STATE OF NEW YORK

6874--A

2025-2026 Regular Sessions

IN ASSEMBLY

March 18, 2025

Introduced by M. of A. TORRES -- read once and referred to the Committee on Education -- committee discharged, bill amended, ordered reprinted as amended and recommitted to said committee

AN ACT to amend the education law, in relation to establishing an artificial intelligence literacy 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.

(14) Artificial intelligence literacy must also encompass ethical and responsible use of emerging technologies. Preparing students from an early age to critically engage with artificial intelligence is essential for cultivating a digitally literate, civically informed, and workforce-ready society.

(15) Public investment in early-stage artificial intelligence education will expand access to opportunity, foster equity, and ensure New York remains at the forefront of technological leadership.

§ 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 system" or "AI system" means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. AI systems vary in their levels of autonomy and adaptiveness after deployment.

b. "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.

c. "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.

d. "Artificial intelligence literacy grant program" or "program" means the artificial intelligence literacy digital equity competitive grant program established under subdivision two of this section.

e. "Academic institution" means any public elementary or secondary school, community college, or institution of higher education authorized to operate in the state of New York and recognized by the New York State

Education Department or the Board of Regents, which provides formal instructional programs that culminate in a diploma, certificate, or degree.

f. "Community college" means any institution of higher education within the state university of New York or city university of New York systems that is authorized to confer associate degrees and is defined as a community college pursuant to article one hundred twenty-six of this chapter.

g. "Institution of higher education" shall mean any postsecondary educational institution within the state of New York that is authorized by regents or the department to confer bachelor's, master's, doctoral, or professional degrees and is not defined as a community college under this section.

h. "Public elementary and secondary schools" shall include charter schools authorized pursuant to article fifty-six of this chapter. For the purposes of this section, charter schools shall be treated as public schools to the extent they provide elementary or secondary education consistent with their charter and meet the eligibility requirements set forth by the commissioner.

2. Artificial intelligence literacy digital equity competitive grant program. a. The commissioner shall establish an artificial intelligence literacy digital equity competitive grant program which shall provide grants to public elementary and secondary schools, community colleges, institutions of higher education, and community organizations to support artificial intelligence literacy efforts.

b. The program shall be structured as a competitive grant process. In awarding grants, the commissioner shall prioritize applicants that demonstrate both:

(i) high level of need, as determined by factors including, but not limited to, lack of access to computer science education, a high percentage of students or community members from low-income households, limited technological infrastructure, or geographic barriers to digital inclusion.

(ii) A strong and clearly articulated proposal, including specific goals, strategies, and implementation plans for expanding access to artificial intelligence literacy and addressing equity in digital education.

c. All proposals submitted under this section shall include:

(i) A demonstration of need, including quantitative and qualitative data describing the applicant's existing access to artificial intelligence literacy resources and technological infrastructure.

(ii) Clearly defined and measurable objectives, including the anticipated number of individuals reached if the grant is fully implemented, and relevant success metrics.

(iii) A detailed plan outlining how the funds would be used if the applicant is awarded the full amount requested.

d. 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 criteria shall include provisions to ensure geographic diversity, demographic equity, and accountability in the use of grant funds.

e. To ensure equitable distribution of funding, the total amount appropriated for the program shall be allocated as follows:

(i) Thirty percent to public elementary and secondary schools.

(ii) Twenty percent to community colleges.

(iii) Fifteen percent to public institutions of higher education.

(iv) Five percent to private institutions of higher education.
(v) Thirty percent to community organizations.
f. Such program shall 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.
(vii) developing programs that prepare students for further studies or future careers in artificial intelligence or related fields.
(viii) providing foundational artificial intelligence literacy instruction tailored to grade level.
g. provide grants to community colleges to be used for one or more of the following:
(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.
h. 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.
(iv) developing programs that prepare participants to use artificial intelligence tools in the workplace, including sector-specific applications.
i. provide grants to community organizations to be used for one or more of the following:
(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.
(iii) offering programming to support adult learners and jobseekers in understanding and applying artificial intelligence in the workforce, particularly in high-growth or digitally transforming industries.

j. 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. Metrics and evaluation. The department shall develop and implement a standardized framework for evaluating the effectiveness of the artificial intelligence literacy grant program. Such framework shall include, but not be limited to:

a. Measurement of student learning outcomes related to artificial intelligence concepts, competencies, and digital fluency.

b. Participation rates in artificial intelligence literacy programs disaggregated by grade level, demographic group, and institution type.

c. Evaluation of how and to what extent artificial intelligence literacy content has been integrated into existing school curricula or community programming.

d. Longitudinal tracking of participants' engagement with further education or career pathways related to artificial intelligence and technology fields.

4. Grant administration. a. The commissioner shall award grants under the artificial intelligence literacy grant program and shall administer the program in consultation with relevant offices within the department.

b. The department shall establish procedures for the application, review, approval, distribution, and monitoring of grant awards, including clear guidance on timelines, eligibility, documentation, and disbursement.

c. The commissioner shall ensure that all grant funds are distributed in a timely and transparent manner, with priority given to advancing educational equity and digital access in underserved communities.

d. The department shall provide technical assistance to applicants and grantees to support strong proposal development, compliance with program requirements, and effective implementation.

e. The department shall have authority to conduct audits, inspections, or program evaluations of grantees and may recapture or reallocate funds not used in accordance with the terms of the grant.

f. All grantees shall comply with state reporting requirements and participate in department-led evaluations as a condition of receiving funding.

5. 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:

a. summarizing and analyzing the reports submitted to the commissioner for that year and information on such reports required under paragraph j of subdivision two of this section;

b. summarizing the metrics established under subdivision three of this section; and

c. recommending improvements to the program.

6. 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.