

118TH CONGRESS
2D SESSION

H. R. 9607

To promote a 21st century artificial intelligence workforce and to authorize the Secretary of Education to carry out a program to increase access to prekindergarten through grade 12 emerging and advanced technology education and upskill workers in the technology of the future.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 16, 2024

Ms. LEE of California (for herself and Mr. CLEAVER) introduced the following bill; which was referred to the Committee on Education and the 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

A BILL

To promote a 21st century artificial intelligence workforce and to authorize the Secretary of Education to carry out a program to increase access to prekindergarten through grade 12 emerging and advanced technology education and upskill workers in the technology of the future.

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

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Workforce of the Fu-
3 ture Act of 2024”.

4 **SEC. 2. TABLE OF CONTENTS.**

5 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.
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- Sec. 205. Reporting requirements.
- Sec. 206. Amendments to other laws.

6 **TITLE I—IMPACT OF ARTIFICIAL**
7 **INTELLIGENCE ON JOBS**

8 **SEC. 101. SENSE OF CONGRESS.**

9 It is the sense of Congress that—

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

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

1 (A) Data and data access necessary to
2 properly analyze the impact of artificial intel-
3 ligence on the United States workforce.

4 (B) Industries projected to be most im-
5 pacted by artificial intelligence.

6 (C) Opportunities for workers and other
7 stakeholders to influence the impact of artificial
8 intelligence across industries.

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

13 (E) The skills, expertise, and education
14 needed to develop, operate, or work alongside
15 artificial intelligence.

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

19 **SEC. 102. DEFINITIONS.**

20 In this title:

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

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

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

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

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

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

21 (7) TECHNICAL COLLEGE.—The term “tech-
22 nical college” means a postsecondary vocational in-
23 stitution, as that term is defined in section 102(e)
24 of the Higher Education Act of 1965 (20 U.S.C.
25 1002(e)).

1 (8) 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 Director of the National Science
9 Foundation, and the Secretary of Education shall,
10 jointly and in collaboration with the individuals and
11 entities described in subsection (c), prepare and sub-
12 mit to the Committee on Education and the Work-
13 force and the Committee on Science, Space, and
14 Technology of the House of Representatives, and the
15 Committee on Health, Education, Labor, and Pen-
16 sions and the Committee on Commerce, Science, and
17 Transportation of the Senate—

18 (A) not later 1 year after the date of en-
19 actment of this Act, an interim report on artifi-
20 cial intelligence and its impact on the workforce
21 of the United States, which shall include the in-
22 formation and recommendations listed in sub-
23 section (b);

24 (B) not later than 2 years after the date
25 of enactment of this Act, a final report on arti-

1 ficial intelligence and its impact on the work-
2 force of the United States, which shall include
3 the information and recommendations listed in
4 subsection (b); and

5 (C) not later than 5 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 Director of the National
13 Science Foundation and the Secretary of Education
14 to establish procedures for the preparation and sub-
15 mission of the interim and final reports described in
16 paragraph (1).

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

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

1 partnerships) to make privately owned data on the
2 workforce of the United States available for Federal
3 research purposes.

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

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

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

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

1 (6) Analysis of which demographic groups (in-
2 cluding based on race and ethnicity, gender, socio-
3 economic status or income level, age, disability sta-
4 tus, and geography) of workers and communities
5 currently stand to experience expanded career oppor-
6 tunities, and which of these groups currently appear
7 most vulnerable to career displacement, due to artifi-
8 cial intelligence.

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

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

1 (9) Identification of industry leaders, institu-
2 tions of higher education, and labor organizations at
3 the forefront of research and application of artificial
4 intelligence in the industries and occupations identi-
5 fied in paragraph (2).

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

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

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

1 (A) methods to expand public access to
2 privately-owned workforce data and govern-
3 ment-owned workforce data, for the purpose of
4 researching the effect of emerging technologies
5 on the United States workforce;

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

15 (C) recommendations to employers on best
16 practices to engage workers and representatives
17 of workers, including labor organizations, in de-
18 cisionmaking on the integration of artificial in-
19 telligence into the workplace;

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

1 (E) methods to encourage low cost, open
2 source sharing of industry valued credentials
3 certifying the types of skills, expertise, and edu-
4 cation identified in paragraph (7);

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

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

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

23 (I) other methods to ensure that the skills,
24 expertise, and education needed to develop, op-
25 erate, or work alongside artificial intelligence

1 are delivered to vulnerable demographic groups
2 identified in paragraph (6), rural workers, and
3 other historically underserved segments of the
4 United States workforce (including workers
5 with disabilities).

