



AAFCS Weekly Policy Update 2026.04.16

Last Updated Date

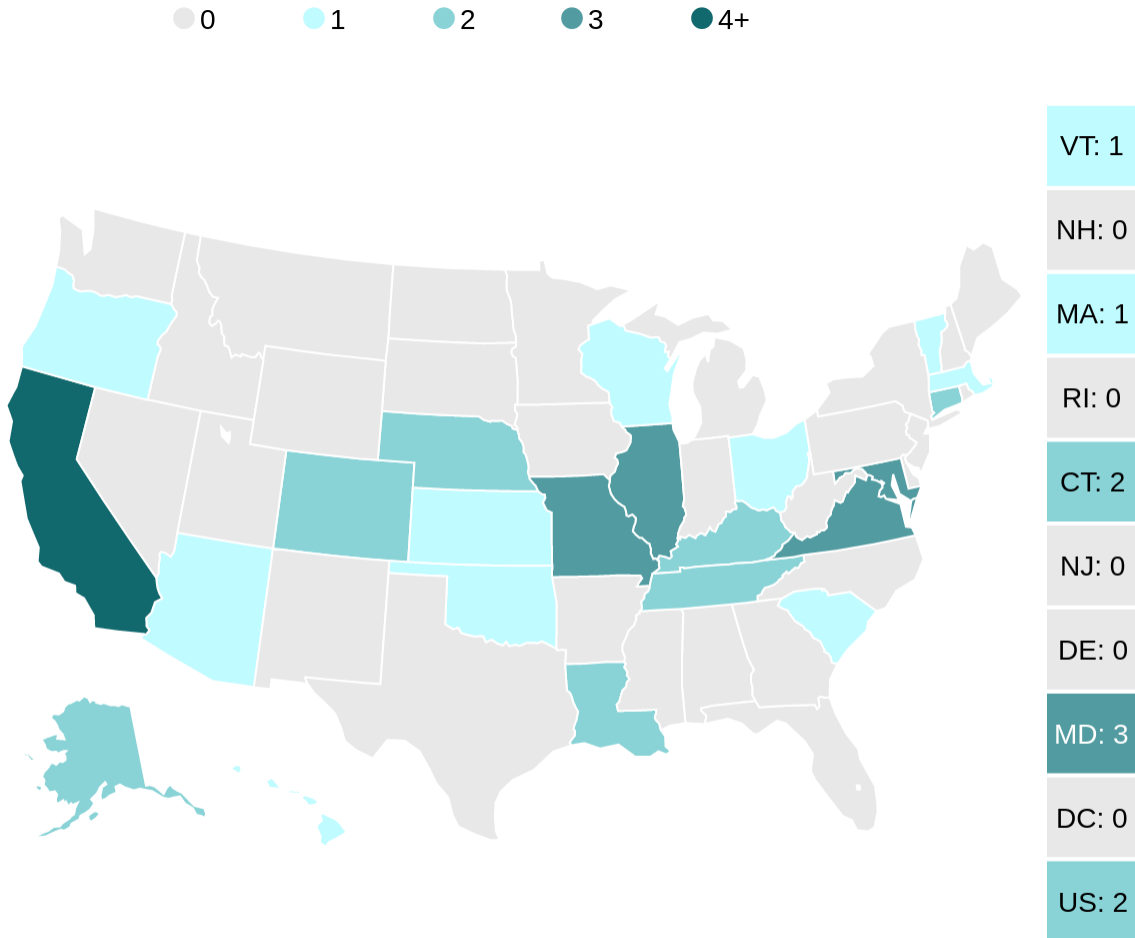
Last 7 days

Overview

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Policy Map

Policies in your Projects by state



Policy List Groups

This is the list of policy items that you have added to your Projects.


Childhood Nutrition

15



Legislation •  United States • Alaska • Bill

[AK HB 12](#)

"An Act relating to free breakfast and lunch in public schools."

Last Action: April 15, 2026 - (H) < Bill Hearing Canceled > - Meeting Postponed to 9:00 am -
In House • 2025-2026 Regular & Special Sessions (34th) • Introduced: January 22, 2025
Source: <https://www.akleg.gov/basis/Bill/Detail/34?Root=HB%2012> 

Bill Forecast

	Likely to reach floor vote 5%		Likely to reach floor vote 5%
In House	Likely to pass chamber 12%	In Senate	Likely to pass chamber 40%

AI Summary

The proposed legislation in Alaska seeks to provide free breakfast and lunch to all public school students who request these meals, ensuring that there is no cost to the students. This initiative is designed to supplement existing state aid and is contingent upon appropriations made by the legislature.

The Alaska Department of Education will be responsible for securing adequate funding for school districts to implement this program. Additionally, the department is tasked with maximizing the state's access to available federal financial assistance for meal provision.

The financial implications of this initiative will depend on the appropriations from the legislature and the federal assistance received, which are not specified in the proposal. The effective date of the program will be established upon the bill's passage.

Legislation •  United States • Alaska • Bill

[AK SB 187](#)



School Nutrition/Meal: Prohibit Food Dyes

Last Action: April 15, 2026 - (S) ADVANCED TO THIRD READING 4/16 CAL

In Senate • 2025-2026 Regular & Special Sessions (34th) • Introduced: April 25, 2025

Source: <https://www.akleg.gov/basis/Bill/Detail/34?Root=SB%20187> 

Bill Forecast

	Likely to reach floor vote 95%		Likely to reach floor vote 95%
In House	Likely to pass chamber 16%	In Senate	Likely to pass chamber 52%

AI Summary

The proposed legislation in Alaska aims to prohibit public schools from serving food or beverages containing certain color additives that are certified by the United States Food and Drug Administration. The specific additives targeted by this legislation include red dye 3, red dye 40, yellow dye 5, yellow dye 6, blue dye 1, blue dye 2, and green dye 3.

This change is anticipated to have significant implications for the food service industry, particularly affecting suppliers and manufacturers involved in school meal programs. These entities will need to reformulate their products to align with the new regulations.

The act is scheduled to take effect on July 1, 2025.

Legislation •  United States • California • Bill

[CA AB 1731](#)



Office of Farm to Fork: California Healthy Food Procurement Fund Program.

Last Action: April 15, 2026 - In committee: Set, first hearing. Referred to APPR. suspense file.

In House • 2025-2026 Regular Sessions • Introduced: February 05, 2026

Source: https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202520260AB1731 

Bill Forecast

 Likely to reach floor vote 95% In Assembly Likely to pass chamber 86%	 Likely to reach floor vote 95% In Senate Likely to pass chamber 95%
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AI Summary

This legislation establishes the California Healthy Food Procurement Fund Program within the Office of Farm to Fork, created under the Department of Food and Agriculture. The program's goal is to increase the procurement of healthy, California-grown foods for K-12 schools, emphasizing equity, climate resilience, and support for local agriculture.

The Office is tasked with setting up the program by January 1, 2028, and will create a dedicated account to fund these initiatives, sourcing funds from federal, state, industry, philanthropic, and private sources. The program may provide funding to approved vendors that source minimally processed, climate-smart, California-grown foods, enabling them to supply schools at no cost.

An application process will be established to approve vendors based on specific sourcing, distribution, and transparency criteria. The Office will publish a list of approved vendors and conduct outreach to encourage contracting with them.

Starting January 1, 2029, the Office is required to submit annual reports detailing the involvement of farms, ranches, vendors, and institutions, as well as the distribution of funds. This legislation aims to promote local, climate-smart food procurement, supporting California agriculture and enhancing the nutritional offerings in schools.

Legislation •  United States • California • Bill

[CA SB 1025](#)



Office of Food Security and Affordability.

Last Action: April 14, 2026 - From committee: Do pass and re-refer to Com. on APPR. (Ayes 13. Noes 0.) (April 14). Re-referred to Com. on APPR.

In Senate • 2025-2026 Regular Sessions • Introduced: February 10, 2026

Source: https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202520260SB1025 

Bill Forecast

 In Assembly	Likely to reach floor vote 95% Likely to pass chamber 85%	 In Senate	Likely to reach floor vote 95% Likely to pass chamber 95%
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✦ AI Summary

This legislation establishes the Office of Food Security and Affordability as an independent public entity in California, with the goal of enhancing coordination, outreach, and access to food assistance programs across the state. The office will be led by a Director appointed by the Governor and confirmed by the Senate, who will serve in a full-time capacity.

A dedicated Food Security and Affordability Fund will be created within the State Treasury to support the office's activities. This fund will be financed through federal, state, local, or private sources, subject to legislative appropriations. The bill emphasizes collaboration with various state agencies, including the Departments of Social Services, Public Health, Education, and Food and Agriculture, to promote integrated efforts in food security.

