

# FUTURE Ready

Innovating graduation requirements to empower tomorrow's leaders.



February 12, 2025  
Board Meeting



# Segment objectives and outline

- Objectives:
  - Inform the Board of the key discussions from the first FutureReady task force meeting
  - Engage in reflection and discussion to inform the next discussion
- Outline:
  - Initiative overview
  - Summary of first task force meeting
    - What problems are we trying to solve (too much + not enough)
    - National trends in graduation requirements
    - Policy trade-offs and wonderings
  - Part II (tomorrow)
    - Future direction of education policy
    - Begin visioning conversation



# Initiative Overview



# Graduation requirements authority

As part of the Board's duties assigned by state law, the Board is responsible for:

- Establishing graduation requirements,
- Periodically reevaluating them, and
- Proposing changes to the Legislature

*Paraphrased from RCW 28A.305.130(4) and RCW 28A.230.090*



# Foundations for our approach

The Board shall (*RCW 28A.305.130*):

- Form committees as necessary to effectively and efficiently conduct the work of the Board
- Seek advice from the public and interested parties regarding the work of the Board

Pro-Equity Anti-Racism (PEAR) Strategic Plan Goals (*Executive Order 22-04*)

- Engaging effectively and authentically
- Amplifying voices from underserved communities
- Building mutually beneficial partnerships

Nothing About Us Without Us Act (*2024 2E2SHB 1541*) and guidance from the Office of Equity on inclusion and compensation of individuals with direct lived experience in policy development work (*2022 2SSB 5793*)

# How we approach our work

We are committed to **engaging with students, families, and communities across the state in shaping education policy**, with a special emphasis on centering the voices of those who haven't been well served by the education system.

Instead of focusing on predetermined outcomes, **we prioritize authentic engagement**, presenting questions and initiatives for exploration alongside our partners.



*Board Chair Bill Kallappa talks with a student during a birthday party for Snorkles, the SBE's mascot. Snorkles' name was selected from over 200 submissions made by students from across Washington State.*



# What is FutureReady?

- The Board's strategic plan initiative aims to comprehensively update WA's high school graduation requirements through a collaborative process involving a wide range of education partners, with a special focus on the populations most impacted by these changes.
- Rather than making small adjustments, this effort seeks to holistically review the current framework, integrating essential skills like financial education and digital literacy while promoting interdisciplinary and inclusive learning. The goal is to equip students with the knowledge and skills they need to thrive in a rapidly changing world.
- This multi-year initiative will culminate in a legislative proposal for the 2027 session with policy changes phased in to support effective implementation.



# No proposed changes at this time

- The Board is not proposing changes to graduation requirements at this point in time
- Instead, the Board is proposing an approach and process for doing the review and for developing recommendations
- The approach is designed to be:
  - More collaborative and inclusive
  - More comprehensive, with better attention to implementation

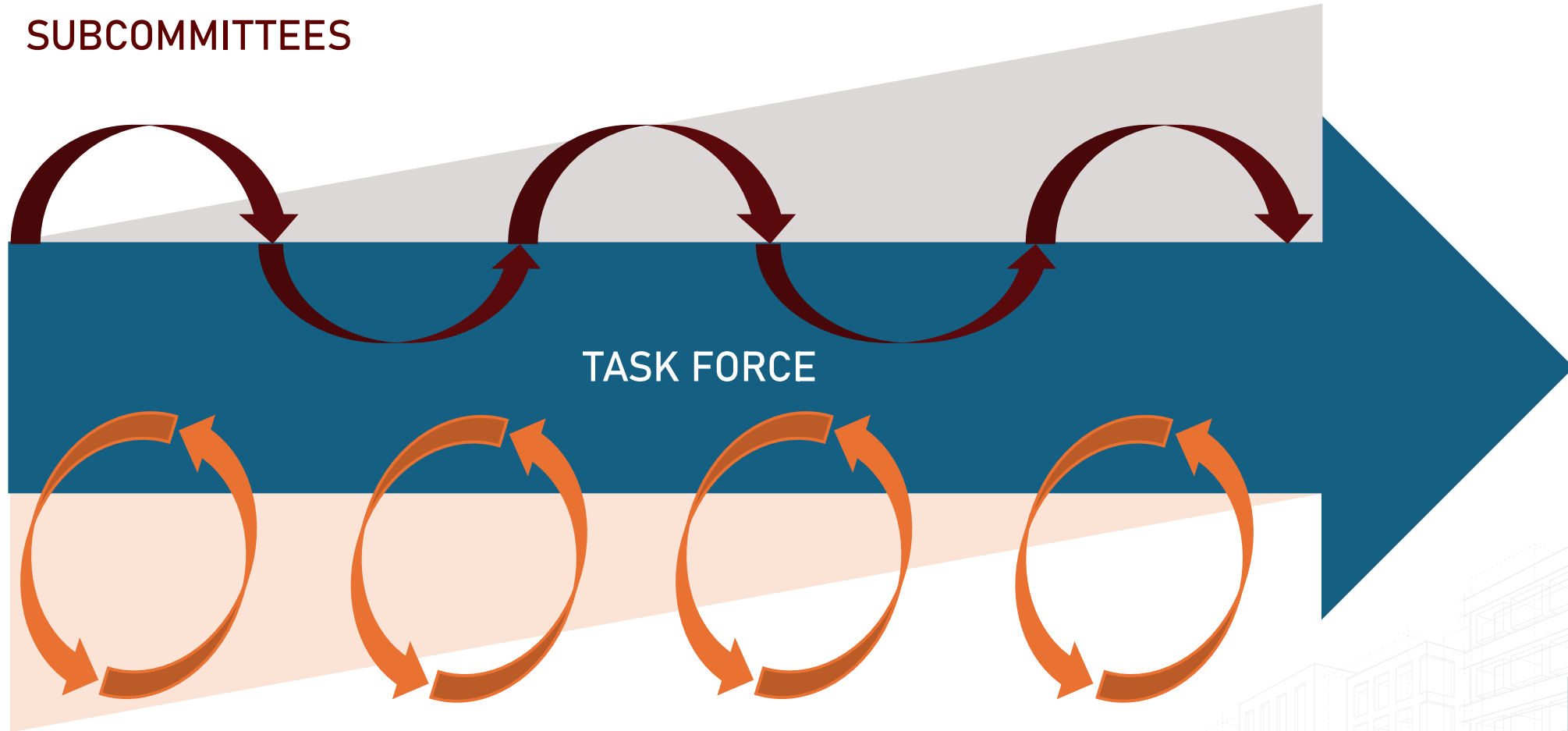


# FutureReady objectives

- **Aligning with the Profile of a Graduate:** Ensuring our graduation requirements support students' development of the transferable skills outlined in the Profile.
- **Integrating Essential Skills:** Seamlessly integrating skills needed for future success.
- **Balancing Core and Elective Courses:** Striking a balance between core subjects and elective courses to cater to diverse interests and career goals.
- **Promoting Interdisciplinary Learning:** Encouraging problem-solving through interdisciplinary approaches mirroring real-world challenges.
- **Expanding Learning Horizons:** Recognizing learning that happens beyond traditional classrooms and seat time.
- **Prioritizing Inclusion and Equity:** Implementing strategies to ensure inclusion and equity for all students.
- **Considering Implications for Earlier Grades:** Exploring how changes may impact earlier grade levels and adjusting curriculum accordingly.
- **Aligning with Postsecondary:** Aligning graduation requirements with expectations for postsecondary readiness, facilitating a smoother transition for students.
- **Facilitating Smooth Implementation:** Ensuring a seamless transition to the new framework with adequate resources and support.



