

April 17 – 23, 2026

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SESSION STATUS

At 4:02 p.m. on Wednesday, April 15, 2026, the House stands adjourned until Monday, April 27, 2026, at 12:00 p.m., unless sooner recalled by the Speaker.

At 11:41 a.m. Wednesday, April 22, 2026, the Senate recessed until Monday, May 4, 2026, at 1:00 p.m. unless sooner recalled by the President Pro Tempore.

UPCOMING SESSION DAYS

House

April 27-29
May 4-6
June 1-3, 8-10, 15-17, 22-30
Sept. 28-30
Oct. 5-7, 19-21
Nov. 9, 10

Senate

May 4-6
June 1-3, 8-10, 22-26, 29-30

The Education Recap is a comprehensive weekly report on legislative and executive actions on education-related legislation in Pennsylvania state government, as compiled and edited by PLS. Additional information, including video, transcript and testimony, is available to [PLSGovTrac](https://www.pls.gov/trac) users. For more information, contact sales@mypls.com.

Press Conferences

PLS coverage of Capitol events including press conferences, bill signings and media availabilities

HOMESCHOOL EDUCATION ADVOCATES CELEBRATE HOMESCHOOL CAPITOL DAY

By Julia Walters, Pennsylvania Legislative Services | April 21, 2026

Members from the Christian Homeschool Association of Pennsylvania (CHAP) gathered in the Main Capitol Rotunda to advocate for homeschooling protections.

Ginger Wayde, board member, CHAP, described how CHAP provides protection for homeschool families, as well as mentorship, legal guidance and support for home educators. She mentioned in-person events CHAP hosts, including “hometown tours” for homeschooling education and outreach, and the CHAP Convention. Wayde highlighted their [website](#) with various resources, podcasts and other materials related to homeschooling.

Will Estrada, senior counsel, Home School Legal Defense Action (HSLDA), described his homeschool experience as a child and mentioned he currently homeschools his own children in the Commonwealth of Virginia. He stated it is a “privilege” to serve homeschool families and CHAP. He thanked the homeschool community for their presence in Harrisburg. Estrada called the advocates present the “Navy Seals of homeschooling.” He continued, “You’ve come out from all corners of the commonwealth to be able to talk to your elected officials to make your voice heard.” Estrada said that the homeschool education advocates were “peacefully” making their voices heard by showing legislators that “homeschool freedom works.” Estrada added, “Even if they may not be, in particular, a supporter of homeschooling, there is no reason that they can complain about homeschooling.” He noted that there have been “bad bills” related to homeschooling in other states such as New Jersey, Connecticut, Illinois and Hawaii. Estrada expressed concern over the “assault” on homeschooling freedoms. He invited his colleague to speak about some of the bills and their “concerted threats” against homeschool options.

Elaina Kilker, legislative affairs coordinator, HSLDA, spoke on the “threats across the country” to homeschooling. She discussed six West Virginia bills that “attempted to connect child abuse with homeschooling.” Kilker said the bills were not defeated until “the last 15 minutes of the legislative session.” Kilker criticized various state legislations across the United States that attempt to “roll back freedoms” and implement higher levels of restrictions around homeschooling. She encouraged homeschool advocates to “stay vigilant” against certain pieces of legislation to protect homeschool freedoms.

Estrada said, “Today, homeschooling is not just legal in all 50 states — it’s mainstream.” He discussed the Coalition for Responsible Home Education (CRHE) and said it was formed by former homeschool students who are “disgruntled at their parents” and “walked away from the faith they grew up on.” Estrada mentioned CRHE has gained traction over the last four years and is “dedicated to rolling back homeschool freedom.” He said that “every single bad bill” discussed by Kilker has been lobbied, drafted or supported by CRHE. “They have never won a battle,” Estrada continued. He praised the “passion” of homeschool advocates and their families for coming to the Capitol to stand for their freedoms as homeschool participants. He challenged the belief that rights come from the government. “HSLDA believes that our rights come from our Creator,” Estrada added. He stated that “no government on Earth” can “take away our rights.”

Estrada affirmed his commitment to defending and advancing homeschool freedoms. He explained how HSLDA sued the Eastern Lancaster County (ELANCO) School District for requesting homeschool families within their district to send physical copies of homeschool educators' high school diplomas. "Just like we need to follow the law, school districts have to follow the law," he said. "They cannot go beyond the law and make up extra requirements for homeschool families." Estrada said ELANCO "didn't even fight the lawsuit" once it was filed. Estrada explained he is vigilant in defending homeschool freedoms and Pennsylvania's rule of law. He praised the United States' "Republican form of democracy" for the last 250 years.

Alicia Hunt, homeschool advocate, thanked the students as well as other members of the CHAP and homeschool community for coming to the Capitol.

Sara Madden, member, CHAP, discussed the 2026 CHAP Convention. She said it will be held in Elizabethtown from June 11 through 13, 2026. Madden explained that the convention will outline resources and connections for homeschool families, as well as provide the skills needed to succeed in homeschooling.



Committee News

Comprehensive coverage of the House & Senate public hearings and voting meetings

Senate Appropriations Committee

04/20/2026, 2:15 p.m., Rules Committee Conference Room

By Dominic Kenny, Pennsylvania Legislative Services

The committee met to consider several bills.

SB 323, Prime Sponsor: [Sen. David Argall \(R-Carbon\)](#) – (PN 254) Amends Title 64 (Public Authorities and Quasi-Public Corporations), in economic development financing, adding a chapter to provide for Keystone National Finance Authority. Provides for findings and declaration of policy. Provides definitions. Establishes the Keystone National Finance Authority as an independent authority that is an instrumentality of the commonwealth and a body corporate and politic, with corporate succession. Provides that the authority shall be governed by the board and the powers of the authority shall be exercised by the board. Asserts that the expenses of the authority shall be paid from assets or income of the authority, specifying that the commonwealth shall not be responsible for funding the expenses of the authority. Provides that the fiscal year of the authority shall end on June 30. Provides for an annual audit. Requires the authority to annually transmit audited financial statements to the Legislative Reference Bureau for publication in the Pennsylvania Bulletin. Requires executive agencies to cooperate with and provide assistance to the authority without financial reimbursement. Allows the authority to be dissolved by law if all outstanding liabilities have been fully paid, retired, satisfied or discharged. Provides for procurement. Establishes limitations on actions. Requires an administrator to operate the authority. Outlines what acts apply to the authority and the board relating to notice and open meetings. Details who the board shall be comprised of. Directs the governor to select a member of the board to serve as chairperson and members to select other officers among members of the board. Provides for board meetings and proxy, quorum, compensation, fiduciary relationship, standard of care, liability and initial appointment and vacancy. Grants powers to the authority. Requires the authority to finance projects in one or more states or territories of the U.S. by issuing conduit revenue bonds. Provides for the issuance of bonds. Outlines commonwealth taxation and federal taxation. Establishes the validity of bonds and limitations on actions. Provides provisions of bonds and trust agreements. Establishes the validity of pledge and commonwealth pledges. Provides for bonds to be legal investments. Outlines rights and remedies of obligees. Provides benefits to the commonwealth. Effective in 60 days. The bill was **reported as amended**, with [Sen. Cris Dush](#) (R-Jefferson) voting in the negative.

A02863, by Martin, adds that the commonwealth should have no liability for faults or failures associated with projects. The amendment was unanimously **adopted**.

[Sen. Sharif Street](#) (D-Philadelphia) urged the committee to support the bill, arguing that it would generate revenue and create developmental opportunities for the commonwealth.

[HB 797](#), Prime Sponsor: [Rep. Jessica Benham \(D-Allegheny\)](#) – (PN 821) Amends the Second Class City Firemen Relief Law, further providing for requirements of membership, for married persons and pensions to surviving spouses and for eligibility of surviving spouses. Revises reference of the “Pennsylvania Workmen’s Act” to the “Workers’ Compensation Act.” Removes phrases referring to remarrying. Effective in 60 days. The bill was unanimously **reported as committed**.

[SB 835](#), Prime Sponsor: [Sen. Tracy Pennycuik \(R-Berks\)](#) – (PN 928) Amends the Public School Code, in grounds and buildings, further providing for display of United States flag and development of patriotism. Requires that when the U.S. flag is displayed, the official POW/MIA flag must also be displayed where it can be reasonably accommodated. Effective in 180 days. The bill was unanimously **reported as committed**.

[SB 998](#), Prime Sponsor: [Sen. Rosemary Brown \(R-Lackawanna\)](#) – (PN 1216) The Nurse Education Capacity Expansion Grant Program Act provides for the Nurse Education Capacity Expansion Grant Program; and imposes duties on the Department of Community and Economic Development (DCED). Provides definitions. Establishes the program in DCED to expand the capacity of accredited nursing education programs to increase the number of qualified students. Details grant eligibility, specifying what an eligible nursing education program shall have. Stipulates that no grant may exceed \$500,000 to any one nursing education program during the length of the program. Requires the nursing education program application to include a detailed explanation of the proposed use of the grant and lists what proposed uses may include. Directs DCED to develop a standard application for the program and publish guidelines for the administration of the program, and prioritize grant applications from eligible nursing school providers that serve underrepresented student populations and underserved communities. Effective in 60 days. The bill was unanimously **reported as committed**.



Senate Education Committee

04/20/2026, 2:25 p.m., Room 8E-A, East Wing

By Kyle Purchase, Pennsylvania Legislative Services

The committee met to consider five bills.

[SB 250](#), Prime Sponsor: [Sen. Cris Dush](#) (R-Jefferson) - (PN 610) The Display of the Preamble of the Constitution of Pennsylvania Act provides for display of the Preamble of the Constitution of Pennsylvania in each school building. Defines “school entity.” Requires the governing board of each school entity in the commonwealth to display the Preamble of the Constitution of Pennsylvania at the entranceway of each school building. Stipulates that the display under subsection (a) shall take the form of, but is not limited to, a mounted plaque and the display under subsection (a) may include artwork as a result of a student contest, which may be prominently displayed in each school building. Effective in 90 days. The bill was **reported as committed**, along a party-line vote, with Democrats voting in the negative.

Sen. Dush discussed the similarities of the development of covenantal relationships, such as real estate, sports and constitutions. He described the nature of the covenantal relationship of the people and their government by reciting the Preamble of the Constitution of Pennsylvania.

[Sen. Anthony Williams](#) (D-Philadelphia) said he “greatly respects” the intent of the bill, but he voiced concerns with the execution of the bill. “The unique thing about our republic is that you don’t have to believe in God, and so that being something put on the front of a public building by taxpayers who don’t adhere to the same religious values you and I might adhere to, requires them to give sanction to something that may be intolerant from their perspective or may not protect them from their perspective,” said Sen. Williams. He mentioned friends of his who are Muslim and noted his fear that if something is placed on a building that “talks about a religious perspective or a God,” it may be used against a certain group.

[SB 598](#), Prime Sponsor: Sen. Dush - (PN 604) The Display of the Preamble Act provides for display of the Preamble of the Constitution of the United States in each school building. Adds definitions. Requires the governing board of each school entity in the state to display the preamble of the Constitution of the United States at the entranceway of each school building and outlines the forms. Effective in 90 days. The bill was **reported as committed**, along a party-line vote, with Democrats voting in the negative.

Sen. Dush discussed the historical origins of the development of the U.S. Constitution and the writings the Founding Fathers read and used to discuss and debate the Constitution. “Exodus 12 was the most common quoted citation during the convention,” Sen.

Dush said, adding that the Bible was the “foundational principle.” He explained the bill does not require the posting in schools, rather it gives an option for schools to do so. Sen. Dush said he believed the bill would help students improve their understanding of the Constitution “regardless of any religious background or of any cultural background,” and the “unique” nature of the United States.

Sen. Williams pointed out the mutual respect between him and Sen. Dush and agreed with the benefit of reflecting upon history. He said the U.S. Constitution has been amended “a lot and for good reason.” Sen. Williams summarized the changing demographics of the country since the Founding Fathers and would want to “have everyone at the table.” He criticized those who present a “purified, sanitized version of what the past was not.” Sen. Williams said he believed the bill would be a “very, very, very slippery slope to not even returning to the past but creating something that wasn’t even resemblance of that.”

