SEA CHANGE

# Opportunities for AI Enablement

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# Why AI Matters for SEAs

**Artificial intelligence creates the possibility for State Education Agencies to operate differently – not simply faster, but with fundamentally greater capacity to learn, adapt, solve problems, and improve outcomes across complex education systems.**

As AI capabilities continue to advance, SEAs may be able to augment limited staff capacity, strengthen organizational learning, and provide more responsive support to districts, schools, educators, and students.

Historically, SEAs have often been limited by fragmented data, long feedback cycles, and the difficulty of learning across thousands of classrooms, schools, and districts in real time. Emerging AI tools may help agencies synthesize information across complex systems, identify patterns earlier, and turn local knowledge into scalable supports for the field.

**AT ITS BEST, AI CAN HELP SEAS:**

## 1. Create efficiency

Make necessary work faster and easier by reducing administrative burden, accelerating analysis, and streamlining routine processes—freeing people and time for higher-value work.

## 2. Expand capacity and capability

Help SEAs do more and work in new ways: augmenting staff capabilities, synthesizing information at scale, identifying and spreading effective practices, and providing more responsive support in service of improved student outcomes.

## 3. Learn and adapt as the field evolves

AI is changing rapidly, and the highest-value applications will continue to emerge. SEAs will need to operate as dynamic learning organizations—building the fluency, routines, and capacity to experiment, learn what works, and adapt over time, while modeling that approach and building capacity for LEAs.

The examples in this document are illustrative rather than prescriptive. They are intended to help SEA leaders envision how AI could support core agency functions over time, recognizing that adoption will reflect state-specific strategy, governance, infrastructure, and organizational readiness.

**THIS DOCUMENT IS ORGANIZED ACROSS TWO COMPLEMENTARY LAYERS:**

### Section-level AI enablement opportunities

illustrate how AI may transform how SEAs operate, build capacity, steward innovation, support local systems, and improve outcomes statewide. These examples are intended primarily for chiefs and senior leaders and focus on how AI could change how agencies learn, make decisions, allocate support, and continuously adapt over time.

### Competency-level AI opportunities

provide more detailed examples aligned to the individual competencies and functions in the SEA Change blueprint. These examples are intended primarily for functional and operational leaders and focus on how AI could support specific systems, workflows, analyses, and organizational capabilities over time.

The examples in this document reflect a range of possible futures. Some illustrate capabilities that are increasingly feasible today using commercially available AI tools and existing data systems. Others anticipate a future in which SEAs may leverage more specialized AI systems, agents, and external partners to support increasingly sophisticated analysis, decision-making, knowledge management, and improvement efforts.

**THE EXAMPLES ARE ALSO ORGANIZED ACROSS TWO IMPLEMENTATION HORIZONS:**

### Near-term possibilities

reflect capabilities that are increasingly feasible today using existing data systems and commercially available AI tools.

### Emerging possibilities

reflect more advanced uses that may become possible as states build stronger data infrastructure, interoperability, governance systems, and organizational capacity.

## Section-Level AI Overview

The section-level examples below are intended to help chiefs and senior leaders envision how AI may begin to reshape the overall work of the agency – including how SEAs identify effective practices, support local innovation, allocate resources, monitor implementation, and regularly improve outcomes across the state.

**EACH SECTION INCLUDES:**

- a brief description of how AI may change the work of the agency,
- illustrative examples of future-state capabilities,
- and foundational building blocks that may help states move toward these capabilities over time.

## Competency-Level AI Opportunities

The competency-level examples that follow each section provide more granular illustrations of how AI could support specific SEA competencies and functions over time.

**EACH COMPETENCY INCLUDES:**

- examples of near-term AI-enabled capabilities using existing tools and data systems,
- examples of more advanced or emerging capabilities that may become possible over time,
- and illustrative prompts or use cases that demonstrate how these capabilities could function in practice.

These examples are intended to support state teams in translating broader strategic possibilities into operational systems, workflows, supports, and organizational capabilities.

**Ultimately, the opportunity is not simply to automate existing work, but to rethink how SEAs learn, support improvement, and create value for the field.**

SECTION 1

# Organize for Student Outcomes

HOW THIS CHANGES YOUR WORK

## You can more clearly define meaningful student outcomes, identify and spread effective practices, and respond earlier when students or systems need support — without waiting for annual review cycles.

### Example 1

The SEA uses AI to synthesize research, workforce trends, graduate outcomes, assessment evidence, and stakeholder input to help define statewide student competencies and success measures. It then identifies high-performing classrooms and schools, captures educator practices and artifacts, and organizes them into a searchable statewide knowledge base aligned to those outcomes.

