



FEDERAL LEGISLATIVE & REGULATORY UPDATE

Thursday, April 24, 2025

AGENDA



A Plethora of New EOs on Higher Education Federal Negotiated Rulemaking Preparations & Key Congressional Actions

- President Trump's Executive Orders
- Regulatory Update
- Legislative Update
- Q&A

**BREAKING
NEWS**





NEW EXECUTIVE ORDERS



REFORMING ACCREDITATION TO STRENGTHEN HIGHER EDUCATION

April 23, 2025

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered:

Section 1. Purpose.

A group of higher education accreditors are the gatekeepers that decide which colleges and universities American students can spend the more than \$100 billion in Federal student loans and Pell Grants dispersed each year. **The accreditors' job is to determine which institutions provide a quality education — and therefore merit accreditation.** Unfortunately, accreditors have not only failed in this responsibility to students, families, and American taxpayers, but they have also abused their enormous authority.

<https://www.whitehouse.gov/presidential-actions/2025/04/reforming-accreditation-to-strengthen-higher-education/>

REFORMING ACCREDITATION TO STRENGTHEN HIGHER EDUCATION

April 23, 2025

Section 1. Purpose.

Accreditors routinely approve institutions that are low-quality by the most important measures. The national six-year undergraduate graduation rate was an alarming 64 percent in 2020. Further, many accredited institutions offer undergraduate and graduate programs with a negative return on investment — almost 25 percent of bachelor's degrees and more than 40 percent of master's degrees — which may leave students financially worse off and in enormous debt by charging them exorbitant sums for a degree with very modest earnings potential.

Notwithstanding this slide in graduation rates and graduates' performance in the labor market, the spike in debt obligations in relation to expected earnings, and repayment rates on student loans, **accreditors have remained improperly focused on compelling adoption of discriminatory ideology, rather than on student outcomes.** Some accreditors make the adoption of unlawfully discriminatory practices a formal standard of accreditation, and therefore a condition of accessing Federal aid, through “diversity, equity, and inclusion” or “DEI”-based standards of accreditation that require institutions to “share results on diversity, equity, and inclusion (DEI) in the context of their mission by considering . . . demographics . . . and resource allocation.” Accreditors have also abused their governance standards to intrude on State and local authority.

<https://www.whitehouse.gov/presidential-actions/2025/04/reforming-accreditation-to-strengthen-higher-education/>

REFORMING ACCREDITATION TO STRENGTHEN HIGHER EDUCATION

April 23, 2025

Section 1. Purpose.

The American Bar Association's Council of the Section of Legal Education and Admissions to the Bar (Council), which is the sole federally recognized accreditor for Juris Doctor programs, has required law schools to "demonstrate by concrete action a commitment to diversity and inclusion" including by "commit[ting] to having a student body [and faculty] that is diverse with respect to gender, race, and ethnicity." As the Attorney General has concluded and informed the Council, the discriminatory requirement blatantly violates the Supreme Court's decision in *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College*, 600 U.S. 181 (2023). Though the Council subsequently suspended its enforcement while it considers proposed revisions, this standard and similar unlawful mandates must be permanently eradicated.

<https://www.whitehouse.gov/presidential-actions/2025/04/reforming-accreditation-to-strengthen-higher-education/>

REFORMING ACCREDITATION TO STRENGTHEN HIGHER EDUCATION

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Section 1. Purpose.

The Liaison Committee on Medical Education, which is the only federally recognized body that accredits Doctor of Medicine degree programs, requires that an institution “engage[] in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students.” The Accreditation Council for Graduate Medical Education, which is the sole accreditor for both allopathic and osteopathic medical residency and fellowship programs, similarly “expect[s]” institutions to focus on implementing “policies and procedures related to recruitment and retention of individuals underrepresented in medicine,” including “racial and ethnic minority individuals.” The standards for training tomorrow’s doctors should focus solely on providing the highest quality care, and certainly not on requiring unlawful discrimination.

American students and taxpayers deserve better, and my Administration will reform our dysfunctional accreditation system so that colleges and universities focus on delivering high-quality academic programs at a reasonable price. Federal recognition will not be provided to accreditors engaging in unlawful discrimination in violation of Federal law.

<https://www.whitehouse.gov/presidential-actions/2025/04/reforming-accreditation-to-strengthen-higher-education/>

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Section 2. Holding Accreditors Accountable for Unlawful Actions.

