



FUTUREReady

Levinar

December 18, 2025





Panelists



Jen Chong Jewell

Board Member,
WA State Board of Education



Abby Wu

Board Member, WA State Board of Education
and student at Pullman High School



Nicol Walsh

FutureReady Task Force member and
Communications Specialist at PAVE -
Partnerships for Action, Voices for Empowerment



Alissa Muller

Director of Policy
WA State Board of Education



Arielle Matthews

Associate Director of Policy
WA State Board of Education



What is the State Board of Education?



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Membership

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





Who's in charge of what?

- **State Legislature** sets goals and learning standard areas through legislation.
- **OSPI** sets learning standards at the direction of the Legislature. "Learning standards" define what students should know and be able to do at each grade level for different subjects.
- **SBE** sets graduation requirements and assessment scores.
- **Local level**
 - Districts select curriculum that meets the learning standards
 - Educators create lesson plans
 - Can also develop local learning standards (if subject not covered by state)
 - Can have local graduation requirements (in addition to state requirements)
 - Determine if graduation requirements are met



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

MISSION
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.

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	Members
Mary Fertak, Chair Bill Kalappa, Past Chair Brooke Brown, Vice-Chair Dr. Angela Griffin, Elected Dr. Susanna Jeville, Appointed Riley Acheson, Student Rep. Jan Brown, Private Schools Jan Chung Jeville, Elected	Shari Condit, Appointed Van Cummings, Elected Dr. Sue Kana, Appointed Ron Malby, Elected Paul Pihy, Appointed Chris Reykdal, Superintendent of Public Instruction Dr. Dana Riley, Appointed Alky Wu, Student Rep.

*All Board Members as of 12/2025

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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



Graduation Requirements



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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)



High School & Beyond Plan

- 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



24 Credits



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				 PERSONALIZED PATHWAY (PPR) **
	1 Credit Class with Lab	1 Credit Geometry or Integrated Math 2	0.5 Credit Contemporary World History, Geography, and Problems	1.5 Credit Fitness				 ARTS
	1 Credit Based on Student's High School & Beyond Plan *	1 Credit Based on Student's High School & Beyond Plan *	0.5 Credit Civics					 GLOBAL LANGUAGE
			1 Credit Social Studies Elective					 GLOBAL LANGUAGE

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.



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



Additional requirements

- Districts have authority to add their own local graduation requirements
- Other required and encouraged educational offerings at the state level
- May or may not be associated with a specific course (depending on the offering)

A brochure titled "Educational Offerings in Washington State" featuring a graduation scene. It lists mandatory state requirements:

- Mandatory:**
 - Academic acceleration policy
 - AIDS prevention education program
 - Cardiopulmonary resuscitation
 - Comprehensive sexual health education
 - Computer science learning standards and course** (beginning no later than the 2022-23 school year)
 - Conservation, natural resources, and the environment learning standards
 - Disability history month**
 - Educational Technology learning standards
 - Financial aid advising day
 - Financial education learning standards**
 - Minimum college entrance requirements
 - Observance of Veterans' Day
 - Since Time Immemorial curriculum
 - Temperance and Good Citizenship Day/voter registration
 - US and WA Constitutions
 - Social-emotional learning standards
- Instruction about conservation, natural resources, and the environment shall be provided at all grade levels in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment.
- Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. The activities may include, but not be limited to, school assemblies or guest speaker presentations.
- Students in grades nine through twelve must have the opportunity to access the financial education standards, whether through a regularly scheduled class period, before or after school, during lunch periods; at library and study time; at home; via online learning opportunities; through career and technical education course equivalencies; or other opportunities.



What is FutureReady?



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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.