### Example 2

The SEA uses AI to identify where student outcomes are declining, detect patterns across districts and student groups, and connect educators and schools with practices, interventions, and supports that appear effective in similar contexts before issues become widespread.

BUILDING TOWARD THIS CAPABILITY

### Near-term building blocks

- Define shared student outcome measures and priority indicators
- Improve access to integrated student and school performance data
- Create processes for gathering educator practices and implementation insights statewide
- Begin organizing instructional resources and exemplars in searchable formats

### Medium-term building blocks

- Develop interoperable statewide data systems across programs and districts
- Build systems that connect outcomes, assessments, practices, implementation conditions, and long-term life outcomes
- Create AI-enabled knowledge systems that surface and share effective practices
- Develop early warning and adaptive systems that support proactive intervention

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **1.1 Define Student Competencies and Expanded Success Measures** | Synthesize research, workforce data, and stakeholder input to inform competency frameworks.<br>Generate candidate lists of competencies based on graduate portraits, learning standards, and existing frameworks. | *"Review these state learning standards and generate candidate competencies related to critical thinking, collaboration, and communication."* | Map competencies across standards, assessments, and workforce frameworks.<br>Identify possible indicators of broader skills within student work artifacts. | *"Analyze this set of student writing samples and identify patterns that may indicate development of argumentation and reasoning skills."* |
| **1.2 Student Performance Framework** | Summarize statewide performance data for policymakers. Identify patterns in assessment and administrative data across districts. | *"Analyze this statewide assessment dataset and summarize the largest differences in math performance across regions."* | Identify students who may need additional support using early warning models.<br>Synthesize system performance insights for district leaders. | *"Using attendance, course grades, and assessment data, identify students who may be at risk of falling behind in reading proficiency."* |
| **1.3 School Performance Framework** | Identify patterns in school performance across districts.<br>Identify high-growth schools that may offer insights into effective practices. | *"Identify schools where student growth in math over the past three years exceeds the state average."* | Cluster schools by improvement needs.<br>Analyze and compare school performance across contexts. | *"Group schools by similar improvement challenges based on attendance, achievement growth, and student demographics."* |

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **1.4** **Program Performance and Compliance Monitoring** | Analyze the relationship between program design, implementation, funding, and student outcomes across federal and state education programs.<br>Identify which programs, interventions, and investments are associated with stronger student outcomes across contexts. | *"Review Title I, CTE, and related federal program data and reports to summarize common compliance issues identified across districts."* | Compare outcomes across funding streams, interventions, and implementation models to identify high-impact approaches.<br>Identify districts or schools where outcomes differ significantly from expectations. | *"Analyze statewide Title I performance data and identify districts where program outcomes differ significantly from similar districts."* |
| **1.5** **Ensuring Meaningful Progress for All Students** | Analyze student progress across multiple indicators to identify where groups of students may not be making meaningful progress toward defined outcomes.<br>Examine patterns in access, participation, performance, and opportunity across student populations and contexts. | *"Analyze statewide performance data and summarize trends in graduation rates for English learner students."* | Detect where systems, supports, or interventions may contribute to stronger outcomes for particular student populations.<br>Identify districts where outcomes for particular student groups differ significantly from statewide patterns. | *"Compare outcomes for students experiencing homelessness across districts and identify areas where outcomes differ significantly from statewide averages."* |
| **1.6** **Performance Frameworks for Special Populations** | Summarize statewide performance, participation, access, and support data for specific student populations.<br>Identify patterns in outcomes across districts, schools, and student groups. | *"Analyze statewide outcomes for English learners and students with disabilities and identify districts where performance differs significantly from statewide trends."* | Identify factors associated with stronger outcomes for particular student populations.<br>Detect patterns in supports, services, and implementation approaches associated with improved outcomes. | *"Compare outcomes across districts serving similar student populations and identify supports associated with stronger outcomes."* |
| **1.7** **School Audits and Intervention** | Summarize audit findings, monitoring reports, and performance indicators across schools.<br>Identify recurring implementation challenges and areas of concern. | *"Review school audit reports and identify recurring implementation challenges across low-performing schools."* | Identify patterns across audits, interventions, and outcomes.<br>Detect intervention approaches associated with sustained school improvement. | *"Analyze intervention efforts across schools and identify approaches associated with sustained improvement in student outcomes."* |
| **1.8** **District Audits and Intervention** | Summarize district monitoring reports, audits, and implementation evidence.<br>Identify recurring district-level challenges and areas requiring support. | *"Review district monitoring reports and summarize recurring implementation barriers across districts."* | Identify district conditions associated with successful implementation and improvement.<br>Detect intervention and support strategies associated with improved district outcomes. | *"Analyze districts that demonstrated significant improvement and identify organizational conditions associated with success."* |
| **1.9** **Dissemination of Exemplary Teaching and Learning Practices** | Identify high-performing schools, programs, classrooms, and instructional models across multiple measures of student success.<br>Gather and structure educator practices, artifacts, and implementation insights for statewide sharing. | *"Identify schools where math achievement growth exceeds the state average and generate a short survey asking educators about instructional practices used."* | Analyze and categorize educator responses to identify recurring instructional approaches.<br>Build searchable, context-tagged exemplars that help educators locate practices relevant to similar student populations, instructional models, and implementation conditions. | *"Review survey responses from high-performing schools and identify recurring instructional strategies associated with improved student outcomes."* |
| **1.10** **Knowledge Base of Proven Educational Practices** | Build structured statewide knowledge bases of curricula, interventions, instructional practices, school models, and AI-enabled innovations.<br>Organize practices and evidence by grade level, subject area, implementation context, student population, and demonstrated outcomes. | *"Categorize these educator-submitted practice descriptions by grade level, subject area, student population, and instructional approach."* | Identify patterns across practices, curricula, staffing models, or school structures associated with strong student outcomes.<br>Build intelligent recommendation and retrieval systems that help educators identify evidence-based practices most relevant to their local context and goals. | *"Analyze reported practices, curricula, and staffing models from high-performing schools and identify patterns associated with improved student outcomes."* |

