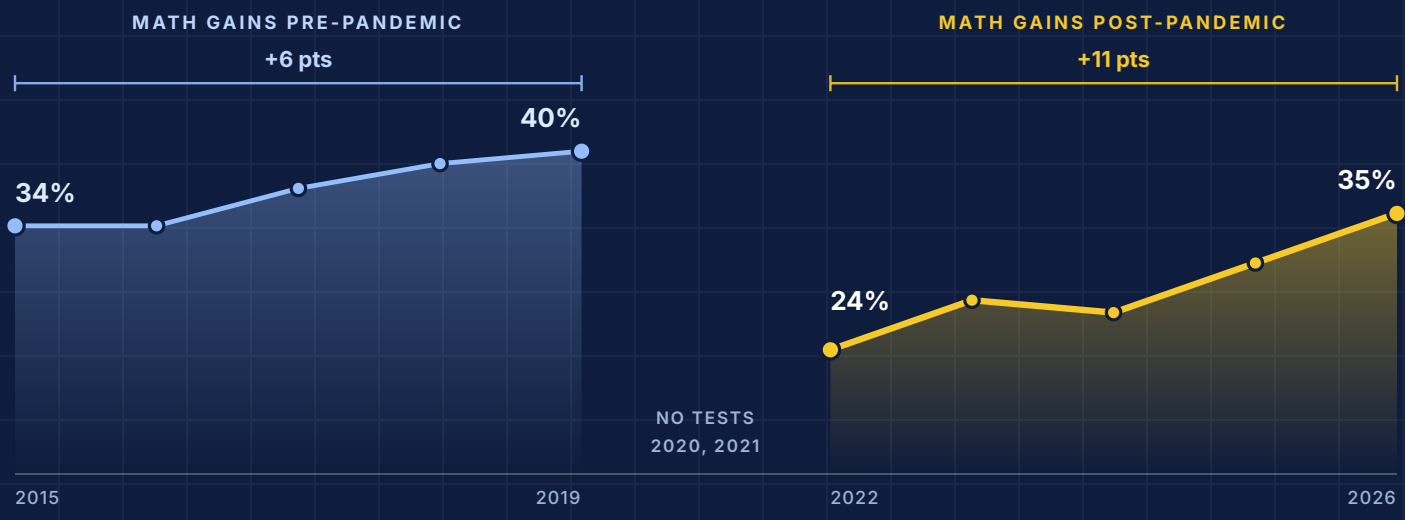
CAPITAL AI EDUCATION COLLECTIVE

★ ★ ★

AI EDUCATION LEADERSHIP SUMMIT · OCTOBER 2026

Shaping AI in DC Schools Together

What the evidence shows and does not yet illuminate, and why DC can solve this.



Percent of economically disadvantaged students in DC at or above the career-ready benchmark on the state math test. They gained 11 points in the four years from 2022 to 2026, compared with 6 points from 2015 to 2019. Source: OSSE statewide assessment results.

AI is already in our classrooms.
In DC, we are choosing to shape it together and continue accelerating outcomes for all students.


CAPITAL AI
EDUCATION
COLLECTIVE

OUR BOLD GOAL

DC becomes the first city and state in the country where all student groups consistently perform at or above the national average in math and reading. AI must be one of the many tools schools utilize to advance that promise.

Three numbers explain why we are here.

Students use AI outside of school walls, and no high-quality causal study has measured what happens when students use it in US K-12 classrooms. DC knows how to find out and scale what works.

63%
of US high school students use AI for homework, up 14 points in seven months.
RAND, March 2026

0
high-quality causal studies of AI tools used by students in US K-12 classrooms, out of more than 800 papers.
Stanford SCALE Initiative, 2026

No. 1
DC among states for growth in both math and reading from 2022 to 2025.
Education Scorecard, May 2026

We listen first. Since June, four Strategic Councils brought 49 members and 8 co-conveners to one table: teachers, school leaders, parents, students, government leaders, and employers. In September, a youth council of 16- to 26-year-olds joined them.

The four councils seek to gather evidence, learn quickly, and share what works. They ask for shared policy, a trusted entity that vets tools, and family voice before decisions are made. Beyond October, we seek to expose stakeholders to the capabilities of AI and train the trainers on AI literacy.

No single school or local education agency (LEA) can do all of that alone. The Collective exists so that DC Public Schools, public charter schools, and their partners can do it together.

This brief shares what we have learned so far and what DC should consider next. We want your feedback at the Summit this week and in the months ahead to ensure we continue driving equitable outcomes for priority student groups.

WEDNESDAY, OCTOBER 7, 2026
AI Education Leadership Summit
Kellogg Conference Hotel at Gallaudet University

SOURCES RAND, More Students Use AI for Homework, and More Believe It Harms Critical Thinking, March 2026. Fesler, Martinez Claeys, Agnew, and Loeb, The Evidence Base on AI in K-12: A 2026 Review, Stanford SCALE Initiative, 2026. Stanford counts studies of AI for teachers and tutors separately (page 6). Education Scorecard (Harvard, Stanford, and Dartmouth), May 2026. Capital AI Education Collective, Strategic Council sessions, June to September 2026. An LEA is DC Public Schools or a public charter school organization.

AI is already in the classroom.

Students and teachers use it. Ensuring that AI helps schools be more efficient and effective, complementing instructional and social-emotional moves we know move the needle, is the work ahead.

ChatGPT is nearly four years old, and AI is quickly becoming part of growing up. In Britebound's survey of 3,000 students in grades 7 to 12, 83 percent use AI. RAND finds that 63 percent of US high school students used AI for homework in December 2025, up 14 points in seven months.

The students we have worked hardest to lift post-pandemic are the most exposed. Pew Research Center found at the beginning of last school year that 20 percent of teens in households earning under $30,000 do all or most of their schoolwork with chatbots. In households earning $75,000 or more, 7 percent do. Token usage patterns suggest both of those numbers are likely up significantly at the start of 2026-27.

