

MEETING AGENDA

August 14, 2026, at 10:00 A.M.

Public Session: Held via Zoom and in-person

The public may attend by Zoom or phone for the open portion of the meeting. Please email mcle@wsba.org for Zoom meeting link if interested in attending the open portion.

Pursuant to WSBA AI External Use Policy AI use by external parties for WSBA work requires advance or written notification.

OPEN SESSION 10:00 a.m.

1. Welcome and Introductions
2. Review/Approval of Minutes from June 5, 2026
3. Technology Task Force Report – Kevin Plachy WSBA Advancement Department
Director & Margeaux Green WSBA Practice Management Advisor
4. Discussion Potential Amendments to APR 11
5. AI Generated CLEs Discussion
6. MCLE Updates
7. Activity Review

CLOSED SESSION 11:00 a.m.

8. Undue Hardship Petitions

Adjourn

Minutes

June 5, 2026

The meeting of the Mandatory Continuing Legal Education Board was called to order by Board Chair Darryl Colman at 10:05 A.M. on Friday, June 5, 2026. The meeting occurred via videoconference. Board members in attendance were:

Darryl Colman (Chair)

Katie Denmark

Nicole Meyer

Efrem Krisher

Henry Phillips (joined 10:08)

Justin Durueke (dropped 10:30, returned for closed session 11:24)

Liaisons and Staff in attendance:

Adelaine Shay	MCLE Manager
Ransom Smith	MCLE Analyst
Ingo Mendes	MCLE Analyst

Guests in attendance:

Nolan Martin, YMCA of Greater Seattle – Executive Director (present for public session only)

Recap of Supreme Court Meeting

On May 11, 2026, the MCLE Board Chair and MCLE Board staff liaison attended an annual meeting for regulatory boards, where the MCLE Board chair provided a report to Supreme Court. The MCLE Board Chair gave a brief recap of the meeting, and MCLE Board members discussed feedback regarding possible changes to amendments.

The board unanimously agreed to keep moving forward with these amendments and present them at the July Board of Governors meeting. Henry and Darryl volunteered to present at the Board of Governors meeting, and YMCA representative volunteered to join in presenting.

MCLE Board and Vice Chair

Henry Phillips nominated Darryl Colman to remain as the Chair. Efrem nominated Henry as Vice-Chair. The board unanimously agreed to nominate Darryl for another term as Chair and Henry as Vice-Chair.

MCLE Board Meeting Schedule

The board unanimously agreed to the proposed dates for the fiscal year 2027 meeting schedule.

MCLE Board Minutes Approval

The board unanimously agreed to approve 4/17/2026 Minutes as presented.

Technology Taskforce Report and Recs

The presentation from Kevin and Margeaux was postponed to August meeting. Instead, MCLE staff Liaison gave a brief overview of the taskforce created to assist members with new technologies, specifically AI. The board unanimously agreed to table a discussion of the report until the August meeting.

Audit Report

Katie Denmark gave an audit report on "Being a Trustee in a --- World". 5.5L&L credits. Overall impression was favorable, and the audit report will be sent to the CLE sponsor.

MCLE Updates

Board liaison provided information on pre-suspension deadlines and budget.

Options were discussed for a less-public way of linking Board zoom meetings to avoid potential disruptors. MCLE Board voted (4 ayes, 1 no) for the MCLE staff liaison to remove the meeting link from the webpage and direct potential attendees to email MCLE@wsba.org to acquire the public meeting link.

MCLE Board asked the staff liaison to explore captcha a possibility for limiting disruptive attendees.

The Open Session concluded at 11:12 AM.

The Closed Session commenced at 11:22 AM

Petitions

The MCLE Board reviewed and decided by motion on 2 petition requests. Staff liaison's decisions were approved unanimously.

Adjournment

There being no further business at hand, the meeting was adjourned at 11:43 PM. The next regularly scheduled MCLE Board meeting will be held on August 14th in-person and in a videoconference format.

Respectfully submitted,
WSBA Staff

WASHINGTON STATE
BAR ASSOCIATION



2025 WSBA LEGAL TECHNOLOGY TASK FORCE REPORT

Embracing Change: Strategic Roadmap for Washington's Legal Profession in a Time of Technology Disruption



WASHINGTON STATE BAR ASSOCIATION

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Acknowledgments

This compilation of work would not be possible without the dedicated contributions of the members of the WSBA Legal Technology Task Force.

THANK YOU TO ALL OF THE CONTRIBUTING MEMBERS.

NAME	POSITION
Jenny Durkan	Chair
Kevin Plachy	WSBA Staff Liaison
Margeaux Green	WSBA Staff Liaison
Michele Carney	WSBA Member
Laura Lemire	WSBA Member
Nicholas Pleasants	WSBA Member
Kenneth Zigler	WSBA Member
Patrick Palace	Former BOG President
Kirk Arthur	Public Member
Drew Simshaw	Public Member
Judge Sean O'Donnell	Adjudicative Member
Judge Christon Skinner	Adjudicative Member
Margaret Chon	Law School Representative
Kari Petrasek	Board of Governors Liaison
Jordan L. Couch	Board of Governors Liaison
Craig Shank	Practice of Law Board Liaison



Ad Hoc Members

Faisal Akhter
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Executive Summary

The Washington State Bar Association Legal Technology Task Force presents this comprehensive report of findings and recommendations on how the Washington State Bar Association (WSBA) can support legal professionals in Washington in understanding and adopting emerging technologies, particularly generative artificial intelligence (AI) and advanced data analytics.

Additionally, the report addresses the roles, responsibilities and impacts of entities outside of the WSBA in this technological transformation, and these entities are also the subject of some of the recommendations in the report.

THESE RECOMMENDATIONS FALL WITHIN 10 KEY POINTS:

1 **Harnessing Potential: The Role of Practitioners**

Legal professionals must integrate new technology tools into their daily work to serve clients efficiently, ethically, and competently. This includes understanding the implications of AI and other emerging technologies.

2 **Building the WSBA's Capacity and Strategic Partnerships: Innovating Responsibly and Ensuring Equitable Access**

The WSBA should build sustained internal capacity and create strategic partnerships with technology providers to support members in navigating technological change.

3 **Supporting Technology Competence: Meeting Diverse Practice Needs**

The WSBA should offer tailored guidance and support to help members build technology competence over time, addressing the varying needs of different practice

settings. This includes affordable access to education focused on the use, limitations, and benefit of emerging technology.

4 **Building Ethical Frameworks for Technology Use: Supporting Professional Values in a Digital Age**

The Task Force emphasizes the importance of ethical adoption of technology and calls for the development and use of practical frameworks for evaluating new technologies and maintaining professional standards.

5 **Bridging the Cybersecurity Confidence Gap: From Confidence to Competence**

The WSBA should establish clear cybersecurity standards and offer affordable security training to help legal professionals protect client information and maintain public trust.

6 **Strengthening Court Capacity: Advancing Justice through Digital Transformation**

The rule of law and access to justice depends on our courts. The report calls for comprehensive AI training for court personnel, upgrading courtroom technology, implementing AI detection tools to enhance the administration of justice, and a standardized, modern, statewide court data infrastructure fully funded by the State and designed to support integration, efficiency, and equitable access to justice.

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7 Supporting Future Professionals: Transforming Legal Education for the Digital Era

Washington's law schools must comprehensively embed technology across curricula and educational experiences, building not just awareness, but deep technological proficiency.

8 Advancing Ethical Innovation and Equitable Access: Leveraging AI to Close the Justice Gap

The WSBA should ensure that AI-driven legal assistance supports meaningful access to justice by promoting the development of standards and supporting the creation of AI applications that are accurate, ethical, and designed with the public interest in mind.

9 Safeguarding Sensitive Legal Data: Strengthening Consumer Protection in a Digital Era

The Task Force highlights the need for clear cybersecurity standards, affordable security assessments, and transparency in cybersecurity practices to protect client information and maintain public trust.

10 Ensuring Regulatory Innovation and Stability: Future Expertise and Oversight

Technology is developing at rapid rates. Courts, lawyers, and the rules governing them cannot remain static or the chance of forced obsolescence is real. The Task Force recommends establishing a Supreme Court-affiliated board to provide expertise, oversight, and guidance on legal technology and regulatory innovation.

1. Board of Governors November 2023 Meeting Update, Washington State Bar Association (2023), https://www.wsba.org/docs/default-source/about-wsba/governance/bog-meeting-recaps/board-of-governors-meeting-recap-nov.-2-3-2023.pdf?sfvrsn=987f1cf1_2.
2. *Legal Technology Task Force Charter*, Washington State Bar Association (March 7, 2024), https://www.wsba.org/docs/default-source/legal-community/committees/legal-technology-task-force/wsba-legal-technology-task-force-charter.pdf?sfvrsn=3e881ff1_1.



WHY WAS THE TECHNOLOGY TASK FORCE CREATED?

In November 2023, the WSBA Board of Governors recognized the transformative impact of technology, particularly artificial intelligence (AI), on the legal profession.¹ As one of its strategic priorities for the 2023-24 fiscal year, the Board adopted the following statement:

“Assess technology-related opportunities and threats and determine WSBA’s role vis-à-vis regulation, consumer protection, and support to legal professionals.”

The creation of the Legal Technology Task Force is a step towards acting on this priority. The Task Force worked to assess the legal technology landscape, identify threats and opportunities across various legal sectors, and make recommendations that support and strengthen the understanding and use of technology in members’ practice.² The Task Force’s report emphasizes the effective, efficient, and ethical use of technology to enhance equitable access to justice.

As part of its work, the Task Force distributed a survey in October 2024 to more than 10,000 WSBA members and received 516 responses representing a wide range of practice areas, firm sizes, and geographic regions. This 5% response rate yields a 98% confidence level with a 5% margin of error. Using the Washington State Supreme Court’s Access to Justice Tech Principles as a guide, the Task Force makes these recommendations to the Board of Governors on tangible steps WSBA can take to support and strengthen the use of technology within the legal profession in Washington state.

A Defining Moment

Legal services and technology have long been intertwined. The legal profession has largely embraced technologies that make organizing, transmitting, and accessing information easier—from word processing, e-discovery, databases, and filing systems to cloud platforms and communication tools.

But today's emerging technologies, particularly generative AI and advanced data analytics, are fundamentally different. These tools don't merely help legal professionals organize and access information—they generate, synthesize, and extract insights in ways that challenge our traditional understanding of legal work and professional responsibilities. They derive their power from combining and using data sets in unprecedented ways and perform complex analytical tasks at unprecedented scale. As such, they raise urgent questions as to whether they will not just augment but substitute for aspects of human learning, judgment, and analysis.

This is a defining moment for the legal profession. AI is already transforming legal practice, court operations, and client expectations. It will not replace lawyers, but it will change how lawyering is done.³ That change is already underway, and the pace is accelerating. Legal professionals need to understand these new technologies not only for efficiency and productivity but also to remain competitive and responsive to their clients' evolving needs. Current approaches to profitability, efficiency, competitiveness, and legal ethics all demand adaptation. While these approaches promise new benefits, they also present complex risks that legal professionals must navigate to remain competitive and responsive to their clients' evolving needs.



AI is already transforming legal practice, court operations, and client expectations. It will not replace lawyers, but it will change how lawyering is done.

3. Ken Crutchfield, *AI Won't Replace Lawyers — But It Will Change How They Work*, Above the Law (March 26, 2024), <https://abovethelaw.com/2024/03/ai-wont-replace-lawyers-but-it-will-change-how-they-work/>.

Meeting Members Where They Are

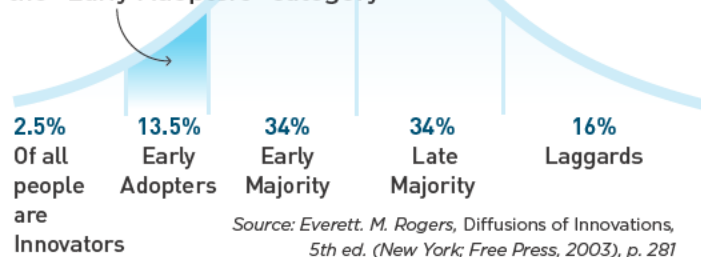
WSBA members are not all in the same place when it comes to legal technology. Some are actively experimenting, while others are just beginning to learn. Many remain uncertain, or face barriers to adoption such as cost, time, or lack of training.

This is normal. As described by Everett Rogers' "Diffusion of Innovation" model,⁴ technology adoption occurs along a predictable curve: from innovators and early adopters to the early and late majority, to eventually laggards. The goal is not to rush all legal professionals into using AI or any single tool. The goal is to meet members where they are, with practical, tailored guidance and support that helps them build the necessary technology competence.

"Diffusion of Innovation" model

25%

of WSBA members would fit into the "Early Adopters" category



The Task Force's recommendations reflect this approach. They are not one-size-fits-all. Some are directed at the WSBA itself, calling for internal reforms, new resources, and dedicated staff capacity. Others look outward, calling for collaboration with courts, law schools, technology providers, and legal employers. Across all sectors, this report emphasizes ethical adoption, thoughtful experimentation with an eye towards expanding access to justice, and member support.



The goal is to meet members where they are, with practical, tailored guidance and support that helps them build the necessary technology competence.

4. Bill Henderson, *What is the Rogers Diffusion Curve? (004)*, Legal Evolution (May 8, 2017), <https://www.legalevolution.org/2017/05/rogers-diffusion-curve-004>.

More Than a Trend: A Structural Shift

The legal profession is experiencing a fundamental shift in how technology is transforming legal work—not merely how quickly practitioners adopt it. Generative AI is the most visible example of the shift, but it is not the whole story.

Over the past decade, AI has quietly become embedded in everyday legal tools, e-discovery platforms, legal research engines, contract review software, and even word processors. As with earlier technological leaps, like the introduction of online research in the 1990s or cloud-based practice management tools in the 2010s, initial skepticism is giving way to necessity. In the years ahead, AI likely will become a baseline component of legal competence, even for those who choose not to use it directly.⁵

These changes will reshape how lawyers work, how courts operate, and how clients access legal services. AI is already changing billing models, research strategies, client communication, and even the way courts manage filings and review evidence. These technologies offer opportunities to enhance access to justice, improve language access, and streamline routine legal tasks. But they also pose risks to those fundamental aspects and raise concerns about inaccurate outputs, bias, data security concerns, and a potential erosion of trust in legal professionals. Legal professionals must understand these risks to serve clients competently and ethically and WSBA should support them in these efforts.



AI is already changing billing models, research strategies, client communication, and even the way courts manage filings and review evidence.

5. Tom Martin, *AI in the Legal Profession: Separating Substance from Hype*, The National Law Review (Oct. 9, 2024), <https://natlawreview.com/article/ai-legal-profession-separating-substance-hype>.

Meeting the Moment: Washington's Opportunity to Lead

Washington's legal community is uniquely positioned to lead. With respected law schools, innovative legal professionals, and proximity to major technology companies, Washington is situated at the intersection of innovation and public service.

The Task Force believes that Washington can model how to embrace legal technology in a way that protects the public, upholds professional values, and improves the delivery of legal services and access to justice.

Technology is not an end in itself, especially not in the delivery of effective legal services. At the same time, it has become both a critical tool for legal practice and an essential subject matter that practitioners must understand. The WSBA Technology Survey Report: Preliminary Findings⁶ (the Survey) shows a notable gap: Only 25% of survey respondents currently use AI in their practice, that rises to 70% among in-house counsel. But the implications of technology extend far beyond direct usage. As these technologies become increasingly ubiquitous in society, they challenge legal professionals to navigate both their application in practice and their role in shaping our world. Lawyers must also understand how the technology affects their clients' opportunities and challenges. The profession cannot opt out of this transformation—as one Task Force member noted, "the toothpaste is not going back in the tube."

Legal professionals need to embrace and leverage technological change rather than resist it. Practitioners have a special role not only as

advocates for their clients but also as officers of the court with responsibility for the quality of justice, including safeguarding the rule of law. Understanding technologies like AI is becoming fundamental to fulfilling these obligations—from ensuring the authenticity of evidence to protecting client confidentiality, and from expanding access to justice to maintaining public trust. By pairing these developing tools with highly competent professionals, it is possible to enhance access to legal services and improve the overall quality of legal services.

As AI reshapes legal work, the profession must integrate these tools without compromising human judgment, strategic thinking, and ethical standards that form its essential value. Technology can enhance efficiency, but the profession's core value lies in human expertise and experience, strategic thinking, and the ability to navigate complexity. The legal profession must ensure that AI adoption strengthens—not weakens—the ethical foundations and public trust that define its role in society.

This moment is not just about catching up to change. It is about shaping the future of the profession.

6. *WSBA Technology Survey Report: Preliminary Findings*, Washington State Bar Association (April 2025), https://www.wsba.org/docs/default-source/legal-community/committees/legal-technology-task-force/wsba-technology-survey-report.pdf?sfvrsn=fd1e1bf1_1.

Ten Key Points

The Task Force developed ten key points to guide these efforts. Within each of the key points, the framework is set for the recommendations that follow.

The recommendations offer a roadmap for shaping the future of the legal profession through education, ethical guidance, regulatory clarity, and cross-sector collaboration. Throughout all the key points the focus remains clear: advance member competence, strengthen public protection, increase access to justice, and ensure that technology enhances, not undermines, our core values as legal professionals.

The key points are grouped to reflect where leadership and action are needed. They begin with the role of the individual practitioner—because above all else, effective and ethical practice in the age of AI depends on member engagement. No matter what steps the WSBA or the courts take, a legal professional's own understanding and judgment are foundational. Subsequent sections address the assessment of the institutional responsibilities of the WSBA, courts, law schools, and policymakers to provide the guidance, infrastructure, and regulation necessary to support members and protect the public.

1 **Harnessing Potential: The Role of Practitioners**

Legal professionals must proactively build their understanding of emerging technologies, particularly AI, to serve clients competently and uphold their professional obligations. While institutions like the WSBA and the courts have important roles to play in guiding AI adoption in legal settings, each practitioner is ultimately the steward of their own practice and their representation of

clients. Individual professionals are best positioned to determine how to integrate new tools into their daily work, ensuring that they serve their clients and other stakeholders efficiently, ethically, and competently. At the same time, making sound determinations will depend greatly on understanding the uses and implication of emerging technology.

Generative AI, in particular, presents a dual learning challenge for the legal profession. It is both a tool for enhancing legal practice and a subject that demands understanding due to its quickly evolving capabilities and pervasive role in society. Legal professionals must grasp its implications as generative AI manifests in the real world. Within the practice, this means understanding how it impacts clients' lives—from issues like automated contracts and disputes over algorithmic bias to new vulnerability for fraud and other harms. In litigation contexts it will touch everything such as evidence authentication and deepfakes. In society, practitioners have a special role not only as advocates for their clients but also as officers of the court with responsibility for the quality of justice, including safeguarding the rule of law.

