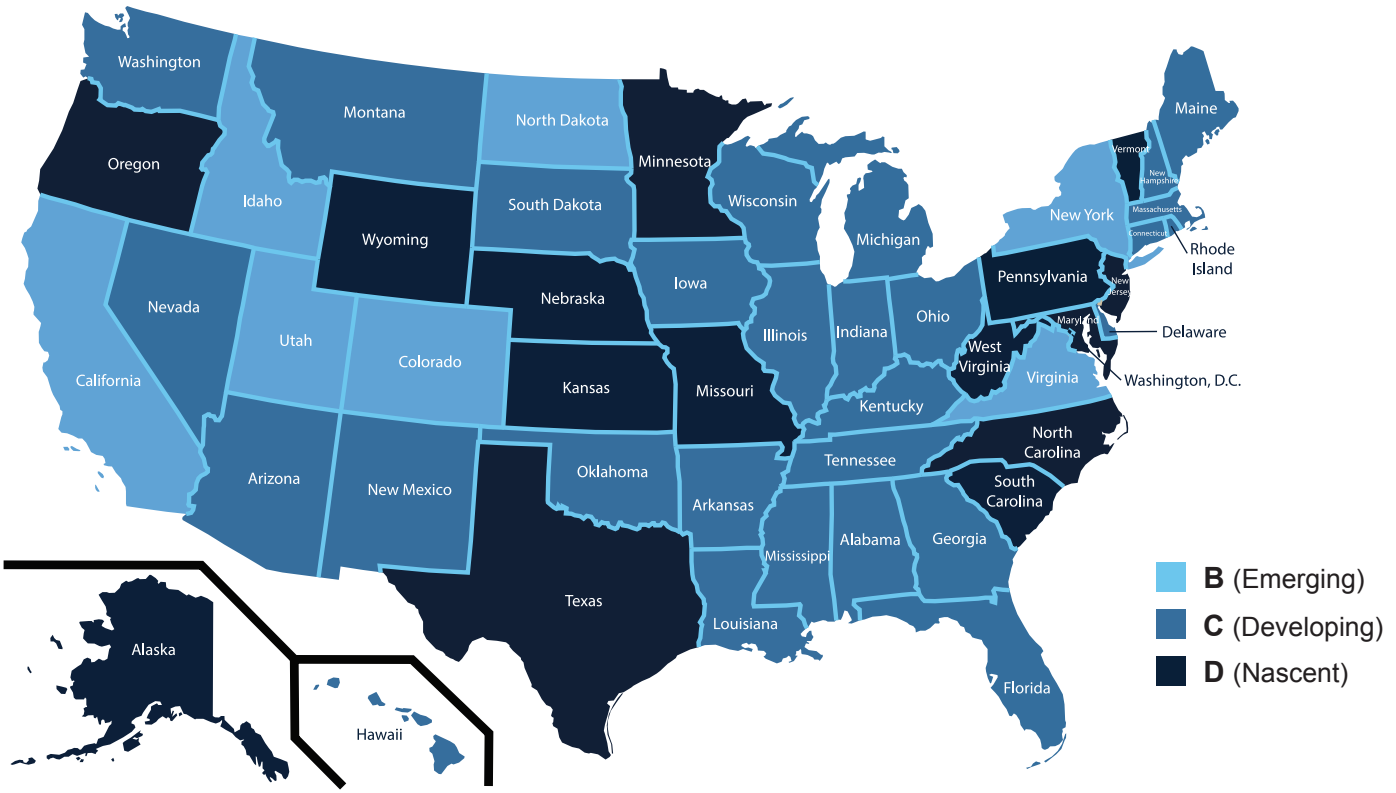
National Institute *for*
Artificial Intelligence (AI) in Education

State AI Readiness Index 2025



Rank	State	Grade	Rank	State	Grade	Rank	State	Grade	Rank	State	Grade
1	California	B	14	Connecticut	C	27	New Mexico	C	40	Missouri	D
2	Virginia	B	15	Hawaii	C	28	Louisiana	C	41	Alaska	D
3	North Dakota	B	16	Mississippi	C	29	Rhode Island	C	42	Vermont	D
4	Utah	B	17	Indiana	C	30	South Dakota	C	43	Washington DC	D
5	Colorado	B	18	Wisconsin	C	31	Tennessee	C	44	Nebraska	D
6	Idaho	B	19	Oklahoma	C	32	Massachusetts	C	45	West Virginia	D
7	New York	B	20	Arizona	C	33	Delaware	C	46	Kansas	D
8	Florida	C	21	New Hampshire	C	34	Kentucky	C	47	North Carolina	D
9	Ohio	C	22	Iowa	C	35	Michigan	C	48	Pennsylvania	D
10	Arkansas	C	23	Montana	C	36	Maryland	D	49	South Carolina	D
11	Washington	C	24	Alabama	C	37	Oregon	D	50	Texas	D
12	Georgia	C	25	Maine	C	38	Minnesota	D	51	New Jersey	D
13	Nevada	C	26	Illinois	C	39	Wyoming	D			

*Just **4 States** have mandated AI learning standards.*

*Only **29 states** have released state-level AI guidance.*

***4 states** have created a dedicated K–12 AI office/officer.*

2025 State AI Readiness Index

Benchmarking U.S. State Momentum for AI in K–12 Education
National Institute for AI in Education (NIAIE) Inaugural Edition | November 2025

Foreword

There were no A's and there were no F's issued in this inaugural State AI Readiness Index. That outcome was not the product of score manipulation or post-release explanation. It was the result of a deliberately designed rubric. This index measures readiness in the midst of an active technological transformation, not retrospective success after the fact. No state can yet credibly claim full readiness for an AI-embedded education system, and no state is so detached from progress as to warrant total failure either. The absence of A's and F's is not a narrative choice. It is a direct consequence of a precision-designed measurement framework.

Until more mature longitudinal data and standardized national benchmarks exist, this scoring and ranking model will remain in place as a practical instrument for measuring readiness rather than declaring completion.

As you move through this report, clear patterns will begin to emerge. We have highlighted several of them, but not all. Some are left for discovery. That is deliberate. The goal is not to provide a closed narrative but to open a living conversation that surfaces insights, challenges assumptions, and accelerates meaningful action in service of the students we exist to serve.

For over a decade, I have coached youth sports (primarily football). One lesson is consistent every season. When one player makes an interception, scores a touchdown, or makes a critical stop, the entire team makes an interception, scores a touchdown, or makes a critical stop. No single play exists in isolation. Victory is collective. So is failure.

That same reality applies to our states and our nation.

When one school, one district, or one state makes real progress in preparing students for an AI-driven world, the benefits extend far beyond its borders. The innovation spreads. The lessons scale. The benchmarks surge. This report does not celebrate individual winners. It documents strategies that strengthen the whole team.

Let me be blunt: Rural schools are already being left behind again, in the same foolish and predictable way they have been with broadband, devices, and workforce alignment. Across dozens of state profiles, a consistent pattern appears. Urban and suburban districts with more resources are piloting AI tools, updating local policies, and accessing professional development through university and nonprofit partners. Meanwhile, rural and resource-poor systems are stuck operating on voluntary guidance, inconsistent connectivity, and unfunded expectations. Many states publicly acknowledge these disparities, but far fewer have taken structural action to close them. This is not a future risk. It is a train wreck happening in real time. It is slow but catastrophic.

Several other clear trends emerge from the data:

First, most states are substituting advisory guidance for actual governance. In state after state, departments of education have released AI guidance documents, frameworks, or toolkits that are explicitly voluntary and carry no mandate, no funding, and no enforcement mechanism. This has created a patchwork reality in which a student's exposure to AI literacy depends more on ZIP code than on state leadership.

Second, policy is moving faster than practice, but not in a productive way. A growing number of states have launched task forces, published frameworks, or passed legislation requiring districts to write AI policies. Yet very few have embedded AI competencies into required learning standards, assessments, or graduation pathways. The result is symbolic motion without systemic traction.

Third, infrastructure advantages are becoming readiness advantages. States with stronger statewide broadband, device access, and centralized professional learning networks are translating that capacity into earlier AI integration. States without those foundations are slipping further behind, regardless of their rhetoric or intent.

Fourth, computer science pathways remain the primary entry point for AI, but they are not sufficient. Many states are burying AI inside optional Computer Science (CS) or Career and Technical Education (CTE) programs, which automatically narrows access. Without cross-disciplinary integration and broader literacy frameworks, AI education will stay limited to a small subset of students, reinforcing existing inequities.

Fifth, the center of gravity is still local. Despite federal discussion, interstate initiatives, and centralized task forces, the real outcomes are still being determined in districts. That reality makes strong state policy and coordination more important, not less, because without it, disparities will scale.

America is not lacking talent or ideas. It is lacking coherence, urgency, and willingness to confront unevenness. The National Institute for AI in Education exists to challenge that gap.

When one state builds an exemplary model, other states benefit. When one state fails to act, it weakens national readiness. This is not theoretical. It is structural. States do not compete in isolation. They shape the conditions of a shared future workforce, a shared economy, and a shared civic environment.

Every meaningful win in AI readiness is not just a state victory. It is a national one. And every student left behind, especially in rural communities, is not a local problem. It is a national failure. Only together can we ensure that the United States remains a world superpower when we emerge from the AI Revolution.

America is at an inflection point. Artificial intelligence is not a future disruption, it is a present reality that will define how students learn, work, and participate in society. The National Institute of AI in Education stands alongside state leaders, educators, and communities not as a commentator but as a committed partner in this transformation.

We look forward to working with you, learning from you, and building a future where every state's progress becomes a shared national victory for every student.

This index is not a finish line. It is a starting signal. **Go**.

Rob Blevins

Founder & CEO
The National Institute for AI in Education

Executive Summary

Artificial intelligence is no longer emerging in K–12 education. It is here to stay. District leaders are using it. Teachers are harnessing the power of it. Students are trying to figure out when they can use it. Vendors are selling it. Policymakers are scrambling around it.

The core question is not whether AI belongs in education. The question is whether states are structurally prepared to integrate it responsibly, equitably, and at scale so that our students have access to their own futures in our AI driven world.

The 2025 State AI Readiness Index measures that preparedness. This is a diagnostic tool focused on institutional capacity. It measures whether the scaffolding for AI literacy exists while the transformation is still unfolding.

The 3-P Readiness Framework

State readiness is evaluated across three structural domains: **Policy**, **Practice**, and **Pace**. Each domain was assessed using five objective indicators, scored on a 1–5 scale, where:

- **1** = Minimal or absent evidence
- **5** = Strong, comprehensive, system-level evidence

These scores reflect observable, verifiable institutional signals, not aspirational messaging.

Policy — Commitment and Governance

Objective indicators:

- AI embedded in state K–12 standards
- AI-related student data protections and safety requirements
- Mandated vs. optional integration mechanisms
- Dedicated funding or incentives
- State-level AI governance structures

These assess whether AI academic integration is encoded in law and systems or left to discretionary guidance.

Practice — Implementation and Equity

Objective indicators:

- Reach and availability of AI-specific professional development

- Cross-disciplinary curriculum integration beyond CS/CTE
- Student access to tools and infrastructure
- Demonstrated classroom or district implementation
- Institutional guardrails and local policy frameworks

These assess whether AI policy is producing classroom realities for AI.

Pace — Urgency and Scaling

Objective indicators:

- Existence of multi-year implementation roadmaps
- Policy revision schedules and update cycles
- Progress monitoring mechanisms
- Workforce and career pathway alignment
- Evidence of scaling beyond pilots

These measure the velocity and trajectory of state action.