# Initiative participant structure



SUBCOMMITTEES

TASK FORCE

COMMUNITY LIAISONS

# Task force composition

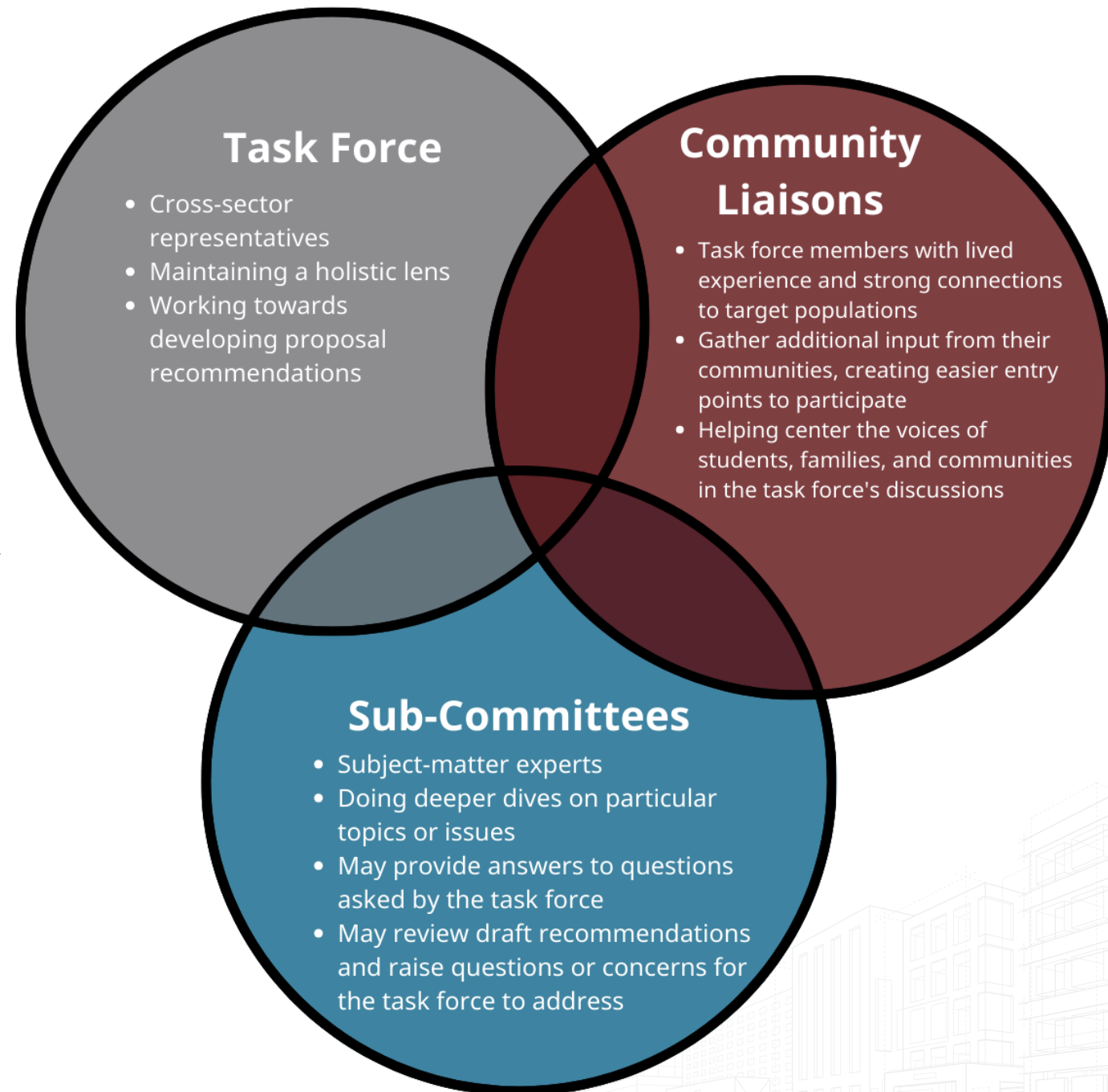


## Representation Considerations

- Reflective of the demographics of our K-12 student population
- Special focus on target populations most impacted by the policy changes that have not been well served by the education system and that have historically been excluded from the policy development process
- Geographic diversity
- Range of learning environments



# Task force roles & responsibilities



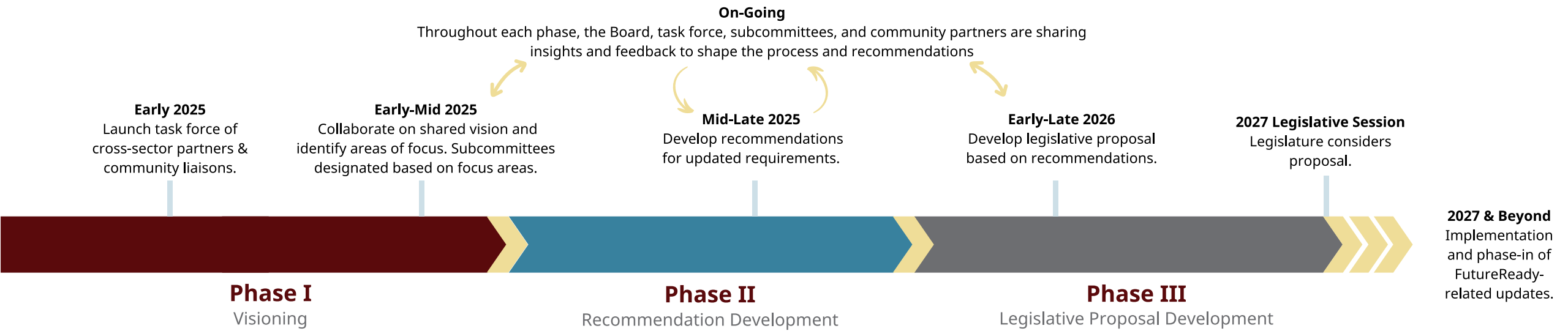
# Task force members

State Board of Education	Dr. Angela Griffin
State Board of Education	Jen Chong Jewell
State Board of Education	Castulo Gonzalez
State Board of Education	Alex Henriksson
WA School Counselor Association	Lauren Mendez
Teacher	Kristy Bishop
Teacher	Keira O'Brien
Principal, mastery-based learning	Lauren House
Charter school	Baionne Coleman
Open Doors (reengagement programs)	Terrance Nixon
Institutional Education	Nicole Rosenkrantz
Office of the Superintendent of Public Instruction	Maria Muto
Office of the Education Ombuds	Erin Okuno
Professional Educator Standards Board	Sui-Lan Ho'okano
WA Student Achievement Council	Rathi Sudhakara
Council of Presidents	Julie Garver

Independent Colleges of WA, Whitman University	Dr. Helen Kim
State Board for Community and Technical Colleges	Stephanie Rock
WA Roundtable, Partnership for Learning	Brian Jeffries
Association of WA Business	Emily Wittman
South Central Workforce	Susy Moran
WA State Labor Council, ALF-CIO	Rachel McAloon
Technology Alliance	Chanel R. Hall
Treehouse	Andrea Springer
PAVE	Nicol Walsh
Foundation for Academic Endeavors	Carol Rodin, Dania Jaramillo
Elevate	Christy Lieuallen
The ZONE	Mandie Norman
Black Education Strategy Roundtable	Carlina Brown-Banks
East African Community Services	Hilal Mohamed
Policymakers ( <i>n</i> =5), Recent HS Grad / College Student, CBO	<i>TBD</i>

# FutureReady Initiative Timeline

Timeline dates are tentative and subject to change.



