

Date of Hearing: June 23, 2026

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Mike Fong, Chair

SB 1255 (Reyes) – As Amended April 14, 2026

**SENATE VOTE:** 31-7

**SUBJECT:** Postsecondary education: Designation of California Hispanic-Serving Institutions

**SUMMARY:** Establishes, upon appropriation by the Legislature, an application process by which qualifying postsecondary education institutions may apply and be granted by a governing board a designation as a California Hispanic Serving Institution. Specifically, **this bill:**

- 1) Establishes the designation of California Hispanic-Serving Institutions (CHSI designation) and permits the governing board to award the CHSI designation if 2/3 of the governing board determines the college or university excels at providing academic resources to Latinx students.
- 2) Defines the following:
  - a) “Governing board” as the board established to serve as the authorizing body of the CHSI designation;
  - b) “College or University,” as the University of California (UC), California State University (CSU), the California Community Colleges (CCC), or an independent institution of higher education;
  - c) “Managing entity” as the Chancellor’s Office of the CSU;
  - d) “Normal time:” as the time it would take a full-time student to complete a degree or certificate program; and,
  - e) “Recipient” as a college or university who receives the CHSI designation.
- 3) Authorizes the governing board to bestow initial and renewal CHSI designations. The initial designation will be valid for five years. A college or university who receives an initial designation is qualified to apply for a renewal designation. The renewal designation once bestowed is valid for an additional five years.
- 4) Establishes the eligibility requirements for the initial authorization of the CHSI designation to colleges or universities who:
  - a) Have at least 25% of the enrolled student population identifying as “Hispanic and/or Latinx;”
  - b) Submits an initial or renewal application to the managing entity by the applicable deadline; and,
  - c) Posts the initial or renewal application on the college’s or university’s website.

- 5) Outlines the content of the initial application to include the following:
- a) A commitment, certified in writing, by the chief administrative officer of the college or university, to address Latinx student success that is consistent with the college's or university's mission;
  - b) Academic goals the college or university intends to achieve within a five-year period. The goals will address retention, time-to-degree, or time-to-certificate completion, and graduation rates of Latinx students. The goals will be based on data submitted by the college or university;
  - c) Academic equity goals the college or university intends to achieve within a five year period. The goals will reduce the academic equity gaps in the retention, time-to-degree, or time-to-certificate completion, and graduation rates for Latinx students. The goals will be based on data submitted by the college or university;
  - d) A strategic plan for a five-year period of the initial designation on how the college or university intends to meet the academic and academic equity goals as listed in the application for the designation. The strategic plan will include the following:
    - i) A mission statement of the college's or university's commitment to serve Latinx students;
    - ii) Outreach services to encourage Latinx students to enroll at the college or university;
    - iii) Academic and basic needs support services to assist Latinx students achieve their academic goals. The student support services may include campus affinity centers and corequisite coursework or concurrent supports for coursework;
    - iv) An outline of the fiscal or other resources the applicant intends to designate to fulfill the strategic plan over the five-year period of the designation; and,
    - v) An outline of how the applicant will use existing resources to provide culturally relevant professional development to faculty and staff;
  - e) The following student success data if the applicant is a four-year university:
    - i) The graduation, yield, and retention rates for all students and Latinx students for the three prior academic years. The completion rates will include data on students who completed their degree within the normal time-to-degree and those who completed their degree within 150% of the normal time-to-degree.
  - f) The following student success data for the previous three academic years if the applicant is a two-year college (community college):
    - i) The number of degree and certificate programs completed by all students and by Latinx students;
    - ii) The number of students and Latinx students who completed their degree and certificate within the normal time-to-degree and those who completed their degree or

