

California's Multilingual Workforce Snapshot

Emerging Bilingual Collaborative

Bilingually authorized educators are essential to building the California multilingual teacher workforce.

A bilingual authorization is a specialized credentialing document added to a California teaching credential that enables a teacher to deliver instruction in another language and within dual immersion settings.

It is critical for educators to be bilingually-authorized to serve the high demand for dual language programs in California and the diverse students. However, it's not the only important indicator about the educator pool, since it does not include teachers who are bilingual or "multilingual ready."

Fig 1. The number of bilingual authorizations issued on a credential increased sharply from 2022-23 to 2023-24.

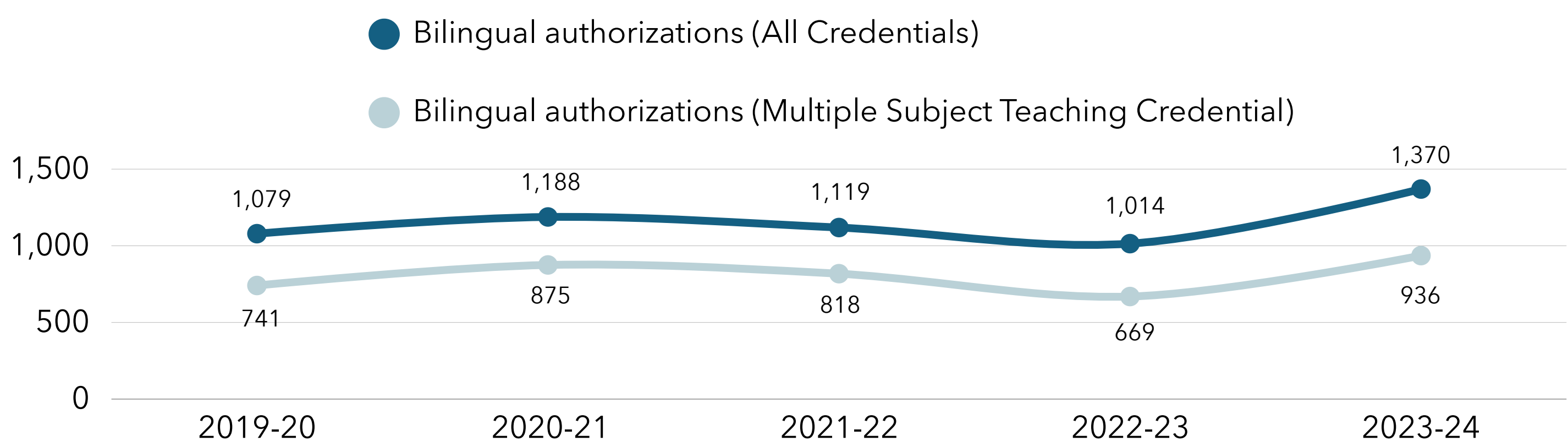


Fig 2. There are not enough teachers with bilingual authorizations to serve every multilingual student.



1 teacher : 237 students

For every California teacher with a bilingual authorization, there are **237** students who speak a language other than English at home

An ideal ratio would be 1 bilingually authorized educator per 30 students.

The English Learners Workforce Investment Initiative (EL-WIN) provides recruitment, training, and guidance for Universal Pre-K (UPK) educators who reflect the racial, cultural, and linguistic diversity of their students. However, it can take **6-8 years for a UPK educator to achieve a teaching credential.** Therefore, success needs to be measured at all stages of the process, rather than just the end goal of bilingual authorizations.

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EL-WIN focuses on UPK educators, we have plans over time to collect data on each stage of the pathway, including bilingual ECE teacher prep. Bilingual authorization is the highest level and takes the longest time.
- Multilingual Advocate

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Strong bilingual teacher preparation programs help in leading improved learning for English Language Learner students.

Teacher Preparation Programs are accredited, post-secondary programs that support educators in developing the subject-matter expertise and classroom experience required to earn a teaching credential. However, one of the main challenges to building a multilingual workforce has been the difficulty of accessing programs and the lack of teacher preparation programs.

Fig 3. Over the last few years, there has been an increase in bilingual teacher preparation programs and institutions offering at least one bilingual program.

