

Pre-Meeting Preparation for Maine AI Task Force for Friday, May 9, 2025

Topic: Education

In this memo, you'll find a preview of the May 9 meeting agenda; information about a public comment portal launched for the Task Force; background information for our discussion of AI's implications for Maine's education system; and highlights of recent AI news and research from around the country, as well as upcoming AI-related events in Maine.¹

Meeting overview for May 9, 2025

At its last meeting on April 11, 2025, the Task Force discussed AI's workforce implications for Maine. Mark McNerney from Maine DOL presented his analysis of Maine's workforce exposure to AI, for which he replicated leading national workforce studies using Maine-specific workforce data. This was followed by a panel discussion that featured Sandra Klausmeyer (Bangor Savings Bank) speaking about the bank's initiative for upskilling their workforce on AI and Tiffany Hsieh (Jobs for the Future) presenting on national trends around AI's impact on workers. Slides and a recording of that meeting are available via [the AI Task Force meeting calendar page on GOPIF's website](#).

The upcoming meeting on May 9 is designed to build on that conversation by going deeper into the topic of AI's impacts and opportunities for Maine's education system. This conversation with the full group will also help provide a foundation for the small group focused on Education.

Finally, a scheduling reminder that the upcoming AI Task Force meeting originally planned for June 27 will now take place on Wednesday, June 25, from 12:00 to 2:00 PM. You can find the full Task Force Roadmap and the list of subgroup discussion questions [at the end of this memo](#).

Agenda – May 9, 2025

1. Welcome (3 min)
2. Panel: Maine educator perspectives from the principal's office and the classroom (30 min)
 - Kate Meyer, English Language Arts Teacher, Mount Desert Island High School
 - Mike Muir, Principal, East Grand High School
 - Julie York, Career Preparation and Technology Teacher, South Portland High School
 - Moderated by Beth Lambert, Chief Teaching and Learning Officer, Maine DOE
3. Panel: AI and the national education landscape (30 min)
 - [Kate Moore, Research Scientist, Scheller Teacher Education Program, Massachusetts Institute of Technology](#)
 - [Ulrich Boser, CEO, The Learning Agency](#)
 - Moderated by Ruth Kermish-Allen, Executive Director, Maine Mathematics and Science Alliance
4. Break (5 min)
5. Task Force discussion (45 min)

¹ Portions of this memo were drafted with assistance from GenAI technology.

6. Wrap-up (2 min)

Maine AI Task Force Seeks Public Input

The Governor’s Office of Policy Innovation and the Future has launched a comments portal for collecting public input for Maine’s AI Task Force. Comments will be accepted through mid-June. Task Force members are welcome to circulate the link to anyone interested in sharing their perspective: <https://www.surveymonkey.com/r/AI-Task-Force>.

Background on AI’s Education Implications for Maine

- [TeachAI](#): This initiative, spun off from Code.org, launched in 2023 to provide policy leadership and educator resources about AI’s impact on education. More than 60 government and educational agencies (including Maine DOE) participate in TeachAI events, attend workshops, and contribute to recommendations. They recommend [list of five specific foundational policy actions](#) that government can take to guide safe and effective AI adoption in schools:
 - *Foster leadership* by establishing “AI in Education”-specific task forces
 - *Promote AI literacy* among students and graduates by integrating key computer science and AI skills and concepts into core curricula
 - *Equip schools with guidance* on the safe, effective, and responsible use of AI
 - *Build school- and district-level capacity* by providing funding and programs to support educator and staff professional development on AI
 - *Support innovation* by promoting the research and development of safe and effective AI in education practices, curricula, and tools.
- [Maine DOE’s AI Guidance Roadmap](#): This tool, created and maintained by the Maine Department of Education, provides educators and school leadership with basic principles to help guide implementation of AI tools in Maine schools. This tool also highlights AI learning happening in schools across Maine.
- Two articles explore ways tools being developed outside of the classroom to support student learning:
 - [Here’s how ed-tech companies are pitching AI to teachers \(MIT Technology Review\)](#) discusses how ed-tech companies are introducing AI tutors that adapt to individual student needs, offer targeted feedback, and support skills practice – particularly in literacy and math – often outside of school hours.
 - [A.I. In Schools: A Reporter’s Tip Sheet for the New School Year](#) from The Learning Agency highlights how schools are moving beyond basic AI tools like ChatGPT to implement more integrated solutions that assist in identifying student performance trends, conducting literacy screenings, and providing real-time teacher coaching. It also discusses the adoption of low-tech AI applications accessible via SMS to support students in resource-limited settings and explores how AI is enhancing teacher development through tools that offer feedback and simulation-based

training. The piece serves as a guide for reporters to understand and cover the evolving role of AI in education.

