

119TH CONGRESS  
1ST SESSION

# H. R. 6621

To promote a 21st-century workforce, to authorize grants to support emerging and advanced technology education, and to support training and quality employment for workers in industries most impacted by artificial intelligence.

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## IN THE HOUSE OF REPRESENTATIVES

DECEMBER 11, 2025

Mr. CLEAVER (for himself, Mrs. McIVER, Mr. LARSON of Connecticut, Mr. GOLDMAN of New York, and Ms. NORTON) introduced the following bill; which was referred to the Committee on Education and Workforce, and in addition to the Committee on Science, Space, and Technology, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

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## A BILL

To promote a 21st-century workforce, to authorize grants to support emerging and advanced technology education, and to support training and quality employment for workers in industries most impacted by artificial intelligence.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Workforce of the Fu-  
5 ture Act of 2025”.

1 **SEC. 2. TABLE OF CONTENTS.**

2 The table of contents for this Act is as follows:

- Sec. 1. Short title.  
Sec. 2. Table of contents.

TITLE I—IMPACT OF ARTIFICIAL INTELLIGENCE ON JOBS

- Sec. 101. Sense of Congress.  
Sec. 102. Definitions.  
Sec. 103. Report on artificial intelligence.

TITLE II—EMERGING AND ADVANCED TECHNOLOGY EDUCATION  
AND WORKFORCE DEVELOPMENT

- Sec. 201. Findings.  
Sec. 202. Definitions.  
Sec. 203. Department of Education grants.  
Sec. 204. Department of Labor grants.  
Sec. 205. Reporting requirements.  
Sec. 206. Amendments to the Education Sciences Reform Act.

3 **TITLE I—IMPACT OF ARTIFICIAL**  
4 **INTELLIGENCE ON JOBS**

5 **SEC. 101. SENSE OF CONGRESS.**

6 It is the sense of Congress that—

7 (1) while the field of artificial intelligence is  
8 evolving quickly and has potential to disrupt jobs,  
9 there are opportunities to prepare the American  
10 workforce to develop and work alongside this new  
11 technology and mitigate the potential negative con-  
12 sequences of job displacement; and

13 (2) to ensure these opportunities, it is impera-  
14 tive to identify the following:

15 (A) Data and data access necessary to  
16 properly analyze the impact of artificial intel-  
17 ligence on the United States workforce.

1 (B) Industries projected to be most im-  
2 pacted by artificial intelligence.

3 (C) Opportunities for workers and other  
4 stakeholders to influence the impact of artificial  
5 intelligence across industries.

6 (D) Characteristics of workers and commu-  
7 nities whose career opportunities are most likely  
8 to be affected by the growth of artificial intel-  
9 ligence.

10 (E) The skills, expertise, and education  
11 needed to develop, operate, or work alongside  
12 artificial intelligence.

13 (F) Methods to ensure necessary skills, ex-  
14 pertise, and education are accessible to all seg-  
15 ments of the current and future workforce.

16 **SEC. 102. DEFINITIONS.**

17 In this title:

18 (1) **ARTIFICIAL INTELLIGENCE.**—The term “ar-  
19 tificial intelligence” has the meaning given the term  
20 in section 5002 of the National Artificial Intelligence  
21 Initiative Act of 2020 (15 U.S.C. 9401).

22 (2) **COMMUNITY COLLEGE.**—The term “commu-  
23 nity college” has the meaning given the term “junior  
24 or community college” in section 312(f) of the High-  
25 er Education Act of 1965 (20 U.S.C. 1058(f)).

1           (3) INSTITUTION OF HIGHER EDUCATION.—The  
2 term “institution of higher education” has the  
3 meaning given the term in section 101 of the Higher  
4 Education Act of 1965 (20 U.S.C. 1001).

5           (4) LABOR ORGANIZATION.—The term “labor  
6 organization” includes a labor organization as de-  
7 fined in section 2(5) of the National Labor Relations  
8 Act (29 U.S.C. 152(5)) and an organization rep-  
9 resenting public sector employees.

10          (5) LOCAL EDUCATIONAL AGENCY.—The term  
11 “local educational agency” has the meaning given  
12 the term in section 8101 of the Elementary and Sec-  
13 ondary Education Act of 1965 (20 U.S.C. 7801).

14          (6) MINORITY-SERVING INSTITUTION.—The  
15 term “minority-serving institution” means an eligi-  
16 ble institution as described in section 371 of the  
17 Higher Education Act of 1965 (20 U.S.C. 1067q).

18          (7) STATE EDUCATIONAL AGENCY.—The term  
19 “State educational agency” has the meaning given  
20 the term in section 8101 of the Elementary and Sec-  
21 ondary Education Act of 1965 (20 U.S.C. 7801).