SECTION 2

# Flip the System

HOW THIS CHANGES YOUR WORK

## You can shift from primarily managing compliance to helping districts solve problems, build capacity, and adapt effective practices to their local context.

### Example 1

The SEA develops AI-enabled systems that help districts share innovations, implementation lessons, and operational challenges. AI identifies promising approaches associated with improved outcomes in similar contexts and translates those insights into practical guidance, tools, and supports for other districts.

### Example 2

The SEA develops an internal AI-enabled guide that helps staff understand the agency's evolving theory of action, including how roles, decision-making processes, district relationships, and supports may need to change over time. It also helps identify where existing policies, regulations, or workflows may create barriers to local innovation and improvement.

BUILDING TOWARD THIS CAPABILITY

### Near-term building blocks

- Create structured ways for districts to share innovations and implementation lessons
- Collect recurring feedback on policy and operational barriers
- Develop processes for identifying and studying promising local practices

### Medium-term building blocks

- Build systems that match districts with relevant exemplars and supports based on context
- Develop continuous policy feedback loops informed by implementation evidence
- Create statewide innovation learning networks supported by shared data and AI-enabled synthesis
- Develop organizational knowledge systems that help staff understand and implement the agency's evolving theory of action

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **2.1 New State and Local Roles** | Analyze district feedback, implementation experiences, and SEA activities to identify opportunities to shift responsibilities closer to schools and districts.<br>Identify common areas where districts seek additional flexibility, support, or decision-making authority. | *"Review district feedback and implementation reports and identify recurring areas where districts request greater flexibility or support."* | Identify patterns in state and local roles associated with stronger implementation and outcomes.<br>Develop AI-enabled advisors that help SEA staff understand how roles, responsibilities, and supports may need to evolve under a more locally driven system. | *"Analyze states and districts with strong outcomes and identify patterns in how responsibilities are distributed across state and local levels."* |
| **2.2 Local Capacity and Accountability** | Analyze district performance, operational, and implementation data to identify capacity strengths and needs.<br>Identify districts requiring differentiated supports. | *"Analyze district performance data and identify common capacity-building needs across districts."* | Identify capacity-building strategies associated with improved outcomes.<br>Recommend differentiated supports based on district context and performance. | *"Analyze district improvement efforts and identify supports associated with improved outcomes in similar districts."* |
| **2.3 Legislative Advising** | Summarize existing statutes, current operations, and alignment to standards to identify constraints on local innovation.<br>Compare state policies with other states to identify alternative approaches. | *"Review current state education code and identify provisions that may limit district flexibility in scheduling or staffing."* | Identify which policies and innovation approaches are associated with improved outcomes for underserved or vulnerable student populations.<br>Generate policy scenarios and model potential impacts of proposed changes. | *"Analyze innovation approaches and policy flexibilities across districts and identify which are associated with improved outcomes for English learners and students from low-income backgrounds."* |