Generative AI is rapidly becoming a subject matter that legal professionals must understand, even if they opt not to use these tools themselves. For example, as AI-generated content, such as deepfakes and altered documents, becomes more prevalent, legal professionals must develop a foundational understanding of these technologies to effectively challenge or defend evidence in court. Judges and

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juries may also rely on expert testimony built using generative AI outputs, requiring legal professionals to critically engage with and cross-examine such testimony. The growing use of generative AI also introduces new cybersecurity threats, such as sophisticated fraud schemes, malicious deepfake content, physical threats and harassment, and AI-driven attacks designed to bypass traditional security measures.⁷ Practitioners must understand these evolving threats to effectively advise clients and protect their own practices from vulnerabilities associated with AI-generated content.

Moreover, as AI becomes pervasive in areas like hiring, lending, and insurance underwriting, legal professionals will increasingly encounter disputes where algorithmic decisions are central to their clients' claims, rights, and opportunities. Understanding how algorithms are designed and trained, where biases can arise, and what remedies may be available will be critical for advising clients effectively. Federal and state agencies are investing in generative AI tools to help streamline and accelerate decisions that may impact access to benefits, with positive outcomes in many cases, but also with room for errors that may go unexplained or uncorrected.⁸ All practitioners, whether they adopt AI or not, will need AI competencies such as the ability to evaluate fairness and legality of algorithmic practices in corporate, employment, and civil rights contexts.

This is a moment to be proactive, experiment, and learn. Every legal professional, regardless of practice area or experience, has an opportunity (and obligation) to take a hard look at their own work and ask: Am I leveraging the best tools and learning

Generative AI is rapidly becoming a subject matter that legal professionals must understand, even if they opt not to use these tools themselves.

available to serve my clients fully and well? Am I doing so securely and responsibly?

AI and other legal technologies are rapidly expanding what is possible in legal practice, from streamlining research and document drafting to improving client communication and case strategy. Practitioners who actively engage with these technologies—and proactively build their cybersecurity competence—can thrive in this evolving landscape.⁹ This means staying informed about emerging digital threats, regularly updating security practices, and ensuring robust protection of client information. It also means engaging with WSBA so it can serve the needs of its members.

RECOMMENDATIONS

A Build Technology Competence: Legal professionals must actively seek to understand how emerging technologies, particularly generative AI, impact their practice areas, client needs, and ethical obligations.

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7. Kristopher Turner, *Deepfakes and the Legal Profession*, WisBar (Jan. 2025), https://www.wisbar.org/NewsPublications/WisconsinLawyer/WisconsinLawyerPDFs/98/01/21_23rev.pdf.

8. Sanam Hooshidary, Chelsea Canada, and William Clark, *Artificial Intelligence in Government: The Federal and State Landscape*, NCSL (Nov. 22, 20224), <https://www.ncsl.org/technology-and-communication/artificial-intelligence-in-government-the-federal-and-state-landscape>.

9. Natalie Pierce and Stephanie Goutos, *Why Lawyers Must Responsibly Embrace Generative AI*, Vol. 21 Berkley Business Law Journal p.1-51, (2023).

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B Start Small, Learn Fast: Legal professionals should begin by becoming comfortable identifying common generative AI uses within their existing workflows. Starting small can build familiarity and confidence quickly.

C Use Simple, Practical Resources: Legal professionals should take advantage of short articles, checklists, and simple tools designed specifically for ease of use—especially those developed by the WSBA or other professional legal associations—to support issue spotting and evaluation of different technologies.

D Collaborate to Accelerate Learning: Legal professionals should engage with colleagues to share real-world examples and experiences involving technology to support legal practice. Peer discussions can clarify concepts and surface practical strategies that are already working in similar practices.

E Stay Curious and Flexible: Legal professionals should remain open to exploring how generative AI and other legal technologies may affect their practice. Incremental experimentation can reduce pressure and help practitioners adapt to change more effectively.

2 Building the WSBA's Capacity and Strategic Partnerships: Innovating Responsibly and Ensuring Equitable Access

To support members in navigating technological change, the WSBA must invest in internal capacity,

cross-sector partnerships, and accessible technology education. Due to varying levels of preparedness and resources, WSBA members are facing rapid technological changes unevenly and often without the support needed to evaluate, adopt, or implement new tools. Small and mid-sized firms, in particular, often lack access to the training, guidance, and infrastructure they need to navigate this transformation while upholding ethical and professional standards.

The legal profession is experiencing unprecedented technological change, affecting everything from court operations and client service delivery to the tools available to consumers and litigants.¹⁰ The Survey reveals the scope of this transformation—and the growing demand for support. While 70% of in-house counsel responding are already using AI tools, adoption drops to just 22% in small and mid-sized firms—not because these tools are irrelevant, but because practitioners lack the resources, guidance, and support to evaluate and implement them effectively. Early publicity about the potential flaws in AI also enforced doubts and suspicions about its efficacy and ethical framework. This disparity reflects a broader challenge: WSBA members need sustained, practical support to navigate technological change while maintaining their ethical obligations and professional standards. The WSBA made legal research tools available to members because they were indispensable yet inaccessible for many. It will need a similar approach for new tools.

The Survey shows that 69% of respondents believe AI use will require additional training and skills, yet only 26% rate their current knowledge as “good” or better. Members are seeking help with everything

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10. Drew Simshaw, *Access to A.I. Justice: Avoiding an Inequitable Two-Tiered System of Legal Services*, Vol. 24 Yale Journal of Law and Technology p.150-226, (2022).

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from evaluating technology tools to implementing security measures, understanding ethical implications, and adapting their practice models. These needs are not static—they evolve alongside the technologies themselves and as ethical frameworks develop to meet new challenges. As one Task Force member noted, “training and support for members are not a ‘one and done’ experience.”

Ensuring that members can effectively navigate technological transformation is central to WSBA’s mission to serve the public, champion justice, and uphold professional competence. To fulfill this mission amid rapid technological change, WSBA must build sustained internal capacity and establish flexible structures for ongoing support and collaboration. This includes assessing staffing capabilities, exploring the creation of a dedicated WSBA technology innovation workgroup to offer practical guidance, and investing in infrastructure for continuous education and resource delivery.

Strategic partnerships with technology providers are essential to bridge the adoption gap, especially among solo, small firm, rural, and underserved practitioners. These partnerships can expand access to AI-powered tools like AI legal assistants, document automation platforms, and practice management systems, prioritizing affordability and ease of use.

According to the WSBA study, 70% of in-house counsel responding are using AI tools, but adoption drops to just 22% in small and mid-sized firms.

Vendor-led training can help members evaluate and adopt tools confidently, without creating added burdens for WSBA staff.

The WSBA should maintain transparency and fairness in vendor partnerships by offering a straightforward process for vendors to submit proposals to be offered to WSBA members. While the WSBA offers a discount network and has one preferred insurance provider, it does not broadly endorse specific legal technology tools. Future partnerships should support member access without favoritism, focusing on helping members evaluate tools independently, securely, and ethically. There must also be a system for ongoing evaluation of tools so members do not get stuck with outdated technology.

RECOMMENDATIONS

A Expand and Tailor Member-Focused Technology Education: The WSBA should collaborate with technology vendors, law schools, and other industry experts to develop and implement a core curriculum focused on AI literacy, cybersecurity, ethics, and technology best practices. Training should be practical, accessible in multiple formats (e.g. CLEs, webinars, on-demand videos, and written guides), and especially responsive to the needs of solo and small firm practitioners. The WSBA should also offer advanced CLEs for deeper engagement with specialized tools.

B Launch Interactive Workshops: Experimental learning is critical to raising competence in emerging technology. The WSBA should create interactive, hands-on workshops offering practical, low-risk opportunities for members to directly experience emerging legal technologies.

C Establish Dedicated Technology Expertise: The WSBA should evaluate staffing capacity to

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ensure adequate expertise and resources are available for monitoring legal tech trends and providing responsive, ongoing member support including one-on-one consultations through the Practice Management Program. The WSBA should also explore technology mentorship or peer learning groups focused on legal tech implementation.

D Develop a Strategic Technology Plan: The WSBA should publish a comprehensive, multi-year strategic plan outlining goals, timelines, and priorities for advancing technology competence across the profession. Regular progress reporting and member surveys should track improvements in adoption, training, and ethical integration.

E Centralize Technology Resources: The WSBA should create a user-friendly online Technology Resource Hub with resources such as curated checklists, sample policies, toolkits, vendor directories, FAQs, and training materials.

F Expand and Maintain the Practice Management Discount Network: The WSBA should strengthen its vendor partnerships by expanding the Practice Management Discount Network. This includes transparent vetting processes, clear evaluation standards, and vendor accountability, while maintaining neutrality and fairness in offerings. The WSBA should partner with vendors to expand access to affordable technology tools and offer demonstrations, CLEs, and interactive trainings.

G Form a WSBA Technology Implementation Workgroup: The WSBA should establish a time-limited workgroup to collaborate with WSBA staff and stakeholders on implementing technology-

focused recommendations, including development of tools, training resources, and member engagement strategies.

H Pilot a WSBA Technology Showcase Event: The WSBA should organize a large-format event featuring legal tech vendors, CLE speakers, and hands-on demonstrations to help members explore emerging tools in an interactive environment.

3 Supporting Technology Competence: Meeting Diverse Practice Needs

The WSBA must meet members where they are by tailoring support and education to different practice settings and needs. Technology competence has become fundamental to legal practice, but the path to achieving it varies dramatically across the legal profession. The Survey reveals both universal needs and stark disparities: while 69% of respondents recognize their need for additional technology training, their ability to access and implement that training varies significantly by practice setting. The contrast is particularly striking between large organizations with dedicated IT support and small or rural practices managing technology alongside daily client demands.¹¹

These disparities extend beyond resources to fundamental differences in how technology serves different practices. In-house counsel, with 70% AI adoption rates, need advanced training on emerging tools. Meanwhile, small and rural practitioners seek immediately applicable solutions for routine tasks like document drafting and calendaring. As one

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11. Abigail Peterson, *2024 Solo and Small Firm Tech Report*, American Bar Association (April 21, 2025), https://www.americanbar.org/groups/law_practice/resources/tech-report/2024/2024-solo-and-small-firm-techreport/.

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practitioner noted in the Survey, “We need practical tools that work in the real world, not theoretical knowledge about AI.” This diversity of needs demands an approach to education and support that is both comprehensive in scope and flexible in delivery.

The Survey points toward a strategic, targeted approach to training and competency building. While 72% of respondents support a technology-focused MCLE requirement, their needs and preferences vary significantly.

RECOMMENDATIONS

A Provide Free or Low-Cost Educational Opportunities: The WSBA should offer programs covering technology basics, ethics (including confidentiality), cybersecurity, privacy, and licensing considerations for existing and emerging technologies.

B Provide Free or Low-Cost Personalized Consultations: The WSBA should offer personalized consultations focused on emerging technology, cybersecurity, and ethics, with a particular focus on reaching underserved communities, solos, and small firms.

C Expand Advanced Programming: The WSBA should offer content covering specific applications of existing and emerging technologies, offer hands-on training opportunities, and consider

expanding certifications to technologies particularly suited to legal practice.

D Recommend a Technology MCLE Requirement: The WSBA should consider recommending that the Washington Supreme Court adopt an MCLE requirement focused on cybersecurity and technology competence.

E Explore Adding Technology and the Law as an Area in the Bar Exam: Emerging technology has profound implication for every substantive area of law. WSBA should work with area law schools to determine what implications this has for curriculum and how best to include technology competence in the bar exam.

4 Building Ethical Frameworks for Technology Use: Supporting Professional Values in a Digital Age

Legal professionals need practical tools to evaluate and ethically implement new technologies, not just updated rules. The ethical implications of technology in legal practice extend far beyond any single tool or application. While only 25% of survey respondents believe current ethical rules adequately cover AI use, the Survey reveals a deeper challenge: practitioners need practical guidance on how to fulfill their professional obligations in an increasingly digital practice environment. This need is most acute among those using technology most extensively—notably, in-house counsel who report the highest AI adoption rates (nearly 70%) also express the least confidence in current ethical guidelines.

The WSBA's Committee on Professional Ethics (CPE) is developing specific guidance on AI use, focusing on core professional obligations including competence,

While 72% of respondents support a technology-focused MCLE requirement, their needs and preferences vary significantly.

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confidentiality, supervision, and fees. This important work will help set baseline expectations, and the Task Force strongly supports the developing work in the CPE. However, the Survey and working group findings indicate that practitioners need more than revised Rules of Professional Conduct ('RPCs') or formal rule guidance¹²—they need practical frameworks for evaluating new technologies, implementing appropriate safeguards, and maintaining professional standards while embracing beneficial innovation.¹³

These frameworks must address several key challenges identified by the Task Force. Legal professionals need clear guidelines for protecting client confidentiality when using AI and other cloud-based tools. They need practical standards for supervising technology-assisted work, whether performed by legal professionals, staff, or automated systems. Most importantly, they need help understanding how to maintain their professional judgment and ethical obligations while leveraging technology to serve clients more effectively.¹⁴

RECOMMENDATIONS

A Define Baseline Ethical Standards for Emerging Technologies: The Board of Governors, through the CPE, and, where applicable, with approval of the Washington Supreme Court, should define baseline ethical standards for emerging technologies. This includes evaluating the sufficiency of existing RPCs, creating due diligence guidelines, and defining the enforceability of such guidance.

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B Publish Clear, Practical Ethics Guidance For Member Questions about Emerging

Technologies: The WSBA should expeditiously create and publish clear, accessible materials, including FAQs and practical content, to help members to quickly identify ethical risks prior to adoption of emerging technologies, including but not limited to confidentiality breaches, bias, inaccuracies, and lack of transparency. These need to be regularly reviewed and updated as technology advances.

C Create an Ethical Evaluation Framework and Resources for Technology Use:

The WSBA should develop a practical, generalized Ethical Evaluation Framework to help practitioners in systematically assessing new and emerging technologies for compliance with ethical obligations.

5 Bridging the Cybersecurity Confidence Gap: From Confidence to Competence

A gap exists between legal professionals' confidence in their cybersecurity practices and their actual implementation. The WSBA must close this gap with standards, tools, and support. The Survey reveals a concerning paradox in how legal professionals approach cybersecurity. While 79% of respondents express confidence in their ability to protect client and organizational data, the actual implementation of basic security measures tells a different story. Only 34% conduct regular security audits, 37% use data

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12. Dennis Kennedy, *Handout from "Ethical Implications of Generative AI for the Michigan Lawyer" Presentation*, Dennis Kennedy Blog (Dec. 14, 2023), <https://www.denniskennedy.com/blog/2023/12/handout-from-ethical-implications-of-generative-ai-for-the-michigan-lawyer-presentation/>.

13. Jonathan H. Choi, Amy B. Monahan, and Daniel Schwarcz, *Lawyering in the Age of Artificial Intelligence*, Minnesota Law Review (Nov. 30, 2024), <https://minnesotalawreview.org/article/lawyering-in-the-age-of-artificial-intelligence/>.

14. Keith Robert Fisher, *ABA Ethics Opinion on Generative AI Offers Useful Framework*, American Bar Association (Oct. 3, 2024), https://www.americanbar.org/groups/business_law/resources/business-law-today/2024-october/aba-ethics-opinion-generative-ai-offers-useful-framework/.

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encryption, and even multi-factor authentication—considered a fundamental security practice by experts—is used by just 68% of respondents. This gap between confidence and implementation creates significant risk not just for individual practices, but for the entire legal system’s ability to maintain client trust and confidentiality.¹⁵ This is at a time when advances in AI allow more sophisticated methods of targeting confidential information. Legal professionals hold valuable client confidences—consumers are rarely in a position to evaluate data security of legal service providers, and there is limited consumer protection oversight in the area.¹⁶

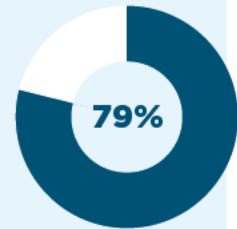
The challenge is particularly acute for small firms and solo practitioners. While larger organizations, government agencies, and in-house legal departments generally report somewhat more robust security infrastructures, smaller practices often lack both the resources and expertise to implement basic protections.¹⁷ This disparity isn’t just about technology—it reflects fundamental differences in access to IT support, security expertise, and implementation resources. Yet these smaller practices often handle equally sensitive client information, making their security gaps a significant concern for the profession as a whole. This parallels the client-facing concerns raised in key point 9 regarding strengthening consumer protection in the digital era.

Making cybersecurity accessible and practical for all practice settings must be a priority. Legal



FAST FINDINGS

Cybersecurity by the numbers



79% of respondents express confidence in their ability to protect client and organizational data.



34% conduct regular security audits.



37% use data encryption.



68% of respondents use multi-factor authentication.

professionals shouldn’t need to become cybersecurity experts, but they do need clear standards, practical implementation tools, and accessible support. This includes basic security checklists, incident response playbooks, and emergency support resources. Many of these tools already exist through the WSBA,¹⁸ the ABA,¹⁹ and other sources, but awareness and adoption remain low. Moving from where we currently are to awareness, understanding, and implementation will take both resources and innovation from the WSBA. The profession needs both better awareness of existing resources and new, practice-specific tools that

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15. Sharon D. Nelson, *25% of Law Firms Have Been Breached*, ALPS (Jan. 11, 2022), <https://www.alpsinsurance.com/blog/25-of-law-firms-have-been-breached>.

16. *Formal Opinion 2024-3: Ethical Obligations Relating to a Cybersecurity Incident*, New York City Bar (July 18, 2024), <https://www.nycbar.org/reports/formal-opinion-2024-3-ethical-obligations-relating-to-a-cybersecurity-incident/>.

17. Abigail Peterson, *2024 Solo and Small Firm Tech Report*, American Bar Association (Apr. 21, 2025), www.americanbar.org/groups/law_practice/resources/tech-report/2024-solo-and-small-firm-techreport/.

18. *The Law Firm Guide to Cybersecurity*, Washington State Bar Association (Oct. 8, 2021), <https://www.wsba.org/for-legal-professionals/member-support/practice-management-assistance/guides/cybersecurity-guide>.

19. *Cybersecurity Resources for Small Law Firms*, American Bar Association, <https://www.americanbar.org/groups/cybersecurity/small-solo-resources/>.

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make security implementation straightforward and manageable.

RECOMMENDATIONS

A Establish Cybersecurity Expectations: The WSBA should establish clear, and actionable cybersecurity standards for legal professionals, including minimum expectations such as multi-factor authentication, encryption, secure data storage, and regular audits. These standards should build upon existing WSBA cybersecurity resources and be regularly reviewed and updated to address evolving threats and technologies.

B Provide Affordable Cybersecurity Assessments: The WSBA should collaborate with cybersecurity experts, insurers, and malpractice carriers to provide low-cost, or free, cybersecurity assessments tailored to the needs of solo and small-firm legal practices.

C Expand Cybersecurity Awareness, Training, and Support: The WSBA should actively promote existing cybersecurity resources, expand those to meet practice specific needs, develop simplified checklists and step-by-step implementation guides tailored for solos and small firms, and deliver targeted, practice-oriented training through webinars, workshops, and on-demand resources.

