



AAFCS Weekly Policy Update 2026.04.30

Last Updated Date

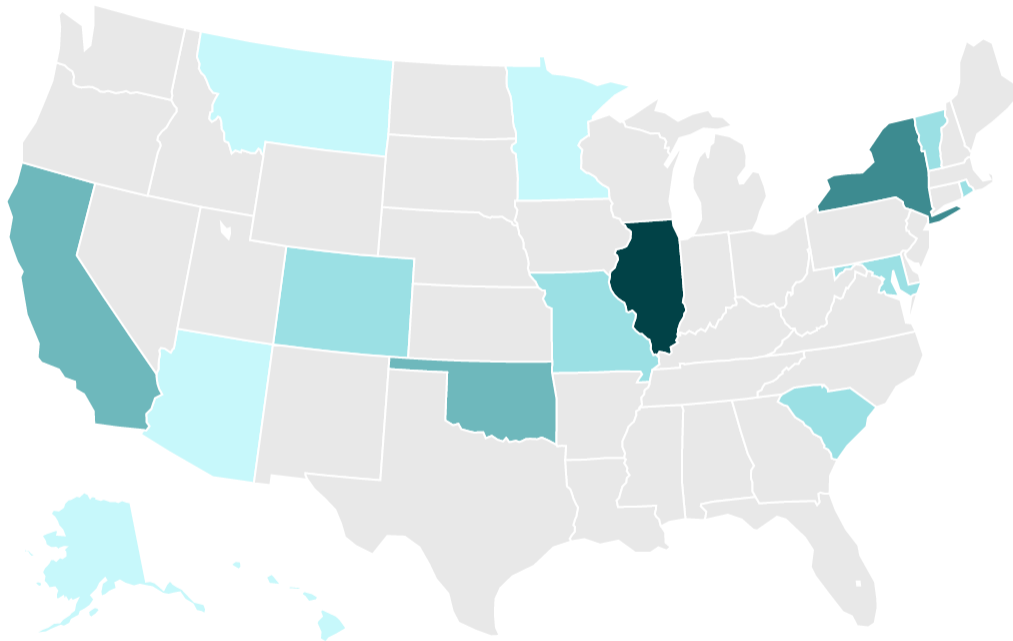
Last 7 days

Overview

Childhood Nutrition	9
Consumer Health And Safety	4
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Workforce Development	16

Policy Map

Policies in your Projects by state



VT: 2
NH: 0
MA: 0
RI: 2
CT: 0
NJ: 0
DE: 0
MD: 2
DC: 0
US: 1

Policy List Groups

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

Childhood Nutrition

9

Legislation •  United States • Alaska • Bill

[AK SB 187](#)



"An Act prohibiting certain food additives in public school meals; and providing for an effective date."

Last Action: April 27, 2026 - (H) Heard & Held

In House • 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 12%	In Senate	Likely to pass chamber 44%

Summary

AI Overview

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.

[CA AB 2535](#)

School meals: State Healthy Food Access Policy.



Last Action: April 23, 2026 - From committee: Do pass and re-refer to Com. on APPR. with recommendation: To Consent Calendar. (Ayes 6. Noes 0.) (April 23). Re-referred to Com. on APPR.

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

Source: [https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?](https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202520260AB2535)

[bill_id=202520260AB2535](https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202520260AB2535) 

Bill Forecast

 In Assembly	Likely to reach floor vote 94% Likely to pass chamber 95%	 In Senate	Likely to reach floor vote 90% Likely to pass chamber 95%
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Summary

AI Overview

The legislation mandates that California school districts, county superintendents, and charter schools serving students from kindergarten through 12th grade provide free, nutritionally adequate breakfast and lunch upon request, regardless of students' eligibility for free or reduced-price meals. This aims to ensure all students have access to healthy meals during the school day.

Starting July 1, 2035, schools will be prohibited from offering meals that include restricted or ultraprocessed foods of concern. This change is part of a broader effort to improve the nutritional quality and safety of school meals by promoting healthier options.

The bill emphasizes the inclusion of California-grown agricultural and whole food products in school meals to support local agriculture and enhance sustainability. This shift is intended to benefit the agricultural sector, food suppliers, and school meal providers by encouraging the use of fresh, local ingredients.

Overall, the legislation envisions a future where school nutrition programs prioritize healthier, locally sourced foods, fostering better health outcomes for students and supporting sustainable food systems in California.

[CA SB 1025](#)

Office of Food Security and Affordability.



Last Action: April 27, 2026 - April 27 hearing: Placed on APPR. suspense file.

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

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

[bill_id=202520260SB1025](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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Summary

AI Overview

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 • Illinois • Resolution

[IL HR 754](#)

Nutrition Month

Last Action: April 27, 2026 - Assigned to Health Care Licenses Committee



In House • 2025-2026 Regular Session • Introduced: March 25, 2026

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

[DocNum=754&GAID=18&DocTypeID=HR&LegId=168163&SessionID=114](https://ilga.gov/Legislation/BillStatus?DocNum=754&GAID=18&DocTypeID=HR&LegId=168163&SessionID=114)



Bill Forecast

	Likely to reach floor vote 40%		Likely to reach floor vote 41%
In House	Likely to pass chamber 89%	In Senate	Likely to pass chamber 95%

Summary

AI Overview

This resolution designates March 2026 as Nutrition Month in Illinois, highlighting the importance of proper nutrition for maintaining health and physical fitness. It encourages citizens to support nutrition education and adopt healthy eating practices.

The resolution aims to raise awareness about the significance of good nutrition and promote individual responsibility in making healthy choices. It emphasizes the role of proper nutrition in overall well-being and quality of life.

By recognizing Nutrition Month, the resolution seeks to foster a culture of health consciousness within the community. It may also positively influence industries related to food, health, and education by promoting healthier habits.

No specific monetary impacts or detailed implementation steps are outlined beyond the recognition of March 2026 as Nutrition Month. The focus remains on awareness and education to improve public health outcomes.

