** Diana Cantu  
**Vote:** Passed unanimously

### **ELAD Discussion: Updates by the Office of Educational Licensure**

Mike Arakawa, Program Officer, Office of Educator Development, Licensure, and Family Engagement (EDLiFE), informed the Council that the proposed amendments to the ELAD endorsement was heard at public hearing at the last Commission meeting and that the Commission did not vote to adopt those changes. Mr. Arakawa informed the Council that the Commission did adopt other portions of the regulation. Mr. Arakawa indicated that the ELAD endorsement, as far defining the requirements for that endorsement, is not affected in any way by the COPS vote and as such, will remain in effect. In addition, Mr. Arakawa explained that the amendments are not dead; they simply require some further action should the Council choose to continue to move forward with them. Mr. Arakawa indicated that this involves starting the process again with a public workshop and public hearing prior to coming before the Commission again. Mr. Arakawa informed the Council that the Commissioners perceived a significant number of public comments in opposition to these amendments and for that reason, chose not to adopt them. As such, Mr. Arakawa suggested that should the Council decide to bring the amendments forward again, beginning with the public workshop, it would be prudent to have as much public comment as possible submitted in favor of the amendments. Mr. Arakawa explained that in terms of the timeline, the Department is currently what is known as the dark period, indicating that no regulations can be started other than temporary regulations because legislature is in meeting. As such, Mr. Arakawa advised against trying to bring the amendments forward as a temporary regulation because even if the temporary regulation was approved, the process would need to be restarted in order to convert to a permanent regulation. Mr. Arakawa suggested waiting until after July 1 to bring the amendments forward again, should the Council choose to do so, with the intent of having the adaptive regulation ready to move from the Commission to the Legislative Commission for final approval by the end of the year.

Blakely Hume asked for clarification regarding if in that first meeting, EMC members would be allowed to provide a presentation or would it just consist of public comment.

Mike Arakawa indicated that members presenting at the public workshop would make a strong statement and an impression on the Commission.

Sharolyn Durodola clarified that the comments provided regarding the amendments were mixed, and not all negative.

Mike Arakawa clarified that the Commissioners' perception of the comments was that they were all negative, not that the comments themselves were all negative. Mr. Arakawa informed the Council that the upcoming meeting was scheduled for July 21 at 9 am, subject to change based upon the needs of the Commissioners.

Chair Cervantes suggested that during work group breakout sessions, perhaps the members of that committee could brainstorm the best way to move this forward and then bring their recommendations back to the council. Chair Cervantes asked Mr. Arakawa if he would be available to stay and assist with that work group.

Mike Arakawa indicated that he could be available.

Chair Cervantes further indicated that it might be helpful to come up with a presentation that shares the work that has been done to date toward the ELAD endorsement as well as to look to the universities that are prepared to move the coursework and have changed their courses already in response to the ELAD endorsement and prepare lists of those universities and public comment from them as a recommendation to move forward.

Sharolyn Durodola referred the Council to the email she had sent containing bulleted points from the COPS meeting outlining the specific issues needing to be addressed. Dr. Durodola indicated that each Commissioner who provided thoughts around the ELAD endorsement have a distorted perception of what instruction looks like for ELS in the

### **ELAD Discussion: Updates by the Office of Educational Licensure (continued)**

state and their belief that the ELAD endorsement was only appropriate for EL teachers. Dr. Durodola further indicated that many school districts no longer use the push-in or pull-out TESL framework any longer as most

general-ed teachers are now tasked with providing language development opportunities within content teaching. As such, Dr. Durodola indicated the need to update the perception of what instruction looks like in the state and in the nation as a whole as many believe that general education teachers are not tasked with language development.

Chair Cervantes concurred with Dr. Durodola's comment regarding misconceptions of EL instruction and added that the presentation should make clear the role of EL specialists as mentors and coaches in classrooms of general-ed teachers.

Blakely Hume reminded the Council that Diana Cantu, Nancy Brune, and Amber Warren are the three members of the TESL Committee who would be taking on this task. In addition, Mr. Hume added that Dr. Durodola has also been a large part of the subcommittee.

Nancy Brune indicated that she is comfortable taking on this discussion of a presentation in the scheduled work group session.

Amber Warren concurred.