6 (c) COLLABORATION.—In preparing the report under
7 subsection (a), the Secretary of Labor, the Director of the
8 National Science Foundation, and the Secretary of Edu-
9 cation shall collaborate, through a series of public meet-
10 ings, roundtables or other methods, with—

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

23 (2) a broad range of industrial stakeholders in
24 the technology, manufacturing, employment, human
25 resources, and service sectors, including companies

1 (large and small), think tanks, organized labor, and
2 industry organizations;

3 (3) the National Academies of Sciences, Engi-
4 neering, and Medicine, including by sharing relevant
5 information obtained as a result of the study con-
6 ducted under section 5105 of the National Artificial
7 Intelligence Initiative Act of 2020 (Public Law 116-
8 283; 134 Stat. 4530); and

9 (4) the Secretary of Commerce, the Director of
10 the White House Office of Science and Technology
11 Policy, the Director of the National Artificial Intel-
12 ligence Initiative Office, the National Cyber Direc-
13 tor, and the heads of any other Federal agency the
14 Secretary of Labor, the Director of the National
15 Science Foundation, and the Secretary of Education
16 determine appropriate.

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

21 **SEC. 201. FINDINGS.**

22 Congress finds the following:

23 (1) Emerging and advanced technologies are
24 transforming industry, creating new fields of com-
25 merce, driving innovation, and bolstering produc-

1 tivity. Emerging and advanced technology and infor-
2 mation occupations are projected to grow by
3 377,500 jobs per year on average between 2022 and
4 2032, much faster than the average for all other oc-
5 cupations.

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

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

24 (4) Providing students with emerging and ad-
25 vanced technology education in elementary school

1 and secondary school is critical for student success,
2 and strengthening the workforce of a 21st century
3 economy.

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

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

17 **SEC. 202. DEFINITIONS.**

18 In this title:

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

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

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

9 (A) a State 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 (B) a local educational agency, as defined
14 in section 8101 of the Elementary and Sec-
15 ondary Education Act of 1965 (20 U.S.C.
16 7801);

17 (C) an eligible Tribal school;

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

22 (E) a technical college or postsecondary vo-
23 cational institution, as that term is defined in
24 section 102(c) of the Higher Education Act of
25 1965 (20 U.S.C. 1002(c));

1 (F) a labor organization;

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

6 (H) an institution of higher education, as
7 defined in section 101 of the Higher Education
8 Act of 1965 (20 U.S.C. 1001).

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

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

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

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

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

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

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

16 (6) PROGRAMMING.—The term “programming”
17 means a hands-on, inquiry-based way in which com-
18 putational thinking may be learned.

19 (7) SECRETARY.—The term “Secretary” means
20 the Secretary of Education.

21 (8) STEAM.—The term “STEAM” means the
22 subjects of science, technology, engineering, arts,
23 and mathematics, including emerging and advanced
24 technology.

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

2 (a) AUTHORIZATION OF GRANTS.—

3 (1) IN GENERAL.—The Secretary shall award
4 grants to eligible entities to serve as models for na-
5 tional replication of emerging and advanced tech-
6 nology education expansion efforts, including by
7 building participants' broader transferable skills, not
8 just specialized technical skills. From the amounts
9 appropriated under subsection (g), after reserving
10 amounts under subsection (e), the 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 AND PARTNERSHIPS.—An eligi-
20 ble entity may apply for a grant under this section
21 as part of a consortium or in partnership with a
22 State educational agency or other partner.

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

1 (4) STAGGERING GRANT AWARDS.—The Sec-
2 retary may stagger grant awards under this section
3 over the period of authorization for such grant
4 awards.

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

7 (A) the information and recommendations
8 included in the reports prepared under section
9 103; and

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

13 (b) APPLICATION REQUIREMENTS.—

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

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

23 (A) Every high school student served by
24 the eligible entity to have access to emerging

1 and advanced technology education not later
2 than 5 years after receipt of grant funds.

