

STATE OF OKLAHOMA

2nd Session of the 60th Legislature (2026)

SENATE BILL 1896

By: Standridge

AS INTRODUCED

An Act relating to the Strong Readers Act; amending 70 O.S. 2021, Section 1210.508C, as last amended by Section 2, Chapter 297, O.S.L. 2025 (70 O.S. Supp. 2025, Section 1210.508C), which relates to reading assessments; modifying goal of administering certain screening instruments; removing factor to be given certain consideration in approving instruments; requiring school districts to provide certain notice of certain deficiency; exempting students who demonstrate proficiency on certain screening instrument from retention; requiring notification to the student's parent or legal guardian; requiring retention of certain third-grade students who have not demonstrated proficiency through certain instrument, have not met certain grade-level targets on certain statewide assessment, and who do not qualify for certain exemption; allowing certain students to be evaluated for probationary promotion by a Student Reading Proficiency Team; requiring the team to continue to review certain performance of certain students; requiring school districts to include certain information in annual report; requiring notification to a parent or legal guardian to include certain information; providing good-cause exemptions for promotion of certain students; providing process to request good-cause exemptions; updating statutory language; updating statutory reference; amending 70 O.S. 2021, Section 1210.508D, as amended by Section 6, Chapter 411, O.S.L. 2024 (70 O.S. Supp. 2025, Section 1210.508D), which relates to Strong Readers Act funding; directing allocation of funds for certain retained students; providing an effective date; and declaring an emergency.

1 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

2 SECTION 1. AMENDATORY 70 O.S. 2021, Section 1210.508C,  
3 as last amended by Section 2, Chapter 297, O.S.L. 2025 (70 O.S.  
4 Supp. 2025, Section 1210.508C), is amended to read as follows:

5 Section 1210.508C. A. To identify students who have a  
6 deficiency in reading or who have characteristics of dyslexia that  
7 lead to or cause reading difficulty, each student enrolled in  
8 kindergarten and first, second, and third grade in a public school  
9 in this state shall be screened at the beginning, middle, and end of  
10 each school year for reading skills including, but not limited to,  
11 phonological awareness, decoding, fluency, vocabulary, and  
12 comprehension. A screening instrument approved by the State Board  
13 of Education, in consultation with the Commission for Educational  
14 Quality and Accountability and the Secretary of Education, shall be  
15 utilized for the purposes of this section. In determining which  
16 screening instrument to approve, the State Board of Education, the  
17 Commission for Educational Quality and Accountability, and the  
18 Secretary of Education shall take into consideration at a minimum  
19 the following factors:

20 1. The time required to conduct the screening instrument with  
21 the intention of minimizing the impact on instructional time;

22 2. The timeliness in reporting screening instrument results to  
23 teachers, administrators, and parents and legal guardians of  
24 students; and  
25

1        3. The integration of the screening instrument into reading  
2 curriculum.

3        B. Beginning in the 2025-2026 school year, the State Board of  
4 Education shall approve no fewer than three screening instruments  
5 for use at the beginning, middle, and end of the school year for  
6 monitoring of progress and for measurement of reading skills as  
7 required in subsection A of this section. The screening instruments  
8 shall meet the following criteria:

9        1. Assess for phonological awareness, decoding, fluency,  
10 vocabulary, and comprehension;

11        2. Document the validity and reliability of each assessment;

12        3. Can be used for identifying students who are at risk for  
13 reading deficiency and progress monitoring throughout the school  
14 year; and

15        4. Can be used to assess students with disabilities and English  
16 language learners; ~~and~~

17        ~~5. Accompanied by a data management system that provides~~  
18 ~~profiles of each student, class, grade level, and school building.~~  
19 ~~The profiles shall identify each student's instructional point of~~  
20 ~~need and reading achievement level. The State Board shall also~~  
21 ~~determine other comparable reading assessments for diagnostic~~  
22 ~~purposes to be used for students at risk of reading failure.~~

23        C. 1. Exemptions to the screening requirements of this section  
24 may be provided to students who have documented evidence that they

1 meet at least one of the following criteria as related to the  
2 provision of classroom instruction:

- 3 a. the student participates in the Oklahoma Alternate  
4 Assessment Program (OAAP) and is taught using  
5 alternate methods,
- 6 b. the student's primary expressive or receptive  
7 communication is sign language,
- 8 c. the student's primary form of written or read text is  
9 Braille, or
- 10 d. the student's primary expressive or receptive language  
11 is not English, the student is identified as an  
12 English learner using a state-approved identification  
13 assessment, and the student has had less than one (1)  
14 school year of instruction in an English-learner  
15 program.