Some students can name the trade-off themselves. Among teens who use AI for schoolwork, 39 percent tell Common Sense Media they miss out on learning when they use it to complete assignments. In the same survey, only three in ten teens say a teacher has ever discussed how to use AI safely. Gallup and the Walton Family Foundation find that 68 percent of US public school teachers had no school or district AI training in 2024-25. Britebound finds that 43 percent of teens whose teachers strictly forbid AI still use it for schoolwork.

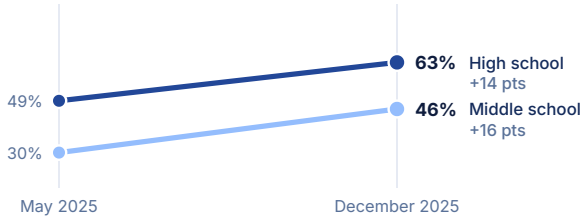
The gap is guidance. Where most teachers encourage AI, 61 percent of teens in Britebound's survey rate themselves highly AI-ready. Where AI is strictly forbidden, 9 percent do. A survey cannot show cause, and self-rated readiness does not measure learning. The surveys indicate that most students lack an adult who shows them how to learn with AI.

These figures are national. We find no public measure of how DC students use AI. DC's graduation and SAT data show one warning sign.

Most students use AI without adult guidance.

In seven months, homework use of AI rises 14 points in high school

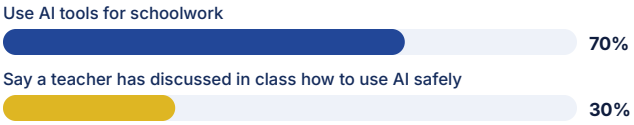
Share of US students who use AI for homework in at least one class.



Source: RAND, March 2026. Two independent national samples. Middle school means grades 5 to 8.

Most teens use AI for schoolwork, and few say a teacher has discussed safe use

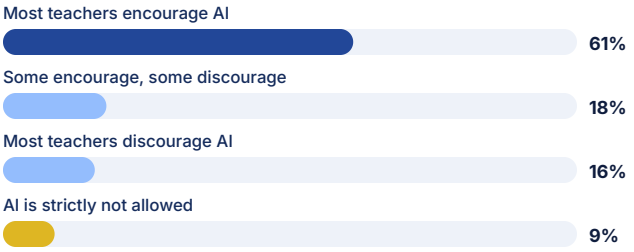
Share of US teens ages 13 to 17.



Source: Common Sense Media, August 2026. National survey of 1,017 teens.

Teens rate themselves most ready for AI in classrooms where teachers encourage its use

Share of teens who rate themselves highly AI-ready, by how their teachers treat AI.



Source: Britebound, 2026. Readiness is self-reported. The pattern is an association and does not show cause and effect.

SOURCES RAND, More Students Use AI for Homework, and More Believe It Harms Critical Thinking, March 2026. Britebound, Teens and the AI Future: Perspectives, Possibilities, and Preparation, August 2026. Pew Research Center, How Teens Use and View AI, February 2026. Common Sense Media Youth AI Safety Institute, Teens in the AI Era: Schoolwork and Skills That Matter, August 2026. Walton Family Foundation and Gallup, Teaching for Tomorrow: Unlocking Six Weeks a Year With AI, 2025.

Graduation rises in DC while SAT readiness falls.

The gap between diplomas and readiness widened in the pandemic and grew furthest apart in 2024-25 as AI use climbed. The association is concerning, given AI impact research from other countries and national surveys of teen AI use. We need better local data to understand how AI use links to high school success measures.

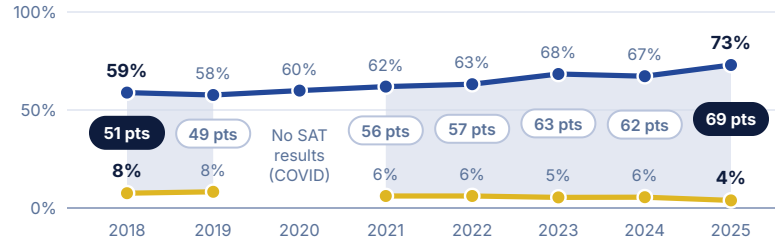
For economically disadvantaged students, the gap between graduating and SAT readiness grew 18 points since 2018. For all students, it grew 14

Percent of students in DC graduating in four years compared with the percent meeting the SAT college and career ready benchmark.

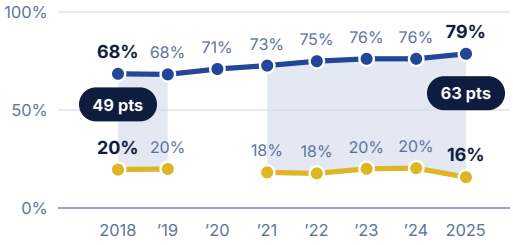
Four-year graduation rate **Met the SAT college and career ready benchmark**

Pills show the gap between the two, in percentage points

Economically disadvantaged students



All students



Source: OSSE DC School Report Card, statewide results, 2017-18 through 2024-25. No SAT results were reported for 2019-20 when the pandemic interrupted spring test windows.

For economically disadvantaged students, the Office of the State Superintendent of Education (OSSE) reports that the four-year graduation rate rose from 59 percent in 2018 to 73 percent in 2025. The share who meet the SAT college and career ready benchmark fell from 8 to 4 percent. For all students, the graduation rate rose from 68 to 79 percent, and the SAT share fell from 20 to 16 percent.

This is a concerning association. Most US high school students now use AI for homework, and AI may already be in DC high schools at that level. The gap between diplomas and readiness widened in the pandemic and grew furthest apart in 2024-25 as AI use climbed. We need better local data to understand how AI use links to high school success measures.

