



FutureReady Graduation Requirements Initiative

Randy Spaulding, Executive Director

Presentation to CAPAA
November 16, 2024

Board Members



Officers



Bill Kallappa
Chair
 Appointed – Tumwater
Lifelong educator who has worked in both public school districts and tribal schools



Mary Fertakis
Vice Chair
 Elected – Tukwila
Former WSSDA President, former Tukwila school board, Equity Policy design at PSESD



Harium Martin-Morris
 Appointed – Seattle
Software development, local school board member, teacher



Dr. Dana Riley Black
 Appointed – Seattle
Vice President, Museum of Flight, Business, labor, and non-profits



Brooke Brown
 Appointed – Tacoma
Former state Teacher of the Year, ELA, ethnic studies educator



Ryan Brault
 Elected – Pasco
Financial advisor, local school board president



Jan Brown
 Private Schools Representative – Tacoma
Former principal, Seattle Pacific University



Ron Mabry
 Elected – Tri-Cities
School board, WSSDA past president

Students



Castulo Gonzalez
 Appointed—Chehalis
Western WA student representative



Alex Henriksson
 Appointed—Redmond
Eastern WA student representative



Patty Wood
 Elected – Kelso
High School coach, member of WSSDA board of directors, school board member



Paul Pitre
 Appointed – Seattle
Chancellor and associate professor at WSU Everett



Dr. Susana Reyes
 Appointed – Shoreline
Superintendent former operations for the Pasco SD



Chris Reykdal
 Elected – OSPI
Teacher, local school board member & state legislator



Kevin Wang
 Appointed – Bellevue
Educator, engineer, social entrepreneur

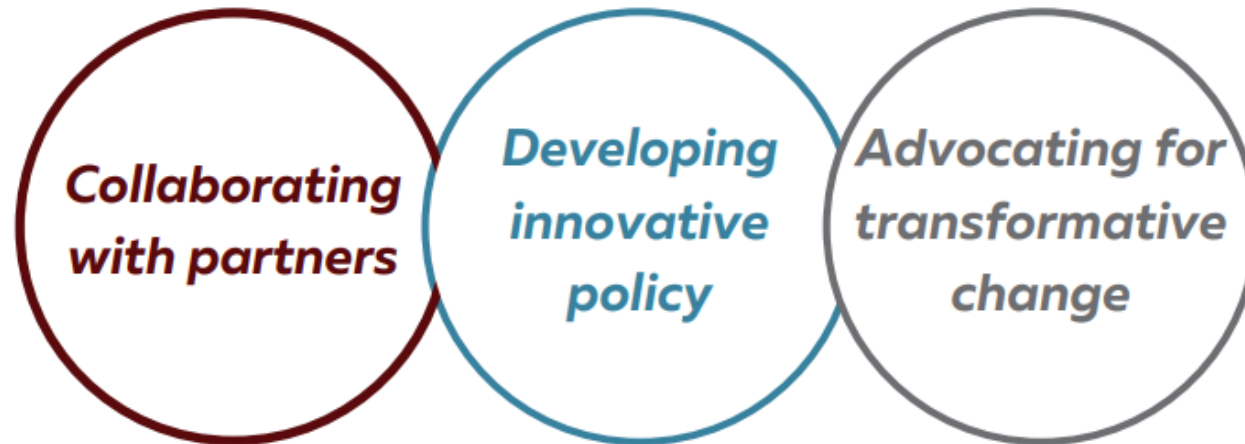


Dr. Angela Griffin
 Elected - Seattle
Non-profit CEO, PhD in Educational and Organizational Leadership

We shape policies and advocate for the state's K-12 public education system.