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **2.4** **Regulatory Review** | Review SEA regulations and guidance to identify areas of redundancy, misalignment, and barriers to innovation.<br>Summarize district feedback on regulatory barriers. | *"Analyze district feedback and identify the most frequently cited regulatory barriers to innovation."* | Identify patterns where regulatory flexibility correlates with improved outcomes.<br>Recommend areas where flexibility could be expanded while maintaining accountability. | *"Analyze districts with greater regulatory flexibility and identify where those flexibilities are associated with improved student outcomes."* |
| **2.5** **Innovation Research and Evaluation** | Synthesize findings across pilots, innovation efforts, and implementation contexts.<br>Identify common features across successful innovation efforts. | *"Review evaluation reports from district pilot programs and summarize key findings on implementation and outcomes."* | Detect patterns across multiple innovation efforts to identify conditions for success.<br>Identify the conditions, supports, and implementation strategies associated with successful scaling and sustained adoption. | *"Analyze pilot program results across districts and identify conditions associated with successful implementation and improved outcomes."* |
| **2.6** **School Intervention and Turnaround** | Summarize performance data and diagnostic reports for low-performing schools.<br>Identify common challenges across schools requiring intervention. | *"Review performance data and monitoring reports for low-performing schools and summarize the most common challenges."* | Identify patterns in which intervention strategies are associated with improvement.<br>Recommend intervention approaches based on similar school contexts. | *"Analyze intervention strategies across low-performing schools and identify which approaches are associated with sustained improvement."* |
| **2.7** **Shared Services and Economies of Scale** | Summarize district and intergovernmental spending patterns and identify areas of duplication.<br>Compare resource use across districts and local governments to highlight potential efficiencies. | *"Analyze district and local government spending data and identify areas where shared services could reduce costs."* | Identify patterns in shared service models associated with improved efficiency or outcomes.<br>Recommend regional collaboration opportunities based on district needs and profiles. | *"Compare districts with shared service agreements and identify which models are associated with cost savings and improved service delivery."* |

SECTION 3

# New Professionalism for K-12

HOW THIS CHANGES YOUR WORK

## You can help educators consistently improve practice through more actionable feedback, stronger professional learning systems, and better access to effective instructional supports and exemplars.

### Example 1

The SEA uses AI to help develop and refine frameworks, rubrics, and assessment systems for effective teaching and leadership practice by analyzing research, instructional artifacts, classroom observations, educator feedback, and student outcomes. AI helps identify observable indicators of effective practice and supports calibration across evaluators.

### Example 2

The SEA develops optional AI-enabled instructional support tools that allow educators to connect classroom challenges, assessment results, or instructional goals with relevant exemplars, resources, and educator-created practices from a statewide instructional commons that grows over time.

BUILDING TOWARD THIS CAPABILITY

### Near-term building blocks

- Improve access to educator evaluation, coaching, and professional learning data
- Develop shared definitions, assessment frameworks, and observable indicators of effective instructional practice
- Create systems for collecting instructional artifacts and implementation evidence