- [AI in Education in 2024: Educators Express Mixed Feelings on the Technology's Future](#): This September 2024 article from EdTech focuses on perceptions of AI amongst K-12 teachers. The author summarizes three recent studies (Consortium for School Networking's [2024 State Of Edtech District Leadership](#), Carnegie Learning's [The State of AI in Education](#) and [AI in Education: A Microsoft Special Report](#)). These three studies analyze trends and potential challenges amongst educators adopting AI technologies. Some key findings include:
 - *A lack of familiarity with the technology*: 68% of educators have used AI in school settings at least once or twice, but only 24% consider themselves “highly familiar”.
 - *Significant productivity gains*: According to Carnegie Learning, 42% of teachers who use AI reduced the time spent on administrative tasks, and 17% noticed AI benefits in enhancing student learning outcomes. Notably, only 1% of respondents found no benefit to using AI in the classroom.
 - *The biggest concerns cited include securing training on AI and mitigating student cheating*: One study found that half of respondents feel unprepared for AI adoption, and all three suggest that teachers are highly concerned about students using AI to cheat on assignments.

AI in the News

Upcoming events

- 5/14: [Municipal Tech Conference - Leverage AI for Towns & Cities](#) (MMA)
- 5/15: [IEEE-USA IWRC AI](#) (USM)
- 6/13: [Maine AI Conference](#) (UMaine)
- 7/16-18: [MIT AI & Education Summit 2025](#) (MIT)
- 8/13-14: [Summer Tech Institute](#) for educators (Mt. Blue High School, Farmington)

General interest

- [Google Plans to Roll Out Gemini A.I. Chatbot to Children Under 13](#): This New York Times article from 5/2/25 reports that Google is preparing to launch its Gemini AI chatbot for children under 13 who have parent-managed Google accounts, positioning the tool as a way for kids to ask questions, get homework help, and tell stories.
- [Will the Humanities Survive Artificial Intelligence?](#): This essay by a Princeton history professor grapples with AI's impact on higher education.
- [A.I. Is Getting More Powerful, but Its Hallucinations Are Getting Worse](#): Despite advancements in reasoning models from companies like OpenAI and Google, hallucination rates are actually increasing, sometimes exceeding 70%, raising serious concerns for applications involving sensitive or factual data. Researchers attribute these rising error rates to how these systems are trained and the limitations of current techniques like reinforcement learning, which can enhance certain capabilities while degrading others.