Legislation •  United States • New York • Bill

[NY A 11087](#)

Requires instruction on nutrition in schools



Last Action: April 24, 2026 - REFERRED TO EDUCATION

In House • 2025-2026 Regular Session • Introduced: April 24, 2026

Source: <https://www.nysenate.gov/legislation/bills/2025/A11087> , https://assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=A11087&term=2025&Summary=Y&Actions=Y&an



Bill Forecast

	Likely to reach floor vote 41%		Likely to reach floor vote 46%
In Assembly	Likely to pass chamber 95%	In Senate	Likely to pass chamber 95%

Summary

AI Overview

The document adds a new section 804-e to the Education Law, establishing requirements for nutrition education in schools. This new section defines key terms such as "nutrition-related chronic diseases," "ultraprocessed foods of concern," "science-based," "nutrition education," and "nutrient dense food" as necessary for implementing the nutrition education requirements. It mandates that all grades include nutrition instruction that is science-based and covers specific topics related to nutrition. The effective date for these provisions is July 1, 2026.

Legislation •  United States • Oklahoma • Bill

[OK HB 3720](#)



Agriculture; Homemade Food Freedom Act; renaming to Local Food Freedom Act; modifying definitions; effective date.

Last Action: April 28, 2026 - SA's received

Passed Senate • 2025-2026 Regular Session • Introduced: February 02, 2026

Source: <http://www.oklegislature.gov/BillInfo.aspx?Bill=HB3720&session=2600> 

Bill Forecast

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

AI Overview

The document renames the Homemade Food Freedom Act to the Local Food Freedom Act and updates related definitions, including those for homemade local food products, sales thresholds, and product exclusions such as seafood, meat, meat by-products, and poultry as defined by federal regulations. It clarifies that homemade local food products are exempt from licensing and inspection requirements when sold directly to consumers or through designated agents or third-party vendors with proper disclosure placards, provided certain conditions are met. Producers of time- or temperature-controlled products must complete approved food safety training, and labeling requirements specify legibility and placement based on the sale method; producers may obtain a registration number for \$15, which can be used on labels instead of producer details. The bill affirms that the act does not hinder health department investigations or enforcement, allowing fines up to \$300 for violations, and permits counties to enact ordinances regulating home food establishments as long as they do not conflict with the act or restrict lawful sales. The act becomes effective November 1, 2026.

Legislation •  United States • Rhode Island • Bill

[RI HB 7793](#)

An Act Relating To Education – Federal Aid (Establishes A Statewide "Healthy School Meals For All" Universal School Breakfast And Lunch Program In Rhode Island Public Schools Phased In Over 3 Years.)

Last Action: April 28, 2026 - Committee recommended measure be held for further study
In House • 2026-2026 Regular Session • Introduced: February 12, 2026

Summary

AI Overview

This legislation establishes a phased, statewide program in Rhode Island public schools to provide free healthy meals to all students, beginning with elementary schools in the 2027-2028 school year and expanding to include middle schools and all students by the

2029-2030 school year. The program requires participating schools to offer free breakfast and lunch, with efforts to maximize federal funding through existing national programs and provisions.

Schools are encouraged to improve meal quality by sourcing locally, preparing scratch-cooked foods, and offering culturally relevant options. They will report quarterly on local food procurement, and the Department of Elementary and Secondary Education will reimburse schools for the difference between federal reimbursement rates and actual costs, ensuring financial support for the program.

The legislation allocates state funds annually to cover the costs of providing free meals to children in early childhood programs and K-12 education, as well as funding administrative staff to support implementation. These changes are set to take effect on July 1, 2027.

The program aims to reduce childhood food insecurity, improve health outcomes, and support educational achievement. It also has the potential to lower healthcare costs related to diet-associated chronic diseases and benefits industries involved in food service and local food production.

Legislation •  United States • South Carolina • Bill

 **SC H 4248**



Food labeling

Last Action: April 28, 2026 - Committee report: Favorable Agriculture and Natural Resources (Senate Journal-page 15)

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 45% Likely to pass chamber 73%	 In Senate	Likely to reach floor vote 46% Likely to pass chamber 88%
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Summary

AI Overview

The legislation adds Section 39-25-220 to the South Carolina Code of Laws, requiring that all shrimp and shrimp products sold within the state be labeled with their country of origin. Additionally, all commercial food establishments serving shrimp must display the country of origin on their menus. The operative change mandates clear labeling and menu disclosures to inform consumers about the source of shrimp products. The effective date is upon approval by the Governor. Definitions needed for this change include the "country of origin of the shrimp."

Legislation •  United States • Vermont • Bill

VT S 26



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

Last Action: April 28, 2026 - Recommitted to Committee on [Health and Welfare] on motion of Senator [Baruth]

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

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

Bill Forecast

	Likely to reach floor vote 55%		Likely to reach floor vote 65%
In House	Likely to pass chamber 21%	In Senate	Likely to pass chamber 59%

Summary

AI Overview

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

4

Legislation •  United States • Illinois • Bill

[IL SB 3881](#)

Mental Health Parity For All

Last Action: April 24, 2026 - Rule 2-10 Committee/3rd Reading Deadline Established As May 15, 2026



In Senate • 2025-2026 Regular Session • Introduced: February 06, 2026

Source: [https://ilga.gov/Legislation/BillStatus?](https://ilga.gov/Legislation/BillStatus?DocNum=3881&GAID=18&DocTypeID=SB&LegId=167314&SessionID=114)

[DocNum=3881&GAID=18&DocTypeID=SB&LegId=167314&SessionID=114](https://ilga.gov/Legislation/BillStatus?DocNum=3881&GAID=18&DocTypeID=SB&LegId=167314&SessionID=114)



Bill Forecast

	Likely to reach floor vote 38%		Likely to reach floor vote 44%
In House	Likely to pass chamber 87%	In Senate	Likely to pass chamber 95%

Summary

AI Overview

The legislation authorizes the Department of Human Services to establish a program that provides grants to community-based organizations for the development of mental health wellness hubs in areas heavily impacted by the closure of mental health clinics, hospitals, and schools. These hubs are designed to offer immediate and accessible behavioral health services, including crisis intervention, assessments, therapy, medication monitoring, case management, peer and family support, referrals, nutrition education, art therapy, and physical activities.

