

119TH CONGRESS
2D SESSION

H. R. 10314

To direct the Secretary of Education to conduct a study on the efforts of States, local educational agencies, and public elementary and secondary schools to educate students about the terrorist attacks of September 11, 2001, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 8, 2026

Mr. GOTTHEIMER (for himself and Ms. STEFANIK) introduced the following bill; which was referred to the Committee on Education and Workforce

A BILL

To direct the Secretary of Education to conduct a study on the efforts of States, local educational agencies, and public elementary and secondary schools to educate students about the terrorist attacks of September 11, 2001, 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. STUDY AND REPORT ON 9/11 EDUCATION.**

4 (a) STUDY.—Beginning not later than 180 days after
5 the date of enactment of this Act, the Secretary of Edu-
6 cation, in coordination with the head of the National Sep-
7 tember 11 Memorial & Museum, shall conduct a study on

1 the efforts of States, local educational agencies, and public
2 elementary schools and secondary schools to educate stu-
3 dents on the terrorist attacks of September 11, 2001
4 (hereafter referred to as “9/11”). Such study shall include
5 an examination of—

6 (1) all States;

7 (2) a nationally representative sample of local
8 educational agencies; and

9 (3) a representative sample of public elementary
10 and secondary schools served by the local edu-
11 cational agencies being studied.

12 (b) ELEMENTS.—In conducting the study under sub-
13 section (a), the Secretary of Education shall—

14 (1) determine whether the States and local edu-
15 cational agencies being studied require 9/11 edu-
16 cation as part of the curriculum taught in public ele-
17 mentary schools and secondary schools;

18 (2) identify the States and local educational
19 agencies being studied that have optional 9/11 edu-
20 cation as part of the curriculum taught in public ele-
21 mentary schools and secondary schools;

22 (3) identify each State’s standards and the re-
23 quirements of the local educational agencies being
24 studied relating to 9/11 education and summarize

1 the status of the implementation of such standards
2 and requirements, including—

3 (A) the existence of a centralized appa-
4 ratus at the State or local level that collects and
5 disseminates 9/11 education curricula and ma-
6 terials;

7 (B) the existence of 9/11 education profes-
8 sional development opportunities for pre-service
9 and in-service teachers;

10 (C) the involvement of informal edu-
11 cational organizations in implementing 9/11
12 education, including museums and cultural cen-
13 ters;

14 (D) an assessment of the challenges or
15 gaps that may prevent educators from fulfilling
16 9/11 education requirements; and

17 (E) the identification of training and re-
18 sources needed to support educators teaching
19 about 9/11;

20 (4) determine—

21 (A) the range of intended outcomes from a
22 9/11 education unit at the State and local edu-
23 cational agency level; and

1 (B) the methods teachers are using that
2 result in successfully achieving intended learn-
3 ing outcomes, which may include—

4 (i) in-class discussion;

5 (ii) educational activities conducted
6 outside the classroom, including homework
7 assignments and experiential learning in-
8 volving State and local organizations, such
9 as museums and cultural centers;

10 (iii) project based learning;

11 (iv) educational materials and activi-
12 ties that are developmentally appropriate
13 and taught through a trauma-informed
14 lens; and

15 (v) integration of lessons from 9/11
16 across the curriculum and throughout the
17 school year;

18 (5) identify the types of instructional materials
19 used to teach students about 9/11, including the use
20 of primary source material; and

21 (6) identify the approaches used by public ele-
22 mentary schools and secondary schools to assess out-
23 comes using traditional and nontraditional assess-
24 ments, including assessments of—

25 (A) students' knowledge of 9/11; and

1 (B) students' ability to identify and ana-
2 lyze terrorism in historical and contemporary
3 contexts.

4 (c) REPORT.—

5 (1) IN GENERAL.—Following the completion of
6 the study under subsection (a), the Secretary of
7 Education shall prepare and submit to Congress a
8 report on the results of the study.

9 (2) DEADLINE FOR SUBMITTAL.—The report
10 under paragraph (1) shall be submitted not later
11 than the earlier of—

12 (A) 180 days after the completion of the
13 study under subsection (a); or

14 (B) 3 years after the date of enactment of
15 this Act.

16 (d) DEFINITIONS.—In this Act:

17 (1) ESEA TERMS.—The terms “elementary
18 school”, “local educational agency”, “secondary
19 school”, and “State” have the meanings given those
20 terms in section 8101 of the Elementary and Sec-
21 ondary Education Act of 1965 (20 U.S.C. 7801).

22 (2) 9/11 EDUCATION.—The term “9/11 edu-
23 cation” means educational activities that are specifi-
24 cally intended—

1 (A) to improve students’ awareness and
2 understanding of 9/11;

3 (B) to educate students on the lessons of
4 9/11 as a means to raise awareness about the
5 importance of preventing terrorism; and

6 (C) to study the history of terrorism.

7 (3) PROJECT BASED LEARNING.—The term
8 “project based learning” means a teaching method
9 through which students learn by actively engaging in
10 real-world and personally meaningful projects.

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