



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 3489		DATE: 4/15/2026
COMMITTEE: Elementary and Secondary Education		
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES		
WITNESS NAME		
REGISTERED LOBBYIST:		
WITNESS NAME: CHANCE HEPOLA		PHONE NUMBER:
REPRESENTING: MISSOURI CHAMBER OF COMMERCE		TITLE:
ADDRESS:		
CITY:		STATE: MO
EMAIL:		ZIP:
ATTENDANCE:		SUBMIT DATE: 4/15/2026 12:00 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.		



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WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: JOHN IDOUX		PHONE NUMBER: 816-686-8601	
BUSINESS/ORGANIZATION NAME: ACT EDUCATION CORP.		TITLE: PROGRAM DIRECTOR, GOVT AFFAIRS	
ADDRESS: 500 ACT DRIVE			
CITY: IOWA CITY		STATE: IA	ZIP: 52243
EMAIL:	ATTENDANCE:	SUBMIT DATE: 4/15/2026 12:00 AM	
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: SARAH BERRY		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: Written	SUBMIT DATE: 4/15/2026 6:22 AM	
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This bill is not about readiness.

It is about standardizing how students are measured, capturing that data, and using it to direct outcomes.

It requires every student to undergo state-directed readiness assessments, but it does not define the limits of those assessments.

Instead, it hands full authority to the State Board of Education to determine how often students are tested, what is measured, and how readiness is defined. That creates a system where evaluation is continuous, expandable, and controlled without clear statutory boundaries.

Those assessments do not exist in isolation.

They generate data—on performance, aptitude, behavior patterns, and workforce alignment.

This bill then connects that data to a credentialing system and ties that system to postsecondary credit pathways. That is not just measurement. That is a closed loop: assess, categorize, credential, and route.

Once that loop is established, it begins to shape outcomes. Students are no longer simply given options—they are guided, and over time, directed, based on how they score within a standardized framework. What is presented as “career readiness” becomes a mechanism for early sorting.

This is how workforce steering is built into the system. A student’s path begins to align not with open-ended opportunity, but with predefined categories that are easier to measure, certify, and move into labor pipelines.

That may be efficient. It is not neutral.

At the center of that system is a credentialing structure tied to a private assessment framework. By embedding it in statute and linking it to college credit, the state is not simply recognizing a tool—it is elevating it into a default pathway.

That creates long-term dependence on a specific testing ecosystem and shifts public education toward

externally defined metrics.

There is also no meaningful funding structure to support this mandate. Schools are required to administer these assessments, yet the cost and operational burden fall to local districts. The state records no fiscal impact because the burden is absorbed at the local level.

And while higher education institutions are not explicitly required to accept these credentials, codifying them creates pressure toward standardization. Over time, institutional autonomy gives way to alignment with the same assessment-driven system.

This is not flexibility. This is system design.

It builds a continuous assessment structure, captures student data, links that data to credentialing, and uses it to guide students into defined pathways.

Legislative Notice:

Let the record reflect:

This legislation establishes a continuous assessment framework with broad, undefined authority over how student readiness is measured.

It creates a closed-loop system in which student data is used to categorize, credential, and direct postsecondary and workforce pathways.

It embeds a private credentialing structure into public education, creating long-term dependency on an external testing ecosystem.

It introduces systemic conditions for workforce steering based on standardized assessment outcomes rather than open opportunity.

It imposes mandatory requirements without guaranteed funding, shifting cost and implementation burdens to local districts.

It creates indirect pressure on higher education institutions to align with standardized credential-based pathways.

For these reasons, I stand in opposition.



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WITNESS NAME		
BUSINESS/ORGANIZATION:		
WITNESS NAME: PERRY GORRELL		PHONE NUMBER:
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