

Vice-Chair
Ochoa Bogh, Rosilicie

Members
Cabaldon, Christopher
Choi, Steven S.
Cortese, Dave
Gonzalez, Lena A.
Reyes, Eloise Gómez

California State Senate

EDUCATION



SASHA RENÉE PÉREZ
CHAIR

Staff Director
Olgalilia Ramirez

Principal Consultant
Ian Johnson
Michelle Nguyen

Consultant
Therresa Austin

Committee Assistant
Maria Velez
Irma Kam

1021 O Street, Room 6740
(916) 651-4105
FAX: (916) 324-0917

AGENDA

Wednesday, June 10, 2026
9 a.m. -- 1021 O Street, Room 2100

MEASURES HEARD IN FILE ORDER

1. AB 1159 Addis Student personal information.
2. AB 1171 Patel Part-Time Community College Faculty Health Insurance Program.
- *3. AB 1569 Davies Pupil safety: electric bicycle: safety and training program.
4. AB 1581 Ramos Pupils: data reporting: American Indian and Alaska Native pupils.
- *5. AB 1590 Ransom California Career Technical Education Incentive Grant Program: revised allocation formula.
- *6. AB 1626 Gabriel Interscholastic athletics: youth sports: coaches: behavioral and mental health training.
- *7. AB 1653 Lackey Pupil instruction: health framework: heat illness.
8. AB 1665 Pacheco School athletics: coaches: youth athletics behavioral and mental health training.
- *9. AB 1694 Carrillo California Career Technical Education Incentive Grant Program: renewal grants.
10. AB 1766 Krell Health curriculum framework: human trafficking and online safety.
11. AB 1792 Michelle Rodriguez Pupil instruction: health framework: sexual health.

12.	AB 1809	Fong	Public contracts: school and community college districts.
*13.	AB 1928	Fong	Sex equity: sexual harassment complaints.
*14.	AB 2466	Fong	Strong Workforce Program: work-based learning opportunities: regional consortia.
15.	AB 2121	Berman	Community colleges: current expense of education: exclusions.(Urgency)
*16.	AB 2191	Quirk-Silva	High school graduation requirements: alternate pathways for individuals with exceptional needs: statewide resources.
*17.	AB 2203	Tangipa	Public postsecondary education: priority registration: veterans and dependents of veterans: federal GI Bill.
18.	AB 2503	Wallis	California Interscholastic Federation: pupil health: heat illness: guidelines.
*19.	AB 2652	Sharp-Collins	Teacher credentialing: world languages: subject matter examinations: language proficiency assessments.
20.	AB 2766	Ahrens	Public postsecondary education: student housing: foster youth and homeless youth.

*Consent Items

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1159	Hearing Date:	June 10, 2026
Author:	Addis		
Version:	January 16, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Student personal information.

NOTE: This bill has been referred to the Committees on Education and *Privacy, Digital Technologies, and Consumer Protection*. A “do pass” motion should include referral to the Committee on *Privacy, Digital Technologies, and Consumer Protection*.

SUMMARY

This bill establishes, commencing July 1, 2027, the Higher Education Student Information Protection Act governing the collection, use, disclosure, retention, and protection of postsecondary student data by educational technology operators. It further modifies the K-12 Pupil Online Personal Information Protection Act and the Early Learning Personal Information Protection Act to regulate the use of pupil data in artificial intelligence systems, apply their respective provisions to entities acting on behalf of an operator, and make other changes related to protecting pupil information. It further creates a private right of action for specified violations of pupil and student privacy protection.

BACKGROUND

Existing law:

- 1) Establishes the Children’s Online Privacy Protection Act of 1998, which imposes certain requirements on operators of websites or online services directed to children under 13 years of age, and on operators of other websites or online services that have actual knowledge that they are collecting personal information online from a child under 13 years of age. (15 United States Code (USC) § 6501; 16 Code of Federal Regulations (CFR) Part 312)
- 2) Establishes the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. (20 USC § 1232g; 34 CFR Part 99)
- 3) Provides, pursuant to the California Constitution, that all people are by nature free and independent and have inalienable rights. Among these is the fundamental right to privacy. (California Constitution, Article I, § 1)

- 4) Establishes the California Consumer Privacy Act (CCPA), which grants consumers certain rights with regard to their personal information, including enhanced notice, access, and disclosure; the right to deletion; the right to restrict the sale of information; and protection from discrimination for exercising these rights. It places attendant obligations on businesses to respect those rights. (Civil Code (CIV) § 1798.100 et seq.)
- 5) Defines “personal information” under the CCPA as information that identifies, relates to, describes, is reasonably capable of being associated with, or could reasonably be linked, directly or indirectly, with a particular consumer or household. The CCPA provides a nonexclusive series of categories of information deemed to be personal information, including biometric information, geolocation data, and “sensitive personal information.” (CIV § 1798.140(v)(1))
- 6) Establishes KOPIPA to restrict the use and disclosure of students’ “covered information,” which means personally identifiable information or materials, in any media or format that meets the definition. (Business and Professions Code (BPC) § 22584)
- 7) Prohibits, pursuant to KOPIPA, operators from knowingly engaging in targeted advertising, using information about students to create a profile about them except in furtherance of K-12 school purposes, selling students’ information, or disclosing their information, except as provided. (BPC § 22584(b))
- 8) Requires an operator to delete a pupil’s CCPA-excluded covered information under the operator’s control if a parent, guardian, or adult pupil requests the deletion of the information if the pupil has not been enrolled in the school for 60 days or more. (BPC § 22584(d)(3))
- 9) Defines the following terms for purposes of KOPIPA:
 - a) “Covered information” as personally identifiable information or materials, in any media or format that meets any of the following:
 - i) It is created or provided by a pupil, or the pupil’s parent or legal guardian, to an operator in the course of the pupil’s, parents’, or legal guardian’s use of the operator’s site, service, or application for the school’s purposes.
 - ii) It is created or provided by an employee or agent of the preschool, prekindergarten, school district, local educational agency, or county office of education to an operator.
 - iii) It is gathered by an operator through the operation of a site, service, or application, as defined in number 7 above, and is descriptive of a pupil or otherwise identifies a pupil, including, but not limited to, information in the pupil’s educational record or email, first and last name, home address, telephone number, email address, or other information that allows physical or online contact, discipline records, test results, special education data, juvenile

dependency records, grades, evaluations, criminal records, medical records, health records, social security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, or geolocation information. (BPC §§ 22584(i) & 22586(i))

- b) “Operator” as the operator of a website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used primarily for K-12 school purposes and was designed and marketed for K-12 school purposes.
 - c) “K-12 school purposes” are purposes that customarily take place at the direction of the K-12 school, teacher, or school district or aid in the administration of school activities, including, but not limited to, instruction in the classroom or at home, administrative activities, and collaboration between students, school personnel, or parents, or are for the use and benefit of the school. (BPC § 22584)
- 10) Establishes the ELPIPA, which extends the protection of KOPIPA to pupils in preschool and prekindergarten. (BPC § 22586)
 - 11) Prohibits an operator of an Internet Web site, online service, online application, or mobile application, as specified, from marketing specified types of products or services to a minor and from knowingly using, disclosing, or compiling, or knowingly allowing a third party to use, disclose, or compile, the personal information of a minor for the purpose of marketing or advertising specified types of products or services. It also authorizes minor users to remove, or to request and obtain removal of, content or information publicly posted by the minor, subject to specified conditions and exceptions. (BPC § 22580)
 - 12) Defines “artificial intelligence” as an engineered or machine-based system that varies in its level of autonomy and that can, for explicit or implicit objectives, infer from the input it receives how to generate outputs that can influence physical or virtual environments. (CIV § 3110(a))
 - 13) Defines “generative artificial intelligence” as AI that can generate derived synthetic content, such as text, images, video, and audio, that emulates the structure and characteristics of the AI’s training data. (CIV § 3110(c))
 - 14) Defines “trains a generative artificial intelligence system or service” as including testing, validating, or fine-tuning by the developer of the AI system or service. (CIV § 3110(c))

ANALYSIS

This bill:

- 1) Expands the scope of KOPIPA to regulate the use of pupil data in AI systems by prohibiting operators from using covered information, including persistent unique identifiers, to train or develop AI systems unless the use is in furtherance of K–12 school purposes and for the use and benefit of the school and the teacher, pupil, or parent.
- 2) Expands the scope of ELPIPA to regulate the use of pupil data in AI systems by prohibiting operators from using covered information, including persistent unique identifiers, to train or develop AI systems unless the use is strictly in furtherance of preschool or prekindergarten purposes and for the use and benefit of the preschool or prekindergarten and the teacher, pupil, or parent.
- 3) Establishes, operative July 1, 2027, the Higher Education Student Information Protection Act to regulate the collection, use, disclosure, and protection of postsecondary education student data by educational technology operators, as defined. Specifically, it:
 - a) Prohibits operators from knowingly engaging in targeted advertising based on student information, creating student profiles unrelated to higher education purposes, selling student information except in limited circumstances, making unauthorized disclosures of covered information, or using covered information to train or develop AI systems, as specified.
 - b) Prohibits operators from collecting, using, retaining, or disclosing specified categories of sensitive student information, including information relating to reproductive or sexual health, immigration status, precise geolocation, and sexual orientation or gender identity, as specified.
 - c) Specifies circumstances under which disclosures of covered information are not prohibited, including higher education purposes, research, legal compliance, security, and contracted services providers, subject to certain conditions, as specified.
 - d) Requires operators to implement and maintain reasonable security procedures and data governance practices. Operators are to protect student information from unauthorized access or disclosure, comply with specified student and institutional requests to delete covered information, limit retention of covered information to the period reasonably necessary to fulfill its purposes, and maintain a written data retention policy that identifies retention and deletion timelines, as specified.
 - e) Specifies various exemptions and permitted uses of student information including the use of deidentified or aggregated information for product improvement and research, adaptive learning and customized instruction, and disclosures otherwise authorized by law, as specified.
 - f) Clarifies that the bill's provisions do not supersede specified federal student privacy and disability laws.

- 4) Creates a private right of action for specified violations of pupil and student privacy protections.
- 5) Expands the definition of “covered information” under KOPIPA and ELPIPA to include additional categories of information, including extracurricular activities, biometric or behavioral information, device identifiers, search activity, photographs, and voice recordings. The bill applies a similar definition under the Higher Education Student Information Act.
- 6) Expands the definition of “Operator” under KOPIPA and ELPIPA to include entities working on behalf of operators of websites, online services, applications, or online applications designed, marketed, and used for educational purposes, including providers of digital educational software and services. The bill applies a similar definition under the Higher Education Student Information Protection Act.
- 7) Adds the definition of various terms applicable to KOPIPA, ELPIPA, and the Higher Education Student Information Protection Act, including:
 - a) “Deidentified information” to mean information that cannot reasonably identify, relate to, describe, be capable of being associated with, or be linked, directly or indirectly, to a particular individual or household if the operator that possesses the information does all of the following:
 - i) Takes reasonable measures to ensure that the information cannot be associated with a particular individual or household.
 - ii) Publicly commits to maintain and use the information in deidentified form and not to attempt to reidentify the information. The operator may attempt to reidentify the information solely for the purpose of determining whether its deidentification processes satisfy the criteria of this paragraph.
 - iii) Contractually obligates any recipient of the information to meet the criteria described above in i) and ii) above of this analysis.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “The Student Online Personal Information Protection Act and the Early Learner Personal Information Protection Act were landmark pieces of legislation that created protections for student and early learner data. However, technological progress has outpaced the legal protections provided by these laws, leaving students and early learners vulnerable to irresponsible collection, usage, and disclosure of their data. Additionally, students in California’s higher education institutions have no equivalent protections. AB 1159, the CA Learner Personal Information Protection Act, modernizes existing data protections in the education field and extends

those protections to students in higher education, ensuring that all students can learn safely and securely in an increasingly digital world.”

- 2) **Institutional oversight of deidentified information.** Existing federal law, including FERPA, governs educational institutions’ handling of student education records and certain disclosures to third parties. FERPA primarily applies to educational agencies and institutions that receive funds under programs administered by the U.S. Department of Education. That includes K-12 schools, school districts, community colleges, the California State University (CSU), the University of California (UC), and many private colleges that participate in federal student aid programs. FERPA further permits educational institutions to disclose education records to contractors and service providers acting as school officials under certain conditions, while requiring institutions to maintain direct control over the use and maintenance of those records. This bill permits operators to use and share deidentified student information for specific purposes and places responsibility on operators to determine whether information has been sufficiently deidentified. Federal guidance issued by the U.S. Department of Education regarding FERPA deidentification practices suggests that educational agencies and institutions take an active role in evaluating whether information has been sufficiently deidentified and assessing the risk of reidentification.

Concerns have been raised regarding the extent to which educational institutions have oversight of operator deidentification practices, particularly when the underlying information originates from records shared by the institution. It’s unclear to Committee staff whether those concerns are limited to circumstances in which information is shared by an educational institution with an external provider or whether they extend to circumstances in which the operator independently collects or possesses student information.

The provisions of this bill apply to all covered information possessed by an operator, regardless of whether the information was provided directly by the institution or directly by the student or by other means. *The bill further specifies that its provisions do not supersede FERPA; however, additional clarification may be warranted regarding deidentification determinations, the role of educational institutions in overseeing those determinations, and whether different considerations should apply depending on the source of the information.*

- 3) **Student privacy protections consistent across educational segments.** This bill expands existing K-12 and early learning student privacy laws while establishing a new higher education privacy framework. Although many provisions are substantially similar across the three acts, the bill creates separate statutory frameworks governing different educational sectors. Aligning the three privacy act frameworks may make compliance easier for operators that service multiple educational sectors.
- 4) **Permitted Disclosures.** The bill generally prohibits disclosures of covered information but provides several circumstances under which disclosures are not prohibited, including disclosures for higher education purposes, research, legal compliance, security contracted service providers, and certain governmental

entities. These exceptions attempt to balance student privacy protection with the operational needs of educational institutions, researchers, and service providers.

- 5) **Private right of action.** This bill creates a private right of action for specified violations of its student privacy protections. Questions regarding the scope and operation of private rights of action are generally outside of the jurisdiction of this Committee.
- 6) **Arguments in opposition.** The California Association of College Stores and National Association of College Stores contend that the bill should more clearly distinguish educational institutions and institution-directed services from the third-party operators the bill is intended to regulate. They argue, in part, that "...institutions already manage student-data risk by designating vendors as FERPA 'school officials,' negotiating data protection terms, and vetting vendors through procurement and IT security reviews. The real gap AB 1159 is targeting is unregulated third-party operators, not the schools themselves..."
- 7) **Arguments in support.** The California Faculty Association argues in support of the bill that existing student privacy laws have not kept pace with advances in educational technology and AI and that additional protections are needed to safeguard student information in both K-12 and higher education settings. CFA states, in part, "The additional protections outlined in AB 1159 are particularly important in the era of artificial intelligence, which has been known to training models on private data collected from personal devices. With the rapid acceleration of AI, the future uses of our students' personal data remain unknown, which is why it is paramount that we protect our students from data collection in school now and in perpetuity."

SUPPORT

Lieutenant Governor Eleni Kounalakis
 California Faculty Association
 California Federation of Labor Unions, AFL-CIO
 California Nurses Association
 California School Employees Association
 CFT – A Union of Educators & Classified Professionals, AFT, AFL-CIO
 UnidosUS

OPPOSITION

California Association of College Stores
 California Chamber of Commerce
 Computer & Communications Industry Association
 National Association of College Stores
 TechNet

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1171	Hearing Date:	June 10, 2026
Author:	Patel		
Version:	June 1, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Part-Time Community College Faculty Health Insurance Program.

SUMMARY

This bill requires that any unspent program funds from the Part-Time Community College Faculty Health Insurance Program be deposited annually into a newly created fund, rather than be reverted annually to the General Fund, and requires that these deposited funds continue to be used for eligible program expenditures.

BACKGROUND

Existing law:

- 1) Establishes the Part-Time Community College Faculty Health Insurance Program with the purpose of providing a state incentive program to encourage community college districts (CCDs) to offer health insurance for part-time faculty. (Education Code (EC) § 87860.5)
- 2) Defines the following:
 - a) “Health insurance benefits” as medical benefits but do not include vision and dental benefits.
 - b) “Part-time faculty” as any faculty member whose teaching assignment is at least 40% of the cumulative equivalent of a minimum full-time teaching assignment.
 - c) “Multidistrict part-time faculty” as any faculty member whose total teaching assignments at two or more CCDs is at least 40% of the cumulative equivalent of a minimum full-time teaching assignment. (EC § 87861)
- 3) Permits the governing board of a CCD to provide health insurance for part-time faculty, multidistrict part-time faculty, and their dependents. (EC § 87862)
- 4) Prohibits a part-time faculty, multidistrict faculty member, or their dependents from participating in the Part-Time Community College Faculty Health Insurance Program if their premiums are paid by an employer other than a CCD. (EC § 87864)
- 5) Requires a CCD to reimburse a multidistrict part-time faculty member for the CCD’s proportionate share of the total health insurance premium paid, and permits

a CCD to require reasonable documentation from the multidistrict part-time faculty member a) to verify the faculty member's total cumulative assignments at other CCDs is at least 40% of the cumulative equivalent of a minimum full-time teaching assignment, and b) to determine district's proportionate share as specified. (EC § 87865)

- 6) Determines that a proportionate share for a CCD, for purposes of reimbursing the total health insurance premium paid by a multidistrict part-time faculty member, is calculated by dividing the total health insurance premium paid by the multidistrict part-time faculty member by the total number of CCDs in which the multidistrict part-time faculty member works, then multiplying that quotient by the percentage of health care cost paid by the CCD toward the total cost of the health insurance premium. (EC § 87865)
- 7) Requires CCDs participating in the Part-Time Community College Faculty Health Insurance Program to do both of the following:
 - a) Negotiate with the exclusive representative as to the payment of the portion of the health insurance premium that is not funded by the state.
 - b) Send verification to the Chancellor of the California Community Colleges (CCCs) as to the number of participants in the program by June 1 of each year. (EC § 87866)
- 8) Requires the Chancellor, by June 15 of each year, to apportion to each participating CCD an amount equal to half of the total cost of individual premiums required to be paid for the health insurance coverage of participating part-time faculty, multidistrict part-time faculty, and their dependents. (EC § 87867)
- 9) Requires the Chancellor, by June 15 of each year, to apportion any remaining funds appropriated for this program to each participating CCD, after apportioning funds specified for #8, above and up to the total cost of the individual premiums to be paid for the health insurance coverage of participating part-time faculty, multidistrict part-time faculty, and their dependents in the CCD if they meet all of the following criteria:
 - a) Offers health insurance coverage to all part-time faculty as defined for the Part-Time Community College Faculty Health Insurance Program.
 - b) Offers part-time faculty the same health insurance benefits provided to full-time faculty at the CCD.
 - c) Limits individual premiums paid by part-time faculty to no more than the actual individual premium paid by full-time faculty in that district.
 - d) Offers health insurance coverage to all multidistrict part-time faculty as defined for the Part-Time Community College Faculty Health Insurance Program and reimburses a multidistrict part-time faculty for their health insurance premium as specified. (EC § 87867)

ANALYSIS

This bill:

- 1) Requires that any unspent funds from the Part-Time Community College Faculty Health Insurance Program be deposited annually into the Part-Time Community College Faculty Health Insurance Program Fund, rather than be reverted annually to the General Fund.
- 2) Creates the Part-Time Community College Faculty Health Insurance Program Fund to be continuously appropriated, without regard to fiscal year, for the purpose of apportioning funds to CCDs for eligible expenditures for the Part-Time Community College Faculty Health Insurance Program, until reappropriated or reverted by the Legislature through the annual budget act or any other act.
- 3) Adds that it is the intent of the Legislature that, by January 1, 2030, each CCD commence negotiations with the exclusive representatives for part-time community college faculty to offer health insurance benefits to part-time and multidistrict part-time community college faculty and their eligible dependents.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California appropriates \$200 million annually to provide part-time faculty at community colleges with healthcare coverage through a program that incentivizes Community College Districts to offer healthcare to their part-time employees. Yet only 35% of those funds are reaching their intended purpose, while the rest revert to the General Fund each year, unspent and unable to address any hurdles that prevent participation.

This bill prevents funds appropriated for this purpose from reverting to the General Fund, giving the Legislature the capital necessary to address the structural hurdles that have long prevented part-time faculty from receiving the coverage they deserve. That urgency has only grown as rising premiums and Medi-Cal eligibility restrictions push more faculty into coverage gaps they cannot afford. AB 1171 does not ask for new money; it simply ensures that funds the Legislature and the Governor have already committed to faculty healthcare are used for exactly that purpose, and that we finally give ourselves the tools to make this program work.”

- 2) ***Recent augmentation for the Part-Time Community College Faculty Health Insurance Program.*** The Part-Time Community College Faculty Health Insurance Program is a categorical program within the CCC system with the purpose of encouraging CCDs to offer health insurance for part-time faculty. Prior to the 2022 Budget Act, the program received an annual appropriation of \$490,000 and was heavily oversubscribed, with participating CCDs being reimbursed for only a fraction of the cost of providing health insurance to part-time faculty. When AB 375 (Medina, 2021)—which would have redefined CCC part-time faculty course load as not to exceed 85% of a full-time assignment, rather than not to exceed 67% of a full-time assignment—was vetoed by Governor Newsom, his veto message included a note that he was committed to considering options to support CCC part-time faculty in the following Governor’s Budget.

Making good on the veto message's promise, the 2022 Budget Act added \$200 million for the program for an ongoing total of \$200.5 million, expanded the program to include eligible part-time faculty working across multiple districts, and provided an avenue for CCDs to receive up to 100% reimbursement for the employer share of costs of offering health insurance to part-time faculty.

- 3) **Eligible part-time faculty.** CCDs participating in the program are required to offer health insurance to eligible part-time faculty, multidistrict part-time faculty, and their dependents. Program statute defines part-time faculty and multidistrict part-time faculty relative to a full-time faculty teaching assignment. A full-time teaching load, which earns the employee a full salary, benefits, and tenure, is determined through collective bargaining and is 15 units on average.

Program statute defines eligible part-time faculty as any faculty member whose teaching assignment is at least 40% of the cumulative equivalent of a minimum full-time teaching assignment, and it provides a similar definition for "multidistrict part-time faculty", though this courseload would be distributed across two or more CCDs. As of Fall 2024, there were roughly 39,000 part-time faculty working across the CCC system, but it is unclear how many of these faculty members meet the 40% threshold defined by program statute.

- 4) **Program's reimbursement mechanism.** Participating CCDs are eligible to be reimbursed for 50% of their total cost of health insurance provided to part-time faculty, multidistrict part-time faculty, and their dependents. Moreover, participating CCDs meeting additional requirements can be reimbursed in excess of 50% and up to 100% of their costs, depending on available program funding:
- a) For a CCD to be eligible to receive a 50% reimbursement, the governing board must establish a part-time faculty health insurance program, negotiate with the exclusive representative as to the payment of the portion of the health insurance premium that is not funded by the state, and submit a claim form to the California Community Colleges Chancellor's Office (CCCCO) by June 1 every year, which includes the number of participants in the program and the total cost of the individual premiums paid by the CCD.
 - b) For a CCD to receive reimbursement in excess of 50% and up to 100%, a CCD must be eligible to receive a 50% reimbursement, and a CCD must also meet the following additional requirements:
 - Offers health insurance coverage to all eligible part-time faculty.
 - Offers part-time faculty the same health insurance benefits provided to full-time faculty.
 - Limits individual premiums paid by part-time faculty (i.e., employee contributions) to no more than the actual individual premium paid by full-time faculty in that CCD.

- Offers health insurance coverage, through a reimbursement plan, to all eligible multidistrict part-time faculty.

If a CCD is deemed eligible to receive reimbursement greater than 50% and up to 100%, their reimbursement percentage is determined by the amount of available funding after allocating funding for CCDs receiving a 50% reimbursement.

- 5) ***Uptick in CCD participation and statewide spending since 2022-23.*** The Part-Time Community College Faculty Health Insurance Program does not require CCDs to offer health insurance to part-time faculty, which would constitute a mandate, but instead provides a fiscal incentive for participating CCDs by reimbursing at least 50% of their costs related to providing health insurance for eligible part-time faculty. Since 2022-23, there has been a steady uptick in district participation, the number of part-time faculty participants, and program expenditures, according to the CCCCCO, as seen in the table below.

