*SESSION OF 2026*

# CONFERENCE COMMITTEE REPORT BRIEF
# HOUSE BILL NO. 2485

As Agreed to March 24, 2026

## Brief*

HB 2485 would make changes regarding the authority to negotiate and settle repayment obligations under the Kansas Board of Regents (KBOR) service scholarship programs; agreements between public school districts and community or technical colleges for the provision of college courses in secondary schools; the Every Child Can Read Act and the Kansas Blueprint for Literacy; workforce training programs for federal Workforce Pell Grants; ACT WorkKeys and other similar career readiness assessments; and the Kansas Promise Scholarship.

### *Repayment Obligations Under Service Scholarship Programs*

The bill would authorize KBOR to negotiate and settle repayment obligations under the KBOR service scholarship programs and would prohibit service scholarship recipients who are subject to a repayment obligation from receiving any additional service scholarship funds.

### *Public School Agreements with Community and Technical Colleges*

#### *Agreement Requirements*

The bill would permit community and technical colleges to enter into agreements with school districts for the provision of college courses at a high school or high schools within a school district. The bill would require all agreements to adhere to KBOR service areas and concurrent enrollment policies.

Beginning July 1, 2026, the bill would require agreements to contain the following requirements for community or technical colleges:

- Directly purchase any instructional materials and supplies required for the course, if such materials and supplies are not provided by the school district;

---

*Conference committee report briefs are prepared by the Legislative Research Department and do not express legislative intent. No summary is prepared when the report is an agreement to disagree. Conference committee report briefs may be accessed on the Internet at https://klrd.gov/

- Pay the standard amount, as provided in the bill, for teaching services to the school district; and

- Pay an amount, not to exceed the standard amount for non-teaching site coordinator services, directly to any school district employee providing such services to the community or technical colleges.

The bill would further require that any payments made to school districts for teaching services must be paid directly to the teacher providing the course as a supplement to the teacher's regular salary.

For a school district employee providing site coordinating services for a community or technical college, the bill would provide for such employee to be considered a contractor of the community or technical college for purposes of payment.

Community or technical colleges would not provide financial or other compensation to school districts or school district employees beyond what is required under the bill for the provision of college courses in a school district building during the normal school day.

*Standard Amounts*

The bill would define "standard amounts" for community or technical colleges for the 2026–2027 academic year as:

- $600 per credit hour, not to exceed 10 credit hours per semester, for teaching services; and

- Not to exceed $1,500 per semester for non-teaching site coordination services.

If a course has fewer than eight students enrolled in and attending the course, the bill would allow a community or technical college to prorate payments for teaching services based upon student enrollment.

For the 2027–2028 academic year and beyond, the bill would require the standard amounts to be adjusted annually by adding an amount equal to the average percentage increase in the Consumer Price Index for All Urban Consumers in the Midwest region (CPI-U Midwest) for the three immediately preceding academic years, rounded to the nearest dollar.

*Other Provisions*

The bill would also state that nothing in the bill could be construed to include an accredited independent institution, as defined by law, or to limit, preempt, or otherwise restrict:

- Any negotiated agreement;

- The terms and conditions of any negotiated agreement between a school district and the district's faculty; or

- Any negotiated agreement or terms and conditions of such an agreement between a community or technical college and its faculty.

***Workforce Pell Grants***

The bill would require the Governor, in consultation with the state workforce development board, to approve eligible workforce training programs for federal Workforce Pell Grants and establish requirements for the state workforce development board regarding the Workforce Pell Grant Program.

The bill would require the state workforce development board to:

- Establish an internal process for eligibility approval of postsecondary educational institutions and programs for Workforce Pell Grants;
- Establish an appeals process for postsecondary educational institutions and programs denied eligibility for Workforce Pell Grants;
- Coordinate approval of eligible workforce training programs with other state and federal workforce programs to prevent duplicative funding for similar programs; and
- Align and leverage available state and federal moneys to support the implementation and expansion of eligible workforce training programs.

[*Note:* The state workforce development board in Kansas is the KANSASWORKS State Board and was established pursuant to the federal Workforce Innovation and Opportunity Act.]