Impacted industries include food banks, emergency food providers, nonprofit organizations involved in food assistance, research institutions, and private sector partners engaged in public-private initiatives related to food security. The legislation aims to foster partnerships and improve resource sharing among these entities.

While specific monetary impacts are not detailed, the establishment of the fund indicates a focus on securing and disbursing resources to support food security initiatives statewide. The bill does not specify an exact effective date but references regulatory adoption processes that will follow enactment.

Legislation •  United States • Colorado • Bill

[CO HB 26-1350](#)

Appropriations to Legacy School Food Programs

Last Action: April 15, 2026 - Senate Second Reading Special Order - Passed - No Amendments

In Senate • 2026 Regular Session • Introduced: April 02, 2026

Source: <http://leg.colorado.gov/bills/HB26-1350> 

✦ AI Summary

The legislation makes the appropriation for the healthy school meals for all program optional, repeals the dedicated cash fund, and transfers its remaining balance to the general fund. It also authorizes future appropriations from the healthy school meals for all program cash fund and specifies that starting July 1, 2026, funds may be used to support federal matching requirements, administer nutrition programs, and conduct outreach and education related to nutrition assistance programs. Additionally, a sunset provision is established for the Start Smart Nutrition Program Fund, requiring the transfer of unexpended funds to the General Fund on June 30, 2026, and August 31, 2026, with the section repealed effective September 1, 2026.

Legislation •  United States • Massachusetts • Bill

[MA SD 3842](#)



School Meal Waste and Consumption FY24 Report

Last Action: April 13, 2026 - Placed on file

In Senate • 2025-2026 Regular Session • Introduced: April 13, 2026

Source: <https://malegislature.gov/Bills/194/SD3842> 

Bill Forecast

 In House	Likely to reach floor vote 5% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 5% Likely to pass chamber N/A
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✦ AI Summary

The document introduces a new section titled "Food Waste Reduction Final Recommendations," without providing specific content. It adds best practice strategies for increasing school meal consumption and implementing waste diversion measures, including support for share tables and composting programs, with emphasis on funding, training, and operational considerations. Additionally, it promotes district-level structural changes such as extending meal durations, adjusting scheduling, and managing competitive foods to reduce food waste. Definitions for key terms like "share table" and "composting" are included to clarify operational concepts. No legislative or regulatory amendments are specified, and the document primarily provides contextual information, survey data, and references related to school nutrition and food waste management.

Legislation •  United States • Nebraska • Bill

 **NE LB 940**


LB940 - Prohibit certain color additives in school meals

Last Action: April 09, 2026 - Presented to Governor on April 9, 2026

In House • 2025-2026 Regular Session • Introduced: January 09, 2026

Source: https://nebraskalegislature.gov/bills/view_bill.php?DocumentID=62814 

Bill Forecast

	Likely to reach floor vote 95%	
In Legislature	Likely to pass chamber 78%	

AI Summary

The legislation in Nebraska prohibits public elementary and secondary schools from offering school meals that contain specific color additives identified by the United States Food and Drug Administration. The color additives affected by this legislation include Blue No. 1, Blue No. 2, Green No. 3, Red No. 40, Yellow No. 5, and Yellow No. 6.

This change is set to take effect on August 1, 2026, and will require food manufacturers and suppliers that provide school meal products to reformulate their offerings to comply with the new regulations.

While specific monetary impacts are not detailed, businesses may face costs related to reformulation, testing, and ensuring compliance with the new standards.

Legislation •  United States • Nebraska • Bill

 **NE LB 966**


LB966 - Adopt the Hunger-Free Schools Act and provide for an appropriation

Last Action: April 10, 2026 - President/Speaker signed

In House • 2025-2026 Regular Session • Introduced: January 12, 2026

Source: https://nebraskalegislature.gov/bills/view_bill.php?DocumentID=63160 

Bill Forecast

 Likely to reach floor vote 95% In Legislature Likely to pass chamber 31%	
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✦ AI Summary

The document outlines an initiative aimed at improving access to nutritious meals for students in Nebraska. It emphasizes the importance of well-nourished children in fostering an educated workforce and establishes a program to support this goal.

Qualified schools will be required to serve eligible meals through existing breakfast and lunch programs and to report the number of meals served. The State Department of Education will reimburse these schools for a portion of the costs associated with the eligible meals, based on federal reimbursement rates.

The initiative is designed to enhance student nutrition and educational outcomes, particularly for those participating in federal meal programs. It reflects a commitment to ensuring that all students have access to healthy meals, thereby supporting their overall well-being and academic success.

Legislation •  United States • Oklahoma • Bill

OK SB 2045



Schools; requiring certain schools to provide students in certain grades with certain amount of daily recess. Effective date. Emergency.

Last Action: April 14, 2026 - CR; Do Pass, amended by committee substitute Education Oversight Committee

In House • 2025-2026 Regular Session • Introduced: February 02, 2026

Source: <http://www.oklegislature.gov/BillInfo.aspx?Bill=SB2045&session=2600> 

Bill Forecast

 Likely to reach floor vote 95% In House Likely to pass chamber 65%	 Likely to reach floor vote 95% In Senate Likely to pass chamber 78%
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✦ AI Summary

This legislation requires public elementary schools in Oklahoma to provide at least 60 minutes of physical education or exercise programs weekly for students in full-day kindergarten through fifth grade, excluding recess time. Additionally, schools must offer a minimum of 30 minutes of daily outdoor recess, which can be divided into segments, for students in full-day pre-kindergarten through fifth grade, with recess occurring outdoors when weather permits.

The legislation encourages schools to incorporate physical activity into the school day for students in grades six through twelve and to provide at least 20 minutes of extra daily recess for younger students beyond the required physical education. The physical education curriculum must align with adopted standards, emphasizing lifelong physical activity skills, inclusivity for students with disabilities or health issues, and fostering enjoyment and participation.

The new requirements are set to take effect on July 1, 2026, and are declared an emergency to facilitate immediate implementation. Impacted industries include education, recreation, and fitness sectors, with potential costs related to curriculum development, staff training, and facility adjustments to support outdoor recess and physical activity programs.

Legislation •  United States • South Carolina • Bill

SC H 4248



Food labeling

Last Action: April 15, 2026 - Referred to Committee on Agriculture and Natural Resources

In Senate • 2025-2026 Regular Session • Introduced: March 27, 2025

Source: <https://www.scstatehouse.gov/billsearch.php?billnumbers=4248&session=126&summary=B> 

Bill Forecast

 In House	Likely to reach floor vote 15% Likely to pass chamber 73%	 In Senate	Likely to reach floor vote 21% Likely to pass chamber 88%
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✦ AI Summary

The document presents a legislative amendment to the South Carolina Code of Laws, which introduces Section 39-25-220. This amendment requires that all shrimp and shrimp products sold in South Carolina must be labeled with the country of origin.

The new labeling requirement will impact seafood retailers and commercial food establishments that serve shrimp or shrimp products. These businesses will need to ensure compliance with the labeling regulations and display the country of origin on their menus.

The act will take effect upon approval by the Governor, although a specific date for this approval is not provided. The document does not mention any specific monetary impacts related to the amendment.

Regulation •  United States • Ohio • Proposed Notice

[Snack And Meal Obligations](#)

Comment End Dates: May 21, 2026 • Hearing Dates: May 21, 2026

Documents: [State Filing](#) 

✦ AI Summary

The regulation establishing requirements for snack and meal obligations in child programs has been rescinded. As a result, the existing provisions related to nutrition and meal service in these programs are removed. This change affects child programs, their staff, parents, children attending the programs, and food service personnel involved in the programs. No effective date is specified for this change.

Legislation •  United States • Tennessee • Bill

[TN HB 2076 / TN SB 2122](#)

General Assembly, Directed Studies - As introduced, establishes a nine-member Tennessee K-12 nutrition task force to evaluate the prevalence of ultra-processed foods (UPFs) and other substances in public school meal programs and the impact of UPFs on student health, to report its findings by December 1, 2026, and to terminate January 31, 2027. - Amends TCA Title 49.