These services are tailored to meet community needs and will be available year-round on a walk-in or appointment basis, regardless of age or insurance coverage. The program's implementation depends on the availability of appropriations, and the Department is authorized to adopt necessary rules to carry out the program.

The legislation emphasizes expanding mental health services and supporting community industries involved in mental health care. Specific funding and operational details will be determined through appropriations, and the changes will take effect upon enactment of the legislation.

Legislation •  United States • New York • Bill

[NY A 7291 / NY A 7291A / NY A 7291B](#)

Relates to food safety and quality date labeling requirements

Last Action: April 27, 2026 - REPORTED REFERRED TO CODES



In House • 2025-2026 Regular Session • Introduced: March 25, 2025

Source: <https://www.nysenate.gov/legislation/bills/2025/A7291> , https://assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=A7291&term=2025&Summary=Y&Actions=Y&

assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=A7291&term=2025&Summary=Y&Actions=Y&

[default_fld=&leg_video=&bn=A7291&term=2025&Summary=Y&Actions=Y&](https://assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=A7291&term=2025&Summary=Y&Actions=Y&) 

Bill Forecast

	Likely to reach floor vote 11%		Likely to reach floor vote 22%
In Assembly	Likely to pass chamber 55%	In Senate	Likely to pass chamber 87%

Summary

AI Overview

The bill adds a new section 214-p to the Agriculture and Markets Law establishing uniform food date labeling requirements. These requirements specify terms for safety and quality dates, establish responsibilities for estimating shelf life, and mandate educational outreach. The new provisions apply to food products for human consumption manufactured on or after July 1, 2028, excluding infant formula and alcoholic beverages, although certain labels on wine and spirits with production dates are permitted. Definitions needed for these provisions include "Safety date," "Quality date," and "Shelf life estimation methods."

Legislation •  United States • Oklahoma • Bill

[OK HB 3720](#)



Agriculture; Homemade Food Freedom Act; renaming to Local Food Freedom Act; modifying definitions; effective date.

Last Action: April 28, 2026 - SA's received

Passed Senate • 2025-2026 Regular Session • Introduced: February 02, 2026

Source: <http://www.oklegislature.gov/BillInfo.aspx?Bill=HB3720&session=2600> 

Bill Forecast

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

AI Overview

The document renames the Homemade Food Freedom Act to the Local Food Freedom Act and updates related definitions, including those for homemade local food products, sales thresholds, and product exclusions such as seafood, meat, meat by-products, and poultry as defined by federal regulations. It clarifies that homemade local food products are exempt from licensing and inspection requirements when sold directly to consumers or through designated agents or third-party vendors with proper disclosure placards, provided certain conditions are met. Producers of time- or temperature-controlled products must complete approved food safety training, and labeling requirements specify legibility and placement based on the sale method; producers may obtain a registration number for \$15, which can be used on labels instead of producer details. The bill affirms that the act does not hinder health department investigations or enforcement, allowing fines up to \$300 for violations, and permits counties to enact ordinances regulating home food establishments as long as they do not conflict with the act or restrict lawful sales. The act becomes effective November 1, 2026.

Regulation •  United States • Montana • Proposed Notice

[Seed-To-Sale Tracking System Reconciliation Clarifications And Improvements For Tracking Accuracy And Compliance](#)

Comment End Dates: May 26, 2026 • Hearing Dates: May 18, 2026

Documents: [State Filing](#) 

Summary

AI Overview

The document introduces several new provisions and clarifications related to the tracking, labeling, and handling of marijuana and marijuana products. It clarifies that plant tags may be staked in soil for plants between 12 and 18 inches and must be affixed once plants reach 18 inches, with all tags required to be unaltered and legible. Additionally, test samples must be tagged, and references to "marijuana plant" are removed where redundant. Packages of marijuana flower and usable marijuana are limited to five pounds unless specific exceptions apply, and process lots are capped at 5,000 units. New requirements mandate testing of sub-packages before distribution and prohibit combining tested process lots unless creating a new product that undergoes testing. Only seeds from outside the seed-to-sale system may be accepted, and they must be inputted upon request.

The regulation replaces existing reconciliation procedures with a requirement for daily reconciliation by 11:59 p.m., including detailed recording of harvest, manufacturing, strain information, package adjustments, testing results, and destruction. It emphasizes that adjustments must include explanations and cannot conceal discrepancies or facilitate improper product movement. Testing laboratories are required to upload complete certificates of analysis, and licensees must monitor and respond to compliance notifications within 30 days. Administrative quarantine procedures are clarified, establishing that products under quarantine are automatically held, and only marijuana seeds from outside sources may be inputted into the tracking system, with department approval. Definitions for reconciliation standards, seed input procedures, compliance monitoring, quarantine procedures, and tracking system utilization are introduced to support these changes.

Legislation •  United States • Colorado • Bill

[CO HB 26-1357](#)

Phase-Out of Teacher Recruitment Education and Preparation Program

Last Action: April 28, 2026 - House Consideration of First Conference Committee Report result was to Adopt Committee Report - Repass

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

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

Summary

AI Overview

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.

Legislation •  United States • Colorado • Bill

[CO SB 26-135](#)

State Public K-12 Education Funding

Last Action: April 28, 2026 - Introduced In House - Assigned to Appropriations

In House • 2026 Regular Session • Introduced: March 05, 2026

Source: <http://leg.colorado.gov/bills/SB26-135> 

Summary

AI Overview

This legislation aims to enhance funding for Colorado's K-12 public education system through a series of measures contingent upon voter approval. It authorizes the state to increase annual education funding by up to 2% for ten years starting in the 2027-28 fiscal year and allows the state to retain and spend excess revenues above the current spending limit, with voter approval, to support education initiatives. A ballot measure in November 2026 will seek voter approval for this revenue retention, which will be deposited into an excess revenue account and allocated primarily for increasing teacher pay, improving

retention, reducing class sizes, and expanding access to career and technical education.

Additionally, the legislation establishes a "Positive Factor" funding mechanism, providing districts with additional, formula-based funds specifically for targeted educational improvements. This funding is intended to support initiatives such as salary increases, retention efforts, and technical course access, and will be calculated annually from the 2026-27 budget year until its scheduled repeal in 2039.

