

## CONCURRENCE IN SENATE AMENDMENTS

AB 1119 (Patel)

As Amended June 27, 2025

Majority vote

**SUMMARY**

Requires the Commission on Teacher Credentialing (CTC), by March 1, 2027, to develop, establish, and promulgate through the regulatory process, efficient routes to dual credentialing for teacher candidates and existing credential holders.

**Senate Amendments**

- 1) Removed the requirement that the CTC convene a workgroup, and replaced it with a requirement that the CTC develop, establish, and promulgate through the regulatory process routes to dual credentialing with input from the education field.
- 2) Removed requirements that the CTC:
  - a) Review routes for dually credentialed teachers prepared outside of the state to become dually credentialed in California; and
  - b) Make recommendations on statutory changes, fiscal support or incentives, and other strategies necessary to promote opportunities for teachers to become dually credentialed, and instead require that the CTC identify any necessary statutory changes to establish routes to dual credentialing.

**COMMENTS**

*Statewide Special Education Task Force finds that the most successful learning environments leverage the expertise from both general and special education working together.* According to the 2015 report, *One System: Reforming Education to Serve All Students* report, authored by the State Board of Education (SBE), the CTC, and the California Department of Education (CDE):

The most successful educational models call for an integrated system that makes the most of fully prepared special educators working side-by-side with highly knowledgeable general educators, together meeting the needs of all students, regardless of their formal designations as having disabilities or not. These collaborative general and special education practices support the creation of one coherent system; they include a thorough understanding of and ability to apply instruction and intervention that adhere to universal design for learning (UDL) strategies; and they align with a multi-tiered system of supports (MTSS) that addresses both academics and behavior in the use of response to intervention (RtI) strategies.

*Dual credentialing is a promising strategy for meeting the needs of all students.* Dual credentialing is viewed as a promising strategy to address numerous policy objectives, including:

- 1) Equipping teachers to meet the needs of all students in a classroom, as every general education classroom has students with disabilities as well as students who require additional support to successfully access the curriculum;

- 2) Facilitating greater inclusion of students with disabilities in general education classrooms by enabling teachers to meet the needs of all students;
- 3) Supporting co-teaching models, in which general education and education specialists work together in a classroom to meet the needs of all students. Co-teaching is also viewed as a means of addressing the retention of special education teachers;
- 4) Enabling educators to support students who are eligible to pursue an alternate path to a high school diploma by helping them access content required for graduation; and
- 5) Providing educators flexibility in their employment, as they are qualified to work in more educational settings.

*Statewide special education task force supports dual credentialing programs.* The *One System* report also noted that:

A growing number of states have encouraged blended or dual-credentialing programs that purposefully ensure that teachers acquire both general and special education expertise within a program that is integrated... California currently does neither of these, although a few forward-looking blended or dual programs have emerged under the leadership of pioneering teacher educators and are preparing specialists who also have a general education background.

Additionally, the report expressed support for incentive grants to colleges and universities, LEAs and county offices of education (COEs) to develop innovative programs that combine preparation to become general and special education teachers.

### **According to the Author**

"AB 1119 addresses California's long-standing special education teacher shortage by directing the Commission on Teacher Credentialing (CTC) to form a workgroup tasked with understanding ways to bolster California's special education workforce and work toward inclusive classroom environments for all students. Under current conditions, California will not have the supply of special education teachers needed to address the large increase in students with disabilities or achieve its goal of 100% integration of students with disabilities in general education classrooms. This workgroup will analyze how to effectively and appropriately improve dual credentialing programs to meet California's needs and goals."

### **Arguments in Support**

Teach Plus - California writes, "As teachers who are in the classroom with California students every day, we know better than anyone the skills needed to educate our diverse students. Creating a clear pathway for dual credentialing would give teacher candidates the ability to extend their expertise in both general and special education. This will increase their versatility in the classroom and allow for greater employment opportunities. For school districts this would mean a larger pool of well-prepared candidates to fill difficult-to-staff positions.

By expanding access to dual credentials, schools can strengthen inclusive practices, such as co-teaching and integrated classrooms, that benefit all students. When students are placed in inclusive environments with highly trained educators, they receive the individualized support they need while also engaging with their peers in meaningful ways.

Every student deserves to be in the least restrictive environment possible, and equipping more teachers with dual credentials will help make that a reality. This bill takes a modest but important step to help state leaders better understand what it will take and the implications of establishing a pathway for dual credentials."

### **Arguments in Opposition**

None on file

### **FISCAL COMMENTS**

According to the Senate Appropriations Committee, pursuant to Senate Rule 28.8, negligible state costs.

### **VOTES:**

#### **ASM EDUCATION: 9-0-0**

**YES:** Muratsuchi, Hoover, Addis, Alvarez, Bonta, Castillo, Garcia, Lowenthal, Patel

#### **ASM APPROPRIATIONS: 14-0-1**

**YES:** Wicks, Arambula, Calderon, Caloza, Dixon, Elhawary, Fong, Mark González, Hart, Pacheco, Pellerin, Solache, Ta, Tangipa

**ABS, ABST OR NV:** Sanchez

#### **ASSEMBLY FLOOR: 79-0-0**

**YES:** Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Arambula, Ávila Farías, Bains, Bauer- Kahan, Bennett, Berman, Boerner, Bonta, Bryan, Calderon, Caloza, Carrillo, Castillo, Chen, Connolly, Davies, DeMaio, Dixon, Elhawary, Ellis, Flora, Fong, Gabriel, Gallagher, Garcia, Gipson, Jeff Gonzalez, Mark González, Hadwick, Haney, Harabedian, Hart, Hoover, Irwin, Jackson, Kalra, Krell, Lackey, Lee, Lowenthal, Macedo, McKinnor, Muratsuchi, Nguyen, Ortega, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Ransom, Celeste Rodriguez, Michelle Rodriguez, Rogers, Blanca Rubio, Sanchez, Schiavo, Schultz, Sharp-Collins, Solache, Soria, Stefani, Ta, Tangipa, Valencia, Wallis, Ward, Wicks, Wilson, Zbur, Rivas

#### **SENATE FLOOR: 37-0-3**

**YES:** Allen, Archuleta, Arreguín, Ashby, Becker, Blakespear, Cabaldon, Caballero, Cervantes, Choi, Cortese, Dahle, Durazo, Gonzalez, Grayson, Grove, Jones, Laird, Limón, McGuire, McNeerney, Menjivar, Niello, Ochoa Bogh, Padilla, Pérez, Reyes, Richardson, Seyarto, Smallwood-Cuevas, Stern, Strickland, Umberg, Valladares, Wahab, Weber Pierson, Wiener

**ABS, ABST OR NV:** Alvarado-Gil, Hurtado, Rubio

### **UPDATED**

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