(a) The Secretary of Education shall, as appropriate and consistent with applicable law, hold accountable, including through denial, monitoring, suspension, or termination of accreditation recognition, accreditors who fail to meet the applicable recognition criteria or otherwise violate Federal law, including by requiring institutions seeking accreditation to engage in unlawful discrimination in accreditation-related activity under the guise of “diversity, equity, and inclusion” initiatives.

(b) The Attorney General and the Secretary of Education shall, as appropriate and consistent with applicable law, investigate and take appropriate action to terminate unlawful discrimination by American law schools that is advanced by the Council, including unlawful “diversity, equity, and inclusion” requirements under the guise of accreditation standards. The Secretary of Education shall also assess whether to suspend or terminate the Council’s status as an accrediting agency under Federal law.

<https://www.whitehouse.gov/presidential-actions/2025/04/reforming-accreditation-to-strengthen-higher-education/>

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Section 2. Holding Accreditors Accountable for Unlawful Actions.

(c) The Attorney General and the Secretary of Education, in consultation with the Secretary of Health and Human Services, shall investigate and take appropriate action to terminate unlawful discrimination by American medical schools or graduate medical education entities that is advanced by the Liaison Committee on Medical Education or the Accreditation Council for Graduate Medical Education or other accreditors of graduate medical education, including unlawful “diversity, equity, and inclusion” requirements under the guise of accreditation standards. The Secretary of Education shall also assess whether to suspend or terminate the Committee’s or the Accreditation Council’s status as an accrediting agency under Federal law or take other appropriate action to ensure lawful conduct by medical schools, graduate medical education programs, and other entities that receive Federal funding for medical education.

<https://www.whitehouse.gov/presidential-actions/2025/04/reforming-accreditation-to-strengthen-higher-education/>

REFORMING ACCREDITATION TO STRENGTHEN HIGHER EDUCATION

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Section 3. New Principles of Student-Oriented Accreditation.

- (a) To realign accreditation with high-quality, valuable education for students, the Secretary of Education shall, consistent with applicable law, take appropriate steps to ensure that:
- i. accreditation requires higher education institutions to provide high-quality, high-value academic programs free from unlawful discrimination or other violations of Federal law;
 - ii. barriers are reduced that limit institutions from adopting practices that advance credential and degree completion and spur new models of education;
 - iii. accreditation requires that institutions support and appropriately prioritize intellectual diversity amongst faculty in order to advance academic freedom, intellectual inquiry, and student learning;
 - iv. accreditors are not using their role under Federal law to encourage or force institution to violate State laws, unless such State laws violate the Constitution or Federal law; and
 - v. accreditors are prohibited from engaging in practices that result in credential inflation that burdens students with additional unnecessary costs.

REFORMING ACCREDITATION TO STRENGTHEN HIGHER EDUCATION

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Section 3. New Principles of Student-Oriented Accreditation.

(b) To advance the policies and objectives in subsection (a) of this section, the Secretary of Education shall:

- i. resume recognizing new accreditors to increase competition and accountability in promoting high-quality, high-value academic programs focused on student outcomes;
- ii. mandate that accreditors require member institutions to use data on program-level student outcomes to improve such outcomes, without reference to race, ethnicity, or sex;
- iii. promptly provide to accreditors any noncompliance findings relating to member institutions issued after an investigation conducted by the Office of Civil Rights under Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.) or Title IX of the Education Amendments Act of 1972 (20 U.S.C. 1681 et seq.);

REFORMING ACCREDITATION TO STRENGTHEN HIGHER EDUCATION

April 23, 2025

Section 3. New Principles of Student-Oriented Accreditation.

(b) To advance the policies and objectives in subsection (a) of this section, the Secretary of Education shall:

- iv. launch an experimental site, pursuant to section 487A(b) of the Higher Education Act of 1965 (20 U.S.C. 1094a(b)), to accelerate innovation and improve accountability by establishing new flexible and streamlined quality assurance pathways for higher education institutions that provide high-quality, high-value academic programs;
- v. increase the consistency, efficiency, and effectiveness of the accreditor recognition review process, including through the use of technology;
- vi. streamline the process for higher education institutions to change accreditors to ensure institutions are not forced to comply with standards that are antithetical to institutional values and mission; and
- vii. update the Accreditation Handbook to ensure that the accreditor recognition and reauthorization process is transparent, efficient, and not unduly burdensome.