16 2. A public school that grants an exemption pursuant to  
17 paragraph 1 of this subsection shall provide ongoing evidence of  
18 student progression toward English language acquisition with the  
19 same frequency as administration of screening assessments. Evidence  
20 may include, but not be limited to, student progression toward OAAP  
21 reading essential elements, proficiency in sign language and reading  
22 comprehension, and proficiency in Braille and reading comprehension.

23 D. 1. Students who are administered a screening instrument  
24 pursuant to subsection A of this section and are found not to be  
25

1 meeting grade-level targets shall be provided a program of reading  
2 instruction designed to enable students to acquire the appropriate  
3 grade-level reading skills. The program of reading instruction  
4 shall be based on scientific reading research and align with the  
5 subject matter standards adopted by the State Board of Education. A  
6 program of reading instruction shall include:

- 7 a. sufficient additional in-school instructional time for  
8 the acquisition of phonological awareness, decoding,  
9 fluency, vocabulary, and comprehension,
- 10 b. if necessary and if funding is available, tutorial  
11 instruction after regular school hours, on Saturdays,  
12 and during summer; however, such instruction may not  
13 be counted toward the ~~one-hundred-eighty-day~~ one-  
14 hundred-eighty-one-day or ~~one-thousand-eighty-hour~~  
15 one-thousand-eighty-six-hour school year required in  
16 Section 1-109 of this title,
- 17 c. assessments identified for diagnostic purposes and  
18 periodic monitoring to measure the acquisition of  
19 reading skills including, but not limited to,  
20 phonological awareness, decoding, fluency, vocabulary,  
21 and comprehension, as identified in the student's  
22 program of reading instruction,
- 23 d. high-quality instructional materials grounded in  
24 scientifically based reading research, and

1 e. a means of providing every family of a student in  
2 prekindergarten, kindergarten, and first, second, and  
3 third grade access to free online evidence-based  
4 literacy instruction resources to support the  
5 student's literacy development at home.

6 2. A student enrolled in kindergarten or first, second, or  
7 third grade who exhibits a deficiency in reading at any time based  
8 on the screening instrument administered pursuant to subsection A of  
9 this section shall receive an individual reading intervention plan  
10 no later than thirty (30) days after the identification of the  
11 deficiency in reading. The reading intervention plan shall be  
12 provided in addition to core reading instruction that is provided to  
13 all students. The reading intervention plan shall:

- 14 a. describe the research-based reading intervention  
15 services the student will receive to remedy the  
16 deficiency in reading,  
17 b. provide explicit and systematic instruction in  
18 phonological awareness, decoding, fluency, vocabulary,  
19 and comprehension, as applicable,  
20 c. monitor the reading progress of each student's reading  
21 skills throughout the school year and adjust  
22 instruction according to the student's needs, and  
23 d. continue until the student is determined to be meeting  
24 grade-level targets in reading based on screening

1 instruments administered pursuant to subsection A of  
2 this section or assessments identified for diagnostic  
3 purposes and periodic monitoring pursuant to  
4 subparagraph c of paragraph 1 of this subsection.

5 3. The reading intervention plan for each student identified  
6 with a deficiency in reading shall be developed by a Student Reading  
7 Proficiency Team and shall include supplemental instructional  
8 services and supports. Each team shall be composed of:

- 9 a. the parent or legal guardian of the student,
- 10 b. the teacher assigned to the student who had  
11 responsibility for reading instruction in that  
12 academic year,
- 13 c. a teacher who is responsible for reading instruction  
14 and is assigned to teach in the next grade level of  
15 the student, and
- 16 d. a certified reading specialist or an individual with  
17 advanced training or specialization in literacy  
18 instruction, if one is available.

19 4. A school district shall notify the parent or legal guardian  
20 of any student in kindergarten or first, second, or third grade who  
21 exhibits a deficiency in reading at any time based on the screening  
22 instrument administered pursuant to subsection A of this section.  
23 The notification shall occur no later than thirty (30) days after  
24 the identification of the deficiency in reading.

