

To: CCCAOE Board & SCCRC
From: Robert Cabral, CCCAOE Advocacy Chair and Immediate Past President
RE: **Consultation Council Report**

Date: February 20, 2025

Background and Council Representation:

The Chancellor's Office (CO) presented updates on relevant developments and time-sensitive changes since the previous Consultation Council meeting, as well as digest items previously presented that may require additional consultation.

Consultation Council Members

Mario Rodriguez, Association of Chief Business Officers (ACBO)

Willy Duncan, Association of California Community College Administrators (ACCCA)

Julianna Mosier, Association of Chief Human Resources Officers/Equal Employment Officers (ACHRO/EEO)

Cheryl Aschenbach, Academic Senate for California Community Colleges (ASCCC)

LaTonya Parker, Academic Senate for California Community Colleges (ASCCC)

Eric Kaljumägi, Community College Association/California Teachers Association (CCA/CTA)

Jim Mahler, Community College Council/California Federation of Teachers (CCC/CFT)

Robert Cabral, California Community College Association for Occupational Education (CCCAOE)

Omar Torres, California Community Colleges Chief Instructional Officers (CCCCIO)

K. Frindell Teuscher, California Community College Independents (CCCI)

Andra Hoffman, California Community College Trustees (CCCT)

Pamela Ford, Council of Classified Employees/California Federation of Teachers (CCE/CFT)

Larry Galizio, Community College League of California (CCLC)

Roger Schultz, Chief Executive Officers of the California Community Colleges (CEOCCC)

Manuel Payan, California School Employees Association (CSEA)

Christopher Sweeten, Chief Student Services Officers (CSSO)

Wendy Brill-Wynkoop, Faculty Association of the California Community Colleges (FACCC)

Ivan Hernandez, Student Senate for California Community Colleges (SSCCC)

Annie Koruga, Student Senate for California Community Colleges (SSCCC)

Chancellor's Office Administrators

Sonya Christian, Ph.D., Chancellor

Rowena Tomaneng, Ed.D., Deputy Chancellor

Erik Cooper, Vice Chancellor, Workforce and Research

Anthony Cordova, Vice Chancellor, Workforce and Economic Development

Paul Feist, Vice Chancellor, Communications and Marketing

Craig Hayward, Visiting Executive, Research and Strategic Initiatives

John Hetts, Ph.D., Executive Vice Chancellor, Innovation, Data, Evidence, and Analytics Office (IDEA)

Valerie Lundy-Wagner, Ph.D., Vice Chancellor, Digital Innovation and Infrastructure

Kathy Lynch, Interim General Counsel

David O'Brien, Vice Chancellor, Government Relations

Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support

Ernest Shih, Vice Chancellor, Information Security and Technology

Meeting Notes:

Meeting started at 9:10AM

Agenda Items:

Student Senate Update

Proposed Reg Action: Certificate of Achievement

Removed the word "sequence"

Removed section C since it is duplicative

Clean up language

State and Federal Update

Currently monitoring 59 Tier 1 bills, introduced in Feb, 2nd House Hearings in Jun – Aug, Gov Final Actions in October.

Track Leg Website refreshed in Chancellors Website

Assembly Committee on Higher Education - Oversight Hearing on the Implementation of AB 1705 (Irwin)

Key highlights:

- Speakers provided a historical overview of equitable placement reforms
- Strong testimonies from students and faculty across California
- Members asked questions about implementation challenges, data methods, faculty supports, and course repeats.



Undocumented Students

- **AB 49 (Muratsuchi)**: Immigration enforcement in day care centers.
- **AB 85 (Essayli)**: Mandated cooperation with immigration enforcement in felony cases.
- **AB 324 (Sanchez)**: Mandated cooperation with immigration enforcement in sex trafficking cases.
- **AB 421 (Solache)**: Immigration enforcement in sensitive areas.
- **AB 695 (Fong)**: Access and Continuity for Deported Students Act.
- **SB 48 (Cervantes)**: Limited cooperation with immigration enforcement actions.
- **SB 98 (Pérez)**: Notifications of ICE presence.
- **SB 323 (Pérez)**: Clarify CADAA for mixed-status students.

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AI Literary Guidelines and AI Educational Series Updates

Dreamscape Learn Virtual Biology Lab Initiative

Proposed Regulatory Change – Direct Assessment Competency-Based Education

This document contains underlined and stricken text, which may require adjustments to screen reader settings. Underlined text denotes additions to existing regulations or new text; ~~stricken~~ text denotes deletions from existing regulations.

SECTION 55270 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270. Scope and Intent.

The purpose of this article is to support the implementation of direct assessment competency-based education programs to better serve the diversity of California community college students, ensure access to educational pathways and opportunities for academic and career success, and to achieve more equitable student outcomes. The intent of this article is to ensure program quality and to provide learning opportunities that are meaningful and authentic, particularly for students from minoritized communities, and those identified by the college as being disproportionately impacted pursuant to Education Code, Section 78220.

The goal of ~~this form of~~ direct assessment competency-based education is to empower students in their learning journey by providing a personalized, flexible, adaptive, and culturally responsive curriculum with which students can engage. Direct assessment ~~€~~competency-based education allows students to demonstrate mastery of learning and the achievement of competencies at their own pace, aided by customized instructional and support services.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, ~~and 70902~~, and 78220 Education Code.

SECTION 55270.1 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.1. Definitions.

For purposes of this article, the following definitions shall apply:

(a) An “assessment” in direct assessment competency-based education is a means for determining either a student's progress towards mastery or a student's demonstration of mastery of competencies. A “formative assessment” measures student progress; a “summative assessment” measures mastery of ~~a competency~~ one or more competencies. Formative assessments include, but are not limited to, quizzes or drafts of a project or writing assignment such as outlines or rough drafts. Summative assessments include, but

are not limited to, final examinations, demonstrations, presentations, portfolios, ~~and reports and other forms of authentic and performance-based assessments that provide evidence of competency mastery.~~

(b) “Competencies” are the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning. Competencies represent the acquisition of knowledge, skills, abilities and intellectual behaviors that reflect the balancing of theory and application present in a demonstration of mastery.

