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# SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

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**Bill No:** AB 1904 **Hearing Date:** June 17, 2026  
**Author:** Gipson and Muratsuchi  
**Version:** March 9, 2026  
**Urgency:** No **Fiscal:** Yes  
**Consultant:** Ian Johnson

**Subject:** Teachers: credentialed educator apprenticeship programs.

**NOTE:** This bill has been referred to the Committees on Education and *Labor, Public Employment and Retirement*. A “do pass” motion should include referral to the Committee on *Labor, Public Employment and Retirement*.

## SUMMARY

This bill establishes the Credentialed Educator Apprenticeships Act and creates a framework for the approval, oversight, and operation of credentialed educator apprenticeship programs in California. The bill requires the Commission on Teacher Credentialing (CTC) and the Division of Apprenticeship Standards (DAS) to jointly oversee educator apprenticeship programs, authorizes the CTC to issue apprenticeship certificates or permits to participating educator candidates, and establishes minimum requirements for apprenticeship programs seeking state approval.

## BACKGROUND

Existing law:

- 1) Declares it the policy of the state to encourage the use of apprenticeship as a form of on-the-job training and requires public agencies to make diligent efforts to establish apprenticeship programs for apprenticeable occupations.
- 2) Establishes the DAS within the Department of Industrial Relations to oversee apprenticeship programs in California.
- 3) Requires the CTC to establish standards for the issuance and renewal of teaching credentials.
- 4) Requires candidates for a preliminary multiple subject, single subject, or education specialist credential to complete a commission-approved professional preparation program.
- 5) Establishes the Teacher Residency Grant Program to support partnerships between local educational agencies (LEAs) and commission-accredited teacher preparation programs that provide year-long clinical preparation and mentoring for teacher candidates.

**ANALYSIS**

This bill:

- 1) Establishes the Credentialed Educator Apprenticeships Act within the Education Code.
- 2) Requires the CTC and DAS to partner in the dissemination, approval, and monitoring of credentialed educator apprenticeship programs.
- 3) Requires the CTC to communicate apprenticeship requirements to professional preparation programs, LEAs, and other prospective apprenticeship sponsors.
- 4) Requires the CTC, when reviewing educator apprenticeship program applications submitted through DAS, to verify that:
  - a) The program is operated by, or partnered with, a commission-accredited preparation program and, where applicable, an induction program in good standing.
  - b) Apprentices receive at least 300 hours of paid on-the-job training before serving as an educator of record.
  - c) Apprentices earn a bachelor's degree from a regionally accredited institution before serving as an educator of record.
  - d) Apprentices receive at least 200 hours annually of support, mentoring, and supervision meeting commission standards.
- 5) Requires the CTC to notify DAS if a preparation or induction program associated with an approved educator apprenticeship loses accreditation.
- 6) Requires the CTC to report information regarding approved educator apprenticeship programs on its website and through existing teacher preparation and accreditation reports to the Legislature.
- 7) Authorizes the CTC and DAS to enter into a memorandum of understanding governing information sharing, application review, data collection, and reporting.
- 8) Authorizes the CTC to issue apprenticeship certificates or permits to educator candidates who:
  - a) Are employed by an LEA;
  - b) Are participating in a CTC-approved educator apprenticeship program; and
  - c) Have successfully completed credentialing background check requirements.

- 9) Authorizes the CTC to adopt regulations implementing the apprenticeship certificate or permit process.
- 10) Requires applicants seeking approval of a new educator apprenticeship program, or expansion of an existing program into a new credential area or geographic region, to submit specified documentation to DAS demonstrating compliance with program requirements.
- 11) Requires DAS to submit educator apprenticeship applications to the CTC for review before approval and prohibits DAS from approving a program unless the CTC confirms that statutory requirements have been met.
- 12) Requires educator apprenticeship programs to be administered through a joint apprenticeship committee or unilateral labor-management apprenticeship committee and requires joint sponsorship where a collective bargaining agreement exists.
- 13) Clarifies that apprentices may simultaneously hold another classified position but may not perform the duties of that separate position during apprenticeship hours.
- 14) Authorizes DAS to initiate deregistration proceedings if an apprenticeship program's associated preparation or induction program loses CTC accreditation.
- 15) Authorizes the Chief of DAS, in consultation with the CTC, to adopt rules and regulations governing educator apprenticeship programs, including approval standards, program administration, evaluations, working conditions, and minimum standards.
- 16) Specifies that the act does not apply to apprenticeship programs in the education field that do not result in a credential issued by the CTC.

## STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "AB 1904 aims to address the ongoing teacher shortage by establishing the California Teacher Residency Apprenticeship Program, a pathway that helps schools recruit and train teachers from the communities they serve. This approach can be especially impactful in high-need schools serving low-income families, many of which are located in Assembly District 65. One of the primary barriers preventing aspiring teachers from entering the profession is the high cost of obtaining a teaching credential. AB 1904 would help alleviate these financial barriers by allowing prospective teachers to earn while they learn through paid, on-the-job training and mentorship from experienced educator. Additionally, the bill would align California's existing teacher residency programs with a federal and state apprenticeship framework, enabling participating programs to leverage both federal and state funding. This approach would expand resources available to train and support future educators while strengthening long-term teacher pipelines for California's schools."

