



Monday August 26, 2024

Education & Workforce Subcommittee Meeting

Artificial Intelligence Task Force

Attendees:

Magda Balazinska, Subcommittee chair
Ellen Austin Hall, AGO
Sumayo Hassan, AGO
Rose Feliciano, TechNet
Zac Murphy, Office of the Superintendent of Public Instruction (OSPI)
Jacob Morrison, AllenAI
Sheri Call, WA Trucking Association
Vicky Tamaru
Bill Davis
Rose Gunderson, Washington Retail Association
Latoya Belgrave
Joyce Abbot, Washington State Library
Chalia Stallings-Ala'ilima, AGO
Dua Abudiab, Washington State Bar Association
Jeremy Winn, Grays Harbor College
Kathy Chatfield, Technical and Community Colleges system, Clark College
Farah Alqattan
Marti Maxwell- Department of Children, Youth, and Families
Holli Ryan-Kalaleh, OSPI
Simone Boe, Washington Education Association
Chris Webb
Misha Cherniske, OSPI
Jarrell Cook, WorkDay
Neal Luna, AGO
Bre Urness-Straight, OSPI
Terron Ishihara
Kashif Ali

- Introductions with task force co-chair and meeting participants. The guiding questions were posed to the group.
- A meeting member asks where resources will come from to educate groups with artificial intelligence.
- Another meeting member states their perspective of how they are concerned with the potential of loss of jobs or growth within their industry.
- Additional meeting member speaks about the educational opportunities to collaborate with workers to assist them to compete in the space of AI. Particularly from a DEI perspective.
- Task force co-chair comments how AI is a changing technology that is nascent, emphasizes the importance of workers being brought into the fold in the emerging field.



- A meeting member states that they are concerned with educating the broader public to be “cybersecurity safe.” They state that cybersecurity education should begin from a young age and develop as students grow and the threats change. From the workforce perspective, the meeting member states the importance of onboarding from a security perspective.
- Meeting member poses the idea of distinguishing K-12 education and continuing education in the conversation. Points out that there is a greater value in preparing K-12 to grasp changing technology instead of prepping them for current technological changes.
- A meeting member responds to earlier comments about AI use within the education space, noting that not every child needs to learn to code, but some classes use AI to support their final conclusions/understanding in classroom settings.
- A meeting member points out that scaling the effort of AI education also requires considering the digital divide across rural and Tribal communities. Emphasizes thinking about who is responsible for scaling this education to meet the needs of the population.
- A meeting member states that they are hearing from their community/industry anecdotal concerns about access to AI, as well as general concerns with safety and cheating. Mentions that recommending education/training comes with a cost. Introducing requirements on students also has the additional costs of juggling the existing requirements of graduation and learning.
- A meeting member asks what the parameters of the subcommittee and the AI task force are broadly. The response came from AGO policy staff and subcommittee co-chair.
- A meeting member asks to consider engaging employers in the state, specifically the large tech employers.
- A meeting member brings up resources from CISA that provide guidance on the integration of cybersecurity.
- An additional meeting member shares guidance from OSPI regarding AI in K-12 education: <https://www.waesd.org/services/ai/> Meeting member shares resources of the work they are doing, including module developments with Microsoft.
- Another meeting member shares an additional resource from Cisco that supports education and training in the cybersecurity space for upscaling and certification.
- Task force member asks about the technology streams surrounding workforce development and the substantial investments into AI, and suggests engaging in conversation within the consumer protection and privacy subcommittee.
- A meeting member shares a resource from the library about free educational trainings on cybersecurity and certification as well as skills to get comfortable with using computers generally: <https://washstatelib.libguides.com/Digital-skills-resources/free-certification-exams>
- A meeting member from community colleges additionally shares how their networks provide education to members that are separate from developments in AI and technology more broadly.
- Meeting members share information about updates from other states: <https://www.nytimes.com/2024/08/15/technology/california-ai-bill->



[amended.html?unlocked_article_code=1.F04.mFDF.za9Lmxu5AxtA&smid=url-share,](#)
<https://docs.google.com/spreadsheets/d/1J9CSLfbUoMRrGh0bPWoyPKMcGe41rRbllernzQXAffY/edit?gid=0#gid=0>

- An additional meeting member shares their understanding of working with people across the digital divide and what resources were particularly helpful.
- A meeting member interrogates their understanding of how people across the digital divide may benefit from partnerships with public universities and major tech companies.
- A meeting member shares how it is difficult to get major tech companies to invest in sustained efforts in addressing these issues.
- An additional meeting member shares that legacy technology, such as radio, is a good way of reaching people to address issues of continuing education for adults across the digital divide or not directly centered in AI development.
- An additional meeting member states that policy is the most effective route in addressing these issues beyond commercial and philanthropy spaces.
- An additional meeting member states their perspective of what skills are being lost as we introduce artificial intelligence, and how that alters our ability to be competitive.
- A meeting member notes that AI is also used as a tool to assess people's skills and match them with ways to upskill and employers looking for their skills.
- An additional meeting member asks specifically the structure of the membership to subcommittees. An AGO policy staff member shares that these meetings are open but there is planned engagement with expertise and that this intended to be transparent.
- An additional question is asked by meeting member about executive decision making and the capacity of the Office of the Attorney General. A policy member answers how the subcommittees are meant for recommendations and what is written in the statute.