

118TH CONGRESS  
1ST SESSION

# H. R. 6791

To amend the Digital Equity Act of 2021 to facilitate artificial intelligence literacy opportunities, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

DECEMBER 14, 2023

Ms. BLUNT ROCHESTER (for herself and Mr. BUCSHON) introduced the following bill; which was referred to the Committee on Energy and Commerce

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## A BILL

To amend the Digital Equity Act of 2021 to facilitate artificial intelligence literacy opportunities, and for other purposes.

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 “Artificial Intelligence  
5 Literacy Act of 2023”.

6 **SEC. 2. FINDINGS.**

7 The Congress finds the following:

8 (1) Artificial intelligence (AI) is a trans-  
9 formative technology that affects nearly every aspect  
10 of the United States economy.

1           (2) As AI becomes increasingly ubiquitous, AI  
2 literacy will become as important as digital literacy  
3 is today.

4           (3) Technological leadership in AI is an eco-  
5 nomic and national security imperative. Maintaining  
6 this leadership requires a sufficient workforce to re-  
7 search and develop AI capabilities. Such a workforce  
8 must contain both technical talent, such as computer  
9 engineers and data scientists, and nontechnical tal-  
10 ent, such as product managers and sales engineers,  
11 who understand AI.

12           (4) Effective AI literacy initiatives encompass  
13 not only technical training but also include com-  
14 prehensive education about the potential benefits  
15 and risks associated with AI technologies.

16           (5) Informed developers and consumers of AI  
17 technologies can help mitigate potential risks and bi-  
18 ases often found in systems that utilize AI.

19           (6) Basic AI literacy is critical to ensuring that  
20 Americans have the tools and knowledge needed to  
21 navigate the economy and digital world. With AI  
22 being increasingly adopted by consumer-facing com-  
23 panies and widely used tools on the internet, Ameri-  
24 cans of all ages and occupations should have the  
25 skills and tools needed to understand AI and its lim-

1       itations at a basic level as well as skills to identify  
2       when AI is being employed.

3               (7) Successful AI literacy initiatives will pre-  
4       pare Americans of all ages and technical back-  
5       grounds to safely navigate AI tools and AI-enabled  
6       technologies.

7               (8) Communities most often negatively im-  
8       pacted by AI-enabled technologies often have the  
9       least access to AI education.

10              (9) AI literacy initiatives must engage stake-  
11       holders and communities in all stages, and specific  
12       outreach efforts should be made for communities  
13       disproportionately impacted by the digital divide, in-  
14       cluding minority and rural communities.

15              (10) According to a survey of adults commis-  
16       sioned by Jobs for the Future, a non-profit organi-  
17       zation with a focus on workforce development and  
18       education, 58 percent believe that learning opportu-  
19       nities around AI should be offered to workers, 53  
20       percent believe that such opportunities should be  
21       available to learners, and 54 percent believe that  
22       they would feel more prepared for the future impact  
23       of AI if they were given learning tools for it.

24              (11) As of 2018, the United States AI work-  
25       force stood at about 14,000,000 workers, or about

1 9 percent of total employment. From 2019 to 2029,  
2 demand for AI occupations is projected to grow  
3 twice as fast as for all occupations in the United  
4 States.

5 (12) In 2021, Black students made up only 7.5  
6 percent of AI-related bachelor’s degrees despite mak-  
7 ing up 14 percent of the population. While women  
8 account for 60 percent of college graduates, they  
9 constitute only 40 percent of Science, Technology,  
10 Engineering, and Mathematics graduates and 25  
11 percent of graduates in AI fields. Efforts in AI lit-  
12 eracy can help to bridge stark differences in attain-  
13 ment across demographic groups.

14 (13) The need for a strong workforce of AI  
15 workers, as well as an AI-literate population, re-  
16 quires investment in AI literacy education.

17 **SEC. 3. DIGITAL LITERACY, ARTIFICIAL INTELLIGENCE,**  
18 **AND COMPETITIVE GRANT PROGRAM.**

19 (a) DIGITAL LITERACY WITH RESPECT TO ARTIFI-  
20 CIAL INTELLIGENCE.—Section 60302 of the Digital Eq-  
21 uity Act of 2021 (47 U.S.C. 1721) is amended—

22 (1) in paragraph (12) by inserting “, including  
23 the skills associated with artificial intelligence lit-  
24 eracy” before the period; and

1           (2) by redesignating paragraphs (5) through  
2           (23), as amended by paragraph (1) of this sub-  
3           section, as paragraphs (6) through (24), respec-  
4           tively, and inserting after paragraph (4) the fol-  
5           lowing:

6           “(5) ARTIFICIAL INTELLIGENCE LITERACY.—  
7           The term ‘artificial intelligence literacy’ means the  
8           skills associated with the ability to comprehend the  
9           basic principles, concepts, and applications of artifi-  
10          cial intelligence, as well as the implications, limita-  
11          tions, and ethical considerations associated with the  
12          use of artificial intelligence.”.

