

119TH CONGRESS
1ST SESSION

H. R. 6591

To authorize the Secretary of Education to carry out a program to increase access to prekindergarten through grade 12 computer science education.

IN THE HOUSE OF REPRESENTATIVES

DECEMBER 10, 2025

Ms. RIVAS (for herself, Mr. AMO, Mrs. BEATTY, Ms. BUDZINSKI, Mr. CARSON, Ms. DELBENE, Mr. GOLDMAN of New York, Ms. NORTON, Mr. IVEY, Ms. KELLY of Illinois, Mr. LIEU, Mrs. McIVER, Mr. QUIGLEY, and Ms. TITUS) introduced the following bill; which was referred to the Committee on Education and Workforce

A BILL

To authorize the Secretary of Education to carry out a program to increase access to prekindergarten through grade 12 computer science education.

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 “Computer Science for
5 All Act of 2025”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1 (1) Computer science is transforming industry,
2 creating new fields of commerce, driving innovation,
3 and bolstering productivity. By 2034, computer
4 science and information jobs are expected to grow by
5 20 percent, faster than the average of any other oc-
6 cupation.

7 (2) Knowledge of computer science and use of
8 technology is increasingly essential for all individ-
9 uals, not just those working or planning to work in
10 the technology sector.

11 (3) Providing students with computer science
12 education in elementary school and secondary school
13 is critical for student success, and strengthening the
14 workforce of a 21st century economy.

15 (4) While an estimated 90 percent of parents
16 want computer science taught in their children's
17 schools, just 60 percent of public high schools offer
18 a foundational computer science course.

19 (5) Black and Hispanic workers in the science
20 and engineering workforce continue to be underrep-
21 resented. Black employees represent 11 percent of
22 the United States workforce, but only 9 percent of
23 the STEAM workforce. Hispanic employees rep-
24 resent 17 percent of the United States workforce,
25 but only 8 percent of the STEAM workforce.

1 (6) While underrepresented minority students
2 overall face an opportunity gap in STEAM edu-
3 cation, women of color particularly face an achieve-
4 ment gap in science and engineering education. In
5 2022, while women were conferred nearly a third of
6 all science and engineering degrees, women of color
7 received only 15 percent (Black: 3 percent; Hispanic:
8 4.5 percent; Native American or Alaskan Native: 1
9 percent; Asian or Pacific Islander: 5 percent; and
10 multiracial: 1 percent).

11 (7) In 2022, of all engineering technologies and
12 engineering-related bachelor level-related studies,
13 only 4 percent of nationwide enrollment was rep-
14 resented by Black students, while just 13 percent
15 were represented by Hispanic students.

16 (8) Women overall face challenges in accessing
17 computer science education. Only 18 percent of all
18 bachelor's degrees conferred in computer science
19 went to women in 2015, and women of color received
20 only 9 percent of degrees (Black: 3 percent; His-
21 panic: 2 percent; Native American or Alaska Native:
22 0.8 percent; and Asian or Pacific islander: 3 per-
23 cent).

24 (9) Lack of universal computer science edu-
25 cation is evident in the lack of a widespread tech in-

1 dustry, which is overwhelmingly concentrated in a
2 few cities nationwide. Tech industry entrepreneur-
3 ship is concentrated in just a few States and com-
4 puter science education is limited to affluent schools
5 and students, placing low-income, minority, and
6 rural communities at risk of being left behind.

7 **SEC. 3. DEFINITIONS.**

8 In this Act:

9 (1) **COMPUTATIONAL THINKING.**—The term
10 “computational thinking”—

11 (A) means the wide range of creative proc-
12 esses that go into formulating problems and
13 their solutions in such a way that the solutions
14 can be carried out by a computer; and

15 (B) may involve some understanding of
16 software and hardware design, logic and the use
17 of abstraction and representation, algorithm de-
18 sign, algorithm expression, problem decomposi-
19 tion, modularity, programming paradigms and
20 languages, issues of information security and
21 privacy, the application of computation across a
22 wide range of disciplines, and the societal im-
23 pact of computing. Programming is a hands-on,
24 inquiry-based way in which computational
25 thinking may be learned.

(2) COMPUTER SCIENCE EDUCATION.—The term “computer science education” includes any of the following:

(A) Computational thinking.

(B) Software design.

(C) Hardware architecture and organization.

(D) Theoretical foundations.

(E) Use of abstraction and representation in problem solving.