How Scoring Was Conducted

This index is grounded in primary source research. The research process systematically reviewed:

- State computer science and technology standards
- State-issued AI guidance for K–12 education
- Executive orders related to AI or education technology
- Enacted state laws and legislative bills
- Department of education memos and frameworks
- State budget documents and funding records
- Accountability systems and reporting frameworks
- Official state websites and linked documentation

Each of the 15 total indicators (5 per P) was scored on a 1–5 scale based on institutional evidence found in these sources. Domain scores and overall classifications were derived from those composite results. Any ties were given manual adjustments of no more than .01 to their composite score using momentum as the tie breaker.

As a result of the methodology used, this index measured structural readiness and not political messaging.

National Snapshot

No state has reached full AI readiness, which was expected. Some states show strong scaffolding without effective delivery. Others show isolated practice without system coherence. Most remain fragmented.

Readiness classifications reflect the development stage and not a value:

- **A – Leading**
- **B – Emerging**
- **C – Developing**
- **D – Nascent**
- **F – Non-Existent**

State Rankings

Rank	State	Grade
1	California	B
2	Virginia	B
3	North Dakota	B
4	Utah	B
5	Colorado	B
6	Idaho	B
7	New York	B
8	Florida	C
9	Ohio	C
10	Arkansas	C
11	Washington	C
12	Georgia	C
13	Nevada	C
14	Connecticut	C
15	Hawaii	C
16	Mississippi	C
17	Indiana	C
18	Wisconsin	C
19	Oklahoma	C
20	Arizona	C
21	New Hampshire	C
22	Iowa	C
23	Montana	C
24	Alabama	C
25	Maine	C
26	Illinois	C
27	New Mexico	C
28	Louisiana	C
29	Rhode Island	C
30	South Dakota	C
31	Tennessee	C
32	Massachusetts	C
33	Delaware	C
34	Kentucky	C
35	Michigan	C
36	Maryland	D
37	Oregon	D
38	Minnesota	D
39	Wyoming	D
40	Missouri	D
41	Alaska	D
42	Vermont	D
43	Washington, D.C.	D
44	Nebraska	D
45	West Virginia	D
46	Kansas	D
47	North Carolina	D
48	Pennsylvania	D
49	South Carolina	D
50	Texas	D
51	New Jersey	D

State Summaries

Alabama (#24)

Alabama's **C** reflects a state that has put basic policy scaffolding in place but is still in the early, optional phase of meaningful implementation efforts. Alabama earns credit on **Policy** for a 2024 AI Policy Template for Local Education Agencies and AI-related content in the CTE IT pathway, plus Governor Ivey's statewide generative AI task force, but those instruments function as voluntary guidance without mandates, dedicated AI funding streams, or a K–12 AI office with clear authority. **Practice** scores stay modest because AI use is driven by district choice and a few data/AI-literacy efforts (e.g., QuantHub-style initiatives and existing professional development infrastructure) rather than system-wide AI-specific training, integrated curricula, or documented safeguards in daily classroom use. **Pace** lags toward the lower end of Developing because Alabama's AI adoption is progressing via pilots and optional templates without binding timelines, graduation requirements, or recurring review cycles to force rapid or large-scale uptake even as broadband and workforce-aligned initiatives begin to support future readiness.

Alaska (#41)

Alaska earns a **D** because while its newly released K-12 AI framework provides **c**lear statewide guidance, it remains entirely voluntary and has not yet translated into consistent implementation, infrastructure gains, or workforce-aligned practice. **Policy** is strengthened by the publication of Alaska's Strategic Framework: Artificial Intelligence for K-12 Education, which outlines principles such as human-centered design, transparency, security, and cultural responsiveness while acknowledging broadband and device-access gaps that uniquely affect the state; however, the framework is explicitly non-binding and is not paired with AI standards, requirements, or defined governance authority. **Practice** remains early because district adoption is optional, educator training is encouraged rather than required, and no evidence exists of system-wide AI-integrated instruction, despite some districts beginning to explore AI policy development. **Pace** is slow, as the framework only launched in late 2025, has no mandated review cycle, timelines, or connected professional development requirements, and Alaska has not yet built the consistent, statewide infrastructure needed to accelerate equitable AI adoption across its remote and rural regions.

Arizona (#20)

Arizona sits in the mid-**C** range because its AI readiness is shaped by guidance rather than requirements, with early but uneven local uptake. **Policy** is anchored by the Arizona Institute for Education and the Economy's GenAI Guidance for AZ K-12 Schools: A Balanced Perspective, which outlines responsible use, privacy expectations, and ethical considerations, which lacks the authority of guidance that should come from the Arizona Department of Education (ADE). As a result, it's nothing more than guidance and is not embedded in state standards. Oversight of AI across state systems exists through the Governor Hobb's AI Steering Committee, yet no dedicated K–12 AI coordinator or rulemaking authority exists within the ADE. **Practice** reflects decentralized implementation: Deer Valley Unified School District has published district-level AI guidelines, ADE provides general educator webinars and technology-integration resources, and district action varies widely, with no statewide professional development mandate and no verified evidence of broad, measurable AI use across classrooms. **Pace** remains modest because most districts are still in exploratory or pilot phases, the state doesn't provide standardized guidance or direction, and no binding timelines, requirements, or workforce-aligned AI competencies exist to accelerate system-wide adoption.

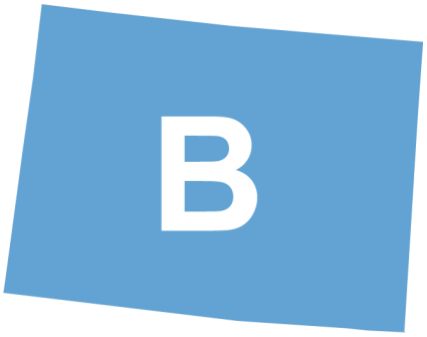
Arkansas (#10)

Arkansas falls in the mid-**C** range because, despite having one of the country's earliest high-school Artificial Intelligence & Machine Learning courses through its long-running CSforAR initiative. The state has not yet established formal, statewide AI governance or **K–12** guidance comparable to leading states. **Policy** benefits from the existence of approved AI/machine-learning high-school-coursework and general digital-learning structures, but the widely circulated AI planning guide comes from Virtual Arkansas rather than the Arkansas Department of Education (ADE), and no verified ADE-issued AI framework, mandates, or dedicated K–12 AI oversight roles are in place. **Practice** remains highly localized, with instructional use driven by district-level discretion and no evidence of statewide professional development requirements, uniform safeguards, or consistent AI integration across classrooms. **Pace** is moderate on paper due to the visibility of CSforAR and references to task-force discussions, but there are no binding timelines, statewide policy mechanisms, or system-level structures accelerating adoption, leaving AI readiness uneven and reliant on existing computer-science infrastructure rather than coordinated AI implementation.

California (#1)

California earns a solid **B** because it has built one of the clearest, most coordinated policy foundations for AI in **K–12** education, pairing legislative action with executive direction in ways few states match. **Policy** is anchored by Assembly Bill 2876, which requires the Instructional Quality Commission to integrate AI literacy into upcoming framework revisions beginning in 2025, reinforced by Executive Order N-12-23 establishing statewide generative AI oversight through the Office of Data and Innovation; although the California Department of Education does not yet maintain a dedicated AI office, the state's combined statutory and executive pathways constitute one of the nation's most structured governance environments. **Practice** shows strong momentum through district-led innovation, expanding professional development networks, early integration work in major systems like the San Diego Unified School District, and robust statewide infrastructure supported by the K–12 High-Speed Network and federal broadband investments, even if full evidence of uniform, classroom-level AI use is still developing. **Pace** is among the fastest in the country due to a legislatively defined timeline for the Superintendent of Public Instruction to issue guidance for school districts, county offices of education, and charter schools on the safe use of AI in education; growing professional development ecosystems; and visible cross-agency alignment that together signal sustained, accelerating progress toward large-scale statewide implementation.

Colorado (#5)



Colorado earns a **B** because it has established an early statewide framework for AI awareness while still relying heavily on district discretion and evolving governance. **Policy** is anchored by the 2024 Colorado Roadmap for AI in K–12 Education, a jointly released resource from Colorado Department of Education (CDE) and Colorado Education Initiative (CEI)) that outlines ethical principles, implementation goals, and local support structures; although it provides clear direction, it remains advisory rather than mandatory, and no dedicated statewide AI office or statutory requirement for adoption exists. **Practice** remains exploratory, with implementation largely driven by district pilots and optional professional learning opportunities offered through CDE and CEI; evidence confirms district experimentation and voluntary uptake, but there is no uniform professional development expectation, no statewide oversight of AI ethics or transparency, and only localized development of safeguards. **Pace** is moderate, supported by the roadmap's statewide visibility and growing pilot activity, but uptake is still uneven and lacks verified indicators of broad adoption, formal governance timelines, or strong workforce alignment beyond existing computer science pathways; still, Colorado's roadmap and ongoing legislative attention signal rising momentum and the early formation of a scalable statewide framework.

Connecticut (#14)

Connecticut earns a mid-**C** because it has moved quickly to establish a coordinated, guidance-driven policy posture while still relying on pilots and phased development rather than statewide requirements. **Policy** is anchored by Public Act 23-16, which created a statewide AI task force and directed development of an AI "Bill of Rights," and by Public Act 24-151, which authorized the seven-district 2025 Connecticut State Department of Education (CSDE) pilot; together with CSDE guidance efforts, these actions create a clear governance structure even though formal AI learning standards and mandates are still under development. **Practice** is centered on structured pilot implementation: the 2025 program provides professional development, approved classroom AI tools, and embedded instructional models that will later inform statewide standards, and early evidence confirms rigorous safeguards and oversight mechanisms, though district participation remains limited to pilot sites and other voluntary adopters. **Pace** shows steady movement, with strong cross-agency involvement and a defined evaluation timeline through 2026, but there is no statewide adoption deadline, and broader workforce-alignment efforts have yet to translate into K–12 pathways, leaving progress tied to the outcomes of the pilot rather than a mandated implementation schedule.

Delaware (#33)

Delaware earns a low-**C** because it has developed governance structures and advisory guidance for AI use in schools but has not yet established statewide standards, mandates, or substantial implementation activity. **Policy** rests on the state's 2024 Generative AI in the Classroom guidance, which provides ethical-use expectations and instructional considerations without creating formal requirements, alongside the Delaware Artificial Intelligence Commission created under House Bill 333 to study statewide AI impacts; strong student-data-privacy laws extend protections to AI vendors, yet the state has no K–12 AI literacy framework**,** no required curriculum, and no dedicated funding stream for AI adoption. **Practice** remains limited and exploratory, with AI use emerging mainly through optional professional development offerings from state partners, and scattered district-level experimentation; Connect Delaware broadband and 1:1 device access provide a reliable foundation, but widespread classroom integration or consistent safeguards have not materialized. **Pace** is incremental, participation is voluntary, the share of districts engaging in AI activity remains small, and workforce alignment remains at the conceptual stage, keeping statewide progress modest and cautiously paced.