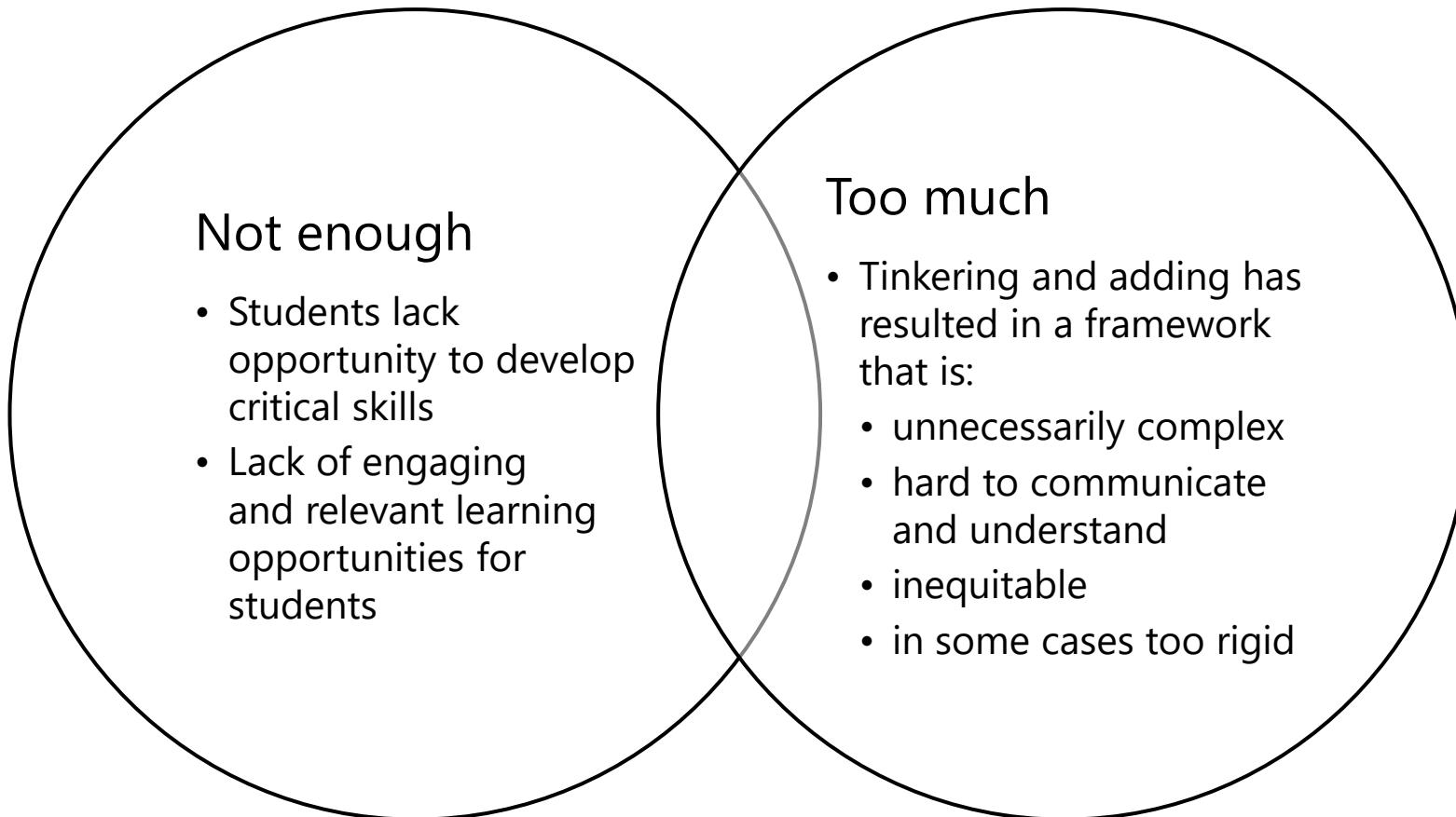
The logo features the words "FUTURE" and "Ready" in a large, bold, sans-serif font. The "F" and "U" are in a light blue color, while "TURE" and "Ready" are in a dark red color. A blue arrow points to the right above the "F", and a red arrow points to the right above the "R". The background of the slide features a faint, light blue line drawing of a city skyline with various buildings.