For purposes of the bill, an "eligible workforce training program" would mean any program that meets federal requirements in Section 481(b) of the Higher Education Act of 1965, including:

- Is a program offered by an eligible institution that:
    - Is at least 150 but less than 600 clock hours of instruction or an equivalent number of credit hours; and
    - Is at least 8 and and less than 15 weeks of duration;
- Is not offered as a correspondence course, as defined in federal regulations;
- Is determined by the Governor, in consultation with the state workforce development board, that the program:
    - Provides an education aligned with the requirements of high-skill, high-wage, or in-demand industry sectors or occupations;
    - Meets the hiring requirements of potential employers in the in-demand industry sectors or occupations;
    - Leads to either a postsecondary credential that is stackable and portable across more than one employer or is for an occupation for which the postsecondary credential is the only one recognized; and

- Prepares students to pursue one or more certificate or degree programs at an institution of higher education where the student would receive academic credit for the workforce development program toward the certificate or degree program; and

- Upon approval by the Governor, is determined by the U.S. Secretary of Education (Secretary) that, for each award year, the program:
  - Has been offered by the eligible institution for one or more years prior to the Secretary's determination;
  - Has a verified completion rate of at least 70.0 percent or more within 150.0 percent of the normal time for completion;
  - Has a verified job placement rate of at least 70.0 percent or more 180 days after completion; and
  - Has total published tuition and fees that do not exceed the value-added earnings of students who received federal financial aid and completed the program three years prior by calculating the difference between 150.0 percent of the poverty line for a single individual and the adjusted median earnings for such students based upon the location of the program.

The bill would state that the requirements of the bill would be consistent with applicable federal rules governing the Workforce Pell Grant Program and that, if any provision conflicts with federal law, federal law would govern.

### ***Every Child Can Read Act***

#### *Universal Screener*

The bill would add the usage of a single, statewide, universal screening tool that is recommended in the comprehensive literacy implementation plan due to the State Board of Education (State Board) on June 1, 2026, and implemented for the 2027–2028 school year to the list of required measurements of student achievement under the Act.

[*Note:* Continuing law would still require measurements of student achievement through participation in state assessments and through universal screening and assessment tools approved by the local board of education (local board) or State Board.]

#### *School District Reporting Requirements*

The bill would also add additional data to be reported to the Kansas State Department of Education (KSDE), on or before June 30 of each school year, by school districts, including:

- The number of students in grades pre-kindergarten (Pre-K) through eight who performed in the high-risk category on the fall screening measure;

- The number of students in grades kindergarten through three with an individual student literacy plan beginning in school year 2027–2028; and

- The number of students in grades kindergarten through three who exited the high-risk category or such student's individual student literacy plan by the end of the school year beginning in school year 2027–2028.

*Annual Report*

The bill would include the State Board and the Literacy Advisory Committee as recipients of the KSDE required report on the data provided to it by school districts and change the due date of such report from on or before January 15 to on or before October 1 of each year.

[*Note:* Both the Governor and the Legislature would continue to be required recipients of the report.]

### *Kansas Blueprint for Literacy*

*Literacy Advisory Committee*

Committee Members. The bill would require that members appointed to the Literacy Advisory Committee (Committee) have expertise in:

- Evidence-based literacy practices;
- Educator preparation;
- Science of Reading research and evaluation;
- Dyslexia research;
- Literacy intervention;
- Implementation science policy development; or
- Implementation literacy policy development.

**Responsibilities.** The bill would transfer the attainment of a transformational goal for the credentialing of specific teachers in the Science of Reading and structured literacy by 2030 and student achievement on the English Language Arts (ELA) State Assessment by 2033 from being a responsibility of the Committee to being a joint responsibility of the State Board and the KBOR.

[*Note:* Additional details regarding the transformational goal and amendments made to said goal by the bill can be found under the "Joint Responsibilities" heading of the Responsibilities of the State Board and the KBOR section of the supplemental note.]

**Reporting.** The bill would remove select reporting criteria and various reporting dates for the Committee and instead, would require the Committee to make an annual progress report on or before January 31 of each year to the:

- State Board;
- Legislature;
- House Committee on Education; and
- Senate Committee on Education.

*Director of Literacy Education*

The bill would replace the term "tier I literacy methodologies" with the term "structured literacy and evidence-based practices" in regards to the responsibility of the Director of Literacy Education to ensure use of such methodologies or practices by state educational institutions, elementary schools, and secondary schools.

*School Districts*

**Individual Student Literacy Plans.** Beginning in school year 2027–2028, the bill would require each school district to develop individual student literacy plans (ISLP) for all students that:

- Are in grades kindergarten through three; and
- Performs at a high-risk level on fall literacy screening measures.

ISLPs would be required by the bill to be developed in partnership with a student's parent or person acting as parent, and would include:

- A minimum of 90 minutes per week of interventions that are:
    - Targeted and tiered;
    - Designed to address the student's individual deficiencies; and
    - Delivered as one-on-one instruction, small group instruction, tutoring, or a summer school program; and
- A diagnostic assessment, progress monitoring, and interventions until the student achieves grade level performance.

The bill would also require a teacher of any student that requires an ISLP to communicate with the student's parent or person acting as parent and provide such individual with information required by the Every Child Can Read Act.

