FutureReady 2025 Interim Report

Released by the Washington State Board of Education in December 2025

Table of Contents

FUTURE Ready

Innovating graduation requirements to empower tomorrow's leaders.

Acknowledgments

The State Board of Education extends our appreciation to all individuals, organizations, and community partners who have contributed time and expertise to the FutureReady initiative. We especially give thanks to the many individuals who serve on the FutureReady Task Force and subcommittees. This work cannot be done without your dedication to students across Washington.

The organizations named below are specifically called out because of their efforts in supporting broader community engagement on our behalf for this initiative, or because they are helping SBE run subcommittees.

Partner Agencies & Organizations

Confederated Tribes of the Colville Reservation

CS 4 All WA

Financial Education Public-Private Partnership

Gates Foundation

Office of the Superintendent of Public Instruction

PICWA-Vancouver

Professional Educator Standards Board

Sakura 39ers Youth Association

Seattle Colleges

Spokane Tribe of Indians

State Board for Community and Technical Colleges

University of Washington Brotherhood Initiative

Utopia

Washington Statewide Family Engagement Center

Wenatchee Cafe - Community for the Advancement of Family Education

Individuals

Alex Hendrickson

Aly Stensgar

Cástulo González

J. Lee Schultz

Laketha Jordan

Willard Bill Jr.

Executive Summary

FutureReady is the Washington State Board of Education's multi-year initiative to modernize Washington's high school graduation requirements. The goal is to empower students with the essential knowledge and skills they need to thrive in a changing world, while streamlining the graduation requirements framework to promote accessibility and equity.

The initiative, which was started by the Board in late 2024, will culminate in a legislative proposal anticipated for the 2027 session. This report summarizes work done to date, outlines key findings from the Board and the FutureReady Task Force, and previews the next phase of work. *This report does not include recommended changes to graduation requirements. Those will be released by the Board in mid-late 2026.*

Historically, state education policy has been developed in silos, often without sufficient input from the very communities it impacts most directly—students and families, particularly those from underserved groups. This traditional approach has led to policies that do not fully reflect the needs and experiences of all stakeholders, especially those furthest from educational justice.

FutureReady was built to take a different, more collaborative approach.

To ensure that Washington's diverse educational communities are represented, the Board convened the FutureReady Task Force in early 2025. Members include students and families, community-based organizations, K-12 education, post-secondary education, employers, and policymakers. The Task Force also includes compensated community liaisons who gather insights directly from the communities they represent. This ensures student and family perspectives remain central to the process.

Together, the Board and Task Force developed a shared vision for how Washington's graduation requirements should support student success. Through that work, they identified several key gaps in the current system:

- **A narrow definition of success:** Members recognized that students sometimes feel that postsecondary readiness is too often equated solely with college enrollment rather than multiple pathways to adulthood.
- **Unequal access to readiness supports:** Students experience disparities in access to financial literacy education, individualized guidance, and credit recovery opportunities, especially among rural and under-resourced schools.

- **Limited flexibility and real-world learning:** Uneven access to work-based experiences, career exploration, and multidisciplinary learning, especially in rural districts and small schools, leaves many students underprepared.
- **Insufficient data and feedback:** The system lacks mechanisms to connect students' goals, experiences, and outcomes, hindering continuous improvement and limiting the ability to adapt graduation requirements to evolving student needs.

With these gaps identified, the Board and Task Force will spend much of 2026 developing solution-focused recommendations. They will look at the academic knowledge and real-world readiness skills students need to succeed in a changing world. This includes core knowledge in things like English language arts, math, science and social studies. But it also includes skills that will prepare students for employment and life after high school: things like understanding emerging technology, critically engaging with digital media, and understanding financial literacy.

The Board anticipates reviewing a conceptual proposal in spring 2026 and a technical proposal in summer 2026, with opportunities for public input throughout. Final recommendations are expected in fall 2026 and will inform a legislative proposal for the 2027 session.

Introduction & Background

Why is Now the Time to Update Requirements?