The legislation also introduces reporting and certification requirements for excess revenues, with the State Auditor producing annual reports on the amount of excess funds retained and spent, and the Controller certifying revenue figures after each fiscal year. These measures aim to improve transparency and accountability in managing state revenues that exceed constitutional limits, which will include public education funding in revenue calculations starting in July 2027.

Overall, the bill seeks to increase and secure funding for public education without raising taxes, by leveraging excess revenues and voter-approved revenue changes. It impacts the education sector, state financial management agencies, and industries supporting educational infrastructure and services, with the goal of improving educational outcomes and fiscal transparency over the next decade.

Legislation •  United States • Minnesota • Bill

 **MN SF 2255**

Omnibus E-12 Education appropriations



Last Action: April 28, 2026 - Author stricken Cwodzinski

In Senate • 2025-2026 Regular Session • Introduced: March 06, 2025

Source: <https://www.revisor.mn.gov/bills/bill.php?>

[b=Senate&f=SF2255&ssn=0&y=2025](https://www.revisor.mn.gov/bills/bill.php?b=Senate&f=SF2255&ssn=0&y=2025) 

Bill Forecast

 In House	Likely to reach floor vote 20% Likely to pass chamber 59%	 In Senate	Likely to reach floor vote 15% Likely to pass chamber 74%
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Summary

AI Overview

The document outlines a series of amendments and appropriations aimed at enhancing educational funding and support in Minnesota. Key provisions include significant adjustments to funding for general education, special education, and various educational programs, alongside the establishment of a Nonpublic Education Council to address nonpublic education issues. Funding adjustments also encompass referendum revenue modifications, equitable transportation policies for public and nonpublic school students, and increased support for students with disabilities and English learners.

A one-time appropriation of \$70 million is allocated to improve literacy and computer science education, including training programs for paraprofessionals and volunteers. The document emphasizes the importance of meeting federal standards for paraprofessionals and includes funding for full-service community schools, literacy aid, and initiatives to support ethnic studies curricula. Additionally, it highlights funding for advanced placement programs, interdistrict desegregation transportation grants, and support for diverse teacher candidates to enhance the racial and ethnic diversity of the teaching workforce.

Further appropriations focus on student support personnel, teacher training, and American Indian education, with specific allocations for scholarships, stipends, and professional development aimed at increasing the number of Black male teachers. The document also addresses funding for special education, adult education, and early childhood initiatives, reflecting a commitment to improving educational resources and services for various demographics.

Moreover, the document mandates the provision of educational materials, health services, and transportation for nonpublic school students, ensuring that local districts offer these services at no cost while adhering to funding limits based on public school expenditures. The overall aim of these amendments and appropriations is to enhance educational opportunities, support diverse student populations, and address funding disparities across Minnesota's educational landscape.

Legislation •  United States • Oklahoma • Bill

OK HB 3151



Schools; length of school year; increasing minimum days of instruction; requiring parent-teacher conferences to have an in-person option; contingent effective date.

Last Action: April 28, 2026 - Sent to Governor

Passed Senate • 2025-2026 Regular Session • Introduced: February 02, 2026

Source: <http://www.oklegislature.gov/BillInfo.aspx?Bill=HB3151&session=2600> 

Bill Forecast

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

 **AI Overview**

This legislation establishes new requirements for public schools in Oklahoma, focusing on instructional time, parent-teacher conferences, and virtual instruction policies. Starting in the 2025-2026 school year, schools must provide at least 1,086 hours of instruction annually, with the number of instructional days varying based on adopted schedules. For subsequent years, the minimum hours remain the same, but districts may reduce instructional days if they implement an extended-day schedule approved through a public hearing, with annual documentation of its impact on student achievement.

Schools are permitted to hold parent-teacher conferences during regular school days, with up to 12 hours per year counting as instruction time, provided in-person options are available. Extended-day schedules are allowed under specific criteria, including public hearings and annual reporting on student outcomes. Beginning in the 2026-2027 school year, virtual instruction during school closures can count toward instructional hours, limited to two days or twelve hours unless explicitly approved by the Superintendent of Public Instruction.

The legislation mandates that school districts and charter schools develop and annually review virtual instruction plans, with submission deadlines of January 31 for approval and November 1 for revisions. These plans must include assessments of technology infrastructure, instruction for students with IEPs, child nutrition services, and transportation needs. Virtual instruction policies do not apply to statewide virtual charter schools or full-time virtual programs operated by districts.

Additionally, the law requires the State Department of Education to publish annual reports starting June 30, 2027, detailing the use of virtual instruction, including which districts and schools provided virtual learning, the duration, and reasons for school closures. The legislation clarifies that these provisions do not alter teachers' work hours or employment status under federal labor laws and allows certain special schools to adopt alternative hours

with prior approval. Its effective implementation depends on the state's fiscal appropriations, becoming law on July 1, 2027, if funding thresholds are met.

Farm Bill

1

Legislation •  United States • Federal • Bill

[US HR 8503](#)



To ensure that the Federal share of the supplemental nutrition assistance program allotment costs shall be mandatory if a State cannot pay the applicable State share of applicable allotment costs.

Last Action: April 27, 2026 - Referred to the House Committee on Agriculture.

In House • 2025-2026 Regular Session (119th) • Introduced: April 27, 2026

Source: <https://www.congress.gov/bill/119th-congress/house-bill/8503> 

Bill Forecast

	Likely to reach floor vote 16%		Likely to reach floor vote 13%
In House	Likely to pass chamber 7%	In Senate	Likely to pass chamber 51%

Workforce Development

16

Legislation •  United States • Arizona • Bill

[AZ SB 1841](#)

2026-2027; k-12 education

Last Action: April 28, 2026 - Reported do pass out of Appropriations, Transportation and Technology Committee

In Senate • 2026 Regular Session • Introduced: April 27, 2026

Source: <https://apps.azleg.gov/BillStatus/BillOverview/85702> 

Summary

AI Overview

The document introduces several legislative amendments related to school funding, transportation, district classifications, and tax procedures. It increases the base support level for charter schools by \$42.64 per student in specified grade levels and raises the charter additional assistance per student from \$2,131.90 to \$2,174.54, with applicability based on student grade levels. It clarifies that funds supporting the educational program, excluding supplemental or Title VIII monies, are considered for basic maintenance and operations, with the auditor general responsible for determining qualifying funds.