**Required Staff.** The bill would require that each school district employ, either directly, through shared cooperative agreement, or by contract, a licensed reading specialist for each elementary school within the district, beginning in school year 2029–2030.

*Retired and Substitute Teachers*

The bill would state that retired or substitute teachers would not be required to complete approved training in the Science of Reading, structured literacy, or other training to achieve a seal of literacy.

*Responsibilities of the State Board and the Kansas Board of Regents*

**State Board.** The bill would require the State Board to:

- Designate best practices based on the Science of Reading, with structured literacy as the core literacy methodology;
- Prohibit the use or teaching of any discredited methodologies, including the three-cueing system;
- Require applicants for licensure for special education and grades Pre-K through eight to complete a minimum of 45 clock hours in a literacy practicum designed to increase skills and expertise in:
    - Screening, diagnostic, and formative assessments;
    - Developing instructional plans; and
    - Applying evidence-based practices in an elementary and secondary school setting;
- Require reading specialists to complete a minimum of 45 clock hours in a literacy clinical that:
    - Utilizes assessment tools and data interpretation;
    - Applies evidence-based practices in small or whole group instruction; and
    - Is under the supervision of a literacy expert with a minimum certification that demonstrates expertise in structured literacy;
- Ensure school districts develop ISLPs as required by the bill and that such development utilizes a literacy plan template developed by KSDE;
- Ensure educator preparation programs provide evidence that teacher candidates can demonstrate competency of:
    - Literacy assessment tools and data interpretations;
    - Utilization of literacy screening;
    - Diagnostic, progress monitoring, and formative assessment tools recommended by KSDE;
    - Skills to administer and interpret a variety of assessments to effectively instruct students in small groups and individually in authentic school settings; and
    - Develop plans to guide instruction based on the needs of diverse learners; and
- Submit an annual report to the Literacy Advisory Committee on or before November 1 of each year, and publish said report to the KSDE website, that would include:
    - Literacy screening measures for each grade level and all subgroups including, but not limited to, those defined in the bill;
    - ELA State Assessment scores for each grade level and all subgroups including, but not limited to, those defined in the bill; and
    - Literacy training for in-service and pre-service teachers.

**Kansas Board of Regents.** The bill would require the KBOR to:

- Support State Board action to officially designate best practices based on the Science of Reading, with structured literacy as the core literacy methodology;

- Support elementary and secondary schools, as necessary, to eliminate any discredited methodologies;

- Recommend literacy-specific universal screening measures and diagnostic, formative, and summative assessments to the State Board; and

- Approve reading instruction methodologies recommended by the Literacy Advisory Committee for State educational institutions.

**Joint Responsibilities.** The bill would establish the State Board and KBOR as having joint oversight and responsibility to:

- Approve credential requirements for in-service teachers or certification requirements for pre-service teachers at state educational institutions in the Science of Reading and structured literacy;

- Develop, or make accessible, professional development programs and credential courses through a national online learning program or accredited Kansas postsecondary educational institutions for all Kansas licensed and practicing teachers at low or no cost to such teachers;

- Ensure all pre-service teacher preparation programs at State educational institutions are:
    - Based on the Science of Reading and structured literacy;
    - Exclusively utilizing Science of Reading and evidence-based practices; and
    - In accordance with the State Board accreditation of undergraduate and graduate postsecondary educational programs;

- Publish standards and course progressions to achieve transparency of Kansas reading education programs;

- Provide data for the program that tracks the Science of Reading and structured literacy training progression, course materials, and rigor of application for all Kansas licensed and practicing teachers and administrators;

- Make recommendations to the State Board on vetted high-quality instructional materials that include tier one curriculum resources and intervention curriculum and provide a list of such content to school district boards of education;

- Review undergraduate literacy courses, materials, and resources at least once every three years and make recommendations for improvements to such courses, materials, and resources;

- Implement ongoing professional learning in evidence-based practices in literacy, at low- or no-cost for reading specialists, special education teachers, paraeducators, school psychologists, and school and school district leaders;

- Accept certifications from programs accredited by the:
    - Academic Language Therapy Association;
    - International Dyslexia Association; and

    - International Multisensory Structured Language Education Council;

- Seek reciprocity for advanced degrees in literacy from international dyslexia accreditation programs within accredited institutions recognized by one of the six regional department of education accrediting organizations until such program is established in Kansas; and

- Attain the transformational goal of 100.0 percent of specific teachers to achieve a credential in the Science of Reading and structured literacy by 2030, to lead to 90.0 percent of students in grades three through eight achieving Level 3 or higher on the ELA State Assessment by 2033.

[*Note:* Current law makes the attainment of these goals the responsibility of the Literacy Advisory Committee and that student achievement for grades three through eight by 2033 would be 90.0 percent of students at Level 2 or higher and 50.0 percent of students at Level 3 or higher.]

