

STATE OF NEW YORK

6874

2025-2026 Regular Sessions

IN ASSEMBLY

March 18, 2025

Introduced by M. of A. TORRES -- read once and referred to the Committee on Education

AN ACT to amend the education law, in relation to establishing an artificial intelligence literacy in the digital equity competitive grant program

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

1 Section 1. Short title. This act shall be known and may be cited as
2 the "Artificial Intelligence Literacy Act".

3 § 2. Legislative findings. The legislature, as well as the United
4 States congress, finds that:

5 (1) Artificial intelligence is transformative technology.

6 (2) Artificial intelligence is becoming increasingly ubiquitous making
7 artificial intelligence literacy important.

8 (3) Technological leadership in artificial intelligence is an economic
9 and national security imperative.

10 (4) Effective artificial intelligence literacy initiatives encompass
11 not only technical training but also comprehensive education about the
12 potential benefits and risks.

13 (5) Informed developers and consumers of artificial intelligence tech-
14 nologies can help mitigate risks and biases often found in systems that
15 use artificial intelligence.

16 (6) Basic artificial intelligence literacy is critical to ensuring
17 Americans have the tools and knowledge needed to navigate the economy
18 and digital world.

19 (7) Successful artificial intelligence literacy initiatives will
20 prepare Americans of all ages and technical backgrounds to safely navi-
21 gate artificial intelligence tools and artificial intelligence-enabled
22 technologies.

EXPLANATION--Matter in italics (underscored) is new; matter in brackets
[-] is old law to be omitted.

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1 (8) Communities most negatively impacted by artificial intelligence-
2 enabled technologies often have the least access to artificial intelli-
3 gence education.

4 (9) Artificial intelligence literacy initiatives must engage stake-
5 holders and communities in all stages and specific outreach efforts
6 should be made for communities disproportionately impacted by the
7 digital divide, including minority and rural communities.

8 (10) Jobs for the Future survey found 58% believe that learning oppor-
9 tunities around artificial intelligence should be offered to workers,
10 53% believe such opportunities should be available to learners, 54%
11 believe they would feel more prepared for the future impact of artifi-
12 cial intelligence if they were given learning tools for it.

13 (11) As of 2018, the U.S. artificial intelligence workforce stood at
14 about 14,000,000 workers or 9% of employment. Demand for artificial
15 intelligence occupations is projected to grow twice as fast as for all
16 occupations in the U.S.

17 (12) In 2021, black students made up only 7.5% of artificial intelli-
18 gence-related bachelor's degrees despite making up 14% of the popu-
19 lation. Women account for 60% of college graduates and only 40% of STEM
20 graduates and 25% of artificial intelligence graduates.

21 (13) The need for a strong workforce of artificial intelligence work-
22 ers, as well an artificial intelligence-literate population, requires
23 investment in artificial intelligence literacy education.

24 § 3. The education law is amended by adding a new section 115 to read
25 as follows:

26 § 115. Artificial intelligence literacy in the digital equity competi-
27 itive grant program. 1. Definitions. As used in this section, the
28 following terms shall mean:

29 a. "Artificial intelligence literacy" means the skills associated with
30 the ability to comprehend the basic principles, concepts, and applica-
31 tions of artificial intelligence, as well as the implications, limita-
32 tions and ethical considerations associated with the use of artificial
33 intelligence.

34 b. "Community organization" means not-for-profit community organiza-
35 tions, other than a school, community college or institution of higher
36 education, which offer free educational programs to the general public.

37 c. "Program" means the artificial intelligence literacy in the digital
38 equity competitive grant program established under subdivision two of
39 this section.

40 2. Artificial intelligence literacy in the digital equity competitive
41 grant program. The commissioner shall establish an artificial intelli-
42 gence literacy in the digital equity competitive grant program which
43 shall provide grants to public elementary and secondary schools, commu-
44 nity colleges, institutions of higher education, and community organiza-
45 tions. The commissioner shall also establish criteria for the develop-
46 ment and submission of grant applications and proposals and for the
47 selection of recipients of grants from the program. Such program shall:

48 a. provide grants to public elementary and secondary schools to be
49 used for:

50 (i) providing teachers training and certification to support artifi-
51 cial intelligence literacy efforts in schools.

52 (ii) facilitating attendance of teachers at professional development
53 courses, workshops, and conferences related to artificial intelligence
54 education, including professional development related to artificial
55 intelligence course design and fee-based professional development.

1 (iii) for schools without resources for computer science education,
2 developing and designing best practices for computer science materials
3 needed for artificial intelligence education.

4 (iv) supporting partnerships with the private sector to facilitate
5 artificial intelligence education.

6 (v) equipping schools with labs to provide students hands-on artifi-
7 cial intelligence learning experiences.

8 (vi) developing virtual learning platforms that facilitate remote and
9 individualized artificial intelligence education opportunities.

10 b. provide grants to community colleges to be used for:

11 (i) developing and implementing an interdisciplinary literacy program
12 with respect to artificial intelligence for non-traditional learners,
13 including through partnerships with non-profit educational organiza-
14 tions.

15 (ii) developing labs to provide students hands-on artificial intelli-
16 gence learning experiences.

17 (iii) developing virtual learning platforms that facilitate remote and
18 individualized artificial intelligence education opportunities.

19 c. provide grants to institutions of higher education to be used for:

20 (i) developing labs to provide students hands-on artificial intelli-
21 gence learning experiences.

22 (ii) developing virtual learning platforms that facilitate remote and
23 individualized artificial intelligence education opportunities.

24 (iii) developing programming and pedagogical tools with respect to
25 artificial intelligence education and instruction for the benefit of
26 elementary and secondary school teachers and community educators.

27 d. provide grants to community organizations to be used for:

28 (i) providing training and certification with respect to artificial
29 intelligence education and instruction to employees of the community
30 organizations.

31 (ii) developing and implementing artificial intelligence learning
32 experiences and educational programming to the community served by the
33 community organizations.

34 e. require any entity which is awarded a grant under the program to
35 submit a report to the commissioner on or before July first of each year
36 for four years following the grant being awarded which shall include,
37 but not be limited to:

38 (i) the number of administrators and teachers trained or scheduled for
39 training.

40 (ii) the number of schools that have implemented this program across
41 the state.

42 (iii) the number of students reached, and at which grade level.

43 (iv) disaggregated data based on race, ethnicity, county, and school.

44 (v) prospective timeline to reach all schools.

45 (vi) the amount of the grant.

46 (vii) the use of grant amounts.

47 (viii) the progress of the entity towards fulfilling the objectives
48 for which the grant was awarded.

49 3. Reports. On or before January first next succeeding the effective
50 date of this section and each January first thereafter, the commissioner
51 shall submit a report to the governor, the temporary president of the
52 senate, the speaker of the assembly, and the chairs of the senate and
53 assembly education committees and higher education committees which
54 shall include, but not be limited to, summarizing and analyzing the
55 reports submitted to the commissioner for that year and information on

1 such reports required under paragraph e of subdivision two of this
2 section.
3 4. Rules and regulations. The commissioner shall have the authority to
4 establish rules and regulations to implement the provisions of this
5 section.
6 § 4. This act shall take effect one year after it shall have become a
7 law. Effective immediately, the addition, amendment and/or repeal of any
8 rule or regulation necessary for the implementation of this act on its
9 effective date are authorized to be made and completed on or before such
10 effective date.