EDUCATION COMMISSION OF THE STATES
Your education policy team.

**Response to information request**

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## Your Question:

You asked about policies regulating the use of artificial intelligence (AI) technologies in education.

## Our Response:

The rapid growth of AI has urged state legislators to develop policies and guidelines related to the integration and responsible use of these technologies in schools. In February, the Southern Regional Education Board (SREB) AI Commission published a set of seven **recommendations** aimed at guiding states, schools and higher education institutions in the adoption of AI. The seven recommendations include:

1. **Establish state AI networks** so people, groups and agencies can connect, communicate, collaborate and coordinate AI efforts across each state.
2. **Develop targeted AI guidance** for distinct groups using, integrating or supporting the use of AI in education.
3. **Provide high quality professional development** by working with local districts and institutions to develop plans to provide and incentivize high-quality professional development for AI.
4. **Integrate into standards and curricula** the AI knowledge and skills students need to prepare them for success in the workforce.
5. **Assess local capacity and needs** to determine the capacity of local districts, schools and postsecondary institutions to integrate AI successfully.
6. **Develop resource allocation plans** for AI implementation in schools, school districts and institutions of postsecondary education to ensure that the implementation of AI is successful, sustainable and available to all students.
7. **Assess risk management** to reduce risks associated with AI. States should establish statewide artificial intelligence networks so people, groups and agencies can connect, communicate, collaborate and coordinate AI efforts across each state.

SREB will continue to publish new recommendations as the AI Commission approves them.

## Overreaching Policies Relating to AI

Many of the polices and guidelines related to AI's use in education stem from more overarching policies applicable to all state agencies, including:

- **District of Columbia**. **Mayor's Order 2024-028** (2024) articulates six overarching benchmarks that D.C. agencies must consider when deploying an AI tool and establishes an AI taskforce and advisory group.
- **Maryland**. **Executive Order 01.01.2024.02** (2024) establishes the **AI Subcabinet** and directs state efforts to catalyze the responsible and productive use of artificial intelligence by state agencies.
- **Washington**. **Executive Order 24-01** (2024) requires the state to develop **guidelines** related to state use of generative AI to ensure its ethical and transparent use. This includes how government may procure, use and monitor the use of generative AI.

## Policies Related to AI in Education

While states are exploring what opportunities AI offers to enhance learning, policymakers are seeking to understand how to maximize benefits and minimize risks associated with this evolving technology.

- **California** S.B. 1288 (Enacted, 2024) requires the Superintendent of Public Instruction to establish a working group focused on AI integration in schools. The group is required to develop guidance and a model policy for safe and effective use of AI in educational settings.
- The **Connecticut** State Department of Education launched an **AI instruction pilot program** in seven school districts, lasting from January to June 2025.
- **Florida** H.B. 1361 (Enacted, 2024) aims to expand the use of artificial intelligence by charging the University of Florida Lastinger Center for Learning to collaborate with school districts and award grants to eligible school districts. The bill specifies that these funds may be used for subscription fees and professional learning to support and accelerate learning for students in grades 6 through 12, and it appropriates $2 million in recurring funds from the General Revenue Funds to the Center for the grant program.
- **Nebraska** **L.B. 1284** (Enacted, 2024) establishes the Dyslexia Research Grant Program. Funds are to be used for the purpose of researching the use of artificial-intelligence-based writing assistance by individuals with dyslexia.
- The **New Jersey Department of Education** launched **two grant programs** to encourage the use of AI in instruction, funded by $1.5 million in Gov. Murphy's budget. The "Artificial Intelligence Innovation in Education Grant" will fund AI-driven classroom initiatives in 10 school districts, while the "Expanding Career Pathways in Artificial Intelligence Grant" will help two vocational school districts to create, develop and publish an AI and robotics curriculum.
- In January 2025, the **Pennsylvania** Advisory Committee to the U.S. Commission on Civil Rights published a **policy brief** analyzing AI's potential impact in K-12 classrooms. The report highlights AI's potential to enhance data, expand online learning in rural areas, support students with IEPs, supplement learning, while also addressing risk mitigation.
- **Tennessee** H.B. 1630 **/** S.B. 1711 (Enacted, 2024) requires the board of trustees of each public institution of higher education and the governing body of each local education agency and each public charter school to adopt a policy regarding AI used by students, faculty and staff for instructional and assignment purposes. Requires each LEA and public charter school board report such adopted policies and **methods** of enforcement to the department of education for the 2025-26 school year.
- **Virginia** **Executive Order 30** (2024) enacts **AI Policy Standards** and **Guidelines for AI Integration throughout Education** which include guiding principles, strategies for success, and roles/responsibilities, as key components for guidelines for AI integration through education.

## Policies Related to Data Security and Privacy

States are weighing the advantages and risks of emerging technologies, especially relating to data security and privacy in education settings. The Consortium for School Networking (CoSN) State and Federal Cybersecurity Policy and Education Report **highlights** that lawmakers in 42 states proposed 258 cybersecurity-related bills, with 29 becoming law in 2024.

The report underscores increasing awareness of the integration of AI and cybersecurity challenges facing K-12 schools, including safeguarding student data and promoting secure digital learning environments. CoSN recommends policymakers mitigate risks through regular assessments of AI's cybersecurity implications, the integration of AI in cybersecurity monitoring, the development of AI security standards, cross-sector collaboration on emerging threats, and regular policy updates to keep pace with evolving technologies.