[SB 698](#), Prime Sponsor: [Sen. Jarret Coleman](#) (R-Lehigh) - (PN 709) Amends the Public School Code, in grounds and buildings, further providing for acquisition of buildings, sites for school buildings and playgrounds, and disposing thereof. Allows the board of school directors of each district to acquire real property by purchase for not more than the fair market value. Adds that the fair market value of real property for a purchase valued in excess of \$10,000 shall be determined by the school directors in consultation with two of the following professions: a county assessor, a licensed real estate broker or a licensed real estate appraiser. Provides that the documents related to the determination of the fair market value are subject to and accessible under the Right-To-Know Law and must be made public. Effective in 60 days. The bill was **reported as amended**, with [Sen. Doug Mastriano](#) (R-Franklin) voting in the negative.

[A02974](#), by Coleman, expands the bill’s scope to charter and cyber schools and requires the value of the property to be established by a certified appraiser. The amendment was **adopted**, with Sen. Mastriano voting in the negative.

Sen. Coleman spoke on both his amendment and bill, noting what the amendment would change in the bill. He added that his overall bill is “not a new concept.”

[SB 1293](#), Prime Sponsor: [Sen. Judy Ward](#) (R-Blair) - (PN 1598) The Fairness in Women’s Sports Act provides for sport activities in public institutions of higher education and public school entities to be expressly designated male, female or coed; and creates causes of action for harm suffered by designation. Provides definitions. Requires interscholastic, intercollegiate, intramural or club athletic teams or sports that are sponsored by a public school entity, a public institution of higher education or any school or institution where students or teams compete against a public school entity or public institution of higher education to be expressly designated as one of the following: male, men or boys; female, women or girls; or coed or mixed. Prohibits athletic teams or sports designated as female, women or girls from being open to male students. Specifies limitations on the restriction. Establishes protection for educational institutions. Asserts that a student who is deprived of an athletic opportunity or who suffers a direct or indirect harm as a result of a known violation of section 3 may bring a cause of action for injunctive relief, damages, psychological, emotional and physical harm suffered, attorney fees and costs and any other relief available under law against the school or institution of higher education. Provides for retaliation. Stipulates that a school or institution of higher education that suffers a direct or indirect harm as a result of a violation of section 4 may bring a cause of action for injunctive relief, damages and any other relief available under law against the government entity, licensing or accrediting organization or athletic association or organization. Bars a person from bringing a civil action under this section later than two years after the day on which the harm underlying the cause of action occurs. Outlines severability. Effective in 60 days. The bill was **reported as committed**, along a party-line vote, with Democrats voting in the negative.

Sen. Ward thanked all her co-sponsors of the bill. “This is about biological sex,” she said. “This has nothing to do with someone’s gender identity.” Sen. Ward continued that “sports have never been separated based on gender identity,” and cited a recent policy published by the International Olympic Committee (IOC) that she says was “evidence-based and expert-informed.” She provided examples of potential competitive advantages of men over women and emphasized the purpose behind the creation of Title IX.

[Sen. Kristin Phillips-Hill](#) (R-York), a co-sponsor of the bill, mentioned previous bipartisan votes by the Senate and argued the issue at hand was about “fairness.” Sen. Phillips-Hill said, “Title IX was a promise — it was a promise to our daughters, a promise to our granddaughters and a promise of equal opportunity in education and athletics.” She described her career in high school swimming and the “fair fight” she was in to “climb to the top of that podium.”

Sen. Williams asked about jurisdiction regarding amateur sports and why the Senate is not following the direction of the National Collegiate Athletic Association and the Pennsylvania Interscholastic Athletic Association (PIAA). Sen. Ward said she believed the bill “needs to be law” so there would be no questions or other policies. Sen. Williams replied, “Doesn’t that contradict the fact that we’ve given jurisdiction to those entities to regulate amateur sports?” He asked which schools and colleges should follow. Sen. Phillips-Hill answered, “Things changed dramatically with one signature on an executive order, and the policies of these governing bodies changed as a result of an executive order that has the effect of law.” She argued that laws are more permanent than an executive order, and the bill upholds the “promise” of Title IX being protected in law. Sen. Williams rebutted that laws can change and asked how the bill would prevent conflicting policies or potential court cases. Sen. Phillips-Hill said she believed the question

had already been answered and the current law was the result of an executive order. She reiterated what the bill would codify and said it “cannot be as easily overturned as a signature on a piece of paper.”

Sen. Coleman voiced his support for the bill. “I’m proud as a father today to be able to defend my daughter and give her one less obstacle that she has to jump over,” he said

[Sen. Dawn Keefer](#) (R-York) said she was a beneficiary of Title IX and said it was about biology. “Our girls and my future granddaughters and nieces deserve our protection,” she remarked. She dismissed the concern regarding the agencies, saying, “We empower agencies every day — here we change the rules for agencies every day.” Sen. Keefer argued, “If sex doesn’t matter, then why do we even have sex segregated sports in the first place — because it does matter.”

[Minority Chair Lindsey Williams](#) (D-Allegheny) criticized the bill as “cruel,” mentioning the number of times the Senate ran the bill. She noted her career as a high school athlete and said, “Absolutely nothing about having a trans teammate or competitor would have taken those things away from me.” She said she believed the bill aims to “bully children.” Chair Williams continued, “Right now, families in Pennsylvania are choosing between affording groceries and filling their gas tank to get to work, and we are spending our time voting for the seventh time on a bill to bully children who just want to play soccer with their friends.” She called on her colleagues to “stop bullying kids for political gain.”

[Chair Lynda Schlegel Culver](#) (R-Northumberland) said the bill was about “safety, fairness and science,” and noted the IOC’s recognition of the biological advantages of men over women. “Our female athletes deserve the protections that Title IX sought to preserve for them,” Chair Culver argued.

[SB 1294](#), Prime Sponsor: Sen. Ward - (PN 1611) Amends the Private Licensed Schools Act, further providing for penalties. Increases the civil penalty threshold to \$25,000 for any licensee or person who violates any provision of this act. Effective immediately. The bill was **reported as committed**, with Democrats voting in the negative, except Sen. Williams.

Sen. Ward mentioned a previous hearing held by the Senate Transportation Committee about non-domiciled commercial driver licenses (CDLs) and CDL mills. She noted the Department of Education (PDE) called for action to increase civil penalties and shut down the mills, as well as actions by the Federal Motor Carrier Safety Administration (FMCSA).

[Sen. Tim Kearney](#) (D-Delaware) asked if the bill applies only to driving schools or to all post-secondary technical schools. Sen. Ward said she believes it applies to driver training schools and explained the schools have requirements and want to help PDE help schools acquire proper training and shut down programs that are not following guidelines. Sen. Kearney explained his question was from interpreting the bill’s language as applying to all post-secondary technical schools. Cindy Urban, Republican executive director, said the bill does.

Chair Williams said she doesn’t want unlicensed programs operating but voiced concerns with the lack of involvement of privately licensed schools. She said she believed the bill “takes a broad brush to a specific problem that the federal government can and should correct.”

Sen. Williams asked Sen. Ward if she would be open to amending the bill after hearing concerns from the committee. Sen. Ward said she can look into the bill and noted some of the “good programs” came to her and described the problem. Sen. Williams said he would support the bill on condition that Sen. Ward would be open to amending the bill later. Sen. Ward said she was open to further discussions.



Senate Transportation Committee

04/21/2026, 11:00 a.m., Room 461, Main Capitol

By Derek Danneker, Pennsylvania Legislative Services

The committee met to consider several bills.

SB 1286, Prime Sponsor: [Sen. Judy Ward \(R-Blair\)](#) – (PN 1604) Amends Title 75 (Vehicles), in miscellaneous provisions relating to offenses in general, further providing for careless driving. Specifies that if the person who violates this section unintentionally causes the death of another person as a result of the violation, the person violating this section commits a misdemeanor and shall, upon conviction, be sentenced to a fine of up to \$2,500 and a suspension of the person's operating privilege for up to two years. Effective in 60 days. The bill was **reported as committed** with [Sen. Timothy Kearney](#) (D-Delaware), [Sen. Nikil Saval](#) (D-Philadelphia) and [Sen. Lindsey Williams](#) (D-Allegheny) voting in the negative.

[Chair Judy Ward](#) (R-Berks) noted that her constituents who are “grieving the loss of their loved ones” are in the audience. She described how police lacked probable cause to conduct a chemical test, and the other drivers were only fined \$500 for killing an individual in a traffic accident. “Death in a crash should be enough for a probable cause,” she remarked. Chair Ward said her bill seeks to close the “long-standing loophole in how vehicular crimes are prosecuted.”

SB 1295, Prime Sponsor: [Sen. Judy Ward \(R-Blair\)](#) – (PN 1599) Amends Title 75 (Vehicles), in commercial drivers, further providing for purpose and construction of chapter, for definitions and for commercial driver's license qualification standards, providing for English proficiency standard, further providing for nonresident CDL, for application for commercial driver's license and for disqualification and providing for annual report; and imposing penalties. Specifies that federal law or regulation shall prevail to the extent that this chapter conflicts with federal law or regulation. Defines “evidence of lawful immigration status” and “nondomiciled CDL” or “nondomiciled CLP.” Adds that the third party administers tests to meet the English proficiency standard. Asserts that a person providing false entries on the application for a commercial driver learner's permit or commercial driver's license or any documentation required for the permit or license shall be, upon conviction, guilty of a misdemeanor of the third degree, in addition to any other penalty that may be imposed. Specifies what applies during the administration of the skills test. Requires English proficiency in all testing applications to operate an 80,000-pound commercial vehicle on public highways, without preventing the Department of Transportation (PennDOT) from offering the CDL manual in different languages. Amends section 1608 to provide for nondomiciled CDL and CLP and revises provisions to outline the issuance of nondomiciled CDL and CLP, other provisions applicable and waiver of testing requirements. Includes evidence of lawful immigration status and self-certification of the applicant's ability to meet the English proficiency standard in the contents of the application. Requires an annual report. The amendment of 75 Pa.C.S. § 1607(a)(6) and Section 9 are effective immediately. The remainder of this act is effective in 60 days. The bill was **reported as committed**, on a party-line vote, with Democrats voting in the negative.

SB 1296, Prime Sponsor: [Sen. Judy Ward \(R-Blair\)](#) – (PN 1600) Amends Title 75 (Vehicles), in commercial drivers, further providing for purpose and construction of chapter, providing for English proficiency standard and further providing for disqualification; and imposing penalties. Specifies that federal law or regulation shall prevail to the extent that this chapter conflicts with federal law or regulation. Requires an individual to meet the English proficiency standard to operate a commercial motor vehicle in this commonwealth. Defines the standard and the offense. Establishes an operating prohibition. Provides for the seizure of the registration plate. Outlines additional penalties. Stipulates that an employer whose driver is convicted under this section shall be subject to a fine of \$3,000 for each violation and that a prime contractor whose subcontractor is a driver and convicted under this section shall be subject to a fine of \$3,000 for each violation. Effective in 60 days. The bill was **reported as committed**, on a party-line vote, with Democrats voting in the negative.

Chair Ward reported that there were at least 17 fatal crashes and 30 deaths caused by non-domiciled drivers in the United States. “Drivers took the lives of innocent people because they failed to comprehend our rules of the road,” she said. Chair Ward explained that federal law provides a pathway for states to issue non-domiciled commercial driver's licenses, and if Pennsylvania does not comply, the state could lose federal funding. She explained the legislation reflects improvements to the vehicle code to align the Department of Transportation (PennDOT) with new federal regulations to require comprehension of English, entry-level driver training, theory and behind-the-wheel training and evidence of lawful immigration status. “I want to underscore that Senate Bill 1295 does not repeal the non-domiciled statute,” she said. “In fact, we're embracing immigrant commercial drivers who are lawfully present and can safely operate a heavy truckload around cars, bicycles and pedestrians.” Chair Ward noted that the bill establishes penalties for failing to meet the English proficiency standard, including a one-year disqualification and a life disqualification for a second offense. She added that the bill fines employers and contractors with non-English speaking drivers who are convicted. Chair Ward noted that she identified a potential conflict of interest for the parliamentarian, but the parliamentarian determined that she must vote on the bill.

[SB 1262](#), Prime Sponsor: [Sen. Tracy Pennycuik \(R-Berks\)](#) – (PN 1567) Amends Title 75 (Vehicles), in driving after imbibing alcohol or utilizing drugs, further providing for penalties. Adds that the Pennsylvania Commission on Sentencing shall provide for a sentencing enhancement for a violation of section 3802(f) where the driver of a school bus or school vehicle was convicted for operating a school bus or school vehicle with an illegal amount of alcohol, controlled substance or both, in the course of official duties, including when the driver is in route without passengers on board. Effective in 60 days. The bill was **reported as committed**, with Sens. Kearney, Saval and Sen. Williams voting in the negative.