- certificate program up to 300% of the normal time-to-degree. This data shall include retention, yield, and graduation rates; and,
- iii) The transfer rates of all students and Latinx students; and,
  - g) A description of campus resources to promote a campus of equity and inclusion for Latinx students.
- 6) Outlines the content of the renewal application to include the following:
- a) Either the initial application of the original CHSI designation or a renewal application if the applicant is seeking a secondary renewal after the initial renewal;
  - b) Evidence of the college's or university's progress in achieving the academic goals, academic equity goals, and the strategic plan as outlined in the initial or renewal application as provided by the college or university;
  - c) Changes made by the college or university to any of the following since the previous application:
    - i) The mission statement addressing the college's or university's commitment to serving Latinx students; and,
    - ii) The description of campus resources available to promote a campus of equity and inclusion for Latinx students.
  - d) A commitment, certified in writing, by the chief administrative officer of the applying college or university to address Latinx student workforce development success in a manner that is consistent with the college's or university's mission;
  - e) Academic goals the college or university intends to achieve within a five-year period of the renewal CHSI designation. The goals will pertain to retention, time-to-degree, or time-to-certificate completion, and graduation rates of Latinx students. The goals will be based on data submitted by the college or university;
  - f) Academic equity goals the college or university intends to achieve within a five year period of the renewal CHSI designation. The goals will be applicants' intention to reduce the academic equity gaps in the retention, time-to-degree, or time-to-certificate completion, and graduation rates for Latinx students. The goals will be based on data submitted by the college or university;
  - g) A strategic plan for a five-year period of the renewal designation on how the college or university intends to meet the academic and academic equity goals as listed in the application for the CHSI designation. The strategic plan will include the following:
    - i) Outreach services to encourage Latinx students to enroll at the college or university;
    - ii) Academic and basic needs support services to assist Latinx students achieve their academic goals. The student support services may include campus affinity centers and corequisite coursework or concurrent supports for coursework;

- iii) An outline of the fiscal or other resources the applicant intends to designate to fulfill the strategic plan over the five-year period of the CHSI designation;
- h) An outline of how the college or university will use existing resources to provide culturally relevant professional development to faculty and staff;
- i) The following student success data if the applicant is a four-year university:
  - i) The previous five years graduation rates, completion rates, yield, and retention rates for all students and Latinx students. The completion rates will include data on students who complete their degree within the normal time-to-degree and within 150% of the normal time-to-degree;
  - j) The following student success data, for last five academic years, if the applicant is a two-year college (community college):
    - i) The number of degree and certificate programs completed by all students and by Latinx students;
    - ii) The number of students and Latinx students who completed their degree and certificate within the normal time-to-degree and those who completed their degree or certificate program up to 300% of the normal time-to-degree. This data shall include retention, yield, and graduation rates; and,
    - iii) The transfer rates of all students and Latinx students.
- 7) Clarifies if a college or university is denied a renewal of the CHSI designation, the applicant may submit an initial application for the CHSI designation and a subsequent renewal application if re-approved for the initial designation.
- 8) Encourages the applying college or university to consult with the academic senates of the college or university in the compilation of the application (either initial or renewal) for the CHSI designation.
- 9) Designates the Chancellor's Office of CSU as the managing entity of the CHSI designation and authorizes the managing entity to act as the neutral administrative body of the CHSI designation. Authorizes the managing entity to conduct the following duties:
  - a) Develop the application process for the initial and renewal of the CHSI designation;
  - b) Accept initial and renewal applications from colleges and universities. There will be two application deadlines each year as determined by the managing entity;
  - c) Process each application received and present those applications to the governing board twice a year on dates determined by the governing board;
  - d) Inform applicants of the outcome of the application and the governing board's decision to either confer or deny the CHSI designation to the applicant; and,
  - e) Prepare and deliver to an approved applicant, the appropriate insignia of the CHSI designation.

- 10) Establishes a governing board to oversee the approval or denial process of the CHSI designation. The governing board will include in its membership the following:
  - a) The Lieutenant Governor, or their designee;
  - b) One member of the public appointed by the Speaker of the Assembly, who will serve a two year term;
  - c) One member of the public appointed by the President of the Pro Tempore of the Seante who will serve a two year term;
  - d) The designee of the President of the UC;
  - e) The designee of the Chancellor of the CSU;
  - f) The designee of the Chancellor of the CCC;
  - g) The designee of the Association of Independent California Colleges and Universities; and,
  - h) The chair of the California Latino Legislative Caucus or their designee.
- 11) Clarifies any designee identified or assigned to the governing will have the full authority of the board member they are representing.
- 12) States it is the intent of the Legislature for any member of the public as appointed to the governing board will have a strong interest in the further development and improvement of the academic success of Latino students.
- 13) Designates the Lieutenant Governor or the Lieutenant Governor's designee as the Chair of the governing board for the first two years of operations. Requires the governing board, after two years, to select a subsequent Chair of the governing board with a 2/3 vote.
- 14) Requires the governing board to do the following:
  - a) Convene twice a year to approve or deny applications for the CHSI designation; and,
  - b) Approve or deny each application as presented to the governing board by the managing entity.
- 15) Clarifies all decisions of the governing board require a 2/3 votes of the members who are present for the vote.
- 16) Subjects the governing board to the Bagley-Keene Open Meetings Act.
- 17) Subjects the entire CHSI designation implementation to an appropriation by the Legislature for the specific purposes as outlined above.
- 18) Makes various findings and declaration on behalf of the Legislature on the importance of providing educational opportunities for Latinx students and the role of Hispanic-Serving postsecondary education intuitions.