~~(c) “Competency Based Education Program Map” means a description of the direct assessment competency-based education program and shall specify all elements defined in this article.~~

~~(d)~~(c) “Direct assessment competency-based education” in the California community colleges is an intentional outcomes-based and equity-minded approach to earning a college degree in which the expectations of learning are held constant, but time is variable through a flexible, self-paced, high-touch and innovative learning practice.

(d) “Direct Assessment Competency-Based Education Program Map” means a description of the direct assessment competency-based education program and shall specify all elements defined in this article.

(e) “Direct assessment program” has the same meaning as in Title 34, Section 668.10, of the Code of Federal Regulations, and is a program that, in lieu of credit or clock hours as the measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program utilizing the results of the assessment.

(f) “Direct assessment of student learning” has the same meaning as in Title 34, Section 668.10, of the Code of Federal Regulations, and means a measure of a student's knowledge, skills, and abilities designed to provide evidence of the student's proficiency in the relevant subject area.

(g) “Disproportionately Impacted” in broad terms is a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group. For the purpose of targeted outreach and evaluation for direct assessment competency-based education, disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group has educational attainment and outcomes significantly different from the representation of that group in the student population, and that discrepancy is not justified by empirical evidence.

(h) “Equity” is the condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely, equality indicates uniformity where everything is evenly distributed among people.

(i) “Mastery” means a student has ~~mastered the~~ demonstrated competency by meeting or exceeding the ~~minimum requirement of 80 percent or higher on the summative assessment~~ academic grading standards outlined in section 55270.8.

(j) ~~“Module” means a curriculum framework for the delivery of learning and assessments tied to measurable competencies leading to mastery. Modules are organized, bundled, and sequenced within a program. A program is “offered in modules” if the program uses a standard term or nonstandard-term academic calendar, is not a subscription-based program, and a course or courses in the program do not span the entire length of the period of enrollment.~~

(j) “Offered in modules” has the same meaning as in Title 34, Section 668.22, of the Code of Federal Regulations; for federal financial aid purposes, a program is “offered in modules” if the program uses a standard term or nonstandard-term academic calendar, is not a subscription-based program, and a course or courses in the program do not span the entire length of the payment period or period of enrollment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; and Section 668.10 and 668.22 of Title 34, Code of Federal Regulations.

SECTION 55270.2 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.2. Approval of Direct Assessment Competency-Based Education Programs.

(a) All direct assessment competency-based education programs must obtain the Chancellor's approval prior to a district claiming state apportionment, pursuant to this section, ~~and the Chancellor's Office Program and Course Approval Handbook prepared, distributed, and maintained by the Chancellor consistent with section 55000.5(a), and as~~ informed by guidance from the Chancellor's Office.

~~(b) To obtain approval of a direct assessment competency-based program, the college~~ Colleges offering their first direct assessment competency-based education program must submit to the Chancellor a Direct Assessment Competency-Based Education Program Map. The program map shall include the following components:

(1) The name of the proposed program.

(2) The catalog description of the proposed program.

(3) A list of all ~~modules~~ competencies to be included in the program, ~~related competencies, and credit hour equivalencies, as referenced in section 55270.7, inclusive of documentation verifying use of the Chancellor's Office approved of the credit hour crosswalk methodology used to determine the number of credit or clock hours, as defined in section 55002.5, to which the program is equivalent, consistent with the provisions outlined in section 55270.12 and the accrediting agency requirements.~~

(4) A description of each ~~module~~ competencies within a program that includes the discipline, subdiscipline, competency ~~outcome~~ statements, competency description,

~~learning objectives, mastery level, topics of study, learning activities, method for substantive faculty interaction, and documentation of the method of assessment including any formative assessment assignments and summative assessment rubrics.~~

(5) An explanation of the proposed evaluation process for determining mastery of competencies on summative assessments.

~~(5)~~ (6) A description of faculty and staff roles and responsibilities.

(7) A description for how regular and substantive interaction will be met in accordance with Title 34, Section 600.2, of the Code of Federal Regulations and as outlined in section 55270.6.

~~(6)~~ (8) The Sources and methodology used to identify and develop competencies, including utilization of labor market information such as occupational profiles, job postings, or employer survey information.

~~(7)~~ (9) The educational outcomes and specific objectives of the proposed program.

~~(8)~~ (10) An explanation of how the program is appropriate to the objectives and conditions of community college education in California and how it is consistent and aligns with system-wide goals.

(11) An explanation of how the program will advance equity for historically underserved and minoritized students.

(12) An analysis of Labor Market Information that includes the following:

(A) A list of Standard Occupational Classification codes for which the program is training;

(B) A list of educational and training programs for adults maintained by high schools, community colleges, private postsecondary schools, and four-year institutions in the region that are offering a training program for the occupations identified in (A);

(C) Analysis of regional labor market supply and demand for the occupations identified in (A) and providers identified in (B); and

(D) For career technical education programs, recommendations of career technical education regional consortia.

~~(9)~~ (13) The need for and availability of the following resources shall be determined in relation to the proposed program:

(A) Adequate or proposed financial support, including a description of how student's eligible eligibility for Title IV HEA program funds has been excluded from consideration when based on prior learning;

(B) Qualified faculty consistent with the published disciplines list;

(C) Library and media center resources; and

(D) Access to technology and low- to no-cost digital content.

~~(10)~~ (14) An explanation of how online and in-person student support services will be adapted and integrated within competencies and modules to be delivered in-person or

online programs to assist students with educational planning and ensure they receive prompt and accurate information about career mobility and transfer opportunities.

~~(11)~~ (15) An outreach strategy that demonstrates a commitment to enroll historically underserved and minoritized students, particularly those identified in the college or districts' Student Equity Plan as being disproportionately impacted pursuant to Education Code Section 78220.

~~(12)~~ (16) An evaluation plan ~~which includes review, assessment, and evaluation of the outreach strategy required in subparagraph (11), and of student outcomes that focuses on closing historical equity gaps that meets the minimum requirements referenced in section 55270.10.~~

~~(13)~~ (17) A professional development plan for faculty and staff designed to foster effective implementation of competency-based education, in accordance with equity-oriented and culturally responsive principles and practices determined in consultation with equity practitioners; and

~~(14)~~ (c) ~~All documentation submitted to~~ Prior to offering a direct assessment competency-based education program, colleges shall obtain approval from the institutional accrediting agency, and to the US Department of Education in accordance with Title 34, Section 668.10, of Title 34 of the Code of Federal Regulations (where applicable) and will be required to submit approval documentation through a process established in the Program and Course Approval Handbook and informed by guidance from the Chancellor's Office.