Chair Ward said [Sen. Tracy Pennycuik](#) (R-Berks) was unable to attend the meeting but has stated that the bill stemmed from an incident in her district where an impaired school bus driver was operating a school bus filled with children. Chair Ward said the bill would deter school bus drivers from being under the influence of drugs or alcohol while operating their buses.

[SB 1273](#), Prime Sponsor: [Sen. Camera Bartolotta \(R-Beaver\)](#) – (PN 1610) Amends Title 74 (Transportation), in turnpike, further providing for electronic toll collection. Allows the Turnpike Commission to share information collected through its automated tolling system with law enforcement to assist in the recovery of abducted children and missing persons who are at a special risk of harm or injury as identified through the Amber Alert System or Missing Endangered Person Advisory System established under the Pennsylvania Amber Alert System Law or any successor system established by law. Effective in 60 days. The bill was unanimously **reported as committed**.

[Sen. Camera Bartolotta](#) (R-Washington) explained her bill would specify that the Pennsylvania Turnpike Commission is permitted to share information collected through its automated tolling system to aid law enforcement in Amber Alerts or the Missing Endangered Person Advisory System Alerts.



House Education Committee

04/21/2026, 1:00 p.m., Pittsburgh Public Schools, 341 S. Bellefield Avenue, Pittsburgh
Pennsylvania Legislative Services

The committee held an informational meeting to hear testimony from stakeholders and experts on artificial intelligence (AI) in K-12.

[Chair Peter Schweyer](#) (D-Lehigh) emphasized that the hearing will focus on dialogue and is part of a broader effort to understand AI in education, noting that policymakers and educators in Pennsylvania are not yet aligned in their understanding of AI. He described the hearing as an initial step toward longer, more substantive conversations and highlighted the need for a shared baseline understanding before effective policy can be developed.

[Minority Chair Bryan Cutler](#) (R-Lancaster) expressed enthusiasm about the potential of AI while also acknowledging its risks, particularly in education. He compared AI to earlier technological shifts, such as the move from card catalogs to online search. He warned that overreliance on AI could limit students' ability to think critically and problem-solve independently. He emphasized the importance of teaching students not only how to use AI, but also to understand the underlying processes behind it.

[Annie Gianni, state relations strategist, Education Commission of the States \(ECS\)](#), explained that ECS is a nonpartisan organization created by all 50 states to provide education policy research and support through reports, briefs and legislative testimony. She noted that ECS aims to help states navigate emerging policy issues like AI in education.

[Katja Krieger, policy analyst, ECS](#), outlined the national landscape of AI in education, emphasizing that the rapid growth of AI has prompted widespread state action. She explained that many states are developing policies either by directing state education agencies to create guidance or requiring local districts to establish their own rules. She highlighted that at least 33 states and Washington, D.C. have created AI-related task forces or commissions, and at least 35 states have issued guidance, often focusing on ethical use, AI literacy, educator training, data privacy and equitable access. She provided examples of state actions, including executive orders, legislation and guidance documents addressing AI integration, cybersecurity and misuse such as deepfakes. She noted that some states restrict AI use in sensitive areas like student mental health services, while others are investing in AI literacy through grants, curriculum development and professional training. She emphasized that while approaches vary, common policy themes are emerging, including governance frameworks, responsible use, privacy protections and education on AI and that ECS will continue tracking these developments.

[Rep. Brian Rase](#) (R-Westmoreland) raised concerns about the potential for AI to widen existing educational inequalities, particularly for students without reliable internet access at home. He questioned whether disparities in Wi-Fi availability could worsen as AI-based learning becomes more common. Krieger acknowledged equity as a key concern in state policies, noting that while many states focus on equitable AI implementation and funding, she was unsure about specific legislation addressing internet access and agreed to follow up.

[Rep. Joe Ciresi](#) (D-Montgomery), chair, House Communications and Technology Committee, shifted the discussion to educator preparedness, asking how well teachers understand AI and how much training they need. Krieger responded that many states are prioritizing educator support, including professional development and guidance on ethical AI use, emphasizing that teacher understanding and buy-in are critical for effective implementation.

[Rep. Jill Cooper](#) (R-Westmoreland) asked for the top policy priorities Pennsylvania should consider. Krieger identified three main areas based on national trends: investing in educator training, including teachers in policy development, ensuring strong student data privacy protections and promoting the ethical use of AI with clear guidelines on appropriate and inappropriate applications. She emphasized the importance of flexible policies that can adapt to the rapidly evolving nature of AI.

Rep. Cooper asked which states are leading in AI education policy. Krieger identified Virginia and Idaho as ahead of the curve, noting that both states focus on developing model AI policies through their Departments of Education while also supporting local districts with implementation and professional development.

[Rep. Regina Young](#) (D-Philadelphia) inquired about whether experts are helping train educators in AI. Krieger responded that several organizations, such as Code.org and Teach for AI, are providing professional development resources to help teachers effectively integrate AI into classrooms. Gianni recommended asking the testifier from Code.org these questions as well.

Chair Cutler asked whether specific colleges or universities are preparing future teachers to use AI. Krieger noted that Virginia has involved community colleges in AI-related educator training but acknowledged that teacher preparation programs are not typically governed by state policy. She added that while some universities are likely to incorporate AI into their programs, she would need to follow up with more detailed examples.

Chair Schweyer asked how states are regulating AI vendors used by schools, particularly whether they restrict vendor choice or rely on general standards to ensure compliance with data privacy and safety laws. Krieger explained that some states, such as Idaho, are developing approved vendor lists and procurement safeguards to ensure compliance with laws like the Family Educational Rights and Privacy Act. She added that other states, including Virginia, are also emphasizing data protection requirements in vendor selection, while organizations like the Southern Regional Education Board provide guidance on AI procurement practices.

Chair Cutler raised concerns about balancing state oversight with local control, especially given Pennsylvania's large number of school districts. Krieger noted that states are taking varied approaches, where some allow districts to create their own AI policies while requiring reporting back to the state, and others provide model policies for districts to follow. She emphasized that many states are trying to strike a balance by offering guidance and oversight while still allowing flexibility at the local level.

Chair Schweyer stressed concerns about potential misuse or “bad actors” among AI vendors and the need to protect students and school districts as technology evolves. He expressed appreciation for ECS's research and noted that Pennsylvania may be lagging behind other states in developing AI education policy, underscoring the importance of continued study and action.

[Robin Vitucci, associate director, National Academy for AI Instruction](#), emphasized that AI in education presents both significant opportunities and serious risks, arguing that decisions made now will shape student outcomes and public trust. She stressed that educators must have a central role in shaping AI policy and implementation, rather than having decisions imposed on them. She highlighted student safety as the top priority, warning that AI systems collect and analyze sensitive student data and may pose developmental and ethical risks, especially for younger students. She argued that AI should be used as a tool to support teachers — not replace them — by reducing administrative burdens and enhancing instruction, while preserving the essential human relationships at the core of education. She underscored the importance of educator training, cautioning against student use of AI without proper oversight and raised concerns about bias, lack of transparency and the need for accountability in AI systems.

[Krista Damelio, director of state government affairs, Code.org](#), focused on workforce readiness and the need for comprehensive AI education. She argued that AI is already transforming Pennsylvania's economy and that students must be prepared not just to use AI tools, but to understand and critically evaluate them. She emphasized that true AI literacy requires a foundation in computer science, including knowledge of algorithms, data and computational thinking. She noted that while Pennsylvania has taken initial steps, access to computer science education remains uneven compared to other states. She recommended four key policy actions, including establishing a statewide computer science graduation requirement, integrating AI into K–12 standards, investing in teacher

training and creating a clear statewide framework for AI and computer science education to ensure all students are prepared for an AI-driven economy.

Rep. Rasel expressed concern about the rapid advancement of AI, questioning whether education can keep pace and whether AI could eventually replace human teachers. He raised broader concerns about protecting jobs and maintaining the role of human educators in classrooms as AI becomes more capable. Vitucci responded that AI should be viewed as a tool rather than a replacement for teachers, emphasizing that the core of education lies in human relationships, emotional support and professional judgment, elements AI cannot replicate. She compared AI to calculators, which enhanced but did not replace teaching. She warned against models that would reduce the role of educators, stressing the need for human oversight to ensure accuracy, fairness and student well-being. Damelio agreed, reinforcing that the “human-in-the-loop” remains essential. She highlighted the importance of distinguishing between using AI tools in education and teaching students about AI itself. She emphasized that building foundational knowledge through computer science is critical so students can understand, evaluate and responsibly engage with AI, rather than simply relying on it.

[Rep. Napoleon Nelson](#) (D-Montgomery) asked for help developing an evaluative framework for using large language models in education, including how to assess AI as a potential instructional tool for students rather than just a classroom aid. He urged the witnesses to help define ethical guardrails for AI use in education, emphasizing issues like bias, “hallucinations” and system memory. He raised the possibility that some students could benefit from AI-driven instruction even without a traditional teacher present. Vitucci responded that AI should not replace educators and emphasized that teachers must remain central to instruction. She argued that AI should be used as a support tool for educators but cautioned against framing AI as a direct substitute for human teaching. She questioned whether AI systems can be meaningfully evaluated using the same frameworks as human educators, stressing that education includes social, emotional and relational dimensions that technology cannot replicate. Rep. Nelson followed up, pushing back on the idea that all instruction must be human-led and arguing that some students may learn effectively through AI-based or online instruction. He reiterated his request for a clear framework to evaluate LLM-based instructional systems and distinguish them from existing tools like Khan Academy, particularly in terms of learning continuity and system design. Vitucci responded that evaluating AI as if it were a teacher may be the wrong approach, since educational evaluation standards are designed for human educators. She emphasized that public education relies on broader outcomes that AI cannot measure or replace. She acknowledged that online learning works for some students, but maintained that AI should remain a tool within human-led education rather than a standalone instructional replacement. Damelio added that AI education should be grounded in computer science, which helps students understand algorithms, systems and how LLMs function. She emphasized that building this foundation enables students to critically evaluate AI systems, even if it does not directly solve the challenge of evaluating LLMs as instructional tools.

Rep. Cooper then asked what careers students should pursue given AI’s rapid impact on the workforce and whether traditional college paths remain relevant. Vitucci responded that students will need multiple pathways like college, technical education and career and technical training, and that future job markets remain uncertain. She emphasized adaptability and openness to different career paths, noting that human-centered professions like teaching, healthcare and skilled trades will remain essential. Damelio added that AI will affect nearly every industry, from agriculture to manufacturing to services, meaning students must develop AI literacy regardless of career path. She argued that understanding how AI works is becoming a foundational skill for the future workforce, not just coding ability. Rep. Cooper asked for a concrete example of how AI is being used in classrooms, specifically whether teachers are being guided on how to handle student writing when AI tools can generate essays. Vitucci explained that their training focuses on helping teachers use AI in their own professional practice rather than directly having students use it. She described examples such as supporting lesson planning, differentiation for special education and English language learners. She said AI should be used as a support tool for student writing rather than as a substitute for student work. She emphasized that educators must set clear guardrails for when AI use is allowed and teach students to use it ethically, especially to address concerns about plagiarism and overreliance.

Rep. Ciresi reflected on broader concerns about AI in education, warning that overreliance on technology risks eroding the “human condition” in learning. He emphasized that education should not become depersonalized and expressed concern that AI systems are designed to mimic human interaction in ways that could be misleading or manipulative. He raised concerns about bias in AI tools and asked whether there are neutral, non-company-specific standards or organizations guiding responsible use. He stated his opposition to AI replacing human teachers in classrooms and stressed the importance of maintaining human presence in education. Vitucci responded that her organization and the American Federation of Teachers take a “tool-agnostic” approach, meaning they do not promote specific AI products. Instead, she said, they focus on teaching general strategies for AI use that can be applied across different platforms used by schools and districts. She noted that while they collaborate with some technology companies, their training is not tied to any single vendor and educators ultimately use whatever tools their districts adopt. Damelio emphasized that teachers must remain central to education and should be the primary focus of investment. She highlighted the importance of funding professional development, pre-service training and credentialing opportunities for educators. She noted that Code.org provides free, vendor-neutral curriculum and resources to support computer science and AI education in schools, making these tools widely accessible without reliance on specific companies.

