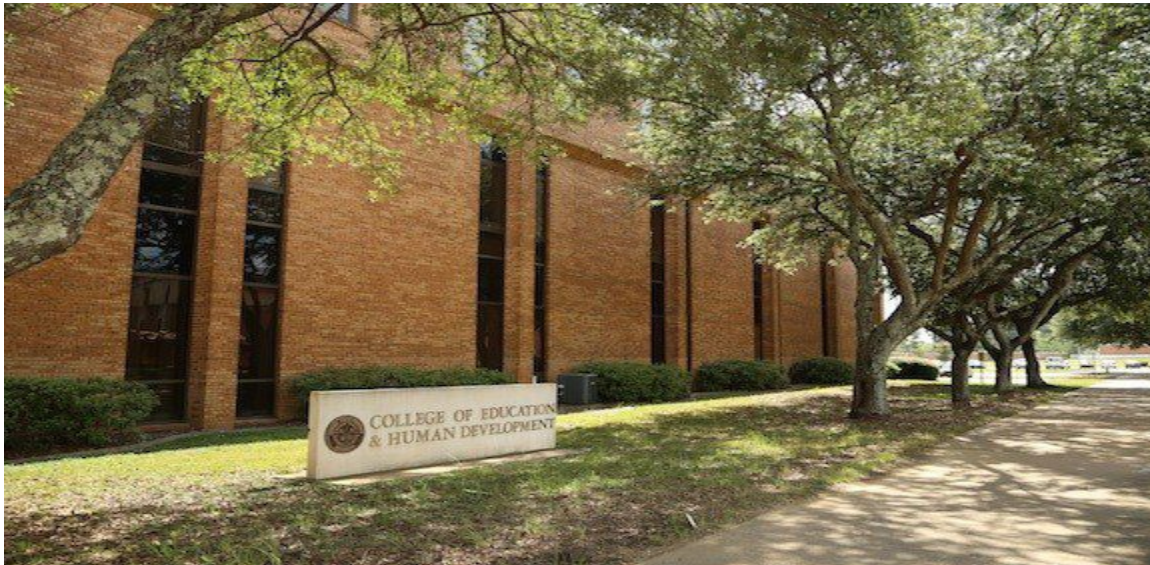


Research Findings  
on the Trump Administration's Actual and Proposed Education Policy  
Changes & Their Likely Implications for Public Educational Institutions

(January 2025 - December 2025)



Prepared By:

Dr. Sam Mozee, Jr.  
Mississippi Urban Research Center (MURC)  
College of Education and Human Development  
Jackson State University

March, 2026

## Table of Contents

Executive Summary .....	3
Introduction.....	8
Methodology .....	8
Summary of Major Federal Policy Changes.....	9
Policy Implications for Public K-16 agencies .....	14
Policy Implications for JSU COEHD .....	15
Conclusions.....	20
Recommendations.....	21
References.....	28
Appendices.....	32
About MURC.....	39



## Executive Summary

This report presents research findings prepared by the Mississippi Urban Research Center (MURC) on the Trump Administration's education policy initiatives (January 2025 to December, 2025). The report focuses on identifying those initiatives that have significant financial, policy, and/or programming implications for organizations providing public educational services ranging from kindergarten through university levels. More specifically, this report examines proposed and actual changes from the perspective of State public K-12 education agencies (e.g., the Mississippi Department of Education - MDE), and the Jackson State University College of Education and Human Development (JSU/COEHD) departments, units, and centers. The report's ultimate goal is to provide its readers with a better understanding regarding (1) what changes have been made and/or proposed; (2) what are the broad implications of those changes for U.S. public educational institutions; (3) what are the likely implications of those changes for the JSU/COEHD departments, units, and centers; and (4) what recommendations will likely help public educational institutions such as MDE and JSU/COEHD better adapt to the proposed and/or actual changes in U.S. educational policy under the Trump administration thus far. The following sections provide a summary of this report's major findings, implications, and recommendations.

### **Overview of Major Findings**

Since January 2025, the major policy, programmatic, and financial changes implemented and/or proposed by Trump Administration addresses the following components:

- Downsizing or elimination of the U.S. Department of Education (USDOE)
- Promoting the expansion of Charter/school choice initiatives
- Revising and re-orienting the focus of education civil rights enforcement which includes a de-emphasis on "Diversity, Equity, and Inclusion" initiatives
- Revising and re-orienting the focus of education "Accreditation standards" towards workforce development
- Implementing significant changes to federal student aid criteria including student loans and Pell grants.

All of the previous components collectively represent a significant paradigm shift in U.S. public education policy towards less federal intervention and more state and local government responsibilities. Table 1 provides a summary of the major changes (actual and/or proposed) by the Trump administration covering the period January 2025 to December 2025.

### **Implications for State K-12 Agencies (e.g., Mississippi Department of Education)**

State K-12 education agencies (e.g., the Mississippi Department of Education - MDE) will likely incur increased responsibility for program oversight, fiscal accountability, and civil rights compliance due to planned reductions in federal administrative and oversight responsibilities. Mississippi is especially vulnerable to the potential changes in the following areas:

- Financial Dependency --- Federal funds cover approximately 23% of Mississippi's K-12 costs, nearly double the national average.
- Impact on Block Grants --- The proposed 15% cut to federal education spending could lead to a net loss of millions in Title I (low-income) and IDEA (disabilities) funding for the Mississippi Department of Education (MDE).
- Impact on Rural Areas --- The consolidation of rural school grants into general block grants may disproportionately harm Mississippi's rural districts, which rely on targeted federal aid for teacher recruitment and technology.
- School Choice Competition --- The new federal voucher program could encourage an "exodus" from public schools, potentially draining local per-pupil funding if state-level matching is required.

**Table 1** *Trump Administration's major education proposed policy changes affecting U.S. education*

Policy Area	Change	Status	Key Implications
<b>U.S. Dept. of Education Structure</b>	Reduction in force and restructuring	Implemented	Reduced federal capacity; increased institutional administrative burden
<b>School Choice</b>	Expansion of choice-oriented programs and tax-credit scholarships	Implemented/Advancing	Potential enrollment shifts and funding volatility
<b>Civil Rights (Title IX) &amp; DEI Initiatives</b>	Return to 2020 Title IX regulations and eliminating DEI programs	Implemented	Policy revisions and compliance training required
<b>Student Financial Aid</b>	Loan repayment restructuring and borrowing caps	Enacted	Graduate affordability pressures; declining enrollment

### **Implications for JSU/College of Education and Human Development (COEHD)**

The JSU/COEHD departments, units, and centers will likely experience both direct and indirect effects from the proposed Trump administration's policy shifts as related to "Diversity, Equity, and Inclusion - DEI) initiatives, student aid availability and restructuring, standards governing

teacher preparation training (e.g., accreditation standards), structure of graduate education programs, and professional development. Table 2 provides a summary of the major changes (actual and/or proposed) by the Trump administration covering the period January 2025 to December 2025.

**Table 2** *Likely key policy change implications on JSU/COEHD units*

<b>Unit</b>	<b>Primary Functions</b>	<b>Key Implications</b>
Counseling, Rehabilitation, & Psychometric Services	CACREP-accredited counseling programs	Title IX updates; student aid counseling
Educational Admin., Foundations, & Research	K–12 leadership preparation programs & activities	Charter school growth; civil rights/DEI shifts
Educational, Multicultural, & Exceptional Studies	Special ed., multicultural education	Funding uncertainties; OCR/DEI enforcement shifts
Elementary & Early Childhood Education	Teacher prep; early childhood lab center	Student placement shifts; Curriculum changes
Health, Physical Education, & Recreation	PE/health educator prep	Budget volatility; Student placement shifts
Executive Ph.D. in Urban Higher Education	Advanced leadership	Accreditation reforms; student loans impact
School of Lifelong Learning	Professional Interdisciplinary Studies and University Studies programs for adult learners	Potential opportunity with Workforce Pell Grants that will allow funding for short-term, skilled trade certifications
Center for Teacher Quality	Oversees the Teacher Education Programs (TEP) at the undergraduate and graduate levels	Shift toward "merit pay" and removal of teacher tenure; Student placement shifts; DEI shifts toward new state metrics.
Mississippi Urban Research Center (MURC)	Researching issues impacting urban areas	The 15% cap on indirect research costs significantly limiting COEHD's ability to

Unit	Primary Functions	Key Implications
Lottie W. Thornton Early Childhood Center	Operates a full-year, full-day program with a primary focus on early literacy and social-emotional development.)	fund administrative overhead and staff through federal grants.  Enrollment and service design may be influenced by reduced child care funding and expanded school choice offerings

### Conclusions

The Trump administration’s actual and proposed changes to U.S. educational policy represent a shift from a federalized management system to a more state-led "block grant" funding system. The proposed and/or enacted changes can be grouped into three broad areas representing:

- (1) Educational Freedom (Charter/School Choice)
- (2) Deregulated Federal Oversight
- (3) Elimination of Diversity, Equity, and Inclusion (DEI) mandates

The actual and/or proposed policy changes have created administrative, financial, and academic uncertainty at multiple levels ranging from federal agencies to local school districts. The JSU COEHD is uniquely positioned as a major producer of minority educators in urban areas to assume a leadership role in helping state and local educational institutions understand and respond to the Trump administration’s policy shifts. Many of the proposed policy initiatives have yet to be officially adopted or enacted. This “time lag” offers the COEHD an opportunity to re-assess and adapt its academic and non-academic program offerings to the forthcoming changes in federal and state educational policies.