Grades up, understanding down. That is a risk, and one reason the Collective is acting.

Homework, grades, and credits are signals that middle and high school educators, students, and families rely on, so the Collective aims to gather evidence and monitor early signals of AI misuse. In a working paper, researchers at Stockholm University and the University of Hong Kong follow 26,811 students in one county in central China, finding that after students adopt AI on their own their homework scores rise 18 percent and monthly exam scores fall 20 percent.

Students using AI on their own score higher on homework and lower on exams



Change as a share of the average before AI, 6 to 10 months after adoption. This working paper is not yet peer reviewed.

SOURCES OSSE, DC School Report Card data files, 2018 to 2025. RAND, More Students Use AI for Homework, and More Believe It Harms Critical Thinking, March 2026. Strömberg, Lei, and Wu, The Generative AI Learning Penalty: Evidence from Chinese Secondary Education, working paper (SSRN and CEPR), June 2026.

AI can help students when used alongside a skilled teacher. When used alone, it can cost learning.

Stanford's 2026 review of more than 800 papers finds some promise for students with disabilities, a clear pattern of concerning student outcomes without adult support, and almost no strong causal evidence from US K-12 classrooms.

800+
papers on AI relevant to K-12 education.

20
studies with strong causal evidence.

0
high-quality causal studies of AI tools used by students in US K-12 classrooms.

Each dot is one paper in Stanford's research repository as of October 2025. Blue dots are the 20 with strong causal evidence. Of these, 14 study tools that students use and 8 study tools for educators, with some counted in both. None of the 14 takes place in a US K-12 school. Source: Stanford SCALE Initiative, The Evidence Base on AI in K-12: A 2026 Review.

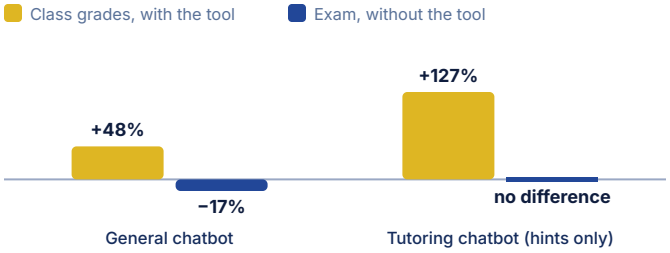
WHAT STANFORD'S REVIEW FINDS

1. **Strong evidence is rare.** Twenty of more than 800 papers offer strong causal evidence, and none assess a student tool in a US K-12 school.
2. **Performance with the tool is not learning.** Students do better while using it, and the gain can fade or reverse without it.
3. **AI lowers student effort and productive struggle** at the expense of critical thinking.
4. **Design matters.** Tutoring tools that give hints and step-by-step reasoning show more promise than general chatbots.
5. **AI can save teachers' time.** Teachers in England with a chatbot and a guide spend about 30 percent less time preparing lessons, with no detectable loss of quality.
6. **AI can scale expertise.** In a US trial with 900 tutors, students whose tutors use an AI coach are 4 percentage points more likely to master the topic, and 9 points when the tutor is lower rated.

A randomized experiment with nearly 1,000 high school math students in Turkey found that a general chatbot raises class grades 48 percent and without AI on the exam, students who used AI score 17 percent lower than students who never had AI. Students whose chatbot gave hints and withheld answers kept pace with their peers.

General chatbots tend to lower exam scores, while some tutoring chatbots show promise

Change in class grades with the tool, and in exam scores without it, compared with students who did not use AI.



Randomized experiment, nearly 1,000 high school math students. Source: Bastani and colleagues, PNAS, 2025.

The studies our students need do not exist yet. DC has classrooms where those studies can begin.

SOURCES Fesler, Martinez Claeys, Agnew, and Loeb, The Evidence Base on AI in K-12: A 2026 Review, Stanford SCALE Initiative, 2026, including Stadler and colleagues (2024), Roy and colleagues (2024), and Wang and colleagues (2025). Bastani and colleagues, Generative AI Without Guardrails Can Harm Learning, PNAS, June 2025.

DC has schools and educators tackling this moment with promising practices. We must elevate them.

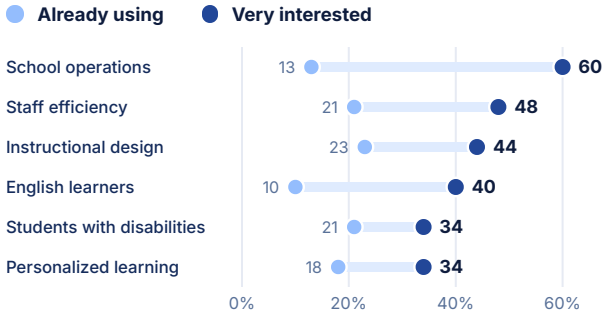
Some DC schools already use AI to support teachers, tutors, and students in smart ways. The Collective aims to test what works and create mechanisms to share and scale promising practice.

At the Summit on October 7, DC educators will demonstrate careful use of AI. CitySchools Collaborative presents Sophia, an AI coach for math tutors piloted at Meridian Public Charter School, the kind of tool the research favors. Friendship Public Charter School uses AI to pair its document-based questions with teacher guidance and student scaffolds. Washington Leadership Academy, at work on AI since the week ChatGPT launched, takes a human-first approach to AI for multilingual learners and students with disabilities.

Citywide, interest in AI runs far ahead of use among the 39 of DC's 69 LEAs that responded to OSSE's February 2026 survey. Of those LEAs, 46 percent call data privacy and security a significant or prohibitive challenge, and 35 percent express uncertainty about instructional value. Asked what would help most, LEAs ranked model policy highest and training for educators third. OSSE released model guidance for LEAs this summer, and the Collective has a goal to expose and train all core staff in schools and districts on AI literacy by summer 2028.

