Nevada Department of Education
English Learner Advisory Council
October 31, 2026

Introduction

The English Learner Advisory Council (Council) was established pursuant to Assembly Bill (AB) 335 (2025), Section 11, to study state policies supporting English language acquisition, development, and literacy. Composed of twelve appointed members representing local education agencies (LEAs), the Nevada System of Higher Education (NSHE), district administrators, department staff, and recognized teacher organizations, the Council examined statutory, regulatory, and administrative frameworks affecting Nevada's ~65,000 multilingual learners. Pursuant to AB335, the Council is required to submit its findings, conclusions, and formal policy recommendations to the Director of the Legislative Counsel Bureau (LCB) by October 31, 2026.

Activities

During the 2025–2026 Interim, the Council held nine public meetings to analyze statewide student performance data, evaluate peer state legislation, hear expert testimony, and refine recommendations through successive drafts of their *Policy Prospectus*. Public agendas, meeting materials, to include all policy prospectuses, and approved summary minutes are available in the appendix of this report.

Meeting Summary:

Date	Meeting Topics and Actions Taken
May 20, 2026	Inaugural meeting; elected officers; received Open Meeting Law training; established interim work plan based on Policy Prospectus v1.
June 25, 2026	Evaluated statewide demographic and assessment data regarding English Learners; reviewed Policy Prospectus v2 for discussion and prioritization.
July 13, 2026	Reviewed Policy Prospectus v3 for prioritization.
August 10, 2026	Reviewed ELAC Interventions Prospectus for prioritization.
August 24, 2026	Presentation from the Colorado Department of Education regarding their READ Act and Multilingual READ Plans; reviewed ELAC Focus on Educators Prospectus for prioritization.
September 14, 2026	Reviewed ELAC Clarify Language and Metrics Prospectus for prioritization.
September 28, 2026	Review of draft report.
October 12, 2026	Review of final report and bill draft request.
October 26, 2026	Review of final bill draft request.

Findings

Data presentations from NDE, peer state research, and stakeholder testimony yielded four overarching empirical findings:

- **Demographic Scale & Newcomer Surge:** Nevada serves 65,278 multilingual learners (14.5% of K–12 enrollment). Between 2021 and 2026, Nevada experienced a 233% increase in newcomer pupils enrolled in public schools for 20 cumulative months or less.
- **Long-Term Stagnation:** One-third of the state's multilingual learners are Long-Term English Learners who have remained in language instruction educational programs for six or more years without attaining proficiency.
- **Special Education Intersection:** 19.62% of Nevada's multilingual learners are dually identified for Special Education services under an Individualized Education Program, significantly exceeding the statewide general education IEP rate of 14.2%.
- **Workforce Centralization:** 95% of Nevada's 4,740 actively employed endorsed teachers (ELAD and Bilingual) are concentrated in Clark County, Washoe County, and State Public Charter Schools, creating severe specialist shortages in rural LEAs.

Recommendations – Interventions

1. **The Council recommends that the Department promulgate guidance and update literacy performance plan templates to include English language development goals, language proficiency scores, and targeted linguistic supports.**
   Skilled reading requires inter-weaving word recognition (phonemic awareness, phonics, decoding) and language comprehension (vocabulary, syntax, background knowledge). For multilingual learners, these strands develop concurrently as English is acquired, requiring literacy and language goals to be planned together within a single framework rather than as separate tracks. To ensure educators accurately distinguish whether a student's reading difficulty stems from foundational word-recognition deficits or developing language comprehension, guidance on screening and diagnostic assessment practices tailored for multilingual learners, in addition to updating state literacy performance plan templates to integrate language proficiency data, diagnostic results, and explicit language development goals alongside reading targets enables classroom teachers and specialists to target interventions precisely without navigating duplicative paperwork.

2. **The Council recommends that the Department evaluate and promulgate guidance on methods to better integrate English learner supports and language proficiency data within Multi-Tiered System of Supports (MTSS) literacy interventions, aligning language acquisition targets with academic intervention goals.**
   Drawing on peer state models, guidance that systematically connects English language development with evidence-based literacy instruction across all MTSS tiers prevents programs from operating in isolation, where educators struggle to determine whether learning difficulties stem from reading deficits or emerging English proficiency. Guidance would clarify that Tier 1 core instruction must explicitly build oral language, academic vocabulary, and sentence-level syntax for all multilingual learners so that intervention is not the first place students receive language supports. For Tiers 2 and 3, interventions will match diagnostic student needs—pairing foundational word-recognition instruction with linguistic scaffolding or targeting language comprehension directly. Furthermore, progress monitoring results will be evaluated against true peers with similar language proficiency levels to ensure timely support and reduce the over- and under-identification of reading disabilities.

3. **The Council recommends that the Department develop early warning indicators of linguistic stagnation through a comparative cohort study of multilingual learners in secondary grades.**
   To shift state strategy from secondary remediation toward prevention in the primary grades, educators need predictive indicators that identify students at risk of becoming long-term English learners before that trajectory is set. A longitudinal comparative study of secondary multilingual learners in grades 6 through 12, contrasting pupils who successfully attained English proficiency within five years against those who stalled and became long-term English learners would support this outcome. By looking back at primary-grade (K–3) records, the study will analyze key historical factors—including WIDA ACCESS domain trends (with emphasis on reading and writing), early literacy and dyslexia screening results, reading intervention histories, timing of special education referrals, interim growth assessments (such as NWEA MAP or iReady), attendance and school mobility, language instruction program consistency, and native-language literacy data where available. Contrasting these cohorts will produce actionable predictive indicators that the Department could report to local education agencies, equipping educators to begin targeted intervention early within existing district planning frameworks, including literacy performance plans and Multi-Tiered System of Supports (MTSS).

4. **The Council requests the drafting of a legislative measure to establish specialized academic plans for multilingual learners in grades 7 through 12 to support proper course scheduling, credit attainment, and on-time graduation.**
   The creation of individualized secondary academic plans that designate appropriate course scheduling and credit accrual for multilingual learners will support prevention of disproportionate secondary dropout rates and the marked underrepresentation of multilingual learners among advanced and college- and career-ready diploma recipients. Such plans would require school counselors and Multilingual Learner Education specialists to collaborate annually with students and families to align course schedules, safeguard diploma options, monitor credit accumulation, and provide tailored academic supports across the multilingual learner continuum.

5. **The Council requests the drafting of a legislative measure requiring that parents and guardians of English learners are engaged in the school-level decision-making process, to include proportional representation, and requiring district reporting to include information regarding this engagement.**
   This would ensure parents and legal guardians of English learners have a structured voice in local educational governance.

Recommendations – Clarify Metrics and Language

6. **The Council recommends that the Department update administrative guidance, communications, and instructional frameworks to adopt the asset-based term "multilingual learner" for students designated as English learners, while retaining "English learner" in state statute for accountability, compliance, and funding purposes.**
   While the term "multilingual learner" broadly describes any student developing proficiency in more than one language—including native English speakers enrolled in world language courses or fluently bilingual students who are not classified as English learners—adopting it as the preferred term for students designated as English learners establishes an asset-based framework across Nevada classrooms. In instructional, professional development, and administrative guidance contexts, "multilingual learner" highlights student linguistic strengths and aligns with modern educational research. However, because state and federal accountability frameworks, Title III civil rights mandates, and Pupil-Centered Funding Plan (PCFP) weighted formulas are legally tied to the specific federal definition of an "English learner," state statute, formal compliance, and fiscal reporting will continue to use "English learner" (EL). This distinction allows Nevada to modernize instructional guidance and communication while protecting statutory precision, federal compliance, and the allocation of state weighted funding.

7. **The Council recommends continued development and investment in the Data Management System currently in production within the Department; expanding and/or revising data collection regarding primary/home language and students who are designated English learners and have an Individualized Education Plan; and continued support for the Department and Commission on School Funding as it relates to establishing intervention-level expenditure codes within the uniform accounting system for public schools.**
   A comprehensive data management system will enhance public data reporting and transparency, to include the academic growth of multilingual learners and the expenditure of weighted English learner funding. Transparent data is essential for evaluating whether state investments are reaching the students who need them most. Providing accessible, disaggregated reporting ensures that school communities, parent advisory bodies, and district leaders can verify that EL-weighted funds are directly supporting effective instruction, targeted interventions, and specialized student services.

8. **The Council recommends the Department conduct a review and take action to revise the current entrance and exit procedures for English learners, including the available alternative pathway criteria.**
   Nevada's current framework uses a standard WIDA ACCESS composite cut score of 4.5 for program exit; however, further review to evaluate entrance screeners, model secondary exit score adjustments, and multi-faceted reclassification pathways grounded in student growth data is necessary to support English learner transitions. Furthermore, Nevada is the only state that requires a demonstrated math proficiency requirement for its alternative pathway exit criteria and should instead shift to using only language-relevant academic indicators.

Recommendations – Focus on Educators

9. **The Council requests the drafting of a legislative measure that tasks the Commission on Professional Standards in Education to conduct a study on the English Language Acquisition and Development (ELAD) and Bilingual Education endorsements, their current requirements, and an implementation study for requiring standard education preparation programs to require early education, elementary education, or special education programs to complete the ELAD or bilingual endorsement (12 credits) and require at least one course on English Language Acquisition for all secondary education programs as a licensing requirement.**
   Adding coursework – 3 credits for secondary educators, and 12 credits for early childhood, elementary, and special education educators – across preservice degree programs ensures every educator has the skills needed to support multilingual learners and expand statewide specialist capacity before candidates enter the workforce. However, feedback from the field indicates that implementing such a measure requires extensive study – including a review of the current requirements and how that aligns with existing educator preparation program provisions – prior to acting on the measure. The Commission would be required to submit a summary of their findings and recommendations to the Legislature.

10. **The Council recommends that the Department, LEAs, NSHE institutions, and the Regional Professional Development Programs work together to establish flexible and accessible in-service pathways for practicing educators to earn ELAD or Bilingual education endorsements.**
    Current program capacity, limited course availability, and a lack of dedicated in-service Bilingual Education routes restrict overall educator participation in such programs. To build a robust, scalable pipeline of specialized teachers, collaboration to expand and diversify in-service credentialing routes—including district-university partnerships, flexible hybrid models, and new programs— is critical, in tandem with collaboratively working to identify and mitigate financial, scheduling, and geographic hurdles for practicing teachers.

11. **The Council requests the drafting of a legislative measure requesting the Commission on School Funding to evaluate changes to the allowable uses for English learner weighted funding to better reflect current need and usage.**
    In tandem with the recommendation to establish intervention-level expenditure coding, this measure works to ensure that dedicated English learner funds are allocated, utilized, and reported for effective, modern interventions and applications for English learner supports.

