

Education and Workforce Subcommittee Meeting
Artificial Intelligence Task Force
March 7th, 2025

Attendees: Sumayo Hassan, Yuki Ishizuka, John McNamara, Magda Balazinska, Paula Sardinas, James Cantonwine, Jeff Utecht, Finn Parker, Bill Davis, Leif Esbenshade, Ana Ketch, Vicky Tamaru, Anita Gallagher, Chris Webb, Carolyn Cole, Yvonne Taylor, Aayush Kamath

- The meeting began with introductions and a brief overview of the previous meetings. As well as going over the captured main ideas of the previous meetings. The first point was that to support AI education needs to be invested into the state. The current landscape does not support students to have reliable internet access and basic STEM materials, let alone AI.
- A similar comment from previous meeting was supporting the AI in education space in Washington is the ability to purchase high quality licenses. It was also noted that class support is needed in these aspects. The meeting facilitator asked what was missing.
- A meeting member makes the comment about the needs to consider student safety when engaging with this technology.
- A subcommittee member shares a comment about the bills in the legislature targeting the student digital inequity in the state. The meeting facilitator outlines the broader points of today's meeting.
- A meeting attendee brings up the point about not losing sight of current curriculum development of artificial intelligence and related areas.
- An additional meeting member makes a comment about AI tools in the classroom and the discussion occurring about students coding not learning foundational concepts because of relying on AI tools. It impacts their conceptual knowledge of the topic from learning.
- A separate meeting member makes a comment about the potential of making K-12 innovation labs as a manner to build foundational knowledge.
- The meeting facilitator points out a high risk use case of students currently using AI unknowingly. Such as using a search engine that uses an AI and the disclaimer about the results is not prominent. A similar sentiment is echoed by an attendee.
- An additional meeting member points out that a clear disclosure to students is necessary as they interact with AI to assist with student learning.
- A meeting member shares the idea that it would be useful to identify standards in this space for AI tools. Due to the prevalence of vendors in the space and the claims as to what their products can do.
- A meeting member points out that the resources needed in this space often need a lot funding to support the needs.
- A meeting member asks about the ability to reallocating resources to include these technologies without bringing in additional funding.
- Another meeting member shares about their need to hear directly from more student-centered focus groups. The need for student voice is important because

it's their education. As well as the need for folks who want to reengage in this space.

- A meeting member points out that several vendors state that they can detect AI tools. Their numbers are inaccurate and flag student work as plagiarism, and this disproportionately impact specific student populations.
- A meeting member answers that a specific student rights in Whatcom Community Colleges prevents students from being subject to unfair policies. Which shields them from academic discipline from AI plagiarism false positives.
- A meeting member brings the point that the state broadly should be concerned about the surveillance capitalism and commercialization of data.
- A meeting member points that districts are already developing their guidelines. States it'll be of benefit to have more fluid guardrails that can be adaptable to emerging technology.
- A meeting member outlines the challenges in making policy due to greater challenges with the budget and school boards preference and teachers unions.
- Another meeting member shares that it might be of use to focus on standards of best use rather than guidance to share with the state.
- A meeting member asks about the public-school teachers experiencing burn out with the new technology. A meeting member shares that teacher burn out is high in comparison to other years. The meeting member continues to share that the AI is interacting with school server data which poses a different risk.
- The meeting member suggests with engaging with special needs groups to discuss targets with disability and AI in the education space.