WYOMING
Profile of
a Graduate

Profile of a Graduate: Phase I Report
Wyoming State Board of Education

Author Note

Correspondence concerning this report should be addressed to Diana Clapp, Coordinator, Wyoming State Board of Education, 122 W. 25th St., Ste. E200, Cheyenne, WY 82002. Email: **diana.clapp@wyo.gov**

■ Profile of a Graduate: Phase I Report

The Wyoming State Board of Education (Board) has four main areas of responsibility. These include accountability, assessment, accreditation, and student content and performance standards, which include graduation standards. To fulfill these duties, the Board is required by law to (1) regularly review their statutory responsibilities and make recommendations to the legislature about the programs over which they have purview, (2) establish a meaningful process to receive input about concerns related to the state standards, and (3) set statewide goals for public education in Wyoming.

In order to meet these obligations and to fully respond to the legislative directive regarding the establishment of graduation standards[1], the Board embarked to develop a Profile of a Graduate. Through this initiative the Board aims to facilitate a statewide collaborative process that honors a shared view of a Wyoming graduate, with agreed-upon notions of the knowledge, skills, and attributes essential for life after high school. Additionally, the Board aspires to use the profile to guide its own decision-making and offer this tool to both state and local system leaders in order to drive coherence, allow flexibility, and expand opportunities for Wyoming youth. The Board is approaching the development of the profile in three phases: (I) Finding the Foundation, (II) Producing the Profile, and (III) Setting the Standards. The primary purpose of this document is to report on the outcomes of Phase I.

Background on Graduate Profiles

The past 20 years has brought rapid changes to the world: technological advances are impacting the fundamental nature of work and opening up new economic sectors; digital communications are creating an increasingly connected global community; and the human race is collectively navigating new challenges facing society today[2]. Much of education reform in the past two decades has focused on closing the "achievement gap" as measured by student performance on assessments in math and English Language Arts, yet a growing field of researchers, educators, and leaders are focusing on the "readiness gap" between what has been historically prioritized in K-12 education and what students need to succeed in this rapidly changing world[3].

Graduate profiles have emerged as powerful policy tools for states, districts, and schools to identify broader definitions of student success that align with research on postsecondary readiness and reflect the values of the communities that create them[4]. Once defined, a graduate profile can become an education system's North Star, bringing coherence to disparate programs, strategic focus to decision making, and new depth and relevance to pedagogical practice[5]. Many communities that have adopted graduate profiles report improved school climate, community engagement, and student outcomes[6].

[1] Wyoming Attorney General Opinion: Content, Performance, and Graduation Standards (2019). Retrieved from bit.ly/37HbogX

[2] Transcend (2017). Defining Graduate Aims. Retrieved from bit.ly/3v9WGqB

[3] Kay, K. & Boss, S. (2021). "Why School Leaders Should Develop a Portrait of a Graduate." Edutopia. Retrieved from edut.to/3JyFssf

[4] Patrick, S. & Worthen, M. (2018). Current to Future State: Issues and Action Steps for State Policy to Support Personalized, Competency-Based Learning. Washington DC: Aurora Institute. Retrieved from bit.ly/3O5QXuD

[5] Battelle for Kids (2021). Portrait of a Graduate: A First Step in Transforming Your School System. Retrieved from bit.ly/3EdBR1F

[6] Zalaznik, M. (2019). How 3 districts harness the power of graduate profiles. District Administration. Retrieved from bit.ly/3va4Orf

■ Phase I Design and Deployment

The central focus of Phase I: Finding the Foundation was listening to stakeholders across Wyoming as they shared what they believe graduates need to know, be able to do, and experience in order to successfully navigate life after high school. To support this work the Board assembled a Profile of a Graduate design team. The design team is composed of representatives from essential stakeholders: educators, business/industry leaders, parents, government officials, youth service providers, college/university leaders, and state Board members. During Phase I the design team's role was to build and implement a process for collecting input and synthesizing that information to create recommendations based solely on what was heard from Wyoming stakeholders.

The design team created a process for listening sessions that was used with multiple community groups around the state. The team also created customized materials to use with industry, education, student, and post-secondary membership groups. Each session began with an open discussion about what young people need to be successful in school and beyond. Participants also had an opportunity to talk about what is working well and possibilities for improvement in the current education system. Finally, the team asked participants to identify barriers or gateways within the current system as it pertains to achieving the vision of a Wyoming graduate. To ensure comparability across the listening sessions, a written script and note-taking format was developed. Design team members interested in facilitating a listening session were trained in the use of the listening session materials to provide continuity from session to session. The slide set used in these sessions can be found **here**[7].

In addition to hosting listening sessions, the design team created a **survey**[8]. The focus of this survey was to provide context about the current statutory requirements related to graduation standards and ask participants which components they felt were the most important to the success of a high school graduate. Survey takers were also asked to indicate how well they believe Wyoming schools are doing at addressing each of those components. Two open-ended questions provided opportunities for the public to share their own beliefs about what defines a successful graduate and components they would like the Board to consider while developing the profile.