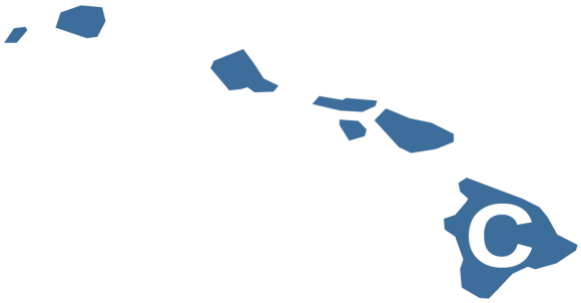
Florida (#8)

Florida earns an upper-**C** because it has taken meaningful early steps to embed AI within its academic and workforce pathways, even though statewide literacy requirements and implementation structures remain limited. **Policy** is strengthened by the integration of AI into Florida's State Academic Standards for Computer Science effective July 2024, a documented move that establishes AI concepts as part of the state's formal Computer Science expectations, alongside the work of the Florida K–12 AI Task Force, which is a University of Florida program with support from Griffin Catalyst, and established Career and Technical Education (CTE) and Information Technology (IT) pathways that already include AI-aligned coursework. Privacy protections help govern vendor use, but the state has not mandated AI literacy across subjects, created AI-specific statutes addressing bias or model training, or established a centralized K–12 AI office. **Practice** shows active but uneven adoption: large districts are piloting AI tools in tutoring, assessment, and planning; professional development is expanding through statewide professional development networks and university partnerships; and Florida's CTE framework supports AI foundations and machine-learning coursework that connect directly to employer needs. Still, usage remains locally driven, statewide data on classroom deployment is sparse, and district safeguards vary widely. **Pace** reflects Florida's early leadership, particularly through its AI-infused Computer Science (CS) standards and multi-year professional development partnerships, yet progress has stabilized as other states adopt broader mandates; Florida continues to advance through steady CTE expansion and district participation, but without statewide requirements or review cycles, its momentum remains strong but not accelerating.

Georgia (#12)

Georgia earns a mid-C because it has established emerging statewide structures for artificial intelligence governance and guidance, yet classroom adoption and formal learning expectations remain uneven and largely advisory. **Policy** is anchored by the January 2025 Georgia Department of Education (GaDOE) guidance Leveraging Artificial Intelligence in the K–12 Setting, which sets expectations for ethical use, privacy, transparency, and teacher-in-the-loop safeguards without mandating AI literacy or cross-subject standards; state-level governance capacity is reinforced by the Georgia Technology Authority Artificial Intelligence Advisory Council and the Georgia Technology Authority Office of Artificial Intelligence, along with the Georgia Department of Education AI Ethics & Impact Officer, Russell Paine, although no required AI learning standards are in place. **Practice** is expanding but still developing: AI4GA (Artificial Intelligence for Georgia) pilots provide a verified nine-week middle-school AI module and associated teacher professional development, and some districts are beginning to use AI tools for tutoring, writing support, and formative assessment, but participation is optional, documentation of district-level initiatives is inconsistent, and statewide evidence of classroom integration remains limited. **Pace** reflects coordinated but moderate movement. GaDOE's 2025 guidance, GTA's statewide AI governance entities, and the

continued expansion of AI4GA signal growing engagement, yet Georgia has no mandated AI review cycle, no enforceable statewide AI literacy requirement, and uneven district uptake, leaving the state positioned for growth but not yet accelerating at scale.



Hawaii (#15)

Hawaii earns a mid-C because it has established statewide artificial intelligence guidance and supportive infrastructure but has not yet advanced to mandated standards, broad classroom adoption, or systemwide workforce alignment. **Policy** is strengthened by guidance from the Hawaii State Department of Education's (HIDOE) official AI guidance, which outlines ethical and responsible use, human-in-the-loop expectations, and clear responsibilities for students and educators; statewide governance capacity also exists through the Hawaii Office of Enterprise Technology Services and emerging artificial intelligence-related legislation, although Hawaii has no artificial intelligence-specific statute and no required K–12 artificial intelligence learning standards. **Practice** is in the early implementation phase, supported by HIDOE professional development opportunities including the AI in Education Summit and district-level pilots experimenting with tutoring, writing support, and administrative applications; Hawaii's strong technology base, built through one-to-one device access and statewide broadband initiatives like Connect Kākou, improves equity, yet cross-subject integration remains limited and artificial intelligence use is still optional at the school level. **Pace** is modest, reflecting recent guidance, ongoing awareness efforts, and pilot activity that involves only a minority of schools, and without adoption deadlines, mandated review cycles, or fully formed workforce pathways, Hawaii is signaling upward momentum but has significant scaling still ahead.

Idaho (#6)

Idaho earns a B because it has taken meaningful steps to incorporate artificial intelligence-aligned concepts into its formal standards and statewide governance structures, even though explicit artificial intelligence literacy requirements and broad classroom implementation remain early stage. **Policy** is supported by Idaho's 2024 Computer Science Standards and Idaho's 2024 K–8 Technology and Digital Literacy Standards, both of which embed data-analysis, computing impacts, and evaluation expectations that implicitly touch artificial intelligence and machine learning, alongside statewide governance through the Office of Information Technology Services Artificial Intelligence Innovation Program and its Responsible Artificial Intelligence Framework. However, Idaho has not adopted a stand-alone artificial intelligence literacy standard, issued K–12 artificial intelligence-specific statutory requirements, or established statewide ethics or bias guidelines for schools. **Practice** remains limited and localized: artificial intelligence-related professional development is available through the Idaho STEM Action Center and the Idaho Digital Learning Alliance (IDLA) but remains optional; district-level artificial intelligence or robotics exposure appears mainly in upper-level computer science electives in a

small set of districts; and statewide broadband and device expansion is improving access despite persistent rural gaps, with classroom artificial intelligence tool use largely experimental. **Pace** is cautious and incremental, reflecting multi-year standards revision cycles, science, technology, engineering, and mathematics planning that references artificial intelligence exploration without enforceable timelines, and minimal evidence of widespread artificial intelligence adoption. Idaho's governance structures and emerging professional development and district pilots signal early momentum, but systemwide integration is still developing.

Illinois (#26)

Illinois earns a low-C because its statewide artificial intelligence (AI) approach is formally defined in statute but structured in a way that delays implementation and leaves most action to local discretion. **Policy** centers on Public Act 104-0399 which requires the Illinois State Board of Education (ISBE) to publish statewide AI guidance by July 1 , 2026, but does not mandate AI literacy, integrate AI into state learning standards, or require districts to implement anything once guidance is released; statewide coordination through the Department of Innovation and Technology (DoIT) Generative AI & NLP Task Force provides structure but does not accelerate timelines, and Illinois has no AI-specific mandate, funding line, or enforcement mechanism for K-12 adoption. **Practice** is uneven, with Chicago Public Schools (CPS) AI Guidebook operating well ahead of the state via its AI Guidebook, district-wide professional development, and explicit safeguards, while most rural and small districts rely on voluntary professional development and supports from the Learning Technology Center of Illinois (LTC); AI-aligned content exists within computer science and digital-literacy frameworks, but is not required elsewhere, and broadband gaps in rural regions continue to limit capacity despite strong institutional connectivity through the Illinois Century Network. **Pace** is moderate but constrained, reflecting the 2026 guidance deadline as a fixed milestone yet no compliance timelines beyond publication, and most adoption remains concentrated in CPS and select partner districts, leaving the broader state in exploratory mode without statewide professional development mandates, AI literacy requirements, or system-wide implementation drivers.

Indiana (#17)

Indiana earns a mid-C because its statewide artificial intelligence (AI) approach is active but fragmented, driven by voluntary pilots and broad state-level coordination rather than enforceable education policy or required literacy standards. **Policy** is grounded in the AI-Powered Platform Pilot Grants and the legislative creation of the statewide AI Task Force under Senate Bill 150, with overall oversight residing under the authority of the Indiana Office of Technology and the state Chief Information Officer rather than a dedicated K–12 AI office; Indiana has no mandated AI literacy requirements, no statewide instructional standards for AI, and its K–8 Computer Science standards (Indiana Academic Standards for Grades K-8 Computer Science) do not establish explicit AI or machine-learning competencies. **Practice** reflects genuine but uneven activity: the Indiana Department of

Education (IDOE) Digital Learning Grants enabled dozens of districts to pilot AI tools for tutoring, feedback, and instructional support, and teachers accessed optional AI-related professional development through state digital-learning initiatives; further, broadband expansion through the Indiana Connectivity Program has improved access, but rural districts still show notable gaps. **Pace** remains steady but limited: AI pilot participation reached dozens of districts, but these represent only a minority of Indiana Local Education Agencies; there is no annual policy review cycle or mandated scaling plan; and workforce-alignment pathways are still emerging, resulting in early momentum in exploration rather than the structural commitments necessary for rapid statewide adoption.

Iowa (#22)

Iowa earns a D because, while it has supporting infrastructure and early professional-learning activity around artificial intelligence (AI), it lacks any formal statewide AI guidance, standards, mandates, or enforcement mechanisms, keeping most adoption at the exploratory level. **Policy** is minimal: Iowa has adopted the Computer Science Teachers Association (CSTA) 2018 Computer Science Standards, but there is no Iowa Department of Education (IDOE)–issued AI guidance, no standalone AI-literacy standards, and no mandated AI instruction across subjects. Existing governance comes only from the February 2025 executive order establishing the Iowa DOGE Task Force, and data-privacy protections rely on general state and federal law rather than AI-specific statutes. **Practice** remains modest. The School Administrators of Iowa and the Iowa Area Education Agencies (IAEA) provide optional professional-development sessions related to generative AI and instructional use, and statewide broadband and device-access initiatives continue to strengthen technical readiness. However, there is no verified statewide AI pilot program, no documented scaling across districts, and AI activity appears limited to small numbers of early adopters. **Pace** is slow and exploratory. Without IDOE guidance, mandated timelines, or annual review cycles, districts lack clear statewide direction, and AI-related coursework or workforce pathways have not yet translated into required competencies. Overall, Iowa is preparing the landscape but has not yet begun structured systemwide implementation.

Kansas (#46)

Kansas earns a D because it lacks statewide artificial intelligence standards, guidance, or governance structures within education, resulting in minimal direction and highly uneven implementation across districts. **Policy** remains almost entirely absent: the Kansas State Department of Education (KSDE) has not adopted K–12 artificial intelligence standards, KSDE continues to operate under its existing computer science standards that do not include artificial intelligence literacy outcomes, and the state's only formal artificial intelligence policy, the 2023 Generative Artificial Intelligence Policy issued by Governor Laura Kelly, applies exclusively to state agencies, not schools; no Department of Education artificial

intelligence coordinator, advisory group, or K–12–specific safeguards exist. **Practice** is decentralized and largely undocumented: although limited voluntary professional development opportunities exist through university partners such as the University of Kansas School of Education and Human Sciences and educator-support groups like the Kansas Association of Teachers of Mathematics, there is no tracked statewide professional-learning program, and district-level artificial intelligence activity is sporadic, with no verifiable evidence of consistent pilots in the districts commonly cited; broadband initiatives such as the Kansas Broadband Initiative continue improving general access, yet rural gaps persist and no state program targets artificial intelligence readiness specifically. **Pace** is slow and fragmented, with district experimentation emerging in small pockets but no statewide rollout plan, no review cycle, no graduation or workforce-alignment requirements tied to artificial intelligence, and no structural incentives driving adoption, placing Kansas firmly in an early exploratory phase with little statewide coordination.

Kentucky (#34)

Kentucky earns a solid C because it is among the first Southern states to issue structured K–12 artificial intelligence (AI) guidance and to embed AI-ready language into its technology strategy, though implementation is still emergent and lacks full statewide mandates or integration. **Policy** is anchored by the Kentucky Department of Education (KDE) AI in Education Guidance Brief, which outlines safe, transparent, and ethical AI use and encourages but does not require district adoption, and is backed by the 2024–2030 Kentucky Education Technology System (KETS) Master Plan's explicit language positioning AI as a vital emerging technology for K–12; data-privacy is supported by Kentucky Revised Statute 365.734 and the KDE Data Use & Governance Policy, and governance is layered across the KDE Office of Education Technology, the Kentucky Commonwealth Office of Technology, and the AI task force created under House Concurrent Resolution 38. **Practice** is advancing via district pilots and networks: the Kentucky Innovative Learning Network has launched professional-learning modules on prompt engineering, ethics, and instructional design; select districts are piloting AI tools in Career and Technical Education (CTE) and STEM contexts, connectivity is strengthened through the statewide KentuckyWired broadband initiative and federally supported Broadband Equity, Access, and Deployment (BEAD) Program funding, with acceptable use policies operating under human-in-the-loop guidance. **Pace** is deliberate but moderate: the 2025–2027 timeframe aligns AI integration with the academic-standards revision cycle, and workforce-alignment pathways are being developed through cross-agency partnerships, yet few districts are engaged in AI pilots, and there are no mandated AI-literacy graduation requirements, statewide professional-development thresholds, or systemwide enforcement mechanisms, placing Kentucky ahead of many peers in policy readiness but still very early in execution.