Definitions are added or revised for key terms including "small school district" and "small isolated school district," establishing criteria such as student count thresholds, minimum distances between schools, and designation processes by the superintendent of public instruction. Fiscal parameters for school transportation and funding support levels are updated for fiscal years 2023-2027, including definitions of "eligible students," "enrolled," "total bus mileage," and "student count."

The bill establishes new procedures for reviewing and approving tax rates, requiring joint legislative committee meetings to compare truth in taxation rates with proposed increases, along with mandated press releases. It prohibits the legislature from adopting a state budget with tax rates exceeding the truth in taxation rates unless approved by a two-thirds affirmative roll call vote in each house through a concurrent resolution prior to enacting the general appropriations bill. If not approved, tax rates revert to the truth in taxation rates for the following fiscal year. The bill also sets maximum qualifying tax rates for school districts and county assistance, specifies certain tax rate limits for districts in 2025-2026, and caps proceeds from the sale or lease of school property for the Arizona state schools for the deaf and the blind at \$1,200,000 annually for fiscal years 2026-2029. Additionally, it states the legislature's intent to increase classroom spending percentages in specified categories.

Legislation •  United States • California • Bill

[CA AB 2660](#)



Public postsecondary education: intersegmental partnerships: STEM education.

Last Action: April 28, 2026 - Re-referred to Com. on APPR.

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

Source: https://leginfo.legislature.ca.gov/faces/billStatusClient.xhtml?bill_id=202520260AB2660 

Bill Forecast

 In Assembly	Likely to reach floor vote 95% Likely to pass chamber 71%	 In Senate	Likely to reach floor vote 95% Likely to pass chamber 86%
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Summary

✦ AI Overview

The bill establishes the Cal-Bridge and ENLACE Programs as collaborative, intersegmental initiatives designed to enhance diversity and capacity within California's STEM education and workforce. These programs involve partnerships among the California Community Colleges, California State University, and the University of California, focusing on creating pathways from high school through doctoral and professional degrees in STEM fields.

The initiatives aim to prepare students for advanced research opportunities, PhD programs, and leadership roles in academia and the technology sector. They target sectors such as higher education, research, healthcare, and technology, with the goal of increasing representation and participation of underrepresented groups in STEM careers.

Funding provisions support scholarships, research experiences, faculty mentorship, and program administration. Resources are allocated for activities including summer research programs, professional development, and stipends to facilitate student engagement and success in STEM pathways.

The bill authorizes the use of appropriated funds for these purposes but does not specify a particular effective date. Instead, the provisions become applicable when the University of California's Regents adopt a resolution to implement them.

Legislation •  United States • Hawaii • Bill

HI HB 2468



Relating To Internship Programs.

Last Action: April 29, 2026 - Conference Committee Meeting will reconvene on Thursday 04-30-26 9:00AM in conference room 016.

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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Summary

AI Overview

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.

IL HB 5135

Adult Education Programs

Last Action: April 29, 2026 - Placed on Calendar Order of 2nd Reading April 30, 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

	Likely to reach floor vote 95%		Likely to reach floor vote 95%
In House	Likely to pass chamber 43%	In Senate	Likely to pass chamber 81%

Summary

AI Overview

The document introduces new organizational and procedural requirements for adult education within community college districts. It establishes detailed provisions for the formation, membership, responsibilities, and reporting obligations of Area Planning Councils, including the annual submission and approval of an Adult Education Plan by March 1, which must align with federal Workforce Innovation and Opportunity Act, State Unified Plan, and local workforce boards. Funding for adult education programs is contingent upon plan approval and available appropriations, with reimbursement limited to approved activities and costs. Standards for adult education classes and programs are to be established and overseen by the State Board.

Additionally, the bill creates a method to phase in the calculation of reimbursement and allows for adjustments when program services are interrupted due to circumstances beyond the provider's control. It authorizes the State Board to approve grants for activities aimed at improving or expanding adult education services under the Workforce Innovation and Opportunity Act, Title II, through competitive processes. The bill clarifies that state adult education funds, excluding federal match funds, are not subject to federal law. Reimbursement is limited to actual costs, with programs permitted to assess students up to \$6.00 per credit hour or unit, not exceeding \$30.00 per semester. It mandates the development of an education plan and assessment for each adult learner, requires providers to maintain detailed student instruction records, and submit periodic reports. A credit hour is defined as 15 hours of instruction for satisfactory students. The State Board is also authorized to enter into agreements with other providers if an approved provider fails to deliver satisfactory classes.

IL SB 2773

Sch Cd-Licensure-Paraprofess

Last Action: April 29, 2026 - Added Alternate Chief Co-Sponsor Rep. Laura Faver Dias



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

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

[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

 In House	Likely to reach floor vote 95% Likely to pass chamber 63%	 In Senate	Likely to reach floor vote 95% Likely to pass chamber 91%
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Summary

AI Overview

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.

Legislation •  United States • Illinois • Bill

IL SB 3070

Educ-Foreign Lang Alternative

Last Action: April 24, 2026 - Rule 2-10 Committee/3rd Reading Deadline Established As May 15, 2026



In Senate • 2025-2026 Regular Session • Introduced: January 29, 2026

Source: [https://ilga.gov/Legislation/BillStatus?](https://ilga.gov/Legislation/BillStatus?DocNum=3070&GAID=18&DocTypeID=SB&LegId=165636&SessionID=114)

[DocNum=3070&GAID=18&DocTypeID=SB&LegId=165636&SessionID=114](https://ilga.gov/Legislation/BillStatus?DocNum=3070&GAID=18&DocTypeID=SB&LegId=165636&SessionID=114)



Bill Forecast

 In House	Likely to reach floor vote 90% Likely to pass chamber 95%	 In Senate	Likely to reach floor vote 94% Likely to pass chamber 95%
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Summary

AI Overview

This legislative update introduces significant changes to high school graduation requirements and university admissions standards in Illinois, with the goal of aligning education pathways with workforce readiness. Starting with the 2028-2029 school year, students entering ninth grade must complete either two years of foreign language courses, including American Sign Language, or at least two years of career-focused coursework endorsed for College and Career Pathways. Prior graduation requirements emphasized core subjects such as language arts, science, and social studies, with recent expansions to include laboratory science and additional courses, affecting curriculum development and resource allocation.