No proposed changes at this time

- The Board is not proposing changes to graduation requirements at this point in time.
- Instead, the Board has launched 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



Why modernize?

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

FutureReady objectives

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





Initiative Structure





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.

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

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

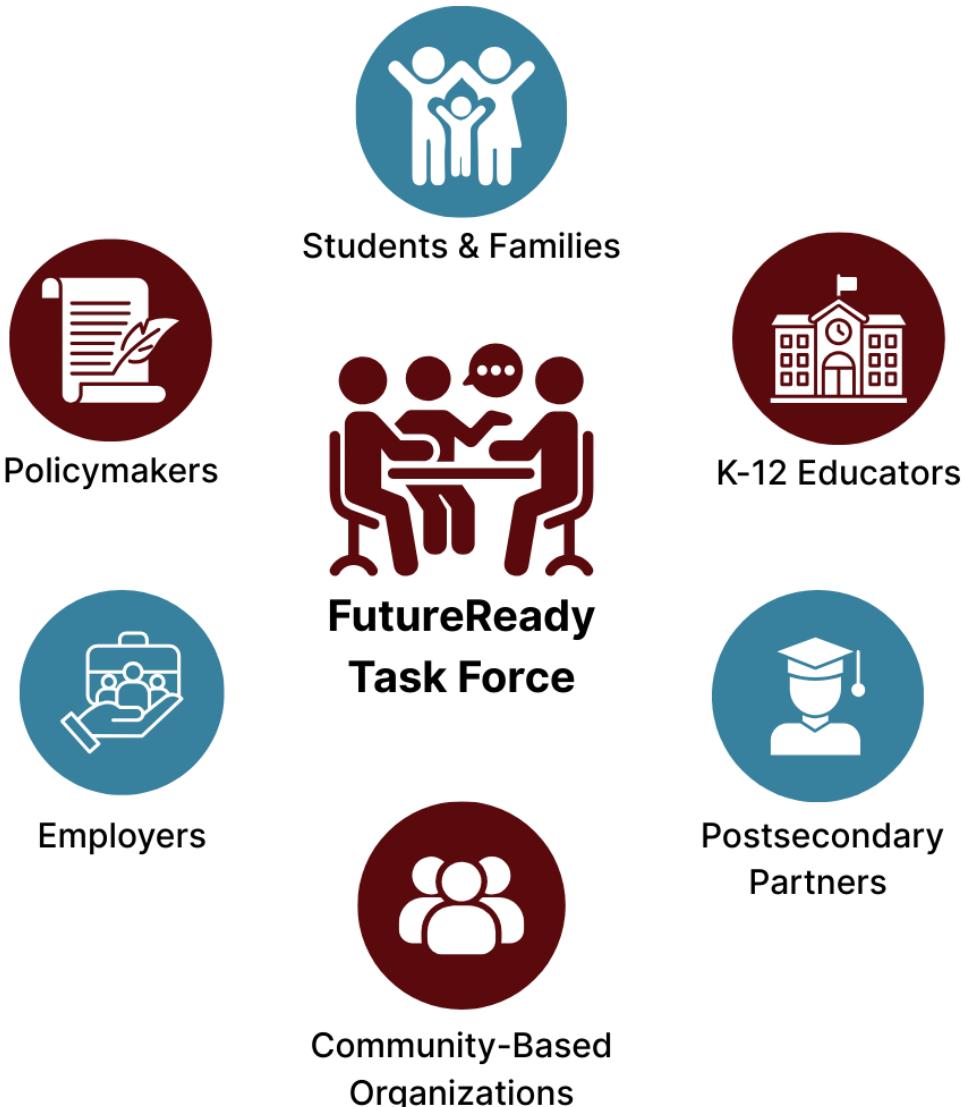
And are equipped with the skills to be lifelong learners.

