

Building Capacity for Generative AI in K-12 Education Regional Trainer Role FAQ

Where can I access the AI Maturity Tool?

The AI Maturity Tool is available at: <https://www.cosn.org/ai>

What are the application requirements for the Regional Trainer role?

Applicants must submit a completed application, which includes a short video sample demonstrating their facilitation style. If an applicant does not have a pre-existing video, they can record a brief presentation on any topic. The main purpose of the video sample is to help the review committee assess the applicant's presentation skills and ability to engage adult learners.

Additionally, applicants must provide two letters of recommendation. These letters should speak to the applicant's experience and qualifications but do not have rigid formatting requirements.

Are K-12 district coordinators eligible to apply?

Yes, but they must be affiliated with an Education Service Agency (ESA) or working in formal partnership with an ESA to deliver training. Independent applicants without an ESA connection are not eligible.

Can multiple trainers from the same ESA apply and be selected?

Yes, multiple individuals from the same ESA can apply. The selection committee prioritizes geographic distribution to ensure broad regional coverage, but final selections will be based on expertise, regional needs, and network balance. If multiple strong candidates apply from the same ESA, they will be evaluated individually, and more than one could be selected if it aligns with program goals.

Can multiple trainers from the same school district apply and be selected?

It is less likely that two applicants from the same school district will be selected as Regional Trainers for the same region. Applicants from school districts will also need to provide a letter demonstrating an active partnership with an ESA.

What is the geographic area that one Regional Trainer will be expected to cover?

Trainers are expected to primarily serve their own catchment area, focusing on the school districts and ESAs they currently support. However, collaboration statewide or across state lines is encouraged when beneficial. There are no rigid territorial assignments.

Where will the Regional Train-the-Trainer events take place?

Final locations are being determined, but the plan is to hold events in the East, West, South, and Central AESA regions. Locations will be selected based on ESA willingness to host, venue availability, and proximity (within 20 minutes) to a major airport.

Each region consists of the following states:

- **Central:** Illinois, Iowa, Michigan, Minnesota, Nebraska, North Dakota, South Dakota, Wisconsin
- **Southern:** Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, South Carolina, Texas, Virginia, West Virginia
- **Western:** Alaska, Arizona, California, Colorado, Hawaii, Idaho, Kansas, Montana, New Mexico, Oregon, Utah, Washington, Wyoming
- **Eastern:** Connecticut, Indiana, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont

Is there a required number of training sessions that Regional Trainers must conduct per year?

Trainers are not required to conduct a specific number of sessions. The frequency of these trainings will depend on the trainer's organization, regional demand, and capacity to offer sessions. **However, the goal of the project is to maximize access for school districts, and trainers are encouraged to offer sessions as needed to support their region effectively.**

If AESA and CoSN identify geographic regions where there is a need for training but an insufficient number of Lead or Regional Trainers to meet the need, they may initiate additional recruitment efforts to expand training coverage.

Can local training sessions be held at venues other than ESAs?

Yes. Local trainings can be hosted anywhere, provided they are conducted through or in partnership with an ESA.

Do the local trainings have to be delivered in a specific format?

The trainings are designed to be delivered as three half-days. Trainers can determine whether this happens over one-and-a-half days or three half-days.

How many district administrators should participate in a training session?

The number of participants will depend on the size of each district. Small districts may only have three key administrators, in which case all of them should be involved. The goal is to have the key decision-makers necessary to provide a comprehensive understanding of the district's AI readiness across different operational areas.

Recommended attendees include the Superintendent, Technology Director, Curriculum Director, Finance Officer, Legal Counsel, and other cabinet-level positions. In cases where smaller districts do not have formal roles in these areas, they should identify the key decision-makers best suited to participate.

Why is it important for multiple district leaders to participate in the AI Maturity assessment?

The AI Maturity Matrix evaluates multiple domains, and no single person will have all the answers. While a superintendent may be able to address governance and leadership, other areas such as teaching and learning, data privacy, and IT infrastructure require input from different district leaders.

