
SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2325
Author: Alvarez
Version: June 15, 2026
Urgency: No
Consultant: Ian Johnson

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Fiscal: Yes

Subject: Teachers: bilingual teachers: Pathways to Bilingual Teaching Program.

SUMMARY

This bill establishes the Pathways to Bilingual Teaching Program, contingent upon an appropriation, and requires the Commission on Teacher Credentialing (CTC) to award competitive grants to local educational agency (LEA)-led consortia to develop or expand articulated pathways that recruit bilingual students and support them through high school, postsecondary education, teacher preparation, and ultimately employment as bilingual teachers.

BACKGROUND

Existing law:

- 1) Authorizes school districts to establish bilingual and dual language immersion programs and requires schools to ensure students attain English proficiency.
- 2) Establishes the Bilingual Teacher Professional Development Program, administered through the CTC, to increase the supply of bilingual teachers.
- 3) Establishes the State Seal of Biliteracy to recognize graduates who demonstrate proficiency in one or more languages in addition to English.
- 4) Authorizes College and Career Access Pathways (CCAP) partnerships between school districts, county offices of education, charter schools, and community college districts to expand dual enrollment opportunities.
- 5) Establishes a competitive grant program for institutions of higher education to develop or expand integrated teacher preparation programs that allow candidates to earn a bachelor's degree and teaching credential concurrently.

ANALYSIS

This bill:

- 1) Establishes the Pathways to Bilingual Teaching Program, administered by the CTC, contingent upon a future appropriation.

- 2) Requires the CTC to award competitive grants of up to \$600,000, expendable over six years, to LEA-led consortia for the purpose of establishing or expanding bilingual teacher pathways.
- 3) Defines a “pathway to bilingual teaching” as an articulated sequence of secondary education, postsecondary education, and teacher preparation leading to employment as a bilingual teacher.
- 4) Requires grant recipients to form consortia with one or more four-year institutions of higher education, or with four-year institutions and community colleges.
- 5) Prioritizes grant applications from consortia serving areas with high concentrations of English learners and/or rural or geographically underserved regions experiencing shortages of bilingual teachers.
- 6) Requires pathways to recruit bilingual candidates interested in teaching, including students: (1) participating in education-related CTE pathways, (2) with experience in after-school programs, and (3) likely to qualify for the State Seal of Biliteracy.
- 7) Authorizes pathways to incorporate dual enrollment opportunities, including CCAP, Early College, and Middle College models.
- 8) Requires pathways to include transfer opportunities to four-year institutions where candidates can earn a bachelor’s degree, teaching credential, and bilingual authorization.
- 9) Encourages participating LEAs to enter into agreements to hire pathway graduates into bilingual teaching positions.
- 10) Authorizes grant funds to be used for planning and implementation activities, including: (1) faculty, teacher, and administrator release time, (2) course development or redesign, (3) recruitment activities, and (4) student support and guidance services.
- 11) Requires grant recipients to report program and outcome data to the CTC, including enrollment, completion, credential attainment, bilingual authorization attainment, employment outcomes, and demographic information.
- 12) Requires applicants to demonstrate plans for recruitment, retention, sustainability, and coordination with existing teacher support programs such as the Golden State Teacher Grant Program.
- 13) Requires the CTC to annually report program outcomes to the Legislature until grant funds are fully expended.
- 14) States legislative intent to appropriate \$10 million in one-time funding for the program.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California is uniquely positioned to leverage its linguistic diversity as a key asset. However, our education system has not fully supported this strength. AB 2325 creates the “Pathways to Bilingual Teaching” program to develop a pipeline of highly qualified bilingual teachers, so every student can succeed in a multilingual environment. By supporting high school recruitment, dual enrollment, integrated credentialing, and guaranteed employment, this bill removes barriers for multilingual students to become future bilingual teachers. It provides the resources, structure, and accountability needed to increase the number of qualified bilingual educators, foster more inclusive classrooms, and build a stronger, more equitable education system.”
- 2) ***Building a teacher pipeline by connecting existing state initiatives.*** Rather than creating an entirely new teacher preparation model, this bill seeks to connect several existing state investments into a single educator workforce pipeline. The proposed pathway links high school recruitment efforts, the State Seal of Biliteracy, education-focused career technical education pathways, dual enrollment opportunities, integrated teacher preparation programs, and eventual employment by LEAs. In many respects, the bill functions less as a new teacher preparation program and more as a framework intended to align programs that already exist but often operate independently of one another.