22          (8) TECHNICAL COLLEGE.—The term “tech-  
23 nical college” means a postsecondary vocational in-  
24 stitution, as that term is defined in section 102(c)

1 of the Higher Education Act of 1965 (20 U.S.C.  
2 1002(e)).

3 (9) TRIBAL COLLEGE OR UNIVERSITY.—The  
4 term “Tribal College or University” has the meaning  
5 given the term in section 316 of the Higher Edu-  
6 cation Act of 1965 (20 U.S.C. 1059e).

7 **SEC. 103. REPORT ON ARTIFICIAL INTELLIGENCE.**

8 (a) IN GENERAL.—

9 (1) INTERIM AND FINAL REPORTS.—The Sec-  
10 retary of Labor, the Secretary of Commerce, and the  
11 Secretary of Education shall, jointly and in collabo-  
12 ration with the individuals and entities described in  
13 subsection (c), prepare and submit to the Committee  
14 on Education and Workforce, the Committee on En-  
15 ergy and Commerce, and the Committee on Science,  
16 Space, and Technology of the House of Representa-  
17 tives, and the Committee on Health, Education,  
18 Labor, and Pensions and the Committee on Com-  
19 merce, Science, and Transportation of the Senate—

20 (A) not later than 6 months after the date  
21 of enactment of this Act, an interim report on  
22 artificial intelligence and its impact on the  
23 workforce of the United States, which shall in-  
24 clude the information and recommendations  
25 listed in subsection (b);

1 (B) not later than 1 year after the date of  
2 enactment of this Act, a final report on artifi-  
3 cial intelligence and its impact on the workforce  
4 of the United States, which shall include the in-  
5 formation and recommendations listed in sub-  
6 section (b); and

7 (C) not later than 3 years after the final  
8 report described in subparagraph (B) is sub-  
9 mitted, an updated report reassessing the infor-  
10 mation and recommendations listed in sub-  
11 section (b).

12 (2) MEMORANDUM OF UNDERSTANDING.—The  
13 Secretary of Labor may enter into a memorandum  
14 of understanding with the Secretary of Commerce  
15 and the Secretary of Education to establish proce-  
16 dures for the preparation and submission of the in-  
17 terim and final reports described in paragraph (1).

18 (b) REQUIRED INFORMATION.—Each report sub-  
19 mitted under subsection (a) shall include the following:

20 (1) An identification of the specific data relat-  
21 ing to the workforce, and the availability of such  
22 data, necessary to properly analyze the impact and  
23 growth of artificial intelligence on the workforce of  
24 the United States and outline how much of this data  
25 is privately owned, and the effectiveness of Federal,

1 State, or industry efforts (including public-private  
2 partnerships) to make privately owned data on the  
3 workforce of the United States available for Federal  
4 research purposes.

5 (2) Identification of industries and occupations  
6 projected to have the most growth in artificial intel-  
7 ligence use, the extent to which the technology is  
8 likely to result in the enhancement of workers' capa-  
9 bilities or their displacement, and level of education  
10 currently consistent with industries and occupations  
11 identified.

12 (3) Analysis of how growth in artificial intel-  
13 ligence use will impact job quality in the industries  
14 and occupations identified in paragraph (2).

15 (4) Identification of opportunities for workers,  
16 educators, institutions of higher education, Con-  
17 gress, labor organizations, or other relevant stake-  
18 holders to influence the impact of artificial intel-  
19 ligence on workers across various industries.

20 (5) Analysis of how educational entities, work-  
21 force development organizations, and labor organiza-  
22 tions can collaborate to advance new opportunities  
23 for education and workforce development to support  
24 an artificial intelligence-enabled economy and work-  
25 force.

1           (6) Analysis of which demographics (including  
2 ethnic, race, gender, economic, age, disability status,  
3 and regional) currently stand to experience expanded  
4 career opportunities, and which demographics cur-  
5 rently appear most vulnerable to career displace-  
6 ment, due to artificial intelligence.

7           (7) Analysis of the skills, expertise, and edu-  
8 cation in emerging and advanced technology needed  
9 to develop, operate, or work alongside artificial intel-  
10 ligence over the next decades, as compared to the  
11 levels of such comparable expertise and education  
12 among the workforce as of the date of enactment of  
13 this Act, with a differentiation between core com-  
14 petencies required across the entire workforce and  
15 competencies required within the industries and oc-  
16 cupations identified in paragraph (2).

17           (8) Identification of methods by which nec-  
18 essary skills, expertise, and education can be effec-  
19 tively delivered to various segments of the United  
20 States workforce, including promising efforts under-  
21 way as of the time of the report that can be ex-  
22 panded.