The need for FutureReady began with a question: *Are Washington's current high school graduation requirements preparing students to thrive in a rapidly changing world?*

Over the years, the Board has heard feedback from students, educators, employers, and community members asking for updates to ensure students develop essential skills like technological literacy, financial literacy, and cultural competency. At the same time, many have expressed frustration that years of incremental changes have made the current system overly complex, difficult to navigate, and inequitable in practice.

The high school diploma is intended to signify that a student is ready for success in postsecondary education, gainful employment, civic engagement, and lifelong learning (RCW 28A.230.700). However, current system health indicators reveal we are far from achieving the state's educational goals. For example, the percentage of students graduating on time, using the 4-year adjusted cohort graduation rate, was 83.6% for the Class of 2023. Additionally, only 78% of high school graduates from the Class of 2021 who

enrolled in 2-year public postsecondary institutions did so without needing remedial courses in English or math, well below the 2029 target of 90% (2024 Statewide Indicators of Education System Health and Conditions for Learning).

In addition, the direct enrollment rate for Washington high school seniors in postsecondary education was only 51% in 2020, trailing the national average by 12 percentage points (WSAC 2024 Strategic Action Plan). This low enrollment rate hinders the state's ability to achieve its goal of having 70% of its 25- to 44-year-olds earn a credential beyond high school.

Moreover, the educational system is not adequately engaging students. Nearly one in three (32 percent) of 10th and 12th grade participants in the 2023 Healthy Youth Survey responded that schoolwork is not meaningful.

FutureReady seeks to address these challenges through a comprehensive modernization of Washington's high school graduation requirements. Rather than adding more requirements, FutureReady takes a holistic approach: integrating essential, real-world skills; promoting interdisciplinary learning; and ensuring flexibility that honors diverse student pathways. By modernizing graduation requirements, the Board seeks not only to meet the evolving needs of students today but also to build a more responsive and future-focused education system for the years ahead.

Authority

The initiative is grounded in authority granted to the Board by state law which charges the Board with being responsible for setting graduation requirements, regularly reviewing them, and proposing changes to the state Legislature (paraphrased from RCW 28A.305.130(4) and RCW 28A.230.090).

A Brief History of Current Graduation Requirements

In order to receive a high school diploma, Washington students must meet credit and subject area requirements, graduation pathway option requirements, and have a High School and Beyond Plan.

In addition to these state-level requirements, school districts may add additional local graduation requirements on top of the state minimum requirements.

Credit Requirements

To graduate, students must complete a total of 24 credits — 17 core credits and seven flexible credits.

The 24-credit framework was established in 2014 after the Washington Legislature passed SB 6552 and was gradually phased in starting with the class of 2019 to the class of 2021. Work on the 24-credit requirements was started by the Board in 2006—nearly two decades ago.

The new credit requirements were designed to be both rigorous and flexible. High school course work for most students will keep all postsecondary options open, including meeting the minimum college admission requirements for entry into a public four-year institution or pursuing a program of study in a two -year institution or apprenticeship.

Graduation Pathways

The graduation pathway options provide students with multiple ways to show readiness for their individual education and career goals. The pathway a student completes must align with the student's post-secondary goals as described in their High School and Beyond Plan.

This requirement started with the class of 2020 after the Legislature passed HB 1599 in 2019. That bill removed the requirement that a student pass a state standardized assessment to graduate and replaced it with a set of pathway options.

High School & Beyond Plan

The High School & Beyond Plan is a tool that helps students explore their post-secondary goals. It helps guide selection of the individual student's courses and graduation pathway option, based on the career and education goals identified in the individual student's plan.

The content of the plan, and whether a student's plan meets applicable requirements, is determined at the district level.

The requirement was originally introduced by the legislature in 2005 for the Class of 2008. Since then, the Legislature has modified the plan a number of times, most recently in 2023 when it passed SB5243, which required the creation of a universal online platform for the HSBP.

A Commitment to Community Engagement

From the outset, the Board recognized that meaningful reform cannot be achieved alone. Robust stakeholder engagement and public involvement are essential to developing a graduation framework that reflects the diverse perspectives and priorities of Washington's educational community. To support this, the Board convened a task force in early 2025, including Community Liaisons tasked with gathering input from across the state to inform the development of recommendations.

