
SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2580	Hearing Date:	June 24, 2026
Author:	Muratsuchi		
Version:	June 15, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: Teacher credentialing: programs of professional preparation: California State University and community college partnerships.

SUMMARY

This bill requires the Chancellor of the California Community Colleges (CCC) and the Chancellor of the California State University (CSU) to jointly develop, by July 1, 2027, a plan to expand teacher preparation partnerships between CCC districts and CSU campuses, with a particular focus on increasing access to teacher preparation programs in rural communities and creating concurrent enrollment opportunities for community college students pursuing teaching credentials.

BACKGROUND

Existing law:

- 1) Establishes the CCCs and the CSU as separate segments of public higher education with distinct missions under the California Master Plan for Higher Education.
- 2) Authorizes community college districts (CCDs) to offer associate degrees, transfer pathways, and other programs designed to prepare students for transfer to four-year institutions.
- 3) Designates CSU as California's primary public institution responsible for preparing teachers and recommending candidates for California teaching credentials through Commission on Teacher Credentialing (CTC)-approved educator preparation programs.
- 4) Requires educator preparation programs leading to a teaching credential to be approved and accredited by the CTC.
- 5) Establishes various transfer and degree pathways between CCC and CSU, including Associate Degrees for Transfer (ADT), intended to facilitate student transfer and degree completion.

ANALYSIS

This bill:

- 1) Requires the Chancellor of CCC and the Chancellor of CSU, on or before July 1, 2027, to jointly develop a plan to increase professional teacher preparation partnerships between CSU campuses and CCDs.
- 2) Requires the plan to address the expansion of CSU online teacher preparation programs offered in partnership with CCDs to increase access to teaching careers in rural communities.
- 3) Requires the plan to address the expansion of educator preparation pathways that allow community college students pursuing a teaching credential to concurrently enroll in CSU teacher preparation coursework.
- 4) Provides that implementation of the plan is contingent upon an appropriation in the annual Budget Act or another statute.
- 5) Repeals these provisions on January 1, 2033.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California’s teacher shortage continues to disproportionately impact rural and underserved communities, where students often lack access to qualified, fully credentialed educators. AB 2580 is intended to expand pathways into the teaching profession by strengthening partnerships between community colleges and California State University campuses. By increasing access to online teacher preparation programs and creating opportunities for dual enrollment, this measure will make it easier for students, especially those in rural areas, to pursue a teaching career without leaving their communities. Strengthening these pathways is essential to building a more equitable and sustainable teacher workforce for the state.”
- 2) ***Strengthening the teacher preparation pipeline through increased coordination between CCC and CSU.*** California has long relied on CSU as the state’s primary producer of credentialed teachers, while community colleges serve as a key entry point into higher education for many prospective educators. According to the author, strengthening coordination between the two segments could reduce barriers for students pursuing teaching careers, particularly those who begin their postsecondary education at a community college. The bill seeks to encourage greater alignment among the segments by requiring the development of a plan to expand partnerships and improve pathways into teacher preparation programs.
- 3) ***Focus on rural teacher workforce challenges.*** The bill specifically directs the segments to consider expansion of online teacher preparation opportunities designed to serve students in rural communities. Rural school districts often face unique educator workforce challenges, including smaller applicant pools, geographic isolation, and limited proximity to institutions offering educator preparation programs. By examining opportunities to expand online delivery models and local partnerships, the bill seeks to identify strategies that may allow prospective teachers to complete preparation requirements while remaining in

their home communities, potentially increasing the likelihood that they ultimately teach in those areas.

- 4) ***Concurrent enrollment concept raises implementation questions.*** The bill directs the segments to explore opportunities for community college students pursuing teaching credentials to concurrently enroll in CSU teacher preparation coursework. While the concept could accelerate students' progress toward credential attainment and strengthen transfer pathways, it may also raise practical questions regarding admissions status, tuition and fee responsibilities, financial aid eligibility, course availability, academic advising, and coordination between institutions. The bill does not prescribe a particular model, instead leaving those considerations to be addressed through the planning process developed by the two segments.
- 5) ***Planning requirement without guaranteed implementation.*** The bill requires development of a plan but does not itself establish any new educator preparation programs, transfer pathways, or enrollment authorities. Any implementation activities resulting from the plan would be contingent upon a future appropriation. As a result, the bill primarily serves as a planning and coordination measure intended to identify opportunities for expanded partnerships and access to teacher preparation programs rather than directly implementing those changes in statute.
- 6) ***Existing efforts to improve teacher preparation pathways.*** California has undertaken numerous efforts in recent years to strengthen educator workforce pipelines, including investments in teacher residencies, classified school employee credentialing pathways, Golden State Teacher Grants, educator apprenticeship programs, and transfer pathways intended to improve access to teacher preparation. To the extent the segments develop the plan required by this bill, the Committee may wish to consider how any recommended partnerships or concurrent enrollment models would complement and align with existing state workforce initiatives, rather than duplicating efforts already underway.

SUPPORT

Faculty Association of California Community Colleges
Small School Districts Association

OPPOSITION

None received

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