23           (9) Identification of industry leaders, institu-  
24 tions of higher education, and labor organizations at  
25 the forefront of research and application of artificial

1 intelligence in the industries and occupations identi-  
2 fied in paragraph (2).

3 (10) Identification of the resources and oppor-  
4 tunities required for labor organizations and institu-  
5 tions of higher education, including community col-  
6 leges, technical colleges, minority-serving institutions  
7 (including Tribal Colleges and Universities), and in-  
8 stitutions of higher education serving rural areas, to  
9 deliver skills, expertise, and education identified in  
10 paragraph (7).

11 (11) Identification of the demographic charac-  
12 teristics and educational background (including level  
13 of education) of the individuals who deliver skills, ex-  
14 pertise, and education to students at the institutions  
15 described in paragraph (10).

16 (12) Recommendations to support enhanced  
17 workforce development and prepare future workforce  
18 members for the artificial intelligence economy, and  
19 any other relevant observations or recommendations  
20 within the field of emerging and advanced tech-  
21 nology, which shall include recommendations on—

22 (A) methods to expand public access to  
23 privately owned workforce data and govern-  
24 ment-owned workforce data, for the purpose of

1 researching the effect of emerging technologies  
2 on the United States workforce;

3 (B) policy, regulatory, or programmatic  
4 options for stakeholders (workers, educators, in-  
5 stitutions of higher education, Congress, labor  
6 organizations, or other relevant stakeholders) to  
7 effectively enhance educational and workforce  
8 development opportunities, including mitigating  
9 perceived negative impacts of artificial intel-  
10 ligence on segments of the United States work-  
11 force;

12 (C) recommendations to employers on best  
13 practices to engage workers and representatives  
14 of workers, including labor organizations, in de-  
15 cision-making on the integration of artificial in-  
16 telligence into the workplace;

17 (D) methods to upskill or mitigate earn-  
18 ings or income losses to demographic groups  
19 identified in paragraph (6) as most vulnerable  
20 to career displacement, due to artificial intel-  
21 ligence;

22 (E) methods to encourage low cost, open  
23 source sharing of industry valued credentials  
24 certifying the types of skills, expertise, and edu-  
25 cation identified in paragraph (7);

1 (F) methods to ensure core skills and com-  
2 petencies identified in paragraph (7) can be  
3 evaluated, updated, and made public by relevant  
4 stakeholders as needed, given rapid develop-  
5 ments in the field of artificial intelligence;

6 (G) methods to ensure community colleges,  
7 technical colleges, minority-serving institutions  
8 (including Tribal Colleges and Universities),  
9 and institutions of higher education serving  
10 rural areas receive resources and opportunities  
11 identified in paragraph (10);

12 (H) methods to promote knowledge sharing  
13 and capacity building between industry leaders,  
14 labor organizations, and institutions identified  
15 in paragraph (9) and community colleges, tech-  
16 nical colleges, minority-serving institutions (in-  
17 cluding Tribal Colleges and Universities), and  
18 rural institutions of higher education; and

19 (I) other methods to ensure that the skills,  
20 expertise, and education needed to develop, op-  
21 erate, or work alongside artificial intelligence  
22 are delivered to vulnerable demographic groups  
23 identified in paragraph (6), rural workers, and  
24 other historically underserved segments of the

1 United States workforce (including workers  
2 with disabilities).

3 (c) COLLABORATION.—In preparing the report under  
4 subsection (a), the Secretary of Labor, the Secretary of  
5 Commerce, and the Secretary of Education shall collabo-  
6 rate, through a series of public meetings, roundtables or  
7 other methods, with—

8 (1) local educational agencies, State educational  
9 agencies, State agencies with responsibility for the  
10 administration of a core program (as defined in sec-  
11 tion 3 of the Workforce Innovation and Opportunity  
12 Act (29 U.S.C. 3102)), institutions of higher edu-  
13 cation (including community colleges, technical col-  
14 leges, minority-serving institutions (including Tribal  
15 Colleges and Universities), and institutions of higher  
16 education serving rural areas), labor organizations,  
17 workforce-training organizations, National Labora-  
18 tories, and teacher and educator preparation pro-  
19 grams;

20 (2) a broad range of industrial stakeholders in  
21 the technology, manufacturing, employment, human  
22 resources, and service sectors, including companies  
23 (large and small), think tanks, organized labor, and  
24 industry organizations;

1           (3) the National Academies of Sciences, Engi-  
2           neering, and Medicine, including by sharing relevant  
3           information obtained as a result of the study con-  
4           ducted under section 5105 of the National Artificial  
5           Intelligence Initiative Act of 2020 (Public Law 116–  
6           283; 134 Stat. 4530); and

7           (4) the Director of the National Science Foun-  
8           dation, the Director of the White House Office of  
9           Science and Technology Policy, the Director of the  
10          National Artificial Intelligence Initiative Office, the  
11          National Cyber Director, and the heads of any other  
12          Federal agency the Secretary of Labor, the Sec-  
13          retary of Commerce, and the Secretary of Education  
14          determine appropriate.

