SB906 testimony - CRASC.pdf
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Position: FAV

SB906 Education - Artificial Intelligence - Guidelines, Professional Development, and Task Force

Friday, March 7, 2025

EDUCATION, ENERGY, AND THE ENVIRONMENT

SUPPORT

Our names are Julien Halleman, Noah Gordon, Olivia Chin, and Dhru Nahan, and we are students of Anne Arundel County and executive team members of the Chesapeake Regional Association of Student Councils (CRASC). We are writing in support of SB906 Education - Artificial INtelligence - Guidelines, Professional Development, and Task Force. If passed, this bill would ensure that AI is integrated into Maryland's K-12 education system in a safe, ethical, and effective manner. It emphasizes student and teacher support, privacy protections, workforce readiness, and professional development for educators.

In our ever-changing world, AI is undoubtedly becoming increasingly important to the functioning of our society and workforce. Furthermore, as seen in the recently created Department of Government Efficeincy, AI is being used to make decisions that have lasting effects on our country—these decisions can be better understood with improved knowledge of AI. Thus, it is imperative that Maryland schools make a strong effort to educate teachers and students on AI and how to use it ethically and responsibly.

As students in Anne Arundel County, AI is frequently being misused for cheating and shortcuts in school. From math assignments to English essays to history packets, AI has become an easy way for students to avoid truly learning. Even worse, it has allowed students who are falling behind to go unnoticed. I have personally noticed that teachers who are more informed and engaged with AI are far more capable of detecting and addressing AI-related cheating. By spreading greater awareness of AI detection methods and response strategies among teachers, cheating will undoubtedly decrease, and AI can instead be used as a purely supplementary tool.

Furthermore, by creating a concrete list of permitted and prohibited AI tools, students will have a clearer understanding of how they should utilize AI—bringing certainty to a currently ambiguous topic in schools.

According to a study by the Pew Research Center, 26% of students from households earning $75,000 or more report knowing "a lot" about ChatGPT, compared to only 11% of those from households earning under $30,000. By integrating approved AI tools into the curriculum, education will become more equitable, reducing the unfair advantage that wealthier students have due to greater access to technology.

The CRASC Legislative Department refers back to the following relevant clauses of the CRASC Platform:

- *CRASC Supports…* Improvement in teacher professional development and others other measures that improve the quality of instruction for students; (Plank 3, Clause F)
- *CRASC Supports…*The availability of tutoring and additional resources for all students; (Plank 3, Clause L)

Accordingly, CRASC respectfully requests a **FAVORABLE** committee report on SB906.

Respectfully Submitted,

Julien Halleman, Secretary of Legislation**,** julienh123@icloud.com

Noah Gordon, Legislative Liaison**,** noah.gordonn08@gmail.com

Olivia Chin, Legislative Liaison, gooliviachin@gmail.com
Dhru Nahan, Legislative Liaison, dhrunaran@gmail.com

Letter of Support for SB0906.pdf
Uploaded by: Kathy Benson
Position: FAV

Kathy Benson
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3/5/2025

Dear Chairperson and Members of the Committee,

Thank you for the opportunity to testify in support of Senate Bill 906, "Education - Artificial Intelligence - Guidelines, Professional Development, and Task Force." Artificial Intelligence (AI) is rapidly transforming various sectors, and education is no exception. AI offers immense potential to enhance teaching and learning experiences, but it's crucial to approach its implementation responsibly. As a former software engineer and current computer science educator, I strongly advocate for the passage of SB0906, which establishes critical AI guidance, professional development, and a robust task force process to ensure Maryland's education system responsibly integrates artificial intelligence.

SB0906 provides a structured, responsible, and forward-thinking approach to AI in education. TeachAI projects that machine learning jobs will grow by 40% and that there will be over 1 million new jobs by 2027. The skills required for many jobs have changed by 25% since 2015. The skills required by many jobs are expected to change by 65% by 2030.[1] With AI rapidly shaping the workforce, Maryland must ensure its students, teachers, and schools are prepared, protected, and positioned for success. AI has the potential to revolutionize education, offering personalized learning experiences, automating administrative tasks, and providing valuable insights to educators. However, it also raises concerns about data privacy, algorithmic bias, and the potential for AI to replace human interaction in the classroom.

Why SB0906 is Essential

We need to prepare all students to understand and navigate the complexities of AI, which can be a catalyst for inclusive, personalized, innovative education. The state and its school systems must be strategic partners in this work.

- **AI is Already in Schools**: From adaptive learning platforms to instructional design assistance, AI is already shaping education. However, the lack of

