



FUTURE Ready

June 25, 2025 Board Meeting





Segment objectives

- **Initiative Update:** Ensure the Board is well informed about the current status and progress of the FutureReady initiative.
- **Community Perspectives:** Engage with community liaisons from the FutureReady Task Force to learn from their insights and provide feedback to help shape next steps in the initiative.
- **Vision Alignment:** Ensure the Board agrees with the core elements and overall direction of the FutureReady vision statement to maintain alignment with the Task Force and support continued progress.
- **Gap Analysis:** Begin identifying ways in which current graduation requirements fall short of the shared vision and areas for further exploration.



Segment outline

Time	Topic
9:00 – 9:15	Background & Updates
9:15 – 10:15	Vision & Qualities
10:15 – 10:30	Break
10:30 – 12:20	Gap Analysis



Background & Updates





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



Washington State's High School Diploma

High School & Beyond Plan

A planning tool that helps students identify interests, set goals, and choose high school courses and activities.



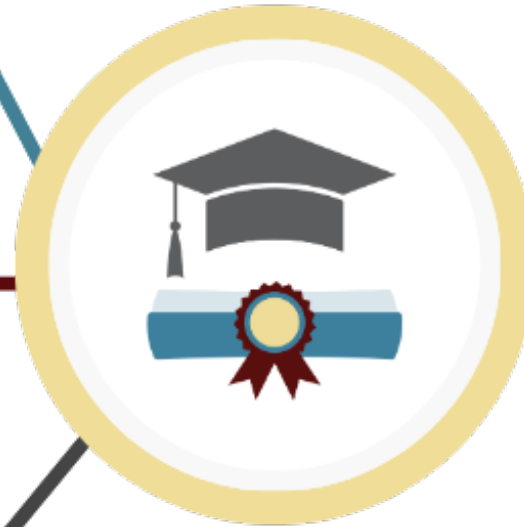
Credit & Subject Area Requirements

Students develop knowledge and skills outlined in state learning standards for core and other subjects.



Graduation Pathway Options

Ways students show readiness for their individual education and career goals for life after high school.



Purpose

To declare that a student is ready for success in:

- Postsecondary education
- Gainful employment
- Civic engagement
- Lifelong learning

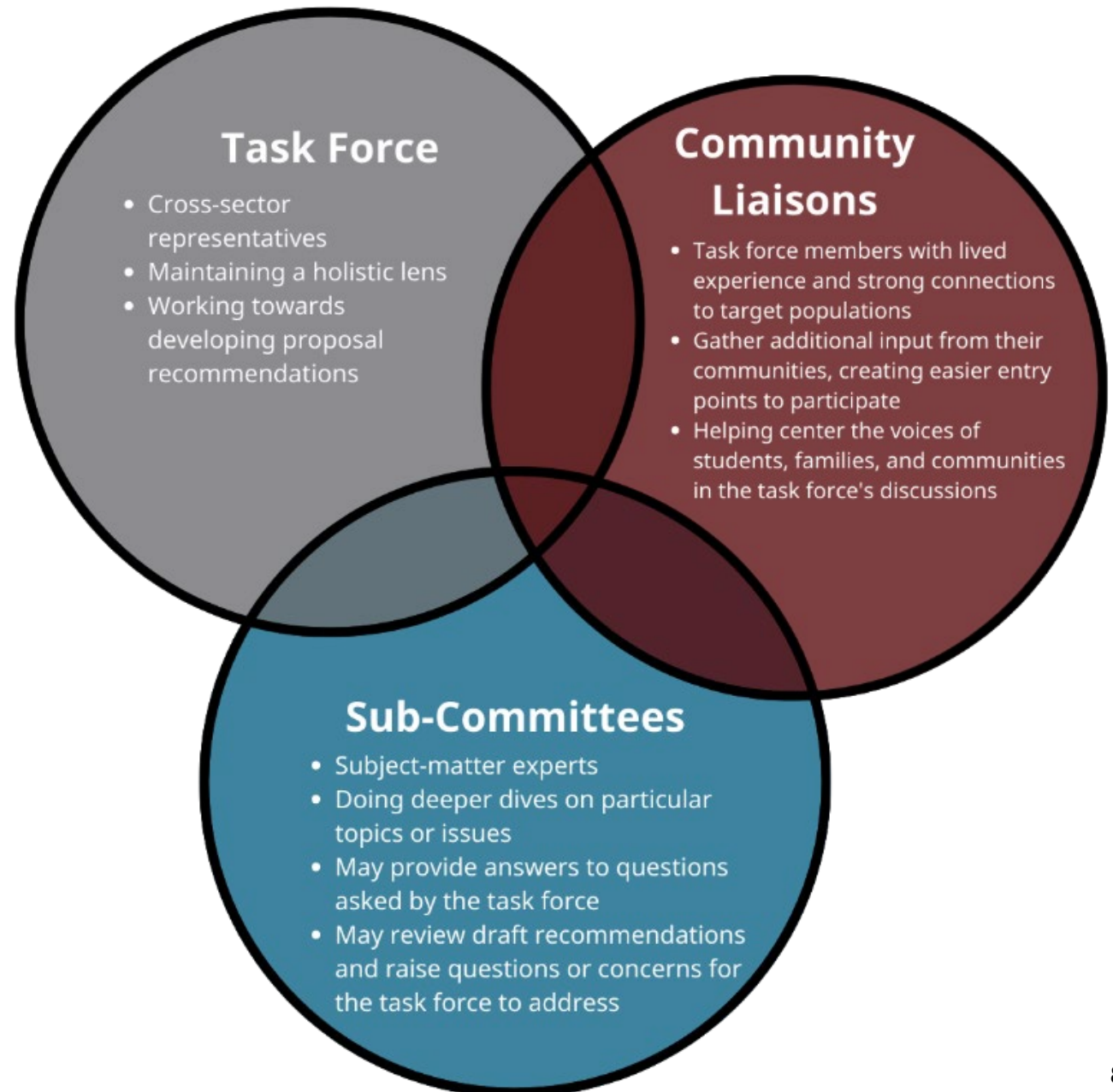
(RCW 28A.230.700)