~~(c)~~ (d) The Chancellor's approval of a direct assessment competency-based education program is effective until the program or implementation of the program is discontinued or modified in any substantial way in accordance with Title 34 of the Code of Federal Regulations, Section 602.22. The Chancellor's Office may evaluate a direct assessment competency-based educational program, after its approval, on the basis of the program map components listed in this section. If, on the basis of such an evaluation, the Chancellor determines that a direct assessment competency-based education program should no longer be offered, the Chancellor may terminate the approval and determine the effective date of termination.

(e) Every vocational or occupational training program offered by a community college district shall be reviewed every two years in accordance with Education Code Section 78016.

~~(d)~~ (f) The Chancellor shall provide guidance on the process and timeline for approval of direct assessment competency-based education programs.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902, 78016 and 78220, Education Code; and Title 34, Code of Federal Regulations, Sections 600.2, 602.22 and 668.10.

SECTION 55270.3 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.3. Modality.

~~The educational modality for the delivery of direct~~ Direct assessment competency-based education programs shall ~~consist of~~ be offered fully or partially online ~~modules~~. All ~~modules developed for direct assessment competency-based education programs~~ are subject to the general requirements of this chapter as well as the specific requirements of this article.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55270.4 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.4. General Academic Standards and Module Program Approval.

(a) ~~Direct assessment competency-based education programs recommended by curriculum committees and approved by district governing boards as meeting modules are a set of degree-applicable credit modules which have been designated as appropriate to the associate degree in accordance with the requirements of section 55062. Academic standards for modules of direct assessment competency-based education programs shall meet the criteria described in this subdivision shall be designated as degree-applicable programs as appropriate specified below:~~

(1) ~~Curriculum Committee. The college and/or district curriculum committee recommending a module~~ direct assessment competency-based education program shall be established ~~by the mutual agreement of the college or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate. in accordance with section 55001.~~

(2) ~~Modules are created and adopted as part of a direct~~ Standards for Approval. Direct assessment competency-based education programs ~~and~~ shall meet the following standards:

(A) Difficulty, Level, and Intensity. Direct assessment competency-based education programs require critical thinking, learning skills, vocabulary, and allocation of concepts at college level as determined by the curriculum committee. Programs shall be designed with a scope and intensity that promotes academic engagement.

(B) Assessment. A competency or group of competencies shall be assessed for mastery on a summative assessment.

~~(A) (C) Grading Policy. The modules shall provide for measurement of student performance in terms of the stated module outcomes and Demonstrated mastery on a summative assessment shall culminate in a formal, permanently-recorded grade based upon uniform standards of Mastery or Mastery Plus equivalent to the letter grades B and A, respectively, in accordance with section 55270.8. The grade is based on demonstrated mastery in the subject matter through successful completion of a summative assessment.~~

~~(B) (D) Units. The modules shall grant units of credit in a manner consistent with the provisions of section 55270.12. The competency-based education program map shall record the number of units and credit hour equivalencies for direct assessment competency-based education modules. Units of credit shall be awarded based on the credit hour crosswalk methodology, consistent with the accrediting agency requirements and provisions of section 55270.12.~~

~~(C) Intensity. The modules shall treat subject matter in a way that requires students to regularly engage with the instructional materials.~~

~~(D) Difficulty. The modules shall require an attainment of outcomes in the areas of critical thinking, and the understanding and application of concepts determined by the curriculum committee to be college level.~~

~~(E) Level. The modules shall require learning skills and a vocabulary determined by the curriculum committee to be college level.~~

~~(3) Conduct of Module Program. Each module Program shall be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the competency-based education program map the minimum qualifications as set forth by the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook.~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55270.5 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.5. Direct Assessment Competency-Based Education Faculty Selection and Workload.

(a) Instructors of direct assessment competency-based education programs ~~and modules~~ shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the module's subject matter most appropriately falls, in accordance with article 2 (commencing with section 53410), of subchapter 4, of chapter 4, and with the list of discipline definitions and requirements found in section 53407, as such list may be amended from time to time.

(b) Instructors of direct assessment competency-based education programs ~~and modules~~, for which any portion of the module program is offered fully or partially online, shall be

prepared to teach in a distance education modality pursuant to section 55208 consistent with district policies.

(c) The district governing board shall adopt faculty workload policies for the number of students assigned to ~~a module within~~ a direct assessment competency-based education program. District policies should allow for:

- (1) Flexible class sizes as they differ from ~~credit hour~~ credit-based, non-direct assessment programs;
- (2) Faculty assignment within the program in lieu of, or in addition to, instruction; and
- (3) Flexible faculty scheduling across and within terms.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55270.6 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.6. Instructor Contact.

(a) Instructors in direct assessment competency-based education programs shall be at least as available for student-initiated contact as are instructors in courses conducted by other instructional methods in addition to instructor-initiated contact.

(b) District governing boards shall ensure that all district policies governing direct assessment competency-based education programs provide that any portion of a direct assessment competency-based education ~~module program~~ conducted through distance education includes regular and substantive interaction between instructor and students.

(c) Regular and substantive interaction in a direct assessment competency-based education program between instructors and students entails providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student. Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion which should include providing direct instruction; assessing or providing feedback on a student's coursework, formative and summative assessments; providing information or responding to questions about the content of a course or competency; facilitating a group discussion regarding the content of a course or competency; or other instructional activities approved by the institution's accrediting agency.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55270.7 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.7. Program Development, Instruction, and Student Support.

