FUTURE Ready

Update for the Workforce Board

April 3, 2026

Board Members

Mary Fertakis
Chair - Elected
Tukwila

Former WSSDA President, former Tukwila school board, Equity Policy design at PSESD

Bill Kallappa
Past Chair - Appointed
Tumwater

Lifelong educator who has worked in both public school districts and tribal schools

Brooke Brown
Vice-Chair - Appointed
Tacoma

Former state Teacher of the Year, ELA, ethnic studies educator

Riley Acheson
Selected by Board
Cashmere

Student representative

Jan Brown
Private School Rep.
Tacoma

Former principal, Seattle Pacific University

Jen Chong Jewell
Elected
Everett

Disability advocate and Snohomish County's Transition Resource Coordinator

Shari Conditt
Appointed
Ridgefield

Teacher, former State History Teacher of the Year, adjunct professor

Elissa Dyson
Appointed
Colville

School board director, WSDDA Golden Gavel Award recipient.

Dr. Angela Griffin
Elected
Seattle

Non-profit CEO, PhD in Educational and Organizational Leadership

Dr. Sue Kane
Appointed
East Wenatchee

CEO of NCW Tech Alliance, STEM education advocate

Ron Mabry
Elected
Tri-Cities

School board, WSDDA past president

Paul Pitre
Appointed
Seattle

Chancellor and associate professor at WSU Everett

Dr. Susana Reyes
Appointed
Shoreline

Superintendent former operations for the Pasco School District.

Chris Reykdal
Elected
OSPI

Teacher, local school board member & state legislator

Dr. Dana Riley Black
Appointed
Seattle

Vice President, Museum of Flight. Business, labor, and non-profits

Abby Wu
Selected by Board
Pullman

Student representative

Who Serves on the State Board of Education?

The Board's 16 members consist of:

- Two current high school students
- The Superintendent of Public Instruction
- Seven members appointed by the Governor
- Five members elected by local school board members
- One member elected by private school leaders

State Board of Education FutureReady Team

Randy Spaulding
Executive Director

Alissa Muller
Director of Policy

Arielle Matthews
Associate Director of Policy

Gail Wootan
Director of System Health & Compliance

Anna Ricks
Tribal Liaison & Community Engagement Coordinator

Yazmin Carretero
Government Relations & Policy Analyst

Colton Kaltenfeldt
Communications Manager

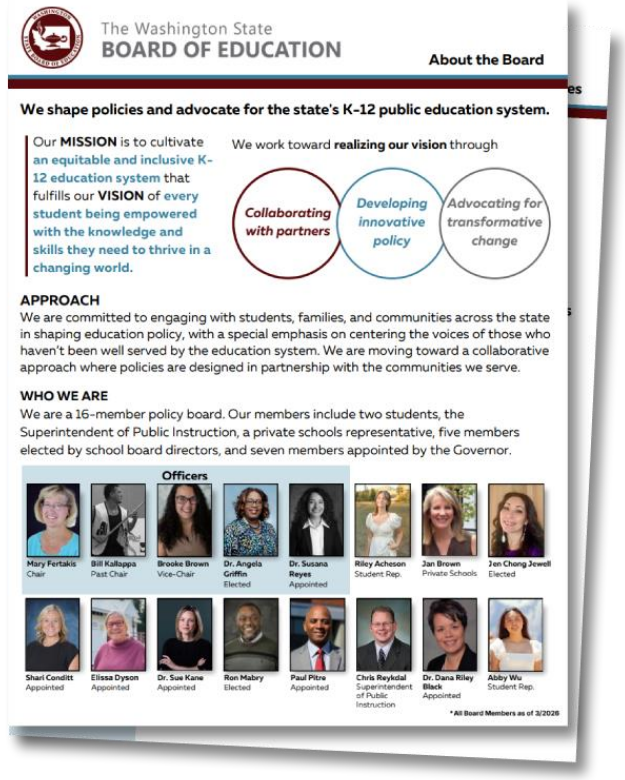
The Board's 2024-2028 Strategic Plan

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

2024-2028 Strategic Plan

Key areas of work include:

- **Advocacy and Strategic Oversight of Public Education**
  Champion educational equity
- **High School Graduation**
  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


The Washington State
BOARD OF EDUCATION

About the Board

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

Collaborating with partners · Developing innovative policy · Advocating for transformative change

APPROACH

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.

WHO WE ARE

We are a 16-member policy board. Our members include two students, the Superintendent of Public Instruction, a private schools representative, five members elected by school board directors, and seven members appointed by the Governor.

Officers

Mary Fertakis, Chair · Bill Kallappa, Past Chair · Brooke Brown, Vice-Chair · Dr. Angela Griffin, Elected · Dr. Susana Reyes, Appointed · Riley Acheson, Student Rep. · Jan Brown, Private Schools · Jen Chong Jewell, Elected

Sharl Conditt, Appointed · Elissa Dyson, Appointed · Dr. Sue Kane, Appointed · Ron Mabry, Elected · Paul Pitre, Appointed · Chris Reykdal, Superintendent of Public Instruction · Dr. Dana Riley Black, Appointed · Abby Wu, Student Rep.