[Rep. Danielle Friel Otten](#) (D-Chester) reflected on her personal experience with AI and described it as a transformative technology similar to historical technological shifts that displaced routine computation work, arguing that AI may free up time in education for greater focus on the humanities. She suggested that as AI automates more technical tasks, subjects like communication, languages, civics, philosophy, arts and critical thinking could become more central in education. She asked how education might evolve in response and what new opportunities might emerge for students. Vitucci agreed that AI could shift education toward greater emphasis on critical thinking, project-based learning and human-centered skills such as communication and social-emotional development. She suggested that automation may allow educators to spend more time on these areas. However, she also cautioned against replacing human-centered disciplines or creative fields with AI, referencing concerns in the arts industry about automation replacing human work. She emphasized the importance of maintaining a human-centered education system while integrating AI carefully. Damelio emphasized that AI literacy and critical thinking are essential skills for students, comparing them to the foundational knowledge needed to navigate modern life. She argued that schools are trying to learn from past failures with social media by taking a more proactive approach to AI education. She reiterated that AI education should be grounded in computer science and designed to help students understand and responsibly engage with emerging technologies.

Chair Cutler raised concerns about AI “hallucinations,” citing a real-world example where attorneys used AI and generated false legal citations. He asked how educators and students can be trained to verify AI outputs and whether there are emerging “gold standards” for accuracy. Vitucci responded that this risk underscores why AI should not be used directly by students without guidance, emphasizing the need for human oversight and critical thinking. She noted that while educators may use AI for tasks like lesson planning, they must carefully review outputs and teach students to question information critically, since current systems still produce errors and biased outputs. Damelio added that distinguishing between “AI in education” and “AI education” is key, reiterating that students must learn foundational computer science and critical thinking skills to evaluate AI-generated content. She compared this to teaching students how to assess sources in the past, such as avoiding unreliable references like Wikipedia in academic contexts. She emphasized that understanding how AI systems are built and trained helps students recognize limitations, biases and errors. She stated that AI education should always be grounded in computer science to ensure students can critically engage with these tools.

[Mark Stuckey, chief technology officer, Pittsburgh Public Schools](#), emphasized that AI is already actively shaping classroom instruction and student learning, not a distant policy issue. He argued that the central challenge is equity, warning that unequal access to paid AI tools could create a “two-tiered” education system where wealthier students receive more advanced learning opportunities. He raised concerns about algorithmic bias, student data privacy and the need for robust educator training. He called for a statewide framework requiring vendor transparency, bias audits, equitable funding distribution and stronger professional development so districts are not forced to navigate AI implementation alone.

[Melissa Constantino-Perubin, sixth-grade math teacher, Avonworth School District, representing the Pennsylvania State Education Association \(PSEA\)](#), described her experience across multiple grade levels and emphasized that educators must be central to AI policy development. She highlighted her involvement in AI policy work at the district, state and national levels. She stressed that schools must proactively prepare students to be responsible AI users rather than reacting after harm occurs. She advocated for a human-centered approach that protects educators from replacement, ensures teacher involvement in decision-making and provides meaningful professional development, including structured training such as micro-credentials. She noted that AI is already being used by students and stressed the importance of guardrails, child safety protections and educator-led guidance.

[Dr. Mark Holtzman, superintendent, Hempfield Area School District](#), argued that AI is already embedded in education and society and must be approached through the lens of equity and practical classroom implementation. He described district-level strategies such as a “traffic light” system to guide AI use. He explained that AI tools are already enhancing instruction through differentiation, lesson planning and accessibility supports for students with disabilities and English learners. Holtzman emphasized AI’s role in reducing teacher workload and improving student engagement through personalized learning. He stressed that relationships between teachers and students remain the foundation of education and should not be replaced by technology. He highlighted emerging AI applications in school safety and innovation, including AI-powered systems for detecting concealed threats and improving emergency response. He concluded that AI should be implemented ethically and equitably to strengthen and not replace human learning.

Rep. Rasel asked whether decisions about AI in classrooms should be governed at the state level, left to local school boards or handled through a hybrid model with state-provided guidance. Holtzman argued that AI governance should follow a hybrid approach, with the state establishing baseline expectations and guardrails while allowing local districts flexibility in implementation. He emphasized that without statewide standards, practices will vary significantly across districts due to differences in leadership and resources, and suggested that the state could provide foundational guidance, such as approved vendor parameters or general policy frameworks, while still preserving local control.

Rep. Otten reflected on her personal use of an AI organizational tool and highlighted its potential to reduce workload and improve time management, particularly for educators. She framed AI as a potential equalizer for students with learning differences, such as dyslexia and executive functioning challenges. She asked how AI could be used to better support these students, increase engagement and help them fully participate in school. Holtzman responded that AI is especially valuable for differentiation in classrooms where student ability levels vary widely. He explained that teachers are often expected to simultaneously support students across a broad spectrum of needs, which is difficult to manage without technological assistance. He argued that AI tools can quickly adapt materials to different learning levels, making assignments more accessible and manageable for students while reducing the burden on teachers. He noted how AI could help modify assignments for students with learning disabilities, making education more equitable and sustainable for both students and educators. Constantino-Poruben emphasized that while AI tools have strong potential to support individualized learning, educators need sufficient time and training to effectively use them. She argued that teachers cannot realistically individualize instruction for every student without support, and that AI can help fill this gap if educators are properly equipped. She cautioned against mandating specific tools, noting that technology evolves rapidly and instead stressed the importance of giving teachers the flexibility, time and professional development needed to explore and adopt tools that best fit their classrooms.

Chair Cutler highlighted AI as both a major opportunity and a challenge, noting its potential to reduce administrative burdens and allow teachers to spend more time on meaningful student interaction and individualized instruction. He acknowledged ethical risks, particularly regarding student use, but emphasized the growing importance of AI literacy, pointing out that younger generations are already highly familiar with these tools and are using them in sophisticated ways.

Chair Schweyer stressed that Pennsylvania is currently behind in developing AI policy for education and must act quickly to both manage risks and harness opportunities. He raised concerns about emerging uses of AI, including a recent investment by Commonwealth Charter Academy in AI-based “empathetic listener” systems, questioning their appropriateness in educational settings. He emphasized the need for bipartisan collaboration, continued expert input and proactive policymaking to ensure AI is used ethically while protecting students and educators. He closed the hearing by noting that further discussions would continue in subsequent sessions.



House Education Committee

04/22/2026, 10:00 a.m., Carnegie Mellon, Jared Cohen University Center, 5032 Forbes Avenue, Pittsburgh
By Zoe Buchmann, Pennsylvania Legislative Services

The committee held an informational meeting on artificial intelligence (AI) in teacher preparation programs.

[Minority Chair Bryan Cutler](#) (R-Lancaster) expressed appreciation for the organization of the hearing. He highlighted his interest in understanding how AI is shaping both teacher preparation and workforce development. He conveyed optimism about the opportunities AI presents and emphasized his expectation that the discussion would be informative and forward-looking.

[Chair Peter Schweyer](#) (D-Lehigh) thanked Carnegie Mellon University for hosting the session, praising the institution’s contributions to education and innovation across Pennsylvania. He acknowledged the efforts of both Democratic and Republican staff in organizing the hearing and expressed anticipation for a productive day of testimony before transitioning to member introductions.

[Richard Scheines, professor of philosophy and Bess Family dean, Dietrich College of Humanities and Social Sciences, Carnegie Mellon University](#), argued that AI in education should be understood as both a challenge and an opportunity, with its ultimate impact remaining an open empirical question. He described Carnegie Mellon’s “learning engineering” approach, which integrates theories of learning, models of expertise and continuous data collection from classrooms to improve educational outcomes. He highlighted “decades” of evidence supporting AI in education, including cognitive tutoring systems that have significantly improved student performance. He explained that newer applications focus on teaching students how to effectively use AI itself, including prompt-based learning and combining AI with human instruction through dashboards that help educators target student needs more precisely. He emphasized emerging innovations that integrate AI with physical and mixed-reality learning environments, enhancing engagement and STEM education. He stated that when paired with data-driven iteration and human oversight, AI has the potential to improve learning outcomes substantially.

[Dr. Ingo Witzke, professor, Mathematics Didactics, University of Siegen](#), emphasized that the key issue is not whether AI will be used in education, but how it is shaped to support learning. He drew on large-scale projects across Germany involving thousands of teachers and students. He argued that AI can improve adaptive learning, feedback and teacher efficiency when supported by strong infrastructure and training. He highlighted a shift from generic AI tools to teacher-designed systems tailored to specific learning goals, noting that the process of designing these systems also strengthens teacher expertise. He further explained that involving students in configuring their own AI tools enhances agency and deepens understanding. He stressed the need for a dual strategy that combines classroom-specific AI applications with broader AI literacy, alongside a shift toward process-based assessment that emphasizes reasoning and reflection. He noted that while AI can amplify both advantages and inequalities, equitable outcomes depend on universal access, guided use and sustained collaboration between educators, researchers and policymakers.

[Rep. Regina Young](#) (D-Philadelphia) noted concern about the balance between increasing reliance on technology in education and maintaining students' mental, emotional and social development. She shared a personal example of her college-aged son experiencing headaches related to extended screen time. She emphasized the importance of "humanizing" students even as AI becomes more integrated into learning environments. She asked how educators and researchers think about maintaining that balance while still adopting AI tools in education. Witzke responded that this balance is "crucial" and described it as a "didactic balance" in which social learning remains central to classroom instruction. He explained that in effective implementations, students rarely interact with AI alone. Instead, he said, AI is embedded as a tool within group-based learning settings where two or three students work together with AI to solve problems and communicate collaboratively. He emphasized that AI should function as one element within a shared learning environment rather than replacing human interaction. Scheines agreed and stressed that neglecting the social and emotional dimensions of learning undermines educational outcomes. He explained that successful AI integration requires attention to both cognitive development and healthy social engagement. He described examples such as mixed-reality learning and personalized learning systems, where students work in groups while AI supports the learning process in the background rather than dominating screen time. He stated that the goal is to preserve meaningful human interaction, minimize excessive screen exposure and design AI systems that support socially grounded learning environments.

[Rep. Danielle Friel Otten](#) (D-Chester) reflected on the behavioral and relational effects of screen time in her household, sharing that her children had been grounded from screens for a week and she observed noticeable improvements in engagement, behavior and emotional connection at home. She emphasized that while she is generally pro-technology and encourages her children to use digital tools constructively, there is still an unresolved need to understand how to balance technology use with maintaining healthy emotional development and interpersonal engagement. She stressed that students entering the workforce will need strong relational skills and should not become emotionally disengaged due to constant interaction with devices. She asked about teacher reception of AI, specifically whether educators feel empowered or instead feel replaced or constrained by automation, noting that many teachers already feel limited in how they can use their professional judgment in the classroom. Scheines responded that teachers are not being replaced and that effective AI systems are designed to support rather than substitute human instruction. He explained that current research and practice show there is a strong need for human teachers because students require human contact, expertise and emotional support. He described AI as a "support layer" that helps identify which students are struggling and what kinds of difficulties they are experiencing, allowing teachers to target their attention more effectively. He argued that AI can help address teacher shortages and resource constraints by improving efficiency and enabling more individualized support without increasing teacher workload. He emphasized that the goal is to empower teachers, not replace them, by giving them better tools to focus their time where human interaction is most valuable. Witzke agreed and added that the key issue is not replacing teachers but ensuring that teachers who can effectively use AI remain central in education systems. He noted that in Germany, teacher AI literacy is essential to ensuring educators understand both the capabilities and limitations of AI. He explained that teachers should be actively involved in designing and shaping AI systems used in classrooms so that the technology reflects instructional goals rather than being imposed externally. He described how AI can function beyond traditional screen-based interaction, including voice and vision-based tools that allow students to engage with AI while working with physical or analog materials, particularly in subjects like mathematics.

[Rep. Brian Rasel](#) (R-Westmoreland) asked at what age children should be allowed to fully engage with AI tools, noting that he was glad the discussion did not include "holographic teachers" in the near term. Scheines responded that there is no single clear threshold and that it depends heavily on the type of AI being used. He emphasized that the question is more complex than a simple age cutoff because different AI systems have different levels of risk and educational value. He stated that if students are using general-purpose large language models such as ChatGPT or Gemini, they should likely be at least 13, and possibly older, suggesting 16 as a more cautious threshold. He argued that in general, it is "the later, the better," and stressed that successful AI integration depends on involving teachers and parents early so that students encounter AI within a structured and guided environment rather than independently or informally. Witzke agreed that age thresholds depend on how AI is used. He suggested that appropriately designed AI tools could be introduced at a relatively early age, but that access to generic large language models should be limited to older students, recommending at least age 13 for tools like ChatGPT-style systems.

