

119TH CONGRESS
2D SESSION

H. R. 10347

To direct the Secretary of Education to make grants for the purpose of increasing access to data literacy education, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 10, 2026

Ms. STEVENS (for herself, Mr. BAIRD, Mr. BEYER, and Mr. FITZPATRICK) introduced the following bill; which was referred to the Committee on Education and Workforce

A BILL

To direct the Secretary of Education to make grants for the purpose of increasing access to data literacy education, 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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Data Science and Literacy Act of 2026”.

6 (b) TABLE OF CONTENTS.—The table of contents for
7 this Act is as follows:

Sec. 1. Short title; table of contents.

Sec. 2. Findings.

TITLE I—DATA LITERACY EDUCATION GRANT PROGRAM

Sec. 101. Grant program established.
 Sec. 102. Applications.
 Sec. 103. Use of funds.
 Sec. 104. Reporting and evaluation.
 Sec. 105. Definitions.
 Sec. 106. Authorization of appropriations.

TITLE II—STATISTICS ON SECONDARY SCHOOL STEM TEACHERS

Sec. 201. Amendments to the Education Sciences Reform Act of 2002.

1 **SEC. 2. FINDINGS.**

2 Congress finds the following:

3 (1) Data science and literacy are vital for
 4 United States residents in an era of intense global
 5 competition and growing reliance on data.

6 (2) The American people constantly interact
 7 with and are affected by data. For example, they—

8 (A) regularly consume data, such as edu-
 9 cational data, business data, financial data,
 10 medical data, sports statistics, and data-based
 11 claims in news media;

12 (B) are included in a variety of data sets,
 13 such as medical and credit histories, web
 14 searches, social media activity, and purchase
 15 histories; and

16 (C) interact with products that are the re-
 17 sult of data-driven processes. For example,
 18 medications and other medical interventions are
 19 tested in randomized trials to assess their effi-
 20 cacy and safety. Similarly, data are often used

1 to inform policy decisions that have consider-
2 able impact on citizens.

3 (3) Data literacy is increasingly integral in the
4 fields of science, technology, engineering, and mathe-
5 matics (STEM) and other fields.

6 (4) Data literacy is essential for both effective
7 citizenship and personal well-being. Data literacy is
8 an integral skill for understanding data-driven
9 claims and making personal decisions in the 21st
10 century. This includes the need to—

11 (A) contribute to the digital economy as a
12 productive member of the workforce;

13 (B) interpret and synthesize data displays
14 and summaries, such as polls, surveys, and
15 study outcomes; and

16 (C) critically evaluate claims based on data
17 both in consuming news media, advertising, and
18 social media and in making personal decisions,
19 such as those related to medical care or finan-
20 cial well-being.

21 (5) Access to high-quality data science and lit-
22 eracy education is vital for building the United
23 States STEM workforce and United States competi-
24 tiveness in the 21st century in the following ways:

1 (A) STEM fields are a well-known driver
2 of the United States economy, job growth, and
3 competitiveness. A 2022 government report
4 from the National Science Foundation under-
5 scores this point and also notes growing STEM
6 competition from around the globe.

7 (B) Accessing talent and ideas from across
8 the socioeconomic spectrum and from diverse
9 geography is critical for building a vibrant
10 United States STEM workforce.

11 (C) Concerted efforts to cultivate such tal-
12 ent in the data-driven fields of statistics, data
13 science, mathematical modeling, computer
14 science, machine learning, artificial intelligence,
15 operations research, and analytics are critical to
16 United States competitiveness efforts.

17 (D) Data scientist, statistician, and oper-
18 ations researcher roles are among the fastest
19 growing positions in the United States. How-
20 ever, United States companies often struggle to
21 fill their data scientist, statistician, and oper-
22 ations researcher positions, a situation not ex-
23 pected to change this decade.