This structured approach ensures that the voices of all stakeholders, especially those historically underserved by the education system, are heard and integrated into the policy development process.

The FutureReady Task Force

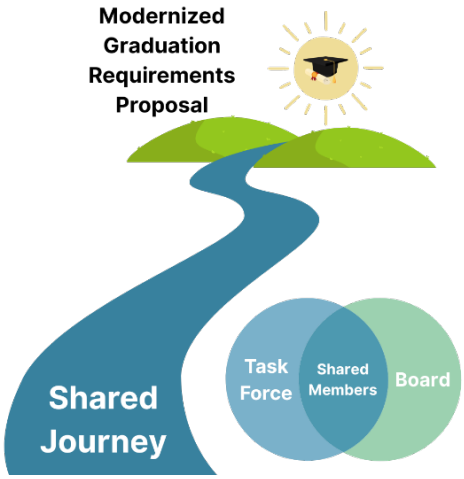
The FutureReady Task Force brings together members representing students and families, community-based organizations, K-12 education, post-secondary education, employers, and policymakers. Task Force members are responsible for bringing forward perspectives from the communities and groups they represent while also considering the broader needs of all stakeholders.

In identifying Task Force members, the Board prioritized geographic diversity, representation from various learning environments, and voices from communities that have been historically underserved by the education system.

Throughout the process, members have been actively gathering input from their communities and/or colleagues to inform their contributions at Task Force meetings and provide updates on the initiative's progress, fostering broader understanding and engagement.

Intentional design for partnership in developing recommendations

FutureReady was designed to foster a cross-collaboration of ideas between the Board and the Task Force. The Task Force meets every other month, with Task Force meetings typically held in odd months, and Board meetings typically being held in even months. This approach has ensured a continuous thread of bi-directional discussion, allowing for an iterative process where both groups remain aligned and inform one



another's work. Additionally, four board members serve on the Task Force, further bridging communication.

Community Liaisons

In addition to regular Task Force members, the Board partnered with the Washington Statewide Family Engagement Center to identify, recruit, and support six 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. Beyond their role on the Task Force, they gather community input through listening sessions and bring those insights into Task Force discussions, ensuring that student and family voices remain central to the process. Liaisons are compensated for their work and help remove participation barriers for experienced by the community members they are engaging—such as transportation and childcare—making engagement opportunities accessible to all communities.

These liaisons represent the following organizations and communities:

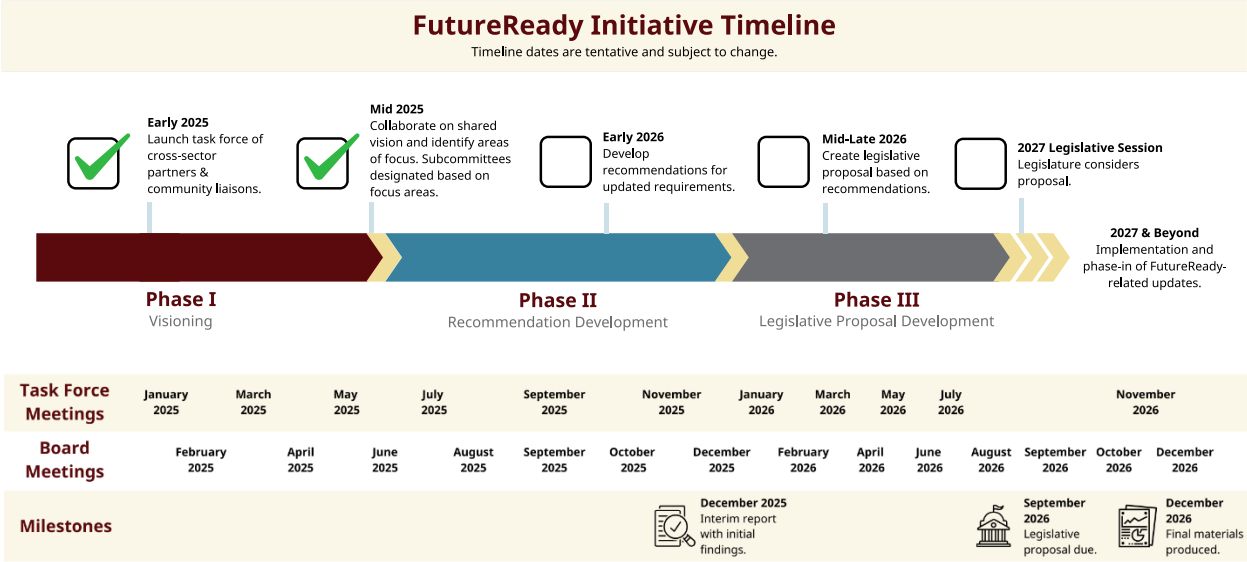
- **Black Education Strategy Roundtable**, an organization advocating for educational equity and improved outcomes for Black students across Washington.
- **East African Community Services**, a Seattle-based nonprofit empowering East African immigrant and refugee families through education, youth development, and culturally rooted family programs.
- **Foundation for Academic Endeavors,** a Mount Vernon-based nonprofit committed to breaking down barriers to educational achievement for diverse students, educators, and families in the Skagit Valley region. It particularly supports Latinx and under-resourced communities in accessing tutoring, summer learning, college fellowships, and family-centered programs
- **PAVE: Partnerships for Action, Voices for Empowerment**, a statewide organization supporting individuals, youth, and families impacted by disabilities through advocacy, training and resources.
- **The ZONE,** a community initiative based in Spokane focused on creating hope and opportunity through collective action with neighborhood residents, schools, and organizations.
- **United Way of the Blue Mountains - Elevate,** a regional effort in southeast Washington (Columbia & Walla Walla counties) dedicated to eliminating barriers to student success and aligning the educational pipeline from cradle to career.

Broader Community Engagement

In addition to the community outreach conducted by Task Force members and community liaisons, Board staff facilitated additional engagement through several activities:

- Hosted two community listening sessions in March to gather initial input from nearly 100 parents, educators, school administrators, students, and community advocates from across the state.
- Conducted student focus groups in partnership with the Washington Association of Student Leaders in February, April, May, and June 2025.
- Gathered input regarding current graduation requirements and student success with Chehalis Tribal Title 6 students at Rochester middle school and high school.
- Developed a toolkit that enabled organizations to host their own community listening sessions. During Phase I, this toolkit was used to conduct five sessions with approximately 100 participants. Participants included:
    - 11th–12th grade students and staff from Lake Roosevelt High School (Colville Tribal Title 6 students).
    - 8th–11th grade students and staff from Nespelem School District (Colville Tribal Title 6 students).
    - 8th–10th grade students and staff from Pascal Sherman Indian School
    - Seattle Central Native Student Affinity Group (Colville Tribal Title 6 students).
    - Education specialists with Treehouse, a non-profit serving youth in foster care.
    - Undergraduate students through the work of the University of Washington's Brotherhood Initiative.
- Engaged with the following Tribal Nations: Confederated Tribes of the Chehalis Reservation, Confederated Tribes of the Colville Reservation, Jamestown S'Klallam Tribe, Kalispel Tribe of Indians, Lower Elwha Klallam Tribe, Makah Tribe, Port Gamble S'Klallam Tribe, Spokane Tribe of Indians, Squaxin Island Tribe, Suquamish Tribe, Swinomish Indian Tribal Community.
- FutureReady information was provided to 29 Federally recognized Tribal chairs.
- FutureReady information was provided to the Chinook, and Duwamish Tribes.

FutureReady Initiative Process & Findings



Phase I: Visioning, Gap Analysis, and Scoping

During this phase, which occurred from early to mid-2025, the Board and the Task Force worked together to determine the range of topics and issues that would need to be considered by the initiative. The initiative developed a shared vision for the graduation framework and identified gaps in current requirements. The findings from this work set the foundation from which all future policy development and recommendations would be built.