(a) Direct assessment competency-based education faculty shall be responsible for program design, ~~and curriculum development, and instruction, and integrating student success support.~~ In performing these functions, faculty The college shall integrate student support services, in collaboration with students, classified professionals, and counselors, ~~and~~ adopt an equity mindset aimed at reducing bias and stereotypical assumptions in their design, delivery, and implementation of direct assessment competency-based education, in accordance with section 51201. ~~Direct assessment competency-based education program faculty shall take on the following functions:~~

(b) In creating direct assessment competency-based education programs and designing curriculum, faculty shall take on the following functions:

- (1) creating and redesigning instructional content that is culturally responsive;
- (2) identifying and designing ~~formative and summative assessments that,~~ consistent with the federal definition of “direct assessment of student learning assessments,” that are designed to measure a student's knowledge, skills, abilities and proficiency in the relevant subject area. The assessment must be consistent with accrediting agency requirements. The Program and Course Approval Handbook, required by section 55000.5, shall include a description of allowable summative and formative assessments.
- (3) aligning competencies to the outcomes of the direct assessment competency-based education program;
- (4) writing competency ~~outcome~~ statements and learning objectives;
- (5) scaffolding and sequencing competencies for program completion;
- (6) utilizing ~~chancellor's office approved methodology~~ the provisions outlined in section 55270.12 to determine the number of credit or clock hours to which the program is equivalent consistent with the accrediting agency requirements;
- (7) providing content expertise to determine an appropriate pedagogical approach for the direct assessment competency-based education program;
- (8) aligning learning activities, resources, and content to competencies and learning educational outcomes within a module of the program; and
- (9) providing content expertise for individualized adaptive learning.

~~(b) (c)~~ Provision of faculty-designed, culturally responsive instructional content designed ~~by faculty and tracking curriculum and other support for~~ student progress towards mastery, ~~of competencies which can include~~ including the following activities:

- (1) guiding students through the sequence of competencies;

- (2) utilizing technology-based instructional tools to facilitate the varied learning needs of diverse students with differing academic and career goals;
- (3) being responsible for helping students achieve mastery of competencies through a student-focused program delivery strategy that integrates competencies and scaffolds learning throughout the program;
- (4) providing customized instruction as needed to help the student achieve mastery; and
- (5) facilitating student-to-student interaction.

~~(c) Facilitation of student support services embedded within the module design in coordination with student support classified staff.~~

(d) The duties and functions outlined in this article may be distributed among competency-based education faculty to meet student needs.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55270.8 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.8. Academic Record Symbols and Grade Point Average.

(a) ~~Direct~~ A direct assessment competency-based education ~~modules~~ competency or group of competencies shall adhere to the following evaluative symbols:

<i>Symbol</i>	<i>Definition</i>
M	Mastery - obtaining at minimum 80 percent on the summative assessment
M+	Mastery with Distinction - obtaining at minimum 90 percent on the summative assessment

(b) Community college districts may authorize the use, under the provisions specified below, of only the following non-evaluative symbols, in addition to those outlined in section 55023, subdivision (e):

<i>Symbol</i>	<i>Definition</i>
PW	Progress Withdrawal - demonstration of mastery not met after the maximum number of summative assessments attempted

(c) To determine grade point average, community college districts shall adhere to the following grade equivalency standards:

- (1) Mastery shall be denoted as a range that is at or near the level of excellence.
- (2) An evaluative symbol of M ~~will~~ shall be translated into a letter grade of “B” with a grade point of 3.0.
- (3) An evaluative symbol of M+ ~~will~~ shall be translated into a letter grade of “A” with a grade point of 4.0.
- (d) Community college districts shall ~~adopt the credit hour equivalency methodology outlined in section 55270.12 of this article for the purpose of calculating grade point average~~ calculate grade point average based on the credit-hour equivalency of the competency or competencies.
- (e) Community college districts shall provide dual transcripts, as described below, to students in direct assessment competency-based education programs ~~with dual transcripts, as described below and shall provide guidance to students on how to use them with potential employers and transfer institutions.~~
- (1) The competency-based transcript shall use the evaluative and non-evaluative symbols described in subdivisions (a) and (b).
- (2) The credit-hour equivalency transcript shall use the methodology outlined in subdivision (c) to translate competencies into the traditional credit-hour units to calculate grade point average.
- (A) Credit units shall be transcribed for a credit-equivalent course upon demonstrated mastery of all competencies crosswalked for that credit-equivalent course.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55270.9 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.9. Repetition, Withdrawals, and Redirection.

~~(a) The district policy on module repetition adopted pursuant to section 55040 may permit a student to repeat a direct assessment competency-based education module consistent with course repetition guidelines established in section 58161. Attendance of a student repeating a direct assessment competency-based education module pursuant to this subdivision may be claimed for state apportionment.~~

~~(b)~~ (a) The district policy on summative assessment repetition adopted pursuant to section 55040 may permit a student to attempt a summative assessment a maximum of three times before assigning a student the non-evaluative symbol “PW” pursuant to sections 55270.8. ~~The district policy shall establish guidelines for when a student can repeat modules for which the non-evaluative symbol “PW” is assigned.~~

(b) In accordance with Title 34, Section 668.22, of the Code of Federal Regulations, except as provided in subsection 55270.9(b)(3), a student is considered to have withdrawn if –

(1) For a student in a standard and nonstandard-term programs, excluding subscription-based programs, as defined in section 55270.10, the student is not scheduled to begin another competency or competencies within the payment period or period of enrollment for more than 45 calendar days after the end of the competency or competencies the student ceased attending, unless the student has an approved leave of absence from the institution;

(2) For a student in a non-term or subscription-based programs, as defined in section 55270.10, the student is unable to resume attendance within the payment period or period of enrollment for more than 60 calendar days after the student ceased attending, unless the student has an approved leave of absence from the institution;

(1) (3) Notwithstanding subsections (a)(1) and (a)(2) of this section, in a program offered in modules, as defined in 55270.1(k), a A student is not considered to have withdrawn if the student successfully completes:

(A) One module that includes 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules;

(B) A combination of modules that when combined contain 49 percent or more of the number of days in the payment period, excluding scheduled breaks of five or more consecutive days and all days between modules; or

(C) Credit equivalencies Coursework equal to or greater than the number of credit units coursework required for the institution's definition of a half-time student under the US Department of Education, in accordance with Title 34, Section 668.2, of the Code of Federal Regulations for the payment period;

~~(2) For a payment period or period of enrollment in which courses in the program are offered in modules:~~

~~(A) A student is not considered to have withdrawn if the institution obtains written confirmation from the student at the time that would have been a withdrawal of the date that he or she will attend a module that begins later in the same payment period or period of enrollment; and~~

~~(B) For standard and nonstandard term programs, excluding subscription-based programs, that module begins no later than 45 calendar days after the end of the module the student ceased attending;~~

~~(3) For a non-term program, a student is not considered to have withdrawn if the institution obtains written confirmation from the student at the time that would have been a withdrawal of the date that he or she will resume attendance, and that date is no later than 60 calendar days after the student ceased attendance.~~

(c) District policy shall include guidelines for redirecting students to credit-hour programs when satisfactory academic progress within the direct assessment competency-based education program is not achieved. The district policy should be non-punitive and allow students to transfer credits earned.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; and Title 34, Code of Federal Regulations. Section 668.2 and 668.22.

