



CALIFORNIA STATE ASSEMBLY  
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## Fact Sheet

### PROPOSED BILL

AB 1119 addresses California’s long-standing special education teacher shortage by directing the Commission on Teacher Credentialing (CTC) to form a workgroup tasked with understanding ways to bolster California’s special education workforce and work toward inclusive classroom environments for all students. This group will analyze how to effectively and appropriately increase the availability of dual credentialing programs—credentials that grant recipients the ability to teach in special and general education.

### BACKGROUND

Every public school teacher in California must hold a credential appropriate to the setting and subject. Multiple Subject credentials authorize instruction in self-contained classrooms, typically at the elementary level. Single-subject credentials allow teachers to specialize at the middle or high school level. An Education Specialist credential authorizes teaching students with disabilities, who may need individualized instruction or intensive support.

“Dual credentialing” programs are preparation programs that offer the opportunity to earn both multiple or single-subject credentials alongside special education credentials.

California has the goal of one system of education for all students, driven by over 30 years of research showing benefits for students with disabilities and students without disabilities to share a classroom. Students with disabilities, for example, accrue more academic benefits, especially an increase in literary skills, when included in general education instruction.

Meeting California’s goals for the inclusion of students with disabilities will require a workforce skilled in providing instruction in both general and special education settings. Dually credentialed teachers have the preparation and authorization to fill this void.

### PROBLEM

However, California has long had a severe shortage of dual-credentialed education teachers. This has impeded the state’s goal of 100% integration in classrooms and other data-driven policy solutions to improve the education of students with disabilities. Since the divergence of credentialing requirements in the 1990s, the number of dually credentialed teachers has declined. Furthermore, the number of dual credentials issued in the 2022-23 school year declined by 15.5% compared to the prior year

While credentialing rates decreased, the number of students with disabilities increased. In the 2019-2020 school year, 11.7% of California students were students with disabilities. In 2023-2024, 13.7% were. This growth of 2% represents an additional 78,731 students with disabilities in the California school system.

### SOLUTION

AB 1119 calls for the CTC to convene a workgroup, at least half of which would consist of current classroom teachers, with representation from administrators and higher education faculty. This group would examine existing credential routes, identify barriers to earning dual credentials, analyze other states’ successful approaches, and propose methods to reduce obstacles.

By investigating ways to promote dual credentialing preparation programs, AB 1119 aims to significantly expand California’s pool of teachers who can meet both general and special education needs. In doing so, it addresses a pressing teacher shortage, supports high-quality inclusive education, and ensures that students with disabilities have greater access to fully prepared teachers.

### FOR MORE INFORMATION

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