



AB 2325 Pathways to Bilingual Teaching Act

Summary:

AB 2325 creates a competitive grant program, administered by the Commission on Teacher Credentialing, to support partnerships between LEAs, community colleges, and four-year institutions of higher education to establish or expand articulated pathways that prepare bilingual students to become bilingual teachers.

Background:

California serves one of the largest multilingual student populations in the country, yet the state continues to face a persistent shortage of qualified bilingual teachers. Over 2.2 million TK-12th grade public school students speak a language other than English at home, including over one million English learners. In early childhood settings, 50 percent of preschool children come from a home where another language other than English is spoken. These multilingual children, from early childhood education to TK-12th grade, would benefit most from language-rich instruction that supports English development and home language retention.

Problem:

Despite this need, the bilingual teacher workforce has not kept pace with demand. While California has more than doubled the number of bilingual authorizations issued over the last decade (from 617 in 2014-15 to 1,370 in 2023-24), there continues to be a significant mismatch between student language and bilingual teachers. According to a 2023 report from the California Budget and Policy Center, the student to bilingual teacher ratio in Spanish was 240 to 1, with significant gaps in all other languages. Global California 2030 projected the state would have 90 approved bilingual teacher preparation programs by 2025. Yet according to the California Commission on Teacher Credentialing, there are only 48.

While many students graduate from high schools with strong multilingual skills, including those who earn the State Seal of Biliteracy, there is no consistently structured and guided pathway that supports these students in becoming teachers, who often face fragmented systems across TK-12 education, community college, university preparation programs, and credentialing requirements. Without coordinated guidance, financial support, and aligned coursework, many promising candidates do not enter or complete the educator pipeline. Without targeted investment in coordinated bilingual teacher pathways, California risks continuing to face shortages that limit student access to multilingual programs and undermine efforts to expand educational equity and opportunity.

Solution:

AB 2325 provides a strategic investment in sustainable bilingual educator workforce development by supporting coordinated pathways that help multilingual students become bilingual teachers and meet the growing demand for multilingual instruction across California schools.

Grant awardees may use funds, up to \$600,000, to support pathway development and implementation, including designing aligned coursework across institutions, providing release time for faculty and educators to build partnerships, developing dual enrollment opportunities that allow students to begin college coursework in high school, and creating recruitment and advising systems that support multilingual students interested in teaching careers.

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Support:

Californians Together (Sponsor)
Early Edge California (Sponsor)
Association of Mexican American Educators
Association of Two-Way Dual Language Education
California Association Asian Pacific American Educators
California Association for Bilingual Education (CABE)
California Association of Asian & Pasifika Leaders in
Education
CFT
Children Now
Go Public Schools
Legislative Action Committee – Santa Clara County
School Boards Association
Loyola Marymount University – The Center for Equity
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