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.

Task force roles & responsibilities



Task Force Members

Community Liaisons

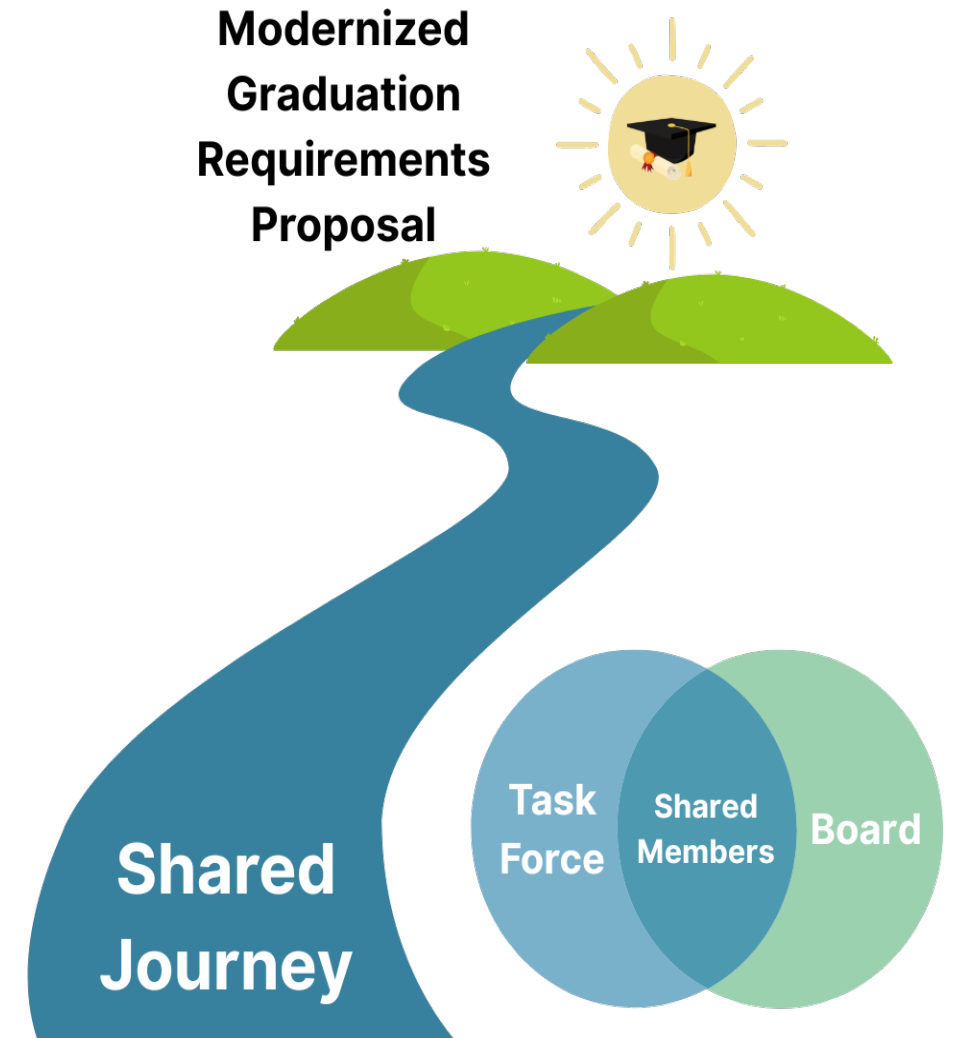
State Board of Education	Dr. Angela Griffin
State Board of Education	Jen Chong Jewell
State Board of Education	Castulo Gonzalez
State Board of Education	Alex Henriksson
WA School Counselor Association	Lauren Mendez
Teacher	Kristy Bishop
Teacher	Keira O'Brien
Principal, mastery-based learning	Lauren House
Charter school	Baionne Coleman
Open Doors (reengagement programs)	Terrance Nixon
Institutional Education	Nicole Rosenkrantz
Office of the Sup. 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 College	Dr. Helen Kim
State Board for Community and Technical Colleges	Stephanie Rock
Workforce Training and Ed. Coordinating Board	Liz Gallagher
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
Northwest Education Access	Gaby Morales
Treehouse	Andrea Springer
PAVE	Nicol Walsh
Foundation for Academic Endeavors	Carol Rodin / Dania Jaramillo
United Way of the Blue Mtns - Elevate	Christy Lieuallen
The ZONE	Mandie Norman
Black Education Strategy Roundtable	Carlina Brown-Banks
East African Community Services	Hilal Mohamed
Policymakers (n=5)	TBD