1       E. 1. Every school district shall adopt and implement a  
2 district strong readers plan which has had input from school  
3 administrators, teachers, and parents and legal guardians and if  
4 possible a reading specialist, and which shall be submitted  
5 electronically to and approved by the State Board of Education. The  
6 plan shall be updated annually. School districts shall not be  
7 required to electronically submit the annual updates to the Board if  
8 the last plan submitted to the Board was approved and expenditures  
9 for the program include only expenses relating to individual and  
10 small group tutoring, purchase of and training in the use of  
11 screening and assessment measures, summer school programs, and  
12 Saturday school programs. If any expenditure for the program is  
13 deleted or changed or any other type of expenditure for the program  
14 is implemented, the school district shall be required to submit the  
15 latest annual update to the Board for approval. The district strong  
16 readers plan shall include a plan for each site which includes an  
17 analysis of the data provided by the Oklahoma School Testing Program  
18 and other reading assessments utilized as required in this section,  
19 and which outlines how each school site will comply with the  
20 provisions of the Strong Readers Act.

21       2. The State Board of Education shall adopt rules for the  
22 implementation and evaluation of the provisions of the Strong  
23 Readers Act. The evaluation shall include, but not be limited to,  
24 an analysis of the data required in subsection ~~±~~ Q of this section.



1 F. 1. Any first-grade, second-grade, or third-grade student  
2 who demonstrates proficiency in reading through a grade-level  
3 appropriate screening instrument approved pursuant to subsection B  
4 of this section shall not require a program of reading instruction  
5 or an individual reading intervention plan. After a student has  
6 demonstrated proficiency through a screening instrument, the  
7 district shall provide notification to the parent or legal guardian  
8 of the student that he or she has satisfied the requirements of the  
9 Strong Readers Act. The district shall continue to monitor the  
10 student in the next successive grade level to ensure he or she  
11 maintains proficiency.

12 2. Beginning with the 2025-2026 school year, if a third-grade  
13 student is identified at any point of the academic year as having a  
14 significant reading deficiency, which shall be defined as not  
15 meeting grade-level targets on a screening instrument administered  
16 pursuant to subsection A of this section, the district shall provide  
17 the student with intensive intervention services for the appropriate  
18 amount of the instructional day consistent with the individual  
19 reading intervention plan developed pursuant to paragraph 2 of  
20 subsection D of this section and as determined by the Student  
21 Reading Proficiency Team. The district shall also provide notice of  
22 the significant reading deficiency to the student's parent or legal  
23 guardian as provided for by paragraph 4 of subsection D of this  
24 section. Intensive intervention services shall continue until the

1 student demonstrates proficiency at his or her grade level based on  
2 a screening instrument administered pursuant to subsection A of this  
3 section.

4 G. 1. Beginning with the 2027-2028 school year, a student  
5 enrolled in first, second, or third grade who demonstrates  
6 proficiency in reading at the third-grade level through a screening  
7 instrument approved pursuant to subsection B of this section shall  
8 not be subject to retention pursuant to this section. After a  
9 student has demonstrated proficiency through a screening instrument,  
10 the school district shall provide notification to the parent or  
11 legal guardian of the student that he or she has satisfied the  
12 requirements of the Strong Readers Act.

13 2. Beginning with the 2027-2028 school year, a third-grade  
14 student who has not demonstrated proficiency in reading at the  
15 third-grade level through a screening instrument approved pursuant  
16 to subsection B of this section, who has not met grade-level  
17 performance based on scores for the standards for reading  
18 foundations and processes and the vocabulary portions of the  
19 statewide third-grade assessment administered pursuant to Section  
20 1210.508 of this title, and is not subject to a good-cause exemption  
21 as provided for in subsection K of this section, shall not be  
22 eligible for automatic promotion to fourth grade and shall be  
23 retained in the third grade and provided intensive intervention  
24 services as provided for in subsection F of this section. The

performance levels established by the Commission for Educational Quality and Accountability pursuant to Section 1210.508 of this title shall ensure that students meeting the performance level criteria are performing at grade level on the reading foundations and processes and the vocabulary portions of the statewide third-grade assessment.

