



Successful
Practices
Network



NATIONAL
DROPOUT
PREVENTION
CENTER

Preparing Students for Their Future NOT Our Past

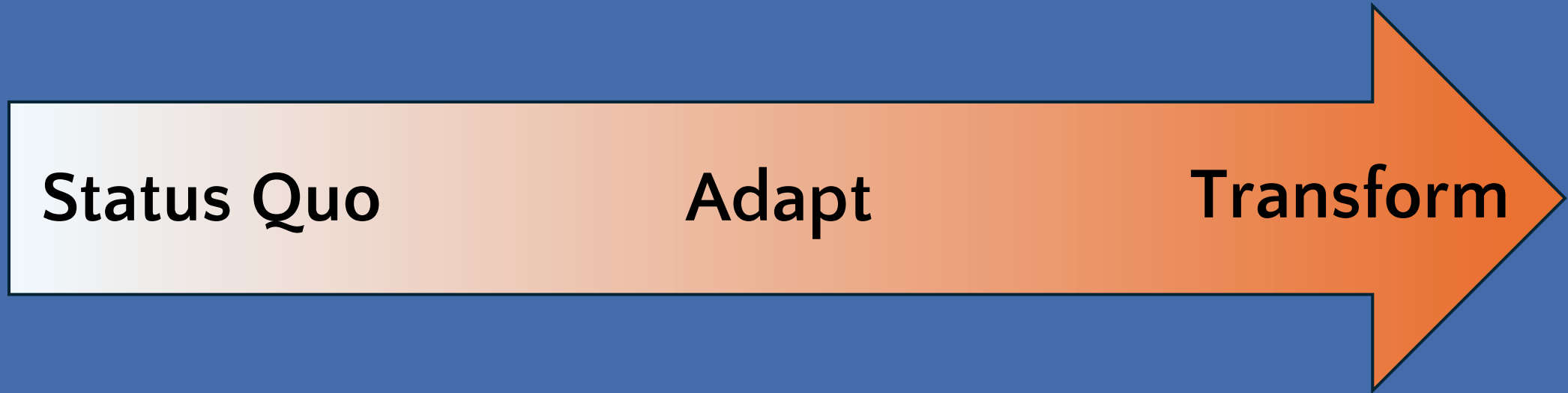
Dr. Bill Daggett

Nassua County

September 18, 2024

The Changing Workplace and Society

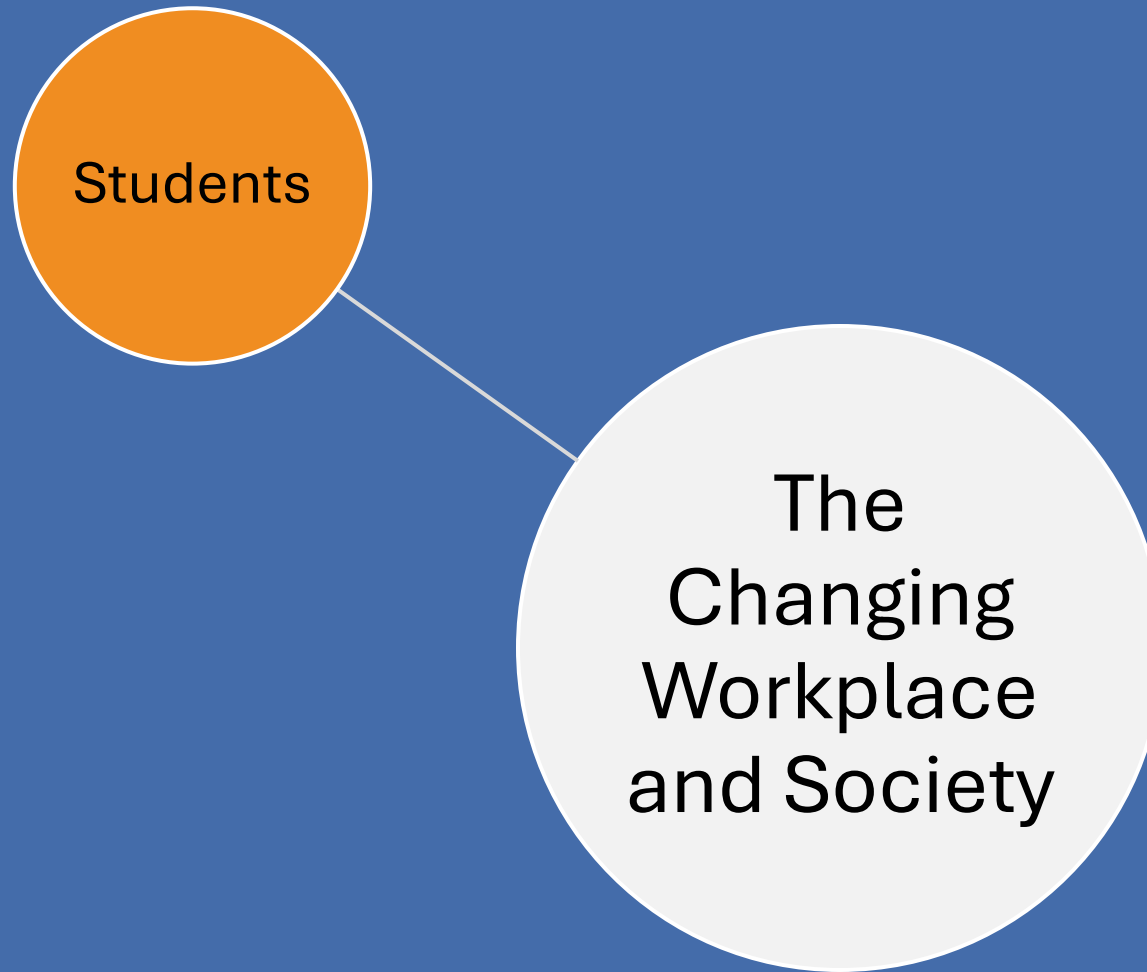
What is Your Vision?



The
Changing
Workplace
and Society

A diagram consisting of two circles connected by a line. The larger circle on the left is light gray and contains the text 'The Changing Workplace and Society'. The smaller circle on the right is orange and contains the text 'AI'. A thin white line connects the bottom-right edge of the gray circle to the top-left edge of the orange circle.

AI



Our Students Come With Increasingly Different ...

- Backgrounds
- Acquired skills and knowledge
- Attitudes
- Interest
- Family demands and support



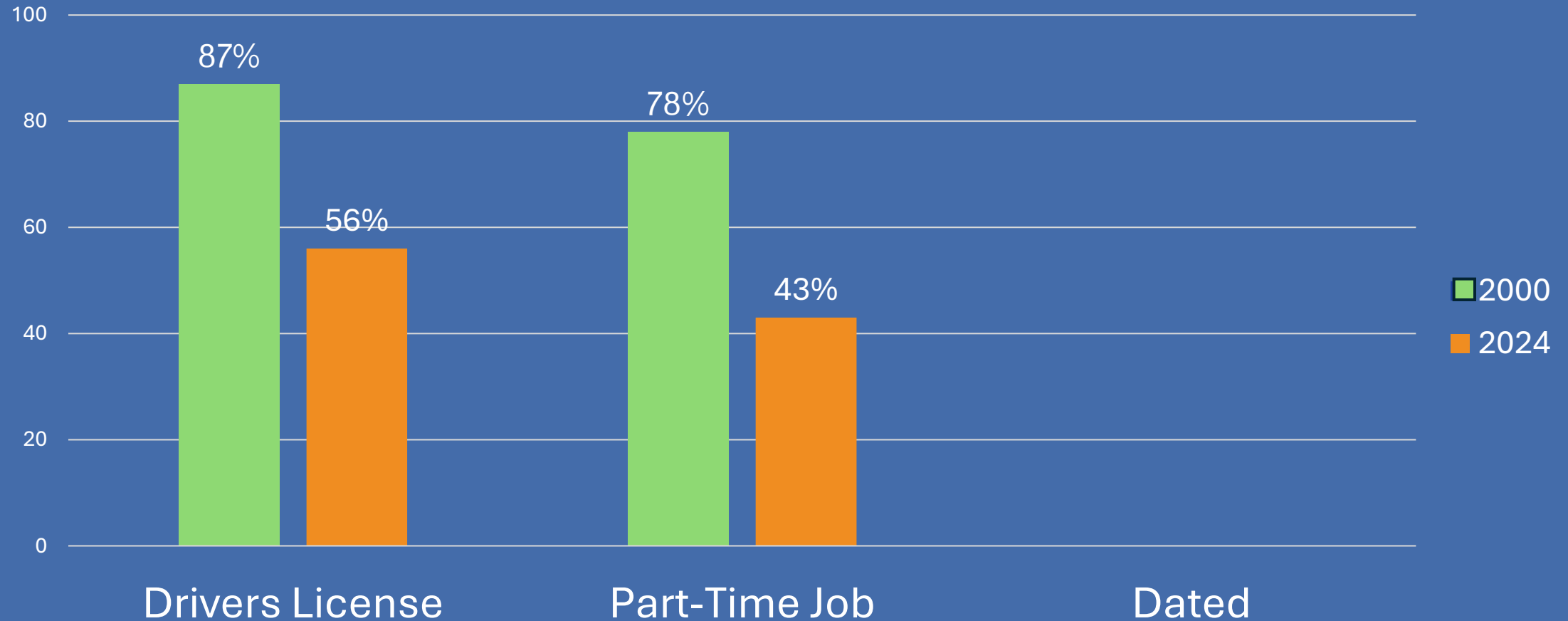
Play-based childhood has been
replaced by screen-based
childhood