24 (E) The STEM workforce is projected to
25 grow at a faster pace than the non-STEM

workforce; however, some have expressed concern that the domestic supply of STEM workers will not meet future workforce needs.

(F) More and earlier access to quality education that includes data-intense disciplines is necessary to meet industry demands and competitiveness pressures.

(G) Access to high-quality data literacy education with ongoing support is critical as an entry point to STEM fields for students from populations traditionally underrepresented in STEM fields.

(H) Such accessibility should also include community colleges, which are often more accessible to diverse groups.

(6) The expanded focus on data science and literacy would have several benefits, such as—

(A) helping the United States compete in the emerging field of data science and growing discipline of statistics;

(B) expanding the STEM workforce by accessing talent across the socioeconomic spectrum; and

(C) broadening participation in the STEM workforce by bringing access and support to

1 populations traditionally underrepresented in
2 STEM fields. Studies have identified positive
3 associations between diversity and performance
4 for companies.

5 (7) Increased attention to data science and lit-
6 eracy supports the burgeoning emphasis on evidence-
7 based policymaking and data-driven decision, includ-
8 ing in government as exemplified by the Founda-
9 tions for Evidence-Based Policymaking Act of 2018
10 (Public Law 115–435).

11 (8) Effective data science and statistics edu-
12 cation at the pre-kindergarten through postsec-
13 ondary levels would—

14 (A) ensure graduates have the skills and
15 knowledge necessary to compete in the work-
16 force of the 21st century, with its burgeoning
17 growth of and dependence on data, and acquire
18 the self-efficacy and motivation to embrace ca-
19 reers in data science, statistics, and other
20 STEM fields;

21 (B) contribute to student learning and
22 problem-solving skills across multiple dis-
23 ciplines; and

24 (C) equip students with the knowledge
25 needed to be responsible and engaged citizens.

1 **TITLE I—DATA LITERACY**
2 **EDUCATION GRANT PROGRAM**

3 **SEC. 101. GRANT PROGRAM ESTABLISHED.**

4 From the amounts appropriated under section 106,
5 the Secretary shall award grants, on a competitive basis,
6 to eligible entities to carry out projects—

7 (1) that increase access to data literacy edu-
8 cation for students at the pre-kindergarten through
9 postsecondary levels;

10 (2) that improve data reasoning skills in such
11 students;

12 (3) that will serve as models for national data
13 science and data literacy education; and

14 (4) in accordance with section 103.

15 **SEC. 102. APPLICATIONS.**

16 (a) IN GENERAL.—To be eligible to receive a grant
17 under this title, an eligible entity shall submit to the Sec-
18 retary an application at such time, in such manner, and
19 containing such information as the Secretary may require,
20 which shall include a description of how the entity plans—

21 (1) to carry out project activities under section
22 103 for the purposes of—

23 (A) increasing access to and support for
24 data literacy, data science, and statistics edu-
25 cation; and

1 (B) expanding access to and support for
2 rigorous classes in STEM fields, including by—

3 (i) using data and statistical literacy
4 to increase student interest in STEM
5 fields; and

6 (ii) reducing enrollment gaps, oppor-
7 tunity gaps, and differentiated success for
8 underrepresented students;

9 (2) for the duration of a grant made to the eli-
10 gible entity under this title, to continuously assess
11 and evaluate project activities funded by such grant;
12 and

13 (3) to continue project activities after the expi-
14 ration of the grant (including a statement of the
15 planned duration of such continuation).

16 (b) DURATION.—A grant made under this title shall
17 be for a term of not more than 5 years.

18 **SEC. 103. USE OF FUNDS.**

19 (a) IN GENERAL.—An eligible entity that receives a
20 grant under this title shall use the grant funds for not
21 fewer than 2 of the following activities:

22 (1) Developing curricula in data literacy, data
23 science, and statistics.

24 (2) Expanding student access to learning sup-
25 port and high-quality learning materials in data

1 science and statistics, including online courses and
2 interactive learning platforms.