For higher education, the legislation mandates that incoming students at Illinois public universities complete at least 15 units of high school coursework across specified categories, including foreign language or career-focused education. Universities are restricted from requiring foreign language for admission unless alternative endorsements are permitted, and assessment-based admissions are encouraged. Starting in the

2025-2026 academic year, institutions will implement standardized admission criteria, including application fee waivers for transfer students from public community colleges, especially low-income applicants, to promote equitable access.

The legislation also recognizes coursework completed in charter schools and emphasizes evaluation of knowledge and skills through assessments rather than solely through traditional coursework. Universities are prohibited from discriminating against applicants based on enrollment in such charter schools and are encouraged to provide automatic fee waivers for eligible students. Additionally, provisions support the admission of educationally disadvantaged students and honorably discharged veterans, with some universities permitted to admit students who do not meet standard coursework requirements if they demonstrate equivalent knowledge.

Overall, these changes aim to improve access, equity, and workforce alignment within Illinois's education system. They are expected to influence curriculum development, funding allocations, and industry partnerships across secondary and postsecondary education sectors, fostering greater opportunities for underrepresented and disadvantaged students while promoting workforce readiness.

Legislation •  United States • Illinois • Bill

IL SB 3443

Dceo-Variou

Last Action: April 24, 2026 - Rule 2-10 Committee/3rd Reading Deadline Established As May 15, 2026



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

Source: [https://ilga.gov/Legislation/BillStatus?](https://ilga.gov/Legislation/BillStatus?DocNum=3443&GAID=18&DocTypeID=SB&LegId=166391&SessionID=114)

[DocNum=3443&GAID=18&DocTypeID=SB&LegId=166391&SessionID=114](https://ilga.gov/Legislation/BillStatus?DocNum=3443&GAID=18&DocTypeID=SB&LegId=166391&SessionID=114)



Bill Forecast

 In House	Likely to reach floor vote 38% Likely to pass chamber 87%	 In Senate	Likely to reach floor vote 46% Likely to pass chamber 95%
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Summary

AI Overview

This collection of legislative summaries highlights Illinois' efforts to promote economic development, workforce training, environmental sustainability, and infrastructure investment. Key initiatives include the development of comprehensive economic plans emphasizing job creation, regional asset utilization, and broad metrics such as environmental and quality of life improvements. The legislation supports the establishment of entrepreneurship centers targeting minority groups, women, veterans, and youth, providing training and technical assistance to foster small business growth.

Significant focus is placed on water infrastructure workforce development through a dedicated program funded by various state funds. This program aims to train and place at least 300 individuals annually in water-related careers, with targeted outreach to environmental justice communities and disadvantaged populations. The legislation also mandates reporting on program progress and outcomes to ensure accountability.

Tax provisions are expanded to include credits for investments in qualified property, research and development, and environmental remediation, with specific caps and carryforward rules. Additional measures introduce surcharges related to medical cannabis income and establish a pass-through entity tax option for partnerships and S-corporations, providing alternative tax structures and credits to support business growth and regional development.

Further, the legislation promotes historic preservation and construction industry growth through tax credits and reporting requirements, encouraging investment in rehabilitation projects and infrastructure. Workforce development is bolstered by apprenticeship tax credits and programs supporting training in various sectors, including construction and historic restoration, with annual reporting to track progress.

Overall, these measures aim to foster economic opportunity, environmental justice, infrastructure resilience, and equitable participation across industries in Illinois, with a focus on strategic planning, workforce development, and targeted incentives to support sustainable growth.

[MD HB 297](#)



Adult Education - High School Diploma Pathways - MDiplomaWorks Pathway

Last Action: April 28, 2026 - Approved by the Governor - Chapter 169

Enacted • 2026 Regular Session • Introduced: September 16, 2025

Source: <http://mgaleg.maryland.gov/mgaweb/legislation/details/MDHB0297?ys=2026rs>


Bill Forecast

 In House	Likely to reach floor vote 91% Likely to pass chamber N/A	 In Senate	Likely to reach floor vote 95% Likely to pass chamber N/A
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Summary

AI Overview

The document establishes two new pathways for obtaining a high school diploma in Maryland. First, it creates the GED Option Pilot Program, beginning in the 2027–2028 school year, which allows at least three local school systems to select up to 150 students aged 17 or older who are at significant risk of not completing high school to take the high school diploma exam and earn a diploma through examination. The Department of Labor and the Department of Education will explore expansion options and report on the program's effectiveness in 2028 and 2029. Second, it establishes the MDiploMAWorks pathway as an alternative diploma option, effective October 1, 2026, and remaining in effect until September 30, 2030. This pathway is available to individuals who have not obtained a high school diploma, reside in Maryland, are not subject to compulsory school attendance, and have withdrawn from full-time public or private school programs. The Maryland Department of Labor is required to publish information about this pathway on its website during 2027 and 2028.

Legislation •  United States • Maryland • Bill

[MD SB 70](#)

Adult Education - High School Diploma Pathways - MDiplomaWorks Pathway



Last Action: April 28, 2026 - Approved by the Governor - Chapter 168

Enacted • 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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Summary

AI Overview

The document establishes two new high school diploma pathways in Maryland. First, it creates the GED Option Pilot Program, which allows eligible high school students at significant risk of not completing high school to earn a diploma by examination. The program's implementation, criteria for participation, selection of local school systems, reporting requirements, and evaluation are detailed through new sections added to the Labor and Employment Article. Participants must be at least 17 years old and meet specific risk and eligibility conditions, with the program focusing solely on expanding examination-based diploma options.