3. Beginning with the 2027-2028 school year, a third-grade student who has not demonstrated proficiency in reading at the third-grade level through a screening instrument approved pursuant to subsection B of this section, who has not met grade-level performance based on scores for the standards for reading foundations and processes and the vocabulary portions of the statewide third-grade assessment administered pursuant to Section 1210.508 of this title, and is not subject to a good-cause exemption as provided for in subsection K of this section may be evaluated for probationary promotion by the Student Reading Proficiency Team created pursuant to subsection D of this section. A student shall be promoted if the team members unanimously recommend probationary promotion to the school principal and the school district superintendent, and they agree to approve the recommendation that promotion is the best option for the student. If a student is granted probationary promotion, the team shall continue to review the reading performance of the student until he or she demonstrates grade-level reading proficiency, as identified through a screening

1 instrument for the corresponding grade level in which the student is  
2 enrolled.

3     H. Each school district shall annually report in an electronic  
4 format to the State Department of Education, the Office of  
5 Educational Quality and Accountability, and the Secretary of  
6 Education the number of third-grade students retained pursuant to  
7 this section, the number of third-grade students promoted to the  
8 fourth grade due to a good-cause exemption as provided for in  
9 subsection K of this section by each category of good cause, the  
10 number of students in kindergarten through third grade per grade  
11 level who exhibit grade-level reading proficiency, the number of  
12 students per grade level who received intensive intervention  
13 services pursuant to ~~paragraph 2 of~~ subsection F of this section,  
14 the number of students per grade level who attended a summer academy  
15 as provided for in Section 1210.508E of this title, the number of  
16 students per grade level who exhibited improved reading proficiency  
17 after completion of intensive intervention services, and the number  
18 of students per grade level who are still in need of intensive  
19 intervention services. The State Department of Education shall  
20 publicly report the aggregate and district-specific numbers  
21 submitted pursuant to this subsection on its website and shall  
22 provide electronic copies of the report to the Governor, Secretary  
23 of Education, President Pro Tempore of the Senate, Speaker of the  
24 House of Representatives, and to the respective chairs of the

1 committees with responsibility for common education policy in each  
2 legislative chamber.

3 ~~H.~~ I. The parent of any student who is found to have a reading  
4 deficiency and is not meeting grade-level reading targets and has  
5 been provided a program of reading instruction as provided for in  
6 paragraph 1 of subsection D of this section shall be notified in  
7 writing of the following:

8 1. That the student has been identified as having a substantial  
9 deficiency in reading;

10 2. A description of the current services that are provided to  
11 the student pursuant to subsection D of this section;

12 3. A description of the proposed intensive intervention  
13 services and supports that will be provided to the student that are  
14 designed to remediate the identified area of reading deficiency as  
15 provided for in ~~paragraph 2 of~~ subsection F of this section;

16 4. That a student ~~who is~~ shall not be promoted to the fourth  
17 grade if he or she has not demonstrated proficiency in reading at  
18 the third-grade level through a screening instrument approved  
19 pursuant to subsection B of this section and has not met grade-level  
20 performance based on scores for the standards for reading  
21 foundations and processes and the vocabulary portions of the  
22 statewide third-grade assessment administered pursuant to Section  
23 1210.508 of this title unless the student qualifies for a good-cause  
24 exemption as provided for in subsection K of this section. A

1 student who is promoted due to a good-cause exemption shall receive  
2 supplemental intensive intervention services;

3 5. Strategies for parents to use in helping their child succeed  
4 in reading proficiency; and

5 6. The grade-level performance scores of the student.

6 ~~I.~~ J. No student may be assigned to a grade level based solely  
7 on age or other factors that constitute social promotion.

8 ~~J.~~ K. For those students who have not demonstrated proficiency  
9 in reading at the third-grade level through a screening instrument  
10 approved pursuant to subsection B of this section and have not met  
11 grade-level performance based on scores for the standards for  
12 reading foundations and processes and the vocabulary portions of the  
13 statewide third-grade assessment administered pursuant to Section  
14 1210.508 of this title, a school district may promote the student  
15 for good cause only. Good-cause exemptions for promotion shall be  
16 limited to the following:

17 1. English language learners who have had fewer than two (2)  
18 years of instruction in an English language learner program;

19 2. Students with disabilities whose individualized education  
20 program (IEP), consistent with state law, indicates that the student  
21 is to be assessed with alternate achievement standards through the  
22 OAAP;  
23  
24  
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1       3. Students who demonstrate an acceptable level of performance  
2 on an alternative standardized reading assessment approved by the  
3 State Board of Education;