Task Force Meetings	January 2025	March 2025	May 2025	July 2025	September 2025	November 2025	January 2026	March 2026	May 2026	July 2026	November 2026
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Board Meetings	February 2025	April 2025	June 2025	August 2025	September 2025	October 2025	December 2025	February 2026	April 2026	June 2026	August 2026	September 2026	October 2026	December 2026
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Milestones	 <b>December 2025</b> Interim report with initial findings.	 <b>September 2026</b> Legislative proposal due.	 <b>December 2026</b> Final materials produced.
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# Implementation timeline

- To be determined through the FutureReady initiative, which will develop appropriate timelines and identify resources and supports needed at both the state and local school district levels for successful implementation of proposed changes
- The earliest any new requirements could take effect would be with the entering ninth grade cohort, Class of 2031
- Longer phase-in will be built in for bigger adjustments



# Phase 1

- **Meeting 1 (January): Level Setting**

- Level set with foundational background so all task force members have a shared starting point, laying the groundwork for robust discussions in future meetings

- **Meeting 2 (March): Visioning**

- Develop a shared vision for the high school diploma by unpacking what "ready for success" means
- Build consensus around the ideal qualities of future graduation requirements to serve as a foundation for developing and evaluating policy recommendations

- **Meeting 3 (May): Gap Analysis & Scoping**

- Analyze where current graduation requirements fall short in meeting the shared vision and identify key topics and issues to address in policy development
- Define the scope of the initiative, distinguishing between areas for task force recommendations and those requiring other avenues
- Determine subcommittees needed for deeper exploration

- **Transition to Phase 2: Recommendation Development**



# Task Force Meeting #1

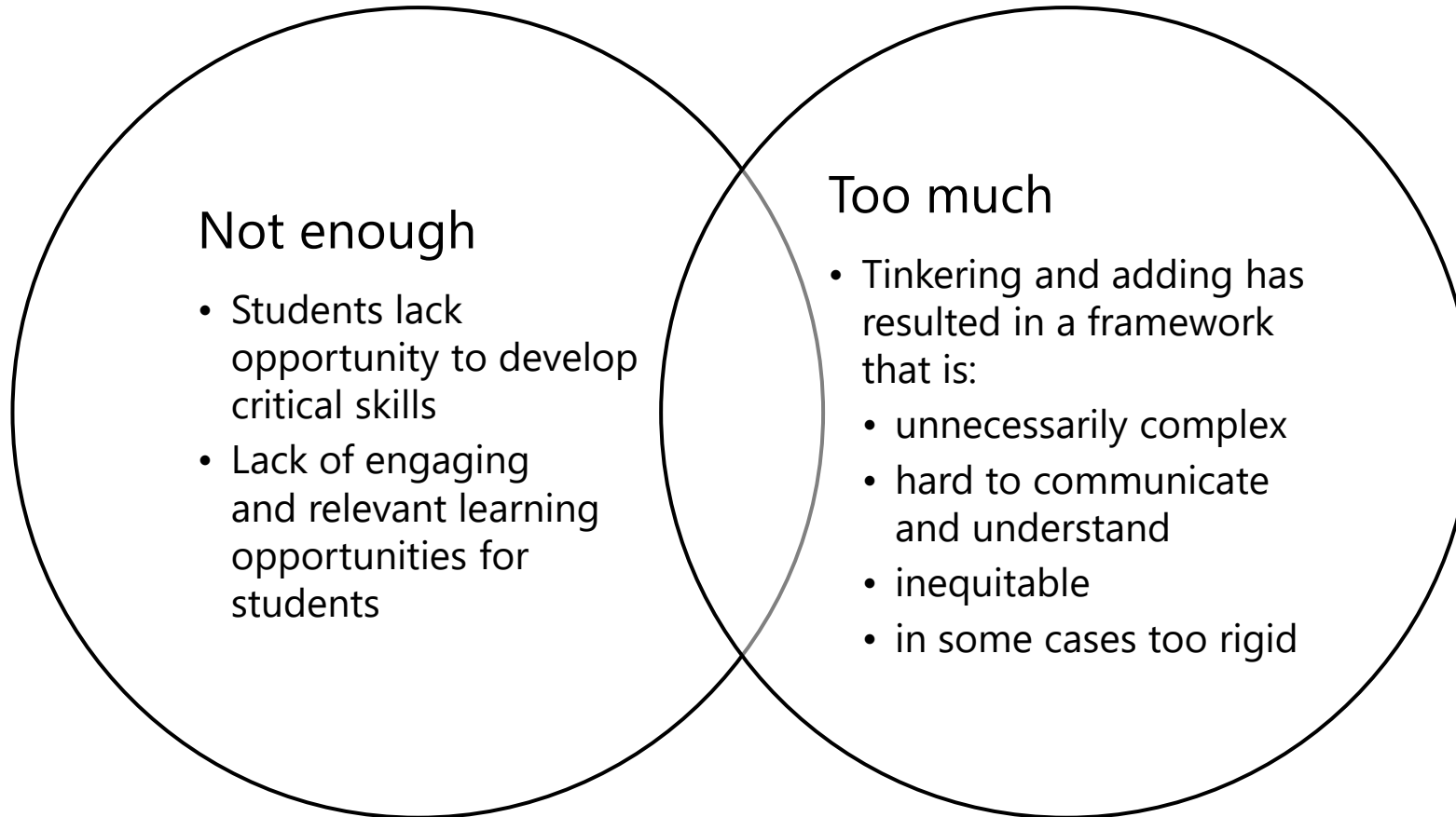


# Why modernize?

- 75% of job openings will require postsecondary credentials, including degrees, apprenticeships, and industry-aligned certificates and licenses. ([WA Roundtable 2024 Skill Up For Our Future Report](#))
- In 2020, only 51% of Washington high school seniors enrolled in postsecondary education within a year of graduating, falling 12 percentage points below the national average. ([WA Student Achievement Council 2024 Strategic Action Plan](#))
- 32% of 10th and 12th graders say their schoolwork is not meaningful. ([2023 Healthy Youth Survey](#))



# What problems are we trying to solve?



E.M./Elana Eisen-Markowitz & Rachel Schragis define a "vent diagram" as "a diagram of the overlap of two statements that appear to be true and appear to be contradictory"