*All Board Members as of 3/2026

FUTURE Ready

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 Mary Fertakis works with fellow members of the FutureReady Task Force during a collaborative brainstorming activity.

Graduation Requirements

Our Authority Regarding Graduation Requirements

The State Board of Education is responsible for setting, and periodically reevaluating state-level graduation requirements that students must complete to receive a diploma.

Type of Authority	RCW
Establish credit and non-credit requirements for high school graduation and periodically reevaluate the graduation requirements	RCW 28A.230.090
Set minimum scores for graduation on required high school assessments	RCW 28A.305.130
Adopt rules to implement graduation pathway requirements	RCW 28A.230.710
Graduation pathway options—reporting and survey requirements	RCW 28A.230.720

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)

HSBP Requirements Include:

- Guides a student's high school choices of:
  - Courses
  - Educational activities that help prepare for life after high school
- A process for educators to help students imagine their future and learn how to make that future a reality

- Must be updated annually in high school
- Identification of career goals aided by a skills and interest assessment.
- Identification of educational goals.
- A four-year plan for courses taken in high school that satisfies state and local graduation requirements and aligns with students' secondary and postsecondary goals
- Options for satisfying state and local graduation requirements
- Resume or activity log, that includes the student's education, work experience, community service
- Evidence that the student has received information on federal and state financial aid programs that help pay for postsecondary programs, including evidence that the student has received specific information detailed in law

FUTURE Ready

17 CORE CREDITS

7 FLEXIBLE CREDITS

ENGLISH	SCIENCE	MATH	SOCIAL STUDIES	HEALTH & FITNESS	ARTS	CAREER & TECHNICAL EDUCATION	ELECTIVES	PERSONALIZED PATHWAY (PPR) **
	1 Credit Class with Lab	**1 Credit** Algebra 1 or Integrated Math 1	**1 Credit** U.S. History and Government	**0.5 Credit** Health				ARTS
	1 Credit Class with Lab	**1 Credit** Geometry or Integrated Math 2	**0.5 Credit** Contemporary World History, Geography, and Problems **0.5 Credit** Civics	**1.5 Credit** Fitness				GLOBAL LANGUAGE
	1 Credit Based on Student's High School & Beyond Plan *	**1 Credit** Based on Student's High School & Beyond Plan *						GLOBAL LANGUAGE
			1 Credit Social Studies Elective					
4 CREDITS	**3 CREDITS**	**3 CREDITS**	**3 CREDITS**	**2 CREDITS**	**1 CREDIT**	**1 CREDIT**	**4 CREDITS**	**3 CREDITS**

** Third credit of science or math can be substituted with Computer Science, but not both.*

*** Personalized pathway requirements (PPR) are electives in any subject that align with the student's High School & Beyond Plan. The arts and world language credits can be replaced with other electives.*

Districts are authorized to waive up to two flexible credits of the 24-credit requirement for individual student circumstances.

Graduation pathway options

2019 legislation replaced exit exams with graduation pathway options

- State Assessment
- Dual Credit Courses
- AP/IB/Cambridge Exams
- SAT/ACT College Entrance Exams
- Transition Courses
- Performance-Based Pathway
- Combination of the above pathways
- Armed Services Vocational Aptitude Battery (ASVAB)*
- Career and Technical Education Course Sequence (CTE)*

Intended to allow students to show they are ready for their own education and career goals for after high school.

They should be:

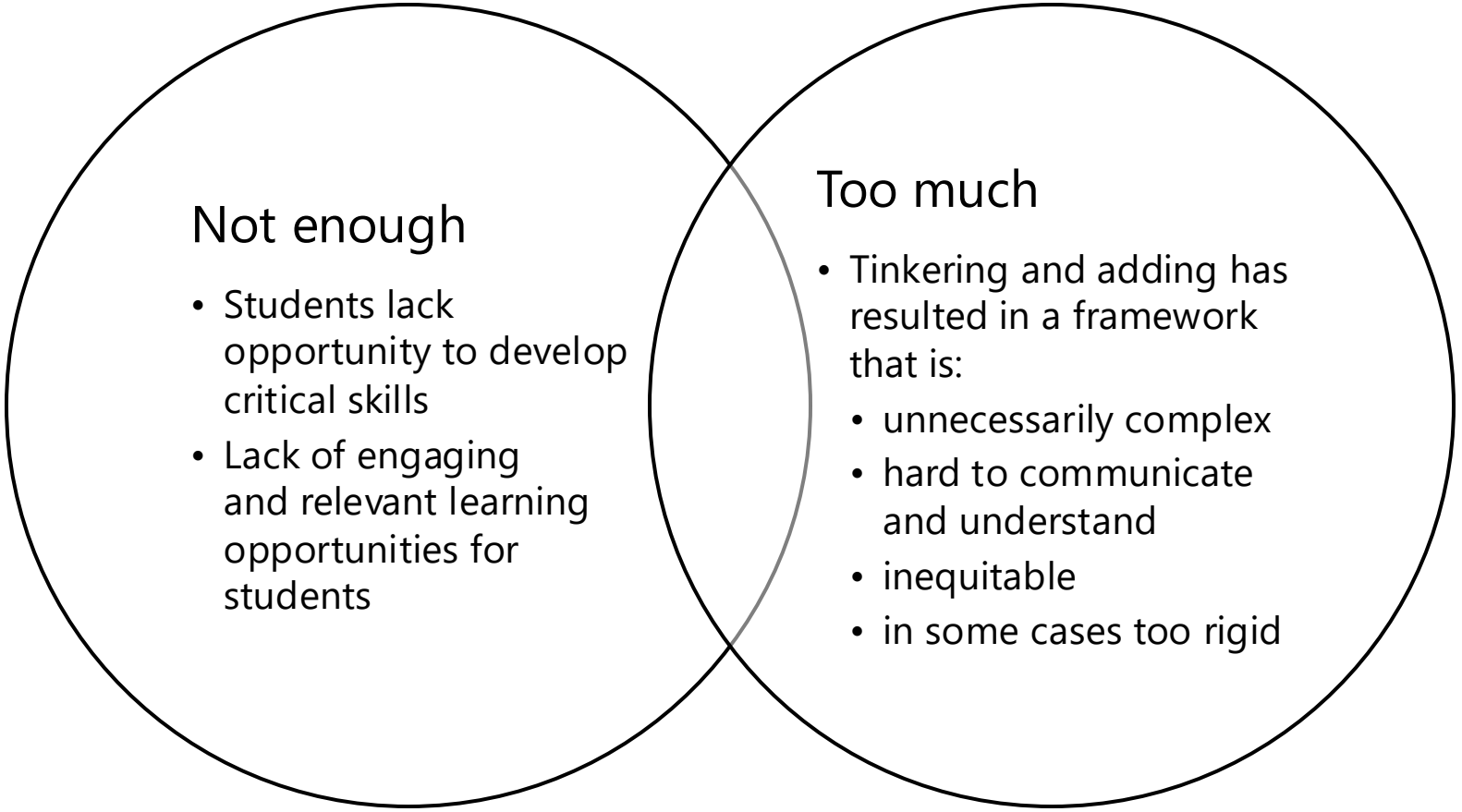
- Student-focused
- Individualized
- Adaptable
- Rigorous
- Meaningful

What is FutureReady?

What is FutureReady?

- Collaborative effort with community, with intentional inclusion of the populations most impacted by the potential changes, to comprehensively update WA's high school graduation requirements.
- 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 into support effective implementation.

What problems are we trying to solve?



E.M./Elana Eisen-Markowitz & RachelSchragis 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

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 2022, only 49% of Washington high school graduates enrolled in postsecondary education by the Fall of 2022, which is 13 percentage points below the national average. (Education Research and Data Center and National Center for Education Statistics)
- 32% of 10th and 12th graders say their schoolwork is not meaningful. (2023 Healthy Youth Survey)

Initiative Structure

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 meaningful goals

Solves Problems

Thinks critically
Demonstrates resilience
Embraces creativity

Communicates Effectively

Works on a team
Collaborates
Navigates conflict

Sustains Wellness

Cultivates physical & emotional well-being
Fosters empathy
Builds relationships

Embraces Differences /Diversity

Participates in community
Promotes global responsibility
Shows cultural competency

Masters Life Skills/Self-Agency

Takes initiative
Understands financial & digital literacy
Accesses resources

Purpose of the Diploma:

Students are ready for success in:

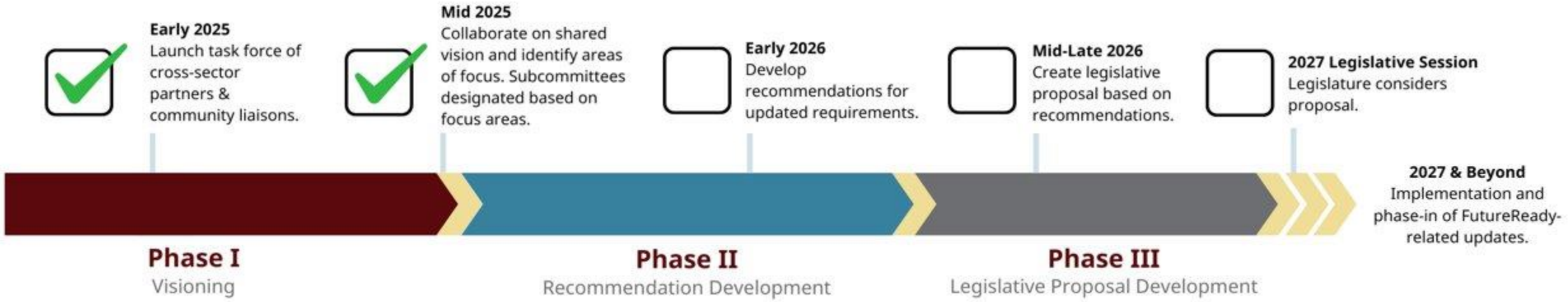
- Postsecondary education
- Gainful employment
- Civic engagement

And are equipped with the skills to be lifelong learners.

(See RCW 28A.230.700)

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
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

Milestones

December 2025
Interim report with initial findings.

September 2026
Legislative proposal due.

December 2026
Final materials produced.

