

AI: Force Multiplier Across K-12 and Postsecondary

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Center on Reinventing Public Education

September 26, 2026



CRPE: transformative, evidence-based ideas

With an unwavering sense of urgency, our experts question conventional assumptions, challenge entrenched institutions, tell the truth about what's working and what's not, and formulate original ideas. We break through ideology to create evidence-based insights that inform, inspire, encourage, and drive action.

We seek to understand what kinds of educational institutions are necessary to ensure all students graduate prepared for the opportunities and challenges of the future.

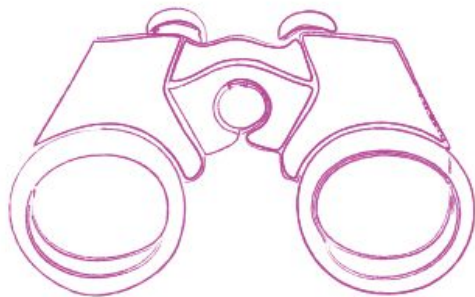
Why AI?

We view the rise of Generative AI as one of the most profound and rapid technological shifts in history, carrying enormous risk and enormous opportunity for the future of work and for society.

Much of the outcome - abundance or dystopia - will depend on how we prepare students for this future.

Defining AI in schools

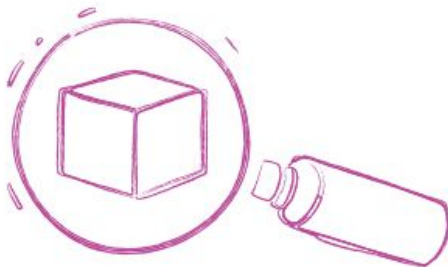
Predictive



Forecasting with data

- Identifying students who need interventions
- Analyzing whether students on track to graduate

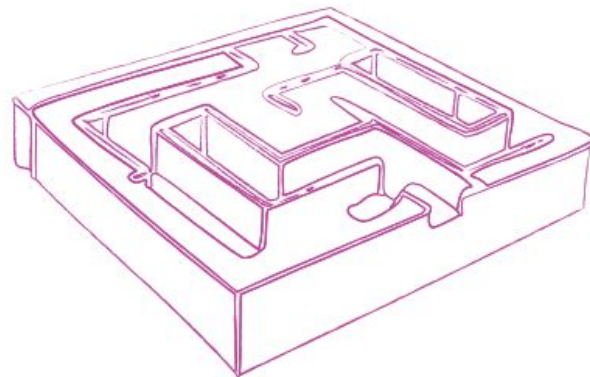
Generative



Large Language Models

- Assisting students in writing or brainstorming
- Making lesson plans
- Translating documents

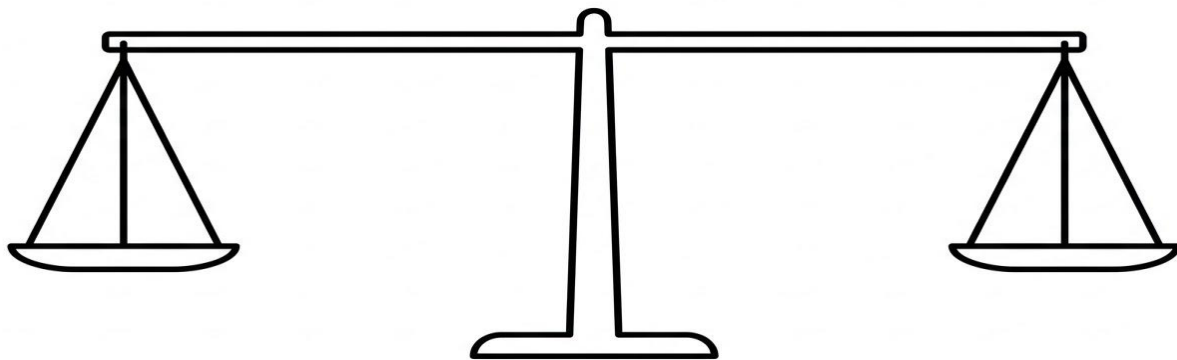
Agentic



Agents that act

- AI tutor that adjusts learning plans
- Scheduling assistant
- Operationalizing bus schedules

AI offers novel opportunities as well as risks. It is a catalyst.



Opportunities

- Personalized learning
- Data-driven instruction
- Updated assessments
- Teacher coaching
- Parent communication
- Improved services (IEPs, etc)

Risks

- Data privacy violations
- “Cognitive offloading”
- Low quality AI tools
- Inappropriate use
- Reduced connection
- Overwhelm

Techlash is real, but AI is here to stay.

The debate is increasingly focused not on whether schools will use AI, but on how educators, policymakers, and families decide which tools are worthy of students' trust.
- Whiteboard Advisors

Los Angeles District Bans Most A.I. for Students

How Miami Schools Are Leading 100,000 Students Into the A.I. Future

New York City Bans A.I. in Elementary and Middle Schools



SREB's Commission on AI is advancing the conversation on effective AI use and preparing a new workforce

SREB

Guidance for
Use of AI in
K-12 Class

- I. Use AI-infused tools to develop more cognitively demanding tasks that increase student engagement with creative problem-solving and innovative thinking.
- II. Use AI to streamline teacher administrative and planning work.
- III. Use AI to support personalized learning.
- IV. Develop students as ethical and proficient AI users.

April 2025

Southern
Regional
Education
Board

SREB.org

SREB Commission on Artificial Intelligence in Education

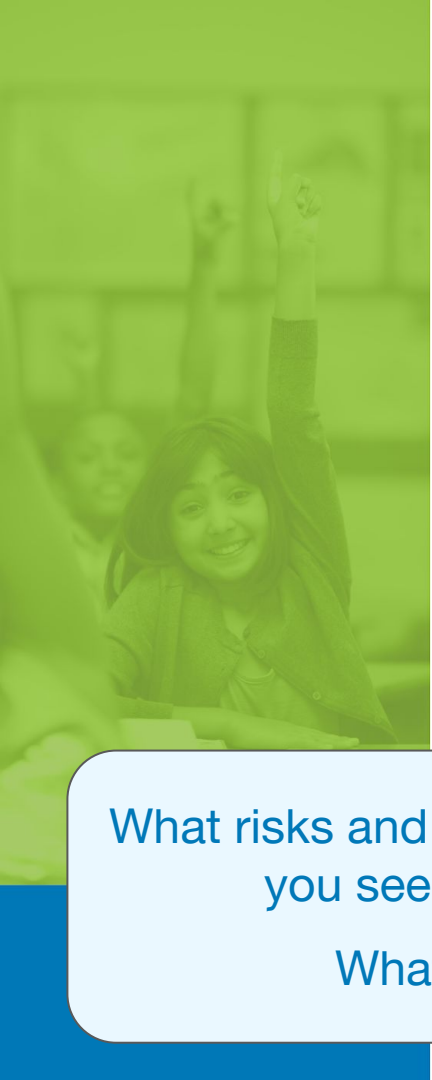
SREB

Skills for
an AI-Ready
Workforce

- I. Embed AI Across Core Content and Career and Technical Education Standards
- II. Strengthen and Modernize Digital Learning and Computer Science Standards.
- III. Strengthen Collaboration with Industry, Workforce Agencies, and Economic Development Organizations
- IV. Embed AI-Ready Competencies Across Workforce Training and Upskilling Programs
- V. Provide Comprehensive AI Professional Development for Educators
- VI. Establish Monitoring and Evaluation Mechanisms for AI Readiness

Bottom Line: Actions must mitigate risks *and* explore opportunities.