(See RCW 28A.150.210)

(See RCW 28A.230.700)



Task Force composition

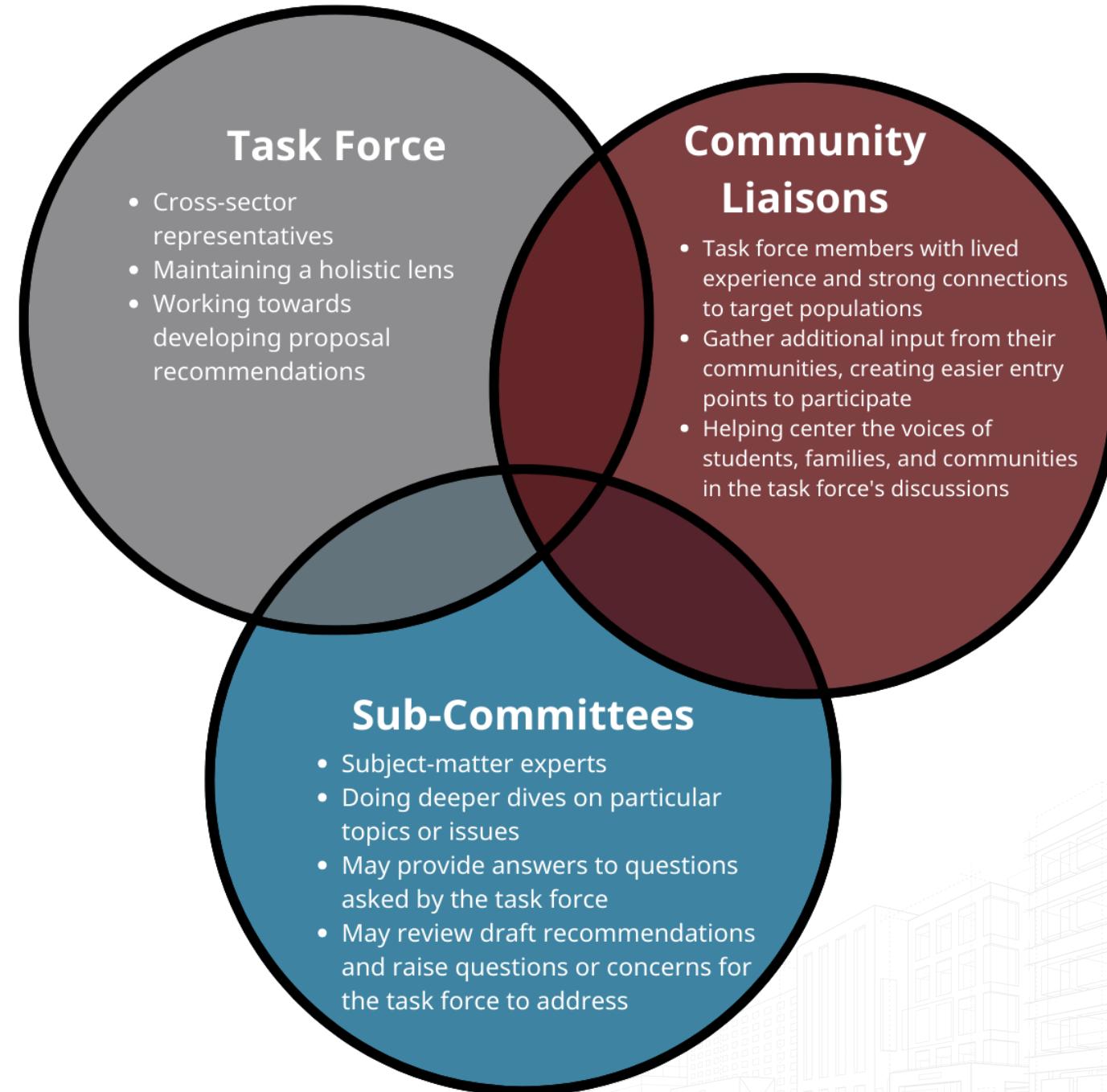


Representation Considerations

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



Task force roles & responsibilities



Task Force members

State Board of Education	Dr. Angela Griffin
State Board of Education	Jen Chong Jewell
State Board of Education	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