15 **TITLE II—EMERGING AND AD-**  
16 **VANCED TECHNOLOGY EDU-**  
17 **CATION AND WORKFORCE DE-**  
18 **VELOPMENT**

19 **SEC. 201. FINDINGS.**

20           Congress finds the following:

21           (1) Emerging and advanced technologies are  
22           transforming industry, creating new fields of com-  
23           merce, driving innovation, and bolstering produc-  
24           tivity. Emerging and advanced technology and infor-  
25           mation occupations are projected to grow by

1 377,500 jobs per year on average between 2022 and  
2 2032, much faster than the average for all other oc-  
3 cupations.

4 (2) As of 2024, more than 400,000 computing  
5 and technology jobs remain unfilled in the United  
6 States. These unfilled jobs present a significant op-  
7 portunity for individuals to advance in the 21st-cen-  
8 tury economy. It is projected that there will be  
9 660,000 new jobs in the technology and computing  
10 sector by 2032. However, the availability of emerg-  
11 ing and advanced technology education at the time  
12 of enactment of this Act does not equitably provide  
13 all students in the United States with the tools to  
14 fill these technology sector jobs.

15 (3) Given the rapidly increasing interest and  
16 deployment of artificial intelligence and other new  
17 technologies in the workplace, knowledge of, and the  
18 skills to use, emerging and advanced technology is  
19 increasingly essential for all individuals, not just  
20 those working or planning to work in the technology  
21 sector.

22 (4) Providing students with emerging and ad-  
23 vanced technology education in elementary school  
24 and secondary school is critical for student success,

1 and strengthening the workforce of a 21st-century  
2 economy.

3 (5) While an estimated 90 percent of parents  
4 want technology, such as computer science, taught  
5 in their children’s schools, just 44 percent of all  
6 middle schools and 57.5 percent of secondary schools  
7 offer high-quality technology instruction that in-  
8 cludes programming and coding.

9 (6) Lack of universal emerging and advanced  
10 technology education is evident in the lack of a wide-  
11 spread tech industry, which is overwhelmingly con-  
12 centrated in a few cities nationwide. Emerging and  
13 advanced technology education is limited to affluent  
14 schools and students, placing low-income, minority,  
15 and rural communities at risk of being left behind.

16 **SEC. 202. DEFINITIONS.**

17 In this title:

18 (1) **COMPUTATIONAL THINKING.**—The term  
19 “computational thinking” means the wide range of  
20 creative processes that go into formulating problems  
21 and their solutions in such a way that the solutions  
22 can be carried out by a computer, and may involve  
23 some understanding of software and hardware de-  
24 sign, logic and the use of abstraction and represen-  
25 tation, algorithm design, algorithm expression, prob-

1       lem decomposition, modularity, programming para-  
2       digms and languages, issues of information security  
3       and privacy, the application of computation across a  
4       wide range of disciplines, and the societal impact of  
5       computing.

6               (2) ELIGIBLE ENTITY.—The term “eligible enti-  
7       ty” means—

8                       (A) a State educational agency, as defined  
9                       in section 8101 of the Elementary and Sec-  
10                      ondary Education Act of 1965 (20 U.S.C.  
11                      7801);

12                     (B) a local educational agency, as defined  
13                     in section 8101 of the Elementary and Sec-  
14                     ondary Education Act of 1965 (20 U.S.C.  
15                     7801);

16                     (C) an eligible Tribal school;

17                     (D) a community college, which shall have  
18                     the meaning given the term “junior or commu-  
19                     nity college” in section 312(f) of the Higher  
20                     Education Act of 1965 (20 U.S.C. 1058(f));

21                     (E) a technical college or postsecondary vo-  
22                     cational institution, as that term is defined in  
23                     section 102(c) of the Higher Education Act of  
24                     1965 (20 U.S.C. 1002(c));

1 (F) a labor organization (as defined in sec-  
2 tion 102);

3 (G) a State agency with responsibility for  
4 a workforce development program, as defined in  
5 section 3 of the Workforce Innovation and Op-  
6 portunity Act (29 U.S.C. 3102); or

7 (H) an institution of higher education.