12. **The Council requests the drafting of a legislative measure, to include an allocation request of $460,000, to support pre-service and in-service educators pursuing ELAD or Bilingual Education endorsements.**
    This request would fund approximately 100 educators, at $4,600 per educator, to pay for 12 credit hours of coursework to gain their ELAD or Bilingual endorsement, with carryover provisions.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL AGENDA
MAY 20, 2026
2:00 PM

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Bighorn Conference Room
Department of Education	700 E. Fifth St.	Carson	Battle Born Conference Room
Department of Education	Virtual	Virtual	YouTube Livestream

PUBLIC NOTICE

The public is hereby noticed that the English Learner Advisory Council reserves the right to take agenda items out of posted order; items may be pulled or removed from the agenda at any time; and items may be combined for consideration. The Chair reserves the right to call on individuals from the audience or to allow for testimony at any time. 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 for public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available. If you are unable to attend but would like to provide a written statement for public comment, please submit your statement to NVBoardEd@doe.nv.gov before the close of the meeting. All individuals providing testimony must provide contact information via the sign in sheet. Reasonable efforts will be made for members of the public who have disabilities and require special accommodations or assistance at the meeting. Please contact Sarah Russell at sarah.russell@doe.nv.gov at least five business days in advance so that arrangements may be made. The support materials to this agenda are available at no charge on the Nevada Department of Education English Learner Advisory Council Meeting Materials page under the meeting date referenced above or by contacting Sarah Russell via email at sarah.russell@doe.nv.gov This public notice has been sent to all persons on the agencies mailing list for Board notices and posted on the Nevada Department of Education's website at https://doe.nv.gov, Nevada's Public Notice site at https://notice.nv.gov, and physically at the Nevada Department of Education Offices. Copies of this notice will also be emailed and/or mailed to members of the public upon request.

1. **CALL TO ORDER**

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 Department will impose a time limit of three minutes.

3. **WELCOME AND INTRODUCTIONS**
   Council members will introduce themselves, and Deputy Superintendent Palmer will review principles and practices that will ensure meetings are courteous and productive.
   - Dr. Torrey Palmer, Deputy Superintendent, Student Achievement Division

4. **ELECTION OF CHAIR AND VICE CHAIR OF THE COUNCIL** (*For possible action)*
   The Council will elect and vote for a Chair and Vice Chair of the Council.
   - Christena Georgas-Burns, Deputy Attorney General

5. **INFORMATION AND DISCUSSION REGARDING OPEN MEETING LAW**
   The office of the Deputy Attorney General (DAG) will provide a briefing regarding the Council's responsibilities to uphold open meeting law.
   - Christena Georgas-Burns, Deputy Attorney General

6. **INFORMATION AND DISCUSSION REGARDING THE SCOPE AND DUTIES OF THE COUNCIL**

The Council will receive information regarding the scope and duties of the Council, to include information and updates regarding the outcomes and timelines required to complete these duties.

- Amelia Thibault, Legislative Liaison

7. INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING A PROPOSED POLICY PROSPECTUS (*For possible action)*

The Council will receive information regarding a proposed policy prospectus for the term of the Council, to include discussion regarding strategies for the Council to complete their work.

- Amelia Thibault, Legislative Liaison
- Sarah Russell, Education Programs Professional

8. INFORMATION AND DISCUSSION REGARDING ENGLISH LEARNER DATA IN NEVADA

The Council will receive information regarding English Learner data in Nevada.

- Sarah Russell, Education Programs Professional

9. FUTURE AGENDA ITEMS

10. PUBLIC COMMENT #2

Public comment will be taken during this agenda item on any matter within the jurisdiction, control, or advisory power of the Department. 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 Department will impose a time limit of three minutes.

11. ADJOURNMENT

English learners (ELs) represent roughly 14% of Nevada students and are a vital, expanding segment of our future workforce. Investing in multilingualism is a strategic investment in Nevada's prosperity. When implemented effectively, EL education drives student achievement, strengthens workforce readiness for high-demand sectors, and yields significant economic returns. To reverse the trend of students losing ground in literacy after fourth grade, ensure strong academic foundations, and build deep partnerships with parents, Nevada must transition from reactive compliance to proactive, structurally sound models. As federal guidance related to English learner education evolves, Nevada has an opportunity to establish clear and stable state policy structures that support districts while preserving local flexibility. The Department proposes that the English Learner Advisory Council begin their discussions with the following policy proposals to empower our schools and educators.

Long-Term English Learner Success

Thousands of Nevada students remain classified as English Learners for extended periods, often stalling in their academic progress due to a lack of targeted intervention. To prevent the "warehousing" of students in remedial English courses, the Department proposes further research and analysis regarding mandates for districts to formally identify Long-Term English Learners (LTELs) and those at risk of becoming LTELs, and require the creation of individualized success plans for these learners to ensure access to rigorous coursework, electives, and a viable pathway to graduation. This would support middle- and high-school literacy stagnation and close achievement gaps.

- Existing NRS 388.4073 defines a long-term English learner
- Recent legislation in California may be relevant

Grow-Your-Own Programs for Bilingual Educators

Schools face a critical shortage of teachers capable of delivering instruction in languages other than English. One way to address this challenge is by establishing a Bilingual Educator Pipeline Grant. This type of program would provide tuition assistance and support to bilingual paraprofessionals, school aides, and high school students—who already possess the linguistic assets our schools need—to support their transition into full licensure as classroom teachers. The Teacher Academy College Pathways may be leveraged to support such growth.

- Recent legislation in Washington may be relevant

Universal English Language Acquisition and Development Endorsements

English Learners (ELs) spend the majority of their instructional time with general education teachers who often lack specific training in language acquisition. Embracing the principle that "every educator is an EL educator," the Department proposes further discussion regarding the requirement that all teachers in Nevada possess the pedagogical skills necessary to serve diverse students by requiring all state-approved Educator Preparation Programs incorporate the requirements for the English Language Acquisition and Development (ELAD) endorsement into their standard degree pathways, ensuring every graduate is "Day One" ready. This supports Tier 1 educators in effectively teaching culturally and linguistically diverse students.

- Recent legislation in New Mexico, Florida, and Rhode Island support this process

District-Level Parental Advisory Councils

Family engagement has beneficial impacts on student grades, test scores, and dropout rates. To enable meaningful two-way communication and ensure EL families have ongoing opportunities to inform decision-making, the Department proposes further discussion regarding mandates for the formation of District English Learner Advisory Committees (DELACs). These bodies would have the statutory authority to review and advise on the district's plan for services and funding allocations. This builds authentic, systemic partnerships with parents and families, giving them a formalized voice in district-level decisions.

- Recent legislation in New Mexico, Rhode Island, Illinois, and Texas may be relevant.

Bilingual Education Expansion

Dual language and bilingual programs lead to higher long-term academic achievement and stronger English outcomes than English-only programs. The Department proposes further research and analysis regarding incentivizing the expansion of these high-quality programs by establishing a Dual Language Allotment. This mechanism would provide an additional weight in the pupil-centered funding plan for every student enrolled in a state-certified dual language program, transforming bilingual education into a sustainable model for school districts. This prepares students for college and careers in a global economy by scaling the most effective programmatic model for EL achievement.

- Recent legislation in Oregon, New Mexico, Texas, and California may be relevant.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL MEETING
MAY 20, 2026
2:00 PM

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo	Las Vegas	Bighorn
Department of Education	700 E. Fifth St.	Carson	Battle Born
Department of Education	Virtual/Livestream	n/a	n/a

SUMMARY MINUTES OF THE COUNCIL MEETING

COUNCIL MEMBERS PRESENT

Torrey Palmer (Deputy Superintendent, NDE)
Dr. Alain Bengochea (UNLV)
Sarah Russell (Title III State Director, NDE)
Janna Moyer (NDE)
Dr. Silvina Jover (Clark County School District)
Lelsy Stewart (Elko County School District)
David Lamb (Nye County School District)
Paola Zepher (Elementary Dual Language Principal)
Dr. Tanya Scott (Carson City School District)
Erick Casallas (Clark County School District)
Diana Walker (Northwest Regional Professional Development)
Dr. Lydia Sedano (State Charter School Authority)

COUNCIL MEMBERS ABSENT EXCUSED

Vanessa Mari (Nevada State University)

DEPARTMENT STAFF PRESENT

Lisa Ford, Chief Strategy Office
Amelia Thibault, Legislative Liaison
Zachary Khan (Assistant to Deputy Palmer, NDE)

LEGAL COUNCIL PRESENT

Christina Georgas-Burns (Deputy Attorney General)

AUDIENCE IN ATTENDANCE

1. CALL TO ORDER, ROLL CALL

Meeting called to order at 2:15 P.M. by Amelia Thibault in secretary capacity. Zachary Khan conducted the roll call. Quorum was established.

2. PUBLIC COMMENT #1

a. **Las Vegas:** Lelsy Stewart (Elko CSD) expressed excitement about joining the council and looking forward to making positive impacts for English Learners (ELs) across Nevada.

b. **Carson City / Online:** No public comments were submitted.

3. WELCOME AND OPENING REMARKS

Deputy Superintendent Torrey Palmer highlighted a recent site visit to Lovelock Elementary School, noting a major bright spot where staff shared that WIDA data showed every single student had progressed by at least one proficiency level. Council members then went around the room introducing themselves, sharing their professional backgrounds, and expressing their dedication to supporting multilingual learners.

4. ELECTION OF OFFICERS

Chairperson: Erick Casallas
Vice Chairperson: Dr. Alain Bengochea

5. OPEN MEETING LAW (OML) PRESENTATION

DAG Christina Georgas-Burns provided a detailed legal overview of Nevada Open Meeting Law (NRS 241):

- **Quorum & Deliberation:** OML applies whenever a simple majority of voting members gather to deliberate or take action on council business.
- **Notice Requirements:** Agendas must be posted 3 days prior to a meeting by 9:00 AM and must clearly denote items as *"For Possible Action"* if a vote will occur.
- **Violations & Pitfalls:** Members were strictly warned against "serial communications" (e.g., hitting "Reply All" on emails or discussing agenda topics in small groups at networking events), as these constitute rolling quorums. Members were also instructed not to use the virtual platform's chat feature for policy deliberations. OML violations will make void any actions taken by the council during the meeting.

6. SCOPE AND DUTIES OF THE COUNCIL (AB335)

Amelia Thibault (Legislative Liaison) outlined the tight timelines dictating this interim council:

- **Final Report Deadline:** Due to the Legislative Council Bureau (LCB) by **October 31, 2026**. Because of drafting and approval timelines, core policy work must wrap up by the end of September.
- **Bill Draft Request (BDR):** The council is authorized to request one legislative measure. While legally due by December 31, 2026, Amelia strongly advised submitting the BDR alongside the final report in late October to give the bill a better chance of moving quickly through the 2027 legislative session. The BDR must be bound to a single topic or theme and sit within NRS Chapters 385–394.

7. PROPOSED POLICY PERSPECTIVES AND FUTURE AGENDA ITEMS

The committee reviewed the initial policy prospectus (Version 1) containing five primary concepts: *(1) Long-Term EL Success, (2) Grow Your Own Programs for Bilingual Educators, (3) Universal ELAD Endorsements, (4) District-Level Parental Advisory Councils, and (5) Bilingual Education Expansion.*

The council requested the following amendments and data requests for future agendas:

- **Professional Development:** Incorporate tracking the professional development requirements mandated by 2030 under AB335.
- **Licensure Pairing:** Combine and evaluate ELAD and Bilingual endorsements collectively.
- **Statewide EL Dashboard:** Look into expanded metrics tracking all LEAP categories (newcomers, short-term ELs, at-risk of being LTELs, and LTELs) rather than just long-term stats.
- **Funding Metrics:** Request an examination of how EL-weighted funding is being utilized by districts statewide (e.g., class-size reduction vs. other academic interventions).
- **Teacher Analytics:** Gather data on the total number of bilingual and ELAD-endorsed teachers, broken down by district and language specialization where available.
- **Special Populations:** Cross-examine data regarding EL students who also have IEPs or 504 plans, specifically checking for indicators of dyslexia.
- **Language & Terminology:** Review the current legal terminology to consider shifting toward asset-based academic narratives (e.g., "emerging bilingual" or "multilingual learner").