Diana Cantu also concurred, indicating that the TESL work group should meet to iron out the foundation of this presentation and then come to the Council for further direction.

Chair Cervantes agreed with Ms. Cantu's suggestion and asked Mike Arakawa to join in with the TESL work group to advise the work group with technical assistance on how to move through the process of creating the regulation. Chair Cervantes reminded the Council that in the last meeting, the Council recommended maintaining the expectation that all teachers in Nevada in teacher licensure work programs receive the ELAD endorsement.

Sharolyn Durodola requested clarification on the item discussed at COPS regarding the recommendation that data should be provided on each institution for an understanding of where they are in terms of offering the courses, and asked which entity is tasked with this responsibility.

Mike Arakawa indicated that this responsibility falls upon the Department of Education and that as such, the Department will facilitate gathering that data.

Karl Wilson asked if this was something that would happen with the ed licensing department.

Mike Arakawa indicated that was one option and that a second option could be simply reaching out to the various programs for determination of where they are within the process.

### **Work Group Breakout Discussion**

During this period, the EMC members will breakout into their work groups to discuss progress, procedures, and next steps for work on the various legislative requirements regarding the Teaching English as a Second Language (TESL), District Policy and Criteria Planning (DP&CP), and English Proficiency and Academic Achievement (EP&AA) work groups. There will be discussion and potential crafting of recommendations to the State Board in the EP&AA work group, a discussion regarding the next steps for districts to implement feedback on the EL policy, and a discussion regarding the ELAD endorsement and potential next steps in the TESL work group. An NDOE 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.

### **Work Group Breakout Discussion (continued)**

Chair Lorna James Cervantes asked the district policy and criteria planning committee if there was any work that needed to be completed by them at this time.

Laurel Crossman indicated that there was not, reminding the Council that the decision made at the last meeting was to give feedback to the districts in the fall.

Chair Cervantes requested the members of that work group then join either the TESL Committee or the EP&AA work group.

### **Share-out on EMC Work Group Updates**

- TESL
  - Diana Cantu explained that the work group discussed the specific denials of the ELAD amendment, focusing on why the denials may have occurred. Ms. Cantu further explained that the group also discussed what is the goal of the work group on this task, and then focused on who would present for the meeting in July as well as who the audience would be. Ms. Cantu informed the Council that it was the Commission's belief that requiring institutes to have ELAD as part of the graduation for licensure for teaching would weaken their existing curriculum, in addition to a potential financial burden for candidates. Ms. Cantu explained that the work group deduced that the Council needed to convince the Committee that ELAD for all educators coming out of programs would be beneficial and as such, would need to further convince the Committee that including ELAD would strengthen programs rather than weaken them. Ms. Cantu further explained that approximately three out of four institutes have already implemented the ELAD programming and as such, would be the perfect representatives for the EMC Council at the July meeting. Ms. Cantu next discussed the data that would need to be included in either public commentary or a presentation for the Commission and indicated the importance of including statistics, including information on how teachers who have graduated are doing and whether or not this is helping the students with whom these teachers are working.
  - Diana Cantu next discussed the audience for this presentation, indicating that it included parents, elementary, middle school, and secondary-ed teachers, SPED educators, early childhood educators, business community members, and a currently empty college of education seat. Ms. Cantu explained that the fact that this audience voted against the ELAD amendments was disheartening given that the bulk of them are educators. This, Ms. Cantu indicated, led to the question of why educators would not support something like the ELAD endorsement as a requirement.
  - Diana Cantu further explained that fellow work group member, Paula Zona, mentioned that for a principal, a teacher with ELAD is valuable to a school in that this will assist the students. As such, the work group recommends an English Council Member and a principal who has already seen the effects of ELAD present to support the Council's position on the ELAD amendments. In addition, Ms. Cantu noted the importance of bringing in members of the educational community who are already implementing ELAD into their curriculum.
  - Diana Cantu returned to the subject of statistics, reiterating the necessity of providing the Commission with statistics that show the strong need for ELs across all nationalities. Ms. Cantu further indicated the importance of adding county statistics to provide awareness of population makeups in order to show the benefit of the ELAD endorsement.
  - Laurel Crossman discussed the achievement gap and explained the necessity of teachers that can help students who fall within this gap. Ms. Crossman reiterated the point that these students are in general classrooms now and not in pull-out situations and as such, a teacher with the ELAD endorsement will benefit all students in that teacher's class. Ms. Crossman further indicated the need to inform the Commission that when English learner plans across the state were reviewed, it was

### **Share-out on EMC Work Group Updates (continued)**

discovered that many of the rurals do not have the staffing with certified teachers for TESL or ELAD.