D Promote Cybersecurity Transparency With Clients: The WSBA should formally recommend or require legal professionals to explicitly disclose their cybersecurity practices in client engagement letters, thereby strengthening client trust, transparency, and practitioner accountability.

6 Strengthening Court Capacity: Advancing Justice Through Digital Transformation

6.1 ADAPTING COURTS TO RAPID TECHNOLOGY CHANGE

The rule of law is dependent on ensuring our courts are fully equipped and supported so they can meet the technology changes. Washington's courts must modernize responsibly and equitably, balancing emerging technologies with protections to ensure justice, fairness, and access. The COVID pandemic has demonstrated both the necessity and possibility of remote proceedings, while the emergence of AI tools presents new opportunities and challenges for the administration of justice. The Survey reveals that legal professionals are divided on AI's impact on courts—40% express concerns about efficiency and fairness, while 38% see positive potential. This division underscores the need for a thoughtful, structured approach to court technology evolution.

AI presents both a threat and a major opportunity for closing the justice gap. The Washington Supreme Court's recent Order²⁰ enabling a Pilot for Entity-Based Regulation is a promising step. The Task Force supports implementation of the Pilot and encourages continued experimentation with technologies and business structures that can improve legal access.

Courts are facing increasingly complex and urgent challenges. As AI-generated evidence and fabricated citations become more common, courts, despite operating with limited resources, must still be equipped to assign accountability and ensure

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20. Order Approving the Adoption of a Pilot Project to Teach Entity Regulation, Order No. 25700-B-721 (Wash. Dec. 2024). www.courts.wa.gov/content/publicUpload/Supreme%20Court%20Orders/Order%2025700-B-721.pdf.

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accuracy.²¹ They must balance remote access with procedural fairness. They must leverage technology to expand access while maintaining the integrity of judicial processes. The Administrative Office of the Courts (AOC) and local jurisdictions need appropriate staffing and funding to evaluate these tools and support courts in modernizing their technology infrastructure. But beyond resources, courts need adequate education, support, and clear frameworks for managing technology-driven change.²²

Key priorities identified by the Task Force include providing uniform training and education for court personnel, consistent with education and training recommendations in key point 3 for legal professionals. Updating evidence rules to address AI-generated content, creating authentication standards for digital evidence, and implementing hyperlinked pleadings to help courts verify citations are also key priorities. Equally important is making court forms AI-compatible to support self-represented litigants while reducing the burden on court personnel. The courts

As AI-generated evidence and fabricated citations become more common, courts must still be equipped to assign accountability and ensure accuracy.

must also address language access, with AI translation tools offering potential for routine communications while ensuring constitutional requirements are met for critical proceedings. Finally, the profession would benefit from high level guidance like that recently issued by the Illinois Supreme Court,²³ with a clear, pragmatic approach to AI, permitting its use while holding lawyers and judges accountable for accuracy, ethics, and confidentiality.

RECOMMENDATIONS

A Provide Comprehensive Court Training on AI and Technology: The Supreme Court and the AOC should establish and fund comprehensive training programs for judges, clerks, and court staff on the responsible use of AI and related courtroom technologies. These programs should include formal certifications and partnerships with trusted technology providers for training support.

B Upgrade Courtroom Technology: The WSBA should make it a priority to advocate for statewide funding to equip all Washington trial courts with essential courtroom technology, including reliable broadband access, stationary and movable microphones, audio amplification systems, high-resolution monitors, wall-mounted monitors, and video conferencing software.

C Update Rules on Electronic Evidence: The WSBA should work with the Washington Supreme Court to revise court rules governing the introduction of electronic evidence, specifically addressing foundation

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21. *AI-Generated Evidence: A Guide for Judges*, National Center for State Courts, <https://www.ncsc.org/resources-courts/ai-generated-evidence-guide-judges>.

22. Richard Susskind, *The Future of Courts*, Harvard Law School Center on the Legal Profession (August 2020), clp.law.harvard.edu/knowledge-hub/magazine/issues/remote-courts/the-future-of-courts/.

23. Illinois Supreme Court Policy on Artificial Intelligence (January 1, 2025), <https://ilcourtsaudio.blob.core.windows.net/antilles-resources/resources/e43964ab-8874-4b7a-be4e-63af019cb6f7/Illinois%20Supreme%20Court%20AI%20Policy.pdf>.

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requirements, authenticity, objections, and concerns related to transparency in algorithms and regarding AI-generated content, such as deepfake images and synthetic audio.

D Implement AI Detection Tools: The WSBA should advocate for courts to adopt processes, assisted by standardized tools, to evaluate the legitimacy of citations and legal arguments within motions, briefs, and legal memoranda.

E Enhance Language Access through AI: The WSBA should encourage courts to adopt advanced AI translation and transcription technologies to improve court hearings and routine communications, while ensuring compliance with constitutional language access requirements.

F Simplify Court Forms and Filings: The WSBA should advocate for, and potentially partner with the courts, to develop AI-powered tools, such as chatbots, to help self-represented litigants complete and fill standardized court forms. AI should be employed to translate these forms into various languages, with accuracy verified by qualified interpreters.

6.2 MODERNIZING FRAGMENTED, OUTDATED COURT DATA INFRASTRUCTURE TO IMPROVE EFFICIENCY AND ACCESS

Washington's courts operate on outdated and fragmented digital systems, which hinder transparency and public access, delay justice, and prevent cross-jurisdictional innovation. Washington courts currently operate without a unified digital system.

Calendaring tools, case management systems, and e-filing platforms differ widely due to funding structures and jurisdiction—specific needs, and current local systems rely heavily on fragmented, decades-old technologies.²⁴ While the courts' flagship program Odyssey brings some commonality to data infrastructure, it is far from complete.

To realize the benefits of emerging technologies— and to avoid falling further behind—Washington's courts need consistent and compatible e-filing systems statewide. Their back-end systems must be able to share and analyze data across jurisdictions, enabling the use of AI tools to improve transparency, access, equity, and efficiency. This should be done in a way that cost barriers are removed or minimized for access to court records.

Achieving this will require significant state investment in new technology, particularly in rural and underfunded jurisdictions, as well as restructuring of data “ownership” models. It also involves addressing the inherent political tensions among the judiciary, legislative bodies, county governments including court clerks, and the broader public surrounding court records and data ownership. A modern statewide court data infrastructure, and resolution of the political question of data ownership, would reduce administrative burdens, improve transparency, and help jump start modern innovations such as AI-driven legal assistance, user-friendly digital services, and more equitable public access. Building this infrastructure will require long-term state funding and close coordination across stakeholders at all levels of government.

Without a fully unified digital system, courts face persistent inefficiencies, burdensome manual

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24. Moe K. Clark, *'It's an uphill battle': Decades-Long Effort to Unify Washington's Court System Again Falls Short*, InvestigateWest (March 20, 2025), <https://www.investigatwest.org/investigatwest-reports/its-an-uphill-battle-decades-long-effort-to-unify-washingtons-court-system-again-falls-short-17840352>.

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processes, and critical data gaps. These issues are consistently reported by legal practitioners across the state, including in the Survey, and fall especially hard on self-represented litigants and rural communities.

RECOMMENDATION

A Advocate for Standardized, Statewide Court Data Infrastructure Fully Funded by the State:

The WSBA should strongly advocate for a standardized, modern statewide court data infrastructure fully funded by the State and designed to support integration, efficiency, and equitable access to justice.

7 Supporting Future Professionals: Transforming Legal Education for the Digital Era

To prepare students for modern legal practice, Washington's law schools must comprehensively integrate technology into curriculum, training, and culture, not as an add-on, but as a core component of legal education. The rapid evolution of technology is reshaping legal practice at every level, demanding fundamental shifts in legal education. To meet these demands, Washington's law schools must move beyond incremental updates to the curriculum and embrace comprehensive, transformative integration of technology and innovation. The next generation of legal professionals will enter a profession already deeply shaped by generative AI, advanced data

Law schools must comprehensively embed technology across curricula and educational experiences, building not just awareness, but deep technological proficiency.

analytics, cybersecurity demands, and digital innovation.²⁵ Traditional legal education models, emphasizing theory without adequate practical technological integration, no longer adequately prepare students for practice.

Law schools must comprehensively embed technology across curricula and educational experiences, building not just awareness, but deep technological proficiency.²⁶ This includes providing hands-on experiences, real-world practical clinics, and explicit pathways toward technology-driven careers.²⁷ Crucially, these efforts must also include significant investments in faculty skills and confidence in emerging technologies, ensuring educators can effectively guide and inspire future lawyers. By fostering a culture of innovation, curiosity, and ethical technology use, Washington law schools play a pivotal role in equipping new lawyers not only to navigate technological change, but to become its responsible leaders.

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25. Anthony Davis, *The Future of Law Firms (and Lawyers) in the Age of Artificial Intelligence*, American Bar Association (Oct. 2, 2020), www.americanbar.org/groups/professional_responsibility/publications/professional_lawyer/27/1/the-future-law-firms-and-lawyers-the-age-artificial-intelligence/.

26. Raymond H. Brescia, *Teaching to the Tech: Law Schools and the Duty of Technology Competence*, Vol. 62 62 Washburn Law Journal p.507-540, (2023).

27. CODEX, Stanford Law School, <https://law.stanford.edu/codex-the-stanford-center-for-legal-informatics/> (last visited July 8, 2025).

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RECOMMENDATIONS

A Embrace a Technology Conscious Culture: Washington law schools should foster a culture in which faculty, staff, and students are supported in navigating the challenges and opportunities presented by new technologies in legal education and in the rapidly changing legal services landscape.

B Maintain a Practice-Ready Curriculum: Washington law schools should ensure that impactful technologies are addressed in courses focusing on technology skills (e.g. document automation, contract review, and data analysis) and processes (e.g. e-discovery, digital evidence, and cybersecurity), as well as in traditional and core courses (e.g. professional responsibility and civil procedure), through independent study opportunities (e.g. online tutorials, webinars, technology-focused directed research), and in clinics and externships that allow experiential opportunities with technology in different settings.

C Assess Student Progress: Washington law schools should establish a requirement that students demonstrate technology competence before graduating, such as by completing certain technology-focused course work, by completing technology-focused projects, or through a reputable technology certification program. Schools should regularly assess student progress and identify areas needing additional training or support.

D Ensure Post-Graduation Success: The WSBA and Washington law schools should establish a mentorship program that pairs students with practitioners who are experienced in using technology in their law practice. They should also promote a

career path focused on technology and law by providing students with guidance on how to pursue a career in this area.

E Support Faculty: Washington law schools should encourage faculty to develop their own technology skills and support them through regular training on software, hardware, and online platforms commonly used in legal services, so they can effectively teach and mentor students.

F Influence Broader Law and Policy Development: Washington law schools should support faculty scholarship and research related to technology, hold continuing legal education courses on technology, and maintain an institute or center that focuses on the intersection of law and technology to provide a hub for research, education, and innovation.

8 Advancing Ethical Innovation and Equitable Access: Leveraging AI to Close the Justice Gap

The public is increasingly turning to AI-driven tools for legal help, without attorney involvement, creating an urgent need for ethical standards, public education, and innovative delivery models that expand access to justice without compromising consumer protections. A recent LexisNexis survey²⁸ found that 27% of consumers have used generative AI to answer legal questions on their own, a figure that closely parallels the 25% of legal professionals using generative AI in their practice, according to the Survey. This data underscores a critical shift: the public is turning to AI

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28. *Generative AI & the Legal Profession*, Lexis Nexis (April 2023), https://www.lexisnexis.com/pdf/In_generative_ai_report.pdf.

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for legal help, often without the benefit of attorney oversight or guidance.

These tools present both an opportunity and risk. On one hand, AI-powered tools offer meaningful opportunities to expand access to justice by reducing costs, improving legal literacy,²⁹ and simplifying routine legal tasks for self-represented litigants³⁰ and communities.³¹ On the other hand, these tools also pose serious risks if left unchecked. Without thoughtful regulation and professional engagement, they risk spreading misinformation, violating unauthorized practice of law (UPL) rules, and impacting the quality of legal guidance the public receives.

The WSBA, courts, and legal professionals must embrace their role in shaping the future of ethical legal technology by ensuring that AI-driven legal assistance supports, rather than undermines, meaningful access to justice. This means proactive investment in innovation, formation of strategic partnerships, and ensuring equitable technology access. The Washington Supreme Court's recent authorization of a regulatory pilot program for new business structures and entity-based regulation represents an essential step toward responsible innovation and enhanced access to legal services.³²

Rather than viewing AI as a risk to legal service delivery, the profession should lead efforts to integrate these tools responsibly— developing

standards, clarifying UPL boundaries, and creating AI applications that are accurate, ethical, and designed with public interest and trust in mind. Legal professionals are not only protectors of justice; they are also critical stakeholders in building a more inclusive and technologically responsive legal system.

RECOMMENDATIONS

A Establish Ethical Boundaries for AI Legal Tools: The WSBA, in collaboration with the Washington Supreme Court, should establish clear guidelines distinguishing appropriate from unauthorized or misleading uses of AI-generated legal advice to protect consumers from misleading or inaccurate information, reduce bias, and protect fundamental rights. Legal technology providers should be required to ensure transparency in how their systems function and to be accountable for their outputs.

B Expand Court-Based AI Resources: The WSBA should advocate that Washington courts invest in practical, user-centered AI tools, such as multilingual self-help portals and simplified online forms, to expand meaningful legal access for underserved communities.

C Support Public-Facing AI Literacy: The WSBA and Washington Courts should jointly develop public education materials to enhance consumer understanding of AI-based legal tools, empowering the public to use AI responsibly and with confidence.

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29. Drew Simshaw, *Access to A.I. Justice: Avoiding an Inequitable Two-Tiered System of Legal Services*, Vol. 24 Yale Journal of Law and Technology p.150-226, (2022).

30. Christopher L. Griffin, Jr., Cas Laskowski, and Samuel A. Thumma, *How to Harness AI for Justice*, Judicature International (July 23, 2024), <https://judicature.duke.edu/articles/how-to-harness-ai-for-justice/>.

31. Nicole Black, *Access to Justice 2.0: How AI-Powered Software Can Bridge the Gap*, ABA Journal (Jan. 24, 2025, 10:20am), <https://www.abajournal.com/columns/article/access-to-justice-20-how-ai-powered-software-can-bridge-the-gap>.

32. Order Approving the Adoption of a Pilot Project to Teach Entity Regulation, Order No. 25700-B-721 (Wash. Dec. 2024). www.courts.wa.gov/content/publicUpload/Supreme%20Court%20Orders/Order%2025700-B-721.pdf.

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D Educate Legal Professionals on Inclusive AI Implementation: The WSBA should partner with law schools and MCLE providers to offer targeted programs to equip legal practitioners to ethically use AI tools that genuinely benefit and are designed to serve underserved communities.

E Foster Development of Affordable and Scalable Tools: The WSBA should explore and promote funding mechanisms that expand the development of affordable, user-friendly technologies for small legal practices, public interest service providers, and individuals with limited resources.

9 Safeguarding Sensitive Legal Data: Strengthening Consumer Protection in a Digital Era

Legal professionals have a responsibility to protect sensitive legal data from misuse in a rapidly evolving digital landscape. They also are on the front lines where their clients suffer or face the rising misuse of technology. As legal information becomes increasingly commodified by AI tools and online platforms, stronger consumer protections, clearer regulations, and lawyer-led advocacy are urgently needed. Integrating AI into governance, constitutional systems, and judicial processes raises urgent questions about protecting consumer data from misuse, manipulation, or unauthorized access. It also requires the WSBA to be an active participant in updating key consumer protection laws.

Consumers are increasingly turning to online

platforms for help with deeply legal issues—like health issues, financial challenges, immigration, or domestic violence—without realizing how their data may be tracked, shared, or sold.³³ If not thoughtfully managed, these advancements risk undermining the rule of law and democratic principles by exposing users to risks ranging from surveillance to fraud, to behavioral advertising to the commodification of legal needs. For example, when an individual visits an immigration law website, uses a chatbot that provides landlord tenant guidance, or installs an app that provides legal services for victims of domestic violence, hundreds of businesses may track and monetize that person's personal information, often including their location. The chatbot operator, for example, could sell the unique online identifiers or even the queries of its users to online advertising platforms who can use the personal information to target digital ads or to third party data aggregates. Increased default settings on apps allow sales of the information, including nature of inquiries and geolocation. Others allow cross-app tracking so information from a device is shared more broadly.

This risk also exists even earlier in the process: consumers who search for 'legal advice' in the app store on their phones can choose among hundreds of legal services apps available today—let alone understand what tracking or sharing of information is permitted by default under the app's terms of service? The Task Force believes the WSBA is well positioned to develop materials to help consumers evaluate such offerings, partner with other bars to develop a standard 'seal' to identify legal services websites and apps meeting certain criteria, and provide a mechanism for consumers to ask questions about such apps, and where, if appropriate, to report the

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33. Michelle Egbert, Comment, *Access to Freedom: Can Technology Improve Access to Justice for Survivors of Domestic Abuse?*, Vol. 36 Journal of the American Academy of Matrimonial Lawyers p.187-207, (2023). www.aaml.org/wp-content/uploads/7-MAT105.pdf.

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unauthorized practice of law.

According to the Survey, 68% of legal professionals believe existing consumer protections for AI are inadequate. Nearly 60% support the creation of AI-specific privacy protections, and over 50% favor measures requiring companies to disclose how consumer data is used and giving individuals the right to correct or delete data utilized by AI models. Without robust safeguards and oversight, AI-driven decision-making—whether in the private or public sector—can silently erode personal privacy and civil rights, especially when used to make decisions that have significant legal or similarly significant effects, such as benefits and housing eligibility or criminal justice outcomes.³⁴ These concerns are not theoretical: they implicate fundamental values like personal safety, due process, dignity, and equal treatment under the law.

To safeguard access to and the administration of justice, Washingtonians need greater privacy rights. In implementing groundbreaking protections for consumer health data in 2023 by enacting the Washington My Health My Data Act, the legislature found:

“The people of Washington regard their privacy as a fundamental right and an essential element of their individual freedom. Washington’s Constitution explicitly provides the right to privacy. Fundamental privacy rights have long been and continue to be integral to protecting Washingtonians and to safeguarding our democratic republic.”

Yet current protections focus primarily on health

data. Legal data is similarly sensitive, directly linked to an individual’s safety, freedom, and dignity. For instance, seeking information on protective orders or criminal defense services reveals deeply sensitive circumstances. Currently, Washingtonians’ legal data lacks robust protections against behavioral profiling and targeted advertising. The WSBA should advocate for limitations on the use of consumers’ legal data, as well as more comprehensive privacy rights.

AI and predictive analytics, fueled by vast amounts of seemingly routine data, can reveal highly sensitive personal information—including personality traits, health conditions and biometrics, political preferences, or purported intelligence levels derived from social media activity—potentially undermining privacy and dignity.