Subcommittee list

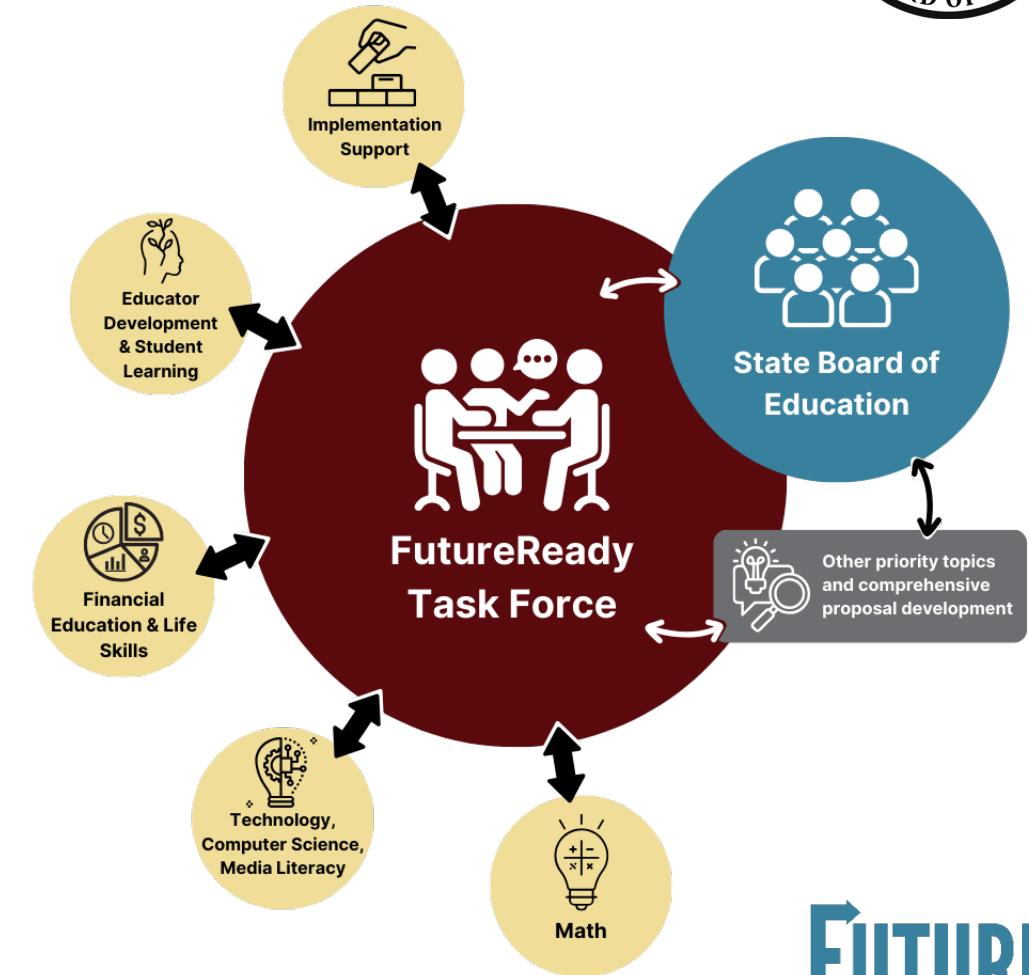
Two implementation subcommittees and three subject area subcommittees.

Implementation Supports:

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:

Professional development and supports that educators may need to effectively carry out the Task Force's recommendations. Areas of focus may include different approaches to measuring student readiness (i.e., multiple measures, unbiased assessment) and strategies to integrate equitable, culturally relevant student supports.