<https://www.whitehouse.gov/presidential-actions/2025/04/reforming-accreditation-to-strengthen-higher-education/>

REFORMING ACCREDITATION TO STRENGTHEN HIGHER EDUCATION

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Section 4. General Provisions.

(a) Nothing in this order shall be construed to impair or otherwise affect:

- i. the authority granted by law to an executive department or agency, or the head thereof; or
- ii. the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(b) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(c) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

PRESIDENT DONALD J. TRUMP

The WHITE HOUSE

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⌵ PRESIDENTIAL ACTIONS

PREPARING AMERICANS FOR HIGH-PAYING SKILLED TRADE JOBS OF THE FUTURE

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NEW EXECUTIVE ORDERS



PREPARING AMERICANS FOR HIGH-PAYING SKILLED TRADE JOBS OF THE FUTURE

April 23, 2025

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered:

Section 1. Purpose.

To maximize my Administration's historic investments in America's reindustrialization and economic growth, my Administration will fully equip the American worker to produce world-class products and implement world-leading technologies. My Administration will also consolidate and streamline fragmented Federal workforce development programs that are too disconnected from propelling workers into secure, well-paying, and high-need American jobs.

Section 2. Policy.

It is the policy of the United States to optimize and target Federal investments in workforce development to align with our country's reindustrialization needs and equip American workers to fill the growing demand for skilled trades and other occupations. My Administration will further protect and strengthen Registered Apprenticeships and build on their successes to seize new opportunities and unlock the limitless potential of the American worker.

<https://www.whitehouse.gov/presidential-actions/2025/04/preparing-americans-for-high-paying-skilled-trade-jobs-of-the-future/>

PREPARING AMERICANS FOR HIGH-PAYING SKILLED TRADE JOBS OF THE FUTURE

April 23, 2025

Section 3. Comprehensive Worker Investment and Development Strategy.

Within 90 days of the date of this order, the Secretary of Labor, the Secretary of Commerce, and the Secretary of Education shall review all Federal workforce development programs and submit to the Assistant to the President for Domestic Policy and the Director of the Office of Management and Budget a report setting forth strategies to help the American worker. That report shall identify the following:

(a) Opportunities to integrate systems and realign resources to address critical workforce needs and in-demand skills of emerging industries and companies investing in the United States as determined, to the extent permissible by law, by prospective employers. The report shall include:

- i. administrative reforms to agency policies and programmatic requirements;
- ii. process improvements to better the experience for program participants; and
- iii. recommendations to further restructure and consolidate programs.

PREPARING AMERICANS FOR HIGH-PAYING SKILLED TRADE JOBS OF THE FUTURE

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Section 3. Comprehensive Worker Investment and Development Strategy.

(b) Federal workforce development and education programs, or related spending within these programs, that are ineffective or otherwise fail to achieve their desired outcomes. Each identified program should be accompanied by a proposal to reform the program, redirect its funding, or eliminate it.

(c) Available statutory authorities to promote innovation and system integration in pursuit of better employment and earnings outcomes for program participants.

(d) Opportunities to invest in the upskilling of incumbent workers to meet rapidly evolving skill demands of their industries, including the use of Artificial Intelligence in the workplace.

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Section 3. Comprehensive Worker Investment and Development Strategy.

(e) Strategies to identify alternative credentials and assessments to the 4-year college degree that can be mapped to the specific skill needs of prospective employers.

(f) Efficiencies to streamline information collection, including through:

- i. harmonizing performance measures;
- ii. reducing the burden on grantees; and
- iii. ensuring that performance outcomes are measured using the most reliable data sources.

PREPARING AMERICANS FOR HIGH-PAYING SKILLED TRADE JOBS OF THE FUTURE

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Section 4. Expanding Registered Apprenticeships.

Within 120 days of the date of this order, the Secretary of Labor, the Secretary of Commerce, and the Secretary of Education shall submit to the Assistant to the President for Domestic Policy and the Director of the Office of Management and Budget a plan to reach and surpass 1 million new active apprentices. That plan shall identify the following:

- (a) Avenues to expand Registered Apprenticeships to new industries and occupations, including high-growth and emerging sectors.
- (b) Measures to scale this proven model across the country, improve its efficiency, and provide consistent support to program participants.
- (c) Opportunities, including through the Carl D. Perkins Career and Technical Education (Perkins V) Act and Federal student aid, to enhance connections between the education system and Registered Apprenticeships.