Guest Presenter Requests

- Districts (including smaller districts) that have successfully scaled out bilingual/dual-language programs.
- Out-of-state departments of education (e.g., Utah) that have executed competitive grant competitions to grow bilingual programs.
- Out-of-state representatives (e.g., New Mexico, Florida, Rhode Island) regarding state-level infrastructure for language acquisition.

Important Notice: Members must email additional policy concepts or presenter requests to Sarah Russell, Amelia Thibault, and Torrey Palmer by May 29th. *Do not reply all.*

8. SETTING OF MEETING FREQUENCY

Summer Schedule: The council agreed to meet **once a month** in June and July. These summer sessions will be extended to a **2-to-3-hour window** to adequately accommodate presentations and heavy data analysis.

Fall Schedule: The frequency will increase to **twice a month** from August through October to hit report deadlines.

Next Steps: NDE staff will distribute a poll to schedule the upcoming summer sessions and build a public calendar.

9. PUBLIC COMMENT #2

No public comment was offered in Las Vegas, Carson City, or online.

10. ADJOURNMENT

Meeting was adjourned at 3:19 P.M.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL AGENDA
JUNE 25, 2026
3:00 PM

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Virtual
Department of Education	700 E. Fifth St.	Carson	Silver Ore Conference Room
Department of Education	Virtual	Virtual	Teams Meeting

Microsoft Teams Meeting Information

Join the meeting now: https://teams.microsoft.com/meet/251899284559737?p=doT1fBzE0QCTDiNlcG
Meeting ID: 251 899 284 559 737
Passcode: 2op6ff7w
Dial in by phone: +1 775-321-6111,,175209018#
Phone Conference ID: 175 209 018#

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1. CALL TO ORDER, ROLL CALL

2. PUBLIC COMMENT #1

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3. **CONSENT AGENDA** (For Possible Action)
   Information concerning the following consent agenda item has been provided to the Council member for study prior to the meeting. Unless a Council member has a question concerning a particular item and asks that it be withdrawn from the consent list, all items are approved in one action.
   a. Possible Approval of May 20, 2026, Council Meeting Minutes
   b. Possible Approval of the Proposed 2026 Council Meeting Schedule

4. **INFORMATION AND DISCUSSION REGARDING ENGLISH LEARNER DATA IN NEVADA**
   The Council will receive a presentation on the trends in demography, academic performance, and graduation outcomes for English learners in Nevada. This data overview will include an analysis of various English learner subgroups to help inform the Council's upcoming policy proposals, to include an update on the data requests made during the May 20, 2026, meeting.
   - Sarah Russell, Education Programs Professional

5. **INFORMATION AND DISCUSSION REGARDING LEGISLATIVE CONTEXTS FOR CONSIDERATION**
   The Council will receive an overview of various legislative contexts, to include budget and funding information, an update on timelines and drafting expectations; and information regarding differentiation between statute, regulation, and policy recommendations.
   - Amelia Thibault, Legislative Liaison

6. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING A POLICY PROSPECTUS**
   The Council will receive an update regarding the revised Policy Prospectus for the English Learner Advisory Council, and the Chair will lead a discussion regarding possible prioritization and next steps to investigate each policy, to include possible speaker or presentation requests, data requests, and future agenda requests.
   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison
   - Sarah Russell, Education Programs Professional

7. **PUBLIC COMMENT #2**
   Public comment will be taken during this agenda item on any matter within the jurisdiction, control, or advisory power of the Department. 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 Department will impose a time limit of three minutes.

8. **ADJOURNMENT**

Nevada Department of Education English Learner Advisory Council Policy Prospectus v.2

The English Learner Advisory Council has identified the following policies for further investigation in support of developing formal report recommendations and a bill draft request (BDR) for the 2027 Legislative Session.

Transitioning to Assets-Based Statutory Language	Introduce assets-based language—such as "Multilingual Learner" or "Emergent Bilingual"—as statutory synonyms for existing terminology. This measure will authorize the Department and Local Educational Agencies (LEAs) to adopt these terms for programmatic use, including pedagogical frameworks, parent communications, and program titles. This legislation will update the three student groups established in Assembly Bill 335 to their assets-based equivalents: "Short-Term Multilingual Learner," "Long-Term Multilingual Learner," and "Newcomer Multilingual Learner." The federal "English Learner" designation will be retained for administration and accountability purposes.	• California and New Jersey utilize a hybrid approach, retaining "English Learner" strictly for funding and legal compliance while deploying "Multilingual Learner" in pedagogical frameworks and community outreach. • Texas successfully passed legislation replacing "limited English proficiency" with "emergent bilingual students" across its education code. • Massachusetts explicitly uses "Multilingual Learner" and "Bilingual Education" terminology to frame its program standards. • New York utilizes the assets-based term "English as a New Language" for its programs.	S	R/BDR	N

Topic	Summary	Relevant Models	S/R/P	R/BDR	$
District-Level Parental Advisory Councils	Mandate the formation of District English Learner Advisory Committees (DELACs) with the statutory authority to review and advise on the district's plan for services and funding allocations. Family engagement impacts student grades, test scores, and dropout rates. Enabling two-way communication builds partnerships with parents and families, giving them a voice in district-level decisions and ensuring they have opportunities to inform decision-making. NDE: Consider how efforts with the Advisory Council on Family Engagement could align	• California mandates district and school-level advisory committees when EL populations reach specific thresholds (50+ students in a district; 20+ in a school), with parents electing members. • Illinois requires a parent advisory committee where the majority of members are parents of children in transitional bilingual programs. • Massachusetts mandates an English learner parent advisory council for districts with 100+ ELs or a 5% EL population. • Texas mandates a language proficiency assessment committee that must include a parent of an emergent bilingual student.	S/R	R/BDR	N

Topic	Summary	Relevant Models	S/R/P	R/BDR	$
Individualized Support and Tracking for All English Learners	Establish a framework that supports districts in identifying and creating success plans for multilingual learner subgroups: Newcomers, Short Term Multilingual Learners, and Long-Term Multilingual Learners. Without intervention, ELs face a bottleneck in their secondary education: EL 9th graders face a 26.7% credit deficiency rate, compared to 15.4% in the general student population. The state's 22,264 Long-Term Multilingual Learners need success plans to prevent warehousing in remedial courses. Concurrently, the state's 9,139 Newcomers require foundational language support, while the 36,530 Short-Term Multilingual Learners must be tracked to ensure they progress. Establishing success plans ensures a continuum of support from a student's first day in a U.S. school through graduation. NDE: Consider existing plans required for homeless/foster students, academic planning, etc.	• California legislation requires the tracking of Long-Term English Learners (LTELs) and those at risk of becoming LTELs to ensure they receive targeted interventions. • Massachusetts requires districts to establish "personalized goals" and use an "English learning success template" for Els not meeting proficiency benchmarks. • New York mandates the tracking and reporting of outcomes by highly specific subpopulations, including students with interrupted formal education, newcomers, developing Els, and long-term Els.	S/R	R/BDR	N

Topic	Summary	Relevant Models	S/R/P	R/BDR	$
Grow-Your-Own Programs for Bilingual Educators	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. Schools face a shortage of teachers capable of delivering instruction in languages other than English, resulting in approximately 69% of EL students being served through models that require less specialized certification. Supporting these candidates—who already possess the linguistic assets our schools need—will help address this critical shortage. NDE: Consider aligning with the Teacher Pathways Program, existing Teach Nevada Scholarships, etc.	• Washington State has pursued legislative models that establish bilingual educator initiatives. • Hawaii introduced pay differentials specifically to attract and retain qualified English language learner educators. • Florida law allows for the utilization and training of native-speaking aides as an interim measure to ensure students' language barriers are addressed soundly while staff is recruited.	S	R/BDR	Y/N

Topic	Summary	Relevant Models	S/R/P	R/BDR	$
Support for Mandatory English Learner Professional Development	Provide districts with state funding to fulfill mandatory professional development requirements regarding English language acquisition. 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, the state must provide a funding mechanism—such as an increase to the PCFP English Learner weight or a categorical appropriation through the Fund for School Improvement—to ensure Local Education Agencies possess the fiscal capacity to execute training without supplanting general funds. NDE: Any changes to weights or the PCFP would require assignment/referral to the Commission on School Funding	• Colorado's "Professional Development and Student Support Program" provides targeted state funding to local education providers specifically for professional development activities related to teaching English language learners. • New Mexico law explicitly requires and funds professional development for teachers, principals, and financial officers on research-based bilingual multicultural education, ESL best practices, and language development.	-	R/BDR	Y

Topic	Summary	Relevant Models	S/R/P	R/BDR	$
Bilingual Education Expansion Recommended Pathway	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. NDE: Any changes to weights or the PCFP would require assignment/referral to the Commission on School Funding	• California's "Pathways to Success Grant Program" allocates funding specifically to develop and expand dual language immersion and developmental bilingual programs. • Vermont incorporates an additional, substantial pupil weight (2.49) for EL pupils in its school funding formula to ensure resources meet the cost of educating students with targeted language services. Oregon law authorizes specific grants for dual language and two-way bilingual programs.	-	R/BDR	Y

Topic	Summary	Relevant Models	S/R/P	R/BDR	$
Comprehensive Student Data Dashboard and PCFP Transparency Recommended Pathway	Create a public-facing Comprehensive Student Data Dashboard that tracks Multilingual Learner metrics and correlates Pupil-Centered Funding Plan (PCFP) expenditures with academic gains. Educational and financial data are currently siloed, masking systemic inequities. For example, in the 2024-25 school year, 19.62% of Nevada's EL population is dually identified with a disability (higher than the 14.2% statewide average), while representing only 1.85% of students enrolled in Gifted and Talented programs. A comprehensive dashboard will explicitly track these metrics alongside WIDA Adequate Growth Percentiles (AGP) and credit deficiency rates. By tracking local PCFP expenditures on a public dashboard and correlating them with academic gains, the state can identify which interventions yield the highest return on investment. NDE: Consider alignment with Department efforts with the Data Management System, data dashboards, and expanded systems support	• The Texas School Accountability Dashboard publicly compares performance information disaggregated by bilingual and special language programs. • The California dashboard publicly reports graduation data and college/career readiness explicitly disaggregated by English Learner status and other pupil categories.	P	R	Y

Topic	Summary	Relevant Models	S/R/P	R/BDR	$
Universal Language Acquisition and/or Bilingual Endorsements	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. NDE: Consider how science of reading mandates were incorporated into statutory requirements; consider various pathways to this process.	• Connecticut, Delaware, and Florida legally require that all state-approved educator preparation programs include instruction in second language acquisition and strategies for instructing ELLs. • Rhode Island mandates that approved educator preparation programs include EL proficiency and awareness requirements as a strict condition for program completion by 2030.	S	R/BDR	N

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL MEETING
JUNE 25, 2026
3:00 PM

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo	Las Vegas	Bighorn
Department of Education	700 E. Fifth St.	Carson	Silver Ore
Department of Education	Virtual	n/a	Teams

SUMMARY MINUTES

COUNCIL MEMBERS PRESENT

Torrey Palmer (Deputy Superintendent, NDE)
Sarah Russell (Title III State Director, NDE)
Janna Moyer (NDE)
Lelsy Stewart (Elko County School District)
Paola Zepher (Elementary Dual Language Principal)
Dr. Tanya Scott (Carson City School District)
Erick Casallas (Clark County School District)
Diana Walker (Northwest Regional Professional Development)
Lydia Sedano (State Charter School Authority)

COUNCIL MEMBERS ABSENT EXCUSED

Vanessa Mari (Nevada State University)
Dr. Alain Bengochea (UNLV)
Dr. Silvina Jover (Clark County School District)
David Lamb (Nye County School District)

DEPARTMENT STAFF PRESENT

Amelia Thibault, Legislative Liaison
Kelly Hoffman, Secretary

LEGAL COUNCIL PRESENT

None

AUDIENCE IN ATTENDANCE

None

1. **CALL TO ORDER, ROLL CALL**
   Meeting called to order at 3:12 p.m. by Chairperson Erick Casallas. Staff person Kelly Hoffman conducted the roll call. Quorum was established.