It is more than just the impact of technology

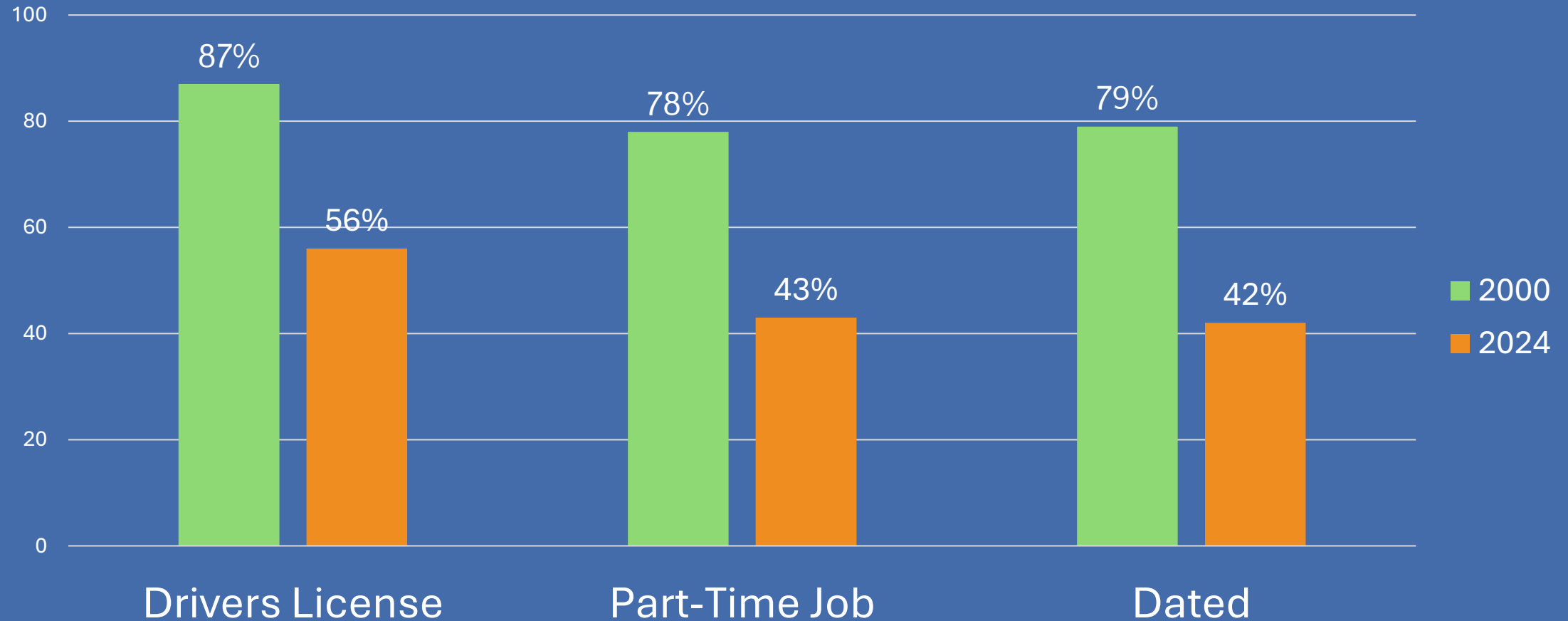
Percentage of 12th Graders Who Have ...



Percentage of 12th Graders Who Have ...

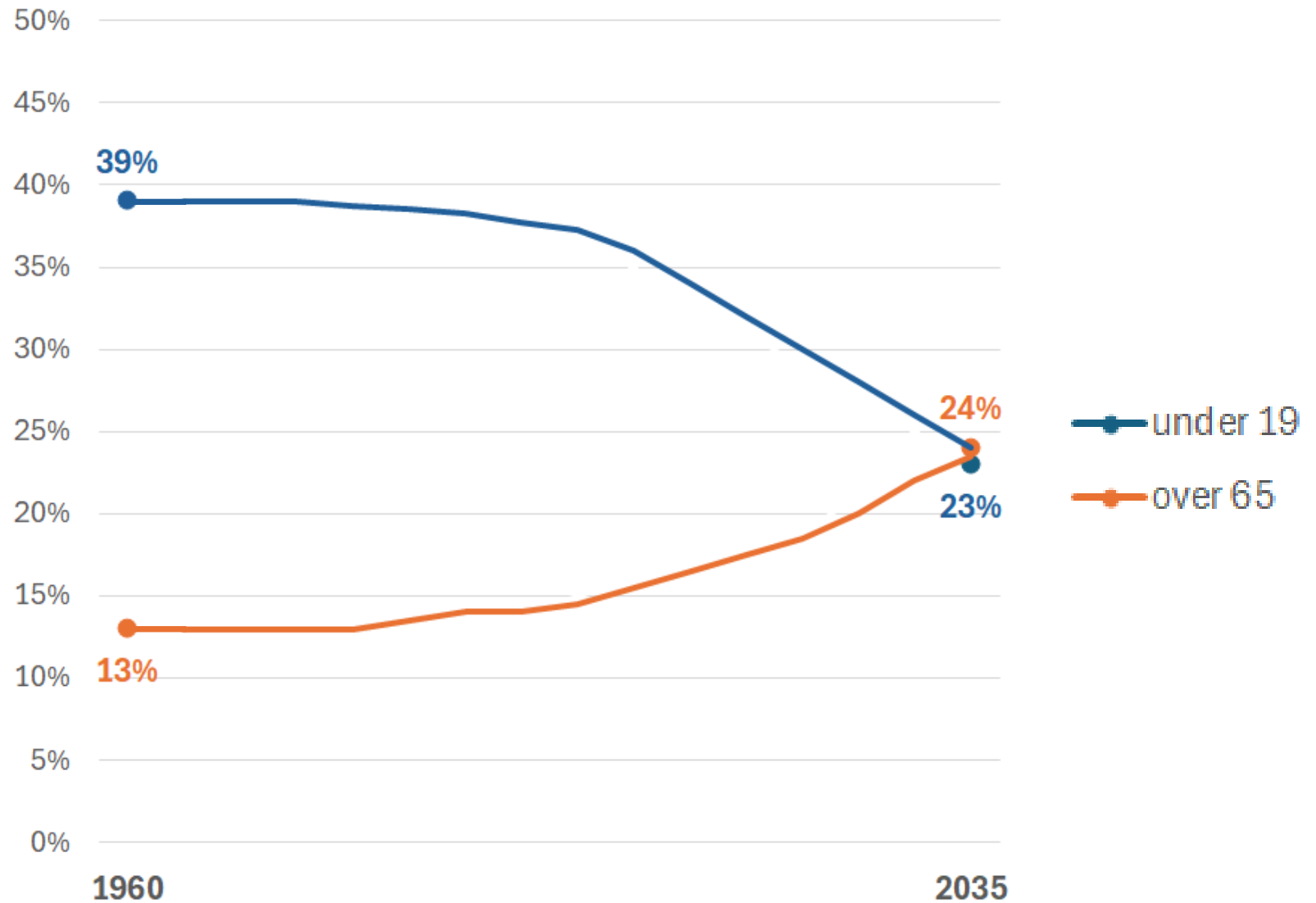


Percentage of 12th Graders Who Have ...



The most connected generation has become the least connected generation.

Percentage of the U.S. population under 19 years old and over 65 years old in 1960 and projected in 2035



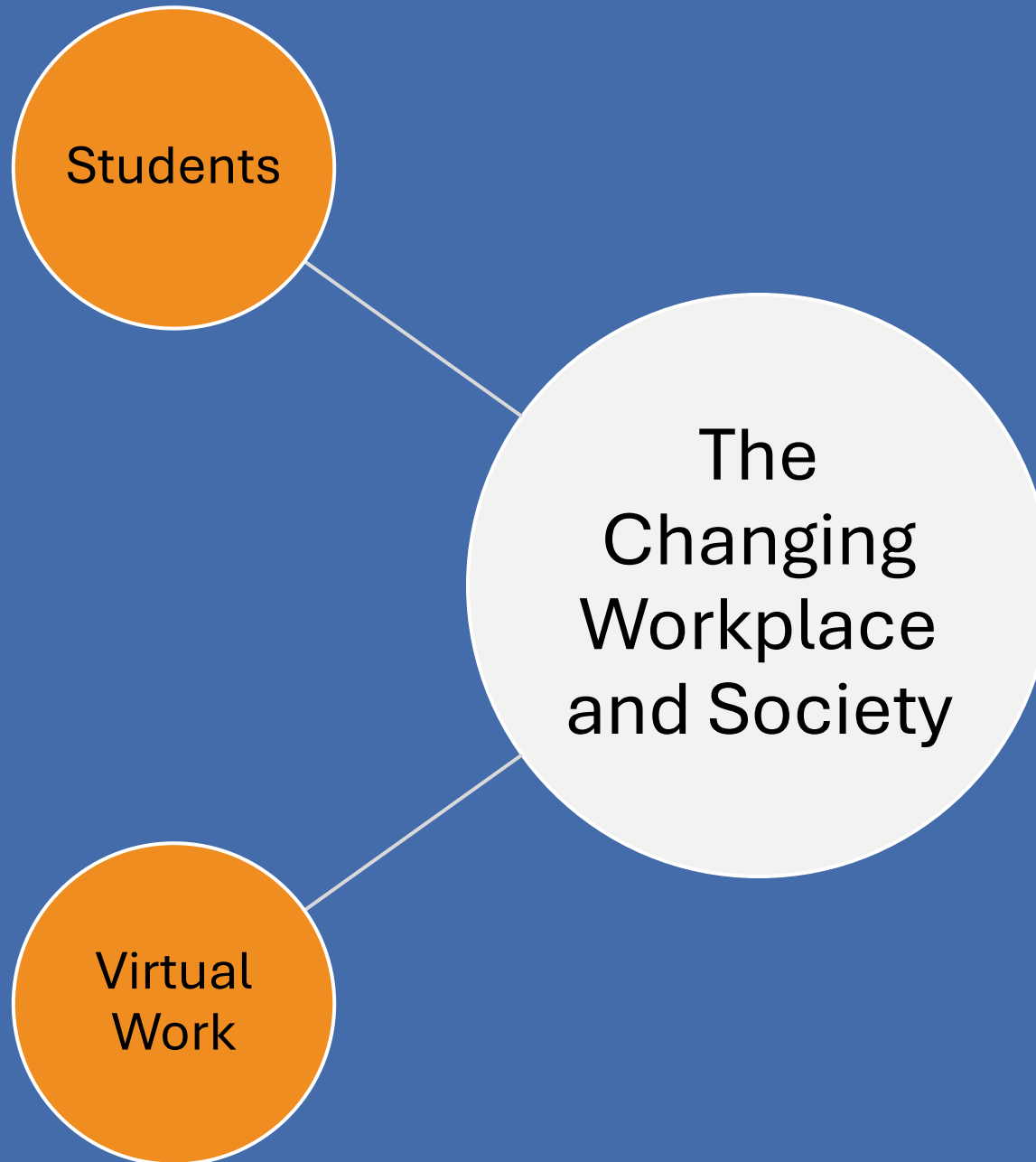
From The Great Upheaval: Higher Education's Past, Present, and Uncertain Future, by A. Levine and S. Van Pelt, 2024, Johns Hopkins University Press. Copyright © 2021. Data was originally published by the U.S. Census Bureau.

