

119TH CONGRESS
1ST SESSION

S. 3319

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.

IN THE SENATE OF THE UNITED STATES

DECEMBER 3, 2025

Ms. BLUNT ROCHESTER (for herself, Ms. HIRONO, and Mr. SCHIFF) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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”.

6 **SEC. 2. TABLE OF CONTENTS.**

7 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.
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TITLE II—EMERGING AND ADVANCED TECHNOLOGY EDUCATION AND WORKFORCE DEVELOPMENT

- Sec. 201. Findings.
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1 **TITLE I—IMPACT OF ARTIFICIAL** 2 **INTELLIGENCE ON JOBS**

3 **SEC. 101. SENSE OF CONGRESS.**

4 It is the sense of Congress that—

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

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

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

16 (B) Industries projected to be most im-
 17 pacted by artificial intelligence.

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

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

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

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

14 **SEC. 102. DEFINITIONS.**

15 In this title:

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

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

24 (3) **INSTITUTION OF HIGHER EDUCATION.**—The
 25 term “institution of higher education” has the

1 meaning given the term in section 101 of the Higher
2 Education Act of 1965 (20 U.S.C. 1001).

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

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

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

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

20 (8) TECHNICAL COLLEGE.—The term “tech-
21 nical college” means a postsecondary vocational in-
22 stitution, as that term is defined in section 102(c)
23 of the Higher Education Act of 1965 (20 U.S.C.
24 1002(c)).

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

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

6 (a) IN GENERAL.—

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

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

24 (B) not later than 1 year after the date of
25 enactment of this Act, a final report on artifi-

1 cial intelligence and its impact on the workforce
2 of the United States, which shall include the in-
3 formation and recommendations listed in sub-
4 section (b); and

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

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

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

18 (1) An identification of the specific data relat-
19 ing to the workforce, and the availability of such
20 data, necessary to properly analyze the impact and
21 growth of artificial intelligence on the workforce of
22 the United States and outline how much of this data
23 is privately owned, and the effectiveness of Federal,
24 State, or industry efforts (including public-private
25 partnerships) to make privately owned data on the

1 workforce of the United States available for Federal
2 research purposes.

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

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

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

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

24 (6) Analysis of which demographics (including
25 ethnic, race, gender, economic, age, disability status,

1 and regional) currently stand to experience expanded
2 career opportunities, and which demographics cur-
3 rently appear most vulnerable to career displace-
4 ment, due to artificial intelligence.

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

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

21 (9) Identification of industry leaders, institu-
22 tions of higher education, and labor organizations at
23 the forefront of research and application of artificial
24 intelligence in the industries and occupations identi-
25 fied in paragraph (2).

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

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

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

20 (A) methods to expand public access to
21 privately owned workforce data and govern-
22 ment-owned workforce data, for the purpose of
23 researching the effect of emerging technologies
24 on the United States workforce;

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

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

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

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

24 (F) methods to ensure core skills and com-
25 petencies identified in paragraph (7) can be

1 evaluated, updated, and made public by relevant
2 stakeholders as needed, given rapid develop-
3 ments in the field of artificial intelligence;

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

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

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

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

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

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

23 (3) the National Academies of Sciences, Engi-
24 neering, and Medicine, including by sharing relevant
25 information obtained as a result of the study con-

1 ducted under section 5105 of the National Artificial
2 Intelligence Initiative Act of 2020 (Public Law 116–
3 283; 134 Stat. 4530); and

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

12 **TITLE II—EMERGING AND AD-**
13 **VANCED TECHNOLOGY EDU-**
14 **CATION AND WORKFORCE DE-**
15 **VELOPMENT**

16 **SEC. 201. FINDINGS.**

17 Congress finds the following:

18 (1) Emerging and advanced technologies are
19 transforming industry, creating new fields of com-
20 merce, driving innovation, and bolstering produc-
21 tivity. Emerging and advanced technology and infor-
22 mation occupations are projected to grow by
23 377,500 jobs per year on average between 2022 and
24 2032, much faster than the average for all other oc-
25 cupations.

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

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

19 (4) Providing students with emerging and ad-
20 vanced technology education in elementary school
21 and secondary school is critical for student success,
22 and strengthening the workforce of a 21st-century
23 economy.