- 1. Fund robust, ongoing AI literacy for students and adults**
- 2. Strengthen data privacy safeguards and AI requirements**
 - a. Restrict AI tools without an evidence base
 - b. Explore Outcome Based Contracts
- 3. Set statewide AI education goals connected to state vision**
 - a. Involve higher education and industry
 - b. Include student mental health and digital wellbeing
- 4. Fund pilots and capture learnings**
 - a. Student, teacher, assessment, HQIM tools, etc.
- 5. Invest in statewide data infrastructure**



Roadmap for Today's Discussion:

- I. Situation Report: The reality, risks and opportunities of AI in Education
- II. CRPE's AI Research
- III. Looking Ahead

What risks and opportunities for AI in education do you see in your community or state?

What questions do you have?

AI use is surging.

60% Of teachers report using AI tools for work and 32% use them at least weekly.

62% Of students report using AI for homework—up from 48% in seven months.

72% Of college students report using AI for homework—a small increase from 71% in seven months.

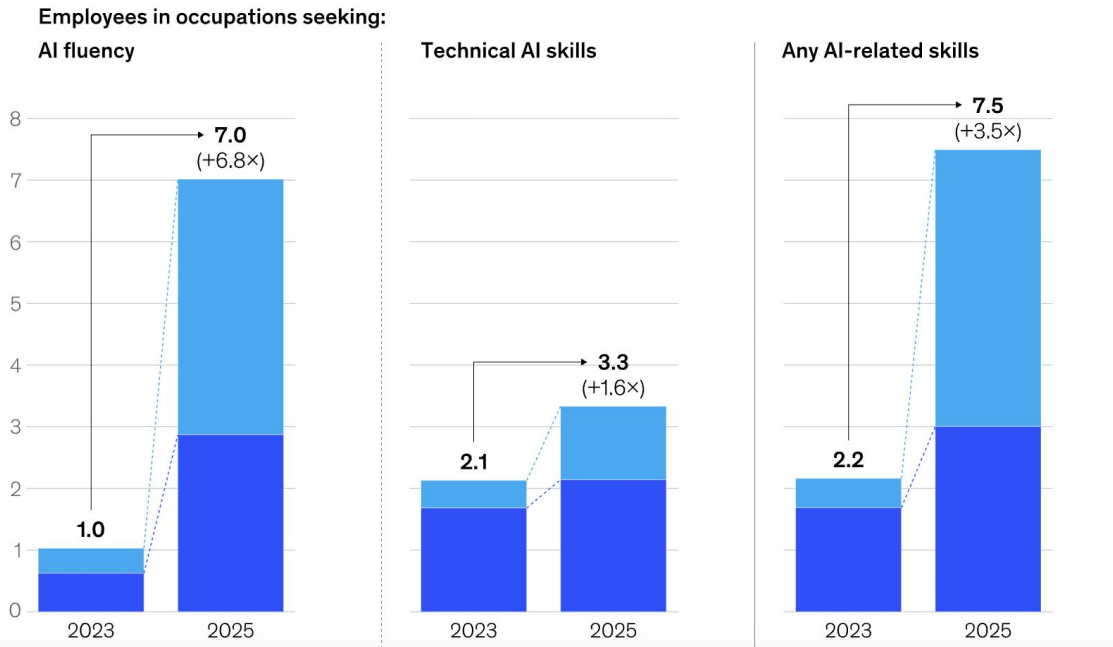
79% Of parents with children under the age of 18 report using AI; 29% report using it daily.

The future of work is changing.

Demand for AI fluency and technical AI skills rose between 2023 and 2025.

Number of employees in US occupations where an AI-related skill was listed in at least 5% of postings, million

Occupation type: ■ STEM¹ ■ Non-STEM



Source: [“Agents, robots, and us: Skill partnerships in the age of AI”](#) (McKinsey, 2025)

“It’s very clear that AI is going to change literally every job.”

- Walmart CEO Doug McMillon

"My guess is that the future of work belongs ...to the people who are adaptable, forward thinking, ready to learn, and ready to embrace [artificial intelligence] tools."

- LinkedIn CEO Ryan Roslansky

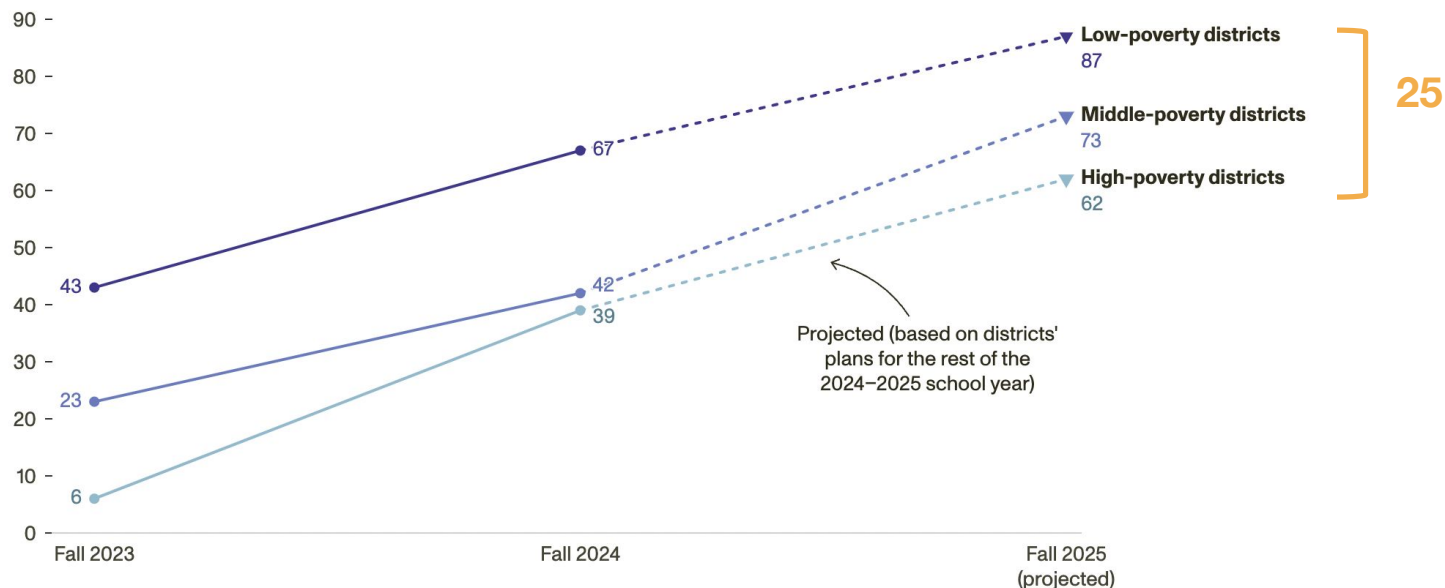
“We are the last CEOs who are only going to be managing humans as our workforce. From this point forward... we will be managing not only human workers but also digital workers.”

- Salesforce CEO Marc Benioff

AI uptake is uneven.

There is a persistent gap for which districts provide AI training and support.