Fiscal Year	Participating CCDs	Part-Time Faculty Participants	Program Expenditures (in millions)
2022-23	38	3,840	\$23.3
2023-24	44	4,711	\$37.7
2024-25	48	6,950	\$69.5

With regard to employer reimbursement, of the 48 participating CCDs in 2024-25, 21 were reimbursed for 50% of their costs, and the remaining 27 were reimbursed for 100% of their costs. With regard to employee coverage, 7 out of the 48 CCDs covered 100% of health insurance premiums, meaning employees paid no premiums, and 37 out of 48 CCDs covered at least 85% of the total health insurance premium, meaning employees paid a premium equivalent to 15%.

In addition, the CCCCCO recently received preliminary data on 2025-26 participation in this program. In 2023-24 and 2024-25, the final counts grew by 10% and 17% compared to preliminary numbers, respectively. Using these numbers as a range, it's possible that the final number of participating districts in 2025-26 is between 52 to 56 districts and the final program expenditures are between \$72 million and \$77 million. These amounts tend to grow between preliminary and final data because districts are sometimes late in submitting and finalizing their claim forms.

- 6) ***Some districts have reservations about participating in this program.*** Though the potential reimbursement for participating CCDs through the Part-Time Community College Faculty Health Insurance Program is generous, and there is currently ample available funding in the program, some CCDs have reservations about participating in this program, even if they would like to provide access to health insurance for their part-time faculty and their families. Anecdotally, this is sometimes attributed to uncertainty about the state budget and program statute—including fears of a funding cut to the program, changes to program statute, or a scenario where all program funding is spent and the state must prorate funding to CCDs—and what it means for a CCD to offer a significant benefit to employees under one set of assumptions, and the fiscal implications if those assumptions

change. To address this uncertainty, some CCDs have built in provisions in their collective bargaining agreements that reopens the agreements if they are reimbursed for less than 100% of their costs.

- 7) ***This bill seeks to remove a provision requiring program savings to be reverted annually to the General Fund.*** Despite more CCDs participating in the program over the past several years since the 2022 Budget Act augmentation, the savings from the Part-Time Community College Faculty Health Insurance Program continue to be significant. Savings in 2024-25 were approximately \$130 million, and they are projected to be over \$100 million in 2025-26. Program savings from 2024-25 were reverted in the 2025 Budget Act and were used to fund other CCC priorities, such as apportionment deficits. *The Committee may wish to consider the following questions when discussing this bill:*
- a) *With more districts participating in the program each year, might it be considered premature to remove the provision that reverts unused funding if district participation and program expenditures have not yet stabilized?*
 - b) *This bill proposes that program savings should be redirected and reinvested into this program. Should available savings from the Part-Time Community College Faculty Health Insurance Program be used to provide one-time funding for other CCC needs, or should these savings be used for the original purpose of this program, which is health insurance for part-time faculty, even if there is currently more than enough funding available to fund all eligible expenditures?*

8) ***Related and Prior Legislation.***

AB 190 (Committee on Budget, Chapter 572, Statutes of 2022) expanded the program to include eligible part-time faculty working across multiple districts and allowed eligible CCDs to receive up to 100% reimbursement for the employer share of costs of offering health insurance to part-time faculty.

AB 375 (Medina, 2021) would have redefined community college part-time faculty course load as not to exceed 85% of a full-time assignment, rather than not to exceed 67% of a full-time assignment. AB 375 was vetoed by the Governor.

SUPPORT

Faculty Association of California Community Colleges (sponsor)

OPPOSITION

Association of California Community College Administrators
Community College League of California

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1569 **Hearing Date:** June 10, 2026
Author: Davies and Chen
Version: April 13, 2026
Urgency: No **Fiscal:** Yes
Consultant: Therresa Austin

Subject: Pupil safety: electric bicycle: safety and training program.

Note: This bill has been referred to the Committees on Education and *Transportation*. A “do pass” motion should include referral to the Committee on *Transportation*.

SUMMARY

This bill requires the California Department of Education (CDE), in consultation with the Department of the California Highway Patrol (CHP), to develop a standardized electric bicycle (e-bike) safety and training program for pupils in grades 7 to 12, inclusive.

BACKGROUND

Existing law:

- 1) Requires the CHP to develop statewide safety and training programs based on evidence-based practices for users of e-bikes, including, but not limited to, general e-bike riding safety, emergency maneuver skills, rules of the road, and laws pertaining to e-bikes. (Streets and Highways Code (SHC) § 894)
- 2) Defines “electric bicycle” as a bicycle equipped with fully operable pedals and an electric motor that does not exceed 750 watts of power. Additionally defines the following electric bicycle classes:
 - a) A “class 1 electric bicycle,” or “low-speed pedal-assisted electric bicycle,” is a bicycle equipped with a motor that provides assistance only when the rider is pedaling, that is not capable of exclusively propelling the bicycle, except as specified, that ceases to provide assistance when the bicycle reaches the speed of 20 miles per hour, and that is not capable of providing assistance to reach speeds greater than 20 miles per hour.
 - b) A “class 2 electric bicycle,” or “low-speed throttle-assisted electric bicycle,” is a bicycle equipped with a motor that may be used exclusively to propel the bicycle, and that is not capable of providing assistance when the bicycle reaches the speed of 20 miles per hour.
 - c) A “class 3 electric bicycle,” or “speed pedal-assisted electric bicycle,” is a bicycle equipped with a motor that provides assistance only when the rider is pedaling, that is not capable of exclusively propelling the bicycle, except as specified, and that ceases to provide assistance when the bicycle

reaches the speed of 28 miles per hour, and equipped with a speedometer. (Vehicle Code (VEH) § 312.5)

- 3) Specifies that a class 1 or class 3 e-bike may have start assistance or a walk mode that propels the electric bicycle on motor power alone, up to a maximum speed of 3.7 miles per hour. (VEH § 312.5)
- 4) Prohibits a person under 16 years of age from operating a class 3 e-bike. (VEH § 21213)
- 5) Authorizes the governing board of any school district, as specified, to provide time and facilities to local law enforcement agencies, other public agencies, and organizations, as specified, that provide bicycle, scooter, e-bike, motorized bicycle, or motorized scooter safety instruction, for bicycle, scooter, e-bike, motorized bicycle, or motorized scooter safety instruction. (Education Code (EC) § 51860)

ANALYSIS

This bill:

- 1) Requires, on or before March 1, 2028, the CDE, in consultation with the CHP, to develop a standardized e-bike safety and training program for pupils in grades 7 to 12, inclusive.
- 2) Specifies that the safety and training program shall include, not be limited to, an online component consisting of instructional videos and a knowledge-based comprehensive assessment covering the rules of the road; operating differences between the classes of e-bikes; required safety equipment; and the civil and criminal implications of operating noncompliant e-bikes that exceed legal speed limits.
- 3) Authorizes the CDE and the CHP to collaborate with local law enforcement agencies or local governments that have already implemented e-bike training programs to ensure the referenced in #1 reflects proven best practices.
- 4) Encourages local educational agencies (LEA) or parent organizations, in collaboration with local law enforcement agencies of local governments, to offer training demonstrations to pupils and parents on e-bike operations related to safe mounting, braking, signaling, yielding, and riding protocols. Authorizes the administration of these training demonstrations on school campuses and at designated community facilities.
- 5) Defines the following terms:
 - a) “Classes of electric bicycles” includes “class 1 electric bicycles,” “class 2 electric bicycles,” and “class 3 electric bicycles,” as defined in Section 312.5 of the VEH.

- b) “Local educational agency” means a school district, county office of education, or charter school.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “The rapid rise of high-speed e-bikes on our campuses has outpaced our current safety laws, leading to a preventable surge in student injuries. We cannot continue to allow minors to operate motorized vehicles in heavy school-zone traffic without the fundamental road safety knowledge required to protect themselves and others. AB 1569 creates a common-sense standard by requiring the Department of Education and the California Highway Patrol to develop a new comprehensive online training program for students to take. By passing this measure, we are providing our youth with the essential tools for responsible riding and ensuring that the commute to school is safe for every student, pedestrian, and driver in our community.”
- 2) ***The existing CHP e-bike safety standards and training program.*** In 2022, the Legislature passed AB 1946 (Boerner Horvath, Chapter 147, Statutes of 2022), requiring the CHP to develop statewide safety standards and training programs for e-bikes. The resulting training program, accessible through the CHP’s Vulnerable Road Users resource page, features lessons on general e-bike riding safety, best practices and considerations for selecting an e-bike, emergency maneuver skills, rules of the road, and laws pertaining to e-bikes. After reviewing 10 sections, users are asked to complete an 18-question quiz to test their knowledge. If they score above 80%, they are provided with a blank certificate of completion to which they may date and affix their name, then use it to certify that they have fulfilled an e-bike safety and training course.
- 3) ***Age appropriate e-bike safety training.*** Existing law prohibits persons under the age of 16 from operating a class 3 e-bike; however, no such statewide age restrictions exist for class 1 and 2 e-bikes. While the CHP’s e-bike safety and training course may prove effective for adult audiences who have more familiarity with road rules based on their driving experience, its accessibility, comprehensibility, and relevancy to children and younger teenagers may vary. At present, the CHP e-bike training program is primarily presented in written text, with a few short videos and visual demonstrations. The lessons cite California statutes with varying levels of complexity, which may be beyond a particular student’s reading comprehension level.

Recognizing the need for developmentally appropriate training, some schools compiled resource pages on their websites to connect parents and students with youth centered safety training options. Some have taken further steps to partner with local organizations to provide in-person safety courses as part of their locally adopted e-bike safety or registration policies.

This bill requires the CDE, in consultation with the CHP, to develop a standardized e-bike safety and training program for pupils in grades 7 to 12, inclusive. It also authorizes the CDE and CHP to work with local law enforcement

agencies and local governments that have implemented electric bicycle training programs already to ensure the program reflects proven best practices.

- 4) ***E-bikes are an increasingly common pediatric public health problem.*** In a 2023 analysis of National Electronic Injury Surveillance System (NEISS) data conducted by the National Center for Biotechnology Information (NCBI), researchers found that the rate of pediatric e-bike injuries increased between the years of 2011 and 2020. The analysis identified 3,945 e-bike, 23,389 moped, and 2.05 million bicycle injuries over the analysis years and found that the age group most commonly affected by e-bike injury (44.3%) was 10-13 years old. The proportion of injuries requiring hospitalization was significantly higher for e-bikes (11.5%) compared to mopeds and bicycles (7.0% and 4.8%, respectively). In cases where helmet use or absence was reported, 97.3% of e-bike riders were without a helmet at the time of injury, compared to 82.1% of pedal bicycle riders and 87.2% of moped riders. Compared to riders on pedal bicycles or mopeds, children on e-bikes had infrequent helmet use and an increased rate of hospitalization.

- 5) ***Prior and related legislation.***

AB 2028 (Davies, Chapter 116, Statutes of 2022) authorizes the governing board of any LEA to provide time and facilities to public agencies and other organizations, as defined in the Civic Center Act, in addition to a local law enforcement agency, to provide bicycle, scooter, electric bicycle, motorized bicycle, or motorized scooter safety instruction.

AB 1946 (Boerner Horvath, Chapter 147, Statutes of 2022) requires the CHP to develop statewide safety standards and training programs for e-bikes.

SUPPORT

- American Automobile Association of Northern California, Nevada & Utah
- California Orthopedic Association
- California School Boards Association
- City of Carlsbad
- City of Fillmore
- City of Redwood City
- City of Roseville
- City of Yorba Linda
- League of California Cities
- Streets for All
- Town of Hillsborough

OPPOSITION

None received

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1581	Hearing Date:	June 10, 2026
Author:	Ramos		
Version:	March 23, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Pupils: data reporting: American Indian and Alaska Native pupils.

SUMMARY

This bill requires, beginning with the 2027-28 school year: (1) the California Department of Education (CDE) to define and collect, as part of the California Longitudinal Pupil Achievement Data System (CALPADS), a record of the tribal affiliation of each pupil who identifies as American Indian or Alaska Native (AI/AN), and (2) a local educational agency (LEA) to collect and report in CALPADS the tribal affiliation of each pupil enrolled who identifies as AI/AN, when an LEA collects race or ethnicity information for purposes of CALPADS reporting.

BACKGROUND

Existing law:

- 1) Establishes a longitudinal data system known as CALPADS to:
 - a) Provide school districts and the CDE access to data necessary to comply with federal reporting requirements.
 - b) Provide a better means of evaluating educational progress and investments over time.
 - c) Provide LEAs with the data needed to improve pupil achievement, including college and career readiness.
 - d) Provide an efficient, flexible, and secure means of maintaining longitudinal statewide pupil level data between and among the state's educational segments and operational tools, as defined.
 - e) Facilitate the ability of the state to publicly report data.
 - f) Ensure that any data access provided to researchers, as required, is provided, only to the extent that the data access is in compliance with the federal Family Educational Rights and Privacy Act of 1974. (Education Code (EC) § 60900)
- 2) Requires, pursuant to the federal Every Student Succeeds Act, specified LEAs to consult with appropriate officials from American Indian tribes or tribal organizations

approved by the tribes located in the area served by the LEA prior to its submission of a required plan or application for a covered program under the Act. (United States Code, Title 20 § 7918)

- 3) Establishes the California American Indian education centers program to serve as community-based educational resource centers for American Indian pupils, parents, guardians, and public schools in order to promote the academic and cultural achievement of American Indian pupils. (EC § 33381)
- 4) Encourages LEAs to form California Indian Education Task Forces with California Indian tribes local to their region or tribes historically located in the region. (EC § 33391)
- 5) Requires the CDE, by June 1, 2022, in collaboration with, and subject to the approval of, the executive director of the State Board of Education, to use specified funding to enter into a contract with a county office of education (COE) or a consortium of COEs for the purposes of developing a model curriculum related to Native American studies by September 1, 2025. Requires that the model curriculum be housed on the platform developed and maintained by the California History-Social Science Project. (EC § 51226.9)

ANALYSIS

This bill:

- 1) Requires the CDE, beginning with the 2027-28 school year, to define and collect, as part of CALPADS, a record of the tribal affiliation of each pupil who identifies as AI/AN, including a pupil who identifies as AI/AN and another race or ethnicity.
- 2) Requires, beginning with the 2027-28 school year, an LEA to collect and report in CALPADS the tribal affiliation of each pupil enrolled who identifies as AI/AN, including a pupil who identifies as AI/AN and another race or ethnicity, when an LEA collects race or ethnicity information for the purposes of CALPADS reporting.
- 3) Requires CDE to provide technical assistance to LEAs in implementing this section.
- 4) Makes findings and declarations related to the inadequate data collection methods relating to AI/AN pupils.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “The accurate identification of Native American students in California is a critical issue that significantly affects the allocation of educational resources and the development of culturally responsive programs. The current practice to collect ethnicity and race data creates challenges in accurately counting students’ tribal affiliation. Inaccurate counting results in underrepresentation and a failure to address the unique needs of Native students.

The current way of collecting data has inadvertently led to many students being misclassified or overlooked, particularly when identified as Hispanic/Latino, as responses are often not disaggregated. Furthermore, the lack of fields to capture tribal affiliation or enrollment results in incomplete data, making it difficult to allocate resources effectively or tailor educational programs to their specific cultural and academic needs.

By leveraging [recent revisions to OMB’s Statistical Policy Directive No. 15], the CDE can implement policies to standardize and enhance the collection of tribal data, ensuring that Native students are accurately represented and receive the resources they need.”

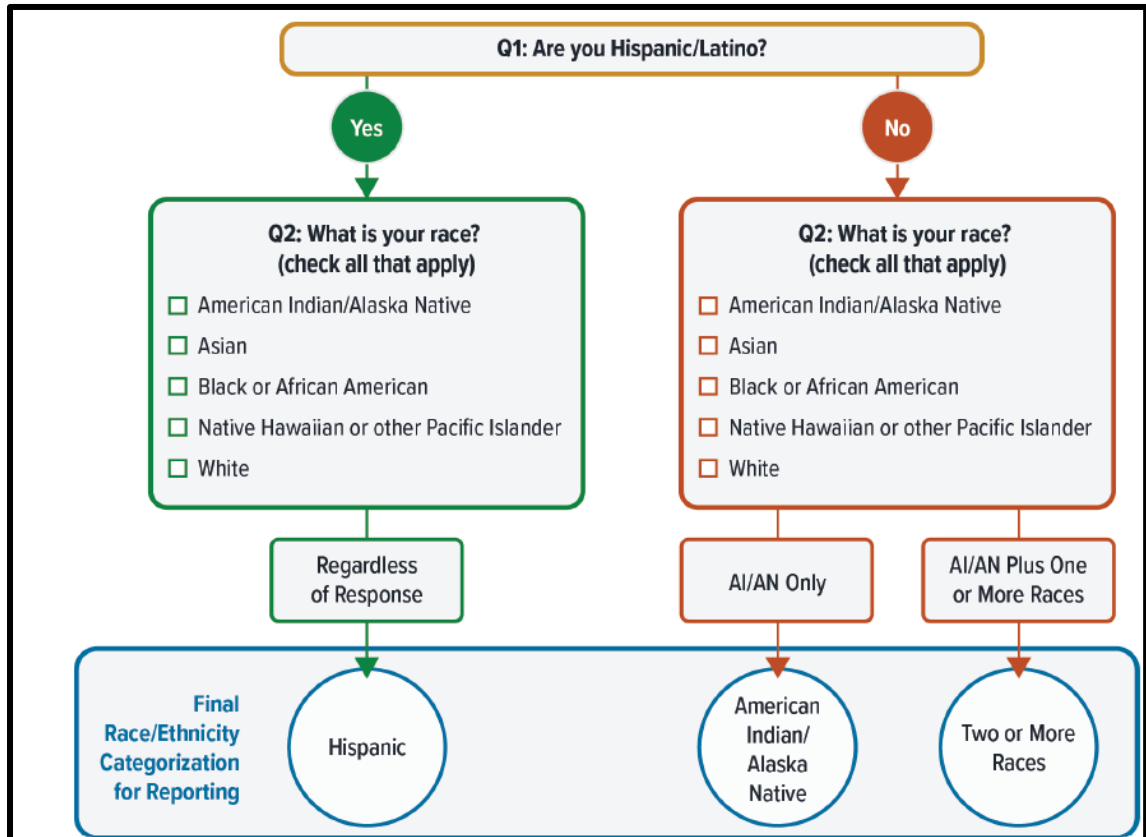
- 2) ***A 2023 report highlighted issues with accurate representation of AI/AN national and state pupil data, which is collected and reported based on federal guidelines and standards.*** A 2023 report by the American Institutes for Research (AIR) and the Indigenous Education State Leaders Network (IESLN)—called “Indigenous Students Count: A Landscape Analysis of American Indian and Alaska Native Student Data in U.S. K-12 Public Schools”—found that though Indigenous students in the country are estimated to be about 1% of the K-12 student population in public schools, the “undercounting of Indigenous students may be as high as 70% nationwide.” The author has indicated that this bill is aimed at addressing the findings of this report.
- 3) ***Report focuses on two issues for accurately representing AI/AN pupils in national and state data.*** The AIR and IESLN report states that in the K-12 public education system, race and ethnicity data are collected and reported using guidelines adopted by the U.S. Department of Education (USDE) in 2007 and aligned with the Office of Management and Budget’s (OMB’s) 1997 standards. Specifically, in 1997, the OMB introduced the following format known as the “two-part question”:

1. Are you Hispanic or Latino?
2. What is your race? (check all that apply)

The report indicates two primary mechanisms for which AI/AN pupils are underrepresented in national and state data (see the graphic below from the report for a visual representation of this undercount):

- a) For a parent or guardian of a pupil answering “yes” to the first part of the “two-part question”, then *the pupil is considered Hispanic or Latino regardless of how they answer the question about race.* This means an AI/AN pupil who also identifies as Hispanic or Latino is included as part of the count of Hispanic or Latino pupils and is not recorded as AI/AN in demographic data.
- b) For a parent or a guardian of a pupil answering “no” to the first part of the “two-part question”, but identifying two or more races, then *the pupil is considered in the “two or more races” category only.* This means a pupil who identifies their race as both AI/AN and White is part of the count of

multi-racial pupils and is not recorded as AI/AN in demographic data. The report indicates that a more inclusive definition would count AI/AN students



The report indicates that a more “inclusive” definition of AI/AN would count students who are indicating that their race is AI/AN, even if they are also indicating they are Hispanic or Latino or if they identify as multi-racial.

- 4) **The federal government planned changes in March 2024 to its collection and reporting of federal data on race and ethnicity, but implementation has stalled under the current Administration.** Beginning in June 2022, the OMB began working on a set of revisions to its Statistical Policy Directive No. 15 (SPD 15), which are its standards for maintaining, collecting, and presenting federal data on race and ethnicity, to develop recommendations for improving the quality and usefulness of federal race and ethnicity data. These revisions would be the first to SPD 15 since 1997. By March 2024, the OMB published key revisions to SPD 15, including:
- a) Using one combined question for race and ethnicity (instead of the “two-part question”), and encouraging respondents to select as many options as apply to how they identify.
 - b) Adding Middle Eastern or North African as a new minimum category. (The new set of minimum race and/or ethnicity categories would be: AI/AN; Asian; Black or African American; Hispanic or Latino; Middle Eastern or North African; Native Hawaiian or Pacific Islander; and White.)

- c) Requiring the collection of additional details beyond the minimum required race and ethnicity categories for most situations, to ensure further disaggregation in the collection, tabulation, and presentation of data when useful and appropriate.

One of the primary goals of SPD 15 is to ensure consistent and comparable race and ethnicity data across the federal government. To help meet that goal, the revisions to SPD 15 instruct federal agencies to begin updating their surveys and administrative forms as quickly as possible, and federal agencies were given until 2029 to adopt these changes, ahead of the 2030 Census. However, according to the CDE, guidance that the USDE had intended to send to state educational agencies in September 2025 was indicated to be delayed due to the federal shutdown. It is currently unclear when CDE and other state educational agencies will receive updated guidance on SPD 15 from the federal government, which would govern data collection and reporting of these data, especially given the significant reductions in force at USDE and the President's plans to abolish the department.

Moreover, according to a December 2025 article from National Public Radio, the OMB stated that the Administration has started a new review of the SPD 15 standards and how the 2024 revisions were approved, signaling the possibility that the Administration may not adopt the 2024 revisions to SPD 15 for federal government data more broadly.

- 5) ***Federal guidelines ultimately dictate how race and ethnicity data is collected by the states.*** In putting forward this bill, the author is identifying an important issue regarding how AI/AN data is counted and how the current rules aggregating the data can lead to a misrepresentation or underrepresentation of AI/AN data, especially given how that data informs federal program allocations.

However, due to federal guidelines on how states must collect and report data related to race and ethnicity, the state of California is limited in how it can address this problem *from a data collection and reporting standpoint, specifically*. Federal guidelines exist, in part, because of a desire for the data to be comparable across states and to build a national dataset with all states using the same standards. The AIR and IESLN report highlights a national problem that points to federal requirements as its root cause, not a problem that is specific to what the state is doing or that the state could fix on its own. If the state of California decided to deviate from federal guidelines (i.e., not ask the "two-part question"), the state would be out of compliance, which could put federal funds for CDE at risk. This bill would not be able to ultimately change how these data are collected and reported to address the underrepresentation of AI/AN pupils that is referenced in the 2023 report.

This bill specifically requires defining, collecting, and reporting of tribal affiliation for each pupil who identifies as AI/AN, including if that pupil identified as AI/AN and another race. In this case, collecting and reporting more granular data on the tribal affiliation of AI/AN pupils would also not address the problem of underrepresentation in the number of AI/AN pupils. Moreover, this could potentially be a rather onerous task at both the state and local levels to update data systems

and train staff on a requirement to collect tribal affiliation data, especially because there are currently over 600 federally recognized tribes.

Finally, even if data is being collected and reported according to federal guidelines, CDE and districts can still look at the underlying data to shine a light on what may be a better definition of race and ethnicity data, including for AI/AN pupils. For example, if the data being collected and reported to the federal government indicates that a pupil—who answered “yes” to identifying as Hispanic or Latino and also checked the box for identifying as AI/AN—is part of the Hispanic or Latino group, these underlying responses are recorded in district and statewide databases, and the data can be disaggregated to reflect that this pupil identifies as AI/AN, if desired. This analysis can be done on an ad hoc basis, or as directed by statute, by CDE for specific state-level programs or metrics.