### Recommendations for JSU/COEHD

Based upon reviewing the actual and/or proposed policy changes at the federal level, and assessing their likely impact at the local, state, and federal levels, the following provides a summary of recommendations that could assist and inform the COEHD leadership team planning activities:

- Continue building upon COEHD’s current efforts to establish a “Compliance Hub / Education Research Center” to assess, develop, enact, implement, and evaluate educational initiatives. The Hub/Center would take the lead in planning the COEHD’s responses to any proposed and/or enacted policy changes at the local, state, and federal levels.

- Enhance COEHD’s current efforts to assist students in gaining and maintain financial aid, and effectively managing student loan debt obligations.
- Continue efforts of seeking to strengthen K–12 partnerships with local school districts.
- Continue COEHD activities of updating and/or modifying its educational curriculums in order effectively adapt to any mandated local, state, and federal policy changes (especially those policy changes having significant likely impact on various COEHD accreditation standards).
- Revisit current and proposed “Student placement protocols” in light of mandated changes in “Diversity, Equity, and Inclusion - DEI” policies, and priority areas of the federal Office of Civil Rights Compliance - OCR towards gender-specific enforcement.



## Introduction

Since January 2025, the Trump Administration has pursued a broad reform agenda designed to restructure the federal government's role in education, expand school choice options, refocus civil-rights enforcement of education-related policies (e.g., Title IX), alter student-loan programs and forgiveness, reform accreditation standards, and either close the U.S. Department of Education (ED) or substantially reassigning its functions to other federal agencies (U.S. Department of Education, 2025). The steps taken by the Trump administration include issuing Executive Orders to begin dismantling ED, enacting large proposed budget cuts to ED programs, reversing Title IX rules regarding civil rights enforcement, making substantial changes to student loan repayment and forgiveness, and expanding charter/school choice funding (U.S. Department of Education, 2025). Many of the previous changes carry significant financial, policy, and programming implications for public institutions from K–12 through higher education (Whitehouse, 2025; NEA, 2025; Insidehighered,2025; U.S. Department of Education, 2025).

This report presents research findings on the Trump Administration's actual and proposed U.S. education policy changes primarily administered through the U.S. Department of Education from January 2025 to December 2025. It examines significant policy initiatives proposed or enacted by the Trump administration, and the likely implications of those policy initiatives and changes for public K-16 agencies (e.g., the Mississippi Department of Education; Mississippi Institutions of Higher Learning). This report contains a special section focusing on likely policy implications for Jackson State University's College of Education and Human Development's (JSU/COEHD) departments, units, and centers.

As will be discussed in more detail, the changes proposed or enacted by the Trump administration represent a significant paradigm shift in how public education is structured, operated, funded, and assessed in the United States. Billions of dollars will be either reallocated or reduced, and millions of students ranging from pre-school through the university level will be impacted academically, professionally, and/or socially (U.S. Department of Education, 2025). The overall goal of this research report is to provide academic and non-academic policymakers with information and insight on what policy initiatives and changes have been proposed or implemented, the likely implications of those changes, and how those same policymakers can begin taking action for the purpose of effectively responding to those initiatives and changes.

## Methodology

This research report utilized a descriptive, qualitative research design to examine the Trump administration's education policy changes. The documentation reviewed included examining President Trump's Executive Orders, proposed regulatory changes, U.S. Congressional legislation (e.g., the One Big Beautiful Bill), journal articles, and credible news report. This report was prepared with assistance from the ChatGPT 5.0v, Gemini 3.0v, and Copilot artificial intelligence (A.I.) search tools. Those A.I. tools were used to help identify, sort, and analyze documentation of proposed and actual educational policy changes. The primary A.I. prompt asked for the identification of the Trump administration's actual and proposed education policy initiatives and changes that have occurred since January 2025. A.I. assistance also used to help organize the policy initiatives into specific categories (e.g., fiscal/financial;

program/services; regulatory/enforcement) for analysis and likely programmatic, service, and organizational operations implications. A summary of key findings was prepared by the report authors with a focus on the applicability of those findings for the JSU College of Education and Human Development, as well as state public education agencies such as the Mississippi Department of Education. In accordance with professional integrity standards, all AI-generated content was critically reviewed, fact-checked, and edited by the report authors. These authors accept full responsibility for the accuracy, originality, and final conclusions presented in this document.

## Summary of Major Federal Policy Changes

The section below provides a summary of the Trump administration's major U.S. education policy changes (actual or proposed) identified since January 2025. Table 3 presents a summary of the above major policy changes proposed by the Trump administration for the period of January, 2025 to December, 2025.

- Proposed closure of the U.S.. Dept. of Education Department (ED) and/or re-assignment of department responsibilities to other federal agencies --- On March 20, 2025, President Trump signed an order directing the Secretary of Education to facilitate closure of U.S.. Dept. of Education (ED) "to the maximum extent permitted by law," returning authority to states and limiting use of remaining funds for DEI or "gender ideology" (Whitehouse, 2025). The order precipitated staff reductions (approximately 50%) and intra-agency program restructuring (Whitehouse, 2025). Preliminary analyses on the proposed closure and/or re-assignment of department responsibilities identified impacts to the areas of student financial aid (loans/grants), civil rights enforcement, Title I/IDEA flows, and data functions (Lek.com; Eschoolnews.com).
- Budget proposals with substantial cuts --- The Trump administration proposed \$12 billion in ED cuts and reductions to K 12 programs, particularly affected by those cuts would be the Office of Civil Rights (OCR) and Office of Student Aid (Nea.org; Insidehighered, 2025).
- Re-focus of Civil rights enforcement activities --- Following a court order vacating the 2024 Title IX rule (. . . originally intended to broaden protections for sexual orientation, gender identity, and pregnancy), the Department is now enforcing the previous 2020 regulations, though some key aspects, like broader sex discrimination definitions are still applicable (U.S. Department of Education, 2025). ED formally reverted to the 2020 Title IX regulations and indicated the department will seek enforcement consistent with an Executive Order (EO) defining sex as biological male/female (Insidehighered, 2025; U.S. Department of Education, 2025).
- Student loans & forgiveness --- ED ended the SAVE (Saving on a Valuable Education) program (per court injunction); paused the IBR (Income-Based Repayment) student loan forgiveness program; restarted wage garnishments for defaults beginning January 2026; and also advanced rule changes to the PSLF (Public Service Loan Forgiveness) program

eligibility (effective July 2026) (U.S. Department of Education, 2025; Newsweek.com; Ksl.com; Usatoday.com; Businessinsider.com).

- Accreditation reforms --- Key reforms proposed included:
  - i. Eliminating DEI Standards: The Department of Education seeks to amend regulations to prohibit accreditors from enforcing DEI-based standards, focusing instead on merit-based, non-discriminatory criteria.
  - ii. Promoting Intellectual Diversity: Accreditors are expected to ensure that member institutions uphold "intellectual diversity" among their faculty.
  - iii. Focus on Outcomes and Efficiency: Reforms aim to reduce administrative burdens, increase the speed of accreditation reviews, and allow for easier changing of accreditors by institutions.
  - iv. New Accreditor Recognition: The administration is encouraging the development and recognition of new, competitive accrediting agencies to break up the current system.
  - v. Addressing Political Ideology: The reforms seek to eliminate "woke" standards and focus accreditation on academic quality and, in some cases, require colleges to offer lower-cost, accelerated degree options.
  - vi. Transfer-of-Credit Reforms: Policies are being aimed at reforming transfer-of-credit rules to prevent students from having to repeat coursework, aimed at improving college affordability (Whitehouse, 2025; Insidehighered, 2025; U.S. Department of Education, 2025).
  