Percentage of Districts Providing AI Teacher Training, 2023-25

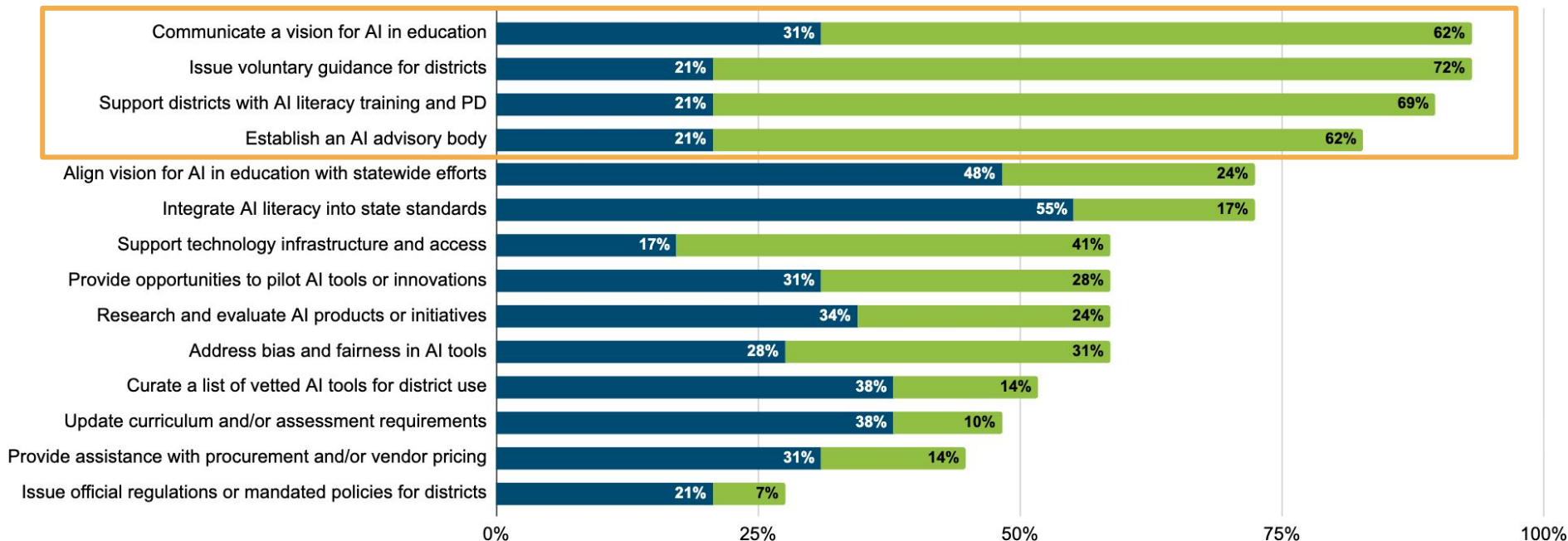


55% of teachers report receiving school- or district-provided AI training; **just 2% report “substantial” training.**

States are largely staying in AI “guidance” mode, deferring to local control....

State-Reported AI Actions

■ In planning or development ■ Active or implemented



...While most districts remain overwhelmed.



“Give us some more rules to play by, and we can follow them. In some cases it feels like it's the wild west and we're just making things up as we go.” - District leader

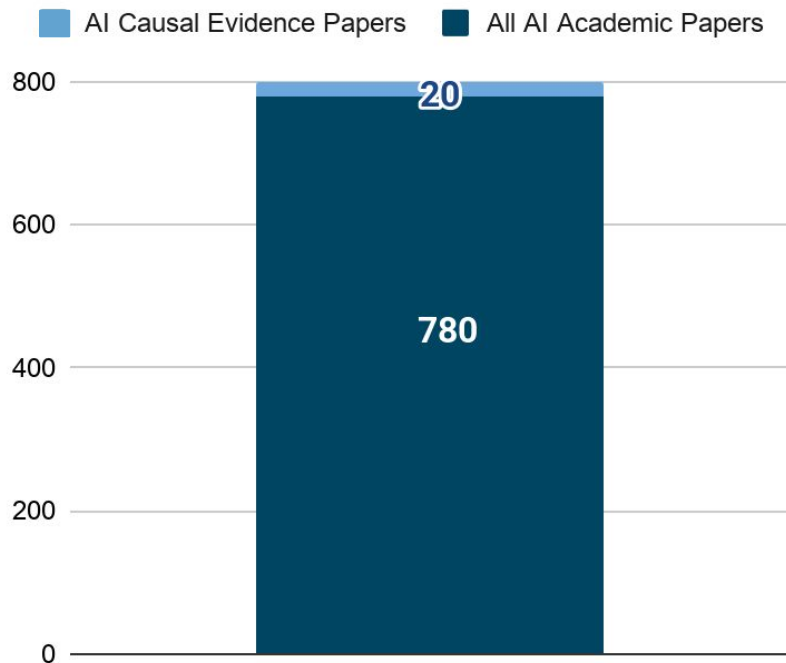
“The rate of change for AI is exponential.... The tools are changing, the use is changing, the jobs are changing. It is just everything is happening so fast.” - District leader

We lack traditional evidence on quality tools.

Only 20 high-quality causal AI studies exist that rigorously examine how AI tools affect students or educators.

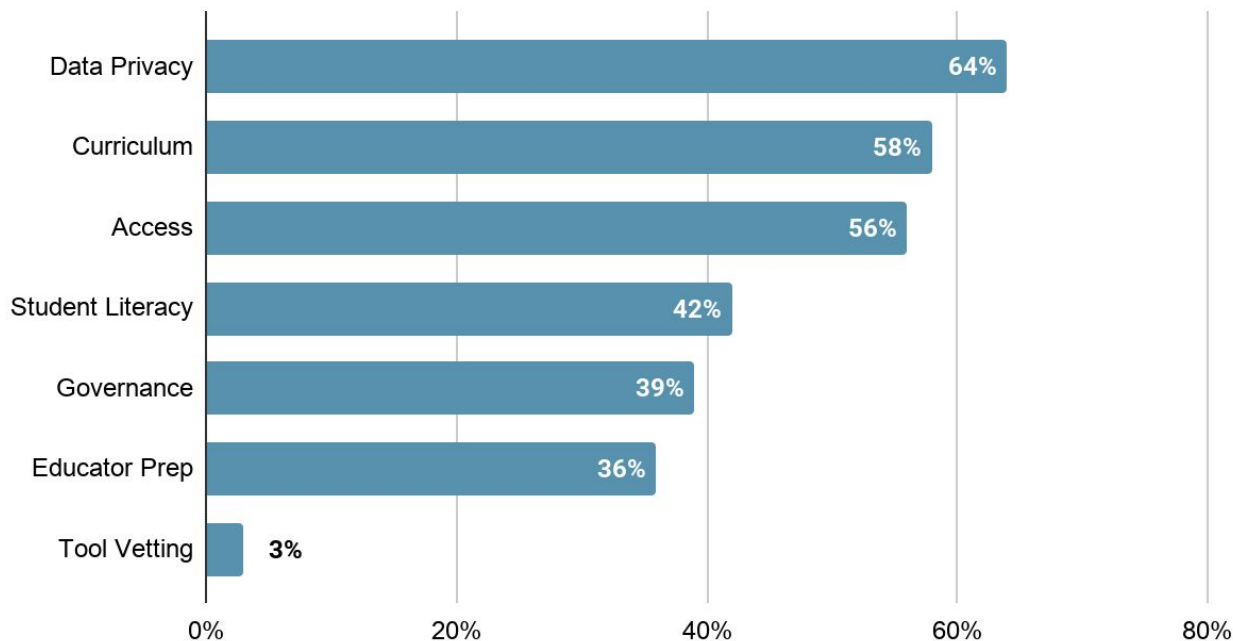
- There are no high-quality causal studies of student AI use conducted in U.S. K-12 classrooms.
- Most studies examine short-term outcomes rather than long-term learning.
- Very little research examines impacts on equity, student wellness, or social development.