**EXISTING LAW:**

- 1) Establishes the University of California (UC) as a public trust to be administered by the Regents and grants the Regents full powers of organization and governance subject only to legislative control as necessary to ensure the security of funds, compliance with terms of its endowments, and the statutory requirements around competitive bidding and contracts, sales of property, and the purchase of materials, goods, and services (Article IX, Section (9) (a) of the California Constitution).
- 2) Constitutes the Donahoe Higher Education Act to establish the definition and missions of the California Community Colleges (CCC), California State University (CSU), and the UC. Establishes the definition and mission of independent institutions of higher education as nonpublic higher education institutions who are considered nonprofits and are accredited by an agency recognized by the United States Department of Education to confer undergraduate degrees, graduate degrees, or both (Education Code (EDC) Section 66010, et seq.).
- 3) Establishes the CSU system, comprised of 23 campuses, and bestows upon the CSU Trustees, through the Board of Trustees, the power, duties, and functions with respect to the management, administration, and control of the CSU system (EDC Sections 66606 and 89000 et. Seq.).
- 4) Establishes the CCC under the administration of the Board of Governors of the CCC, as one of the segments of public postsecondary education in this state. The CCC shall be comprised of community college districts (EDC Section 70900).
- 5) Establishes the purpose of the California Black Serving Institution (BSI) designation to recognize colleges and universities who excel at providing academic resources to African American students. Permits colleges who have a student population of at least 10 percent Black and African American students, or at least 1,500 students who identify as Black and African American students to apply for the designation. Creates the application criteria for the BSI designation including, but not limited to, a strategic plan on how to provide specified services to Black and African American students, academic goals to improve degree attainment and retention amongst Black and African American students, and goals to close the equity gap. Permits colleges and universities to re-apply for the BSI designation and to demonstrate progress on their initial goals and strategic plan. Each initial BSI designation is valid for five years and the renewal BSI designation is valid for an additional five years (EDC Section 66076.2).
- 6) Establishes the CSU Central Office as the managing entity and endows the managing entity with the authority to develop, accept, process, and present to the governing board applications for the BSI designation. Permits the managing entity to inform applications of the outcome of their application for the designation and to provide insignia to those who receive the BSI designation (EDC Section 66076.3).
- 7) Establishes the governing board of the BSI designation and permits the governing board to determine which colleges and universities who apply for the BSI designation will receive the BSI designation. Creates an eight member governing board comprised of the Lieutenant Governor, a member of the public appointed by the Speaker of the Assembly, a member of the public appointed by the President Pro Tempore of the Senate, a designee from each of the public postsecondary education segments, a designee from the Association of Independent

California Colleges and Universities, and the Chair of the California Legislative Black Caucus. Permits the governing board to convene twice a year to vote on the approval or denial of applications and requires a 2/3 vote for any approval of the applications. The governing board is subject to the Bagley-Keene Open Meetings Act (EDC Section 66076.4).

**FISCAL EFFECT:** According to the Senate Committee on Appropriations:

- 1) While the bill's provision would be contingent on an appropriation, the CSU estimates General Fund costs in the low to mid hundreds of thousands of dollars each year for CSU to serve as the managing entity for initial and renewal designations. These costs would be used to develop the application processes, review the applications, and process them to the governing board on an ongoing basis.
- 2) This bill could result in General Fund cost pressure in the low millions of dollars each year to provide dedicated resources to CHSI designated institutions necessary to accomplish their goals in addressing the needs of these students.
- 3) The UC does not anticipate additional costs as a result of this bill.
- 4) The Chancellor's Office of the CCC estimates minor General Fund costs to participate in the governing board. Additionally, to the extent that a community college district applies for the designation, there could be minor Proposition 98 General Fund workload costs to gather the requested data and information.
- 5) There could be additional General Fund costs for the Lieutenant Governor's Office to serve as Chair of the governing board during the first two years of the program. However, these costs are expected to be minor and absorbable within existing resources.