- **Indiana** S.B. 150 (Enacted, 2024) establishes an AI taskforce and integrates AI and cybersecurity in education by enabling schools to adopt cybersecurity policies aligned with state guidelines, enact mandatory training and create technology usage policies. It also permits state agencies to submit an inventory of AI technologies in use or under consideration and clarifies state and local government ownership of records. Beginning in 2027, institutions connecting to state technology infrastructure must complete cybersecurity assessments every three years and ensure ongoing compliance with state standards.
- **Rhode Island** Executive Order 24-06 (2024) establishes an AI Center of Excellence, charged with creating policies related to AI use and security. Creates a Chief Data Officer role, responsible for data operations, data quality and standards. The EO provides for the creation of a statewide data platform to provide access and use data and leverage best practices from existing data systems.

## Task Forces and Commissions on AI

An increasing number of states have created AI task forces or commissions via executive action or legislation. The task forces and commissions are primarily centered around the goal of advancing policy recommendations related to proper use of AI.

- **Alabama** Executive Order 738 (2024) establishes the Governor's Task Force on Generative Artificial Intelligence to recommendations related to the responsible deployment of GenAI in state government.
- **Delaware** H.B. 333 (Enacted, 2024) creates a commission tasked with making recommendations to the General Assembly and Department of Technology and Information on AI utilization and safety.
- **Texas** H.B. 2060 (Enacted, 2024) creates the Artificial Intelligence Advisory Council tasked with studying and monitoring AI that is used by Texas state agencies.
- **Utah** H.B. 168 (Introduced, 2025) would create Artificial Intelligence in Education Task Force to provide guidance and recommendations regarding AI implementation and policy in education.
- **Washington** S.B. 5838 (Enacted, 2024) establishes an Artificial Intelligence Task Force with the objective of assessing current uses and trends of artificial intelligence, and making recommendations to the Legislature regarding guidelines and potential legislation for the use of artificial intelligence systems.
- **West Virginia** H.B. 5690 (Enacted, 2024) creates the West Virginia Task Force on Artificial Intelligence with a breadth of responsibilities including the development of model policy for AI in schools.

## Postsecondary and Workforce Development

States and postsecondary systems seek to understand how AI will impact instruction, operations and the job market. For a high-level look at implications, EDUCAUSE released their second report on the AI landscape in higher education in February 2025. Below are key findings of the report:

- There was an eight percentage point increase of respondents who agreed that AI is a priority at their institution (57% compared to 49% in 2024).

- Eleven percent of respondents reported their institution has no AI-related strategy.
- The most common elements of AI-related strategy at higher education institutions are training for faculty (63%) and staff (56%) followed by making AI tools more accessible (50%).
- Thirteen percent of respondents reported that AI has not impacted their institution's policies and guidelines.
- Forty-six percent of respondents shared that new guidelines are being created that consider AI.
- Nine percent of respondents viewed their institution's cybersecurity and privacy policies to be sufficient in addressing the privacy risks related to AI.
- Two percent of respondents said new sources of funding are covering the new AI-related costs within their institution.

The following examples demonstrate the range of activity at the postsecondary policy or institution level.

- The **Michigan** Statewide Workforce Plan (2024) expands access to certificates and degrees that equip residents for success in a growing technological society. Aims to increase the percentage of adults with a certificate or degree from 51% to 60% by 2030.

- **Minnesota State,** consisting of 33 public institutions, released an AI guidance document on policy intersections, considerations, and recommendations. Thes recommendations can inform institutional efforts to develop their own generative AI tools. Many include agreements with technology conglomerates to ensure that the tools remain internal to the university and not available to the public.

- **New Jersey** S. 3432 (Enacted, 2024) invests in AI statewide, offering tax credits to eligible businesses where at least 50% of employees work on AI-related tasks. Encourages partnerships with state educational institutions to support employment in technology sectors.

Massachusetts Institute of Technology has a task force on the Work of the Future to learn how the continued growth of AI will change the skills and work required by employees and businesses. Postsecondary institutions are developing undergraduate, graduate, and professional degrees in AI, as well as tailored professional development opportunities to meet current and future demands.

- University of Pennsylvania B.S.E. in Artificial Intelligence
- Carnegie Mellon University B.S. in Artificial Intelligence
- Purdue University B.A., B.S. or M.S. in Artificial Intelligence
- George Washington University D.Eng. in Artificial Intelligence & Machine Learning
- Michigan Virtual Custom AI Training (virtual or in-person)
- One-on-one trainings available from the University of Iowa Office of Teaching, Learning, and Technology

## State Agency Guidance

Increasingly, state education agencies and boards of education are issuing guidance pertaining to AI in education. The guidance documents range from brief overviews to extensive frameworks. Here is a sample of states' AI guidance:

- **California;** Learning with AI, Learning About AI.
- **Colorado;** Roadmap for AI in K-12 Education.
- **Delaware;** Generative AI in the Classroom.

- **Indiana;** Artificial Intelligence Guidance.
- **Louisiana;** Artificial Intelligence in Louisiana Schools.
- **Minnesota;** Artificial Intelligence in Education.
- **Mississippi;** Artificial Intelligence: Guidance for K-12 Education.
- **Oregon;** Generative AI in K-12 Classrooms.
- **Utah;** Artificial Intelligence Framework for Utah P-12 Education.
- **Washington;** Human-Centered AI Guidance for K-12 Public Schools.

## Additional Resources

- Resources for Policy and Guidance on AI in Education – Teach AI
- An Ethical and Equitable Vision of AI in Education: Learning Across 28 Exploratory Projects – Digital Promise, 2024
- Districts and AI: Tracking Early Adopters and What This Means for 2024-25 – CRPE, 2024
- AI and Accessibility in Education – CoSN, 2024
- Generative AI for Education Hub – Stanford University, 2025


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