For every purpose shown, interest in AI runs far ahead of use

Share of responding LEAs that already use AI for a purpose, and those very interested in the next steps.



Source for both charts: OSSE, The State of AI in District of Columbia LEAs, February 2026 survey. Of 69 LEAs, 39 responded. Results describe responding LEAs only.

Fewer than half of responding LEAs have written AI guidance

45%
have written guidance for staff use of AI.

34%
have written guidance for student use.

26%
have a formal review process for AI tools.

41%
have not invested in AI tools.

DC schools need a shared way to collect data, analyze impact, and scale what works.

ALSO ON THE SUMMIT PROGRAM

FOR TEACHERS
Mundo Verde presents IMV Coach, a bilingual AI simulator where educators rehearse teaching moves.

FOR ACCESS
At Goodwill Excel Center, AI becomes an accessibility tool for an educator with dyslexia.

FOR LEADERS
At Lee Montessori, the leader of a small network uses AI to add analytic and policy capacity.

FOR POLICY
OSSE's model policy for staff use sorts AI uses into red, yellow, and green with its Stoplight Framework.

SOURCES AI Education Leadership Summit program, October 7, 2026. OSSE, The State of AI in District of Columbia LEAs, February 2026 survey (39 of 69 LEAs responded). Fesler, Martinez Claeys, Agnew, and Loeb, Stanford SCALE Initiative, 2026. Capital AI Education Collective, Strategic Council sessions, 2026.

We started by listening.

Since June, four Strategic Councils have brought 49 members and 8 co-conveners together with outside experts. They told us what they see, what they need, and what DC should build together.

WHAT THE COUNCILS ASK FOR

EVIDENCE AND SHARED LEARNING
Gather evidence, learn quickly, and share what works.

SHARED POLICY AND VETTED TOOLS
A trusted entity that vets AI tools.

FAMILY VOICE
Before decisions are made.

TRAINING ALL YEAR
Training that continues through the year.

Teaching and Learning

CO-CONVENERS Toni Barton and Corie Colgan
BRIEFED BY Stanford SCALE Initiative, National Parents Union, and MagicSchool

DRIVING QUESTION
How might we empower every student to harness AI to learn, create, solve meaningful problems, and shape a better future?

WHAT WE HEARD

- Practice is moving faster than policy. Teachers and students already use AI in ways that existing guidance does not cover, and AI features arrive inside products schools already use.
- Equity now depends on the quality of AI use as well as access. A student's experience turns on whether educators have training and support.
- Critical thinking and productive struggle need protection. The council asks how much AI is too much.

WHAT THE COUNCIL PROPOSES

- A DC landscape analysis of the AI tools in use and the evidence behind them, with a standing practice for sharing what schools learn.
- Shared evidence from pilots and surveys, with common measures of student learning, AI literacy, and teacher efficacy.
- Shared guidance, professional learning, and expectations for vendors on transparency, safety, and privacy that build on OSSE's existing AI guidance.

Infrastructure and Operations

CO-CONVENERS Rachel Johnston and Kelley Scholl
BRIEFED BY Region 16 in the Texas Panhandle, OSSE, and the Urban Schools Human Capital Academy

DRIVING QUESTION
How might we build the systems, policies, and operational capacity needed for safe, equitable, and sustainable AI implementation?

WHAT WE HEARD

- How a policy is carried out matters as much as the policy. Staff need a clear why and usable guidance, and people remain accountable for decisions AI helps draft.
- Training must continue through the year and fit each role and each LEA, from those with fewer than 100 students to DC Public Schools.
- Privacy and security are moving targets, and vetting is hard for one LEA. Common vetting questions and pooled procurement would help.

WHAT THE COUNCIL PROPOSES

- A shared repository of high-value AI use cases for operations leaders, with a small set to pilot as a group.
- Policy that staff can easily use.
- Learning cohorts where operations leaders test approaches and share what works.

Family and Community Engagement

CO-CONVENERS Maya Martin Cadogan and Emily Garcia
BRIEFED BY Muon Global and National Parents Union

DRIVING QUESTION

How might we engage families and communities as partners in shaping how AI shows up in their children's learning so young people graduate prepared for a rapidly changing world?

WHAT WE HEARD

- AI adoption requires trust and agency. Families need transparency and real influence before AI is implemented broadly in schools.
- Families need AI literacy and confidence.
- Human learning must be protected.

WHAT THE COUNCIL PROPOSES

- Launch a DC family AI literacy campaign in the places where families already gather.
- Build family voice into pilots and guidance.
- Create a family AI advocacy toolkit and a "thinking with AI" parent resource.

Postsecondary and Workforce

CO-CONVENERS Erin Bibo and Kilin Boardman-Schroyer
BRIEFED BY Strada Education Foundation and McKinsey & Company

DRIVING QUESTION

How might we prepare learners for a rapidly changing workforce and postsecondary landscape shaped by AI and emerging technologies?

WHAT WE HEARD

- The fundamentals of communication, critical thinking, and problem solving may matter more in an AI economy.
- Employers increasingly value demonstrated experience alongside traditional credentials.
- Learners without access to tools, networks, work experience, or upskilling may fall further behind as jobs evolve.

WHAT THE COUNCIL PROPOSES

- Create a shared DC AI competency framework.
- Launch rapid pilots before prescribing solutions.
- Expand work-based learning and upskilling pathways, and bring more employers into the work.

Youth council

Young people ages 16 to 26 from high school, college, and other postsecondary paths in DC first met on September 29 and took up the question of what DC should do about AI. Joshua Kiprono, a student at the University of the District of Columbia, presents its first recommendations at the Summit. The council meets again in October to develop them.