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

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

Partner Organizations for Subcommittees

Lead organizations helping coordinate and facilitate subject matter subcommittees:

Financial Education & Life Skills Subcommittee
Financial Education Public-Private Partnership

Technology, Computer Science, and Media Literacy Subcommittee
CS for All Washington

Math Subcommittee
Office of the Superintendent of Public Instruction
State Board for Community and Technical Colleges

Educator Development and Student Learning Experience Subcommittee
Professional Educator Standards Board

Implementation Subcommittee
State Board of Education

Task Force members

State Board of Education	Dr. Angela Griffin
State Board of Education	Jen Chong Jewell
State Board of Education	Riley Acheson
State Board of Education	Abby Wu
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
South Central Workforce	Susy Moran
WA State Department of Labor and Industries	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
Washington State Senate: Early Learning and K-12 Education Committee	Sen. Lisa Wellman
Washington State House of Representatives: House Education Committee	Rep. Sharon Tomiko Santos

Implementation Subcommittee members

Name	Organization	Role
Maria Muto	OSPI	Secondary School Counseling Program Supervisor
Lauren House	West Valley SD (Spokane)	Principal
Kiera O'Brien	Vancouver SD	Teacher
Lauren Mendez	WSCA	Chief Executive Officer
Bernard Koontz	Highline SD	ED Teaching, Learning, and Leadership
Jill McCormick	PAVE	Co Assistant Director
Kimberly Headrick	Medical Lake	Superintendent
Alaina Sivadasan	Issaquah	ED of Equity Counseling, and Family Partnerships
Jeff Charbonneau	Zillah High School	Principal
John Yellowlees	Peninsula SD	Chief Academic Officer
Heidi Youseph	Freeman HS (Marysville)/WCHSCR	CCR Counselor/Program Director
Erin Okuno	OEO	Acting Director
Susana Reyes	SBE	Board member

Educator Development & Student Learning Experience subcommittee members

Name	Organization	Role
Andra Kelley-Batstone	OSPI	Executive Director, Educator Growth & Development
Dania Jaramillo	Foundation for Academic Endeavors	Executive Director
Michael Nguyen	PESB	Director of Policy
Steve Fisk	Odessa School District	Superintendent
Jake Swanke	Disability Support Services Council (SBCTC) / Renton Technical College	President / Director of Disability Resource Services
Joy Kramer	Division of Vocational Rehabilitation	Regional Transition Consultant
Sarah Patterson	AGC Education Foundation	Workforce Development Director
Julia Bamba	Issaquah SD	Principal on Special Assignment
Fang Xu	Heritage University	Assistant Professor
Mary Templeton	Lake Stevens SD	Superintendent
Brooke Brown	SBE	Board Member
Alicia Morales	WEA/Bremerton SD	Teacher

Financial Education & Life Skills Subcommittee Members

Name	Organization	Role
Nico Rei Buyco McMillan	Artemis Connection	Operations and Partnerships Manager
Carlina Brown-Banks	Black Education Strategy Roundtable	Task Force member, BESR Board member
Jesse Johnson	Washington State Treasurer	Director of Outreach
Lori Hairston	Washington DECA	Executive Director
Heather Tow-Yick	Issaquah School District	Superintendent
Barbara Soots	OSPI	Assistant Director of Open Education & Instructional Materials
Allison McFadden	Retired fellow, Capitol High School	Business Education teacher
Tracy Godat	FEPPP	Executive Director
Adam Wright	Western Washington University	Faculty
Jen Chong Jewell	State Board of Education	Board Member
Michelle Spenser	Association for Career & Technical Education	Executive Director

Technology, Computer Science, and Media Literacy Subcommittee Members

Name	Organization	Role
Amy Ko	Director for Computer Science for All WA, UW	Lead Coordinator
Sen. Wellman	WA State Senate	Task force member; Policymaker
Terron Ishihara	OSPI	Computer Science Program Supervisor
Tana Peterman	WA STEM	Senior Program Officer
Chanel R. Hall	Technology Alliance	Task force member; workforce
Rita Abdel-Malek	Code.org	Director of Government Affairs
Mike Batali	ESD 105	Regional Educational Technology Coordinator
Michelle Laskowski	Fife SD	CTE/STEM teacher
Adrienne Gifford	Open Windows School (private school)	Innovation & Technology Teacher
Josh Caldwell	Google	Program Manager
Juan Lozano	Puget Sound Skills Center (Highline)	Principal
Dr. Sue Kane	State Board of Education	Board Member

Math Subcommittee Members

Name	Organization	Role
Serena O'Neill	OSPI	Associate Director of Secondary Mathematics
Dawn Draus	SBCTC	Policy Associate for Math Pathways and Placement
Julie Garver	COP	Task force member / Director of Policy and Academic Affairs
Dr. Dana Riley Black	State Board of Education	Board member
Rathi Sudhakara	Washington Student Achievement Council	Task Force member / Associate Director, Strategy & Partnerships
Dr. Sara Sunshine Campbell	Evergreen State College	Director, Master in Teaching
Wyatt Ladiges	Curlew School District	Superintendent
Shannon Carr	UW Tacoma	Associate Vice Chancellor for Enrollment Services
Dr. Henry Brewster	Lower Columbia College	Dean of Instruction for Business, Math, and Science
Casey Bruinsma	Franklin Pierce SD	High School Math Teacher
Monique Harrison	Kent SD	Secondary Math Program Specialist
Nancy Nelson	Chief Leschi Schools	Curriculum and Instruction, CTE (and previously math educator)