The bill would also state that all scores and other data on the ELA state assessment associated with the transformational goal would be required to be disaggregated by grade level and all defined subgroups, a minimum of which are prescribed in the bill.

**Comprehensive Literacy Implementation Plan.** The bill would require the State Board and KBOR to develop, in partnership with the Legislature, a comprehensive literacy implementation plan (comprehensive plan) for grades Pre-K through 12 and postsecondary education that consider input from educators, families, research, and evidence-based practices and would:

- Address all policy requirements of the Kansas Blueprint for Literacy, including timelines and resources; and

- Include educator preparation, high-impact ongoing professional learning, and high quality instructional materials, assessments, interventions, multi-tiered systems of support, and family resources and support.

An annual report on the comprehensive plan would be required by the bill to be made to the:

- State Board;
- KBOR;
- Senate Committee on Education;
- House Committee on Education; and
- House Committee on Higher Education Budget.

The bill would require an initial report of the comprehensive plan to be submitted to those legislative committees previously listed on or before May 1, 2026, with the full comprehensive plan to be submitted to all the entities previously listed on or before January 15, 2027.

*Postsecondary Educational Institution Responsibilities*

The bill would require KBOR the provost and the dean of the college or school of education of each postsecondary educational institution would have joint oversight and responsibility for undergraduate and graduate level reading and literacy courses at their respective institutions and would be required to:

- Integrate explicit courses and ensure candidate competency in the Science of Learning, Science of Reading, and structured literacy, including the five pillars of reading, for all undergraduate early childhood and elementary teacher preparation programs at state educational institutions;
- Appoint one representative from each postsecondary educational institution to, at least once every three years as part of the accreditation process, conduct a systemwide analysis of the curriculum maps across all literacy courses and would include clear evidence of instructional approaches and core components of reading development such as, but not limited to:
    - Curriculum maps demonstrating that literacy coursework addresses phonemic awareness, phonics, fluency, vocabulary, and reading comprehension and includes screening, diagnostic assessment, progress monitoring, and interventions;
    - Documentation that language structures related to reading development, including phonology, morphology, syntax, and semantics are addressed;
    - Data demonstrating teacher candidate competency regarding evidence-based literacy instruction through course assessments and clinical evaluations;
    - Teacher candidate performance on literacy-related licensure assessments or competency measures;
    - Observation or evaluation data demonstrating a teacher candidate's ability to deliver explicit and systematic reading instruction;
    - Documentation of ongoing faculty professional learning related to current research on reading development and literacy instruction; and
    - Documentation of program revisions or instructional changes made in response to teacher candidate performance data, licensure outcomes, or workforce feedback;
- Provide evidence that 80.0 percent of teacher candidates pass the State Board's approved licensure exam in literacy instruction;
- Provide evidence that practicum supervisors demonstrate expertise in structured literacy, evidence-based practices, and supervision;
- Present a report on such systemwide analysis and any results from such analysis to the Literacy Advisory Committee, State Board, and KBOR; and
- Provide information, advice, and recommendations to the Literacy Advisory Committee.

*Definitions*

**New Definitions.** The bill would include additional definitions for purposes of the Act:

- The term "field experience" would mean learning opportunities for pre-service educators that:
  - Are structured and supervised;
  - Allow for the observation and interaction with students; and
  - Include the application of evidence-aligned reading practices in authentic and diverse classroom settings;
- The term "literacy practicum" would mean field experience that provides:
  - Explicit guided, hands-on practice delivering evidence-based instructional practices in one-on-one or small group instruction;
  - Administration of literacy assessments;
  - Designing and implementing diagnostic and prescriptive instructional plans with joint supervision; and
  - Mentorship by both literacy faculty and an experienced mentor teacher;
- The term "mentor teacher" would mean a licensed teacher who has earned a Kansas seal of literacy and models evidence-aligned literacy instruction to ensure pre-service educators gain meaningful, high-impact teaching experience that bridges theory and practice; and
- The term "ongoing professional learning" would mean the continuous, embedded process to improve teaching effectiveness and student achievement, including active collaborative learning that integrates new knowledge and skills into daily practice.

**Amended Definitions.** The bill would amend definitions within the Act in current law:

- The term "Science of Reading" would be amended to mean an interdisciplinary body of evidence that informs how students learn to read and write proficiently. The definition would also state that the Science of Reading informs evidence-based practices that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- The term "structured literacy" would be amended to mean a comprehensive instructional approach that guides how reading and writing are taught by providing direct, explicit, sequential, data-driven, and systematic instruction that leads to the mastery of reading and writing.