Partnership Organizations for Subcommittees

Lead organizations helping coordinate and facilitate subject matter subcommittees:



Financial Education Public-Private Partnership
Financial Education & Life Skills



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



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

Math



Professional Educator Standards Board
Educator Development
Student Learning Experience



Washington State Board of Education
Implementation Subcommittee

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Initial questions for subject area subcommittees

1. What knowledge and skills in this subject are essential for all students to be ready for future success?

- Which learning standards rise to this level?
- What level of depth and breadth is needed?

2. How should this learning fit within a student's educational journey?

- At what stage(s) should it be introduced or emphasized?
- What is the most effective sequencing or progression?

3. What is the best way to deliver this learning?

- Should it be embedded across one or more courses, or provided as a standalone course?
- What instructional approaches or methodologies would make this a meaningful learning experience rather than a “check-the-box” exercise?
- On average, how much instructional time would be needed?



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 Committee 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	FEPPIP	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
TBD	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)



Vision





What is success

Vision

- 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.

Gaps

- 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

Vision

- 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.

Gaps

- 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.



How requirement should be structured

Vision

- 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.

Gaps

- 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.
- 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 CTE, especially in rural schools.



How we know students are ready

Vision

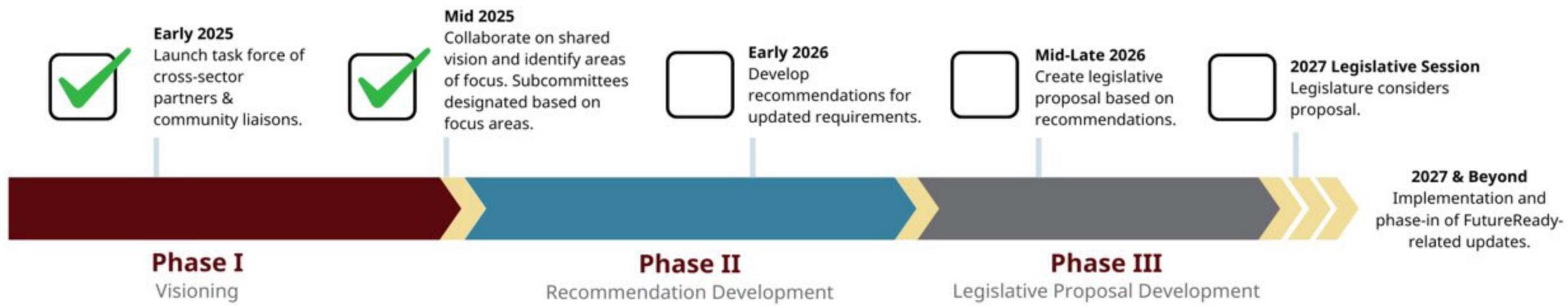
- Meaningful flexibility in how students demonstrate their learning, including through culturally relevant, accessible ways that align with their strengths and interests.
- Provide multiple, meaningful ways for students to demonstrate learning, including through coursework, assessments, and applied learning 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.

Gaps

- 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.

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.

Phase II: Developing Recommendations

This outlines the general process for scaffolding our conversation to develop recommendations.

The plan may be revised or adapted as we go, depending on the outcomes of preceding discussions or input.



The What: Part 1 (September)

- Deep dive into the components and details of requirements, review and evaluate them, highlighting priorities and key considerations
- Review previous recommendations and identify which should be built upon
- Identify what is truly essential for signaling students' readiness for success

The What: Part 2 (November)

- Build consensus on what is essential for all students
- Receive initial input from subcommittees
- Consider and react to straw-man mini-proposals

The How – Structuring the Requirements (January)

- Determine how to make space for the essentials
- Identify where it makes sense to allow for personalized options
- Further consideration and refinement of mini-proposals

Putting it All Together (March)

- Build consensus on ideas and priorities
- Synthesize them into a comprehensive set of conceptual recommendations

Transition to Phase III

- Developing the recommendations into a legislative proposal, moving from conceptual to technical (bill language, rules, budget requests, report recommendations)