Rep. Rasel inquired what the next generation of AI in education will look like, specifically what Carnegie Mellon researchers see on the horizon beyond current classroom applications. Scheines explained that while current systems already assist teachers, the next major development will be significantly more advanced personalization. He described ongoing work on AI systems that can map students' skills in detail and generate tailored problems, lesson materials and explanations based on individual learning needs. He compared this to the behavior of skilled human tutors, who adjust instruction dynamically based on student understanding. He predicted that within roughly two to five years, AI systems will become much more effective at meeting students "where they are," including not only customizing practice problems but also adapting explanations and instructional approaches to different learners' needs and learning styles.

[Rep. Paul Takac](#) (D-Centre) asked whether AI in education should be understood primarily as an amplification of existing teaching methods or as a true transformation of how learning occurs. He suggested that AI may largely scale existing educational practices rather than fundamentally change them. He raised concerns that deeper personalization and improved learning systems would require extensive data collection about individual students. He emphasized that this raises significant privacy risks, drawing a comparison to medical data protections like HIPAA and warning that sensitive educational or behavioral data could potentially be misused in ways that affect individuals' opportunities, insurance or financial access. He asked the panel to address both whether AI is fundamentally transformative and how policymakers should think about the associated privacy implications. Scheines answered that AI in education is likely both an amplifier and a transformative force. He noted that while many systems currently extend existing educational practices at scale, some emerging applications are beginning to change how learning itself is structured. He emphasized that educational institutions are making strong efforts to anonymize and protect student data. He argued that in many cases, students already generate far more detailed personal data through commercial internet platforms than through educational AI systems. He suggested that educational settings are comparatively more careful with data than broader digital ecosystems, though he acknowledged that the concern is legitimate. He stressed that the field is still in an early experimental phase and that continued iteration and careful data governance are essential. He described more transformative applications under development, including AI systems designed to simulate students so that learners can practice teaching concepts to an AI "peer," enabling new forms of active learning that were not previously possible. Witzke agreed that AI is both amplifying and transformative in nature. He emphasized that while AI systems perform better with more detailed personal data, this creates a tension between personalization and privacy that must be carefully managed. He noted that in educational contexts, strict data protection standards are necessary to maintain trust among students, parents and educators. He contrasted controlled classroom environments with less regulated home use of AI. He emphasized the importance of AI literacy so that students understand how to engage with these systems safely outside of school. He referenced European regulatory frameworks, including the EU AI Act, as examples of structured governance approaches to managing these risks. He argued that AI is only worth adopting if it is genuinely transformative rather than merely digitizing existing practices. He described emerging "teachable agent" models in which AI systems intentionally make common student mistakes, allowing learners to diagnose and correct those errors. He stated that while AI has strong transformative potential in education, its success depends on resolving data protection challenges and ensuring responsible implementation.

[Rep. Jill Cooper](#) (R-Westmoreland) inquired whether AI-driven educational initiatives are being developed to support career and technical education pathways, particularly to make fields like manufacturing and skilled trades more appealing to students and to address workforce shortages where math and technical skills are a barrier to entry. Witzke responded that he is involved in an "authentic STEM" program where students aged 14 to 16 in the U.S. and Germany collaborate on real-world industry problems over several months, using AI tools to support translation, structure problem-solving and guide project milestones. He emphasized that AI works best in teacher-designed environments where it supports sustained, collaborative problem-solving rather than isolated task completion. Scheines added that there is a major focus on strengthening mathematics education as a gateway skill for both college STEM pathways and trades, noting that many students struggle or drop out due to math deficiencies. He described initiatives such as Carnegie Mellon's "Learn" effort with the Gates Foundation to improve first-year college math. He suggested expanding similar approaches into trade and healthcare education to better align math instruction with specific career pathways.

Rep. Cooper followed up by highlighting real-world examples, such as electricians struggling with entry exams due to math requirements, and asked whether "trade math" should be developed in high schools. Scheines answered that there is an ongoing debate between teaching general math versus applied, career-specific math. He argued that instruction should be more closely tied to practical applications in trades like nursing, carpentry and electrical work. Witzke added that in Germany's dual education system, students combine classroom learning with on-the-job training, and AI can help bridge classroom math concepts with workplace applications by supporting tutoring and translation of skills across contexts.

[Rep. Joe Ciresi](#) (D-Montgomery), chair, House Communications and Technology Committee, inquired how Pennsylvania can update its school code to establish consistent statewide criteria for how AI should be used in classrooms, given that current policy fragmentation has left 500 districts developing their own approaches. Scheines replied that schools should be empowered as "research labs" where they can test and instrument educational approaches in real time, collect meaningful data on what works and integrate the latest research from universities and labs. He argued that progress requires reducing institutional barriers so schools can experiment with and implement new tools like AI while continuously generating evidence on effectiveness. Witzke agreed and emphasized that the field is still in its early stages, particularly regarding generative AI in education. He stressed the need for

stronger evidence-based practice through collaboration between schools, researchers and the public sector. He argued that model projects and cross-national cooperation are essential for building data and best practices, and that policymakers and educators must maintain an experimental, open-minded approach as the technology continues to evolve rapidly.

[Dr. Lori Bailey, Ed.D., assistant dean, Enrollment, Technology and Assessment, College of Education and Human Development, Temple University](#), explained that her role sits at the intersection of enrollment, technology and assessment, which gives her a view of both the systems enabling and constraining how education responds to AI. She described how students are already actively using AI tools in classrooms, like taking photos of math problems for step-by-step help, using translation tools and using AI to organize writing. She emphasized that these are not inherently cheating behaviors but forms of self-directed learning and argued that the real issue is whether educators are prepared to guide AI use ethically, critically and equitably. She argued that the current gap in teacher preparedness is not due to lack of effort but lack of capacity and uneven access to training resources. She highlighted inequities between institutions, noting that some schools have access to structured AI training programs, including Google's AI, while others, like Temple, do not have equivalent support despite serving high-need, lower-income student populations. She described this as an equity issue with direct consequences for Philadelphia-area schools. She recommended investing in faculty AI literacy so teachers can meaningfully integrate AI into instruction rather than leaving implementation to students alone, creating cross-institutional collaborations or consortia to share resources and avoid duplicated effort. She called for directly addressing equity so that AI training and preparedness are not concentrated only in well-resourced institutions but reach high-need schools and educator preparation programs across the state.

Rep. Takac asked whether education is shifting away from emphasizing content knowledge toward teaching students how to learn using AI tools, questioning whether it is more important for students to understand underlying concepts or to effectively use technological tools, especially given concerns that students may accept incorrect AI-generated answers without recognizing errors. Bailey responded that a shift is indeed occurring, though it remains in its early stages and its full implications are still uncertain. She explained that effective use of AI still depends on a foundation of content and process knowledge, as this allows users to recognize errors and critically evaluate outputs. She described teaching students to interrogate AI-generated answers as a key emerging skill. She acknowledged that some traditional skills may become less central, using the example of statistical calculations that can now be performed by AI tools. She emphasized that students must still understand how to interpret results and their broader implications. She argued that future education will require a balance between foundational knowledge and the ability to critically engage with and evaluate AI-generated information. Rep. Takac followed up by emphasizing that students may not need to perform calculations themselves but must understand when and why to apply specific methods, asking whether education should focus more on deeper questioning and conceptual understanding rather than procedural knowledge. Bailey agreed, affirming that students must not only know when a method applies but also be able to explain why it applies. She suggested that this deeper level of reasoning will become a central skill in an AI-integrated learning environment.

Rep. Ciresi asked how education systems can be structured to encourage students to critically challenge AI outputs rather than passively accept them, comparing this approach to evaluating traditional sources and asking for recommendations on how to implement such a model. Bailey responded that fostering this kind of critical engagement requires shared frameworks and coordinated approaches beyond individual institutions or states. She pointed to emerging models in places like New York and Arizona that use a “green-yellow-red” framework to guide AI use for both teachers and students. She highlighted that students are generally not placed in the “green” category, meaning they should not use AI without guidance, but can use it in structured ways that support learning without simply providing answers. She argued that such frameworks help define appropriate use, establish guardrails and encourage users to interrogate AI outputs critically rather than accept them uncritically.

Rep. Young asked how Temple University is engaging with students and local high schools on AI, specifically regarding student familiarity with AI tools, communication with dual-enrollment or partner high schools, and how administrators are being prepared to support students transitioning into higher education. Bailey explained that current AI use among students and institutions is largely uncoordinated, describing it as a “wild west” environment with little formal guidance. She noted that students are independently experimenting with AI tools, which raises concerns about data privacy, inconsistent use and missed opportunities for shared learning. She added that conversations with K–12 administrators tend to focus on preventing misuse rather than integrating AI constructively into learning. She argued that this defensive approach is unlikely to succeed. She emphasized the need for structured frameworks and safe, controlled environments to guide effective and responsible AI use across both higher education and high schools.

[Rep. Napoleon Nelson](#) (D-Montgomery) raised concerns about student proficiency and workforce readiness, arguing that AI is already embedded in the modern workplace. He asked how teacher preparation programs can create urgency around AI integration and whether AI can serve as a transformative tool to improve educational outcomes and better align with real-world demands. Bailey responded that AI has the potential to achieve individualized learning for every student. She explained that while resource constraints have traditionally limited individualized education plans (IEPs), AI could make personalized instruction scalable by adapting to each student's needs in real time. She emphasized that realizing this potential requires shifting the narrative away from fear-based concerns about cheating toward a more constructive focus on opportunity. She noted that teacher preparation programs

face competing priorities and limited resources, which makes rapid adaptation difficult. She argued that progress depends on providing educators with clear frameworks for appropriate AI use and secure environments that protect student data while enabling meaningful application. She added that with the right support and mindset, AI could become a transformative tool for improving equity and educational outcomes, particularly for underserved communities.

Rep. Otten asked how parents can be better integrated into the shift toward AI in education, particularly in helping them understand its benefits for students with learning differences and how they can advocate for appropriate tools and support. Bailey explained that parents need access to safe, structured AI environments where they can work with their children without concerns about misuse, data privacy or overreliance on AI-generated answers. She emphasized that current widely available tools are open systems that can complete assignments for students, which creates risks. She highlighted instead the importance of purpose-built educational AI tools that guide students step-by-step without giving direct answers, helping them learn rather than bypassing the process. She pointed to emerging models, such as AI tutors developed by organizations like Khan Academy, that provide feedback, identify mistakes and encourage students to try again rather than simply supplying solutions. She argued that educators should play a central role in designing and recommending these tools, enabling parents to support learning at home with confidence that the technology is being used appropriately.

Chair Cutler asked how policymakers can ensure that AI is fully integrated into education in a transformative way, rather than added onto existing teaching methods without meaningful change. Bailey responded that true transformation lies in moving toward individualized learning for each student, where AI enables personalized instruction at scale. She explained that this shift redefines the role of teachers from delivering content as the “sage on the stage” to acting as mentors and guides who support student learning. She noted that this approach aligns with trends already emerging in education, such as collaborative classroom structures and student-centered learning, but has been limited by resource constraints. AI, she argued, provides the tools needed to make this model fully achievable. Bailey concluded that realizing this transformation requires not just adding AI tools but rethinking instructional design so that technology supports deeper engagement, personalization and teacher-student relationships.

[Molly Gold, manager, Education Project, National Conference of State Legislatures \(NCSL\)](#), provided a legislative overview of how artificial intelligence is being incorporated into teacher preparation. She explained that AI literacy underpins two core needs for educators: using AI to improve their own efficiency and teaching students how to use AI responsibly. She noted that while many educator preparation programs are beginning to integrate AI, current efforts are often limited to faculty support and plagiarism prevention rather than deeper instructional transformation. She highlighted emerging collaboration efforts, including initiatives led by the International Society for Technology and Education, as well as guidance from the Council for the Accreditation of Educator Preparation, which aims to embed AI into existing teaching standards. She emphasized that most policy attention has focused on in-service teacher training rather than pre-service preparation, though some states are beginning to act. She cited pending legislation in Connecticut and Iowa, along with a failed proposal in Kentucky, as evidence of growing but still early-stage legislative engagement.