Louisiana (#28)

Louisiana earns a mid-C because it has issued formal statewide artificial intelligence (AI) guidance and launched early classroom pilots, yet lacks verified scale, system-level requirements, or robust statewide documentation of implementation. **Policy** is anchored by the Louisiana Department of Education (LDOE)'s Artificial Intelligence in Louisiana Schools guidance, which establishes human-in-the-loop expectations and vendor-transparency requirements for districts; however, the state has no AI-literacy standards, no mandates for cross-subject instruction, and no verified evidence of a Louisiana Board of Elementary and Secondary Education (BESE)-directed annual AI review cycle or a dedicated K–12 AI governance structure beyond general oversight channels. **Practice** shows emerging but inconsistent activity: LDOE has encouraged districts to update Acceptable Use Policies and early pilots of AI tools are underway, but there is no confirmed statewide count of participating districts, no publicly documented student-usage numbers, and adoption appears uneven across parishes. **Pace** is moderate. Louisiana has clear 2024 guidance and early pilot momentum, and AI appears in broader workforce-development priorities, yet without verified scaling metrics, defined statewide rollout steps, or mandated timelines, most activity remains in its early stages with limited statewide reach.

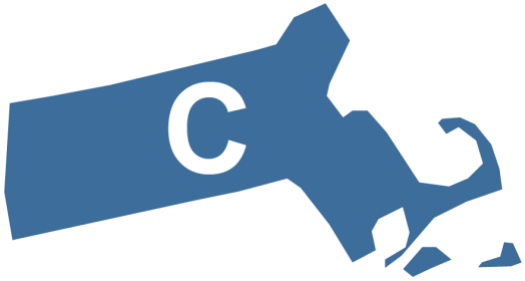
Maine (#25)

Maine earns a mid-C because it has released official artificial intelligence (AI) guidance and maintains strong baseline privacy protections, but statewide expectations, adoption levels, and instructional requirements remain minimal. **Policy** is centered on the Maine Department of Education's (Maine DOE) 2025 AI Guidance Toolkit for Schools and Educators, which provides optional resources for responsible AI use but imposes no mandates, timelines, or review cycles; student data protections under Title 20-A of the Maine Revised Statutes already provide strong governance for digital tools, and statewide AI oversight exists through the Maine Office of Information Technology and the Governor's 2024 Artificial Intelligence Task Force, though neither establishes K–12 regulatory authority or AI-literacy standards. **Practice** is emerging but sparse: professional development opportunities are available through the Maine Learning Technology Initiative (MLTI) and Maine DOE webinars, yet participation is voluntary and untracked; AI content is absent from the Maine Learning Results and existing computer science standards, leaving any instructional use entirely to local discretion; and although statewide one-to-one device access and broadband coverage position schools well for future integration, current classroom AI use is limited to scattered teacher experimentation and localized acceptable use policy updates. **Pace** is slow and exploratory: Maine has released guidance and convened a state task force set to report in 2025, but has no statewide rollout plan, no mandated professional development or competencies, and no verified evidence of district-level scaling, keeping progress incremental rather than structural.

Maryland (#36)

Maryland earns a D because it is still in the formative stages of building K–12 artificial intelligence governance, with limited verified implementation and no statewide standards or instructional requirements. **Policy** remains early stage: the Maryland State Department of Education (MSDE) AI workgroup exists and Senate Bill 906 (2025) requires the state to publish AI guidance by August 2026, but Maryland has not adopted AI-literacy standards, does not mandate AI instruction, and continues to rely on general student-privacy statutes rather than AI-specific protections; statewide AI oversight primarily sits within the Maryland Department of Information Technology and the Governor's AI Subcabinet, leaving MSDE's role advisory and developmental. **Practice** shows localized experimentation supported by voluntary professional development from the Maryland Center for Computing Education (MCCE) and university partners, with some district-level pilots in large systems, but there is no verified statewide tracking of participation, no consistent classroom use cases documented across counties, and no required safeguards beyond local acceptable-use policies. **Pace** is slow and structurally defined by legislation: SB 906 sets a 2026 guidance deadline, but there is no confirmed statewide pilot plan, no verified rollout schedule through 2027-28, and no documented evidence that a significant share of districts are engaged, leaving Maryland at an early stage of readiness with limited scale or system-level momentum.

Massachusetts (#32)



Massachusetts earns a low-C because it has released official statewide artificial intelligence (AI) guidance and demonstrates strong enterprise-level governance, yet has no mandated AI standards, no required instructional outcomes, and only early, uneven signs of district-level adoption. **Policy** is anchored by the Massachusetts Department of Elementary and Secondary Education (DESE) Guidance for Artificial Intelligence in K–12 Education (2025) which establishes ethical-use expectations, transparency requirements, and human-in-the-loop practices, but operates purely as voluntary guidance; the state's Digital Literacy and Computer Science (DLCS) Standards contain no AI or machine-learning outcomes, and responsibility for enterprise AI policy resides with the Executive Office of Technology Services and Security (EOTSS) rather than the education department. **Practice** is developing through voluntary professional development such as DESE's AI Literacy for Educators modules and the Massachusetts Computer Using Educators (MassCUE) offerings, and through scattered district-level experimentation in writing-assist tools, tutoring, and creativity applications. Strong broadband and device access support equity, but adoption varies widely and no statewide implementation structure exists. **Pace** is moderate, with DESE's advisory task force shaping future direction and state-level AI initiatives signaling interest, but without a statewide rollout plan, mandated review cycle, or verified majority participation, the result is a system that is preparing for broader AI integration but has not yet begun scaling it.

Michigan (#35)

Michigan drops into the D range because it lacks any statewide K–12 artificial intelligence (AI) guidance, has no AI-literacy standards or mandates, and relies almost entirely on voluntary efforts led by external partners rather than the state education agency. **Policy** is limited: the Michigan Department of Education (MDE) has not issued official K–12 AI guidance, and the only available documents come from the Michigan Virtual Artificial Intelligence Workgroup which are advisory, nonbinding, and not incorporated into academic standards. Existing rules, such as the Student Online Personal Protection Act (SOPPA) and Family Educational Rights and Privacy Act (FERPA), provide strong baseline privacy protections, but there is no AI-specific governance, no state AI office, and no mandated requirements for districts. **Practice** shows activity, but not at the scale previously assumed: Michigan Virtual and aiEDU offer voluntary professional development, and some Intermediate School Districts (ISDs) are experimenting with AI tools or piloting limited modules, but no verified statewide numbers confirm broad adoption; implementation remains uneven and dependent on local initiative. **Pace** is modest because Michigan has no state-defined timeline, no mandated review cycle, and no official plan for AI integration; most acceleration signals come from advisory groups, workforce-development documents, or nonprofit partners rather than the state. Michigan is positioned for eventual progress but currently lacks the statewide policy structure, clear implementation pathways, and verified scale required for a higher readiness rating.

Minnesota (#38)

Minnesota earns a D because its statewide approach to K–12 artificial intelligence (AI) remains advisory, fragmented, and early in development, with no standards, mandates, or coordinated implementation structures in place. **Policy** consists primarily of the Minnesota Department of Education's (MDE) AI Resource Hub, which provides guiding principles and optional materials but does not establish AI-literacy standards or requirements; the state's K–12 Computer Science Standards contain no AI or machine-learning outcomes, and governance authority sits largely with Minnesota IT Services (MNIT) rather than the education department. **Practice** is limited to small-scale, district-driven experimentation: voluntary professional development sessions and resource collections exist through MDE and partners, but AI is absent from formal curriculum frameworks, and classroom use is concentrated in a handful of early-adopting metro districts such as Minneapolis Public Schools and Saint Paul Public Schools. While broadband and device access are strong statewide, instructional integration remains inconsistent and uncoordinated. **Pace** is slow and exploratory. Minnesota has no adoption timeline, no review cycle, no statewide pilots, and no formal AI-literacy pathways, leaving most districts in the awareness or early-exploration phase. Overall, Minnesota is still building foundational awareness without meaningful statewide execution or structural momentum.

Mississippi (#16)

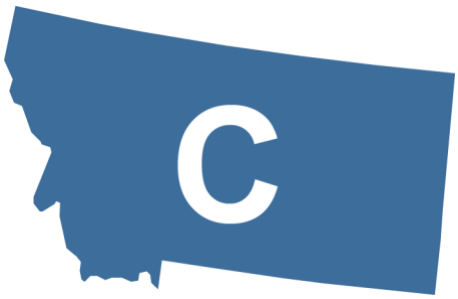
Mississippi earns a mid-C because it has now formally issued statewide K–12 artificial intelligence (AI) guidance, but it still lacks AI standards, enforcement mechanisms, or coordinated implementation across districts. **Policy** is starting to form: the Mississippi Department of Education (MDE) Artificial Intelligence: Guidance for K–12 Classrooms (2024) establishes statewide expectations for ethical use, human oversight, transparency, and instructional considerations. However, the guidance is non-mandatory, and the state's Computer Science and Cyber Foundations Standards still do not include explicit AI or machine-learning outcomes. Enterprise AI oversight continues to reside with the Mississippi Department of Information Technology Services, and the Artificial Intelligence Regulation (AIR) Task Force created under Senate Bill 2426 (2025) is advisory only, without regulatory authority or a recurring review structure. **Practice** remains early stage and decentralized. While the Mississippi Artificial Intelligence Network (MAIN) provides voluntary professional development and instructional resources, participation is untracked, and AI use in classrooms is limited to scattered district pilots involving writing-assist tools, adaptive tutors, and local experimentation. Infrastructure bolstered by Mississippi Connects and statewide broadband expansion supports readiness, but there is no statewide monitoring or model acceptable-use policy adoption to ensure consistent implementation of the guidance. **Pace** is cautious: Mississippi has a guidance document and a state task force studying next steps, yet no statewide rollout timeline, standards-integration plan, or measurable district-level participation exists. Most activity remains conceptual or exploratory, placing Mississippi in the developmental tier with simple policy beginnings and limited system-level execution.

Missouri (#40)

Missouri earns a D because its artificial intelligence (AI) readiness is defined almost entirely by nonbinding guidance and local initiative rather than enforceable standards, requirements, or incentives. **Policy** rests on the Missouri Department of Elementary and Secondary Education (DESE)'s Artificial Intelligence Guidance for Local Education Agencies, Version 1.0 (2025–26), which sets expectations for ethical use, human oversight, and privacy but remains advisory, creates no AI-specific mandates, and sits alongside general student-data laws that lack algorithm-audit or bias provisions; governance is effectively split between enterprise information technology overseen by the Office of Administration Information Technology Services Division and advisory efforts inside DESE without a dedicated K–12 AI office or statutory authority. **Practice** shows growing but uneven local activity: the Missouri School Boards' Association (MSBA) AI Toolkit and MSBA's model "Artificial Intelligence Use" policy have enabled a growing number of districts to adopt AI use plans and local safeguards, and DESE-aligned professional development sessions and district workshops are expanding access to training, yet participation remains voluntary, implementation is district by district, and

verified early adopters such as Rockwood School District and Kirkwood School District still represent islands of activity rather than a coherent statewide program. **Pace** is slow and unstructured: the guidance document and the DESE Computer Science Advisory Council provide discussion and structure but do not establish adoption timelines, accountability benchmarks, or AI-specific graduation requirements, and while Missouri's broadband and device investments through initiatives like Missouri Office of Broadband Development have expanded technical capacity, persistent rural digital gaps and the absence of AI-targeted funding or mandates leave most progress to discretionary local action instead of a clear, accelerated statewide plan.