### Medium-term building blocks

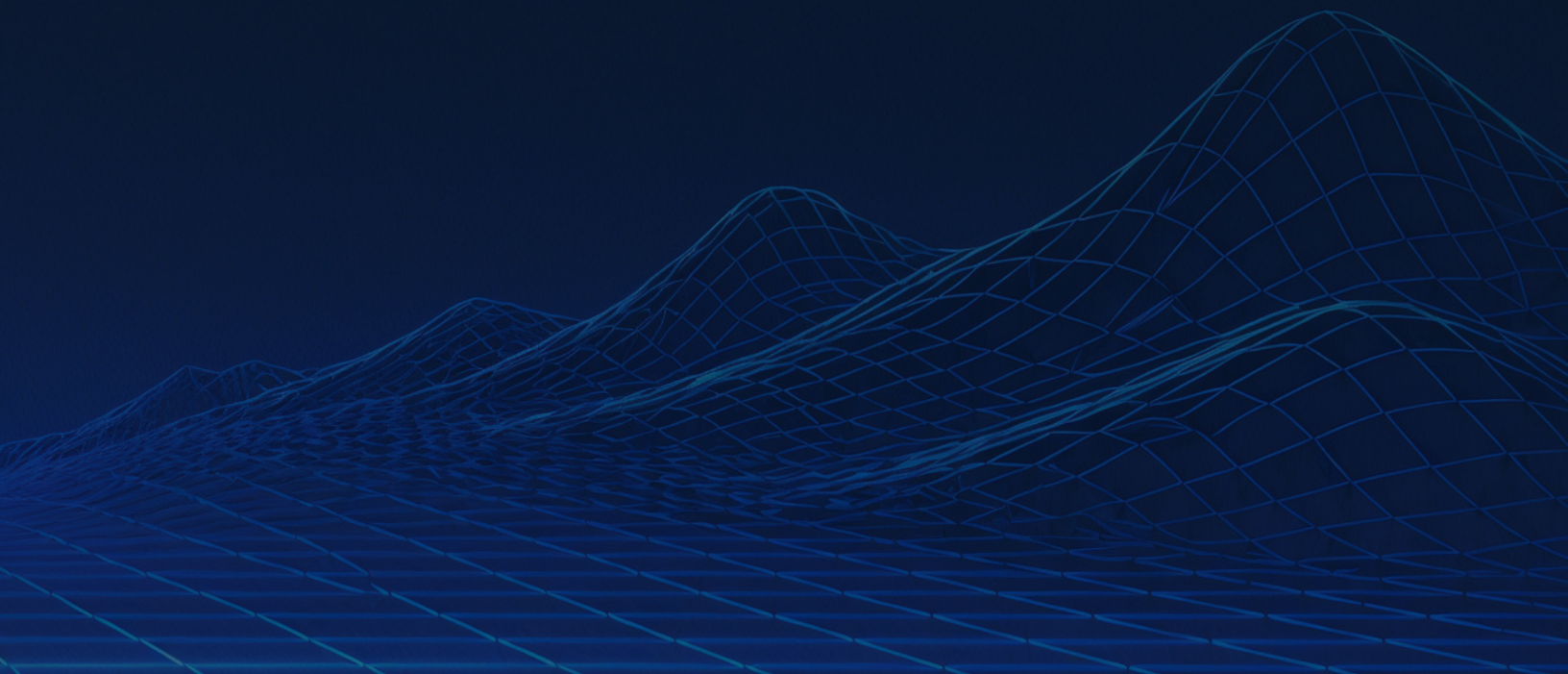
- Build integrated educator career pathway and development data systems
- Identify patterns associated with strong educator growth and retention over time
- Develop more personalized professional learning and leadership development systems

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **3.1** **Teacher Effectiveness and Student Learning Outcomes** | Bring together classroom observations, performance assessments, and student outcome data to inform licensure decisions.<br><br>Surface common characteristics of educators whose students demonstrate strong learning growth. | *"Review educator evaluation data and student outcomes to identify common characteristics of high-performing teachers."* | Examine how educator practices relate to student learning gains over time.<br><br>Identify signals of effective teaching that could support more performance-based licensure approaches. | *"Analyze multiple years of educator performance and student outcome data to identify teaching practices associated with sustained student growth."* |
| **3.2** **Leadership Practice Standards** | Identify which leadership practices are associated with improved student outcomes across different school contexts and student populations.<br><br>Identify common leadership actions associated with improved school performance, based on observed leadership practice. | *"Review research, educator effectiveness data, and leadership practices to identify actions associated with improved student outcomes across roles and contexts."* | Identify patterns linking leadership practices to school-level performance improvements.<br><br>Translate patterns across educator, school leader, and system leader practices into actionable guidance for leadership development and preparation. | *"Analyze school performance data and leadership practices to identify which approaches are associated with improved outcomes in similar schools."* |
| **3.3** **Alignment of Educator Preparation Pathways with Student Learning Outcomes** | Analyze educator preparation program outcomes, retention rates, placement patterns, and early-career effectiveness.<br><br>Highlight variation in outcomes across preparation pathways. | *"Compare educator preparation programs and identify differences in educator retention and effectiveness."* | Identify preparation experiences, clinical models, and training approaches associated with stronger student learning outcomes.<br><br>Detect program features associated with long-term educator effectiveness. | *"Analyze preparation program features and identify experiences associated with sustained student learning gains."* |