- Chair Cervantes indicated that Laurel Crossman's point was a significant one to make to the Commission in that it connects back to district policies.
- Diana Cantu added that the work group believes a gap exists between the Commission's understanding of what the ELAD endorsement would do versus what is already happening in school buildings. In addition, Ms. Cantu reiterated the need to provide the percentage of TESL specialists and the amount of time they actually work with students one-on-one given that students are no longer pulled out of classrooms to work with these specialists. As such, Ms. Cantu concluded by reiterating the importance of convincing the Commission that the ELAD endorsement would be beneficial for all teachers as it would strengthen learning for all ELLs.
- Laurel Crossman added that Paula Zona had pointed out that currently if teachers do not have this endorsement when they begin teaching, the need to earn this endorsement on their own time because they will be in situations where that endorsement is needed. Because having this endorsement ahead of time will prepare graduate candidates better and save them time once they are teaching, this offsets the financial-burden argument put forth by the Commission.
- Chair Cervantes concurred and pointed out that not only do these educators need to do this training on their own time, they also need to find a way to pay for it and to obtain the necessary coursework, thus nullifying the argument that the endorsement will add extra fees given that they will be paying those fees either way. Chair Cervantes opined that it is easier to find the time in the schedule a full-time student to do that coursework than in that of a full-time, new teacher with a large number of ELs. Chair Cervantes next asked if there was a member of the TESL group that would be willing to assist with a presentation to the COPS and volunteered to speak herself as a former principal if no sitting principal was available.
- Paula Zona indicated her willingness to help with the presentation in advance but will not be available during the month of July to present.
- Mike Arakawa indicated that as of right now, the July meeting is scheduled as a virtual meeting but that he will apprise Council members of any changes.
- Sharolyn Durodola suggested the principals who would be unavailable for the meeting itself submit a two-to-three-minute video clip to include as part of the presentation.
- Paula Zona indicated her willingness to film a clip ahead of time to be included in the presentation.
- Chair Cervantes indicated her willingness to make herself available for the meeting as a presenter or as a representative of the EMC. Chair Cervantes further indicated her willingness to work with NDOE to help with the presentation and asked for volunteers to help with getting statements from the schools that have already included or are starting to include the ELAD coursework.
- Sharolyn Durodola indicated that there will be public comments from UNLV, who has graduated 18 teachers with this endorsement and will be graduating another nine. Dr. Durodola will be sending emails to those teachers who are very interested in policy and advocating for ELs. In addition, the Dean of Students will also be participating in the public comment and Dr. Durodola will be reaching out to community members who expressed support of the ELAD endorsement in order to participate in public comment as well. Dr. Durodola further indicated her willingness to be part of the presentation if needed.