This Committee may wish to consider the following questions when discussing this bill:

- a) *Though federal guidelines direct how race and ethnicity can be collected and reported at the state level, given that the state is still able to pull out and analyze the underlying data for the AI/AN population, what questions does the state want answered if they used a more inclusive definition of AI/AN pupils?*
- b) *Are there certain programs that would change how the program is implemented, funded, or allocated with a more inclusive definition of AI/AN pupils? Are there certain metrics that would be better understood with a more inclusive definition of AI/AN pupils?*
- c) *Would using a more inclusive definition of AI/AN pupils mean that other racial and ethnic groups would want a more inclusive definition for their communities?*

6) ***Related and Prior Legislation.***

AB 1821 (Ramos, Chapter 658, Statutes of 2024) requires, that any instruction on the Spanish colonization of California and the Gold Rush Era, include instruction regarding the treatment of Native Americans during those periods within the History and Social Sciences course of study for grades 1 to 6 and 7 to 12.

AB 1703 (Ramos, Chapter 477, Statutes of 2022) establishes the California Indian Education Act and encourages LEAs to form California Indian Education Task Forces with California Indian tribes local to their respective regions for purposes of discussing issues of mutual concern and to undertake certain work.

SUPPORT

Soboba Band of Luiseño Indians (sponsor)
California Commission on the Status of Women and Girls
SEIU California

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1590 **Hearing Date:** June 10, 2026
Author: Ransom
Version: January 15, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: California Career Technical Education Incentive Grant Program: revised allocation formula.

SUMMARY

This bill requires the Superintendent of Public Instruction (SPI), in consultation with the Executive Director of the State Board of Education (SBE), to revise the California Career Technical Education Incentive Grant (CTEIG) allocation formula no later than the 2027-28 fiscal year to ensure that all funds appropriated for the program are fully allocated in the fiscal year in which the funds are appropriated.

BACKGROUND

Existing law:

- 1) Establishes the CTEIG Program as a state education, economic, and workforce development initiative intended to encourage, maintain, and strengthen the delivery of high-quality career technical education (CTE) programs. (Education Code (EC) § 53070)
- 2) Provides an ongoing appropriation of \$300 million annually for the CTEIG program beginning in the 2021-22 fiscal year, subject to appropriation by the Legislature, and specifies that funding be distributed among small, medium, and large applicants based on average daily attendance (ADA). (EC § 53070)
- 3) Requires applicants to provide a local match of \$2 for every \$1 received from the program and prohibits an applicant from receiving an amount greater than the amount determined by the allocation formula. (EC § 53071)
- 4) Requires applicants to demonstrate that their CTE programs meet specified minimum eligibility standards, including high-quality curriculum and instruction, work-based learning opportunities, student support services, labor market alignment, industry partnerships, pathways to postsecondary education and employment, access for students with exceptional needs, and annual data reporting. (EC § 53071)
- 5) Requires the California Department of Education (CDE), in consultation with the Executive Director of the SBE, to give positive consideration to applicants serving unduplicated pupils, students with higher-than-average dropout rates, applicants in areas of high unemployment, regional programs operated by county offices of

- education or joint powers authorities, and applicants demonstrating regional collaboration, industry engagement, and infrastructure investment. (EC § 53075)
- 6) Requires the SPI, in collaboration with the Executive Director of the SBE, to determine and publicly release the CTEIG allocation formula, allowable expenditures, funding amounts, and number of grants to be awarded. (EC § 53076)
 - 7) Establishes the K-12 Strong Workforce Program, administered by the California Community Colleges Chancellor's Office, to support regional CTE and workforce alignment efforts. (EC § 88827)
 - 8) Establishes the Golden State Pathways Program to support the development and implementation of college and career pathways in high-wage, high-skill, and high-growth industry sectors. (EC § 53020)

ANALYSIS

This bill requires the SPI, in consultation with the Executive Director of the SBE, to revise the CTEIG allocation formula no later than the 2027-28 fiscal year to ensure that all funds appropriated for the program are fully allocated in the fiscal year in which the funds are appropriated.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "Career Technical Education programs are essential in exposing students to a wide range of career pathways, preparing them with practical, workforce-ready skills, and offering specialized coursework that support both career readiness and access to higher education. Unfortunately, nearly \$120 million in state-approved CTE funding has not reached our students due to a broken funding formula. AB 1590 requires the Superintendent of Public Instruction and the State Board of Education to fix this formula to ensure that when the state appropriates funding for CTE, all those dollars go directly to students."
- 2) ***This bill appears to respond to growing frustration regarding unallocated CTEIG funds.*** This bill is intended to address longstanding concerns from local educational agencies (LEAs), county offices of education, regional occupational programs, and other CTE stakeholders that significant amounts of appropriated CTEIG funding have gone unallocated despite strong statewide demand for CTE investments. According to the author and supporters, nearly \$120 million in appropriated funding remained unawarded over recent grant cycles due to limitations within the allocation methodology currently used by the CDE.

The concern underlying this bill appears to stem less from insufficient applicant demand than from the interaction between the formula-generated entitlement amount and the program's required local match. Under current practice, applicants are effectively funded based on the lesser of: (1) the amount generated by the allocation formula; or (2) the amount supported by the applicant's available local match. In instances where an applicant's available

match is lower than its calculated entitlement, the remaining entitlement capacity may not be redistributed to other applicants with unused match capacity, resulting in carryover balances and subsequent funding rounds.

- 3) ***Existing law provides broad authority over the allocation formula, but also establishes guardrails.*** Existing law grants the SPI, in consultation with the Executive Director of the SBE, substantial discretion to determine the CTEIG allocation formula. At the same time, statute establishes several significant parameters around the program, including the required 2:1 local match, the distribution of funds among small, medium, and large applicants, minimum eligibility standards, and required “positive consideration” factors favoring high-need and regionally collaborative applicants.

This bill does not prescribe a specific revised methodology. Instead, it establishes an outcome-oriented requirement that all appropriated funds be allocated within the fiscal year in which they are appropriated. As a result, the bill raises an important policy and legal question regarding the extent to which existing law already provides CDE sufficient authority to revise the methodology in a manner that fully allocates available funds absent additional statutory changes.

- 4) ***Potential administrative changes may partially address the concerns raised by this bill.*** Since the introduction of this measure, the CDE has been evaluating revisions to the CTEIG allocation methodology intended to reduce or eliminate the carryover balances that have occurred in recent funding rounds. The recently released Round 12 Request for Applications states that the allocation methodology for the upcoming cycle will “slightly differ” from prior years and further states that the CDE “anticipates allocating all available funds in a single funding round.”

According to CDE, the Round 12 allocation methodology differs from prior years in two significant ways. First, the methodology proportionally allocates an applicant’s unduplicated pupil count (UPC) based on the percentage of ADA attributed to an individual application versus a consortium application. Second, where an applicant’s available local match is less than the amount generated by the allocation formula, funding that would otherwise remain unallocated is redistributed among other applicants with remaining match capacity. According to CDE, these changes are anticipated to allow all available program funds to be allocated in a single funding round.

To the extent the CDE is able to implement a methodology that consistently allocates the full annual appropriation within existing statutory authority, this bill may not be necessary. At the same time, proponents may argue that codifying the expectation that all appropriated funds be fully allocated each fiscal year would help ensure that future administrations continue prioritizing full allocation of available CTEIG funding.

- 5) ***Bill reflects a broader statewide focus on workforce development and career readiness.*** This measure aligns with ongoing state efforts to strengthen college and career pathways, improve alignment between TK-12 education and

workforce needs, and expand access to work-based learning opportunities. As noted in the Governor’s Master Plan for Career Education stakeholder discussions, stakeholders identified fragmented and inconsistent funding streams as a major challenge to sustaining high-quality CTE pathways and workforce partnerships over time.

CTE coursework has also been associated with improved educational and workforce outcomes, including higher graduation rates, improved postsecondary participation, and stronger employment outcomes, particularly for historically underserved student populations. In that context, supporters argue that ensuring existing CTEIG appropriations consistently reach LEAs and students is an important component of the state’s broader workforce and economic development goals.

- 6) ***CTEIG operates within a broader landscape of CTE funding streams.*** While concerns regarding unallocated CTEIG funds are significant, CTEIG is one of several major state and federal funding streams supporting CTE programs. LEAs may also support CTE programs using Local Control Funding Formula (LCFF) base funding, Perkins V funds, the K-12 Strong Workforce Program, Golden State Pathways grants, California Partnership Academies, Agricultural Career Technical Education Incentive Grants, and various local or regional workforce initiatives.

Nevertheless, because CTEIG remains one of the state’s largest ongoing dedicated K-12 CTE funding sources, stakeholders argue that persistent carryover balances undermine both the practical and symbolic value of the state’s continued investment in workforce preparation and career readiness.

SUPPORT

aiEDU

Alameda County Office of Education

Amador County Unified School District

Association of California School Administrators

Baldy View Regional Occupational Program

California County Superintendents

California High School District Coalition

Career Technical Education Joint Powers Authority Coalition

CAROCP - the Association of Career and College Readiness Organizations

Central Valley Education Coalition

Chaffey Joint Union High School District

Coalition for Career Technical Education

Coastline Regional Occupational Program

Contra Costa County Office of Education

Desert Sands Unified School District

Educational Results Partnership

El Monte Union High School District

Fullerton Joint Union High School District

Glenn County Office of Education

Grossmont Union High School District

Huntington Beach Union High School District
Lake County Office of Education
Mission Valley ROP
Mountain Desert Career Pathways Joint Powers Authority
Napa County Office of Education
Nevada Joint Union High School District
Northern Humboldt Union High School District
Orange County Department of Education
San Benito High School District
San Bernardino County District Advocates for Better Schools
San Diego Unified School District
San Gabriel Valley Regional Occupational Program
Shasta-Trinity Regional Occupational Program
Small School Districts Association
Tri-Cities Regional Occupational Program
Valley Regional Occupational Program

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1626	Hearing Date:	June 10, 2026
Author:	Gabriel, et al.		
Version:	April 8, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Interscholastic athletics: youth sports: coaches: behavioral and mental health training.

SUMMARY

This bill establishes training content areas, related to behavioral and mental health challenges specific to pupil athletes, to be used for trainings for coaches of interscholastic athletic programs, non-interscholastic athletic programs, and youth sports organizations. This bill requires the California Department of Education (CDE), by September 1, 2027, to identify an existing training or develop a model youth athletics behavioral and mental health training, as specified, for coaches in youth sports organizations.

BACKGROUND

Existing law:

- 1) Defines “interscholastic athletics” is defined as those policies, programs, and activities that are formulated or executed in conjunction with, or in contemplation of, athletic contests between two or more schools, either public or private. (Education Code (EC) § 35179)
- 2) Defines “athletic activity”, for purposes of the Eric Paredes Sudden Cardiac Arrest Prevention Act, as all of the following: a) interscholastic athletics, b) an athletic contest or competition, other than interscholastic athletics, that is sponsored by a school, including club-sponsored sports activities, c) noncompetitive cheerleading that is sponsored by a school, d) practices, interscholastic practices, and scrimmages for all of the aforementioned activities listed in this definition. (EC § 33479.1)
- 3) Establishes the California High School Coaching Education and Training Program and states it is the intent of the Legislature that the program be administered by school districts, be updated and rehearsed annually, and emphasize the following components:
 - a) Development of coaching philosophies consistent with school, school district, and governing board of a school district goals.

- b) Sport psychology: emphasizing communication, reinforcement of the efforts of pupils, effective delivery of coaching regarding technique, and motivation of the pupil athlete.
 - c) Sport pedagogy: how pupil athletes learn, and how to teach sport skills.
 - d) Sport physiology: principles of training, fitness for sport, development of a training program, nutrition for athletes, and the harmful effects associated with the use of steroids and performance-enhancing dietary supplements by adolescents.
 - e) Sport management: team management, risk management, and working within the context of an entire school program.
 - f) Training: certification in cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and first aid that includes, but is not limited to, training in recognizing the signs and symptoms of, and responding to, concussions, heat illness, and cardiac arrest. Training on concussion, heat illness, and cardiac arrest may be provided by entities offering free, online, or other types of training courses.
 - g) Knowledge of, and adherence to, statewide rules and regulations, as well as school regulations, including, but not necessarily limited to, eligibility, gender equity, and discrimination.
 - h) Sound planning and goal setting. (EC § 35179.1)
- 4) Requires each high school coach to have completed a coaching education program developed by their school district or the California Interscholastic Federation (CIF) that meets the guidelines established by the California High School Coaching Education and Training Program. Requires that the coaching education program count toward the continuing education required for the renewal of the teaching credential of a coach who is also a certificated employee. (EC § 49032)
- 5) Establishes the Eric Paredes Sudden Cardiac Arrest Prevention Act, which requires a coach of an athletic activity to complete a specified sudden cardiac arrest training course every two years. (EC §§ 33479 and 33479.6)
- 6) Requires the CIF to report to the appropriate policy committees of the Legislature and the Governor on its evaluation and accountability activities on or before January 1, 2023, and on or before January 1 every seven years thereafter, and shall include, but not be limited to, the goals and objectives of the CIF with regard to, and the status of, all of the following:
- a) The governing structure of the CIF, and the effectiveness of that governance structure in providing leadership for interscholastic athletics in secondary schools.

- b) Methods to facilitate communication with agencies, organizations, and public entities whose functions and interests interface with the CIF.
- c) The quality of coaching and officiating, including, but not limited to, professional development for coaches and athletic administrators, and parent education programs.
- d) Gender equity in interscholastic athletics, including, but not limited to, the number of male and female pupils participating in interscholastic athletics in secondary schools, and action taken by the CIF in order to ensure compliance with Title IX of the federal Education Amendments of 1972. (20 United States Code § 1681 et seq.)
- e) Health and safety of pupils, coaches, officials, and spectators.
- f) The economic viability of interscholastic athletics in secondary schools, including, but not limited to, the promotion and marketing of interscholastic athletics.
- g) New and continuing programs available to pupil athletes.
- h) Awareness and understanding of emerging issues related to interscholastic athletics in secondary schools. (EC § 33353)

ANALYSIS

This bill:

- 1) Requires that trainings for a coach of an interscholastic athletic program and a coach of an athletic program other than an interscholastic athletic program, as specified in AB 1665 (Pacheco, 2026), cover, but are not limited to, all of the following topics:
 - a) Substantive awareness of behavioral and mental health challenges specific to pupil athletes.
 - b) Trauma-informed care and recognizing signs and symptoms of common behavioral and mental health conditions in adolescents.
 - c) Strategies for creating a positive team culture that promotes behavior and mental well-being, reduces stigma around behavioral and mental health, and encourages help-seeking behavior among pupil athletes.
 - d) Appropriate communication techniques for approaching and supporting pupil athletes who may be experiencing behavioral and mental health difficulties.
 - e) Procedures for referring pupil athletes to appropriate mental health resources.

- f) Understanding of the coach's role and limitations in supporting pupil behavioral and mental health.
- 2) Prohibits coaches from providing mental health counseling or therapy or to substitute for the services of licensed behavioral and mental health professionals.
- 3) Provides that the training required by this bill may be provided by entities offering free, online, or other types of training courses.
- 4) Requires CDE, by September 1, 2027, to identify existing training or develop a model youth athletics behavioral and mental health training for persons who serve as coaches in youth sports organizations, both for recreational leagues and competitive or club leagues, and requires the training to cover, but not be limited to, all of the following topics:
 - a) Strategies for creating a positive team culture that promotes healthy behavioral and mental well-being.
 - b) Protective factors that promote youth resilience, well-being, and positive mental health.
 - c) Awareness of behavioral and mental health challenges specific to youth athletes.
 - d) Recognition of signs and symptoms of common behavioral and mental health conditions in youth and adolescents.
 - e) Appropriate communication techniques for approaching and supporting youth athletes who may be experiencing behavioral and mental health difficulties.
 - f) Appropriate referral pathways.
 - g) Understanding of the coach's role and limitations in supporting youth athletes' behavioral and mental health.
- 5) Allows the training content developed by CDE be aligned with statewide youth mental health and school wellness initiatives.
- 6) Requires CDE to post the training it identifies or develops on its website and to work with local partners to disseminate the training to approach youth athletic leagues, youth coaching entities, and relevant statewide organizations and associations.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "Unfortunately, studies show that only 1 in 5 coaches report being highly confident in their ability to support youth with mental health and substance use challenges. Without guidance, coaches may miss opportunities for early intervention, positive reinforcement or, at worst, even

contribute to harm. The unaddressed mental health stigma in sports further complicates the potential support system a coach can offer. Student-athletes may fear being perceived as weak or losing playing time, and coaches worry about team performance, recruitment, or unintentionally making a situation worse. Existing law does not have a requirement for California's youth coaches to take training on supporting the mental health needs of their young athletes.

Assembly Bill (AB) 1626 would enshrine a critical mental health and substance use disorder training for school coaches and create model training for youth sports coaches. Through this training, coaches will learn practical and potentially lifesaving tools to support California's young athletes."

- 2) ***This bill is a response to Governor Newsom's recent executive order to address rising suicide rates in young men and boys.*** In July 2025, Governor Newsom issued an executive order urging action to address rising suicide rates and growing disconnection in young men and boys within the state. The order specifically states that "lack of mental health support and gender stereotypes have perpetuated a culture where men and boys feel unable to ask for assistance or support." The order directs a coordinated statewide response to improve mental health outcomes, reduce stigma, and expand access to meaningful education, work, and mentorship opportunities.

This bill, along with AB 1665 (Pacheco, 2026) and AB 1985 (Irwin, 2026), recognizes the unique role that athletic coaches have in young athletes' lives and aims to equip coaches with the tools and the understanding so that they can appropriately respond and provide support to young men and women during an age when this support is critical. This bill and AB 1665 (Pacheco, 2026) address providing mental health training for athletic coaches in K-12 schools and youth organizations, while AB 1985 (Irwin, 2026) aims to provide mental health training for athletic coaches at the collegiate level.

- 3) ***CIF's structure and role in interscholastic athletics.*** The CIF, founded in 1914, is a voluntary organization consisting of over 1,600 public, public charter, and private high schools and over 750,000 student-athletes, for the purpose of governing education-based athletics in grades 9 through 12. Almost all public and private high schools in California are CIF members. The CIF is organized under CDE, and CDE has allowed the CIF to regulate interscholastic athletics and be the rulemaking body for these programs.

The CIF consists of ten regional sections, each of which is divided into several local leagues, for purposes of developing sports, scheduling athletic contests, and assigning referees. Each league elects a representative to their respective CIF section's governing body, which is called a Board of Managers or Council. Each CIF section's governing body elects officers, establishes section policies, develops section playoff sports and schedules, and CIF members adhere to these rules and regulations adopted by their section.

Currently, CIF offers training programs to high school coaches who earn a certificate upon course completion that is transferable between school districts. These training programs are part of the California High School Coaching Education

and Training Program and currently include instruction on CPR and first aid, concussions, sudden cardiac arrest, and heat illness. According to CIF's website, coaches who are part of CIF member schools must complete these training courses every two years.

- 4) ***Bill targets interscholastic athletic programs, non-interscholastic athletic programs, and youth sports organizations, and is closely related to AB 1665 (Pacheco, 2026).*** This bill and AB 1665 are closely interlinked, and both require training for athletic program coaches to promote awareness of, and strategies to address, behavioral and mental health challenges for pupil athletes. This bill specifically puts forward training topics in this area, including awareness of performance anxiety and injury-related behavioral and mental health impacts; strategies for creating a positive team culture; and appropriate communication techniques for approaching and supporting pupil athletes.

This bill requires CDE to identify an existing training or develop a model youth athletics behavioral and mental health training for coaches in youth sports organizations on these training topics. In addition, AB 1665 requires that the training topics specified in AB 1626 be used for trainings for coaches for interscholastic athletic programs and non-interscholastic athletic programs offered by a school district, county office of education, or charter school.

This bill doesn't define athletics programs that aren't interscholastic programs, nor does it define youth sports organizations. However, non-interscholastic athletic programs could include athletic programs operated by local educational agencies (LEAs) that are not CIF members, or athletic programs for K-8 pupils operated by LEAs. Youth sports organizations could include for-profit or non-profit entities organizing youth sports leagues or club sports, separate from those operated by LEAs.

- 5) ***Committee amendment.*** To address a drafting error, committee staff recommends, and the author agrees, to make an amendment to remove a duplicative reference to a training topic related to the awareness of behavioral and mental health challenges specific to pupil athletes.
- 6) ***Related and Prior Legislation.***

AB 1665 (Pacheco, 2026) would require, commencing July 1, 2027: (1) a coach for an interscholastic athletic program at a high school that is a member of the CIF to complete an initial training, and subsequent training every two years, on a coaching education and training program on mental health, and (2) that a LEA ensure a coach of a non-interscholastic athletic program complete an initial training, and subsequent training every two years, covering sudden cardiac arrest and youth athletics behavioral and mental health, if the LEA chooses to offer a non-interscholastic athletic program.

AB 1985 (Irwin, 2026) would require, by July 1, 2028, the California State University, the California Community Colleges Chancellor's Office, and each private postsecondary educational institution and independent institution of higher education that receives state financial assistance, and requests of the University of

California, to identify and compile a list of mental health programs that can be used to train athletic coaches.

AB 245 (McKinnor, Chapter 422, Statutes of 2023) requires the High School Coaching Education and Training Program to include training in recognizing the signs and symptoms of concussions, heat illness, and cardiac arrest.

SUPPORT

California Alliance of Child and Family Services (co-sponsor)
California Commission on the Status of Women and Girls (co-sponsor)
Mental Health America of California (co-sponsor)
AIDS Healthcare Foundation / Impulse Group
All for Kids
Association of California School Administrators
Cal Voices
California Association of Mental Health Peer Run Organizations
California Association of Student Councils
California Behavioral Health Planning Council
California Department of Education
California Hospital Association
California Medical Association
California School Employees Association
California Youth Empowerment Network
CalPride
County Behavioral Health Directors Association
Disability Rights California
Equality California
Gente Organizada
Human Response Network
LA Waves
LGBTQ Connection
LGBTQ+ Inclusivity, Visibility, and Empowerment
Los Angeles Unified School District
MoPride
National Center for Youth Law
North County LGBTQ Resource Center
On the Margins, Inc.
Peer Voices United-Sacramento
Positive Images
Reach LA
Stonewall Alliance of Chico
Vietnamese American Arts & Letters Association
Youth Leadership Institute

OPPOSITION

None received

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1653	Hearing Date:	June 10, 2026
Author:	Lackey		
Version:	March 23, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Pupil instruction: health framework: heat illness.

SUMMARY

This bill requires the Instructional Quality Commission (IQC), during its next revision of the Health Framework for California Public Schools (Health Framework), to consider including and recommending for adoption by the State Board of Education (SBE), specific content related to the prevention of, identification of, and response to signs and symptoms of heat illness.

BACKGROUND

- 1) States that if a school district or charter school elects to offer any interscholastic athletic program, the governing board of the school district or the governing body of the charter school must ensure that there is a written emergency action plan in place that describes the location and procedures to be followed in the event of medical emergencies, including heat illness, related to the athletic program's activities or events. The written emergency action plan shall be posted in compliance with the most recent pertinent guidelines of the National Federation of State High School Associations. (Education Code (EC) § 35179.4)
- 2) Establishes the High School Coaching Education Training Program (HSCTP), which is administered by school districts and includes training, which includes a basic understanding of the signs and symptoms of concussions and heat illness and the appropriate response to concussions and heat illness. Concussion or heat illness training may be fulfilled through entities offering free, online, or other types of training courses. (EC § 35179.1)
- 3) Requires school districts, county offices of education, and charter schools to develop, adopt, and implement standardized guidelines specifying temperature thresholds or index ratings that trigger modifications to pupil physical activities during extreme weather conditions. (EC § 33355)

ANALYSIS

This bill:

- 1) Requires the IQC, during its next revision of the Health Framework, to consider including, and recommending for adoption by the SBE, specific content related to

the prevention of, and recognizing and responding to the signs and symptoms of, heat illness.

- 2) Requires the Commission or IQC, in their consideration pursuant to #1 above, to consider relevant heat illness prevention measures, heat illness signs and symptoms, and heat illness responses, as addressed by guidance issued by the California Department of Public Health (CDPH) and adopted by the California Interscholastic Federation (CIF).
- 3) Specifies the following for the purposes of this bill:
 - a) "Prevention of heat illness" includes, but is not limited to, measures to stay cool, hydrated, connected to others, and informed of heat alerts.
 - b) "Recognizing the signs and symptoms of heat illness" includes, but is not limited to, all of the following:
 - i) A red or flushed face.
 - ii) Nausea.
 - iii) Muscle cramps.
 - iv) Headache.
 - v) Dizziness.
 - vi) Fatigue or weakness.
 - vii) Confusion.
 - viii) Heavy sweating or the lack of sweating.
 - c) "Responding to signs and symptoms of heat illness" includes, but is not limited to, all of the following:
 - i) Stopping physical activity.
 - ii) Seeking shade or a cool area.
 - iii) Drinking water or otherwise hydrating.
 - iv) Cooling the body.
 - v) Notifying a teacher, staff member, or other responsible adult.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “As temperatures continue to rise across our state and nation, protecting the health and safety of our students must remain a top priority. Extreme heat is no longer a rare occurrence, it is a growing public health concern. Our children are especially vulnerable. Student athletes practicing outdoors, children waiting at bus stops, and students in classrooms without adequate cooling systems are all at risk. Yet heat illness is preventable when individuals understand the warning signs and know how to respond.