<https://www.whitehouse.gov/presidential-actions/2025/04/preparing-americans-for-high-paying-skilled-trade-jobs-of-the-future/>

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Section 5. Delivering Unprecedented Transparency and Accountability.

The Secretary of Labor, the Secretary of Commerce, and the Secretary of Education shall improve transparency on the performance outcomes of workforce development programs and credentials supported through Federal investments, including earnings and employment data, for all Federal workforce development programs.

Section 6. General Provisions.

(a) Nothing in this order shall be construed to impair or otherwise affect:

- i. the authority granted by law to an executive department or agency, or the head thereof; or
- ii. the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(b) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(c) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

PRESIDENT DONALD J. TRUMP

The WHITE HOUSE



▮ PRESIDENTIAL ACTIONS

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

Executive Orders | April 23, 2025

NEW EXECUTIVE ORDERS



ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

April 23, 2025

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered:

Section 1. Background.

Artificial intelligence (AI) is rapidly transforming the modern world, driving innovation across industries, enhancing productivity, and reshaping the way we live and work. To ensure the United States remains a global leader in this technological revolution, we must provide our Nation's youth with opportunities to cultivate the skills and understanding necessary to use and create the next generation of AI technology. By fostering AI competency, we will equip our students with the foundational knowledge and skills necessary to adapt to and thrive in an increasingly digital society. Early learning and exposure to AI concepts not only demystifies this powerful technology but also sparks curiosity and creativity, preparing students to become active and responsible participants in the workforce of the future and nurturing the next generation of American AI innovators to propel our Nation to new heights of scientific and economic achievement.

<https://www.whitehouse.gov/presidential-actions/2025/04/preparing-americans-for-high-paying-skilled-trade-jobs-of-the-future/>

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Section 1. Background.

To achieve this vision, we must also invest in our educators and equip them with the tools and knowledge to not only train students about AI, but also to utilize AI in their classrooms to improve educational outcomes. Professional development programs focused on AI education will empower educators to confidently guide students through this complex and evolving field. Educators, industry leaders, and employers who rely on an AI-skilled workforce should partner to create educational programs that equip students with essential AI skills and competencies across all learning pathways. While AI education in kindergarten through twelfth grade (K-12) is critical, our Nation must also make resources available for lifelong learners to develop new skills for a changing workforce. By establishing a strong framework that integrates early student exposure with comprehensive teacher training and other resources for workforce development, we can ensure that every American has the opportunity to learn about AI from the earliest stages of their educational journey through postsecondary education, fostering a culture of innovation and critical thinking that will solidify our Nation's leadership in the AI-driven future.

<https://www.whitehouse.gov/presidential-actions/2025/04/preparing-americans-for-high-paying-skilled-trade-jobs-of-the-future/>

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Section 2. Policy.

It is the policy of the United States to promote AI literacy and proficiency among Americans by promoting the appropriate integration of AI into education, providing comprehensive AI training for educators, and fostering early exposure to AI concepts and technology to develop an AI-ready workforce and the next generation of American AI innovators.

Section 3. Definition.

For the purposes of this order, “artificial intelligence” or “AI” has the meaning set forth in 15 U.S.C. 9401(3).

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

April 23, 2025

Sec. 4. Establishing an Artificial Intelligence Education Task Force.

(a) There is hereby established the White House Task Force on Artificial Intelligence Education (Task Force).

(b) The Director of the Office of Science and Technology Policy shall be the Chair of the Task Force.

(c) The Task Force membership shall consist of the following members:

- i. the Secretary of Agriculture;
- ii. the Secretary of Labor;
- iii. the Secretary of Energy;
- iv. the Secretary of Education;
- v. the Director of the National Science Foundation (NSF);
- vi. the Assistant to the President for Domestic Policy;
- vii. the Special Advisor for AI & Crypto;
- viii. the Assistant to the President for Policy; and
- ix. the heads of other such executive departments and agencies (agencies) and offices that the Chair may designate or invite to participate.

(d) The Task Force shall be responsible for implementing the policy stated in section 2 of this order and coordinating Federal efforts related to AI education, including the actions outlined in this order.

