
SENATE COMMITTEE ON APPROPRIATIONS

Senator Sabrina Cervantes, Chair
2025 - 2026 Regular Session

AB 2325 (Alvarez) - Teachers: bilingual teachers: Pathways to Bilingual Teaching Program

Version: June 15, 2026

Urgency: No

Hearing Date: August 3, 2026

Policy Vote: ED. 7 - 0

Mandate: No

Consultant: Lenin Del Castillo

Bill Summary: This bill establishes the Pathways to Bilingual Teaching Program and requires the Commission on Teacher Credentialing (CTC) to award competitive grants to local educational agency (LEA)-led consortia to develop or expand articulated bilingual teacher preparation pathways.

Fiscal Impact: The establishment of the program would be contingent upon an appropriation and create one-time Proposition 98 General Fund cost pressures of \$10 million to fund the program. AB 126 (Committee on Budget, Chapter 65, Statutes of 2026), the education trailer bill, includes \$10 million in one-time Proposition 98 General Fund for this purpose.

The CTC estimates General Fund costs of about \$312,000 each year and 2.0 positions for the development, administration, technical assistance, oversight, and reporting responsibilities required to administer the new program.

Background: Existing law authorizes school districts to establish bilingual and dual language immersion programs and requires schools to ensure students attain English proficiency.

Existing law establishes the Bilingual Teacher Professional Development Program, administered through the CTC, to increase the supply of bilingual teachers.

Existing law authorizes College and Career Access Pathways partnerships between school districts, county offices of education, charter schools, and community college districts to expand dual enrollment opportunities.

Proposed Law: This bill establishes the Pathways to Bilingual Teaching Program, administered by the CTC, contingent upon a future appropriation. It 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.

This bill 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.

This bill requires grant recipients to form consortia with one or more four-year institutions of higher education, or with four-year institutions and community colleges. The bill 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.

This bill requires pathways to recruit bilingual candidates interested in teaching, including: students participating in education-related CTE pathways, students with experience in after-school programs, and students likely to qualify for the State Seal of Biliteracy.

This bill authorizes pathways to incorporate dual enrollment opportunities, including CCAP, Early College, and Middle College models, and requires pathways to include transfer opportunities to four-year institutions where candidates can earn a bachelor's degree, teaching credential, and bilingual authorization. The bill also encourages participating LEAs to enter into agreements to hire pathway graduates into bilingual teaching positions.

This bill authorizes grant funds to be used for planning and implementation activities, including: faculty, teacher, and administrator release time; course development or redesign; recruitment activities; and student support and guidance services.

This bill 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. It also requires applicants to demonstrate plans for recruitment, retention, sustainability, and coordination with existing teacher support programs such as the Golden State Teacher Grant Program.

This bill requires the CTC to annually report program outcomes to the Legislature until grant funds are fully expended.

This bill states legislative intent to appropriate \$10 million in one-time funding for the program.

Staff Comments: This bill establishes the Pathways to Bilingual Teaching Program, contingent upon a future appropriation, and requires CTC to award competitive grants of up to \$600,000 to LEA-led consortia for the purpose of establishing or expanding bilingual teacher pathways. The funds would be expendable over a six-year period for planning and implementation activities such as faculty, teacher, and administrator release time; course development or redesign; recruitment activities; and student support and guidance services. The bill includes legislative intent to appropriate \$10 million in one-time funding for the program.

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