13          (b) CONFORMING AMENDMENTS.—Sections 60304  
14          and 60305 of such Act (47 U.S.C. 1723, 1724) are  
15          amended by striking “60302(8)” and inserting  
16          “60302(9)”.

17          (c) ARTIFICIAL INTELLIGENCE LITERACY IN THE  
18          DIGITAL EQUITY COMPETITIVE GRANT PROGRAM.—Sec-  
19          tion 60305(d)(2)(A) of such Act (47 U.S.C.  
20          1724(d)(2)(A)) is amended by redesignating clause (vi) as  
21          clause (x) and inserting after clause (v) the following:

22                                 “(vi) In the case of a grant made to  
23                                 increase artificial intelligence literacy in  
24                                 public elementary and secondary schools—

1           “(I) to provide teachers training  
2           and certification to support artificial  
3           intelligence literacy efforts in schools;

4           “(II) to facilitate the attendance  
5           of teachers at professional develop-  
6           ment courses, workshops, and con-  
7           ferences related to artificial intel-  
8           ligence education, including profes-  
9           sional development related to artificial  
10          intelligence course design and fee-  
11          based professional development;

12          “(III) with respect to schools  
13          without resources for computer  
14          science education, to use best prac-  
15          tices to develop and design computer  
16          science course materials needed for  
17          artificial intelligence education;

18          “(IV) to support partnerships  
19          with the private sector to facilitate ar-  
20          tificial intelligence education;

21          “(V) to equip schools with labs to  
22          provide students hands-on artificial  
23          intelligence learning experiences; or

24          “(VI) to develop virtual learning  
25          platforms that facilitate remote and

1 individualized artificial intelligence  
2 education opportunities.

3 “(vii) In the case of a grant made to  
4 increase artificial intelligence literacy in  
5 community colleges—

6 “(I) to develop and implement an  
7 interdisciplinary literacy program with  
8 respect to artificial intelligence for  
9 non-traditional learners, including  
10 through partnerships with non-profit  
11 educational organizations;

12 “(II) to develop labs to provide  
13 students hands-on artificial intel-  
14 ligence learning experiences; or

15 “(III) to develop virtual learning  
16 platforms that facilitate remote and  
17 individualized artificial intelligence  
18 education opportunities.

19 “(viii) In the case of a grant made to  
20 increase artificial intelligence literacy in in-  
21 stitutions of higher education—

22 “(I) to develop labs to provide  
23 students hands-on artificial intel-  
24 ligence learning experiences;

1                   “(II) to develop virtual learning  
2                   platforms that facilitate remote and  
3                   individualized artificial intelligence  
4                   education opportunities; or

5                   “(III) to develop programming  
6                   and pedagogical tools with respect to  
7                   artificial intelligence education and in-  
8                   struction for the benefit of elementary  
9                   school and secondary school teachers  
10                  and community educators.

11                  “(ix) In the case of a grant made to  
12                  a community anchor institution, other than  
13                  a school, community college, or institution  
14                  of higher education, to increase artificial  
15                  intelligence literacy in covered popu-  
16                  lations—

17                         “(I) to provide training and cer-  
18                         tification with respect to artificial in-  
19                         telligence education and instruction to  
20                         employees of the community anchor  
21                         institution; or

22                         “(II) to develop and implement  
23                         artificial intelligence learning experi-  
24                         ences and educational programming to



1                   the community served by the commu-  
2                   nity anchor institution.”.

3           (d) REPORT TO CONGRESS.—Section 60305 of such  
4 Act (47 U.S.C. 1724) is amended by adding at the end  
5 the following:

6           “(1) ANNUAL REPORT TO CONGRESS.—For each year  
7 of the 4-year period described in subsection (d)(2)(D), the  
8 Assistant Secretary shall submit to the appropriate com-  
9 mittees of Congress a written report—

10                   “(1) summarizing and analyzing the reports  
11                   submitted to the Assistant Secretary pursuant to  
12                   subsection (h) for that year; and

13                   “(2) identifying any specific use described by a  
14                   report submitted pursuant to subsection (h) that the  
15                   Assistant Secretary recommends for expansion or  
16                   modification to benefit greater populations.”.

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