Our **MISSION** is to cultivate **an equitable and inclusive K-12 education system** that fulfills our **VISION** of **every student being empowered with the knowledge and skills they need to thrive in a changing world.**

We work toward **realizing our vision** through



Values

- **Champion Inclusive and Equitable Education:** *Ensure every student receives the opportunity and support they need to grow and thrive.*
- **Honor the Brilliance of Each Student:** *Value the diverse strengths and unique backgrounds of every student.*
- **Create Learning Environments Focused on Relationships:** *Foster mutual respect, belonging, and joy.*
- **Personalize Learning for Every Student:** *Challenge and support each student to develop critical thinking and problem-solving skills.*
- **Build Strong Relationships and Community Connections:** *Partner with families and communities to create new opportunities that incorporate diverse histories, identities, and experiences.*
- **Support Holistic Development:** *Nurture students' well-being and academic growth.*
- **Reflect Diverse Identities in Education:** *Ensure curriculum is inclusive and culturally responsive, empowering students to address societal challenges.*
- **Promote Relevant and Engaging Learning:** *Make learning hands-on and applicable to real-world contexts.*

Profile of a Graduate



Goals of Basic Education:

- Effective communication in multiple modes & to multiple audiences
- Interdisciplinary application of core academic concepts & principles
- Critical & creative reasoning & problem-solving
- Navigation & exercise of life & civic responsibilities

(See RCW 28A.150.210)

Cultivates Personal Growth & Knowledge



*Shows confidence
Applies learning
Sets personally meaning goals*

Sustains Wellness



*Cultivates physical & emotional well-being
Fosters empathy
Builds relationships*

Solves Problems



*Thinks critically
Demonstrates resilience
Embraces creativity*

Embraces Differences /Diversity



*Participates in community
Promotes global responsibility
Shows cultural competency*

Communicates Effectively



*Works on a team
Collaborates
Navigates conflict*

Masters Life Skills/Self-Agency



*Takes initiative
Understands financial & digital literacy
Accesses resources*



Purpose of the Diploma:

Students are ready for success in:

- Postsecondary education
- Gainful employment
- Civic engagement

And are equipped with the skills to be lifelong learners.

(See RCW 28A.230.090)

Strategic Plan Approach Commitment

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. We are moving toward a collaborative approach where policies are designed in partnership with the communities we serve.



A different type of strategic plan

Focusing on what we can do within our areas of authority, we present questions and initiatives for exploration alongside our partners instead of predetermined outcomes

Key areas of work include:

- **Advocacy and Strategic Oversight of Public Education**
Champion education equity
- **High School Graduation and Learning Standards**
Empower students with essential knowledge and skills
- **Basic Education**
Support achievement of the Goals of Basic Education
- **Educational System Health, Accountability, and Recognition**
Support the overall health of the education system

FUTURE Ready

Innovating graduation requirements to empower tomorrow's leaders.

- 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.