Last Action: April 15, 2026 - Taken off notice for cal in s/c Finance, Ways and Means Subcommittee of Finance, Ways and Means Committee

In House • 2025-2026 Regular Session • Introduced: January 23, 2026

Source: [https://wapp.capitol.tn.gov/apps/BillInfo/default.aspx?](https://wapp.capitol.tn.gov/apps/BillInfo/default.aspx?BillNumber=HB2076&ga=114)

[BillNumber=HB2076&ga=114](https://wapp.capitol.tn.gov/apps/BillInfo/default.aspx?BillNumber=HB2076&ga=114) 

Bill Forecast

 In House	Likely to reach floor vote 95% Likely to pass chamber 95%	 In Senate	Likely to reach floor vote 95% Likely to pass chamber 95%
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AI Summary

This legislation establishes a Tennessee K-12 nutrition task force to assess the presence of ultra-processed foods (UPFs), artificial dyes, and chemical additives in public school meal programs. The nine-member task force will include representatives from state health and education committees and the Tennessee Department of Education, with appointments made by relevant authorities.

The task force's responsibilities include determining the percentage of UPFs in school breakfasts and lunches, reviewing clinical data on the health effects of UPF consumption among children, and developing recommendations to shift school menus toward whole-food alternatives. The final report, containing findings and legislative suggestions, is due by December 1, 2026, and will be submitted to the governor and legislative librarian for review before the 2027 legislative session.

The task force will be dissolved on January 31, 2027, and members will serve without compensation or travel expenses. The legislation may impact industries involved in school food procurement, nutrition, and food manufacturing, especially those producing processed foods, dyes, and additives.

Legislation •  United States • Tennessee • Bill

[TN SB 740 / TN HB 1153](#)

Education - As introduced, requires local boards of education to establish a program to provide free school breakfast and lunch to disadvantaged students; subject to funding, requires the state to reimburse LEAs for providing such free breakfasts and lunches after all federal funds have been applied. - Amends TCA Title 49.



Last Action: April 14, 2026 - Placed on Senate Finance, Ways, and Means Committee calendar for 4/21/2026

In Senate • 2025-2026 Regular Session • Introduced: February 04, 2025

Source: [https://wapp.capitol.tn.gov/apps/BillInfo/default.aspx?](https://wapp.capitol.tn.gov/apps/BillInfo/default.aspx?BillNumber=SB0740&ga=114)

[BillNumber=SB0740&ga=114](https://wapp.capitol.tn.gov/apps/BillInfo/default.aspx?BillNumber=SB0740&ga=114) 

Bill Forecast

 In House	Likely to reach floor vote 44% Likely to pass chamber 95%	 In Senate	Likely to reach floor vote 20% Likely to pass chamber 95%
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✦ AI Summary

This legislation requires each local board of education in Tennessee to establish school lunch and breakfast programs that provide free meals to students who are eligible for free or reduced-price meals, following established guidelines. The state will reimburse local education agencies for the costs associated with providing these meals to students eligible for reduced-price meals, depending on available funding and after federal funds from programs such as the National School Lunch Act and Child Nutrition Act have been utilized.

The bill amends existing statutes to remove certain participation restrictions and clarifies income eligibility criteria based on federal standards. These changes aim to streamline and expand access to school meal programs for eligible students.

The act is scheduled to take effect on July 1, 2025, and will apply to the 2025-2026 school year and subsequent years. Its implementation is expected to influence the education and school nutrition sectors, potentially increasing costs for school districts and related service providers.

Funding for the state reimbursements will be contingent upon the availability of financial resources, which may impact the overall scope and sustainability of the program.

Legislation •  United States • Virginia • Bill

[VA HB 371](#)



End Hunger, Virginia Commission to; changes membership.

Last Action: April 13, 2026 - Approved by Governor-Chapter 597 (effective 7/1/2026)

Enacted • 2026-2027 Regular Session • Introduced: January 12, 2026

Source: <https://lis.virginia.gov/bill-details/20261/HB371> 

Bill Forecast

 In House	Likely to reach floor vote 95% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 95% Likely to pass chamber N/A
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AI Summary

This legislative act amends Virginia Code § 30-431 to revise the composition, appointment process, and terms of the Virginia Commission to End Hunger. The Commission will now consist of 19 members, including legislative members from the Senate and House of Delegates, as well as nonlegislative citizen members representing community organizations, academic researchers, health and nutrition professionals, and a high school student.

Additionally, five public school student liaisons will be appointed to provide input to the Commission. Members will serve specified terms with limits on consecutive service, and vacancies will be filled according to the original appointment procedures.

The primary responsibility of the Commission remains advising on issues related to ending hunger in Virginia. These changes take effect immediately upon enactment.

No specific monetary impacts or direct implications for business industries are explicitly mentioned in the legislation.

Legislation •  United States • Vermont • Bill

[VTS 26](#)



An act relating to prohibiting certain artificial dyes in foods and beverages served or sold at school

Last Action: April 16, 2026 - Ordered to lie

In Senate • 2025-2026 Regular Session • Introduced: January 28, 2025

Source: <https://legislature.vermont.gov/bill/status/2026/S.26> 

Bill Forecast

 In House	Likely to reach floor vote 56% Likely to pass chamber 21%	 In Senate	Likely to reach floor vote 41% Likely to pass chamber 59%
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✦ AI Summary

The proposed legislation seeks to ban the use of specific artificial dyes in competitive food and beverages served in school districts and approved independent schools. The dyes targeted by this regulation include Blue 1, Blue 2, Green 3, Red 40, Yellow 5, and Yellow 6.

This law will primarily affect suppliers and manufacturers in the food and beverage industry that provide products to schools. However, it will not apply to foods or beverages sold or served off school campuses or during the time period of at least half an hour after the school day until midnight.

The effective date for this act is set for July 1, 2027.

Consumer Health And Safety

8

Legislation •  United States • Arizona • Bill

[AZ HB 2093](#)

Mental health instruction requirement; repeal

Last Action: April 14, 2026 - Vetoed by Governor

Vetoed • 2026 Regular Session • Introduced: January 12, 2026

Source: <https://apps.azleg.gov/BillStatus/BillOverview/83709> 

✦ AI Summary

The document discusses a legislative act from the State of Arizona that repeals Section 15-701.03 of the Arizona Revised Statutes, which mandates mental health instruction in school curricula. This repeal is scheduled to take effect during the Second Regular Session of the Fifty-seventh Legislature in 2026.

The removal of this requirement may have significant implications for educational institutions, mental health service providers, and organizations involved in mental health

education. It could lead to changes in funding allocations, training programs, and the availability of mental health resources within schools.

Overall, the repeal may impact the way mental health is addressed in educational settings, potentially affecting the support and resources available to students.


Legislation •  United States • Connecticut • Bill

CT HB 5004



AN ACT CONCERNING CHILD WELFARE ACCOUNTABILITY AND TRANSPARENCY.

Last Action: April 15, 2026 - Tabled for the Calendar, House

In House • 2026 Regular Session • Introduced: February 26, 2026

Source: https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&bill_num=HB05004&which_year=2026 

Bill Forecast

 In House	Likely to reach floor vote 57% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 60% Likely to pass chamber N/A
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AI Summary

This legislative package introduces comprehensive reforms to child welfare procedures, emphasizing increased accountability, transparency, and safety. Key provisions include allowing emergency placements of children with relatives or fictive kin caregivers who are not licensed, provided safety and background checks are completed, with mechanisms for contesting placement decisions based on criminal history. The legislation also mandates that all relative or fictive kin caregivers accepting placements be subject to licensure or approval, with case-by-case waivers permitted in the child's best interests, and requires detailed documentation of decisions related to denials, removals, or waivers.

Additionally, the bill establishes new protocols for court procedures concerning child removal due to immediate danger, including notice and hearing requirements, and clarifies agency responsibilities and decision-making authority during temporary custody situations. It introduces measures to improve oversight of child welfare agencies through the creation of online dashboards, public reporting, and interagency coordination, especially when children are moved out of state for extended periods. The legislation also emphasizes the

importance of trauma-informed care, cultural sensitivity, and the protection of children from birth to three years old through specialized investigation protocols.

The legislation mandates the development of new programs and funding initiatives, including stipends for staff leading training courses, caregiver grants for necessities, and support for youth in foster care pursuing postsecondary education. It also requires the Department of Children and Families to establish a public-facing website with real-time performance data, and to form a working group to guide dashboard development. Several implementation milestones are set over the next two years, including the launch of grant programs, training requirements, and the establishment of an urgent crisis center.

Overall, these reforms aim to strengthen child welfare systems by enhancing safety measures, improving agency accountability, and increasing public awareness. They also seek to support foster and kinship caregivers, promote trauma-informed practices, and ensure better coordination among child protection entities. The legislation's phased implementation and reporting requirements are designed to monitor progress and ensure ongoing improvements in child welfare services across the state.