Montana (#23)



Montana earns a mid-C because it has moved from having only scattered artificial intelligence (AI) activity to establishing a formal but advisory statewide framework anchored in the October 2025 Montana Artificial Intelligence in K-12 Education Guidelines co-developed by the Montana Office of Public Instruction (OPI) and the Montana Digital Academy (MTDA), yet it still lacks binding requirements, systemwide tracking, or clear implementation timelines. **Policy** centers on this guidance, which sets human-centered, ethical, and privacy-conscious expectations for AI use in K–12 and is reviewed on a biannual cycle, but remains non-mandatory and relies on existing pupil-privacy statutes and the Family Educational Rights and Privacy Act (FERPA) rather than AI-specific law or a dedicated K–12 AI office. **Practice** is expanding through MTDA's Frontier Learning Lab, statewide AI educator cohorts, and optional professional development offerings, and districts such as Billings Public Schools and Missoula County Public Schools are beginning to pilot classroom tools and AI-focused training, but participation is voluntary, inconsistently measured, and far from universal. **Pace** remains preparatory rather than accelerating: while statewide guidance and the MTDA supports signal movement, the absence of an implementation timeline, graduation or AI-literacy requirements, and statewide monitoring, combined with broadband infrastructure still catching up in rural and tribal communities through programs like ConnnectMT Broadband Program, keeps Montana still jockeying for future growth rather than rapid systemwide adoption.

Nebraska (#44)

Nebraska earns a D because, while there is growing artificial intelligence (AI) activity around professional learning and district experimentation, the state has not yet built a coherent, statewide AI education framework. **Policy** remains limited. Nebraska's Computer Science Standards do at least orbit AI concepts by asking students to interpret the impacts of "emerging technologies, including artificial intelligence," and enterprise AI governance is covered under the Nebraska Information Technology Commission (NITC) Artificial Intelligence Policy 8-609, but there is no standalone K–12 AI-literacy standard, no AI-specific student-data protections,

and no state AI office or mandate directing districts to adopt AI tools or instruction. **Practice** remains localized: Nebraska's Educational Service Units (ESUs) and the Nebraska Department of Education (NDE) offer optional resources such as the Writing and AI Canvas resource and self-paced AI introduction courses, and districts including Kearney Public Schools, Omaha Public Schools, and Lincoln Public Schools have begun to adopt AI board policies or academy pathways that reference artificial intelligence, yet these efforts cover only a small share of Nebraska schools and there is no statewide tracking of classroom use. **Pace** is slow: the Nebraska Broadband Bridge Program is improving connectivity in unserved and underserved areas, and universities such as the University of Nebraska–Lincoln are launching AI-for-educators micro-credentials, but the state has set no binding timeline, graduation requirement, or rollout target for AI literacy, leaving AI adoption to scattered professional development and district-level policies rather than a coordinated plan for systemwide implementation.

Nevada (#13)

Nevada earns a C because it has taken meaningful early steps toward integrating artificial intelligence (AI) into K–12 education but still lacks systemwide mandates, consistent implementation, and binding accountability. **Policy** shows forward motion: the Nevada Department of Education (NDE) released the STELLAR Pathway to AI Teaching and Learning in April 2025, delivering a statewide guidance document centered on ethical AI use, and NDE links this resource through its Digital Learning portal, signaling structural intent. At the same time, Nevada's Computer Science and Technology and CTE Applications Standards include references to computing impacts and bias, and some CTE programs directly address AI, but there are no widely published machine-learning-specific student outcomes embedded in required standards, leaving the policy posture advisory, still, rather than regulatory. **Practice** reflects early but uneven activity: professional development opportunities are emerging through NDE and partner organizations, district-level AI use policies such as those adopted by Humboldt County School District demonstrate local governance, and pilot curriculum work in large districts including Clark County School District and Washoe County School District shows experimentation; however, deployment remains optional, district engagement varies widely, and there is no statewide tracking or adoption requirement. **Pace** is cautious and exploratory: the release of the STELLAR guidance and teacher AI training signals momentum, and workforce connections are emerging through programs aligned with the Nevada Office of Workforce Innovation, but without mandated rollout timelines, required professional-development thresholds, or statewide benchmarks for AI literacy, Nevada's progress remains measured rather than accelerated, supporting its placement in the mid-C range.

New Hampshire (#21)

New Hampshire earns a C because it has begun building a coherent advisory framework for K–12 artificial intelligence (AI) use, but its policy and implementation posture remains voluntary, decentralized, and structurally limited by its outdated academic standards. **Policy** still operates under the 2018 adoption of the Computer Science Teachers Association (CSTA) K–12 Computer Science Standards, which contain no AI-literacy, machine-learning, or human–AI interaction outcomes and have not been revised since adoption by the New Hampshire Department of Education (NHDOE). The state's first AI-specific guidance, the PreK–12 Generative AI Framework for New Hampshire Schools released in 2025 by the New Hampshire AI Education Collaborative with NHDOE participation, provides voluntary direction on ethical, safe, and instructionally appropriate AI use, but it carries no statutory force, no required district compliance, and no dedicated AI office within NHDOE. **Practice** shows early local innovation: the New Hampshire Learning Initiative and regional education partners offer optional professional development, early pilots appear primarily in larger districts such as Manchester School District and Nashua School District, and acceptable use policies are beginning to align with the 2025 framework. However, participation remains uneven, untracked statewide, and fully dependent on district capacity. **Pace** is steady but not rapid. New Hampshire's first AI framework was released only in 2025, there is no statewide implementation timeline or review cycle, and activity is concentrated in southern and coastal districts. Workforce alignment initiatives from the New Hampshire Department of Business and Economic Affairs emphasize AI and automation statewide, but without mandated standards, monitoring, or enforcement mechanisms, growth remains collaborative and incremental rather than systemwide.

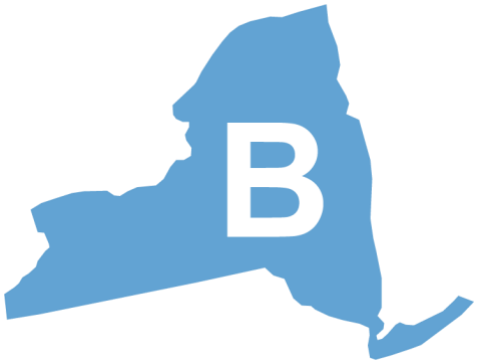
New Jersey (#51)

New Jersey earns a D because its statewide approach to K–12 artificial intelligence (AI) readiness remains largely advisory, lightly structured, and driven almost entirely by local district initiative rather than state mandate. **Policy** remains weak. New Jersey has no formal AI-literacy standards or requirements, and its 2020 New Jersey Student Learning Standards – Computer Science and Design Thinking (NJSLS-CS/DT) contain no explicit AI or machine-learning outcomes, keeping AI outside the state's measurable learning expectations. The state's privacy foundation, rooted in the Student Data Privacy, Security, and Transparency Act (P.L. 2015, c. 272), supports general data protection but provides no AI-specific audit, transparency, or vendor-accountability mechanisms, leaving AI oversight to broad privacy rules rather than purpose-built safeguards. In 2024, the New Jersey Department of Education (NJDOE) released voluntary AI in education resources, and the New Jersey Cybersecurity and Communications Integration Cell (NJCCIC) issued statewide generative AI guidance for agencies, but neither carries regulatory force or requires district compliance. **Practice** remains localized and inconsistent: some districts experiment with AI tools in robotics or design-thinking coursework, and a few schools have issued AI-specific acceptable-use policies, but no statewide curriculum alignment,

professional development mandate, or reporting structure exists. Professional development opportunities appear mainly through broader CS/DT initiatives rather than AI-specific training, and implementation remains dependent on district capacity. **Pace** is slow and exploratory: executive agencies emphasize innovation and future-of-work priorities through groups such as the New Jersey Office of Information Technology, and districts have begun limited pilots, yet no statewide roadmap, accountability cycle, or AI-targeted funding mechanism exists, keeping statewide engagement well below one quarter of schools and placing New Jersey solidly in the developmental tier.

New Mexico (#27)

New Mexico earns a C because it has shown important early movement toward K–12 artificial intelligence (AI) readiness, but has not yet transitioned into systemwide, mandatory, or fully scaled implementation. **Policy** is anchored in the New Mexico Public Education Department (NMPED) AI Guidance for K–12 Education 1.0 released in May 2025, a formal statewide advisory framework outlining age-appropriate AI-literacy progressions, ethical and human-centered principles, and district expectations for integrating AI tools, though the guidance remains voluntary, no dedicated K–12 AI office or mandated funding stream has been created, and existing student data privacy and digital equity statutes support but do not regulate AI specifically. **Practice** is emerging through optional teacher professional development led by NMPED and regional partners, localized district pilots deploying AI tools such as reading and writing supports, and early alignment of district acceptable-use policies to the guidance, but participation is informal, inconsistently documented, and not tracked or required statewide. **Pace** is steady but preliminary: the early May 2025 release of guidance signals proactive intent and infrastructure and digital equity initiatives continue to strengthen technical readiness, yet the absence of a statewide rollout timeline, accountability benchmarks, or documented systemwide scaling across districts keeps adoption moderate and places New Mexico firmly in the preparatory phase of K–12 AI integration.



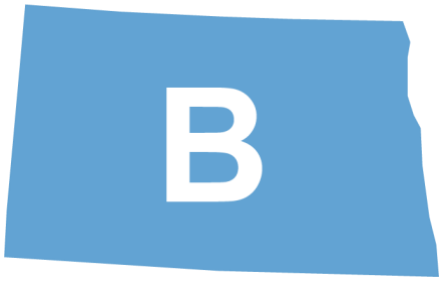
New York (#7)

New York earns a B because it combines mandatory statewide digital fluency standards, one of the strongest student data privacy frameworks in the country, and a cross-agency artificial intelligence (AI) governance policy that formally applies to the New York State Education Department (NYSED), even though K–12 AI implementation itself remains largely advisory and uneven across districts. **Policy** is anchored by the New York State 2020 Computer Science and Digital Fluency Learning Standards, which embed competencies in data literacy, algorithmic decision-making, bias, and digital ethics even without

explicitly naming AI, alongside Education Law §2-d and Part 121 of the Commissioner's Regulations, which establish some of the nation's most stringent student data privacy protections, and the statewide NYS-P24-001 Acceptable Use of Artificial Intelligence Technologies Policy issued by the New York State Office of Information Technology Services, which sets binding expectations for transparency, equity, explainability, agency approval, and human oversight for public-facing AI systems; however, NYSED has not yet issued a K–12 specific AI mandate or created a dedicated AI office. **Practice** shows uneven but growing adoption, led largely by district initiatives such as those within the New York City Department of Education, where districts are publishing local AI guidance, piloting instructional tools, and embedding AI topics within broader digital fluency programs, while statewide professional development remains voluntary and embedded within general technology integration efforts rather than a dedicated AI-literacy requirement. **Pace** reflects strong underlying capacity but incomplete execution: New York benefits from infrastructure investments through the Smart Schools Bond Act and agency-level AI governance, yet without statewide AI literacy requirements, mandated adoption timelines, or comprehensive district participation tracking, implementation remains incremental and district-driven rather than a fully coordinated statewide rollout. Still, New York shows obvious sign of acceleration, which when paired with top-tier policy, could elevate them to leaders soon.