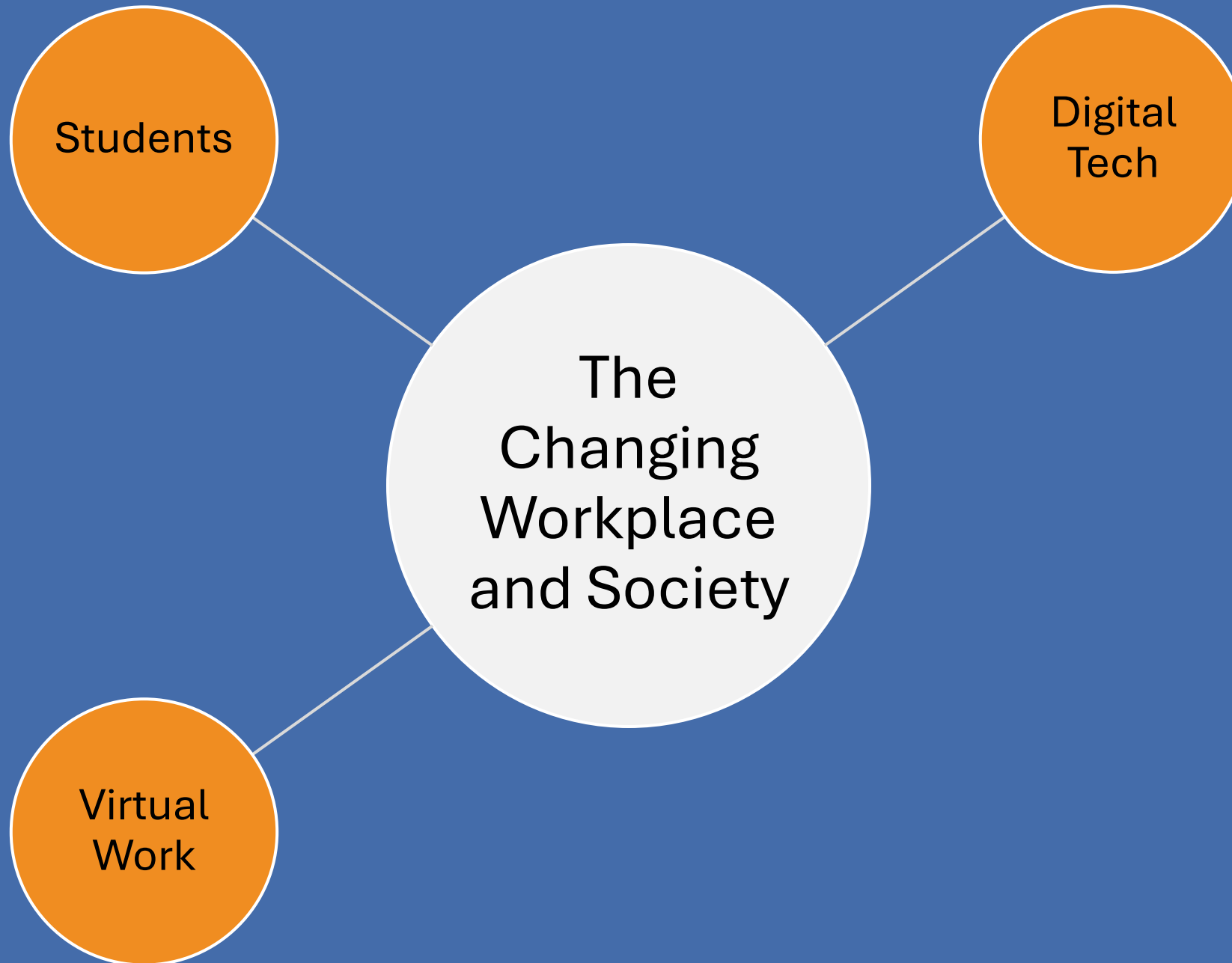
Our Students Are Different

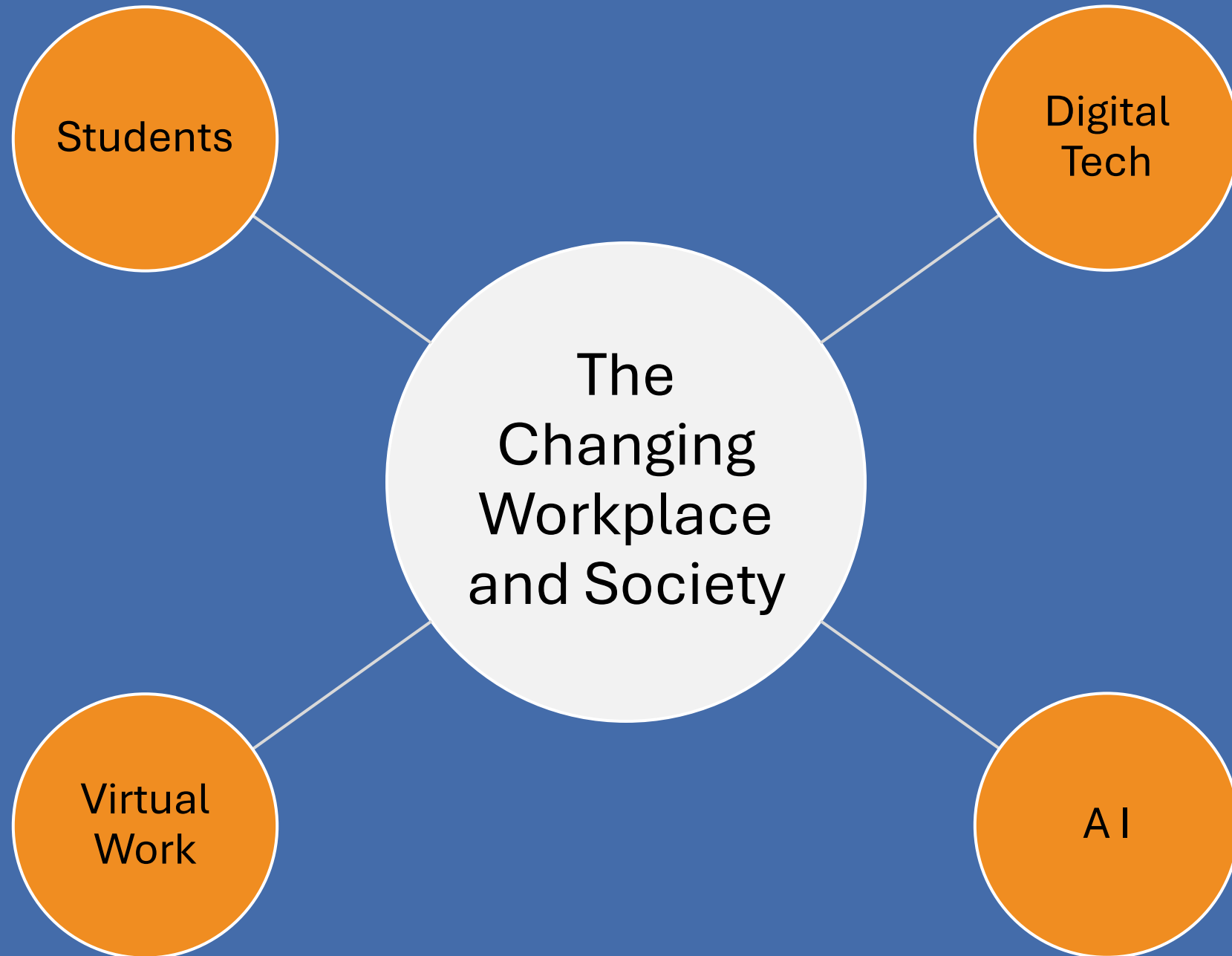


Workplace, Home, and Society









Stages of AI Advancement

Stage 1 – Non-Generative

Stages of AI Advancement

Stage 1 – Non-Generative

Stage 2 – Generative (text)

A critical skill in the age of artificial intelligence is the ability to write effective **prompts**.

A critical skill in the age of artificial intelligence is the ability to do sophisticated **editing**.

80/20 Rule

Please draft an IEP for a 10-year-old girl with Lennox-Gastaut syndrome which puts her on the deep end of both autism and seizure disorder. She has very limited language. Change in routine is very difficult for her which causes her to reach out and grab anyone near her. When she is conformable with her environment she is very pleasant. She likes to help animals and smaller children. She is always focused on what is going to happen in the immediate future. If she does not know that she becomes very frustrated.

You

Please draft an IEP for a 10-year-old girl with Lennox-Gastaut syndrome which puts her on the deep end of both autism and seizure disorder. She has very limited language. Change in routine is very difficult for her which causes her to reach out and grab anyone near her. When she is conformable with her environment she is very pleasant. She likes to help animals and smaller children. She is always focused on what is going to happen in the immediate future. If she does not know that she becomes very frustrated.

ChloeGPT

Individualized Education Program (IEP) for [Student Name]

Student Information:

- Name: [Student Name]
- Age: 10 years
- Diagnosis: Lennox-Gastaut Syndrome, Autism Spectrum Disorder
- Grade: [Appropriate Grade Level]

IEP Team Members:

- Parent/Guardian: [Name]
- Special Education Teacher: [Name]
- General Education Teacher: [Name] (if applicable)
- School Psychologist: [Name]
- Occupational Therapist: [Name]
- Speech-Language Pathologist: [Name]
- Physical Therapist: [Name] (if applicable)
- School Nurse: [Name]

Present Levels of Academic Achievement and Functional Performance (PLAAFP):

[Student Name] is a 10-year-old girl with Lennox-Gastaut syndrome, placing her on the profound end of both autism and seizure disorders. She communicates using very limited language and demonstrates significant difficulty with changes in routine, often reaching out and grabbing individuals nearby as a coping mechanism. [Student Name] shows a keen interest in animals and younger children and is generally pleasant when comfortable in her environment. She requires clear and consistent information about immediate future events to avoid frustration.

Annual Goals:

- Communication Goals:**
 - [Student Name] will increase her use of verbal or alternative communication methods (e.g., AAC devices, picture exchange communication system) to express basic needs, wants, and discomfort with 50% accuracy across settings.
- Social/Emotional Goals:**
 - [Student Name] will demonstrate appropriate ways to seek attention or help (e.g., using a signal card, pressing a help button on an AAC device) in 4 out of 5 opportunities.
- Behavioral Goals:**
 - [Student Name] will learn and apply coping strategies (e.g., deep breathing, seeking a quiet space) to manage distress during routine changes with decreasing episodes of grabbing behavior by 50% over the school year.
- Academic Goals:**
 - Based on [Student Name]'s current level of functioning, personalized academic goals focusing on functional literacy and numeracy skills will be established, aiming for progress equivalent to one academic year.
- Life Skills Goals:**
 - [Student Name] will demonstrate the ability to participate in structured activities related to her interests (e.g., animal care, assisting younger children) with minimal assistance in 4 out of 5 opportunities.