## Share-out on EMC Work Group Updates (continued)

- Chair Cervantes suggested scheduling a time in June to work together with Dr. Durodola to gather what's needed in order to begin creation of the presentation.
- Laurel Crossman indicated that her schedule is open in July and is willing to help with this work.
- Chair Cervantes indicated the importance of Ms. Crossman's viewpoint on this subject as a district leader. Chair Cervantes further indicated that she will reach out to Ignacio Ruiz in her EL Division and ask him to reach out to other EL Division leaders across the state to garner support.
- District Policy and Criteria Planning
  - There was no meeting of this work group at this meeting as next tasks will not be until the fall.
- English Proficiency & Academic Achievement
  - Hume Blakely thanked Mike Arakawa for his availability
  - Karl Wilson requested that the recommendations be shared from a member other than himself because he is a member of NDOE staff.
  - Chair Cervantes indicated that the work group is bringing forward three recommendations regarding students who speak a language other than standard English as their home language that would then be brought forward to the State Board of Education as recommendations for meeting the needs of students in the lowest 25th percentile.
  - Recommendation 1, regarding language and proficiency is to ask the Department of Education to research the national trend in states determining African-American variation or other variations of English speakers as English learners, and because African-American learners speak a language other than the academic language and benefit from ELL instruction, they should be designated as standard English learners and afforded opportunities and resources of all ELs.
  - Recommendation 2 is for NDOE to work with a team of curriculum and language experts around multi-dimensional supports for teachers and administrators. This recommendation is broken down into five main action steps: determine if the English Language Development Standards Framework can be a support tool for non-standard English speakers; ensure school districts in Nevada include in their state district policies to serve English learners required language surrounding how they will support the English proficiency and academic achievement of students in the lowest 25th percentile; support districts in the implementation process to support students in the lowest 25th percentile while incorporating an effective monitoring system; ensure proper training and support for school districts as they move through the process of creating and implementing actions 1 through 3 to meet the needs of students in the lowest 25th percentile, which will include professional development and recommendation, gathering experiences in the field regarding teacher academic experiences in the content specialties and individual student cultures in the forms of focus group conversations in language around the non-standard English speakers. Chair Cervantes indicated that NDOE is already working with the UNLV Center for Research to conduct a statewide, research study on achievement and learning experiences of black or African-American students in the state of Nevada. This study will include both quantitative and qualitative data that can be used to help to inform the work being done in the state and to help inform professional development provided to districts and educators; action step 5 s to work toward establishing strong, positive relationships with learners in response to their input on what makes them feel welcome, cared for, and safe, and to create a school space that reflects their concerns, as well as for teachers and learners using the teacher expectations and student achievement behavior program, a philosophy built on the belief that the relationship

### **Share-out on EMC Work Group Updates (continued)**

between teacher and learner is a key component to academic achievement. Chair Cervantes indicated the work group's belief that action step 5 will come out of action step 4 once the research is

- completed. In addition, Chair Cervantes indicated the necessity of utilizing culturally responsive teaching, which includes the use of culturally-responsive curriculum and textbooks for students. Chair Cervantes indicated that this is a need for all learners, but especially for those student sin the lowest 25th percentile.
- Recommendation 3 is for NDOE to work on a requirement with schools in the lowest 25th percentile in student achievement to develop a corrective action plan, to identify root causes of instruction, and specific action plans that will meet the needs of those students. These plans should incorporate the development of systematic processes and/or rubric and parameters for schools to move out of the corrective action and the effective use of school data, to be reviewed on an annual basis. Chair Cervantes indicated that this can be referenced to the work being done with AB 219. Chair Cervantes further indicated that the work group looked at the work being done with Zoom school schools that would have a corrective action plan when they're in the lowest 25th percentile.
  - Karl Wilson indicated that historically, NDOE has requested an annual update from EMC, and this has occurred either during the summer or early fall.
  - Chair Cervantes indicated that if these recommendations are helpful to the Council as a whole, a discussion and vote could take place to include the recommendations in the annual plan that would go forward to the State Board of Education. Chair Cervantes opined that these recommendations lay the groundwork for the real work, such as the research study to better understand how to meet the needs of students, to begin. In addition, Chair Cervantes indicated that the recommendations allow inclusion of specific plans for meeting the needs of students in the lowest 25th percentile as well as African-American students in the statewide policies. Chair Cervantes indicated that this need for change in policy is addressing the gaps that have been seen across the past two years.
  - Blakely Hume indicated that if a vote were taken now, it would be on this particular document, as is, and perhaps it would make sense to present it and vote on it at the September meeting rather than in today's meeting.
  - Karl Wilson concurred that the document is still in rough-draft form, but suggested that the EMC could vote to accept the recommendations with a specific team to refine them so that they are stated in the way of specific recommendations. Mr. Wilson further discussed Dr. Haysbert's concern about ensuring that African-American learners who do not speak a language variation have access to supports. Mr. Wilson explained that the concept of Dr. Haysbert's proposal that the state of Nevada identify those students as English learners in order to provide access to opportunities and resources did not appear to align with federal definitions of EL, after which the possibility was discussed that those students be designated standard English learners, which would be a definition separate from English learners but that with that designation, they can be afforded the opportunities and resources as English learners.
  - Bettye Haysbert indicated that there is no need to start from the beginning in terms of proficiency development in English for African-American learners and that there is no need to segregate or separate them from the rest of the class as these learners have many of the same needs as other ELs.
  - Karl Wilson explained that the 1B recommendation specifically addresses African-American learners whose language is know as African-American vernacular or non-standard English and recognizes that within the state's diverse population, support is provided as needed for the learning process.