North Carolina (#47)

North Carolina earns a D because its statewide artificial intelligence (AI) posture is early, advisory, and not yet supported by mandated standards, dedicated governance structures, or consistently scaled implementation. **Policy** reflects limited formal action. The state has considered formalizing AI instruction through Senate Bill 640 (2025), which would require the North Carolina State Board of Education to adopt K–12 AI instruction standards, but no such legislation has been enacted. North Carolina's strongest verified action is the release of the North Carolina Department of Public Instruction (NCDPI) 2024 Guidebook for the Use of Generative AI in Schools, issued through the Office of Digital Teaching and Learning, which introduces the EVERY framework for safe and responsible AI use but carries no regulatory force. Student data protections under North Carolina privacy statutes, including the North Carolina Identity Theft Protection Act and federal Family Educational Rights and Privacy Act (FERPA), and enterprise technology governance through the North Carolina Department of Information Technology provide a general oversight foundation, yet there are no AI-specific statutes, dedicated K–12 AI funding lines, or a formal K–12 AI office. **Practice** remains localized and exploratory. NCDPI maintains an Artificial Intelligence Resources Portal and offers optional AI-focused professional development through its Digital Teaching and Learning program, while individual Local Education Agencies develop webinars, draft local policies, and pilot classroom tools independently; however, participation is not tracked statewide, and there is no verified evidence of adoption across a majority of districts. **Pace** is preparatory rather than accelerated. Draft legislation, voluntary guidance, and early pilot activity signal awareness and interest, but without enacted standards, mandated rollout timelines, or formal accountability mechanisms, North Carolina remains in a slow-moving developmental stage rather than a structured or rapidly advancing phase of K–12 AI implementation.



North Dakota (#3)

North Dakota earns a B because it has built one of the more structured early-state foundations for K–12 artificial intelligence (AI) readiness, pairing a statutory computer-science mandate with a state-issued AI guidance framework, even though full AI-literacy requirements are not yet codified. **Policy** is anchored by House Bill 1398 (2023) which mandates computer science and cybersecurity instruction statewide beginning in the 2024–25 school year, creating a binding baseline for algorithmic thinking and computing concepts across all grades; complementing this, the North Dakota K–12 AI Guidance Framework (2024) published by the North Dakota Department of Public Instruction (NDDPI) provides grade-band expectations, ethical guidelines, human-oversight principles, and classroom considerations for responsible AI use though the AI elements remain in guidance rather than statute and the state has no dedicated K–12 AI office or AI-specific regulatory structure. **Practice** shows the framework underpins professional development offers, pilot integrations, and local classroom activity with verified state messaging emphasizing "Human → Technology → Human" workflows; infrastructure readiness is strong via statewide broadband and device access programs, though verified statewide participation metrics are not yet available and adoption remains uneven across districts. **Pace** reflects structured but moderate movement: the computer-science/cyber mandate establishes clear implementation deadlines, and the AI guidance plus workforce-alignment actions signal forward planning, yet the absence of published adoption metrics, acceleration funding, or an AI-specific regulatory body limits statewide speed. The state is moving from planning toward early implementation and is better positioned than most peers, and the framework, pacing, and interest make it a potential leader in AI-literacy integration.

Ohio (#9)

Ohio earns a C because it has established a clear governance pathway for artificial intelligence (AI) in schools, which is anchored by district-level policy requirements and statewide computer science standards that reference AI, yet its instructional expectations and classroom implementation remain largely undeveloped. **Policy** is anchored by the Ohio Learning Standards for Computer Science (2022) which include references to artificial intelligence, automation, and ethics but do not establish a measurable AI-literacy progression or mandate technical competencies for all students; Ohio's strongest verified action is its new statewide requirement that every district adopt a local AI-use policy by July 2026, supported by a model policy being developed by the Ohio Department of Education & Workforce (ODEW) and InnovateOhio due December 2025. Privacy protections under Senate Bill 29 (2024) remain robust and governance is coordinated through ODEW's Office of Educational Technology and the Governor's Office of Workforce Transformation, though no dedicated K–12 AI office exists. **Practice** is growing but uneven: INFOhio, InnovateOhio, and workforce-aligned programs such as TechCred provide AI-related professional development; some

larger districts pilot AI tools or electives, and statewide connectivity is strong through Ohio Broadband Strategy but verified evidence shows most classroom use centers on tutoring, writing feedback, and accessibility tools rather than hands-on or technical AI learning. **Pace** is steady but controlled: a statutory compliance deadline, workforce-alignment through TechCred, and upcoming model policy indicate meaningful momentum, but Ohio has no confirmed statewide AI-literacy mandate, no published adoption metrics, and no formal review cycles, keeping its overall readiness in a developing phase rather than advanced.

Oklahoma (#19)

Oklahoma earns a C because, while it has one of the most structured advisory frameworks in the region, including a dedicated state office focused on artificial intelligence (AI), it still lacks mandates, standards, or statewide implementation requirements. **Policy** is anchored by the Oklahoma State Department of Education (OSDE) publication Guidance and Considerations for Using Artificial Intelligence in Oklahoma K–12 Schools released April 2024, which is explicitly non-regulatory and provides districts with a model AI-use policy, planning templates, risk-evaluation rubrics, and vendor vetting tools. Oklahoma is unusual in housing a formal Office of Artificial Intelligence and Digital Learning within OSDE, led by a program director, giving the state clear AI governance capacity even without statutory authority. **Practice** is active but uneven. OSDE offers voluntary professional development through statewide AI training sessions, asynchronous AI 101 and prompt-writing modules, and regional workshops coordinated through Oklahoma CareerTech, and district-level adoption is occurring in systems such as Owasso Public Schools and other early adopters. However, participation remains voluntary, untracked at the state level, and inconsistent, with no verified statewide infrastructure or funding program ensuring equitable AI readiness across rural, tribal, or underserved districts. **Pace** reflects moderate but advisory-only momentum. The release of statewide guidance, the creation of a dedicated OSDE AI office, and ongoing professional learning indicate real initiative, yet Oklahoma has no enacted AI mandates, no required K–12 AI learning standards, no published adoption metrics, and no formal review cycle, leaving statewide AI literacy and classroom implementation in an emerging and exploratory phase rather than a structured rollout.

Oregon (#37)

Oregon earns a D because, although it has released one of the country's earliest statewide artificial intelligence (AI) guidance documents, its approach remains fully voluntary, unevenly implemented, and without any mandated standards or adoption requirements. **Policy** is anchored by the Oregon Department of Education (ODE) publication Generative Artificial Intelligence (AI) in K-12 Classrooms, a statewide advisory guide covering definitions, ethics, data-privacy considerations, equity implications, human oversight, and model policy

components; the guidance aligns with existing digital-learning and computer-science frameworks but Oregon has not adopted AI-literacy standards or required curriculum integration and the document functions entirely as non-regulatory support. **Practice** shows early activity: ODE offers educator resources, training materials, and sample policies, and some metro-area districts such as Beaverton School District have begun piloting classroom AI use or drafting district-level policies; however, there is no visible statewide rollout, participation remains voluntary and untracked, and rural and underserved districts show limited engagement, leaving implementation patchy. **Pace** remains moderate and advisory-in-nature: while the release of guidance and active partnerships indicate early movement, Oregon lacks a mandated timeline, published adoption metrics, or verified statewide integration, placing it in an early-stage, advisory-only posture rather than on a coordinated statewide AI-readiness trajectory.

Pennsylvania (#48)

Pennsylvania earns a D because its statewide artificial intelligence (AI) efforts remain advisory and fragmented, with no K–12 AI standards and limited evidence of broad classroom integration. **Policy** is anchored by the Pennsylvania Training and Technical Assistance Network (PaTTAN) AI Toolkit, which provides educators with resources on foundational concepts, ethics, instructional integration, and responsible use, but no statewide AI-literacy standards or mandated curriculum exist. The Pennsylvania Department of Education (PDE) released a June 2025 Artificial Intelligence Program Endorsement Framework for Educator Preparation Programs, but this applies only to teacher-preparation programs and is not required for districts. Statewide governance authority is established under Executive Order 2023-19, which created a Generative AI Governing Board within the Pennsylvania Office of Administration to guide procurement, deployment, transparency, and risk management for generative AI across state agencies, but it does not impose any K–12 AI mandates. **Practice** remains localized and partnership-driven. PaTTAN delivers verified AI-focused professional development, and districts such as the School District of Philadelphia and Pittsburgh Public Schools have begun piloting AI-related instruction or tools, yet participation is uneven and untracked statewide, with rural and Appalachian regions facing greater access and capacity challenges. **Pace** is cautious and exploratory. Legislative interest and workforce-aligned initiatives through groups like the Pennsylvania Department of Community and Economic Development show rising attention, but Pennsylvania still has no statewide implementation timeline, no published district adoption metrics, and no mandatory AI rollout strategy, leaving K–12 AI readiness in a very early developmental stage with slow momentum.

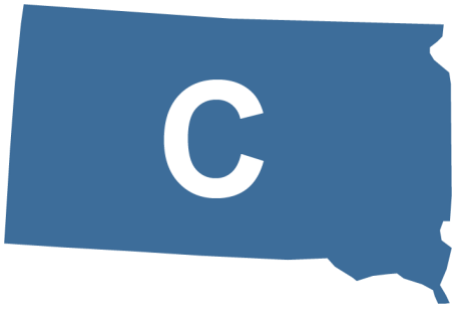
Rhode Island (#29)

Rhode Island earns a C because it has issued formal statewide artificial intelligence (AI) guidance and established a cross-agency governance structure for K–12 use, yet implementation remains voluntary, uneven, and early in scale. **Policy** is anchored by the Rhode Island Department of Education (RIDE) Guidance for Responsible Use of Artificial Intelligence in Schools released August 2025, which outlines expectations for ethical use, privacy, transparency, and human oversight; this guidance sits within a strong data-privacy environment anchored by Rhode Island law, though the law does not explicitly address algorithmic-accountability requirements, and statewide oversight is strengthened by Executive Order 24-06 (2024) which created an AI Task Force and established governance under the Rhode Island Department of Administration Enterprise Technology Strategy & Services with RIDE acting in an advisory and support capacity rather than as a regulatory authority. **Practice** shows verified educator training and district collaboration: RIDE and higher-education partners provide professional-learning resources including pilot modules through the University of Rhode Island and the CS4RI initiative, and high-school programs participating in P-TECH have begun piloting AI-related classroom modules; evidence confirms training and pilot activity, though district participation levels, broadband and device-access metrics cannot be fully verified and implementation remains optional and localized. **Pace** is moderate and development-oriented: while the August 2025 guidance and cross-agency structure signal momentum, Rhode Island lacks a mandated rollout timeline, published adoption metrics, or required AI-literacy standards, leaving the state in a preparatory rather than acceleration phase.

South Carolina (#49)

South Carolina earns a D because it has early artificial intelligence (AI) structures and pilots but lacks adopted K–12 AI standards or mandates, leaving most activity advisory and localized. **Policy** includes the draft South Carolina Artificial Intelligence Standards Framework for K–12, which is currently in field review through the South Carolina Department of Education (SCDE) and not yet a required standard, alongside new Career and Technology Education (CTE) offerings within South Carolina Information Technology pathways. Enterprise-level AI governance for state agencies is established in the South Carolina State Agencies Artificial Intelligence Strategy, but there is no evidence of a dedicated K–12 AI office within SCDE or any statute mandating AI literacy in schools, keeping education policy guidance-driven rather than regulatory. **Practice** shows emerging but uneven activity: VirtualSC now offers AI-focused professional development and renewal courses for teachers and administrators, and districts such as Greenville County Schools and Lexington-Richland School District Five have begun exploring or piloting tools like MagicSchool AI and other classroom AI platforms, but these examples are limited to a small number of districts and there is no statewide implementation data or professional development mandate. **Pace** reflects cautious, preparatory movement: a still-pending AI standards framework, the

enterprise AI strategy, sporadic district pilots, and ongoing broadband expansion through initiatives like South Carolina's Office of Regulatory Staff Broadband Program signal early progress, yet without enacted K–12 AI requirements, formal statewide timelines, or publicly reported uptake metrics, South Carolina remains in an exploratory phase rather than a systemwide rollout stage.