Will districts need to address all areas of the AI Maturity Matrix at once?

No. While the full assessment provides insights across multiple domains, districts will likely need to prioritize key focus areas. It is expected that most districts will identify around five areas to concentrate on over the next year. It is recommended that these areas span multiple domains rather than focusing solely on a single aspect, such as instructional use, to ensure balanced progress across governance, infrastructure, and instructional readiness.

Will districts complete their self-assessment and roadmap development entirely during the 1.5-day training, or is there follow-up support?

The core self-assessment and roadmap development happen during the 1.5-day training. However, given the depth of the seven domains, districts may not get through all of them in that time. Trainers will learn how to guide districts in prioritizing their focus areas.

Many districts will likely need additional support beyond the initial training. Trainers may consider offering ongoing engagement through follow-up sessions, forming district cohorts that move through the process together.

As part of the training, participants will have access to a district-specific section of a Canvas course that is similar to the one used for Lead and Regional Trainers. Access to the course will extend beyond the training and the course can be used to support continued learning.

Trainers can also play a key role in helping districts refine and implement their roadmaps over time, as this process is an ongoing improvement effort rather than a one-time event.

Can ESAs offer additional support beyond the official training materials?

Yes. ESAs can leverage their existing expertise and services to provide additional support beyond the official training. While the initial training must follow the project's structured materials and requires a per-seat licensing fee, ESAs can offer follow-up supplemental services such as coaching, implementation support or other professional development without incurring additional

licensing fees. This allows ESAs to build on the training and creates additional value for districts.

Can the training materials be modified?

The training materials are standardized to ensure consistency across all sessions. However, Regional Trainers will have the flexibility to supplement the core content with additional resources that are relevant to their local audiences. We'll discuss this during the Train-the-Trainer sessions and as part of the discussion in the online community.

Will all trainers charge the same fee for the course?

No. There is no fixed price for local training. ESAs have the flexibility to set pricing based on their audience and regional context.

Will the licensing fee remain the same annually?

There are no anticipated major increases to the licensing fee, though adjustments may occur in the long-term.

Could a district-wide licensing fee model be considered?

This idea has been raised and may be explored in the future.

Are participants of local trainings required to have paid CoSN or AESA memberships?

No.

Will CoSN and AESA promote training events?

Yes. CoSN and AESA will include a list of training events on their websites. We are also exploring other possible approaches to supporting the promotion of local training events.

Can training sessions accommodate multiple districts at once?

Yes. Trainings can be structured for a single district or multiple districts together, depending on the needs of the ESA and participants.

Can Regional Trainers deliver virtual training?

Virtual delivery may be a future possibility, but in-person delivery is necessary at first due to the complexity of the material. Based on CoSN's experience, in-person training is more effective for engagement and comprehension.

Will Regional Trainers be expected to continue leading trainings beyond the 2025-26 cycle?

Yes, that is our goal, given that our aim is to make the program sustainable and long-term. To achieve this, we recognize the likelihood of needing to expand our pool of Regional Trainers eventually, both to accommodate program growth and to address natural attrition within the initial group.

Will Regional Trainers receive ongoing training for future years?

Yes. As generative AI continues to evolve, we anticipate that both the program materials and the training format will be updated to reflect emerging best practices and new developments. To support trainers in staying current, subject matter experts (SMEs) will provide ongoing professional development through follow-up virtual training sessions.

What is the Gates Foundation funding covering?

The Gates Foundation funding supports the development, implementation, and continuous improvement of the Regional Trainer program. This includes the creation and ongoing refinement of program materials, as well as administrative costs associated with managing and scaling the initiative. The grant was awarded with a requirement for the program to become self-sustaining in the long term, and current fees are structured to accomplish this.

Additionally, the funding is supporting the development of an online version of the AI Maturity Tool, which is currently in progress. This digital tool will enhance accessibility and usability, allowing school districts to more effectively assess their readiness for AI adoption and track their progress over time. Once completed, this digital tool will be available to participating ESAs and trainers, helping school districts better assess their AI readiness and plan their implementation strategies.