QUESTIONS THE COUNCILS ARE STILL CONSIDERING

TEACHING AND LEARNING
Which AI practices and tools produce measurable learning gains, beyond better performance while the tool is in use?

TEACHING AND LEARNING
What should students and educators do with AI, and what should they do without it?

FAMILY AND COMMUNITY ENGAGEMENT
What changed because families were in the room?

INFRASTRUCTURE AND OPERATIONS
What can DC build together that would be difficult to build one LEA at a time?

INFRASTRUCTURE AND OPERATIONS
Who decides what, from the DC Council and OSSE to LEAs and schools, and who remains accountable?

POSTSECONDARY AND WORKFORCE
How do you continue to upskill even after you have a role?

SOURCES Capital AI Education Collective, Strategic Council sessions and summaries, June to September 2026. AI Education Leadership Summit program, October 7, 2026.

● Built with our community ● Test before we scale

Lessons from five places to give DC a jumpstart.

The Collective is learning from these five states and cities that have made valuable progress in finding answers to AI in schools.

PLACE	WHAT IT BUILT	HOW IT STARTED	WHAT DC CAN BORROW
New Orleans A citywide fund for schools	The New Orleans AI Education Fund, a five-year effort that ends in 2029. Leadership cohorts come first, then implementation grants. First-cohort operators serve 60 percent of the city's public school students.	Three local funders: the Booth-Bricker Fund, New Schools for New Orleans, and the Rosenthal Family Foundation.	**Start from need, invest in implementation, require sharing, and set an end date.**
Tennessee Approach to supporting districts	SCORE's AI Innovation Fund backs nine 12-month, educator-led pilots of up to $50,000, chosen from 75 applicants. Each will report results and build shared practice.	SCORE, a nonprofit, invests $450,000 in the pilots. Google.org and Playlab support the network.	**Small important bets, led by educators, that report within a year.**
Utah Training at scale	The first full-time state position for AI in schools, training that reaches more than 7,000 teachers (the early goal was 1,500), and privacy terms that districts can adopt with one signature.	A $500,000 grant from a foundation in 2023, then a government-funded state board position in 2024.	**How to train and support districts at scale. Settle privacy terms once and share them.**
Texas Support for leaders	A 10-month collaborative from Educate Texas for more than 125 district leaders and education experts. School systems work through a structured problem of practice and report what changes.	Communities Foundation of Texas with $3.7 million to expand in 2026.	**Support structures for system leaders, a model the Collective has already launched.**
Delaware AI Assurance Lab	A state AI Assurance Lab that reviews tools for privacy, security, accessibility, and equity, tests them in realistic classroom scenarios, and publishes the findings for every district and charter school.	A state education agency initiative, announced in January 2026, with expert guidance supported by the Gates Foundation.	**One shared review, published for every school and LEA to use.**

Each place offers a practice DC can borrow.

We know how to do this.

DC worked together on tutoring, science of reading, and math, and the results show on a national scorecard and the DC state test.

Many of you helped build these efforts. High-impact tutoring reached 12,610 students in 2025-26 through OSSE and CitySchools Collaborative grants and implementation support. Schools with science of reading literacy grants demonstrated proficiency gains 54% higher than other schools. The Capital Math Collective, a $20 million public-private partnership, brings DC Public Schools, EmpowerK12, and public charter schools together around evidence-based math with statistically significant growth.

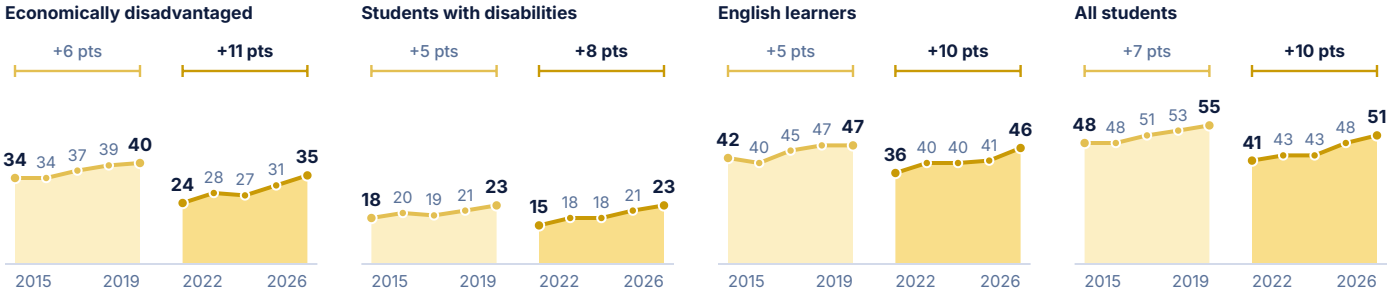
The organizations behind all three initiatives are part of the Collective. The independent Education Scorecard, from Harvard, Stanford, and Dartmouth, ranks DC first among states for growth in both math and reading from 2022 to 2025.

This year, reading passed 2019 proficiency levels for every group. Math is not yet back for three of the four groups but shows gains that are faster than before the pandemic.

In math, every student group shown improves faster than before the pandemic

Percent of students at Level 3 or above, the career-ready benchmark, on DC's state math test, 2015 to 2019 and 2022 to 2026. Levels in 2026 remain below 2019 for three of the four groups.