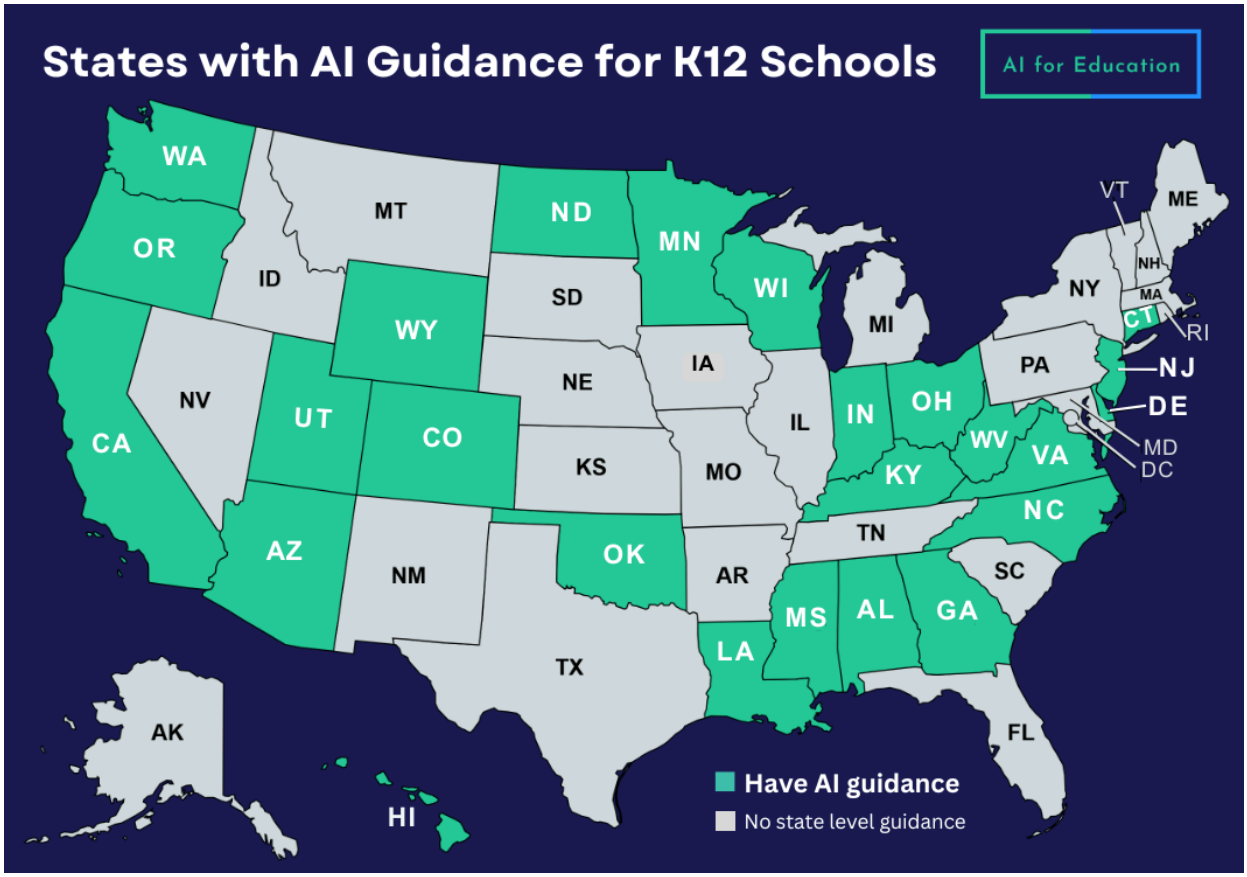
[1] https://www.teachai.org/toolkit-presentation

clear statewide guidelines means that its implementation is inconsistent and potentially inequitable, raising urgent ethical concerns.

- **Guidance Ensures Safe, Effective AI Use**: SB0906 mandates that the Maryland State Department of Education (MSDE) create clear, evidence-based guidelines on classroom AI use. These guidelines will ensure that AI supports—not replaces—teachers while protecting student privacy and academic integrity.
- **Equity & Access Matter**: Without the checks and balances provided by SB0906, unchecked AI integration could significantly widen the digital divide. This bill is crucial to ensure that all Maryland students, regardless of their district's resources, can benefit from AI-powered learning tools.

AI Guidance

SB0906 requires MSDE, in consultation with the AI Task Force, to develop guidance that ensures AI tools are safe, ethical, and effective in K-12 classrooms.



Citation: AI for Education

Rationale

Rapid AI Adoption Without Oversight

- Schools and districts are adopting AI tools without standardized policies, leading to inconsistent and potentially harmful implementations.
- **Example:** Some schools ban ChatGPT outright, while others integrate it without teacher training, leading to misuse or overreliance.

Equity & Access

- AI can bridge or widen the digital divide. Wealthier schools may integrate AI-powered tutors, while underfunded schools lack access.
- **For example,** Schools with 1:1 devices can use AI for personalized learning, but students in device-limited districts are left out.

Ethical & Legal Considerations

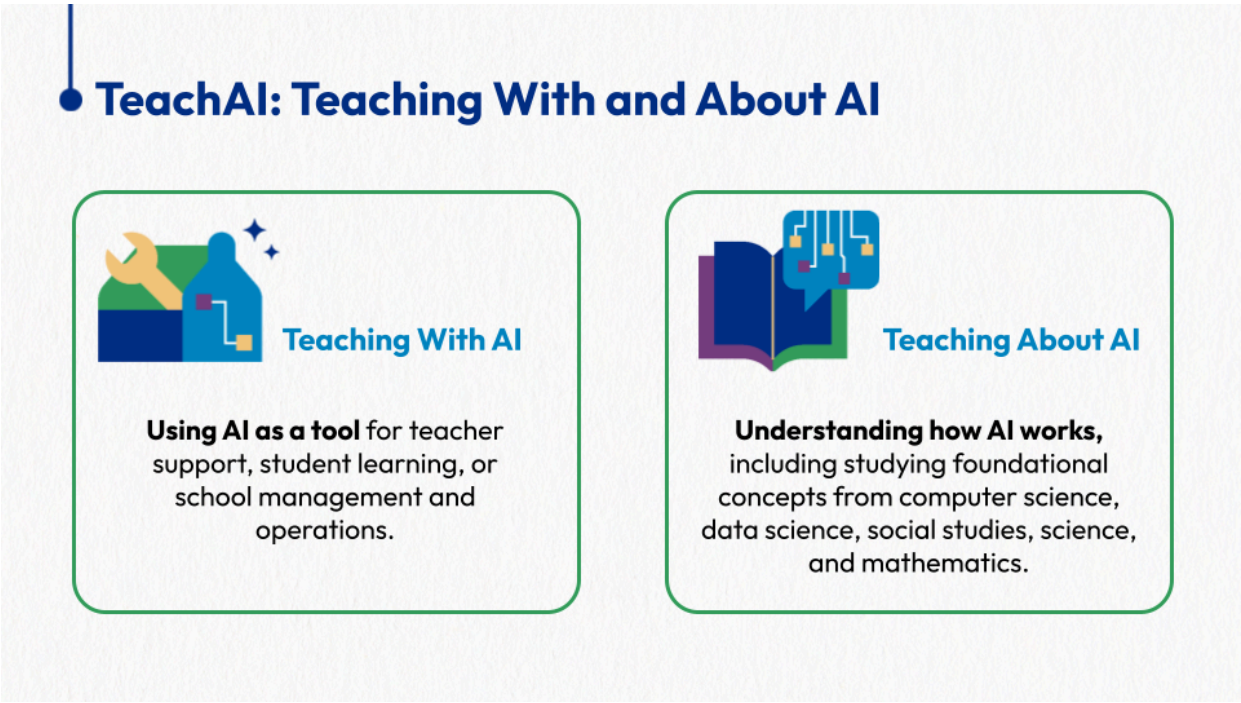
- AI systems can reinforce biases, misuse student data, or infringe on intellectual property rights.
- **Example:** AI grading tools have been found to favor specific demographics due to biased training data.