24 (5) While an estimated 90 percent of parents
25 want technology, such as computer science, taught

1 in their children’s schools, just 44 percent of all
 2 middle schools and 57.5 percent of secondary schools
 3 offer high-quality technology instruction that in-
 4 cludes programming and coding.

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

12 **SEC. 202. DEFINITIONS.**

13 In this title:

14 (1) COMPUTATIONAL THINKING.—The term
 15 “computational thinking” means the wide range of
 16 creative processes that go into formulating problems
 17 and their solutions in such a way that the solutions
 18 can be carried out by a computer, and may involve
 19 some understanding of software and hardware de-
 20 sign, logic and the use of abstraction and represen-
 21 tation, algorithm design, algorithm expression, prob-
 22 lem decomposition, modularity, programming para-
 23 digms and languages, issues of information security
 24 and privacy, the application of computation across a

1 wide range of disciplines, and the societal impact of
2 computing.

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

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

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

13 (C) an eligible Tribal school;

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

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

22 (F) a labor organization (as defined in sec-
23 tion 102);

24 (G) a State agency with responsibility for
25 a workforce development program, as defined in

1 section 3 of the Workforce Innovation and Op-
 2 portunity Act (29 U.S.C. 3102); or

3 (H) an institution of higher education.

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

6 (A) a school operated by the Bureau of In-
 7 dian Education;

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

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

14 (4) EMERGING AND ADVANCED TECHNOLOGY
 15 EDUCATION.—The term “emerging and advanced
 16 technology education” includes education in any of
 17 the following: computational thinking; software de-
 18 sign; hardware architecture and organization; theo-
 19 retical foundations; use of abstraction and represen-
 20 tation in problem solving; logic; algorithm design
 21 and implementation; the limits of computation; pro-
 22 gramming paradigms and languages; parallel and
 23 distributed computing; information security and pri-
 24 vacy; computing systems and networks; graphics and
 25 visualization; databases and information retrieval;

1 the relationship between computing and mathe-
 2 matics; artificial intelligence; quantum computing;
 3 applications of computing across a broad range of
 4 disciplines and problems; cloud computing; and the
 5 social impacts and professional practices of com-
 6 puting.

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

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

15 (7) POVERTY LINE.—The term “poverty line”
 16 has the meaning given the term in section 8101 of
 17 the Elementary and Secondary Education Act of
 18 1965 (20 U.S.C. 7801).

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

22 (9) SECRETARY.—The term “Secretary” means
 23 the Secretary of Education.

24 (10) STEAM.—The term “STEAM” means the
 25 subjects of science, technology, engineering, arts,

1 and mathematics, including emerging and advanced
2 technology.

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

4 (a) AUTHORIZATION OF GRANTS.—

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

11 (A) reserve 50 percent of the remaining
12 funds to award grants to eligible entities that
13 propose to use grant funds in accordance with
14 subsection (c); and

15 (B) 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 (d).

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

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

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

3 (A) the information and recommendations
4 included in the reports prepared under section
5 103; and

6 (B) structural and other barriers facing
7 specific demographic groups, as informed by the
8 reports prepared under section 103.

9 (5) MULTIPLE AWARDS.—

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

13 (B) PART OF CONSORTIA.—

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

19 (ii) LEAD FISCAL AGENT.—An eligible
20 entity that receives more than 1 grant
21 award under this section as part of con-
22 sortia, may be the lead fiscal agent only on
23 1 grant award under this section.

24 (b) APPLICATION REQUIREMENTS.—

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

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

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

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

22 (C) Expansion of overall access to rigorous
23 (as defined by the Secretary) STEAM classes,
24 utilizing emerging and advanced technology as
25 a catalyst for increased interest in STEAM

1 more broadly, and reducing the enrollment and
2 academic achievement gap for underrepresented
3 groups, such as minorities, girls, and youth
4 from families living at, or below, the poverty
5 line.

6 (D) Continuous monitoring and evaluation
7 of project activities.

8 (E) Effectively sustaining project activities
9 after the grant period ends, and the length of
10 time which the applicant plans to sustain the
11 project activities.

12 (F) Disclosure of how the eligible entity
13 will engage with industry to inform the project
14 activities, and with which entities from industry
15 they will engage.