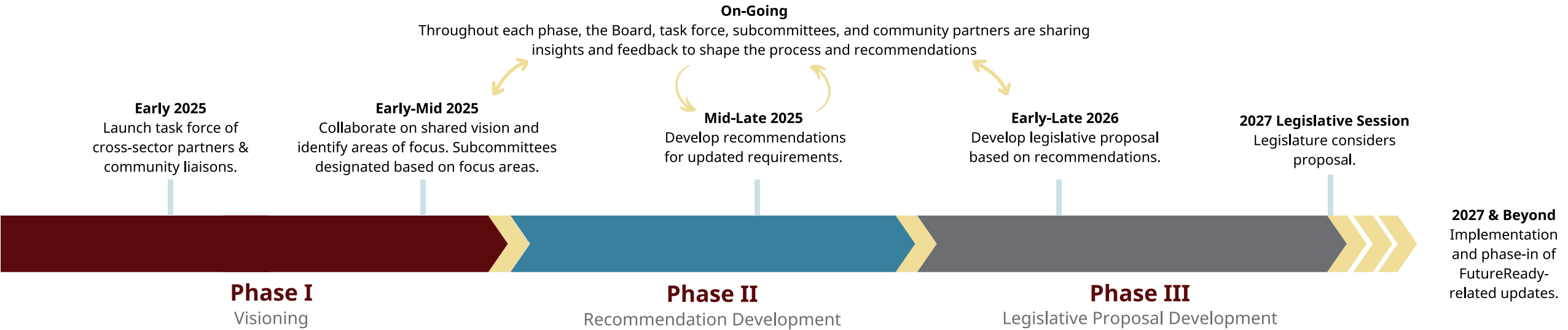
Intentional design for partnership in developing recommendations

- **Alternating meeting schedule** – Task force meets in odd months, Board meets in even months
- **Continuous discussion** – Iterative process with bidirectional communication
- **Board representation on task force** – Four Board members help bridge communication
- **Shared journey** – Aligns both groups in developing recommendations together, informing the Board's legislative proposal for the 2027 session