*Repealer and Technical Changes*

The bill would repeal law requiring the Committee to develop a plan for the establishment of six regional centers of excellence in reading.

The bill would also make a variety of technical amendments, some of which would remove required actions or reports that were required to occur prior to July 1, 2026.

### *ACT WorkKeys and Career Readiness Assessments*

The bill would amend law to require postsecondary institutions to adopt and implement credit transfer policies for the ACT WorkKeys assessments or other similar career readiness assessments.

The bill would require each postsecondary institution to adopt and implement a policy to use a platinum, gold, or silver credential earned through the ACT WorkKeys assessments, or other similar credential earned through a similar career readiness assessment, as transferable credit toward the attainment of a postsecondary technical degree. The transferability would be based on the recommendations of the American Council on Education National Guide.

The bill would define "postsecondary educational institution" as it is defined in the Kansas Higher Education Coordination Act.

### *Kansas Promise Scholarship Act*

The bill would amend the Kansas Promise Scholarship Act to prohibit Kansas Promise Scholarship awards from being used to fund remedial hours offered as part of a corequisite course.

[*Note:* Current law prohibits Kansas Promise Scholarship awards from being used on any remedial course, except for those offered in a corequisite format.]

### *Effective Dates*

The provisions regarding the Every Child Can Read Act and the Blueprint for Literacy would be in effect upon publication in the *Kansas Register.* All other provisions of the bill would take effect upon publication in the statute book.

## Conference Committee Action

The Conference Committee agreed to the provisions of HB 2485, as passed by the Senate, regarding repayment obligations under the service scholarship programs and public school agreements with community and technical colleges.

The Conference Committee further agreed to:

- Add the contents of SB 406, as amended by the House Committee on Education, regarding federal Workforce Pell Grants;
- Add the contents of Sub. for HB 2530, as amended by the House Committee on Education, regarding ACT WorkKeys;
- Add the contents of SB 340, as amended by the House Committee on Education, regarding the Kansas Promise Scholarship Act; and

- Add the contents of SB 517, as amended by the Senate Committee on Education, regarding the Every Child Can Read Act and the Blueprint for Literacy, with the following amendments:
    - Clarify that the universal screening tool would be recommended in the comprehensive literacy implementation plan due to the State Board on June 1, 2026, and implemented for the 2027–2028 school year;
    - Specify that select data included in the report from school districts to KSDE each school year regarding the number of students in grades kindergarten through three with an individual student literacy plan and the number of such students who exited the high-risk category or individual student literacy plan by the end of the school year would not take effect until school year 2027–2028;
    - Clarify that the requirement that school districts develop ISLPs for all students in grades kindergarten through three who perform at a high-risk level on fall literacy screening measures would begin in school year 2027–2028;
    - Exempt retired and substitute teachers from the requirements to complete approved training in the Science of Reading and structured literacy or other training to achieve a seal of literacy;
    - Require school districts to use a literacy plan template developed by KSDE;
    - Remove language specifying the programs accredited by the Academic Language Therapy Association, International Dyslexia Association, and International Multisensory Structured Literacy Education Council would be for licensure as a reading specialist;
    - Modify the responsibility of the State Board and KBOR concerning reciprocity of advanced degrees; and
    - Make the provisions effective upon publication in the *Kansas Register*.

**Background**

HB 2485, as amended by the Senate Committee on Education, contained the provisions of SB 341. The Conference Committee agreed to add the contents of SB 406, Sub. for HB 2530, and SB 340, and amend and add the contents of SB 517.

***HB 2485 (Repayment Obligations and Public School Agreements with Community and Technical Colleges)***

The Senate Committee on Education inserted the amended contents of SB 341 into HB 2485 while retaining the contents of HB 2485. Background information for each bill may be found below.

*HB 2485*

The bill was introduced by the House Committee on Education at the request of a representative of KBOR.

**House Committee on Education.** In the House Committee hearing, **proponent** testimony was provided by a representative of KBOR, who discussed certain small repayment obligations that the agency has been pursuing at a high cost of agency resources. The proponent explained the bill would grant the agency the authority to settle those small repayment obligations and would prohibit students who are in repayment of one scholarship from receiving new scholarship funds before repayment is complete.

No other testimony was provided.

**Senate Committee on Education.** In the Senate Committee hearing, **proponent** testimony was provided by a representative of KBOR who generally indicated support for KBOR gaining the authority to recover unpaid service-scholarship obligations from recipients who do not repay and to bar individuals in repayment status from receiving additional scholarships from the agency.

No other testimony was provided.

The Senate Committee amended the bill to include the contents of SB 341, as amended by the Senate Committee on Education. [*Note:* This amendment was retained by the Conference Committee.]