Authority

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

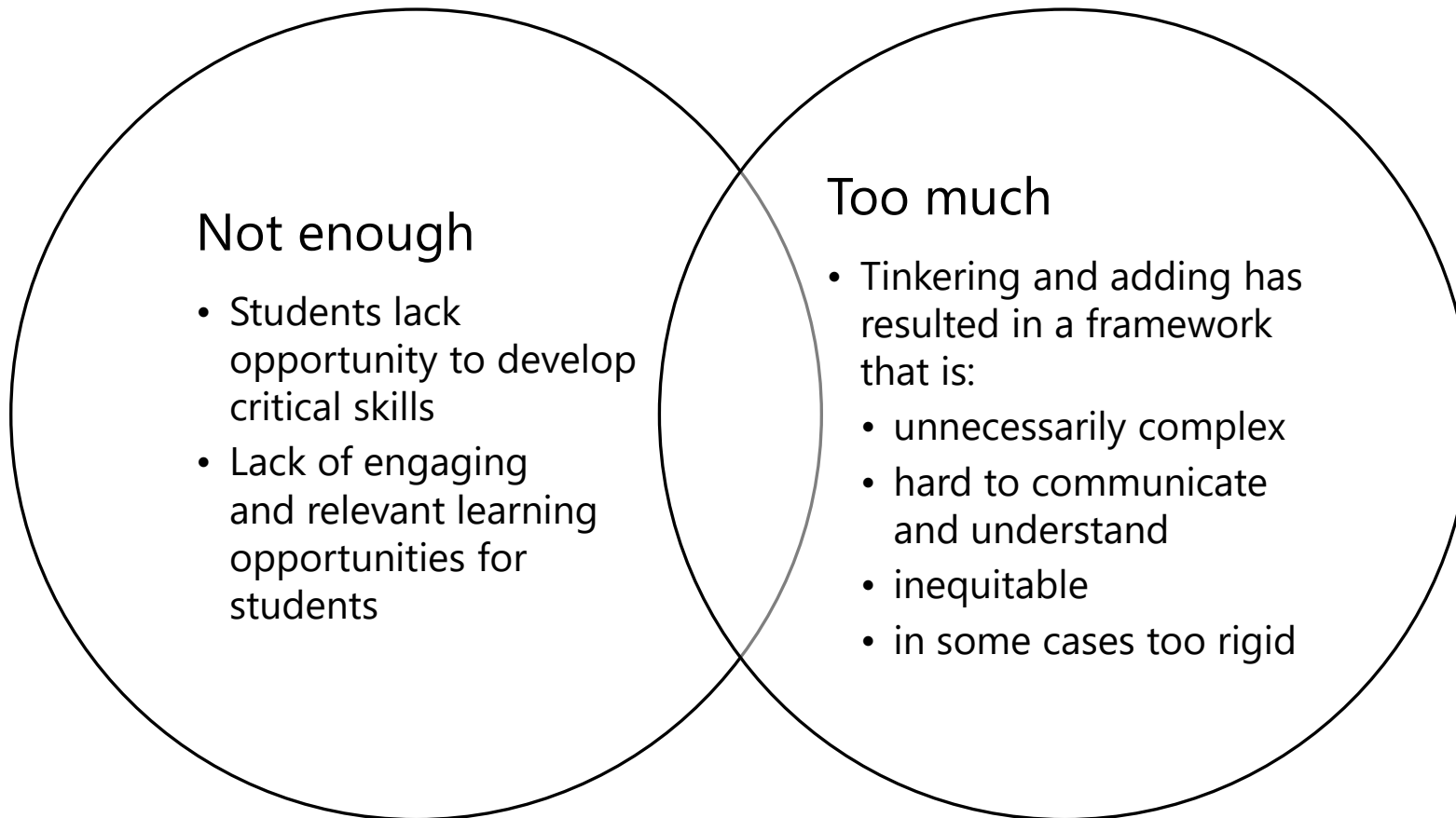
- Establishing graduation requirements,
- Periodically reevaluating them, and
- Proposing changes to the state Legislature

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

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

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

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 + activities



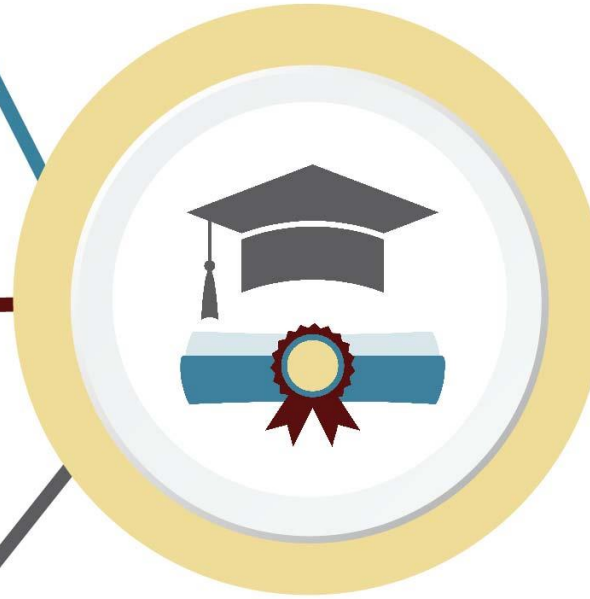
Credit & Subject Area Requirements

Students develop knowledge and skills outlined in state learning standards for core + 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:

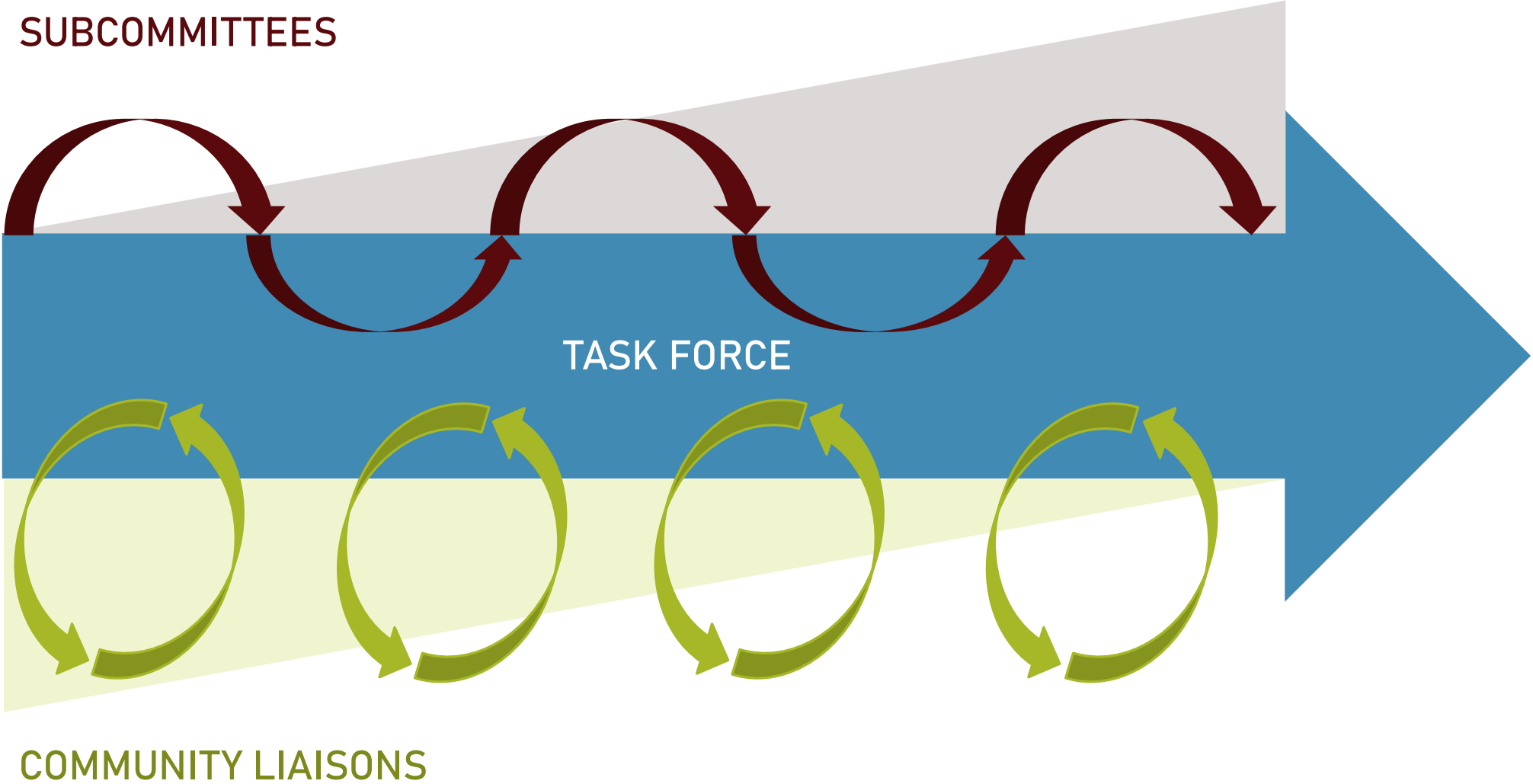
- Postsecondary education
- Gainful employment
- Civic engagement
- Lifelong learning