2. **PUBLIC COMMENT #1**
   a. **Las Vegas:** No public comments were submitted.
   b. **Carson City / Online:** No public comments were submitted.

3. **CONSENT AGENDA**
   Member Zepher moved to approve the May 20th, 2026, Meeting Minutes. Member Sedano seconded. Vote passed unanimously.
   Member Walker moved to approve the Schedule of Meetings. Member Zepher seconded. Vote passed unanimously.

4. **INFORMATION AND DISCUSSION REGARDING ENGLISH LEARNER DATA IN NEVADA**
   Sarah Russell, Title III State Director, NDE presented an overview of Nevada's English Learners demographics and proficiency benchmarks.

5. **LEGISLATIVE CONTEXT AND POLICY PROSPECTUS UPDATES**
   Amelia Thibault (Legislative Liaison) presented a summary of legislative strategy frameworks ahead of the upcoming legislative session.

6. **PROPOSED POLICY PERSPECTIVES REVIEW**
   The Council began reviewing the policy prospectus to categorize and prioritize policy recommendations. The Council completed discussions on the first three prospectus items:

   1. **Transitioning to Assets-Based Statutory Language**

      Consensus: The Council supported using "Multilingual Learner" as the preferred assets-based term, removing "Emergent Bilingual" from the proposed statutory language, and continuing to use "English Learner" for federal reporting, accountability, and funding purposes. Members agreed that terminology recommendations should be considered alongside the Council's remaining policy priorities before determining final legislative recommendations.

   2. **District-Level Parent Advisory Councils:** Council members discussed the need to avoid creating duplicative committees by aligning any new requirements with existing Title I, Title III, and Migrant Education parent advisory structures where appropriate. The Council also considered establishing implementation thresholds based on district English Leaner enrollment or percentage of English Learners.

Consensus: The council agreed that additional research is needed before advancing a recommendation. Staff will review existing parent advisory requirements across programs, explore opportunities to align or integrate committee structures, and develop potential implementation models for future Council discussions. No legislative recommendation was made at this time.

3. **Individualized Support and Tracking for ELs:** The Council discussed strategies to strengthen individualized support and progress monitoring for English Learners, with a focus on Long-Term English Learners (LTELs). Members emphasized the importance of building upon existing district systems and academic planning processes rather than creating additional compliance requirements for educators. The Council also discussed the need to examine successful practices from other states before developing recommendations.

   Members additionally identified Nevada's English Learner exit criteria as a potential future topic for Council consideration, noting interest in reviewing how the state's proficiency threshold compares with those of other states.

   Consensus: The Council agreed that additional research and discussions are needed before advancing a legislative recommendation. Staff will continue exploring best practices from other states and potential approaches for individualized support and progress monitoring, and the topic will be revisited at a future meeting.

Discussion of the remaining five policy prospectus items was deferred until the next Council meeting.

7. PUBLIC COMMENT #2

No public comments were received in Las Vegas, Carson City, or online.

8. ADJOURNMENT

Meeting was adjourned at 4:55 p.m.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL AGENDA
JULY 13, 2026
2:00 PM

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson City	Silver Ore Conference Room
Department of Education	Virtual	Virtual	Livestream

PUBLIC NOTICE

The public is hereby noticed that the English Learner Advisory Council reserves the right to take agenda items out of posted order; items may be pulled or removed from the agenda at any time; and items may be combined for consideration. The Chair reserves the right to call on individuals from the audience or to allow for testimony at any time. 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 for public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available. If you are unable to attend but would like to provide a written statement for public comment, please submit your statement to NVBoardEd@doe.nv.gov before the close of the meeting. All individuals providing testimony must provide contact information via the sign in sheet. Reasonable efforts will be made for members of the public who have disabilities and require special accommodations or assistance at the meeting. Please contact Sarah Russell at sarah.russell@doe.nv.gov at least five business days in advance so that arrangements may be made. The support materials to this agenda are available at no charge on the Nevada Department of Education English Learner Advisory Council Meeting Materials page under the meeting date referenced above or by contacting Sarah Russell via email at sarah.russell@doe.nv.gov This public notice has been sent to all persons on the agencies mailing list for Board notices and posted on the Nevada Department of Education's website at https://doe.nv.gov, Nevada's Public Notice site at https://notice.nv.gov, and physically at the Nevada Department of Education Offices. Copies of this notice will also be emailed and/or mailed to members of the public upon request.

1. **CALL TO ORDER, ROLL CALL**

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 Department will impose a time limit of three minutes.

3. **CONSENT AGENDA** (For Possible Action)
   Information concerning the following consent agenda item has been provided to the Council member for study prior to the meeting. Unless a Council member has a question concerning a particular item and asks that it be withdrawn from the consent list, all items are approved in one action.
   a. Possible Approval of June 25, 2026, Council Meeting Minutes

4. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING A POLICY PROSPECTUS**
   The Council will discuss the ELAC Policy Prospectus v3, to include a discussion regarding possible prioritization and next steps to investigate each policy, to include possible speaker or presentation requests, data requests, and future agenda requests.
   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison
   - Sarah Russell, Education Programs Professional

5. PUBLIC COMMENT #2

Public comment will be taken during this agenda item on any matter within the jurisdiction, control, or advisory power of the Department. 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 Department will impose a time limit of three minutes.

6. ADJOURNMENT

English Learner Advisory Council Policy Prospectus

The English Learner Advisory Council has identified the following policies for further investigation in support of developing formal report recommendations and a bill draft request (BDR) for the 2027 Legislative Session.

1. Transitioning to Assets-Based Statutory Language

Summary

Introduce assets-based language—such as "Multilingual Learner" or "Emergent Bilingual"—as statutory synonyms for existing terminology. This measure will authorize the Department and Local Educational Agencies (LEAs) to adopt these terms for programmatic use, including pedagogical frameworks, parent communications, and program titles. This legislation will update the three student groups established in Assembly Bill 335 to their assets-based equivalents: "Short-Term Multilingual Learner," "Long-Term Multilingual Learner," and "Newcomer Multilingual Learner." The federal "English Learner" designation will be retained for administration and accountability purposes.

Relevant Models

- California and New Jersey use a hybrid approach, retaining "English Learner" strictly for funding and legal compliance while deploying "Multilingual Learner" in pedagogical frameworks and community outreach.
- Texas successfully passed legislation replacing "limited English proficiency" with "emergent bilingual students" across its education code.
- Massachusetts explicitly uses "Multilingual Learner" and "Bilingual Education" terminology to frame its program standards.
- New York uses the assets-based term "English as a New Language" for its programs.

Statute, Regulation, or Policy: Statute
Recommendation or Bill Draft Request: Either
Fiscal Impact: No

2. District-Level Parental Advisory Councils

Summary

Mandate the formation of District English Learner Advisory Committees (DELACs) with the statutory authority to review and advise on the district's plan for services and funding allocations. Family engagement impacts student grades, test scores, and dropout rates. Enabling two-way communication builds partnerships with parents and families, giving them a voice in district-level decisions and ensuring they have opportunities to inform decision-making.

- NDE: Consider how efforts with the Advisory Council on Family Engagement could align
- Further research on existing councils, what's required / what the crossover would be.
- Not looking to be a major contender

Relevant Models

- California mandates district and school-level advisory committees when EL populations reach specific thresholds (50+ students in a district; 20+ in a school), with parents electing members.
- Illinois requires a parent advisory committee where the majority of members are parents of

children in transitional bilingual programs.
- Massachusetts mandates an English learner parent advisory council for districts with 100+ ELs or a 5% EL population.
- Texas mandates a language proficiency assessment committee that must include a parent of an emergent bilingual student.

Statute, Regulation, or Policy: Statute or Regulation
Recommendation or Bill Draft Request: Either
Fiscal Impact: No

3. Individualized Support and Tracking for All English Learners

Summary

Establish a framework that supports districts in identifying and creating success plans for multilingual learner subgroups: Newcomers, Short Term Multilingual Learners, and Long-Term Multilingual Learners. Without intervention, ELs face a bottleneck in their secondary education: EL 9th graders face a 26.7% credit deficiency rate, compared to 15.4% in the general student population. The state's 22,264 Long-Term Multilingual Learners need success plans to prevent warehousing in remedial courses. Concurrently, the state's 9,139 Newcomers require foundational language support, while the 36,530 Short-Term Multilingual Learners must be tracked to ensure they progress. Establishing success plans ensures a continuum of support from a student's first day in a U.S. school through graduation.

- NDE: Consider existing plans required for homeless/foster students, academic planning, etc.
- Presentations re: what this looks like
- Elementary school SLPP (alignment into academic plans?)
- English learner scheduling in secondary school (good elementary school supports, less so in secondary)

Relevant Models

- California legislation requires the tracking of Long-Term English Learners (LTELs) and those at risk of becoming LTELs to ensure they receive targeted interventions.
- Massachusetts requires districts to establish "personalized goals" and use an "English learning success template" for Els not meeting proficiency benchmarks.
- New York mandates the tracking and reporting of outcomes by highly specific subpopulations, including students with interrupted formal education, newcomers, developing Els, and long-term Els.

Statute, Regulation, or Policy: Statute pr Regulation
Recommendation or Bill Draft Request: Either
Fiscal Impact: No

4. Grow-Your-Own Programs for Bilingual Educators

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. Schools face a shortage of teachers capable of delivering instruction in languages other than English, resulting in approximately 69% of EL students being served through models that require less

specialized certification. Supporting these candidates—who already possess the linguistic assets our schools need—will help address this critical shortage.

- NDE: Consider aligning with the Teacher Pathways Program, existing Teach Nevada Scholarships, etc.
- Relevant Models
- Washington State has pursued legislative models that establish bilingual educator initiatives.
- Hawaii introduced pay differentials specifically to attract and retain qualified English language learner educators.
- Florida law allows for the utilization and training of native-speaking aides as an interim measure to ensure students' language barriers are addressed soundly while staff are recruited.

Statute, Regulation, or Policy: Statute
Recommendation or Bill Draft Request: Either
Fiscal Impact: Depends

5. Support for Mandatory English Learner Professional Development

Summary

Provide districts with state funding to fulfill mandatory professional development requirements regarding English language acquisition. 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, the state must provide a funding mechanism—such as an increase to the PCFP English Learner weight or a categorical appropriation through the Fund for School Improvement—to ensure Local Education Agencies possess the fiscal capacity to execute training without supplanting general funds.

