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(Original Signature of Member)

118TH CONGRESS
1ST SESSION

H. R. _____

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

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Ms. BLUNT ROCHESTER introduced the following bill; which was referred to
the Committee on _____

_____

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:

2

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

4 (2) As AI becomes increasingly ubiquitous, AI
5 literacy will become as important as digital literacy
6 is today.

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

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

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

22 (6) Basic AI literacy is critical to ensuring that
23 Americans have the tools and knowledge needed to
24 navigate the economy and digital world. With AI
25 being increasingly adopted by consumer-facing com-

1 panies and widely used tools on the internet, Ameri-

2 cans of all ages and occupations should have the

3 skills and tools needed to understand AI and its lim-

4 itations at a basic level as well as skills to identify

5 when AI is being employed.

6 (7) Successful AI literacy initiatives will pre-

7 pare Americans of all ages and technical back-

8 grounds to safely navigate AI tools and AI-enabled

9 technologies.

10 (8) Communities most often negatively im-

11 pacted by AI-enabled technologies often have the

12 least access to AI education.

13 (9) AI literacy initiatives must engage stake-

14 holders and communities in all stages, and specific

15 outreach efforts should be made for communities

16 disproportionately impacted by the digital divide, in-

17 cluding minority and rural communities.

18 (10) According to a survey of adults commis-

19 sioned by Jobs for the Future, a non-profit organi-

20 zation with a focus on workforce development and

21 education, 58 percent believe that learning opportu-

22 nities around AI should be offered to workers, 53

23 percent believe that such opportunities should be

24 available to learners, and 54 percent believe that

4

1 they would feel more prepared for the future impact

2 of AI if they were given learning tools for it.

3 (11) As of 2018, the United States AI work-

4 force stood at about 14,000,000 workers, or about

5 9 percent of total employment. From 2019 to 2029,

6 demand for AI occupations is projected to grow

7 twice as fast as for all occupations in the United

8 States.

9 (12) In 2021, Black students made up only 7.5

10 percent of AI-related bachelor's degrees despite mak-

11 ing up 14 percent of the population. While women

12 account for 60 percent of college graduates, they

13 constitute only 40 percent of Science, Technology,

14 Engineering, and Mathematics graduates and 25

15 percent of graduates in AI fields. Efforts in AI lit-

16 eracy can help to bridge stark differences in attain-

17 ment across demographic groups.

18 (13) The need for a strong workforce of AI

19 workers, as well as an AI-literate population, re-

20 quires investment in AI literacy education.

21 **SEC. 3. DIGITAL LITERACY, ARTIFICIAL INTELLIGENCE,**

22 **AND COMPETITIVE GRANT PROGRAM.**

23 (a) DIGITAL LITERACY WITH RESPECT TO ARTIFI-

24 CIAL INTELLIGENCE.—Section 60302 of the Digital Eq-

25 uity Act of 2021 (47 U.S.C. 1721) is amended—

5

1 (1) in paragraph (12) by inserting ", including

2 the skills associated with artificial intelligence lit-

3 eracy" before the period; and

4 (2) by redesignating paragraphs (5) through

5 (23), as amended by paragraph (1) of this sub-

6 section, as paragraphs (6) through (24), respec-

7 tively, and inserting after paragraph (4) the fol-

8 lowing:

9 "(5) ARTIFICIAL INTELLIGENCE LITERACY.—

10 The term 'artificial intelligence literacy' means the

11 skills associated with the ability to comprehend the

12 basic principles, concepts, and applications of artifi-

13 cial intelligence, as well as the implications, limita-

14 tions, and ethical considerations associated with the

15 use of artificial intelligence.".

16 (b) CONFORMING AMENDMENTS.—Sections 60304

17 and 60305 of such Act (47 U.S.C. 1723, 1724) are

18 amended by striking "60302(8)" and inserting

19 "60302(9)".

20 (c) ARTIFICIAL INTELLIGENCE LITERACY IN THE

21 DIGITAL EQUITY COMPETITIVE GRANT PROGRAM.—Sec-

22 tion 60305(d)(2)(A) of such Act (47 U.S.C.

23 1724(d)(2)(A)) is amended by redesignating clause (vi) as

24 clause (x) and inserting after clause (v) the following:

1   ''(vi) In the case of a grant made to

2   increase artificial intelligence literacy in

3   public elementary and secondary schools—

4   ''(I) to provide teachers training

5   and certification to support artificial

6   intelligence literacy efforts in schools;

7   ''(II) to facilitate the attendance

8   of teachers at professional develop-

9   ment courses, workshops, and con-

10   ferences related to artificial intel-

11   ligence education, including profes-

12   sional development related to artificial

13   intelligence course design and fee-

14   based professional development;

15   ''(III) with respect to schools

16   without resources for computer

17   science education, to use best prac-

18   tices to develop and design computer

19   science course materials needed for

20   artificial intelligence education;

21   ''(IV) to support partnerships

22   with the private sector to facilitate ar-

23   tificial intelligence education;

1   "(V) to equip schools with labs to
2 provide students hands-on artificial
3 intelligence learning experiences; or

4   "(VI) to develop virtual learning
5 platforms that facilitate remote and
6 individualized artificial intelligence
7 education opportunities.

8   "(vii) In the case of a grant made to
9 increase artificial intelligence literacy in
10 community colleges—

11   "(I) to develop and implement an
12 interdisciplinary literacy program with
13 respect to artificial intelligence for
14 non-traditional learners, including
15 through partnerships with non-profit
16 educational organizations;

17   "(II) to develop labs to provide
18 students hands-on artificial intel-
19 ligence learning experiences; or

20   "(III) to develop virtual learning
21 platforms that facilitate remote and
22 individualized artificial intelligence
23 education opportunities.

8

1 ''(viii) In the case of a grant made to

2 increase artificial intelligence literacy in in-

3 stitutions of higher education—

4   ''(I) to develop labs to provide

5   students hands-on artificial intel-

6   ligence learning experiences;

7   ''(II) to develop virtual learning

8   platforms that facilitate remote and

9   individualized artificial intelligence

10   education opportunities; or

11   ''(III) to develop programming

12   and pedagogical tools with respect to

13   artificial intelligence education and in-

14   struction for the benefit of elementary

15   school and secondary school teachers

16   and community educators.

17 ''(ix) In the case of a grant made to

18 a community anchor institution, other than

19 a school, community college, or institution

20 of higher education, to increase artificial

21 intelligence literacy in covered popu-

22 lations—

23   ''(I) to provide training and cer-

24   tification with respect to artificial in-

25   telligence education and instruction to

9

1 employees of the community anchor

2 institution; or

3 "(II) to develop and implement

4 artificial intelligence learning experi-

5 ences and educational programming to

6 the community served by the commu-

7 nity anchor institution.".

8 (d) REPORT TO CONGRESS.—Section 60305 of such

9 Act (47 U.S.C. 1724) is amended by adding at the end

10 the following:

11 "(l) ANNUAL REPORT TO CONGRESS.—For each year

12 of the 4-year period described in subsection (d)(2)(D), the

13 Assistant Secretary shall submit to the appropriate com-

14 mittees of Congress a written report—

15 "(1) summarizing and analyzing the reports

16 submitted to the Assistant Secretary pursuant to

17 subsection (h) for that year; and

18 "(2) identifying any specific use described by a

19 report submitted pursuant to subsection (h) that the

20 Assistant Secretary recommends for expansion or

21 modification to benefit greater populations.".