3 (3) Creating and implementing plans to—

4 (A) increase access to and support for rig-
5 orous classes in STEM fields;

6 (B) use data literacy and statistical think-
7 ing to increase student interest in STEM fields;
8 and

9 (C) reduce gaps in access to data science
10 and statistics courses for underrepresented stu-
11 dents.

12 (4) Providing—

13 (A) evidence-based professional develop-
14 ment for data science and statistics educators
15 and specialists; or

16 (B) evidence-based training for educators
17 and specialists transitioning from other subjects
18 to data science and statistics.

19 (5) With respect to data literacy education, col-
20 laborating with 1 or more of the following regional
21 entities:

22 (A) Industry.

23 (B) A nonprofit organization.

24 (C) An out-of-school education provider.

1 (D) A two- or four-year institution of high-
2 er education.

3 (6) Recruiting and hiring instructional per-
4 sonnel, including specialists in data science and sta-
5 tistics pedagogy and curricula.

6 (7) Preparing to continue project activities after
7 the end of the grant period.

8 (8) Disseminating information about effective
9 practices in data science and statistics education.

10 (b) ADDITIONAL ALLOWABLE USES OF GRANT
11 FUNDS FOR CERTAIN ELIGIBLE ENTITIES.—In addition
12 to the activities described in subsection (a)—

13 (1) in the case of an eligible entity that is not
14 an institution of higher education, such entity may
15 use the grant funds to—

16 (A) increase access to and support for data
17 literacy education for students at the pre-kin-
18 dergarten through middle school levels to pre-
19 pare such students for data literacy education
20 at the high school level;

21 (B) prepare and support teachers to teach
22 students to—

23 (i) understand data; and

24 (ii) use computational, analytical, and
25 statistical thinking to solve problems; and

1 (C) provide support and resources to
2 broaden participation in data science and statis-
3 tics education;

4 (2) in the case of an eligible entity that is an
5 institution of higher education (or an eligible consor-
6 tium that includes such an institution), such entity
7 may use the grant funds to provide financial support
8 and mentorship to broaden participation in data
9 science and statistics education; and

10 (3) in the case of an eligible entity that is a
11 two-year institution of higher education (or an eligi-
12 ble consortium that includes such an institution),
13 such entity may use the grant funds to:

14 (A) Assess relevant local employment op-
15 portunities for students in data science, ana-
16 lytics, and statistics.

17 (B) Establish industry partnerships.

18 (C) Maintain up-to-date curricula.

19 (D) Develop programs, partnerships, and
20 articulation agreements to facilitate the timely
21 transition of students from data science, ana-
22 lytics, and statistics programs at the institution
23 to—

1 (i) bachelor's degree programs in data
2 science, analytics, statistics, or related
3 fields; or

4 (ii) relevant local employment.

5 (c) LIMITATION.—Not more than 15 percent of the
6 funds of a grant made under this title in a fiscal year
7 may be used to purchase equipment to enable the activities
8 described in this section.

9 **SEC. 104. REPORTING AND EVALUATION.**

10 (a) RECIPIENT REPORTS.—Not less frequently than
11 twice each year for the duration of a grant made under
12 this title, an eligible entity that receives such a grant shall
13 submit to the Secretary a report on the use of grant funds,
14 including data on the students served through project ac-
15 tivities assisted with such funds, disaggregated by—

16 (1) race (for Asian and Native Hawaiian or Pa-
17 cific Islander students using the same race response
18 categories as the decennial census of the popu-
19 lation);

20 (2) ethnicity;

21 (3) gender; and

22 (4) eligibility to receive a free or reduced price
23 lunch under the Richard B. Russell National School
24 Lunch Act (42 U.S.C. 1751 et seq.).