Our Community Liaisons

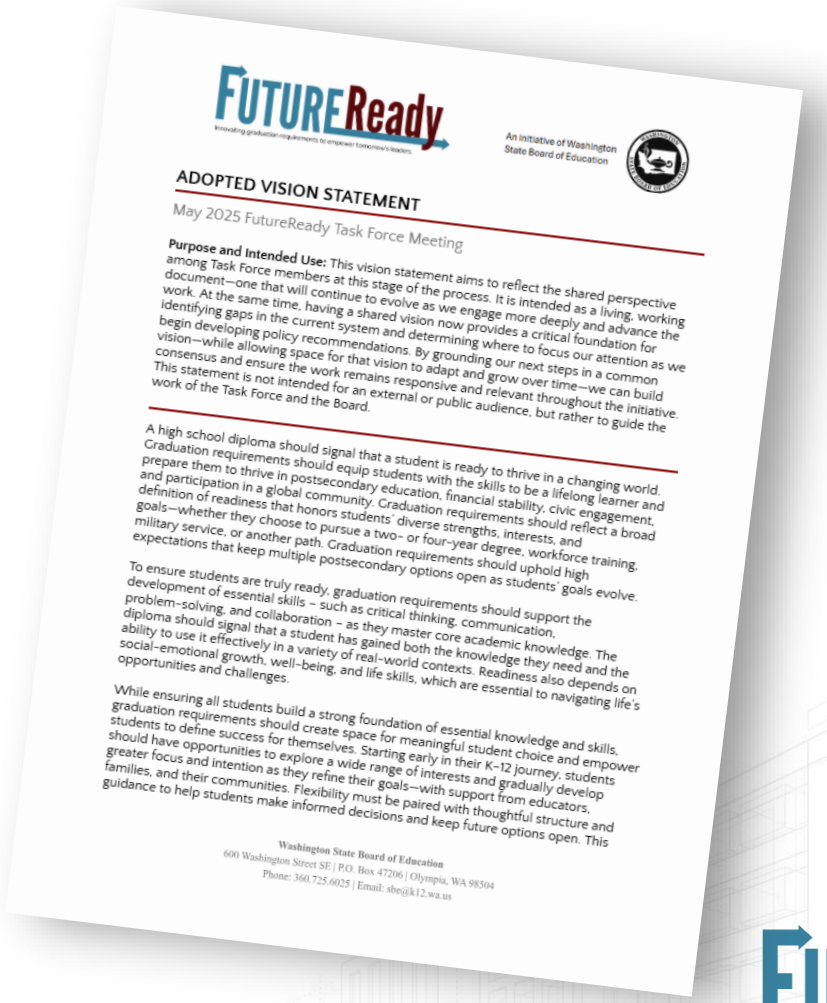
These liaisons serve as Task Force members, bringing lived experience and a strong commitment to supporting populations historically underserved by the education system.

Vision

Vision statement

See Complete Adopted Vision Statement

- Graduation requirements should uphold high expectations that keep multiple postsecondary options open as students' goals evolve.
- While ensuring all students build a strong foundation of essential knowledge and skills, graduation requirements should create space for meaningful student choice and empower students to define success for themselves.
- Flexibility must be paired with thoughtful structure and guidance to help students make informed decisions and keep future options open. This balance ensures all students have equitable access to opportunities and aren't unintentionally limited by their early choices.



FUTURE Ready

An initiative of Washington State Board of Education

ADOPTED VISION STATEMENT

May 2025 FutureReady Task Force Meeting

Purpose and Intended Use: This vision statement aims to reflect the shared perspective among Task Force members at this stage of the process. It is intended as a living, working document—one that will continue to evolve as we engage more deeply and advance the work. At the same time, having a shared vision now provides a critical foundation for identifying gaps in the current system and determining where to focus our attention as we begin developing policy recommendations. By grounding our next steps in a common vision—while allowing space for that vision to adapt and grow over time—we can build consensus and ensure the work remains responsive and relevant throughout the initiative. This statement is not intended for an external or public audience, but rather to guide the work of the Task Force and the Board.

A high school diploma should signal that a student is ready to thrive in a changing world. Graduation requirements should equip students with the skills to be a lifelong learner and prepare them to thrive in postsecondary education, financial stability, civic engagement, and participation in a global community. Graduation requirements should reflect a broad definition of readiness that honors students' diverse strengths, interests, and goals—whether they choose to pursue a two- or four-year degree, workforce training, military service, or another path. Graduation requirements should uphold high expectations that keep multiple postsecondary options open as students' goals evolve.

To ensure students are truly ready, graduation requirements should support the development of essential skills – such as critical thinking, communication, problem-solving, and collaboration – as they master core academic knowledge. The diploma should signal that a student has gained both the knowledge they need and the ability to use it effectively in a variety of real-world contexts. Readiness also depends on social-emotional growth, well-being, and life skills, which are essential to navigating life's opportunities and challenges.