SECTION 55270.10 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.10. District Evaluation Plans.

(a) The district evaluation plan for direct assessment competency-based education programs, as referenced in section 55270.2 (b)(16), shall include, at minimum:

(1) ~~An A plan for the assessment of the effectiveness of direct assessment competency-based education programs and a plan for continuous improvement based on college procedures. To remediate disparities and inequalities in educational experiences and subsequent outcomes for minoritized students, evaluation plans shall be based on an equity framework and shall include a plan to collect and disaggregate data by race and ethnicity for student access and outcomes. on student outcomes.~~

(2) A plan for review, and assessment, and evaluation of an outreach strategies strategy outlined in section 55270.2 (b)(15) for historically underserved and minoritized students.

(3) A plan for continuous improvement based on college procedures.

(b) To remediate disparities and inequalities in educational experiences and subsequent outcomes for minoritized students, evaluation plans shall be based on an equity framework and shall include a plan to collect and disaggregate data by race and ethnicity for student access and outcomes.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55270.11 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.11. Academic Calendar.

(a) A community college district will determine the academic calendar for direct assessment competency-based education programs which must, at a minimum, provide students with sufficient flexibility to demonstrate mastery of competencies at their own pace. An academic calendar may utilize the following schedule configurations:

(1) Standard term. A standard term is a semester, trimester, or quarter where all classes are scheduled to commence and conclude within a set time frame. Districts who wish to use a standard term for direct assessment competency-based education programs must design ~~modules a competency or competencies~~ to be completed within a term.

(2) Nonstandard term. A nonstandard term is not a semester, trimester, or quarter. Nonstandard terms have a fixed start and end date for ~~modules~~a competency or competencies, but the terms may be unequal in length.

(3) Nonterm. A nonterm schedule configuration does not commence or conclude within a term and ~~modules~~a competency or competencies start and end periods may overlap.

(4) Subscription-based. A subscription-based academic calendar structure consists of standard terms or substantially equal nonstandard terms referred to as "subscription periods" in which a school charges a student for each subscription period they enroll in. Students can enroll and complete a competency or competencies across multiple subscription periods.

(b) The community college district shall consult with the college or district academic senate in accordance with section 53203; and determine the appropriate time span for completing direct assessment competency-based education ~~modules~~programs. District ~~policies~~policies shall adhere to the following requirements:

(1) A student may progress through the competency-based education ~~module~~program at their own pace;

(2) ~~Modules~~A competency or competencies will remain open until the student demonstrates mastery, until the student has exhausted the number of attempts pursuant to Section 55270.9, or for standard and non-standard terms, until the end of the designated term as determined by the college's policy, whichever comes first.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55270.12 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.12. Direct Assessment Competency-Based Education Credit Equivalency.

(a) ~~In adherence with the federal definition for credit hour in Title 34, Section 600.2, of the Code of Federal Regulations, a~~ A credit hour is an amount of student work learning that represented represents in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than the standard used for credit instruction the mastery of competencies as demonstrated by the related summative assessments.

(b) The determination of ~~credit hours awarded~~a credit hour crosswalk methodology for a competency-based education ~~module~~program is a curricular matter that includes consideration and review of the following and must be consistent with accrediting agency requirements:

(1) The level and breadth of learning;

(2) The types of educational activities;

(3) The formative assessments;

- (4) The complexity and rigor of the summative assessment; and
- (5) Alignment to existing credit courses.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; and Title 34, Section 600.2, Code of Federal Regulations.

SECTION 55270.13 OF ARTICLE 6 OF SUBCHAPTER 3 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55270.13. Eligibility for State Apportionment.

In order for ~~attendance in a module of~~ a direct assessment competency-based education program to be eligible for state apportionment pursuant to the provisions of this article, ~~the module it~~ must be reported as required by this article, and meet all other requirements of statute and regulation relative to eligibility for state apportionment. Apportionment for a direct assessment competency-based education program will be administered in accordance with sections 58001 and 58050.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Proposed Revisions to Title 5, California Code of Regulations relating to Credit Certificates of Achievement

This document contains underlined and stricken text, which may require adjustments to screen reader settings. Underlined text denotes additions to existing regulations; ~~stricken~~ text denotes deletions from existing regulations.

SECTION 55070 OF ARTICLE 7 OF SUBCHAPTER 1 OF CHAPTER 6 OF DIVISION 6 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED TO READ:

§ 55070. Credit Certificates.

- (a) Any sequence of courses consisting of 16 or more semester units or 24 or more quarter units of degree-applicable credit coursework shall constitute an educational program subject to approval by the Chancellor pursuant to section 55130. The college-awarded document confirming that a student has completed such a program shall be known as a certificate of achievement and may not be given any other designation. The award of a certificate of achievement is intended to represent more than an accumulation of units. Listing of the certificate of achievement on a student transcript symbolizes successful completion of patterns of learning experiences designed to develop certain specific capabilities that may be oriented to career, intersegmental ~~or~~ general education, or local needs; provided, however, that no sequence or grouping of courses may be approved as a certificate of achievement pursuant to this section if it consists solely of basic skills ~~and/or ESL courses~~. For ~~purposes of this subdivision, the term~~ “intersegmental general education” includes coursework taken to satisfy transfer patterns established by the University of California and; the California State University; or accredited public postsecondary institutions in adjacent states ~~which that~~ award the baccalaureate degree.
- (b) Shorter credit programs leading to a certificate may be established without review and approval by the Chancellor after approval by the college curriculum committee and the district governing board. Such a certificate may be given any name or designation deemed appropriate by the district governing board, except that such a certificate may not be referred to as a certificate of achievement, a certificate of completion, or a certificate of competency, unless approved by the Chancellor pursuant to subdivision (c). Such a certificate may not be listed on a student’s transcript, unless approved by the Chancellor pursuant to subdivision (c).
- (c) A district may submit ~~any sequence of courses consisting of 8 or more semester units or 12 or more quarter units of degree-applicable credit coursework to the Chancellor to~~ the Chancellor two or more courses totaling 8 or more semester units or 12 or more quarter units of degree-applicable credit coursework and request that it be approved as a program leading to a certificate of achievement. The Chancellor may approve such a program if ~~he or she determines the Chancellor determines~~ that a district ~~it~~ satisfies the requirements of subdivision (a) despite requiring fewer than 16 semester or 24 quarter units of degree-applicable credit coursework.