- NDE: Any changes to weights or the PCFP would require assignment/referral to the Commission on School Funding

Relevant Models

- Colorado's "Professional Development and Student Support Program" provides targeted state funding to local education providers specifically for professional development activities related to teaching English language learners.
- New Mexico law explicitly requires and funds professional development for teachers, principals, and financial officers on research-based bilingual multicultural education, ESL best practices, and language development.

Statute, Regulation, or Policy: N/A
Recommendation or Bill Draft Request: Either
Fiscal Impact: Yes

6. Bilingual Education Expansion Recommended Pathway

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.

- NDE: Any changes to weights or the PCFP would require assignment/referral to the Commission on School Funding

Relevant Models

- California's "Pathways to Success Grant Program" allocates funding specifically to develop and expand dual language immersion and developmental bilingual programs.
- Vermont incorporates an additional, substantial pupil weight (2.49) for EL pupils in its school funding formula to ensure resources meet the cost of educating students with targeted language services. Oregon law authorizes specific grants for dual language and two-way bilingual programs.

Statute, Regulation, or Policy: N/A
Recommendation or Bill Draft Request: Either
Fiscal Impact: Yes

7. Comprehensive Student Data Dashboard and PCFP Transparency Recommended Pathway

Summary

Create a public-facing Comprehensive Student Data Dashboard that tracks Multilingual Learner metrics and correlates Pupil-Centered Funding Plan (PCFP) expenditures with academic gains. Educational and financial data are currently siloed, masking systemic inequities. For example, in the 2024-25 school year, 19.62% of Nevada's EL population is dually identified with a disability (higher than the 14.2% statewide average), while representing only 1.85% of students enrolled in Gifted and Talented programs. A comprehensive dashboard will explicitly track these metrics alongside WIDA Adequate Growth Percentiles (AGP) and credit deficiency rates. By tracking local PCFP expenditures on a public dashboard and correlating them with academic gains, the state can identify which interventions yield the highest return on investment.

- NDE: Consider alignment with Department efforts with the Data Management System, data dashboards, and expanded systems support

Relevant Models

- The Texas School Accountability Dashboard publicly compares performance information disaggregated by bilingual and special language programs.
- The California dashboard publicly reports graduation data and college/career readiness explicitly disaggregated by English Learner status and other pupil categories.

Statute, Regulation, or Policy: Policy
Recommendation or Bill Draft Request: Recommendation
Fiscal Impact: Yes

8. Universal Language Acquisition and/or Bilingual Endorsements

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.

- NDE: Consider how science of reading mandates were incorporated into statutory requirements; consider various pathways to this process.

Relevant Models

- Connecticut, Delaware, and Florida legally require that all state-approved educator preparation programs include instruction in second language acquisition and strategies for instructing ELLs.
- Rhode Island mandates that approved educator preparation programs include EL proficiency and awareness requirements as a strict condition for program completion by 2030.

Statute, Regulation, or Policy: Statute
Recommendation or Bill Draft Request: Either
Fiscal Impact: No

9. Review and Recommendation of English Learner Exit Criteria

Summary

Review Nevada's current English Learner exit criteria—including the standard WIDA ACCESS overall composite cut score of 4.5, the alternative pathway requiring academic proficiency (SBAC/ACT) for scores 4.0–4.4, and the Alternate ACCESS framework. The Council will compare Nevada's framework against models established by other states within the WIDA consortium. Specifically, the Council will analyze how other SEAs use specific literacy domain minimums, lower overall cut scores, or holistic, committee-based portfolio reviews (rather than standardized academic testing) for their alternative pathways. Following this review, the Council will formulate a formal recommendation to the Nevada Department of Education (NDE) regarding whether adjustments to the state's EL exit thresholds or reclassification procedures are warranted.

Relevant Models

- Indiana & Georgia (Holistic Alternative Pathways): The U.S. Department of Education discourages requiring academic test scores for language reclassification. Instead, Indiana and Georgia use committee-led portfolio reviews (classroom rubrics, observations) for students scoring marginally below standard thresholds (4.3–4.9).
- North Dakota (Domain Minimums): Requires a 4.5 Overall score plus a 3.5 minimum in all four domains, ensuring high receptive skills do not mask expressive deficiencies.
- South Carolina (Lowered Standard Threshold): Recently lowered its automatic exit score to a 4.4 Overall Composite, eliminating domain requirements entirely to reduce Long-Term English Learner (LTEL) proliferation.
- Colorado (Standardized Body of Evidence): Uses a lower threshold (4.0 Overall and 4.0 Literacy) but requires two additional pieces of local evidence (e.g., writing rubrics) to confirm students can access grade-level content.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL MEETING
JULY 13, 2026
2:00 PM

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson	Silver Ore
Department of Education	Virtual	n/a	Livestream

SUMMARY MINUTES

COUNCIL MEMBERS PRESENT

Torrey Palmer (Deputy Superintendent, NDE)
Sarah Russell (Title III State Director, NDE)
Janna Moyer (NDE)
Paola Zepher (Elementary Dual Language Principal)
Dr. Tanya Scott (Carson City School District)
Erick Casallas (Clark County School District)
Dr. Lidia Sedano (State Charter School Authority)
Dr. Silvina Jover (Clark County School District)
David Lamb (Nye County School District)
Vanessa Mari (Nevada State University)

COUNCIL MEMBERS ABSENT EXCUSED

Dr. Alain Bengochea (UNLV)
Lelsy Stewart (Elko County School District)
Diana Walker (Northwest Regional Professional Development)

DEPARTMENT STAFF PRESENT

Amelia Thibault, Legislative Liaison
Kelly Hoffman, Secretary

LEGAL COUNCIL PRESENT

None

AUDIENCE IN ATTENDANCE

None

1. **CALL TO ORDER, ROLL CALL**
   Meeting called to order at 2:01 p.m. by Chairperson Erick Casallas. Staff person Kelly Hoffman conducted the roll call. Quorum was established.

2. **PUBLIC COMMENT #1**
   a. **Las Vegas:** No public comments were submitted.
   b. **Carson City / Online:** No public comments were submitted.

3. **CONSENT AGENDA**
   Member Moyer moved to approve the June 25th, 2026, Council Meeting Minutes. Member Jover seconded. Vote passed unanimously.

4. **PROPOSED POLICY PERSPECTIVES REVIEW**
   The Council dedicated the majority of the meeting to discussing the English Learner Advisory Council Policy Prospectus V3, grouping the items as follows:

   1. **Prospectus items 4, 6 & 8: Bilingual Education Expansion and Educator Pipeline/Endorsements:** The Council discussed expanding dual-language program funding to equitably support both English Learner (EL) and non-EL students, alongside strategies to financially support bilingual and ELAD endorsements for current staff and new licensure candidates.

      Consensus: Staff will draft multiple strategic pathways for the Council to review at the next meeting, including options for new policy language for pipeline grants, potential Pupil-Centered Funding Plan (PCFP) funding mechanisms, and phased timelines for integrating endorsement requirements into educator preparation programs.

   2. **Prospectus item 5: Support for Mandatory English Learner Professional Development** Council members addressed the funding limitations for AB 335 professional development, exploring alternative ideas such as utilizing substitute teacher pay to allow for training during contract hours and implementing a more rigorous vetting process for PD providers.

      Consensus: The Staff will compile a list of strategic options for the Council to consider, which will include potential recommendations to the Commission on School Funding to investigate how EL-weighted funding is utilized.

   3. **Prospectus item 7: Comprehensive Data Dashboard** The Council highlighted the necessity for longitudinal tracking of long-term English learners and the public integration of PCFP expenditure data.

Consensus: To avoid duplicative efforts and ensure funding efficiency, the Council agreed to support NDE's ongoing Data Management System project rather than proposing a separate dashboard, and will compile a list of specific EL metrics they wish to see integrated into the state's existing platform.

5. PUBLIC COMMENT #2

No public comments were received in Las Vegas, Carson City, or online.

6. ADJOURNMENT

Member Jover moved to adjourn the meeting. Member Zepher seconded. Meeting was adjourned at 3:58 p.m.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL AGENDA
AUGUST 10, 2026
2:00 PM

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson City	Silver Ore Conference Room
Department of Education	Virtual	Virtual	Livestream

PUBLIC NOTICE

The public is hereby noticed that the English Learner Advisory Council reserves the right to take agenda items out of posted order; items may be pulled or removed from the agenda at any time; and items may be combined for consideration. The Chair reserves the right to call on individuals from the audience or to allow for testimony at any time. 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 for public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available. If you are unable to attend but would like to provide a written statement for public comment, please submit your statement to NVBoardEd@doe.nv.gov before the close of the meeting. All individuals providing testimony must provide contact information via the sign in sheet. Reasonable efforts will be made for members of the public who have disabilities and require special accommodations or assistance at the meeting. Please contact Sarah Russell at sarah.russell@doe.nv.gov at least five business days in advance so that arrangements may be made. The support materials to this agenda are available at no charge on the Nevada Department of Education English Learner Advisory Council Meeting Materials page under the meeting date referenced above or by contacting Sarah Russell via email at sarah.russell@doe.nv.gov This public notice has been sent to all persons on the agencies mailing list for Board notices and posted on the Nevada Department of Education's website at https://doe.nv.gov, Nevada's Public Notice site at https://notice.nv.gov, and physically at the Nevada Department of Education Offices. Copies of this notice will also be emailed and/or mailed to members of the public upon request.

1. **CALL TO ORDER, ROLL CALL**

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 Department will impose a time limit of three minutes.

3. **CONSENT AGENDA** (For Possible Action)
   Information concerning the following consent agenda item has been provided to the Council member for study prior to the meeting. Unless a Council member has a question concerning a particular item and asks that it be withdrawn from the consent list, all items are approved in one action.
   a. Possible Approval of July 13, 2026, Council Meeting Minutes

4. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING PRIORITIZATION OF POLICY**
   The Council will discuss the three policy focus areas formulated following discussion of the ELAC Policy Prospectus v3, prioritizing a focus area and discussing possible strategies to move forward.
   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison
   - Sarah Russell, Education Programs Professional

5. **FUTURE AGENDA ITEMS**

Presentation from Brie Johnson of the Colorado Department of Education on Colorado's successful integration of English Learner data and interventions into their READ plans, which are similar to Nevada's Student Literacy Performance Plans (SLPPs). Ms. Johnson will join us on August 24.

6. **PUBLIC COMMENT #2**
   Public comment will be taken during this agenda item on any matter within the jurisdiction, control, or advisory power of the Department. 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 Department will impose a time limit of three minutes.