4       4. Students with disabilities who participate in the statewide  
5 assessments administered pursuant to Section 1210.508 of this title  
6 and who have an IEP that reflects that the students have received  
7 intensive remediation in reading for more than two (2) years but  
8 still demonstrate a deficiency in reading and were previously  
9 retained in prekindergarten for academic reasons, kindergarten,  
10 first grade, second grade, or third grade;

11       5. Students who have received intensive remediation in reading  
12 through a program of reading instruction for two (2) or more years  
13 but still demonstrate a deficiency in reading and who were  
14 previously retained in prekindergarten for academic reasons, first  
15 grade, second grade, or third grade for a total of two (2) years;  
16 and

17       6. Students who have been granted an exemption for medical  
18 emergencies by the State Department of Education.

19       L. To request a good-cause exemption provided for in subsection  
20 K of this section, the student's teacher shall submit documentation  
21 to the school principal that indicates the student meets one of the  
22 good-cause exemptions and promotion of the student is appropriate.  
23 The principal shall review the request and make a recommendation to  
24 the school district superintendent regarding whether the request

1 should be approved. The school district superintendent shall  
2 approve or disapprove the request and submit the response in writing  
3 to the school principal who submitted the recommendation.

4 M. 1. Each school district board of education shall annually  
5 publish on the school website and report electronically to the State  
6 Department of Education, the Office of Educational Quality and  
7 Accountability, and the Secretary of Education by September 1 of  
8 each year the following information on the prior school year:

- 9 a. the policies and procedures adopted by the school  
10 district board of education to implement the  
11 provisions of this section. The information submitted  
12 shall include expenditures related to implementing the  
13 provisions of this section, the number of staff  
14 implementing the provisions of this section, and  
15 average daily classroom time devoted to implementing  
16 the provisions of this section,
- 17 b. by grade, the number and percentage of all students in  
18 kindergarten through third grade who did not meet  
19 grade-level targets based on a screening instrument  
20 administered pursuant to subsection A of this section,
- 21 c. by grade, the number and percentage of all students in  
22 kindergarten through third grade who have been  
23 enrolled in the district for fewer than two (2) years,
- 24



1           d.    by grade, the number and percentage of students in  
2                kindergarten through third grade who demonstrated  
3                grade-level proficiency based on a screening  
4                instrument administered pursuant to subsection A of  
5                this section, and

6           e.    by grade, the number and percentage of students in  
7                kindergarten through third grade who are on an  
8                individualized education program (IEP) in accordance  
9                with the Individuals with Disabilities Education Act  
10              (IDEA) and who demonstrated grade-level proficiency  
11              based on a screening instrument administered pursuant  
12              to subsection A of this section or an alternative  
13              assessment prescribed by the student's IEP.

14           2.   The State Department of Education shall establish a uniform  
15   format for school districts to report the information required in  
16   this subsection. The format shall be developed with input from  
17   school districts and shall be provided not later than ninety (90)  
18   days prior to the annual due date. The Department shall annually  
19   compile the information required, along with state-level summary  
20   information, and electronically report the information to the  
21   public, the Governor, the Secretary of Education, the President Pro  
22   Tempore of the Senate, and the Speaker of the House of  
23   Representatives.

1       ~~K.~~ N. The State Department of Education shall provide technical  
2 assistance as needed to aid school districts in administering the  
3 provisions of the Strong Readers Act.

4       ~~L.~~ O. On or before January 31 of each year, the State  
5 Department of Education shall electronically submit to the Governor,  
6 the President Pro Tempore of the Senate, the Speaker of the House of  
7 Representatives, and members of the committees with responsibility  
8 over common education in both houses of the Legislature a Strong  
9 Readers Report which shall include, but is not limited to, trend  
10 data detailing three (3) years of data, disaggregated by student  
11 subgroups to include economically disadvantaged, major racial or  
12 ethnic groups, students with disabilities, and English language  
13 learners, as appropriate for the following:

14       1. The statewide aggregate number and percentage of students in  
15 kindergarten through third grade determined to be at risk for  
16 reading difficulties compared to the total number of students  
17 enrolled in each grade;

18       2. The statewide aggregate number and percentage of students in  
19 kindergarten who continue to be at risk for reading difficulties as  
20 determined by the year-end administration of the screening  
21 instrument required in subsection A of this section;