### **Share-out on EMC Work Group Updates (continued)**

- Laurel Crossman asked how schools would go about identifying non-standard English learners and then once identified, how they would be assessed and monitored.

- Karl Wilson indicated that research is going to be needed to identify the most fair and accurate way to ensure that students who qualify are identified, that others are not excluded, or that those who do not need inclusion are not inadvertently included. Mr. Wilson further indicated that NDOE has reached out to WIDA and has determined that WIDA is not an appropriate measure for growth and improvement in standard English language development. As such, the Department needs to research and try and find other measures, which may include some of WIDA's other instruments that may be a better fit.
- Chair Cervantes indicated the need to ensure that the research is being done, that the recommendations as a result of the research study done by NDOE in collaboration with UNLV are being used to help inform the professional development being provided to schools as well as to study the differences in English language development that need to be studied for students who are standard English speakers versus EL students.
- Karl Wilson indicated that Drs. Durodola and Haysbert have suggested bringing in other people who understand African-American vernacular and the development of standard English language to ensure that the tools being studied are effective.
- Bettye Haysbert asked if the Council will be able to see the recommendations once they've been revised.
- Chair Cervantes indicated that they will. Chair Cervantes reiterated that the motion today would be to accept the recommendations with the knowledge that the documentation regarding the recommendations will be revised and reviewed again at the next meeting with the plan to vote on the documentation at that meeting to bring forward to the State Board of Education at that time.
- Amber Warren asked for clarification regarding the origin of the claim in 1B that African-American students benefit from EL instruction, and whether or not this will be part of the recommendations.
- Chair Cervantes explained that the research done over the past two years indicated that students in the lowest 25th percentile who are speakers of non-standard English, such as students who speak African-American vernacular, would benefit academically from the use of some of the same techniques and strategies used for EL learners in the classroom. As such, the concept behind 1B is that those students would have access to some of the same accommodations provided to EL learners. Chair Cervantes indicated to the Council that due to national law, non-EL students cannot be designated as EL learners, which is why the recommendation was made to designate these students as standard English learners.
- Amber Warren suggested it may clarify things to list those strategies and the extra support.
- Chair Cervantes indicated that this is something that the team who works to clean up the language will consider.
  - **Motion:** Adopt the Recommendations of the EP&AA work group with the understanding that the recommendations will be revised, edited, finalized, and brought back to the first full EMC meeting in fall 2021.
  - **By:** Lauren Crossman
  - **Second:** Bettye Haysbert
  - **Vote:** Passed unanimously

### **Nevada Department of Education Update: Legislative Session Update & EMC Membership**

Karl Wilson, Education Programs Supervisor, Nevada Department of Education, indicated that the update falls into five major categories. Mr. Wilson informed the Council that personnel changes have taken place since the last



meeting EMC meeting, indicating that Mindy Montoya has taken a new position and Sophia Masewicz has retired. As such, Mr. Wilson encouraged all Council members to inform anyone they felt could be an asset to the Council to inform those potential candidates of upcoming openings.

Mr. Wilson next informed the Council that in terms of legislative changes, not much has changed since the last meeting of the EMC. AB 195, focusing specifically on English-learner rights, is continuing to move forward. Mr. Wilson indicated that the pupil-centered funding plan that would restructure the funding model for the state is still not entirely clear in terms of how it will move forward. Mr. Wilson explained that the statute was written in such a way that those funds would be required to be used to provide the same kinds of programs and services that have been available in the past. Mr. Wilson next discussed the three different COVID relief packages that provided funding: The CARES Act, the CRRSA, and the ARP. Mr. Wilson indicated that the ARP will provide close to \$1 billion to the state of Nevada. Many of the financial decisions around the funding will be made at the district level, but NDOE is encouraging advocates to talk with their leaders about using the funds to meet the needs of the students most in need in terms of learning loss. Mr. Wilson further indicated that the piece related to the EMC is the monitoring process for state and federal programs related to English learning. A desktop monitoring system is in development but not in place yet, so Mr. Wilson explained that for this current school year, a workaround will be implemented and districts will be submitting information in the fall related to data around students served this year, which incorporates both the Federal Title III monitoring and some of the state monitoring related to services for English learners.