1 (b) REPORT BY THE SECRETARY.—Not later than 5
2 years after the date on which the first grant is made under
3 this title, the Secretary shall submit to Congress and make
4 publicly available a report that includes—

5 (1) an analysis of reports received by the Sec-
6 retary pursuant to subsection (a); and

7 (2) recommendations for expanding the grant
8 program established under this title.

9 (c) GRANT PROGRAM EVALUATION.—Not later than
10 5 years after the date on which the first grant is made
11 under this title, the Secretary, acting through the Director
12 of the Institute of Education Sciences, shall carry out and
13 make publicly available an evaluation of the effectiveness
14 of the grants made under this title, including an analysis
15 of the following:

16 (1) With respect to a project assisted with a
17 grant made under this title, the effectiveness of such
18 project with respect to—

19 (A) improving access to data science and
20 data literacy curricula and instruction;

21 (B) improving data science and data lit-
22 eracy skills in students at the pre-kindergarten
23 through postsecondary levels; and

24 (C) assisting eligible entities that receive
25 grants under this title in recruiting, preparing,

1 and retaining qualified data science and statis-
2 tics educators and specialists.

3 (2) The effectiveness of the grants made under
4 this title with respect to improving national equi-
5 table student access to data science and data literacy
6 curricula and instruction.

7 **SEC. 105. DEFINITIONS.**

8 In this title:

9 (1) DATA LITERACY.—The term “data literacy”
10 means the ability to understand and communicate
11 claims derived from data, including—

12 (A) what data are;

13 (B) where data come from; and

14 (C) what aspects of the world data rep-
15 resent.

16 (2) DATA SCIENCE.—The term “data science”
17 means the interdisciplinary use of statistics, mathe-
18 matics, and computer science to analyze data and
19 provide tools to interact with data.

20 (3) DATA SCIENCE EDUCATION.—The term
21 “data science education” includes education in any
22 of the following subjects:

23 (A) Analytics.

24 (B) Applied statistics and data science.

25 (C) Artificial intelligence.

1 (D) Data acquisition and management.

2 (E) Data literacy.

3 (F) Data quality and representation.

4 (G) Data security and privacy.

5 (H) Ethical use of data.

6 (I) Machine learning.

7 (J) Operations research.

8 (K) Social impacts and professional prac-
9 tices of statistics and data science.

10 (L) Statistical methods and modeling.

11 (M) Statistical problem-solving processes.

12 (4) ELIGIBLE CONSORTIUM.—The term “eligi-
13 ble consortium” means a consortium that—

14 (A) includes—

15 (i) an eligible State educational agen-
16 cy;

17 (ii) an eligible local educational agen-
18 cy;

19 (iii) an eligible Tribal school; or

20 (iv) an institution of higher education;

21 and

22 (B) may include a non-profit or for-profit
23 organization.

24 (5) ELIGIBLE ENTITY.—The term “eligible enti-
25 ty” means an eligible State educational agency, eligi-

1 ble local educational agency, eligible Tribal school,
 2 institution of higher education, or eligible consor-
 3 tium.

4 (6) ELIGIBLE LOCAL EDUCATIONAL AGENCY.—
 5 The term “eligible local educational agency” means
 6 a local educational agency described in section
 7 1003(f)(1) of the Elementary and Secondary Edu-
 8 cation Act of 1965 (20 U.S.C. 6303(f)(1)).

9 (7) ELIGIBLE STATE EDUCATIONAL AGENCY.—
 10 The term “eligible State educational agency” means
 11 a State educational agency that serves 1 or more eli-
 12 gible local educational agencies.

13 (8) ELIGIBLE TRIBAL SCHOOL.—The term “eli-
 14 gible Tribal school” means—

15 (A) a school operated by the Bureau of In-
 16 dian Education;

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

20 (C) a tribally controlled school (as such
 21 term is defined in section 5212 of the Tribally
 22 Controlled Schools Act of 1988 (25 U.S.C.
 23 2511)).