Special Education Services:

- Specialized Instruction:**
 - Provided in a self-contained classroom tailored for students with severe disabilities, focusing on life skills, social communication, and academic basics, as appropriate.
- Therapies:**
 - Occupational Therapy:** To support fine motor skills and adaptive skills, scheduled twice a week.
 - Speech-Language Therapy:** To develop communication strategies, scheduled three times a week.
 - Physical Therapy:** As needed, to support gross motor skills and mobility.
- Behavioral Support:**
 - Implementation of a Positive Behavior Support Plan (PBSP) addressing grabbing behaviors and teaching alternative strategies.
- Health Services:**
 - Monitoring and management of seizure activity by the school nurse, in close collaboration with [Student Name]'s healthcare providers.

Supplementary Aids and Services:

- Visual schedules and timers to provide clear, predictable information about daily routines and transitions.
- Access to a quiet, sensory-friendly space to retreat when overwhelmed.
- Use of technology aids, including AAC devices, as appropriate for communication.

Program Modifications or Supports for School Personnel:

- Training for all staff members interacting with [Student Name] on her specific needs, seizure management, and de-escalation techniques.
- Regular team meetings to discuss progress, concerns, and adjustments to [Student Name]'s IEP.

Progress Monitoring:

- [Student Name]'s progress toward IEP goals will be monitored through ongoing assessments, data collection, and observations by her educational team.
- Formal reviews of [Student Name]'s IEP will occur at least annually, with adjustments made as needed to reflect her changing needs and achievements.

Parent/Guardian Involvement:

- Parents/Guardians will be actively involved in all aspects of [Student Name]'s education plan, including decision-making, progress monitoring, and participating in regular IEP meetings.
- Communication between home and school will be maintained through a communication log, regular updates via email or phone, and scheduled meetings.

Consent:

This IEP is in effect from [Start Date] to [End Date]. Consent for the provision of special education and related services as described in this IEP is given by the parent/guardian.

Parent/Guardian Signature: _____ Date: _____

School Representative Signature: _____ Date: _____

This document is a collaborative effort, designed to support [Student Name]'s unique needs and promote her academic, social, and emotional growth. Adjustments to this IEP may be made as needed to reflect her progress and evolving needs.

**AI can help
give teachers and
staff their nights
and weekends
back.**

- Lesson plans
- Describe a lesson and ask for ways to make it more engaging
- Assessments
- Curriculum
- Communication with parents
- IEPs

AI can help with many tasks and responsibilities

- Communications
- Data systems
- Draft of budgets
- Scheduling
- Hiring and evaluations
- Legal related issues

Challenges

Stages of AI Advancement

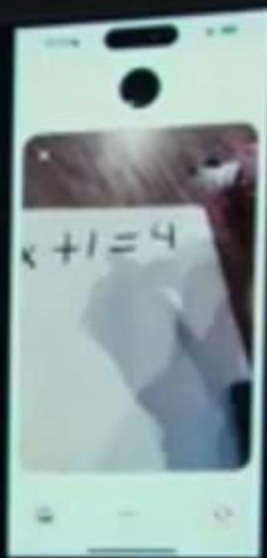
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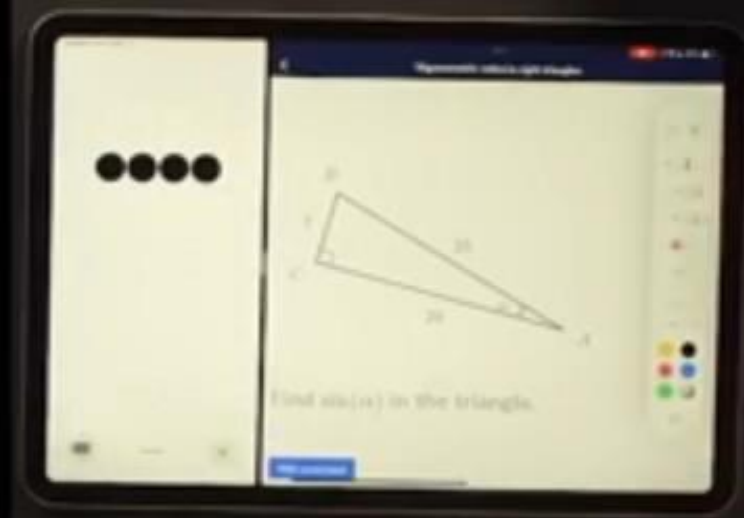
Stage 2 – Generative (text)

Stage 3 – Generative (text, voice, vision, image)

- GPT-4o (Launched on May 13)
- Apple Intelligence (Announced on June 11)