@Vent\_Diagrams





# Vent diagram activity

## Step 1: Add to the existing diagram

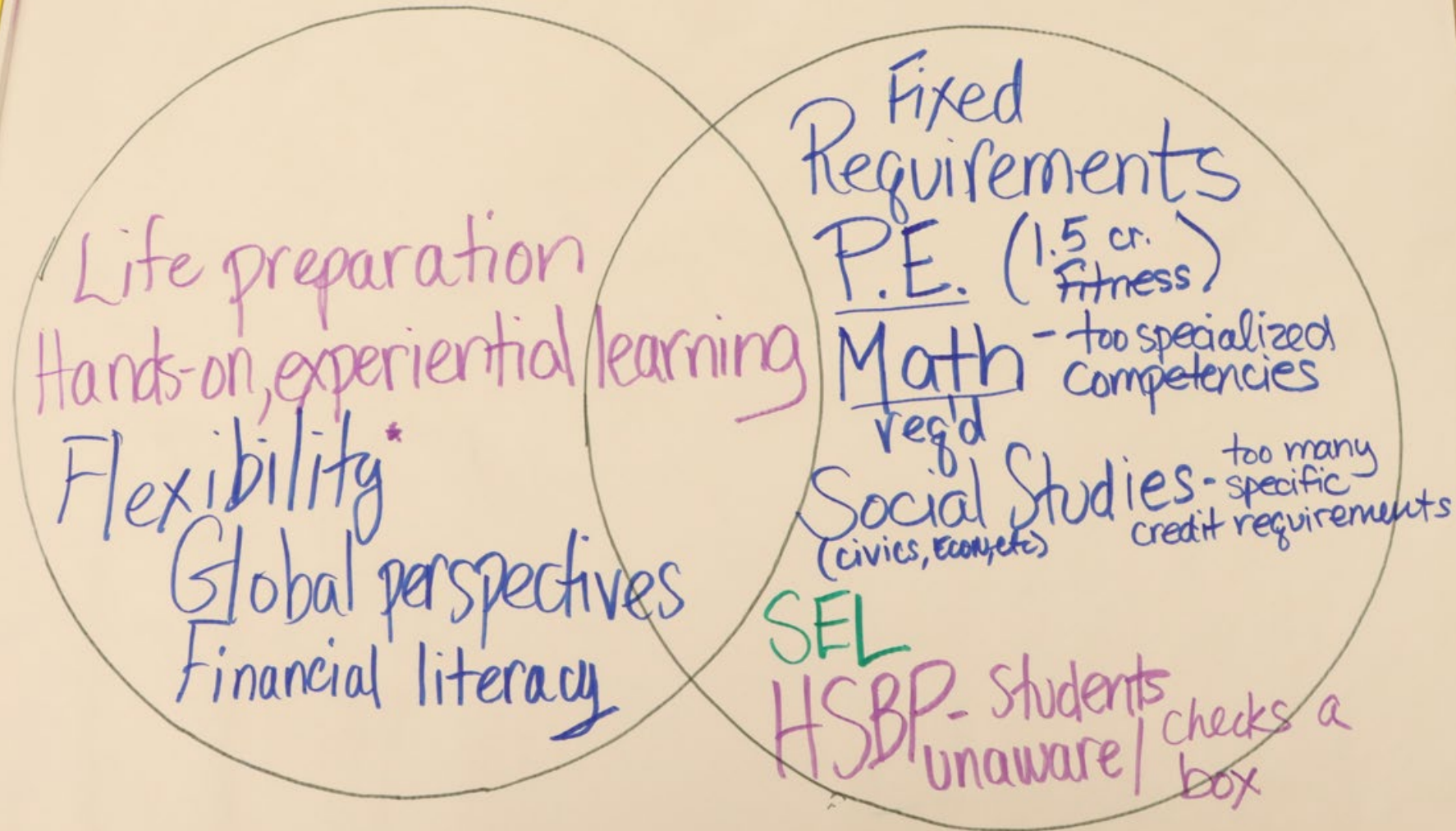
- Under "not enough" -  
What are other ways the current graduation requirements or high school learning experience might fall short for students?
- Under "too much" -  
What are other ways the current graduation requirements or high school learning experience might be overly burdensome or complex?

- As you listen to each group's summary, use the blank diagram to jot down key themes you hear
- Think about patterns that emerge across groups as well as any unique insights



NOT ENOUGH

TOO MUCH



# Castulo & Yazmin's Group

NOT  
ENOUGH

TOO  
MUCH

- Orientation on Grad Requirements
- Understanding of requirements connection to career & future
- Not enough choice within requirements
- Meeting individual student needs
- Funding different scheduling models

- Naming conventions
  - personalized pathways
  - graduation requirements
- Not enough choice within the requirements  
OR  
If there are choices, not enough time to explore
- Barriers for scheduling models
  - funding
  - staffing



**Alex &  
Anna's  
Group**

**FUTURE  
Ready**

NOT ENOUGH

TOO MUCH

- FINANCIAL LITERACY
- DIGITAL LITERACY
- COMPUTER SCIENCE (BROADLY)
- RESPONSIBLE & RECIPROCAL LEARNING / LITERACY (Kuleana)
- Relevance to Community (place plans & walls)
- Generational Responsibility
- CONNECTIONS / INTERDISCIPLINARY