[Jonathan Butcher, acting director, Center for Education Policy, Heritage Foundation](#), argued that policymakers should not rush to integrate AI into classrooms without fully understanding its risks. He emphasized that education is fundamentally about character formation and cognitive development rather than technological adoption, warning that the sector has historically been prone to adopting short-lived trends. He stressed that there is insufficient long-term research on AI’s effects on student learning, particularly for younger children and cautioned that overreliance on AI could weaken critical thinking skills. He pointed to concerns about generative AI producing inaccurate or biased information, as well as risks related to academic integrity, student data privacy and excessive screen time. He drew parallels to the unintended consequences of social media and argued that AI systems may also introduce harmful behavioral and developmental effects. He recommended a restrained policy approach that prioritizes teaching about AI rather than relying on it for instruction, evaluates tools individually rather than treating AI as a single technology and ensures strong protections for student data and parental authority. He stated that the key challenge for policymakers is not whether AI will shape education, but whether it will be adopted cautiously and in ways that genuinely support student development.

Rep. Takac asked how policymakers should respond to the risks and opportunities of AI in education without overstepping into directing educators’ instructional practices. He acknowledged that any tool can be misused but emphasized the need to address the reality that students and parents are already engaging with AI. He asked for concrete recommendations, questioning whether lawmakers should take action or adopt a more hands-off approach. Butcher argued that policy decisions should be made as close to the student as possible, emphasizing parental choice rather than top-down mandates. He cautioned against state-level policies that would require or prohibit specific technologies, including AI, and instead advocated for allowing schools to experiment with different approaches. He stressed that parents are best positioned to evaluate what works for their children and should have the ability to move them to different educational environments if necessary. He acknowledged both the promise and risks of AI, but recommended a cautious, decentralized approach that prioritizes flexibility, parental authority and local decision-making over uniform statewide directives.

Rep. Rasel inquired whether any organizations are currently tracking the impacts and outcomes of AI use in classrooms at scale, similar to how the Pennsylvania Department of Education (PDE) tracks standardized educational data. He questioned whether there is any centralized system or evidence base that allows policymakers to understand what is happening with AI in education across districts and states. Gold responded that while there are research efforts underway, there is not yet a unified, large-scale tracking system for AI in education. She explained that this is partly because AI is not a single, consistent tool but a broad category of technologies used in many different ways, which makes standardized measurement difficult. Rep. Rasel further asked whether this lack of centralized data means policymakers are effectively “behind” the technology, and whether there is even a meaningful baseline or marker to understand AI’s impact in classrooms at this stage. Gold acknowledged that while there are “markers” and existing evidence bases, there is no single comprehensive measure due to the variability in AI tools and implementation. She reiterated that impact depends heavily on context and design of use, which therefore cannot be captured through one uniform metric. Rep. Rasel requested suggestions on how lawmakers could better structure research and tracking systems to evaluate AI’s impact in classrooms on a broader scale. Gold noted she was not offering specific policy recommendations but suggested general approaches such as building evaluation requirements into legislation from the outset and partnering with local universities or research institutions. She emphasized the importance of designing studies and data collection mechanisms at the beginning of AI initiatives rather than attempting to evaluate outcomes retroactively, in order to better understand effectiveness and impact over time.

Chair Schweyer thanked the panelists and members for their participation and expertise. He stated that, in his view, Pennsylvania is significantly behind on developing regulations around AI in education. He emphasized that this gap creates risks for student safety and equity across school districts. He noted that while legislators come from different political backgrounds, there is a shared concern about ensuring appropriate safeguards and investment in educators.

Chair Cutler expressed appreciation to the testifiers and acknowledged the value of perspectives shared over the multi-day hearings, including international input. He agreed that Pennsylvania appears to be behind emerging national and international developments in AI and education policy. He described education as a “great equalizer” and noted the diversity of the state’s 500 school districts, arguing that this makes consistent statewide “guide rails” for AI policy especially important. He emphasized both the promise and risks of AI, highlighting examples where AI-driven adaptive learning has improved student outcomes while also acknowledging parental concerns about appropriate use at home. He stressed that AI should be used as a supplement rather than a replacement for learning and concluded by noting that policymaking often lags behind technological change, making it important to act thoughtfully but proactively.

Chair Schweyer reflected on the broader implications of AI in education, noting that even legislators are still developing their understanding of the technology. He emphasized that lawmakers are not expected to be AI experts but are responsible for ensuring student safety and educational success in a rapidly changing environment. He reiterated the committee’s intent to generate legislative ideas from the hearings and encouraged continued collaboration across parties. He thanked Carnegie Mellon University for hosting, as well as school district partners, Google and all testifiers. He acknowledged written testimony submitted by education organizations and institutions across Pennsylvania.

Additional testimony was provided by [Dr. Camille Dempsey, director, PennWest Center for Artificial Intelligence and Emerging Technologies, professor, Educational Technology, PennWest University](#).



Bullet.in.Points

STATE BOARD OF MEDICINE: EDUCATION AND VOLUNTEER SERVICES

The State Board of Medicine adopted amendments relating to education and volunteer services. Additional information is available in the *Pennsylvania Bulletin*.

Cosponsor Memos

HCO3410 - Talent Recruitment Account

Sponsor

Rep. Ana Tiburcio (D)

Summary

Redirects the recently reduced standard certification fees to the Talent Recruitment Account.

Intro Date

04/17/2026

Last Action

04/21/2026 H - Introduced HB2436

SCO1734 - Modernizing the Chiropractic Practice Act

Sponsor

Sen. Dawn W. Keefer (R)

Summary

Aims to modernize Pennsylvania's Chiropractic Practice Act to better reflect current health care delivery and serve patients across the commonwealth.

Intro Date

04/21/2026

Last Action

04/21/2026 S - Cosponsor memo filed

SCO1735 - Recognizing May 8, 2026, as Child Care Provider Appreciation Day in Pennsylvania

Sponsor

Sen. Steven J. Santarsiero (D)

Summary

A resolution that recognizes May 8, 2026, as "Child Care Provider Appreciation Day" in Pennsylvania.

Intro Date

04/21/2026

Last Action

04/21/2026 S - Cosponsor memo filed

SCO1743 - Medically Necessary Therapeutic Services in the School Setting

Sponsor

Sen. Camera Bartolotta (R)

Summary

Allows students to receive medically necessary, but privately paid, therapeutic services in the school setting.

Intro Date

04/23/2026

Last Action

04/23/2026 S - Cosponsor memo filed

Basic Ed Bill Actions

HB1045 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in school health services, further providing for seizure recognition and related first aid training.

Sponsor

Rep. Carol Kazeem (D)

Summary

(PN 1134) Amends the Public School Code, in school health services, further providing for seizure recognition and related first aid training. Requires completion of seizure recognition and related first aid training beginning with the school year 2025-2026 and every two years thereafter. Provides that nothing in this section shall be construed to create, establish or expand any civil liability on the part of any school entity or any school entity employee. Stipulates the provisions of 42 Pa.C.S. §§ 8332 (relating to emergency response provider and bystander good Samaritan civil immunity) and 8337.1 (relating to civil immunity of school officers or employees relating to emergency care, first aid and rescue) shall apply to a school entity employee who provides treatment to a student experiencing a seizure in a manner consistent with the policy adopted by the school entity. Effective in 60 days.

Intro Date

03/25/2025

Actions

03/25/2025 H - Introduced

03/25/2025 H - Referred to House Education

03/16/2026 H - Meeting Scheduled - 03/24/2026, 9:30 AM - Voting Meeting (House Education), Room 140, Main Capitol

03/24/2026 H - Passed over in committee House Education

04/22/2026 H - Meeting Scheduled - 04/28/2026, 9:30 AM - Voting Meeting (House Education), Room 140, Main Capitol

HB1706 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in school health services, providing for student mental health awareness.

Sponsor

Rep. Mary Jo Daley (D)

Summary

(PN 2877) Amends the Public School Code, in school health services, providing for student mental health awareness. Directs the Department of Education (PDE), in consultation with the Department of Health (DOH) and the Department of Human Services (DHS), to develop and post on its website guidelines and other relevant materials to inform and educate students, their parents or guardians and their coaches about the nature and warning signs of mental health distress, mental health illness and related issues. Specifies that PDE, DOH and DHS may utilize existing materials developed by mental health organizations in developing the guidelines and materials. Revises the established notification requirements. Requires that no later than 90 days after the effective date, the Pennsylvania Interscholastic Athletic Association (PIAA) review existing coaching education requirements for coaches engaged at a member school. Outlines and revises training requirements. Adds definitions. Effective in 60 days. (Prior PN: 2091)

Intro Date

07/07/2025

Actions

04/15/2026 H - Voted Favorably From Committee House Appropriations

04/15/2026 H - Re-reported as committed House Appropriations

04/15/2026 H - Laid out for discussion

04/15/2026 H - Third consideration and final passage

04/17/2026 S - Referred to Senate Education

HB1877 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in terms and courses of study, providing for Pennsylvania Seal of Biliteracy.

Sponsor

Rep. Joseph D'Orsie (R)

Summary

(PN 2334) Amends the Public School Code, in terms and courses of study, providing for Pennsylvania Seal of Biliteracy. Provides that the Department of Education shall establish criteria for awarding the Pennsylvania Seal of Biliteracy starting with the 2026-2027 school year to any student demonstrating proficiency in English and at least one other foreign language. Establishes qualifications for a student to be eligible for the award. Requires the State Board of Education to issue a report of the efficacy of the seal, rate of completion among graduating students and recommendations on improvements by August 31 of the year following the establishment of criteria and every August 31 thereafter to the chairperson and minority chairperson of the House and Senate Education Committees. Effective immediately.

Intro Date

09/25/2025

Actions

09/23/2025 H - Introduced

09/25/2025 H - Referred to House Education

04/22/2026 H - Meeting Scheduled - 04/28/2026, 9:30 AM - Voting Meeting (House Education), Room 140, Main Capitol

HB2117 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in school health services, further providing for definitions, for possession and use of asthma inhalers and epinephrine auto-injectors, for school access to emergency epinephrine and for administration of epinephrine auto-injectors by school bus drivers and school crossing guards.

Sponsor

Rep. Carol Hill-Evans (D)

Summary

(PN 2738) Amends the Public School Code of 1949, further providing for definitions, for possession and use of asthma inhalers and epinephrine auto-injectors, for school access to emergency epinephrine and for administration of epinephrine auto-injectors by school bus drivers and school crossing guards. Provides definitions. Changes language from "asthma inhalers" to "short-acting asthma medications" throughout the bill. Changes language from "auto-injectors" to "delivery systems" throughout the bill. Allows a school entity or nonpublic school to have trained school employee administer an epinephrine delivery system or short-acting asthma medication that meets the prescription on file for the school entity or nonpublic school to a student that the employee in good faith believes to be having an anaphylactic reaction or asthmatic episode. Allows a physician or certified registered nurse practitioner to prescribe epinephrine delivery systems or short-acting asthma medications and a pharmacist may dispense epinephrine delivery systems or short-acting asthma medications in the name of the school entity or nonpublic school. Asserts said physicians and certified registered nurse practitioners will not be held liable for any civil damages as a result of its use under subsection (a), except in any act or omission intentionally designed to harm or any grossly negligent acts or omissions by the physician, nurse practitioner or a pharmacist which results in harm to a student. Outlines provisions that apply to any individual who administers an epinephrine delivery system or short-acting asthma medication pursuant to this section. Effective in 90 days.

Intro Date

01/07/2026

Actions

01/07/2026 H - Introduced

01/08/2026 H - Referred to House Education

04/22/2026 H - Meeting Scheduled - 04/28/2026, 9:30 AM - Voting Meeting (House Education), Room 140, Main Capitol

HB2307 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in reimbursements by Commonwealth and between school districts, further providing for extraordinary special education program expenses.

Sponsor

Rep. Emily Kinhead (D)

Summary

(PN 3040) Amends the Public School Code, in reimbursements by commonwealth and between school districts, further providing for extraordinary special education program expenses. Adds a subsection providing for the 2026-2027 school year and each school year thereafter. Directs an equal amount to 2% of the special education appropriation to be distributed to school districts and charter schools for extraordinary expenses incurred in providing a special education program or service under section 1372(8)(vi) to one or more students with disabilities, as approved by the secretary of education, and details what shall apply. Effective in 60 days.

Intro Date

03/19/2026

Actions

03/19/2026 H - Introduced

03/23/2026 H - Referred to House Education

04/22/2026 H - Meeting Scheduled - 04/28/2026, 9:30 AM - Voting Meeting (House Education), Room 140, Main Capitol

HB2314 - An Act providing for a public education campaign focused on educating the public about artificial intelligence and improving AI consumer literacy.