Visioning

From January to May 2025, the Board and Task Force focused on building a shared understanding of what it means for a student to be "ready for success" after high school. This vision was broken into four major sections with core elements listed under each section. This shared vision served as an internal reference to guide the initiative's gap analysis and will serve as a benchmark for future policy development in Phase II.

What is success

- **Equip students with lifelong learning skills** and prepare them for success in college, career, civic life, and global participation.
- **Reflect a broad definition of readiness** that honors students' diverse strengths, interests, and goals, whether pursuing college, career training, military service, or another path.
- **Maintain high expectations** while keeping multiple postsecondary options open as students' goals evolve.

What students need to ensure readiness

- **Develop both core academic knowledge and essential skills**, such as critical thinking, communication, problem-solving, and collaboration.
- **Ensure students can apply what they learn** in real-world contexts.
- **Support social-emotional growth, well-being, and life skills** that help students navigate life's opportunities and challenges.

How requirements should be structured

- **Create space for meaningful student choice** and empower students to define success for themselves.
- **Students have opportunities to explore a wide range of interests** and gradually develop greater focus and intention as they refine their goals.
- **Flexibility paired with thoughtful structure and guidance** to help students make informed decisions and keep future options open.

How we know students are ready

- **Meaningful flexibility in how students demonstrate their learning**, including through culturally relevant, accessible ways that align with their strengths and interests.
- **Provide multiple, meaningful ways for students to demonstrate learning**, including through coursework, assessments, and applied learning experiences.
- **Trust educators' professional judgment,** supported by clear standards and accountability for equity and consistency.
- **Use statewide learning standards** to define shared expectations while giving educators flexibility to promote deeper, more responsive learning.

Gap Analysis

With a shared vision for graduation requirements established, the Board and Task Force turned their attention to identifying gaps between the current system and the goals outlined in that vision. This analysis was intended to define the scope of upcoming policy development and determine where deeper exploration or specialized subcommittees would be needed.

At the Board's June meeting, members began by identifying a preliminary set of gaps and potential subcommittee topics for Task Force review. Building on this foundation during their July meeting, Task Force members examined how the current graduation framework aligns with the adopted vision. Through both small and full-group discussions, the Task Force surfaced key systemic gaps across multiple areas.

What Is Success

- The education system should better equip students to be lifelong learners by giving them more opportunities to develop critical thinking and analysis skills.
- There is a gap in how success is being measured and what it centers. Success is often tied to access to higher education rather than recognizing and valuing different pathways outside of that.
- More voices need to be included in discussions about learning standards and what success looks like. This includes K–8 education—recognizing that high school readiness is part of a broader K–12 continuum—as well as stakeholders who depend on what a diploma represents, including employers, universities, and the military.

What Students Need to Ensure Readiness

- Many students lack access to education in financial literacy and other life skills that prepare them for adulthood.
- There is a disparity between resourced and under-resourced schools and districts in access to credit recovery programs, additional support staff, or flexible scheduling that helps students get back on track after setbacks.
- Even though students benefit from individualized, goal-based postsecondary guidance, many school counselors carry large caseloads, making this type of planning difficult. Complex graduation requirements extend planning conversations, leaving less time for career and college exploration.
- Many students feel they miss out on opportunities due to limited or unequal access to information about available programs.

What Learning Opportunities Should Look Like

- While state policy allows for flexibility, local implementation often results in a highly structured system that limits creativity in providing education through a multidisciplinary lens. Greater flexibility is needed in how content is delivered.

- There is a persistent gap between students and meaningful postsecondary preparation due to unengaging course offerings, limited access to work-based opportunities, unequal information sharing, and systemic barriers.
- Students would benefit from more equitable opportunities to demonstrate their learning through work-based experiences such as internships, apprenticeships, and Career and Technical Education (CTE), especially in rural schools.

How Requirements Should Be Structured

- Students expressed frustration that unlike college course evaluations, high schools rarely offer formal mechanisms for student feedback. This limits student voice in shaping learning environments.
- The system lacks data connecting what students say they want to do after graduation, what they end up doing, and whether their chosen paths were supported by the preparation they received.