3 (B) All students served by the eligible enti-
4 ty to have access to a progression of emerging
5 and advanced technology education from pre-
6 kindergarten through middle school that pre-
7 pares students for high school emerging and ad-
8 vanced technology education.

9 (C) Expansion of overall access to rigorous
10 (as defined by the Secretary) STEAM classes,
11 utilizing emerging and advanced technology as
12 a catalyst for increased interest in STEAM
13 more broadly, and reducing the enrollment and
14 academic achievement gap for underrepresented
15 groups, such as minorities, girls, and youth
16 from families living at, or below, the poverty
17 line.

18 (D) Continuous monitoring and evaluation
19 of project activities.

20 (E) Effectively sustaining project activities
21 after the grant period ends, and the length of
22 time which the applicant plans to sustain the
23 project activities.

24 (c) GRANT FUNDS FOR EMERGING AND ADVANCED
25 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 the following activities:

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

7 (B) Expanding access to high-quality
8 learning materials (as defined by the Secretary)
9 and online learning options, including equip-
10 ment and other related technologies and access
11 to broadband internet that are necessary to
12 fully perform in the area of emerging and ad-
13 vanced technologies.

14 (C) Creating plans for expanding overall
15 access to rigorous (as defined by the Secretary)
16 STEAM classes, utilizing emerging and ad-
17 vanced technology as a catalyst for increased
18 interest in STEAM more broadly, and reducing
19 course equity gaps for all students, including
20 underrepresented groups, such as minorities,
21 girls, and youth from low-income 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 the following activities:

8 (A) Building effective regional collabora-
9 tions with industry, nonprofit organizations,
10 State boards and local boards (as such terms
11 are defined in section 3 of the Workforce Inno-
12 vation and Opportunity Act (29 U.S.C. 3102)),
13 2-year and 4-year degree granting institutions
14 of higher education (including community col-
15 leges, technical colleges, historically Black col-
16 leges and universities (as defined within the
17 meaning of the term “part B institution” in
18 section 322 of the Higher Education Act of
19 1965 (20 U.S.C. 1061)), Hispanic-serving insti-
20 tutions (as defined in section 502 of such Act
21 (20 U.S.C. 1101a)), Asian American and Na-
22 tive American Pacific Islander-serving institu-
23 tions (as defined in section 371(c) of such Act
24 (20 U.S.C. 1067q(e))), Tribal Colleges and Uni-
25 versities (as defined in section 316 of such Act

1 (20 U.S.C. 1059e)), Alaska Native-serving in-
2 stitutions (as defined in section 317(b) of such
3 Act (20 U.S.C. 1059d(b))), Native Hawaiian-
4 serving institutions (as defined in section
5 317(b) of such Act (20 U.S.C. 1059d(b))), Pre-
6 dominantly Black Institutions (as defined in
7 section 371(c) of such Act (20 U.S.C.
8 1067q(e))), Native American-serving, nontribal
9 institutions (as defined in section 371(c) of
10 such Act (20 U.S.C. 1067q(e))), and other mi-
11 nority-serving institutions), and out-of-school
12 providers.

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

23 (C) Preparations for effectively sustaining
24 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 forgiveness, or tuition reimbursement for serv-
15 ice as an emerging and advanced technology teacher,
16 or any other program designed to develop and re-
17 cruit 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 forgiveness 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 forgiveness 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 programs that advance a 21st century artificial intel-
9 ligence workforce.

10 (g) AUTHORIZATION OF APPROPRIATIONS.—There
11 are authorized to be appropriated to carry out this section
12 \$160,000,000 for the period of fiscal years 2025 through
13 2029.

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

15 (a) GRANTS AUTHORIZED.—

16 (1) IN GENERAL.—The Secretary of Labor shall
17 award grants to eligible entities to serve as models
18 for national replication of emerging and advanced
19 technology workforce expansion efforts, including by
20 building participants' broader transferable skills, not
21 just specialized technical skills. From the amounts
22 appropriated under subsection (f), after reserving
23 amounts under subsection (d), the Secretary of
24 Labor shall award grants as described in subsection

25 (b).

1 (2) CONSORTIA AND PARTNERSHIPS.—An eligi-
2 ble entity may apply for a grant under this section
3 as part of a consortium or in partnership with a
4 State workforce agency or other partner.