*SB 341 (Agreements for Postsecondary Courses in Secondary Schools)*

The bill was introduced by the Senate Committee on Education at the request of Senator Erickson.

**Senate Committee on Education.** In the Senate Committee hearing on January 22, 2026, **proponent** testimony was provided by a representative of the Kansas Association of Community College. The proponent generally stated the bill would establish clear guidelines for school districts and community or technical colleges when entering into these agreements and treat teacher payments for teaching such courses like stipends for other activities.

Written-only proponent testimony was provided by a representative of Aligned.

**Neutral** testimony was provided by representatives of the KBOR and Kansas Independent College Association. The conferees generally noted concerns on unintended consequences of the bill and if it could apply to independent, private colleges. The representative of KBOR also discussed the growth of high school students in postsecondary courses and elements of how the funding currently works.

Written-only neutral testimony was provided by a representative of USD 259 (Wichita Public Schools).

**Opponent** testimony was provided by a representative of the Kansas Association of School Boards (KASB). The opponent generally stated concerns regarding the local control of local boards of education to enter into agreements or contracts as well as potential caps on teacher compensation.

No other testimony was provided.

The Senate Committee amended the bill to:

- Clarify that the bill could not be construed to limit, preempt, or otherwise restrict negotiated agreements or the terms or conditions of such negotiated agreements between school districts, community colleges, technical colleges, and their respective faculties; and

- State that the bill would not apply to accredited, independent institutions as defined in statute.

[*Note:* These amendments were retained by the Conference Committee.]

***SB 406 (Federal Workforce Pell Grants)***

The bill was introduced by the Senate Committee on Education at the request of Senator Erickson.

*Senate Committee on Education*

At the Senate Committee hearing on February 9, 2026, **proponent** testimony was provided by representatives of FGA Action and the Kansas Association of Community Colleges. Proponents generally stated that the bill would help ongoing efforts by delineating responsibilities to help ensure the state is both in compliance with federal law and has as many eligible programs approved as possible by the federal deadline.

No other testimony was provided.

*House Committee on Education*

At the House Committee hearing on March 16, 2026, **proponent** testimony was provided by representatives of FGA Action and the Kansas Association of Community Colleges. The proponents provided substantially similar testimony to that provided in the Senate Committee.

No other testimony was provided.

The House Committee amended the bill to be effective upon publication in the *Kansas Register*. [*Note:* This amendment was not retained by the Conference Committee.]

***SB 517 (Every Child Can Read Act and Blueprint for Literacy)***

The bill was introduced by the Senate Committee on Ways and Means at the request of Senator Erickson.

*Senate Committee on Education*

In the Senate Committee hearing on March 13, 2026, **proponent** testimony was provided by representatives of Decoding Dyslexia Kansas, KBOR, Kansas Independent College Association, and by two private citizens, one of whom identified themselves as both a current member of the Committee and professor teaching graduate level education literacy courses. The proponents generally stated the foundational importance that literacy has in an individual's success and well being in society. As such, they discussed how the bill would help Kansas better align literacy education and instruction across the entire system, provide more early, actionable data through the enhanced use of screening tools, and broaden student access to literacy training and resources.

Written-only proponent testimony was provided by representatives of Aligned, Center for Reading at Pittsburg State University, Kansas National Education Association, and by seven private citizens, one of whom identified themselves as a current member of the Literacy Advisory Committee.

**Neutral** testimony was provided by representatives of KSDE and United School Administrators. The conferees generally stated their support for the goals of the legislation and the comprehensive literacy plan and provided suggested amendments that they believed would help the bill better harmonize with current initiatives at the State Board and school district levels.

Written-only neutral testimony was provided by a private citizen.

**Opponent** testimony was provided by representatives of KASB and USD 259 (Wichita). The opponents generally stated concerns that the bill's approved instructional approaches do not account for school districts being at different stages of literacy implementation and could cause literacy instruction to become a compliance-driven system. The opponents also discussed their concern with the cost and feasibility of school districts hiring the number of reading specialists as required by the bill and in the cost that the expanded reporting requirements could have on districts both financially and in staff time.

No other testimony was provided.