What AI Guidance Should Cover

Maryland has created Interim Guidance for State Employees for the Responsible Use of Commercial Generative Artificial Intelligence Tools. MSDE is working on state guidance for educators and an AI Hub. The work is being done through a task force that includes representation from LEA CIOs.

25 states and their departments of education now have official guidance or policy on the use of AI in K12 schools. North Carolina's guidance provides an excellent model. The TeachAI toolkit explains the process of developing guidance.

In addition to AI Literacy (using AI to support learning in all disciplines), the future workforce will demand an increased understanding of how to CREATE with AI (learning about AI). AI literacy may be considered a domain of educational technology, including school library media specialists. Learning ABOUT AI is typically spearheaded by computer science educators.



Citation: Teach AI Toolkit Presentation

Human Oversight

- To harness AI's potential while mitigating risks, educators should maintain human oversight of AI systems to ensure they are used ethically and effectively.

Privacy

- Guidelines for AI use in education should align with existing digital privacy laws. Guidance about tools should consider privacy of not only generative AI prompts but also use of information for model training purposes.
- **Example**: Some AI tools collect student data without transparency, leading to FERPA violations. Define what student, teacher, and personally identifiable information (PII) is off-limits to GenAI tools.

Bias

As AI becomes more integrated into classrooms, educators must be aware of bias in AI output and take proactive steps to ensure fair, equitable, and critical use of AI-powered tools. AI systems are trained on vast datasets that may contain historical, cultural, or systemic biases, leading to skewed or discriminatory results.

The education field must develop clear guidelines, training, and oversight to mitigate these risks.

Intellectual Integrity

As AI tools become increasingly integrated into education and professional settings, intellectual integrity must be redefined and reinforced to ensure responsible and ethical use of AI-generated content. AI-generated content without modification or critical thought is plagiarism.

Accessibility

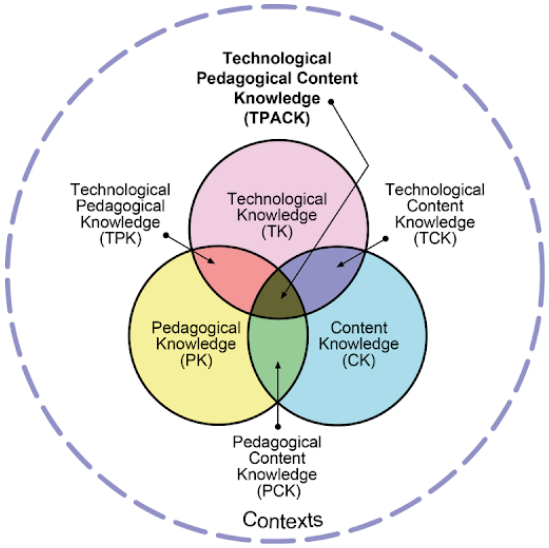
- Tools need to accommodate diverse learners and varying technical skills.
- **Example**: Visually or Hearing Impaired students need to be able to leverage AI tools.

Infrastructure & Resources

- Schools need guidance on AI tools. Implementing AI technologies can be expensive, particularly for smaller schools and districts. Unequal access to technology and internet connectivity can exacerbate existing educational inequities.
- **Example**: AI-driven tutoring has improved learning outcomes, but only in schools with the funding and infrastructure to support it.