**COMMENTS:** *Author's statement.* As described by the author, "since the federal designation was established, Hispanic Serving Institutions (HSIs) have played a critical role in California's higher education system. California is home to the most HSIs in the country, with 171 colleges and universities holding this designation. These HSIs, spanning both public and private colleges and universities, not only build the capacity to better serve Latino and low-income students, but leverage the resources they receive to develop programming that helps all students on campuses. HSI funding has helped institutions provide tutoring, mental health services, career counseling, and modern learning facilities that directly improve persistence and graduation rates. Data shows that these institutions provide large economic returns for all the students they enroll, and in turn fuel local economies and the workforce. Despite this work, many HSIs are currently in jeopardy due to political and legal battles, which threaten their ability to sustain the equity strides they have made for students."

The author contends that, "California's strength comes from the success of our diverse students. By formally recognizing Hispanic-Serving Institutions in state law, we are acknowledging the campuses that are doing the hard work to close opportunity gaps and help Latino students thrive in college and beyond. This designation will shine a light on what works and encourages continued investment in student success. We cannot allow our students to become collateral damage in political and legal battles. SB 1255 sends a clear message: we will defend college access, protect educational quality, and stand firmly behind the students who represent the future of our state."

*Need for the measure.* With the enactment of SB 1348 (Bradford), Chapter 627, Statute of 2024, California became one of the first in the nation to introduce a state-level designation for colleges and universities. The intention behind SB 1386 was to create a Black-Serving Institution designation (BSI designation) to recognize California colleges and universities who are dedicating resources and focus to improve the academic achievements of Black and African-American identifying students. In the creation of the State-level designation, California chose to step into the gap left by the Federal Government in recognizing colleges and universities who would, due to circumstances beyond their control, never be recognized as Historically Black Colleges and Universities nor “Predominately Black Serving Institutions” pursuant to the federal definitions and requirements.

With the U.S. Department of Education electing to cancel grant funding for Minority-Serving Institutions, including Hispanic-Serving Institutions, California again has a unique opportunity to provide a state-level designation in the void created by the federal abdication. Prior to the cancellation of the designation in September 2025 by the U.S. Department of Education, California was home to roughly 172 Federally recognized, Hispanic-Serving Institutions prior to the cancellation of the funds.<sup>1</sup> This measure modeled after SB 1386 (Bradford) would establish continuity of the CHSI designation for California colleges and universities; while ensuring that the colleges and universities who apply continue to focus on academic equity among their student population.

*Affirmative Action and Proposition 209.* In the United States, affirmative action is an effort introduced by the Federal Government to improve and increase employment and educational opportunities for minority groups. While used in all areas of government policy and contracting, affirmative action is most colloquially associated with college and university admissions, where admission quotas based on race were used to increase diversity and to establish equitable access to educational opportunities.

In 1996, the California voters established Proposition 209, which banned the use of preferential treatment by State and other public entities. Since 1996, the use of affirmative action has been prohibited by the State Constitution in California. In the Legislative Analyst Office’s ballot description of Proposition 209 (1996), provided the following examples of affirmative action program, “public colleges and university programs such as scholarship, tutoring, and outreach that are targeted toward minority or women students.”<sup>2</sup>

SB 1255 (Reyes) stipulates that in order for a college or university to qualify for the CHSI designation, a postsecondary institution must provide a strategic plan for academic and basic needs supports to assist in the academic success of Hispanic and Latinx students. Furthermore, this measure contains an “upon appropriation” clause which would require the State Legislature to directly fund the purposes of the measure.