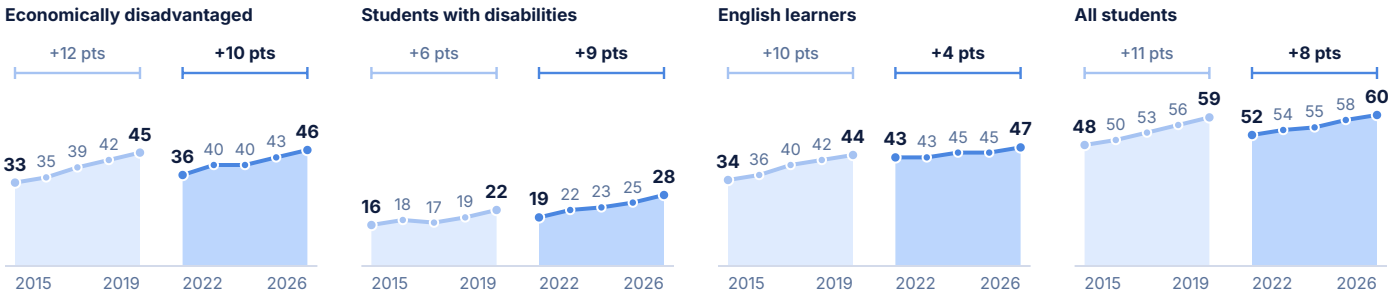
2015 to 2019 before the pandemic **2022 to 2026** since the pandemic pts = change over each period. No tests in 2020 or 2021.



In reading, every student group shown now exceeds its 2019 level

Percent of students at Level 3 or above on DC's state English language arts (ELA) test, 2015 to 2019 and 2022 to 2026.

2015 to 2019 before the pandemic **2022 to 2026** since the pandemic pts = change over each period. No tests in 2020 or 2021.



OSSE statewide assessment results (PARCC/CAPE 2015 to 2026).

SOURCES CitySchools Collaborative, CityTutor DC, 2025-26. OSSE, Comprehensive Literacy State Development grant results, March 31, 2026. DC Public Education Fund, Capital Math Collective. Education Scorecard (Harvard, Stanford, and Dartmouth), District of Columbia results, May 13, 2026. OSSE, DC's 2026 Statewide Assessment Results, August 20, 2026.

The cross-sector improvement playbook.

Four habits run through DC's record of accelerating success in tutoring, reading, and math.

A commitment to sharing across both sectors. The Capital Math Collective is one $20 million plan for DC Public Schools and public charter schools, with government and philanthropy pooling their support behind it.

A problem identified in the data, then short-cycle evidence projects to improve outcomes. In math and tutoring design sprints, school teams first clarify the problem in their own data. Schools in the Capital Math Collective's first grant cohort fund math coaches, skills checks, and tutoring, so teachers can adjust instruction weekly to accelerate student growth. In one year, the median grantee school gained 3.6 percentage points in career-ready math proficiency, compared with 1.2 points for other DC schools.

Honest results using robust methods, published. EmpowerK12's quasi-experimental tutoring evaluation compares students who receive a full dose with similar students who do not. It finds a clear gain in math and mixed results in reading by program implementation and engagement, with providers most aligned with CitySchools Collaborative's design sprints and data-driven support showing the strongest outcomes.

The students furthest behind come first. Among economically disadvantaged students, the share at the lowest level in math fell 4.6 points in 2026, the largest one-year drop since 2015. A school's poverty rate now predicts its proficiency less than in any year since 2015.

With the same partners and discipline in place, we are confident DC can solve any common challenges, including AI in schools.

59 days

of added math instruction for students with a full dose of tutoring in 2024-25, compared with similar students without it.

EmpowerK12, October 2025

7%

less likely to be absent on days with scheduled tutoring, for DC students in high-impact tutoring in 2022-23.

National Student Support Accelerator, Stanford University

School poverty explains less of the difference in proficiency between schools

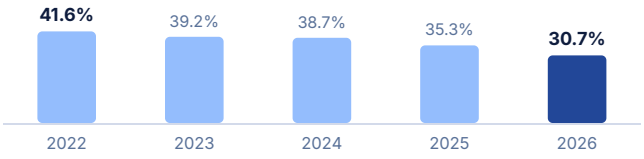
How much of the difference in proficiency between schools the school's share of economically disadvantaged students explains (R-squared), ELA and math combined. Lower means poverty predicts less. The 2026 value, 53%, is the lowest since 2015.

	2016	2019	2022	2024	2025	2026	vs. 2025
All students	55%	61%	74%	69%	63%	53%	−10 pts
Economically disadvantaged	36%	25%	20%	17%	16%	10%	−6 pts

Selected years. Source: EmpowerK12 analysis of OSSE school-level results.

Fewer economically disadvantaged students score Level 1 in math

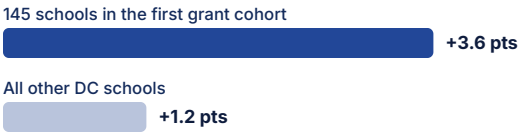
Percent at Level 1, an indicator that students are more than one grade level behind, on DC's state math test.



The share remains above its 2018-19 level of 26.8%. Source: OSSE state-level results.

Schools in the Capital Math Collective's first grant cohort gain more in one year

Median one-year change in the percent of students at the career-ready benchmark in math, 2025 to 2026.



Source: EmpowerK12 analysis of OSSE school-level results for schools that benefitted from Math Collective funding in Year 1.

SOURCES EmpowerK12, Our Deep Dive into 2026 DC State Assessment Results, September 1, 2026. EmpowerK12, Analysis of CitySchools Collaborative Supports for Tutoring Providers and Student Outcomes, October 2025. Lee, Loeb, and Robinson, The Effects of High-Impact Tutoring on Student Attendance, National Student Support Accelerator, Stanford University. DC Public Education Fund, Capital Math Collective. OSSE statewide assessment results, 2015 to 2026. Most figures on this page are EmpowerK12's analysis of public OSSE data.

We apply the playbook to AI.

With three aims and a proposed AI Education Fund to support them, the Capital AI Education Collective seeks to refine our strategy and ask based on what we learn from leaders in the room.

Tutoring and the science of reading came with decades of research, and DC's job was to carry them out well. With AI, DC must build the evidence. Designing quality research analyses, training for every role, vetting every vendor, and elevating important lessons across the city are difficult to do one school at a time.