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **3.4** **Educator Evaluation Systems** | Identify which elements of educator evaluation systems are most strongly associated with student learning outcomes, and refine evaluation measures accordingly.<br>Surface inconsistencies or gaps in evaluation results across districts. | *"Review educator evaluation data and identify common areas where instructional practice could be strengthened."* | Examine how evaluation ratings align with student outcomes.<br>Identify which evaluation measures are most indicative of effective teaching. | *"Analyze educator evaluation results and student outcomes to identify which evaluation measures are most predictive of student learning gains."* |
| **3.5** **Professional Echelon Systems** | Organize educator performance data to support placement within professional tiers.<br>Surface characteristics associated with advancement across echelons. | *"Analyze educator performance data and identify factors associated with advancement to higher professional tiers."* | Trace how educators move across echelons over time.<br>Identify conditions and supports associated with successful progression. | *"Analyze educator career trajectories and identify factors associated with progression through professional echelons."* |
| **3.6** **Career Pathways and Recognition** | Summarize educator participation across career pathways and recognition programs.<br>Highlight patterns in how educators engage across roles and pathways. | *"Review educator career pathway data and summarize participation patterns across districts."* | Examine which pathways and roles are associated with stronger student outcomes.<br>Identify links between recognition systems, retention, and performance. | *"Analyze educator career pathways and identify which roles are associated with improved student outcomes and retention."* |
| **3.7** **Background Checks and Safety Enforcement** | Compile reports of educator misconduct and safety incidents.<br>Identify common patterns in reported violations across districts. | *"Review reports of educator misconduct and identify common types of violations across districts."* | Surface patterns that may signal elevated risk of misconduct.<br>Identify gaps in reporting, monitoring, or enforcement systems. | *"Analyze misconduct reports and identify patterns that may indicate areas of elevated risk or gaps in enforcement."* |
| **3.8** **Teacher Preparation and Training** | Bring together data on teacher preparation programs and candidate outcomes.<br>Highlight variation in outcomes across preparation pathways, where comparable data is available. | *"Review available teacher preparation program data and summarize differences in candidate outcomes across pathways."* | Examine how preparation experiences relate to educator effectiveness.<br>Identify features of preparation programs associated with stronger student outcomes. | *"Analyze teacher preparation data and identify program features associated with higher student learning outcomes."* |

SECTION 4

# Safe and Healthy Schools



HOW THIS CHANGES YOUR WORK

**You can better identify emerging student and school needs, improve visibility into supports and conditions across the state, and respond earlier before issues escalate.**

### Example 1

The SEA uses AI to structure and synthesize information from surveys, incident reports, support documentation, family communications, audits, and other unstructured sources to build visibility into student wellbeing, school climate, and support needs. AI helps convert previously inaccessible information into actionable statewide insights.

BUILDING TOWARD THIS CAPABILITY

## Near-term building blocks

- Integrate attendance, discipline, wellness, and student support data
- Develop common indicators and data collection processes for identifying emerging student needs
- Improve visibility into available interventions an support programs
- Build systems that combine structured and unstructured data sources to improve visibility into student and school condition

## Medium-term building blocks

- Build early warning systems that identify patterns across student support indicators
- Develop systems that connect schools with interventions effective in similar contexts
- Create cross-agency data and coordination capabilities to support whole-child outcomes

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **4.1 Facilities and Transportation Safety** | Bring together safety inspection reports and compliance data across districts.<br>Identify facilities and transportation systems with strong safety records and summarize the practices associated with those outcomes. | *"Review safety inspection and incident reports to identify facilities with consistently low incident rates and summarize the practices used in those contexts."* | Examine patterns in safety incidents across locations and conditions.<br>Identify factors associated with higher or lower safety risk. | *"Analyze safety incident data and identify patterns associated with higher-risk facilities or transportation systems."* |
| **4.2 Student Health and Nutrition Services** | Summarize participation in student health and nutrition programs.<br>Highlight differences in access across student groups. | *"Analyze participation in school nutrition programs and identify differences across student populations."* | Examine how access to health services and nutrition relates to student outcomes.<br>Identify gaps in service delivery across districts or populations. | *"Analyze student health and nutrition data and identify where access gaps are associated with differences in attendance or performance."* |
| **4.3 Student Behavior and School Safety Policies** | Compile disciplinary incidents and behavior data across schools.<br>Highlight patterns in behavior across student groups and settings. | *"Review school discipline data and summarize the most common types of incidents across schools."* | Examine how disciplinary practices relate to student outcomes.<br>Identify approaches, interventions, and actors associated with improved safety and student behavior. | *"Analyze discipline data and identify which approaches are associated with improved student behavior and reduced incidents."* |