Washingtonians should have comprehensive privacy rights, including the right to know what information organizations collect, how it is used and a way to correct or challenge such data or information. They should also have the right to opt-out of automated decision making, particularly when their livelihoods are at stake. Additionally, organizations should have greater obligations when it comes to processing personal information, including an obligation to practice data minimization and to provide consumers with meaningful choice related to certain uses of information.

Washington’s Rules of Professional Conduct explicitly charge lawyers with ensuring justice, fairness, and transparency amid technological change. Lawyers must therefore advocate for legislative improvements, adopt stronger internal data protections, and ensure their technology partners align with professional

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³⁴ Olga Akselrod, *How Artificial Intelligence Can Deepen Racial and Economic Inequities*, American Civil Liberties Union (July 13, 2021), www.aclu.org/news/privacy-technology/how-artificial-intelligence-can-deepen-racial-and-economic-inequities.

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responsibility standards. By critically assessing AI's application in governance and consumer spaces and advocating for its alignment with ethical and constitutional principles, legal professionals can play a key role as essential guardians of the rule of law in a time of rapid technological and societal change. *Scope of WSBA Advocacy—The Task Force recognizes that WSBA's ability to advocate on public policy issues is limited by the Keller rule, which restricts activities funded by mandatory dues to matters directly related to regulating the legal profession or improving the quality of legal services. The Task Force identifies these issues as significant for Washington consumers and encourages legislative and policy consideration, while recommending WSBA advocacy only within the bounds of these permissible activities.*³⁵

RECOMMENDATIONS

A Advocate for Updated Consumer Protection Laws: The WSBA should advocate, consistent with Keller limitations, for regular updates to state consumer protection laws and regulations that provide meaningful protections and address abuses enabled by AI and other digital technologies.

B Advocate for Enhanced Consumer Privacy Protections: The WSBA should advocate, within Keller limitations, for expanded privacy protections for sensitive information, including restrictions on the collection, use, and sale of personal data by legal technology providers.

C Provide Title 7 RPC Guidance on Lawyer Advertising and Marketing: The WSBA should update RPC Title 7 rules on advertising to clearly prohibit the sale or sharing of sensitive personal data collected by legal websites and applications.

D Develop Consumer-Focused Certification Programs: The WSBA should develop a consumer-facing certification program or standardized "seal" to help the public identify trustworthy legal-service websites and apps, and to enable consumers to report entities operating without authorization to practice law.

E Provide Education on AI and Consumer Protection: The WSBA should provide ongoing education to legal professionals on evolving AI-related consumer protection issues, laws, and regulations, explicitly covering algorithmic bias, data privacy, and remedies available to consumers impacted by automated decision-making.

10 Ensuring Regulatory Innovation and Stability: Future Expertise and Oversight

Rapidly evolving legal technologies—especially AI, automation, and virtual platforms—pose profound challenges and opportunities to traditional regulatory frameworks, underscoring the urgent need for dedicated oversight. Addressing these effectively requires ongoing, expert oversight. The recommendations in this report highlight the need for a stable, empowered body to provide review, expertise, oversight, and guidance into the future. The consensus within the Task Force is that new technologies—whether targeted to consumer legal services (for example an online service that provides legal advice for a divorce or estate planning) or simply horizontal platforms used by consumers to solve legal

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35. Wash. Rules of Pro. Conduct PmbI. and scope (2021), https://www.courts.wa.gov/court_rules/pdf/RPC/GA_RPC_PREAMBLEANDSCOPE.pdf

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issues (using generalized services like ChatGPT)—will strain existing UPL frameworks, ethical frameworks, court capability, and enforcement capacity. The establishment of a Washington Supreme Court Board to address these issues would assure accountability and continuity. Without an institutional successor to the Task Force, the oversight of critical regulatory concerns surrounding the ever-evolving landscape of legal technology would be left to chance.

A Supreme Court-affiliated Board would provide authoritative guidance and continuity, effectively bridging court rulemaking, regulatory reform, and bar governance to ensure responsible innovation. The Washington Supreme Court's Practice of Law Board (POLB) has demonstrated capacity to work through complex regulatory issues and could be a suitable home for this work. However, this would require expanding its charter under GR 25 to explicitly include technology-related oversight and regulatory innovation and ensuring it had the requisite technological expertise and support.

Advocating for the Washington Supreme Court to create this Board—or for expanding scope of the POLB—aligns directly with WSBA's strategic priorities, including championing justice, fostering inclusion, and supporting professional excellence, and reflects

broader national trends of proactive judicial and bar association leadership in regulatory innovation.

Establishing such a Board would proactively position Washington as a national leader, balancing technological innovation with robust consumer protection and regulatory clarity.

RECOMMENDATION

A Petition for a Dedicated Technology Oversight Board or Expanded Practice of Law Board

Mandate: The WSBA should petition the Washington Supreme Court to establish a Board for Legal Technology and Regulatory Innovation or broaden the scope of the Practice of Law Board with the following mission/goals:

- > To collaborate with the WSBA, the Supreme Court, and other relevant stakeholders to develop rules, education, and policies supporting responsible regulatory reform and innovation.
- > To ensure the profession and court system is equipped to continue to ensure the just and fair rule of law.
- > To ensure that all legal technology innovations align with the legal profession's core values—integrity, public service, and administration of justice.

Looking Forward

These ten key points focus less on narrow practices and more on capacity building, ethics, and education for a reason. The technology interface with law is rapidly evolving, and it is far too important to be stuffed into a static set of recommendations and left in a drawer.

The WSBA, the courts, and the profession will need to develop new abilities to handle technology changes and harmonize them with one of the most human processes in society—the way we deliver legal services to people across the state. As officers of the Court, we have the obligation not just to individual clients but to the system of justice and rule of law.

Lawyering is not just a learned profession, but a learning profession. We will find ways to learn, adapt, and excel in this changing environment. But doing so demands we are informed, intentional, and forward-looking about how technologies and the profession will dovetail to create improved results for Washingtonians—and that we leave no one behind. As the legal profession navigates technological change, we must recognize our unique role in shaping how these tools impact society. Legal professionals have a special responsibility to safeguard justice and ensure legal systems remain fair, transparent, and accountable. This means staying informed about and engaged with broader societal concerns—from environmental impact to algorithmic bias, from privacy protection to access. While AI will inevitably transform how legal work happens, our fundamental obligation is to ensure it does so in ways that strengthen rather than undermine the rule of law. By being deliberate in



A NOTE FROM THE TASK FORCE

In developing this report, the Task Force drafters worked iteratively with advancing versions of three main generative AI tools:

- ChatGPT (from OpenAI),
- Claude (from Anthropic), and
- CoPilot (from Microsoft).

In addition, the Task Force drafters benefited from help from Clearbrief (from [Clearbrief.ai](https://clearbrief.ai)) in structuring and writing references. The Task Force members used these systems as a collaborative tool to support—rather than replace—the core work of legal analysis, strategic framing, and writing. The drafters provided subject-matter expertise, policy direction, legal analysis, editorial judgment, and extensive human-based research, while the generative AI tools served as responsive assistants—generating initial drafts, offering structural suggestions, surfacing alternative phrasings, and helping identify gaps or ambiguities. At every stage, decisions about content, tone, and framing remained firmly in human hands, and all information generated by the AI tools was reviewed for accuracy by Task Force members. This process reflects the approach the Task Force recommends for legal professionals: thoughtful, professional-led use of AI that enhances human capability without displacing professional responsibility, creativity, or control.

understanding how these technologies interact with societal values and institutional structures, we can help ensure they enhance rather than diminish access to justice and the quality of legal services for all.

MCLE Board's Potential Suggested Amendment to APR 11:
Credit for Judging High School and Undergraduate Mock Trial Competitions

Action: Taking into account feedback provided at the WSBA Board of Governors meeting, does the MCLE Board wish to proceed with the potential amendment to APR 11, which would allow MCLE credit for attorney volunteers who judge or otherwise evaluate students participating in high school or undergraduate mock trial events?

Background

The MCLE Board is considering a suggested amendment to APR 11 that would allow MCLE credit for attorney volunteers who judge or evaluate high-school and undergraduate mock trial competitions. The Board's interest originated at its August 9, 2024, meeting, following a presentation from the YMCA outlining the structure and educational value of its mock trial program, which relies on attorney judges and raters to assess student performance.

In response, the Board convened a subcommittee to research the proposal and draft amendment language. The Board expressed its intent to move forward at its October 17, 2025, meeting and later directed finalization of a report and collection of public comment at its January 2026 meeting.

Information about the potential amendment was posted on the MCLE Board webpage, and "Take Note" announcements were distributed on March 18 and April 1, 2026. The Board invited written comment and in-person public comment at its April 17, 2026, meeting. Thirty-nine written survey responses were submitted—thirty-seven in favor and two partially in favor, and no in-person comments were made. All comments are included in the accompanying materials. The written comment period closed May 1, 2026.

Pursuant to APR 11(d)(2)(i), the MCLE Board is responsible for reviewing and suggesting amendments necessary for the administration and clarification of MCLE requirements and "...[s]uggested amendments are subject to review by the Board of Governors and approval by the Supreme Court." The potential amendment was presented to the WSBA Board of Governors for review and support at its July 24, 2026, meeting, and the WSBA Board of Governors unanimously voted in favor of potential amendment.

Possible Discussion Topics

- Taking feedback into consideration, should any changes be made to the potential amendment?
- MCLE Board may vote on whether to proceed with suggested amendment.
- If proceeding, MCLE Board may nominate Board members to work on GR 9 coversheet.

Possible Timeline for Suggested Amendment		
August 14, 2026	MCLE Board Meeting	Discuss feedback from Board of Governors and vote on whether to move forward with suggested amendment. If proceeding, MCLE Board will nominate Board members to work on GR 9 coversheet.
August 24, 2026		First draft due of GR 9 coversheet.
September 14, 2026		Final draft due of GR 9 coversheet.
September 15, 2026		Send to OGC for final legal review.
October 1, 2026		Finalize recommendation to Court.

October 15,2026		Suggested Amendment Deadline.
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Attachments

- Memo and materials to WSBA Board of Governors
- Redline

WASHINGTON STATE BAR ASSOCIATION

TO: WSBA Board of Governors

CC: Terra Nevitt, Executive Director

FROM: Darryl Colman, MCLE Board Chair
Adelaine Shay, MCLE Board Staff Liaison and WSBA MCLE Manager

DATE: June, 11, 2026

RE: MCLE Board's Preliminary Suggested Amendment to Admission and Practice Rule (APR) 11:
High School and Undergraduate Mock Trials

Action: The MCLE Board asks that the WSBA Board of Governors support its preliminary suggested amendment to Admission and Practice Rule (APR) 11 regarding the establishment of MCLE credit for attorney volunteers who judge or otherwise evaluate students participating in MCLE Board approved high school or undergraduate mock trials.

MCLE BOARD ROLE & RESPONSIBILITIES

Pursuant to APR 11(d)(2)(i), "The MCLE Board shall review and suggest amendments or make regulations to APR 11 as necessary to fulfill the purpose of MCLE and for the timely and efficient administration of these rules and for clarification of education requirements, approved activities, and approved course subjects. Suggested amendments are subject to review by the Board of Governors and approval by the Supreme Court."

SUMMARY

The MCLE Board is proposing a suggested amendment to APR 11 to allow licensed legal professionals to earn MCLE credit for time spent judging or otherwise evaluating students participating in MCLE Board approved high school or undergraduate mock trial events.

BACKGROUND

This initiative arose from the August 9, 2024 meeting, where the YMCA presented the benefits of granting MCLE credit to those involved in high school mock trials. The presentation provided an overview of the specific YMCA mock trial program, which is designed for secondary students, centered around a fictitious case crafted by a Washington Superior Court Judge, and consists of three-hour trials presided over by sitting judges. In addition to the direct judging role, the program also includes attorney raters who provide additional feedback and evaluation.

YMCA's proposal prompted the MCLE Board to convene a subcommittee to study whether mock trial judges at the high school and undergraduate level should receive credit. The subcommittee's work resulted in drafting a suggested amendment which would establish credit for high-school and undergraduate mock trial volunteers. At its October 17, 2025 meeting, the MCLE Board indicated that it was interested in moving forward with the amendment

process and characterized the amendment as a goal for the 2025-2026 fiscal year. At the January 2026 meeting the MCLE Board decided to finalize a report and seek public comment on the potential amendment.

FACTORS IN SUPPORT OF THE SUGGESTED AMENDMENT

Professional Development

Participating in a mock trial program contributes to a licensed legal professional development by providing a way to engage with the Rules of Evidence and courtroom procedure, opportunities that are increasingly rare, especially for newer attorneys, due to the declining number of trials in Washington courts.¹ The program also contributes to professional development by connecting attorneys directly with judges and offering attorneys the opportunity to consider advocacy from the perspective of a judge.

Equity Goals

Offering this MCLE credit benefit promotes diversity of the legal profession through mock trial programs by assisting students who may have an interest in legal careers. Students without family or social ties to the legal profession can, through high school and college-level mock trial programs, learn about the legal profession, see themselves as potential future lawyers and jurists, and gain connections that may help them pursue a legal career. Offering MCLE credit for this supervision and instruction time may encourage lawyers to serve as volunteers for these important programs, thereby furthering WSBA's commitment to increasing access to justice.

Civic Engagement Around the Rule of Law

For students, mock trials facilitate transparency and engagement with the law, create opportunities for education, and allows for youth to see themselves in the role of lawyer. This experience could lend itself to a better understanding of and trust in the rule of law. Providing MCLE credit dovetails with the WSBA [Ambassadors Program](#)² mission as well the professional responsibilities as quoted (on the Ambassador Program's webpage) and below:

"[A] lawyer should further the public's understanding of and confidence in the rule of law and the justice system because legal institutions in a constitutional democracy depend on popular participation and support to maintain their authority."

—[RPC Preamble: A Lawyer's Responsibilities](#)³

"In general, the Washington State Bar Association strives to ... administer programs of legal education ... and promote understanding of and respect for our legal system and the law."

—[General Rule 12.2](#)⁴

National Landscape

¹See generally <https://www.courts.wa.gov/caseload/?fa=caseload.showArchived>

² <https://www.wsba.org/about-wsba/ambassadors>

³ https://www.courts.wa.gov/court_rules/pdf/RPC/GA_RPC_PREAMBLEANDSCOPE.pdf

⁴ https://www.courts.wa.gov/court_rules/pdf/GR/GA_GR_12_02_00.pdf

Washington would be joining at least 11 states currently awarding MCLE credit for judging, evaluating, or scoring high school mock trials, including, Oregon, Colorado, Nevada, Texas, Kentucky, Georgia, New York, Vermont, Rhode Island, New Jersey, and Delaware.

Feedback

Information regarding the potentially suggested amendment is located on the MCLE Board webpage⁵, and additionally on March 18, 2026 and April 1, 2026 the “Take Note” WSBA email was sent which contained a paragraph soliciting feedback from WSBA members.

At its April 17, 2026 meeting, the MCLE Board invited in-person public comment on the proposed amendment, and no comments were made. As of May 1, 2026, thirty-nine responses were collected via the online survey. Out of those responses, thirty-seven are in favor of the suggested amendment, and the remaining two are partially in favor. All received comments are included in the attached materials.

WSBA RISK ANALYSIS: *This section is to be completed by the Office of General Counsel, with input from the proposing entity or individual.*

The risk analysis is included in the BOG’s confidential materials.

WSBA FISCAL ANALYSIS: *This section is to be completed by the Finance Department, with input from the proposing entity or individual.*

The fiscal impact to WSBA resulting from the proposed criteria is limited in size but covers areas of both revenue and expense. Under the current proposal, licensed legal professionals would be able to earn CLE credit for their time spent judging or otherwise evaluating approved mock trials. It is assumed that without this opportunity, these individuals would be earning CLE credit in another capacity, which could include paying for a WSBA provided CLE. Therefore, there is a very small possibility of an impact on WSBA CLE revenue. In terms of expenses, the impact includes the cost of staff time used to draft the amendment language, incorporate the amendment into relevant records, and communicate changes to stakeholders. The staff time that would be allocated to this work is included in the overall duties of existing WSBA staff and does not require additional staff or allocation of resources from other internal sources.

WSBA EQUITY ANALYSIS: *This section is to be completed by the Equity and Justice Team, with input from the proposing entity or individual.*

The purpose of the equity analyses is to understand how entities incorporated an equity lens into proposed action items presented to the Board of Governors. Applying an equity lens includes 1) identifying and centering people and communities most impacted decisions and/or 2) meeting people and communities according to their specific needs to produce fair and equal outcomes for all. Based on the materials provided, the suggested amendments to APR 11

⁵ <https://www.wsba.org/Legal-Community/Committees-Boards-and-Other-Groups/mcle-board>

do not pose any significant equity concerns. The proposed changes advances procedural equity by allowing MCLE credits for attorney volunteers who judge or evaluate high school or undergraduate mock trials as APR 11 already allows MCLE credits for attorneys should judge or evaluate law school level mock trials. It also seeks to advance equity as an outcome by diversifying the profession and reducing disparities.

Attachments

- MCLE Board Report and Recommendation
- APR 11 Preliminary Suggested Amendment—Redline
- Public Comments—Collected Feedback from Survey

From: Mandatory Continuing Legal Education Board
To: Washington State Licensed Legal Professionals & Community Members
Date: January 9, 2026
RE: REPORT AND RECOMMENDATION OF THE MCLE BOARD

Mandatory Continuing Legal Education Board

The Mandatory Continuing Legal Education Board (“MCLE Board”) consists of seven members: Darryl Colman (Chair), Katharine Denmark, Nicole Meyer, Efrem Krisher, Henry Phillips, Brendon Taga, and Justin Durueke.

Suggested Amendment

The MCLE Board recommends an amendment to Admission and Practice Rule (APR) 11 that would allow for licensed legal professionals evaluating MCLE Board-approved high school and undergraduate competitions to earn MCLE credit.

The MCLE Board recommends the following suggested amendment to APR 11:

APR11 (d) MCLE Board (2) *Powers and Duties* (vii) Approve Mentoring Programs and High School/College-Level Mock Trial Programs. The MCLE Board shall approve mentoring programs and high school and college-level mock trial programs that meet requirements and standards established by the MCLE Board for the purposes of awarding MCLE credit under these rules.

APR11(e)(11) Judging, evaluating, or scoring participants in a high school or college-level mock trial or moot court program approved by the MCLE Board.

Factors & Information

Professional Development

Participating in the mock trial program contributes to professional development by providing a way to engage with the Rules of Evidence and courtroom procedure, opportunities that are increasingly rare, especially for newer attorneys, due to the declining number of trials in Washington courts.¹ The program also contributes to professional development by connecting attorneys directly with judges and offering attorneys the opportunity to consider advocacy from the perspective of a judge.

¹ See generally <https://www.courts.wa.gov/caseload/?fa=caseload.showArchived>



Equity Goals

Offering this MCLE credit benefit promotes diversity of the legal profession through mock trial programs by assisting students who may have an interest in legal careers. Students without family or social ties to the legal profession can, through high school and college-level mock trial programs, learn about the legal profession, see themselves as potential future lawyers and jurists, and gain connections that may help them pursue a legal career. Offering MCLE credit for this supervision and instruction time may encourage lawyers to serve as volunteers for these important programs, thereby furthering WSBA's commitment to increasing access to justice.