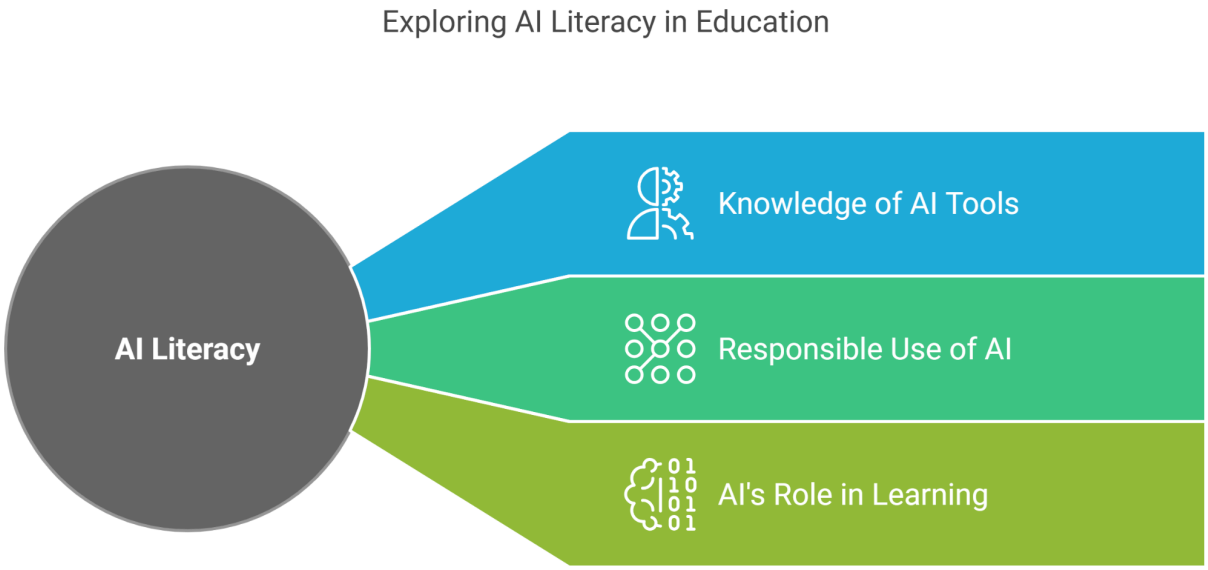
TPACK

The guidance needs to be focused on more than technology. It should address technology, Pedagogy, and Content Knowledge (TPACK). To harness AI's potential while mitigating risks, educators should maintain human oversight of AI systems to ensure they are used ethically and effectively.



Students

AI can support students in numerous ways, but we need to teach and guide students in how to use them productively and responsibly.



Opportunities:

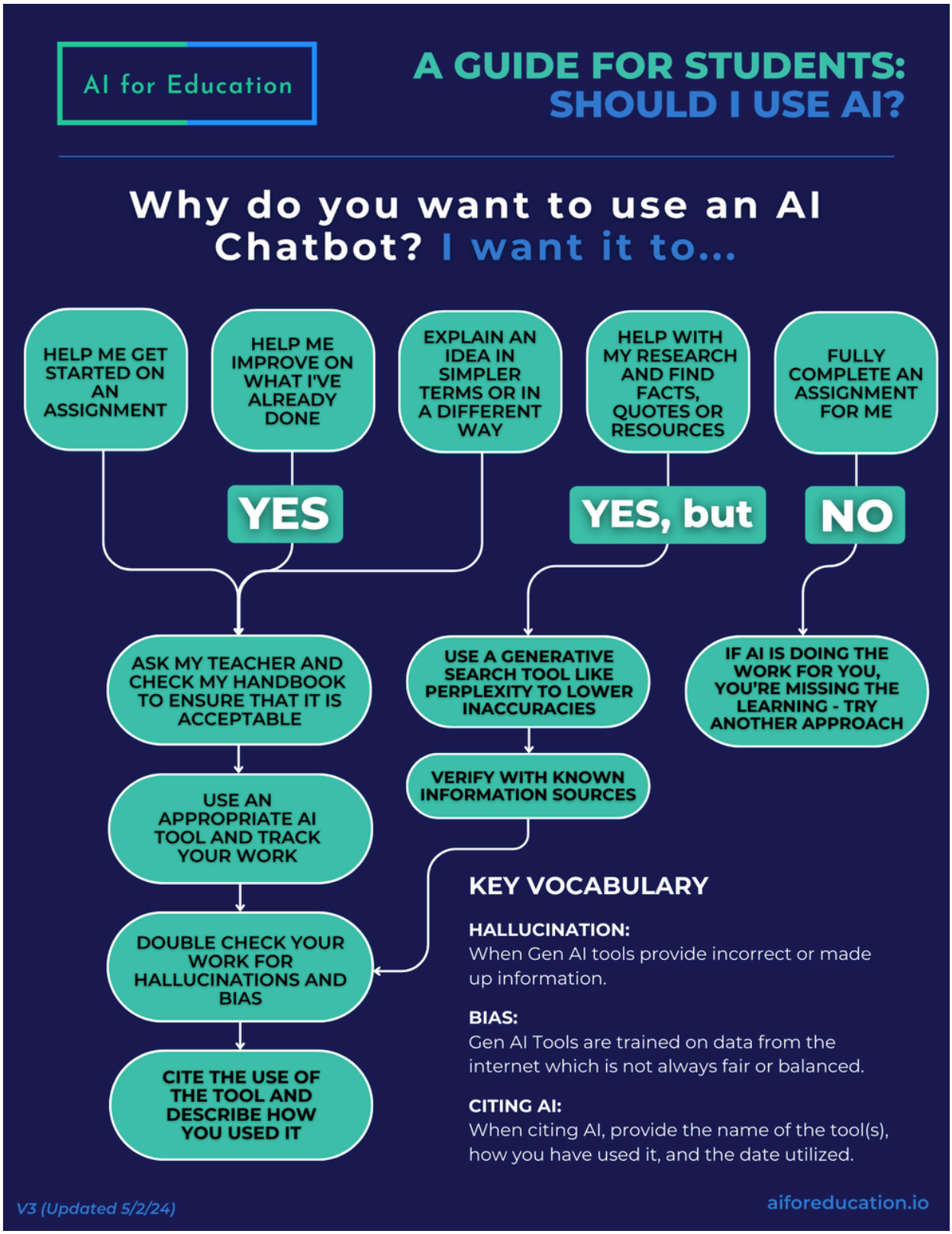
- **Personalized Learning:** AI can analyze student data to tailor learning experiences to individual needs, providing targeted support and resources.

AI-powered personalized learning can lead to improved student engagement, achievement, and retention.