- School choice expansion --- the Trump administration issued an Executive Order (EO) promoting school choice, and supporting/implementing a new national tax-credit scholarship structure that states must opt into (Whitehouse, 2025). The U.S.. Dept. of Education announced record Charter School Program funding (\$500 million) and grant competitions to replicate/expand high-quality charter school models, with priorities including classical education, civics, STEM, and career-focused programs (U.S. Department of Education, 2025; Federalregister.gov; Deseret.com).

WEBINAR SERIES

## 2026 Legislative Prep Series: Education Challenges and Solutions

NAVIGATING FEDERAL CHANGES IN EDUCATION  
FUNDING FOR STUDENT SUCCESS



Thursday, December 11, 2025

**Table 3** *Summary of Major Policy Changes Made or Proposed by Trump Administration*

<b>Policy area</b>	<b>Change (actual/proposed)</b>	<b>Status (as of December, 2025)</b>	<b>Significant financial / policy / programming implications for public institutions</b>
<b>ED structure &amp; administration</b>	ED reduction in force (~50% workforce) and broader “final mission” to reduce bureaucracy and shift responsibilities	Implemented	Potential slower grant processing, program monitoring, and technical assistance capacity; possible delays/uncertainty in discretionary competitions and compliance support due to staffing reductions (U.S. Dept. of Education, 2025).
<b>ED structure &amp; interagency realignment</b>	Interagency agreements to move/coordinate programs as part of breaking up federal education bureaucracy	Implemented/announced	Could change where/how institutions apply for, report on, or get guidance for certain federal education programs; institutions may need updated compliance maps and contacts (U.S. Dept. of Education, 2025).
<b>K–12 school choice</b>	Executive Order (EO) directing ED to prioritize educational freedom/school choice in grants/programs	Implemented (EO issued)	Potential shift of discretionary priorities toward choice-aligned initiatives; could reshape competitive grant scoring and program design expectations (White House.gov).
<b>Charters</b>	ED action to “advance school choice” by supporting charter schools and revising notices/invitations	Implemented	Competitive grant opportunities may tilt toward charter schools; public districts may experience enrollment/funding pressure in choice-heavy markets (U.S. Dept. of Education, 2025).
<b>National “voucher-like” tax credit scholarships</b>	Educational Choice for Children Act (ECCA) tracked in Congress; described as a first-ever national tax-credit scholarship approach requiring state opt-in	Enacted (EO) /advancing in Congress	For opt-in states: potential student movement across sectors; new administrative coordination; possible effects on public school finance and specialized services depending on scholarship uses (Congress, 2025).
<b>Title IX (Higher ED and K–12 agencies)</b>	ED announced it will enforce the 2020 Title IX rule; OCR	Implemented	Institutions may need to re-align Title IX processes (investigation/discipline procedures, due process elements) to the 2020 framework;

Policy area	Change (actual/proposed)	Status (as of December, 2025)	Significant financial / policy / programming implications for public institutions
	issued directive letter reinforcing approach		potential training/policy revision costs (U.S. Dept. of Education, 2025).
<b>Athletics / sex-based eligibility &amp; funding threats</b>	Executive order on women’s sports directs enforcement posture; CRS notes federal enforcement linkage	Implemented (EO issued)	Potential compliance and litigation exposure; policy updates for athletics participation, facilities access, and communications (especially for public universities and school districts) (Whitehouse, 2025).
<b>Title VI / antisemitism &amp; civil rights investigations</b>	ED announced investigations and sent letters to universities under Title VI investigations related to antisemitic discrimination/harassment	Implemented (investigations announced)	Increased compliance workload (policies, campus climate response, reporting); potential consequences tied to federal funding if violations found (U.S. Dept. of Education, 2025).
<b>Higher ed oversight priorities</b>	ED announced FIPSE (Fund for the Improvement of Postsecondary Education) priorities (e.g., AI use, civil discourse, accreditation reform, short-term program capacity)	Implemented for competition priorities	Signals likely funding preference areas; institutions may adjust program proposals toward AI/civil discourse/accreditation/short-term pathways (U.S. Dept. of Education, 2025).
<b>Federal student loans: repayment plans</b>	OBBBA (“Beautiful Bill”) changes for new loans after July 1, 2026, ED may offer only Standard and RAP repayment options	Enacted; implementation ongoing	Significant increase in student advising burden; may affect affordability perceptions and enrollment—especially for graduate/professional pipelines and public-service pathways (Congress, 2025).
<b>Federal student loans: borrowing limits</b>	OBBBA (“Beautiful Bill”) caps for graduate/professional loans; ED described caps and rationale in negotiated rulemaking update	Enacted; implementation ongoing	Graduate/professional enrollment and program financing pressures; institutions may need expanded institutional aid, pipeline partnerships, or program redesign to maintain access (U.S. Dept. of Education, 2025).

Policy area	Change (actual/proposed)	Status (as of December, 2025)	Significant financial / policy / programming implications for public institutions
<b>ED “return to states” / proposed structural change</b>	White House action frames “empowering parents, states, communities,” including intent of shrinking/closing ED	Proposed/agenda framing; not solely achievable by EO	Strategic uncertainty: states/institutions may face shifting federal role expectations, changing grant administration, and potential reallocation of responsibilities (Whitehouse, 2025).

**NOTE:** Many of the proposed changes listed above will either require U.S. Congress approval before becoming official, and/or they are currently being challenged in the Federal court system. Thus, the authors of this report advise the reader to seek additional information before making any major policy, financial, and/or organizational adjustments in response to findings presented in this report.



## Policy Implications for Public K-16 agencies

The section below presents a summary of major themes emerging from an examination of actual and proposed changes to the Trump administration's U.S. education policy as related to public K-16 agencies (e.g., the Mississippi Department of Education - MDE; the Mississippi Institutions for Higher Learning - IHL). These themes are presented to help the reader better understand the potential policy, financial, and programmatic implications of the changes proposed by the Trump administration. Specific themes emerging from this policy review include:

- More state-level responsibility (and variability) for program design, implementation, and accountability as capacity and structure of the U.S. Department of Education shifts (Whitehouse, 2025).
- Incurring higher compliance and governance loads for implementing and/or enforcing education policy (e.g., Title IX realignment to the 2020 rule; athletics-related enforcement posture; higher investigative activity in some civil-rights domains) (U.S. Dept. of Education, 2025).
- Adapting to an altered student financing environment beginning July 2026 for new and existing student financial aid users; thus likely impacting enrollment patterns, graduate pipeline access, and student support workloads (Congress, 2025, 2025).
- Increased school choice competition pressures in states that opt into new scholarship/tax-credit structures or otherwise expand school choice; thus likely impacting district staffing, placements, enrollments, local per-pupil funding, and program partnerships (Harvard Graduate School of Education, 2025; ProPublica, 2025).
- Increased financial pressure to make-up for decreased federal funding (e.g., Federal funds cover approximately 23% of Mississippi's K-12 costs, nearly double the national average (Mississippi Free Press, 2025).
- Uncertain impact on Block Grants as related to the proposed 15% cut to federal education spending. The proposed cut could lead to a net loss of millions in Title I (low-income) and IDEA (disabilities) funding for local and state education organizations such as MDE (U.S. Dept. of Education, 2025).
- Consolidation of rural school grants into general block grants may disproportionately harm Mississippi's rural districts, which tend to rely on federal aid for teacher recruitment and technology (Enterprise-Journal, 2026).
- With proposed changes to federal accreditation and accountability rules, the direct and indirect effects of those changes could impact teacher pipeline programs' staffing and enrollment patterns, and thus cause potential shifts in CAEP accreditation standards.

MDE’s accountability systems and licensure pipelines could also feel indirect impacts (Whitehouse, 2025; Insidehighered, 2025).