The Committee may wish to consider whether creating stronger connections among existing programs could improve the effectiveness of prior state investments aimed at expanding bilingual education and teacher preparation, particularly if barriers to entry stem more from fragmentation than from the absence of available programs.

- 3) ***Continued demand for bilingual teachers.*** California has made significant policy investments over the past decade to expand multilingual education. Proposition 58 restored local authority to establish bilingual education programs, the State Seal of Biliteracy has dramatically expanded participation in multilingual coursework, and the state has funded several initiatives intended to increase the number of teachers holding bilingual authorizations. Despite these efforts, concerns regarding the supply of bilingual teachers persist.

According to information cited in the Assembly policy committee analyses, over 500 bilingual teaching authorizations issued during the 2024-25 school year were issued through underprepared pathways, and bilingual teacher preparation capacity remains below long-term state goals. At the same time, demand for multilingual programs continues to grow as school districts expand dual language immersion and other bilingual offerings.

The bill reflects a policy judgment that increasing the number of bilingual teachers may require earlier recruitment of prospective educators, rather than focusing solely on candidates who have already entered teacher preparation programs.

- 4) ***Leveraging California's multilingual student population.*** A notable feature of the bill is its focus on recruiting bilingual pupils themselves into the teaching profession. California annually awards tens of thousands of State Seals of Biliteracy to students who demonstrate proficiency in multiple languages. Supporters argue that these students represent a largely untapped source of future bilingual teachers and that providing a structured pathway from high school through credential attainment could help address workforce shortages while creating opportunities for students to return to serve their local communities.

The Committee may wish to consider whether earlier and more intentional recruitment of multilingual students could provide a more sustainable approach to addressing bilingual teacher shortages than efforts focused exclusively on retraining or upskilling the existing educator workforce.

- 5) ***Relationship to existing bilingual teacher workforce initiatives.*** The state currently supports several efforts intended to increase the number of teachers serving multilingual learners, including the Bilingual Teacher Professional Development Program, integrated teacher preparation grants, and targeted appropriations supporting bilingual teacher preparation in specific languages. This bill would add another grant-funded initiative to that portfolio.

The Committee may wish to consider how the proposed program complements existing state efforts and whether lessons learned from previously funded bilingual teacher workforce programs should inform the design, implementation, or evaluation of this new initiative. In particular, the bill's emphasis on creating a seamless PK-12-to-career pipeline distinguishes it from many existing programs that focus primarily on candidates who have already entered higher education or the educator workforce.

- 6) ***Budget action reflects legislative interest in the proposal.*** This bill is expressly contingent upon a future appropriation and states legislative intent to provide \$10 million in one-time funding for grant awards. Since the bill's introduction, however, the Senate and Assembly have included \$25 million Proposition 98 General Fund in their two-party budget agreement for the Pathways to Bilingual Teaching Program. As a result, the proposal is no longer merely a conceptual framework awaiting future funding, but rather is positioned to receive a significant state investment if the final budget agreement is enacted.

SUPPORT

Californians Together (co-sponsor)
 Early Edge California (co-sponsor)
 Alameda County Office of Education
 Association of California School Administrators
 Association of Mexican American Educators
 California Association for Bilingual Education
 California Charter Schools Association
 California Federation of Teachers
 EdTrust-West

EDvance College
Fresno Unified School District
Go Public Schools
Hispanas Organized for Political Equality
Internationals Network
Los Angeles County Office of Education
Loyola Marymount University - the Center for Equity for English Learners
Partnership for Children & Youth
Public Advocates
San Diego Unified School District
Sobrato Early Academic Language
Teach for America
Teach Plus - California
UnidosUS
Youth Leadership Institute

OPPOSITION

None received

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