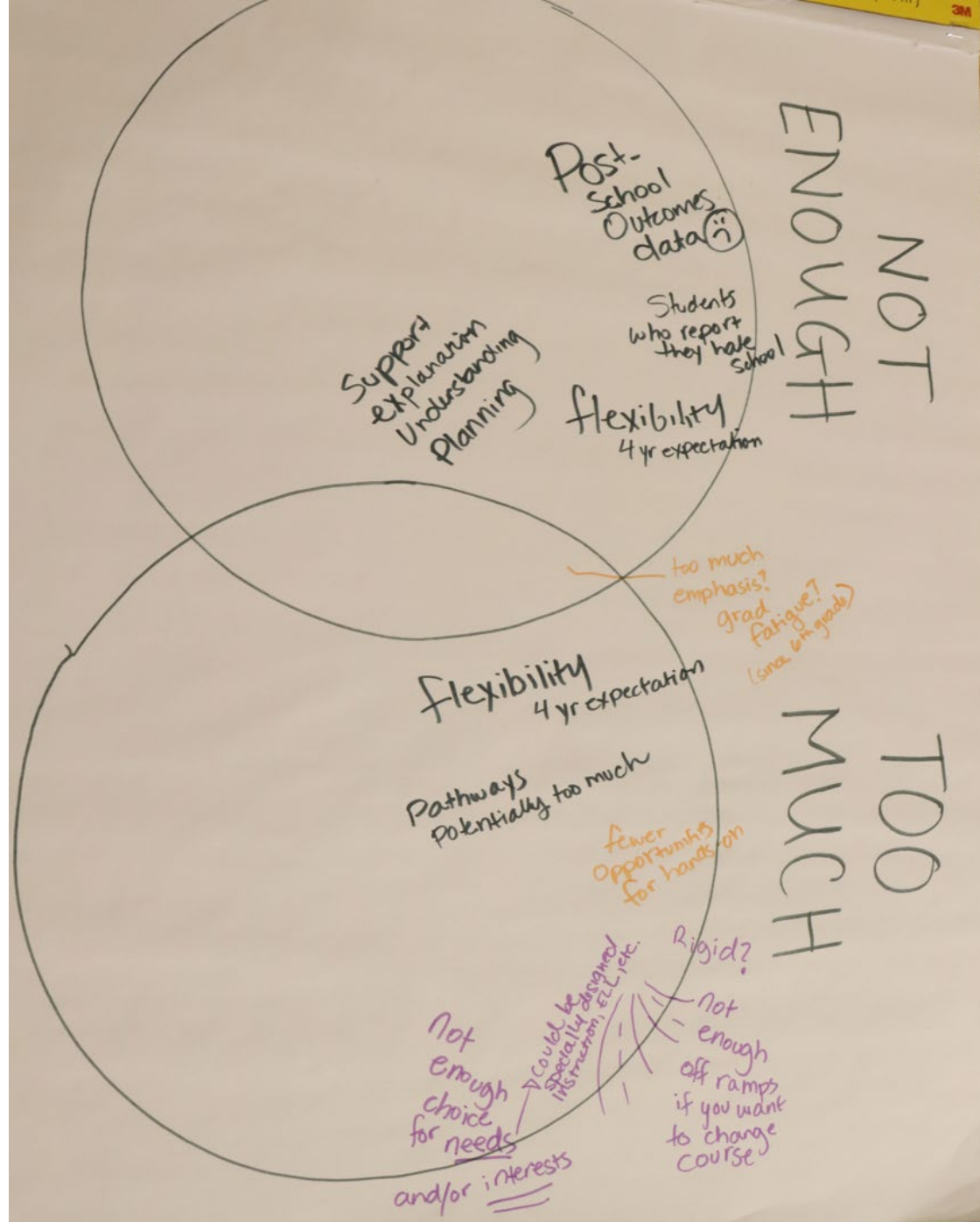
- Silo Learning
- Limiting
- STANDARDIZATION
- Isolation
- Compliance (bureaucracy/paperwork)
- Competition



## Mary & Colton's Group



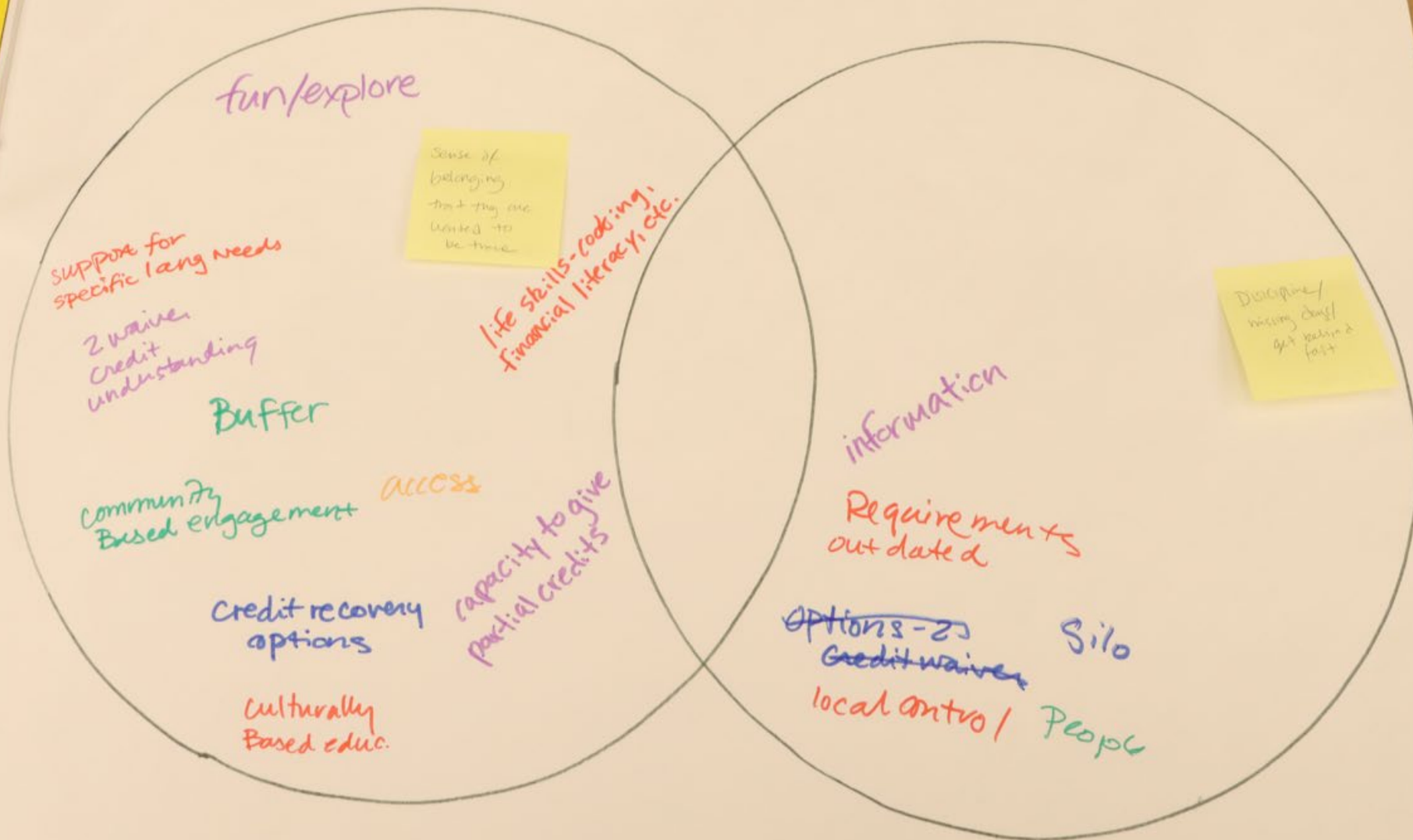
# Jen & Arielle's Group





NOT ENOUGH

TOO MUCH



# Alissa's Group



Not Enough

- falls short

Too Much

- burdensome

- \$ to support graduation requirements
- Main requirements are misaligned for next steps in post secondary-ed.
- Family involvement in education requirements ~~early~~
- Cultural/ethnic studies implemented missing into HS requirements
- Financial literacy grad. requirements
- Bilingual education
  - Dual LANGUAGE
- Interpersonal & life skills

- systemic barriers in testing.
- information is greater than the support / guidance.
- graduation requirements change depending on geographical area.
- Outdated education model

Other: 9th grade success course that plans out their grad. requirements & opportunities  
 \* Keeping track of progress and understand their high school requirements / plans.  
 Baile Folklorico as PE

# Randy's Group



# Vent diagram activity

<b>Step 1: Add to the existing diagram</b>	<b>Step 2: Discuss</b>	<b>Bonus: Create new vent diagrams</b>
<ul style="list-style-type: none"><li>• Under "not enough" - What are other ways the current graduation requirements or high school learning experience might fall short for students?</li><li>• Under "too much" - What are other ways the current graduation requirements or high school learning experience might be overly burdensome or complex?</li></ul>	<ul style="list-style-type: none"><li>• Which side resonated more with you initially - "not enough" or "too much" - and why?</li><li>• How can seeing both sides lead to a more balanced and effective solution?</li></ul>	<ul style="list-style-type: none"><li>• Brainstorm other pairs of seemingly contradictory truths related to graduation requirements that are simultaneously true</li></ul>



# Vent diagram reflection and discussion

- 1. Individual reflection** (~ 5 min) - Respond to the questions on your note sheet (front and back).
- 2. Small group discussion** (~ 10 min) - Share and explore key takeaways together.
- 3. Whole group share out** (~ 5 min) - A couple volunteers share brief insights.