~~(d)~~ Content and assessment standards for certificates shall be defined by the local curriculum committee and comply with the requirements of this chapter. Such standards should also ensure that certificate programs will be consistent with the mission of the college, meet a demonstrated need, be feasible, and adhere to guidelines on academic integrity which may be developed by the Chancellor, the Academic Senate for California Community Colleges or other appropriate statewide bodies.

~~(d)~~(e) A description of each approved program shall be included in the college catalog.

~~(e)~~(f) The Chancellor shall develop forms and procedures for ~~submission of~~ submitting applications for approval of a program leading to a certificate of achievement.

~~(g)~~ Provisions of this section regarding the naming or designation of certificates shall become effective for the Fall 2008 term.

Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

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State and Federal Policy Update

This document is prepared by the California Community Colleges Chancellor's Office as part of its regular monthly and bimonthly updates for the Consultation Council and the Board of Governors, respectively. The information presented herein is current as of February 7, 2025. The latest information will be provided to the Consultation Council and the Board of Governors at the time of the presentation.

STATE LEGISLATION OVERVIEW

As of this writing, the Chancellor's Office is tracking 36 Tier 1 Assembly Bills (AB) and Senate Bills (SB). These bills are most likely to have a direct impact on the California Community Colleges, operations, programs, and support. The last day to introduce legislation is February 21, 2025.

Our list of Tier 1 bills includes one of our three sponsored bills, AB 363 (Bryan). This legislation will expand student access to the California Work Opportunity and Responsibility to Kids (CalWORKS) program. Additional details regarding our sponsored legislation can be found in our [2025-26 Shared Advocacy Request](http://www.cccco.edu/-/media/CCCCO-Website/docs/general/2025-26-Final-Shared-Advocacy-Request.pdf?la=en&hash=4AF71E8E56AF9FF2B99601977100674711219B7B) (www.cccco.edu/-/media/CCCCO-Website/docs/general/2025-26-Final-Shared-Advocacy-Request.pdf?la=en&hash=4AF71E8E56AF9FF2B99601977100674711219B7B).

A full Legislative Matrix with bill descriptions and bill status can be found by visiting the [State Relations page on the Chancellor's Office website](http://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Government-Relations-Policy-in-Action/Policy-in-action/State-Relations/Tracked-Legislation) (www.cccco.edu/About-Us/Chancellors-Office/Divisions/Government-Relations-Policy-in-Action/Policy-in-action/State-Relations/Tracked-Legislation).

Board of Governors Sponsored Legislation

1. AB 363 (Bryan) Community colleges: CalWORKs Recipients Education Program: eligibility and services.

Academic Pathways, Instruction, and Transfer

2. AB 9 (Quirk-Silva) University of California: California State University: transfer students.

Basic Needs

3. AB 79 (Arambula) Public social services: higher education.
4. AB 90 (Jackson) Public postsecondary education: overnight student parking.
5. SB 271 (Reyes) Public postsecondary education: students with dependent children: childcare services, resources, and programs.

District Meetings, Organization, and Elections

6. AB 240 (Alanis) Community colleges: study: Counties of Amador, Alpine, Mariposa, Modoc, and Sierra.
7. AB 259 (B. Rubio) Open meetings: local agencies: teleconferences.

- 8.** AB 287 (Lackey) Elections: polling places and vote centers.
- 9.** SB 226 (Cabaldon) Community colleges: territory transfers between districts.
- 10.** AB 409 (Arambula) Open meetings: teleconferences: community college student body associations and student-run organizations.

Facilities

- 11.** AB 48 (Alvarez) College Health and Safety Bond Act of 2026.

Financial Aid

- 12.** AB 88 (Ta) Student financial aid: Cal Grants: Middle Class Scholarship Program: eligibility: dependents of members of the armed services stationed outside of California.
- 13.** AB 313 (Ortega) Student financial aid: application deadlines: extension.
- 14.** AB 320 (Bennett) Public social services: eligibility: income exclusions.
- 15.** AB 402 (Patel) Student financial aid: Cal Grant Program and the California Community College Expanded Entitlement Program.
- 16.** SB 67 (Seyarto) Student financial aid: Cal Grants: Middle Class Scholarship Program: eligibility: dependents of members of the armed services stationed outside of California.

Labor and Employment

- 17.** AB 65 (Aguiar-Curry) School and community college employees: paid disability and parental leave.
- 18.** AB 339 (Ortega) Local public employee organizations: notice requirements.
- 19.** AB 340 (Ahrens) Employer-employee relations: confidential communications.
- 20.** AB 374 (Nguyen) K-14 classified employees: payment of wages: itemized statements.
- 21.** SB 241 (Cervantes) Community colleges: personnel: qualifications.

Local Administrative Policies and Procedures

- 22.** AB 370 (Carrillo) California Public Records Act: cyberattacks.
- 23.** SB 68 (Menjivar) Major food allergens.

State Operations

- 24.** SB 70 (Seyarto) Public contracts: Small Business Procurement and Contract Act.

Student Equity

- 25.** AB 243 (Ahrens) Postsecondary education: student financial aid dependency status: juvenile case file inspection.
- 26.** AB 264 (Carrillo) Veterans: benefits.

27.AB 335 (Gipson) The Designation of California Black-Serving Institutions Grant Program.

Undocumented Students

28.AB 49 (Muratsuchi) Schoolsites and day care centers: entry requirements: immigration enforcement.

29.AB 85 (Essayli) Law enforcement: cooperation with immigration authorities.