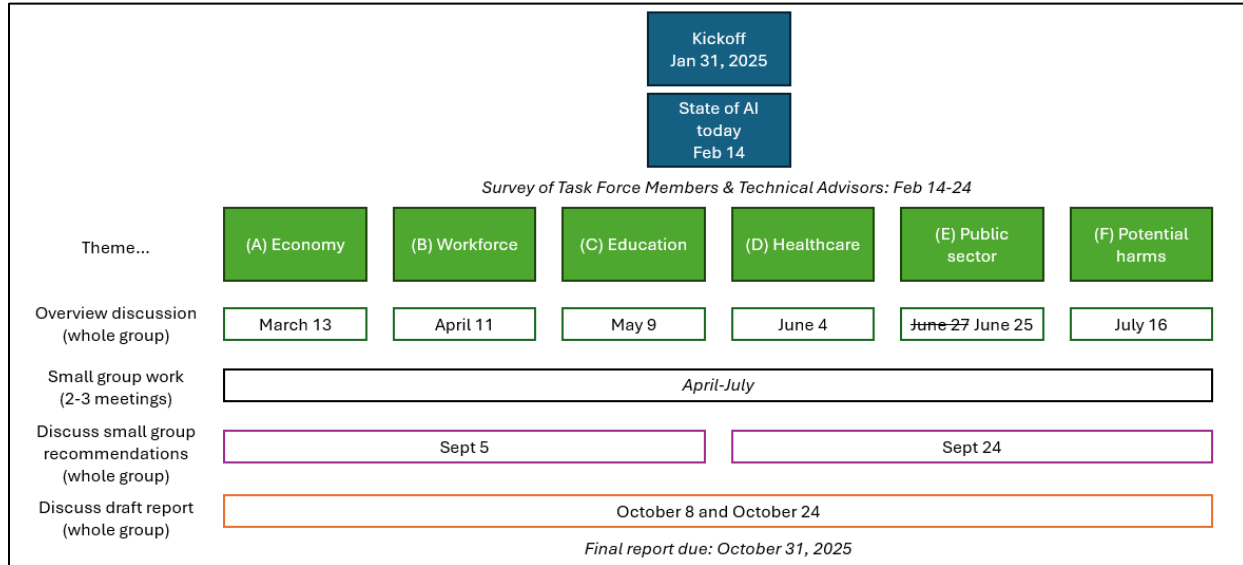
AI Policy

- [States explore uneven approaches to AI regulations](#): This Route Fifty article examines recent state policy actions on AI. It highlights efforts in New York State to overcome barriers of decentralized AI guidelines for state agencies; Virginia's governor vetoing a bill regulating use of AI systems deemed “high risk; and Montana enacting a “Right to Compute Act” focused on guiding future actions by agencies.
- [Trump signs executive order incorporating AI into classrooms](#): Last month, President Trump signed an Executive Order titled “Advancing Artificial Intelligence Education for American Youth.” It establishes a White House Task Force to integrate AI literacy into K–12 education, enhance teacher training, and promote public-private partnerships to prepare students for an AI-driven workforce. The order also introduces a national “Presidential AI Challenge” to encourage student and educator engagement and directs federal agencies to support AI-related apprenticeships and lifelong learning initiatives.

Research

- [How People Are Really Using Gen AI in 2025](#): This Harvard Business Review article from April 2025 offers an updated analysis of generative AI applications based on the 2025 Top-100 Gen AI Use Case Report. It reveals a significant shift toward emotional and personal development uses, with top applications including therapy, life organization, and finding purpose. This evolution highlights a move from purely informational tasks to more agentic, action-oriented roles for AI in daily life.
- [About a quarter of U.S. teens have used ChatGPT for schoolwork – double the share in 2023](#): This recent Pew Research article speaks to AI’s increasing presence in classrooms. More than a quarter of all surveyed students aged 13-17 reported using ChatGPT in their schoolwork, double the rate from a year before. More than 50% of surveyed teenagers reported that they found it acceptable to use AI to research new topics. The researchers saw the largest jump in awareness of ChatGPT amongst teens from low-income households (67%, up from 41% in 2023).
- [New Research Finds Schools of Education Fail to Prepare Teachers to Use AI](#): A recent article from The 74—a nonprofit, nonpartisan news outlet focused on U.S. education—highlights [research by the Center on Reinventing Public Education](#) revealing that most teacher preparation programs may need to focus more on equipping future educators with the necessary skills to effectively utilize artificial intelligence in the classroom. Despite AI's growing role in education, many teacher training institutions lack policies and faculty expertise on AI integration, leaving new teachers unprepared to harness AI’s potential for personalized learning and administrative efficiency.

APPENDIX: Task Force Roadmap and questions for subgroups



Questions for all subgroups:		
<ul style="list-style-type: none"> Innovation: In this area, how can Maine mobilize AI innovation where its needed most? Risks: In this area, what are the most relevant potential harms from AI? How could Maine monitor impacts and risks in the future? 		
A: Economy <ol style="list-style-type: none"> Where are there opportunities for Maine to become a global innovation center? What steps could Maine take to facilitate AI-enabled innovation and business creation? What supports might Maine's small businesses require to benefit from AI technologies? 	B: Workforce <ol style="list-style-type: none"> How can Maine's job training programs help Maine people be highly-qualified for roles created or changed by AI? Are there areas where Maine's workforce systems or policy may need to evolve to respond to AI-driven job opportunities or disruptions? How can workers be included in efforts to monitor and respond to AI's workforce impacts? 	C: Education <ol style="list-style-type: none"> How could schools and higher education institutions use AI to improve learning and learning outcomes? How could we prepare Maine students for using AI in the workforce? What new skills should be taught? What supports will educators, students, and institutions need to successfully navigate AI topics?
D: Healthcare <ol style="list-style-type: none"> Where does AI offer promise for addressing Maine's health care challenges in Maine? Are there barriers to adoption that state policy could address? Are there particular protections needed to ensure safe and appropriate usage of AI technologies in healthcare? What might it take for Maine to emerge as a national innovation leader on how AI can improve rural health outcomes? 	E: Public Sector <ol style="list-style-type: none"> What are areas where Maine government could prioritize a first set of projects using AI technologies? What preparations should the State consider to ensure successful implementation of new AI tools? How should State agencies, municipalities, and other public entities collaborate on AI topics? What additional resources might be necessary? 	F: Legal review on potential harms <p>Nine areas of risk emerged where TF members identified potential harmful uses of AI that may warrant exploration:</p> <p><i>Deception & Exploitation, Political Manipulation, Copyright & Intellectual Property Violations, Lack of Accountability & Transparency, Financial Fraud & Scams, Consumer Data Misuse, Cybersecurity Threats, Algorithmic Bias & Discrimination, Exclusion from Opportunities</i></p>

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