Sponsor

Rep. Joe Ciresi (D)

Summary

(PN 3066) The Artificial Intelligence Public Education Campaign Act provides for a public education campaign focused on educating the public about artificial intelligence and improving AI consumer literacy. Provides definitions. Directs the Office of Attorney General (OAG) to conduct a public education campaign to provide information to the general public about artificial intelligence and to improve AI consumer literacy. Stipulates that the campaign will target the general public and populations identified by the office as having lower rates of AI consumer literacy. Provides for the contents of the campaign. Stipulates that the General Assembly may appropriate funding to effectuate the campaign. Directs OAG to submit a report on the campaign within one year of its commencement. Effective in 60 days.

Intro Date

03/24/2026

Actions

03/24/2026 H - Introduced

03/24/2026 H - Referred to House Communications and Technology

04/23/2026 H - Meeting Scheduled - 04/29/2026, 10:00 AM - Voting Meeting (House Communications and Technology), Room B31, Main Capitol

HB2424 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in charter schools, further providing for funding for charter schools.

Sponsor

Rep. Joe Ciresi (D)

Summary

(PN 3225) Amends the Public School Code, in charter schools, further providing for funding for charter schools. Lists the changes that will apply beginning in the 2026-2027 school year. Stipulates that charter school disability evaluations will be conducted by the student's school district of residence. Directs the school district performing the evaluation to issue a report to parents and the charter school entity. Permits intermediate units to charge a fee to the charter school, which may not be more than the intermediate unit charges a school district for a similar service. Asserts that the charter school entity will remain the local education agency responsible for the provision of special education services under the Individuals with Disabilities Education Act. Effective in 60 days.

Intro Date

04/17/2026

Actions

04/17/2026 H - Introduced

04/18/2026 H - Referred to House Education

HB2425 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in career and technical education, providing for Career and Technical Education Curriculum Modernization Grant Program.

Sponsor

Rep. Jacklyn Rusnock (D)

Summary

(PN 3226) Amends the Public School Code, in career and technical education, providing for Career and Technical Education Curriculum Modernization Grant Program. Establishes the Career and Technical Education Curriculum Modernization Grant Program within the Department of Education to provide grants to school entities to purchase, implement and retain either a digital curriculum instructional platform or printed or written curriculum that meets the standards for modernizing career and technical education. Provides grant distribution amounts and process. Provides application timeline and requirements. Asserts that digital, printed or written instructional platforms purchased under the program will include common digital curriculum resources available. Provides definitions. Effective in 60 days.

Intro Date

04/17/2026

Actions

04/17/2026 H - Introduced

04/18/2026 H - Referred to House Education

04/22/2026 H - Meeting Scheduled - 04/28/2026, 9:30 AM - Voting Meeting (House Education), Room 140, Main Capitol

HB2436 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in certification of teachers, further providing for State certificate fee reduction.

Sponsor

Rep. Ana Tiburcio (D)

Summary

(PN 3246) Amends the Public School Code, in certification of teachers, further providing for state certificate fee reduction. Adds that all certificate fees shall be deposited into the Talent Recruitment Account established under section 1505-K, except for professional educator discipline fees collected. Effective in 60 days.

Intro Date

04/21/2026

Actions

04/21/2026 H - Introduced

04/21/2026 H - Referred to House Education

04/22/2026 H - Meeting Scheduled - 04/28/2026, 9:30 AM - Voting Meeting (House Education), Room 140, Main Capitol

HB2438 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in school finances, providing for school mapping services.

Sponsor

Rep. Ben V. Sanchez (D)

Summary

(PN 3248) Amends the Public School Code, in school finances, providing for school mapping services. Outlines the requirements that a contract funded in whole or in part with money appropriated by the commonwealth and entered into between a school district and a vendor for school mapping services shall comply with. Requires a school district to consult and receive written approval from the primary law enforcement agency serving and supporting the school district prior to entering into a contract for school mapping services to ensure that the data used under the contract complies with the requirements. Defines "school mapping services." Effective in 60 days.

Intro Date

04/21/2026

Actions

04/21/2026 H - Introduced

04/21/2026 H - Referred to House Veterans Affairs and Emergency Preparedness

HB2441 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in certification of teachers, providing for educational specialist experience-based certification; and making an editorial change.

Sponsor

Rep. John C. Inglis (D)

Summary

(PN 3249) Amends the Public School Code, in certification of teachers, providing for educational specialist experience-based certification; and making an editorial change. Directs the Department of Education to issue an educational specialist experience-based certificate to an individual seeking a position as a school counselor or school nurse in the public schools of this commonwealth, if the individual presents any of the outlined requirements, in addition to other requirements promulgated by the State Board of Education. Stipulates that the educational specialist experience-based certificate shall be issued for the period of time needed by an individual to complete 60 credit hours for a school counselor or 24 credit hours for a registered nurse in an approved educational specialist preparation program, but in no case may the period of time exceed five years from the date of issuance. Effective in 60 days.

Intro Date

04/21/2026

Actions

04/21/2026 H - Introduced

04/22/2026 H - Referred to House Education

HR368 - A Resolution directing the Legislative Budget and Finance Committee to conduct a comprehensive study of changes in commercial property values in this Commonwealth, assess the fiscal impact on local governments and school districts and make recommendations.

Sponsor

Rep. Joe Webster (D)

Summary

(PN 2587) Resolution directing the Legislative Budget and Finance Committee (LBFC) to conduct a comprehensive study of changes in commercial property values in this commonwealth, assess the fiscal impact on local governments and school districts and make recommendations. Outlines what the study must do. Directs LBFC to transmit a report of its findings and recommendations to the General Assembly and post the report on LBFC's website, within one year after the adoption of this resolution.

Intro Date

11/07/2025

Actions

11/07/2025 H - Introduced

11/12/2025 H - Referred to House Local Government

04/23/2026 H - Meeting Scheduled - 04/29/2026, 10:00 AM - Voting Meeting (House Local Government), Room 60, East Wing

SB180 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in pupils and attendance, further providing for Nonprofit School Food Program, repealing provisions relating to school lunch and breakfast reimbursement and establishing the Universal School Meal Program and the Universal School Meal Fund; and making an interfund transfer and an appropriation.

Sponsor

Sen. Lindsey Marie Williams (D)

Summary

(PN 821) Amends the Public School Code, in pupils and attendance, further providing for Nonprofit School Food Program, repealing provisions relating to school lunch and breakfast reimbursement and establishing the Universal School Meal Program with the goal to provide two free meals each day to each student regardless of household income and the Universal School Meal Fund within the State Treasury; and making an interfund transfer and an appropriation. Provides definitions. Requires schools to provide parents with information to apply for social service assistance programs. Prohibits schools from stigmatizing a student who cannot pay for a school meal, including serving the student an alternative meal or requiring the student to wear a wristband, hand stamp or other article identifying the student as having school meal debt. Amends language regarding a student's ability to pay for school meals. Adds an additional procedure for schools when a student owes money for five or more school meals. Asserts that students may be required to purchase additional snacks or other food offered by the school which is not included in the meal service. Allows schools to implement monitoring requirements and promulgations as necessary to implement the provisions of this section. Requires schools to report to the Department of Education (PDE) regarding the program. Asserts PDE will monitor public school entities that receive state reimbursement with additional details. Outlines how PDE will provide state reimbursement. Asserts that \$25 million will be appropriated from the General Fund to PDE for reimbursement of student meal debt. Requires PDE to develop a procedure for allocation. Requires PDE to develop a procedure if the appropriated amount is insufficient to fully reimburse student meal debt. Provides definitions. Effective September 1, 2025, or immediately, whichever is later.

Intro Date

05/22/2025

Actions

05/22/2025 S - Introduced

05/22/2025 S - Referred to Senate Education

06/24/2025 S - Discussed at the SNAPA Press Conference

04/21/2026 S - Press Conference Held - PA Senate Democrats Policy Agenda

SB250 - An Act providing for display of the Preamble of the Constitution of Pennsylvania in each school building.

Sponsor

Sen. Cris Dush (R)

Summary

(PN 610) The Display of the Preamble of the Constitution of Pennsylvania Act provides for display of the Preamble of the Constitution of Pennsylvania in each school building. Defines "school entity." Requires the governing board of each school entity in the commonwealth to display the Preamble of the Constitution of Pennsylvania at the entranceway of each school building. Stipulates that the display under subsection (a) shall take the form of, but is not limited to, a mounted plaque and the display under subsection (a) may include artwork as a result of a student contest, which may be prominently displayed in each school building. Effective in 90 days.

Intro Date

04/09/2025

Actions

04/20/2026 S - Voted Favorably From Committee Senate Education

04/20/2026 S - Reported as committed Senate Education

04/20/2026 S - First consideration

04/21/2026 S - Second consideration

04/21/2026 S - Re-referred to Senate Appropriations

SB598 - An Act providing for display of the Preamble of the Constitution of the United States in each school building.

Sponsor

Sen. Cris Dush (R)

Summary

(PN 604) The Display of the Preamble Act provides for display of the Preamble of the Constitution of the United States in each school building. Adds definitions. Requires the governing board of each school entity in the state to display the preamble of the Constitution of the United States at the entranceway of each school building and outlines the forms. Effective in 90 days.

Intro Date

04/09/2025

Actions

04/20/2026 S - Voted Favorably From Committee Senate Education

04/20/2026 S - Reported as committed Senate Education

04/20/2026 S - First consideration

04/21/2026 S - Second consideration

04/21/2026 S - Re-referred to Senate Appropriations

SB698 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in grounds and buildings, further providing for acquisition of buildings, sites for school buildings and playgrounds, and disposing thereof.

Sponsor

Sen. Jarrett Coleman (R)

Summary

(PN 1622) Amends the Public School Code, in grounds and buildings, further providing for acquisition of buildings, sites for school buildings and playgrounds, and disposing thereof; and, in charter schools, further providing for provisions applicable to charter schools and for applicability of other provisions of this act and of other acts and regulations. Allows the board of school directors of each district to acquire real property by purchase for not more than the appraised value. Adds that if the board obtains more than one appraisal, the price paid may not exceed the average of the appraisals and requires the board to determine the appraised value by a person authorized to perform an appraisal that does not have a direct or indirect interest in any aspect of the sale. Provides that the documents related to the determination of the fair market value are subject to and accessible under the Right-To-Know Law. Outlines the applicable laws for the subjectivity of charter schools and cyber charter schools. Effective in 60 days. (Prior PN: 709)

Intro Date

04/30/2025

Actions

04/30/2025 S - Referred to Senate Education

04/20/2026 S - Meeting Scheduled - 04/20/2026 - Voting Meeting (Senate Education), Room 8E-A, East Wing

04/20/2026 S - Voted Favorably From Committee as Amended Senate Education

04/20/2026 S - Reported as amended Senate Education

04/20/2026 S - First consideration

SB835 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in grounds and buildings, further providing for display of United States flag and development of patriotism.

Sponsor

Sen. Tracy Pennycuick (R)

Summary

(PN 928) Amends the Public School Code, in grounds and buildings, further providing for display of United States flag and development of patriotism. Requires that when the U.S. flag is displayed, the official POW/MIA flag must also be displayed where it can be reasonably accommodated. Effective in 180 days.

Intro Date

06/09/2025

Actions

04/17/2026 S - Meeting Scheduled - 04/20/2026 - Voting Meeting (Senate Appropriations), Rules Committee Conference Room

04/20/2026 S - Second consideration

04/20/2026 S - Re-referred to Senate Appropriations

04/20/2026 S - Voted Favorably From Committee Senate Appropriations

04/20/2026 S - Re-reported as committed Senate Appropriations

SB1102 - An Act amending the act of April 9, 1929 (P.L.343, No.176), known as The Fiscal Code, providing for the Budget Impasse Reimbursement Program and for grants to certain eligible entities; and establishing the Budget Impasse Reimbursement Restricted Account.

Sponsor

Sen. Lindsey Marie Williams (D)

Summary

(PN 1339) Amends the Fiscal Code, providing for the Budget Impasse Reimbursement Program and for grants to certain eligible entities; and establishing the Budget Impasse Reimbursement Restricted Account. Provides definitions. Establishes the Budget Impasse Reimbursement Program within the Office of the Budget (BO) to reimburse eligible entities in the form of grants for financing costs or interest income lost due to the budget impasse. Requires BO to develop grant applications with a 90-day deadline from the effective date. Stipulates that BO will review applications and award grants to eligible entities, not to exceed the financing costs or interest income lost by the eligible entity directly attributable to the budget impasse. Requires BO to develop and publish guidelines. Establishes the Budget Impasse Reimbursement Restricted Account within the State Treasury, consisting of funds from the General Fund and the Budget Stabilization Reserve Fund. Asserts that the State Treasurer will calculate the amount of impasse-generated interest and report it to BO. Provides the transfer process. Outlines reporting requirements. Effective in 60 days.