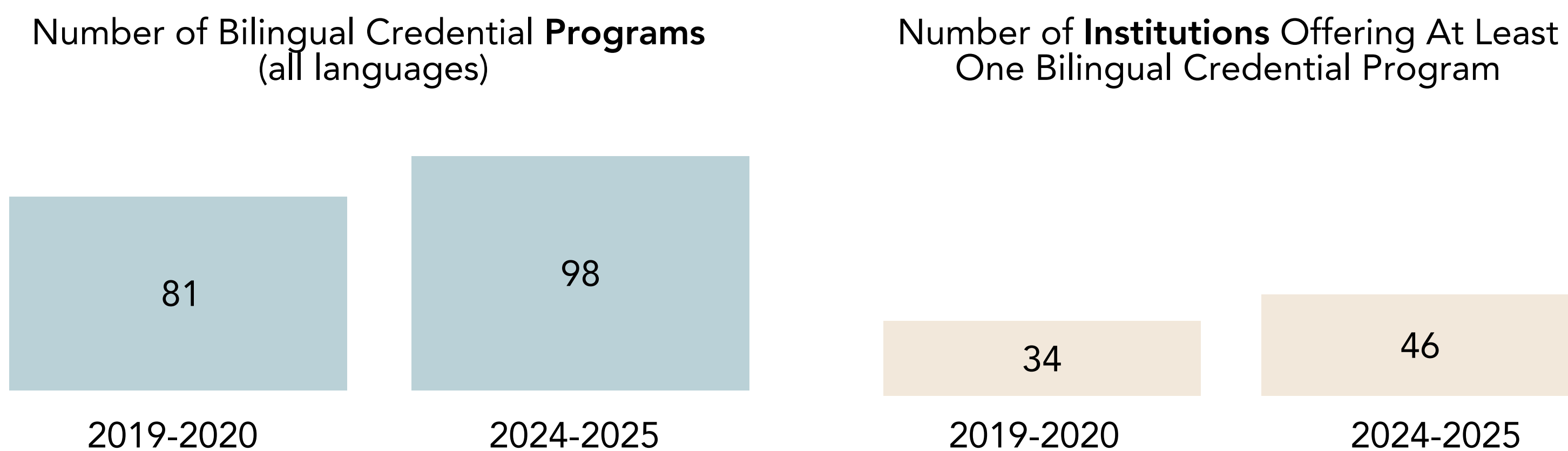


Fig 4. Only Spanish and Mandarin bilingual authorizations issued on a multiple subject credential increased between 2020 to 2024.

