March 26, 2024

TO: Members, Assembly Education Committee

SUBJECT: **AB 2876 (BERMAN) PUPIL INSTRUCTION: MEDIA LITERACY: ARTIFICIAL INTELLIGENCE LITERACY: CURRICULUM FRAMEWORKS: INSTRUCTIONAL MATERIALS**
                    SUPPORT – AS AMENDED MARCH 11, 2024
                    SCHEDULED FOR HEARING – APRIL 3, 2024

The undersigned organizations are pleased to **SUPPORT AB 2876 (Berman)** as amended March 11, 2024, which would allow California to take a crucial first step forward in fostering an AI-literate population and future workforce by teaching Artificial Intelligence (AI) literacy in our schools. This means teaching students the skillsets necessary to understand and use this technology, as well as teaching them its limitations, implications, and ethical considerations.

Perhaps more so than any other technological advancement made since the advent of the Internet, AI is undeniably a transformative technology that will have a widespread impact on virtually all aspects of society and the economy. From making lifesaving advancements in medicine, to optimizing energy usage to address climate change, and identifying efficiencies across the economy, AI will help achieve advancements that we cannot yet even imagine across every field and every area of our lives. However, AI can also be applied in less desirable ways, such as spreading disinformation. And, as we have seen with every other major technological advancement in history, the rapid integration of this continually evolving technology can raise concerns around the impact on workers, as well as questions around ethics, transparency, and accuracy.

In November 2023, the Pew Research Center reported that "52% of Americans are more concerned than excited about AI in their daily life, compared with just 10% who say they are more excited than concerned; 36% feel a mix of excitement and concern."[1] And in a recent poll of likely California voters by the California Chamber of Commerce, 27% said they think AI will have a "positive impact" on their life in the next few years, while 35% said "negative impact". Twelve percent said no impact, whereas 27% said they were not sure. Among parents specifically: 39% think AI will have a positive impact on their child's life over the next several decades compared to 40% who said they believe it will have a negative impact.

While the mixed sentiments and mistrust are entirely understandable, lack of AI literacy only makes it more difficult to counteract the challenges posed by this technology, which in turn only breeds more mistrust. Public education is the key to breaking that cycle and making AI's potential benefits a reality while also limiting its negative outcomes. It is imperative that we prepare all students with the knowledge and skills necessary to interact with and use this groundbreaking technology responsibly. According to *Education Week*, experts argue that "AI literacy is something that every student needs exposure to, not just those who are planning on a career in computer science." If they are going to be using any kind of technology in their work or lives, students are going to need this education both to succeed at work and become smart consumers and responsible citizens.[2]

AB 2876 will ensure that all K-12 students receive instruction in AI literacy by directing the Instructional Quality Commission (IQC) to incorporate AI literacy content into the mathematics, science, and history-social science curriculum frameworks when those frameworks are next revised. These materials will cover the knowledge, skills, and attitudes associated with how artificial intelligence works, including its principles,

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[1] https://www.pewresearch.org/short-reads/2023/11/21/what-the-data-says-about-americans-views-of-artificial-intelligence/
[2] AI Literacy, Explained (edweek.org)

concepts, and applications, as well as how to use artificial intelligence, including its limitations, implications, and ethical considerations. Incorporating this information into existing curricula will dispel the stigma and mystique of the technology, not only helping students become more discerning and intentional users and consumers of AI, but also better positioning future generations of workers to succeed in an AI-driven workforce and hopefully inspiring the next generation of computer scientists.

The importance of this bill cannot be overstated: if California is to successfully harness the tremendous promise of this technology, it is vital that we place greater emphasis and resources on preparing students and arming them with the foundational knowledge and skills necessary to identify, understand, and successfully utilize all kinds of AI that they may encounter in their future workplaces and in their daily lives. Just like reading, writing, and arithmetic, digital literacy and AI literacy are basic skills that children need to develop if they are to succeed in the modern world.

For all the aforementioned reasons, we **SUPPORT AB 2876 (Berman)**.

Sincerely,

Ronak Daylami
Policy Advocate
  on behalf of

California Association of Collectors
California Chamber of Commerce
Computer & Communications Industry Association (CCIA)
Insights Association
Outschool, Inc.
Software & Information Industry Association
TechNet
Zillow

cc: Legislative Affairs, Office of the Governor
        Isabelle LaSalle, Office of Assemblymember Berman
        Consultant, Assembly Education Committee
        Bob Becker, Assembly Republican Caucus

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