30.SB 48 (Gonzalez) Immigration enforcement: schoolsites: prohibitions on access, sharing information, and law enforcement collaboration.

31.AB 324 (Sanchez) California Values Act: exception.

32.SB 98 (Perez) Elementary, secondary, and postsecondary education: immigration enforcement: notification.

Workforce and Career Education

33.AB 95 (Fong) Postsecondary education: Coordinating Commission for Education in California.

34.AB 323 (Fong) Strong Workforce Program: work-based learning opportunities.

35.AB 338 (Solache) Workforce development: the Counties of Los Angeles and Ventura: 2025 wildfires.

36.AB 345 (Jackson) Apprenticeship programs: approval process.

CONGRESSIONAL UPDATE

Newly Elected California Delegation Members' Committee Assignments

Senator Adam B. Schiff (D-CA)

- Agriculture, Nutrition, and Forestry
- Environment and Public Works
- Judiciary
- Small Business and Entrepreneurship

Representative (Rep.) Lateefah Simon (D-CA-12)

- Oversight & Government Reform
- Small Business

Rep. Adam Gray (D-CA-13)

- Agriculture
- Natural Resources

Rep. Sam Liccardo (D-CA-16)

- Financial Services

Rep. George Whitesides (D-CA-27)

- Armed Services
- Science, Space and Technology

Rep. Luz Rivas (D-CA-29)

- Natural Resources
- Science, Space and Technology

Rep. Laura Friedman (D-CA-30)

- Science, Space and Technology
- Transportation and Infrastructure

Rep. Derek Tran (D-CA-45)

- Armed Services

Rep. Gil Cisneros (D-CA-31)

- Armed Services

Rep. Dave Min (D-CA-47)

- Natural Resources
- Oversight & Government Reform

FEDERAL LEGISLATION**Reintroduction of the bipartisan "Jumpstarting Our Businesses by Supporting Students (JOBS) Act"**

United States (U.S.) Senators Tim Kaine (D-VA), Susan Collins (R-ME), Tina Smith (D-MN), and Roger Marshall (R-KS) have introduced S. 383, the Jumpstarting Our Businesses by Supporting Students (JOBS) Act, bipartisan legislation to help more Americans get good-paying jobs by allowing students to use federal Pell Grants to pay for shorter-term job training programs. By expanding Pell Grant eligibility, the JOBS Act is intended to help close the skills gap by allowing people to access job training they might otherwise be unable to afford but need for careers in high-demand fields.

EXECUTIVE BRANCH UPDATE

President Trump's Executive Actions (January 2025)

Executive Orders related to Diversity, Equity and Inclusion (DEI)

1. [Ending Radical and Wasteful Government Programs](https://www.whitehouse.gov/presidential-actions/2025/01/ending-radical-and-wasteful-government-dei-programs-and-preferencing/)

(www.whitehouse.gov/presidential-actions/2025/01/ending-radical-and-wasteful-government-dei-programs-and-preferencing/)

- Eliminates federal government DEI-related jobs and DEI initiatives
- At least 60 Education Department employees are on paid leave, some not involved in DEI but who may have expressed interest in DEI

2. [Ending Illegal Discrimination and Restoring Merit-Based Opportunity](https://www.whitehouse.gov/presidential-actions/2025/01/ending-illegal-discrimination-and-restoring-merit-based-opportunity/)

(www.whitehouse.gov/presidential-actions/2025/01/ending-illegal-discrimination-and-restoring-merit-based-opportunity/)

- Removes DEI from all federal hiring practices
- Orders all federal agencies to combat “illegal private-sector DEI preferences, mandates, policies, programs, and activities”

3. [Restoring America's Fighting Force](https://www.whitehouse.gov/presidential-actions/2025/01/restoring-americas-fighting-force/)

(www.whitehouse.gov/presidential-actions/2025/01/restoring-americas-fighting-force/)

- Ends Department of Defense (DoD) DEI policies
- Bans DEI programs at military schools like Annapolis and West Point
- Requires DoD-wide internal review of actions taken in pursuit of DEI
 - SecDef Guidance 1.31.2025: “Identity Months Dead at DoD” — Ends DoD participation in Black History Month, Hispanic Heritage Month, Pride Month, Asian American and Pacific Islander Heritage Month, National American Indian Heritage Month, etc.

Executive Orders related to LGBTQ+ Issues

4. [Restoring Biological Truth to the Federal Government](https://www.whitehouse.gov/presidential-actions/2025/01/defending-women-from-gender-ideology-extremism-and-restoring-biological-truth-to-the-federal-government/)

(www.whitehouse.gov/presidential-actions/2025/01/defending-women-from-gender-ideology-extremism-and-restoring-biological-truth-to-the-federal-government/)

- Establishes that the policy of the U.S. is to only recognize gender binary (only two genders, male and female) and that gender cannot change

5. [Prioritizing Military Excellence and Readiness](https://www.whitehouse.gov/presidential-actions/2025/01/prioritizing-military-excellence-and-readiness/)

(www.whitehouse.gov/presidential-actions/2025/01/prioritizing-military-excellence-and-readiness/)

- Erases the concept of transgender from the military

6. [Ending Radical Indoctrination in K-12 Schooling](https://www.whitehouse.gov/presidential-actions/2025/01/ending-radical-indoctrination-in-k-12-schooling/)

(www.whitehouse.gov/presidential-actions/2025/01/ending-radical-indoctrination-in-k-12-schooling/)

- Among other things, limits federal funding to schools that “unlawfully”:
 - Provide psychological counseling for gender dysphoria
 - Aid in the social transition of minors
 - Conceal the social transition of minors from their parents

7. [Protecting Children from Chemical and Surgical Mutilation](https://www.whitehouse.gov/presidential-actions/2025/01/protecting-children-from-chemical-and-surgical-mutilation/)

(www.whitehouse.gov/presidential-actions/2025/01/protecting-children-from-chemical-and-surgical-mutilation/)

- Removes gender-affirming care from federal health insurance
- U.S. Health and Human Services (HHS) Secretary mandated to end all gender-affirming care for minors
- Defunds all external research and federally-funded professional guidelines related to gender-affirming treatment and care