7. **ADJOURNMENT**

Nevada Department of Education
English Learner Advisory Council
Policy Prospectus: Interventions

The English Learner Advisory Council (ELAC) proposed two items in their policy prospectus related to interventions for English learners: Individualized Support and Tracking for All English Learners, and District-Level Parental Advisory Controls. As the ELAC moves toward drafting policy recommendations, these two policies have been combined to holistically to address a focus on interventions 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
Align Literacy Interventions and English Learner Supports	• Consider directing the Department to develop early warning indicators of linguistic stagnation • Consider directing the Department to issue guidance integrating WIDA score and language development goals directly into student literacy performance plan templates • Consider directing the Department to review ways to better integrate English learner supports with literacy interventionists	Policy Recommendation BDR
Secondary Education Plan for English Learners	• Consider establishing a requirement that English learners in grades 7-12 receive a specialized academic plan with goals for attaining proficiency, identifying linguistic domains for improvement, and engaging with parents.	Policy Recommendation BDR
Support English Learner Parental Engagement	• Consider mandating proportional parent representation for the parents of English learners on existing district and school advisory councils	Policy Recommendation BDR No fiscal impact

Topic	**Individualized Support and Tracking for All English Learners**
Prospectus Summary	Establish a framework that supports districts in identifying and creating success plans for multilingual learner subgroups: Newcomers, Short Term Multilingual Learners, and Long-Term Multilingual Learners. Without intervention, ELs face a bottleneck in their secondary education: EL 9th graders face a 26.7% credit deficiency rate, compared to 15.4% in the general student population. The state's 22,264 Long-Term Multilingual Learners need success plans to prevent warehousing in remedial courses. Concurrently, the state's 9,139 Newcomers require foundational language support, while the 36,530 Short-Term Multilingual Learners must be tracked to ensure they progress. Establishing success plans ensures a continuum of support from a student's first day in a U.S. school through graduation.
Topic	**District-Level Parental Advisory Councils**
Prospectus Summary	Mandate the formation of District English Learner Advisory Committees (DELACs) with the statutory authority to review and advise on the district's plan for services and funding allocations. Family engagement impacts student grades, test scores, and dropout rates. Enabling two-way communication builds partnerships with parents and families, giving them a voice in district-level decisions and ensuring they have opportunities to inform decision-making.

Nevada Department of Education
English Learner Advisory Council
Policy Prospectus: Clarify Metrics and Language

The English Learner Advisory Council (ELAC) proposed three items in their policy prospectus related to language use, metrics, reporting, and assessments: Transitioning to Assets-Based Statutory Language; Comprehensive Student Data Dashboard and PCFP Transparency; and English Learner Exit Criteria. As the ELAC moves toward drafting policy recommendations, these three policies have been combined to holistically address a focus on metrics and language 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
Terminology Change	• Consider tying the federal definition of an "English Learner" to a "Multilingual Learner" in NRS and NAC.	Policy Recommendation BDR No fiscal impact
Support Existing Initiatives	• Consider recommending or supporting continued work and allocations to the Department for the continued development of the Data Management System (DMS) • Consider recommending or supporting continued work by the Department and Commission on School Funding to continue toward intervention-level expenditure coding.	Policy Recommendation No fiscal impact
Identify Multilingual Metrics for Integration	• Consider identifying specific metrics for data reporting purposes, future incorporation, etc.	Policy Recommendation BDR
Review and Revise Entrance / Exit Criteria	• Consider directing the State Board and Department to conduct a study, make recommendations, and take action to review and revise the current entrance and exit procedures for English Learners • Consider changing exit criteria to limit the use of assessment scores to English language arts assessments as a condition for exiting English learner designation (removing mathematics).	Policy Recommendation BDR – Statutory Nudge No fiscal impact necessary, could request $$
Develop Alternative Reclassification Pathways	• Consider developing statewide alternative pathways to English learner reclassification that require the use of triangulated, language-relevant evidence	Policy Recommendation BDR – Statutory Nudge No fiscal impact

Topic	Transitioning to Assets-Based Statutory Language
Prospectus Summary	Introduce assets-based language—such as "Multilingual Learner" or "Emergent Bilingual"—as statutory synonyms for existing terminology. This measure will authorize the Department and Local Educational Agencies (LEAs) to adopt these terms for programmatic use, including pedagogical frameworks, parent communications, and program titles. This legislation will update the three student groups established in Assembly Bill 335 to their assets-based equivalents: "Short-Term Multilingual Learner," "Long-Term Multilingual Learner," and "Newcomer Multilingual Learner." The federal "English Learner" designation will be retained for administration and accountability purposes.
Topic	**Student Data Dashboard and PCFP Transparency**
Prospectus Summary	Create a public-facing Comprehensive Student Data Dashboard that tracks Multilingual Learner metrics and correlates Pupil-Centered Funding Plan (PCFP) expenditures with academic gains. Educational and financial data are currently siloed, masking systemic inequities. For example, in the 2024-25 school year, 19.62% of Nevada's EL population is dually identified with a disability (higher than the 14.2% statewide average), while representing only 1.85% of students enrolled in Gifted and Talented programs. A comprehensive dashboard will explicitly track these metrics alongside WIDA Adequate Growth Percentiles (AGP) and credit deficiency rates. By tracking local PCFP expenditures on a public dashboard and correlating them with academic gains, the state can identify which interventions yield the highest return on investment.
Topic	**English Learner Exit Criteria**
Prospectus Summary	Review Nevada's current English Learner exit criteria—including the standard WIDA ACCESS overall composite cut score of 4.5, the alternative pathway requiring academic proficiency (SBAC/ACT) for scores 4.0–4.4, and the Alternate ACCESS framework. The Council will compare Nevada's framework against models established by other states within the WIDA consortium. Specifically, the Council will analyze how other SEAs use specific literacy domain minimums, lower overall cut scores, or holistic, committee-based portfolio reviews (rather than standardized academic testing) for their alternative pathways. Following this review, the Council will formulate a formal recommendation to the Nevada Department of Education (NDE) regarding whether adjustments to the state's EL exit thresholds or reclassification procedures are warranted.

Nevada Department of Education
English Learner Advisory Council
Policy Prospectus: Focus on Educators

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 $$
Work with RPDPs and/or NDE	• Consider working with the RPDPs to expand coursework/professional development made available regarding bilingual education endorsements • Consider broad coalition work to ensure available professional development is rigorous, high-quality, job-embedded, and easily accessible, working with RPDPs and NDE	Policy Recommendation BDR - Statutory Nudge No fiscal impact necessary, could request $$
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.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL MEETING
AUGUST 10, 2026
2:00 PM

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson City	Silver Ore
Department of Education	Virtual	Virtual	Livestream

SUMMARY MINUTES OF THE COUNCIL MEETING

COUNCIL MEMBERS PRESENT

In Carson City
Dr. Tanya Scott (Carson City School District)

Virtually
Dr. Alain Bengochea (UNLV)
Erick Casallas (Clark County School District)
Dr. Silvina Jover (Clark County School District)
Vanessa Mari (Nevada State University)
Janna Moyer (NDE)
Torrey Palmer (Deputy Superintendent, NDE)
Sarah Russell (Title III State Director, NDE)
Dr. Lidia Sedano (State Charter School Authority)
Lelsy Stewart (Elko County School District)
Diana Walker (Northwest Regional Professional Development)
Paola Zepher (Elementary Dual Language Principal)

COUNCIL MEMBERS ABSENT EXCUSED
David Lamb (Nye County School District)

DEPARTMENT STAFF PRESENT

In Carson City
Kelly Hoffman, Secretary

Virtually
Amelia Thibault, Legislative Liaison

LEGAL COUNCIL PRESENT
None

AUDIENCE IN ATTENDANCE
None

1. **CALL TO ORDER, ROLL CALL**
   Meeting called to order at 2:05 p.m. by Chairperson Erick Casallas. Staff person Kelly Hoffman conducted the roll call. Quorum was established.

2. **PUBLIC COMMENT #1**
   a. **Las Vegas:** No public comments were submitted.
   b. **Carson City / Online:** No public comments were submitted.

3. **CONSENT AGENDA**
   Member Paola Zepher moved to approve the July 13, 2026, Council Meeting Minutes. Member Diana Walker seconded. The motion passed unanimously.

4. **PROPOSED POLICY PERSPECTIVES REVIEW**
   The Council reviewed three policy prospectus documents (*Interventions, Clarifying Metrics and Language, and Focus on Educators)* to categorize proposals as a Policy Recommendation, Bill Draft Request (BDR), or Tabled/Deferred.

   1. **Policy Prospectus: Interventions**

      Topic: Aligning Literacy Interventions and English Learner (EL) Supports
      The Council discussed strategies to integrate language and literacy metrics into existing district structures.

      Consensus: The Council supported a policy recommendation directing the Department to (1) develop early warning indicators of linguistic stagnation and (2) issue guidance integrating WIDA scores and language development goals directly into the student literacy performance plan templates. The third proposed item regarding the integration of EL supports with literacy interventionists was tabled.

      Topic: Secondary Education Plan for English Learners
      Members discussed the necessity of establishing specialized, student-specific academic plans starting in middle school to ensure proper course scheduling and progress toward graduation.

      Consensus: The Council agreed to move this forward as Bill Draft Request (BDR) statutory language. The language will require specialized student-specific academic planning, integrate coursework toward graduation, and clarify responsibility at the school level. Department staff will contact the Washoe County School District to review their historical scheduling framework as a potential model.

Topic: Support English Learner Parental Engagement
The council considered a policy mandate requiring proportional EL parent representation on school and district-level advisory councils.

Consensus: The Council voted to advance this proposal as BDR statutory language. The mandate will establish a 10% EL population threshold to require at least one EL parent representative on new or existing advisory councils (aligning with Assembly Bill 335 requirements). Additionally, the Department will be asked to develop a supportive toolkit and recommendations regarding accessibility and translation technology.

2. **Policy Prospectus: Clarifying Metrics and Language**

Topic: Terminology Change
The Council evaluated adopting "Multilingual Learner" as a statutory synonym for "English Learner.

Consensus: The Council supported advancing this as a policy recommendation.

Topic: Supporting Existing Initiatives
NDE staff presented on NDE's Data Management System (DMS) and "data lake" infrastructure development. NDE staff also detailed ongoing collaboration with the Commission on School Funding regarding intervention-level expenditure coding.

Consensus: The Council supported advancing a policy recommendation to support continued work and allocations to NDE for the DMS and expenditure coding.

Topic: Identifying Multilingual Metrics for Integration
The Council evaluated which specific metrics should be integrated into NDE's public dashboards. Member Diana Walker requested that dually identified students (EL and IEP) include specific learning disability data to improve targeted services. The Council also discussed the critical need to accurately and safely capture immigrant and refugee student enrollment data.

Consensus: The Council supported moving this forward as a policy recommendation.

Topic: Review and Revise Entrance / Exit Criteria
Chairperson Casallas suggested a two-tiered exit criteria system: keeping a 4.5 overall cut score for grades K through 5 (using an English language arts-only alternative pathway and removing the mathematics requirement) and lowering the exit threshold to 4.0 or 4.2 for grades 6 through 12 due to elevated linguistic demands at the secondary level.

Consensus: The Council agreed to table final decisions on exit criteria and alternative pathways for future discussion. The Department was directed to conduct data simulations on secondary exit thresholds (comparing outcomes and fiscal impacts at 4.0 and 4.2 overall scores) to inform the Council's upcoming work.

3. **Policy Prospectus: Focus on Educators**
   Due to time constraints, the Council voted to table the entire Focus on Educators portion of the prospectus to the next Council meeting.

5. **FUTURE AGENDA ITEMS**
   NDE staff announced that Ms. Johnson from the Colorado Department of Education will present on Colorado's READ plans and their integration of English learner metrics at the next council meeting on August 24, 2026.

6. **PUBLIC COMMENT #2**
   No public comments were received in Carson City or online. The Las Vegas Board Room livestream was not functioning, and no public comments were received.

