

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 support and oversight for EL education wanes, it is critical that Nevada codify clear state-level policies to provide stability for our districts. 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.

As the Council considers what to bring forward to the legislature, selecting any one of these high-impact priorities will allow Nevada to take a crucial step toward a proactive, structurally sound model for English Learner education. Whether the focus becomes supporting robust educator pipelines, mandating targeted academic interventions, formalizing parental partnerships, or expanding dual-language opportunities, advancing just one of these initiatives will provide much-needed stability for our school districts. Ultimately, whichever path the Council chooses, it will serve as a strategic investment in ensuring our multilingual students develop the strong academic foundations needed to drive Nevada's future economic prosperity.