*Since this measure prevents the CSU from implementing the CHSI designation without direct funding from the State and any direct funding provided by the State could be interpreted as a violation of the Proposition 209, it is entirely possible this measure could be inoperative if chaptered in its current form.*

---

<sup>1</sup> <https://www.gao.gov/assets/d24106162.pdf>

<sup>2</sup> [https://lao.ca.gov/ballot/1996/prop209\\_11\\_1996.html](https://lao.ca.gov/ballot/1996/prop209_11_1996.html)

*Comparison to the Black-Serving Institution Designation and the pending Asian American, Native Hawaiian, and Pacific Islander Serving Institution Designation.* SB 1358 (Bradford) created the California BSI designation, and AB 2374 (Fong) of 2026 would create the California Asian American, Native Hawaiian, and Pacific Islander Serving Designation (AANHPI SI) Designation. AB 2374 (Fong) was passed by this Committee with a 7 – 3 vote on April 21, 2026. *At the time of publication of this analyses, AB 2374 awaits a hearing in the Senate Committee on Education.* All three measures are composed of three parts – an application process, a managing entity, and a governing board; however, despite their similarities all three have differences between them:

| <b><i>BSI Designation</i></b>  | <b><i>CHSI Designation</i></b>  | <b><i>AANHPI SI Designation</i></b>  |
|--|---|--|
| Student population requirement – applicant must have at least 10% of the enrolled student population identifying as Black and/or African American or at least 1,500 students enrolled who identify as Black and/or African American. | Student population requirement – applicant must have at least 25% of the enrolled student population identifying as Hispanic or Latinx. | No student population requirement.   |
| Student Success Data includes normal-time to degree and 300% of the normal time -to-degree for community college applicants.   | Student Success Data includes normal-time to degree and 300% of the normal time -to-degree for community college applicants.            | Does not contain this student success data element.  |
| Includes the Chair of the California Legislative Black Caucus.   | Includes the Chair of the California Legislative Latino Caucus.   | Includes the Chair of the California Legislative Asian American and Pacific Islander Caucus.   |
| Application focuses on student success.  | Application focuses on student success and workforce development.   | Application focuses on student success.  |
|  | Matches the BSI for application content.  | Includes additional content for applicants to include in the strategic plan to help the college and university meet their academic and equity goals. |
| Identifies the CSU as the managing entity.   | Identifies the CSU as the managing entity.  | Identifies the California Community College Chancellor’s Office as the managing entity.  |

|   |  |   |
|---|--|---|
| Does not contain “upon appropriation” language. | Contains upon appropriation language – limiting implementation directly to a funding allocation. | Does not contain “upon appropriation” language. |
|---|--|---|

*The Committee may wish to consider whether the differences between the three designations is purposeful since each addresses a unique population of students or if the Legislature wishes to maintain continuity between the three designations, their application process, and the identified managing entities.*

*Arguments in support.* As stated by the Hispanic Association of Colleges and Universities (HACU), the sponsors of the measure, “HACU recognizes the important role HSIs play in educating the state’s diverse student population and preparing the workforce needed to sustain California’s economy. A state-level recognition process and governing structure for California’s public and private institutions would ensure the state’s needs for talent are met in high-growth sectors, including healthcare, technology, education, clean energy, and advanced manufacturing. By formalizing a state-level HSI designation, California can better coordinate workforce investments, maximize return on public funding, and ensure that our student population is fully integrated into the state’s long-term economic strategy. [HACU] respectfully urge your support for SB 1255 and your continued leadership in advancing policies that strengthen California’s education and workforce systems.”

*Committee comments.* In 2024, when the Legislature first considered the creation of a State-level designation, the inclusion of the “student population” requirement for any application for the BSI designation was seen as alignment with the Federal requirements for various designations. Therefore, the inclusion of the 25% of the student population identifying as Hispanic or Latinx in SB 1255 (Reyes) does align the measure with both the existing State BSI Designation and with cancelled federal CHSI designation. The inclusion of the student population percentages does align SB 1255 (Reyes) with both the existing State BSI Designation and the Federal Hispanic Serving Institutions designation and removes ambiguity as to who would qualify for the State CHSI designation. However, with the decision of the U.S. Department of Education (USDE) ceasing to provide Minority Serving Institution (MSI) grants based on the understanding that “the racial quotes in the HSI program are unconstitutional,” the inclusion of the student population percentages could place the applying institutions in a precarious position with the Federal Government.<sup>3</sup>