- **Intelligent Tutoring Systems:** AI-powered tutoring systems can offer personalized feedback and guidance, helping students learn at their own pace.
- **Enhanced Accessibility:** AI can provide support for students with disabilities, making education more accessible and inclusive.

Cautions

- To prevent students from becoming overly reliant on AI tools while ensuring they develop critical thinking and writing skills, educators should implement **structured, intentional AI integration**. Emphasize AI as a Learning Aid, Not a Replacement. Teach students **how** AI generates responses, including its limitations and biases. Frame AI as a **drafting, brainstorming, or feedback tool**—not a source of final answers.



Citation: AI for Education

- When students are permitted to use AI:
    - Students will need to fact-check output.
    - Provide guidelines on how students should cite their use of generative AI for their assignments.

Teachers

<u>Opportunities:</u>

AI can support educators in numerous ways:

- **Content Creation:** AI can assist in creating educational content, such as quizzes, study guides, and interactive simulations.
- **Administrative Tasks:** AI can streamline administrative tasks, such as scheduling, attendance tracking, and data analysis.
- **Increased Efficiency:** AI can automate time-consuming tasks, allowing educators to focus on higher-order teaching and learning activities.
- **Data-Driven Insights:** AI can analyze student data to provide educators with valuable insights into student learning patterns and needs.

<u>Cautions:</u>

- **Assessment Considerations**:
    - GenAI detectors often produce inaccurate results especially for non-native English speakers.
    - Automatic grading tools can be biased.
- **Assess Original Thinking & Process, Not Just Outcomes:** Grade idea development, reasoning, and revisions, not just final written pieces. Require students to submit annotated drafts showing their own edits and thought process. Use oral presentations, debates, and in-class writing to assess authentic understanding. Teach reverse engineering: Give AI an answer and ask students to write a better one.

Parents

- **Transparency:** Clearly communicate how AI is being used in the classroom and ensure students and parents understand its purpose.

Interdisciplinary Collaboration

- Policymakers, educators, technologists, and ethicists must come together to collaborate on AI governance. This is not just a recommendation, but a necessity for ensuring that AI is used responsibly and ethically in our schools. The Task Force should include a representative from the Maryland Center for Computing Education (MCCE), Computer Science Teacher Association of Maryland (CSTA-MD), and Institutions of Higher Education (IHE). This task force with broader membership will facilitate generating guidance that not only addresses technological tools but also content knowledge (what should be taught) and pedagogy (how it should be taught).
- **Example**: Finland has a national AI strategy includes education, industry, and government collaboration.

AI Needs Assessment & Accountability

- SB906 mandates a statewide AI needs assessment to evaluate school systems' readiness for AI integration. County boards must report annually on their use of AI in instruction, student performance, and compliance with data privacy laws.

Workforce Readiness & Career Preparation

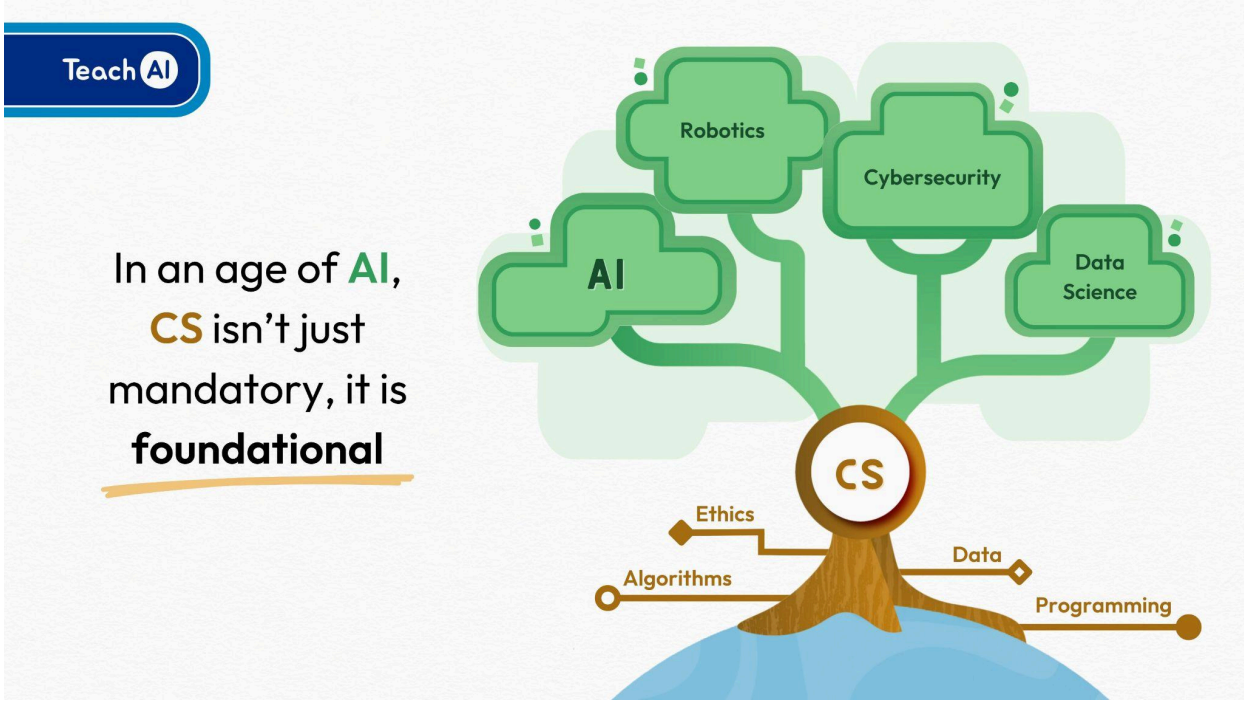
- SB906 requires the MSDE Career and Technical Education (CTE) Committee is required to incorporate AI literacy into workforce readiness programs. This will prepare students for AI-driven industries, ensuring Maryland remains competitive in the evolving job market and STEM economy. It ensures students can create AI solutions rather than just consume them.
- **Example**: AI is reshaping fields from healthcare to finance—this bill ensures students gain foundational knowledge to enter these fields ethically and competently.