“Education saves lives. By incorporating age-appropriate heat safety lessons into health education curriculum, we empower students with practical knowledge they can use immediately at school, at home, and in their communities. This bill is not about adding burden, it is about prevention. A few minutes of education can prevent emergency room visits, long-term health complications, and even fatalities. Heat illness is predictable. It is preventable. And with this legislation, it is teachable.”

- 2) ***Existing CDE guidance on excessive heat.*** In recognition of the higher risk of heat illness due to California’s climate and geography, the CDE maintains an Excessive Heat resource page on its website to help local educational agencies (LEAs), students, and their families understand what to do when facing extreme heat temperatures and how to best mitigate their impact. This resource page includes CDE specific guidance for excessive heat waves as well as relevant guidance from the CDPH, the Office of Emergency Services (Cal-OES), the Centers for Disease Control (CDC), and the American Red Cross.
- 3) ***CIF Bylaws on Sports Injuries.*** The CIF, founded in 1914, is a voluntary organization comprised of 1,615 public, public charter, and private high schools that are organized into ten geographical sections for the purpose of governing education-based athletics in grades 9 through 12.

As part of its adopted bylaws and state law, CIF currently has established injury protocols for concussions, sudden cardiac arrest, and heat illness. In each of these protocols, if a student athlete exhibits the respective injury while participating in, or immediately following, an athletic activity, or is known to have exhibited the respective injury while participating in, or immediately following, an athletic activity, they must be removed immediately from participating in a practice or game for the remainder of the day. A student athlete who has been removed from play after displaying signs and symptoms associated with the respective injury may not return to play until they have been evaluated by a licensed health care provider and have received written clearance to return to play from that health care provider.

Consistent with state law, CIF bylaws also require that information sheets on concussions, sudden cardiac arrest, and heat illness be issued annually to student athletes and their parents or guardians. These information sheets must be signed and returned by all student athletes and their parents or guardians before the student athlete’s initial practice or competition.

This bill would require the IQC, when considering the inclusion of heat illness content in the next revision of the Health Framework, to consider relevant heat illness guidance and policies adopted by CIF.

- 4) ***The IQC and the SBE.*** The Legislature has vested the IQC and the SBE with the authority to develop and adopt state curriculum and instructional materials. The IQC develops standards aligned curriculum frameworks through a process involving practitioners and experts who have an in-depth understanding of curriculum and instruction, including the full scope and sequence of the curriculum in each subject and at each grade level, constraints on instructional time and resources, and the relationship of curriculum to state assessments and other measures of student progress. Changes are frequently made in response to public comment. The frameworks are then adopted by the SBE in a public meeting.

The resulting curriculum framework is intended to serve as a guidance document for educators and administrators on how to plan for and provide quality, skills-based, standards-aligned instruction on the various content areas.

The SBE also adopts, in a public process, instructional materials aligned to those frameworks for grades K-8. School district governing boards and charter schools then adopt instructional materials aligned to these standards and frameworks.

The respective revision and adoption processes have traditionally occurred on a regular schedule, giving schools a predictable timetable to plan and budget for changes to the curriculum. Local adoption of new curricula also involves significant local cost and investment of resources for professional development.

- 5) ***Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve.*** In May 2019, the SBE adopted the Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve (the Framework) to provide instructional guidance and support to California teachers, administrators, curriculum specialists, other educators, and school boards for implementation of the health education content standards. According to the California Department of Education (CDE), the Framework was designed to “help students build strong and healthy relationships with their families, friends, and communities while strengthening their resiliency and personal decision-making skills for healthy living.” The Framework covers six content areas of health education: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

The six content areas are woven throughout the grade spans and build upon each other to ensure students gain a holistic understanding of health.

With respect to heat illness content, the current health education standards, adopted by the SBE in 2008, for grades 6-8, include a standard on identifying ways to reduce exposure to the sun, and the current health curriculum framework, adopted by the SBE in 2019, includes minimal content related to heat

illness. In the grades 7-8 section, the framework mentions sun safety as a health-management strategy.

To the extent that climate change related excessive heat continues to be realities faced by students across the state, expanding heat illness content in the framework may help ensure students know how to respond to and prevent such illness.

- 6) ***The Curriculum Guidance Study and future of curriculum development and adoption.*** The 2025-26 budget, through AB 121 (Committee on Budget, Chapter 8, Statutes of 2025), included \$1 million for a Curriculum Guidance Study to evaluate the processes by which other states develop curriculum guidance, and to make recommendations about how to improve and streamline California's processes across all content areas. The report is required to include, among other topics:
- a) The roles and responsibilities of the CDE, the IQC, the SBE, the Legislature, LEAs, educators, parents and guardians, and the public; and
 - b) The processes and cycles for developing, revising, and adopting content standards, curriculum frameworks, and other instructional guidance, and how available instructional time in elementary and secondary schools is considered.

This report is required to be completed by January 1, 2027.

- 7) ***Prior and related legislation.***

AB 1653 (Sanchez, Chapter 589, Statutes of 2023) requires the CIF, in consultation with the CDE, to develop guidelines, procedures, and safety standards for the prevention and management of exertional heat illness, as specified, by July 1, 2024.

SB 499 (Menjivar, 2023) would have required (1) all schoolsites and child care facilities to develop an extreme heat action plan addressing the planting of shade trees, installation or planting of a school garden, and installation or planting of a green barrier; (2) the CDE, in consultation with the California Department of Social Services (CDSS), to develop a template for an extreme heat action plan, make available a model program guidebook; and, (3) the CDSS to identify a liaison for child care facilities. *SB 499 was held in the Assembly Appropriations Committee.*

AB 384 (Calderon, 2023) would have required the CDE to conduct a research study on recommended indoor air temperature ranges and temperature control standards for public schools and an inventory of heating and cooling systems, and to submit a report to the Legislature by January 1, 2026. *AB 384 was vetoed by the Governor, citing concerns about significant long-term cost pressures that are not accounted for in the budget.*

AB 2800 (Chu, Chapter 21, Statutes of 2018) adds basic understanding of the signs and symptoms of, and appropriate responses to, heat illness, to the training component of the 1998 California High School Coaching Education and Training Program.

SUPPORT

Alameda County Office of Education
California Health Coalition Advocacy
California Nurses for Environmental Health & Justice
California School Nurses Organization
Center for Ecoliteracy
CFT
Elders Climate Action Northern California Chapter
Elders Climate Action Southern California Chapter
Green Schoolyards America
HED
Ten Strands
UndauntedK12

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1665 **Hearing Date:** June 10, 2026
Author: Pacheco, et al.
Version: April 6, 2026
Urgency: No **Fiscal:** Yes
Consultant: Michelle Nguyen

Subject: School athletics: coaches: youth athletics behavioral and mental health training.

SUMMARY

This bill, commencing with the 2027-28 school year, requires: (1) a coach for an interscholastic athletic program at a high school that is a member of the California Interscholastic Federation (CIF) to complete an initial training, and subsequent training every two years, on a coaching education and training program on mental health, as specified, and (2) that a local educational agency (LEA) ensure a coach of a non-interscholastic athletic program complete an initial training, and subsequent training every two years, covering sudden cardiac arrest and youth athletics behavioral and mental health, if the LEA chooses to offer a non-interscholastic athletic program.

BACKGROUND

Existing law:

- 1) Defines “interscholastic athletics” is defined as those policies, programs, and activities that are formulated or executed in conjunction with, or in contemplation of, athletic contests between two or more schools, either public or private. (Education Code (EC) § 35179)
- 2) Defines “athletic activity”, for purposes of the Eric Paredes Sudden Cardiac Arrest Prevention Act, as all of the following: a) interscholastic athletics, b) an athletic contest or competition, other than interscholastic athletics, that is sponsored by a school, including club-sponsored sports activities, c) noncompetitive cheerleading that is sponsored by a school, d) practices, interscholastic practices, and scrimmages for all of the aforementioned activities listed in this definition. (EC § 33479.1)
- 3) Establishes the California High School Coaching Education and Training Program and states it is the intent of the Legislature that the program be administered by school districts, be updated and rehearsed annually, and emphasize the following components:
 - a) Development of coaching philosophies consistent with school, school district, and governing board of a school district goals.

- b) Sport psychology: emphasizing communication, reinforcement of the efforts of pupils, effective delivery of coaching regarding technique, and motivation of the pupil athlete.
 - c) Sport pedagogy: how pupil athletes learn, and how to teach sport skills.
 - d) Sport physiology: principles of training, fitness for sport, development of a training program, nutrition for athletes, and the harmful effects associated with the use of steroids and performance-enhancing dietary supplements by adolescents.
 - e) Sport management: team management, risk management, and working within the context of an entire school program.
 - f) Training: certification in cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and first aid that includes, but is not limited to, training in recognizing the signs and symptoms of, and responding to, concussions, heat illness, and cardiac arrest. Training on concussion, heat illness, and cardiac arrest may be provided by entities offering free, online, or other types of training courses.
 - g) Knowledge of, and adherence to, statewide rules and regulations, as well as school regulations, including, but not necessarily limited to, eligibility, gender equity, and discrimination.
 - h) Sound planning and goal setting. (EC § 35179.1)
- 4) Requires each high school coach to have completed a coaching education program developed by their school district or the CIF that meets the guidelines established by the California High School Coaching Education and Training Program. Requires that the coaching education program count toward the continuing education required for the renewal of the teaching credential of a coach who is also a certificated employee. (EC § 49032)
- 5) Establishes the Eric Paredes Sudden Cardiac Arrest Prevention Act, which requires a coach of an athletic activity to complete a specified sudden cardiac arrest training course every two years. (EC §§ 33479 and 33479.6)
- 6) Requires the CIF to report to the appropriate policy committees of the Legislature and the Governor on its evaluation and accountability activities on or before January 1, 2023, and on or before January 1 every seven years thereafter, and shall include, but not be limited to, the goals and objectives of the CIF with regard to, and the status of, all of the following:
- a) The governing structure of the CIF, and the effectiveness of that governance structure in providing leadership for interscholastic athletics in secondary schools.
 - b) Methods to facilitate communication with agencies, organizations, and public entities whose functions and interests interface with the CIF.

- c) The quality of coaching and officiating, including, but not limited to, professional development for coaches and athletic administrators, and parent education programs.
- d) Gender equity in interscholastic athletics, including, but not limited to, the number of male and female pupils participating in interscholastic athletics in secondary schools, and action taken by the CIF in order to ensure compliance with Title IX of the federal Education Amendments of 1972 (20 United States Code § 1681 et seq.).
- e) Health and safety of pupils, coaches, officials, and spectators.
- f) The economic viability of interscholastic athletics in secondary schools, including, but not limited to, the promotion and marketing of interscholastic athletics.
- g) New and continuing programs available to pupil athletes.
- h) Awareness and understanding of emerging issues related to interscholastic athletics in secondary schools. (EC § 33353)

ANALYSIS

This bill:

- 1) Requires, commencing with the 2027-28 school year, a school district, county office of education, or charter school that elects to offer an athletic program other than an interscholastic athletic program to ensure that the athletic program's coaches complete an initial training, and a subsequent training every two years, that covers both of the following: a) sudden cardiac arrest as specified and b) youth athletics behavioral and mental health training as described by AB 1626 (Gabriel, 2026).
- 2) Requires, commencing with the 2027-28 school year, a person who serves as a coach in an interscholastic athletic program at a high school that is a member of the CIF complete an initial training before the start of the season for the high school sport they are authorized to coach, and subsequent training every two years, on a coaching education and training program on mental health as specified.
- 3) Adds, commencing July 1, 2027, that a mental health component, with age appropriate training that covers topics added by AB 1626 (Gabriel, 2026) be emphasized in the California High School Coaching Education and Training Program.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Research indicates that more than 20% of children confront mental health issues and that 3 out of every 10 teenagers face “serious psychological distress” – a figure that has increased in recent decades. About half of all serious mental health disorders develop during teenage years. During childhood years, more than half of kids participate in sports programs intended to be a fun physical and mental outlet, but many young athletes face increased pressure to perform at high levels. With this intense stress during an already tumultuous time, student-athlete physical and mental health should be supported in the most holistic way possible.

California has taken steps to address student mental health, including increasing student access to mental health services. However, even when resources are available, students are often most comfortable speaking with people they know. Coaches are often the first to hear about student-athlete mental health challenges. As trusted individuals in students’ lives, coaches have the unique opportunity to spot mental health crises and provide support to struggling student athletes.”

- 2) ***Slate of bills from 2025-26 Regular Session promoting wellness and improved mental health for pupil athletes.*** This bill, along with AB 1626 (Gabriel, 2026) and AB 1985 (Irwin, 2026), recognizes the unique role that athletic coaches have in young athletes’ lives and aims to equip coaches with the tools and the understanding so that they can appropriately respond and provide support to young men and women during an age when this support is critical. This bill and AB 1626 (Gabriel, 2026) address providing mental health training for athletic coaches in K-12 schools and youth organizations, while AB 1985 (Irwin, 2026) aims to provide mental health training for athletic coaches at the collegiate level.
- 3) ***CIF’s structure and role in interscholastic athletics.*** The CIF, founded in 1914, is a voluntary organization consisting of over 1,600 public, public charter, and private high schools and over 750,000 student-athletes, for the purpose of governing education-based athletics in grades 9 through 12. Almost all public and private high schools in California are CIF members. The CIF is organized under the California Department of Education (CDE), and CDE has allowed the CIF to regulate interscholastic athletics and be the rulemaking body for these programs.

The CIF consists of ten regional sections, each of which is divided into several local leagues, for purposes of developing sports, scheduling athletic contests, and assigning referees. Each league elects a representative to their respective CIF section’s governing body, which is called a Board of Managers or Council. Each CIF section’s governing body elects officers, establishes section policies, develops section playoff sports and schedules, and CIF members adhere to these rules and regulations adopted by their section.

Currently, CIF offers training programs to high school coaches who earn a certificate upon course completion that is transferable between school districts. These training programs are part of the California High School Coaching Education and Training Program and currently include instruction on CPR and first aid,

concussions, sudden cardiac arrest, and heat illness. According to CIF's website, coaches who are part of CIF member schools must complete these training courses every two years.

- 4) ***Bill targets both interscholastic athletic programs and non-interscholastic athletic programs, and is closely related to AB 1626 (Gabriel, 2026).*** This bill and AB 1626 are closely interlinked, and both require training for athletics coaches to promote awareness of, and strategies to address, behavioral and mental health challenges for pupil athletes. This bill specifically requires initial trainings, and subsequent trainings every two years, for coaches of non-interscholastic athletic programs operated by LEAs and for coaches in interscholastic athletic programs at high schools that are CIF members. This bill requires the trainings specified in this legislation to cover training topics established by AB 1626.

This bill doesn't define athletic programs that aren't interscholastic programs. However, non-interscholastic athletic programs could include athletic programs operated by LEAs that are not CIF members, or athletic programs for K-8 pupils operated by LEAs. These may include intramural sports, such as soccer and flag football at the high school level and track and field and wrestling at the middle school level.

- 5) ***Related and Prior Legislation.***

AB 1626 (Gabriel, 2026) would establish training content areas, related to behavioral and mental health challenges specific to pupil athletes, to be used for trainings for coaches of interscholastic athletic programs, non-interscholastic athletic programs, and youth sports organizations. This bill requires the CDE, by September 1, 2027, to identify an existing training or develop a model youth athletics behavioral and mental health training, as specified, for coaches in youth sports organizations.

AB 1985 (Irwin, 2026) would require, by July 1, 2028, the California State University, the California Community Colleges Chancellor's Office, and each private postsecondary educational institution and independent institution of higher education that receives state financial assistance, and requests of the University of California, to identify and compile a list of mental health programs that can be used to train athletic coaches.

AB 245 (McKinnor, Chapter 422, Statutes of 2023) requires the High School Coaching Education and Training Program to include training in recognizing the signs and symptoms of concussions, heat illness, and cardiac arrest.

SUPPORT

Association of California School Administrators
 California Academy of Child and Adolescent Psychiatry
 California Hospital Association
 California State Association of Psychiatrists
 County Behavioral Health Directors Association

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1694 **Hearing Date:** June 10, 2026
Author: Carrillo
Version: February 3, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: California Career Technical Education Incentive Grant Program: renewal grants.

SUMMARY

This bill revises the Career Technical Education Incentive Grant (CTEIG) Program by requiring renewal grants for prior grantees for up to three additional years, reserving up to 90% of annual funding for renewal applicants beginning in the 2026-27 fiscal year, deleting the prohibition against applicants receiving awards above the amount generated by the allocation formula, and authorizing the Superintendent of Public Instruction (SPI) to cease or recover funding if specified program requirements are not met.

BACKGROUND

Existing law:

- 1) Establishes the CTEIG Program for the purpose of encouraging, maintaining, and strengthening the delivery of high-quality career technical education (CTE) programs. (Education Code (EC) § 53070)
- 2) Provides, beginning in the 2021–22 fiscal year and each fiscal year thereafter, that \$300 million shall be available to the California Department of Education (CDE), upon appropriation by the Legislature, for the CTEIG Program. (EC § 53070)
- 3) Requires grant applicants to provide a local match of \$2 for every \$1 received from the program and prohibits an applicant from receiving an amount greater than the amount determined by the allocation formula. (EC § 53071)
- 4) Authorizes applicants to consist of one or more school districts, county offices of education, charter schools, regional occupational centers or programs, or joint powers authorities. (EC § 53071)
- 5) Requires applicants to demonstrate that their CTE programs meet specified minimum eligibility standards related to curriculum, work-based learning, student support services, labor market alignment, industry partnerships, data reporting, and access for students with exceptional needs. (EC § 53071)

- 6) Requires the SPI, in collaboration with the Executive Director of the State Board of Education (SBE), to determine reporting requirements and renewal grant eligibility criteria. (EC § 53073)
- 7) Provides that prior grantees are eligible to apply for renewal grants if their CTE programs continue to meet specified statutory requirements and are deemed successful based on established metrics. (EC § 53073)
- 8) Requires the CDE, in consultation with the Executive Director of the SBE, to give positive consideration to applicants serving high-need student populations, rural communities, and regional collaborative programs. (EC § 53075)
- 9) Requires the SPI, in collaboration with the Executive Director of the SBE, to determine and publicly release the allocation formula, grant amounts, allowable expenditures, and number of grants awarded under the program. (EC § 53076)

ANALYSIS

This bill:

- 1) Includes legislative intent to provide increased CTEIG stability by allowing grants to be automatically renewed for four years to support high-quality CTE courses and pathways and to ensure all pupils have the opportunity to be college and career ready.
- 2) Deletes the provision prohibiting an applicant from receiving an award greater than the amount determined by the allocation formula.
- 3) Requires applicants receiving a grant in a prior fiscal year to receive renewal grants for up to three additional fiscal years, provided the applicant continues to meet program requirements, continues to satisfy minimum eligibility standards, and is not otherwise determined ineligible by the SPI.
- 4) Requires, beginning with the 2026-27 fiscal year, that up to 90% of available CTEIG funding be designated for renewal grants and up to 10% be designated for new applicants, unless otherwise determined by the SPI.
- 5) Authorizes the SPI to cease distribution of grant funding and recover previously distributed funding if the recipient did not implement the program substantially as proposed, the recipient did not comply with specific matching fund requirements, or the recipient no longer requires the grant.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “I have seen firsthand how Career Technical Education (CTE) can change the trajectory of a young person’s life. CTE equips students with real-world skills that open doors to good-paying careers and higher education, and it is especially impactful for low-income students, who make up half of all participants. These programs succeed because they are built through strong partnerships between our local schools and regional

employers, ensuring students gain skills that are aligned with real workforce needs. AB 1694 will provide the stability schools and industry partners need by allowing LEAs to renew their CTEIG awards for up to four years if they meet quality standards and maintain matching funds. This measure strengthens our commitment to high-quality, locally driven CTE pathways and ensures students are prepared for long-term success.”

- 2) ***This bill shifts CTEIG from a primarily competitive grant model toward a multiyear funding structure.*** Existing law allows prior grantees to apply for renewal grants if they continue meeting statutory requirements and demonstrate successful outcomes. However, funding still occurs through an annual allocation process in which all applicants compete for available funding. This bill would alter that structure by effectively guaranteeing up to three additional years of funding for successful grantees and reserving up to 90% of annual appropriations for renewal grants beginning in the 2026-27 fiscal year.

Supporters may argue that this approach better reflects the realities of sustaining high-quality CTE programs, which often require long-term staffing commitments, durable industry partnerships, equipment purchases, pathway sequencing, and ongoing coordination with postsecondary institutions and employers. Conversely, reserving the vast majority of annual funding for existing grantees may reduce opportunities for new applicants seeking to establish or expand pathways in response to emerging workforce needs or changing student demand.

The bill therefore raises a broader policy question regarding whether the primary purpose of CTEIG should be sustaining existing high-performing programs, expanding access to new applicants and pathways, or balancing both objectives simultaneously.

- 3) ***Longstanding concerns regarding unallocated CTEIG funding.*** Existing law currently prohibits applicants from receiving awards greater than the amount generated by the allocation formula. This bill deletes that limitation. The bill appears intended, at least in part, to respond to growing concerns from local educational agencies (LEAs) and CTE stakeholders regarding significant amounts of appropriated CTEIG funding going unallocated in recent years despite substantial statewide matching capacity.

Recent CDE materials and the Round 12 Request for Applications indicate that the department anticipates allocating all available program funds in a single funding round following administrative revisions to the allocation methodology. According to CDE, the revised methodology differs from prior years in two significant ways. First, the methodology proportionally allocates an applicant’s unduplicated pupil count (UPC) based on the percentage of average daily attendance (ADA) attributed to an individual application versus a consortium application. Second, where an applicant’s available local match is less than the amount generated by the allocation formula, funding that would otherwise remain unallocated is redistributed among other applicants with remaining match capacity.

To the extent these administrative changes successfully eliminate carryover balances within existing statutory authority, questions may arise regarding whether deletion of the statutory formula cap is necessary to achieve the bill's stated objective of fully allocating available appropriations. At the same time, proponents may argue that removing the statutory limitation provides additional clarity and flexibility to ensure future administrations continue maximizing annual allocations when statewide matching capacity exists.

- 4) ***Measure reflects broader statewide efforts to strengthen workforce development and career readiness.*** California has made significant recent investments in workforce-aligned education initiatives, including the K-12 Strong Workforce Program, Golden State Pathways Program, dual enrollment expansion, apprenticeship pathways, and other college and career readiness efforts. These initiatives increasingly emphasize durable partnerships among TK-12 schools, postsecondary institutions, employers, labor organizations, and regional workforce agencies.

Within that broader policy context, stakeholders have increasingly argued that annual grant uncertainty can make it difficult for LEAs to sustain long-term pathway development, maintain staffing continuity, replace equipment, and preserve industry partnerships. This bill reflects a growing policy discussion regarding whether major CTE funding programs should function more like ongoing operational funding streams rather than short-term competitive grants.

- 5) ***CTEIG operates within a broader landscape of CTE funding streams.*** While CTEIG remains one of the state's largest ongoing dedicated K-12 CTE funding sources, LEAs also support CTE programs through Local Control Funding Formula (LCFF) base funding, Perkins V funds, the K-12 Strong Workforce Program, Golden State Pathways grants, California Partnership Academies, Agricultural Career Technical Education Incentive Grants, and various local and regional workforce initiatives.

As a result, this bill also raises broader questions regarding how the state's various CTE funding streams should interact and whether long-term program sustainability is best addressed through dedicated ongoing categorical funding, local flexibility within LCFF, competitive grants, or some combination thereof.

- 6) ***Committee amendments.*** Staff recommends the following amendments to clarify the author's intent and ensure consistency within the bill:
- a) Clarify that successful grantees shall receive renewal grants for "at least" three additional years. As currently drafted, the phrase "shall receive renewal grants for 3 additional years" could arguably be interpreted as establishing a maximum renewal period rather than a minimum funding continuity expectation for successful programs.
 - b) Broaden the SPI's enforcement authority related to matching funds from paragraph (1) of subdivision (a) of Section 53071 to subdivision (a) as a whole. Subdivision (a) contains several additional match-related requirements beyond the proportional dollar-for-dollar match itself,

including provisions governing reductions in awards when sufficient match is unavailable, allowable and prohibited match sources, and requirements that matching funds support the funded program. This amendment would ensure all statutory matching fund requirements remain enforceable under the bill.