Table 4 presents a summary of the above themes in terms of likely policy, financial, and programmatic implications for K-16 public educational institutions such as the Mississippi Department of Education ( MDE), and the Mississippi Institutions for Higher Learning (IHL).

**Table 4** *Implications for K-16 Public Educational institutions*

<b>Area</b>	<b>Likely Implications</b>
Federal funds (Title I/II/IDEA; ESSER wrap-up)	Increased uncertainty related to funds availability; audit-related holds; and potential funding reductions.
Civil rights/Title IX	Reversal to 2020 rule utilizing biological sex definition; increased monitoring and enforcement actions involving of DEI-related initiatives.
Charter schools’ expansion	More funding for charter schools and/or school choice initiatives; implementing replication/credit enhancements to existing programs; and reducing student enrollment in local public schools.
FAFSA / Student financial aid pipeline	Possibly requiring an “Earlier launch” of student financial aid application processes; continued lingering technical challenges associated with changes taking place at the U.S. Department of Education; possible reduction in amount of financial aid awarded.
Accreditation & pipeline programs	Promoting easier switching among accreditors providers; increased DEI scrutiny of programs and services; and reductions in student enrollment.

## Policy Implications for JSU COEHD

The vision/mission of the JSU College of Education and Human Development (COEHD) is to be the premier Urban institution of choice within the state of Mississippi, the region, and the nation for the preparation of teachers, counselors and mental health professionals, professional development specialists, school leaders, and other school related professional practitioners with the latest in technology, best practices, and as responsive educators with adaptive expertise (JSU/COEHD, n.d.). Given the unique role COEHD performs in being a major producer of minority educators in the state of Mississippi overall, and the city of Jackson/Hinds County in particular, many of the actual and proposed Trump administration changes could have a substantial impact on COEHD operations, funding, accreditation compliance, and student placement. Table 5 provides a listing of current academic and non-academic units comprising the JSU College of Education and Human Development.

**Table 5** *Listing of COEHD Academic and Non-Academic Units*

<b>Departments</b>	<b>Professional Centers</b>
•Counseling, Rehabilitation, and Psychometric Services	• Center for Teacher Quality
•Educational Administration, Foundations, and Research	• Center for Professional Development
•Educational, Multicultural, and Exceptional Studies	• Cleopatra D. Thompson Curriculum Center
•Elementary and Early Childhood Education	• Continuing Education Center
•Health, Physical Education, and Recreation	• Counseling and Statistics Laboratories
•Executive Ph.D. Program	• Lottie W. Thornton Early Childhood Center
•School of Lifelong Learning	• Harris-Gambrell Reading Center
	• Test Preparation Center (Praxis Lab)
	• Mississippi Urban Research Center

The section below provides a summary of likely policy changes on the COEHD mission, programs, and constituents (e.g., students, teachers, administrators, employers, and community).

- Accreditation pressures --- The proposed reform to accreditation standards and practices (e.g., de-emphasizing DEI standards; allowing the switching of accreditation standards and accreditors) may affect CAEP/CACREP compliance, and the COEHD’s broader accreditor relationships (e.g., MDE, IHL) (Insidehighered, 2025).
- Title IX & campus policies --- May require a review of current Title IX practices and policies to ensure they align with the 2020 regulations and federal Executive Orders guidance, while also seeking alignment with current Mississippi law and JSU’s commitments to diversity, equity, and inclusion values. Will also likely require the updating of training curriculums & policy guidelines across COEHD departments and units (Insidehighered, 2025; U.S. Dept. of Education, 2025).
- Student aid & “pipeline to teaching initiatives” --- Due to the high number of students receiving some type of federal financial aid at JSU, ensuring accessibility to student financial aid options will be critical for JSU’s students and COEHD programs serving those students. Actual and proposed changes to repayment plans are likely to impact student affordability and enrollment in COEHD graduate and professional programs (e.g., EdD/PhD; Lifelong Learning) (Insidehighered, 2025; Newsweek.com, 2025).
- K–12 Partner districts --- Charter and school choice expansion, along with reduced federal K–12 funding, are likely to influence clinical/student placements, current and future partnerships agreements, and school improvement projects between the JSU/COEHD and Mississippi districts (U.S. Dept. of Education, 2025).

Table 6 presents a summary of the above likely implications for the JSU College of Education and Human Development’s academic and non-academic units previously listed.

**Table 6** *Likely implications for the JSU College of Education and Human Development*

<b>COEHD unit</b>	<b>Most relevant federal changes</b>	<b>Likely implications for the unit</b>	<b>Possible Adjustments needed</b>
<b>Counseling, Rehabilitation, &amp; Psychometric Services</b>	ED downsizing; Title IX enforcement posture; civil rights investigations trend (U.S. Dept. of Education, 2025)	Higher demand for campus services, student support, complaint-response readiness, and evaluation/measurement; possible increased training needs for staff/students	Expanding compliance-aligned training modules; building rapid-response documentation and referral pathways; strengthening practicum partnerships with districts/universities
<b>Educational Administration, Foundations, &amp; Research</b>	“Return to states” agenda; school choice expansion; ED restructuring (Whitehouse, 2025)	Increased demand for policy analysis, state accountability design support, and district leadership training	Creating a Mississippi-focused policy lab series; publish briefs for MDE/districts on fiscal/accountability scenarios
<b>Educational, Multicultural, &amp; Exceptional Studies</b>	Title IX services allowed; School choice policies affecting specialized services; civil rights enforcement shifts (U.S. Dept. of Education, 2025)	Programmatic pressure to help partners maintain compliant supports for diverse learners amid policy change; potential field placement issues	Updating coursework to include compliance scenario practice; developing district toolkits for inclusive instruction within evolving rules
<b>Elementary &amp; Early Childhood Education</b>	School choice expansion; curriculum/parental-rights framing; early-childhood center operations (Whitehouse, 2025)	Possible shifts in district-school partnerships; increased demand for family engagement and evidence-based literacy supports	Strengthening reading clinic/summer programming partnerships; expanding parent-engagement training for candidates

<b>COEHD unit</b>	<b>Most relevant federal changes</b>	<b>Likely implications for the unit</b>	<b>Possible Adjustments needed</b>
<b>Health, Physical Education, &amp; Recreation</b>	Athletics/Title IX Executive Order; Title IX enforcement directives (Whitehouse, 2025)	Increased compliance attention for athletics participation & facilities; training needs for educators/coaches	Adding compliance-focused coaching modules; coordinating with JSU athletics/compliance to align guidance for candidates
<b>Executive PhD Program</b>	Student loan caps and reduced repayment options; ED priorities around accreditation/value/transparency (Congress, 2025, National Law Review, 205; Whitehouse, 2025)	Potential enrollment sensitivity due to financing changes; opportunity to align dissertations/practice research to state/federal transition issues	Expanding assistantship & scholarship strategy; positioning program as leader on “state capacity and evaluation assessments” during federal ED realignment
<b>School of Lifelong Learning</b>	Short-term program emphasis on workforce alignment opportunities (e.g., STEM, AI); Pell/student aid shifts discussed in broader “Beautiful Bill” elements (U.S. Dept. of Education, 2025)	Opportunity to scale short-term credentials and professional upskilling; need for stronger outcomes tracking	Building outcome dashboards; aligning COEHD offerings to state workforce needs and federal ED priority language
<b>Center for Teacher Quality</b>	Charter/School choice expansion; ED grant/priority shifts; agency capacity changes (U.S. Dept. of Education, 2025)	Increased demand for rapid teacher pipeline support; changing district partnership needs	Diversifying placement partners (district/charter); adding micro-credentials for high-need areas
<b>Center for Professional Development</b>	Title IX/civil rights compliance; leadership support needs (U.S. Dept. of Education, 2025)	Increased market demand for compliance training and climate response workshops	Offering specialized Professional Development packages for districts (e.g., Title IX processes, documentation standards, leadership response drills)