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **4.4 Civil Rights Compliance and Investigation** | Summarize discrimination complaints and investigation outcomes.<br>Highlight trends across districts and student populations. | *"Review discrimination complaint data and identify trends across districts and student populations."* | Examine patterns that may indicate systemic disparities or compliance risks.<br>Identify areas where policy or enforcement adjustments may be needed. | *"Analyze complaint data and identify patterns that may indicate systemic disparities in student treatment."* |
| **4.5 Data Privacy and Security** | Compile data access, usage, and incident reports.<br>Support responsible, secure, and legally compliant data access, sharing, and use across SEA systems and third-party applications. | *"Review data access logs and identify potential vulnerabilities or unusual access patterns."* | Examine anomalous patterns that may indicate privacy or security risks.<br>Identify gaps in governance, interoperability, permissioning, and oversight practices needed to support responsible AI and data use. | *"Analyze system logs and identify patterns that may indicate potential data privacy or security risks."* |

SECTION 5

# Internal Operations

HOW THIS CHANGES YOUR WORK

## You can make clearer, more confident decisions about how the SEA allocates resources, evaluates its own work, and improves support to districts over time.

### Example 1

The SEA uses AI to analyze how funding, staffing, programs, and supports relate to district implementation and student outcomes across contexts. It identifies patterns associated with stronger results and helps agency leaders make more informed decisions about investment and support strategies.

### Example 2

The SEA uses AI to evaluate the effectiveness of its own policies, funding strategies, technical assistance efforts, operational systems, and investments over time, helping leaders identify which actions appear most associated with stronger implementation and student outcomes.

BUILDING TOWARD THIS CAPABILITY

### Near-term building blocks

- Improve financial, staffing, and program data visibility
- Align operational data systems with strategic priorities
- Develop clearer resource allocation and outcome tracking processes

### Medium-term building blocks

- Integrate finance, staffing, program, and outcome data systems
- Build decision-support systems that identify resource alignment opportunities
- Develop organizational learning and program evaluation systems that continuously inform planning, policy, funding, and investment decisions

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **5.1 Outcome-Based Funding** | Analyze the relationship between funding allocations and student outcomes to estimate return on investment and variation across districts, and identify gaps in available spending data.<br>Highlight differences in outcomes relative to funding levels. | *"Analyze available funding data and student outcomes to identify differences across districts and highlight gaps in spending data."* | Examine how funding models relate to student outcomes.<br>Explore potential impacts of alternative funding approaches. | *"Analyze funding models across districts and identify which approaches are associated with improved student outcomes."* |
| **5.2 Financial Oversight and Accountability** | Summarize district expenditure data and audit findings.<br>Highlight patterns in spending anomalies or compliance issues. | *"Review district expenditure data and identify patterns that may indicate potential misuse of funds."* | Examine patterns associated with fraud, waste, or inefficiency.<br>Identify areas where financial practices differ from expected norms. | *"Analyze financial data and identify districts with spending patterns that differ significantly from similar districts."* |
| **5.3 Alignment of Funding, Accountability, and Support** | Analyze how funding, accountability systems, and SEA supports align with strategic priorities and district needs.<br>Identify areas where resources, incentives, and supports may be misaligned. | *"Review funding allocations, accountability indicators, and support programs to identify areas of alignment and misalignment."* | Identify combinations of funding, accountability, and support strategies associated with improved outcomes.<br>Explore alternative approaches for strengthening alignment. | *"Analyze districts with similar contexts and identify combinations of funding, accountability, and support associated with stronger outcomes."* |

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **5.4**<br>**Data Architecture, Integration, and Decision Support** | Design and maintain interoperable data systems that integrate information across programs, districts, and initiatives to support statewide decision-making.<br><br>Define the data elements, structures, and interoperability requirements needed to support SEA priorities and future AI-enabled systems. | *"Review available data and district inputs to identify gaps in student and program information and suggest additional data elements needed to support SEA priorities."* | Build integrated data architectures capable of supporting predictive analytics, organizational learning, and AI-enabled decision support across SEA functions.<br><br>Enable secure, cross-functional access to integrated data and insights that support consistent improvement and student outcomes. | *"Analyze integrated data systems and identify patterns that inform statewide decision-making."* |

SECTION 6

# Visioning, Engagement and Strategic Alignment

HOW THIS CHANGES YOUR WORK

## You can build and sustain a shared statewide vision for the SEA's evolving role, strengthen alignment across stakeholders, and continuously adapt strategy based on implementation learning.

### Example 1

The SEA uses AI to help develop, communicate, and refine a new theory of action focused on supporting rather than directing local systems. AI synthesizes research, implementation evidence, stakeholder feedback, and performance data to identify where assumptions hold, where barriers emerge, and how strategy may need to evolve over time.

### Example 2

The SEA develops AI-enabled institutional memory and organizational learning systems that preserve strategic priorities, implementation lessons, partnership knowledge, and change-management guidance across leadership transitions and political change.