<https://www.whitehouse.gov/presidential-actions/2025/04/preparing-americans-for-high-paying-skilled-trade-jobs-of-the-future/>

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Section 5. Establishing the Presidential Artificial Intelligence Challenge.

- (a) Within 90 days of the date of this order, the Task Force shall establish plans for a Presidential Artificial Intelligence Challenge (Challenge), and the agencies represented on the Task Force shall, as appropriate and consistent with applicable law, implement the plans by holding the Challenge no later than 12 months from the submission of the plan. The Challenge shall encourage and highlight student and educator achievements in AI, promote wide geographic adoption of technological advancement, and foster collaboration between government, academia, philanthropy, and industry to address national challenges with AI solutions.
- (b) The Challenge shall feature multiple age categories, distinct geographic regions for competition, and a variety of topical themes of competition to reflect the breadth of AI applications, encouraging interdisciplinary exploration.
- (c) The Task Force and, as appropriate, agencies represented on the Task Force shall collaborate with relevant agencies and private sector entities to provide technical expertise, resources, and promotional support for implementing the Challenge, including through existing funding vehicles.

<https://www.whitehouse.gov/presidential-actions/2025/04/preparing-americans-for-high-paying-skilled-trade-jobs-of-the-future/>

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

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Section 6. Improving Education Through Artificial Intelligence.

- (a) To provide resources for K-12 AI education, agencies represented on the Task Force shall seek to establish public-private partnerships with leading AI industry organizations, academic institutions, nonprofit entities, and other organizations with expertise in AI and computer science education to collaboratively develop online resources focused on teaching K-12 students foundational AI literacy and critical thinking skills. The Task Force shall promptly announce such public-private partnerships on a rolling basis as they are formed.
- i. The Task Force shall seek to utilize industry commitments and identify any Federal funding mechanisms, including discretionary grants, that can be used to provide resources for K-12 AI education. To the extent practicable and as consistent with applicable law, agencies shall prioritize funding for such purposes when it would further the aims of the program for which funding is available.
 - ii. The Task Force shall work to ensure the resources funded as described in subsection (i) of this section are ready for use in K-12 instruction within 180 days following the Task Force's formal announcement of the first slate of public-private partnerships.

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

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Section 6. Improving Education Through Artificial Intelligence.

- (b) Within 90 days of the date of this order, the Task Force shall identify existing Federal AI resources on which agencies may rely, such as the NSF- and Department of Agriculture-sponsored National AI Research Institutes, to support partnerships with State and local educational agencies to improve AI education.
- (c) Within 90 days of the date of this order, the Secretary of Education shall issue guidance regarding the use of formula and discretionary grant funds to improve education outcomes using AI, including but not limited to AI-based high-quality instructional resources; high-impact tutoring; and college and career pathway exploration, advising, and navigation.
- (d) Within 90 days of the date of this order, the Secretary of Education shall identify and implement ways to utilize existing research programs to assist State and local efforts to use AI for improved student achievement, attainment, and mobility.

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

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Section 7. Enhancing Training for Educators on Artificial Intelligence.

- (a) Within 120 days of the date of this order, the Secretary of Education shall take steps to prioritize the use of AI in discretionary grant programs for teacher training authorized by the Elementary and Secondary Education Act of 1965 (Public Law 89-10), as amended, and Title II of the Higher Education Act of 1965 (Public Law 89-329), as amended, including for:
- i. reducing time-intensive administrative tasks;
 - ii. improving teacher training and evaluation;
 - iii. providing professional development for all educators, so they can integrate the fundamentals of AI into all subject areas; and
 - iv. providing professional development in foundational computer science and AI, preparing educators to effectively teach AI in stand-alone computer science and other relevant courses.

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

April 23, 2025

Section 7. Enhancing Training for Educators on Artificial Intelligence.

- (b) Within 120 days of the date of this order, the Director of the NSF shall take steps to prioritize research on the use of AI in education. The Director of the NSF shall also utilize existing programs to create teacher training opportunities that help educators effectively integrate AI-based tools and modalities in classrooms.
- (c) Within 120 days of the date of this order, the Secretary of Agriculture shall take steps to prioritize research, extension, and education on the use of AI in formal and non-formal education through 4-H and the Cooperative Extension System. The Secretary of Agriculture shall also utilize existing programs to create teacher and educator training opportunities that help effectively integrate AI-based tools and modalities into classrooms and curriculum.

