
SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2374	Hearing Date:	June 24, 2026
Author:	Fong		
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Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Postsecondary education: Designation of California Asian American- and Native Hawaiian Pacific Islander-Serving Institutions.

SUMMARY

This bill establishes criteria and procedures for postsecondary educational institutions in California to receive a designation as a California Asian American- and Native Hawaiian Pacific Islander-Serving Institution for purposes of recognizing institutions that excel at providing academic resources to Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students.

BACKGROUND

Existing law:

- 1) Establishes the California State University (CSU), under the administration of the Trustees of the CSU, the University of California (UC), under the administration of the UC Regents, the California Community Colleges (CCC), under the administration the Board of Governors of the CCC, and independent institutions of higher education, as defined, as 4 segments of postsecondary education in the state. (Education Code (EC) §§ 66600, 70901, 66010.4 et al., and California Constitution Article IX, § (9)(a))
- 2) Establishes criteria and procedures for postsecondary education institutions in California to receive a designation as a California Black-Serving Institution (BSI). It designates the CSU Central Office for Advancement of Black Excellence to serve as the managing entity and authorizes the office to process applications for the designation. An eight-person governing board is established to determine, through a 2/3 vote, whether a college or university is qualified for the BSI designation. (EC § 66076 et al.)

ANALYSIS

This bill:

- 1) Establishes the Designation of California AANHPI-Serving Institutions to recognize colleges and universities that excel at providing academic resources to AANHPI students enrolled in degree or certificate programs offered by colleges and universities. This designation shall be awarded to qualifying applicants only by a two-thirds vote of approval by the governing board.

- 2) Authorizes the designation for a period of five academic years and permits a recipient to apply for renewal after five years.
- 3) Specifies that an applicant is eligible for designation if the applicant meets all of the following requirements:
 - a) Meets the application deadline established by the managing entity.
 - b) Has submitted either an initial or renewal application that meets specified criteria.
 - c) Posts the initial or renewal application on the applicant's internet website.

Initial Application

- 4) Requires that the initial application include, at a minimum, all of the following:
 - a) A certification by the chief administrative officer of their commitment to address AANHPI student success that is consistent with the applicant's mission.
 - b) Academic goals for the applicant to achieve within the five-year period in which the initial designation awarded is valid. The goals described in the application are to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of AANHPI students based on the data submitted by the applicant, as applicable.
 - c) Academic equity goals for the applicant to achieve within the five-year period in which the initial designation awarded is valid. The goals described by the applicant are to reduce the academic equity gaps in the retention, time-to-degree or time-to-certificate completion, and graduation rates between the applicant's AANHPI students and the overall student population based on data submitted by the applicant, as applicable.
 - d) A strategic plan for the five-year period in which the initial designation awarded is valid, on how the applicant intends to meet the academic goals and academic equity goals. The strategic plan is to include, but not be limited to, all of the following:
 - i) A mission statement that addresses the applicant's commitment to serve AANHPI students.
 - ii) Outreach services to AANHPI students encourage them to enroll at the college or university.
 - iii) Academic and basic needs support services to assist in the academic success of AANHPI students, which may include campus affinity centers and corequisite coursework or concurrent support activities.

- iv) An outline of the planned allocation of resources during the five-year period in which the initial designation awarded is valid to ensure that the strategic plan can be implemented.
 - v) An outline of how the applicant will use existing resources to provide culturally relevant professional development to the applicant's faculty and staff.
 - vi) Academic curriculum, including incorporating and expanding curriculum and course offerings in ethnic studies and other culturally responsive coursework to reflect the diverse backgrounds of AANHPI students and to support their academic engagement and retention.
 - vii) Research initiatives, including institutional research to address the needs of lived experiences of AANHPI populations, both on campus and in the broader community.
 - viii) Data disaggregation collection and analysis to identify and address the distinct needs and achievement gaps of diverse AANHPI ethnic subgroups.
 - ix) Intersegmental collaboration with UC, CSU, CCC, and independent nonprofit university institutions of higher education to strengthen the educational pipeline for AANHPI students, including support for transfer and the completion of undergraduate, graduate, and professional degrees.
- e) A four-year college or university applicant is to include in its application, graduation rates for the previous three academic years for all students, and for AANHPI students, within the normal time and up to 150% of the normal time-to-degree completion, yield, retention, and graduation rate. To the extent possible, report the graduation rates for Native Hawaiian and Pacific Islander students as a separate category.
- f) A community college applicant is to include, in its application, both of the following for the previous three academic years:
- i) The number of degree and certificate programs completed by all students, and by AANHPI students. To the extent possible, report the number of degree and certificate programs completed by Native Hawaiian and Pacific Islander students as a separate category.
 - ii) The student transfer rates for all students, and for AANHPI students, to four-year colleges and universities. To the extent possible, report the student transfer rates for Native Hawaiian and Pacific Islander students as a separate category.
- g) A description of campus resources to promote a campus of equity and

inclusion for AANHPI students.