BUILDING TOWARD THIS CAPABILITY

### Near-term building blocks

- Establish consistent implementation and progress monitoring processes
- Improve stakeholder feedback collection and synthesis
- Create shared statewide strategic priorities and metrics

### Medium-term building blocks

- Build systems that connect implementation data, stakeholder input, and outcomes
- Develop systems that continuously test, refine, and strengthen the agency's theory of action through implementation evidence and stakeholder feedback
- Create institutional learning systems that support ongoing adaptation and alignment

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **6.1 Shared Understanding of the SEA's Role** | Synthesize stakeholder input, research, implementation evidence, and policy priorities to build a shared understanding of the SEA's evolving role.<br>Identify areas of alignment and divergence across stakeholder groups. | *"Review stakeholder feedback and identify common themes regarding the SEA's role in supporting local systems."* | Monitor alignment across stakeholder groups over time.<br>Identify areas where understanding of the SEA's role differs across constituencies. | *"Analyze stakeholder input across groups and identify areas of alignment and tension regarding SEA responsibilities."* |
| **6.2 Theory of Action** | Translate strategic priorities into implementation pathways, milestones, assumptions, and measures of progress.<br>Identify gaps or inconsistencies in strategic plans and implementation frameworks. | *"Develop a draft theory of action connecting SEA strategies, implementation activities, and desired student outcomes."* | Analyze implementation and outcome data to test assumptions within the theory of action.<br>Identify pathways most associated with desired outcomes. | *"Analyze implementation and outcome data and identify which elements of the theory of action appear most predictive of success."* |
| **6.3 Agencywide Ownership** | Analyze staff feedback, implementation evidence, and organizational practices to assess understanding of strategic priorities.<br>Identify areas where adoption varies across offices. | *"Review staff feedback and identify areas where understanding of strategic priorities differs across divisions."* | Identify organizational conditions associated with stronger adoption, alignment, and execution.<br>Detect patterns in implementation across teams. | *"Analyze implementation patterns across offices and identify factors associated with stronger strategic execution."* |

| Competency | Near-term possibilities | Illustrative example *(near-term)* | Emerging possibilities | Illustrative example *(emerging):* |
|---|---|---|---|---|
| **6.4** **Coalitions** | Map and summarize partnerships, coalitions, and resource contributions across education, workforce, business, civic, advocacy, and higher education stakeholders.<br>Highlight gaps in partnerships or engagement. | *"Review partnership data and identify areas where additional collaboration may be needed."* | Support the formation, agenda-setting, progress monitoring, and evaluation of partnerships to improve outcomes and resource alignment.<br>Identify coalition structures, partnership strategies, and collaboration models associated with stronger outcomes and resource alignment. | *"Guide the development and management of a partnership by suggesting partners, generating agendas, tracking progress, and summarizing impact over time."* |
| **6.5** **Leadership Transitions** | Capture strategic decisions, implementation history, stakeholder relationships, and lessons learned to preserve institutional knowledge.<br>Organize historical records and implementation experiences in searchable formats. | *"Organize strategic decisions, meeting records, and implementation lessons into a searchable knowledge repository."* | Build institutional memory systems that help new leaders rapidly understand context, priorities, and implementation history.<br>Generate onboarding supports based on prior organizational learning. | *"Generate onboarding guidance for new leaders based on prior strategic decisions, implementation experiences, and stakeholder relationships."* |
| **6.6** **Public Communication and Engagement** | Support the design and coordination of communication and engagement strategies across stakeholder groups.<br>Generate tailored communication approaches and messages for different stakeholder groups based on feedback and priorities. | *"Review stakeholder feedback and generate a communication plan with tailored messages, engagement strategies, and a calendar of activities for different stakeholder groups."* | Examine how communication strategies relate to public response.<br>Identify approaches associated with stronger engagement and trust. | *"Analyze communication strategies and identify which approaches are associated with higher levels of public engagement."* |
| **6.7** **Learning Organization** | Synthesize program reviews, performance data, and stakeholder feedback to identify strengths, gaps, and areas for improvement.<br>Capture, organize, and share institutional knowledge, lessons learned, and implementation insights across teams and initiatives. | *"Summarize program reviews, staff reflections, and stakeholder feedback to identify common lessons and priority improvements."* | Identify patterns across initiatives and feedback to surface what drives stronger execution and outcomes.<br>Build systems that preserve institutional memory, connect learning across initiatives, and support regular organizational improvement over time. | *"Analyze feedback, implementation data, and outcomes across initiatives to identify conditions associated with stronger performance and regular improvement."* |