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

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Section 8. Promoting Registered Apprenticeships.

- (a) Within 120 days of the date of this order, the Secretary of Labor shall seek to increase participation in AI-related Registered Apprenticeships, including by:
 - i. Prioritizing the development and growth of Registered Apprenticeships in AI-related occupations. The Secretary of Labor shall establish specific goals for growing Registered Apprenticeships in AI-related occupations across industries; and
 - ii. Using apprenticeship intermediary contracts and allocating existing discretionary funds, as appropriate and consistent with applicable law, to engage industry organizations and employers and facilitate the development of Registered Apprenticeship programs in AI-related occupations. In doing so, the Secretary of Labor shall support the creation of industry-developed program standards to be registered on a nationwide basis, enabling individual employers to adopt the standards without requiring individual registry.

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

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Section 8. Promoting Registered Apprenticeships.

(b) Within 120 days of the date of this order, the Secretary of Labor shall encourage States and grantees to use funding provided under the Workforce Innovation and Opportunity Act (WIOA) (Public Law 113-128), as amended, to develop AI skills and support work-based learning opportunities within occupations utilizing AI by:

- i. issuing guidance to State and local workforce development boards encouraging the use of WIOA youth formula funds to help youth develop AI skills;
- ii. clarifying that States can use Governor set-asides to integrate AI learning opportunities into youth programs across the State; and
- iii. consistent with applicable law, establishing AI skills training and work-based learning as a grant priority in all Employment and Training Administration youth-focused discretionary grant programs.

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

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Section 8. Promoting Registered Apprenticeships.

(c) Within 120 days of the date of this order, the Secretary of Labor, through the Assistant Secretary of Labor for Employment and Training, and in collaboration with the Director of the NSF, shall engage with relevant State and local workforce development boards, industry organizations, education and training providers, and employers to identify and promote high-quality AI skills education coursework and certifications across the country. Through such engagement, the Secretary of Labor shall:

- i. identify applicable funding opportunities to expand access to high-quality AI coursework and certifications;
- ii. set performance targets for youth participation through any grants awarded for this purpose; and
- iii. utilize industry and philanthropic partnerships to the extent practicable.

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

April 28, 2025

Section 8. Promoting Registered Apprenticeships.

(d) Within 120 days of the date of this order, and in consultation with the Secretary of Education and the Director of the NSF, the Secretary of Labor shall support the creation of opportunities for high school students to take AI courses and certification programs by giving priority consideration in awarding grants as appropriate and consistent with applicable law to providers that commit to use funds to develop or expand AI courses and certification programs. The Secretary of Labor and the Secretary of Education shall encourage recipients to build partnerships with States and local school districts to encourage those entities to consider offering high school students dual enrollment opportunities to take courses to earn postsecondary credentials and industry-recognized AI credentials concurrent with high school education.

(e) Within 120 days of the date of this order, all agencies that provide educational grants shall, as appropriate and consistent with applicable law, consider AI as a priority area within existing Federal fellowship and scholarship for service programs.

<https://www.whitehouse.gov/presidential-actions/2025/04/preparing-americans-for-high-paying-skilled-trade-jobs-of-the-future/>

ADVANCING ARTIFICIAL INTELLIGENCE EDUCATION FOR AMERICAN YOUTH

April 28, 2025

Section 9. General Provisions.

(a) Nothing in this order shall be construed to impair or otherwise affect:

- i. the authority granted by law to an executive department or agency, or the head thereof; or
- ii. the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(b) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(c) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

NEW EXECUTIVE ORDERS

PRESIDENT DONALD J. TRUMP

The WHITE HOUSE



⌵ PRESIDENTIAL ACTIONS

WHITE HOUSE INITIATIVE TO PROMOTE EXCELLENCE AND INNOVATION AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

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NEW EXECUTIVE ORDERS



**WHAT
COULD
BE
NEXT?**





REGULATORY UPDATE

HOT TOPIC

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Intent To Receive Public Feedback for the Development of Proposed Regulations and Establish Negotiated Rulemaking Committee

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Tags

Federal Registers

Laws and Regulations

PUBLICATION DATE: April 04, 2025

POSTED DATE: April 09, 2025

SUBJECT: Intent To Receive Public Feedback for the Development of Proposed Regulations and Establish Negotiated Rulemaking Committee

FR TYPE: Notice of Proposed Rulemaking (NPRM)

NPRM COMMENT DUE DATE: May 5, 2025



PR Proposed Rule

Intent To Receive Public Feedback for the Development of Proposed Regulations and Establish Negotiated Rulemaking Committee

A Proposed Rule by the [Education Department](#) on 04/04/2025



Comments on this document are being accepted at [Regulations.gov](#).