Civic Engagement Around the Rule of Law

For students, mock trials facilitate transparency and engagement with the law, create opportunities for education, and allows for youth to see themselves in the role of lawyer. This experience could lend itself to a better understanding of and trust in the rule of law. Providing MCLE credit dovetails with the WSBA [Ambassadors Program](#) mission as well the professional responsibilities as quoted (on the Ambassador Program's webpage) and below:

“[A] lawyer should further the public's understanding of and confidence in the rule of law and the justice system because legal institutions in a constitutional democracy depend on popular participation and support to maintain their authority.”

—[RPC Preamble: A Lawyer's Responsibilities](#)

“In general, the Washington State Bar Association strives to ... administer programs of legal education ... and promote understanding of and respect for our legal system and the law.”

—[General Rule 12.2](#)

National Landscape

Washington would be joining at least 11 states currently awarding MCLE credit for judging, evaluating, or scoring high school mock trials, including, Oregon, Colorado, Nevada, Texas, Kentucky, Georgia, New York, Vermont, Rhode Island, New Jersey, and Delaware.



REPORT AND RECOMMENDATION OF THE MCLE BOARD

January 9, 2026

Page 3 of 3

Attachments

1. [Admission and Practice Rule \(APR\) 11](#)
2. Draft APR 11 Redline
3. 2025 YMCA Mock Trial Impact Report



SUGGESTED AMENDMENTS TO THE APR 11 (Redline)

1 **TITLE**

2 **ADMISSION AND PRACTICE RULES (APR)**

3 **RULE 11. MANDATORY CONTINUING LEGAL EDUCATION (MCLE)**

4 **(a) – (d)(1) No Changes.**

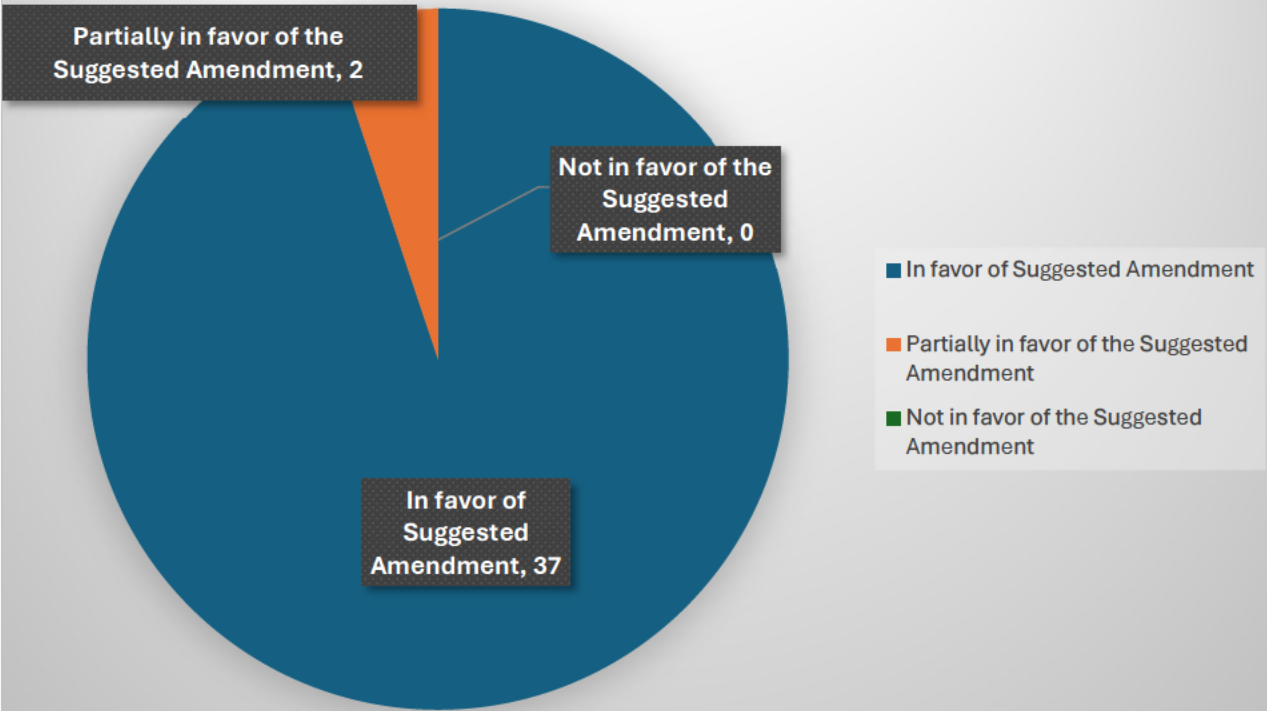
5 **(2) Powers and Duties** (vii) Approve Mentoring Programs and High School/College-Level
6 Mock Trial Programs. The MCLE Board shall approve mentoring programs, and high school
7 and college-level mock trial programs that meet requirements and standards established by the
8 MCLE Board for the purposes of awarding MCLE credit under these rules.

9 **(d)(3)– (e)(10) No Changes.**

10 APR11(e)(11) Judging, evaluating, or scoring participants in a high school or college-level
11 mock trial or moot court program approved by the MCLE Board.

12 **(f)(1)-(k) No changes.**

Feedback on the MCLE Board's Preliminary Suggested Amendment
to Allow MCLE Credit for Judging High School & Undergraduate Mock
Trials



Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

Id	Completion Date	Your Name	Your relationship to WSBA	Position on the MCLE Board's Suggested Amendment to APR 11	Please provide any feedback or comments you have regarding the Suggested Amendment:
1	3/18/2026	Jamie Olivares	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	
2	3/18/2026	Jennifer Flynn	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I am strongly in favor of this amendment. I am a lawyer today entirely because of the existence of the YMCA Mock Trial program that was offered in my high school. I am the first person in my family to go to college, let alone law school, and I never would have considered this career path without the experience of participating in high school mock trial. I have been involved in mock trial at some level for the past 22 years - I continued to participate in college and law school, coached a team for six years after becoming a lawyer, and I continue to mentor and judge high school & college competitions. When I took Evidence in law school, I found that I was lightyears ahead of many of my peers because I already had 10 years of experience working with the rules of evidence. Coaching and judging competitions lets me continue to practice rules that might not come up regularly in my practice, and it keeps me excited about what I do. I love having the opportunity to work with young people and help recruit the next generation of lawyers from diverse backgrounds. Many of them would otherwise not know their rights, the pathways to a career, or their own potential. Many of the students we see at the high school level are every bit as talented as some of the students we see at law school level competitions. Due to the larger number of students participating, we need more qualified judges for these competitions and it is hard to get people involved without the incentive of CLE credits. I cannot say enough positive things about the YMCA high school mock trial program. I would be happy to share my experience as a former participant, a coach, and a rater if it would be helpful in any way to the committee in making a decision. I can be contacted at [redacted for privacy].

Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

3	3/18/2026	Kelsey L. Affronte	Licensed legal professional (Lawyer, LLLT, LPO)	Partially in favor of the Suggested Amendment	I think it confirms what attorneys already know, since you're providing feedback to people who have never been to law school/taken the bar. I do like the exposure to different practice styles and feedback from those who have a different perspective on practice, which I think is valuable as a CLE. Maybe there should be a limit on how many of these credits you can claim as MCLE credits? I do like this amendment, but I think these types of volunteer activities have their limits as far as MCLE credits, versus pro bono hours. I also know that these volunteer activities have been hurting for volunteers for many years, so this would be a good way to encourage giving back to your community. Again, maybe that is better as a pro bono credit after a certain number of MCLE hours...
4	3/18/2026	Eli Creighton	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	
5	3/18/2026	David Trujillo	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	
6	3/19/2026	Fawzy T. Simon	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	#1. It causes lawyer to think analytically about a problem. #2. It builds community relations and shows that, even though almost no one consults an attorney when they're having a GOOD day, still, we care about our communities.
7	3/19/2026	Alyssa Lindburg	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	
8	3/24/2026	Shaunita Felder	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	It takes all of your day to sit and judge those competitions and you have to fill out a rating form, look at materials beforehand, give feedback after to the group and then get stopped for questions and comments in the hall on your way out. These should have been eligible for CLE credit, especially when the YMCA and the judges in charge have our names and information to report.

Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

9	3/25/2026	Ben Stafford	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I am a member of the bar, and for 20 years have coached high school mock trial. I have also judged many law school competitions, for which I've received CLE credit. I would strongly support extend of CLE credit to judging undergraduate and high school mock trials. To be sure, this would facilitate the bar providing an invaluable civic service by encouraging volunteerism. As a former high school mock trial student, participation in the mock trial program is what led to me becoming a lawyer myself. The program is not possible without the scores of lawyers who volunteer their time. But in addition to its salutary benefits in that regard, there is simply no meaningful distinction, in my experience, between judging law school or other mock trial competitions in Washington. When I attended law school, I found evidence to be a breeze because of my high school mock trial experience -- I knew all the rules. And students in high school and college (I've judged a number of competitions) display that knowledge of evidence and trial procedure through mock trials. Lawyer raters, just as with regard to law school competitions, have an opportunity to share trial advocacy feedback at the end of these competitions and, frankly, speaking from personal experience, benefit from hearing a multiplicity of perspectives on what kind of trial presentation is most compelling. I cannot recommend supporting this amendment strongly enough!
10	3/25/2026	Terence Lynch	Licensed legal professional (Lawyer, LLLT, LPO)	Partially in favor of the Suggested Amendment	Completely agree that judging and eating high school Mock Trial should earn lawyer participants CLE credit. I checked "partially agree" because the amendment does not include CLE credits for the several dozen lawyers who volunteer to coach high school teams. These lawyers are competently teaching high schoolers the fundamentals of evidence and basic-to-intermediate trial skills, same as the lawyers who volunteer to teach new bar admittees the same material in trial skills CLEs that are already being given credit. I would amend the rule to permit lawyers to also claim some hours for coaching too.

Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

11	3/25/2026	William L. Downing	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	Before retiring in 2017, I chaired the statewide YMCA Mock Trial Program for a number of years and conducted the King County competition for more than 25 years. The attorney raters invariably reported that they learned a lot from observing the way in which the student lawyers argued the law and the facts. Part of this was in thinking like a judge, hearing the legal analysis on the fly (not laboriously briefed) and part of it was seeing things as a juror might (the emotional as well as the logical.) The insights gained on both levels are extremely valuable for the practitioner. The time is well spent and should be rewarded.
12	3/25/2026	Eric L. Hanson	Mock Trial Coach	In favor of the Suggested Amendment	It is such a blessing to have legal professionals giving back to their communities. These wonderful professionals give hours of their time to judge or rate competitions. Still others volunteer to coach. I know that this amendment is specific to the former though, so I will comment on that only. I do believe that the time our professional volunteers give is important - the impact they have on communities and the lives of the 1000's of youth who participate is meaningful and a benefit to the public as they shape the next generation of legal professionals through their presence, and especially their feedback and shared expertise. Please adopt this motion to include participation in mock trials as an option to accumulated required MCLE hours. This is good policy, and it serves the professional and public good. Thank you.
13	3/25/2026	Patrick Lynch	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I have been involved in high school mock trial as a Coach and Judge since I was sworn in. Clients are continually more and more hesitant to try cases due to the costs involved with trial. Mock Trial, even at the high school level, provides invaluable experience to attorneys that is translatable to their real world practices. I would recommend that this rule be adopted, but I would also recommend that CLE credit be given for the Coaches as well.
14	3/25/2026	Michael Kelly	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I strongly encourage the MCLE Board to adopt this Suggested Amendment. I am a volunteer Coach for Ballard High School's Mock Trial team. While I would not receive the direct benefit of this Suggested Amendment (MCLE credits), I see first-hand how valuable and scarce our judges and raters are. At times we struggle to put on a full tournament due to the lack of a sufficient number of judges and raters. I strongly support this as an additional means of encouraging quality attorneys and judges to give their time to support Mock Trial.
15	3/25/2026	Benjamin Gould	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I have been involved in coaching the Ingraham High School mock trial team and found it to be an invaluable educational experience not just for the students but for myself. To be able to effectively teach procedural, evidentiary, and substantive rules of law, one must master them completely and understand them from the inside out. Reviewing and then having to teach (for example) the hearsay rule and its exceptions, or the rules about character evidence under ER 404, improved my own trial practice. In some ways, my experience coaching the IHS mock trial team has been the single most valuable continuing legal education I have ever benefited from; it is well past time that it be recognized as such.

Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

16	3/25/2026	Trisha Johnson, Senior Deputy Prosecuting Attorney, Skagit County	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I would encourage the Board to adopt the proposed amendment. I am a volunteer in both Washington's YMCA High School Mock Trial program and the ABA Mock Trial college program and am called on to assist in judging due to shortages of available attorneys to assist. The adoption would be helpful to assist in the recruitment of judges for competition, as well as allowing the current attorneys that volunteer to spend their evening and weekend judging to receive credit. We have discovered that once attorneys become involved in judging these young people that are interested in the law and see how amazing their work is, they return to volunteer, assist and even mentor youth in these programs. I agree these programs are an excellent way to engage youth in the legal field and give them exposure they would otherwise they would not have access to.
17	3/25/2026	Erin Riley	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I am a member of the bar of Washington since 2000, litigate civil cases, and have been a volunteer coach for the Ingraham High School mock trial team for the past two years. I have found coaching mock trial a valuable educational experience not just for the students but for myself. To be able to effectively teach pretrial motions, opening and closings, direct and cross examinations, not to mention effective objections and responses, one must master them completely and understand them from the inside out. Thank you.
18	3/25/2026	Susan Fisch	Law Student	In favor of the Suggested Amendment	I support this amendment for all of the reasons listed in the written position. Students participate in Mock Trial to learn about the law and the legal profession. They gain invaluable skills that they can use in all aspects of life regardless of whether they pursue a career in the law. Students gain confidence when members of the bench and bar invest time in them. It helps not only the students that participate but their friends, family and the entire community as well. This experience allows our students to realize that college and a career in the law are attainable. Encouraging attorneys to participate in this process by awarding MCLE credit is a win/win proposition.
19	3/25/2026	Joshua Poisel	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	This amendment makes practical sense. It recognizes the real educational value of mentoring students through mock trial programs. When attorneys invest time in guiding students and evaluating their performance, they're helping build the next generation of legal professionals while reinforcing their own skills. CLE credit for this work will encourage more participation in mock trial programs, mentorship, and shaping future legal professionals. It is also meaningful way and path to connect professional development with community impact.
20	3/26/2026	Megan Dunn	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	Each year it is difficult to recruit licensed attorneys to participate as raters and judges for mock trial competitions. Approving CLE credit for these participants would provide a helpful incentive. The students love hearing from practicing attorneys, so the more this could be encouraged, the better.

Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

21	3/26/2026	Julie Thrall Burrow	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I volunteer a significant number of hours at the local high school's mock trial program. It keeps my rules of evidence knowledge up to date and my argumentative skills honed. And it's super helpful to the program to have licensed attorneys helping out. I'd really appreciate being able to get CLE credit for this. Thanks for considering it.
22	3/27/2026	Laura Gerber	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I am a lawyer in Seattle in private practice. In law school I was on the Moot Court Honor Board and participated in moot court competitions. One of my responsibilities was to recruit local practitioners to serve as judges or raters for our competitions. I recall how difficult it was to find individuals willing to serve as judges for our competitions. I also the incredible benefit these individuals provided when they offered candid, informed feedback to me. I was able to use this feedback to improve my performance and consider new ways to prepare for competitions. In my view, offering CLE credit would be helpful to the extent it would encourage more attorneys to volunteer time to serve as judges or raters for these competitions. For the last two seasons, I have been a coach for the Ingraham High School Mock Trial program. Having recently completed another Mock Trial season, I have witnessed the incredible benefit that in-depth and considered feedback from judges and raters has provided to our students. Our students' skills, their case strategies, and their thinking about their roles as attorneys and witnesses were enhanced when they received informed, candid feedback from judges and raters. Because having dedicated and knowledgeable individuals serving as judges and raters is hugely beneficial to the development of the YMCA Mock Trial program, I support making CLE credit available to these individuals through this amendment.
23	3/27/2026	Hugh Barber	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	Hello- I was KC prosecutor for 27 years and am now in private practice. Throughout my career I have gladly committed to the advancement of our profession through teaching Trial Ad, speaking on panels and judging mock trials presented by law schools, local high schools/colleges and the YMCA. Preparing to judge those mock trials takes a tremendous amount of time and effort, and many qualified attorneys shy away from participating in the non-law school mock trials because we don't get CLE credits for it. Allowing judges and raters of non-law school mock trials to get CLE credits would broaden the pool of attorneys qualified to do so and ensure the participants get the feedback necessary for them to succeed not just in that particular event, but as future lawyers if they choose to become one.

Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

24	3/27/2026	C ANDREW MCCARTHY	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I believe that I may have inadvertently written an extensive comment in support of THIS Amendment in the MSForm for commenting on Colorado comity. I apologize for that mistake. Rather than retype what I wrote, I ask you to please consider my comments where they were intended -- in support of MCLE credit for mock trial judging/scoring/coaching. Thank you.
25	3/27/2026	C ANDREW MCCARTHY	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	My WSBA number is 21080 (inactive as of 2024 (?)). I am a longtime high school mock trial coach at Seattle Prep. I am writing to support this amendment enthusiastically. In close to 30 years of coaching, I have seen hundreds of high school mock trials. At the end of each round, the scorers and the presiding judge provide feedback on trial advocacy to the students. I learn something in every single round -- sometimes something about substantive law, sometimes a trial advocacy tip, sometimes a nuance of evidence law -- but always something. That is true of most of the lawyers in the room, I would venture to say. I also regularly judge at college mock trial competitions (AMTA) at the University of Washington, and at the Empire Mock Trial program (high school). The same is true of those competitions. In the September 2014 issue of the WSBA's NW Lawyer Magazine, I published the article "Teens Take on Attorneys: Mock Trials Have Real Benefits for All." That article sets out the many benefits that mock trial coaching has for practicing attorneys. Although this proposal comes too late to give me CLE credit for any of those many hours that I have spent on the activity, I am confident that credit for mock trial scoring at all levels will improve civics education in Washington State and make it easier to recruit volunteer scorers for competitions. I am unable to attend the meeting on April 17. However, given my experience with mock trial, I would be happy to be part of the process of finalizing some of the details if the amendment goes into effect. For example, should there be some hours allowed for coaching? Or only for scoring/judging? Should there be a cap on the total number of hours that can be earned via mock trial? These are all fair questions, and I would be happy to share my perspective if asked.
26	3/30/2026	Colleen Fitzharris	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I participated in mock trial throughout my high school career and benefitted tremendously from the thoughtful feedback of attorney volunteers. Now that I am a practicing attorney, I regularly return to the lessons I learned as a mock trial participant. I find that watching and providing feedback to my colleagues about their writing and presentation style cause me to reflect on my own practices. I believe that awarding CLE credits to attorneys who help students are not only positively contributing to the education of others but also learn from the experience. I strongly support this amendment and hope the change encourages other attorneys to volunteer their time for this tremendous program.

Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

27	3/30/2026	Geoffrey Burg	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	Dear Members of the WSBA Board and CLE Committee, The YMCA mock trial competition just finished another successful year, made possible not only by the hard work of the YMCA but also by the leadership of Judge Padula and by thousands of volunteer attorney hours from coaches, raters, and judges. I am writing to propose that the Washington State Bar Association (WSBA) adopt a policy awarding Continuing Legal Education (CLE) credits to attorneys who volunteer as coaches, judges, or raters for high school mock trial competitions, not unlike what you already do for law school competitions. This initiative would serve as a powerful incentive for professional engagement while directly advancing our Bar's core mission. As many of us have experienced, the YMCA high school mock trial program is a transformative educational tool. Personally, I have taught mock trial high school students for 10 years and have seen this in action. However, its success depends entirely on the availability of legal professionals to provide mentorship and evaluation, and many schools struggle to find people to teach the students, while the judges are always working hard to find raters. By formalizing CLE credit for this service, the WSBA can achieve several goals: 1. Strengthening the Pipeline of Future Lawyers To ensure our profession thrives, we need to actively recruit the next generation. Mock trial is often the first point of contact a student has with the legal system. When practitioners volunteer, they don't just teach "rules of evidence"; they demystify the profession and provide students from diverse backgrounds with a roadmap to a legal career. 2. Professional Development for Current Attorneys Teaching is one of the most effective ways to master a subject. Attorneys who rate or coach mock trials must engage deeply with the Rules of Evidence, Civil/Criminal Procedure, and Trial Advocacy techniques. Distilling these complex concepts for students requires a level of mastery that directly benefits an attorney's own practice. 3. Alignment with the WSBA Mission The WSBA's mission includes "serving the public" and "enhancing the culture of service." Providing CLE credits for mock trial participation: Promotes public understanding of the law. Increases access to justice by supporting programs in underserved schools that may lack legal resources. Fosters civility and professionalism as attorneys model ethical behavior for the community. 4. Incentivizing Pro Bono Service While many attorneys feel a moral obligation to volunteer, the time away from the office remains a hurdle. An allocation of CLE credits could provide the necessary "nudge" to convert interest into action. Several other state bars (New York, California, New Jersey, Connecticut, Georgia, and Texas) have successfully implemented similar programs for their high school students, recognizing that the "educational" component of CLE can extend beyond a lecture hall and into the practical application and teaching of our craft. I believe this change would be supported by the membership and yield dividends for the Washington legal community for years to come. I would welcome the opportunity to discuss how we might structure a pilot program for the upcoming mock trial season. Geoffrey Burg
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Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

28	3/30/2026	Lizanne Padula	Lawyer-Judge-WA YMCA MT Program Chair	In favor of the Suggested Amendment	I am strongly in favor of this suggested amendment. First, I hope we can all agree in the value of high school mock trial programs. These programs increase knowledge of our system of justice and promote critical thinking in general. In part, what makes the YMCA Mock Trial Program so valuable is the volunteer participation of Lawyers and Judges. Typically, this volunteer commitment is 3 hours per round of competition. Each volunteer likely spends another hour or two, reading the case and applicable caselaw. The scoring and feedback to the participants is more valuable because it comes from legal professionals giving real, practical and insightful feedback. From these interactions, I have witnessed the development of mentoring relationships and internships. I have seen the Lawyers and Judges, in the courthouse hallways, after the rounds of competition, conversing and inspiring these young minds to continue their pursuit of legal knowledge. As someone that is in charge of rounding up approximately 300 volunteers each year for YMCA Regional & State tournaments, I can attest that I am often asked if the legal volunteer can receive CLE or CJE credits for their participation. I believe that volunteer recruitment would be more effective if we could indicate that CLE/CJE credit is available. This suggested amendment will help ensure that Lawyers and Judges continue to be engaged in local education and community and, through that engagement, foster the next generation of Lawyers and Judges. Lastly, this suggested amendment is wholly consistent with other educational and community-oriented activities promoted by the WSBA and our Supreme Court.
29	4/13/2026	Mary Robnett	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	Participating in the mock trial program, including judging, evaluating, or scoring participants should be approved for CLE credit. It is such a valuable program and ALL participants benefit from the preparation and participation in the program.
30	4/13/2026	Cambria Judd Babbitt	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	As a lawyer who has participated in YMCA mock trial rating, I think CLE credit should be awarded. CLE credit is awarded for judges of law school mock trials and competitions, which serve the same purpose of educating students through practical experience in the area of law
31	4/14/2026	Peter Jones	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I have been judging or evaluating the state mock trial competition for a decade now. They say that by teaching, we learn, and this activity proves it. While it's a good thing for the community, it also helps me sharpen my trial practice skills in real time by being able to discuss issues of trial advocacy with the participating youth. I get more legal education out of this activity than I get from most lecture CLEs, and I wholeheartedly support this amendment.

Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

32	4/16/2026	n/a	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	This is a great step towards access to justice by ensuring attorneys have an active role engaging with our youth, the future lawyers in our community, and by allowing for credits, this opens the door to attorneys that otherwise don't have the privilege of volunteering with youth without anything in return (private attorneys often can use it as pro bono credit or are paid for the work).
33	4/20/2026	Lindsay Zervas	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	These programs are significant opportunities to engage positively with the public and attract diversity to our profession, which is historically dominated by white men. The youth that participate are a joy to be around and attorneys can learn so much from their bright minds. It also takes a lot of focus and effort to act as a rater. Far more is required of raters at the tournaments than for typical CLEs. Additionally, I run the only Middle School mock trial tournament in the state and assist with the High School mock trial program in Snohomish County. We regularly run into difficulties getting raters. Often, we rely on the same individuals to rate for multiple rounds. It would be spectacular to include CLE credit as this would help recruit raters.
34	4/20/2026	Brooks de Peyster	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	Giving attorneys the opportunity to earn CLE credits for judging undergrad mock trial will be a net positive for our profession and will inspire the next generation of WA lawyers to go to law school.
35	5/1/2026	Peter Heineccius	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I am strongly in favor of the Suggested Amendment for the reasons provided by the MCLE Board. I would further expand the activities listed in APR11(e)(11) to also include "preparing students" for these programs. Lawyers who volunteer their time to teach trial advocacy skills to high school and college students should be treated the same as those who prepare law school students under APR11(e)(9). Thank you.
36	5/1/2026	Muna Jaylaani	Member of the public	In favor of the Suggested Amendment	
37	5/1/2026	Pauline Freund	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	Supporting high school mock trial is a benefit to our whole profession. It's also a lot of work and should be rewarded.

Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Judging High School and Undergraduate Mock Trials

38	5/1/2026	Tia Rasmussen	Teacher + Mock Trial Coach	In favor of the Suggested Amendment	Every legal professional who rates/judges local mock trial competitions remarks that the students are more competent and commanding than the attorneys they encounter in court every day. Competitions are academic, critical, rigorous, and inspiring. By incentivizing and recognizing participation, you are not only investing in future lawyers in our community, but also reminding legal professionals why they pursued this career in the first place.
39	5/1/2026	Alysa Mo	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	As a former undergraduate mock trial competitor, and current attorney and undergrad mock trial judge, I've seen first hand the value and importance of having judges with diverse tenure and demographics. By permitting MCLE credits to be granted for judging in these competitions, it will be more accessible for attorneys who have stricter billing and life schedules to judge, and the pre-law community will undoubtedly benefit. As an attorney, I've been extremely impressed with the level of knowledge and grasp of the rules of evidence that undergrad students have, and find that my own education of the rules of evidence are often more sharpened by judging undergrad competitions than law school competitions.

SUGGESTED AMENDMENTS TO THE APR 11 (Redline)

1 **TITLE**

2 **ADMISSION AND PRACTICE RULES (APR)**

3 **RULE 11. MANDATORY CONTINUING LEGAL EDUCATION (MCLE)**

4 **(a) – (d)(1) No Changes.**

5 **(2) Powers and Duties** (vii) Approve Mentoring Programs and High School/College-Level
6 Mock Trial Programs. The MCLE Board shall approve mentoring programs, and high school
7 and college-level mock trial programs that meet requirements and standards established by the
8 MCLE Board for the purposes of awarding MCLE credit under these rules.

9 **(d)(3)– (e)(10) No Changes.**

10 APR11(e)(11) Judging, evaluating, or scoring participants in a high school or college-level
11 mock trial or moot court program approved by the MCLE Board.

12 **(f)(1)-(k) No changes.**

MCLE Board's Potential Suggested Amendment to APR 11 - COMITY WITH COLORADO

Action: Taking into account feedback from the WSBA Board of Governors meeting, does the MCLE Board wish to proceed with the potential amendment to APR 11, which would expand MCLE comity to Colorado?

Background

The MCLE Board decided to research potential comity states after receiving feedback during the 2024 annual meeting with the Court. After conducting research into MCLE requirements in other states the MCLE Board is exploring the prospect of suggesting an amendment that would treat Colorado as a comity jurisdiction given the proximity of their CLE requirements to our own. The Board indicated in its last October 17, 2025, meeting that they would advance with a suggested amendment to extend comity recognition to Colorado and treat that objective as a goal for the 2025-2026 year.

Information regarding the potentially suggested amendment is located on the MCLE Board webpage, and additionally on March 18, 2026 and April 1, 2026, the "Take Note" WSBA email was sent which contained a paragraph soliciting feedback from WSBA members. At the January 2026 meeting the MCLE board decided to finalize a report and recommendation and collect public comment regarding the potential suggested amendment. At its April 17, 2026 meeting, the MCLE Board invited in-person public comment on the proposed amendment, and no comments were made.

As of May 1, 2026, seven responses were collected via the online survey. Out of those responses, all seven are in favor of the suggested amendment. All received comments are included in the attached materials. The online comment collection closed on May 1, 2026.

At its June 5, 2026, meeting, taking feedback into consideration, the MCLE Board voted to proceed with suggested amendment and present to Board of Governors meeting. Pursuant to APR 11(d)(2)(i), "Suggested amendments are subject to review by the Board of Governors and approval by the Supreme Court." At the July 24th WSBA Board of Governors meeting the MCLE Board presented the potential suggested amendment for review and to ask for support from the WSBA Board of Governors and the WSBA Board of Governors unanimously voted in favor of potential amendment.

Possible Timeline for Suggested Amendment

August 14, 2026	MCLE Board Meeting	Discuss feedback from Board of Governors and vote on whether to move forward with suggested amendment. If proceeding, MCLE Board will nominate Board members to work on GR 9 coversheet.
August 24, 2026		First draft due of GR 9 coversheet.
September 14, 2026		Final draft due of GR 9 coversheet.
September 15, 2026		Send to OGC for final legal review.
October 1, 2026		Finalize recommendation to Court.



October 15,2026		Suggested Amendment Deadline.
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Attachments

- Draft memo to Board of Governors
- MCLE Board Report and Recommendation - Comity Colorado
- Written Public Comments



WASHINGTON STATE BAR ASSOCIATION

TO: WSBA Board of Governors

CC: Terra Nevitt, Executive Director

FROM: Darryl Colman, MCLE Board Chair
Adelaine Shay, MCLE Board Staff Liaison and WSBA MCLE Manager

DATE: June 11, 2026

RE: MCLE Board's Suggested Amendment to Admission and Practice Rule (APR) 11 – Comity with Colorado

Action: The MCLE Board asks that the WSBA Board of Governors support its preliminary suggested amendment to Admission and Practice Rule (APR) 11 regarding the establishment of MCLE comity with Colorado.

MCLE BOARD ROLE & RESPONSIBILITIES

Pursuant to APR 11(d)(2)(i), the MCLE Board is tasked with reviewing and proposing amendments or establishing regulations for APR 11 as needed to support the purpose of MCLE. This includes ensuring timely and efficient administration of APR 11 and providing clarity on education requirements, approved activities, and approved course subjects. All suggested amendments are subject to review by the Board of Governors and approval by the Supreme Court.

SUMMARY

As established in APR 11(c)(6), the education requirements in Oregon, Idaho, and Utah substantially meet Washington's education requirements for lawyers. These states have been designated as comity states.

Lawyers licensed in any of the three comity states may satisfy APR 11 requirements by paying the comity fee and submitting a Comity Certificate of MCLE Compliance confirming they met that state's MCLE requirements for their most recent reporting period. The MCLE Board is currently considering a proposed amendment to APR 11(c)(6), which would expand comity to include Colorado.

BACKGROUND

After receiving feedback at the 2024 annual meeting with the Court to explore expanding comity to other states, the MCLE Board began researching the MCLE requirements in other states. This research led them to consider recommending an amendment that would treat Colorado as a comity jurisdiction, since Colorado's MCLE requirements closely resemble those in Washington. Although the current number of lawyers who hold a license in both Colorado and Washington is unknown, as of August 2025, 458 lawyers indicated they were licensed in Colorado at the time of their admission in Washington. At its October 17, 2025, meeting, the MCLE Board decided to move forward with a suggested amendment to extend comity recognition to Colorado, making it an MCLE Board goal for

the 2025-2026 year. At its January 2026 meeting, the MCLE Board agreed to finalize a report and seek public comment on the potential suggested amendment.

FACTORS IN SUPPORT OF THE SUGGESTED AMENDMENT

Colorado Comity Requirements

Like Washington, Colorado has a 3-year reporting period, requires 45 credits to be earned within that period, and has established an equity, diversity, and inclusivity credit requirement that is similar to Washington’s Ethics-Equity credit in substance and intent. Given these similarities, the MCLE Board is considering recognizing Colorado as a comity state.

Colorado Rule 250 and attendant rules and regulations have an all-inclusive comity policy, where attorneys who are complaint in their home jurisdictions and meet certain conditions can use comity from any state to satisfy Colorado requirements. As such, a Washington lawyer who primarily lives in Washington, has their Washington address on file with Colorado Office of Attorney registration for the minimum time period, completes and complies with Washington requirements, and provides a certificate of good standing and Washington MCLE transcript as proof of that compliance, could attain Colorado compliance via Washington comity. The above preliminary suggested amendment would allow those who reside in Colorado to submit comity certificates from Colorado to Washington to meet their CLE requirements in Washington.

Current MCLE Comity Fees

In Washington, lawyers may certify compliance of their MCLE requirements by paying a \$25.00 comity fee and submitting a valid comity certificate from a designated comity state (Oregon, Idaho, and Utah). Additionally, Lawyers who are in compliance with their MCLE requirements may request a comity certificate from WSBA by paying a \$25.00 comity certificate fee. Comity certificates are not available to those who certified their previous reporting period requirements via comity. Adding Colorado as a comity state may generate a modest amount of revenue.

Comity Submission fee	\$25
Comity Certificate from WA fee	\$25

Feedback

Details about the suggested amendment are on the MCLE Board webpage¹. Member feedback was solicited via “Take Note” email on March 18, 2026, and April 1, 2026. At its April 17 meeting, no public comments were made in person, but seven survey responses were received by May 1, all supporting the amendment. Comments are included in the attached materials.

¹ <https://www.wsba.org/Legal-Community/Committees-Boards-and-Other-Groups/mcle-board>

WSBA RISK ANALYSIS: This section is to be completed by the Office of General Counsel, with input from the proposing entity or individual.

Risk analysis is included in the BOG's confidential materials.

WSBA FISCAL ANALYSIS: This section is to be completed by the Finance Department, with input from the proposing entity or individual.

The fiscal impact to WSBA resulting from the proposed criteria is limited in size but covers areas of both revenue and expense. The current proposal would allow MCLE comity with Colorado and as noted above, this would allow the opportunity for additional comity certificate revenue which is minimal at \$25 per certificate. In terms of expenses, the impact includes the cost of staff time used to draft the amendment language, incorporate the amendment into relevant records, and communicate changes to stakeholders. The staff time that would be allocated to this work is included in the overall duties of existing WSBA staff and does not require additional staff or allocation of resources from other internal sources. Additionally, there could be minimal staff capacity gained for reduced processing MCLE accreditation for those submit comity certificates.

WSBA EQUITY ANALYSIS: This section is to be completed by the Equity and Justice Team, with input from the proposing entity or individual.

The purpose of the equity analyses is to understand how entities incorporated an equity lens into proposed action items presented to the Board of Governors. Applying an equity lens includes 1) identifying and centering people and communities most impacted decisions and/or 2) meeting people and communities according to their specific needs to produce fair and equal outcomes for all. Based on the materials provided, the suggested amendments to APR 11(6)(a) do not pose any significant equity concerns. The proposed changes will allow comity with Colorado which already allows comity with Washington for the same reason: both states have similar MCLE requirements. These changes would improve procedural fairness for legal professionals who are licensed in multiple states which have similar MCLE requirements.

Attachments

- APR 11 Preliminary Suggested Amendment—Redline
- Public Comments—Collected Feedback from Survey
- MCLE Board Report and Recommendation

From: Mandatory Continuing Legal Education Board
To: Washington State Licensed Legal Professionals & Community Members
Date: January 9, 2026
**RE: REPORT AND RECOMMENDATION OF THE MCLE BOARD
COMITY WITH COLORADO**

Mandatory Continuing Legal Education Board

The Mandatory Continuing Legal Education Board ("MCLE Board") consists of seven members: Darryl Colman (Chair), Katharine Denmark, Nicole Meyer, Efreem Krisher, Henry Phillips, Brendon Taga, and Justin Durueke.

Suggested Amendment

The MCLE Board recommends an amendment to Admission and Practice Rule (APR) 11 that would allow for licensed legal professionals to submit a comity certificate from Colorado to satisfy their Washington MCLE requirements.

The MCLE Board recommends the following suggested amendment to APR 11(c)(6):

Comity. The education requirements in Oregon, Idaho, Colorado, and Utah substantially meet Washington's education requirements for lawyers. These states are designated as comity states. A lawyer may certify compliance with these rules in lieu of meeting the education requirement by paying a comity fee and filing a Comity Certificate of MCLE Compliance from a comity state certifying to the lawyer's subjection to and compliance with that state's MCLE requirements during the lawyer's most recent reporting period.

Background

The MCLE Board decided to research potential comity states after receiving feedback during the 2024 annual meeting with the Court. After conducting research into MCLE requirements in other states the MCLE Board is exploring the prospect of suggesting an amendment that would treat Colorado as a comity jurisdiction given the proximity of their CLE requirements to our own. Satisfying MCLE requirements in Washington through comity lessens the administrative burden on lawyers who are dually licensed in Colorado and Washington state. Although the current number of lawyers who hold a license in both Colorado and Washington is unknown, as of August 2025 there were 458 lawyers who cited they were licensed in Colorado at the time of their admission to the Washington state bar.