Professional Development for Educators

- SB906 funds AI training for teachers and administrators, including courses, webinars, and peer-led training. Training should focus on AI ethics, bias detection, instructional use, and responsible AI integration. MCCE,

Washington County and Howard County are already piloting this work. Maryland does not need to reinvent the wheel. MCCE has delivered many workshops on AI and will host a Statewide AI Summit for Educators on June 21, 2025, at the University of Maryland Baltimore County (UMBC).

Why Computational Thinking & CS Are Foundational



Citation: Teach AI Toolkit Presentation

It is important to understand that in an age of AI, computational thinking (CT) and computer science (CS) education is foundational.

- AI is Built on Computer Science Principles: Without a strong CS foundation, students will struggle to understand AI's logic, bias, and ethical risks.
- Teaches Problem-Solving & Ethics: Understanding algorithms empowers students to analyze and challenge biased AI systems.

Conclusion

I urge you to support SB0906 and to work towards its swift passage. ***I support amending the task force to include a representative from the Maryland Center for Computing Education (MCCE), Computer Science Teacher Association of Maryland (CSTA-MD), and local Institutions of Higher Education (IHE).*** This robust, task force will not only address technology but also pedagogy and content knowledge. The future of education depends on our ability to adapt to and leverage new technologies like AI. These measures are essential for ensuring that AI is used responsibly and ethically in our schools. By providing clear guidelines, professional development, and a high-quality interdisciplinary task force, SB0906 will help maximize AI's benefits while minimizing its potential risks.

Thank you for your time and consideration.

Sincerely,

Kathy Benson

Note: Kathy Benson used generative AI as a thought partner for this letter.

SB 906 Hester Testimony.pdf
Uploaded by: Katie Fry Hester
Position: FAV

KATIE FRY HESTER
Legislative District 9
Howard and Montgomery Counties

Education, Energy, and
Environment Committee

Chair, Joint Committee on
Cybersecurity, Information Technology
and Biotechnology

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Testimony in Support of SB 906- K-12 Artificial Intelligence Act

March 7, 2025

Chair Feldman, Vice-Chair Kagan, and members of the Education, Energy, and the Environment Committee.

Thank you for your consideration of SB 906, the K-12 Artificial Intelligence Act. This legislation marks a critical step in ensuring that Maryland's public schools proactively and responsibly integrate artificial intelligence (AI) into education, preparing students for the future workforce while equipping educators with the necessary tools and knowledge.

Over the past year, AI has surged across industries, including education. In the classroom, AI offers unparalleled opportunities:

- **For educators**, AI can streamline administrative tasks such as lesson planning, grading, and assessments, allowing educators to focus on student engagement.
- **For students**, AI-powered tutoring provides personalized, one-on-one learning support, enhancing student's learning outcomes.[1]
- **For schools**, AI-driven tools expand access to language learning, career exploration, and adaptive instruction, ensuring that every student, regardless of background or ability, receives a high-quality education.[2]

However, with such opportunities come significant risks. AI tools like OpenAI's ChatGPT have raised concerns about bias, cybersecurity, and misinformation. Without proper oversight, AI can reinforce inequities, compromise student data privacy, and lead to overreliance on automated systems. Schools may struggle to integrate AI effectively and ethically without clear policies, training, and accountability measures.

SB 906 ensures Maryland remains ahead of the curve by establishing clear guidelines, providing necessary support, and safeguarding responsible AI use in classrooms. SB906 will:

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[1] Colordao AI in K-12 Education_December 2024.pdf

[2] https://www.coloradoedinitiative.org/wp-content/uploads/2024/08/Colorado-Roadmap-for-AI-in-K-12-Education_August-2024.pdf

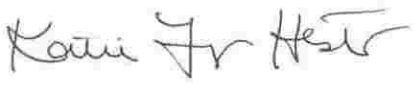
1) **Establish the AI in Education Task Force**, composed of educators, students, policymakers, and stakeholders, to study AI's role in Maryland schools and recommend responsible implementation in K-12 curriculum and career programs.
2) **Require the Maryland State Department of Education (MSDE)** to collaborate with the State Board and AI Task Force to develop statewide AI guidelines by **March 1, 2027**, ensuring ethical, student-centered, and evidence-based AI use in education.
3) **Direct the development of AI literacy programs** by **June 1, 2026**, providing teachers and administrators with training, courses, and monthly webinars.
4) **Ensure transparency and accountability** by requiring the Department of Education to publish AI guidance online and mandating county boards to report on AI integration and compliance with data privacy laws. County boards must submit AI implementation reports to the Department of Education by **July 1, 2026**, with final findings presented to the Maryland General Assembly by **August 1, 2026**.

Across the Southern Regional Education Board (SREB) states, several have already taken action to establish AI guidance for education. Delaware, Kentucky, West Virginia, Virginia, North Carolina, South Carolina, Oklahoma, Arkansas, and Mississippi have implemented AI policies or guidelines. Tennessee has enacted legislation requiring the development of AI guidance, while Texas and Louisiana have established task forces to shape their policies. In contrast, Maryland, along with Alabama, Georgia, and Florida, currently lacks any formal AI guidance for K-12 education.[3]

Without a clear and strategic plan for AI integration, Maryland risks falling behind, leaving students underprepared for an evolving workforce and teachers struggling to adapt to technology-driven classrooms. SB 906 ensures Maryland leads the way in fostering an equitable and innovative education system.