<b>COEHD unit</b>	<b>Most relevant federal changes</b>	<b>Likely implications for the unit</b>	<b>Possible Adjustments needed</b>
<b>Cleopatra D. Thompson Curriculum Center</b>	Curriculum/family engagement framing; K–12 policy shifts (Whitehouse, 2025)	Need for curated instructional resources aligned to evolving state/local expectations	Refreshing curated instructional resources; hosting “policy-to-practice” curriculum clinics for partner schools
<b>Continuing Education Center</b>	Short-term training emphasis; adult learner financing pressures (U.S. Dept. of Education, 2025)	Growth potential for short-term and continuing ed offerings; higher expectation to demonstrate ROI successes	Tightening employer partnerships; embedding competency-based assessment and placement tracking
<b>Counseling &amp; Statistics Laboratories</b>	ED downsizing; increased compliance/evaluation needs (U.S. Dept. of Education, 2025)	More demand for program evaluation, data support, and educational climate metrics	Offering counseling “rapid response” services to districts/campus units; standardizing assessment instruments
<b>Lottie W. Thornton Early Childhood Center</b>	Family choice landscape; early childhood service coordination (Brookings Institution, 2025; Congress, 2025; Education First, 2025)	Enrollment and service design may be influenced by wider parental choices and reduced funding changes	Forming partnerships with local providers; strengthening documentation and quality-rating alignment; increasing outreach & recruitment strategies
<b>Harris-Gambrell Reading Center</b>	Literacy initiatives in changing K–12 environment; parent engagement (Education First, 2025)	Potentially increased demand for evidence-based reading interventions	Expanding tutoring/clinic reach; publish outcomes reports for district partners
<b>Test Preparation Center (Praxis Lab)</b>	State licensure emphasis; potential shifts in student pipeline demand (Education First, 2025)	Increased value and need as student pipeline pressures grow for passage rates	Scaling test-prep cohorts; integrating diagnostic analytics/targeted remediation

## Conclusions

This report summarizes actual and proposed U.S. education policy changes put forth under the Trump Administration for the time period of January 2025 to December 2025. The sources of data/information reviewed for this report included White House executive orders, major federal legislation impacting U.S. education policy (e.g., “One Big Beautiful Bill”), federal agency reports, proposed federal regulatory changes, and credible news reporting organizations. In reviewing various proposed/actual changes, this report also considered likely policy, financial, and programmatic implications of those changes for public education K–16 agencies (e.g., Mississippi Department of Education; Mississippi Institutions for Higher Learning). A special focus was placed on examining the possible implications for Jackson State University’s College of Education & Human Development (JSU/COEHD) departments, programs, and centers.

### **Beyond a Simple Paradigm Shift**

Since January 2025, the Trump administration has pursued a fundamental restructuring of U.S. educational policy. That restructuring could be grouped into three major policy areas:

- (1) Educational Freedom/School Choice
- (2) Deregulated Federal Oversight
- (3) Elimination of Diversity, Equity, and Inclusion (DEI) mandates

Those restructured areas have contributed to administrative, financial, and academic uncertainty at multiple levels ranging from federal agencies to local school districts to community-based programs. Those areas involve billions of dollars in federal support, and impact millions of students, teachers, administrators, businesses, and community organizations (U.S. Dept. of Education, 2025). To say that U.S. education policy is at a cross-roads would be an understatement. The changes proposed and implemented by the Trump administration represent a major paradigm shift that de-emphasizes the federal government’s role in education policy, while also emphasizing a more “free-market / less regulated / state-led” educational policy model.

The de-emphasis of “DEI” initiatives has particular relevancy for institutions like JSU who serve and place large numbers of minority teachers and administrators in local school districts. From all the materials reviewed to-date for this report, this de-emphasis could significantly reduce the number of students/teachers/administrators placed in the educational pipeline, and require significant alterations to the curriculum and training modules historically utilized by COEHD. Although the changes in U.S. education policy are significant, they do not necessarily mean educational institutions are without options in terms of responding. To paraphrase the often quoted translation of the Chinese “crisis” symbol as related to the above changes . . . where there is risk, there is also opportunity. That is the mindset the authors of this report suggest JSU COEHD leadership adopt and implement moving forward. A mindset whereby the administration views the proposed changes as an opportunity to innovate and better adapt their educational services to this new reality.

## Unique Position of COEHD

Since the JSU COEHD is a major producer of minority educators in Mississippi, it is uniquely positioned to help state and local educational institutions understand and respond to the Trump administration’s policy shifts. As of the publishing of this report, many of the proposed policy initiatives have yet to be officially adopted or enacted. This “time lag” offers the COEHD an opportunity to re-assess and adapt its academic and non-academic offerings by “turning risk into opportunity” in response to federal and state educational policy changes. The following section offers recommendations to assist the COEHD in making those necessary re-assessments and adaptations. In doing so, COEHD can proactively turn the “risk” flowing from the Trump administration’s changes into “opportunity” that can lead to more effective and innovative educational services benefitting various constituency groups.

## Recommendations

The section below provides recommendations based upon a review of actual/proposed education policy changes; the mission, goals, history, capacities, and current structure of the JSU COEHD; and the need to retain academic, programmatic, and fiscal flexibility in responding to current and future policy changes. As was stated earlier, MURC’s goal in preparing this research white paper is to provide COEHD leadership (. . . and other academic and non-academic policymakers . . . ) with practical, insightful information that can help the organization successfully navigate current and future policy shifts. Below are the recommendations organized by institutional focus and policy areas:

**Table 7** *State Public Education K–12 Agencies - (MDE)*

<b>Policy Area</b>	<b>Recommended Agency Actions</b>
Federal funds (Title I/II/IDEA; ESSER; Other Sources)	<ul style="list-style-type: none"> <li>• Develop cash-flow contingencies for potential budget cuts</li> <li>• Expedite paying of financial claims</li> <li>• Broaden communication with districts on federal timelines</li> <li>• Review short- and long-term spending plans (Magnoliatribune, 2025)</li> </ul>
Civil rights/Title IX	<ul style="list-style-type: none"> <li>• Issue guidance aligning state-level procedures to federal policy</li> <li>• Provide training on current and proposed policies</li> <li>• Monitor local districts for compliance with policy shifts</li> <li>• Conduct an assessment of policy shifts on district operations and student metrics (Insidehighered, 2025; U.S. Dept. of Education, 2025)</li> </ul>
Charter School expansion	<ul style="list-style-type: none"> <li>• Conduct an assessment of policy shifts on current and future charter/school choice plans, funding, and other operational issues (U.S. Dept. of Education, 2025)</li> </ul>

---

FAFSA / Student  
Financial Aid

- Partner with college access organizations to provide counseling, training, and other informational services (e.g., student financial aid workshops)
- Conduct an assessment of policy shifts on current and future student financial aid plans, funding, programs, and services (Insidehighered, 2025; GAO, 2024)

Accreditation-related  
impacts

- Track proposed accreditation changes by IHE accreditors (e.g., CAEP) as related to educator-prep programs
- Conduct an assessment of policy shifts on current and future licensure and non-licensure programs divisions (Insidehighered, 2025)

## JSU/College of Education and Human Development (COEHD)

Specific recommendations for COEHD are presented in the following two sections: (1) “College-wide” recommendations providing overall guidance in responding to policy changes; and (2) “Department/Unit-specific” recommendations offering suggestions for responding to policy changes directly impacting that department/unit:

**Table 8** *College-wide recommendations to policy changes*

<b>Policy/Action Area</b>	<b>Recommendation</b>
Diversify Revenue Streams	Aggressively pursue other potential revenue streams (e.g., private philanthropic support; internal fundraising) and state-level "Workforce Development" grants to offset the loss of federal funding including reductions in federal research overhead costs funding.
Audit Curriculum for Accreditation and Other Compliance Metrics	Conduct an internal review to ensure that course materials in "Multicultural Education-related" program areas meet changing federal and non-federal (e.g., CAEP & CACREP) accreditation standards, while still allowing the COEHD to pursue its mission of being a premier trainer of minority urban education professionals.
Increase Focus on Workforce Education	Consider expanding certificate programs and "Short-term Pell" eligible courses as a response (. . . and opportunity . . .) to actual and proposed policy changes that emphasize a greater shift toward vocational and trade-based higher education.
Expanding Partnerships/Collaborations	Continue seeking expanded partnerships and collaborations with external groups as a means to better respond academically, programmatically, community-wise, and financially to proposed policy shifts impacting COEHD.
Establish COEHD Education Policy & Training Center	Build upon existing COEHD infrastructure and working groups to establish a “Policy & Training” Center specializing in assisting academic and non-academic entities in responding to educational policy changes (e.g., providing information, training, research, programming, evaluation, and other services to local, district, state, and regional organizations).
Assessment of Title IX, DEI, Charter Schools, and Student Financial Aid Policy Shifts	Conduct an assessment of the possible impact of Title IX, DEI, and Charter Schools policy shifts on COEHD operations and student outcomes (e.g., field & clinical placements; financial aid availability; local districts’ hiring initiatives; school enrollments).