Blakely Hume informed the Council that in addition to significant turnover at the Department of Education, there has been turnover and expired memberships within EMC as well. For many whose appointments are ending, the end date is December 31, 2021. Mr. Hume indicated that NDOE has reached out to districts, to LEAs, and to constituents within the state to ask for recommendations for the EMC and that letters of appointment are already being created. Mr. Hume further indicated that for those whose appointments have already expired, the filed paperwork is making its way through the Governor's office.

Karl Wilson reminded the Council that Doctors on the English Mastery Council are appointed by the Governor's Office based on recommendations from organizations that are defined in law, that there are two positions on the EMC, the representatives from UNLV and UNR, appointed by the Chancellor at Nevada System of Higher Education, and that the final two positions on the EMC are appointed by the State Superintendent of Public Instruction. Mr. Wilson indicated that NDOE will continue to encourage organizations to forward nominations to the Governor's Office so that the EMC will be fully staffed in the fall.

Chair Cervantes asked if the EMC would be sunset as an organization at the end of the 2021-22 school year, or if it would be renewed in the legislative session.

Blakely Hume indicated that as legislation currently stands, the EMC is due to sunset on June 30, 2022.

### **Next Steps and Progress of the Council: 2021-2022 Priorities**

Chair Lorna James Cervantes reiterated to the Council that the ELAD endorsement moving to COPS is a priority and again requested that the members of the EMC reach out to community members to convey the need in the state for moving forward with the ELAD endorsement as well as to inform them that three of the four major institutions are already on board and ready to move forward. Chair Cervantes further reiterated the need to finalize the recommendations from the EP&AA work group for vote at the next EMC meeting and asked for volunteers to work on that project with Mr. Hume.

Karl Wilson reminded the Council that based on the motion passed earlier, the EMC is assigning the cleanup back to the EP&AA work group and that NDOE will be willing to assist in that process.

### **Next Steps and Progress of the Council: 2021-2022 Priorities (continued)**

Chair Cervantes asked the district policy and planning work group if there was any work needing to be done prior to fall.

Laurel Crossman indicated that there was no work needing to be done, but that the workgroup should likely review the English learner plans for each district and requested that NDOE help the group get a compilation of the notes submitted regarding each district.

Chair Cervantes reminded the Council of the cross work needing to be done between the two teams, with one of the recommendations being that the districts be required to include in their new plans how they're going to meet the needs of the students in the lowest 25th percentile, specifically students who speak African-American vernacular. Chair Cervantes further opined that that work would likely need to wait until the final recommendations are brought before the Council in the fall.

Laurel Crossman agreed, reminding the Council that when discussions regarding a separate district policy for the lowest 25th percentile was discussed, it was discovered that the Read-by-Grade-3 legislation requires an ILP for all students scoring in the bottom 40th percentile, negating the need for another policy.

Chair Cervantes closed out this agenda item by thanking the members of the Council for the work they've done thus far and are continuing to do in the present to ensure every student in the state receives a high-quality education, indicating that the members of the Council are representing the students who are unable to advocate for themselves.

Sharolyn Durodola informed the Council that she has received a Fulbright to conduct research around multi-lingual learning and is waiting for clearance for this short-term assignment. Dr. Durodola thanked the EMC for allowing her to work with them and indicated that she has learned a lot about what language learning looks like across many different environments. Dr. Durodola further commended the work of the Council moving forward, indicating the importance of this work for students and families.

## **Public Comments #2**

Blakely Hume read a letter from Yvette Williams, Clark County Black Caucus, into the record, recommending a corrective action plan be required of schools who have student groups with proficiency gaps in the lowest quartile of English learners to help ensure all schools are serving all students' academic achievement needs. In addition, Ms. Williams thanked the subcommittee work on this issue and again requested that the research materials, presentations and other resources shared with EP&AA work group be made available to the public via the EMC website.

Karl Wilson thanked Chair Cervantes for her work as Chair of the EMC.

## **Adjournment**

Chair Cervantes adjourned the meeting.