22       3. The statewide aggregate number and percentage of students in  
23 kindergarten through third grade who have successfully completed  
24 their program of reading instruction and are reading on grade level  
25

1 as determined by the results of screening instruments administered  
2 pursuant to subsection A of this section;

3 4. The statewide aggregate and district-specific number and  
4 percentage of students that meet or do not meet grade-level targets  
5 for reading based on screening instruments administered pursuant to  
6 subsection A of this section;

7 5. The amount of funds received by each district for  
8 implementation of the Strong Readers Act;

9 6. An evaluation and narrative interpretation of the report  
10 data analyzing the impact of the Strong Readers Act on students'  
11 ability to read at grade level;

12 7. The type of reading instruction practices and methods  
13 currently being used by school districts in the state;

14 8. Socioeconomic information, access to reading resources  
15 outside of school, and screening for and identification of learning  
16 disabilities for students not reading at the appropriate grade level  
17 in kindergarten and first through third grade;

18 9. By grade level, the types of intensive intervention efforts  
19 being conducted by school districts for students who are not on an  
20 IEP and who are not reading at the appropriate grade level and for  
21 students who are on an IEP and who are not reading at the  
22 appropriate grade level; and

23 10. Any recommendations for improvements or amendments to the  
24 Strong Readers Act.

1       The State Department of Education may contract with an  
2 independent entity for the reporting and analysis requirements of  
3 this subsection.

4       ~~M.~~ P. Copies of the results of the screening instruments  
5 administered pursuant to subsection A of this section shall be made  
6 a part of the permanent record of each student.

7       SECTION 2.       AMENDATORY       70 O.S. 2021, Section 1210.508D,  
8 as amended by Section 6, Chapter 411, O.S.L. 2024 (70 O.S. Supp.  
9 2025, Section 1210.508D), is amended to read as follows:

10       Section 1210.508D. A. Contingent on the provision of  
11 appropriated funds designated for the Strong Readers Act, school  
12 districts may be allocated monies for each enrolled kindergarten  
13 student or first-, second-, and third-grade student of the current  
14 school year, including any student who has been retained in the  
15 third grade pursuant to Section 1210.508C of this title, who is  
16 found to be in need of remediation or intensive intervention  
17 services in reading. The allocation shall be distributed to each  
18 school district upon approval of the strong readers plan for the  
19 school district by the State Board of Education and the submittal of  
20 a child-count report to the State Department of Education that  
21 details the number of students identified as needing remediation or  
22 intensive intervention services in reading. To determine a per-  
23 student allocation amount, the total amount of funds available for  
24 allocation each year shall be divided by the total number of

1 students in the state identified as in need of remediation or  
2 intensive intervention services in reading as provided for in  
3 Section 1210.508C of this title. Each school district shall be  
4 allocated an amount equal to the per-student allocation amount  
5 multiplied by the number of identified students enrolled in the  
6 school district.

7 B. Beginning with the 2022-2023 school year, districts  
8 receiving more than Two Thousand Five Hundred Dollars (\$2,500.00)  
9 pursuant to subsection A of this section shall spend no less than  
10 ten percent (10%) to provide professional development for teachers  
11 teaching prekindergarten through grade five. The professional  
12 development shall include training in the science of reading  
13 including how students learn to read; training in providing explicit  
14 and systematic instruction in phonological awareness, decoding,  
15 fluency, vocabulary, and comprehension; implementing reading  
16 strategies that research has shown to be successful in improving  
17 reading among students with reading difficulties; and instructional  
18 materials required for implementation.

19 C. By June 30, 2022, the Department shall approve and publish a  
20 list of professional development programs that are evidence-based  
21 and directly address the cognitive science of how students learn to  
22 read for which districts are permitted to use the funds received  
23 under this section.

1 D. If a teacher attends and completes a professional  
2 development institute in elementary reading approved by the  
3 Commission for Educational Quality and Accountability during the  
4 summer or when school is not in session, the teacher may receive a  
5 stipend equal to the amount of the cost for a substitute teacher,  
6 based on the amount of funds allocated.

7 SECTION 3. This act shall become effective July 1, 2026.

8 SECTION 4. It being immediately necessary for the preservation  
9 of the public peace, health, or safety, an emergency is hereby  
10 declared to exist, by reason whereof this act shall take effect and  
11 be in full force from and after its passage and approval.

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