**Table 9** *Department/Unit-specific recommendations to policy changes*

<b>COEHD Department/Unit</b>	<b>Primary Functions</b>	<b>Policy Implications</b>	<b>Recommendations</b>
Counseling, Rehabilitation, & Psychometric Services	CACREP-accredited counseling programs	Title IX procedure updates in training; student aid counseling re: IDR/IBR student loan shifts; potential effects of PSLF employer definitions	<ul style="list-style-type: none"> <li>• Integrate 2020 Title IX case studies</li> <li>• Advise students on IBR loan forgiveness timelines</li> <li>• * Track PSLF eligibility rules for school-based roles (Insidehighered, 2025; Newsweek, 2025)</li> </ul>
Educational Admin., Foundations, & Research	K–12 leadership prep; policy analysis	Charter schools’ growth & fiscal volatility in districts; shifts in civil rights enforcement; state accountability rule changes	<ul style="list-style-type: none"> <li>• Develop curriculum modules on charter schools’ management</li> <li>• Prepare leaders for changing Title IX compliance &amp; state accountability standards (U.S. Dept. of Education, 2025; Insidehighered, 2025)</li> </ul>
Educational, Multicultural, & Exceptional Studies	Special ed., multicultural education	Potential Title I/IDEA funding uncertainties; civil- rights/OCR capacity compliance	<ul style="list-style-type: none"> <li>• Strengthen partnerships for IEP compliance</li> <li>• Develop curriculum on providing equitable services under new policy and funding constraints (Magnoliatribune.2025)</li> </ul>
Elementary & Early Childhood Education	Teacher prep; early childhood lab center	Placement shifts due to charter school growth; reading interventions with districts; federal program timing	<ul style="list-style-type: none"> <li>• Align clinical placements with new charter schools &amp; district demands</li> <li>• Leverage Harris-Gambrell Reading Center for evidence-based</li> </ul>

			interventions (U.S. Dept. of Education, 2025)
Health, Physical Education, & Recreation	K–12 PE/health educator prep	Budget volatility may limit school programs and placement opportunities; policy shifts on student wellness	<ul style="list-style-type: none"> <li>• Develop low-cost program and/or certificate models to train HYPER students for future employment opportunities (Magnoliatribune, 2025)</li> </ul>
Executive Ph.D. in Urban Higher Education	Advanced leadership in higher ed	Accreditation reforms; reduced student loans and repayment options; increased institutional funding pressures	<ul style="list-style-type: none"> <li>• Adjust curriculums and add seminars on accreditation governance</li> <li>• Conduct research on urban IHE resilience under federal policy shifts (Whitehouse, 2025; Insidehighered, 2025)</li> </ul>
Cleopatra D. Thompson Curriculum Center	PK-12 curriculum best practices	Need for Title IX-aligned classroom policies; literacy & civics education emphasis	<ul style="list-style-type: none"> <li>• Organize and make available resources on 2020 Title IX classroom impacts (e.g., gender roles &amp; accommodations)</li> <li>• Expand civics/STEM curriculum materials to align with Charter/School choice policy priorities (U.S. Dept. of Education, 2025)</li> </ul>
Education Technology Center	Distance learning & Ed tech labs	FAFSA outreach technical & compliance training	<ul style="list-style-type: none"> <li>• Host virtual FAFSA clinics</li> <li>• Develop and conduct Title IX training modules for internal and external partners (e.g., local school districts) (Insidehighered, 2025)</li> </ul>

Harris-Gambrell Reading Center	Reading interventions	Support districts amid funding fluctuations; bolster early literacy outcomes	<ul style="list-style-type: none"> <li>Expand after-school/summer reading sessions</li> </ul>
Kids Kollege	Enrichment programs for children	Possible reduction in funding & community demand	<ul style="list-style-type: none"> <li>Assess current and future operational needs as related to proposed policy changes and decreased child care funding</li> </ul>
Lottie W. Thornton Early Childhood Center	Lab school & childcare	Policy shifts on early childhood funding and placements	<ul style="list-style-type: none"> <li>Assessment current and future operational needs as related to proposed policy changes and decreased child care funding</li> </ul>
Mississippi Urban Research Center (MURC)	Researching Urban-related issues and public policies	Increased research opportunities on student achievement, school operations, and community involvement	<ul style="list-style-type: none"> <li>Begin tracking and reporting on federal and state “Education Policy Changes” and their impact</li> <li>Develop research briefs</li> <li>Conduct stakeholder convenings on education-related topics</li> </ul>



JSU Award winning Department of Elementary and Early Childhood Education



Dean Tony Latiker,  
JSU College of Education and  
Human Development



“Goals of Education” --- MLK

## References

- After-School Alliance. (2025, March 12). Continued changes at the U.S. Department of Education as layoffs expand. <https://www.afterschoolalliance.org>
- American Association of University Professors. (2025, December 23). Significant events at historically Black colleges and universities in 2025. <https://www.aaup.org/news/significant-events-historically-black-colleges-and-universities-2025>
- Arnold & Porter. (2025, February 12). Impact of Trump administration directives on scientific research in the United States. <https://www.arnoldporter.com/en/perspectives/advisories/2025/02/impact-of-trump-directives-on-scientific-research-in-the-us>
- Ballard Spahr LLP. (2025, February 3). Department of Education confirms return to Trump administration’s 2020 Title IX rule. <https://www.ballardspahr.com>
- Bellwether Education Partners. (2025, September 13). Federal higher education policy: Early actions for states in response to recent changes. <https://bellwether.org/publications/federal-higher-education-policy/>
- Brookings Institution. (2025, May 28). The Educational Choice for Children Act opens the door to waste, fraud, and abuse. <https://www.brookings.edu/articles/the-educational-choice-for-children-act-opens-the-door-to-waste-fraud-and-abuse/>
- Brookings Institution. (2025, September 17). The Trump administration’s actions on higher education aren’t impacting HBCUs—yet. <https://www.brookings.edu/articles/the-trump-administrations-actions-on-higher-education-arent-impacting-hbcus-yet/>
- Bullard Center for Environmental and Climate Justice. (2025). How Trump’s indirect-costs cap would hurt undergraduates too. <https://www.bullardcenter.org/directors-pick/how-trumps-indirect-costs-cap-at-the-nih-would-hurt-undergrads-too>
- ChatGPT: OpenAI. (2025). ChatGPT (5.0 version) [Large language model]. <https://chat.openai.com/chat>.
- College Aid Services. (2025, April 24). White House unveils new education policies via six executive orders. <https://www.collegeaidservices.net>
- Congress.gov. (2025–2026). H.R. 1 (119th Congress): An act to provide for reconciliation pursuant to title II of S. Con. Res. 3. <https://www.congress.gov>
- Congress.gov. (2025–2026). H.R. 833 (119th Congress): Educational Choice for Children Act of 2025. <https://www.congress.gov>

Congressional Research Service. (2025, June 6). Transgender athletes and Title IX: Agency investigations and policy considerations (LSB11322). <https://www.congress.gov>

Congressional Research Service. (2025, July 31). The Repayment Assistance Plan (RAP) in P.L. 119-21 (IF13075). <https://www.congress.gov>

Copilot: Microsoft. (2025). (December) [Large language model]. <https://copilot.microsoft.com/>.

Deseret News. (2025, May 16). U.S. Department of Education to increase funds and grants for charter schools. <https://www.deseret.com>

Education First. (2025, April 30). What to expect: Project 2025 and Trump’s education policy agenda. <https://education-first.com>

Education Week. (2025, November 18). See where the Education Department’s programs will move as the Trump administration downsizes. <https://www.edweek.org>

Enterprise-Journal. (2026, January 1). Here’s how Trump’s “big, beautiful bill” will impact Mississippi schools. <https://www.enterprise-journal.com>

EIM Partnerships. (2025, February 21). Tracking higher education changes under the Trump administration in 2025. <https://eimpartnerships.com>

eSchool News. (2025, December 31). What happens after the U.S. Department of Education is dissolved? <https://www.eschoolnews.com>

Gemini: Google. (2025). Gemini (3.0 Flash) [Large language model]. <https://gemini.google.com/>.