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

8 (4) STAGGERING GRANT AWARDS.—The Sec-
9 retary of Labor may stagger grant awards under
10 this section over the period of authorization for such
11 grant awards.

12 (5) CONSIDERATIONS.—In awarding grants
13 under this section, the Secretary of Labor shall con-
14 sider—

15 (A) the information and recommendations
16 included in the reports prepared under section
17 103; and

18 (B) structural and other barriers facing
19 specific demographic groups, as informed by the
20 reports prepared under section 103.

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

23 (1) IN GENERAL.—An eligible entity that re-
24 ceives a grant under this section shall use the grant
25 funds to serve individuals who—

1 (A) have a high school diploma or its rec-
2 ognized equivalent; and

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

9 (2) ACTIVITIES.—In serving individuals de-
10 scribed in paragraph (1), an eligible entity that re-
11 ceives a grant under this section shall use the grant
12 funds for one or more of the following purposes:

13 (A) Upskilling such individuals, including
14 by offering scholarships or skill certifications,
15 or by supporting other programs that upskill
16 such individuals.

17 (B) Enabling lifelong learning and cross
18 training, including continuing education certifi-
19 cates or programs aiming to update workers'
20 skills related to advanced and emerging tech-
21 nology.

22 (c) APPLICATION REQUIREMENTS.—An eligible enti-
23 ty that desires a grant under this section shall submit an
24 application to the Secretary of Labor at such time, in such
25 manner, and containing such information as the Secretary

1 of Labor may require, including, at a minimum, plans for
2 the following:

3 (1) Continuous monitoring and evaluation of
4 project activities.

5 (2) Effectively sustaining project activities after
6 the grant period ends, and the length of time which
7 the applicant plans to sustain the project activities.

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

12 (e) EVALUATIONS.—In carrying out this section, the
13 Secretary of Labor shall authorize third-party evaluations
14 of grants awarded under this section to help build an evi-
15 dence base of programs that advance a 21st century artifi-
16 cial intelligence workforce.

17 (f) AUTHORIZATION OF APPROPRIATIONS.—There
18 are authorized to be appropriated to carry out this section
19 \$90,000,000 for the period of fiscal years 2025 through
20 2029.

21 **SEC. 205. REPORTING REQUIREMENTS.**

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

23 (1) that receives a grant under section 203
24 shall submit to the Secretary a report, not less than
25 twice a year during the grant period, on the use of

1 grant funds that shall include data on the numbers
2 of individuals served through activities funded under
3 such section, disaggregated by race (for Asian and
4 Native Hawaiian or Pacific Islander individuals
5 using the same race response categories as the de-
6 cennial census of the population), ethnicity, gender,
7 and eligibility to participate in the school lunch pro-
8 gram established under the Richard B. Russell Na-
9 tional School Lunch Act (42 U.S.C. 1751 et seq.);
10 and

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

21 (b) REPORT BY THE SECRETARY.—Not later than 5
22 years after the first grant is awarded under this title, the
23 Secretary and the Secretary of Labor shall submit to Con-
24 gress a report based on the analysis of reports received

1 under subsection (a) with a recommendation on how to
2 expand the programs under this title.

3 **SEC. 206. AMENDMENTS TO OTHER LAWS.**

4 (a) DEPARTMENT OF EDUCATION ORGANIZATION
5 ACT.—Section 203(c)(1) of the Department of Education
6 Organization Act (20 U.S.C. 3413(c)(1)) is amended by
7 inserting “, which shall include information with respect
8 to the existence of emerging and advanced technology edu-
9 cation (as defined in section 202 of the Workforce of the
10 Future Act of 2024), disaggregated by the type of emerg-
11 ing and advanced technology education and by the type
12 of eligible entity (as defined in such section 202)” after
13 “Rights”.

14 (b) THE EDUCATION SCIENCES REFORM ACT OF
15 2002.—Section 153(a)(1) of the Education Sciences Re-
16 form Act of 2002 (20 U.S.C. 9543(a)(1)) is amended—

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

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

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

22 “(P) the existence of emerging and ad-
23 vanced technology education (as defined in sec-
24 tion 202 of the Workforce of the Future Act of
25 2024) in elementary schools and secondary

1 schools, and the degree of competency in emerg-
2 ing and advanced technology fields among such
3 students;”.

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