AI Research Papers, Oct 2025



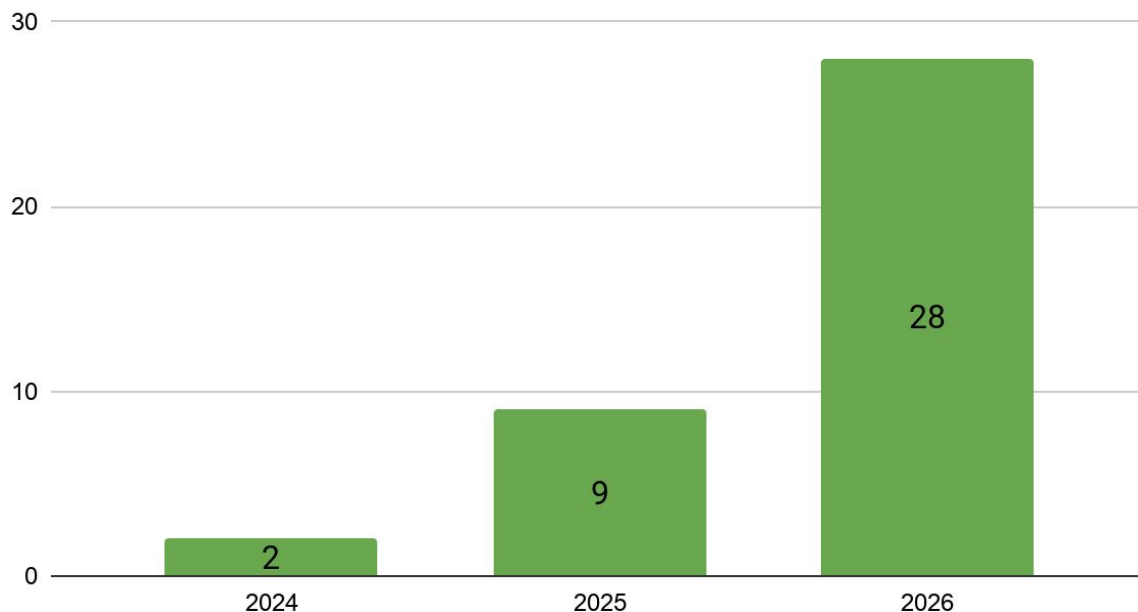
36 states have published AI guidance; most touch on data privacy, curriculum, and access.

Percent of AI Guidance References, By Topic (n=36)



At least 26 states have passed 39 education AI-related bills in the past three years.

Number of AI in Education Bills Passed, By Year



States represented: Alabama, California, Colorado, Connecticut, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Maine, Maryland, Mississippi, Nebraska, New Hampshire, New Mexico, New York, Ohio, Oklahoma, Oregon, Rhode Island, Tennessee, Utah, Vermont, Virginia, Washington

Legislation ranges from guidance to safety to innovation.

Guidance

Requiring districts adopt AI frameworks, setting up task forces or commissions

Acceptable Use

Requiring districts adopt policies that govern how students and adults use AI

Student Safety

Screen time limits; chatbot restrictions

Data Privacy

Protecting student data; restricting AI tool purchases

AI Literacy

Requiring districts lead teacher AI professional development; mandating AI skills taught to students

Innovation

Autorizes or funds pilots, sandboxes to test AI tools before adoption

Legislation ranges from guidance to safety to innovation.

Category		Description
Guidance	AI Governance	Directs SEAs to build AI frameworks and requires districts to adopt aligned local policies.
	Task Forces	Establishes a formal body or study mandate to research AI's role in education and report recommendations, without binding policy requirement.
Data Privacy	Procurement & Tools	Ties state or district AI-tool purchasing to formal evaluation, registration, or certification requirements to vet vendors before classroom use.
	Student Data Privacy	Restricts how student data can be used to train or develop AI systems and requires ed-tech vendors to register and certify their privacy practices.
Acceptable Use	Acceptable Use Policies	Mandates that schools and districts adopt written policies governing how students, teachers, and staff may use AI for instruction and assignments, often with academic-integrity and misuse-reporting provisions attached.
Student Safety	Screen Time Limits	Caps or restricts the amount of school-issued-device screen time allowed during instruction.
	Child AI Safety	Regulates AI chatbots' interactions with minors through mandatory disclosure, break reminders, and crisis-referral protocols, mostly as general consumer-protection law rather than education-specific statute.
AI Literacy	Teacher AI Literacy	Requires SEAs to fund or deliver AI-specific professional development for educators, often through train-the-trainer models or coordinator roles.
	Student AI Literacy	Mandates AI concepts and skills be explicitly taught to students as part of required coursework. Embeds AI-related coursework into graduation credits.
Innovation	AI Innovation Pilots	Funds or authorizes time-limited pilot programs, grants, or regulatory sandboxes that test AI tools under state oversight before wider adoption.

Sample bills

Alabama H.B. 329 (2026)

Requires the computer science course taken for high school graduation to include instruction on fundamental AI concepts — what AI is, how it works, and its societal impact. This makes Alabama one of the first states to fold AI literacy directly into an existing graduation requirement rather than creating a standalone AI course or elective.

Maryland S.B. 720, "AI Ready Schools Act" (2026)

Requires districts to adopt AI policies aligned with state guidance, designate local AI coordinators, and ties state procurement practices to that guidance. It creates a statewide AI Education Collaborative and mandates the state deliver teacher professional development through a compensated train-the-trainer model.

Virginia S.B. 394 (2026)

Establishes an interagency consortium to issue guidance on AI use in instruction, requiring teacher transcripts of student-AI interactions, administrator monitoring logs, and vendor data privacy agreements. Funds a pilot program to evaluate innovative AI use in instruction, tutoring, student engagement, and student support, prioritizing impoverished, rural, and under-resourced divisions.

Alabama	Alabama incorporated fundamental AI concepts and societal impacts into the computer science course required for high school graduation, established screen-time standards for early childhood settings, and created a commission to study AI and children's internet safety.	Mississippi	Mississippi created a state AI task force and requires the computer science or CTE course used for graduation to include fundamental AI concepts beginning with the ninth-grade class in 2029-30.
Arkansas	Arkansas requires public entities, including school districts, charter schools, and public colleges, to adopt written policies governing authorized uses of AI and automated decision tools.	North Carolina	North Carolina is considering proposals that would establish K-12 AI-literacy standards, school AI-use policies, a framework for evaluating AI tools, public reporting, and educator training.
Delaware	A House-passed bill would establish a three-year pilot supporting selected schools in testing AI and extended-reality tools to improve learning and reduce teacher workloads.	Oklahoma	Oklahoma requires educator supervision and human review of school AI use, prohibits AI from making high-stakes decisions, and mandates state guidance, district policies, and annual parent disclosures.
Florida	Florida restricts access to certain platforms through district devices and networks and requires schools to teach students about the social, emotional, and physical effects of social media.	South Carolina	South Carolina lawmakers introduced proposals that would establish school AI safeguards—including parental consent, transparency, human oversight, and student-data protections—and permit teacher-led AI literacy instruction.
Georgia	Georgia requires AI companion chatbots to disclose that they are not human, with more frequent notices for minors, and incorporates AI instruction into required computer science coursework.	Tennessee	Tennessee requires education systems to adopt AI-use policies and for teachers in grades 6-12 to complete AI professional development, while also prioritizing teacher-led instruction and limiting device use in grades K-5.
Kentucky	Kentucky's AI Task Force studied K-12 AI issues and issued 10 recommendations, but the state has not passed dedicated K-12 AI education legislation.	Texas	Texas has not enacted or actively advanced qualifying legislation specifically governing AI use or AI instruction in schools.
Louisiana	Louisiana adopted resolutions urging state education agencies to promote AI education, support related professional development, and incorporate AI into state content standards.	Virginia	Virginia enacted an AI-in-education pilot and oversight framework addressing instructional uses, educator monitoring, and student-data protections, along with grade-level instructional screen-time policies.
Maryland	Maryland requires local school systems to adopt state-aligned AI policies, designate AI coordinators, implement AI tools following state guidance, and expand AI literacy standards and professional development.	West Virginia	West Virginia has not enacted or actively advanced qualifying AI-in-schools legislation.