Renewal Process

- 5) Establishes a renewal application process that takes effect upon expiration of an application and specifies the requirements for renewal, which must include all of the following:
 - a) A demonstration of the applicant's progress toward achieving academic and academic equity goals.
 - b) A demonstration of the applicant's progress toward implementing the strategic plan.
 - c) Any changes made from the initial application to the mission statement or the description of campus resources to promote equity and inclusion.
 - d) A certification by the chief administrative officer of the college or university, of the applicant's continual commitment to address AANHPI student success that is consistent with the applicant's mission.
 - e) Academic goals for the applicant to achieve within the five-year period in which the renewal designation is valid, as specified.
 - f) Academic equity goals for the applicant to achieve within the five-year period in which the renewal designation is valid, as specified.
 - g) A strategic plan for the five-year period in which the renewal designation is valid, on how the applicant intends to meet the academic goals and academic equity goals. The strategic plan for the renewal application is to include similar information as required for the initial application, as specified.
 - h) A four-year college or university applicant is to include in its renewal application, graduation rates for the previous five academic years for all students, and for AANHPI students, within the normal time and up to 150% of normal time-to-degree completion, yield, retention, and graduation rate. To the extent possible, report the graduation rates for Native Hawaiian and Pacific Islander students as a separate category.
 - i) A community college campus is to include, in its renewal application, both of the following for the previous five academic years:
 - i) The number of degree or certificate programs completed by all students, and by AANHPI students. To the extent possible, the number of degree or certificate programs completed by Native Hawaiian and Pacific Islander students shall be reported as a separate category.
 - ii) The student transfer rates for all students, and for AANHPI

students, to four-year colleges and universities. To the extent possible, report the student transfer rates for Native Hawaiian and Pacific Islander students as a separate category.

Operations

- 6) Provides that if a renewal application is denied by the governing board, the applicant is only authorized to apply to receive an initial designation but may use the renewal process following the award of a subsequent initial designation.
- 7) States that an applicant is encouraged to inform and consult with the academic senate of the college or university on the applicant's initial and renewal applications prepared.
- 8) Designates the California Community Colleges Office of the Chancellor (CCCCO) as the managing entity for initial and renewal designations charged with various duties including developing application processes, accepting initial and renewal applications from applicants, establishing annual application deadlines, annually processing each application, presenting applications to the governing board, informing applicants of their approval or denial and preparing and delivering the appropriate insignia to approved applicants.

Governing Board

- 9) Establishes an eight-member governing board of the California AANHPI-Serving Institutions for the purpose of awarding colleges and universities with the designation based on the applications presented by the CCCCCO as the managing entity.
- 10) Specifies the composition of the eight-member board, which includes the Chair of the California Asian American and Pacific Islander Legislative Caucus or their designee, and specifies that the Legislature's intent when appointing members of the public, the appointing authority, is to make every effort to ensure that the membership of the governing board includes persons who have a strong interest in the further development and improvement of the academic success of AANHPI students.
- 11) Requires, for purposes of the first two years of the governing board's operations, the chair to be the Lieutenant Governor or their designee. Thereafter, the governing board is authorized to select a chairperson from within its membership by a two-thirds vote, as specified.
- 12) Makes the board subject to the Bagley-Keen Open Meeting Act and requires that they convene at least once a year to vote on the approval or denial of applications and make decisions by a two-thirds vote of those present, as specified.

Miscellaneous

- 13) Defines various terms for the purposes of this bill.