LEARN

The aim is evidence of AI's impact in DC classrooms. DC first needs a citywide picture of how students and teachers use AI. We propose citywide baseline AI use surveys this fall and short-cycle evidence projects led by educators in 2027. Schools will be asked to identify root causes in their own student data before choosing an AI evidence project. With support from EmpowerK12, pilots compare students, teachers, and schools who implement a solution with similar groups who do not, measuring key outcomes and publishing the result no matter what it shows.

The most promising projects could earn a full study that meets the bar set by Stanford's review by research members of the DC Education Research Collaborative.

BUILD

The aim is citywide support for model policies, best practices, and guardrails every school can use. The Collective's strategic councils ask for a single review of AI tools that the community can trust.

ENGAGE

Collective members engage the whole city, starting with additional opportunities to participate in learning cohorts, training in AI literacy, and participate in Evidence Projects that support safe, effective, and responsible AI implementation in schools. Cohorts would serve every role, from executives and school leaders to teachers and nonprofit staff, over several months. More summits, connections with local businesses and post-secondary institutions, and a shared resource hub keep the city learning together. Families and students help design and support the work.

THE DC AI EDUCATION FUND

The Collective seeks a DC AI Education Fund to pool support behind these three aims and accelerate the work under way. What it supports first, how long it runs, and what we ask of funders will reflect what we learn this fall at the Summit and through additional engagement with a full fund launch in early 2027.

QUESTIONS WE BRING TO THE SUMMIT

What promising practices and ideas should we test first?

What scale fits DC, several small bets or a couple of citywide efforts?

What should a pooled fund make possible that single grants cannot?

DC accelerates progress when we collectively work on behalf of bold goals for our communities.

SOURCES Capital AI Education Collective, core messaging, fall 2026, and Strategic Council sessions, 2026.

Many hands shape this work.

EmpowerK12 and the DC Charter School Alliance formed the Capital AI Education Collective in partnership with DC Public Schools and DC government to urgently address a rising challenge.

This work is shaped by 10 Steering Committee members, 8 co-conveners, 49 council members, and a youth council, with strategic support from Sage Pathways. Among them are the organizations that carried out DC's tutoring, reading, and math efforts.

STEERING COMMITTEE

Josh Boots, Executive Director, EmpowerK12
Patricia Brantley, CEO, Friendship Public Charter School
Maya Martin Cadogan, Founder and Executive Director, PAVE
Corie Colgan, Chief of Teaching and Learning, DC Public Schools
Eric Collazo, Executive Director, Washington Leadership Academy
Ariel Johnson, Executive Director, DC Charter School Alliance
Jim Kline, President and Executive Director, DC Public Education Fund
Jennie Niles, President and CEO, CityWorks DC
Bisi Oyedele, CEO, Education Forward DC
Kelley Scholl, Assistant Superintendent of Data, Assessment, and Research, OSSE

STRATEGIC COUNCILS

Teaching and Learning

CO-CONVENERS

Toni Barton, CEO, E.L. Haynes Public Charter School
Corie Colgan, DC Public Schools

MEMBERS

Meagan Alderton, DC Special Education Cooperative
Adam Browning, Washington Leadership Academy PCS
Allister Chang, DC State Board of Education
Dominique Foster, Friendship PCS
Sereena Hamm, Washington Latin PCS
Shawn Hardnett, Statesmen Academy PCS
Tiffani Jones, DC Public Schools
Celina Ketelsen, OSSE
Amy McNamer, Association of Independent Schools of Greater Washington
Aliyah McNeely, Council of the District of Columbia
Katharine Noonan, DC Public Schools
Cat Peretti, CitySchools Collaborative
Lucas Torre, DC Public Schools

Infrastructure and Operations

CO-CONVENERS

Rachel Johnston, Chief of Staff, DC Charter School Alliance
Kelley Scholl, Assistant Superintendent for Data, Assessment, and Research, OSSE

MEMBERS

Dominique Amis, Manta
Kara Baer, Causally AI
Ryan Benjamin, Sela PCS
Kimberly Campbell, Friendship PCS
Hanane Hakim, Carlos Rosario International PCS
Edmund Han, KIPP DC
Simon Rodberg, Lee Montessori PCS
Gwen Rubinstein, OSSE
Cyrus Verrani, DC Public Schools

Family and Community Engagement

CO-CONVENERS

Maya Martin Cadogan, Founder and Executive Director, PAVE
Emily Garcia, Chief Operating Officer and Executive Director, DC, Flamboyan Foundation

MEMBERS

Daniela Anello, DC Bilingual Public Charter School
Lucas Cooke, DC Public Schools
Ana Maria Donado, Elsie Whitlow Stokes PCS
Joherra Harris, DC Public Schools
Jennifer Jones, DC Public Schools
Nicole Newman, Critical Exposure
Brandi Reese, PAVE
Simone Scott, PAVE
Glenn Starnes, OSSE
Katrice Turner, PAVE
Bijan Verlin, Council of the District of Columbia

Postsecondary and Workforce

CO-CONVENERS

Erin Bibo, Executive Director, Hire Local DC, and Vice President, Strategic Initiatives, CityWorks DC
Kilin Boardman-Schroyer, Assistant Superintendent of Postsecondary and Career Education, OSSE

MEMBERS

Clara Botstein, Office of the Deputy Mayor for Education
Kevin Clinton, Federal City Council
Chelsea Coffin, D.C. Policy Center
Josh Eastright, Bloomberg Industry Group
Mukta Ghorpadey, DC Postsecondary Success Collaborative
Andrew Hanson, Strada Education Foundation
Julia Hellmich, KIPP DC PCS
Drew Hubbard, DC Workforce Investment Council
J. Michelle Johnson, OSSE
Lecester Johnson, Academy of Hope Adult PCS
LeKisha Jordan, University of the District of Columbia
Hannah Kozik, Council of the District of Columbia
Rob Magliaro, Britebound
Sherry Richardson, DC Public Schools
Alex Swartsel, Jobs for the Future
Lauren Yayboke, McKinsey & Company

Youth council. Young people ages 16 to 26 from high school, college, and other postsecondary paths in DC. Joshua Kiprono, a student at the University of the District of Columbia, presents its first recommendations at the Summit.