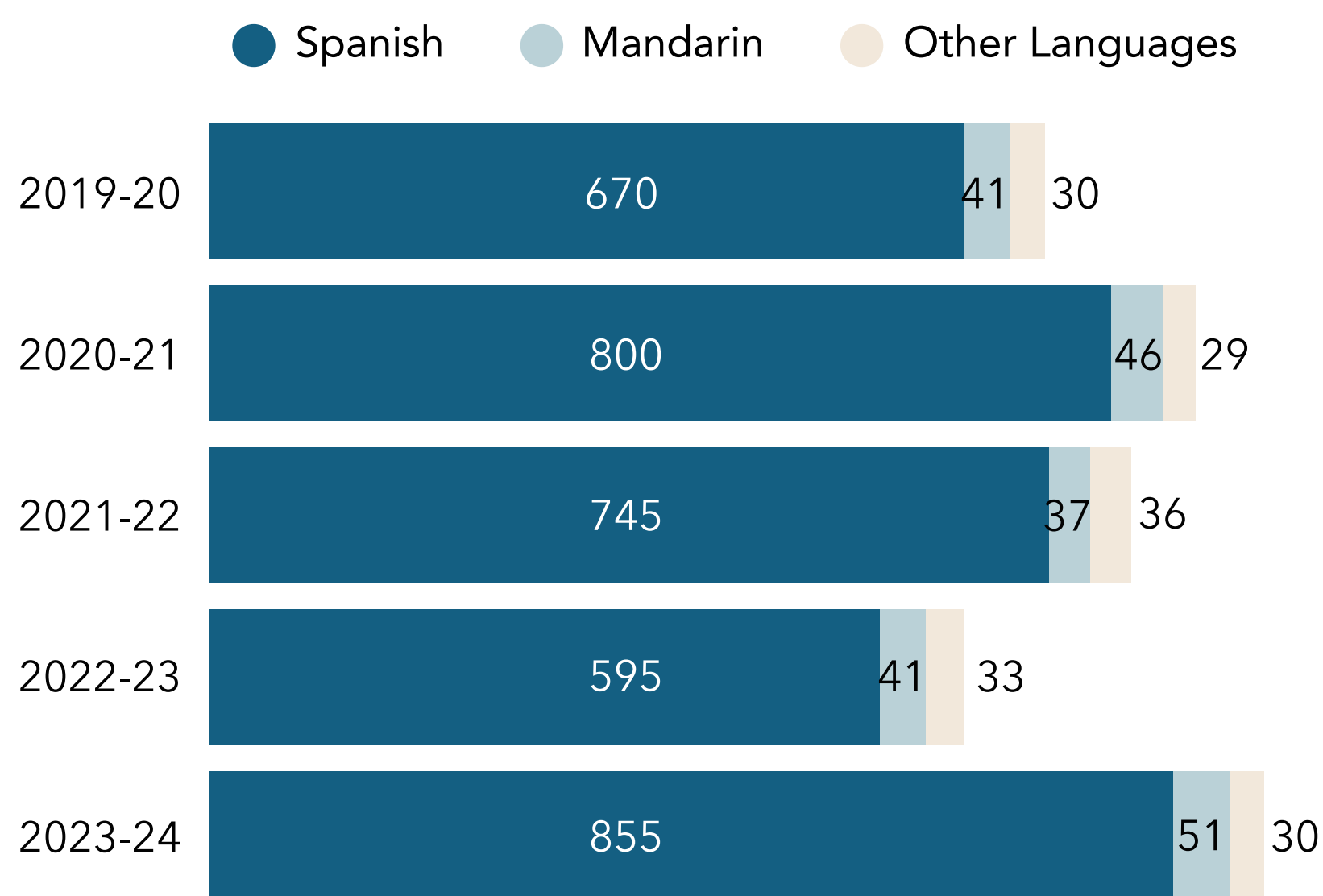
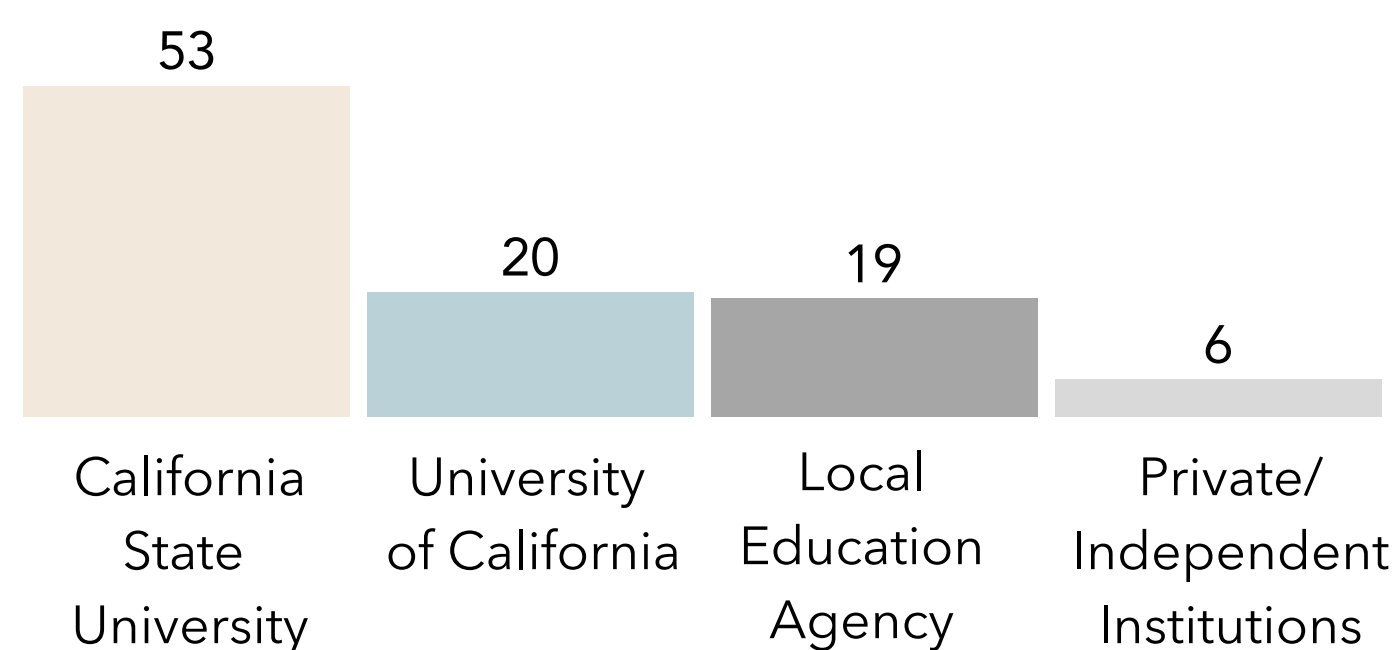