● Live

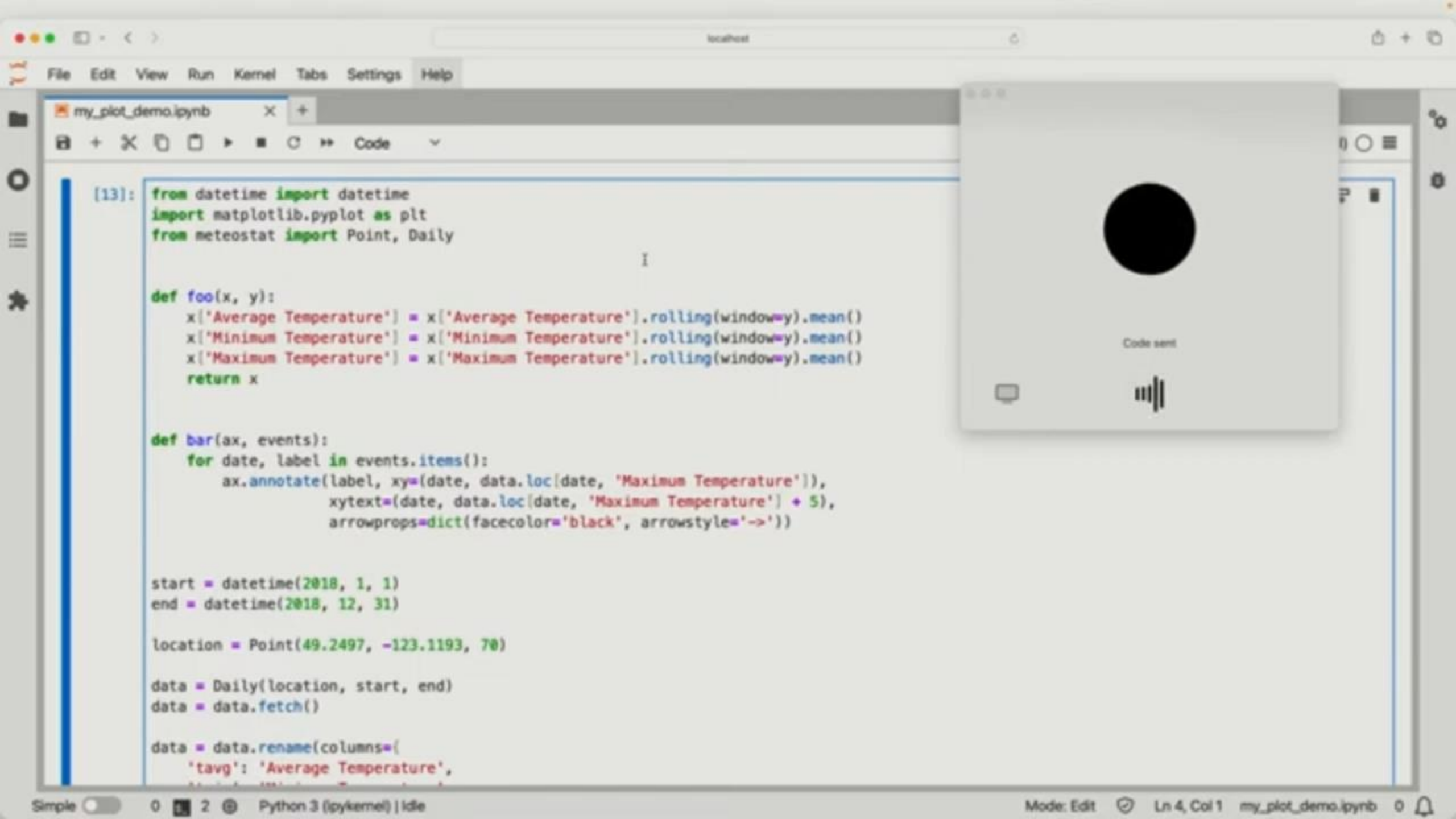


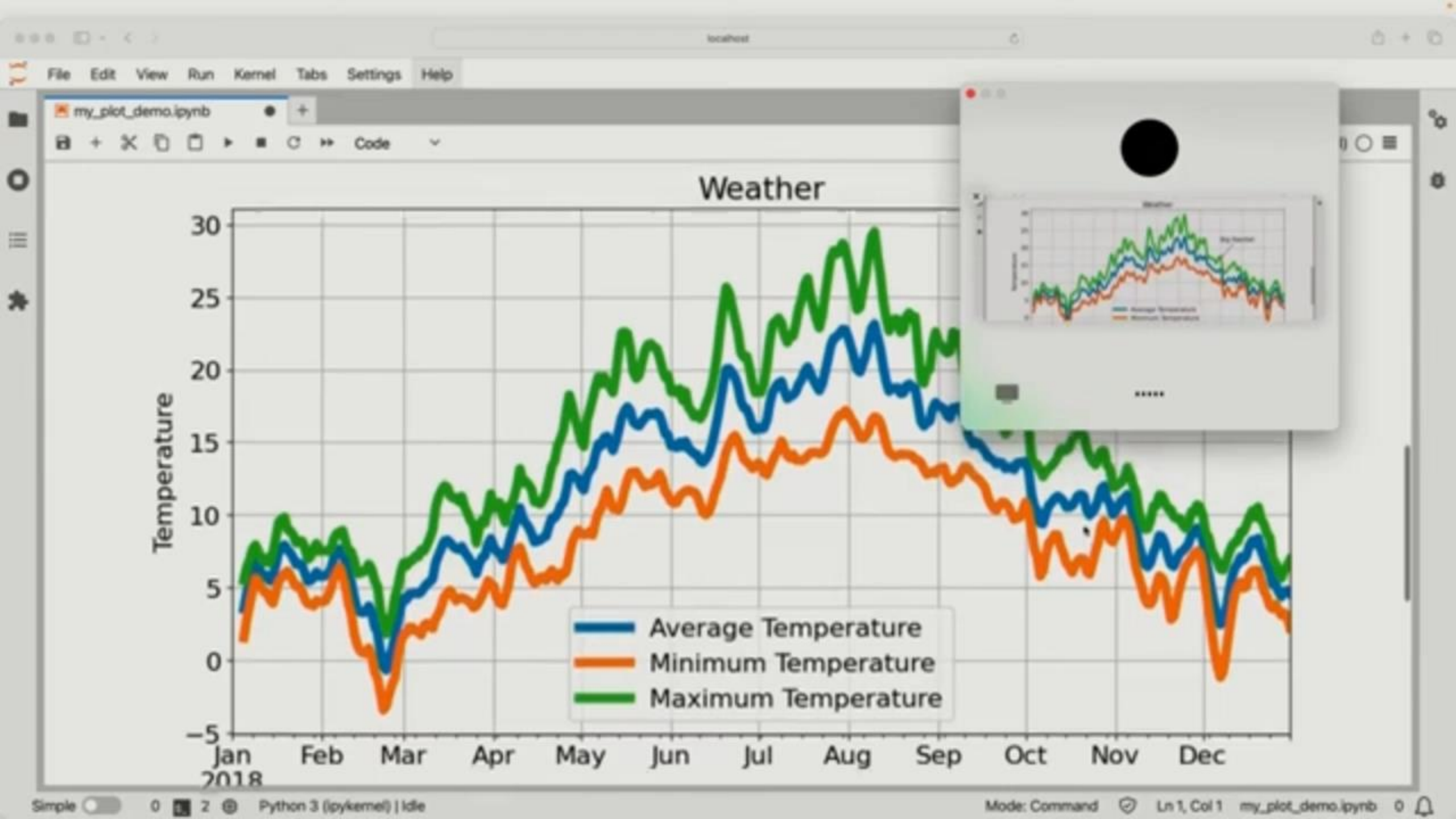


Relevance makes Rigor possible



Explain complex information instantly





GPT4.o

50 languages

Spring Update



GPT-4o

Understand images



Technology applications embedding AI

➤ Deep Fake



Stages of AI Advancement

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Stage 4 – Merging of Generative AI and Robotization

The role of humans and the skills they need





SOURCE: OpenAI GPT Robot
<https://www.youtube.com/shorts/5U8qIJ1wW34>

Elon Musk

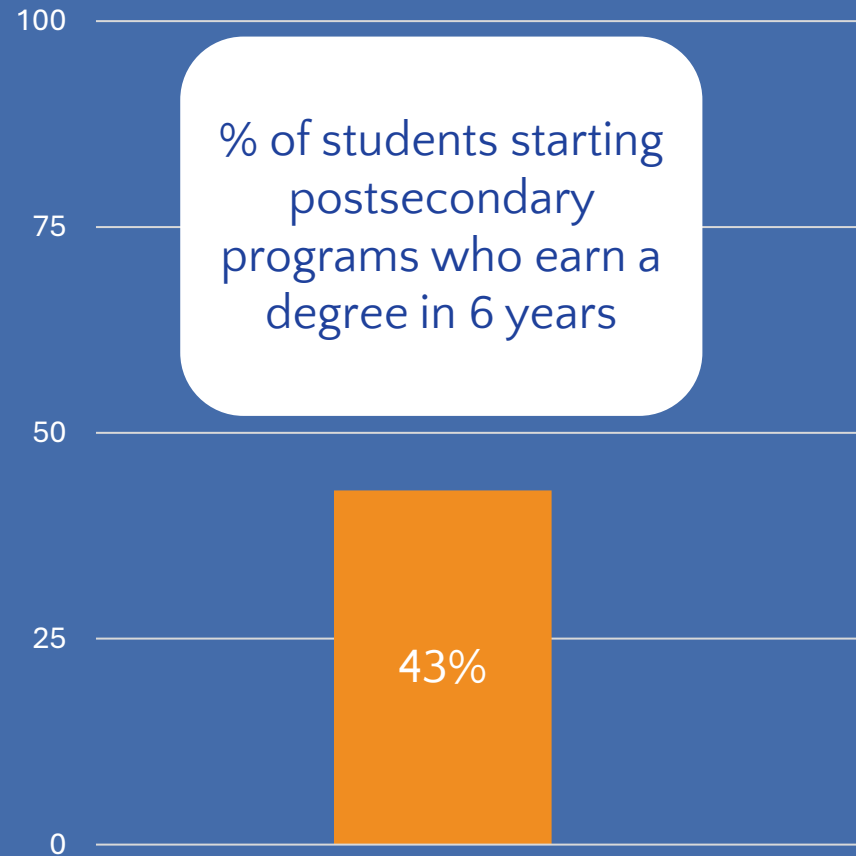


SOURCE: Inside big tech's A.I. robot race
https://www.youtube.com/watch?v=VLkSI_lwarE

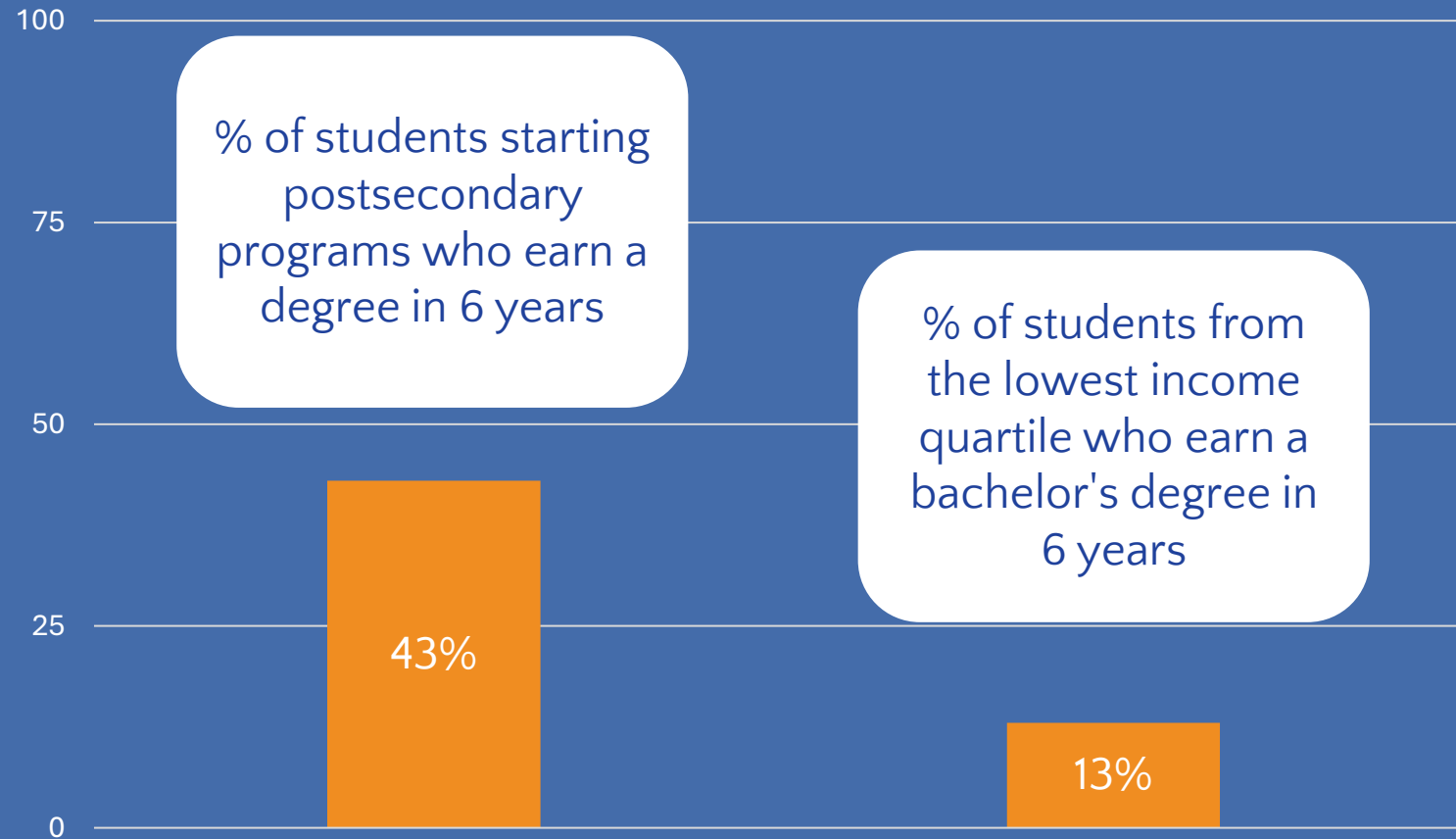
What automation did to the manual workforce AI is about to do to the knowledge workforce.

The Gap Between Education and Industry

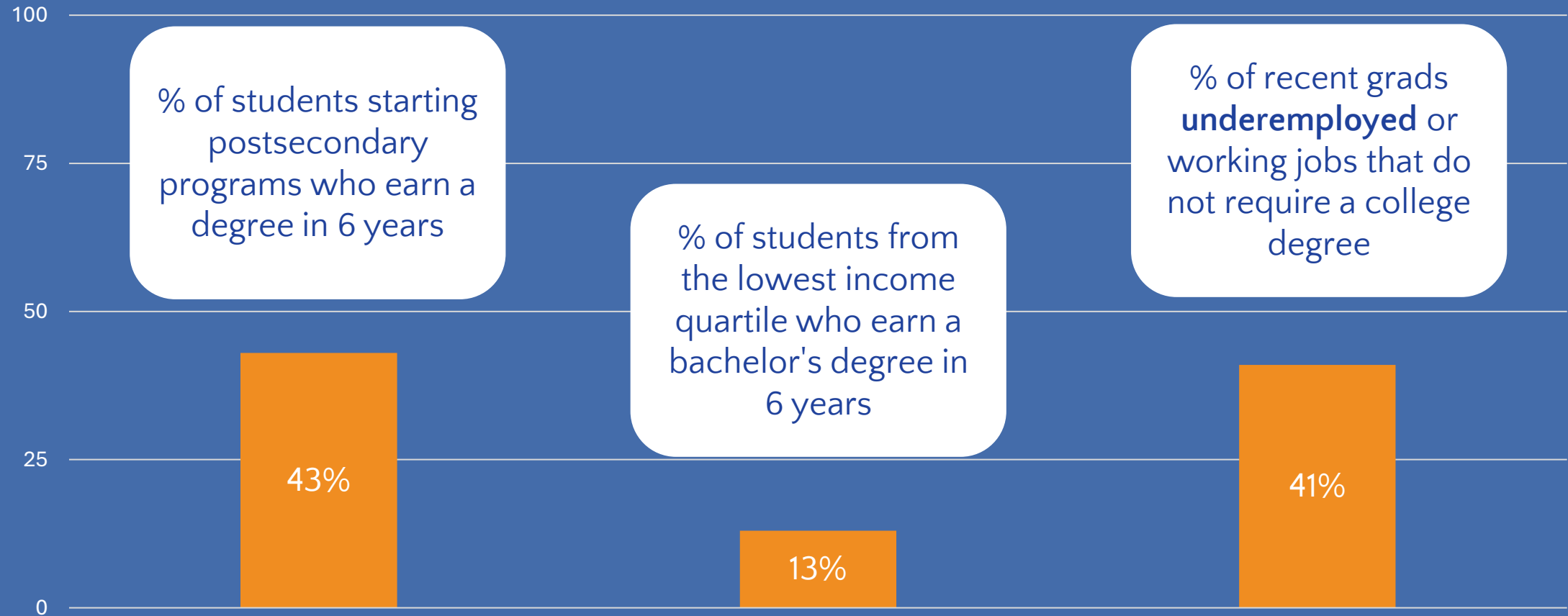
The Gap Between Education and Industry



The Gap Between Education and Industry



The Gap Between Education and Industry



Worker Shortage Index



As of February 2024, there are 73 available workers for every 100 open jobs in the U.S.