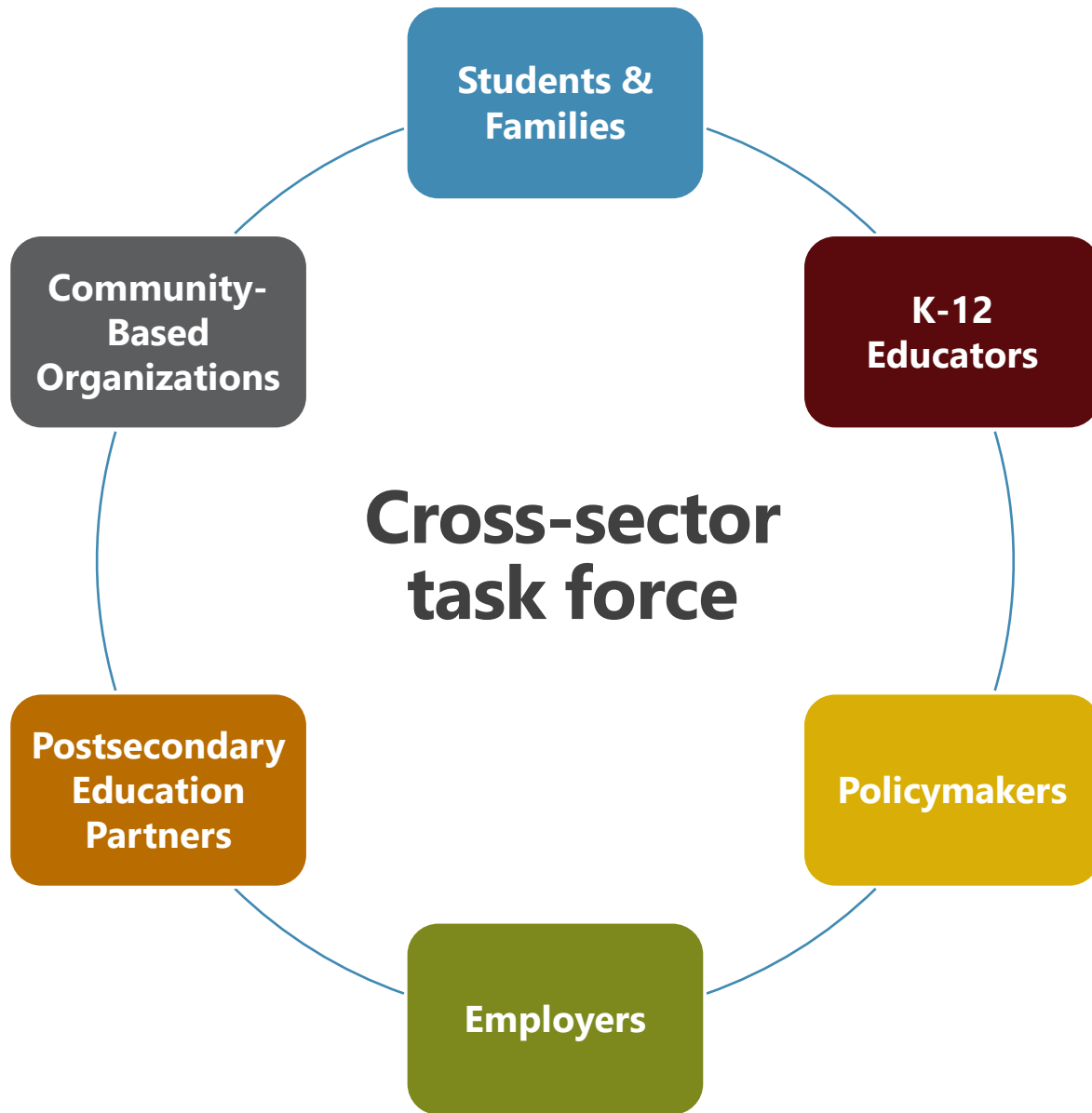
(RCW 28A.230.090)