Government Accountability Office. (2024, September 24). FAFSA rollout challenges (GAO-24-107407). <https://www.gao.gov/products/gao-24-107407>

Harvard Graduate School of Education. (2025, October 2). School vouchers explained: What the new federal program means. <https://www.gse.harvard.edu>

Hechinger Report. (2025, December 18). The Trump administration’s biggest impact on education in 2025. <https://hechingerreport.org>

Inside Higher Ed. (2025, February 3). Department of Education reverts to Trump’s Title IX rule. <https://www.insidehighered.com>

Inside Higher Ed. (2025, May 2). Trump proposes deep cuts to education and research. <https://www.insidehighered.com>

Inside Higher Ed. (2025, May 2). Education Department announces further changes to accreditation. <https://www.insidehighered.com>

Inside Higher Ed. (2025, June 25). FAFSA planned October 1 launch. <https://www.insidehighered.com>

Jackson State University, College of Education and Human Development. (n.d.). College of Education and Human Development. <https://www.jsums.edu/education/>

Jackson State University, College of Education and Human Development. (n.d.). Professional centers. <https://www.jsums.edu/education/professional-centers/>

Jackson State University. (n.d.). Undergraduate course catalog: College of Education and Human Development. <https://jsums-public.courseleaf.com/undergraduate/college-education-human-development/>

K–12 Dive. (2025, July 8). Three things to know about school choice in the “One Big Beautiful Bill”. <https://www.k12dive.com>

KSL.com. (2025, December 29). Trump administration: Student loan defaulters may soon have wages garnished. <https://www.ksl.com>

LEK Consulting. (2025). Federal policy in flux: Navigating the Trump administration’s 2025 education overhaul. <https://www.lek.com>

Mississippi Free Press. (2025, February 5). What Trump’s plan to abolish the U.S. Department of Education would mean for Mississippi. <https://www.mississippifreepress.org>

Mississippi Magnolia Tribune. (2025, July 24). State Board of Education hears update on federal funding. <https://magnoliatribune.com>

National Association of Student Financial Aid Administrators. (2025, July 4). Federal Student Aid changes from the One Big Beautiful Bill Act. <https://www.nasfaa.org>

National Education Association. (2025, May 7). Four ways Trump’s budget proposal slashes public school funding. <https://www.nea.org>

National Law Review. (2025, February 26). Title IX changes revert regulations back to 2020. <https://www.natlawreview.com>

National Law Review. (2025, June 5). Higher education accreditation under scrutiny. <https://www.natlawreview.com>

Newsweek. (2025, July 22). Student loans: Department of Education pauses IBR forgiveness. <https://www.newsweek.com>

PBS NewsHour. (2025, December 24). Tracking how much of Project 2025 the Trump administration achieved this year. <https://www.pbs.org/newshour>

ProPublica. (2025, October 10). Five ways the Department of Education is upending public schools. <https://www.propublica.org>

Reuters. (2025, March 4). U.S. education secretary says she is on “final mission” to end bureaucracy. <https://www.reuters.com>

Smart Cities Dive. (2025, August 26). Trump grantmaking order heightens uncertainty for city funding. <https://www.smartcitiesdive.com>

The White House. (2025, January 30). Fact sheet: President Donald J. Trump expands educational opportunities for American families. <https://www.whitehouse.gov>

The White House. (2025, March 20). Improving education outcomes by empowering parents, states, and communities. <https://www.whitehouse.gov>

The White House. (2025, April 23). Executive order on reforming higher education accreditation. <https://www.whitehouse.gov>

U.S. Department of Education. (2025, January 31). U.S. Department of Education to enforce 2020 Title IX rule protecting women. <https://www.ed.gov>

U.S. Department of Education. (2025, March 11). U.S. Department of Education initiates reduction in force. <https://www.ed.gov>

U.S. Department of Education. (2025, November 6). ED concludes negotiated rulemaking to implement student loan provisions. <https://www.ed.gov>

U.S. Department of Education, Office for Civil Rights. (2025, February 4). Title IX enforcement directive (Dear Colleague Letter). <https://www.ed.gov/media/document/title-ix-enforcement-directive-dcl-109477.pdf>

U.S. Federal Register. (2025, May 16). Charter School Program credit enhancement grants: Notice inviting applications. <https://www.federalregister.gov>



## Appendices



“JSU Graduation Ceremony”

**Table 10** Executive Orders Impacting U.S. Education Policy (January 2025 to December 2025)

Name of Executive Order	Summary of Executive Order	Primary Group / Organization Impacted
<b>Expanding Educational Freedom and Opportunity for Families</b>	Directs the federal government to prioritize educational choice, parental authority, and alternative schooling options; instructs the U.S. Department of Education to support state-based K–12 choice initiatives where permissible under federal law (Whitehouse, 2025a).	Parents and families; State education agencies; K–12 public school systems; School choice administrators
<b>Improving Education Outcomes by Empowering Parents, States, and Communities</b>	Establishes a federal policy framework emphasizing decentralization of education governance, reduced federal oversight, and expanded state and local control over education policy and funding decisions (Whitehouse, 2025g).	State education agencies; Local school districts; U.S. Department of Education
<b>Ending Radical Indoctrination in K–12 Schooling (EO 14190)</b>	Prohibits the use of federal funds for instructional practices related to “gender ideology” or race-based equity frameworks deemed discriminatory by the administration; directs agencies to condition funding on compliance (Whitehouse, 2025b).	K–12 public schools; State education agencies; Federal education grant recipients
<b>Additional Measures to Combat Antisemitism (EO 14188)</b>	Requires federal agencies to identify and address antisemitism, including within institutions of higher education; strengthens monitoring, reporting, and enforcement mechanisms under Title VI of the Civil Rights Act (Whitehouse, 2025c).	Colleges and universities; Higher education administrators; Civil rights compliance offices
<b>Ending Radical and Wasteful Government DEI Programs and Preferencing (EO 14151)</b>	Terminates Diversity, Equity, and Inclusion (DEI) programs within federal agencies and restricts the use of DEI-related criteria in federal grantmaking, including education grants (Whitehouse, 2025d).	Federal agencies; Public universities; Education grant recipients
<b>Initial Rescissions of Harmful Executive Orders and Actions (EO 14148)</b>	Rescinds select executive orders from the prior administration, including those related to equity and inclusion, thereby altering the policy framework governing federally supported education initiatives (Whitehouse, 2025e).	Federal education policymakers; Public educational institutions; Grant administrators

Name of Executive Order	Summary of Executive Order	Primary Group / Organization Impacted
<b>Restoring Freedom of Speech and Ending Federal Censorship (EO 14149)</b>	Establishes federal policy protections for speech and expression; indirectly affects academic freedom, campus speech regulations, and federal oversight of university speech policies (Whitehouse, 2025f).	Colleges and universities; Faculty and students; Campus administrators
<b>Reforming Accreditation to Strengthen Higher Education</b>	Directs the federal government to review and reform higher-education accreditation processes to emphasize outcomes, innovation, and institutional autonomy, potentially affecting eligibility for federal student aid (Saul Ewing LLP, 2025).	Colleges and universities; Accrediting agencies; Higher education regulators
<b>Ensuring Transparency in Higher Education Admissions</b>	Calls for increased transparency and reporting requirements in higher-education admissions practices, often linked to civil rights and merit-based admissions oversight (Saul Ewing LLP, 2025).	Colleges and universities; Admissions offices; Civil rights enforcement entities
<b>Improving Oversight of Federal Grantmaking</b>	Directs agencies to strengthen oversight, reporting, and accountability requirements for federal grants, including education-related discretionary and formula grants (Saul Ewing LLP, 2025; Federal Register, 2025).	Public universities; State education agencies; Federal grant administrators
<b>Saving College Sports</b>	Addresses federal involvement in intercollegiate athletics governance, with implications for Title IX enforcement, athlete eligibility, and institutional compliance responsibilities (Saul Ewing LLP, 2025).	Higher education athletics programs; Student-athletes; Compliance offices