- c) Strike the provision requiring that up to 90% of annual CTEIG funding be reserved for renewal grants and up to 10% for new applicants. According to CDE, the vast majority of program funding is already allocated to renewal grantees operationally. CDE staff have expressed concerns that codifying a fixed allocation structure could create administrative complications in years where there are insufficient viable new applicants to fully utilize the reserved funding amount, potentially leaving otherwise allocatable funds unawarded absent additional administrative action. Additionally, CDE has indicated that viable new applicants meeting baseline program requirements would still have a reasonable opportunity to receive funding without this statutory reservation.

SUPPORT

aiEDU

Alameda County Office of Education

Amador County Unified School District

Association of California School Administrators

Baldy View Regional Occupational Program

California Chamber of Commerce

California High School District Coalition

Campbell Union High School District

Career Technical Education Joint Powers Authority Coalition

CAROCP - the Association of Career and College Readiness Organizations

Chaffey Joint Union High School District

Coalition for Career Technical Education

Coastline Regional Occupational Program

Contra Costa County Office of Education

Desert Sands Unified School District

El Monte Union High School District

Fullerton Joint Union High School District

Glenn County Office of Education

Grossmont Union High School District

Huntington Beach Union High School District

Lake County Office of Education

Los Banos Unified School District

Madera County Superintendent of Schools

Mission Valley ROP

Mountain Desert Career Pathways Joint Powers Authority

Napa County Office of Education

Nevada Joint Union High School District

Rocklin Unified School District

San Benito High School District

San Bernardino County Superintendent of Schools

San Diego Unified School District
San Gabriel Valley Regional Occupational Program
Santa Maria Joint Union High School District
Shasta-Trinity Regional Occupational Program
Small School Districts Association
Tri-Cities Regional Occupational Program
Valley Regional Occupational Program
Wheatland Union High School District

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1766	Hearing Date:	June 10, 2026
Author:	Krell		
Version:	February 9, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Health curriculum framework: human trafficking and online safety.

SUMMARY

This bill requires the Instructional Quality Commission (IQC), during its next revision of the Health Framework for California Public Schools, to consider including instructional and local educational agency (LEA) staff training recommendations related to human trafficking and online safety, as specified.

BACKGROUND

- 1) Establishes the California Healthy Youth Act (CHYA), which requires LEAs to provide comprehensive sexual health and Human Immunodeficiency Virus (HIV) prevention instruction to all students in grades 7 to 12, at least once in middle school and once in high school. (Education Code (EC) § 51933)
- 2) Requires, as part of comprehensive sexual health education, that LEAs and charter schools provide students with instruction on sexual assault, intimate partner violence, sexual abuse, and human trafficking. (EC § 51934)
- 3) Requires, as part of comprehensive sexual health education, that LEAs and charter schools provide information on local resources for assistance with sexual assault and intimate partner violence. (EC § 51934)
- 4) Requires public schools, including charter schools and private schools, that serve students in any of grades 7 to 12, and public and private institutions of higher education that issue pupil or student identification cards, to print the telephone number for the National Domestic Violence Hotline and local domestic violence hotlines on those identification cards. (EC § 215.5)
- 5) Requires the California Department of Education (CDE) to post on its website resources on teen dating violence prevention, local and national hotlines and services for youth experiencing teen dating violence, and other relevant sources for parents, guardians, and other caretakers of students. (EC § 231.7)
- 6) Requires the IQC, during its next revision of the Health Education Framework, on or after January 1, 2025, to consider including content on sextortion. Defines “sextortion” as a threat to use sexual or intimate images or videos, however obtained, to compel another person to produce sexual or intimate images or videos, engage in sexual acts, or provide anything of value. (EC § 33546.2)

- 7) Requires that when the Health Education Framework is next revised after January 1, 2015, the IQC consider including a distinct category on sexual abuse and sex trafficking prevention education that includes, but is not limited to, all of the following:
- a) Information on different forms of sexual abuse and assault; discussion of prevention strategies; how to report sexual abuse or suspected sexual abuse; and local resources for victims;
 - b) Discussion of healthy boundaries for relationships; how to recognize potentially harmful and abusive relationships; and refusal skills to overcome peer pressure and to avoid high-risk activities;
 - c) Information on sex trafficking and risk factors; the recruiting tactics of sex traffickers and peer recruiters, including recruitment through the internet; how to report sex trafficking or suspected sex trafficking; and local resources for victims;
 - d) Discussion of legal aspects of sexual abuse and sex trafficking under state and federal laws; and
 - e) Discussion of how culture and mass media influence and desensitize our perceptions of sexual abuse and sex trafficking, including, but not limited to, stereotypes and myths about the victims and abusers, victim blaming, and the role of language. Requires that this instruction emphasize compassion for people who have suffered from sexual abuse or sex trafficking, and support positive reentry experiences for survivors returning to school. (EC § 33545)

ANALYSIS

This bill:

- 1) Requires the IQC, during its next revision of the Health Education Curriculum Framework, on or after January 1, 2027, to consider including recommendations on the following topics:
- a) LEAs providing annual, developmentally appropriate lessons for each grade served by the LEA that cover, at a minimum, all of the following topics:
 - i) How to prevent human trafficking, including understanding online exploitation and how traffickers target vulnerabilities, and how to prevent exploitation for labor or services, with instructional materials addressing both community-based and intrafamilial exploitation risks;
 - ii) How to stay safe from sexually exploitative materials and deepfakes online, including information on reporting processes and

pupil rights, and foundational digital citizenship skills that equip pupils to respond safely when exposed to harmful or uncomfortable online content; and

- iii) Skills-based content that builds protective factors, such as help-seeking strategies, healthy boundaries, digital citizenship, rights of workers, and identifying trustworthy adults, and supports early disclosures through predictable, developmentally appropriate safety routines aligned with mandated reporting expectations.
- 2) Requires that the recommendations considered meet both of the following criteria:
 - a) Follow a cumulative, age-appropriate progression from Kindergarten to grades 1 to 12, inclusive, ensuring foundational safety skills are taught in early grades and expanded upon in later grades. For pupils in Kindergarten and grades 1 to 6, inclusive, recommended instruction shall be nongraphic and developmentally aligned, introducing concepts of healthy touch, bodily autonomy, safe versus unsafe secrets, how to say “no,” how to seek help from trusted adults, and basic online safety in an age-appropriate manner. The recommendations shall ensure that universal safety concepts provided in early grades, such as bodily autonomy, boundary setting, and how to access help, remain developmentally appropriate and consistent with statewide child abuse prevention standards, especially for pupils at heightened risk of intrafamilial exploitation.
 - b) Be evidence-based, survivor informed, culturally responsive, and aligned with trauma responsive best practices.
 - 3) Requires that the recommendations considered in #2 be grounded in research-supported prevention models and authorizes the inclusion of curriculum developed by community-based organizations with demonstrated evidence of effectiveness, including those using survivor-informed and culturally responsive frameworks.
 - 4) Requires recommendations related to instruction to be consistent with existing instructional quality standards related to mental health and meet all of the following criteria:
 - a) Reinforce prevention-focused content required under CHYA;
 - b) Promote cultural competency, including content relevant to disproportionately impacted communities;
 - c) Be designed to reduce stigma for survivors and pupils with applicable lived experience; and
 - d) Ensure that instructional materials reflect a developmental sequence that builds knowledge year to year, supporting healthy relationship education,

online safety skills, and the ability of pupils to recognize and report concerning behaviors.

- 5) Requires the IQC to consider including content specifying that LEAs provide at least three staff members with annual evidence-based, survivor-informed, culturally responsive, and trauma-informed training, and that the content be consistent with state and federal best practices, and shall include information about all of the following topics:
 - a) Identifying pupils who may be victims of human trafficking or online exploitation, including recognizing indicators of forced labor and intrafamilial abuse across developmental stages;
 - b) Responding using trauma-responsive, survivor-informed protocols;
 - c) Mandatory reporting responsibilities and referral pathways;
 - d) How to engage culturally and linguistically diverse pupils safely;
 - e) How to avoid criminalization of pupils who may be exploited; and
 - f) Understanding how disclosures occur differently across ages and how to support early, developmentally appropriate reporting pathways.
- 6) Requires that, for purposes of the recommendations related to an LEA providing at least three staff members with training, at least two staff members be recommended to be school counselors, school nurses, school social workers, or school psychologists, and at least one staff member be recommended to be a certified classroom teacher.
- 7) Requires that the recommended training be curriculum produced by qualified organizations with demonstrated expertise in evidence-based human trafficking prevention education, including using survivor leadership in curriculum development.
- 8) Defines “local educational agency” to mean a school district, county office of education, or charter school serving pupils in kindergarten or any of grades 1 to 12, inclusive.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Human trafficking prevention education saves lives. On average, sex trafficking survivors were first victimized at age 13. Children need tools to protect themselves and their peers from exploitation.

“In some cases, traffickers target students on school grounds. In others, traffickers target school-aged children by reaching out through social media and online gaming. Many cases of trafficking involve family members, leaving children unprotected at home. Our schools can act as the first line of defense by

teaching students and educators proven prevention strategies, identifying possible victims, and helping to break cycles of exploitation and abuse.”

- 2) ***The IQC and the State Board of Education (SBE)***. The Legislature has vested the IQC and the SBE with the authority to develop and adopt state curriculum and instructional materials. The IQC develops curriculum frameworks through a process involving practitioners and experts who have an in-depth understanding of curriculum and instruction, including the full scope and sequence of the curriculum in each subject and at each grade level, constraints on instructional time and resources, and the relationship of curriculum to state assessments and other measures of student progress. Changes are frequently made in response to public comment. The Frameworks are then adopted by the SBE in a public meeting.

The resulting curriculum framework is intended to serve as a guidance document for educators and administrators on how to plan for and provide quality, skills-based, standards-aligned instruction on the various content areas.

The SBE also adopts, in a public process, instructional materials aligned to those frameworks for grades Kindergarten-8. School district governing boards and charter schools then adopt instructional materials aligned to these standards and frameworks.

The respective revision and adoption processes have traditionally occurred on a regular schedule, giving schools a predictable timetable to plan and budget for changes to the curriculum. Local adoption of new curricula also involves significant local cost and investment of resources for professional development.

- 3) ***California Healthy Youth Act***. CHYA was first enacted in 2003 under its previous name, the Comprehensive Sexual Health and HIV/AIDS Prevention Education Act. When first passed, the Act required LEAs to provide comprehensive sexual health education in any grade, including Kindergarten, so long as it consisted of age-appropriate instruction and used instructors trained in the appropriate courses. In 2016, AB 329 (Weber, Chapter 398, Statutes of 2015) renamed the act as CHYA and required LEAs to provide comprehensive sexual health education and HIV prevention education to all students at least once in middle school and at least once in high school. CHYA lists many required topics, including information on HIV and sexually transmitted infection (STI) prevention, the prevention of unintended pregnancies, gender identity, sexual orientation, sexual harassment, sexual assault, sexual abuse, human trafficking, adolescent relationship abuse, intimate partner violence, healthy relationships, local health resources, and students’ rights to access sexual health and reproductive health care.

From its inception in 2003 through today, CHYA has always afforded parents the right to opt their child out of a portion, or all, of the instruction and required LEAs to notify parents and guardians of this right. Parents and guardians can exercise this right by informing the LEA in writing of their decision.

- 4) ***Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve.*** In May 2019, the SBE adopted the Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve (the Framework) to provide instructional guidance and support to California teachers, administrators, curriculum specialists, other educators, and school boards for implementation of the health education content standards. According to the CDE, the Framework was designed to “help students build strong and healthy relationships with their families, friends, and communities while strengthening their resiliency and personal decision-making skills for healthy living.” The Framework covers six content areas of health education: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

The six content areas are woven throughout the grade spans and build upon each other to ensure students gain a holistic understanding of health.

Importantly, the 2019 Framework also provides standards-based guidance, resources, and instructional strategies that are consistent with CHYA.

- 5) ***Trafficking, online safety, and healthy boundary education within the Health Education Framework.*** This bill requires the IQC, during its next revision of the Health Education Framework, to consider including instructional and staff training recommendations related to human trafficking, online safety, and healthy boundary setting. Each of these topics can be found in the 2019 Health Education Framework.
- a) In the transitional kindergarten (TK) to 3rd grade span, teachers begin familiarizing students with concepts like personal space and boundaries, “trusted adults” or safe people with whom they can share information when they feel uncomfortable, and how to communicate their comfort and discomfort.
 - b) In the 4th to 6th grade span, students build on their foundational understanding of personal space and boundaries and learn about the effects of peer pressure, healthy vs. unhealthy relationships, and red flags, which includes grooming, online recruitment, and other tactics that traffickers use to exploit their victims. They also examine concepts they have learned from mass media, such as television, movies, music, and video games, to determine whether those messages portray healthy or unhealthy relationships.
 - c) In the 7th to 8th grade span, students learn more about peer pressure within romantic relationships; consensual ways of demonstrating affection; the various forms of abuse including physical, sexual, technological, emotional, spiritual, and financial abuse; sexual harassment in the form of verbal, visual, and physical actions; and the relationship between dating violence, sexual assault, child sexual abuse, and sex trafficking or exploitation.

- d) In the 9th to 12th grade span, students expand on their understanding of relationship violence by researching the prevalence of domestic violence and teen dating violence to learn more about its impact as well as resources for support for themselves or others. Students also delve deeper into their understandings of coercive control, cycles of abuse, and the dangers of technological abuse, including cyberbullying, stalking, the sharing of explicit photographs and/or video with others or posting online, possession or distribution of child pornography, demanding email or social media passwords, and taking photographs of someone without their knowledge.

The Framework also features a dedicated appendix on sex trafficking, which includes content on the following:

- a) Prevention and early education, including trafficking indicators;
- b) Impact, including examples of trauma and psychological impact;
- c) Intervention, including an example of a survivor support system and a vignette depicting a school intervention example;
- d) Guidance on developing school protocols as an addendum to child abuse protocols, with a recognize-respond-refer approach, as well as a sample school or district protocol; and
- e) References for additional information, including links to training programs for educators supporting the early identification and response to the commercial sexual exploitation of children.

Finally, the CDE's website includes a page devoted to information and resources on commercially sexually exploited children and youth.

- 6) ***Recommendations on staff training.*** This bill requires the IQC to consider including within the Health Framework, recommendations that LEAs provide at least three staff members with annual training on identifying and responding to human trafficking. It also requires the IQC to consider recommending that at least two of the three staff members be school counselors, school nurses, social workers, or school psychologists, and at least one staff member be a certified classroom teacher.

Existing law requires LEAs to annually train all employees on identifying and reporting suspected cases of child abuse and neglect and encourages LEAs to include within that training, information on early identification of abuse, including sexual abuse, and human trafficking of pupils and other minors.

While the 2019 Health Framework includes recommendations for training programs and district response protocols for identifying and responding to child abuse, curriculum frameworks have not historically spoken to an explicit number of staff that should receive specific training.

- 7) ***The Curriculum Guidance Study and future of curriculum development and adoption.*** The 2025-26 budget, through AB 121 (Committee on Budget, Chapter 8, Statutes of 2025), included \$1 million for a Curriculum Guidance Study to evaluate the processes by which other states develop curriculum guidance, and to make recommendations about how to improve and streamline California's processes across all content areas. The report is required to include, among other topics:
- a) The roles and responsibilities of the CDE, the IQC, the SBE, the Legislature, LEAs, educators, parents and guardians, and the public; and
 - b) The processes and cycles for developing, revising, and adopting content standards, curriculum frameworks, and other instructional guidance, and how available instructional time in elementary and secondary schools is considered.

This report is to be completed by January 1, 2027.

8) ***Prior and related legislation.***

AB 1792 (Michelle Rodriguez, 2026) would require the IQC, during its next revision of the Health Framework for California Public Schools, to consider including and recommending to the SBE for adoption, specific content related to sexual health instruction to educate pupils about dating abuse and digital violence. *AB 1792 is pending a hearing in the Senate Education Committee.*

AB 2242 (Davies, 2026) would require LEAs that serve students in grades 7 to 12 to display a poster that contains age-appropriate information and resources related to the practice of sextortion. *AB 2242 is pending a hearing in the Senate Education Committee.*

AB 2053 (Mathis, Chapter 695, Statutes of 2024) requires that instruction about adolescent relationship abuse and intimate partner violence include, within the CHYA, information about resources available to pupils related to adolescent relationship abuse and intimate partner violence, including the National Domestic Violence Hotline and local domestic violence hotlines.

AB 1071 (Hoover, Chapter 65, Statutes of 2023) requires the CDE to post on its website resources on teen dating violence prevention, local and national hotlines and services for youth experiencing teen dating violence, and other relevant sources for parents, guardians, and other caretakers of pupils.

AB 1861 (Rodriguez, Chapter 807, Statutes of 2018) requires that students receive instruction on how social media and mobile device applications are used in human trafficking, by adding it to the content included in comprehensive sexual health education.

AB 1227 (Bonta, Chapter 558, Statutes of 2017) establishes the Human Trafficking Prevention Education and Training Act, which allows schools to

provide training on human trafficking, and makes changes to the Commercially Sexually Exploited Children Program by, among other things, including educational entities among the groups with whom a county must collaborate, as specified.

SUPPORT

3strands Global Foundation (co-sponsor)
California Survivor Coalition (co-sponsor)
Alameda County Office of Education
California Chamber of Commerce
California Commission on the Status of Women and Girls
California Teachers Association
Computer & Communications Industry Association
CTIA - the Wireless Association
Insights Association
Los Angeles Unified School District
TechNet

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1792	Hearing Date:	June 10, 2026
Author:	Michelle Rodriguez		
Version:	February 10, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Pupil instruction: health framework: sexual health.

SUMMARY

This bill requires the Instructional Quality Commission (IQC), during its next revision of the Health Framework for California Public Schools, to consider including and recommending to the State Board of Education (SBE) for adoption, specific content related to sexual health instruction to educate pupils about dating abuse and digital violence.

BACKGROUND

Existing law:

- 1) Establishes the California Healthy Youth Act (CHYA), which requires local educational agencies (LEAs) to provide comprehensive sexual health and Human Immunodeficiency Virus (HIV) prevention instruction to all students in grades 7 to 12, at least once in middle school and once in high school. (Education Code (EC) § 51933)
- 2) Requires that students in grades 7 to 12, inclusive, receive instruction at least once in junior high or middle school and once in high school about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof. (EC § 51934)
- 3) Requires, as part of comprehensive sexual health education, that LEAs and charter schools provide students with information on local resources for assistance with sexual assault and intimate partner violence. (EC § 51934)
- 4) Requires public schools, including charter schools and private schools, that serve students in any of grades 7 to 12, and public and private institutions of higher education that issue pupil or student identification cards, to print the telephone number for the National Domestic Violence Hotline and local domestic violence hotlines on those identification cards. (EC § 215.5)
- 5) Requires the California Department of Education (CDE) to post on its website resources on teen dating violence prevention, local and national hotlines and services for youth experiencing teen dating violence, and other relevant sources for parents, guardians, and other caretakers of students. (EC § 231.7)

- 6) Requires the IQC, during its next revision of the Health Education Framework, on or after January 1, 2025, to consider including content on sextortion, as defined. (EC § 33546.2)
- 7) Defines “sextortion” as a threat to use sexual or intimate images or videos, however obtained, to compel another person to produce sexual or intimate images or videos, engage in sexual acts, or provide anything of value.

ANALYSIS

This bill:

- 1) Requires the IQC, during its next revision of the Health Framework for California Public Schools, to consider including and recommending to the SBE for adoption, specific content related to sexual health instruction to educate pupils about dating abuse and digital violence.
- 2) Specifies that “sexual health education” includes, but is not limited to, all of the following:
 - a) The knowledge and skills necessary to understand digital and online safety, including the risks associated with nonconsensual intimate imagery, deepfakes, online grooming, sextortion, stalking, and the misuse of generative artificial intelligence.
 - b) Age-appropriate, inclusive instruction on legal rights, protections, and support resources related to interpersonal violence, including information on restraining orders and how to seek assistance from trusted adults, school staff, and community resources.
 - c) Instruction inclusive of, and responsive to, the experiences of LGBTQIA+ and gender diverse pupils, who are disproportionately impacted by dating violence and technology-facilitated abuse.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “As technology continues to evolve, our responsibility to protect young people must evolve with it. Today’s students are navigating digital threats that were virtually unheard of just a decade ago, including deepfakes, sextortion, nonconsensual intimate imagery, and AI-generated exploitation. This legislation helps ensure California’s Health Education Framework keeps pace with these emerging challenges by directing the Instructional Quality Commission to consider guidance on technology-facilitated abuse within sexual health instruction. Education remains one of our strongest prevention tools. By providing students with age-appropriate information on digital consent, online safety, and available legal protections, we can better equip them to recognize risks, protect themselves, and seek help before harm occurs.”

- 2) ***The IQC and the SBE.*** The Legislature has vested the IQC and the SBE with the authority to develop and adopt state curriculum and instructional materials. The IQC develops curriculum frameworks through a process involving practitioners and experts who have an in-depth understanding of curriculum and instruction, including the full scope and sequence of the curriculum in each subject and at each grade level, constraints on instructional time and resources, and the relationship of curriculum to state assessments and other measures of student progress. Changes are frequently made in response to public comment. The frameworks are then adopted by the SBE in a public meeting.

The resulting curriculum framework is intended to serve as a guidance document for educators and administrators on how to plan for and provide quality, skills-based, standards-aligned instruction on the various content areas.

The SBE also adopts, in a public process, instructional materials aligned to those frameworks for grades K-8. School district governing boards and charter schools then adopt instructional materials aligned to these standards and frameworks.

The respective revision and adoption processes have traditionally occurred on a regular schedule, giving schools a predictable timetable to plan and budget for changes to the curriculum. Local adoption of new curricula also involves significant local cost and investment of resources for professional development.

- 3) ***California Healthy Youth Act.*** CHYA was first enacted in 2003 under its previous name, the Comprehensive Sexual Health and HIV/AIDS Prevention Education Act. When first passed, the act required LEAs to provide comprehensive sexual health education in any grade, including kindergarten, so long as it consisted of age-appropriate instruction and used instructors trained in the appropriate courses. In 2016, AB 329 (Weber, Chapter 398, Statutes of 2015) renamed the act as CHYA and required LEAs to provide comprehensive sexual health education and HIV prevention education to all students at least once in middle school and at least once in high school. CHYA lists many required topics, including information on HIV and sexually transmitted infection (STI) prevention, the prevention of unintended pregnancies, gender identity, sexual orientation, sexual harassment, sexual assault, sexual abuse, human trafficking, adolescent relationship abuse, intimate partner violence, healthy relationships, local health resources, and students' rights to access sexual health and reproductive health care.

From its inception in 2003 through today, CHYA has always afforded parents the right to opt their child out of a portion, or all, of the instruction and required LEAs to notify parents and guardians of this right. Parents and guardians can exercise this right by informing the LEA in writing of their decision.

- 4) ***Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve.*** In May 2019, the SBE adopted the Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve (the Framework) to provide instructional guidance and support to California teachers, administrators, curriculum specialists, other educators, and school boards for implementation of the health education content standards. According

to the California Department of Education (CDE), the Framework was designed to “help students build strong and healthy relationships with their families, friends, and communities while strengthening their resiliency and personal decision-making skills for healthy living.” The Framework covers six content areas of health education: nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health.

The six content areas are woven throughout the grade spans and build upon each other to ensure students gain a holistic understanding of health.

Importantly, the 2019 Framework also provides standards-based guidance, resources, and instructional strategies that are consistent with CHYA.

- 5) **Dating abuse and violence prevention education within the Health Education Framework.** This bill requires the IQC, during its next revision of the Health Education Framework, to consider including specific content on dating abuse and digital violence, as specified. Dating abuse or violence, online abuse, and grooming are all topics that are featured within the Health Education Framework.
- a) In the transitional kindergarten (TK) to 3rd grade span, teachers begin familiarizing students with concepts like personal space and boundaries, “trusted adults” or safe people with whom they can share information when they feel uncomfortable, and how to communicate their comfort and discomfort.
 - b) In the 4th to 6th grade span, students build on their foundational understanding of personal space and boundaries and learn about the effects of peer pressure, healthy vs. unhealthy relationships, and red flags, which includes grooming, online recruitment, and other tactics that traffickers or unsafe individuals use to exploit their victims. They also examine concepts they have learned from mass media, such as television, movies, music, and video games, to determine whether those messages portray healthy or unhealthy relationships.
 - c) In the 7th to 8th grade span, students learn more about peer pressure within romantic relationships; consensual ways of demonstrating affection; the various forms of abuse including physical, sexual, technological, emotional, spiritual, and financial abuse; sexual harassment in the form of verbal, visual, and physical actions; and the relationship between dating violence, sexual assault, child sexual abuse, and sex trafficking or exploitation.
 - d) In the 9th to 12th grade span, students expand on their understanding of relationship violence by researching the prevalence of domestic violence and teen dating violence to learn more about its impact as well as resources for support for themselves or others. Students also delve deeper into their understandings of coercive control, cycles of abuse, and the dangers of technological abuse including cyberbullying, stalking, the

sharing of explicit photographs and/or video with others or posting online, possession or distribution of child pornography, demanding email or social media passwords, and taking photographs of someone without their knowledge.