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:** *Encourage 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 adjust 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





Representation Considerations

- Geographic diversity
- Examples of Target Populations:
 - Black, Indigenous, and People of Color (BIPOC), disaggregated groups
 - LGBTQIA+ youth
 - Students with disabilities
 - Youth in foster care
 - Students experiencing homelessness
 - Military-connected families
 - Highly mobile students
 - Families with lower incomes
 - Migrant families
 - Multilingual families
 - Justice-involved youth
- Learning Environments:
 - Traditional public schools
 - Charter public schools
 - State-tribal education compact schools
 - Private schools
 - Online schools
 - Skills centers
 - Mastery-based learning programs
 - Alternative learning environments
 - Institutional education
 - Youth reengagement programs (e.g., Open Doors)
 - HS completion programs through CTCs

Roles

Task force

- Cross-sector representatives
- Maintaining a holistic lens
- Working towards developing proposal recommendations

Subcommittees

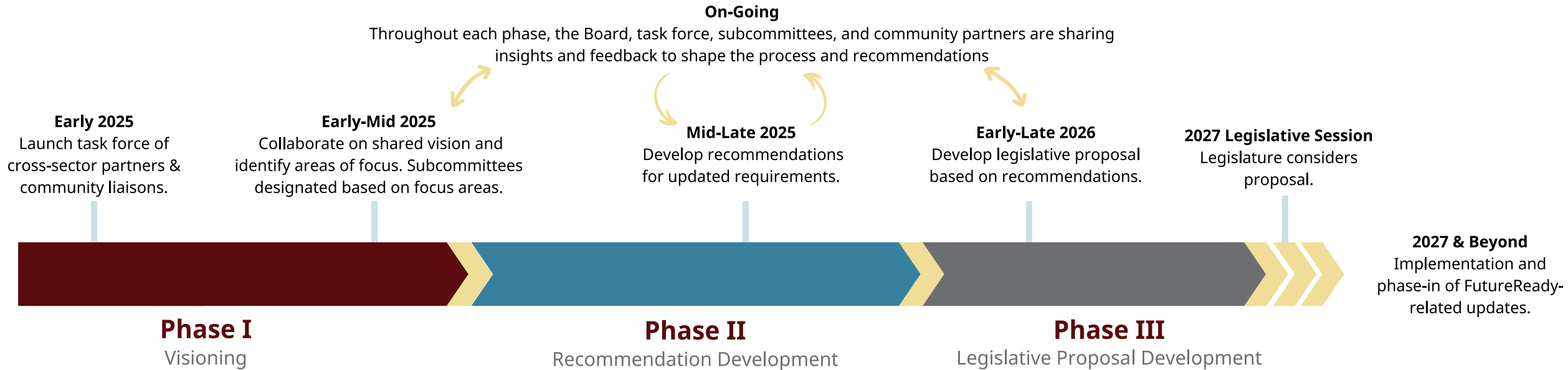
- Subject-matter experts
- Doing deeper dives on particular topics or issues
- May provide answers to questions asked by the task force
- May review draft recommendations and raise questions or concerns for the task force to address

Community liaisons

- Task force members with lived experience and strong connections to target populations
- Funded to gather additional input from their communities, creating easier entry points to participate
- Helping center the voices of students, families, and communities in the task force's discussions

FutureReady Initiative Timeline

Timeline dates are tentative and subject to change.



What we're asking of the Legislature

- **Support the Board's comprehensive review**
 - Avoid adding new requirements separately from this review process
- **Fund stakeholder engagement efforts**
 - Modest funding to support robust community engagement to inform the Board's proposal



Resources

- [FutureReady Handout](#)
- [Webpage](#)
- [Interest form](#)
- [Newsletter sign-up](#)

Contact Information

Randy Spaulding, Executive Director

randy.spaulding@k12.wa.us

Website: www.SBE.wa.gov

Facebook: www.facebook.com/washingtonSBE

Email: sbe@k12.wa.us

Phone: 360-725-6025