- 14) States various legislative findings and declarations relating to the importance of supporting AANHPI students in higher education and barriers faced by AANHPI students related to access and equity.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “California’s Asian American, Native Hawaiian and Pacific Islander (AANHPI) students come from diverse backgrounds and income levels. AB 2374 establishes a state level designation to recognize public and private higher education institutions that show commitment toward supporting AANHPI students in increasing retention and graduation rates. With the increase in anti-Asian hate sentiments and attack on immigrant communities, the designation will help AANHPI students make important enrollment decisions at institutions where they know they will be welcomed and supported in a cultural context.”
- 2) **Federal Minority Serving Institution program uncertainty.** Federally, the Minority-Serving Institutions (MSI) program supports higher education institutions that serve high concentrations of minority and low-income students by helping strengthen institutional capacity and student success efforts. One category of MSI is the Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) program. Eligible institutions may compete for federal grants to support academic programs, student services, research, and institutional development. The federal MSI programs face uncertainty regarding ongoing funding and program structure, which has prompted consideration of state-level recognition.
- 3) **AANHPI student population.** The author notes that over seven million people identify as AANHPIs in California, representing 18% of the population. AANHPIs are not monolithic, with 26 subgroups, according to the US Census Bureau. AANHPIs students represent a significant share of enrollment across California’s public higher education segments. According to AAPI DATA, 44% of Asian Americans and 50% of Native Hawaiians/Pacific Islanders (NHPIs) attend CCCs, with NHPIs having lower college attainment than the statewide average. In 2025, of the 471,451 students enrolled at the CSU, 71,413 identified as Asian and 1,333 identified as Native Hawaiian or Pacific Islander. UC enrolled 237,616 students in fall 2025, with 131,933 identifying as Asian and 2,454 identifying as Native Hawaiian or Pacific Islander. The state has long prioritized higher education access, equity, and achievement, especially for those from disadvantaged communities. AANHPI students come from diverse family backgrounds and incomes, many of whom would benefit from additional support and attention, particularly NHPI students. The bill requires applicants to report student outcomes data and, where possible, separately identify Native Hawaiian and Pacific Islander student outcomes. The collection and reporting of disaggregated data may provide institutions with additional information regarding student needs and educational outcomes among AANHPI student populations.
- 4) **Creates California AANHPI-serving institution program designation.** The bill establishes a California designation for institutions that demonstrate a commitment to serving AANHPIs students. Applicants must provide information

regarding student outcomes, campus resources, academic support services, and institutional strategies intended to improve student success. The designation is valid for five years and may be renewed upon demonstration of continued progress. Similar to California's BSI designation, the proposed designation serves as a recognition program.

- 5) **Modeled after BSI designation.** This bill's provisions appear to be modeled after SB 1348 (Bradford, Chapter 627, Statutes of 2024), which created California's BSI designation, the first of its kind, to recognize colleges and universities that excel at providing academic resources to Black and African American students. CSU's Statewide Central Office for Advancement of Black Excellence serves as its managing entity, with determinations made by a separate governing board. The BSI governing board convened its inaugural meeting in December of 2025 and approved an initial cohort of 31 campuses for the designation, including two UC campuses, three CSU campuses, 25 CCCs, and one independent institution of higher education. Information regarding subsequent meetings is not available on the BSI's governing board website. Similar to SB 1348, this bill establishes a statewide recognition program, creates a managing entity and governing board, and requires institutions to demonstrate efforts to improve educational outcomes of a historically underserved student population. Unlike federal MSI programs, the bill does not establish a grant program or provide direct financial assistance to designated institutions.

While the bill is modeled on California's existing and proposed BSIs and proposed Hispanic-Serving Institution (HSI) designation programs, it utilizes a different administrative structure. *The Committee may wish to consider whether maintaining consistent governance and administrative models across the state's designation programs would improve implementation and oversight.*

- 6) **Related legislation.**

SB 1255 (Reyes, 2026) would establish, upon appropriation, criteria and procedures for postsecondary educational institutions in California to receive a designation as a California HSI for the purposes of recognizing institutions that excel at providing academic resources to Latino students. SB 1255 was heard by this committee on April 8 and approved by a vote of 5 to 1.

SUPPORT

California Commission on Asian and Pacific Islander American Affairs (sponsor)
 Lieutenant Governor Eleni Kounalakis
 AAPI Data
 African American Male Education Network & Development
 Asian American Pacific Islander Trustees and Administrators Caucus
 Asian Pacific American in Higher Education
 Asian Pacific American Leadership Institute
 Asian Pacific American Public Affairs Association
 Association of California School Administrators
 Association of Independent California Colleges & Universities
 California Association of Asian & Pasifika Leaders in Education

California Community Colleges Chancellor's Office
California Community Colleges Organización de Latinx Empowerment, Guidance, and
Advocacy for Success
California Faculty Association
California State University, Office of the Chancellor
Campaign for College Opportunity
Chief Executive Officers of California's Community Colleges
Chinese School of San Diego
Community Health for Asian Americans
Contra Costa Community College District
EdTrust-West
Empowering Pacific Islander Communities
Faculty Association of California Community Colleges
Foothill-De Anza Community College District
Island Grad and SBCUSD Pasifika Program
Long Beach Community College District
Los Angeles Community College District
Malo Motivating Action Leadership Opportunity
National Pacific Islander Education Network
Pacific Islanders for Progress
Pasadena Area Community College District
San Bernardino Community College District
San Diego Community College District
San Jose-Evergreen Community College District
SDSU Office of AANHPI Affairs & APIDA Center
Southern California Pacific Islander Community Response Team
Southwestern Community College District
Student Senate for California Community Colleges
Taulama for Tongans
University of California
University of California Student Association
Several individuals

OPPOSITION

None received

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