- 6) ***The Curriculum Guidance Study and future of curriculum development and adoption.*** The 2025-26 budget, through AB 121 (Committee on Budget, Chapter 8, Statutes of 2025), included \$1 million for a Curriculum Guidance Study to evaluate the processes by which other states develop curriculum guidance, and to make recommendations about how to improve and streamline California's processes across all content areas. The report is required to include, among other topics:
- a) The roles and responsibilities of the CDE, the IQC, the SBE, the Legislature, LEAs, educators, parents and guardians, and the public; and
 - b) The processes and cycles for developing, revising, and adopting content standards, curriculum frameworks, and other instructional guidance, and how available instructional time in elementary and secondary schools is considered.

This report is to be completed by January 1, 2027.

7) ***Prior and related legislation.***

AB 1766 (Krell, 2026) would require the ICC, during its next revision of the health curriculum framework, to consider including specified content on human trafficking and sexual exploitation.

AB 2053 (Mathis, Chapter 695, Statutes of 2024) requires that instruction about adolescent relationship abuse and intimate partner violence include, within the CHYA, information about resources available to pupils related to adolescent relationship abuse and intimate partner violence, including the National Domestic Violence Hotline and local domestic violence hotlines.

AB 1071 (Hoover, Chapter 65, Statutes of 2023) requires the CDE to post on its website resources on teen dating violence prevention, local and national hotlines and services for youth experiencing teen dating violence, and other relevant sources for parents, guardians, and other caretakers of pupils.

AB 1861 (Rodriguez, Chapter 807, Statutes of 2018) requires that students receive instruction on how social media and mobile device applications are used in human trafficking, by adding it to the content included in comprehensive sexual health education.

SUPPORT

Alameda County Office of Education
 American College of Obstetricians & Gynecologists - District IX
 Association of California School Administrators

California Commission on the Status of Women and Girls
California Teachers Association
Los Angeles Unified School District
TechNet

OPPOSITION

Real Impact

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1809	Hearing Date:	June 10, 2026
Author:	Fong		
Version:	June 1, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: Public contracts: school and community college districts.

SUMMARY

This bill extends, until January 1, 2037, the authority for school districts and community college districts to use job order contracting (JOC) for public works projects. The bill also modifies JOC requirements by eliminating certain project planning and cost-comparison requirements, prohibiting use of JOC when a district determines it would increase project costs without sufficient documented justification, clarifying contract duration limits, and making related conforming changes.

BACKGROUND

Existing law:

- 1) Authorizes school districts to use JOC as an alternative public works contracting method until January 1, 2027.
- 2) Authorizes community college districts to use JOC until January 1, 2027.
- 3) Requires school districts and community college districts utilizing JOC to maintain project labor agreements (PLAs) that apply to JOC projects and other district public works above a locally established threshold.
- 4) Requires contractors performing JOC projects above specified thresholds to utilize a skilled and trained workforce unless the applicable PLA satisfies that requirement.
- 5) Requires school districts utilizing JOC to prepare an execution plan for modernization projects that may be eligible for JOC and to determine that selected projects will reduce total project costs through the use of JOC.
- 6) Requires school districts adopting JOC to prepare an independent estimate for each individual job order and compare that estimate to the contractor's proposed price before issuing the job order.
- 7) Authorizes continuing contracts for work, services, equipment, or apparatus for up to five years.

ANALYSIS

This bill:

- 1) Extends the sunset date for school district and community college district authority to utilize JOC from January 1, 2027, to January 1, 2037.
- 2) Extends until January 1, 2037, the requirement that districts utilizing JOC maintain a PLA that applies to JOC projects and other district public works above a locally established threshold.
- 3) Prohibits a school district from utilizing JOC if the district determines, based on criteria and methodology established by the district, that use of JOC would increase total project costs without sufficient documented justification.
- 4) Deletes the requirement that school districts prepare execution plans for modernization projects that may be eligible for JOC.
- 5) Deletes the requirement that school districts annually select modernization projects for JOC and determine that JOC will reduce total project costs for those projects.
- 6) Requires school districts utilizing JOC to prepare an independent estimate prior to receipt of the contractor's proposal, rather than prior to receipt of the contractor's offer.
- 7) Deletes the requirement that a school district compare its independent estimate to the contractor's proposed price before issuing a job order.
- 8) Provides that task order procurement contracts and job order contracts issued pursuant to specified provisions may not exceed five years in duration.
- 9) Clarifies that an individual task order or job order remains valid and enforceable even if the underlying task order procurement contract or job order contract expires after the task order or job order was validly issued.
- 10) Makes conforming and technical changes.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "AB 1809 extends the sunset for school districts and community college districts to use Job Order Contracting (JOC). JOC was initially authorized as a pilot for the Los Angeles Unified School District over 20 years ago and subsequently extended to all school districts and community college districts. JOC enables school and community college districts to secure contracts for maintenance or repair work for any of the districts' facilities based on specific tasks and agreed upon prices. When services are needed, repair can begin immediately without going out for bid for each project, which saves districts time and money, and enables districts to address potentially

hazardous conditions immediately. JOC has been reauthorized four times since 2003 and has shown to be effective.”

- 2) ***Job order contracting as an alternative procurement tool.*** JOC is one of several alternative project delivery methods available to school districts and community college districts. Unlike traditional design-bid-build contracting, JOC allows districts to competitively procure contractors in advance using predetermined unit prices and then issue individual job orders as maintenance, repair, or modernization needs arise. Proponents argue that the approach can reduce procurement timelines and allow districts to address routine facilities needs more quickly, particularly where projects are relatively small, repetitive, or time-sensitive. This bill would extend the existing authorization for JOC by an additional ten years, allowing policymakers to continue evaluating the effectiveness of the procurement method while avoiding the recurring need to revisit the authority through periodic sunset extensions.
- 3) ***Author amendments narrow the measure and retain a cost-control safeguard.*** As introduced, the bill would have made JOC authority permanent and removed existing statutory provisions requiring school districts to evaluate whether the use of JOC would reduce project costs. Concerns raised resulted in several significant amendments. Rather than permanently authorizing JOC, the bill now extends the authorization until January 1, 2037. In addition, the bill retains a safeguard intended to protect against unnecessary costs by prohibiting use of JOC when a district determines that the contracting method would increase total project costs without sufficient documented justification. These amendments narrow the bill and preserve legislative oversight of the program through a future sunset review while maintaining an expectation that districts consider project cost impacts when selecting a procurement method.
- 4) ***Shifting from prescriptive process requirements to local discretion.*** While retaining the prohibition against unjustified cost increases, the bill eliminates several procedural requirements currently applicable to school district JOC projects, including requirements related to modernization project execution plans, annual project selection processes, and certain cost-comparison procedures. The measure therefore reflects a policy judgment that districts with experience using JOC may not require the same level of statutory direction that accompanied earlier pilot and demonstration programs. The trade-off is that fewer statewide procedural requirements may provide districts with greater flexibility, but also place greater responsibility on local governing boards to ensure that JOC is being used appropriately and cost-effectively relative to other available procurement methods.
- 5) ***Clarifying contract duration and project completion.*** The bill also addresses an ambiguity in existing law regarding the relationship between master JOC agreements and the individual job orders issued under those agreements. By limiting master contracts to five years while expressly allowing validly issued job orders to remain enforceable after expiration of the master agreement, the bill provides greater certainty for districts and contractors managing multi-year facilities projects. These provisions appear intended to ensure that projects

already underway can be completed without disruption while maintaining consistency with existing limitations on the duration of public contracts.

SUPPORT

Los Angeles Unified School District (sponsor)
California Association of School Business Officials
California School Boards Association
Gordian Group

OPPOSITION

Western Electrical Contractors Association

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1928	Hearing Date:	June 10, 2026
Author:	Fong		
Version:	April 9, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Sex equity: sexual harassment complaints.

NOTE: This bill has been referred to the Committees on Education and *Judiciary*. A “do pass” motion should include referral to the Committee on *Judiciary*.

SUMMARY

This bill requires the governing board of each postsecondary institution, as defined, as a condition to receive state financial assistance, to permit each complainant or respondent of a sexual harassment complaint to have a support person, in addition to an advisor, accompany the parties of a sexual harassment complaint during the grievance procedures and during any stage of the process, whether adjudicated through federal or state law.

BACKGROUND

Existing federal law:

- 1) Establishes Title IX, providing that, in part, “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.” (United States Code (USC) Title 20, Chapter 38, § 1681 (colloquially known as Title IX))
- 2) Outlines the required response, pursuant to Title IX, of a postsecondary higher education institution when the institution is made aware of an alleged sexual harassment incident on campus, which include a requirement for a formal complaint, a grievance procedure for an investigation into whether the incident based on a standard of evidence occurred, a hearing by which advisors are provided an opportunity to cross-examine, and a method of appealing the outcome of the grievance process. (Code of Federal Regulations (CFR) Title 34, Subtitle B, Chapter 1, Part 106, Subpart D, § 106.45)
- 3) Defines sexual harassment as a form of sex discrimination and as conduct on the basis of sex that satisfies at least one of the following:
 - a) *Quid pro quo harassment*. An employee of the postsecondary education institution conditions aid, benefit, or services to a postsecondary education institution’s education program or activity on the individual’s participation in unwelcome sexual conduct.

- b) *Hostile environment harassment.* Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity.
- c) *Specific offenses.* Sexual assault, dating violence, domestic violence, and stalking, as defined in the USC. (CFR, Title 34, Subtitle B, Chapter 1, Part 106, Subpart A, § 106.2)

Existing state law:

- 1) Establishes the policy of the State of California that all persons, regardless of their sex, should enjoy freedom from discrimination of any kind in their postsecondary educational institution of the state. (Education Code (EC) § 66281.5)
- 2) Requires each postsecondary educational institution in the state to have a written policy on sexual harassment, including information on the complaint process, to be available on its website, and requires the written policy on sexual harassment to include information on where to obtain the specific rules and procedures for reporting charges of sexual harassment for pursuing available remedies, both on and off campus. (EC § 66281.5)
- 3) Requires the governing board or body of each postsecondary institution, as a condition of receiving state financial assistance, to comply with all of the following requirements as specified:
 - a) Disseminating a notice of nondiscrimination to specified individuals.
 - b) Designating at least one employee of the institution to coordinate its efforts to comply with and carry out the responsibilities of this section.
 - c) Adopting rules and procedures within the policies required by Title IX and state law for the prevention of sexual harassment.
 - d) Adopting and publishing on its website grievance procedures that provide for prompt and equitable resolution of sexual harassment complaints filed by a student against an employee or another student, as well as establishing grievance procedures that satisfy multiple requirements, as specified.
 - e) Publishing in a prominent place on its website—with accompanying text clearly associating them with the sexual harassment and sexual violence grievance processes—the name, title, and contact information of specified individuals.
 - f) Providing specified training to each employee engaged in the grievance procedures related to sex discrimination, including sexual violence, which would include: i) trauma-informed investigatory and hearing practices to help ensure an impartial and equitable process; ii) best practices for assessment of a sexual harassment of sexual violence complaint; iii) best

practices for questioning of the complainant, respondent, and witnesses; and iv) implicit bias and racial inequities, both broadly and in school disciplinary processes.

- g) Ensuring, if an institution has on-campus housing, that residential life student and nonstudent staff, or their equivalent, annually receive training on how to handle, in a trauma-informed manner, reports made to them of sexual harassment or sexual violence, and situations in which they are aware of sexual harassment or sexual violence, in student residential facilities.
 - h) Notifying employees of the obligation to report harassment to appropriate school officials.
 - i) Providing training to all employees on the identification of sexual harassment, including the person to whom it should be reported. (EC § 66281.8)
- 4) Defines “postsecondary institution” as a campus of the University of California, the California State University, or the California Community Colleges, a private postsecondary educational institution, or an independent institution of higher education that receives state financial assistance. (EC § 66281.8)
- 5) Defines “state financial assistance” as any funds or other form of financial aid appropriated or authorized pursuant to state law, or pursuant to federal law administered by any state agency, for the purpose of providing assistance to any educational institution for its own benefit or for the benefit of any pupils admitted to the educational institution. Requires that “state financial assistance” include, but not be limited to: a) grants of state property, or any interest therein, b) provision of the services of state personnel, and c) funds provided by contract, tax rebate, appropriation, allocation, or formula. (EC § 213)
- 6) Defines sexual harassment and sexual violence as the following:
- a) “Sexual harassment” as unwelcomed sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting in which specific conditions are met. “Sexual harassment” also includes sexual battery, sexual violence, and sexual exploitation.
 - b) “Sexual violence” as physical sexual acts perpetrated against a person without the affirmed consent of the person, and these acts include rape and sexual battery. (EC § 66262.5)
- 7) Requires, as a condition of receiving state funds for student financial assistance, a public postsecondary educational institution to provide an advisor to a student receiving a notification of an alleged violation of the institution’s student code of conduct, if requested by the student. (EC § 66283)

ANALYSIS

This bill:

- 1) Requires the governing board of each postsecondary institution, as defined, as a condition to receive state financial assistance, to permit each complainant or respondent of a sexual harassment complaint to have a support person, in addition to an advisor, accompany the parties of a sexual harassment complaint during the grievance procedures and during any stage of the process.
- 2) Updates the grievance procedures for a postsecondary institution, as a condition of receiving state financial assistance, such that each student party be afforded the opportunity have *both* a support person of their choice and an advisor of their choice accompany the student party during any stage of the process, including, but not limited to, reporting, investigation, hearing, sanctioning, or any informal resolution, as opposed to the student parties having *either* a support person or an advisor.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Resolving campus sexual violence complaints is a lengthy and emotional process that can create new trauma for those involved, especially as implementation of state protections has been uneven. Some institutions, like the University of California (UC) and Claremont Colleges, allow students to be accompanied by both an advisor and a separate support person throughout the grievance process. Others, including the California State University (CSU) system, Stanford University, and the University of Southern California, allow only a single advisor or a support person. Non-student parties are excluded from state protections altogether.

Advisors and support persons serve different functions. An advisor helps a student navigate complex procedural aspects of the process and often conducts cross-examinations at required hearings. A support person provides emotional support, which is important given that the process itself can be retraumatizing for survivors and emotional for those responding to allegations of misconduct. ... AB 1928 ensures that each party to a Title IX proceeding at a postsecondary institution can have both a support person and an advisor accompany them at all stages of the campus grievance process.”

- 2) ***Federal and state sexual harassment complaint resolution proceedings.*** To address concerns that advocates and higher education institutions had with the then-proposed 2020 Title IX regulations, state lawmakers proposed legislation that intended to make Title IX the floor for the protections afforded to students on campus. Specifically, SB 493 (Jackson, Chapter 303, Statutes of 2020) requires, by January 1, 2022, except as specified, that any postsecondary institution that receives state financial assistance, comply with various requirements pertaining to student sexual harassment protections and, provide students with procedural protections relating to claims of sexual harassment.

According to the author, SB 493 intended to “address deficiencies in state law as it concerns institutions of Higher Education, which is particularly important in light of the rampant epidemic of campus sexual assault. The bill delineates processes for schools to respond to allegations of sexual harassment and violence, including notice and posting requirements (to ensure students are aware of such processes and their rights) as well as transparent procedures for investigating complaints to ensure a fair and equitable process for all parties.”

SB 493 was signed by the Governor prior to the 2020 Title IX regulations becoming finalized, and it stipulated that if any of the provisions conflicted with federal law, that provision would be considered inoperable. Colleges and universities in the state have, in effect, interpreted the landscape of changes to federal Title IX regulations and state law relating to protecting students relating to claims of sexual harassment to mean that if a case falls under the jurisdiction of Title IX, it shall be processed in accordance with the 2020 Title IX regulations, and if a case does not fall under the jurisdiction of Title IX, it will be processed in accordance with SB 493.

According to the Assembly Higher Education Committee analysis on this bill that was heard on April 7, 2026, the primary differences between the 2020 Title IX regulations and Education Code Section 66281.8 are as follows:

State Requirements Pursuant to SB 493	Federal Requirements Pursuant to 2020 Title IX Regulations
Applies to sexual harassment incidents involving student complainants or filers of the complaint.	Applies to sexual harassment incidents involving student and employee complainants or filers of the complaint.
Defines sexual harassment having to be severe OR pervasive for the complaint to be processed by the institution.	Defines sexual harassment as being severe AND pervasive for the complaint to be processed by the institution.
Allows for the investigation of a claim of harassment if the event transpired outside a campus-sanctioned event if there is an impact on a student’s ability to access education.	Stipulates the incident must have occurred as part of an educational activity within the United States.
Does not require live hearings in all circumstances.	Does require live hearings for any complaint.
Requires cross-examinations during hearing to occur by the hearing officer.	Allows cross-examination during a hearing to occur and for the cross-examinations to be conducted by the advisor.

- 3) ***Differences between an advisor and a support person.*** This bill seeks to allow a complainant or respondent of a sexual harassment complaint to have both a support person and advisor accompany them during any stage of the process,

including the grievance procedures, as opposed to permitting *either* a support person or advisor. According to the author, “support persons and advisors serve different functions: an advisor helps a student navigate the procedural aspects of the grievance process and is responsible for conducting cross examination at required hearings, while a support person provides emotional support. Both roles are integral to the grievance process: an advisor can be useful given the quasi-judicial nature of sexual violence proceedings, while a support person is important given that the process itself can be retraumatizing for survivors and emotional for those responding to allegations of misconduct.”

4) ***Related and Prior Legislation.***

SB 493 (Jackson, Chapter 303, Statutes of 2020) requires postsecondary institutions to adopt rules and procedures for the prevention of sexual harassment, and adopt and post on their websites the grievance procedures to resolve complaints of sexual harassment.

SUPPORT

Equal Rights Advocates (co-sponsor)
The Survivors Pro Bono (co-sponsor)
California State University
University of California

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2466	Hearing Date:	June 10, 2026
Author:	Fong		
Version:	April 23, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: Strong Workforce Program: work-based learning opportunities: regional consortia.

SUMMARY

This bill expands the authorized uses of Strong Workforce Program (SWP) funds apportioned directly to regional consortia by allowing those funds to be used to provide direct support to students, employers, or both, for paid work-based learning opportunities intended to increase employability and employment. The bill also extends by one year the deadline for the California Community Colleges Chancellor's Office (CCCCO) to revise policies, regulations, and guidance related to paid work-based learning opportunities under the SWP.

BACKGROUND

Existing law:

- 1) Establishes the California Community Colleges (CCC), under the administration of the Board of Governors of the CCC, as one of the segments of public postsecondary education in California. (Education Code (EC) § 70900)
- 2) Establishes community college districts (CCD) and authorizes district governing boards to establish, maintain, operate, and govern community colleges and programs consistent with state law. (EC § 70902)
- 3) Establishes the SWP as a statewide career technical education (CTE) and workforce development initiative intended to expand the availability of high-quality, industry-valued CTE and workforce training programs. (EC § 88820 et seq.)
- 4) Requires SWP funding for community colleges to be apportioned partly to CCDs and partly to regional consortia to support regional workforce priorities and coordination. (EC § 88824)
- 5) Authorizes CCDs to use SWP funds apportioned directly to districts to provide direct support to students, employers, or both, for paid work-based learning opportunities intended to increase employability and employment, including apprenticeships, internships, externships, and student-run enterprises. (EC § 88827)

- 6) Requires the CCCCCO, no later than June 30, 2026, to revise policies, regulations, and guidance necessary to provide students, employers, or both, with paid work-based learning opportunities under the SWP. (EC § 88827)

ANALYSIS

This bill:

- 1) Extends from June 30, 2026, to June 30, 2027, the deadline by which the CCCCCO must revise policies, regulations, and guidance necessary to provide students, employers, or both, with paid work-based learning opportunities under the SWP.
- 2) Authorizes SWP funds apportioned directly to regional consortia, in addition to funds apportioned directly to CCDs, to be used to provide direct support to students, employers, or both, for paid work-based learning opportunities intended to increase employability and employment.
- 3) Specifies that allowable paid work-based learning opportunities include, but are not limited to, apprenticeships, internships, externships, and student-run enterprises.
- 4) Makes conforming changes to align regional consortia authority with existing authority already granted to CCDs regarding paid work-based learning expenditures.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Access to higher paying jobs is increasingly tied to practical experience and technical skills. Integrating paid work experience alongside academic coursework allows students to cultivate their skill set and work experience early on while also earning income to offset their education costs. AB 2466 gives the Strong Workforce Program greater flexibility to increase the number of paid work-based learning experiences available to students, increasing their job opportunities and employment earnings following their education.”
- 2) ***Expands regional flexibility within an existing workforce development structure.*** This bill builds upon legislation enacted last year that authorized CCDs to use SWP funds for direct paid work-based learning supports. This bill extends similar authority to the regional consortia that administer approximately 40% of community college SWP funding, thereby aligning the permissible uses of regional funds with those already available to individual districts.

The SWP was intentionally designed as a regional workforce development model, recognizing that labor markets and industry needs often extend beyond the boundaries of individual CCDs. Regional consortia are responsible for coordinating workforce priorities across multiple districts, employers, K-12 partners, workforce boards, and industry sectors. Allowing consortia to directly support paid work-based learning opportunities may provide regions with greater

flexibility to respond to employer demand and coordinate internships, apprenticeships, and other experiential learning opportunities at a larger scale.

- 3) ***Paid work-based learning may improve equity and student participation in CTE pathways.*** A longstanding challenge in work-based learning programs is that unpaid internships and similar opportunities can be financially inaccessible for many low-income students, particularly students balancing coursework with employment or family responsibilities. Paid work-based learning opportunities may help reduce those barriers while also strengthening connections between students and employers in high-demand sectors.

This issue may be particularly relevant within the community college system, where many students are older, financially independent, or working while attending school. In those circumstances, the availability of paid internships, apprenticeships, and other compensated work-based learning opportunities may meaningfully affect whether students are able to participate in career preparation experiences that are increasingly valued by employers.

- 4) ***Continued evolution of the SWP from program development toward direct student workforce participation.*** When initially established in 2016, the SWP largely focused on expanding regional CTE capacity, improving alignment with labor market needs, strengthening employer engagement, and supporting program development. Over time, the Legislature has increasingly authorized the use of SWP funds for more direct student supports, including certification fees, career readiness activities, and paid work-based learning opportunities.

This bill continues that broader policy trend by allowing regional consortia to directly fund student-facing workforce experiences, rather than limiting those expenditures to individual districts. The measure therefore raises broader questions regarding the future role of the SWP, including the extent to which the program should function primarily as a regional planning and coordination mechanism versus a direct workforce participation and student support program.

- 5) ***One-year extension appears intended to accommodate expanded implementation responsibilities.*** The bill extends by one year the deadline for the CCCCO to revise policies, regulations, and guidance related to paid work-based learning opportunities. Given that the prior legislation authorizing district-level expenditures for paid work-based learning was only enacted last year, and this bill further expands allowable uses to regional consortia, the additional implementation time appears intended to allow the CCCCO to update statewide guidance consistent with the broader authority contemplated by this bill.

SUPPORT

Cerritos College (co-sponsor)
 Los Angeles Community College District (co-sponsor)
 Association of California Goodwills
 Association of Regional Center Agencies
 California Chamber of Commerce
 California EDGE Coalition

Southwestern Community College District
Student Senate for California Community Colleges

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2121 **Hearing Date:** June 10, 2026
Author: Berman
Version: April 9, 2026
Urgency: Yes **Fiscal:** Yes
Consultant: Michelle Nguyen

Subject: Community colleges: current expense of education: exclusions.

SUMMARY

This bill, an urgency measure, authorizes a community college district (CCD) to exclude, as part of its current expense of education, any local unrestricted expenditures from a CCD's unrestricted general fund maintaining student support functions previously funded through federal discretionary grants that were terminated due to federal action on or after September 10, 2025, for a period of five fiscal years following the 2025-26 fiscal year or until federal funding is fully restored.