Fig 5. California State University leads in the number of bilingual teacher preparation programs in 2024-2025.



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In California, most Kindergarten through 6th Grade educators do not match their students' demographics.

A cultural disconnect between educators and their students remains a challenge in California's classrooms. Research shows that when teachers share their students' cultural backgrounds, students benefit from a stronger sense of belonging and a more inclusive learning environment. Educators who reflect the diversity of their students bring lived experiences into the classroom and create a space where all students feel seen and valued.

Fig 6. Over the last few years, the percentage of BIPOC teachers are slowly, but steadily increasing.

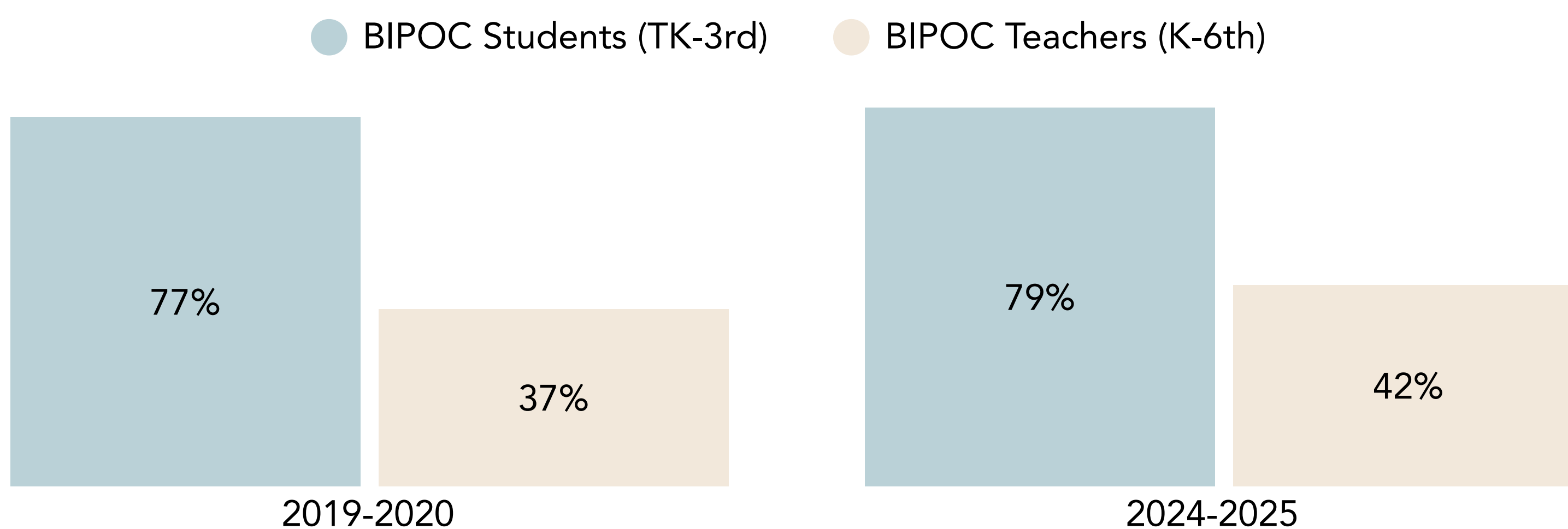


Fig 7. California preschool and kindergarten teachers speak a language other than English at home more than elementary and middle school teachers.