8 (3) ELIGIBLE TRIBAL SCHOOL.—The term “eli-  
9 gible Tribal school” means—

10 (A) a school operated by the Bureau of In-  
11 dian Education;

12 (B) a school operated pursuant to the In-  
13 dian Self-Determination and Education Assist-  
14 ance Act (25 U.S.C. 5301 et seq.); or

15 (C) a tribally controlled school (as defined  
16 in section 5212 of the Tribally Controlled  
17 Schools Act of 1988 (25 U.S.C. 2511)).

18 (4) EMERGING AND ADVANCED TECHNOLOGY  
19 EDUCATION.—The term “emerging and advanced  
20 technology education” includes education in any of  
21 the following: computational thinking; software de-  
22 sign; hardware architecture and organization; theo-  
23 retical foundations; use of abstraction and represen-  
24 tation in problem solving; logic; algorithm design  
25 and implementation; the limits of computation; pro-

1       programming paradigms and languages; parallel and  
2       distributed computing; information security and pri-  
3       vacy; computing systems and networks; graphics and  
4       visualization; databases and information retrieval;  
5       the relationship between computing and mathe-  
6       matics; artificial intelligence; quantum computing;  
7       applications of computing across a broad range of  
8       disciplines and problems; cloud computing; and the  
9       social impacts and professional practices of com-  
10      puting.

11           (5) INSTITUTION OF HIGHER EDUCATION.—The  
12      term “institution of higher education” has the  
13      meaning given the term in section 101 of the Higher  
14      Education Act of 1965 (20 U.S.C. 1001).

15           (6) MINORITY-SERVING INSTITUTION.—The  
16      term “minority-serving institution” means an eligi-  
17      ble institution as described in section 371 of the  
18      Higher Education Act of 1965 (20 U.S.C. 1067q).

19           (7) POVERTY LINE.—The term “poverty line”  
20      has the meaning given the term in section 8101 of  
21      the Elementary and Secondary Education Act of  
22      1965 (20 U.S.C. 7801).

23           (8) PROGRAMMING.—The term “programming”  
24      means a hands-on, inquiry-based way in which com-  
25      putational thinking may be learned.

1           (9) SECRETARY.—The term “Secretary” means  
2           the Secretary of Education.

3           (10) STEAM.—The term “STEAM” means the  
4           subjects of science, technology, engineering, arts,  
5           and mathematics, including emerging and advanced  
6           technology.

7 **SEC. 203. DEPARTMENT OF EDUCATION GRANTS.**

8           (a) AUTHORIZATION OF GRANTS.—

9           (1) IN GENERAL.—The Secretary shall award  
10          grants to eligible entities to support the expansion of  
11          emerging and advanced technology education. From  
12          the amounts appropriated under subsection (g),  
13          after reserving amounts under subsection (e), the  
14          Secretary shall—

15                (A) reserve 50 percent of the remaining  
16                funds to award grants to eligible entities that  
17                propose to use grant funds in accordance with  
18                subsection (c); and

19                (B) reserve 50 percent of the remaining  
20                funds to award grants to eligible entities that  
21                propose to use grant funds in accordance with  
22                subsection (d).

23          (2) CONSORTIA.—An eligible entity may apply  
24          for a grant under this section as part of a consor-  
25          tium of one or more eligible entities.

1           (3) DURATION.—Grants awarded under this  
2 section shall be for a period of not less than 3 years  
3 and not more than 5 years.

4           (4) CONSIDERATIONS.—In awarding grants  
5 under this section, the Secretary shall consider—

6                 (A) the information and recommendations  
7 included in the reports prepared under section  
8 103; and

9                 (B) structural and other barriers facing  
10 specific demographic groups, as informed by the  
11 reports prepared under section 103.

12           (5) MULTIPLE AWARDS.—

13                 (A) IN GENERAL.—Except as provided in  
14 subparagraph (B), an eligible entity may receive  
15 only 1 grant award under this section.

16                 (B) PART OF CONSORTIA.—

17                     (i) IN GENERAL.—An eligible entity  
18 may receive more than 1 grant award  
19 under this section if the eligible entity is  
20 part of consortia that receive the grant  
21 awards.

22                     (ii) LEAD FISCAL AGENT.—An eligible  
23 entity that receives more than 1 grant  
24 award under this section as part of con-

1                   sortia, may be the lead fiscal agent only on  
2                   1 grant award under this section.

3           (b) APPLICATION REQUIREMENTS.—

4                   (1) IN GENERAL.—An eligible entity that de-  
5                   sires a grant under this section shall submit an ap-  
6                   plication to the Secretary at such time, in such man-  
7                   ner, and containing such information as the Sec-  
8                   retary may require.