Colorado Comity Requirements



REPORT AND RECOMMENDATION OF THE MCLE BOARD

January 9, 2026

Page 2 of 3

Comparable to Washington, Colorado also has a 3-year reporting period, requires 45 credits to be earned within that period, and has established an equity, diversity, and inclusivity credit requirement that is similar to Washington's Ethics-Equity credit in substance and intent. Given these compatibilities, the Board expressed interest in the possibility of recognizing Colorado as a comity jurisdiction.

Colorado Rule 250 and attendant rules and regulations have an all-inclusive comity policy, where attorneys who are complaint in their home jurisdictions and meet certain conditions can use comity from any state to satisfy Colorado requirements.

Colorado Supreme Court and Judicial Education Committee's Regulation 102(3) states that in order to comply via comity, an attorney must (1) have an active license issued by another state that has continuing legal education requirements and is the state of primary residence; (2) that attorney's primary residence and business address in the other state have been on file with the Colorado Office of Attorney Registration for a minimum of 45 days before the end of the attorney's CLE compliance period; (3) the attorney must complete credits in order to comply with their resident state's requirements; and (4) the attorney provides a certificate of good standing establishing CLE compliance in the resident state along with a copy of their CLE transcript that reflects the activities undertaken during their Colorado compliance period.

Given these criteria, a Washington LLP who primarily lives in Washington, has their Washington address on file with Colorado Office of Attorney registration for the minimum time period, completes and complies with Washington requirements, and provides a certificate of good standing and Washington MCLE transcript as proof of that compliance, could attain Colorado compliance via Washington comity. The above proposed suggested amendment would allow those who reside in Colorado to submit comity certificates from Colorado to Washington to meet their CLE requirements in Washington.

Current MCLE Comity Fees

Comity Submission fee	\$25
Comity Certificate from WA	\$25



Attachments

1. [Admission and Practice Rule \(APR\) 11](#)
2. Draft APR 11 Redline
3. [Colorado Rule 250. Mandatory Continuing Legal and Judicial Education](#)
4. Colorado [Continuing Legal and Judicial Education Regulations](#) # amended by the Court, 6/18/2025, effective 1/1/2026



SUGGESTED AMENDMENTS TO THE APR 11 (Redline)

1 TITLE

2 ADMISSION AND PRACTICE RULES (APR)

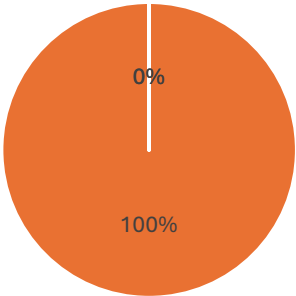
3 RULE 11. MANDATORY CONTINUING LEGAL EDUCATION (MCLE)

4 (a) – (c)(5) No Changes.

5 (6) Comity. The education requirements in Oregon, Idaho, Colorado, and Utah substantially
6 meet Washington’s education requirements for lawyers. These states are designated as comity
7 states. A lawyer may certify compliance with these rules in lieu of meeting the education
8 requirement by paying a comity fee and filing a Comity Certificate of MCLE Compliance from
9 a comity state certifying to the lawyer’s subjection to and compliance with that state’s MCLE
10 requirements during the lawyer’s most recent reporting period.

11 (c)(7) - (k) No Changes.

Feedback on the
Preliminary Suggested Amendment to Expand
MCLE Comity to Colorado



■ In favor of the Suggested Amendment ■ Not in favor ■ Partially in favor

Feedback Received as of May 1, 2026
Regarding MCLE Board's Preliminary Suggested Amendment - Colorado Comity

Id	Completion Date	Name	Your relationship to WSBA	Position on the MCLE Board's Suggested Amendment to APR 11	Please provide any feedback or comments you have regarding the Suggested Amendment:
1	3/18/2026	Jamie Olivares	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	
2	3/18/2026	Jennifer Hayden	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I fully support the suggested amendment. I agree that satisfying MCLE requirements in Washington through comity lessens the administrative burden on lawyers who are dually licensed in Colorado and Washington State; as I am duly licensed in both states. Not only will the passage of this amendment lessen the burden on the lawyer, but will do so for the hard working MCLE Team for the WSBA that has to process my applications for credits; send and receive messages that deny or accept those applications and send notices requiring further action.
3	3/18/2026	Eli Creighton	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I am barred in both Washington and Colorado. I can attest that both states require similar CLE and ethics considerations, as well as similar commitments to the rule of law, diversity in practice, and progressing the profession.
4	3/18/2026	David Trujillo	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	
5	3/19/2026	Fawzy T. Simon	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I think the sooner the profession discards the antiquated notions that each jurisdiction must individually license attorneys (and any other professionals for that matter) the better it will be for the country. We have any number of "interstate compact" statutes. Why isn't a lawyer a lawyer everywhere? Why isn't a nurse a nurse everywhere? Why isn't a valid driver a valid driver everywhere? I'm referring to the United States. We don't really have control over anything else, but I wholeheartedly support this proposal

Feedback Received as of May 1, 2026

Regarding MCLE Board's Preliminary Suggested Amendment - Colorado Comity

6	4/13/2026	Doug Boling	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I support the amendment but would also ask that the Board consider changing rules around pro bono service so that the same activities could count towards pro bono service hours. (I have plenty of CLE credits.)
7	4/16/2026	N/A	Licensed legal professional (Lawyer, LLLT, LPO)	In favor of the Suggested Amendment	I came to WA from Colorado and had to let my license there go due to the dual education requirements - this is a great step in allowing folks the flexibility in practice, cutting down on attorney costs, and ensuring efficient continuing education.

SUGGESTED AMENDMENTS TO THE APR 11 (Redline)

1 TITLE

2 ADMISSION AND PRACTICE RULES (APR)

3 RULE 11. MANDATORY CONTINUING LEGAL EDUCATION (MCLE)

4 (a) – (c)(5) No Changes.

5 (6) Comity. The education requirements in Oregon, Idaho, Colorado, and Utah substantially
6 meet Washington's education requirements for lawyers. These states are designated as comity
7 states. A lawyer may certify compliance with these rules in lieu of meeting the education
8 requirement by paying a comity fee and filing a Comity Certificate of MCLE Compliance from
9 a comity state certifying to the lawyer's subjection to and compliance with that state's MCLE
10 requirements during the lawyer's most recent reporting period.

11 (c)(7) - (k) No Changes.

Discussion Summary: Request for Guidance on AI-Generated CLE

Issue: MCLE Sponsor, Covington & Burling LLC requested guidance via email regarding the prospect of using AI tools in the development and delivery of CLE content.

Background:

Sponsor representative, Brittany Holland, emailed MCLE with a specific scenario and list of companion questions to determine if AI generated and delivered content would be approvable under APR 11. Among the questions include whether or not disclosure of AI involvement is required, who would be considered the instructor for course preparation and attendance purposes, and what an acceptable level of involvement would look like. MCLE Staff Liaison inquired further into the exact format arrangement of the program. In an email response, Brittany clarified the elements that such a course would consist of: (1) a learning management system (LMS) that had AI course generation and authoring abilities; (2) the AI in that system generating instructional materials derived from source materials provided by an attorney or qualified subject matter expert; (3) AI presentation and delivery through automated voice narration; (4) a supervising attorney that would select/vet all underlying legal substantive content, edit the generated presentation for accuracy and efficacy, and ultimately review and approve the course for distribution via the LMS.

CLE Sponsor Questions:

1. Would the course be eligible for CLE/MCLE accreditation if all other accreditation requirements are met?
2. Are providers required to disclose the use of AI in developing course content?
3. Does your jurisdiction have any guidance regarding the acceptable level of AI involvement in CLE course creation?
4. Who would be considered the faculty member or instructor for accreditation purposes?
5. Would the reviewing attorney be eligible for faculty/speaker credit, and if so, how would such credit be calculated?
6. Are there any policies, ethics opinions, regulations, or pending guidance addressing AI-generated educational programming?

Potential Discussion Points:

- What guidance does the Board have for this sponsor and their questions regarding acceptability of AI involvement and acceptable level of involvement?
- Are there any provisions or aspects of APR 11 which would preclude such courses?
- Does AI-generated which is supplied source material and reviewed by an attorney meet the APR 11(h)(2) requirement that “[p]resenters must be qualified by practical or academic experience or expertise in the subjects presented...”?
- Does AI-generated content pose any format problems such as the Board’s restriction against read-and-test courses that have indefinite completion time and time-variable interactive components such as quizzes and knowledge checks?

Relevant Sections of APR 11:

APR11((h)(1)

“A course must have significant intellectual or practical content designed to maintain or improve a lawyer’s, LLT’s, or LPO’s professional knowledge or skills, competence, character, or fitness”

APR 11(h)(2)

“Presenters must be qualified by practical or academic experience or expertise in the subjects presented and not disbarred from the practice of law in any jurisdiction;”

Enclosed:

- Email exchange between Covington & Burling representative and MCLE Staff Liaison

From: [Holland, Brittany](#)
To: [MCLE](#)
Cc: [Tomkiewicz, Donna](#)
Subject: RE: [External]Request for Guidance Regarding AI-Generated CLE/MCLE Course Development
Date: Monday, June 29, 2026 6:43:31 AM
Attachments: [image001.png](#)

Hi Adelaine,

Thank you for your response!

Yes, in this scenario the course would be delivered as an on-demand CLE program within a learning management system.

More specifically, the format would consist of an audio-visual presentation in which an AI authoring tool generates the instructional materials (e.g., slide deck, narration script, learning objectives, discussion prompts, and knowledge checks) based on source materials provided by a licensed attorney or other subject matter expert. The narration could be delivered using an AI-generated voice, and there would not be a live presentation by the attorney.

The underlying legal content, policies, regulations, and other substantive materials would be provided by the licensed attorney. The attorney would then review, edit as needed, and approve the final course content prior to publication, but would not personally record or deliver the presentation.

Our primary questions are whether a program developed and delivered in this manner would qualify for CLE accreditation (assuming all other accreditation requirements are met) and, if so, whether the reviewing attorney would be considered the faculty member for accreditation purposes.

We also remain interested in any guidance the WSBA may have regarding disclosure of AI use, acceptable levels of AI involvement in course development, and whether there are any applicable policies or ethics guidance addressing AI-generated educational programming.

Thank you again for your time and assistance. I appreciate any guidance you can provide.

Best,
Brittany

Brittany Holland
Senior Manager of Compliance - CLE

Covington & Burling LLP
One CityCenter, 850 Tenth Street, NW
Washington, DC 20001-4956
T +1 202 662 6664 | bholland@cov.com
www.cov.com

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From: MCLE <MCLE@wsba.org>
Sent: Friday, June 26, 2026 6:35 PM
To: Holland, Brittany <BHolland@cov.com>
Cc: Tomkiewicz, Donna <DTomkiewicz@cov.com>; MCLE <MCLE@wsba.org>
Subject: RE: [External]Request for Guidance Regarding AI-Generated CLE/MCLE Course Development

[EXTERNAL]

Hi,

Thank you for your question. Could you clarify the format a little bit more? Is this a video presentation where the AI is the instructor delivering an audio-visual presentation? Is this a click through format where folks would read or listen to the AI generated voice read what is on the slides that were created by AI?

Sincerely,
Adelaine



Adelaine S. | Mandatory Continuing Legal Education Manager (she/her)

Washington State Bar Association | 206.733.5987 | MCLE@wsba.org

1325 Fourth Avenue, Suite 600 | Seattle, WA 98101-2539 | www.wsba.org

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From: Holland, Brittany <BHolland@cov.com>
Sent: Thursday, June 25, 2026 11:37 AM
To: MCLE <MCLE@wsba.org>
Cc: Tomkiewicz, Donna <DTomkiewicz@cov.com>
Subject: [External]Request for Guidance Regarding AI-Generated CLE/MCLE Course Development

Hi,

I am seeking guidance regarding the use of artificial intelligence tools in the development of CLE/MCLE training content.

Our organization is evaluating learning management system (LMS) platforms that include AI-based course authoring capabilities. These tools can ingest source materials provided by attorneys or subject matter experts and automatically generate educational content, including slide presentations, narration scripts, learning objectives, discussion prompts, knowledge checks, and other instructional materials. The resulting course may then be published as an on-demand training module within the LMS.

We would appreciate guidance regarding the following scenario:

A licensed attorney provides substantive legal content, source materials, policies, regulations, or other subject matter expertise. An AI-enabled authoring tool generates the structure and instructional materials for the course. The attorney reviews and approves the content before publication, but there is no live presentation by the attorney.

In this situation:

1. Would the course be eligible for CLE/MCLE accreditation if all other accreditation requirements are met?
2. Are providers required to disclose the use of AI in developing course content?
3. Does your jurisdiction have any guidance regarding the acceptable level of AI involvement in CLE course creation?
4. Who would be considered the faculty member or instructor for accreditation purposes?
5. Would the reviewing attorney be eligible for faculty/speaker credit, and if so, how would such credit be calculated?
6. Are there any policies, ethics opinions, regulations, or pending guidance addressing AI-generated educational programming?

Any written guidance, advisory opinions, or regulatory references that address these issues would be greatly appreciated.

Thank you for your assistance.

Best,

Brittany

Brittany Holland

Senior Manager of Compliance - CLE

Covington & Burling LLP
One CityCenter, 850 Tenth Street, NW
Washington, DC 20001-4956
T +1 202 662 6664 | bholland@cov.com
www.cov.com

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DISCUSSION : MCLE Updates

Staff will provide general updates to the MCLE Board.

Discussion Topics:

- **MCLE Certification**

On June 22, 2026, presuspension notices were mailed to lawyers in the 2023–2025 reporting period who had been granted an extension to June 1, 2026, and were non-compliant. Of the four lawyers who received a notice, three remain not compliant as of August 3, 2026.

One additional lawyer in the 2023–2025 reporting period remains not yet compliant; the MCLE Board has granted this individual an extension through December 31, 2026.

On June 9, 2026, MCLE staff emailed notice of upcoming MCLE deadlines to 10,838 lawyers, 204 LPOs, and 17 LLLTs in the 2024-2026 reporting period. The notice was sent in accordance with APR 11 (i)(2) “Notice. Not later than July 1 every year, the Bar shall notify all lawyers, LLLTs, and LPOs who are in the reporting period ending December 31 of that year that they are due to certify compliance.” MCLE certification is scheduled to open as part of license renewal in November.

- **Budget**

MCLE Board staff liaison will provide a brief overview of the current MCLE Budget Summary.

- **FY 26 MCLE Board Meeting Schedule & In-person Discussion**

At the June meeting the MCLE board voted to approve the meeting schedule for 2026-2027. This year the MCLE Board planned to hold two virtual meetings, and three hybrid in-person and virtual meetings. How many hybrid in-person and virtual meetings would the MCLE board like to hold for the 2026-2027 schedule?

Meeting #	MCLE Board Meeting Date
1	October 9, 2026
2	January 8, 2027
3	April 9, 2027
4	June 4, 2027
5	August 13, 2027

Meeting Information

- After researching different webinar platforms available to WSBA, the MCLE staff liaison plans to hold the first MCLE Board meeting via teams in October to take advantage of the webinar features allowing for more control of possible disruptive attendees.
 - Would MCLE board members like to hold a training on connecting via Teams prior to the October meeting?

- The MCLE Board asked the staff liaison to research whether a captcha could be added to the MCLE webpage that typically displays the meeting link. The staff liaison coordinated with the WSBA communications staff, who believes that we could add a captcha to the meeting link webpage. Does the MCLE Board wish to post the meeting link with a captcha or continue with having people reach out to the MCLE email address for meeting information?

Attachments:

- Email Notices
 - 2024-2026 - Lawyer - email notice due to report
 - 2024-2026 - LPO- email notice due to report
 - 2024-2026 - LLLT- email notice due to report
- MCLE 2026 June Budget Summary
- MCLE Fiscal Year 2027 Budget Draft

Adelaine Shay

From: Connor Luk
Sent: Tuesday, June 9, 2026 1:51 PM
To: Executive Leadership Team; Facilities; Evan Pham; Noel Brady; Colin Rigley; MCLE; Adelaine Shay; Gabe Moore
Subject: FW: [External]Important Reminder - Your WSBA MCLE Compliance

This message was sent today at 12:21 p.m. to Lawyers due to report MCLE credits for the 2024-2026 reporting period (official)(10,838).



Connor Luk | Communications Coordinator

Washington State Bar Association | ☎ 206.733.5948 | connors@wsba.org

Pronouns: he/him

1325 Fourth Ave., #600 | Seattle, WA 98101-2539 | www.wsba.org

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From: Washington State Bar Association <MCLE@wsba.org>
Sent: Tuesday, June 9, 2026 12:21 PM
To: Connor Luk <Connors@wsba.org>
Subject: [External]Important Reminder - Your WSBA MCLE Compliance



**THE WASHINGTON
STATE BAR ASSOCIATION**

June 9, 2026

Dear WSBA Lawyer,

This message is a reminder to help you prepare for your upcoming Mandatory Continuing Legal Education (MCLE) deadlines. By December 31, 2026, you must complete 45 MCLE Board-approved credits, including 15 Law and Legal Procedure credits and 6 Ethics credits, which must include 1 ethics - equity credit. After completing your credits, certify them by February 1, 2027, by attesting to the accuracy of your transcript [through the online certification process](#). We encourage you to calendar these deadlines to avoid late fees.

Beginning on or around November 1, 2026, you will be able to submit your certification online. In the meantime, you may review your transcript, remove any duplicate entries, and add additional credits through the [MCLE online system](#).

Important: To satisfy your MCLE requirements, you must both complete the required credits and certify them online.

MCLE Reporting Details

Reporting Period: 2024–2026

Credits Required:

- 45 total credits.
- Minimum of 15 Law and Legal Procedure credits.
- Minimum of 6 Ethics credits (including 1 equity credit).

Deadline to Earn Credits: December 31, 2026

Deadline to Certify Credits: February 1, 2027

Comity

If you are an active member in Oregon, Idaho, or Utah, you may be eligible to meet your Washington MCLE requirements by submitting a comity certificate. Comity submissions must be made via <https://mcle.wsba.org>, dated no more than six months before submission, and accompanied by the \$25 fee by the February 1, 2027, certification deadline.

Late Fees

A late fee will be assessed if you complete your credits after December 31, 2026, or if you certify your credits or submit a comity certificate after February 1, 2027. Late fees begin at \$150 and increase by \$300 for each subsequent late reporting period.

Additional Reminders

- You may earn a maximum of 8 credits per calendar day.
- No credit is awarded for an identical activity taken twice within the same reporting period.
- MCLE requirements may be completed independently from license renewal requirements.
- The [equity credit](#) requirement applies to the 2024–2026 reporting period and all future periods.
- Log in to your myWSBA.org account to ensure your contact information is accurate.

Additional Resources

- Review [Admission and Practice Rule \(APR\) 11](#).
- Learn more about ways to [earn MCLE credit](#).
- Visit for more information about [MCLE requirements](#).
- [Instructions for adding realtime or recorded activities \(LLPs\)](#).
- [Free and Low-Cost CLEs](#)
- [MCLE Guide — Getting Started](#)
- [MCLE Planner](#)
- [MCLE Quick Reference Guide](#)

If you have any questions, please contact us at mcle@wsba.org or 206-733-5987.