While ensuring all students build a strong foundation of essential knowledge and skills, graduation requirements should create space for meaningful student choice and empower students to define success for themselves. Starting early in their K–12 journey, students should have opportunities to explore a wide range of interests and gradually develop greater focus and intention as they refine their goals—with support from educators, families, and their communities. Flexibility must be paired with thoughtful structure and guidance to help students make informed decisions and keep future options open. This

Washington State Board of Education
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FUTURE Ready

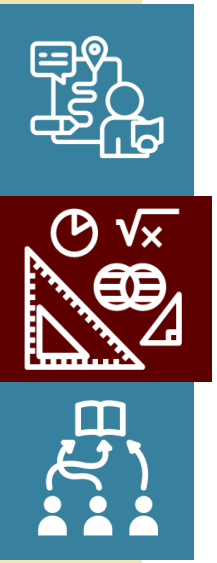
Reminder: How Requirements are Structured in Law—For Schools and Students

Type of Requirement or Offering	Applies to	Is it required?
Graduation requirements (credits, HSBP, pathway)	Individual students	Yes—students must meet them to graduate (RCW 28A.230.700)
Access to various programs (providing access to CADRs, dual credit, career learning opportunities)	High schools	Yes—high schools must make them available to students (e.g. RCW 28A.230.130)
Access to specific courses (e.g. CTE course equivalencies, computer science course)	School districts	Yes—districts must make them available to HS students (e.g. RCW 28A.230.097 CTE HS Course Equivalencies)
Access to specific content/learning opportunities (e.g. ethnic studies, bone marrow and blood donation awareness)	School districts	No—districts are encouraged to make them available (e.g. RCW 28A.300.112 Ethnic studies materials and resources)

For more details, see the Policy Levers for High School Learning handout from Task Force Meeting 4.

17 CORE CREDITS

7 FLEXIBLE CREDITS



ENGLISH	SCIENCE	MATH	SOCIAL STUDIES	HEALTH & FITNESS	ARTS	CAREER & TECHNICAL EDUCATION	ELECTIVES	PERSONALIZED PATHWAY (PPR) **
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	1 Credit Based on Student's High School & Beyond Plan *	**1 Credit** Based on Student's High School & Beyond Plan *						GLOBAL LANGUAGE
			1 Credit Social Studies Elective					
4 CREDITS	**3 CREDITS**	**3 CREDITS**	**3 CREDITS**	**2 CREDITS**	**1 CREDIT**	**1 CREDIT**	**4 CREDITS**	**3 CREDITS**

** Third credit of science or math can be substituted with Computer Science, but not both.*

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Districts are authorized to waive up to two flexible credits of the 24-credit requirement for individual student circumstances.