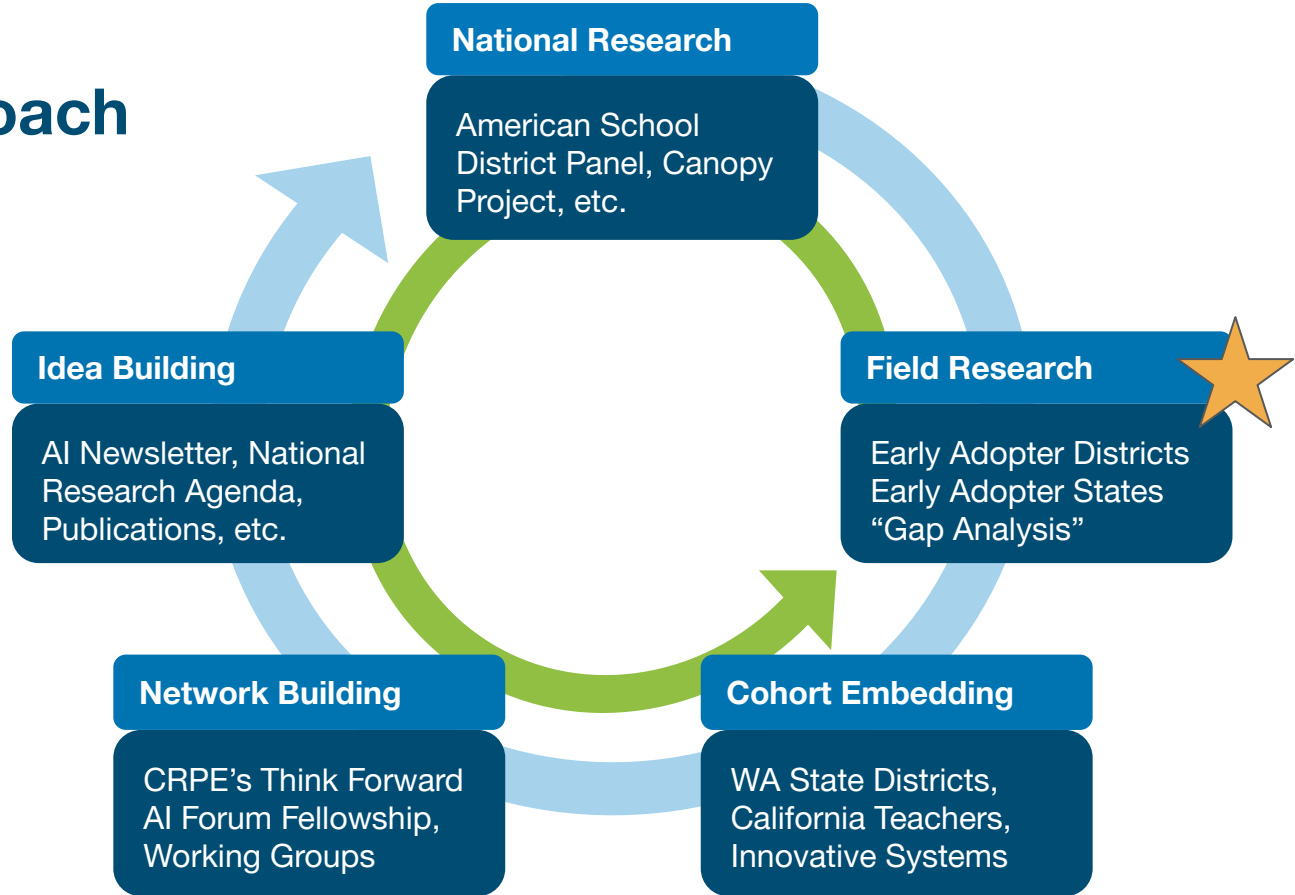
II. AI Early Adopters



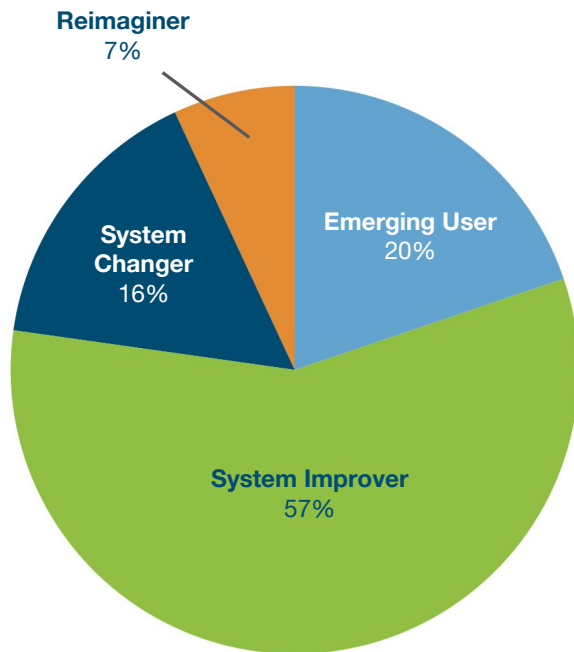
District AI Early Adopters

Our goal: Understand how Early Adopter districts are integrating AI, and whether AI is catalyzing system transformation or more innovative approaches to schooling.

CRPE's AI Research Approach



Early adopter districts use AI in sophisticated ways. Most are improving the traditional model.



Emerging User

AI use is active but without clear alignment to district strategy

System Improver

AI use strengthens the existing model.

System Changer

AI use amplifies a pre-existing reform effort.

Reimaginer

AI use explores or pilots fundamentally new learning designs.

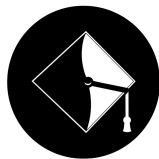
A deep dive into four “System Changers” explored how they are approaching AI-enabled transformation.



Agua Fria Union High School District

Avondale, Arizona
10,074 Students

**Focus: Wall-to-wall
academies; student
AI literacy training**



Anaheim Union High School District

Anaheim, California
25,177 Students

**Focus: Deeper
learning
(competency-aligned
and relevant)**



ASU Preparatory Academy

Phoenix, Arizona and
Remote
3,200 Students
in-person; 42,000+
Students remote

**Focus: Mastery-based
and project-based
learning; learning
model experimentation**



Elma School District

Elma, Washington
1,625 Students

**Focus: Mastery,
competency-based
learning; aligning
with workforce
competencies**



“Innovation is messy, and all these things we're doing can be messy, but I think [AI] is helping us streamline. What was that movie, ‘Everything Everywhere All at Once’? Sometimes [innovation] feels that way, but I think AI has helped us from a strategic planning perspective for sure.”

– District Leader

Early adopters need more partners and evidence to advance learnings for the field.

- 1. Schools are serving as R&D sites, building and adapting AI tools.**
 - a. They still need help assessing academic impact.
- 2. Partnerships with industry-workforce and edtech are crucial.**
 - a. Industry-workforce partnerships help keep AI-informed instruction grounded in real labor market demands. Edtech helps with product design and professional development.
- 3. Innovation still happens in pockets, not at scale.**
 - a. Absent funding, AI can still feel like another initiative.