7. **ADJOURNMENT**
   Member Paola Zepher moved to adjourn the meeting. Member Dr. Lidia Sedano seconded. The motion passed unanimously, and the meeting was adjourned at 3:59 p.m.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL AGENDA
AUGUST 24, 2026
2:00 PM

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson City	Silver Ore Conference Room
Department of Education	Virtual	Virtual	Livestream

PUBLIC NOTICE

The public is hereby noticed that the English Learner Advisory Council reserves the right to take agenda items out of posted order; items may be pulled or removed from the agenda at any time; and items may be combined for consideration. The Chair reserves the right to call on individuals from the audience or to allow for testimony at any time. 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 for public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available. If you are unable to attend but would like to provide a written statement for public comment, please submit your statement to NVBoardEd@doe.nv.gov before the close of the meeting. All individuals providing testimony must provide contact information via the sign in sheet. Reasonable efforts will be made for members of the public who have disabilities and require special accommodations or assistance at the meeting. Please contact Sarah Russell at sarah.russell@doe.nv.gov at least five business days in advance so that arrangements may be made. The support materials to this agenda are available at no charge on the Nevada Department of Education English Learner Advisory Council Meeting Materials page under the meeting date referenced above or by contacting Sarah Russell via email at sarah.russell@doe.nv.gov This public notice has been sent to all persons on the agencies mailing list for Board notices and posted on the Nevada Department of Education's website at https://doe.nv.gov, Nevada's Public Notice site at https://notice.nv.gov, and physically at the Nevada Department of Education Offices. Copies of this notice will also be emailed and/or mailed to members of the public upon request.

1. **CALL TO ORDER, ROLL CALL**

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 will impose a time limit of three minutes.

3. **CONSENT AGENDA** (For Possible Action)
   Information concerning the following consent agenda item has been provided to the Council members for study prior to the meeting. Unless a Council member has a question concerning a particular item and asks that it be withdrawn from the consent list, all items are approved in one action.
   a. Possible Approval of August 10, 2026, Council Meeting Minutes

4. **INFORMATION REGARDING TIMELINES AND PROGRESS**
   The Council will receive an informational update regarding the decisions and progress made by the Council as of August 10, 2026, and alignment with legislative timelines.
   - Amelia Thibault, Legislative Liaison

5. **INFORMATION AND DISCUSSION REGARDING PROGRAMMING IN THE COLORADO DEPARTMENT OF EDUCATION**
   The Council will receive a presentation regarding Colorado's successful integration of English Learner data and interventions into their READ plans, which are similar to Nevada's Student Literacy Performance Plans (SLPPs).
   - Brie Johnson, Colorado Department of Education

6. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING POLICY PRIORITIZATION: FOCUS ON EDUCATORS**

   The Council will discuss the *Focus on Educators* prospectus. The Council may take action to prioritize key focus areas and determine strategic next steps or recommendations for policy advancement.

   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison
   - Sarah Russell, Education Programs Professional

7. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING POLICY PRIORITIZATION: CLARIFY LANGUAGE AND METRICS**

   The Council will continue discussion on exit criteria considerations within the *Clarify Language and Metrics* prospectus. The Council may take action to formulate specific policy advisory recommendations.

   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison
   - Sarah Russell, Education Programs Professional

8. **PUBLIC COMMENT #2**

   Public comment will be taken during this agenda item on any matter within the jurisdiction, control, or advisory power of the Department. 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 will impose a time limit of three minutes.

9. **ADJOURNMENT**

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL MEETING
AUGUST 24, 2026
2:00 PM

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson City	Silver Ore
Department of Education	Virtual	Virtual	Livestream

SUMMARY MINUTES OF THE COUNCIL MEETING

COUNCIL MEMBERS PRESENT

In Carson City
None

Virtually
Dr. Alain Bengochea (UNLV)
Erick Casallas (Clark County School District)
Dr. Silvina Jover (Clark County School District)
David Lamb (Nye County School District)
Vanessa Mari (Nevada State University)
Janna Moyer (NDE)
Torrey Palmer (Deputy Superintendent, NDE)
Sarah Russell (Title III State Director, NDE)
Dr. Tanya Scott (Carson City School District)
Dr. Lidia Sedano (State Charter School Authority)
Lelsy Stewart (Elko County School District)
Diana Walker (Northwest Regional Professional Development)
Paola Zepher (Elementary Dual Language Principal)

COUNCIL MEMBERS ABSENT EXCUSED
None

DEPARTMENT STAFF PRESENT

In Carson City
Kelly Hoffman, Secretary

Virtually
Amelia Thibault, Legislative Liaison

LEGAL COUNCIL PRESENT
None

AUDIENCE IN ATTENDANCE
None

1. **CALL TO ORDER, ROLL CALL**
   Meeting called to order at 2:02 p.m. by Chairperson Erick Casallas. Staff person Kelly Hoffman conducted the roll call. Quorum was established.

2. **PUBLIC COMMENT #1**
   a. **Las Vegas:** No public comments were submitted.
   b. **Carson City / Online:** No public comments were submitted.

3. **CONSENT AGENDA**
   Member Diana Walker moved to approve the August 10, 2026, Council Meeting Minutes. Member Paola Zepher seconded. The motion passed unanimously.

4. **INFORMATION REGARDING TIMELINES AND PROGRESS**
   Amelia Thibault, Legislative Liaison, provided an update on the Council's progress and the statutory timelines for the upcoming legislative cycle.

   - The Council has fully reviewed the *Interventions* prospectus, designating one item for a policy recommendation and two items for a Bill Draft Request (BDR). The *Focus On Educator's* prospectus will be reviewed during this council meeting. The Council has reviewed three and a half of the five items in the *Clarifying Metrics and Language* prospectus, with three moving forward as policy recommendations and two remaining for discussion.

   - The statutory deadline for submitting the Council's final report containing findings and recommendations to the Legislature is October 31, 2026.

   Chairperson, Erick Casallas noted a recommendation that the English Learner Advisory Council continue meeting after the October timeline.

5. **INFORMATION AND DISCUSSION REGARDING PROGRAMMING IN THE COLORADO DEPARTMENT OF EDUCATION**

   Guest presenters Brie Johnson, Tammy Yetter and Hunter Smith from the Colorado Department of Education delivered a presentation on the Colorado READ (Reading to Ensure Academic Development) Act

6. **PROPOSED POLICY PROSPECTIVES**

The Council reviewed the *Focus on Educators* policy prospectus documents to categorize proposals as a Policy Recommendation, Bill Draft Request (BDR), or Tabled/Deferred.

Policy Prospectus: Focus on Educators

Topic: Work with NSHE

Require NSHE educator preparation programs and other pipeline programs to integrate standard coursework so all preservice teachers (early childhood through secondary) earn an ELAD or Bilingual endorsement as a condition of initial licensure.

Consensus: The Council voted to advance this proposal as Bill Draft Request (BDR) statutory language.

Topic: Work with RPDPs and/or NDE

Coordinate with RPDPs and school districts to make ELAD and Bilingual endorsement pathways highly accessible and affordable for existing in-service teachers who choose to pursue them.

Consensus: The Council voted to advance this proposal as a formal Policy Recommendation in the final legislative report.

Motion to Approve: Lelsy Stewart moved to approve advancing Item 1 as BDR statutory language and Item 2 as a formal Policy Recommendation. Dr. Silvina Jover seconded the motion. The motion passed unanimously.

Tabled Items: Due to time constraints, Vice Chair Bengochea benched the remaining items under the *Focus on Educators* prospectus and the review of Exit Criteria from the *Clarifying Metrics* prospectus to the next Council meeting.

7. **PUBLIC COMMENT #2**

No public comments were received in Carson City or online. The Las Vegas Board Room livestream was not functioning, and no public comments were received.

8. **ADJOURNMENT**

Member Janna Moyer moved to adjourn the meeting. Member Paola Zepher seconded. The motion passed unanimously, and the meeting was adjourned at 4:00 p.m.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL AGENDA
SEPTEMBER 14, 2026
2:00 PM

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson City	Silver Ore Conference Room
Department of Education	Virtual	Virtual	Livestream

PUBLIC NOTICE

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1. **CALL TO ORDER, ROLL CALL**

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 will impose a time limit of three minutes.

3. **CONSENT AGENDA** (For Possible Action)
   Information concerning the following consent agenda item has been provided to the Council members for study prior to the meeting. Unless a Council member has a question concerning a particular item and asks that it be withdrawn from the consent list, all items are approved in one action.
   a. Possible Approval of August 24, 2026, Council Meeting Minutes

4. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING POLICY PRIORITIZATION: FOCUS ON EDUCATORS**
   The Council will continue discussion on the *Focus on Educators* prospectus. The Council may take action to prioritize key focus areas and determine strategic next steps or recommendations for policy advancement.
   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison
   - Sarah Russell, Education Programs Professional

5. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING POLICY PRIORITIZATION: CLARIFY LANGUAGE AND METRICS**

   The Council will finalize discussion on exit criteria considerations within the *Clarify Language and Metrics* prospectus. The Council may take action to formulate specific policy advisory recommendations.

   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison
   - Sarah Russell, Education Programs Professional

6. **DISCUSSION AND POSSIBLE ACTION: COLORADO DEPARTMENT OF EDUCATION READ ACT DEBRIEF**

   The Council will conduct a debrief regarding the Colorado Department of Education READ ACT. The Council may take action to select specific elements from the Colorado model to implement or further evaluate for the Councils legislative and policy recommendations.

   - Erick Casallas, Chair

7. **DISCUSSION AND POSSIBLE ACTION: LEGISLATIVE AND POLICY PROSPECTUS PRIORITIZATION**

   The Council will review the policy topics within each prospectus: *Interventions, Clarify Language and Metrics, and Focus on Educators* to confirm the final advancement status.

   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison

8. **PUBLIC COMMENT #2**

   Public comment will be taken during this agenda item on any matter within the jurisdiction, control, or advisory power of the Department. 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 will impose a time limit of three minutes.

9. **ADJOURNMENT**

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL MEETING
SEPTEMBER 14, 2026
2:00 PM

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson City	Silver Ore
Department of Education	Virtual	Virtual	Livestream

DRAFT SUMMARY MINUTES OF THE COUNCIL MEETING

COUNCIL MEMBERS PRESENT

In Carson City
Sarah Russell (Title III State Director, NDE)

In Las Vegas
Dr. Lidia Sedano (State Charter School Authority)

Virtually
Dr. Alain Bengochea (UNLV)
Erick Casallas (Clark County School District)
Dr. Silvina Jover (Clark County School District)
Vanessa Mari (Nevada State University)
Janna Moyer (NDE)
Torrey Palmer (Deputy Superintendent, NDE)
Dr. Tanya Scott (Carson City School District)
Lelsy Stewart (Elko County School District)
Diana Walker (Northwest Regional Professional Development)
Paola Zepher (Elementary Dual Language Principal)

COUNCIL MEMBERS ABSENT EXCUSED
David Lamb (Nye County School District)

DEPARTMENT STAFF PRESENT

In Carson City
Kelly Hoffman, Secretary

Virtually
Amelia Thibault, Legislative Liaison

LEGAL COUNSEL PRESENT
None

AUDIENCE IN ATTENDANCE
None

1. **CALL TO ORDER, ROLL CALL**
   Meeting called to order at 2:02 p.m. by Vice Chair Alain Bengochea. Staff person Kelly Hoffman conducted the roll call. Quorum was established. Vice Chair Bengochea presided until 2:22 p.m., at which time Chair Casallas assumed the chair.

2. **PUBLIC COMMENT #1**
   a. **Las Vegas:** No public comments were submitted.
   b. **Carson City / Online:** No public comments were submitted.

3. **CONSENT AGENDA**
   Member Paola Zepher moved to approve the August 24, 2026, Council Meeting Minutes. Member Vanessa Mari seconded. The motion passed unanimously.