Scoping

To begin addressing these gaps, the Task Force explored some of the policy tools available under current law during its August 2025 meeting. With guidance from Board staff, the Task Force discussed which tools were best suited to address different types of gaps and considered whether the Task Force, a subcommittee, or another body should take the lead on exploring specific issues?

This mapping process laid the groundwork for defining the initiative's scope and identifying areas that require focused attention and deeper engagement. The scope of the initiative may continue to evolve as the Board and Task Force gain new insights and incorporate input from subject-matter experts and the community at large.

Phase II: Developing Recommendations

The Board and Task Force are now working with community stakeholders and subject-matter experts to develop recommendations that address gaps identified in Phase I's analysis. Rather than pursuing isolated solutions for each individual gap, the initiative is focusing on broader, systemic improvements to the requirements designed to better prepare students for success after high school. This next phase of work is guided by big-picture questions such as:

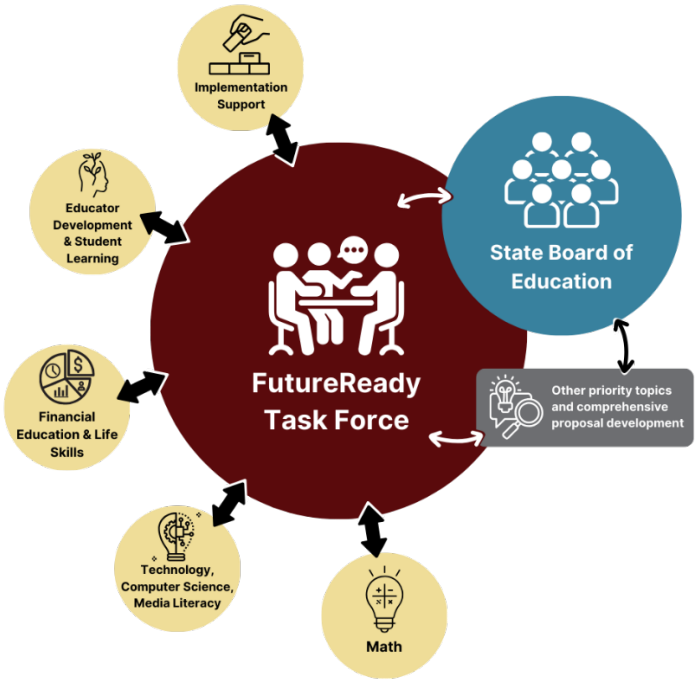
- What knowledge and skills do students need to succeed in a changing world?
- How can these skills fit into a limited set of requirements while allowing flexibility for individual student interests?

The initiative is considering the academic knowledge and real-world readiness skills students need to succeed in a changing world, recognizing that both are interconnected and skills are often best learned and practiced through content knowledge This includes knowledge in traditional core subjects like English language arts, math, science, and social studies, alongside skills that prepare students for employment and life after high school, such as understanding emerging technology, critical engagement with digital media, and financial literacy. The initiative will also examine the supports schools will need to implement any changes, including staffing, scheduling, professional development, and resources.

The Board anticipates releasing draft conceptual recommendations in spring 2026, with opportunities for public feedback to refine the proposals.

The Role of Subcommittees

Some of the questions FutureReady is exploring during this phase are complex and require more time and subject-matter expertise than could be facilitated during Task Force meetings. To address this, the Board established several subcommittees in October 2025 to provide deeper insight on key issues that will inform the work of both the Board and the Task Force as they develop recommendations to update graduation requirements.



When possible, these subcommittees were formed in partnership with existing organizations already engaged in related areas. As new needs arise, subcommittees may be added or adjusted over time. A list of subcommittee membership and partnering organizations can be found in Appendix B.

- **Implementation Supports**: This group will look at the nuts and bolts needed to put the Task Force's ideas into practice—things like staffing, scheduling, resources, and timelines that could affect how schools carry out the recommendations.
- **Educator Development & Student Learning Experience:** This group will explore professional development and support that educators may need to effectively carry out the Task Force's recommendations.