They want guardrails that allow for safe innovation.



Evaluation support
and shared
measurement
frameworks.



State sandboxes that
provide relief from
accountability
requirements.



Policy coherence and
procurement support
around student data
privacy.



Peer connection with
districts pursuing
similar work.



Aligned higher
education and
teacher preparation
programs.



Funding for dedicated
AI leadership roles.



State AI Early Adopters

Our goals were to:

- Understand how state actors and partner organizations integrate AI into policies, guidance, and operations
- Learn how they are supporting districts and schools
- Discover what enablers and barriers they experience

The Bottom Line

1

States are taking action on AI, but approaches have been largely ad hoc and fragmented.

2

Despite this, promising leadership examples are emerging and partnerships are critical.

3

Capacity constraints, political dynamics, and competing policy signals are key challenges ahead.

4

Left unaddressed, fragmented state action risks widening gaps and leaving districts adrift—especially those serving high-need students.

5

State AI integration requires visionary leadership and investment in human capacity, evidence generation, and SEA agility. Absent this, statewide AI integration will remain uneven and unproven.

States are early in their AI journey, and still forming the conditions for future strategy.

Integrators

Embedding AI into some core education systems through pilots, evaluation, procurement supports, standards revisions, or implementation strategies.

Condition Builders

Investing in enabling conditions for AI integration through PD, infrastructure, governance, and early implementation efforts.

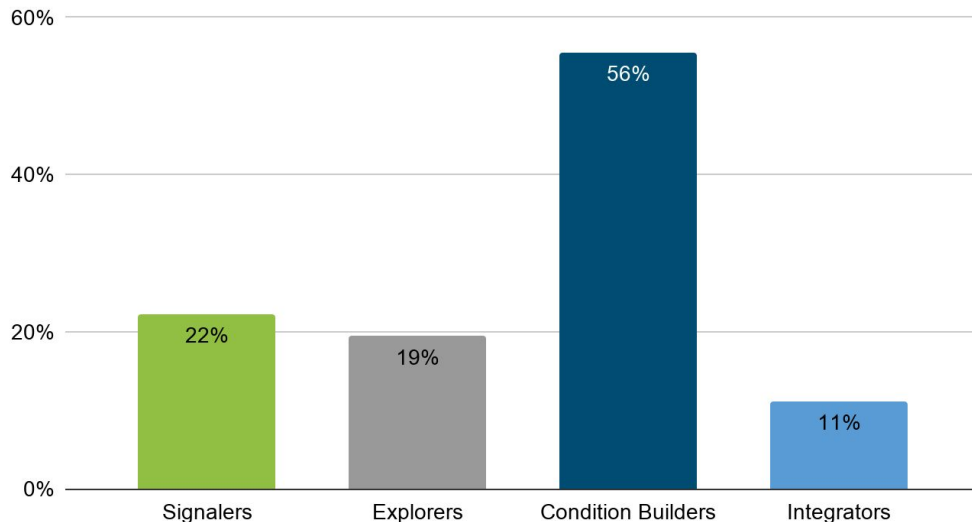
Explorers

Articulating AI visions and guidance while exploring implementation approaches, pilots, legislation, or educator supports underway.

Signalers

Acknowledging AI's influence and beginning to address its use through guidance development, partnerships, and limited professional learning.

2025-26 State AI Approaches (n=39)



A few are exploring AI tool pilots, learning standards, impact, and procurement. More plan to do so.

State AI Approaches

	Vision and Guidance	Partnerships	Professional Development	Infrastructure	Tool Pilots	Learning Standards	Impact	Procurement
Integrators (11%)	X	X	X	X	X	X	X	X
Condition-Builders (56%)	X	X	X	X	Planning	Planning	Planning	
Explorers (19%)	X	X	Planning	Partial				
Signalers (22%)	Planning	Partial						

Utah

Utah has one of the most coherent statewide AI strategies, leveraging first-in-the-nation roles and cross-sector partnerships.

Clear Vision Anchored in State Priorities

- Office of AI Policy
- AI Education Specialist role
- Portraits of an AI-Infused educator and learner, and of an AI-ready company

Statewide Procurement & Infrastructure Support

- Statewide AI tool contracts and pricing
- Data privacy vetting via Utah Education Network

Scaled, Incentivized Professional Learning

- Trained 6,500+ educators on AI lesson plans
- Training families and caregivers

Cross-Sector Coordination

- Partnerships with **higher ed and industry**



State Bright Spots: Piloting AI Tools

Many states have supported pilots and experimentation with AI tools to help improve student learning outcomes and address other specific challenges.

Louisiana Board of Elementary and Secondary Education (BESE)

- The BESE has supported AI tool pilots across the state to support reading and math instruction (e.g., Zearn, Amira, and Khanmigo).
- Incorporates independent research as an implementation requirement.
- Early results have shown positive effects and the state has expanded use of promising tools.

Indiana State Department of Education (IDOE)

- Piloting AI through outcome-focused initiatives that fund districts use vetted tools in priority areas like literacy.
- By pairing local innovation with state oversight on safety and evaluation, the state is building evidence to guide future scaling of AI in teaching and learning.



State Bright Spots: Supporting Data Integration

Some states have supported data interoperability from the state level, reducing the burden on districts.

Michigan: Data Hub & MiCloud

- Michigan has invested in shared data platforms, reusable integrations, secure cloud hosting, and cyber-security ready infrastructure.

Wisconsin: WISEdata System

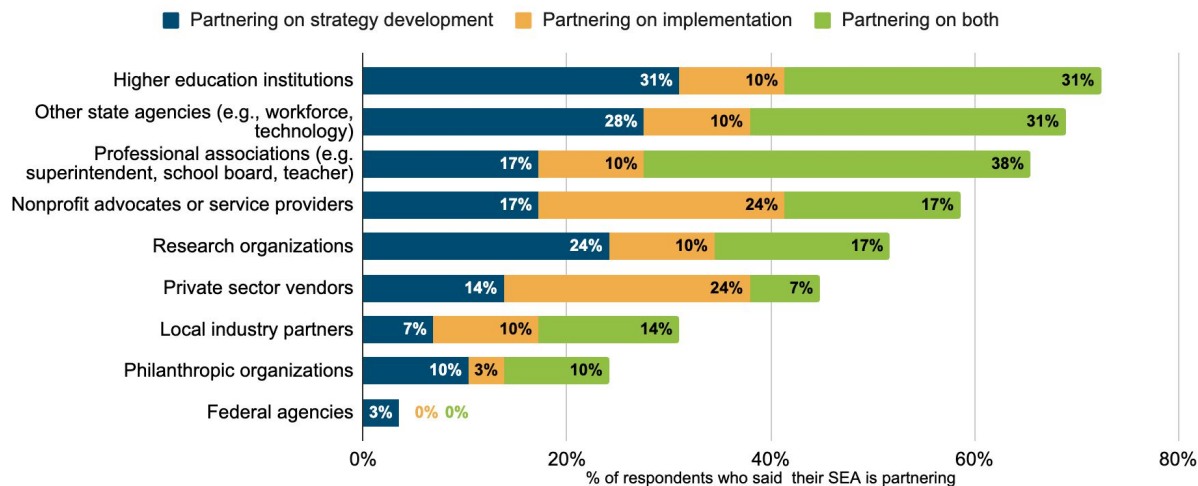
- Wisconsin uses APIs, data quality portals, and dashboards to streamline and improve data submission quality, reducing duplicative reporting over time.