(F) Logic.

(G) Algorithm design and implementation.

(H) The limits of computation.

(I) Programming paradigms and languages.

(J) Parallel and distributed computing.

(K) Information security and privacy.

(L) Computing systems and networks.

(M) Graphics and visualization.

(N) Databases and information retrieval.

(O) The relationship between computing and mathematics.

(P) Artificial intelligence.

(Q) Applications of computing across a broad range of disciplines and problems.

1 (R) Cloud computing.

2 (S) The social impacts and professional
3 practices of computing.

4 (3) ELIGIBLE ENTITY.—The term “eligible enti-
5 ty” means a State, local educational agency, or eligi-
6 ble Tribal school that demonstrates an ability to
7 carry out an ambitious computer science education
8 expansion effort for all students served by the State,
9 agency, or school, respectively, including tradition-
10 ally underrepresented students.

11 (4) ELIGIBLE TRIBAL SCHOOL.—The term “eli-
12 gible Tribal school” means—

13 (A) a school operated by the Bureau of In-
14 dian Education;

15 (B) a school operated pursuant to the In-
16 dian Self-Determination and Education Assist-
17 ance Act (25 U.S.C. 450 et seq.); or

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

21 (5) INSTITUTION OF HIGHER EDUCATION.—The
22 term “institution of higher education” has the
23 meaning given the term in section 102 of the Higher
24 Education Act of 1965 (20 U.S.C. 1002).

1 (6) LOCAL EDUCATIONAL AGENCY.—The term
 2 “local educational agency” means a local educational
 3 agency that meets the requirements of section
 4 1003(f) of the Elementary and Secondary Education
 5 Act of 1965 (20 U.S.C. 6303(f)).

6 (7) POVERTY LINE.—The term “poverty line”
 7 has the meaning given the term in section 8101 of
 8 the Elementary and Secondary Education Act of
 9 1965 (20 U.S.C. 8101).

10 (8) SECRETARY.—The term “Secretary” means
 11 the Secretary of Education.

12 (9) STATE.—The term “State” has the mean-
 13 ing given the term in section 8101 of the Elemen-
 14 tary and Secondary Education Act of 1965 (20
 15 U.S.C. 7801), in which at least one local educational
 16 agency is located.

17 (10) STEAM.—The term “STEAM” means the
 18 subjects of science, technology, engineering, arts,
 19 and mathematics, including computer science.

20 **SEC. 4. GRANTS TO STATES, LOCAL EDUCATIONAL AGEN-**
 21 **CIES, AND ELIGIBLE TRIBAL SCHOOLS.**

22 (a) GRANTS TO STATES, LOCAL EDUCATIONAL
 23 AGENCIES, AND ELIGIBLE TRIBAL SCHOOLS.—

24 (1) IN GENERAL.—The Secretary shall award
 25 grants to eligible entities to serve as models for na-

1 tional replication of computer science education ex-
2 pansion efforts.

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

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

10 (b) APPLICATION REQUIREMENTS.—An eligible enti-
11 ty that desires a grant under this section shall submit an
12 application to the Secretary at such time, in such manner,
13 and containing such information as the Secretary may re-
14 quire, including, at a minimum, plans for the following:

15 (1) Every high school student served by eligible
16 entity to have access to computer science education
17 not later than 5 years after receipt of grant funds.

18 (2) All students served by the eligible entity to
19 have access to a progression of computer science
20 education from prekindergarten through middle
21 school that prepares students for high school com-
22 puter science education.

23 (3) Expansion of overall access to rigorous
24 STEAM classes, utilizing computer science as a cat-
25 alyst for increased interest in STEAM more broadly,

1 and reducing the enrollment and academic achieve-
2 ment gap for underrepresented groups such as mi-
3 norities, girls, and youth from families living at, or
4 below, the poverty line.

5 (4) Continuous monitoring and evaluation of
6 project activities.

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

10 (6) Preparing the students for application of
11 computer science knowledge in rapidly evolving tech-
12 nologies, such as artificial intelligence.

13 (c) USE OF GRANT FUNDS.—

14 (1) REQUIRED ACTIVITIES.—An eligible entity
15 that receives a grant under this section shall use the
16 grant funds for each of the following activities:

17 (A) Training teachers of elementary school
18 and secondary school to teach computer science.

19 (B) Expanding access to high-quality
20 learning materials and online learning options.