- **Financial Education & Life Skills**: This group will explore the skills students need to be prepared for life after high school, with a particular emphasis on financial education.
- **Technology, Computer Science, and Media Literacy:** This group will examine how we can prepare students to understand, use, and critically engage with emerging technology and digital media.
- **Math:** This group will consider the math knowledge and skills students need for success beyond high school and may explore opportunities to strengthen alignment in expectations across middle school, high school, and postsecondary pathways.

These groups will add a layer of additional expertise on key issues to inform the work of the Board and the Task Force as they develop recommendations to update the high school graduation requirements.

Phase III: Legislative Proposal Development

In Phase III, the Board, working closely with the Task Force and subcommittees, will translate conceptual recommendations into detailed technical proposals. Much of mid- to late-2026 will be dedicated to this work. The Board expects to approve a final set of recommendations in fall 2026, which will then be submitted for consideration during the 2027 Legislative Session.

A Note on Implementation Timeline

The earliest new requirements proposed through FutureReady could take effect would be with the entering ninth grade cohort of students in the Class of 2031. A longer phase-in will be built in for bigger adjustments to allow for adequate support and effective rollout. The State Board, with input from the FutureReady Task Force, subcommittees, and community partners, will develop appropriate timelines and identify necessary resources and supports at both the state and local school district level to promote successful implementation of proposed changes.

Appendix A: Meeting History & Resources

Meeting Name	Meeting Description	Links to Content
January 2025 Task Force Meeting	The Task Force received an introductory presentation on graduation requirements.	Agenda & Slide Decks
February 2025 Board Meeting	The Board received an update on FutureReady, including reflection of themes from the first Task Force meeting, and provided feedback to inform the next steps in the Task Force's work.	Agenda Item
March 2025 Task Force Meeting	Developed a shared vision for the high school diploma and built consensus on ideal qualities of future graduation requirements.	Agenda & Slide Decks
April 2025 Board Meeting	The Board reviewed the Task Force's progress on developing a shared vision; reviewed the consensus belief statements and list of ideal qualities developed with the Task Force; and provided feedback to inform the next steps in the Task Force's work.	Agenda Item
May 2025 Task Force Meeting	Reviewed and approved shared vision for a high school diploma. Started gap analysis.	Agenda & Slide Decks
June 2025 Board Meeting	The Board spoke with Task Force's community liaisons about how the adopted vision statement reflects what they heard from their communities; considered whether the statement reflects the Board's core beliefs; and, in collaboration with community liaisons, began identifying gaps between current graduation requirements and the shared vision.	Agenda Item
July 2025 Task Force Meeting	Task Force continued gap analysis of current requirements and began scoping. Made initial recommendations to the Board for subcommittees.	Agenda & Slide Decks
August 2025 Board Meeting	Board members received an update on the status of FutureReady and a presentation on identified gaps and appropriate policy levers and potential subcommittees. They engaged in discussion to determine if the suggested subcommittees reflect the needs as the Board sees them.	Agenda Item

September 2025 Task Force Meeting	Members reviewed feedback from the Board, completed gap analysis, and continued scoping.	Agenda & Slide Decks
October 2025 Board Meeting	Board members reviewed the Task Force's gap analysis findings and discussed "straw man" proposals created by Board staff based on themes from prior Board and Task Force conversations and survey response.	Agenda Item
November 2025 Task Force Meeting	Members discussed the strengths and challenges of strawman proposals and suggested changes that would better align the proposals with shared vision. Generated questions for subcommittees.	Agenda & Slide Deck