Second, the bill introduces the MDiploMAWorks pathway as an alternative method for individuals to obtain a high school diploma. This pathway is available to Maryland residents who have not obtained a diploma, are not subject to compulsory attendance, and have withdrawn from full-time public or private school programs. The Maryland Department of Labor is required to publish information about this pathway on its website in 2027 and 2028. The pathway becomes effective on October 1, 2026, and remains in effect until September 30, 2030.

Legislation •  United States • Missouri • Bill

[MO HB 2585](#)

GRANTS FOR CERTAIN WORKFORCE TRAINING PROGRAMS



Last Action: April 23, 2026 - Reported Do Pass (H)

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

Source: <https://www.house.mo.gov/Bill.aspx?bill=HB2585&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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Summary

✦ AI Overview

The document establishes the Missouri Workforce Development Board, which is tasked with enhancing workforce investment activities throughout the state. The board's primary objectives are to improve employment, retention, and earnings for participants while increasing occupational skill attainment. This initiative aims to elevate the quality of the workforce, reduce welfare dependency, and boost Missouri's productivity and competitiveness.

The board will operate in compliance with the federal Workforce Innovation and Opportunity Act (WIOA) and will be responsible for planning, coordinating, and monitoring workforce programs, although it will not directly provide services to participants. Members of the board will be appointed by the governor for four-year terms and will not receive compensation, but they will be reimbursed for necessary expenses.

To ensure effective governance, the board will establish bylaws, meet at least four times a year, and maintain objective management and oversight. It will assist the governor with workforce development functions and is required to submit an annual report of its activities by January 31 each year.

Additionally, the board will approve eligible workforce training programs for federal workforce Pell grants based on specific criteria, such as alignment with high-skill or high-wage industry sectors or in-demand occupations identified in labor market projections. A process will be established for institutions to apply for these grants, which will require verifiable data on program outcomes.

The changes outlined in the document will take effect upon enactment, with the board's operations and responsibilities implemented as specified.

MO HB 3359

TAX CREDITS FOR CERTAIN CHARITABLE DONATIONS

Last Action: April 28, 2026 - Public Hearing Completed (H)

In House • 2026 Regular Session • Introduced: February 19, 2026

Source: <https://www.house.mo.gov/Bill.aspx?bill=HB3359&year=2026&code=R>


Summary

AI Overview

This legislation establishes a tax credit program to promote donations to STEAM (Science, Technology, Engineering, Art, and Math) and robotics programs in qualified Missouri schools. Starting with tax years beginning on or after January 1, 2027, eligible taxpayers—including individuals, partnerships, corporations, and charitable organizations—can claim a tax credit equal to 20% of their qualifying donations, with a maximum of \$50,000 per year. Eligible donations encompass cash, software, hardware, tools, supplies, curriculum, or the monetary value of volunteer hours up to 200 hours annually per taxpayer.

The program aims to support industries involved in charitable giving, educational technology, and STEM and robotics education organizations. Its total annual tax credits are capped at \$10 million, and while the credits are non-refundable, they can be carried forward for up to seven years. Additionally, up to 100% of the credits may be transferred or sold, providing flexibility for taxpayers.

The Department of Elementary and Secondary Education is tasked with establishing registration and application procedures and promoting awareness of the program. An annual report on the program's costs and benefits will be submitted to the General Assembly each September 1. The program is set to expire six years after its effective date unless reauthorized, with the section terminating on September 1 of the following calendar year after sunset.

Legislation •  United States • New York • Bill

NY A 129 / NY A 129A / NY A 129B / NY A 129C

Directs the commissioner of education to change the name of the state high school equivalency diploma to the Excelsior diploma

Last Action: April 27, 2026 - AMENDED ON THIRD READING 129C

In House • 2025-2026 Regular Session • Introduced: January 08, 2025



Source: <https://www.nysenate.gov/legislation/bills/2025/A129> , https://assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=A129&term=2025&Summary=Y&Actions=Y&

[assembly.state.ny.us/leg/?](https://assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=A129&term=2025&Summary=Y&Actions=Y&)

[default_fld=&leg_video=&bn=A129&term=2025&Summary=Y&Actions=Y&](https://assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=A129&term=2025&Summary=Y&Actions=Y&)



Bill Forecast

	Likely to reach floor vote 36%		Likely to reach floor vote 79%
In Assembly	Likely to pass chamber 69%	In Senate	Likely to pass chamber 90%

Summary

AI Overview

The document replaces all references to the "high school equivalency diploma" with "EXCELSIOR diploma" across statutes and regulations, including definitions, eligibility criteria, testing, and scholarship programs. It clarifies that the "EXCELSIOR diploma" serves as the primary credential for high school equivalency, and updates related terminology such as the "test assessing secondary completion (TASC)" to refer to the "EXCELSIOR diploma" test. Definitions for "EXCELSIOR diploma" and related terms are introduced as needed to support these changes.

Additionally, the bill mandates that the employment preparation education aid be calculated based on hours multiplied by an aid per contact hour, which is derived from the employment preparation program aid ceiling and aid ratio, both computed using data from May 15 of the base year. Payments are to be made in two periods—after April 1 and October 1—with specific claim deadlines and a total annual payment cap of \$96 million. Payments for individuals with a recognized high school diploma or equivalency shall not exceed the allocated amount, with claims reduced pro rata if necessary. The apportionment for the New York City school district is to be computed only for the city as a whole. The effective date for these provisions is ninety days after enactment.

Legislation •  United States • New York • Bill

[NYS 5067 / NYS 5067A / NYS 5067B](#)

Directs the commissioner of education to change the name of the state high school equivalency diploma to the Excelsior diploma

Last Action: April 27, 2026 - AMENDED ON THIRD READING 5067B

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



Source: <https://www.nysenate.gov/legislation/bills/2025/S5067> , https://assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=S5067&term=2025&Summary=Y&Actions=Y&...

[assembly.state.ny.us/leg/?](https://assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=S5067&term=2025&Summary=Y&Actions=Y&...)

[default_fld=&leg_video=&bn=S5067&term=2025&Summary=Y&Actions=Y&...](https://assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=S5067&term=2025&Summary=Y&Actions=Y&...)