# National Trends in Graduation Requirements



# Comparison of WA credit and subject area requirements to other states

## Number of required credits are similar to most other states in:

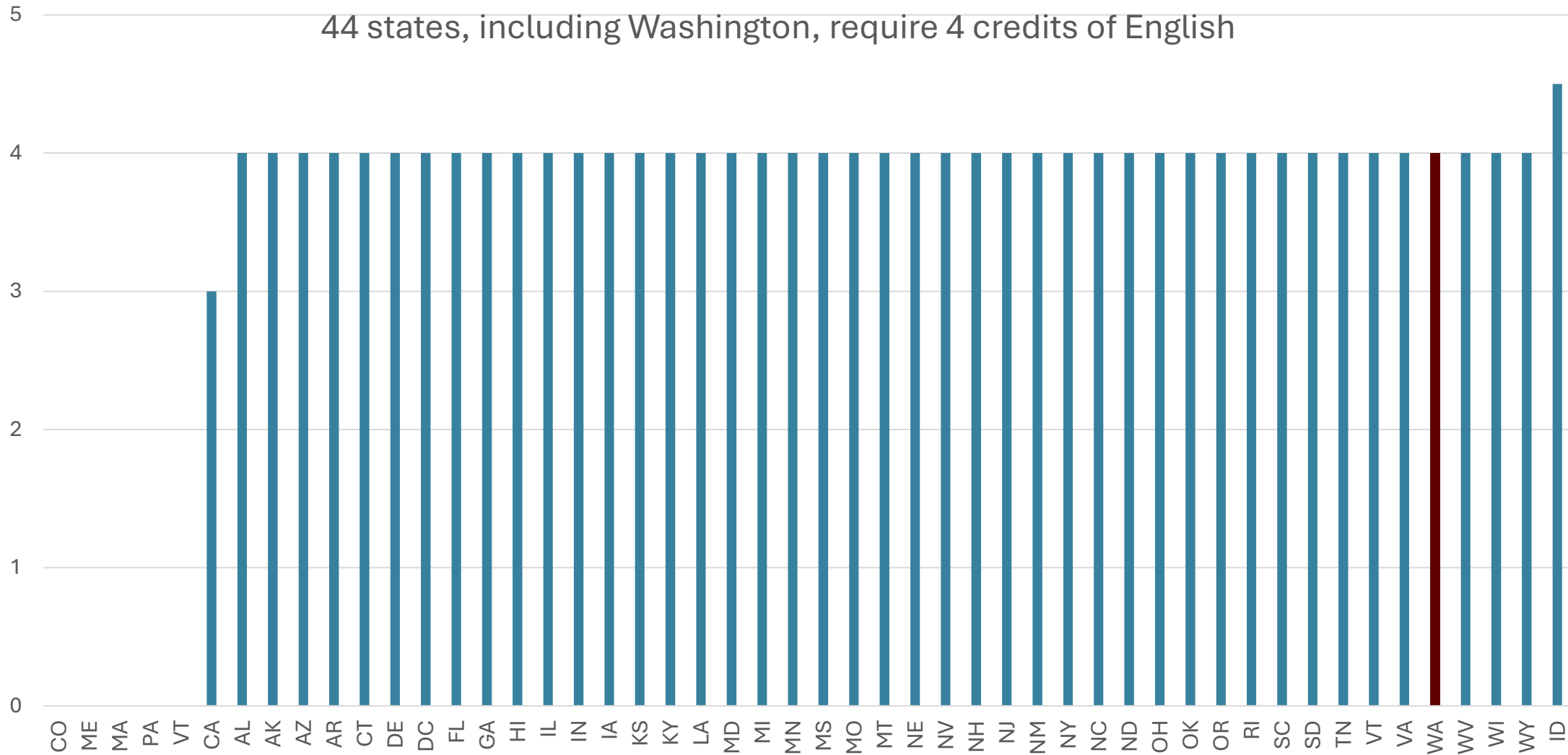
- English
- Math
- Social Studies
- Science
- World Language

## Number of required credits are more than most other states in:

- Career and Technical Education
- Physical Education and Health
- Arts
- Total Credits