Appendix B: Task Force & Subcommittee Membership

Name	Organization
Andrea Springer	Treehouse
Baionne Coleman	Charter school
Brian Jeffries	WA Roundtable, Partnership for Learning
Carlina Brown-Banks	Black Education Strategy Roundtable
Carol Rodin / Dania Jaramillo	Foundation for Academic Endeavors
Chanel R. Hall	Technology Alliance
Christy Lieuallen	United Way of the Blue Mountains - Elevate
Dr. Helen Kim	Independent Colleges of WA, Whitman College
Erin Okuno	Office of the Education Ombuds
Gaby Morales	Northwest Education Access
Hilal Mohamed	East African Community Services
Julie Garver	Council of Presidents
Keira O'Brien	Teacher
Kristy Bishop	Teacher
Lauren House	Principal, mastery-based learning
Lauren Mendez	WA School Counselor Association
Liz Gallagher	Workforce Training and Education Coordinating Board
Mandie Norman	The ZONE
Maria Muto	Office of the Superintendent of Public Instruction
Nicol Walsh	PAVE: Partnerships for Action, Voices for Empowerment
Nicole Rosenkrantz	Institutional Education
Stephanie Patterson	WA State Department of Labor and Industries
Rathi Sudhakara	WA Student Achievement Council
Stephanie Rock	State Board for Community and Technical Colleges
Sui-Lan Ho'okano	Professional Educator Standards Board
Susy Moran	South Central Workforce

Terrance Nixon	Open Doors (reengagement programs)
Dr. Angela Griffin	State Board of Education
Jen Chong Jewell	State Board of Education
Abby Wu	State Board of Education (current high school student)
Riley Acheson	State Board of Education (current high school student)
Sen. Lisa Wellman	Washington State Senate
Rep. Sharon Tomiko Santos	Washington State House of Representatives

Implementation Supports

Name	Organization	Role
Maria Muto*	Office of Superintendent of Public Instruction	Secondary School Counseling Program Supervisor
Lauren House*	West Valley SD (Spokane)	Principal
Kiera O'Brien*	Vancouver SD	Teacher
Lauren Mendez*	Washington Student Achievement Council	Chief Executive Officer
Bernard Koontz	Highline SD	ED Teaching, Learning, and Leadership
Jill McCormick	PAVE: Partnerships for Action, Voices for Empowerment	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*	Office of the Education Ombuds	Acting Director
Susana Reyes	State Board of Education	Board member

*Indicates a member also serves on the Task Force

Educator Development & Student Learning Experience

Partnering Organization: Professional Educator Standards Board

Name	Organization	Role
Andra Kelley-Batstone	Office of Superintendent of Public Instruction	Executive Director, Educator Growth & Development
Dania Jaramillo*	Foundation for Academic Endeavors	Executive Director
Michael Nguyen	Professional Educator Standards Board	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	State Board of Education	Board Member

Financial Education & Life Skills

Partnering Organization: Financial Education Public Private Partnership

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	Office of Superintendent of Public Instruction	Assistant Director of Open Education & Instructional Materials
Allison McFadden	Retired fellow, Capitol High School	Business Education teacher
Tracy Godat	Financial Education Public Private Partnership	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

Partnering Organization: Computer Science for All Washington

Name	Organization	Role
Amy Ko	Director for Computer Science for All WA, UW	Lead Coordinator
Sen. Lisa Wellman*	WA State Senate	Policymaker
Terron Ishihara	Office of Superintendent of Public Instruction	Computer Science Program Supervisor
Tana Peterman	WA STEM	Senior Program Officer
Chanel R. Hall*	Technology Alliance	Program Manager, Workforce Ecosystem
Rita Abdel-Malek	Code.org	Director of Government Affairs
Mike Batali	Educational Service District 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

Math

Partnering Organizations: Office of Superintendent of Public Instruction and the State Board for Community and Technical Colleges

Name	Organization	Role
Serena O'Neill	Office of Superintendent of Public Instruction	Associate Director of Secondary Mathematics
Dawn Draus	State Board for Community and Technical Colleges	Policy Associate for Math Pathways and Placement
Julie Garver*	Council of Presidents	Director of Policy and Academic Affairs
Dr. Dana Riley Black	State Board of Education	Board member
Rathi Sudhakara*	Washington Student Achievement Council	Associate Director, Strategy & Partnerships
Dr. Sara Sunshine Campbell	Evergreen State College	Director, Master in Teaching
Wyatt Ladiges	Curlew School District	Superintendent
Shannon Carr	University of Washington 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