The USDE’s reasoning for the removal of the MSI grants is rooted in the U.S. Department of Justice’s letter to Congress on July 25, 2025:

“The Higher Education Act authorizes the Department of Education to award to "Hispanic-serving institutions." 20 U.S.C. 1101(c). The Act defines a "Hispanic-serving institution" as an institution of higher education that, among other requirements, "has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students." 20 U.S.C. 1101a(5)(B). The Department of Justice has determined that those provisions violate the equal-protections component of the Fifth Amendment’s Due Process Clause. The

---

<sup>3</sup> <https://www.ed.gov/about/news/press-release/us-department-of-education-ends-funding-racially-discriminatory-discretionary-grant-programs-minority-serving-institutions>

Supreme Court has explained that "[o]utright racial balancing" is "patently unconstitutional." *Students for Fair Admissions, Inc. v. Presidents & Fellows of Harvard College*, 600 U.S. 181, 223 (2023). And its precedents make clear that the government lacks any legitimate interest in differentiating among universities based on whether "a specified number of seats in each class" are occupied by "individuals from the preferred ethnic groups." *Id.* at 209. Under those principles, the challenged provisions' 25-percent racial quota violates the Constitution."<sup>4</sup>

Furthermore, "The U.S. Department of Education has taken action to eliminate harmful Diversity, Equity, and Inclusion (DEI) initiatives, including references to them in public-facing communication channels and its associated workforce. These actions are in line with President Trump's ongoing commitment to end illegal discrimination and wasteful spending across the federal government. They are the first step in reorienting the agency toward prioritizing meaningful learning ahead of divisive ideology in our schools."<sup>5</sup> The U.S. Department of Education Office for Civil Rights has increased the number of investigations of colleges and universities based on this understanding that any program with DEI initiatives could be seen as violating a higher education institution's legal obligation under Title VI of the Civil Rights Act to not discriminate against students on the basis of race.

*To address the above concerns and to provide further alignment between the State-Level designations, the Committee has suggested, and the author has agreed to the following amendments:*

- 1) *Clarifies the intent that "independent institutions of higher education" means non-profit higher education institutions. Amends Education Code Section 66078.1, subdivision (b) to read as follows:*
  - (b) "College or university" means a University of California, California State University, or California Community Colleges campus, or an independent institution of higher education, *as defined in Education Code Section 66010.*
- 2) *Removes the requirement an applicant for the designee must have a student population of at least 25% of enrolled students identifying as Hispanic or Latinx. Removes subdivision (c), paragraph (1) from Education Code Section 66078.2.*
  - ~~(1) Has at least 25 percent of the college's or university's enrolled student population identifying as Hispanic and Latino students.~~
- 3) *Aligns the measure with language for the BSI designation and the proposed AANHPI designation. Removes "workforce development" from Education Code Section 66078.2, subdivision (d), paragraph (4), subparagraph (C).*
  - ~~(C) Academic and basic needs support services to assist in the workforce development success of Latino students. Support services described in this subparagraph may include campus affinity centers and corequisite coursework or concurrent support activities.~~

---

<sup>4</sup> <https://www.justice.gov/oip/media/1411811/dl?inline>

<sup>5</sup> <https://www.ed.gov/about/news/press-release/us-department-of-education-takes-action-eliminate-dei>

- 4) *Aligns the measure with language for the proposed AANHPI designation. Adds subparagraphs (F), (G), (H), and (I) to paragraph (4) to subdivision (d) of Education Code Section 66078.2, to read as follows:*

*(F) Academic curriculum, including incorporating and expanding curriculum and course offerings in ethnic studies and other culturally responsive coursework to reflect the diverse backgrounds of Latino students and to support their academic engagement and retention.*

*(G) Research initiatives, including institutional research to address the needs of lived experiences of Latino populations, both on campus and in the broader community.*

*(H) Data disaggregation collection and analysis to identify and address the distinct needs and achievement gaps of diverse Latino ethnic subgroups.*

*(I) Intersegmental collaboration with the University of California, the California State University, the California Community Colleges, and independent nonprofit institutions of higher education to strengthen the educational pipeline for Latino students, including support for transfer and the completion of undergraduate, graduate, and professional degrees.*