# English Credits Required for Graduation

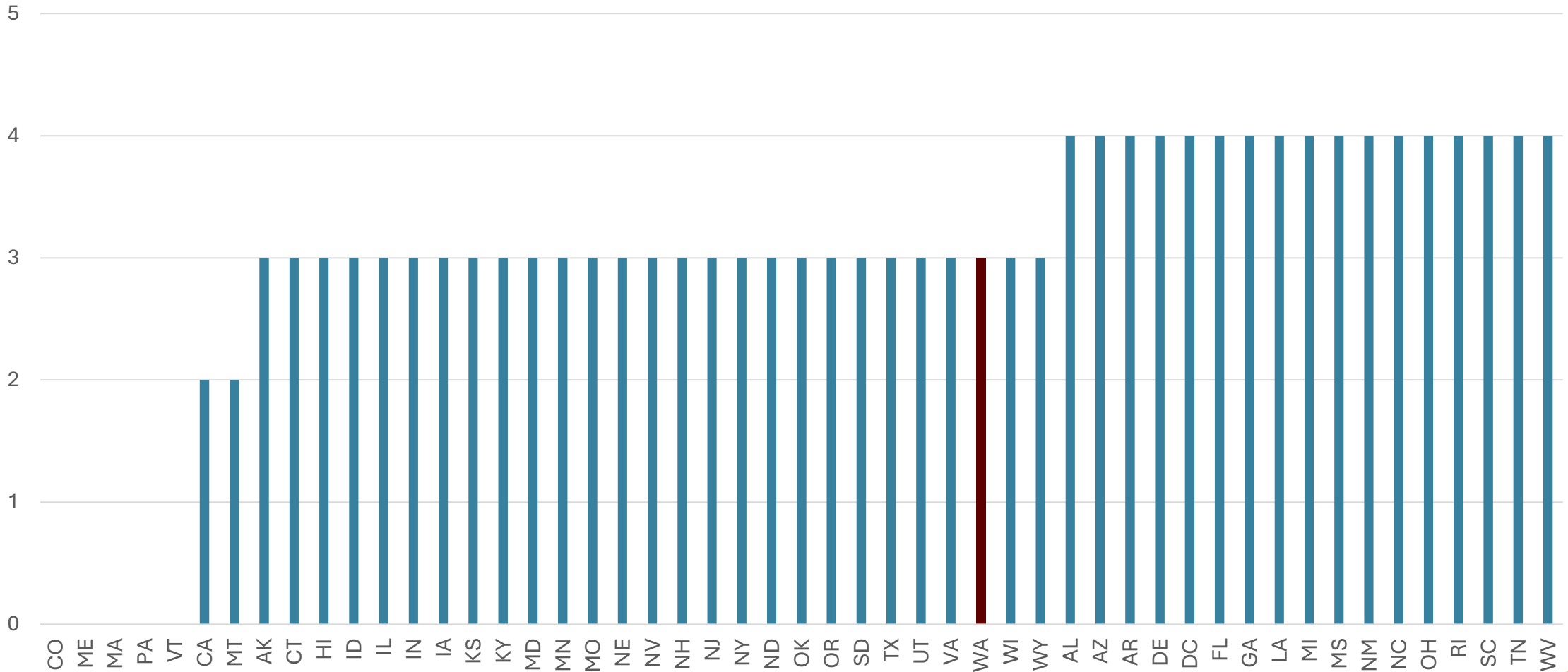


\*Numbers current as of Nov. 2021



# Math Credits Required for Graduation\*

2 states require 2 math credits  
27 states, including Washington, require 3 math credits  
17 states require 4 math credits