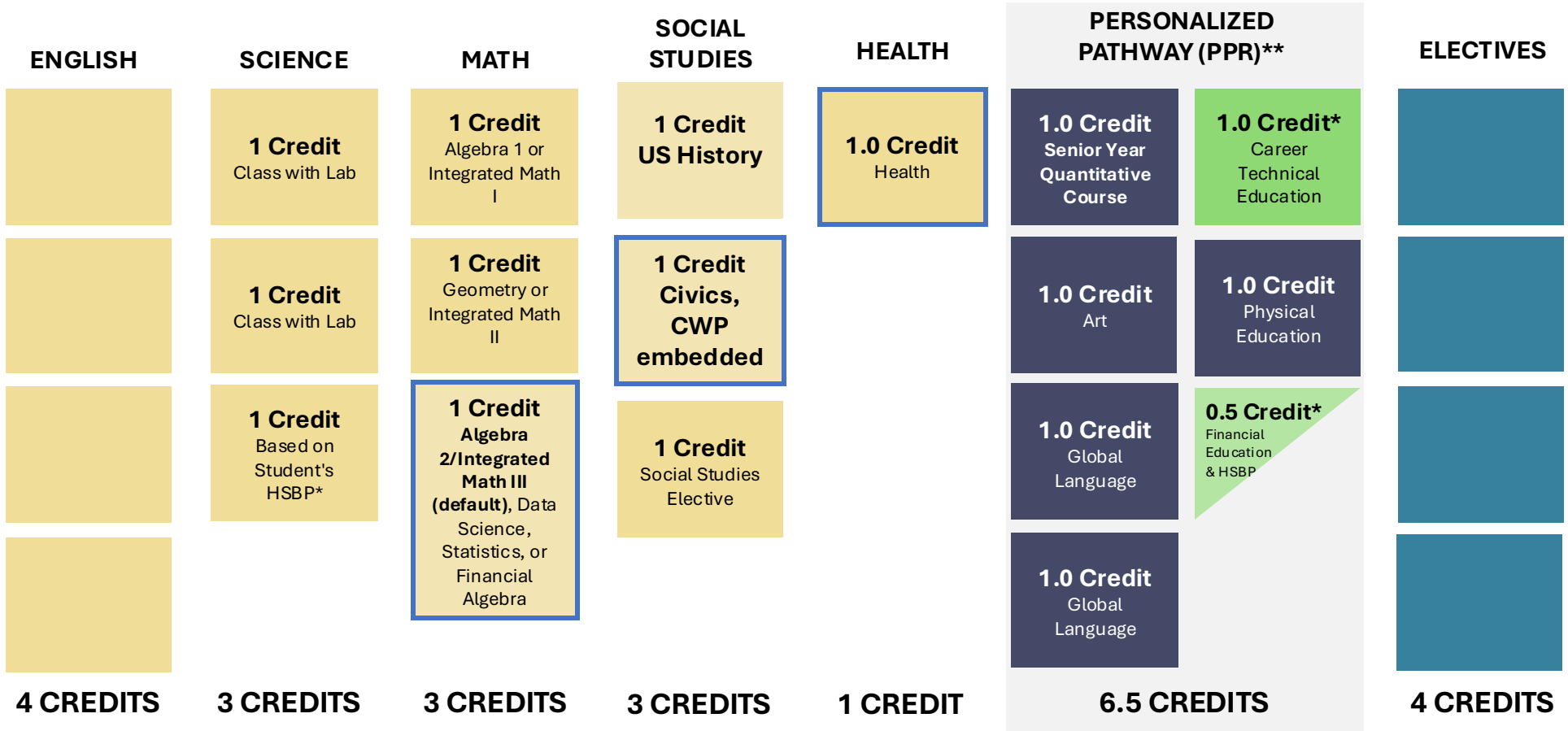
FutureReady Emerging Framework Elements

- Greater support for co-teaching, interdisciplinary courses, course equivalencies, and other relevant and authentic learning experiences
  - Change "two-for-one" policy for CTE course equivalencies
  - CTE course equivalencies allow students to meet core academic learning standards through an approved framework for the course.
- Re-alignment of core and flexible courses to be responsive to student needs and goals through increased use of personalized pathway courses
- Greater consistency through statewide policies for competency-based credit, PE course excusal, and language credit for multilingual learners.
- Replace graduation pathways with more support for intentional course planning and sequences consistent with students' postsecondary plans

Outstanding Policy Questions

- Required offering or graduation requirement for a credit bearing High School and Beyond Plan (HSBP) course.
- Student reflection and/or demonstration as a required element of the HSBP so that students can describe their learning as it relates to career and academic interests.
- Financial Education and life skills as a graduation requirement for all students and whether it should be stand-alone or embedded
- CTE as a graduation requirement for all students or suggested default Personalized Pathway Requirement

Working draft framework



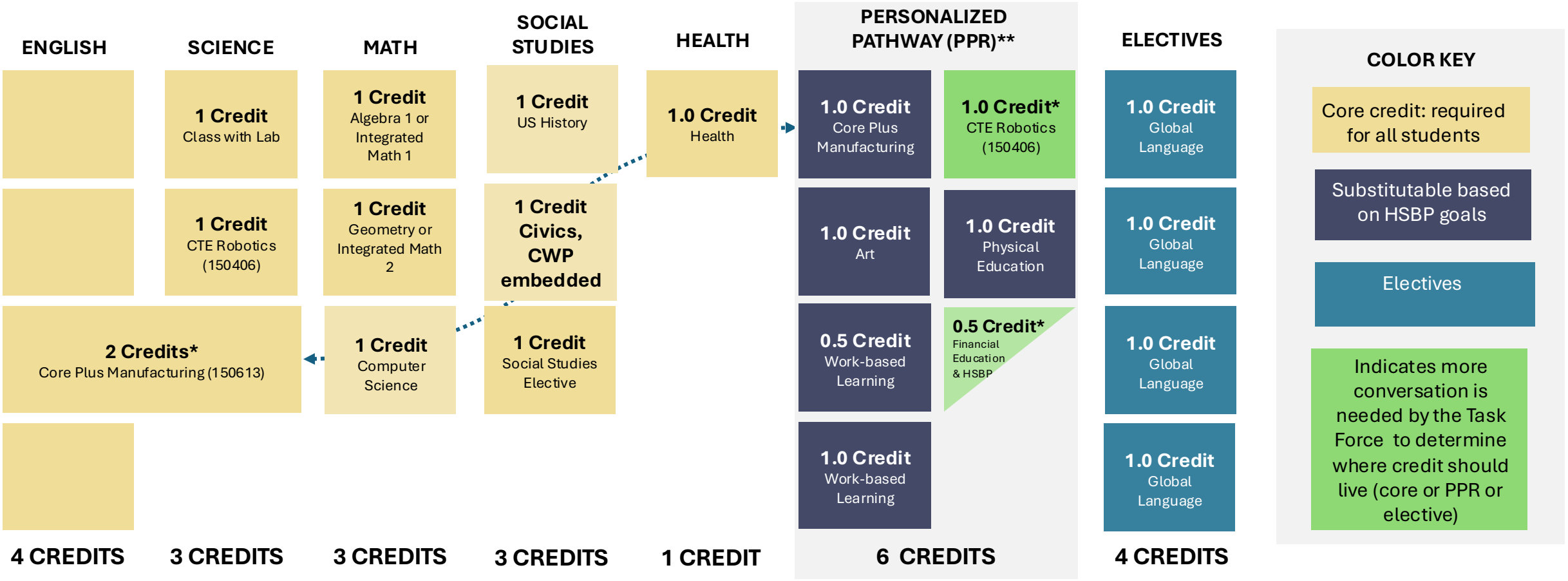
COLOR KEY

- Core credit: required for all students
- Substitutable based on HSBP goals
- Electives
- Indicates more conversation is needed by the Task Force to determine where credit should live (core or PPR or elective)

*Proposed change in 2 for 1 policy to allow credit for both CTE and Academic Course

Note: This credit framework adds up to 24.5 credits. A half credit reduction from an elective or another subject area might be required to maintain a 24 credit program. More discussion will be needed.