Bill Forecast

 In Assembly	Likely to reach floor vote 5% Likely to pass chamber 83%	 In Senate	Likely to reach floor vote 5% Likely to pass chamber 92%
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Summary

AI Overview

The document replaces references to the "high school equivalency diploma" and "GED" with the term "EXCELSIOR DIPLOMA" across various statutes and regulations, including education, correctional, social services, parks, and finance laws. It clarifies that the "EXCELSIOR DIPLOMA" is recognized as a high school equivalency credential and updates related definitions, assessment procedures, and program descriptions accordingly. The bill also mandates that the name of the State High School Equivalency Diploma be changed to the "Excelsior Diploma" and specifies that no fee shall be established for the exam.

Additionally, the bill amends the calculation and payment process for employment preparation education funding. Payments are to be based on employment preparation education hours multiplied by aid per contact hour, with aid ratios and ceilings computed from data as of May 15 of the base year. Payments are divided into two periods: the first after April 1 for claims filed by March 1, not exceeding 25% of the annual amount, and the second after October 1 for claims filed by September 15, not exceeding \$96 million for the school year. Payments for individuals with recognized high school or equivalency diplomas shall not exceed the allocated amounts, and aid paid shall not be included in district expenditure need calculations. For the New York City school district, apportionment shall be computed only for the city as a whole. The act takes effect 90 days after enactment, with authority granted to implement necessary rules or regulations prior to that date.

[RI HB 7317](#)

An Act Relating To Education – Rhode Island Early Educator Workforce Act (Directs The Manage Existing Workforce Development And Compensation Programs For The Early Educators Workforce.)

Last Action: April 28, 2026 - Committee recommended measure be held for further study
In House • 2026-2026 Regular Session • Introduced: January 23, 2026

Summary

AI Overview

The document discusses an act designed to enhance the early educator workforce in Rhode Island by addressing significant challenges such as low wages, difficulties in attracting and retaining qualified professionals, and financial instability among educators. A survey from 2019 revealed that over 40% of infant/toddler educators faced challenges in meeting their families' basic needs, with many considering leaving the profession unless compensation improved.

To tackle these issues, the act mandates collaboration between the department of human services and the department of elementary and secondary education to oversee workforce development programs. It allocates a minimum of \$1,000,000 annually to sustain the Child Care WAGE\$ program, which offers education-based salary supplements to lower-paid educators in licensed early childhood programs.

The implementation of this act is anticipated to improve the stability and quality of the early childhood education sector in Rhode Island. By focusing on enhancing compensation and support for early educators, the act aims to make a significant impact on the child care and early learning industries.

Legislation •  United States • South Carolina • Bill

[SC H 3197](#)



Workforce readiness

Last Action: April 29, 2026 - Debate adjourned

In House • 2025-2026 Regular Session • Introduced: December 05, 2024

Source: <https://www.scstatehouse.gov/billsearch.php?billnumbers=3197&session=126&summary=B> 

Bill Forecast

 In House	Likely to reach floor vote 13% Likely to pass chamber 69%	 In Senate	Likely to reach floor vote 16% Likely to pass chamber 86%
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Summary

✦ AI Overview

The proposed legislation in South Carolina aims to enhance workforce readiness by establishing a statewide goal for postsecondary education and industry credentials. By 2032, the initiative seeks to ensure that at least 60% of working-aged South Carolinians hold a high-quality postsecondary degree or recognized industry credentials, thereby supporting various industries with a skilled workforce capable of meeting the demands of a dynamic economy.

To improve student preparedness for postsecondary education, the State Department of Education will implement academic remediation courses in literacy and mathematics for high school seniors who are not adequately prepared. Additionally, starting in the 2026-2027 school year, all high school seniors will be required to complete and submit a Free Application for Federal Student Aid (FAFSA) to graduate, which aims to increase access to financial aid for students pursuing further education.

The South Carolina Commission on Higher Education will transfer the responsibility of evaluating educator preparation programs to the State Department of Education through the "South Carolina Educator Preparation Report Card." This report card will assess the effectiveness of these programs in preparing teachers for South Carolina classrooms.

Furthermore, beginning July 1, 2026, the Department of Employment and Workforce will provide online access to information regarding the economic value of college majors. This resource will assist students and stakeholders in making informed decisions about education and career paths.

Overall, these changes are expected to positively impact various business industries by ensuring a more qualified workforce, potentially leading to increased productivity and economic growth in South Carolina, with a particular emphasis on STEM education and workforce development for industries reliant on technical skills and higher education.

VT S 313



An act relating to transforming Vermont's career technical education system

Last Action: April 23, 2026 - Rep. [Marcotte of Coventry] moved to suspend rules to take up for immediate consideration and commit to Committee on [Education], which was agreed to

In House • 2025-2026 Regular Session • Introduced: January 27, 2026

Source: <https://legislature.vermont.gov/bill/status/2026/S.313> 

Bill Forecast

 In House	Likely to reach floor vote 95% Likely to pass chamber 29%	 In Senate	Likely to reach floor vote 95% Likely to pass chamber 62%
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Summary

AI Overview

The proposed legislation aims to transform Vermont's career technical education (CTE) system to better align with workforce needs and ensure equitable access for all students. It seeks to provide universal access to CTE programming by addressing barriers such as transportation and scheduling conflicts, while also standardizing admissions policies across CTE centers.

To enhance accessibility, the bill promotes flexible delivery models that allow CTE programming to be offered at sending high schools or in hybrid formats, expanding opportunities for students. Additionally, the CTE system will be designed to align with current and emerging labor market demands, utilizing statewide research to evaluate student outcomes.

Sustainable funding will be established through a student-centered funding system that supports program growth and innovation, removing disincentives for participation. The legislation also emphasizes the importance of maintaining a robust adult education system to address upskilling and reskilling needs, ensuring connections with secondary programs and regional workforce partners.

Improved governance approaches are called for to enhance collaboration across districts and support positive student outcomes. The changes outlined in the bill are set to take effect on July 1, 2026, with the goal of better preparing students for immediate entry into the workforce or further education.