SUBMIT A PUBLIC COMMENT

100 comments received. [View posted comments](#)



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Document
Details



Document

PUBLISHED DOCUMENT: 2025-05825 (90 FR 14741)

DOCUMENT HEADINGS

Department of Education
34 CFR Chapter VI
[Docket ID ED-2025-OPE-0016]

PUBLIC COMMENT & FEDERAL NEGOTIATED RULEMAKING

April 4, 2025

SUMMARY

We announce our intention to host public hearings and establish one or more negotiated rulemaking committees to prepare proposed regulations on various programs authorized under title IV of the Higher Education Act of 1965, as amended (HEA) (title IV, HEA programs). The Department invites public feedback, especially addressing topics which may include Public Service Loan Forgiveness (PSLF), Pay As You Earn (PAYE), Income-Contingent Repayment (ICR), or other topics that would streamline current federal student financial assistance programs. part of the Department of Education's final mission, the Department today initiated a reduction in force (RIF) impacting nearly 50% of the Department's workforce. Impacted Department staff will be placed on administrative leave beginning Friday, March 21st.

<https://www.federalregister.gov/documents/2025/04/04/2025-05825/intent-to-receive-public-feedback-for-the-development-of-proposed-regulations-and-establish>

PUBLIC COMMENT & FEDERAL NEGOTIATED RULEMAKING

April 4, 2025

Regulatory Issues

We intend to convene one or more negotiated rulemaking committees to develop proposed regulations pertaining to title IV regulations that have impacted institutions, States, and other partners and if their implementation may be inhibiting innovation and contributing to rising college costs. Some proposed topics for negotiation would include:

1. Refining definitions of a qualifying employer for the purposes of determining eligibility for the Public Service Loan Forgiveness program.
2. Pay As You Earn (PAYE) and Income Contingent Repayment (ICR) repayment plans.
3. Potential topics that would streamline current federal student financial assistance program regulations while maintaining or improving program integrity and institutional quality.

PUBLIC COMMENT & FEDERAL NEGOTIATED RULEMAKING

April 4, 2025

Public Hearings

Registration is not required to observe the in-person public hearings; however, space may be limited. Registration is required to view the virtual public hearing. American Sign Language translation will be provided to all who attend the hearings, and closed captioning will be provided for the virtual public hearing. We will post links for attendees who wish to observe on our website at <https://www.ed.gov/laws-and-policy/higher-education-laws-and-policy/higher-education-policy/negotiated-rulemaking-for-higher-education-2025-2026>. The Department will also post transcripts of all hearings on that site.

The Department will accept written comments via the Federal eRulemaking portal through May 5, 2025.

<https://www.federalregister.gov/documents/2025/04/04/2025-05825/intent-to-receive-public-feedback-for-the-development-of-proposed-regulations-and-establish>

PUBLIC COMMENT & FEDERAL NEGOTIATED RULEMAKING

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Schedule of Negotiations

The dates and locations of negotiated rulemaking meetings will be published in a subsequent Federal Register document and posted online at: <https://www.ed.gov/laws-and-policy/higher-education-laws-and-policy/higher-education-policy/negotiated-rulemaking-for-higher-education-2025-2026>.

<https://www.federalregister.gov/documents/2025/04/04/2025-05825/intent-to-receive-public-feedback-for-the-development-of-proposed-regulations-and-establish>



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Negotiated Rulemaking for Higher Education 2025-2026

This page provides information regarding the Department's negotiated rulemaking in 2025-2026 to make regulatory changes for the programs authorized by Title IV of the Higher Education Act of 1965, as amended.

View our [Frequently Asked Questions about Negotiated Rulemaking for Higher Education](#) for more information about negotiated rulemaking in general.

Federal Register Notices and Fact Sheets



**WHAT
COULD
BE
NEXT?**







LEGISLATIVE UPDATE

HOW DOES BUDGET RECONCILIATION WORK?



BUDGET RECONCILIATION