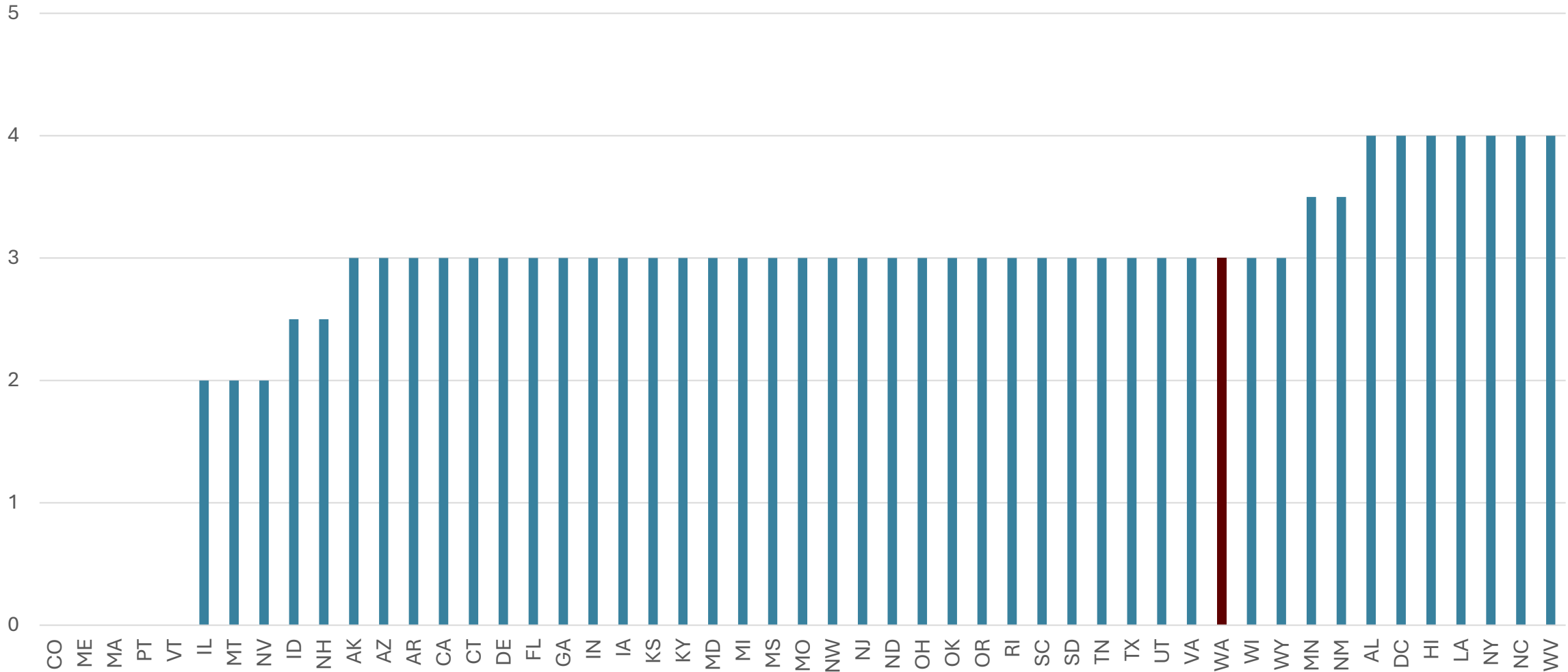


\*Numbers current as of Nov. 2021



# Social Studies Credits Required for Graduation

32 states, including Washington, require 3 social studies credits

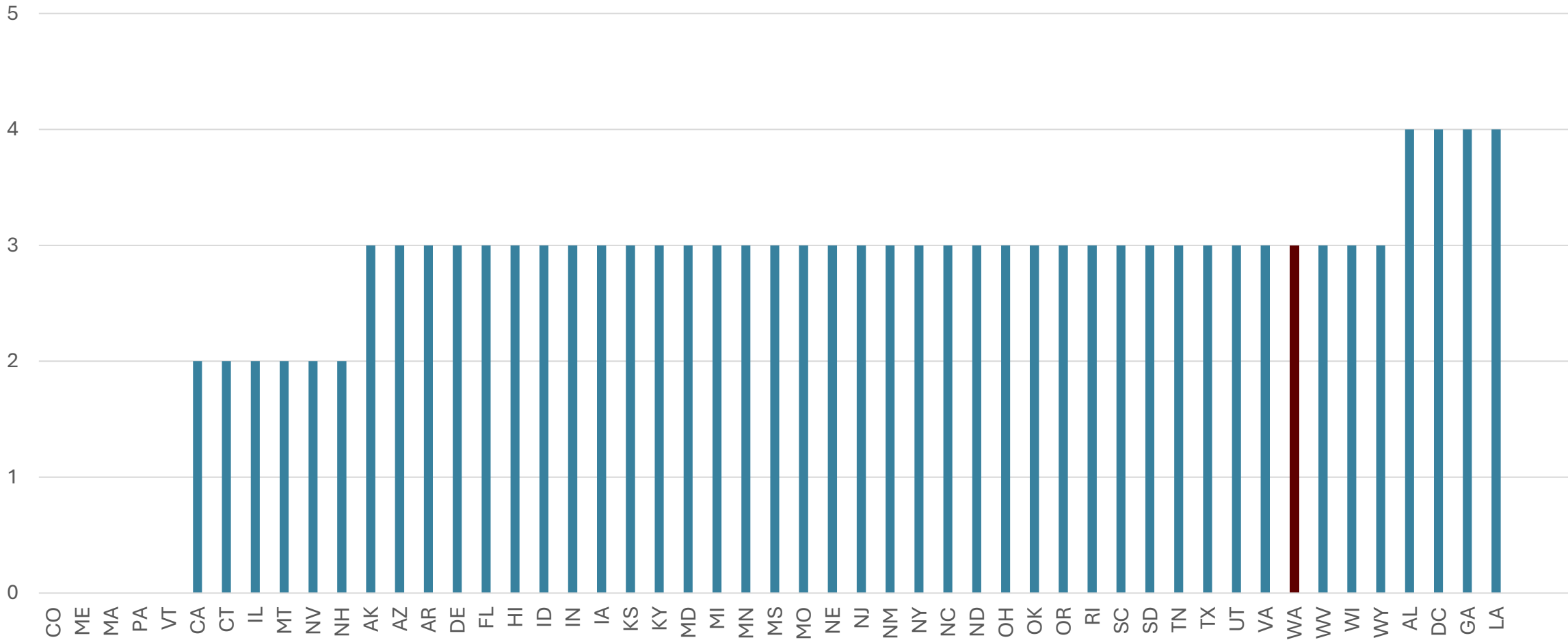


\*Numbers current as of Nov. 2021



# Science Credits Required for Graduation\*

36 states, including Washington, require 3 science credits

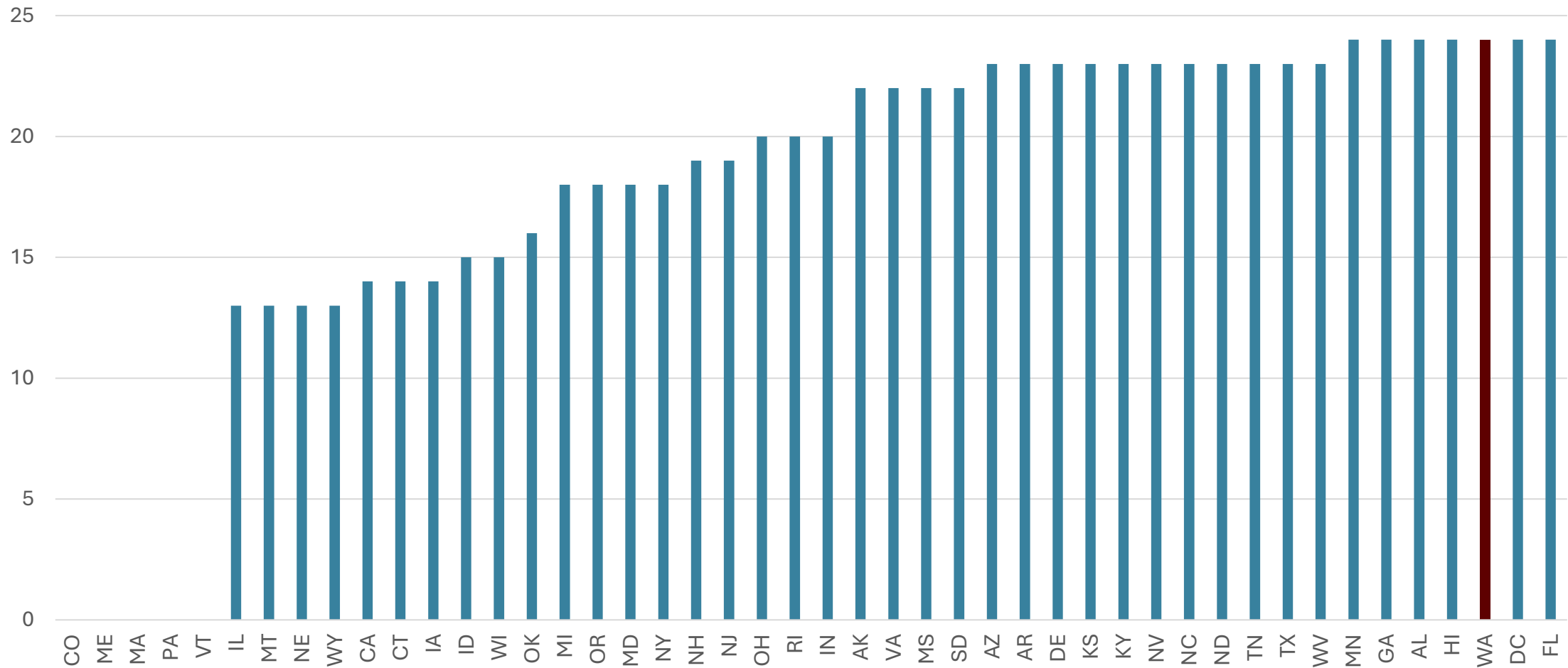


\*Numbers current as of Nov. 2021



# Total Credits Required for Graduation

5 states have no to minimal state credit graduation requirements



\*Numbers current as of Nov. 2021



# Graduation pathway options in other states

- 29 States offer multiple pathways to a diploma
  - Recent trend in allowing for performance-based options
- Typically driven by support for career pathways
  - Completing a Career and Technical Education (CTE) program
  - Earning an industry-recognized credential
  - Recognizing a work-based learning option for a diploma
- In Washington:
  - One of only three states to offer a military career option
  - A CTE option, but currently no industry-recognized credential or work-based option
  - Graduation pathway options moved the diploma away from standardized test exit exams; however, because of uneven implementation, the standardized tests have become higher stakes for some students



# Examples of other states with High School and Beyond Planning

- West Virginia's [Personalized Education Plan](#)
- Hawaii's [Personal Transition Plan](#)
- Considerations for improving the High School and Beyond Planning process:
  - Clear expectations of planning activities for each grade
  - Consistent credit awarded for the High School and Beyond Plan



# Other states' graduation requirements

- **Computer Science**— 8 states require computer science as a graduation requirement. 22 states including WA allow Computer Science to substitute for other courses
- **Financial Literacy**—21 states require for-credit courses in financial literacy
- **English as a Second Language**—Arizona allows English as a second language to meet English graduation requirements
- **Online Education**—3 states require at least one credit to be completed through an online course
- **Environmental Literacy**—Maryland required students to complete a locally designed, state approved high school program in environmental literacy
- **Parenting**—New York state has learning standards for parenting, which may be taught in a high school course or integrated into a health or family and consumer science course.

# Policy Components



- Student pathways.
- Course requirements.
- Individual graduation plans.
- Assessment requirements.
- Readiness demonstrations.
- Other state requirements.



# Research Review



- Course requirements.
- Assessment requirements.
- Readiness demonstrations.
- Access and outcomes.



# State Policy Trends



- Personalized student pathways.
- Readiness options.
- Credit flexibility.



# Policy Considerations



- Flexibility/Rigor
- Student Access/Student Success
- Pathways/Tracking
- Comparability/Local Control
- Personalization/Standardization





# Policy trade-offs reflection

- **Independent reading and reflection** (~ 5 min) - Read excerpt from the task force meeting summary, including:
  - Questions / Wonderings from Presentation
  - Policy Trade-Offs in Local Contexts
- As you read through the questions and wonderings:
  - **Highlight** the questions you find most important or interesting to explore
  - **Revise** wording if you see a different angle or improvement
  - **Add** any new questions or wonderings that come to mind



# Policy trade-offs discussion

- **Small group discussion** (~ 10 min) - Share and explore key takeaways together.
  - Which of the policy trade-offs stood out to you the most, and why?
  - What data do we need to better understand whether our graduation requirements are preparing all students for postsecondary success?
- **Whole group share out** (~ 5 min) - A couple volunteers share brief insights.