Recent Challenges

- Employee pipeline

Recent Challenges

- Employee pipeline
- Chronic absenteeism

Recent Challenges

- Employee pipeline
- Chronic absenteeism
- Poor work ethic

Recent Challenges

- Employee pipeline
- Chronic absenteeism
- Poor work ethic
- Mental health challenges

The business and industry sectors see AI as a **tool** to address their challenges.

Employers eliminating or decreasing emphases on college degrees

- IBM
- GM
- Bank of America
- Google
- Walmart
- Apple
- Nike
- Delta Airlines
- Amazon
- Accenture
- Target
- Ernest and Young
- Hilton
- Starbucks
- Penguin Random House

Micro-credentials are exploding in the private sector and may be seen by some students as much more achievable.

Failed to Adjust to Emerging Technologies and Market Conditions

- Kodak – Cameras

Failed to Adjust to Emerging Technologies and Market Conditions

- Kodak – Cameras
- Blockbuster – Movies

Failed to Adjust to Emerging Technologies and Market Conditions

- Kodak – Cameras
- Blockbuster – Movies
- Borders – Books

Failed to Adjust to Emerging Technologies and Market Conditions

- Kodak – Cameras
- Blockbuster – Movies
- Borders – Books
- Blackberry – Phones

Failed to Adjust to Emerging Technologies and Market Conditions

- Kodak – Cameras
- Blockbuster – Movies
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- Blackberry – Phones
- Toys “R” Us – Retail

Failed to Adjust to Emerging Technologies and Market Conditions

- Kodak – Cameras
- Blockbuster – Movies
- Borders – Books
- Blackberry – Phones
- Toys “R” Us – Retail
- IBM – Computers

The demand for reskilling and and upskilling will explode

AI will ...

- Replace some jobs

AI will ...

- Replace some jobs
- Fundamentally change many jobs

Jobs most impacted AI

- Computer programmers
- Coders
- Software developers and engineers
- Content creators
- Technical writers
- Journalists
- Advertisers
- Paralegals

Jobs most impacted by AI

- Court reporters
- Legal secretaries
- Medical secretaries
- Data entry clerks
- Medical assistants
- Medical records personnel
- Market researchers
- Financial analysts

Jobs most impacted by AI

- Data managers
- Traders
- Insurance agents
- Graphic designers
- Accountants
- Bookkeepers
- Customer service agents
- Web designers

Jobs least impacted by AI

- Nurse practitioner
- Mental health counselor
- Physical therapist
- Occupational therapist
- Civil engineer
- Firefighter
- Police officer
- Architect

Co-Counsel

ChatGPT Applications in Legal Professions

- Conduct legal research

ChatGPT Applications in Legal Professions

- Conduct legal research
- Summarize court opinions and filings

ChatGPT Applications in Legal Professions

- Conduct legal research
- Summarize court opinions and filings
- Assemble, analyze, and create redline versions of contracts

ChatGPT Applications in Legal Professions

- Conduct legal research
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- Propose arguments for legal briefs and filings

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- Prepare deposition questions

ChatGPT Applications in Legal Professions

- Conduct legal research
- Summarize court opinions and filings
- Assemble, analyze, and create redline versions of contracts
- Propose arguments for legal briefs and filings
- Prepare deposition questions
- All communications

AI will ...

- Replace some jobs
- Fundamentally change many jobs
- Create new jobs

Most workers will not be replaced by AI.

Most workers will not be replaced by AI.
**They will be replaced by a person with skills
that AI does not possess.**

What are those **skills**?

Major Research Studies

- McKinsey and Company – Defining the skills citizens will need in the future world of work (2023)
 - 18,000 business leaders
- Deloitte – The State of AI: Now Decides Next (2024)
 - 2,800 business and technology leaders
- World Economic Forum – Jobs of the Future (2024)
 - Study of 803 companies

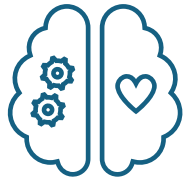
Transformation requires ...

56 foundational skills that will help citizens thrive in the future of work

56 deltas across 13 skill groups and 4 categories

Marco Dondi, Julia Klier, Frederic Panier, and Jorg Schubert; *Defining the skills citizens will need in the future world of work*; McKinsey & Company, June 2021

Cognitive		Interpersonal	
Critical thinking ● Structured problem solving ● Logical reasoning ● Understanding biases ● Seeking relevant information	Planning and ways of working ● Work-plan development ● Time management and prioritization ● Agile thinking	Mobilizing systems ● Role modeling ● Win-win negotiations ● Crafting an inspiring vision ● Organizational awareness	Developing relationships ● Empathy ● Inspiring trust ● Humility ● Sociability
Communication ● Storytelling and public speaking ● Asking the right questions ● Synthesizing messages ● Active listening	Mental flexibility ● Creativity and imagination ● Translating knowledge to different contexts ● Adopting a different perspective ● Adaptability ● Ability to learn	Teamwork effectiveness ● Fostering inclusiveness ● Motivating different personalities ● Resolving conflicts ● Collaboration ● Coaching ● Empowering	
Self-leadership		Digital	
Self-awareness and self-management ● Understanding own emotions and triggers ● Self-control and regulation ● Understanding own strengths ● Integrity ● Self-motivation and wellness ● Self-confidence		Digital fluency and citizenship ● Digital literacy ● Digital learning ● Digital collaboration ● Digital ethics	
Entrepreneurship ● Courage and risk-taking ● Driving change and innovation ● Energy, passion, and optimism ● Breaking orthodoxies		Software use and development ● Programming literacy ● Data analysis and statistics ● Computational and algorithmic thinking	
Goals achievement ● Ownership and decisiveness ● Achievement orientation ● Grit and persistence ● Coping with uncertainty ● Self-development		Understanding digital systems ● Data literacy ● Smart systems ● Cybersecurity literacy ● Tech translation and enablement	



Cognitive Skills

- Literacy
- Mathematics
- Creativity
- Adaptability
- Organization
- Problem-solving
- Prioritization
- Planning
- Critical Thinking
- Communication

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Interpersonal Skills

- Honesty
- Trust
- Teamwork
- Empathy
- Humility
- Collaboration
- Motivation
- Relationships
- Role Modeling
- Coaching

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Self-Leadership Skills

- Persistence
- Integrity
- Self-control
- Coping
- Risk-taking
- Resilience
- Self-motivation
- Self-confidence
- Passion
- Achievement-oriented

Deloittle

- Critical thinker
- Empathetic communicator
- Creative problem-solver
- Engaged collaborator
- Adaptable learner

World Economic Forum – Jobs of the Future

Most Essential Skills

- Analytical thinking
- Critical thinking
- Resilience
- Flexibility and agility
- Self-motivation and self-awareness
- Technological literacy
- Life long learner
- Empathy and active listening
- Quality control
- System thinking

Portrait of a Graduate

- Critical thinker
- Empathetic communicator
- Creative problem-solver
- Engaged collaborator
- Adaptable learner

Transformation requires ...