I respectfully request a favorable report on **SB 906** to position Maryland as a leader in AI-driven education.

Sincerely,



Senator Katie Fry Hester
Howard & Montgomery Counties

[3] CSG AI Panel_ Education FINAL.pptx

SB 0906 - State Board - Support.docx.pdf
Uploaded by: Richard Kincaid
Position: FAV

Maryland
STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
State Superintendent of Schools
Joshua L. Michael, Ph.D.
President, State Board of Education

TO: Senate Committee on Education, Energy, and the Environment

BILL: Senate Bill (SB) 0906- Education - Artificial Intelligence - Guidelines, Professional Development, and Task Force

DATE: March 07, 2025

POSITION: Support

The Maryland State Department of Education (MSDE) and the Maryland State Board of Education support House Bill (HB) 1391 - *Education - Artificial Intelligence - Guidelines, Professional Development, and Task Force*. MSDE appreciates the sponsor's recognition of the growing importance of artificial intelligence (AI) in education and the need for a proactive, collaborative approach to harnessing its potential benefits while mitigating risks. We also appreciate the sponsor working with us to make forthcoming amendments to bolster the bill.

MSDE believes SB0906 provides a strong framework for this important work by:

- Requiring MSDE, in consultation with the State Board and a diverse task force, to develop comprehensive AI guidelines and implementation strategies for schools
- Mandating professional development to build educator capacity to effectively leverage AI
- Establishing regular reporting to ensure transparency and accountability
- Emphasizing the integration of AI literacy as a key workforce preparation component

With the following amendments that the sponsor has agreed to bring forward, we believe SB0906 can position Maryland as a national leader in the responsible use of AI in education:

1. On page 2, lines 10-13, change the deadline for developing AI guidance from August 1, 2026 to March 1, 2027. This will provide MSDE and the task force adequate time to incorporate the task force's final recommendations, due December 1, 2026, into the guidance. In addition, the modified timeline will help MSDE and the Local Education Agencies to develop and implement a professional development and training plan for the 2027-2028 school year.

2. Remove the requirement for MSDE and the Department of Information Technology to develop and annually update an AI tools list (page 2, lines 27-30 and page 3, lines 1-3). Instead, MSDE will maintain and expand its existing AI resources hub (located at https://msde.instructure.com/courses/1115/pages/introduction-to-artificial-intelligence) which includes robust AI lesson plans, AI educational resources, and AI policies for school districts, teachers, and parents.

3. Remove references to the Career and Technical Education (CTE) Committee (page 3, lines 7-9). MSDE should be the entity responsible for ensuring AI literacy in workforce preparation, in

collaboration with the University System of Maryland's Maryland Center for Computing Education (MCCE) and the Governor's Workforce Development Board. MCCE and the Board should also be represented on the AI in Education Task Force.

4. Move the deadline for MSDE ensuring AI literacy in workforce preparation from October 1, 2025 to a date in mid-2026 to provide sufficient implementation time.

To effectively implement the provisions of SB0906 with these amendments, MSDE respectfully requests four additional positions:

- One (1) Grade 22 AI Technical Specialist to support the AI team in assessing tools for viability, provide technical expertise to local school systems, and assist with AI tool implementation in MSDE digital learning and CTE programs.

- One (1) Grade 22 AI Digital Learning Staff to develop AI curriculum guidance and support local implementation.

- One (1) Grade 22 Coordinator of K-8 Computer Science to support AI integration into PK-8 Computer Science standards, coordinate related professional development, collaborate on AI tool approval, assist the AI task force, and build CTE pathways to ensure workforce readiness.

- One (1) contractual Administrative Assistant to support task force logistics, procurement processes, and data collection whose term coincides with the existence of the Task Force named in the bill.

In addition, MSDE requests an allocation of $100,000 to support the testing and implementation of AI tools within the Department. This will ensure MSDE is well-equipped to provide informed guidance and support to local school systems.

With these amendments, additional staffing, and funding, MSDE strongly supports SB0906 and appreciates the sponsor's leadership on this critical issue. AI is rapidly reshaping our world, and Maryland schools must be equipped to prepare students for this new reality. SB0906 provides a collaborative path forward that balances innovation with safeguards, state guidance with local flexibility, and aspiration with implementation realities. We look forward to working with the sponsor and the Committee to refine and advance this important legislation.

Lastly, we would like to note that the fiscal note submitted to DLS a couple weeks ago is out of date and does not reflect the accurate fiscal or operational cost MSDE will incur with the amended bill. The initial fiscal note said MSDE would require seven new staff members to complete this work, and as we stated earlier, MSDE now believes four new staff members will be needed to support the work laid out in the amended version of SB0906.

For further information or to discuss the proposed amendments, please contact Dr. Akilah Alleyne (Executive Director of Government Affairs) at 410-767-0504 or akilah.alleyne@maryland.gov.