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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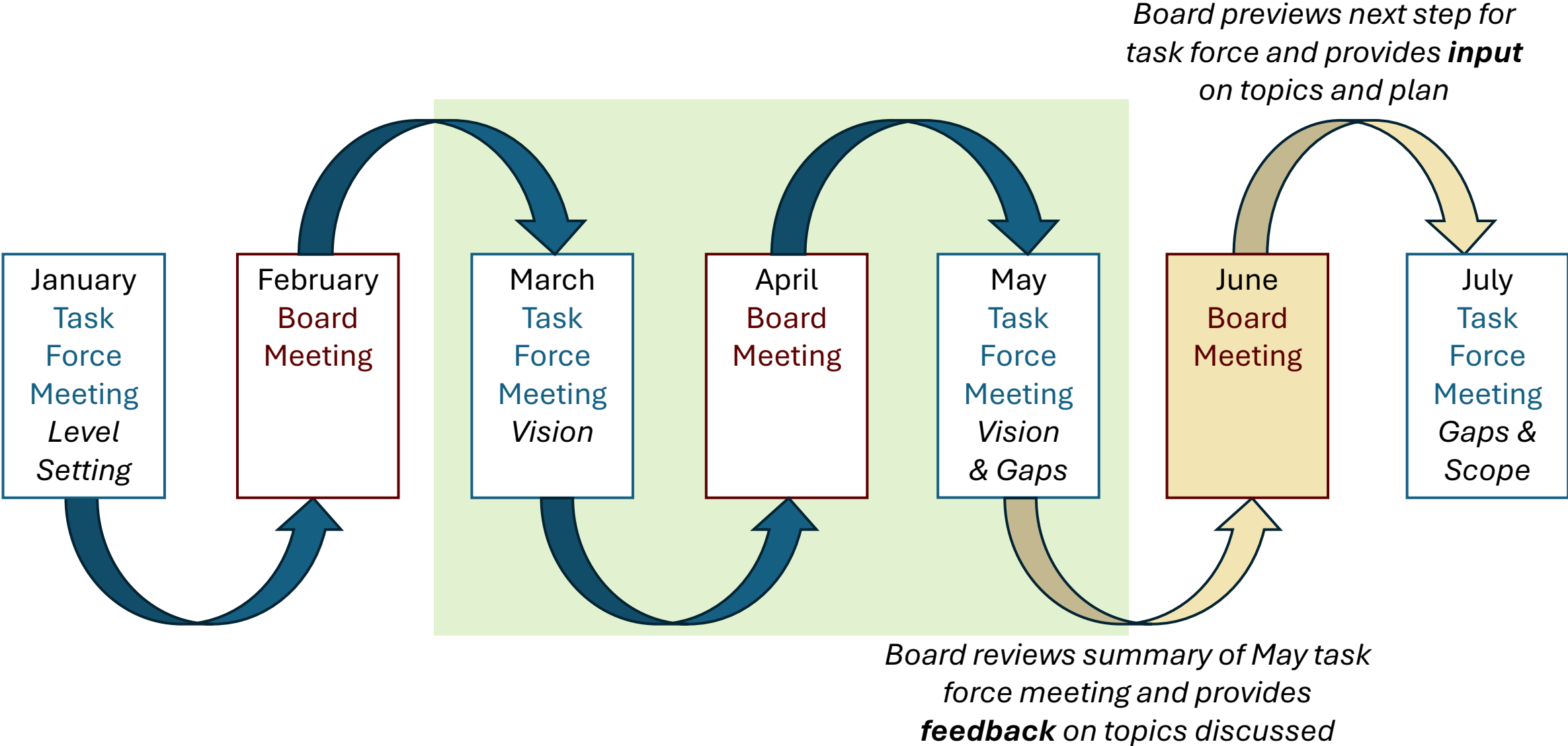
Milestones	December 2025	September 2026	December 2026
	Interim report with initial findings.	Legislative proposal due.	Final materials produced.



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 – May): 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 – July): 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**

Feedback and input





Development of Vision Statement





Vision statement development

- Developed through a collaborative, consensus-building process across multiple Board and Task Force meetings
- Grounded in discussion of key policy issues related to the purpose of the diploma
- Worked towards consensus on each issue before synthesizing into a draft vision statement
- Resulted in strong Task Force support (91% agreement)



Important notes on the vision statement

- Grounded in real policy issues – not abstract ideals – related to the purpose of the diploma; reflects consensus-building across nine key issues
- Intended as a living, working document that can continue to evolve as the work progresses
- Designed as an internal tool to guide the work of the Task Force and Board; not intended for an external or public audience
 - Focus is on confirming broad alignment on direction and core ideas – not wordsmithing – so the work can move forward with a shared foundation



Discussion of Vision Statement



Goals for vision discussion

- Hear how community input shaped the FutureReady vision
- Reflect on Board alignment with the vision
- Identify any major conceptual gaps before moving forward



Vision statement discussion plan

1. Small group discussions (20-25 min)

- Meet with community liaisons to hear how input from across the state shaped the vision statement
- Reflect on what the vision captures from their communities.