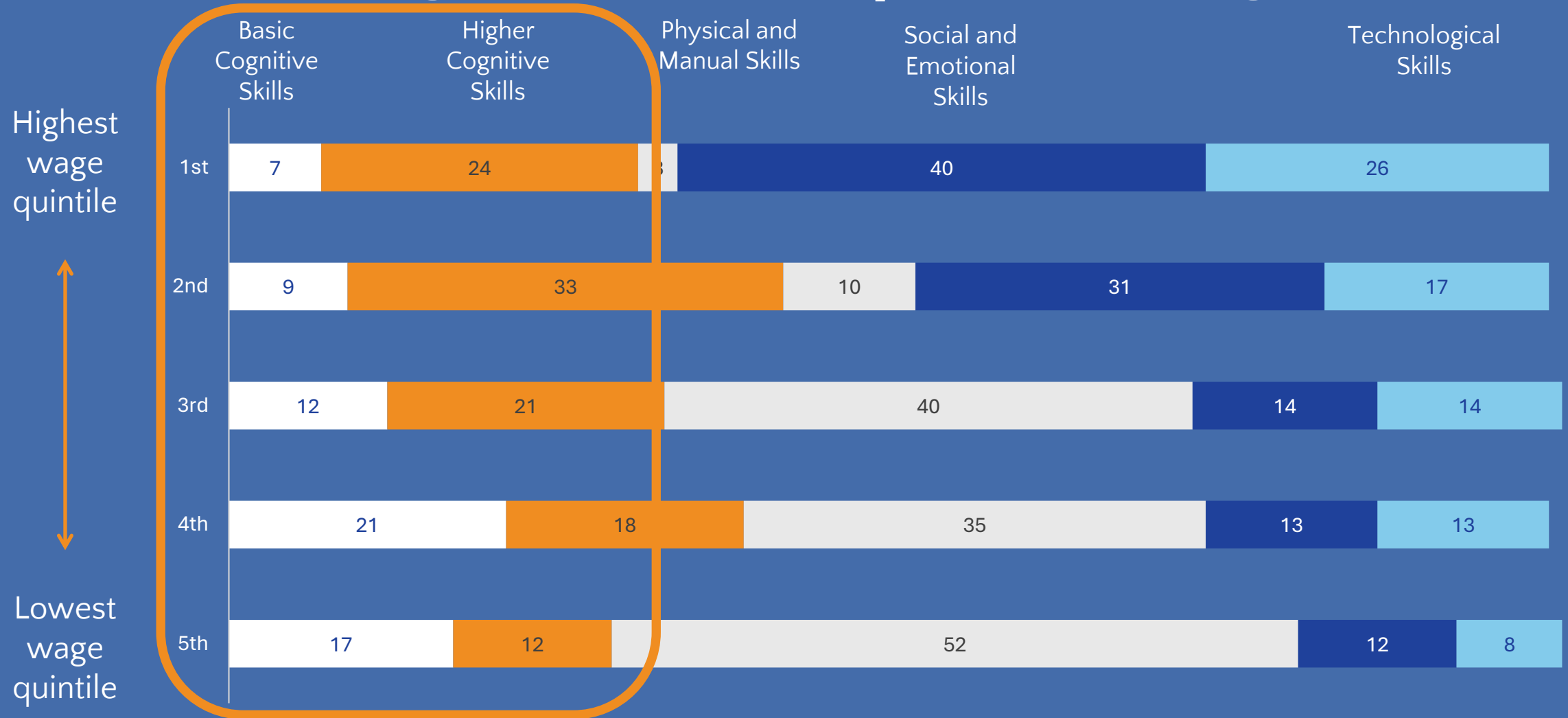
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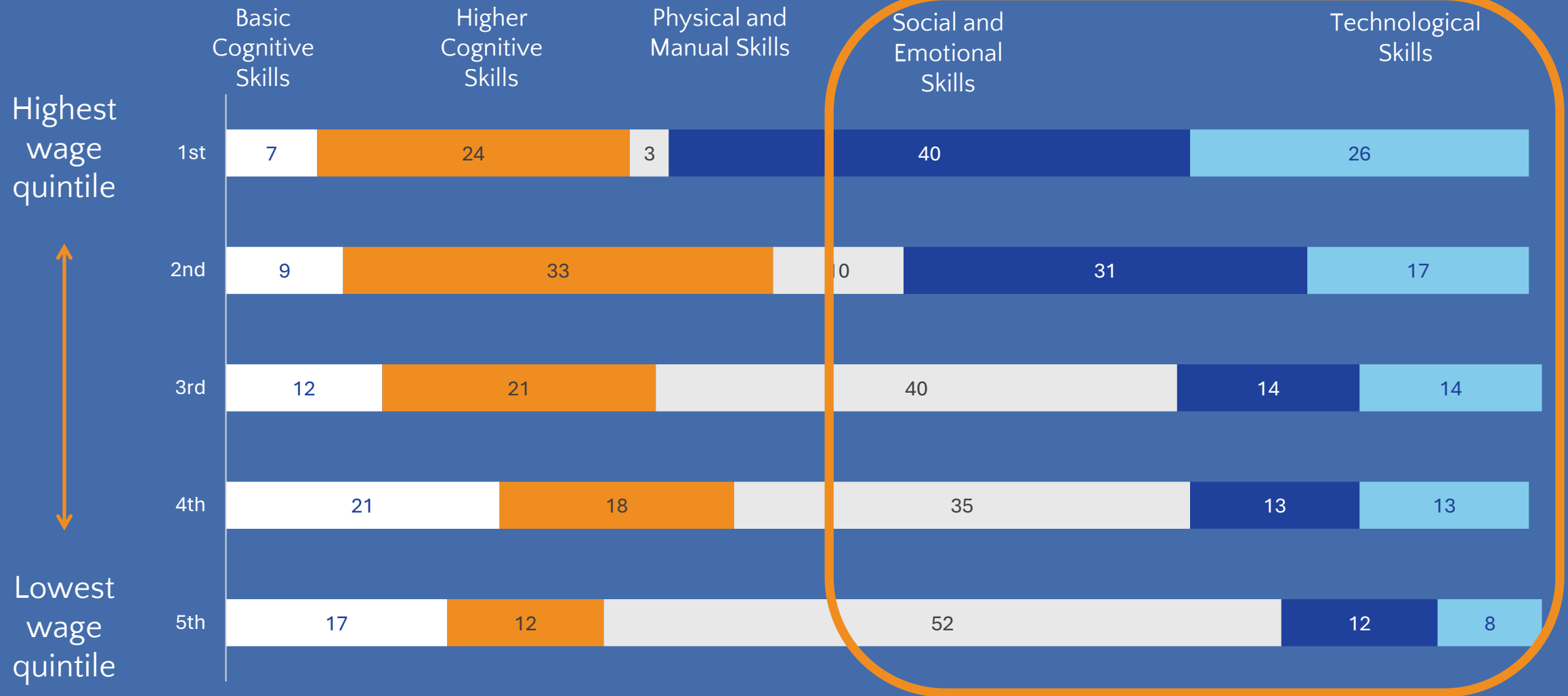
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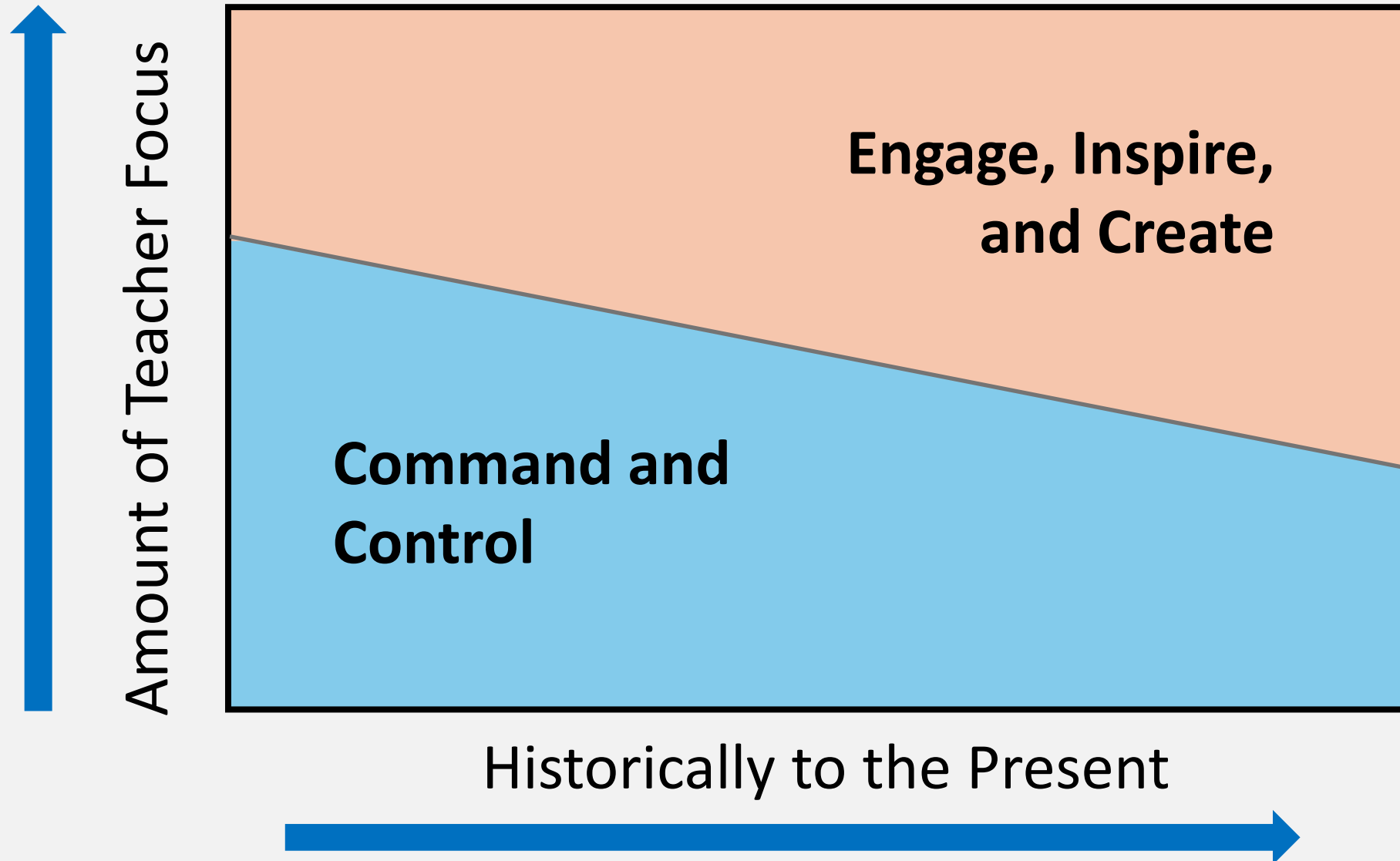
Percentage of Time Spent Using Skills