BACKGROUND

Existing law:

- 1) Establishes the California Community Colleges (CCCs), a postsecondary education system in this state, under the administration of the Board of Governors (BOG), and specifies that the CCC system consists of CCDs. (Education Code (EC) § 70900)
- 2) Defines "current expense of education" as the gross total expended for the purposes classified in the final budget of a district for the following:
 - a) Academic salaries other than academic salaries for student transportation, food services, and community services.
 - b) Classified salaries other than classified salaries for student transportation, food services, and community services.
 - c) Employee benefits other than employee benefits for student transportation personnel, food services personnel, and community services personnel.
 - d) Books, supplies, and equipment replacement other than for student transportation and food services.
 - e) Community services, contracted services, and other operating expenses other than for student transportation, food services, and community services. (EC § 84362)
- 3) States that "current expense of education" does not include:

- a) Expenditures classified as sites, buildings, books, media, and new equipment.
 - b) The amount expended from categorical aid received from the federal or state government which funds were granted for expenditures in a program not incurring any instructor salary expenditures or requiring disbursement of the funds without regard to the requirements of this section.
 - c) Expenditures for facility acquisition and construction.
 - d) The amount expended pursuant to any lease agreement for plant and equipment or the amount expended from funds received from the federal government pursuant to the "Economic Opportunity Act of 1964" or any extension of that act of Congress or the amount expended by a community college from state or federal funds received by the community college for grants to community college students or for the employment of community college students. (EC § 84362)
- 4) Requires that, during each fiscal year, a CCD expend 50% of the district's current expense of education for payment of salaries of classroom instructors. Also known colloquially as the Fifty Percent Law. (EC § 84362)
 - 5) Requires the BOG, for CCDs that have not expended at least 50% of their current expense of education, to designate an amount of apportionment equal to the deficiency in CCD expenditures and make those funds unavailable for expenditure by the CCD pending the determination to be made by the BOG on any application for exemption which may be submitted to the BOG. (EC § 84362)
 - 6) Requires, if no exemption is made or an exemption is denied, the BOG to order the designated amount or amount not exempted to be added to the amounts expended for salaries for classroom instructors during the next fiscal year. (EC § 84362)
 - 7) Permits the governing board of a CCD to apply to the BOG, in writing, not later than September 15 of the immediately succeeding fiscal year for exemption from the requirements of the Fifty Percent Law, in the event it appears to the governing board of a CCD that the application of the Fifty Percent Law during a fiscal year results in serious hardship to the CCD, or in the payment of salaries of classroom instructors in excess of the salaries of classroom instructors paid by other districts of comparable type and functioning under comparable conditions. (EC § 84362)
 - 8) Permits the BOG to grant an exemption for a CCD from the requirement for the fiscal year for which the application is made if a majority of all the members of the BOG finds, in writing, that the CCD will suffer serious hardship or will have to pay salaries of classroom instructors in excess of those paid by other CCDs of comparable type and functioning under comparable conditions, unless the CCD is granted an exemption. (EC § 84362)
 - 9) Requires the BOG, no later than the 10th calendar day of each year of the Legislature, to submit to the Legislature a written report on the operation, effect,

and the extent of compliance with this section by CCDs during the two most recently ended fiscal years. (EC § 84362)

ANALYSIS

This bill:

- 1) Authorizes a CCD, for a period of five fiscal years following the 2025-26 fiscal year or until federal funding is fully restored to every CCD, to exclude, as part of its current expense of education, any local unrestricted expenditures from a CCD's unrestricted general fund that maintain student support functions previously funded through federal discretionary grants that have been terminated, nonrenewed, or defunded due to federal action on or after September 10, 2025.
- 2) Requires CCDs that choose to exclude expenditures to annually certify eligibility to the California Community Colleges Chancellor's Office (CCCCO), consistent with existing law, and requires the CCCCCO to maintain documentation and include certifications the CCCCCO receives from CCDs in the annual report the CCCCCO submits on the current expense of education.
- 3) Prohibits excluded expenditures from exceeding the amount of federal discretionary grant funding awarded for use by a CCD to maintain student support functions before the termination, nonrenewal, or defunding of federal discretionary grants due to federal action on or after September 10, 2025.
- 4) Prohibits excluded expenditures from being considered in determining compliance with a CCD's current expense of education requirement, and prohibits the use of excluded expenditures as grounds to reduce instructional expenditures.
- 5) Requires that a CCD continues to have the obligation to do all of the following:
 - a) Maintain compliance with the requirement that not less than 50% of a CCD's current expense of education be expended for salaries of classroom instructors.
 - b) Maintain compliance with the Faculty Obligation Number and related requirements established by the BOG.
 - c) Not reduce the number of full-time faculty positions or otherwise diminish the overall quality of instruction.
 - d) Avoid the use of the exclusion to fund the creation or expansion of administrative positions, or to provide compensation increases to administrators or supervisors beyond adjustments otherwise authorized by existing contracts or salary schedules.
 - e) Continue to treat as a matter of negotiation any decisions affecting instructional assignments, faculty load, or course offerings.
- 6) Defines the following terms:

- a) “Discretionary grant” means a grant awarded on a competitive basis by the United States Department of Education to a CCD for the specific and limited purpose of funding student support functions, and does not include a financial award provided directly to an individual student on the basis of student eligibility.
 - b) “Student support functions” means any activities that were authorized to be funded by federal discretionary grants awarded to a CCD that has been terminated, nonrenewed, or defunded due to federal action on or after September 10, 2025. “Student support functions” include, but are not limited to: academic tutoring; individualized counseling; mentoring programs; providing information on the full range of federal student financial aid programs and benefits; developing articulation agreements designed to facilitate the transfer of students; and faculty development, curriculum development, and academic instruction support.
- 7) Requires that the provisions of this bill become inoperative on July 1, 2031, or on the first day of the fiscal year following the full restoration of the federal funding for every CCD, whichever occurs first, and requires that the provisions of this bill be repealed on January 1 of the year following the date that this section becomes inoperative.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “In September 2025, the Trump administration terminated \$350 million in Minority Serving Institution (MSI) grants, leaving colleges without funding for these vital student support programs. The administration’s proposed fiscal year 2026 budget seeks to eliminate MSI and TRIO programs entirely, threatening long-standing initiatives that provide counseling, tutoring, mentoring, and transfer guidance to more than 1.6 million California community college students. These cuts threaten services that help California’s most vulnerable students – low-income, first-generation, and students of color – complete their degrees.

AB 2121 responds to the Trump administration’s systematic dismantling of federal student success programs by removing barriers that prevent community colleges from backfilling this loss in federal funding. By temporarily excluding those backfill dollars from the Fifty Percent Law, community colleges can preserve federally-defunded student supports.”

- 2) ***Federal government actions for various discretionary grants.*** Actions taken by the federal government have created programmatic and fiscal uncertainty at the CCCs, including the sudden termination of certain discretionary federal grants in September 2025, including Hispanic Serving Institution (HSI) Grants, Minority Serving Institution (MSI) Grants, and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) Grants. The federal government also terminated some federal TRIO grants in September 2025 for specified higher education institutions, which are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds.

According to the CCCCO, these HSI, MSI, and AANAPISI grants were provided to select colleges and are projected to be a loss of \$61.4 million statewide over the next 5 years:

	(In millions)					
Program	2025-26	2026-27	2027-28	2028-29	2029-30	Total
HSI	\$26.4	\$13.4	\$7.5	\$4.7	-	\$52.0
MSI	\$1.6	\$1.2	\$0.4	\$0.0	\$0.5	\$3.8
AANAPISI	\$3.2	\$2.0	\$0.4	\$0.0	-	\$5.6
Total	\$31.2	\$16.6	\$8.3	\$4.7	\$0.5	\$61.4

- 3) **Differences between the current statutory exemption and the exclusions authorized by this bill.** Existing law requires CCDs that have not complied with the Fifty Percent Law to designate the amount equal to the deficiency in expenditures and have those amounts expended for salaries for classroom instructors during the next fiscal year. Current statute also permits CCDs to apply for an exemption if the application of the Fifty Percent Law results in a serious hardship for the CCD. This bill provides a process for temporarily *excluding* specified expenditures from the calculation of the Fifty Percent Law, rather than *exempting* them.

According to the author, “a qualifying district may exclude the expenditures and certify eligibility to the Chancellor’s Office annually, rather than an exemption [and] applying for after-the-fact discretionary relief. This provides upfront budget certainty districts need to commit resources during the budget planning cycle.”

- 4) **Urgency measure.** The author indicates that this bill is an urgency measure because the federal funding disruptions are already underway and CCDs are in need of immediate relief from the sudden termination of federal grant funds. A similar provision was included in the 2020 Budget Act to provide CCDs with flexibility in the wake of the COVID-19 pandemic, and this provision excluded, on a one-time basis, pandemic-related expenditures that wouldn’t be considered normal expenditures from the calculation of the Fifty Percent Law, specifically for fiscal year 2020-21. However, statutory changes to the Fifty Percent Law itself have not been enacted since 1995.

- 5) **Related and Prior Legislation.**

SB 116 (Committee on Budget and Fiscal Review, Chapter 25, Statutes of 2020) requires, from July 1, 2020 to July 1, 2021, a CCD from excluding from its computation of the Fifty Percent Law any expenditures incurred by that district during a state or local declared emergency related to the COVID-19 pandemic that are not otherwise normal expenditures that would have been incurred by the CCD.

SUPPORT

West Valley-Mission Community College District (sponsor)
 Antelope Valley Community College District
 Associated Students of West Valley College

Association of California Community College Administrators
Community College League of California
Foothill-De Anza Community College District
Kern Community College District
Lake Tahoe Community College District
Los Rios Community College District
San Bernardino Community College District
Southwestern Community College District
State Center Community College District
University of California Student Association
Victor Valley Community College District

OPPOSITION

Faculty Association of California Community Colleges

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2191 **Hearing Date:** June 10, 2026
Author: Quirk-Silva
Version: March 26, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: High school graduation requirements: alternate pathways for individuals with exceptional needs: statewide resources.

SUMMARY

This bill requires the California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE), subject to an appropriation, to establish a statewide resource within California's system of support focused on helping local educational agencies (LEAs) develop alternate pathways to a high school diploma for students with exceptional needs.

BACKGROUND

Existing law:

- 1) Establishes the CCEE to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals identified in their local control and accountability plans (LCAPs). (Education Code (EC) § 52074)
- 2) Establishes California's statewide system of support to provide assistance and capacity building to LEAs for purposes of improving student outcomes. (EC §§ 52059.5, 52059.6, 52073)
- 3) Requires LEAs to exempt certain pupils with exceptional needs from local coursework and graduation requirements that are in addition to statewide graduation requirements if the pupil meets specified criteria. (EC § 51225.31)
- 4) Requires LEAs to award a high school diploma to a qualifying pupil with exceptional needs who satisfies statewide coursework and other applicable requirements. (EC § 51225.31)
- 5) Authorizes pupils with disabilities to earn a diploma through alternate pathways and individualized course of study determinations established through the individualized education program (IEP) process, consistent with state and federal law. (20 U.S.C. § 1414; EC §§ 56000 et seq.)

ANALYSIS

This bill:

- 1) Requires, subject to an appropriation, CDE and the CCEE to establish a statewide resource focused on alternate pathways to a diploma for pupils with exceptional needs.
- 2) Requires the statewide resource to be established on or before July 1, 2027.
- 3) Specifies that the statewide resource is to support capacity building within California's statewide system of support.
- 4) Requires the statewide resource to provide training and technical assistance related to alternate diploma pathways for pupils with exceptional needs.
- 5) Contemplates that the support provided would assist LEAs in implementing and understanding diploma options and pathways available to students with disabilities.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "A high school diploma opens a world of opportunities for California youth. Every young person deserves a pathway to earn a high school diploma regardless of their conditions. For far too long students with disabilities have been denied high school diplomas and relegated to certificates of completion. These certificates are not widely recognized by institutions of higher education and employers, further limiting the chance that these students will have at independence and academic growth. AB 2191 establishes upon appropriation, a statewide resource focused on eliminating the unnecessary barriers that stand between our neurodivergent students and the access, equity, and opportunity they deserve in earning a high school diploma. Making sure that a special education resource lead project is providing technical assistance, peer support, and resources to help school districts implement the important policy of alternative pathways."
- 2) ***Increasing attention on diploma pathways for students with disabilities.*** In recent years, policymakers, advocates, and LEAs have increasingly focused on how California's graduation requirements and diploma pathways interact with the educational experiences of students with disabilities. While existing law provides certain protections and flexibilities for qualifying students with exceptional needs, implementation across LEAs can vary significantly. Questions regarding available diploma pathways, course access, transition planning, and alignment with IEPs can create confusion for families and educators alike. This bill appears intended to address those inconsistencies through statewide technical assistance and capacity building rather than through direct changes to graduation requirements themselves.
- 3) ***Use of the statewide system of support as an implementation mechanism.*** Rather than establishing a new standalone program or mandate on LEAs, this bill

relies on California's existing statewide system of support infrastructure and the expertise of the CCEE to disseminate best practices and provide technical assistance. The Legislature has increasingly utilized the statewide system of support to address implementation challenges in specialized policy areas where statewide consistency may be beneficial, while still preserving local flexibility. Committee staff notes that the bill does not prescribe a specific diploma pathway model or impose new graduation requirements, but instead focuses on developing statewide expertise and guidance capacity.

- 4) **Potential overlap with existing special education technical assistance structures.** California already operates multiple technical assistance and support entities related to special education, including Special Education Local Plan Areas (SELPA), the Supporting Inclusive Practices initiative, statewide technical assistance centers, and other state-supported special education resources. The Committee may wish to consider how the statewide resource envisioned by this bill would coordinate with or differ from those existing structures in order to avoid fragmentation or duplication of efforts. To the extent the bill moves forward, clarity regarding roles, responsibilities, and intended deliverables may assist with implementation.
- 5) **Bill contingent upon an appropriation.** The bill's requirements are expressly contingent upon an appropriation. As a result, implementation would depend upon the availability of future funding in the annual Budget Act or another legislative appropriation measure. The bill does not currently specify staffing levels, program structure, or anticipated statewide implementation costs.

SUPPORT

California Alliance of Child and Family Services
California Teachers Association
Coalition for Adequate Funding for Special Education
Los Angeles County Office of Education
San Francisco Unified School District
The Arc and United Cerebral Palsy California Collaboration

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2203 **Hearing Date:** June 10, 2026
Author: Tangipa
Version: February 19, 2026
Urgency: No **Fiscal:** Yes
Consultant: Olgalilia Ramirez

Subject: Public postsecondary education: priority registration: veterans and dependents of veterans: federal GI Bill.

NOTE: This bill has been referred to the Committees on Education and *Military and Veterans Affairs*. A “do pass” motion should include referral to the Committee on *Military and Veterans Affairs*.

SUMMARY

This bill requires, commencing with the 2028-29 academic year, each campus of the California State University (CSU) and California Community Colleges (CCCs), and requests each campus of the University of California (UC) that administers a priority enrollment system, to grant priority to recipients of federal GI Bill benefits and recipients of the specified state fee waiver for military-connected students.

BACKGROUND

Existing law:

- 1) Prohibits UC, CSU, and CCC from charging mandatory systemwide tuition or fees to specified students who apply for a California Department of Veterans Affairs fee waiver, as specified, including:
 - a) A child of any veteran of the United States military who has a service-connected disability, has been killed in service, or has died of a service-connected disability, as specified;
 - b) A dependent, or a surviving spouse who has not remarried, of any member of the California National Guard who, in the line of duty, and while in the active service of the state, was killed, died of a disability resulting from an event that occurred while in the active service of the state, or is permanently disabled as a result of an event that occurred while in the active service of the state; as specified;
 - c) An undergraduate student who is a recipient of a Medal of Honor, commonly known as a Congressional Medal of Honor, or an undergraduate student who is a child of a recipient of a Medal of Honor and who is no more than 27 years old, as specified; and,

- d) Specifies that it shall determine the eligibility of any applicant for a fee waiver. (Education Code (EC) § 66025.3, et seq.)
- 2) Requires the CSU and requests the UC to grant priority registration for enrollment to students employed as first responders, as defined. (EC § 66025.82)
- 3) Establishes the California Military Department GI Bill Award Program for persons who are active members of the California National Guard, the State Guard, or the Naval Militia to use toward obtaining a certificate, degree, or diploma. In order to qualify for an award, current law requires that the member agree to serve at least two years upon completion of the last academic period that the person uses educational assistance under the program and is required to complete their course of study within 10 years of initial acceptance into the program. Existing law also establishes the eligibility criteria for an award and specifies the qualifying institutions for which the award may be used. (EC § 69999.16)
- 4) Establishes various educational benefits for dependents of veterans who were killed during military service or are totally disabled, as specified; defines “dependent of a veteran” to include the spouse of a totally disabled veteran; and prohibits a dependent of a veteran from receiving these educational benefits during the time the dependent is entitled to receive specified federal educational benefits or duplicative assistance from any other government source. (Military and Veterans Code (MVC) § 890, et seq.)
- 5) Provides, under federal law, that veterans and certain dependents are eligible for education benefits under the Post-9/11 GI Bill. The Harry W. Colmery Veterans Education Assistance Act of 2017 (Forever GI Bill) eliminated the 15-year time limitation for veterans discharged from active duty on or after January 1, 2013, allowing eligible individuals to use Post-9/11 GI Bill benefits without a time limit. (Public Law 115-48, 38 United States Code (U.S. Code) § 3321, et seq.)
- 6) Provides, under federal law, educational benefits for the spouse and children or both currently serving members of the Armed Forces of the United States and veterans, in such instances where the service member or veteran is permanently and totally disabled due to a service-connected disability, or died while on active duty or as a result of a service-connected disability. (38 U.S. Code § 3500, et seq.)
- 7) Requires the CSU and each community college district (CCD), and requests the UC, to grant priority registration for enrollment to a member or former member of the Armed Forces of the United States who is a resident of California and who has received an honorable discharge, a general discharge, or an other than honorable discharge, and to any member or former member of the State Guard, as specified, for any academic term attended at one of these institutions for 4 academic years after leaving state or federal active duty for use within 15 years of leaving state or federal active duty. (EC § 66025.8)

- 8) Authorizes the CSU and each CCD, and requests the UC to offer priority registration to foster youth, former foster youth, homeless youth, or formerly homeless youth, as defined. (EC § 66025.9)
- 9) Requires each CCD to offer priority registration to students eligible for disabled student programs and services, students eligible for extended opportunity programs and services, students receiving CalWORKs, and students who receive Tribal Temporary Assistance for Needy Families (TANF) as defined. (EC § 66025.91 and 66025.92)
- 10) Requires, beginning no later than July 1, 2023, each campus of the CSU, and each campus within a CCD, and requests each campus of the UC to offer priority registration to student parents. (EC § 66025.81 (a)(1))

ANALYSIS

- 1) This bill requires, commencing with the 2028-29 academic year, each campus of the CSU and CCCs, and requests each campus of the UC that administers a priority enrollment system to grant priority for registration for enrollment to both of the following:
 - a) A student who is a recipient of the CalVet College Fee Waiver Program, including specified dependents of disabled or deceased veterans, eligible family members of California National Guard members killed or disabled in the line of duty, and Medal of Honor recipients and their children.
 - b) A student who is using any federal GI benefits.

STAFF COMMENTS

- 1) **Need for the bill.** According to the bill author, “California has a long tradition of supporting the men and women who serve our country, as well as their families. Many veterans and their dependents rely on programs such as the CalVet College Fee Waiver and the federal GI Bill to access higher education. However, when students cannot enroll in required courses due to limited class availability, they may face unnecessary delays that prevent them from graduating on time. AB 2203 ensures that students using these earned educational benefits receive priority registration so they can enroll in the courses they need, complete their degrees efficiently, and fully utilize the benefits made available through their service.”
- 2) **Who is eligible?** Under existing law, students who are dependents of disabled or deceased veterans, dependents or surviving spouses of certain California National Guard members killed or disabled in the line of duty, and Medal of Honor recipients and their children qualify for a waiver of the mandatory tuition fee known as the CalVet College Fee waiver. Additionally, federal law provides education benefits through the Post-9/11 GI Bill to eligible veterans, active duty service members, and, in some cases, family members. The Forever GI Bill expanded these benefits by eliminating the 15 year time limit for using Post-9/11 GI Bill educational assistance for veterans discharged on or after January 1,

2013. This bill makes recipients of the CalVet College Fee Waiver program and recipients of any GI benefit program eligible for priority enrollment at CSU and CCCs, and requests UC to do the same.

- 3) **Priority registration for enrollment.** Priority enrollment decisions are made at the campus level at each segment. The process allows specific students access to classes ahead of the general student population. For example, continuing students are generally allowed to enroll in courses before new students enroll. As such, students who have priority registration status have an advantage over other students.

In addition to priority registration granted by the campuses, existing law requires the CSU and/or CCCs, and requests the UC to grant priority enrollment to the following students:

- a) CSU California Promise students (CSU).
- b) Current and former foster youth (CCCs, CSU, and UC).
- c) Homeless youth (CCCs, CSU and UC).
- d) Any member or former member of the Armed Forces of the United States, and who is a resident of California, who has received an honorable discharge, a general discharge, or an other than honorable discharge, and to any member or former member of the State Military Reserve, for any academic term attended at one of these institutions for four academic years after he or she has left state or federal active duty, which he or she shall use within 15 years of leaving state or federal active duty (CCCs, CSU, and UC).
- e) Any student who is a CalWORKs or Tribal TANF recipient (CCCs).
- f) Students in the Community College Extended Opportunity Programs and Services program, and disabled students who are determined to be eligible for disabled student programs and services (CCCs).
- g) Students employed as first responders (CSU and UC).

This bill adds to this list of groups for which priority registration must be granted. The Committee may wish to consider at what point priority becomes overprescribed.

The author argues that recipients of federal GI benefits have 36 months worth of financial support. Due to these short times lines, students can easily be derailed if they are unable to secure the necessary courses to complete their degree on time.

- 4) **Fiscal impact.** According to the Assembly Appropriations Committee analysis, this bill would have the following fiscal impact:

- One-time Proposition 98 General Fund costs of approximately \$140,000 for the CCCs, collectively statewide, to implement a new category of priority registration. According to the CCC Chancellor's Office, there are approximately 5,000 veteran students who would meet eligibility criteria for priority enrollment under this bill.
- Minor and absorbable costs to the campuses of the UC and the campuses of the CSU. Both segments report a significant reduction in potential cost exposure to their systems due to the delayed implementation of the bill's requirements for the 2028-29 academic year.
- The UC Office of the President notes the bill would add about 6,500 eligible students to the existing priority registration student population at the UC, currently comprised of students with special needs, student parents, and foster youth.

5) **Related legislation.**

SB 892 (Grove, 2026), commencing July 1, 2027, removes limitations on the duration and timing for which the CSU and CCDs are required, and the UC is requested to grant priority registration for enrollment to a student who is a current or former member of the Armed Forces of the United States. SB 892 was heard by this Committee on March 18, 2026, and was unanimously approved. SB 892 has been referred to the Assembly Committees on Higher Education and Military and Veterans Affairs.

SUPPORT

California State University, Office of the Chancellor
County of Kern
County of Placer
Fresno County Veterans Service Officer
WestCare California, Inc.

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2503 **Hearing Date:** June 10, 2026
Author: Wallis
Version: April 13, 2026
Urgency: No **Fiscal:** No
Consultant: Michelle Nguyen

Subject: California Interscholastic Federation: pupil health: heat illness: guidelines.

SUMMARY

This bill requires, by July 1, 2027, and annually thereafter, the California Interscholastic Federation (CIF) to review and update, as necessary, the guidelines, procedures, and safety standards for the prevention and management of exertional heat illness, with special consideration for regions of the state with higher average temperatures.