Executive Orders related to Climate Action

8. [Putting America First in International Environmental Agreements](https://www.whitehouse.gov/presidential-actions/2025/01/putting-america-first-in-international-environmental-agreements/)

(www.whitehouse.gov/presidential-actions/2025/01/putting-america-first-in-international-environmental-agreements/)

- Withdrawal from Paris Agreement and all United Nation (UN) environmental councils

9. [Unleashing American Energy](https://www.whitehouse.gov/presidential-actions/2025/01/unleashing-american-energy/)

(www.whitehouse.gov/presidential-actions/2025/01/unleashing-american-energy/)

- Pledges to gut any environmental regulation, including Electronic Vehicles (EV) mandates

10. [Declaring a National Energy Emergency](https://www.whitehouse.gov/presidential-actions/2025/01/declaring-a-national-energy-emergency/)

(www.whitehouse.gov/presidential-actions/2025/01/declaring-a-national-energy-emergency/)

- Mobilizes the Army Corps of Engineers and Public Works Administration to create new energy infrastructure, prioritizing fossil fuels
- Pledges to create a council to gut the Endangered Species Act and the Marine Mammal Protection Act

11. [Ending Radical and Wasteful Government Programs](https://www.whitehouse.gov/presidential-actions/2025/01/ending-radical-and-wasteful-government-dei-programs-and-preferencing/)

(www.whitehouse.gov/presidential-actions/2025/01/ending-radical-and-wasteful-government-dei-programs-and-preferencing/)

- Eliminates all federal environmental justice programs

12. Temporary Withdrawal of All Areas on the Outer Continental Shelf from Offshore Wind Leasing and Review of the Federal Government's Leasing and Permitting Practices for Wind Projects

(www.whitehouse.gov/presidential-actions/2025/01/temporary-withdrawal-of-all-areas-on-the-outer-continental-shelf-from-offshore-wind-leasing-and-review-of-the-federal-governments-leasing-and-permitting-practices-for-wind-projects/)

- Halts pending offshore wind leases for further review; California leases near Morro Bay and Humboldt Bay unaffected

13. Council to Assess the Federal Emergency Management Agency (FEMA)

(www.whitehouse.gov/presidential-actions/2025/01/council-to-assess-the-federal-emergency-management-agency/)

- Calls for reevaluation of FEMA programs and its coordination with states and locals
- Alleges political bias in federal emergency management, claiming FEMA avoided aiding homes of supporters of the Trump-Vance presidential campaign in 2024
- Alleges FEMA spent “well over a billion dollars to welcome illegal aliens”

14. Putting People Over Fish: Stopping Radical Environmentalism to Provide Water to Southern California

(www.whitehouse.gov/presidential-actions/2025/01/putting-people-over-fish-stopping-radical-environmentalism-to-provide-water-to-southern-california/)

- Authorizes federal agencies to restart work on diverting water from California’s Sacramento-San Joaquin Delta to other parts of the state

15. Emergency Measures to Provide Water Resources in California and Improve Disaster Response in Certain Areas

(www.whitehouse.gov/presidential-actions/2025/01/emergency-measures-to-provide-water-resources-in-california-and-improve-disaster-response-in-certain-areas/)

- Leverages federal emergency in California, allowing FEMA and Department of Homeland Security (DHS) to claim jurisdiction over California’s management of water and land use
- Threatens to revoke federal funding for California for environmental purposes

Executive Orders related to Migrants and Undocumented Individuals

16. Declaring a National Emergency at the Southern Border

(www.whitehouse.gov/presidential-actions/2025/01/declaring-a-national-emergency-at-the-southern-border-of-the-united-states/)

- Declares a national emergency and invokes 10 U.S. Code (USC) § 12302, allowing military departments to call in Ready Reserve troops for active-duty service for up to 24 months

- Directs DoD to assist the DHS in obtaining full operational control of the southern border

17. Securing Our Borders

(www.whitehouse.gov/presidential-actions/2025/01/securing-our-borders/)

- Promises a border wall and heavy investments into resources at the U.S.-Mexico border

18. Realigning the U.S. Refugee Admission Program

(www.whitehouse.gov/presidential-actions/2025/01/realigning-the-united-states-refugee-admissions-program/)

- Places a moratorium on refugees seeking asylum from entering the U.S.

19. Guaranteed the States Protection Against Invasions

(www.whitehouse.gov/presidential-actions/2025/01/guaranteeing-the-states-protection-against-invasion/); and [Clarifying Military Role in Territorial Integrity](https://www.whitehouse.gov/presidential-actions/2025/01/clarifying-the-militarys-role-in-protecting-the-territorial-integrity-of-the-united-states/) (www.whitehouse.gov/presidential-actions/2025/01/clarifying-the-militarys-role-in-protecting-the-territorial-integrity-of-the-united-states/)

- Places a moratorium on any undocumented entry into the U.S.
- Mobilizes the military for border protection
- Clarifies a military role in territorial integrity

20. Protecting the American People Against Invasion

(www.whitehouse.gov/presidential-actions/2025/01/protecting-the-american-people-against-invasion/)

- Establishes use of DHS to deport undocumented immigrants and “terrorists and gangs” in all states

21. Designating Cartels as Terrorist Organizations

(www.whitehouse.gov/presidential-actions/2025/01/designating-cartels-and-other-organizations-as-foreign-terrorist-organizations-and-specially-designated-global-terrorists/)

- Designates cartels as terrorist organizations to allow persecution of undocumented individuals to fall under Department of Homeland Security jurisdiction

22. Expansion of Use of Guantanamo Bay

(www.whitehouse.gov/presidential-actions/2025/01/expanding-migrant-operations-center-at-naval-station-guantanamo-bay-to-full-capacity/)

- Authorizes use of Guantanamo Bay, Cuba to detain undocumented individuals

23. Protecting The United States From Foreign Terrorists And Other National Security And Public Safety Threats

(www.whitehouse.gov/presidential-actions/2025/01/protecting-the-united-states-from-foreign-terrorists-and-others-national-security-and-public-safety-threats/)

- Establishes stricter guidelines for immigration
- Pledges that admitted aliens and aliens already present in the U.S. must not bear hostile attitudes toward U.S. citizens, culture, government, institutions, or founding principles
- Promises to identify countries from which to ban immigrants due to insufficient screening

ADVOCATES

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