9                   (2) PLAN.—An eligible entity that proposes to  
10                  use grant funds in accordance with subsection (c)  
11                  shall include in the application under paragraph (1),  
12                  at a minimum, plans for the following:

13                         (A) Every high school student served by  
14                         the eligible entity to have access to emerging  
15                         and advanced technology education not later  
16                         than 5 years after receipt of grant funds.

17                         (B) All students served by the eligible enti-  
18                         ty to have access to a progression of emerging  
19                         and advanced technology education from pre-  
20                         kindergarten through the middle grades (as de-  
21                         fined in section 8101 of the Elementary and  
22                         Secondary Education Act of 1965 (20 U.S.C.  
23                         7801)) that prepares students for high school  
24                         emerging and advanced technology education.

1           (C) Expansion of overall access to rigorous  
2           (as defined by the Secretary) STEAM classes,  
3           utilizing emerging and advanced technology as  
4           a catalyst for increased interest in STEAM  
5           more broadly, and reducing the enrollment and  
6           academic achievement gap for underrepresented  
7           groups, such as minorities, girls, and youth  
8           from families living at, or below, the poverty  
9           line.

10           (D) Continuous monitoring and evaluation  
11           of project activities.

12           (E) Effectively sustaining project activities  
13           after the grant period ends, and the length of  
14           time which the applicant plans to sustain the  
15           project activities.

16           (F) Disclosure of how the eligible entity  
17           will engage with industry to inform the project  
18           activities, and with which entities from industry  
19           they will engage.

20           (G) Leveraging of permissible activities de-  
21           scribed in subsection (c)(2), if relevant to sup-  
22           port and enhance program activities.

23           (c) GRANT FUNDS FOR EMERGING AND ADVANCED  
24           TECHNOLOGY EDUCATION.—

1           (1) REQUIRED ACTIVITIES.—An eligible entity  
2 that receives a grant under subsection (a)(1)(A)  
3 shall use the grant funds for each of the following  
4 activities:

5           (A) Training teachers to teach emerging  
6 and advanced technology, including providing  
7 professional development opportunities.

8           (B) Expanding access to high-quality  
9 learning materials and online learning options,  
10 including equipment and other related tech-  
11 nologies and access to broadband internet that  
12 are necessary to fully perform in the area of  
13 emerging and advanced technologies.

14           (C) Creating plans for expanding overall  
15 access to rigorous STEAM classes, utilizing  
16 emerging and advanced technology as a catalyst  
17 for increased interest in STEAM more broadly,  
18 and reducing course equity gaps for all stu-  
19 dents, including underrepresented groups, such  
20 as minorities, girls, and youth from low-income  
21 families.

22           (D) Ensuring additional support and re-  
23 sources, which may include mentoring for stu-  
24 dents traditionally underrepresented in STEAM  
25 fields.

1           (E) Ongoing industry engagement to re-  
2           ceive feedback on curricula and the emerging  
3           skills needed of artificial intelligence-related  
4           jobs.

5           (2) PERMISSIBLE ACTIVITIES.—An eligible enti-  
6           ty that receives a grant under subsection (a)(1)(A)  
7           may use the grant funds for 1 or more of the fol-  
8           lowing activities:

9           (A) Building effective regional collabora-  
10          tions with industry, nonprofit organizations,  
11          State boards and local boards (as such terms  
12          are defined in section 3 of the Workforce Inno-  
13          vation and Opportunity Act (29 U.S.C. 3102)),  
14          institutions of higher education (including com-  
15          munity colleges, technical colleges, and minor-  
16          ity-serving institutions), and out-of-school pro-  
17          viders.

18          (B) Recruiting and hiring instructional  
19          personnel as needed, including teachers and  
20          paraeducators (which shall have the meaning  
21          given the term “paraprofessional” in section  
22          8101 of the Elementary and Secondary Edu-  
23          cation Act of 1965 (20 U.S.C. 7801)), including  
24          through support for the workforce development  
25          system (as defined in section 3 of the Work-

1 force Innovation and Opportunity Act (29  
2 U.S.C. 3102)) in the State.

3 (C) Preparations for effectively sustaining  
4 project activities after the grant period ends.

5 (D) Disseminating information about effec-  
6 tive practices.

7 (3) LIMITATION.—Not more than 15 percent of  
8 a grant awarded under subsection (a)(1)(A) may be  
9 used to purchase equipment.