Legislation •  United States • Kentucky • Bill

[KY HB 778 / KY BR 1754](#)

AN ACT relating to child welfare.

Last Action: April 10, 2026 - signed by Governor (Acts Ch.68)

Enacted • 2026 Regular Session • Introduced: February 27, 2026

Source: <https://apps.legislature.ky.gov/record/26RS/hb778.html> 

AI Summary

This collection of legislative summaries details significant updates across child welfare, juvenile justice, healthcare, and criminal statutes. Key amendments establish stricter background check requirements for foster caregivers, improve procedures for child abuse investigations, and enhance confidentiality protections for sensitive information. They also specify the development of safety plans for substance-exposed infants, improve data sharing protocols, and set standards for licensing and inspecting child-care providers, including exemptions and training requirements.

In the juvenile justice domain, new procedures clarify complaint intake, diversion, and disposition processes, emphasizing early intervention and coordination with schools.

Definitions of facilities and personnel involved in juvenile care are refined to ensure safety and oversight. Additionally, the legislation mandates reporting and review of child fatalities and near fatalities, with confidentiality safeguards and procedures for closed sessions and evidence handling.

Criminal statutes are amended to expand the definition of violent offenders, establish stricter parole eligibility rules, and specify circumstances constituting manslaughter and homicide, especially involving fentanyl and other opioids. These changes impact sentencing, parole, and the classification of offenses, with particular focus on serious crimes such as sexual offenses, human trafficking, and violent felonies.

Healthcare providers and emergency responders face new training and continuing education requirements related to pediatric trauma, substance exposure, and violence prevention. Licensing, inspection, and operational standards for child-care centers and boarding homes are strengthened, including background checks, safety standards, and unannounced inspections, with some exemptions during emergencies.

Overall, these legislative updates aim to improve child safety, enhance oversight and accountability across child welfare and criminal justice systems, and strengthen public health responses to substance-related harms, with most provisions effective upon enactment or as specified.

Legislation •  United States • Louisiana • Bill

[LA SB 95](#)

SCHOOLS: Provides for approval for charter schools that specialize in vocational and technical education to meet workforce demands for high demand and high wage jobs. (8/1/26) (OR INCREASE GF EX See Note)

Last Action: April 13, 2026 - Title of substitute read and adopted; becomes Senate Bill No. 522.

In Senate • 2026 Regular Session • Introduced: February 20, 2026

Source: <https://www.legis.la.gov/Legis/BillInfo.aspx?s=26RS&b=SB95> 

AI Summary

The legislation introduces new provisions for vocational and technical education charter schools in Louisiana, focusing on expanding high-quality training options aligned with high-demand, high-wage jobs. It allows for the establishment of Type 2 vocational and technical

charter schools, which can partner with public schools, postsecondary institutions, nonprofit proprietary schools, and approved Course Choice providers to deliver relevant vocational courses. These schools may give enrollment preferences to students whose parents or guardians are employed in targeted economic sectors.

A key feature is the requirement that applicants for these schools identify STAR jobs—high-demand, high-wage employment opportunities designated by the La. Works Commission—within the relevant sector. They must specify which classes or programs align with these jobs, ensuring the curriculum directly supports workforce needs. The legislation also permits industry representatives from the economic sectors to serve on the schools' governing boards, provided they are employed by or retired from relevant businesses.

Support from the Louisiana Board of Commerce and Industry is essential for proposals, which can be submitted directly to the state board if supported by a resolution. This resolution must specify the geographic area and the types of vocational skills needed, excluding gaming corporations from consideration. The legislation emphasizes collaboration among public schools, existing charter schools, and vocational-focused schools to enhance workforce development.

Overall, the law aims to strengthen workforce readiness by aligning educational programs with high-demand employment sectors, fostering industry engagement, and expanding access to specialized vocational training. The provisions are designed to support economic growth and ensure students are prepared for high-wage job opportunities in key industries.

Legislation •  United States • Missouri • Bill

[MO SB 1383 / MO 4325S.03P](#)



Authorizes the Department of Elementary and Secondary Education to establish an agricultural education program for elementary schools

Last Action: April 09, 2026 - Referred H Legislative Review

In House • 2026 Regular Session • Introduced: January 07, 2026

Source: <https://www.senate.mo.gov/BillTracking/Bills/BillInformation?year=2026&billid=666> 

Bill Forecast

 In House	Likely to reach floor vote 5% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 5% Likely to pass chamber N/A
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✦ AI Summary

The legislation updates and replaces existing statutes related to the approval, inspection, and funding of public prevocational, vocational schools, and the State Technical College of Missouri, particularly those offering training in agriculture, industrial, home economics, and commercial subjects. It establishes procedures for semiannual disbursement of state and federal funds to approved institutions, contingent upon submission of reports and certification by relevant authorities.

It introduces provisions allowing private schools accredited by recognized agencies to apply for approval to establish local chapters of a federally chartered agricultural education association. These chapters can participate in agricultural education activities without being eligible for state or federal funding, provided they reimburse oversight costs.

A key component of the legislation is the authorization of a pilot program beginning in the 2027-28 school year to implement agricultural education in elementary schools. Participating schools will be responsible for fully funding and implementing grade-appropriate instruction, laboratory activities, and leadership development in collaboration with Missouri agricultural groups. The department will evaluate and report on the program's effectiveness after three years.

The legislation also mandates the Department of Elementary and Secondary Education to maintain regional agricultural education staff to support program delivery and uphold standards. Participation in the elementary pilot program remains voluntary for schools.

Overall, the changes impact agricultural education providers, vocational and technical schools, and organizations involved in agricultural training and youth development, with the new standards and pilot program set to begin in the 2027-28 school year.

Legislation •  United States • Oregon • Bill

[OR HB 4007](#)

Relating to transportation; and prescribing an effective date.

Last Action: April 13, 2026 - Chapter 101, (2026 Laws): Effective date June 5, 2026.

Enacted • 2026 Regular Session • Introduced: February 02, 2026

Source: <https://olis.oregonlegislature.gov/liz/2026R1/Measures/Overview/HB4007> 

✦ AI Summary

This collection of legislative summaries outlines significant updates to Oregon's transportation, vehicle registration, safety, and enforcement laws. Key provisions include the regulation of "powered micromobility devices," such as e-scooters and e-bikes, which are now explicitly distinguished from motor vehicles and subject to specific local regulations. The legislation also lowers age restrictions for operating certain electric-assisted vehicles, potentially increasing youth participation, and establishes new offenses related to the improper sale or leasing of these devices, with associated fines.

Additionally, the laws clarify vehicle classification, licensing, and operational privileges across various motorized and non-motorized devices, including bicycles, snowmobiles, all-terrain vehicles, and electric mobility devices. They emphasize safety standards, such as headgear requirements for minors, and set standards for protective equipment, with enforcement provisions and standards to be established by the Department of Transportation. The regulations aim to improve safety and compliance while streamlining registration and operational requirements for affected industries.

A notable component introduces a five-year pilot program permitting heavier trucks—up to 129,000 pounds—to haul fluid milk products on designated routes, primarily connecting farms, milk plants, and border states. The program includes provisions for issuing permits, monitoring impacts, and reporting findings, with the goal of assessing infrastructure, safety, and economic effects before potential expansion or permanent adoption.

The summaries also address provisions related to deceptive trade practices, prohibiting false representations and unfair conduct across various industries, including real estate, automotive, and consumer products. These regulations aim to prevent misleading practices and ensure transparency, with enforcement actions possible without the need to prove actual confusion or competition.

Finally, the legislation revises the allocation of fines collected in criminal and traffic cases, establishing minimum amounts payable to the state and designating specific funds for drug and alcohol programs, county corrections, and court facilities. The amendments include a temporary pilot program for heavier freight vehicles and specify reporting deadlines, with most provisions set to take effect in 2026 or shortly thereafter.

[US S 1682](#)

Alex Gate Safety Act of 2025



Last Action: April 14, 2026 - Committee on Commerce, Science, and Transportation.

Ordered to be reported with an amendment in the nature of a substitute favorably.

In Senate • 2025-2026 Regular Session (119th) • Introduced: May 08, 2025

Source: <https://www.congress.gov/bill/119th-congress/senate-bill/1682> 

Bill Forecast

 In House	Likely to reach floor vote 5% Likely to pass chamber 44%	 In Senate	Likely to reach floor vote 6% Likely to pass chamber 56%
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AI Summary

The legislation mandates the Consumer Product Safety Commission (CPSC) to establish a consumer product safety standard for automatic and manual vehicular gates, as well as any gate exceeding 48 inches in width or 84 inches in height. The CPSC is required to develop this standard within one year of enactment, ensuring it aligns with existing safety-related standards as of January 1, 2025.