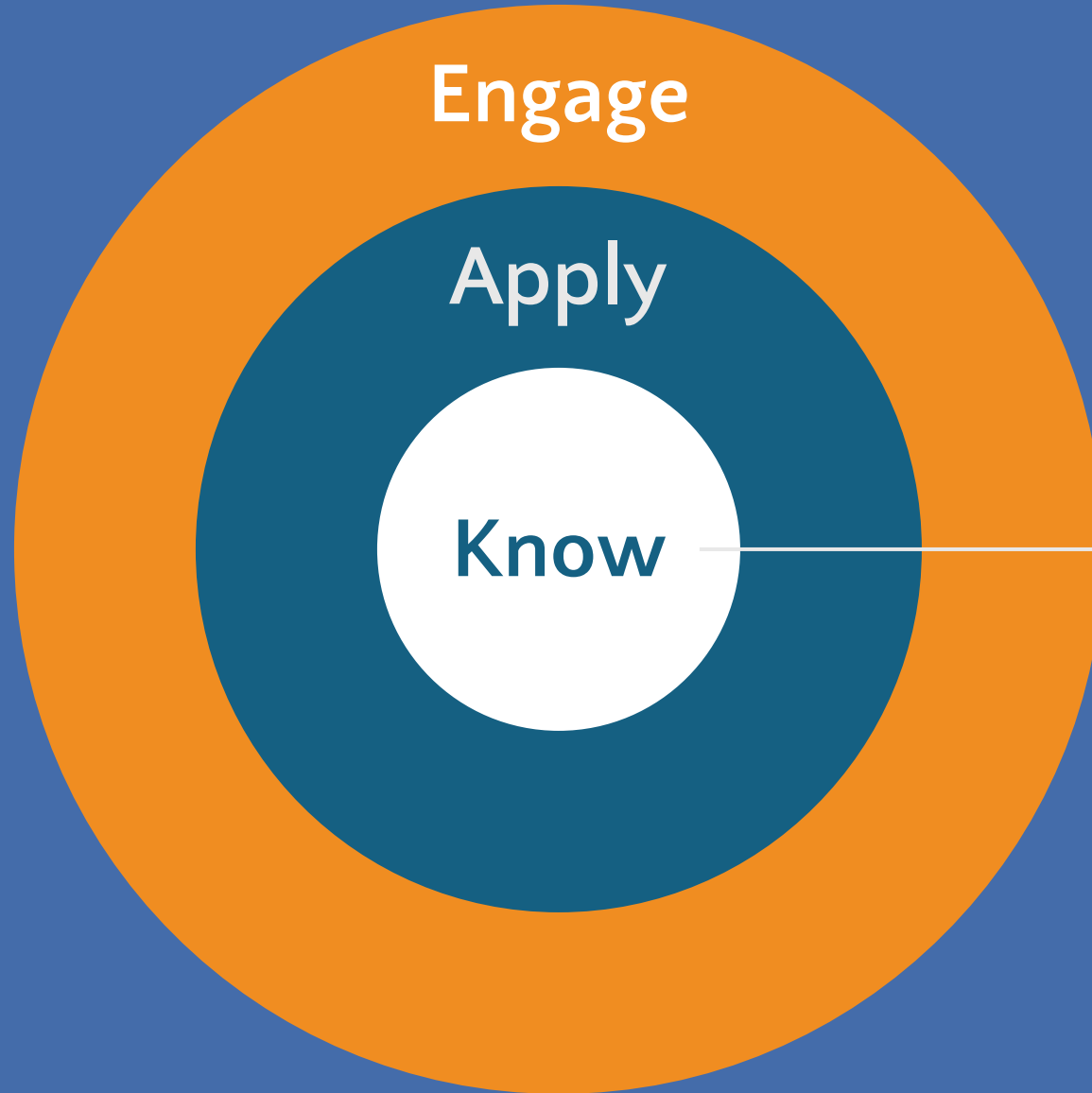
Percentage of Time Spent Using Skills



A Shifting Environment



The Future-Focused Instructional Design process empowers students, educators, and leaders to build the best and next practices essential for success in a relentlessly evolving world.

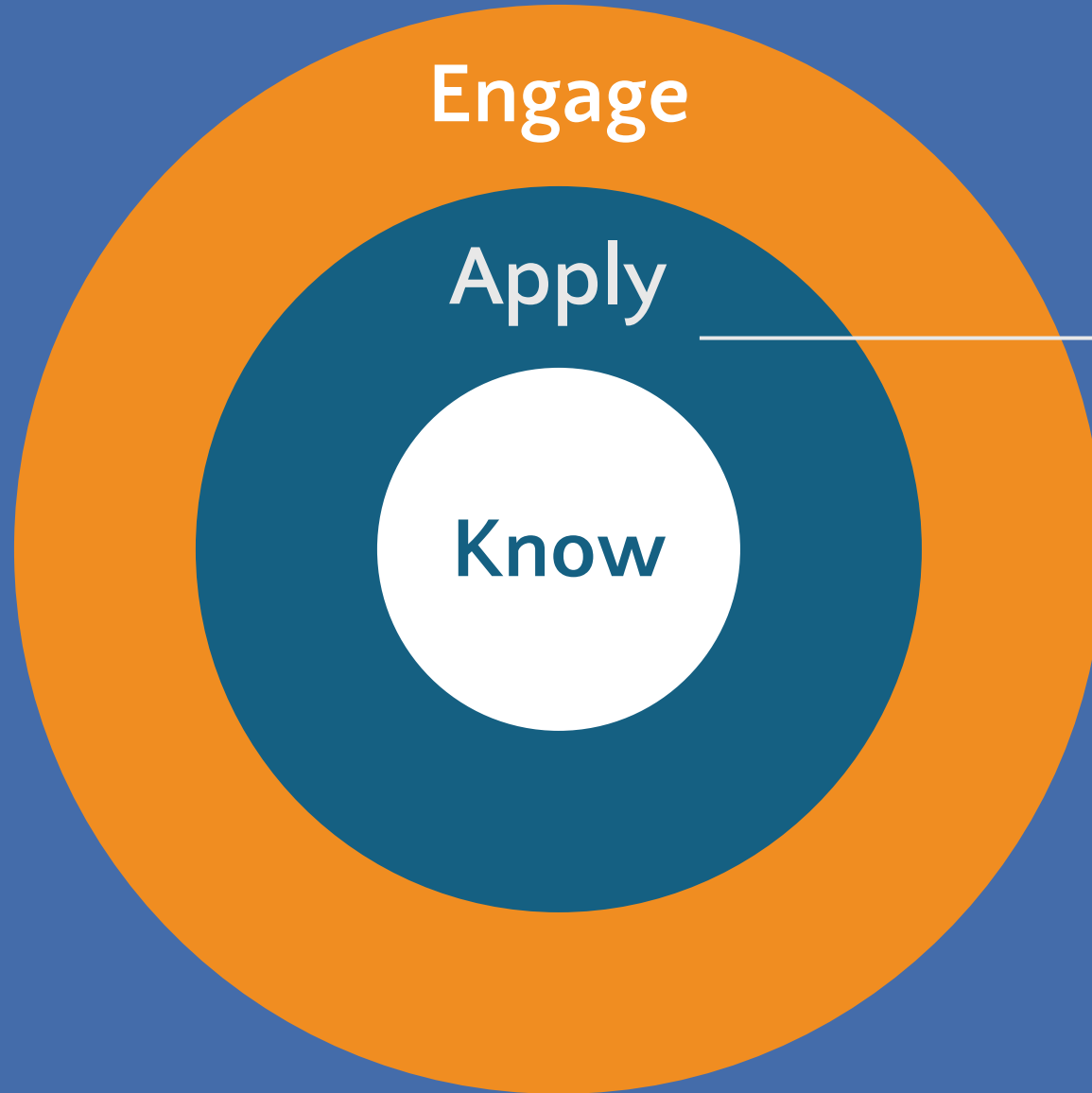


Define the enabling content and skills that students need to **know** and learn.

Core Academic Skills

- Writing prompts
- Sophisticated AI editing
- Data analytics
- Digital ethics

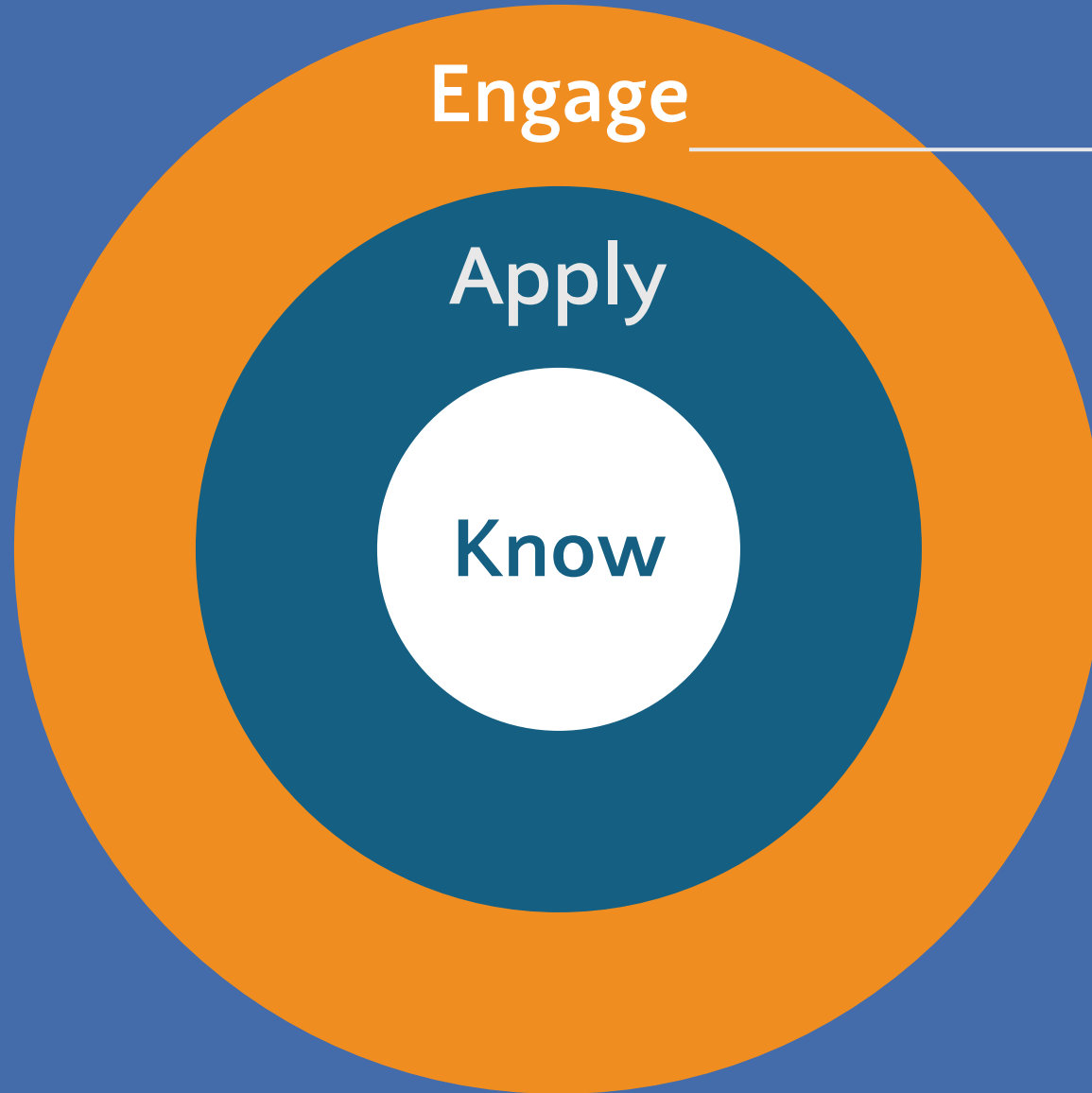
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Create learning opportunities that require students to **apply** the enabling skills.

Learners need to acquire and then integrate knowledge and skills.

The Future-Focused Instructional Design process empowers students, educators, and leaders to build the best and next practices essential for success in a relentlessly evolving world.



Refine instructional practices to **engage** students to synthesize enabling skills and design innovative solutions to real-world contexts.

You cannot change faster than the rate of
readiness and trust.

Three Conflicting Challenges

- Weight of the Past
- Pressures of the Present
- Demands of the Future

Your North Star may need to be refocused





34TH | NATIONAL ANNUAL DROPOUT PREVENTION CONFERENCE

Future Focused Approaches to Support ALL Students

The National Dropout Prevention Center is proud to host this year's conference in the vibrant city of New Orleans. This pivotal three-day event is dedicated to advancing systemic solutions for student success, featuring a comprehensive showcase of research-driven and practice-proven methods. The conference aims to provide professionals serving at-risk and struggling students with the best and next practices, latest research, and practical strategies across various settings.

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