Nebraska: Data Overhaul

- Nebraska uses AI tools to expand their existing data platforms, starting with a data maturity assessment before overhauling their infrastructure to automate data flows and adopt an open analytics architecture.

Partnerships are critical to how SEAs function in this space; they supplement (and sometimes substitute for) SEA capacity.

SEA Partnerships



*“Partners have a **critical role** actually. I've come a long way in [realizing] this in my time at the agency and recognizing the partner role.”*

– SEA Staff

Tennessee SCORE shows how intermediary organizations can strengthen statewide AI coherence

TN SCORE fills gaps that state agencies cannot easily fill on their own through **three distinct roles**:

Shape state strategy to districts on the ground

- Helps leaders make sense of a rapidly changing AI landscape
- Creates shared understanding across districts, higher education, state agencies, philanthropy, and providers

Vet and curate quality AI tools

- Evaluates AI tools, identifies ed tech providers with evidence of impact and responsiveness
- Shares lessons learned across districts, reducing uncertainty
- Connects districts with promising ed tech providers

Lead pilots and generate evidence

- Coordinates statewide learning networks that encourage responsible district experimentation
- Translates local implementation into statewide learning
- Helps districts avoid reinventing the wheel and connect with AI-focused organizations



SCORE works in partnership to strengthen responsible AI innovation in education.



- Tennessee State Board of Education
- Tennessee Department of Education
- Tennessee AI Advisory Council
- AI Tennessee
- Tennessee Organization of School Superintendents
- University of Tennessee Knoxville
- Tennessee Association of Colleges for Teacher Education
- Policy Innovators in Education Network
- Playlab



Launched in 2026, SCORE's AI Innovation Fund is supporting nine educator-led projects.

- Supporting Tennessee educators turn innovative ideas into real-world solutions that solve challenges.
- Recipients' ideas seek to improve:
 - College and career advising
 - Early literacy and numeracy
 - Writing feedback
 - Remediation of foundational skills
 - System AI literacy and strategy
 - Holistic student support





Tennessee pilots have surfaced promising practices for improving student outcomes.

- Sumner County's Coursemojo pilot in ELA
 - 8.7-point increase in 8th grade ELA;
 - 3.7-point increase in middle school ELA; and
 - Narrowed performance gaps for students with disabilities and students who are economically disadvantaged.
- Hamilton County's Khanmigo pilot in math RTI
 - 1.3 national percentile rank gains on the math screener, comparable to high dosage tutoring.
- Promise Academy's summer learning math and reading pilots
 - AI usage, human support, and infrastructure are enabling conditions.



SEA AI Leadership Attributes

SEAs at the forefront on AI...

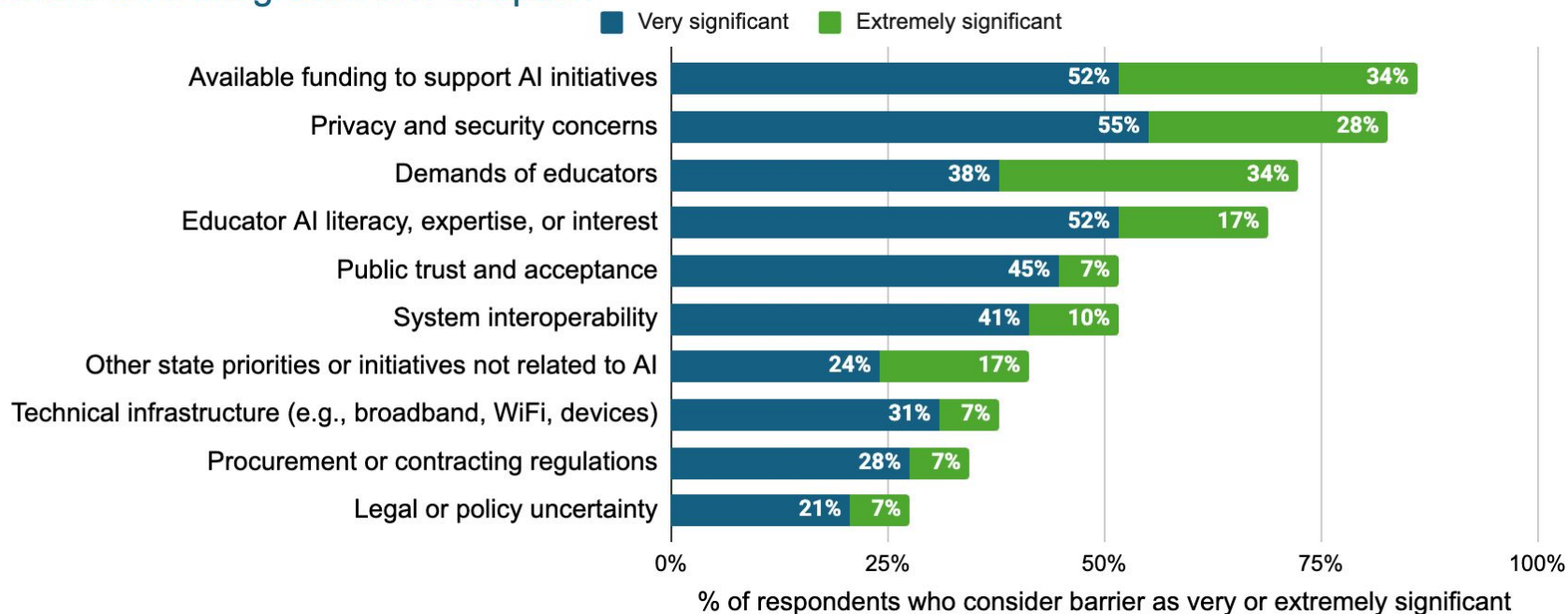
- Have a clear leader and articulate a clear strategic vision for AI integration
- Anchor AI to specific instructional or operational challenges
- Build deeper buy-in, with diverse audiences
- Invest in transferable knowledge
- Were growing digital literacy and leadership prior to AI

*“In terms of who's moving further fastest, it's when that top leader is really viewing this as a top priority. Regardless of what type of state and how they want to support LEAs, **[what] we see across the board, the one consistency, is that the top leader really wants this to be something their team is moving on.**”*

- SEA partner

SEAs name funding, capacity and politics as key challenges ahead.

Barriers to AI integration and adoption



SEAs face political tensions.



Federal vs. State Regulation

In the absence of clear policies at the federal level, states must regulate.



Political Paradox

SEAs and districts feel urgency to explore and integrate AI while legislatures consider screen time limits and device bans.