2. Report-Outs (10-15 min)

- One Board member from each group shares key takeaways with the full group
- Focus on what you heard and how it connects to the Board's beliefs and priorities

3. Alignment Check (10-15 min)

- Full group discussion followed by a thumbs-up/middle/down poll
- Determine whether the Board broadly agrees with the vision's core ideas and direction – *not the exact wording* – to ensure the work can move forward



Step 1: Small Group Discussions

In small groups with community liaisons:

- Listen to input gathered from communities
- Hear how that input informed the vision statement

Guiding Question:

How does the vision statement reflect what liaisons heard from their communities?



Step 2: Report-Outs

One Board member per group shares key takeaways (3-4 minutes per group)

Guiding Question:

What did you hear from community liaisons about how the vision reflects their communities – and how does that resonate with the Board's own beliefs and priorities?



Step 3: Board Alignment Check

Full Board discussion followed by thumbs poll

Guiding Question:

Does this vision statement reflect the Board's core beliefs and direction? Are there any major conceptual gaps – *not wording* – that need to be addressed before moving forward?

Pulse Check Options:

- 👍 **Thumbs-Up:** This reflects what the Board believes and values. I see no major concerns or gaps in the concepts—even if I might suggest some wordsmithing.
- 🙄 **Sideways:** I have questions or see possible gaps in the concepts, but I'm not sure they rise to the level of misalignment.
- 👎 **Thumbs-Down:** This does not reflect what the Board believes or is missing something essential at the conceptual level.



Next Step: Gap Analysis & Scoping



Gap Analysis & Scoping

Objectives	Framing Questions
<p>Analyze where current graduation requirements fall short in meeting the shared vision and identify key topics and issues to address in policy development</p>	<p>Where/how do current graduation requirements fall short in meeting the vision?</p> <ul style="list-style-type: none">• Knowledge and skills not adequately addressed• Ideal qualities unmet
<p>Define the scope of the initiative, distinguishing between areas for task force recommendations and those requiring other avenues</p>	<p>What range of topics and issues need to be considered as the initiative transitions to developing policy recommendations?</p> <ul style="list-style-type: none">• What topics and issues fall beyond the scope of the initiative and need to be addressed through other avenues?
<p>Determine subcommittees needed for deeper exploration</p>	<p>What subcommittees do we need for deeper dives on topics or issues requiring subject matter expertise?</p>



Discussion of Gaps



Goals for gap discussion

- Hear community and student perspectives on challenges and barriers
- Identify where current graduation requirements fall short of the shared FutureReady vision
- Highlight topics that may need further exploration



Gap analysis discussion plan

- Board members will rotate around three tables in three discussion rounds (~20 minutes each)
- Community liaisons will stay at each table to share insights gathered from their communities
- Each round will have a guiding question
 - The community liaisons speak first
 - Followed by the SBE student member sharing input gathered from AWSL students
(Note: Anna will be filling in as student voice for third group)
 - Then discuss as a group
- At the end of the third round, stay at your final table and work together to prepare your report-out (to be delivered by a Board member):
 - Identify key themes raised by communities
 - Highlight topics that may need deeper exploration
- Final step: Report-outs and whole group discussion



Round 1

Question:

What stories or experiences from your community help highlight where the current graduation requirements are falling short of the FutureReady vision?

Speaking order:

1. Community liaisons share input from their communities
2. SBE student member shares input gathered from AWSL students
3. Small group discussion



Transition

- Board members **rotate quickly and clockwise** to the next table
- Community liaisons stay at their tables



Round 2

Question:

What aspects of current graduation requirements create unnecessary barriers to student success, and which of those can be addressed through state policy?

Speaking order:

1. Community liaisons share input from their communities
2. SBE student member shares input gathered from AWSL students
3. Small group discussion



Transition

- Board members **rotate quickly and clockwise** to the next table
- Community liaisons stay at their tables



Round 3

Question:

What topics related to graduation requirements might require a deeper dive or a focused subcommittee?

Speaking order:

1. Community liaisons share input from their communities
2. SBE student member shares input gathered from AWSL students
3. Small group discussion



Prepare your report-out

- Stay at your final table after Round 3
- Work together to prepare your report-out
 - Identify key themes raised by communities
 - Highlight topics that may need deeper exploration
- Identify one Board member to be your speaker
- Aim to polish your summary – this may be recorded and shared as part of the Board's message to the Task Force
- Each group will have about 5 minutes to share



Report-outs and whole group discussion

- Each group shares a report-out (~5 minutes each)
- Open floor for questions and reflections from whole group
- Focus on highlighting key themes to inform the Task Force's next steps in gap analysis and scoping



Revisit segment objectives

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