Core Plus Manufacturing



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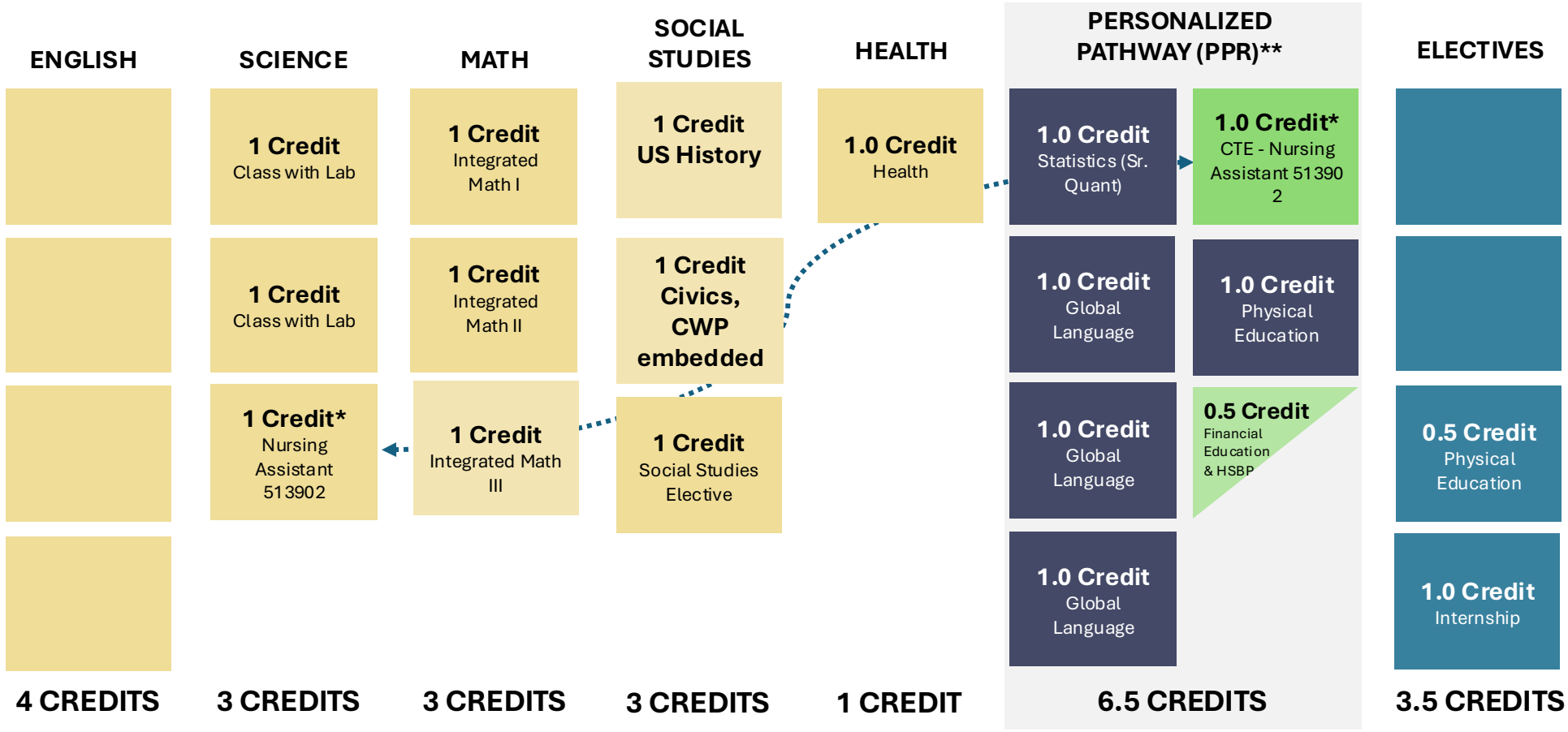
Health Science CTE Program Area



*Proposed change in 2 for 1 policy to allow credit for both CTE and Academic Course.

Military

Depending on the occupation a student may want to:

- Prepare for selective admission to a military academy,
- Take CTE courses connected to their desired trade or military occupation, and/or
- Take additional PE coursework to build and maintain their fitness.
- JROTC may also be an important connection for some of these students, if available at their school or nearby skill center.

Resources

- FutureReady Webpage
- FutureReady Task Force Most Recent Meeting Summary
- FutureReady Phase II Handout
- FutureReady 2025 Interim Report
- Graduation Requirements Webpage
    - Overview of Graduation Requirements Handout

How to contact us

Staff Contact

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Discussion Questions

- What would industry like to see regarding how students are prepared to talk about what skills they have gained?
- What do you appreciate about the draft proposals for new requirements?
- Is there anything missing from the draft proposal for new requirements?