Implementation timeline

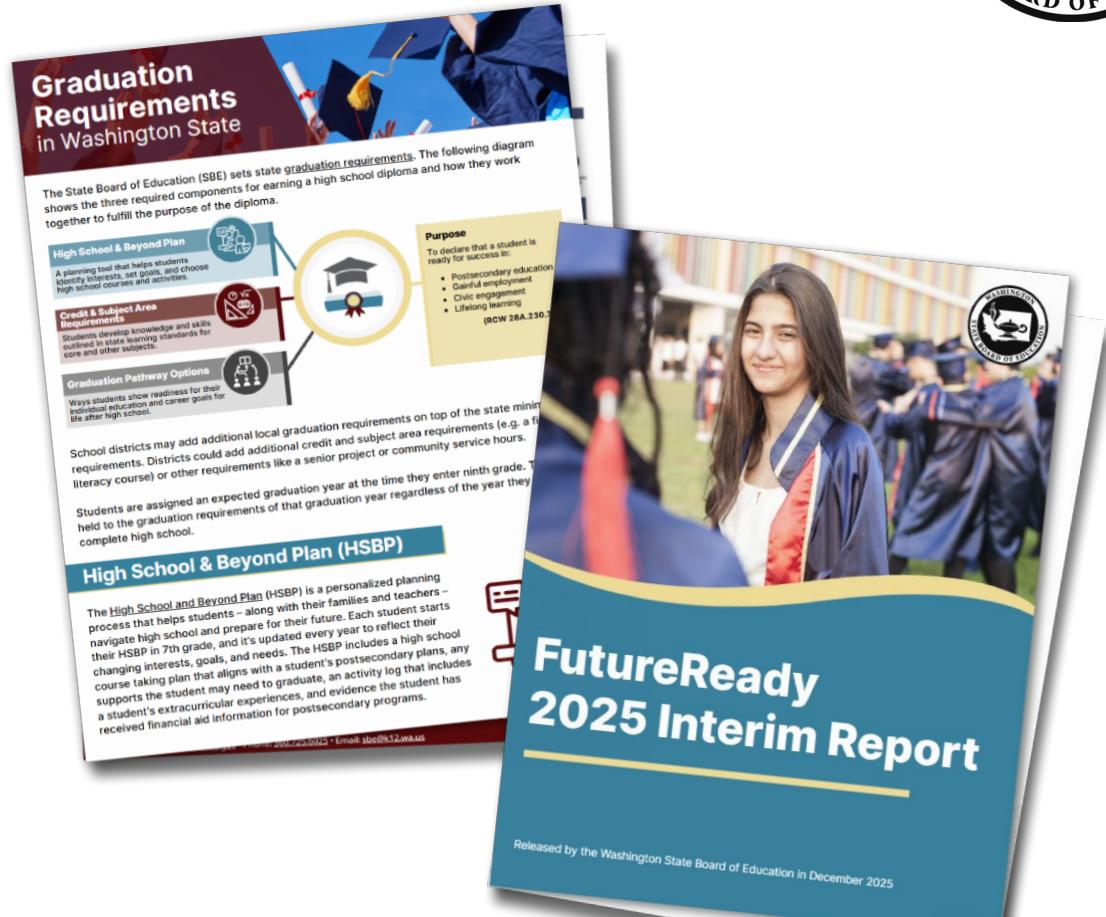


- To be determined through the FutureReady initiative, which will develop appropriate timelines and identify resources and supports needed at both the state and local school district levels for successful implementation of proposed changes
- The earliest any new requirements could take effect would be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



Resources

- [FutureReady Webpage](#)
- [FutureReady Phase II Handout](#)
- [FutureReady 2025 Interim Report](#)
- [Graduation Requirements Webpage](#)
 - [Overview of Graduation Requirements Handout](#)



**FUTURE
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Sign up for our [FutureReady newsletter](#) to get updates on the initiative, receive summaries of task force conversations, and be the first to hear about public engagement opportunities.





How to contact us

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