The Senate Committee amended the bill to:

- Include the Committee as a required recipient of the annual Every Child Can Read Act report;
- Transfer the transformational goal for the attainment of teacher literacy credentialing and student achievement on the ELA State Assessment to be a joint responsibility of the State Board and KBOR;
- Include "shared cooperative agreement" as a means by which school districts could provide a licensed reading specialist to every elementary school in the school district;
- Replace the term "match" with "address" regarding the design of interventions in a student's ISLP;
- Change requirements regarding the literacy clinical required of licensed reading specialists;

- Replace the term “mastery of” with “competency to” regarding demonstration of skills of teacher candidates that an educator preparation program must provided evidence of to the State Board;

- Replace the term “micro-credential” with the term “credential”;

- Add curriculum and instruction specialists to the list of State Board-accredited programs in regard to the joint responsibility of the State Board and KBOR to ensure all pre-service teacher preparation programs are based on the Science of Reading and structured literacy;

- Require the acceptance of certifications from programs accredited by certain entities for the purposes of licensure as a reading specialist;

- Require implementation of reciprocity for advanced degrees, licensure, and certifications from accredited institutions recognized by one of the six regional U.S. Department of Education accrediting organizations;

- Clarify what evidence should, at minimum, be included in the systemwide analysis of the curriculum map at each postsecondary educational institutions; and

- Include the State Board and KBOR as recipients of the systemwide analysis of curriculum maps at each postsecondary educational institution.

[Note: The Conference Committee retained these amendments and made further amendments to the provisions, including taking effect upon publication in the *Kansas Register*.]

***Sub. for HB 2530 (ACT WorkKeys and Career Readiness Assessments)***

The bill was introduced by the House Committee on Education at the request of Representative Estes.

*House Committee on Education*

In the House Committee hearing, **proponent** testimony was provided by a representative of ACT Education, who explained that the bill was patterned after a 2023 Arkansas law and noted that a portion of the model legislation was already implemented in Kansas. The conferee stated the bill would ensure students pursuing career and technical education have access to the same readiness and assessment resources as their college-bound peers.

Written-only proponent testimony was provided by representatives of the Kansas Chamber of Commerce and USD 501 (Topeka).

**Opponent** testimony was provided by a representative of KASB, stating that the bill would impose an unfunded mandate on public schools and conflict with local control. The conferee recommended, if the bill were to advance, including private schools in the bill.

Written-only opponent testimony was provided by the Kansas Parent Teacher Association.

No other testimony was provided.

The House Committee amended the bill to remove all portions of the bill except the provision requiring postsecondary institutions to adopt credit transfer policies and the definition of "postsecondary educational institution" and added those provisions to the current statute on ACT assessments. [*Note:* This amendment was retained by the Conference Committee.]

The House Committee recommended a substitute bill be passed.

*House Committee of the Whole*

The bill was withdrawn from the Calendar and re-referred to the House Committee on Education.

*House Committee on Education*

The House Committee amended the bill to allow credit transfer policies to use assessments and credentials that are similar to that of ACT WorkKeys. [*Note:* This amendment was retained by the Conference Committee.]

***SB 340 (Kansas Promise Scholarship)***

The bill was introduced by the Senate Committee on Education at the request of Senator Erickson.

*Senate Committee on Education*

At the Senate Committee hearing on February 9, 2026, **proponent** testimony was provided by a representative of the Kansas Association of Community Colleges. The proponent generally stated the bill would update the Kansas Promise Scholarship Program to better conform with recent changes in how Kansas higher education delivers remedial coursework. The proponent also recommended to the Committee that the bill be amended to only prohibit scholarship awards from being used to fund the extra corequisite hours rather than the entirety of the course.

Written-only proponent testimony was provided by a representative of Aligned.

No other testimony was provided.

KBOR provided written-only background information regarding corequisite courses and the Kansas Promise Scholarship Program.

*Senate Committee of the Whole*

The Senate Committee of the Whole amended the bill to allow Kansas Promise Scholarship funds to be used on the non-remedial hours of a corequisite course. [*Note:* This amendment was retained by the Conference Committee.]

*House Committee on Education*

In the House Committee hearing on March 16, 2026, **proponent** testimony was provided by a representative of Kansas Association of Community Colleges, which was substantially similar to the testimony provided in the Senate Committee.

Written-only proponent testimony was provided by a representative of Aligned.

**Neutral** testimony was provided by a representative of KBOR, who discussed that cost of remedial hours could prove to be a barrier to some students and prevent their enrollment.

No other testimony was provided.

The House Committee amended the bill to be effective upon publication in the *Kansas Register*. [*Note:* This amendment was not retained by the Conference Committee.]

**Fiscal Information**

***HB 2485 (Repayment Obligations and Public School Agreements with Community and Technical Colleges)***

*HB 2485*

According to the fiscal note prepared by the Division of the Budget on HB 2485, as introduced, KBOR indicates enactment of the bill would have a negligible fiscal effect on agency operations. The Board states it cannot provide a fiscal effect on revenues collected from delinquent scholarship repayment accounts because the agency does not have enough information to determine how much revenue would be collected.

Any fiscal effect associated with the bill is not reflected in *The FY 2027 Governor's Budget Report*.