In addition to the safety standard, the CPSC must launch a national campaign within two years of enactment to raise public awareness about the dangers associated with the specified gates. This campaign will provide educational materials for manufacturers, consumers, and building officials, and a report summarizing the campaign's actions will be submitted to Congress within three years of enactment.

The legislation is expected to impact industries involved in gate manufacturing, installation, and retail, as they will need to comply with the new safety standards and engage in the educational campaign. While the text does not specify potential monetary impacts, compliance with the new standards may incur costs for manufacturers and retailers in updating their products and practices.

[VA HB 312](#)



Motor vehicles; glass repair and replacement, emissions inspections, penalties, repeals.

Last Action: April 13, 2026 - Governor's recommendation received by House

Passed Senate • 2026-2027 Regular Session • Introduced: January 09, 2026

Source: <https://lis.virginia.gov/bill-details/20261/HB312> 

Bill Forecast

 In House	Likely to reach floor vote 93% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 86% Likely to pass chamber N/A
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AI Summary

The summaries describe legislative updates in Virginia related to various consumer protection and industry regulations. One set of provisions amends the Virginia Code to establish emissions inspection waivers for vehicles that have failed initial or reinspection, or are in a not-ready condition, provided owners have spent a specified amount on repairs. Although specific monetary amounts are referenced, they are not detailed in the summaries. These amendments aim to streamline emissions testing procedures and are effective upon enactment.

Another set of regulations imposes cost limitations and prohibits deceptive practices in vehicle emissions repairs and consumer transactions. Repair cost caps are set for different vehicle types and are adjusted annually based on the Consumer Price Index. The regulations also prohibit misrepresentation, false advertising, nondisclosure of conditions or fees, and other deceptive acts by suppliers, promoting transparency and fair practices in the industry.

Additional provisions address consumer protections across multiple sectors, including retail, construction, real estate, health, and advertising. These include restrictions on selling certain recalled or controlled substances, requirements for proper labeling and documentation, and prohibitions on fraudulent conduct during emergencies. The regulations emphasize consumer safety, truthful advertising, and compliance with existing laws.

Furthermore, new rules impact motor vehicle glass repair shops by requiring them to notify customers about the presence of advanced driver assistance systems (ADAS) and whether calibration or recalibration is necessary after windshield repairs. Shops must inform customers of the success or failure of calibration processes and advise on further steps if

needed. These measures aim to ensure transparency and proper vehicle maintenance.

Certain provisions, such as those related to the Medical Debt Protection Act, will take effect on July 1, 2026, while others are effective immediately or as specified. Overall, these legislative updates enhance consumer protections, industry standards, and regulatory oversight across multiple sectors within Virginia.

Consumer Sciences Curriculum

8

Legislation •  United States • California • Bill

[CA AB 2632](#)



Education and workforce development: statewide framework.

Last Action: April 13, 2026 - In committee: Set, first hearing. Hearing canceled at the request of author.

In House • 2025-2026 Regular Sessions • Introduced: February 20, 2026

Source: https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202520260AB2632 

Bill Forecast

	Likely to reach floor vote 94%		Likely to reach floor vote 95%
In Assembly	Likely to pass chamber 95%	In Senate	Likely to pass chamber 95%

AI Summary

The California Franchise Relations Act is being amended to establish new regulations regarding franchise fees collected from franchisees. Franchisors are now prohibited from using any collected fees for purposes other than their stated intent and must keep these fees segregated from other funds at all times.

If a portion of the fee is designated for administrative expenses or overhead, franchisors are required to disclose the exact amount or percentage allocated to these costs. In cases where such disclosure is not provided, the overhead cannot exceed 10% of the total collected fee.

Franchisees are entitled to receive an annual, detailed accounting of the fees collected and

how they have been used. Additionally, franchisees have the right to audit these fee collections once per fiscal year to ensure transparency and proper use.

These changes impact industries involved in franchising, including those related to advertising, loyalty programs, and technology fees. The amendments aim to increase transparency and accountability in the collection and use of franchise fees.

Legislation •  United States • Colorado • Bill

[CO HB 26-1357](#)

Phase-Out of Teacher Recruitment Education and Preparation Program

Last Action: April 15, 2026 - Senate Second Reading Special Order - Passed with Amendments - Floor

In Senate • 2026 Regular Session • Introduced: April 02, 2026

Source: <http://leg.colorado.gov/bills/HB26-1357> 

AI Summary

The bill phases out the teacher recruitment education and preparation program (TREP) after the 2026-27 fiscal year, prohibiting the designation of new TREP participants beginning in 2026-27 and capping funding for TREP participants at \$7,104 per student for that year. These provisions include a repeal of the TREP program's funding caps and designation restrictions, with the full repeal effective July 1, 2027.

Additionally, the bill integrates references to the TREP program and the related teaching career pathway created in section 23-60-110 into various statutes and requirements concerning student academic and career planning, including the development and explanation of these pathways and the information provided to students and parents. It also repeals the definitions of "TREP program" and "concurrent enrollment" in certain statutes, as well as advisory board duties related to TREP.

Certain provisions, including the inclusion of TREP references in statutes and requirements, are extended to become effective on July 1, 2026, with the entire act scheduled to take effect on July 1, 2027.

[IL HB 4411](#)

Sch Cd-Computer Science Req

Last Action: April 15, 2026 - Added Co-Sponsor Rep. Maura Hirschauer



In House • 2025-2026 Regular Session • Introduced: January 13, 2026

Source: <https://ilga.gov/Legislation/BillStatus?>

[DocNum=4411&GAID=18&DocTypeID=HB&LegId=165056&SessionID=114](https://ilga.gov/Legislation/BillStatus?DocNum=4411&GAID=18&DocTypeID=HB&LegId=165056&SessionID=114)



Bill Forecast

	Likely to reach floor vote 62%		Likely to reach floor vote 67%
In House	Likely to pass chamber 66%	In Senate	Likely to pass chamber 92%

AI Summary

The document outlines significant amendments to the School Code in Illinois, focusing on enhancing computer science education and updating graduation requirements for high school students. Starting in the 2028-2029 school year, students entering 9th grade will be required to complete one year of high school computer science and artificial intelligence, which can count towards fulfilling foreign language, mathematics, or other graduation requirements. This change aims to better prepare students for a technology-driven future and may influence curriculum development and teacher training in the education sector.

In addition to the computer science requirement, students will need to complete two years of foreign language courses, which may include American Sign Language, starting in the same school year. Furthermore, from the 2024-2025 school year, students will be required to take two years of writing-intensive courses, with one course mandated to be English. These changes are expected to impact educational materials and tutoring services focused on language and writing skills.

The civics education requirement, in place since the 2016-2017 school year, continues to emphasize the importance of understanding government institutions and civic responsibilities. This requirement may affect educational content providers and civic organizations, reinforcing the need for students to engage actively in their communities.

To support these educational enhancements, schools will be required to report data on computer science instruction for grades K-8, including instructional time and student demographics, starting in the 2027-2028 school year. This reporting requirement may lead

to increased administrative costs for schools and could impact data analytics firms that assist in educational reporting.

Overall, these amendments aim to improve students' readiness for the workforce, particularly in technology and civic engagement, while also influencing educational practices and related industries.

Legislation •  United States • Louisiana • Bill

[LA SB 95](#)

SCHOOLS: Provides for approval for charter schools that specialize in vocational and technical education to meet workforce demands for high demand and high wage jobs. (8/1/26) (OR INCREASE GF EX See Note)

Last Action: April 13, 2026 - Title of substitute read and adopted; becomes Senate Bill No. 522.

In Senate • 2026 Regular Session • Introduced: February 20, 2026

Source: <https://www.legis.la.gov/Legis/BillInfo.aspx?s=26RS&b=SB95> 

AI Summary

The legislation introduces new provisions for vocational and technical education charter schools in Louisiana, focusing on expanding high-quality training options aligned with high-demand, high-wage jobs. It allows for the establishment of Type 2 vocational and technical charter schools, which can partner with public schools, postsecondary institutions, nonprofit proprietary schools, and approved Course Choice providers to deliver relevant vocational courses. These schools may give enrollment preferences to students whose parents or guardians are employed in targeted economic sectors.

A key feature is the requirement that applicants for these schools identify STAR jobs—high-demand, high-wage employment opportunities designated by the La. Works Commission—within the relevant sector. They must specify which classes or programs align with these jobs, ensuring the curriculum directly supports workforce needs. The legislation also permits industry representatives from the economic sectors to serve on the schools' governing boards, provided they are employed by or retired from relevant businesses.