21 (C) Creating plans for expanding overall
22 access to rigorous STEAM classes, utilizing
23 computer science as a catalyst for increased in-
24 terest in STEAM more broadly, and reducing
25 course equity gaps for all students, including

1 underrepresented groups such as minorities,
2 girls, and youth from low-income families.

3 (D) Ensuring additional support and re-
4 sources, which may include mentoring for stu-
5 dents traditionally underrepresented in STEAM
6 fields.

7 (2) PERMISSIBLE ACTIVITIES.—An eligible enti-
8 ty that receives a grant under this section may use
9 the grant funds for the following activities:

10 (A) Building effective regional collabora-
11 tions with industry, nonprofit organizations, 2-
12 year and 4-year degree granting institutions of
13 higher education (including community colleges,
14 Historically Black Colleges and Universities,
15 Hispanic-serving institutions, Asian American
16 and Native American Pacific Islander-serving
17 institutions, American Indian Tribally con-
18 trolled colleges and universities, Alaska Native
19 and Native Hawaiian-serving institutions, Pre-
20 dominantly Black Institutions, Native Amer-
21 ican-serving, Nontribal institutions, and other
22 minority-serving institutions), and out-of-school
23 providers.

1 (B) Recruiting and hiring instructional
2 personnel as needed, including curriculum spe-
3 cialists.

4 (C) Preparations for effectively sustaining
5 project activities after the grant period ends.

6 (D) Disseminating information about effec-
7 tive practices.

8 (E) Including the use of artificial intel-
9 ligence in the classroom to expand students' ac-
10 cess to a rapidly evolving technology.

11 (3) LIMITATION.—Not more than 15 percent of
12 a grant awarded under this Act may be used to pur-
13 chase equipment.

14 (d) NATIONAL ACTIVITIES.—Of the amount appro-
15 priated under subsection (e) for a fiscal year, the Sec-
16 retary may reserve not more than 2.5 percent of funds
17 available for grants under this section for national activi-
18 ties, including technical assistance, evaluation, and dis-
19 semination.

20 (e) AUTHORIZATION OF APPROPRIATIONS.—There
21 are authorized to be appropriated to carry out this section
22 a total of \$250,000,000 for fiscal year 2026 and the suc-
23 ceeding 4 fiscal years.

1 **SEC. 5. REPORTING REQUIREMENTS.**

2 (a) GRANTEE REPORTS.—Each eligible entity that
3 receives a grant under this Act shall submit to the Sec-
4 retary a report, not less than twice a year during the grant
5 period, on the use of grant funds that shall include data
6 on the numbers of students served through activities fund-
7 ed under this Act, disaggregated by race (for Asian and
8 Native Hawaiian or Pacific Islander students using the
9 same race response categories as the decennial census of
10 the population), ethnicity, gender, and eligibility to receive
11 a free or reduced price lunch under the Richard B. Russell
12 National School Lunch Act (42 U.S.C. 1751 et seq.).

13 (b) REPORT BY THE SECRETARY.—Not later than 5
14 years after the first grant is awarded under this Act, the
15 Secretary shall submit to Congress a report based on the
16 analysis of reports received under subsection (a) with a
17 recommendation on how to expand the program under this
18 Act.

19 **SEC. 6. AMENDMENTS TO OTHER LAWS.**

20 (a) DEPARTMENT OF EDUCATION ORGANIZATION
21 ACT.—Section 203(c)(1) of the Department of Education
22 Organization Act (20 U.S.C. 3413(c)(1)) is amended by
23 inserting before the semicolon the following: “, which shall
24 include information with respect to the existence of com-
25 puter science education (as defined in section 3 of the
26 Computer Science for All Act of 2025), disaggregated by

1 the type of computer science education and by State, local
2 educational agency, and eligible tribal school (as such
3 terms are defined in such section 3)”.
4

5 (b) THE EDUCATION SCIENCES REFORM ACT OF
6 2002.—Section 153(a)(1) of the Education Sciences Re-
7 form Act of 2002 (20 U.S.C. 9543(a)(1)) is amended—

8 (1) in subparagraph (N), by striking “and” at
9 the end;

10 (2) in subparagraph (O), by adding “and” at
11 the end; and

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

13 “(P) the existence of computer science
14 education (as defined in section 3 of the Com-
15 puter Science for All Act of 2025) in elemen-
16 tary schools and secondary schools, and the de-
17 gree of competency in computer science fields
among such students.”.

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