4. **POLICY PROSPECTUS REVIEW**
   The Council completed review of the *Focus on Educators* and *Clarify Metrics and Language* policy prospectus documents to categorize proposals as a Policy Recommendation, Bill Draft Request (BDR), Tabled or No Advancement.

Policy Prospectus: Focus on Educators

Topic: Work with RPDPs and/or NDE
Consider broad coalition work to ensure available professional development is rigorous, high quality, job-embedded, and easily accessible, working with RPDPs and NDE.

Consensus: The Council agreed not to advance this item.

Topic: 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.

Consensus: The Council agreed to advance a BDR categorical grant request ($460,000 with carryover provisions) for pre-service and in-service scholarships for bilingual and ELAD endorsements.

Members evaluated amending statutory allowable uses for English Learner-weighted funding under the Pupil-Centered Funding Plan (PCFP).

Consensus: The Council agreed to advance BDR statutory language to expand and refine allowable uses of EL-weighted PCFP funding.

Topic: Assessing Leverage and Resources
All items within this topic were tabled for possible later discussion.

Expand Existing Programs
Council agreed the one item under this topic was addressed within the BDR categorical grant request for pre-service and in-service scholarships for bilingual and ELAD endorsements.

Policy Prospectus: Clarify Metrics and Language

Topic: Review and Revise Entrance / Exit Criteria
Consider directing the State Board and Department to conduct a study, make recommendations, and take action to review and revise the current entrance and exit procedures for English Learners
Consider changing exit criteria to limit the use of assessment scores to English language arts assessments as a condition for exiting English learner designation

Consensus: The Council supported a policy recommendation directing the Department to conduct a study of EL entrance/exit criteria and present findings by October 2028. In addition, the policy recommendation will include a directive to remove the mathematics assessment scores for the Alternative Reclassification Pathway.

5. DISCUSSION AND POSSIBLE ACTION REGARDING THE COLORADO DEPARTMENT READ ACT DEBRIEF

Staff directed the council to a tabled item from the Interventions Prospectus: Consider directing the Department to review ways to better integrate English learner supports with literacy interventions.

Consensus: The Council supported a policy recommendation directing the Department to analyze possible integration of Colorado DOE Like Peer Evaluations into the Read by Grade 3 program, specifically aligning language proficiency to interventions goals.

6. DISCUSSION AND POSSIBLE ACTION: LEGISLATIVE AND POLICY PROSPECTUS PRIORITIZATION

Amelia Thibault presented a summary of all BDR proposals and Policy Recommendations formulated across all the prospectus themes.

Consensus: Staff will prepare a draft report of policy recommendations and BDR submission for review, discussion and possible action at the next council meeting.

The Council heard discussion on possible routes for recommending continuation of the ELAC.

7. PUBLIC COMMENT #2

No public comments were received in Carson City, Las Vegas or online.

8. ADJOURNMENT

Member Lelsy Stewart moved to adjourn the meeting. Member Alain Bengochea seconded. The motion passed unanimously, and the meeting was adjourned at 3:38 p.m.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL AGENDA
SEPTEMBER 28, 2026
2:00 PM

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson City	Silver Ore Conference Room
Department of Education	Virtual	Virtual	Livestream

PUBLIC NOTICE

The public is hereby noticed that the English Learner Advisory Council reserves the right to take agenda items out of posted order; items may be pulled or removed from the agenda at any time; and items may be combined for consideration. The Chair reserves the right to call on individuals from the audience or to allow for testimony at any time. 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 for public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available. If you are unable to attend but would like to provide a written statement for public comment, please submit your statement to NVBoardEd@doe.nv.gov before the close of the meeting. All individuals providing testimony must provide contact information via the sign in sheet. Reasonable efforts will be made for members of the public who have disabilities and require special accommodations or assistance at the meeting. Please contact Sarah Russell at sarah.russell@doe.nv.gov at least five business days in advance so that arrangements may be made. The support materials to this agenda are available at no charge on the Nevada Department of Education English Learner Advisory Council Meeting Materials page under the meeting date referenced above or by contacting Sarah Russell via email at sarah.russell@doe.nv.gov This public notice has been sent to all persons on the agencies mailing list for Board notices and posted on the Nevada Department of Education's website at https://doe.nv.gov, Nevada's Public Notice site at https://notice.nv.gov, and physically at the Nevada Department of Education Offices. Copies of this notice will also be emailed and/or mailed to members of the public upon request.

1. **CALL TO ORDER, ROLL CALL**

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 will impose a time limit of three minutes.

3. **CONSENT AGENDA** (For Possible Action)
   Information concerning the following consent agenda item has been provided to the Council members for study prior to the meeting. Unless a Council member has a question concerning a particular item and asks that it be withdrawn from the consent list, all items are approved in one action.
   a. Possible Approval of September 14, 2026, Council Meeting Minutes

4. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING DRAFT COUNCIL REPORT**
   The Council will review the draft report detailing its findings, conclusions and policy recommendations for submission to the Director of the Legislative Counsel Bureau (LCB) pursuant to statutory requirements. The Council may take action to approve, amend or direct final revisions to the draft prior to its final submission.
   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison

5. PUBLIC COMMENT #2

Public comment will be taken during this agenda item on any matter within the jurisdiction, control, or advisory power of the Department. 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 will impose a time limit of three minutes.

6. ADJOURNMENT

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ENGLISH LEARNER ADVISORY COUNCIL MEETING
SEPTEMBER 28, 2026
2:00 PM

Office	Address	City	Meeting
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SUMMARY MINUTES OF THE COUNCIL MEETING

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Paola Zepher (Elementary Dual Language Principal)

DEPARTMENT STAFF PRESENT

In Carson City
Kelly Hoffman, Secretary

Virtually
Amelia Thibault, Legislative Liaison

LEGAL COUNSEL PRESENT
None

AUDIENCE IN ATTENDANCE
None

1. **CALL TO ORDER, ROLL CALL**
   Meeting called to order at 2:06 p.m. by Chairperson Erick Casallas. Staff person Kelly Hoffman conducted the roll call. Quorum was established.

2. **PUBLIC COMMENT #1**
   a. **Las Vegas:** No public comments were submitted.
   b. **Carson City / Online:** No public comments were submitted.

3. **CONSENT AGENDA**
   Member Vanessa Mari moved to approve the September 14, 2026, Council Meeting Minutes. Member Janna Moyer seconded. The motion passed unanimously.

4. **DRAFT REPORT AND POLICY RECOMMENDATIONS REVIEW**
   The Council completed the initial review of the draft ELAC Report and Recommendations.
   Results of this review are as follows:

Recommendations – Interventions

Item 1: The Council recommends the Department promulgate guidance and update literacy performance plan templates to include English Language development goals, language proficiency scores, and targeted linguistic supports.

Consensus: Approved with incorporated editorial edits.

Item 2: The Council recommends the Department evaluate and promulgate guidance on methods to better integrate English learner supports and language proficiency data within Multi-Tiered System of Supports (MTSS) literacy interventions aligning language acquisition targets with academic intervention goals.

Consensus: Approved with incorporated editorial edits.

Item 3: The Council recommends the Department develop early warning indicators of linguistic stagnation through a comparative cohort study of multilingual learners in secondary grades.

Consensus: Approved with incorporated editorial edits.

Item 4: The Council requests the drafting of a legislative measure to establish specialized academic plans for multilingual learners in grades 7 through 12 to support proper course scheduling, credit attainment, and on-time graduation.

Consensus: Approved as presented for BDR statutory drafting.

Item 5: The Council requests the drafting of a legislative measure to mandate proportional representation of parents and guardians of multilingual learners on local school and district advisory bodies.

Consensus: Approved for BDR statutory drafting with additions for interpretation and translation services.

Recommendations – Clarify Metrics and Language

Item 6: The Council recommends statutory and regulatory language, to include guidance and communications, shift to utilizing asset-based terminology: "multilingual learner" rather than "English learner".

Consensus: Reserved for further survey feedback and discussion at the next meeting.

Item 7: The Council recommends continued investment in the Data Management System currently in production within the Department; expanding and/or revising data collection regarding primary/home language and students who are designated English learners and have an Individualized Education Plan; and continued support for the Department and Commission on School Funding as it relates to establishing intervention-level expenditure codes within the uniform accounting system for public schools.

Consensus: Approved with minor textual additions

Item 8: The Council recommends the Department conduct a review and take action to revise the current entrance and exit procedures for English learners, including the available alternative pathway criteria.

Consensus: Approved as presented

Recommendations – Focus on Educators

Item 9: The Council requests the drafting of a legislative measure requiring all Nevada educator preparatory programs integrate either the English Language Acquisition and Development (ELAD) or Bilingual Education endorsement into their standard programs for early education, elementary, and secondary education undergraduate degrees.

Consensus: Reserved for further survey input and discussion at the next meeting.

Item 10: The Council recommends that the Department, LEAs, NSHE institutions, and the Regional Professional Development Programs work together to establish flexible and accessible in-service pathways for practicing educators to earn ELAD or Bilingual education endorsements.

Consensus: Approved as presented

Item 11: The Council requests the drafting of a legislative measure requesting the Commission on School Funding to evaluate changes to the allowable uses for English learner weighted funding to better reflect current need and usage.

Consensus: Approved as presented for BDR statutory drafting.

Item 12: The Council requests the drafting of a legislative measure, to include an allocation request of $460,000, to support pre-service and in-service educators pursuing ELAD or Bilingual Education endorsements.

Consensus: Approved for BDR statutory drafting with some edits on spending time limits.

5. PUBLIC COMMENT #2

No public comments were received in Carson City, Las Vegas or online.

6. ADJOURNMENT

Member Alain Bengochea moved to adjourn the meeting. Member Vanessa Mari seconded. The motion passed unanimously, and the meeting was adjourned at 3:04 p.m.

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL AGENDA
OCTOBER 12, 2026
2:00 PM

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson City	Silver Ore Conference Room
Department of Education	Virtual	Virtual	Livestream

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1. **CALL TO ORDER, ROLL CALL**

2. **PUBLIC COMMENT #1**
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3. **CONSENT AGENDA** (For Possible Action)
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   a. Possible Approval of September 28, 2026, Council Meeting Minutes

4. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING DRAFT COUNCIL REPORT**
   The Council will review the draft report detailing its findings, conclusions and policy recommendations for submission to the Director of the Legislative Counsel Bureau (LCB) pursuant to statutory requirements. The Council may take action to approve, amend or direct final revisions to the draft prior to its final submission.
   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison

5. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING DRAFT BILL DRAFT REQUEST**

   The Council will review the Bill Draft Request for submission to the Director of the Legislative Council Bureau (LCB) pursuant to statutory requirements. The Council may take action to approve, amend or direct final revisions to the draft prior to its final submission.

   - Erick Casallas, Chair
   - Amelia Thibault, Legislative Liaison

6. **PUBLIC COMMENT #2**

   Public comment will be taken during this agenda item on any matter within the jurisdiction, control, or advisory power of the Department. 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 will impose a time limit of three minutes.

7. **ADJOURNMENT**

NEVADA DEPARTMENT OF EDUCATION
ENGLISH LEARNER ADVISORY COUNCIL AGENDA
OCTOBER 26, 2026
2:00 PM

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Board Room
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   a. Possible Approval of October 12, 2026, Council Meeting Minutes

4. **INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING DRAFT BILL DRAFT REQUEST**
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   - Erick Casallas, Chair
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