*SB 341 (Agreements for Postsecondary Courses in Secondary Schools)*

According to the fiscal note prepared by the Division of the Budget on SB 341, as introduced, KBOR states that enactment of the bill could have a fiscal effect on community and technical colleges due to the required compensation and required purchases established by the bill. However, the agency is unable to estimate the fiscal effect.

KSDE states the bill would have no fiscal effect on agency operations and that the agency is unable to estimate any potential fiscal effect on school districts.

KASB estimates there would be no fiscal effect on school districts because all the financial obligations would be on the postsecondary educational institutions.

Any fiscal effect associated with the bill is not reflected in *The FY 2027 Governor's Budget Report*.

***SB 406 (Federal Workforce Pell Grants)***

According to the fiscal note prepared by the Division of the Budget on SB 406, as introduced, the Department of Commerce estimates additional SGF expenditures of $95,000 in FY 2027 and $94,500 in FY 2028 and an additional 1.0 FTE position for both fiscal years. The agency states that $500 in FY 2027 would be a one-time expenditure to develop a new webpage to share information regarding the program and the remaining $94,500 and 1.0 FTE in FY 2027 and the entirety of the $94,500 and 1.0 FTE in FY 2028 would be for the salaries and wages of a program manager.

KBOR stated that the additional administrative duties created by the bill could be absorbed within existing resources.

The Office of the Governor indicated the bill would have no fiscal effect.

Any fiscal effect associated with the bill is not reflected in *The FY 2027 Governor's Budget Report*.

***SB 517 (Every Child Can Read Act and Blueprint for Literacy)***

According to the fiscal note prepared by the Division of the Budget on SB 517, as introduced, KSDE indicates enactment of the bill would require additional expenditures to hire the staff needed for the increased rate of higher education program review required by the bill. KSDE estimates additional expenditures of $203,970 from the SGF and 2.0 FTE positions in both FY 2027 and FY 2028. Of the amount, $199,970 would be for salaries and wages for the 2.0 FTE positions and $4,000 would be for other operating expenditures to implement the provisions of the bill.

KSDE further notes that 101 of the 285 school districts currently employ a reading specialist and that enactment of the bill would create additional costs to school districts to employ a reading specialist. The agency notes that it cannot estimate how many school districts would choose to hire full-time, contract for, or share through cooperative agreements for reading specialists. However, KSDE notes that a full-time reading specialist would cost a school district approximately $90,000. As such, the agency estimates the cost, for the 174 school districts that do not currently employ a reading specialist, could range between $4.0 million (0.20 FTE position per school district) and $16.3 million (1.0 FTE position per school district), based upon hiring decisions made by school districts.

KBOR states enactment of the bill would require additional SGF funding for implementation but could not estimate a fiscal effect.

KASB indicates enactment of the bill would have a fiscal effect on school districts to hire and train staff to implement provisions of the bill, but that a fiscal effect could not be estimated.

Any fiscal effect associated with the bill is not reflected in *The FY 2027 Governor's Budget Report*.

***Sub. for HB 2530 (ACT WorkKeys and Career Readiness Assessments)***

According to the fiscal note prepared by the Division of the Budget on HB 2530, as introduced, KSDE states that the bill would not have a fiscal effect on state aid to school districts or on its agency operating expenses. KSDE notes that the current state contract for the ACT assessments includes the ACT WorkKeys for students to take at no charge to the students. School districts could meet the requirements of the bill by continuing to provide this assessment tool for students. However, if a school district would elect to provide a different assessment tool for students, the additional cost would be borne by the school district.

KBOR indicates that enactment of the bill would increase administrative costs for developing and implementing new credit-transfer policies for the agency, as well as for the higher education institutions. However, KBOR cannot estimate a fiscal effect as the bill does not define a "postsecondary degree" to allow the agency to determine which programs and degrees would be affected.

Any fiscal effect associated with enactment of the bill is not reflected in *The FY 2027 Governor's Budget Report*.

KASB estimates that enactment of the bill could create additional expenses for acquiring and administering the assessments (outside the ACT product) each year. However, the organization did not provide a fiscal effect estimate.

A fiscal note on the provisions of the substitute bill was not available when the House Committee took action on the bill.

***SB 340 (Kansas Promise Scholarship)***

According to the fiscal note prepared by the Division of the Budget on SB 340, as introduced, KBOR states enactment of the bill would have a negligible fiscal effect on the Kansas Promise Scholarship Program.

Any fiscal effect associated with the bill is not reflected in *The FY 2027 Governor's Budget Report*.

Education; postsecondary education; Kansas Promise Scholarship Act; workforce development; Pell Grants; literacy; literacy advisory committee; Every Child Can Read Act; State Board of Regents; State Board of Education; State Workforce Development Board

ccrb_hb2485_01_32426.odt