24 (9) ESEA TERMS.—The terms “local edu-
 25 cational agency” and “State educational agency”

1 have the meanings given such terms in section 8101
2 of the Elementary and Secondary Education Act of
3 1965 (20 U.S.C. 7801).

4 (10) INSTITUTION OF HIGHER EDUCATION.—
5 The term “institution of higher education” has the
6 meaning given such term in section 101 of the High-
7 er Education Act of 1965 (20 U.S.C. 1001).

8 (11) OPERATIONS RESEARCH.—The term “op-
9 erations research” means the application of scientific
10 methods to the management and administration of
11 organized military, governmental, commercial, and
12 industrial processes to maximize operational effi-
13 ciency.

14 (12) SECRETARY.—The term “Secretary”
15 means the Secretary of Education.

16 (13) STATISTICAL PROBLEM-SOLVING PROC-
17 ESS.—The term “statistical problem-solving process”
18 means a framework for decisionmaking that includes
19 the following components:

20 (A) Formulating statistical investigative
21 questions.

22 (B) Collecting and considering the data.

23 (C) Analyzing the data.

24 (D) Interpreting the results.

1 (14) STATISTICS.—The term “statistics” means
2 the science of learning from data and of measuring
3 and communicating uncertainty.

4 (15) STEM FIELDS.—The term “STEM fields”
5 means the fields of science, technology, engineering,
6 and mathematics and the fields of statistics and
7 computer science.

8 (16) UNDERREPRESENTED STUDENT.—The
9 term “underrepresented student” means a student
10 from a population that is traditionally underrep-
11 resented in STEM fields.

12 **SEC. 106. AUTHORIZATION OF APPROPRIATIONS.**

13 (a) IN GENERAL.—There is authorized to be appro-
14 priated to carry out this title \$10,000,000 for each of fis-
15 cal years 2027 through 2031.

16 (b) LIMITATIONS.—

17 (1) ADMINISTRATIVE EXPENSES.—Not more
18 than 2.5 percent of the funds made available for a
19 fiscal year under subsection (a) may be used for ad-
20 ministrative expenses of the Secretary associated
21 with grants made under this title, including—

22 (A) technical assistance; and

23 (B) the dissemination of—

24 (i) the report required under section
25 104(b); and

1 (ii) the evaluation required under sec-
 2 tion 104(c).

3 (2) PROGRAM EVALUATION.—Not more than 1
 4 percent of the funds made available for a fiscal year
 5 under subsection (a) may be used to carry out the
 6 evaluation required under section 104(c).

7 **TITLE II—STATISTICS ON SEC-**
 8 **ONDARY SCHOOL STEM**
 9 **TEACHERS**

10 **SEC. 201. AMENDMENTS TO THE EDUCATION SCIENCES RE-**
 11 **FORM ACT OF 2002.**

12 (a) IN GENERAL.—Section 153 of the Education
 13 Sciences Reform Act of 2002 (20 U.S.C. 9543) is amend-
 14 ed—

15 (1) in subsection (a)(1)—

16 (A) in subparagraph (N), by striking
 17 “and” at the end;

18 (B) in subparagraph (O), by adding “and”
 19 at the end; and

20 (C) by inserting after subparagraph (O)
 21 the following:

22 “(P) the number of science, technology, en-
 23 gineering, and math (STEM) teachers in sec-
 24 ondary schools in each State, including—

1 “(i) the subjects taught by such
2 teachers;

3 “(ii) the educational backgrounds of
4 such teachers; and

5 “(iii) the demographics of such teach-
6 ers, disaggregated by race, ethnicity, and
7 gender;”; and

8 (2) by adding at the end the following:

9 “(c) STEM TEACHERS REPORT FREQUENCY.—The
10 statistical data described in subsection (a)(1)(P) shall be
11 collected and reported not more frequently than once every
12 5 years.”.

13 (b) EFFECTIVE DATE.—This section and the amend-
14 ments made by this section shall take effect 1 year after
15 the date of the enactment of this section.

○