Summit sponsor: EmpowerK12
Summit supporters: Education Forward DC, DC Charter School Alliance, Friendship PCS

More bright spots across DC.

Schools, educators, and partners across the city are testing AI now. These efforts are early. The Collective aims to learn which ones improve outcomes and to share what works.

DC Public Schools

The district is implementing Yourway Learning, an AI platform with tools and assistants that support teachers in planning lessons, differentiating instruction, and handling classroom tasks.

Statesmen College Preparatory Academy for Boys

Statesmen has co-designed AI initiatives with education technology partners for more than two years, with a focus on math outcomes.

Friendship Public Charter School

With Stemuli, middle and high school students play multiplayer simulation games that teach AI literacy, math, and workforce readiness.

DC charter teachers

Teachers at Washington Leadership Academy and other charter schools use MagicSchool to scaffold assignments, give targeted feedback, and support diverse learners. An educator co-design project with the DC Charter School Alliance is underway.

Kingsman Academy

School leaders built a custom lesson-planning app on Playlab.

DC Scholars Public Charter School

Teachers are piloting Claude, an AI assistant, in their work.

DC AI Innovation Fellowship

A first cohort of DC high school teachers, coaches, and academic leaders is underway. Fellows spend the year identifying promising uses of AI with Playlab, the DC Charter School Alliance, EmpowerK12, and Education Forward DC.

Tools are named to describe the work. A listing here is not an endorsement.

ON THE SUMMIT PROGRAM

About 60 speakers from more than 40 organizations present at the AI Education Leadership Summit on October 7.

AI for Equity
aiEDU
Amplified Impact Advisors
CAST
Center on Reinventing Public Education
CitySchools Collaborative
CodeVA
Coursemojo
DC AI Collaborative
DC Charter School Alliance
Digital Promise
EDSAFE AI Alliance
Educate Texas
EmpowerK12
Friendship Public Charter School
Goodwill Excel Center
Google for Education
Government of the District of Columbia
Hire Local DC
Howard University
InnovateEDU
Instituto Mundo Verde
Lee Montessori Public Charter Schools
Lenoir Advisory Group
MagicSchool
McKinsey & Company
Microsoft
National Parents Union
New Orleans AI Education Fund
OpenAI
OSSE
PAVE
Playlab
Raising a Village
Sage Pathways
Statesmen College Preparatory Academy for Boys
Stemuli
Strada Education Foundation
Sunshine and Sage Group
The Next Step Public Charter School
The Rithm Project
University of Maryland College of Education
Washington Leadership Academy

SOURCES AI Education Leadership Summit program, October 7, 2026. Capital AI Education Collective and partner updates, fall 2026.

Stay at the table and solve the future with us.

Everyone has a seat: schools, workplaces, government, community partners, families, students, and funders.

The Collective already brings DC schools together to learn which uses of AI improve student learning. With your support, we will continue that work and accelerate the effective use of AI across DC schools.

SCHOOL AND SYSTEM LEADERS OF MIDDLE, HIGH, AND ADULT LEARNERS

This school year, we hope all LEAs serving middle, high, and adult students identify a team lead focused on learning about AI. For those ready to explore more deeply how AI might support your school community, the Fund will ask that you identify a need based on your own data and be willing to share what you find so other DC schools can learn from it.

- Name an AI lead and team, teachers, staff, families, and students.
- Name a need in your own student data before you choose any tool or support strategy.
- Adapt OSSE's model policy and its Stoplight Framework with your community.
- Share what you learn, including what does not work.

FUNDERS AND PARTNERS

A DC AI Education Fund supports this work through difficult citywide budget years, and we are refining our ask based on what we learn this week. Many of you helped build our tutoring, reading, and math efforts. Meet with us this fall and tell us which of these we should focus on first:

- Rapid pilots and evidence projects with research support
- AI literacy and learning for every school and district role, empowering educators to effectively share literacy with middle and high school students
- Shared guardrails every school can use
- Understanding the changing landscape for student pathways from high school to career
- Continue convening the Collective to support strategy and learning cross-sector

AI is already in our classrooms. We are choosing to shape it together, and we know how to do this because we have done it before. We seek your support to continue and accelerate this work.

Together, we can make sure every DC student leaves high school ready for the present and the future.

OUR PRINCIPLES

Ground-up stakeholder engagement
Educators, families, and students shape our priorities through continuous, structured collaboration.

Evidence-driven
We base decisions on rigorous evidence. We measure AI pilots across DC Public Schools and public charter schools and share what works and what does not.

People-first approach
AI supports and empowers educators and students in their own work. It fosters creativity and critical thinking.

Equitable access and inclusivity
AI tools are accessible to all students, minimize the digital divide, avoid bias, and meet the needs of diverse learners.

Ethical usage and data privacy
We use strong data security practices and only AI technologies that meet legal standards for student data privacy.

AI literacy and agency
Teachers and students understand how AI tools work, recognize their limits, and use them safely and effectively.

Transparency and accountability
Schools are clear about when and where AI is part of learning. People verify AI outputs, and developers answer for ethical standards.

Pedagogical purpose
AI serves learning goals. We start with the relationship between students and teachers, then add the tools.

SOURCES Capital AI Education Collective, key principles and core messaging, fall 2026. OSSE, LEA AI Model Policy for Staff Use.

EmpowerK12