

The English Learner Advisory Council (ELAC) proposed four items in their policy prospectus related to educator recruitment, development, and preparation: Grow-Your-Own Programs for Bilingual Educators, Support for Mandatory English Language Acquisition Professional Development, Bilingual Expansion Pathways, and Universal English Language Acquisition or Bilingual Education Endorsements. As the ELAC moves toward drafting policy recommendations, these four policies have been combined to holistically address a focus on educators as a primary strategy to support English learner outcomes.

Discussion with the Council has resulted in the following key considerations, which may be organized into the following categories:

Topic	Considerations	Options
Work with NSHE	- Consider working with NSHE regarding the coursework they require in their preparation program specific to bilingual education endorsements - Consider working with NSHE to integrate the ELAD endorsement into the core instruction for educators so that all new educators graduate prepared to teach with ELAD embedded in their instructional practice	Policy Recommendation BDR - Statutory Nudge No fiscal impact necessary, could request \$\$
Work with RPDs and/or NDE	- Consider working with the RPDs to expand coursework/professional development made available regarding bilingual education endorsements - Consider broad coalition work to ensure available professional development is rigorous, high-quality, job-embedded, and easily accessible, working with RPDs and NDE	Policy Recommendation BDR - Statutory Nudge No fiscal impact necessary, could request \$\$
Mandate the ELAD Endorsement	In mandating the ELAD endorsement, consider progress through educator prep programs versus remediation/demonstrations for renewal and the timeline for such a provision	BDR No fiscal impact necessary, could request \$\$ (will have fiscal notes from districts)
Funding Recommendations	- Consider funding methods (i.e., grant funding) to support the cost of coursework, licensure, and time away from the classroom to support bilingual education endorsements (Requires Grant Allocation \$\$) - Consider requesting the Commission on School Funding (CSF) to investigate the weight for EL funding, to include what EL weighted funding could be used for (Possibly no fiscal impact, may need fund for SME contracts for the study) - Consider funding mechanisms to support dual language programs, such as grant funding or an innovative programs weight in the PCFP (Possibly no fiscal impact, may need fund for SME contracts for the study)	Policy Recommendation BDR Fiscal Impact
Assessing Leverage and Resources	Consider current supports and funding measures available to lessen the burden of	Policy Recommendations

Topic	Considerations	Options
	coursework/professional development on educators when pursuing endorsements - Consider ways to support educators in accessing and completing that professional development (i.e., substitute teachers) - Consider district/LEA responsibilities regarding support for special programs (i.e., curriculum)	BDR
Expand Existing Programs	Consider revisions to the Teacher Pathways Program, or eligibility for existing Teach Nevada Scholarships in an attempt to expand the pipeline and available financial supports.	BDR No fiscal impact necessary, could request \$\$

Topic	Grow-Your-Own Programs for Bilingual Educators
Prospectus Summary	Establish a Bilingual Educator Pipeline Grant to provide tuition assistance and support to bilingual paraprofessionals, school aides, and high school students transitioning into licensure as classroom teachers. Presently, 69% of Nevada's Multilingual Learners are served in Language Instruction Educational Programs (LIEPs) that require less specialized certification, while only 23.8% have access to high-rigor programs such as Dual Language or Transitional Bilingual Education. Schools face a shortage of teachers capable of delivering instruction in languages other than English. Supporting these candidates, who already possess the linguistic assets our schools need, will help address this critical shortage. These bilingual models are proven to lead to higher long-term academic achievement and stronger English outcomes than English-only programs. To expand these highly effective models, Nevada must address the critical shortage of educators capable of delivering instruction in languages other than English.
Topic	Support for Mandatory English Acquisition Professional Development
Prospectus Summary	Providing educators with specialized professional development is crucial for the academic success of Multilingual Learners. Because state-mandated professional development is a statutory requirement, federal “supplement, not supplant” rules prohibit districts from using federal Title II or Title III funds to pay for the training. Therefore, general state funding must be used to support this professional development. Review providing districts with dedicated state funding to fulfill mandatory professional development requirements regarding English language acquisition.
Topic	Bilingual Education Expansion Pathway
Prospectus Summary	Establish a Dual Language Allotment to provide an additional weight in the PCFP for every student enrolled in a state-certified dual language program. Dual language and bilingual programs lead to higher long-term academic achievement and stronger English outcomes than English-only programs. Currently, 23.8% of EL students in Nevada are enrolled in these models. This allotment transforms bilingual education into a sustainable model for school districts.
Topic	Universal Language Acquisition / Bilingual Endorsements
Prospectus Summary	Explore incorporating ELAD or Bilingual Education endorsement requirements into standard degree pathways. English Learners spend the majority of their instructional time with general education teachers who often lack training in language acquisition. Currently, 3,378 licensed teachers in Nevada hold an ELAD or Bilingual endorsement to serve the state’s 69,010 ELs.