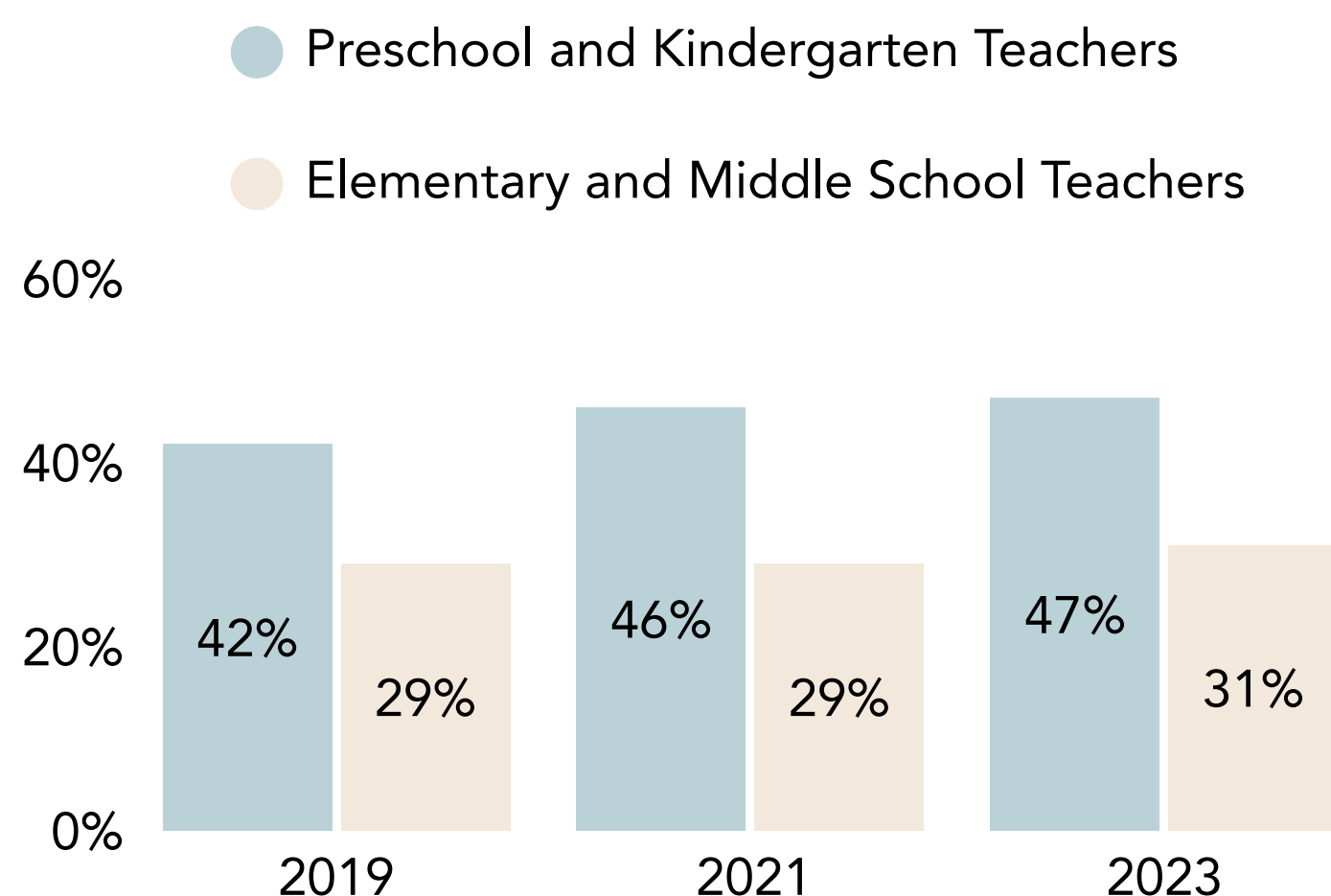


Fig 8. The percentage of Latinx Educators (K-6th) grew over time.



“ We are having important incremental growth, but need exponential growth to meet the demand of ELLs.
- Multilingual Advocate **”**