South Dakota (#30)

South Dakota earns a C because it has formally adopted statewide Computer Science Standards that reference artificial intelligence (AI) but has not operationalized AI literacy into statewide instructional requirements or systemwide practice. **Policy** is anchored in the South Dakota Department of Education (SDDOE) 2025 South Dakota Computer Science Standards, which include an explicit Artificial Intelligence strand emphasizing awareness-level outcomes such as understanding that AI systems are machines even when they respond like humans; these elements are conceptual and descriptive rather than applied or workforce-oriented, and while the standards carry statewide expectations, districts select their own curricula and are not required to implement AI content beyond what they choose locally. South Dakota has no AI-specific mandates, graduation requirements, or reporting obligations. **Practice** remains limited and district-driven: the Sioux Falls School District has begun exploring an AI-use policy, and some AI exposure occurs through local professional development offered by higher-education partners such as South Dakota State University or district-level initiatives, but there is no statewide monitoring system, no verified statewide professional development program, and no evidence of broad AI classroom integration. Broadband access is generally strong through statewide efforts like the ConnectSD Broadband Initiative, although remaining gaps persist in rural and tribal regions, and no statewide data directly ties connectivity to AI readiness. **Pace** is slow and exploratory: the state has adopted standards that mention AI but has no statewide AI task force, no AI-in-education workgroup, no implementation timeline, and no statewide pilot structure, leaving districts to determine their own level of engagement. Overall, South Dakota has formally acknowledged AI within its standards but has not translated that acknowledgment into systemic practice, accountability, or measurable rollout.

Tennessee (#31)

Tennessee earns a C because it has enacted one of the nation's earliest K–12 artificial intelligence (AI) instruction mandates, yet statewide guidance, professional development, and district implementation systems remain developmental and uneven in scope. **Policy** is anchored by Public Chapter 550, which requires all Local Education Agencies and public charter schools to adopt AI policies beginning in the 2026–27 school year, while directing the Tennessee Department of Education (TDOE) to develop guidance and offer an AI-focused professional development program contingent on available funding;

however, Tennessee has not adopted AI-literacy standards and Public Chapter 550 assigns AI-use policy development entirely to local boards, reinforcing a decentralized governance model, which will produce disparate outcomes for rural, rural-poor, and urban poor students. **Practice** remains early and district-driven. Initial AI exposure is emerging in select high-school computer science and Career and Technical Education (CTE) settings supported through voluntary professional development offered by the Tennessee STEM Innovation Network and higher-education partners such as the University of Tennessee, while classroom pilots in larger districts like Metro Nashville Public Schools and Knox County Schools show early engagement but are not tracked statewide. Broadband access is generally strong through the state's Tennessee Broadband Accessibility Act, though connectivity gaps persist in rural regions, and there is currently no centralized monitoring of AI instruction, professional development uptake, or district readiness for the 2026–27 mandate. **Pace** reflects moderate but accelerating movement. The statute establishes a firm implementation timeline and Tennessee's cross-government Artificial Intelligence Advisory Council is shaping broader state AI policy, yet TDOE's required instructional guidance and professional development infrastructure are still under development and no statewide readiness metrics, adoption dashboards, or acceleration mechanisms have been published, leaving Tennessee in a transition phase from legislative commitment to early system execution rather than full operational scale.

Texas (#50)

Texas earns a D because it has no statewide artificial intelligence (AI) guidance, no AI-literacy standards, and no the Texas Education Agency (TEA) directed implementation structure, leaving K–12 AI education entirely locally determined and highly uneven. **Policy** rests on minimal references only. The state's Texas Essential Knowledge and Skills (TEKS) Technology Applications (2022) reference "emerging technologies such as artificial intelligence" but contain no explicit AI competencies or measurable outcomes, and TEA has issued no AI-specific guidance, model policy, or curriculum expectations. State AI governance resides primarily with the Texas Department of Information Resources (DIR) under enterprise-level technology policies and legislation such as the Texas Artificial Intelligence Advisory Council framework, not with TEA. Texas privacy statutes including the Student Privacy Act address general student data but do not include AI transparency or algorithmic accountability provisions. **Practice** is decentralized and district-driven. Texas Regional Education Service Centers offer general technology integration professional development but not structured AI-specific training, and documented AI experimentation occurs primarily in large districts such as Dallas Independent School District, Frisco Independent School District, and Austin Independent School District. Most districts provide general digital literacy or computer science instruction, and there is no statewide system for tracking AI classroom use, professional development participation, or district readiness. **Pace** remains slow and politically decentralized. Texas has no AI roadmap, no adoption timeline, and no policy review cycle for K–12 AI. State workforce and economic development initiatives through the Office of the Governor Economic Development and Tourism Division emphasize

technology and automation, but these priorities have not translated into K–12 AI requirements or coordinated education implementation. As a result, Texas remains in an early, uneven exploratory phase shaped almost entirely by local initiative rather than statewide direction.

Utah (#4)

Utah earns a B because it has one of the most developed structural foundations for K–12 artificial intelligence (AI) governance, anchored in the 2024 Artificial Intelligence Framework for Utah P–12 Education, a dedicated AI Education Specialist position within the Utah State Board of Education (USBE), and the Steering Committee for Artificial Intelligence (SCAI), yet it still relies on voluntary guidance rather than mandated AI-literacy standards. **Policy** stands out because Utah has published a detailed AI framework addressing classroom use, privacy, bias, and human-in-the-loop safeguards, paired with strong student data protections under the Utah Student Data Privacy Act and statewide network governance through the Utah Education and Telehealth Network (UETN), even though the 2019 Utah Computer Science Standards do not yet require explicit AI learning outcomes. **Practice** is comparatively active: the Utah Education Network (UEN) and UETN deliver statewide AI-related professional development, AI educator cohorts, and digital resource hubs, and large districts such as Jordan School District, Alpine School District, Davis School District, and Granite School District are piloting AI tools, district policies, and classroom integration supported by strong broadband and high 1:1 device availability. **Pace** reflects organized and forward movement. Utah has implemented vetted AI tools through statewide purchasing support, launched formal AI educator cohorts, and established a review pathway for updating the framework through SCAI and USBE, and given Utah's historical alignment with the Computer Science Teachers Association (CSTA) and CSTA's planned 2026 standards revision, Utah is positioned to integrate AI more formally into its next computer science standards update, even though a specific revision cycle has not yet been formally scheduled. All of these factors mean that Utah is on the verge of leading the Nation in AI education.

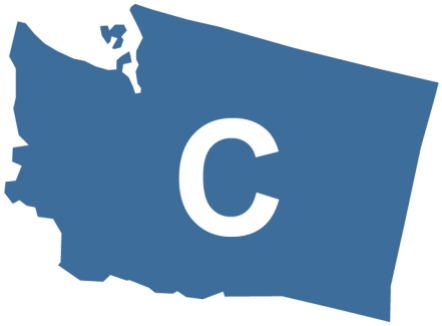
Vermont (#42)

Vermont earns a D because, despite being an early national outlier in studying artificial intelligence (AI) through its 2018–2020 Vermont Artificial Intelligence Task Force, it has not converted that work into formal K–12 AI standards, statewide guidance, or coordinated implementation. **Policy** reflects awareness without execution. The Task Force urged greater AI education for K–12 teachers and students, and Vermont maintains strong student records and privacy protections through the Vermont Agency of Education Student Data Privacy framework and state student data statutes that supplement the federal Family Educational Rights and Privacy Act (FERPA), but there is no evidence of AI-specific learning standards or required AI literacy benchmarks adopted by the Vermont Agency of Education. **Practice** remains highly localized. AI activity is concentrated in a small number of better-

resourced districts such as Essex Westford School District and Champlain Valley School District, which are experimenting with classroom guidance and professional development, while statewide survey data cited in the AI Task Force follow-on discussions show that only a fraction of districts have formal AI policies in place. AI-related professional learning is emerging through groups such as aiVermont and Vita-Learn, but participation is voluntary and unevenly distributed across the state. **Pace** remains slow and exploratory. Vermont has studied AI's societal and workforce implications through the Task Force and subsequent initiatives, but there is no documented K–12 AI implementation timeline, no mandated review cycle, and no verified statewide metrics tracking district participation in AI pilots or professional development, leaving Vermont with early conceptual awareness and solid privacy scaffolding but limited system-level urgency or scale in K–12 AI education.

Virginia (#2)

Virginia earns a B because it has moved further than most states in formally embedding artificial intelligence (AI) concepts into its K–12 computer science framework while also pairing standards with statewide guidance and cross-sector coordination. **Policy** is anchored by the Virginia 2024 Computer Science Standards of Learning issued by the Virginia Department of Education (VDOE), which explicitly introduce AI concepts such as defining AI, examining its impacts on society and careers, and addressing data ethics within secondary coursework and aligned middle-school progressions, and reinforced by Virginia Artificial Intelligence Guidelines for Educators, which outline responsible use, bias awareness, and human-in-the-loop expectations for schools and teachers. Virginia's broader student data protections and governance structures provide a strong privacy baseline through the Student Data Privacy in Virginia framework, while enterprise AI coordination sits within the Virginia Information Technologies Agency, and although VDOE does not operate a dedicated K–12 AI office, governance is actively supported through statewide structures. **Practice** is advancing through partnerships with CodeVA, CS4VA, and VDOE professional learning networks, with divisions such as Fairfax County Public Schools, Loudoun County Public Schools, and Chesterfield County Public Schools beginning to integrate approved AI tools and develop local AI-use policies aligned to state guidance, though educator reach and division participation are still uneven and not yet universal. **Pace** reflects structured acceleration. The 2024 Computer Science Standards of Learning enter full classroom implementation in the 2025–26 school year, state AI guidance is actively shaping local policy development, and workforce alignment is reinforced through initiatives such as the Tech Talent Investment Program and the Virginia Talent Accelerator Program, linking AI literacy development to Virginia's broader talent pipeline and positioning the state as a national leader on policy clarity and implementation direction, even as full systemwide adoption continues to mature. Virginia is but a few bold strokes away from leading the US in AI education readiness.



Washington (#11)

Washington's C reflects a state that has built some scaffolding for artificial intelligence (AI) in education, including human-centered guidance, enterprise-level governance, and early standards integration, without yet converting that structure into mandated fluency or consistent classroom outcomes. **Policy** is anchored by the Office of the Superintendent of Public Instruction (OSPI) Human-Centered Artificial Intelligence Guidance for K–12 Schools, alongside explicit AI references embedded in the Washington Computer Science Learning Standards that address algorithmic thinking, societal impacts, and ethical use of emerging technologies. Statewide AI governance is reinforced through Executive Order 24-01 and enterprise AI coordination led by the Washington Technology Solutions (WaTech), though OSPI's guidance remains advisory and AI is largely confined to computer science domains rather than required cross-disciplinary literacy. **Practice** shows active but uneven implementation. Washington's Association of Educational Service Districts (AESD) offer AI Basics for Educators cohorts and regional professional learning, the annual Washington AI Innovation Summit brings together educators and policymakers, and initiatives such as the Microsoft AI Innovator Cohort have supported pilot training and classroom integration. Districts including Seattle Public Schools, Bellevue School District, and Spokane Public Schools have adopted local AI guidance and begun tool deployment, yet there is no verified statewide data showing broad adoption or consistent depth of AI instruction beyond early adopters. **Pace** reflects strong early leadership but partial execution. Washington was among the first states to issue AI guidance grounded in human-centered design, and ongoing WaTech reporting and Executive Order 24-01 implementation show sustained attention to AI in government and education, but the absence of mandated AI competencies, statewide timelines, or assessment structures keeps progress in a strong awareness and infrastructure phase rather than full, systemwide AI readiness.