10 (d) GRANT FUNDS FOR EMERGING AND ADVANCED  
11 TECHNOLOGY TEACHER DEVELOPMENT AND RECRUIT-  
12 MENT.—

13 (1) IN GENERAL.—An eligible entity that re-  
14 ceives a grant under subsection (a)(1)(B) shall use  
15 the grant funds for emerging and advanced tech-  
16 nology teacher development and recruitment, which  
17 may include professional development opportunities,  
18 loan repayment, or tuition reimbursement for service  
19 as an emerging and advanced technology teacher, or  
20 any other program designed to develop and recruit  
21 emerging and advanced technology teachers.

22 (2) FULFILLING OBLIGATION.—If an eligible  
23 entity that receives a grant under subsection  
24 (a)(1)(B) uses the grant funds to implement a loan  
25 repayment program or program for tuition reim-

1       bursement for service as an emerging and advanced  
2       technology teacher, the eligible entity shall fulfill any  
3       loan repayment or tuition reimbursement obligation  
4       made to a teacher in exchange for service.

5       (e) NATIONAL ACTIVITIES.—The Secretary may re-  
6       serve not more than 2.5 percent of funds available for  
7       grants under this section for national activities, including  
8       technical assistance, evaluation, and dissemination.

9       (f) EVALUATIONS.—In carrying out this section, the  
10      Secretary shall authorize third-party evaluations of grants  
11      awarded under this section to help build an evidence base  
12      of effective programs that advance a 21st-century artificial  
13      intelligence workforce. Such evaluations shall assess the  
14      scalability of activities funded by such grants to support  
15      the 21st-century artificial intelligence workforce.

16      (g) AUTHORIZATION OF APPROPRIATIONS.—There is  
17      authorized to be appropriated to carry out this section  
18      \$160,000,000 for fiscal year 2026.

19      **SEC. 204. DEPARTMENT OF LABOR GRANTS.**

20      (a) GRANTS AUTHORIZED.—

21              (1) IN GENERAL.—The Secretary of Labor shall  
22      award grants to eligible entities to support workforce  
23      training for workers most impacted by artificial in-  
24      telligence. From the amounts appropriated under  
25      subsection (f), after reserving amounts under sub-

1 section (d), the Secretary of Labor shall award  
2 grants as described in subsection (b).

3 (2) CONSORTIA.—An eligible entity may apply  
4 for a grant under this section as part of a consor-  
5 tium of eligible entities.

6 (3) DURATION.—Grants awarded under this  
7 section shall be for a period of not less than 3 years  
8 and not more than 5 years.

9 (4) CONSIDERATIONS.—In awarding grants  
10 under this section, the Secretary of Labor shall con-  
11 sider—

12 (A) the information and recommendations  
13 included in the reports prepared under section  
14 103; and

15 (B) structural and other barriers facing  
16 specific demographic groups, as informed by the  
17 reports prepared under section 103.

18 (5) PRIORITY.—In awarding grants under this  
19 section, the Secretary of Labor shall give priority to  
20 eligible entities that are labor organizations rep-  
21 resenting workers in industries or occupations iden-  
22 tified in the report under section 103(b)(2), or con-  
23 sortia of eligible entities that include such a labor  
24 organization.

1 (b) GRANT FUNDS TO SERVE INDIVIDUALS SERI-  
2 OUSLY AFFECTED BY AI.—

3 (1) TARGET POPULATION.—An eligible entity  
4 that receives a grant under this section shall use the  
5 grant funds to serve individuals who have a high  
6 school diploma or its recognized equivalent and—

7 (A) are employed in an industry or occupa-  
8 tion projected, pursuant to the report under  
9 section 103(b)(2), to have the most growth in  
10 artificial intelligence use, which is likely to sig-  
11 nificantly impact the job opportunities or wages  
12 of workers; or

13 (B) not earlier than 1 year prior to the  
14 date of enactment of this Act, involuntarily sep-  
15 arated from an industry or occupation pro-  
16 jected, pursuant to the report under section  
17 103(b)(2), to have the most growth in artificial  
18 intelligence use, and are eligible for unemploy-  
19 ment insurance.

20 (2) ACTIVITIES.—In serving the target popu-  
21 lation described in paragraph (1), an eligible entity  
22 that receives a grant under this section shall use the  
23 grant funds for 1 or more of the following purposes:

24 (A) Providing training to such individuals,  
25 including skill certifications, or by supporting

1 other programs that directly enable such indi-  
2 viduals to enter high-skill, high-wage jobs in in-  
3 demand sectors, including emerging and ad-  
4 vanced technology sectors.

5 (B) Providing training to such individuals,  
6 including continuing education certificates or  
7 programs aiming—

8 (i) to update workers' skills related to  
9 advanced and emerging technology; and

10 (ii) to support maintaining or advanc-  
11 ing in high-skill, high-wage jobs in in-de-  
12 mand sectors, including emerging and ad-  
13 vanced technology sectors.