- 5) *Aligns the measure with language for the BSI designation and the proposed AANHPI designation. Removes “workforce development” from Education Code Section 66078.2, subdivision (e) paragraph (5), to read as follows:*

*(5) A certification, in writing, by the chief administrative officer of the college or university, of the applicant’s continual commitment to address Latino student ~~workforce development~~ success that is consistent with the applicant’s mission.*

- 6) *Aligns the measure with language for the proposed AANHPI designation. Adds subparagraphs (E), (F), (G), and (H) to paragraph (8) to subdivision (e) of Education Code Section 66078.2, to read as follows:*

*(E) Academic curriculum, including incorporating and expanding curriculum and course offerings in ethnic studies and other culturally responsive coursework to reflect the diverse backgrounds of Latino students and to support their academic engagement and retention.*

*(F) Research initiatives, including institutional research to address the needs of lived experiences of Latino populations, both on campus and in the broader community.*

*(G) Data disaggregation collection and analysis to identify and address the distinct needs and achievement gaps of diverse Latino ethnic subgroups.*

*(H) Intersegmental collaboration with the University of California, the California State University, the California Community Colleges, and independent nonprofit institutions of higher education to strengthen the educational pipeline for Latino students, including support for transfer and the completion of undergraduate, graduate, and professional degrees.*

7) *Addresses implementation concerns regarding the frequency of application deadlines and meetings for the governing board. Aligns the measure with AANHPI designation. Amends Education Code Section 66078.3, subdivision (b) and (c) to read as follows:*

(b) *Accepting initial and renewal applications from applicants. The managing entity shall set ~~two~~ one application deadlines each year on a date ~~dates~~ determined by the managing entity.*

(c) ~~Processing each application received and presenting those applications to the governing board twice each year on dates determined by the governing board.~~ *Processing each application received and presenting those applications to the governing board at least once each year on a date determined by the governing board, but may hold additional meetings to review additional applications at the discretion of the governing board.*

8) *Addresses implementation concerns regarding the frequency of application deadlines and meetings for the governing board. Aligns the measure with AANHPI designation. Amends Education Code Section 66078.3, subdivision (d), paragraph (1) to read as follows:*

(1) ~~Convene twice a year to vote on the approval or denial of applications.~~ *Convene at least once a year to vote on the approval or denial of applications of new or renewal applications that have been submitted to the managing entity at least 30 days prior to the meeting. The governing board may schedule additional meetings as necessary.*

9) Makes technical and conforming changes.

## **REGISTERED SUPPORT / OPPOSITION:**

### **Support**

Academic Senate California State University (ASCSU)  
 Altamed Health Services  
 Antelope Valley Community College District  
 Association of California School Administrators  
 Association of Independent California Colleges & Universities (AICCU)  
 California Community College Independents  
 California Community Colleges Chancellor's Office  
 California State University, Office of the Chancellor  
 California Teachers Association  
 Campaign for College Opportunity  
 Cerritos College  
 Cft – a Union of Educators & Classified Professionals, Aft, Afl-cio  
 Chief Executive Officers of California's Community Colleges  
 Contra Costa Community College District  
 Edtrust-west  
 Edvance College  
 El Camino Community College District  
 Faculty Association of California Community Colleges  
 Foothill-de Anza Community College District  
 Hispanic Association of Colleges and Universities  
 Kern Community College District  
 Lake Tahoe Community College

Lieutenant Governor Eleni Kounalakis  
Long Beach Community College District  
Los Angeles Community College District  
Los Rios Community College District  
Mt. San Jacinto Community College District  
National University  
North Orange County Community College District  
Pasadena Area Community College District  
San Bernardino Community College District  
San Diego Community College District  
San Diego Unified School District  
San Jose-evergreen Community College District  
Santa Monica Community College District  
Southern California University of Health Sciences  
Southwestern Community College District  
State Center Community College District  
Student Senate for California Community Colleges  
Uaspire  
Unidosus  
University of California  
University of California Chicanx Latinx Alumni Association  
University of California Office of the President  
University of California Student Association  
University of LA Verne  
University of Redlands  
Victor Valley Community College District

**Opposition**

None on file.

**Analysis Prepared by:** Ellen Cesaretti-Monroy / HIGHER ED. / (916) 319-3960