Thank you,
WSBA MCLE Team

WASHINGTON STATE BAR ASSOCIATION

1325 Fourth Ave., Suite 600
Seattle, WA 98101-2539 | [Map](#)



Toll-free: 800-945-9722

Local: 206-443-9722

OFFICIAL WSBA COMMUNICATION

All members will receive the following email, which is considered official:

- Licensing and licensing-related materials
- Information about the non-CLE work and activities of the sections to which the member belongs
- Mandatory Continuing Legal Education (MCLE) reporting-related notifications
- Election materials (Board of Governors)
- Selected Executive Director and Board of Governors communications



Adelaine Shay

From: Connor Luk
Sent: Tuesday, June 9, 2026 1:06 PM
To: Executive Leadership Team; Facilities; MCLE; Adelaine Shay; Gabe Moore; Evan Pham; Colin Rigley; Noel Brady
Subject: FW: [External]Important Reminder - Your WSBA MCLE Compliance

This message was sent today at 12:14 p.m. to LLLTs due to report MCLE credits for the 2024-2026 reporting period (official)(17).



Connor Luk | Communications Coordinator

Washington State Bar Association | 📞 206.733.5948 | connors@wsba.org

Pronouns: he/him

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From: Washington State Bar Association <MCLE@wsba.org>
Sent: Tuesday, June 9, 2026 12:14 PM
To: Connor Luk <Connors@wsba.org>
Subject: [External]Important Reminder - Your WSBA MCLE Compliance



**THE WASHINGTON
STATE BAR ASSOCIATION**

June 9, 2026

Dear WSBA LLLT,

This message is a reminder to help you prepare for your upcoming Mandatory Continuing Legal Education (MCLE) deadlines. By December 31, 2026, you must complete 30 MCLE Board-approved credits, including 15 Law and Legal Procedure credits and 6 Ethics credits, which must include 1 ethics - equity credit. After completing your credits, certify them by February 1, 2027, by attesting to the accuracy of your transcript [through the online certification process](#). We encourage you to calendar these deadlines to avoid late fees.

Beginning on or around November 1, 2026, you will be able to submit your certification online. In the meantime, you may review your transcript, remove any duplicate entries, and add additional credits through the [MCLE online system](#).

Important: To satisfy your MCLE requirements, you must both complete the required credits and certify them by attesting to the accuracy of your transcript online.

MCLE Reporting Details

Reporting Period: 2024–2026

Credits Required:

- 30 total credits.
- Minimum of 15 Law and Legal Procedure credits.
- Minimum of 6 Ethics credits (including 1 equity credit).

Deadline to Earn Credits: December 31, 2026

Deadline to Certify Credits: February 1, 2027

Late Fees

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If you have any questions, please contact us at mcle@wsba.org or 206-733-5987.

Thank you,
WSBA MCLE Team

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Adelaine Shay

From: Connor Luk
Sent: Tuesday, June 9, 2026 1:30 PM
To: Executive Leadership Team; Facilities; Evan Pham; Colin Rigley; Noel Brady; MCLE; Adelaine Shay; Gabe Moore
Subject: FW: [External]Important Reminder - Your WSBA MCLE Compliance

This message was sent today at 12:14 p.m. to LPOs due to report MCLE credits for the 2024-2026 reporting period (official)(204).



Connor Luk | Communications Coordinator

Washington State Bar Association | ☎ 206.733.5948 | connors@wsba.org

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From: Washington State Bar Association <MCLE@wsba.org>
Sent: Tuesday, June 9, 2026 12:14 PM
To: Connor Luk <Connors@wsba.org>
Subject: [External]Important Reminder - Your WSBA MCLE Compliance



**THE WASHINGTON
STATE BAR ASSOCIATION**

June 9, 2026

Dear WSBA LPO,

This message is a reminder to help you prepare for your upcoming Mandatory Continuing Legal Education (MCLE) deadlines. By December 31, 2026, you must complete 30 MCLE Board-approved credits, including 15 Law and Legal Procedure credits and 6 Ethics credits, which must include 1 ethics - equity credit. After completing your credits, certify them by February 1, 2027, by attesting to the accuracy of your transcript [through the online certification process](#). We encourage you to calendar these deadlines to avoid late fees.

Beginning on or around November 1, 2026, you will be able to submit your certification online. In the meantime, you may review your transcript, remove any duplicate entries, and add additional credits through the [MCLE online system](#).

Important: To satisfy your MCLE requirements, you must both complete the required credits and certify them online.

MCLE Reporting Details

Reporting Period: 2024–2026

Credits Required:

- 30 total credits.
- Minimum of 15 Law and Legal Procedure credits.
- Minimum of 6 Ethics credits (including 1 equity credit).

Deadline to Earn Credits: December 31, 2026

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- [MCLE Guide — Getting Started](#)
- [MCLE Planner](#)
- [MCLE Quick Reference Guide](#)

If you have any questions, please contact us at mcle@wsba.org or 206-733-5987.

Thank you,
WSBA MCLE Team

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Washington State Bar Association

Statement of Activities

For the Period from June 01, 2026 to June 30, 2026

75% OF YEAR COMPLETE

	FISCAL 2026 BUDGET	CURRENT MONTH	YEAR TO DATE	REMAINING BALANCE	% USED OF BUDGET	YEAR TO DATE VARIANCE FAVORABLE/(UNFAVORABLE)
MANDATORY CONTINUING LEGAL EDUCATION						
REVENUE:						
ACTIVITY APPLICATION FEE	670,000	50,300	512,300	157,700	76%	9,800
ACTIVITY APPLICATION LATE FEE	250,000	20,900	195,950	54,050	78%	8,450
MCLE LATE FEES	232,000	2,550	286,525	(54,525)	124%	112,525
ANNUAL ACCREDITED SPONSOR FEES	36,250	-	35,750	500	99%	8,563
ATTENDANCE LATE FEES	120,000	10,950	87,250	32,750	73%	(2,750)
COMITY CERTIFICATES	30,000	625	29,100	900	97%	6,600
TOTAL REVENUE:	1,338,250	85,325	1,146,875	191,375	86%	143,187
DIRECT EXPENSES:						
DEPRECIATION	142,057	12,013	108,110	33,947	76%	(1,567)
STAFF MEMBERSHIP DUES	525	-	525	-	100%	(131)
MCLE BOARD EXPENSES	6,000	-	1,081	4,919	18%	3,419
STAFF TRAVEL/PARKING	50	-	-	50	0%	38
STAFF CONFERENCE & TRAINING	4,400	-	-	4,400	0%	3,300
TOTAL DIRECT EXPENSES:	153,032	12,013	109,716	43,316	72%	5,058
INDIRECT EXPENSES:						
SALARY EXPENSE (4.73 FTE)	407,360	29,766	318,285	89,075	78%	(12,765)
BENEFITS EXPENSE	124,032	10,924	99,254	24,779	80%	(6,229)
OTHER INDIRECT EXPENSE	162,876	9,327	103,376	59,501	63%	18,782
TOTAL INDIRECT EXPENSES:	694,269	50,017	520,914	173,355	75%	(213)
TOTAL ALL EXPENSES:	847,301	62,030	630,630	216,671	74%	4,845
NET INCOME (LOSS):	490,949	23,295	516,245	(25,296)	105%	148,033

**Budget reallocations apply to this line item. For details, see FY26 Budget Reallocations memo(s) included in the Board of Governors meeting materials.

DRAFT BUDGET

MANDATORY CONTINUING LEGAL EDUCATION

Cost Center
MCLE
FY27 FTE 4.73
FY26 FTE 4.73

Washington State Bar Association Budget Comparison

	FY2026 Budget	FY2027 Budget	FY26 vs. FY27 Comparison	% Change	FY2025 Actuals YTD	FY2026 Actuals YTD
REVENUE:						
45210	670,000	700,000	30,000	4%	708,300	344,400
45215	250,000	260,000	10,000	4%	268,800	129,500
45220	232,000	250,000	18,000	8%	256,250	238,975
45230	36,250	36,750	500	1%	40,000	36,250
45250	120,000	116,000	(4,000)	-3%	104,200	55,500
45255	13,000	13,000	-	0%	14,175	9,825
45260	17,000	17,000	-	0%	19,700	16,450
TOTAL REVENUE	1,338,250	1,392,750	54,500	4%	1,411,425	830,900
DIRECT EXPENSES:						
50100	50	50	-	0%	-	-
50110	4,400	4,400	-	0%	5,045	-
50120	525	525	-	0%	500	525
55210	6,000	3,000	(3,000)	-50%	1,806	531
55220	142,057	142,057	0	0%	144,144	72,072
TOTAL DIRECT EXPENSES	153,032	150,032	(3,000)	-2%	151,496	73,128
INDIRECT EXPENSES:						
51199	407,360	427,261	19,901	5%	396,116	224,665
51299	124,032	120,513	(3,519)	-3%	130,729	66,374
51900	162,876	152,718	(10,158)	-6%	112,777	71,182
TOTAL INDIRECT EXPENSES:	694,269	700,492	6,223	1%	639,622	362,221
TOTAL ALL EXPENSES:	847,301	850,525	3,224	0%	791,118	435,349
NET INCOME (LOSS):	490,949	542,225	51,276	10%	620,307	395,551

Activity Review:

Sponsor Request for Board Review – Activity ID 2080823

Issue: Sponsor requests review of an activity in which a session entitled “Choice of Engagement Activity” was not granted the full credit requested due to not appearing to function as continuing legal education that would be recognized as such under APR 11.

Background:

On, March 24, 2026, Washington Lawyers Assisting Lawyers (WALAL) submitted a credit application for their “half-day intensive peer counselor training” under ID 2080823 which occurred on May 5, 2026. The application review included several exchanges with WALAL requesting additional information to determine proper accreditation and which sessions qualified as continuing education.

In one of these exchanges, MCLE staff asked WALAL to clarify whether two sessions falling under an Engagement Activity block were presentation-based and had speakers engaging in active instruction. These two sessions were described as “a guided nature walk with meditation prompt and improv session.” In their reply, WALAL characterized the sessions as “evidence-based wellness therapeutic activities.” Considering that these did not appear to take place in an instructional format and in alignment with the specification in APR 11(f)(4) (establishing credit for personal development and mental health topics) that such category included “courses about, *but not treatment for*, anxiety, depressions, substance abuse suicide and addictive behaviors...” (emphasis added), this concurrent block was not given credit.

In a May 21, 2026, email, WALAL requested a reconsideration of the decision not to grant credit for the two concurrent sessions listed under the Choice of Engagement Activity section of the agenda. Following this request, MCLE staff engaged in a series of correspondences with WALAL in order to determine if the 45-minute block was accreditable under APR 11. Staff inquired as to whether a presentation with live instructors and presentation materials was given. WALAL provided materials associated with the exercises, however they clarified that the materials were not presented during the session and instead were used as supplemental information to a “15 min didactic/evidentiary introductory and how-to.” Based on this information, MCLE Staff Liaison decided to grant an additional 0.25 credits to account for this 15-minute portion as other- personal development and mental health MCLE credit. WALAL is now requesting that the Board reconsider the decision and approve the entire 45-minute sessions for credit.

Key Details:

- WALAL submitted an activity application for their 2026 Peer Counselor Retreat
- All sessions except one 45-minute concurrent “Engagement Activity” block received credit
- WALAL asked for reconsideration and provided “background materials” and represented that the didactic portion was 15 minutes long
- The 15 minutes of presentation time was granted credit, but the remainder of time where participants were engaged in the activities was not considered to be CLE

Potential Discussion Points:

- Do the nature walk and improv session activities meet the APR 11(h)(2) requirement that a course must be instructed by qualified presenters?
- Are the nature walk and improv session treatment for instead of courses about the mental health conditions identified in APR 11(h)(4)?
- Is the nature walk and improv session in an eligible or ineligible format?

Relevant Sections of APR 11:

APR11((h)(1)

“A course must have significant intellectual or practical content designed to maintain or improve a lawyer’s, LLLT’s, or LPO’s professional knowledge or skills, competence, character, or fitness”

APR 11(h)(2)

“Presenters must be qualified by practical or academic experience or expertise in the subjects presented and not disbarred from the practice of law in any jurisdiction;”

APR 11(f)(4)

“Personal development and mental health, defined as subjects that enhance a lawyer’s, LLLT’s, or LPO’s personal skills, well-being, and awareness of mental health issues. This includes, stress management, and courses about, but not treatment for, anxiety, depression, substance abuse, suicide, and addictive behaviors; “

Enclosed:

- Online Activity Application
- Email exchanges between MCLE staff and WALAL sponsor representative

From: [Leslie Hagin](#)
To: [MCLE](#)
Subject: Re: [External]Re: WaLAL Request for Reconsideration
Date: Wednesday, June 3, 2026 5:21:23 PM
Attachments: [image002.png](#)

Thank you. I would appreciate board review of the decision please. Appreciate your service.

Leslie

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From: MCLE <MCLE@wsba.org>
Sent: Wednesday, June 3, 2026 4:43:42 PM
To: Leslie Hagin <highland7@msn.com>
Cc: MCLE <MCLE@wsba.org>
Subject: RE: [External]Re: WaLAL Request for Reconsideration

Hello Leslie,

Thank you for your timely responses. I have updated Activity ID: 2080823 to include .25 personal development and mental health credits (for the 15 minutes of lecture time provided) for the concurrent nature walk and improv sessions. The participation in a nature walk and improv is not creditable under Admission and Practice Rule 11.

You may request MCLE Board review of this accreditation decision by replying to this email.

Sincerely,
Adelaine



Adelaine S. | Mandatory Continuing Legal Education Manager (she/her)

Washington State Bar Association | 206.733.5987 | MCLE@wsba.org

1325 Fourth Avenue, Suite 600 | Seattle, WA 98101-2539 | www.wsba.org

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From: Leslie Hagin <highland7@msn.com>
Sent: Friday, May 29, 2026 12:01 PM

To: MCLE <MCLE@wsba.org>

Subject: Re: [External]Re: WaLAL Request for Reconsideration

These professionals did not make the presentations. Their materials were used as background and for purposes of a 15 min didactic/evidentiary introductory and how-to, and then participants actually put these recognized mental health therapies into practice in breakout groups (which is the **whole point** of the therapies - that is how they are utilized, in the peer counseling context). There for we think it is clear the whole 45 mins should receive credit. This is certainly as accreditable as Q & A and audience participation in other CLEs that are given credit.

Thanks

From: MCLE <MCLE@wsba.org>

Sent: Friday, May 29, 2026 9:52 AM

To: Leslie Hagin <highland7@msn.com>

Cc: MCLE <MCLE@wsba.org>

Subject: RE: [External]Re: WaLAL Request for Reconsideration

Hello Leslie,

Thank you for your response and the additional context. I think we are having some difficulty with interpreting how long each presentation lasted. The participation in the nature walk and improv roleplay is not accreditable itself. However, I see that PowerPoints existed for both sessions that appear to have been presented by Alexander Danvers and Christopher Sharp both with the Sierra Tuscon residential treatment center. Could you please clarify for exactly how long Alexander and Christopher spoke when delivering these presentations in terms of minutes? The presentation time could be eligible for credit, but we will need to know exact duration in order to assign the appropriate credits.

Please let us know if you have any questions.

Best,



Ransom S. | MCLE Analyst

Washington State Bar Association | P 206.733.5987 | F 206.727.8313 mcle@wsba.org

1325 Fourth Avenue, Suite 600 | Seattle, WA 98101-2539 | www.wsba.org The WSBA is committed to full access and participation by persons with disabilities. If you have questions

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From: Leslie Hagin <highland7@msn.com>

Sent: Thursday, May 21, 2026 3:52 PM

To: MCLE <MCLE@wsba.org>

Subject: [External]Re: WaLAL Request for Reconsideration

[WaLSI Retreat.Session1.OptionA.NatureTherapeutics_000078.pdf](#)Hi Adelaine,

The How and Why as to how these peer-oriented therapies matter for peer support are covered in the PP slides which were presented at the Retreat and the evidentiary studies and other data contained in them (with citations). Those are attached. I have also enclosed some instructional notes as to the Improv session, as well — reflecting peer exercises for different mental health stressors (e.g., anxiety, trauma, trust building, connection versus isolation). These were introduced for approximately 10-15 mins at the outset by instructors, and then the peer counselors engaged in the practicums themselves, as further guided in real time by the instructors (2 of our Board members). This is very similar to how we do our monthly zoom

peer counselor trainings led by Dr. Andy Benjamin — 10-15 minutes of introductory explanation by Andy, followed by hands-on, active skill building by our peer counselor trainees, which can then be shared by them with the peers seeking peer support.

Thanks for your consideration and all your service. I hope you have a great weekend.

Leslie

From: MCLE <MCLE@wsba.org>
Sent: Thursday, May 21, 2026 2:15 PM
To: Leslie Hagin <highland7@msn.com>
Cc: lhagin <lhagin@walal.org>; MCLE <MCLE@wsba.org>
Subject: RE: [External]Request for Reconsideration

Hello Leslie,

Are the “how and why it matters” materials you are referring to below the power points that were provided?

Are you able to tell me the amount of instructor led presentation time was in each of these sessions— excluding the time spent participating the actual therapeutic activities?

Sincerely,

Adelaine



Adelaine S. | Mandatory Continuing Legal Education Manager (she/her)

Washington State Bar Association | 206.733.5987 | MCLE@wsba.org

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From: Leslie Hagin <highland7@msn.com>
Sent: Tuesday, May 19, 2026 8:25 AM
To: MCLE <MCLE@wsba.org>
Cc: lhagin <lhagin@walal.org>
Subject: Re: [External]Request for Reconsideration

Each had an instructor going through the how to and why (therapeutically) it matters materials. Then, led by the instructors, we all actively did the actual therapeutic activities.

From: MCLE <MCLE@wsba.org>
Sent: Tuesday, May 19, 2026 8:21 AM
To: Leslie Hagin <highland7@msn.com>
Cc: lhagin <lhagin@walal.org>; MCLE <MCLE@wsba.org>
Subject: RE: [External]Request for Reconsideration

Hello Leslie,

Thank you for the email. I'd like to confirm my understanding of the format. My understanding is that the participants engaged in a nature walk, and improv class; and, although the materials were provided, they were not presented as an instructor led lecture to the

attendees. Is that correct?

Sincerely,

Adelaine

Adelaine S. | Mandatory Continuing Legal Education Manager (she/her)

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From: Leslie Hagin <highland7@msn.com>

Sent: Friday, May 15, 2026 6:42 PM

To: MCLE <MCLE@wsba.org>

Cc: lhagin <lhagin@walal.org>

Subject: [External]Request for Reconsideration

Dear Adelaine,

We respectfully ask you to please reconsider approving these sessions and materials from the

May 9 WaLAL half day CLE. As you can see from the attached materials we followed, these sessions were therapeutic evidence-based essentials for comprehensive wellbeing programming, especially for those dealing with trauma, stress, depression and anxiety.

Thank you.

Leslie Hagin

President, WaLAL