BACKGROUND

Existing law:

- 1) Requires the CIF, in consultation with the California Department of Education (CDE), to develop, by July 1, 2024, guidelines, procedures, and safety standards for the prevention and management of exertional heat illness. (Education Code (EC) § 35179.8)
- 2) Requires the guidelines identify the environmental conditions at which a school shall limit and prohibit practice and play. (EC § 35179.8)
- 3) Requires the guidelines include information regarding the accurate measurement of environmental heat stress at the site of the athletic activity, including the use of Wet Bulb Globe Thermometer (WBGT) to determine ambient temperature, relative humidity, wind speed, and solar radiation from the sun, including sun angle and cloud cover. (EC § 35179.8)
- 4) Requires the guidelines identify the environmental conditions at which a school shall have a method to institute whole-body cooling to treat a student athlete with exertional heat illness, especially heat stroke, that is easily accessible at all practice and contest venues. (EC § 35179.8)
- 5) Requires, if a school district or charter school elects to offer any interscholastic athletic program, the governing board of a school district or the governing body of a charter school to ensure that there is a written emergency action plan in place that describes the location of emergency medical equipment and procedures to be followed in the event of a sudden cardiac arrest and other medical emergencies, including concussion and heat illness, related to the athletic program's activities or events. (EC § 35179.4)

- 6) States it is the intent of the Legislature that the California High School Coaching Education and Training Program emphasize a training component that includes certification in cardiopulmonary resuscitation, use of an automated external defibrillator, and first aid that includes, but is not limited to, training in recognizing the signs and symptoms of, and responding to, concussions, heat illness, and cardiac arrest. Defines “heat illness” as including heat cramps, heat syncope, heat exhaustion, and exertional heat stroke. (EC § 35179.1)

ANALYSIS

This bill:

- 1) Requires, by July 1, 2027, and annually thereafter, the CIF to review and update, as necessary, the guidelines, procedures, and safety standards for the prevention and management of exertional heat illness, with special consideration for regions of the state with higher average temperatures.
- 2) Makes findings and declarations related to balancing temperature thresholds for outdoor practices and contests against the disruption and logistical challenges caused by late evening practices.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “In 2024, youth sports in America lost an estimated one week of practice or competition due to extreme heat, wildfires, flooding, smoke, or harsh winters. California had the most missed days of any state. ... Existing law requires the CIF, in consultation with the State Department of Education, to develop guidelines, procedures, and safety standards for the prevention and management of exertional heat illness. ... For students in Region Category 3, California’s deserts and valleys, the current Wet Bulb Globe Temperature (WBGT) threshold of 92.1, set by the California Interscholastic Federation (CIF), is overly restrictive.

Coaches, athletic directors, administrators, and parents throughout my district have expressed strong support for an initiative to update the CIF Wet Bulb Globe Temperature guidelines. High School sports practices have been forced late into the evening or early morning to meet compliance. Long days have disrupted family routines, created logistical and transportation issues, led to burn out and fatigue, and negatively impacted student-athlete academic and athletic performance. Living in California’s desert communities presents a unique kind of acclimatization. A one size fits all threshold does not work for my communities. By requiring CIF to annually review and update, if deemed necessary, the heat thresholds for youth sports, we will solve a significant problem for many high schools in my district.”

- 2) ***CIF’s structure and role in interscholastic athletics.*** The CIF, founded in 1914, is a voluntary organization consisting of over 1,600 public, public charter, and private high schools and over 750,000 student-athletes, for the purpose of governing education-based athletics in grades 9 through 12. Almost all public and private high schools in California are CIF members. The CIF is organized under

CDE, and CDE has allowed the CIF to regulate interscholastic athletics and be the rulemaking body for these programs.

The CIF consists of ten regional sections, each of which is divided into several local leagues, for purposes of developing sports, scheduling athletic contests, and assigning referees. Each league elects a representative to their respective CIF section’s governing body, which is called a Board of Managers or Council. Each CIF section’s governing body elects officers, establishes section policies, develops section playoff sports and schedules, and CIF members adhere to these rules and regulations adopted by their section.

- 3) **Training on heat illness for coaches.** Currently, CIF offers training programs to high school coaches who earn a certificate upon course completion that is transferable between school districts. These training programs are part of the California High School Coaching Education and Training Program and currently include instruction on CPR and first aid, concussions, sudden cardiac arrest, and heat illness. According to CIF’s website, coaches who are part of CIF member schools must complete these training courses every two years.
- 4) **WBGT as a measure of heat stress.** According to the National Weather Service, the WBGT “is a measure of the heat stress in direct sunlight, which takes into account: temperature, humidity, wind speed, sun angle, and cloud cover (solar radiation). This differs from the heat index, which takes into consideration temperature and humidity and is calculated for shady areas.” The WBGT is seen as particularly valuable in environments where people are physically active, such as sports, because it provides a better assessment of the risk of heat-related conditions during physical exertion.

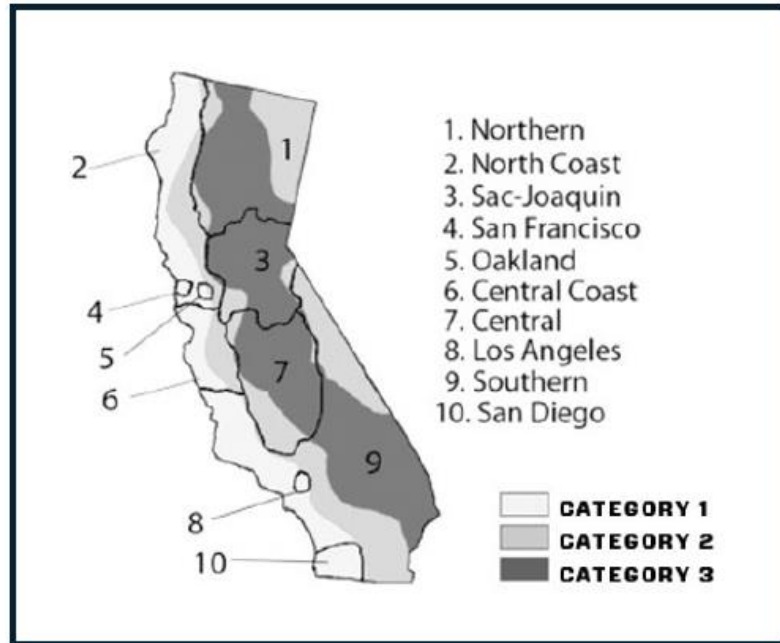
The Nicholas Institute for Energy, Environment, and Sustainability at Duke University provides the following example of how WBGT readings can vary depending on multiple environmental inputs. In this example, higher humidity and slower wind leads to a higher WBGT reading despite a lower temperature:

	Temperature	Humidity	Wind	WBGT
Day 1	95°	25%	4 mph	85.3°
Day 2	85°	50%	2 mph	88.1°

- 5) **Follow-up on 2023 legislation addressing heat-related deaths for student athletes.** In response to concerns about heat illness as a leading cause of death for student athletes, AB 1653 (Sanchez, Chapter 589, Statutes of 2023) required the CIF, in consultation with CDE, develop guidelines, procedures, and safety standards, by July 1, 2024, for the prevention and management of exertional heat illness. The legislation required the guidelines to include information about the accurate measurement of environmental heat stress at the site of athletic activity, which included the use of WBGT.

The guidelines developed by CIF pursuant to AB 1653 divides the state into three geographic areas, with coastal areas in Region Category 1, slightly inland areas in Region Category 2, and hotter and drier inland areas in Region Category 3. (See the graphic below from 2024 CIF report that shows the three Region Categories.)

The report indicates that practices and games must be canceled, or delayed, when WGBT readings exceed the following: 86.2 degrees for Region Category 1; 89.9 degrees for Region Category 2; and 92 degrees for Region Category 3. It's important to note that a WGBT reading is usually lower than from outside air temperature. CIF also provides outdoor activity guidelines on rest breaks, outdoor practice time, and the protective equipment that should be shed depending on the WGBT reading for a given region.



Given the author's concerns about the CIF guidelines being overly restrictive or leading to unintended consequences, this bill requires CIF to annually review, and update as necessary, the guidelines, procedures, and safety standards for the prevention and management of exertional heat illness for the three regions outlined in the 2024 guidelines.

6) ***Related and Prior Legislation.***

SB 1248 (Hurtado, Chapter 463, Statutes of 2024) requires CDE to compile and post on its website standardized guidelines that would trigger modifications to student physical activities during extreme weather conditions.

AB 1653 (Sanchez, Chapter 589, Statutes of 2023) requires the CIF, in consultation with the CDE, to develop guidelines, procedures, and safety standards for monitoring the safety of practice and play when WBGT readings reach specified levels, no later than July 1, 2024. This bill also requires the governing board of the school district or the governing body of the charter school to ensure that there is a written emergency action plan in place that describes the location and procedures to be followed in the event of heat illness related to the athletic program's activities or events.

AB 245 (McKinnor, Chapter 422, Statutes of 2023) adds to the California High School Coaching Education and Training Program, by July 1, 2024, a training

component in recognizing and responding to the signs and symptoms of concussions, heat illness, and cardiac arrest.

SUPPORT

Small School Districts Association

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2652	Hearing Date:	June 10, 2026
Author:	Sharp-Collins		
Version:	April 13, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: Teacher credentialing: world languages: subject matter examinations: language proficiency assessments.

SUMMARY

This bill expands pathways for candidates seeking a teaching credential in World Languages or a bilingual authorization to demonstrate language proficiency in languages for which the Commission on Teacher Credentialing (CTC) does not administer a subject matter examination. Specifically, the bill authorizes candidates to satisfy applicable language examination requirements through successful completion of a comparable postsecondary language proficiency assessment.

BACKGROUND

Existing law:

- 1) Establishes the CTC and requires the Commission to establish standards for the issuance and renewal of credentials, certificates, and permits.
- 2) Requires the CTC to issue single subject teaching credentials only in specified subjects, including World Languages.
- 3) Requires candidates for teaching credentials to demonstrate subject matter competence.
- 4) Requires the CTC to adopt examinations and assessments to verify the subject matter knowledge and competence of candidates for single subject teaching credentials.
- 5) Requires the CTC to develop standards for bilingual-cross-cultural authorizations for credential holders serving English learners.
- 6) Requires candidates for bilingual authorizations to demonstrate competence in the oral and written skills of a language other than English through examinations, approved programs, or a combination of coursework and examinations.

ANALYSIS

This bill:

- 1) Authorizes candidates for a Single Subject credential in World Languages to satisfy applicable subject matter examination requirements through successful completion of a comparable postsecondary language proficiency assessment when the CTC does not administer an examination in that language.
- 2) Authorizes candidates for a bilingual authorization to satisfy applicable language proficiency requirements through successful completion of a comparable postsecondary language proficiency assessment when the CTC does not administer an examination in that language.
- 3) Expands the range of assessments that may be used to demonstrate proficiency in less commonly taught languages, including assessments maintained by the American Council on the Teaching of Foreign Languages.
- 4) Applies only in circumstances where the CTC does not currently administer a subject matter examination in the applicable world language.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California is one of the most diverse places in the world. However, our world language courses offered to students do not reflect the reality of our state. Currently, California only offers testing for a select group of languages. This is creating a shortage in credentialing opportunities that disproportionately impacts multilingual communities where dual immersion programs are essential for English learners and heritage language speakers.

“AB 2652 allows teachers to take language credentialing exams that California does not offer that have been approved by the American Council on the Teaching of Foreign Languages (ACTFL). This bill ensures that public investments in bilingual education translate into classrooms staffed by qualified teachers. And it opens opportunities for more students to advance studies in their native tongue or begin learning a new language.”

- 2) ***Expanding credentialing pathways for less commonly taught languages.*** Under current law, candidates seeking a World Languages credential or bilingual authorization generally must demonstrate language proficiency through pathways tied to CTC-approved examinations, approved subject matter programs, or university coursework. While these pathways are workable for more commonly taught languages, they may be significantly more difficult for candidates seeking authorization in languages for which California does not administer a subject matter examination and for which few postsecondary programs exist.

As a practical matter, this can create a circular challenge: institutions may be reluctant to establish preparation programs in languages without existing state assessments, while prospective teachers may be unable to pursue authorization absent such programs or examinations. This bill attempts to address that gap by permitting candidates to demonstrate proficiency through comparable postsecondary language proficiency assessments when the Commission does not administer an examination in the relevant language.

- 3) ***Alignment with broader state efforts to promote multilingualism and biliteracy.*** Over the past decade, California has adopted a number of policies intended to expand multilingual education and recognize bilingualism as an educational asset rather than a deficit. These efforts include voter approval of Proposition 58, establishment and expansion of the State Seal of Biliteracy, adoption of the California English Learner Roadmap, and multiple state investments intended to expand dual language immersion programs and the bilingual teacher workforce.

At the same time, the state continues to face staffing challenges in bilingual and multilingual education settings. While California currently administers subject matter examinations in a relatively limited number of languages, many California students speak home languages for which no corresponding examination currently exists. To the extent this bill expands pathways for qualified multilingual candidates to obtain credentials or authorizations in those languages, it may support broader state goals related to biliteracy, multilingualism, and culturally responsive instruction.

- 4) ***Policy considerations regarding assessment comparability and rigor.*** This bill would allow candidates to satisfy state language proficiency requirements through “comparable postsecondary language proficiency assessments” when no CTC-administered examination exists. This raises implementation questions regarding how the CTC would determine whether an assessment is sufficiently rigorous, aligned to California credentialing expectations, and comparable across providers and languages.

The bill appears intended to address these concerns in part by referencing assessments maintained by the American Council on the Teaching of Foreign Languages, which are already widely used nationally and are utilized in other California educational contexts, including portions of the State Seal of Biliteracy framework. Nevertheless, the Committee may wish to consider the degree of flexibility that should be afforded regarding acceptable assessments and whether additional statutory guidance regarding equivalency standards would be appropriate.

SUPPORT

Alameda County Office of Education
Los Angeles County Office of Education

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2766	Hearing Date:	June 10, 2026
Author:	Ahrens		
Version:	May 28, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Public postsecondary education: student housing: foster youth and homeless youth.

NOTE: This bill has been referred to the Committees on Education and *Human Services*. A “do pass” motion should include referral to the Committee on *Human Services*.

SUMMARY

This bill requires, instead of requests, housing priority at a California Community College (CCC) be granted to foster and homeless youth, and requires a CCC, California State University (CSU), and request the University of California (UC) to waive or defer housing costs for foster and homeless youth until they have received their financial aid disbursement. It further expands priority registration for enrollment to foster youth to include those enrolled in the NextUp program at a CCC.

BACKGROUND

Existing law:

- 1) Defines, under federal law, “homeless children and youth” as children and youth who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; staying in motels, trailer parks, or camp grounds due to the lack of an adequate alternative; staying in shelters or transitional housing; or sleeping in cars, parks, abandoned buildings, substandard housing, or similar settings. (42 United States Code § 11434a(2))

State law:

- 2) Establishes the CSU, under the administration of the Trustees of the CSU, the UC, under the administration of the Regents of the UC, the CCC, under the administration of the Board of Governors of the CCC, and independent institutions of higher education, as defined, as four segments of postsecondary education in the State. (Education Code (EC) § 66010.4 et seq.)
- 3) Establishes priority enrollment for foster youth and homeless youth at CSU, CCC, and UC campuses, currently limited to youth younger than 25 years of age at the commencement of the academic year. (EC § 66025.9)

- 4) Requests CCC campuses to give priority housing to foster and homeless youth and provide year-round housing at no extra cost during breaks. (EC § 76010)
- 5) Requires CSU campuses to give priority housing to foster and homeless youth. (EC § 90001.5)
- 6) Requires UC campuses to give priority housing to foster and homeless youth, subject to the UC Regents issuing a resolution of approval. (EC § 92660)
- 7) Establishes the NextUp program for foster youth services in CCCs. (EC § 79220 et seq.)

ANALYSIS

This bill:

Priority enrollment

- 1) Expands the definition of current and former foster youth to include CCC students who are enrolled in the NextUp program at a CCC for purposes of determining and granting priority registration for enrollment.

Priority for housing, fee deferral, and waivers at CCCs

- 2) Requires each CCC campus that maintains student housing facilities to do all of the following:
 - a) Grant priority for housing to current and former homeless youth and current and former foster youth.
 - b) For CCCs that maintain student housing facilities open for occupation during school breaks, or on a year round basis grant first priority to current and former homeless youth and current and former foster youth at no extra cost.
 - c) Include in its student housing application, questions designed to identify students who may be eligible for priority housing, as prescribed.
 - d) Defer or waive, notwithstanding any other law, the collection of any housing-related costs required for initial occupancy for an eligible student until the student receives their disbursement of financial aid for the applicable academic term.
 - e) Require as a condition of eligibility for the deferral or waiver that the student submit a Free Application for Federal Student Aid (FAFSA) or the California DREAM Act application, as applicable, for the academic term in which the housing is sought.
 - f) Not deny housing placement, cancel a housing assignment, or condition

access to student housing on the prepayment of housing-related costs by an eligible student before the student receives their disbursement of financial aid for the applicable term.

- g) Post on its internet website information describing priority housing benefits and the eligibility criteria for those benefits.

Priority housing, fee deferral, and waiver at CSU and UC

- 3) Requires, *in addition to granting priority and access during breaks, as provided in current law*, each CSU and UC campus that maintains student housing facilities to do all of the following:
 - a) Include in its student housing application, questions designed to identify students who may be eligible for priority housing, as prescribed.
 - b) Defer or waive, notwithstanding any other law, the collection of any housing-related costs required for initial occupancy for an eligible student until the student receives their disbursement of financial aid for the applicable academic term.
 - c) Require as a condition of eligibility for the deferral or waiver that the student submit a FAFSA or the California DREAM Act application, as applicable, for the academic term in which the housing is sought.
 - d) Not deny housing placement, cancel a housing assignment, or condition access to student housing on the prepayment of housing-related costs by an eligible student before the student receives their disbursement of financial aid for the applicable term.
 - e) Post on its internet website information describing priority housing benefits and the eligibility criteria for those benefits.

Conditions for collecting payment for housing at CCC, CSU, and UC.

- 4) Authorizes each CCC, CSU, and UC campus that maintains student housing facilities to require payment of the deferred housing-related costs if an eligible student does not receive a financial aid disbursement for the applicable academic term after submitting a FAFSA or California Dream Act application provided that all of the following has occurred:
 - a) The campus has provided a written notice informing the student that they did not receive a financial aid disbursement for the applicable academic term.
 - b) The student is afforded a reasonable period of time, which is not less than 30 days from the date of the notice to submit payment.
 - c) The campus has not assessed late fees, penalties, or interest charges before expiration of the reasonable period of time provided.

- 5) States that the provisions governing deferral or waiver of housing related costs at CCC, CSU and UC campuses do not waive a student's ultimate responsibility for payment of housing-related costs not waived nor does it require a campus to forgive those costs.

Miscellaneous

- 6) Defines terms for purposes including the following:
 - a) "Housing related costs" to mean costs including, but are not limited to, housing application fees, housing deposits, security deposits, administrative fees, or other charges required as a condition of securing or maintaining student housing.
- 7) Makes other technical changes.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, "AB 2766 removes key structural barriers that prevent vulnerable students from enrolling, persisting, and completing their postsecondary education. As someone who has experience with homelessness and the foster care system, I understand how difficult it can be to complete college without stable, secure housing. I also understand the transformative power of a college degree, and the vast potential for expanded opportunity it can create. This bill takes several simple yet impactful steps to promote academic success for former and current foster youth and students experiencing homelessness, providing crucial support to vulnerable individuals and promoting upward mobility."
- 2) **NextUp.** The Student Success Task Force reported that students who maintained full-time enrollment (12 units) were more likely to meet their educational goals. Regulations established eligibility for student support to include full-time enrollment. However, reports specific to educational outcomes of foster youth found that maintaining full-time enrollment is an obstacle for students who are current or former foster youth; many do not continue to attend beyond the first year. As a result, legislation established the "Cooperating Agencies Foster Youth Educational Support Program" in statute in 2015. In 2017, the CCC Chancellor's Office changed the name of this program to "NextUp." The goal is to provide the support and services to students necessary to assist them in meeting the requirements of the Student Success Act.

A student is eligible to be served by the NextUp program if the student is a current or former foster youth who was in care on or after the student's 13th birthday, is enrolled in at least 9 units, and is not older than 25 years of age at the beginning of the academic term in which the student participates in NextUp. Students enrolled in fewer than nine units may be accepted if enrollment is part of an education plan designed to move the student toward subsequent enrollment in at least 9 units.

The NextUp program provides traditional student support services such as orientation, in addition to outreach and recruitment, consultation and eligibility verification, consultation and referrals for students deemed ineligible, service coordination, counseling, book and supply grants, tutoring, independent living and financial literacy skills support, frequent in-person contact, career guidance, transfer counseling, child care and transportation assistance, and referrals to health services, mental health services, housing assistance, and other related services.

Existing law requires the CCC Board of Governors to report biennially, describing its efforts to serve students who are current and former foster youth, and include:

- a) A review on a campus-by-campus basis of the enrollment, retention, transfer, and completion rates of foster youth, including categorical funding of those programs.
- b) Recommendations on whether and how the program under this article can be expanded to all community college districts and campuses.

The 2020 report recommends that programs place a strong emphasis on student outreach, growth, and retention by expanding the wraparound support services and individualized case management.

- 3) **Age requirements for priority enrollment.** Priority enrollment decisions are made at the campus level at each segment. The process allows specific students access to classes ahead of the general student population. For example, continuing students are generally allowed to enroll in courses before new students enroll. As such, students who have priority registration status have an advantage over other students. Under current law, students who were in foster care on or after their 13th birthday and who are no older than 25 years of age at the commencement of the academic year are eligible for priority enrollment at CSU, CCCs, and UC. This bill expands eligibility for priority enrollment at CCCs by including students who are enrolled in the NextUP program. Effectively extending eligibility to older students who entered the NextUp program at age 25.
- 4) **New priority housing requirement for CCCs.** According to the Chancellor's 2024 student housing report, 6 percent of students receiving housing assistance are current or former foster youth and about nine percent are homeless. About 16 CCCs or parent colleges currently provide campus-owned, campus-operated, or campus-affiliated student housing. More than 80 percent of CCCs that currently offer housing also have students on waiting lists. This bill requires CCCs that maintain student housing facilities to grant priority housing to homeless and foster youth. Current law already requires CSU and requests UC to do the same at their respective institutions.
- 5) **Expands housing support for homeless and foster youth.** According to the 2024 NextUp report, foster youth often lack caregivers who can assist with the complexities of college admissions and financial aid. Once enrolled, they frequently face limited access to critical resources such as stable housing and financial support. These barriers contribute to disproportionate rates of poverty,

housing insecurity, and homelessness, which in turn negatively impact academic performance, credit accumulation, and eligibility for financial aid. Information provided by the author notes that in a 2023 study, *Housing Insecurity and Homelessness Among College Students*, housing insecurity and homelessness show a strong, statistically significant negative relationship with college completion rates, persistence, and credit attainment. This bill attempts to ease access to campus housing for foster and homeless youth by requiring CCCs, CSUs, and requesting UC to identify potentially eligible foster and homeless youth through the housing application process, defer or waive housing related costs, and maintain publicly available information regarding priority housing eligibility and benefits. The deferral or waiver of housing related costs is effective until the students receive their financial aid disbursement. Students are required to submit a FAFSA or CA Dream Act application as a condition for qualifying for fee deferral or waiver. Institutions are permitted to collect payment if the student does not receive a financial aid disbursement under certain circumstances.

6) **Prior and related legislation.**

AB 2768 (Ahrens, 2026) would require the CSU, CCC districts, and private postsecondary educational institutions and independent institutions of higher education that receive state financial assistance to, and requests the UC to, defer the unpaid portion of enrollment fees and costs for a student that is a foster youth or former foster youth, as defined, upon the student's initial enrollment at the postsecondary educational institutional until the student has received an initial disbursement of the student's financial aid award, as provided. AB 2768 has been referred to this Committee.

AB 190 (Assembly Committee on Budget, Chapter 572, Statutes of 2022) was a higher education trailer bill that extended NextUp participation to students who were already enrolled when they turned 26 years of age, allowing them to remain in the program and continue receiving services.

SUPPORT

John Burton Advocates for Youth (co-sponsor)
Student Homes Coalition (co-sponsor)
uAspire (co-sponsor)
University of California Student Association (co-sponsor)
Alliance for a Better Community
Alliance for Children's Rights
Allies for Every Child
Asian Americans Advancing Justice Southern California
California Alliance of Caregivers
California Alliance of Child and Family Services
California Community Colleges Chancellor's Office
California Court Appointed Special Advocate Association
Children Now
Children Youth & Family Collaborative
Children's Law Center of California
College for All Coalition

County of Santa Clara
Davis College Democrats
Everychild Foundation
Faculty Association of California Community Colleges
Latino and Latina Roundtable of the San Gabriel and Pomona Valley
Los Angeles Unified School District
Ohlone College NextUp
Orange County United Way
Pasadena City College-Next Up Program
Public Advocates
Public Counsel
Sacramento County Office of Education
San Bernardino Valley College Guardian Scholars
Santa Clara County Office of Education
Santa Cruz County Office of Education
SchoolHouse Connection
Student Homes At SJSU
Student Homes At UCLA
Student Homes At UCSB
Student Homes At UCSD
Student Senate for California Community Colleges
The Institute for College Access & Success
UCLA CaKIDS Institute
University Housing Rights Organization at UC Berkeley
University of California
YouthBridge Housing

OPPOSITION

None received

-- END --