Washington, D.C. (#43)

Washington, D.C. earns a D because, despite strong citywide artificial intelligence (AI) governance at the municipal level, that infrastructure has not translated into K–12 AI literacy standards, mandates, or coordinated school-level implementation. **Policy** is anchored in the District of Columbia government's Artificial Intelligence Values and Strategic Plan and the District of Columbia Artificial Intelligence and Machine Learning Governance Policy administered through the Office of the Chief Technology Officer (OCTO), which target city agencies broadly rather than K–12 education, while the Office of the State Superintendent of Education (OSSE) and the State Board of Education have not adopted AI learning standards or required AI instruction. The District of Columbia Public Schools (DCPS) references responsible use of AI in its Acceptable Use Policy but has not issued curriculum frameworks or performance expectations for students. **Practice** remains limited and fragmented. AI use across DCPS and public charter schools operating under the District of Columbia

Public Charter School Board remains localized and experimental, with no verified districtwide AI professional development program or systemwide instructional model, despite strong technology infrastructure resulting from DCPS's 1:1 device deployment and connectivity programs supported through the Office of the Chief Technology Officer Digital Inclusion Initiative. **Pace** reflects a clear gap between municipal ambition and K–12 execution. The District demonstrates urgency in AI governance within government operations through mayoral directives and advisory structures housed under OCTO, but K–12 adoption remains slow and undeveloped with no published multiyear rollout roadmap, no standards revision cycle tied to AI, and no evidence of coordinated scaling across DC public or charter schools, resulting in a jurisdiction with strong municipal AI governance but a fragmented and discretionary model for K–12 AI readiness.

West Virginia (#45)

West Virginia earns a D because its engagement with artificial intelligence (AI) in K–12 education is still largely advisory, decentralized, and structurally underpowered. **Policy** is anchored by the West Virginia Department of Education (WVDE) March 2025 Guidance, Considerations & Intentions for the Use of Artificial Intelligence in West Virginia Schools, which provides definitions, risk framing, and recommendations but leaves implementation entirely to local districts without mandates or performance requirements; existing state law directs computer science instruction but does not include AI-literacy or ethics competencies, and while West Virginia maintains baseline student-data protections, there are no AI-specific provisions for model transparency, algorithmic accountability, or vendor oversight. **Practice** remains sporadic and district-driven: WVDE's own 2024 stakeholder survey on AI confirms that most schools are still in exploratory stages, with no documented statewide rollout, no standardized professional-learning structure for AI, and usage occurring through localized pilot efforts and educator discretion rather than coordinated implementation. **Pace** is cautious and incremental: the state has acknowledged AI's importance and begun surveying districts, but there is no published statewide adoption timeline, no standards-integration plan, and no binding accountability structure, leaving West Virginia positioned firmly in the early awareness phase rather than on a clear trajectory toward systemic AI-literacy implementation.

Wisconsin (#18)

Wisconsin earns a C because its statewide posture on artificial intelligence (AI) in K–12 is moving from awareness toward structure but remains advisory, non-binding, and unevenly implemented. **Policy** is anchored by the Wisconsin Department of Public Instruction (DPI) 2024 AI Guidance for Enhancing K–12 and Library Education, which provides clarity around transparency, human oversight, ethical use, and AI integration while remaining strictly voluntary; current binding frameworks are still grounded

in the state's 2016 Computer Science Standards which do not contain explicit AI-literacy requirements, and the 2025 Draft Wisconsin Computer Science Standards that introduce significant AI concepts (including fairness in AI models, data bias, and machine learning) remain unadopted, meaning there is no statewide statutory or regulatory requirement for AI learning; Wisconsin maintains solid baseline student-data protections under state law but has not enacted AI-specific statutory requirements addressing model transparency or vendor accountability in education. **Practice** shows early but uneven implementation: DPI's guidance and related training initiatives have helped increase educator awareness and responsible AI-use thinking, and infrastructure readiness is relatively strong due to statewide broadband and device-access initiatives, yet implementation remains locally driven, with no standardized instructional expectation, no required AI competencies across districts, and no verified system-wide rollout of AI tools or programs. **Pace** is cautious and incremental: Wisconsin's trajectory reflects active development of frameworks and standards that reference AI, but without binding adoption, mandated timelines, or centralized coordination, scaling depends on local leadership rather than state mandate, leaving the system in a transition phase from planning toward structure rather than full, enforceable system-wide AI literacy implementation.

Wyoming (#39)

Wyoming earns a D because its K–12 artificial intelligence (AI) posture is almost entirely advisory and locally controlled, with no binding standards, mandates, or centralized education-sector governance. **Policy** is defined by the Wyoming Department of Education (WDE) 2024 Guidance for Wyoming School Districts on Developing Artificial Intelligence Use Policy, which explicitly confirms that the document is voluntary and focused on helping districts write their own AI-use rules rather than establishing statewide learning standards or competency expectations; Wyoming's current Computer Science Standards do not include explicit AI or machine-learning literacy outcomes, and statewide AI governance resides with the Department of Enterprise Technology Services and the State Chief Information Officer, not within WDE's instructional structure. Student-data protections provide a privacy baseline but contain no AI-specific provisions for model transparency, bias auditing, or vendor accountability. **Practice** remains district-driven: verified evidence shows AI use in classrooms is limited to localized pilot exploration, with WDE positioning districts as the primary actors for policy development and implementation, and there is no confirmed statewide AI professional-development program, no mandated curriculum integration, and no system-level adoption metrics. **Pace** is slow and exploratory; state action to date is limited to issuing guidance and maintaining general enterprise AI governance, with no published K–12 rollout plan, no standards revision tied to AI, no dedicated funding stream, and no implementation timeline, leaving Wyoming with early awareness and basic governance signaling but without the structural policy, instructional integration, or execution mechanisms needed to move beyond the pilot stage.

Recommendations & Call to Action

Progress in AI education is not blocked by talent or invention. It is blocked by fragmentation. Leading states align policy, practice, and pace into coherent systems.

Leading Through Policy

- **Establish statutory AI education commitments**
  Move beyond advisory guidance to codified requirements that create accountability and consistency across districts.
- **Embed AI competencies in formal standards**
  Integrate AI literacy across grade levels and subject areas, not just in optional computer science pathways.
- **Create permanent AI governance structures**
  Establish dedicated offices or coordinators with authority to implement, monitor, and update AI education initiatives.
- **Fund AI implementation with recurring budgets**
  Provide sustained financial support rather than one-time grants, ensuring long-term viability and equity.
- **Enshrine safety, transparency, and vendor accountability**
  Implement comprehensive protections for student data, algorithmic bias monitoring, and vendor oversight requirements.

Leading Through Practice

- **Build scalable AI professional learning systems**
  Develop statewide training programs that reach all educators, with particular attention to rural and underserved communities.
- **Provide districts with implementation toolkits**
  Offer practical resources, model policies, and proven practices that districts can adapt to local needs.
- **Integrate AI across academic disciplines**
  Move beyond computer science to embed AI concepts in English, social studies, arts, and career pathways.
- **Prioritize rural and underserved inclusion**
  Address infrastructure gaps and provide targeted support to ensure equitable access to AI education opportunities.
- **Track classroom adoption, not just publication**
  Monitor actual implementation and student outcomes rather than just policy adoption and guidance distribution.

Leading Through Pace

- **Publish multi-year AI action roadmaps**
  Create clear timelines with milestones that extend beyond political cycles and provide predictable implementation pathways.
- **Institute recurring review cycles**
  Establish regular policy updates that keep pace with technological change and evolving best practices.
- **Create public progress monitoring systems**
  Develop transparent reporting mechanisms that allow stakeholders to track implementation and hold systems accountable.
- **Phase AI into accountability structures**
  Include AI readiness metrics in state accountability systems, school report cards, and accreditation processes.
- **Scale beyond pilots**
  Move from small-scale experiments to system-wide implementation with proven models and sustainable funding.

Stakeholder Action Alignment

Students require access to safe AI tools, structured instruction, professional supervision, clear fluency pathways, and a foundational understanding of how AI systems work and how they developed; they should not be merely exposed to AI but trained to operate within it. **State leaders** must embed AI into law, academic standards, funding streams, and governance structures to create durable system-level alignment. **District leaders** are responsible for adopting coherent AI frameworks, training staff, integrating AI across disciplines, and scaling implementation beyond isolated pilots. **Teachers and administrators** must pursue AI-specific training, lead local implementation, and translate policy direction into classroom practice. **Parents and communities** play a critical role by demanding transparency, advocating for strong safeguards, and ensuring equitable access for all students. **The private sector and philanthropic organizations** must align investments toward student-first outcomes (not just EdTech and other people looking to cash in on the AI Revolution), prioritize rural and high-need pilots, and support long-term capacity-building rather than short-term technology deployment.

Acknowledgments of Limitations

As the inaugural edition of the State AI Readiness Index, this report represents a diagnostic snapshot of U.S. states' foundational momentum toward integrating artificial intelligence competencies into K–12 education systems as of late 2025. It is not a comprehensive evaluation of implementation success. No state has yet achieved system-wide AI literacy across curriculum, professional development, and assessment structures.

This work is not a blueprint for instant reform. It is a structural readiness model focused on institutional signals such as enacted laws, funded initiatives, and formal accountability mechanisms, while recognizing the friction inherent in decentralized education systems and the extended timelines required for large-scale change.

The index relies exclusively on publicly verifiable primary sources through October 2025. It prioritizes statutory mandates, adopted standards, and funded initiatives over aspirational announcements or informal plans. Because no national AI education benchmark currently exists, informed judgment was required. That subjectivity is constrained by transparent criteria and will be strengthened in future editions as quantitative data matures.

U.S. K–12 education operates within a decentralized architecture. This index evaluates state-level levers rather than local implementation, acknowledging that state policy shapes but does not dictate classroom practice. It also accounts for the reality that assessment systems operate on multi-year cycles, measuring credible steps toward AI integration rather than full deployment.

Teacher pipeline limitations and infrastructure disparities remain major structural constraints, particularly in rural and high-need systems. These factors shape the pace and equity of implementation and must be addressed through deliberate state-level intervention rather than assumed away as neutral conditions.

AI itself evolves at a pace that exceeds traditional policy and standards cycles. Static approaches risk rapid obsolescence, which is why this index emphasizes adaptive governance mechanisms rather than fixed content prescriptions.

Finally, reform fatigue is a real and persistent challenge in American education. This report frames AI readiness not as a temporary initiative, but as preparation for a permanent societal shift. In that sense, the State AI Readiness Index is a diagnostic tool, not a verdict.

About the National Institute for AI in Education (NIAIE)

Preparing America's Youth for an AI-Driven Future

As a nonprofit, we're dedicated to equipping students with the AI knowledge and tools they need to thrive in tomorrow's world.

Our Mission

The National Institute for AI in Education (NIAIE) exists to make the United States the fastest and most effective nation in the world at integrating AI into K–12 education and to ensure that American students can become fluent in AI and gain the practical skills needed to lead and work in an AI-driven economy and future.

Bridging the AI Education Gap

Artificial Intelligence is transforming every aspect of society, yet most K–12 students still graduate without the skills or fluency to thrive in an AI-powered world. NIAIE exists to change that.

NIAIE leads the Race to Embrace AI in Education by developing bold AI learning standards, certifying AI-ready schools, and building student-centered programs.

Through the State AI Readiness Index, AI-FIRST Certification, PromptPoint AI Debate, and the AIxCHANGE Show, NIAIE equips students, educators, and leaders to move beyond AI literacy into AI fluency and applied leadership.

We partner with schools, districts, policymakers, and communities to ensure that every student — especially those in underserved and rural communities — has access to the tools, instruction, and systems needed to shape their own future rather than be shaped by it.

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