Support from the Louisiana Board of Commerce and Industry is essential for proposals, which can be submitted directly to the state board if supported by a resolution. This resolution must specify the geographic area and the types of vocational skills needed,

excluding gaming corporations from consideration. The legislation emphasizes collaboration among public schools, existing charter schools, and vocational-focused schools to enhance workforce development.

Overall, the law aims to strengthen workforce readiness by aligning educational programs with high-demand employment sectors, fostering industry engagement, and expanding access to specialized vocational training. The provisions are designed to support economic growth and ensure students are prepared for high-wage job opportunities in key industries.

Legislation •  United States • Maryland • Bill

MD HB 1574

Child Care Providers - Licensing and Registration Alterations

Last Action: April 13, 2026 - Favorable Report by Education, Energy, and the Environment

In Senate • 2026 Regular Session • Introduced: February 13, 2026

Source: <http://mgaleg.maryland.gov/mgaweb/legislation/details/HB1574?ys=2026rs>



AI Summary

This collection of summaries outlines comprehensive regulatory updates and oversight enhancements for child care providers in Maryland. The legislation introduces new procedures for criminal background checks, requiring providers to be notified of their application status within 10 to 30 days and maintaining valid checks for five years. It also mandates sharing criminal record information with licensed facilities and establishing confidentiality protocols, with opportunities for individuals to contest their records.

The regulations set uniform standards for family and large family child care homes, including health and safety requirements, environmental standards, and staff qualifications such as age, first aid, and CPR training. Centers must develop emergency preparedness plans, address water safety issues promptly, and ensure proper notification to parents regarding contamination. Inspection protocols, licensing revocation procedures, and enforcement mechanisms aim to uphold safety and quality standards.

Additional provisions focus on early childhood education programs, emphasizing safe, sanitary, and developmentally appropriate care. Child care centers are required to maintain qualified supervision, prohibit corporal punishment, and adhere to staffing ratios. They must also develop comprehensive emergency plans and ensure staff training, with enforcement

actions available for violations, including license suspension or revocation.

The legislation establishes a Workgroup to study illegal child care operations, assessing their scope, impact, and barriers to licensure. The group will analyze health and safety risks, industry effects, and recommend regulatory or legal changes, with interim and final reports due to state authorities. These efforts aim to improve safety, transparency, and accountability within Maryland's child care industry.

Overall, the summarized legislation seeks to strengthen child care safety, improve oversight, and address illegal care practices, though specific implementation dates and monetary impacts are not explicitly detailed.

Legislation •  United States • Missouri • Bill

MO HB 2303



PERSONAL FINANCE CURRICULUM IN SCHOOLS

Last Action: April 09, 2026 - Reported Do Pass (H)

In House • 2026 Regular Session • Introduced: January 07, 2026

Source: <https://www.house.mo.gov/Bill.aspx?bill=HB2303&year=2026&code=R>


Bill Forecast

 In House	Likely to reach floor vote 5% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 5% Likely to pass chamber N/A
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AI Summary

The proposed legislation amends Missouri's Revised Statutes to require the inclusion of a personal finance curriculum in schools. This curriculum aims to provide students with essential financial literacy skills necessary for success in both personal and professional contexts.

To facilitate this initiative, a work group will be established by the department of elementary and secondary education. This group will consist of educators and industry representatives from sectors such as banking, entrepreneurship, and insurance, as well as nonprofit organizations dedicated to financial education. Their primary responsibility will be to

develop academic performance standards for a mandatory personal finance course.

The state board of education will adopt these standards for implementation in the 2027-28 school year, with a review every seven years to ensure they align with current economic trends. Starting in that school year, all school districts will be required to have students complete the personal finance course after grade nine to qualify for a high school diploma.

There are provisions for waiving this requirement for students transferring from out of state who can document completion of a similar course. Additionally, ninth-grade students may be permitted to complete the course early based on a recommendation from a school counselor.

Legislation •  United States • Virginia • Bill

[VA HB 1283](#)



High school grad. requirements & diploma pathways; implementation.

Last Action: April 13, 2026 - Approved by Governor-Chapter 811 (effective 7/1/2026)

Enacted • 2026-2027 Regular Session • Introduced: January 14, 2026

Source: <https://lis.virginia.gov/bill-details/20261/HB1283> 

Bill Forecast

 In House	Likely to reach floor vote 17% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 19% Likely to pass chamber N/A
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AI Summary

The summaries describe recent amendments to Virginia's high school graduation policies, focusing on expanding diploma pathways and recognition options. The changes require local school boards to develop procedures for awarding diplomas, verifying credits, and accommodating transfer students from nonpublic schools or home instruction. They also include provisions for virtual learning and accommodations for students with disabilities, allowing some to earn standard diplomas through credit accommodations or receive Applied Studies diplomas based on individualized education programs.

Additionally, the policies emphasize the development of a Profile of a Virginia Graduate to ensure students acquire skills such as critical thinking, collaboration, and citizenship.

Multiple pathways to college and career readiness are promoted, including internships, industry certifications, and credentialing opportunities. These initiatives aim to integrate standards of learning testing with industry-recognized credentials, potentially influencing workforce development and credentialing organizations.

The regulations establish new criteria for awarding various diplomas and seals, such as those for STEM, civics, and biliteracy, incorporating coursework, industry certifications, language assessments, and community service. The implementation of these standards is scheduled to begin with students entering ninth grade in the 2027–2028 school year, with the Board required to amend regulations accordingly by July 2027.

While no specific monetary impacts are detailed, the policies may increase demand for certification programs, assessments, and related training services, affecting resource planning for educational and industry partners. Overall, these amendments aim to broaden graduation options, recognize diverse student achievements, and strengthen career and college readiness in Virginia’s education system.

Legislation •  United States • Wisconsin • Bill

[WI SB 921](#)



personal financial literacy high school graduation requirement.

Last Action: April 09, 2026 - Published 4-9-2026

Enacted • 2025-2026 Regular Session • Introduced: February 02, 2026

Source: <https://docs.legis.wisconsin.gov/2025/proposals/reg/sen/bill/SB921> 

Bill Forecast

	Likely to reach floor vote 95%		Likely to reach floor vote 95%
In Assembly	Likely to pass chamber 36%	In Senate	Likely to pass chamber 71%

AI Summary

Starting with students graduating in 2028, high school students will be required to earn at least 0.5 credits in personal financial literacy to qualify for a diploma. This requirement aims to ensure students acquire essential financial knowledge and skills before graduation.

The legislation permits school boards to award this credit if students successfully complete

a financial literacy program offered by a financial institution, such as banks, credit unions, or savings banks, located within a school. The program must cover key topics including financial mindset, education and employment, money management, saving and investing, credit and debt, and risk management and insurance.

This change presents opportunities for financial institutions to partner with schools in delivering approved financial literacy programs, fostering collaboration to enhance student education in personal finance.

Overall, the new requirement emphasizes the importance of financial literacy in high school education and encourages partnerships between educational institutions and financial organizations to meet this goal.

Workforce Development

11

Legislation •  United States • California • Bill

[CA SB 1222](#)



Career Technical Education Technical Assistance and Equity Pilot Program Act.

Last Action: April 10, 2026 - Set for hearing April 20.

In Senate • 2025-2026 Regular Sessions • Introduced: February 19, 2026

Source: https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202520260SB1222 

Bill Forecast

	Likely to reach floor vote 95%		Likely to reach floor vote 95%
In Assembly	Likely to pass chamber 84%	In Senate	Likely to pass chamber 95%

AI Summary

This initiative establishes a three-year pilot program in California aimed at enhancing technical assistance, equity, and inclusion within career technical education (CTE) programs. The program focuses on improving access and outcomes for historically underserved populations, including students with disabilities, English learners, foster youth, homeless youth, and low-income students. It emphasizes leveraging existing federal, state, and regional funding sources to support regional collaboration, data tracking, and

expansion of work-based learning opportunities such as apprenticeships.

A county office of education will serve as the lead agency, responsible for developing inclusive CTE models, fostering industry-education partnerships, providing technical assistance, and sharing best practices. The program encourages voluntary participation from local educational agencies, with a focus on serving high-need districts and addressing equity gaps. Funding, totaling \$4 million annually from the General Fund, will support personnel, resources, training, data systems, and research efforts to maximize program impact and sustainability.