14 (c) APPLICATION REQUIREMENTS.—An eligible enti-  
15 ty that desires a grant under this section shall submit an  
16 application to the Secretary of Labor at such time, in such  
17 manner, and containing such information and assurances  
18 as the Secretary of Labor may require, including, at a  
19 minimum each of the following:

20 (1) A detailed description of project activities  
21 that will be carried out using grant funds, how such  
22 activities will serve the target population described  
23 in subsection (b)(1), and how such programs will  
24 support the growth of the 21st-century workforce.

1           (2) A detailed description of how the eligible en-  
2           tity will engage workers and utilize input from work-  
3           ers in the design of project activities.

4           (3) A detailed description of how job quality  
5           and wage considerations, alongside skill develop-  
6           ment, have informed project activities.

7           (4) A plan for continuous monitoring and eval-  
8           uation of project activities.

9           (5) A plan for effectively sustaining project ac-  
10          tivities after the grant period ends, and the length  
11          of time which the applicant plans to sustain the  
12          project activities.

13          (6) An assurance to provide performance data,  
14          as described in subclause (I) through (VI) of section  
15          116(b)(2)(A)(i) of the Workforce Innovation and  
16          Opportunity Act (29 U.S.C. 3141(b)(2)(A)(i)).

17          (d) NATIONAL ACTIVITIES.—The Secretary of Labor  
18          may reserve not more than 2.5 percent of funds available  
19          for grants under this section for national activities, includ-  
20          ing technical assistance, evaluation, and dissemination.

21          (e) EVALUATIONS.—

22                (1) IN GENERAL.—In carrying out this section,  
23                the Secretary of Labor shall authorize third-party  
24                evaluations of grants awarded under this section to

1 help build an evidence base of programs that ad-  
2 vance a 21st-century workforce.

3 (2) SCALABILITY; WORKER ENGAGEMENT.—The  
4 evaluations described in paragraph (1) shall as-  
5 sess—

6 (A) the scalability of activities funded by  
7 the grants; and

8 (B) the effectiveness of worker engagement  
9 in the design of project activities in improving  
10 training relevance, completion rates, and em-  
11 ployment outcomes for the target population.

12 (f) AUTHORIZATION OF APPROPRIATIONS.—There is  
13 authorized to be appropriated to carry out this section  
14 \$90,000,000 for fiscal year 2026.

15 **SEC. 205. REPORTING REQUIREMENTS.**

16 (a) GRANTEE REPORTS.—Each eligible entity—

17 (1) that receives a grant under section 203  
18 shall submit to the Secretary a report, not less than  
19 twice a year during the grant period, on the use of  
20 grant funds that shall include data on the numbers  
21 of individuals served through activities funded under  
22 such section, disaggregated by race (for Asian and  
23 Native Hawaiian or Pacific Islander individuals  
24 using the same race response categories as the de-  
25 cennial census of the population), ethnicity, gender,

1 and eligibility to participate in the school lunch pro-  
2 gram established under the Richard B. Russell Na-  
3 tional School Lunch Act (42 U.S.C. 1751 et seq.);  
4 and

5 (2) that receives a grant under section 204  
6 shall submit to the Secretary of Labor a report, not  
7 less than twice a year during the grant period, on  
8 the use of grant funds that shall include data on the  
9 numbers of individuals served through activities  
10 funded under such section, disaggregated by race  
11 (for Asian and Native Hawaiian or Pacific Islander  
12 individuals using the same race response categories  
13 as the decennial census of the population), ethnicity,  
14 and gender.

15 (b) REPORT BY THE SECRETARY.—Not later than 5  
16 years after the first grant is awarded under this title, the  
17 Secretary and the Secretary of Labor shall submit to Con-  
18 gress a report based on the analysis of reports received  
19 under subsection (a) with a recommendation on how to  
20 expand the programs under this title.

21 **SEC. 206. AMENDMENTS TO THE EDUCATION SCIENCES RE-**  
22 **FORM ACT.**

23 Section 153(a)(1) of the Education Sciences Reform  
24 Act of 2002 (20 U.S.C. 9543(a)(1)) is amended—

1           (1) in subparagraph (N), by striking “and”  
2 after the semicolon;

3           (2) in subparagraph (O), by inserting “and”  
4 after the semicolon; and

5           (3) by adding at the end the following:

6           “(P) the existence of emerging and ad-  
7 vanced technology education (as defined in sec-  
8 tion 202 of the Workforce of the Future Act of  
9 2025) in elementary schools and secondary  
10 schools, and the degree of competency in emerg-  
11 ing and advanced technology fields among such  
12 students;”.

○