SB906_MSEA_Lamb_INFO.pdf
Uploaded by: Lauren Lamb
Position: INFO

MARYLAND STATE EDUCATION ASSOCIATION

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marylandeducators.org

INFORMATIONAL
Senate Bill 906
Education – Artificial Intelligence – Guidelines, Professional Development, and Task Force

Senate Committee on Education, Energy, and the Environment
March 7, 2025

Lauren Lamb
Government Relations

The Maryland State Education Association offers this informational testimony on Senate Bill 906, which would require the State Department of Education, in consultation with the State Board of Education and the Task Force on Artificial Intelligence in K-12 Education, to develop or update guidance on artificial intelligence for county boards of education. It would also require the Department, in consultation with the Department of Information Technology, to develop and update annually a list of approved artificial intelligence tools and require each county board to conduct an annual inventory of systems that employ artificial intelligence.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

As educators continue to grapple with the implications of a rapidly changing Artificial Intelligence (AI) landscape, we appreciate efforts to ensure that any use of AI in public schools is equitable, research-based, and developed with educator voices at the table. Underscoring the timeliness of this issue is a resolution passed by the National Education Association in 2023 and updated in 2024 regarding the use AI in public education:

> **B-71. Artificial Intelligence**
>
> The National Education Association believes that the development and expanding use of Artificial Intelligence (AI) technologies will continue to impact students, educators, public education, and the greater community. The Association also

believes that the use of AI in public education should align with the following principles:

a. AI tools should support the needs of students and educators.

b. The implementation of AI must be equitable, accessible, and inclusive to ensure that no community is disadvantaged or excluded.

c. AI tools and their implementation must be free of cultural, racial, and gender biases, and they should not perpetuate or amplify existing biases or discrimination.

d. Educators should be involved in the development of best practices for pedagogical applications of AI.

e. The use of AI in public education should be transparent, including its applications, what data is collected, and how that data is used.

f. AI should not compromise the privacy of educators, students, or their families.

g. Educators and students should be provided guidance and training on the ethical use of AI tools.

h. Evaluation of AI implementation should be ongoing to ensure it supports the needs of students and educators, and aligns with ethical standards and practices.

The Association further believes that AI tools should not be used to replace educators nor their professional judgment.

This bill highlights the role of student and educator input in developing best practices and includes educator representatives on the bodies that will develop recommendations. We commend this inclusion and believe it will strengthen any resulting recommendations. While we agree that it is important to make educators and students aware of the uses and risks of AI, we would urge caution when adopting new tools to ensure that all parties are prepared to use them safely, fairly, and without bias. We appreciate that this bill highlights professional development and will advocate that any such trainings for educators are paid or credit eligible.

Further, we recognize the value of gathering detailed data on which AI tools are currently in use in schools. As we monitor this evolving space, we will continue to urge alignment with the NEA resolution above and any forthcoming guidance on maximizing the benefits of AI for education while mitigating potential risks, harms, or overreaches.

SB 906 - DoIT Written Testimony .docx.pdf
Uploaded by: Sara Elalamy
Position: INFO

Maryland
DEPARTMENT OF INFORMATION TECHNOLOGY

Wes Moore | Governor
Aruna Miller | Lt. Governor
Katie Savage | Secretary

TO: Senate Education, Energy, and the Environment Committee
FROM: Department of Information Technology
RE: Senate Bill 906 - Education - Artificial Intelligence - Guidelines, Professional Development, and Task Force
DATE: March 7, 2025
POSITION: Letter of Concern

The Honorable Brian J. Feldman, Chair
Senate Education, Energy, and the Environment Committee
2 West, Miller Senate Office Building
Annapolis, Maryland 21401

Dear Chairman Feldman,

The Department of Information Technology (DoIT) acknowledges the intent of Senate Bill 906 - *Education – Artificial Intelligence – Guidelines, Professional Development, and Task Force*, and appreciates the opportunity to engage with its proposed actions. Senate Bill 906 establishes guidelines and policies for the use of artificial intelligence (AI) in K–12 education. The Maryland State Department of Education (MSDE), in consultation with the State Board of Education and the Task Force on Artificial Intelligence in K–12 Education, must develop or update AI guidance to promote safe, responsible, and ethical AI use in schools.

However, DoIT is not positioned to develop, maintain, and annually update an LEA-specific Approved List of AI tools. This process requires sector-specific expertise that extends beyond DoIT's scope. Instead, we propose adhering to DoIT's current role in providing statewide, non-sector-specific guidance, focusing on defining requirements and best practices for various AI tool categories—such as AI coding assistants and AI transcription tools—which the Maryland State Department of Education (MSDE) can further tailor to the education sector.

DoIT also has concerns regarding the inventory-related provisions of SB 906, particularly the requirement for consultation with DoIT. The responsibility for this inventory would likely fall on both the AI Enablement team (AET) and the Governance, Risk, and Compliance (GRC) teams. Both AET and GRC teams collaborate to build out policies. However, the additional workload required by this bill would significantly strain their capacity, as they are already engaged in broader AI policy initiatives applicable across agencies.

The AI Enablement team (AET) is a new, small team of three members, catalyzing state-wide AI enablement by shaping policies, procedures, infrastructure, experimentation, procurement pathways, and other artifacts to drive execution on the 2025 AI Strategy shared with the General Assembly. The outputs of AET are meant to be general and useful for all agencies, becoming a model for agencies to apply their sector-specific guidelines and adoption execution. Given these constraints, DoIT respectfully requests that our agency be removed from the bill, as AET does not have the resources to support MSDE in managing education-focused AI tools.

Furthermore, many of the objectives outlined in SB 906 are already being addressed through existing efforts. AET's policy outputs—such as broader AI governance frameworks, inventory standards, experimentation pathways, and training—is and will be readily available to MSDE to support its AI initiatives. Additionally, DoIT intends to assist MSDE in identifying fellows, staff, or vendors capable of supporting this work, with a focus on capacity-building. MSDE will also have access to policy guidance from both the GRC and AET teams, along with input from a coalition of stakeholders, as recognized in the bill.

For these reasons, I respectfully urge the committee to re-consider a consolidation of bills.Thank you for your time and consideration.

Best,

Melissa Leaman
Acting Secretary
Department of Information Technology