Intro Date

12/04/2025

Actions

12/04/2025 S - Introduced

12/04/2025 S - Referred to Senate Finance

04/21/2026 S - Press Conference Held - PCAR Advocacy Day

Higher Ed Bill Actions

HB1877 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in terms and courses of study, providing for Pennsylvania Seal of Biliteracy.

Sponsor

Rep. Joseph D'Orsie (R)

Summary

(PN 2334) Amends the Public School Code, in terms and courses of study, providing for Pennsylvania Seal of Biliteracy. Provides that the Department of Education shall establish criteria for awarding the Pennsylvania Seal of Biliteracy starting with the 2026-2027 school year to any student demonstrating proficiency in English and at least one other foreign language. Establishes qualifications for a student to be eligible for the award. Requires the State Board of Education to issue a report of the efficacy of the seal, rate of completion among graduating students and recommendations on improvements by August 31 of the year following the establishment of criteria and every August 31 thereafter to the chairperson and minority chairperson of the House and Senate Education Committees. Effective immediately.

Intro Date

09/25/2025

Actions

09/23/2025 H - Introduced

09/25/2025 H - Referred to House Education

04/22/2026 H - Meeting Scheduled - 04/28/2026, 9:30 AM - Voting Meeting (House Education), Room 140, Main Capitol

HB2163 - An Act amending the act of May 1, 1933 (P.L.216, No.76), known as The Dental Law, further providing for definitions, for general powers of the State Board of Dentistry, for penalties and for restricted faculty license.

Sponsor

Rep. Maureen E. Madden (D)

Summary

(PN 2800) Amends the Dental Law, further providing for definitions, for general powers of the State Board of Dentistry, for penalties and for restricted faculty license. Revises definitions. Stipulates that in assessing the moral character of an individual with a criminal conviction, the board shall conduct an individualized assessment in accordance with 63 Pa.C.S. § 3113 (relating to consideration of criminal convictions) for certifications in dentistry, dental hygienists and dental assistants. Changes language in the provision for penalties to assert that it is unlawful for any restricted faculty licensee to practice dentistry outside the facilities owned or operated by a dental school, an affiliated academic health care center or a dental school-owned faculty practice in this commonwealth at which the individual is licensed to teach. Stipulates that in assessing the moral character of an individual with a criminal conviction, the board shall conduct an individualized assessment in accordance with 63 Pa.C.S. § 3113 (relating to consideration of criminal convictions) for a certification for a restricted faculty license. Revises training requirements. Effective in 60 days.

Intro Date

01/28/2026

Actions

04/21/2026 S - Re-referred to Senate Appropriations

04/21/2026 S - Voted Favorably From Committee Senate Appropriations

04/21/2026 S - Re-reported as committed Senate Appropriations

04/22/2026 S - Laid out for discussion

04/22/2026 S - Third consideration and final passage

HB2436 - An Act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in certification of teachers, further providing for State certificate fee reduction.

Sponsor

Rep. Ana Tiburcio (D)

Summary

(PN 3246) Amends the Public School Code, in certification of teachers, further providing for state certificate fee reduction. Adds that all certificate fees shall be deposited into the Talent Recruitment Account established under section 1505-K, except for professional educator discipline fees collected. Effective in 60 days.

Intro Date

04/21/2026

Actions

04/21/2026 H - Introduced

04/21/2026 H - Referred to House Education

04/22/2026 H - Meeting Scheduled - 04/28/2026, 9:30 AM - Voting Meeting (House Education), Room 140, Main Capitol

SB998 - An Act providing for the Nurse Education Capacity Expansion Grant Program; and imposing duties on the Department of Community and Economic Development.

Sponsor

Sen. Rosemary M. Brown (R)

Summary

(PN 1216) The Nurse Education Capacity Expansion Grant Program Act provides for the Nurse Education Capacity Expansion Grant Program; and imposes duties on the Department of Community and Economic Development (DCED). Provides definitions. Establishes the program in DCED to expand the capacity of accredited nursing education programs to increase the number of qualified students. Details grant eligibility, specifying what an eligible nursing education program shall have. Stipulates that no grant may exceed \$500,000 to any one nursing education program during the length of the program. Requires the nursing education program application to include a detailed explanation of the proposed use of the grant and lists what proposed uses may include. Directs DCED to develop a standard application for the program and publish guidelines for the administration of the program, and prioritize grant applications from eligible nursing school providers that serve underrepresented student populations and underserved communities. Effective in 60 days.

Intro Date

10/07/2025

Actions

04/20/2026 S - Voted Favorably From Committee Senate Appropriations

04/20/2026 S - Re-reported as committed Senate Appropriations

04/20/2026 S - Laid out for discussion

04/20/2026 S - Third consideration and final passage

04/21/2026 H - Referred to House Education

SB1240 - An Act amending the act of May 26, 1947 (P.L.318, No.140), known as the CPA Law, further providing for requirements for issuance of certificate.

Sponsor

Sen. Scott Hutchinson (R)

Summary

(PN 1556) Amends the CPA Law, further providing for requirements for issuance of certificate. Amends baccalaureate and master's degree requirements to include an additional 12 semester credits in accounting and auditing subjects or tax subjects of a content satisfactory to the board, not necessarily as part of the individual's undergraduate or graduate work. Effective immediately.

Intro Date

03/31/2026

Actions

04/20/2026 S - First consideration

04/21/2026 S - Second consideration

04/21/2026 S - Re-referred to Senate Appropriations

04/21/2026 S - Voted Favorably From Committee Senate Appropriations

04/21/2026 S - Re-reported as committed Senate Appropriations

SB1293 - An Act providing for sport activities in public institutions of higher education and public school entities to be expressly designated male, female or coed; and creating causes of action for harm suffered by designation.

Sponsor

Sen. Judy Ward (R)

Summary

(PN 1598) The Fairness in Women's Sports Act provides for sport activities in public institutions of higher education and public school entities to be expressly designated male, female or coed; and creates causes of action for harm suffered by designation. Provides definitions. Requires interscholastic, intercollegiate, intramural or club athletic teams or sports that are sponsored by a public school entity, a public institution of higher education or any school or institution where students or teams compete against a public school entity or public institution of higher education to be expressly designated as one of the following: male, men or boys; female, women or girls; or coed or mixed. Prohibits athletic teams or sports designated as female, women or girls from being open to male students. Specifies limitations on the restriction. Establishes protection for educational institutions. Asserts that a student who is deprived of an athletic opportunity or who suffers a direct or indirect harm as a result of a known violation of section 3 may bring a cause of action for injunctive relief, damages, psychological, emotional and physical harm suffered, attorney fees and costs and any other relief available under law against the school or institution of higher education. Provides for retaliation. Stipulates that a school or institution of higher education that suffers a direct or indirect harm as a result of a violation of section 4 may bring a cause of action for injunctive relief, damages and any other relief available under law against the government entity, licensing or accrediting organization or athletic association or organization. Bars a person from bringing a civil action under this section later than two years after the day on which the harm underlying the cause of action occurs. Outlines severability. Effective in 60 days.

Intro Date

04/17/2026

Actions

04/21/2026 S - Second consideration

04/22/2026 S - Laid out for discussion

04/22/2026 S - Third consideration and final passage

04/22/2026 S - Press Conference Held - Sen. Judy Ward Highlights Bill to Protect Fairness in Women's Sports

04/23/2026 H - Referred to House Judiciary

Upcoming Events

MONDAY – 04/27/2026

11:00 AM, [Teach PA Annual Mission](#)

Press Conference, Main Capitol Rotunda

11:00 AM, [Welcoming Schools Ensuring PA Schools are Safe Places for All Students](#)

Press Conference, East Wing Rotunda, Capitol, Harrisburg

TUESDAY – 04/28/2026

9:30 AM, [House Education](#)

Voting Meeting, Room 140, Main Capitol

To consider: [HB 1045](#), [HB 1877](#), [HB 2117](#), [HB 2307](#), [HB 2425](#) and [HB 2436](#)

1:00 PM, [YouthBuild Coalition Advocacy Day](#)

Press Conference, East Wing Rotunda, Capitol, Harrisburg

WEDNESDAY – 04/29/2026

10:30 AM, [Solar 4 Schools](#)

Press Conference, Main Capitol Rotunda

11:00 AM, [Senate Democratic Policy](#)

*Public Hearing, West Chester University, Syke Student Union, 110 W Rosedale Ave, West Chester
Public hearing on the “Grow Your Own Educators” program.*

MONDAY – 05/04/2026

10:00 AM, [Early Childhood Education Providers](#)

Press Conference, East Wing Rotunda

12:30 PM, [PA Needs Teachers Coalition](#)

Press Conference, Main Capitol Rotunda

1:00 PM, [Solar 4 Schools](#)

Press Conference, East Wing Rotunda

TUESDAY – 05/05/2026

8:30 AM, [PASA and PASBO Discuss Budget Priorities](#)

Press Conference, Main Capitol Rotunda

10:00 AM, [PA Families for Education Choice Rally](#)

Press Conference, Main Capitol Steps

WEDNESDAY – 05/06/2026

10:00 AM, [Out of School Time Education and Awareness Day](#)

Press Conference, Main Capitol Steps

1:00 PM, [PA Literacy Coalition](#)

Press Conference, Main Capitol Rotunda

1:00 PM, [PA Schools Work](#)

Press Conference, Main Capitol Steps

TUESDAY – 05/12/2026

1:00 PM, [Charter School Appeal Board](#)

Board Meeting, Virtual

WEDNESDAY – 05/13/2026

12:00 PM, [PA Schools Work Rally](#)

Press Conference, Main Capitol Steps

THURSDAY – 05/14/2026

11:00 AM, [2026 Student Lyme Disease Art Content](#)

Press Conference, East Wing Rotunda

WEDNESDAY – 05/20/2026

9:00 AM, [Pennsylvania Higher Education Assistance Agency – Audit Review](#)

Agency Meeting, PHEAA Board Room

THURSDAY – 05/21/2026

9:00 AM, [Pennsylvania Higher Education Assistance Agency – Board Meeting](#)

Agency Meeting, PHEAA Board Room

In the News

[04/17/2026 - IGNITE Schuylkill Youth Program Final Event to Showcase Student Entrepreneurs](#)

[04/20/2026 - PSERS Board of Trustees Reviews Investment Performance, Approves New Investment Commitments](#)

[04/21/2026 - Pennsylvania Teacher Named 2026 National Teacher of the Year](#)

[04/21/2026 - Culver Chairs Senate Education Committee Meeting on Key School and Student Issues](#)

[04/21/2026 - Schools must take an active role in educating students about responsible use of AI, educator and PSEA leader testifies](#)

[04/21/2026 - Coleman's Public School Financial Transparency Bill Advances from Committee](#)

[04/21/2026 - Brown's Bill to Expand Nursing Education and Relieve Workforce Shortage Passes Senate](#)

[04/22/2026 - ACLU: State Senate Passes Bill Banning Transgender Students from School Sports Just Weeks Before May Primaries](#)

[04/22/2026 - Senate President Pro Tempore Kim Ward on Senate Passage of the Save Women's Sports Act](#)

[04/22/2026 - Senate Passes Ward Bill to Protect Fairness in Women's Sports](#)

[04/22/2026 - Senate Acts to Protect Fairness in Women's Sports](#)

[04/22/2026 - PSERS Remains Committed to Protecting Member Data Security](#)

[04/22/2026 - Stefano Supports Senate's Act to Protect Fairness in Women's Sports](#)

[04/23/2026 - Sen. Baker Votes to Protect Fairness in Women's Sports](#)

[04/23/2026 - Culver Hosts Successful Career and Technical Education Day at the Capitol](#)

Education Recap is a comprehensive weekly report on legislative and executive actions on education related legislation in the Pennsylvania Capitol and is compiled and edited by PLS.

For subscription information, questions or more information contact PLS at mypls@mypls.com or 717-236-6984. Thank you, Deborah, Cheryl, Derek, Hattie, Sam, Grace, Aaron, Christian, Katie, Zoe, Daniel, Kyle, Nicholas, Dominic, Julia, Noah and Amber.

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