Participating regions will include at least one primarily urban and one primarily rural area, with designated start dates to be determined. The lead agency must begin providing services within six months of designation, which occurs shortly after the program's enactment. The initiative mandates regular reporting on progress, outcomes, and regional impacts, culminating in a comprehensive evaluation before the program concludes.

The program is set to operate until January 1, 2032, at which point it will be repealed. Throughout its duration, the focus remains on supporting underserved populations, closing equity gaps, and fostering regional collaboration to improve the quality and accessibility of CTE pathways across California.


Legislation •  United States • Connecticut • Bill

CT SB 380



AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE TASK FORCE TO SUPPORT PROMISE PROGRAMS IN THE STATE.

Last Action: April 14, 2026 - Favorable Report, Tabled for the Calendar, Senate

In House • 2026 Regular Session • Introduced: February 26, 2026

Source: https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Bill&bill_num=SB00380&which_year=2026 

Bill Forecast

	Likely to reach floor vote 73%		Likely to reach floor vote 72%
In House	Likely to pass chamber N/A	In Senate	Likely to pass chamber N/A

✦ AI Summary

This legislation establishes the Office of Postsecondary Success within the Department of Education, effective July 1, 2026, to enhance student achievement in postsecondary education through funding, data collection, and partnerships. The Office will support existing promise programs and create up to eight new programs by January 1, 2031, with a focus on students in alliance districts. Starting September 1, 2026, grants of \$3,000 per enrolled student annually will be allocated to these promise programs, which will report on graduation, enrollment, and job placement rates beginning July 1, 2027.

Additionally, the legislation introduces the Scholar Success Grant Program, providing financial aid based on household income levels. Grants range from 8% to 20% of the net cost of attendance, with students from lower-income households receiving higher percentages. The program aims to support students for up to six years or until graduation and requires participating institutions to meet specific student support and transparency requirements.

Funding for these initiatives includes \$4.8 million from the General Fund for promise program grants and \$30 million for the Scholar Success Grant Program for the fiscal year ending June 30, 2027. The programs and related provisions take effect on July 1, 2026, with ongoing reporting and evaluation to monitor progress and impact.

Legislation •  United States • Hawaii • Bill

HI HB 2468



Relating To Internship Programs.

Last Action: April 14, 2026 - Returned from Senate (Sen. Com. No. 694) in amended form (SD 2).

Passed Senate • 2025-2026 Regular Session • Introduced: January 28, 2026

Source: https://www.capitol.hawaii.gov/session/measure_indiv.aspx?billtype=HB&billnumber=2468&year=2026 

Bill Forecast

 In House	Likely to reach floor vote 95% Likely to pass chamber 95%	 In Senate	Likely to reach floor vote 95% Likely to pass chamber 95%
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✦ AI Summary

The proposed legislation in Hawaii aims to significantly enhance internship programs within both the private sector and state departments, focusing on fair compensation and workforce development. Employers will be required to pay interns a minimum of \$20.00 per hour, with specific hour limits based on the intern's educational status. Additionally, employers may receive reimbursements for training and supervision costs, promoting a more supportive environment for interns.

Eligibility criteria for interns include being at least sixteen years old, a Hawaii resident, and currently enrolled in a public high school or an accredited college/university with a minimum GPA of 2.5. Employers are responsible for providing adequate supervision and maintaining compliance with employment laws, ensuring a structured and beneficial internship experience.

The duration of internship contracts varies, with college students eligible for up to twelve weeks, extendable by an additional twelve weeks, while high school students can have contracts of six weeks, extendable by eight weeks during the summer. These changes are designed to create more flexible and accessible internship opportunities for students.

The legislation also removes previous requirements for high school and college graduates to have graduated within one year of applying for internships and eliminates the obligation for sponsors to contribute to interns' fringe benefits. Furthermore, internship experience will now count towards meeting minimum qualification requirements for civil service positions, facilitating a smoother transition into public service careers.

Overall, the legislation seeks to streamline the internship process, enhance support for interns, and foster a more robust workforce development framework in Hawaii.

Legislation •  United States • Illinois • Bill

[IL HB 5135](#)

Adult Education Programs

Last Action: April 10, 2026 - Placed on Calendar Order of First Reading April 14, 2026



In Senate • 2025-2026 Regular Session • Introduced: February 05, 2026

Source: <https://ilga.gov/Legislation/BillStatus?>

[DocNum=5135&GAID=18&DocTypeID=HB&LegId=166729&SessionID=114](https://ilga.gov/Legislation/BillStatus?DocNum=5135&GAID=18&DocTypeID=HB&LegId=166729&SessionID=114)



Bill Forecast

 In House	Likely to reach floor vote 95% Likely to pass chamber 46%	 In Senate	Likely to reach floor vote 95% Likely to pass chamber 83%
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AI Summary

The legislative amendments primarily focus on adult education programs in Illinois, including community colleges, school districts, and related agencies. They introduce changes to funding and reimbursement procedures, program reporting requirements, and eligibility criteria for adult learners, notably adjusting the age for community college instruction from 16 to 17 years old. These modifications aim to improve coordination, accountability, and flexibility in delivering adult education services.

Funding allocations and reimbursements are clarified, with provisions for proportional reductions if appropriations fall short. Reimbursement rates are set at one-third of the community college system's adult education rate per credit hour or instructional unit, and providers are permitted to assess students up to \$6.00 per credit hour, with a maximum of \$30.00 per semester per student, to cover program costs. The legislation also emphasizes the inclusion of digital literacy in adult education classes and removes previous limits on student assessment fees.

The legislation establishes or updates governance structures such as Area Planning Councils, which coordinate efforts across districts. It sets deadlines for submitting annual plans and reports, due by March 1 each year, which will now include data on program needs, student participation, performance, and funding allocations. These reporting requirements are designed to enhance transparency and program oversight.

Effective dates for these changes generally align with the legislation's enactment, with specific provisions referencing the school year prior to report submissions. The overall goal of these amendments is to strengthen adult education and literacy services, ensuring more stable funding, improved standards, and better coordination among providers. These changes are expected to positively impact workforce development industries, community colleges, and adult learners by promoting more efficient and accessible educational opportunities.

[IL SB 2773](#)

Sch Cd-Licensure-Paraprofess

Last Action: April 15, 2026 - Senate Floor Amendment No. 1 Referred to Assignments



In Senate • 2025-2026 Regular Session • Introduced: January 13, 2026

Source: [https://ilga.gov/Legislation/BillStatus?](https://ilga.gov/Legislation/BillStatus?DocNum=2773&GAID=18&DocTypeID=SB&LegId=164768&SessionID=114)

[DocNum=2773&GAID=18&DocTypeID=SB&LegId=164768&SessionID=114](https://ilga.gov/Legislation/BillStatus?DocNum=2773&GAID=18&DocTypeID=SB&LegId=164768&SessionID=114)



Bill Forecast

	Likely to reach floor vote 95%		Likely to reach floor vote 95%
In House	Likely to pass chamber 88%	In Senate	Likely to pass chamber 95%

AI Summary

The document outlines significant amendments to the Educator Licensure Article of the School Code in Illinois, focusing on the issuance of educator licenses and endorsements. A key change is the introduction of a short-term approval for paraprofessional educators, allowing individuals who do not meet standard requirements to serve in this role until June 30 following the third full fiscal year after issuance. After this period, individuals may qualify for an Educator License with Stipulations if they meet specific criteria.

Additionally, the document details various endorsements and licenses related to educator qualifications in Illinois. The Chief School Business Official Endorsement requires a master's degree and relevant experience, while the Provisional In-State Educator Endorsement is available for candidates who have completed an approved educator preparation program but have not passed the necessary assessments.

The Provisional Career and Technical Educator Endorsement allows individuals with significant work experience in a relevant skill area to teach, while the Substitute Teaching License and Short-Term Substitute Teaching License provide pathways for individuals to serve as substitutes in various educational settings.

These amendments aim to address staffing needs in the education sector while ensuring that individuals eventually meet the necessary qualifications for licensure. Overall, the changes establish clear requirements and limitations for various teaching roles, enhancing the qualifications of educators in Illinois.

[KS HB 2482](#)



Removing the requirement that the state board of education use a certain exam provider to deliver certain college entrance and career readiness exams and requiring the board to provide for such exams using any provider.

Last Action: April 09, 2026 - Approved by Governor on Thursday, April 9, 2026

Enacted • 2025-2026 Regular Session • Introduced: January 21, 2026

Source: https://www.kslegislature.gov/li/b2025_26/measures/hb2482/ 

Bill Forecast

 In House	Likely to reach floor vote 95% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 95% Likely to pass chamber N/A
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AI Summary

This legislative amendment primarily affects the education sector in Kansas, including the state department of education, school districts, and testing providers. It removes the requirement for the Kansas State Board of Education to use a specific exam provider for state-funded college entrance and career readiness tests, allowing the board to select any provider in the future.