- 2) ***Continued investments in multiple educator workforce strategies.*** California continues to face staffing challenges in certain credential areas, particularly special education, bilingual education, and other hard-to-staff assignments. In response, the Legislature has invested in a variety of initiatives intended to recruit, prepare, and retain educators, including teacher residency grants, classified employee teacher credentialing programs, Golden State Teacher Grants, and other teacher pipeline efforts.

This measure represents the latest in a series of proposals intended to expand workforce-based approaches to educator preparation. Similar educator apprenticeship measures have been introduced in recent legislative sessions, reflecting ongoing interest among education, labor, and workforce-development stakeholders in creating additional pathways into the teaching profession. Unlike traditional educator preparation models, apprenticeship programs are generally structured around an “earn while you learn” framework that allows participants to receive compensation while completing training requirements. Proponents argue that such models may help address financial barriers that discourage otherwise qualified individuals from pursuing a teaching career.

- 3) ***Continued investment in teacher residency programs.*** Over the last several years, the Legislature has made teacher residency programs a central component of its educator workforce strategy. Teacher residencies are intended to provide candidates with extensive clinical practice, mentoring, and financial support while completing their preparation requirements, particularly in shortage fields such as special education, bilingual education, STEM, and transitional kindergarten.

Since 2018, the state has appropriated hundreds of millions of dollars to support teacher residency programs. Most recently, the Governor proposed an additional \$250 million one-time Proposition 98 augmentation for the Teacher Residency Grant Program, and the Senate Budget Subcommittee on Education recently approved that proposal as part of its budget package. If ultimately adopted, the augmentation would represent a substantial additional state investment in residency-based educator preparation.

These ongoing investments reflect a legislative belief that reducing financial barriers and strengthening clinical preparation can improve educator recruitment, preparation, and retention. The continued expansion of residency funding provides important context for evaluating this bill and its proposed apprenticeship framework.

- 4) ***Relationship between teacher residencies and educator apprenticeships.*** This bill raises a broader policy question regarding how educator preparation programs should be structured and funded in the future. While teacher residencies and registered apprenticeships originate from different policy arenas, education and workforce development, they share many common characteristics, including paid work-based learning, structured mentoring, and partnerships between employers and training providers.

Supporters argue that educator apprenticeships could complement existing residency programs by connecting educator preparation to California's workforce development infrastructure and potentially creating access to additional funding streams, technical assistance, and support services. Under this view, apprenticeship designation may represent less of a new preparation model and more of an opportunity to build upon and strengthen existing workforce development efforts.

As California continues to invest in teacher residency programs, policymakers may wish to consider whether educator apprenticeships should operate as a separate preparation pathway or as a complementary framework layered onto existing residency investments. The answer may have implications for how future educator workforce investments are coordinated across the state's education and workforce systems.

- 5) ***This bill is primarily about governance and infrastructure.*** Although this bill is framed as creating educator apprenticeships, it does not establish a new credential, modify credentialing standards, or alter existing requirements for becoming a teacher. Rather, the bill establishes a framework through which educator preparation programs may participate in California's apprenticeship system.

The measure formalizes a partnership between the CTC and DAS, establishes minimum requirements for educator apprenticeship programs, authorizes the issuance of apprenticeship certificates or permits, and creates a process for program approval, oversight, and monitoring. As a result, the primary policy question presented by the bill is not whether educator candidates should satisfy different preparation requirements, but whether California's educator preparation system would benefit from greater integration with the state's workforce development infrastructure.

- 6) ***Potential opportunities and tradeoffs.*** The apprenticeship model may offer several potential advantages. By creating a formal connection to California's apprenticeship infrastructure, educator preparation programs may become eligible for workforce development resources and funding opportunities that are not traditionally available through education programs alone. The model may also create additional pathways for paraprofessionals, instructional aides, and other school employees to transition into certificated positions while remaining employed.

At the same time, participation in the apprenticeship system may introduce additional administrative, reporting, governance, and labor-management requirements. LEAs, educator preparation programs, and other sponsors would need to determine whether the benefits associated with apprenticeship designation outweigh any additional compliance obligations. The extent to which educator apprenticeship programs are adopted may ultimately depend on whether sponsors view the apprenticeship framework as providing meaningful value beyond existing preparation pathways.

- 7) ***Significant implementation decisions remain ahead.*** While this bill establishes a statutory framework for educator apprenticeships, many key implementation decisions would be addressed after enactment through regulations, guidance, and agreements between the CTC and DAS. Questions regarding program approval standards, data reporting requirements, accountability measures, candidate participation, and coordination with existing preparation pathways would largely be resolved through future implementation activities.

Consequently, the long-term impact of this bill may depend less on the statutory framework itself and more on how the two agencies implement the program and whether LEAs, educator preparation programs, labor organizations, and educator candidates ultimately determine that participation provides sufficient value to justify the additional administrative structure created by the measure.

**SUPPORT**

Children Now (sponsor)  
Alliance for Children's Rights  
Association of California School Administrators  
California Association for Bilingual Education  
California Charter Schools Association  
California Teachers Association  
EdTrust-West  
Hispanas Organized for Political Equality  
Legislative Action Committee - San Mateo County School Boards Association  
Partnership for Children & Youth  
Small School Districts Association  
Western Governors University

**OPPOSITION**

None received

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