**Tables 11A & 11B** K–12 vs. Higher education Executive Order comparison tables

**11A. Executive Orders Primarily Impacting K–12 Education**

<b>Executive Order</b>	<b>K–12 Policy Focus &amp; Summary</b>	<b>Primary K–12 Stakeholders Impacted</b>
<b>Expanding Educational Freedom and Opportunity for Families</b>	Promotes parental authority and school choice in K–12 education; directs federal agencies, including ED, to support state-level choice initiatives using allowable federal funds (Whitehouse, 2025a).	Parents and families; State education agencies; Public school districts; Charter and choice program administrators
<b>Improving Education Outcomes by Empowering Parents, States, and Communities</b>	Frames education as a state and local responsibility, emphasizing reduced federal oversight and expanded discretion for K–12 governance, funding decisions, and accountability systems (Whitehouse, 2025g).	State education agencies; Local school boards; Superintendents; Public school systems
<b>Ending Radical Indoctrination in K–12 Schooling (EO 14190)</b>	Prohibits the use of federal education funds to support instructional content related to “gender ideology” or race-based equity frameworks deemed discriminatory by the administration (Whitehouse.gov, 2025b).	K–12 schools and districts; Curriculum administrators; Federal education grant recipients
<b>Ending Radical and Wasteful Government DEI Programs and Preferencing (EO 14151)</b>	Eliminates DEI-related requirements or preferences in federally supported programs, indirectly affecting K–12 grants, professional development, and federally funded initiatives (Whitehouse, 2025d).	State education agencies; K–12 districts; Federal program administrators
<b>Initial Rescissions of Harmful Executive Orders and Actions (EO 14148)</b>	Rescinds prior executive actions that supported equity-focused frameworks, altering the federal policy environment shaping K–12 guidance and program expectations (Whitehouse, 2025e).	K–12 policymakers; State education agencies; Federal grant managers

## 11B. Executive Orders Primarily Impacting Higher Education

<b>Executive Order</b>	<b>Higher Education Policy Focus &amp; Summary</b>	<b>Primary Higher Education Stakeholders Impacted</b>
<b>Additional Measures to Combat Antisemitism (EO 14188)</b>	Directs federal agencies to strengthen monitoring and enforcement of antisemitism under Title VI, with explicit implications for campus climate, reporting, and institutional compliance (Whitehouse, 2025c).	Colleges and universities; Civil rights compliance offices; Campus leadership
<b>Restoring Freedom of Speech and Ending Federal Censorship (EO 14149)</b>	Establishes federal policy protections for speech and expression, indirectly shaping campus free-speech policies, academic freedom debates, and federal oversight expectations (Whitehouse, 2025f).	Faculty and students; University administrators; Campus legal counsel
<b>Reforming Accreditation to Strengthen Higher Education</b>	Directs review and reform of higher-education accreditation processes, emphasizing outcomes, innovation, and institutional autonomy, with implications for federal student aid eligibility (Saul Ewing LLP, 2025).	Colleges and universities; Accrediting agencies; Higher education regulators
<b>Ensuring Transparency in Higher Education Admissions</b>	Calls for increased transparency and oversight of admissions practices, often linked to civil rights compliance and federal funding accountability (Saul Ewing LLP, 2025).	Admissions offices; University leadership; Civil rights enforcement bodies
<b>Improving Oversight of Federal Grantmaking</b>	Strengthens accountability, reporting, and compliance requirements for federal grants, including research, teacher preparation, and student-support programs (Saul Ewing LLP, 2025; Federal Register, 2025).	Public universities; Sponsored programs offices; State higher education agencies
<b>Saving College Sports</b>	Addresses federal involvement in intercollegiate athletics governance, with implications for Title IX enforcement, athlete eligibility, and institutional compliance responsibilities (Saul Ewing LLP, 2025).	Athletics departments; Student-athletes; Title IX and compliance offices

## References Used in Compiling Listing of Executive Orders

- Ballotpedia. (2025). Donald Trump's executive orders on education, 2025–2026. [https://ballotpedia.org/Donald\\_Trump%27s\\_executive\\_orders\\_on\\_education%2C\\_2025-2026](https://ballotpedia.org/Donald_Trump%27s_executive_orders_on_education%2C_2025-2026)
- Congressional Research Service. (2025). Executive orders: Overview and considerations for Congress (CRS Report No. R46539). U.S. Congress.
- Federal Register. (2025). Executive orders signed by President Donald J. Trump (2025). <https://www.federalregister.gov/presidential-documents/executive-orders/donald-trump/2025>
- Saul Ewing LLP. (2025). Current administration actions impacting higher education. <https://www.saul.com/current-administration-actions-impacting-higher-education>
- U.S. Department of Education. (2025). Press releases and policy guidance related to executive actions affecting education. <https://www.ed.gov>
- The White House. (2025a, January 30). Expanding educational freedom and opportunity for families (Executive Order). <https://www.whitehouse.gov/presidential-actions/2025/01/expanding-educational-freedom-and-opportunity-for-families/>
- The White House. (2025b, January 31). Ending radical indoctrination in K–12 schooling (Executive Order 14190). <https://www.whitehouse.gov/presidential-actions/2025/01/ending-radical-indoctrination-in-k-12-schooling/>
- The White House. (2025c, February 5). Additional measures to combat antisemitism (Executive Order 14188). <https://www.whitehouse.gov/presidential-actions/2025/02/additional-measures-to-combat-antisemitism/>
- The White House. (2025d, February 19). Ending radical and wasteful government DEI programs and preferencing (Executive Order 14151). <https://www.whitehouse.gov/presidential-actions/2025/01/ending-radical-and-wasteful-government-dei-programs-and-preferencing/>
- The White House. (2025e, February 26). Initial rescissions of harmful executive orders and actions (Executive Order 14148). <https://www.whitehouse.gov/presidential-actions/2025/01/initial-rescissions-of-harmful-executive-orders-and-actions/>
- The White House. (2025f, February 27). Restoring freedom of speech and ending federal censorship (Executive Order 14149). <https://www.whitehouse.gov/presidential-actions/2025/01/restoring-freedom-of-speech-and-ending-federal-censorship/>

The White House. (2025g, March 20). Improving education outcomes by empowering parents, states, and communities (Executive Order). <https://www.whitehouse.gov/presidential-actions/2025/03/improving-education-outcomes-by-empowering-parents-states-and-communities/>

Wikipedia contributors. (2025). Executive Order 14148.  
[https://en.wikipedia.org/wiki/Executive\\_Order\\_14148](https://en.wikipedia.org/wiki/Executive_Order_14148)

Wikipedia contributors. (2025). Executive Order 14149.  
[https://en.wikipedia.org/wiki/Executive\\_Order\\_14149](https://en.wikipedia.org/wiki/Executive_Order_14149)

Wikipedia contributors. (2025). Executive Order 14151.  
[https://en.wikipedia.org/wiki/Executive\\_Order\\_14151](https://en.wikipedia.org/wiki/Executive_Order_14151)

Wikipedia contributors. (2025). Executive Order 14188.  
[https://en.wikipedia.org/wiki/Executive\\_Order\\_14188](https://en.wikipedia.org/wiki/Executive_Order_14188)

## About MURC

The mission of Jackson State University’s Mississippi Urban Research Center (MURC) is “to conduct basic and applied research into urban problems and public policy, and to make available the results of this research to private groups, public bodies, and public officials.” MURC was authorized through Mississippi Senate Bill 2720, Chapter 512, Section 1, cited as the “Universities Research Institutes Act of 1983” (MS Code § 57-55-17 (2019)).

MURC conducts a wide array of urban-related research in areas such as education; health; community and economic development; mental health; changing family structures; crime and public safety; and local government operations. MURC conducts both basic (“discovery”) and applied (“solutions-oriented”) research into urban problems and public policy. Specific research activities include Policy analysis; Program evaluation; Census data research and training; Focus group facilitation; Survey development, distribution, and analysis; Statistical analysis services; and Needs assessment services. MURC also conducts instructional programs, forums, conferences, and workshops on current urban-related topics.

To help disseminate its research findings, MURC utilizes several methods including its peer-reviewed Online Journal of Urban and Rural Research; MURC Digest Reports; MURC Research Briefs; newsletters; social media; data infographics; and forums, conferences, and workshops. The primary goal of all MURC activities and services is to help improve the overall quality of life in urban areas located in Mississippi and throughout the world.

### Contact Information

Telephone

Phone: 601.979.1386 / 601-979-1400

Email

[murc@jsums.edu](mailto:murc@jsums.edu)

Location:

JSU Downtown Campus

101 W. Capitol Street

5<sup>th</sup> Floor

Jackson, Mississippi 39201