

From Vision to Implementation: Building California's Bilingual Educator Workforce



August 31, 2026



Students gather around Emerson Elementary School teacher Veronica Busby in celebration.

Today's Agenda

1. Setting the Stage
2. Report Overview
3. Moderated Panel Discussion
4. Q&A
5. Closing & Call to Action

Today's Speakers



Dr. Stefany Breton

Director of
Advocacy
Engagement
TNTP



Suzanne Marks

Partner, West
Consulting
TNTP



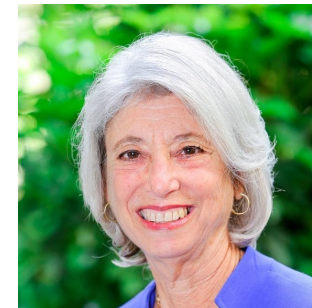
Dr. Eduardo Muñoz-Muñoz

Associate
Teaching
Professor of
Teacher
Education
San José State University



Dr. Nancy Hong

Director of Dual
Language
Immersion and EL
Services
Glendale Unified School District



Shelly Spiegel-Coleman

Strategic Advisory
Californians Together

The Challenge

California has the vision — now it needs the workforce to deliver it.

Grounded in 52 interviews and focus-group sessions with 66 participants and an inventory of 144 initiatives.

The vision is clear

California has spent the last decade rebuilding its commitment to multilingual education

The work is fragmented

Efforts do not yet add up to a **statewide strategy** to prepare, place, and retain bilingual educators.

The moment is timely

New state leadership and pathway investments create an opening for action now.

Four Key Findings



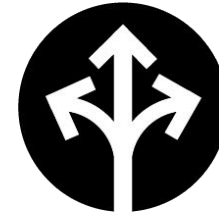
Vision, but no plan

California has a multilingual vision, but no state-level workforce plan to deliver it.



Disconnected data

Leaders cannot yet see where bilingual educators are needed or whether talent is reaching classrooms.



Avoidable barriers

Uneven routes, added costs, unpaid clinical practice, and workload pressures push candidates out.



Stronger coordination

Strong relationships exist, but learning and coordination are not yet consistently connected.

Five Actions California Can Take Now

- 1 Assign clear state leadership and develop a multi-year bilingual educator workforce plan.
- 2 Collect data on program demand, candidate progress, and whether authorization holders are teaching and staying in bilingual classrooms.
- 3 Evaluate, expand, and target the Pathways to Bilingual Teaching Program.
- 4 Improve access to authorization and paid clinical preparation.
- 5 Leverage existing network infrastructure to coordinate field learning and inform action.

The Initiative Inventory

144

participant-named initiatives across California's bilingual educator workforce pathway

A field-informed resource—not a statewide census.

What it spans

Recruitment, preparation, authorization, hiring, professional learning, funding, research, advocacy, and coordination across the state.

What it helps show

Where activity is concentrated, which organizations and regions are involved, and where stronger connections or gaps may exist.

How to use it

Identify similar approaches, surface questions for deeper analysis, and strengthen connections among initiatives working on related challenges.

Moderated Panel Discussion

Voices from the Field

Audience Q&A

Let's hear from you.

Call to Action

- **Read** the report.
- **Explore** the initiative inventory.
- **Apply** the recommendations to your work.
- **Share** the findings with your networks.



Thank You

