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:

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

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

(1) Artificial intelligence is transformative technology.

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

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

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

(5) Informed developers and consumers of artificial intelligence technologies can help mitigate risks and biases often found in systems that use artificial intelligence.

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

(7) Successful artificial intelligence literacy initiatives will prepare Americans of all ages and technical backgrounds to safely navigate artificial intelligence tools and artificial intelligence-enabled technologies.

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

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

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

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

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

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

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

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

§ 115. Artificial intelligence literacy in the digital equity competitive grant program. 1. Definitions. As used in this section, the following terms shall mean:

a. "Artificial intelligence literacy" means the skills associated with the ability to comprehend the basic principles, concepts, and applications of artificial intelligence, as well as the implications, limitations and ethical considerations associated with the use of artificial intelligence.

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

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

2. Artificial intelligence literacy in the digital equity competitive grant program. The commissioner shall establish an artificial intelligence literacy in the digital equity competitive grant program which shall provide grants to public elementary and secondary schools, community colleges, institutions of higher education, and community organizations. The commissioner shall also establish criteria for the development and submission of grant applications and proposals and for the selection of recipients of grants from the program. Such program shall:

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

(i) providing teachers training and certification to support artificial intelligence literacy efforts in schools.

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

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

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

(v) equipping schools with labs to provide students hands-on artificial intelligence learning experiences.

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

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

(i) developing and implementing an interdisciplinary literacy program with respect to artificial intelligence for non-traditional learners, including through partnerships with non-profit educational organizations.

(ii) developing labs to provide students hands-on artificial intelligence learning experiences.

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

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

(i) developing labs to provide students hands-on artificial intelligence learning experiences.

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

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

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

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

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

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

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

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

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

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

(v) prospective timeline to reach all schools.

(vi) the amount of the grant.

(vii) the use of grant amounts.

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

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

such reports required under paragraph e of subdivision two of this section.

4. Rules and regulations. The commissioner shall have the authority to establish rules and regulations to implement the provisions of this section.

§ 4. This act shall take effect one year after it shall have become a law. Effective immediately, the addition, amendment and/or repeal of any rule or regulation necessary for the implementation of this act on its effective date are authorized to be made and completed on or before such effective date.