The bill mandates the annual preparation and publication of performance accountability reports, longitudinal achievement reports, and academic achievement summaries by January 15 each year. These reports will include data on student performance, achievement trends, and the effectiveness of academic interventions. Longitudinal achievement reports will track student cohorts entering grades three and eight starting in the 2022-2023 school year, with updates every three years to monitor student progress over time.

The Kansas State Board of Education will continue to offer college entrance exams, such as the ACT and pre-ACT, as well as career readiness assessments for students in grades 9 through 12 at no cost. The board may consolidate testing efforts to reduce costs, and participation in these exams remains optional for students. The relevant reports are required to be submitted before each legislative session, with the first due prior to the 2027 session.

The act is set to take effect on July 1, 2027. It impacts industries involved in education

services, testing and assessment, and digital data management, emphasizing cost savings through potential contract negotiations but without specifying exact monetary impacts.

Legislation •  United States • Kentucky • Bill

[KY HB 498 / KY BR 1692](#)

AN ACT establishing the Adult Workforce Diploma Pilot Program.

Last Action: April 15, 2026 - recommitted to Appropriations & Revenue (H)

In House • 2026 Regular Session • Introduced: January 28, 2026

Source: <https://apps.legislature.ky.gov/record/26RS/hb498.html> 

AI Summary

The Adult Workforce Diploma Pilot Program is designed to assist individuals aged twenty-one and older in obtaining a high school diploma while simultaneously developing essential employability and career skills. Administered by the Education and Labor Cabinet, the program aligns educational coursework with local job market needs to prepare participants for employment in various industries.

Key components of the program include the use of accredited providers to deliver educational services, career pathways coursework tailored to local industry skill requirements, and career placement services to support students in securing employment. Funding for the program will come from a newly established trust and agency account, with a focus on achieving a high graduation rate among participants.

Accredited providers must apply for approval annually and will receive payments based on student milestones, including completed high school credits and workforce credentials. Providers are required to report data on student progress and outcomes to the Education and Labor Cabinet, which will compile an annual report for state entities.

The program emphasizes the importance of measurable success, including the progress of adult learners toward earning diplomas and industry-recognized credentials, as well as employment outcomes for graduates. The compliance process for approved providers is also outlined, ensuring that programs are effective in meeting the needs of adult learners and the job market.

Overall, the initiative aims to enhance workforce development by providing adults with the

necessary education and skills to succeed in the labor market, thereby benefiting both individuals and local industries.

Legislation •  United States • Maryland • Bill

MD HB 297



Adult Education - High School Diploma Pathways - MDiplomaWorks Pathway

Last Action: April 10, 2026 - Passed Enrolled

Passed Senate • 2026 Regular Session • Introduced: September 16, 2025

Source: <http://mgaleg.maryland.gov/mgawebsite/Legislation/Details/HB0297?ys=2026rs>


Bill Forecast

 In House	Likely to reach floor vote 95% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 95% Likely to pass chamber N/A
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AI Summary

The proposed legislation introduces the GED Option Pilot Program and the MDiplomaWorks pathway in Maryland, aimed at improving adult education and providing alternative routes for individuals to earn a high school diploma. The GED Option Pilot Program, set to commence in the 2027-2028 school year, will expand access to students beyond English language learners in selected school districts, facilitating their preparation for postsecondary education or the workforce.

The Maryland Department of Labor, in collaboration with the State Department of Education, will establish criteria for selecting at least three local school systems to participate in the pilot program, allowing each to enroll up to 150 students. The MDiplomaWorks pathway will recognize high school diploma achievement through demonstrated academic and career competencies, including workforce experience.

The Department and the State Department of Education are tasked with reporting on the pilot program's effectiveness by December 1, 2028, and December 1, 2029, focusing on metrics such as student participation and stakeholder feedback. This initiative is expected to positively influence educational institutions, workforce development programs, and businesses that depend on a skilled workforce.

To earn a high school diploma through the MDiplomaWorks pathway, individuals must complete a combination of components approved by the Department, which includes earning industry-recognized credentials and completing career and technical education coursework. The changes outlined in the legislation will take effect on October 1, 2026, with the initial provisions remaining in effect for four years, expiring on September 30, 2030.

Overall, the legislation aims to enhance educational opportunities and workforce readiness for individuals in Maryland, particularly in industries that require skilled labor, by emphasizing the importance of industry-recognized credentials and technical education.

Legislation •  United States • Maryland • Bill

MD SB 70

Adult Education - High School Diploma Pathways - MDiplomaWorks Pathway



Last Action: April 10, 2026 - Passed Enrolled

Passed House • 2026 Regular Session • Introduced: September 16, 2025

Source:

<http://mgaleg.maryland.gov/mgawebsite/Legislation/Details/SB0070?ys=2026rs> 

Bill Forecast

 In House	Likely to reach floor vote 95% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 95% Likely to pass chamber N/A
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AI Summary

The legislation introduces a GED Option Pilot Program designed to broaden access to high school diploma pathways for students, particularly those at risk of not completing high school. Set to commence in the 2027-2028 school year, the program will involve selected school districts and allow county superintendents to enroll up to 150 students who are at least 17 years old. Participants are required to take the high school diploma examination before the program concludes, and the effectiveness of the pilot will be evaluated through reports submitted to the Governor and the General Assembly.

Additionally, the MDiplomaWorks Pathway is established as an alternative route for individuals to earn a high school diploma by demonstrating academic and career

competencies, including workforce experience. This pathway is available to residents who have not obtained a high school diploma and have withdrawn from traditional schooling.

To earn a diploma through the MDiplomaWorks pathway, individuals must complete a series of components approved by the Department, such as obtaining industry-recognized credentials and completing career and technical education coursework. The act emphasizes the importance of these credentials and education in enhancing adult education and improving workforce readiness.

The changes outlined in the legislation will take effect on October 1, 2026, with specific provisions remaining in effect for four years. While the document does not detail the monetary impacts or specific industries affected, the focus on vocational training and skilled labor suggests potential benefits for sectors that rely on a qualified workforce.

Legislation •  United States • Missouri • Bill

[MO SB 1383 / MO 4325S.03P](#)



Authorizes the Department of Elementary and Secondary Education to establish an agricultural education program for elementary schools

Last Action: April 09, 2026 - Referred H Legislative Review

In House • 2026 Regular Session • Introduced: January 07, 2026

Source: <https://www.senate.mo.gov/BillTracking/Bills/BillInformation?year=2026&billid=666> 

Bill Forecast

 In House	Likely to reach floor vote 5% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 5% Likely to pass chamber N/A
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AI Summary

The legislation updates and replaces existing statutes related to the approval, inspection, and funding of public prevocational, vocational schools, and the State Technical College of Missouri, particularly those offering training in agriculture, industrial, home economics, and commercial subjects. It establishes procedures for semiannual disbursement of state and federal funds to approved institutions, contingent upon submission of reports and certification by relevant authorities.

It introduces provisions allowing private schools accredited by recognized agencies to apply for approval to establish local chapters of a federally chartered agricultural education association. These chapters can participate in agricultural education activities without being eligible for state or federal funding, provided they reimburse oversight costs.

A key component of the legislation is the authorization of a pilot program beginning in the 2027-28 school year to implement agricultural education in elementary schools. Participating schools will be responsible for fully funding and implementing grade-appropriate instruction, laboratory activities, and leadership development in collaboration with Missouri agricultural groups. The department will evaluate and report on the program's effectiveness after three years.

The legislation also mandates the Department of Elementary and Secondary Education to maintain regional agricultural education staff to support program delivery and uphold standards. Participation in the elementary pilot program remains voluntary for schools.

Overall, the changes impact agricultural education providers, vocational and technical schools, and organizations involved in agricultural training and youth development, with the new standards and pilot program set to begin in the 2027-28 school year.

Regulation •  United States • Federal • Regulatory Notice

[Regulatory Notice I 2026-06987, ED-2026-SCC-1190-0001](#)

Agency Information Collection Activities; Comment Request; Prison Education Program Application

Comment End Dates: June 09, 2026

Documents: [Full Text](#) 

AI Summary

The document provides a notice of extension for the existing Prison Education Program application process without proposing any changes or amendments. It applies to private sector institutions as well as state, local, and tribal governments. No new conditions, definitions, or effective dates are introduced, and there is no explicit statement regarding the impact on industry or stakeholders.