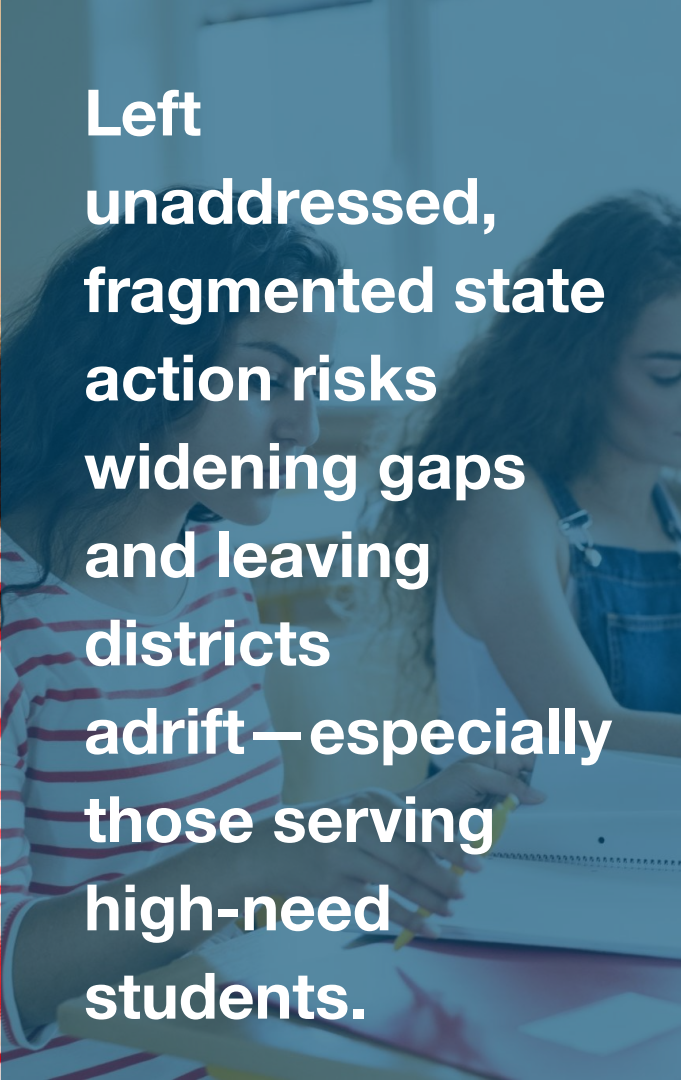
SEA Leadership vs. Local Control

Many SEAs feel they don't have authority to mandate actions or the capacity to enforce them.



Decision Paralysis

SEAs face a flood of AI tools, but have limited time to evaluate options and choose the best tool.

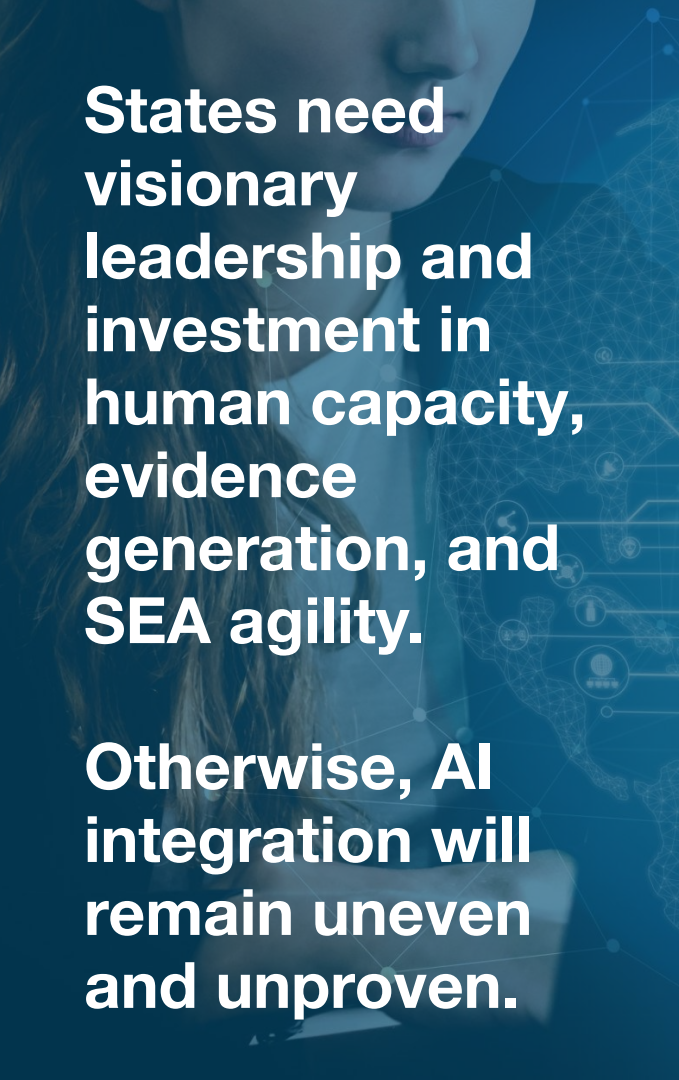


Left
unaddressed,
fragmented state
action risks
widening gaps
and leaving
districts
adrift—especially
those serving
high-need
students.

Late and unguided AI expansion risks advancing and solidifying the status quo.

- Non-binding guidance without operational support produces uneven and inequitable uptake.
- The districts that most need support are often least equipped to act on voluntary guidance alone.
- Taking a “wait and see” stance may inadvertently exacerbate inequities.

*“State government in general lags behind....**Even though I see ways we could be more productive, we’re not there yet.**” - SEA staff member*

The background of the left side of the slide features a close-up of a person's face, partially obscured by a blue overlay. Overlaid on the image is a network diagram with nodes and connecting lines, suggesting a digital or technological theme.

States need
visionary
leadership and
investment in
human capacity,
evidence
generation, and
SEA agility.

Otherwise, AI
integration will
remain uneven
and unproven.

*“I think that's one of our biggest challenges right now is how do we build a system that isn't just these one-off pilots? This is where we are now—we've incentivized, we have our lighthouses, we have our beacons, we've got these communities of practice. **Now, how do we make sure that our whole state is moving ahead in the way that we need to and we aren't leaving people behind?**”*

—SEA staff member

Coordinating Change Across Two Time Horizons

NOW

- Collect evidence on AI tool effectiveness*
- Develop state-level visions plus aligned resources and partnerships*
- Coordinate coherence across ed tech, districts, and states*
- Equip parents and students to make AI choices and integrate them in decision-making*

FUTURE

- Pilot future-ready learning models*
- Design for future-ready states*
- Plan for a future-ready workforce*
- Develop future-ready standards and assessments*



Q&A

III. Looking Ahead



AI in Education: Stuck in the Lightbulb Stage

School systems are using AI as a tool or app **to improve the current education delivery model**, not to radically improve student lives.

The education field first needs to **have a clear vision** for how AI could radically improve educational outcomes and prepare students for the future.

A new future is reachable.

It requires **policymakers** who are willing to clarify expectations and resources; **researchers** who are willing to embed in this work early, **funders** who are willing to steward evidence generation, and **system leaders** who are willing to treat the answer to "what works" as an open empirical question rather than a vendor claim.



State policy must be clear and flexible, and it should provide research and investment.

1 Align AI to your vision: name specific populations and require fixing gaps.

2 Build governing functions that the state runs and is responsible for.

3 Vet tools for whether they work; not just whether they're safe.

4 Build a grade-by-grade student AI literacy progression.

5 Fund and deliver education training; don't just recommend it.

State Policy

State policy must be clear and flexible, and it should provide research and investment.

1. Align AI strategy to your state vision.
2. Name specific populations and require fixing gaps.
3. Build governing functions that the state runs and is responsible for.
4. Vet tools for whether they work; not just whether they're safe.
5. Build a grade-by-grade student AI literacy progression.
6. Fund and deliver educator training; don't just recommend it.



National Research Agenda

Research is fragmented, short-term, and tool focused. We must study what districts and state need to integrate AI sustainably and with outcomes in mind.

Measurement: What should count as success?
How can we best assess those skills?

What must students know/ be able to do:
How must standards and assessments evolve?
How can we design for students with IEPs and other complex learners?

Educator Models: Can AI help us rethink teaching? How to better prepare teachers?

Coherence: How should school and learning design change for the future?

The Moment We're In

The tools are already in classrooms. The decisions about what gets built, evaluated, and scaled are being made right now.

We are at the lightbulb moment, not the transformation moment. The question is whether the field gets there with evidence, coherence, and equity at the center.

That is the work. Thank you for being part of it.



Q&A

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