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

19 (c) GRANT FUNDS FOR EMERGING AND ADVANCED
20 TECHNOLOGY EDUCATION.—

21 (1) REQUIRED ACTIVITIES.—An eligible entity
22 that receives a grant under subsection (a)(1)(A)
23 shall use the grant funds for each of the following
24 activities:

1 (A) Training teachers to teach emerging
2 and advanced technology, including providing
3 professional development opportunities.

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

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

18 (D) Ensuring additional support and re-
19 sources, which may include mentoring for stu-
20 dents traditionally underrepresented in STEAM
21 fields.

22 (E) Ongoing industry engagement to re-
23 ceive feedback on curricula and the emerging
24 skills needed of artificial intelligence-related
25 jobs.

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

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

14 (B) Recruiting and hiring instructional
15 personnel as needed, including teachers and
16 paraeducators (which shall have the meaning
17 given the term “paraprofessional” in section
18 8101 of the Elementary and Secondary Edu-
19 cation Act of 1965 (20 U.S.C. 7801)), including
20 through support for the workforce development
21 system (as defined in section 3 of the Work-
22 force Innovation and Opportunity Act (29
23 U.S.C. 3102)) in the State.

24 (C) Preparations for effectively sustaining
25 project activities after the grant period ends.

1 (D) Disseminating information about effective
2 practices.

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

6 (d) GRANT FUNDS FOR EMERGING AND ADVANCED
7 TECHNOLOGY TEACHER DEVELOPMENT AND RECRUIT-
8 MENT.—

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

18 (2) FULFILLING OBLIGATION.—If an eligible
19 entity that receives a grant under subsection
20 (a)(1)(B) uses the grant funds to implement a loan
21 repayment program or program for tuition reim-
22 bursement for service as an emerging and advanced
23 technology teacher, the eligible entity shall fulfill any
24 loan repayment or tuition reimbursement obligation
25 made to a teacher in exchange for service.

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

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

12 (g) AUTHORIZATION OF APPROPRIATIONS.—There is
 13 authorized to be appropriated to carry out this section
 14 \$160,000,000 for fiscal year 2026.

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

16 (a) GRANTS AUTHORIZED.—

17 (1) IN GENERAL.—The Secretary of Labor shall
 18 award grants to eligible entities to support workforce
 19 training for workers most impacted by artificial in-
 20 telligence. From the amounts appropriated under
 21 subsection (f), after reserving amounts under sub-
 22 section (d), the Secretary of Labor shall award
 23 grants as described in subsection (b).

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

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

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

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

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

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

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

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

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

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

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

22 (A) Providing training to such individuals,
 23 including skill certifications, or by supporting
 24 other programs that directly enable such indi-
 25 viduals to enter high-skill, high-wage jobs in in-

1 demand sectors, including emerging and ad-
2 vanced technology sectors.

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

6 (i) to update workers' skills related to
7 advanced and emerging technology; and

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

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

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

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

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

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

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

10 (6) An assurance to provide performance data,
11 as described in subclause (I) through (VI) of section
12 116(b)(2)(A)(i) of the Workforce Innovation and
13 Opportunity Act (29 U.S.C. 3141(b)(2)(A)(i)).

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

18 (e) EVALUATIONS.—

19 (1) IN GENERAL.—In carrying out this section,
20 the Secretary of Labor shall authorize third-party
21 evaluations of grants awarded under this section to
22 help build an evidence base of programs that ad-
23 vance a 21st century workforce.

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

4 (A) the scalability of activities funded by
 5 the grants; and

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

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

13 **SEC. 205. REPORTING REQUIREMENTS.**

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

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

1 tional School Lunch Act (42 U.S.C. 1751 et seq.);
 2 and

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

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

19 **SEC. 206. AMENDMENTS TO THE EDUCATION SCIENCES RE-**
 20 **FORM ACT.**

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

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

1 (2) in subparagraph (O), by inserting “and”
2 after the semicolon; and
3 (3) by adding at the end the following:
4 “(P) the existence of emerging and ad-
5 vanced technology education (as defined in sec-
6 tion 202 of the Workforce of the Future Act of
7 2025) in elementary schools and secondary
8 schools, and the degree of competency in emerg-
9 ing and advanced technology fields among such
10 students;”.

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