■ Results

Participants

In total, 973 data points – in the form of public input – were received from over 800 Wyoming citizens. This data was collected through multiple listening sessions and a survey. Of the total number of participants, nearly 40% took part in both a listening session and the survey. The following two sections describe the groups who were represented in each data collection.

Listening Sessions

Listening sessions were held from March through June of 2021, during which 46 listening sessions were completed with over 475 stakeholders participating. Table 1 illustrates the count of each session type and participants.

---

[7] Profile of a Graduate Phase I Listening Session Slides: Retrieved from bit.ly/3O5XSEc

[8] Profile of a Graduate Phase I Stakeholder Survey: Retrieved from bit.ly/3M3ifA9

Table 1: Count of Session Types and Participants

Session Type (Audience)	Count of Session Type	Count of Participants
General (includes parents)	17	205
Business/Industry	9	89
K-12 Educators	8	72
K-12 Students	7	71
Post-Secondary Staff	2	16
Post-Secondary Students	2	16
School Counselors	1	9

Participant locations included rural, non-rural, and all corners of Wyoming. Additionally, seven listening session attendees resided outside of Wyoming.

Survey

The survey was open during the same timeframe as the listening sessions described above. Four hundred ninety-six (496) surveys were submitted from stakeholders across Wyoming and included the following:

Table 2: Participant Demographics

Role* (presented in order of frequency)	%	Age Range (presented in order of frequency)	%	Race/Ethnicity (presented in order of frequency)	%
K-12 Parents	50.8	35–54	65.2	White	88.9
Educators	46.6	55+	21.1	Other	6.0
Business Owners/Employers	16.3	25–34	8.9	Hispanic/Latino	3.2
Post-Secondary Parents	15.1	18–24	3.6	Native American	1.2
Post-Secondary Students	11.5	17 or younger	1.2	Black/African-American	0.4
K-12 Students	1.0			Asian/Pacific Islander	0.2

*Some survey participants selected multiple roles (i.e. parent and business owner)

■ Analysis of Public Input Data

Input collected from both the survey and listening sessions was aggregated to allow the design team to identify patterns and themes across the full range of data.
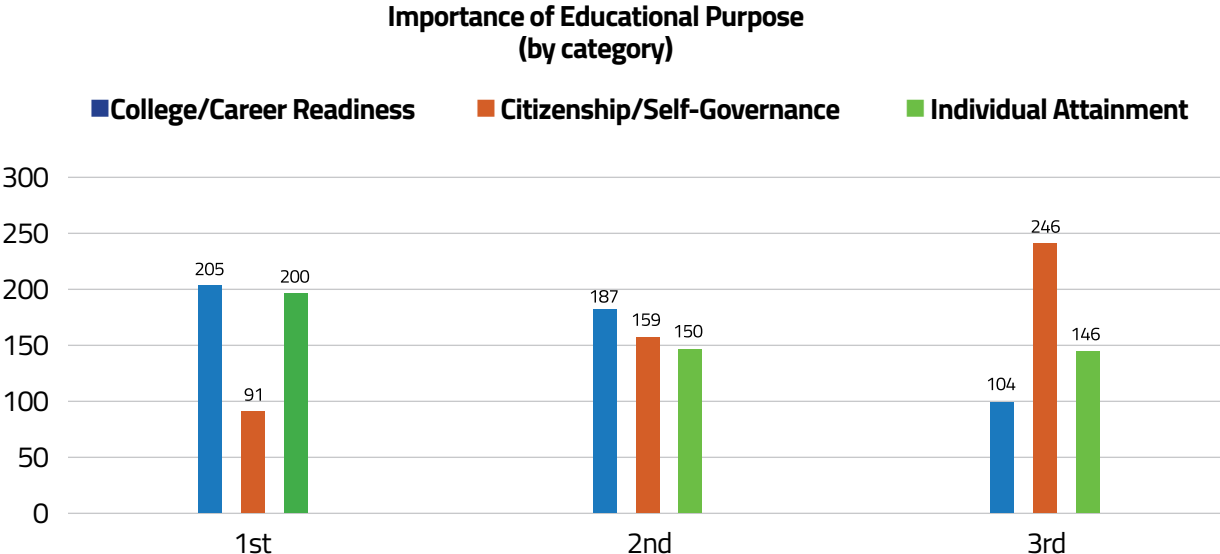
Survey

Wyoming law includes state-level requirements for graduation that embody three broad outcomes: (1) *college/career readiness*, (2) *citizenship/self-governance*, and (3) *individual attainment*. Survey participants were asked to share the level of importance they place on each of these outcomes. Additionally, they were asked to indicate the level at which they feel the current educational system helps students meet these outcomes.

Of those who responded to the question related to prioritizing the importance of each outcome, 41.3% ranked *college/career readiness* as the most important, while 40.3% ranked *individual attainment* as the most important. *Citizenship/self-governance* came in with 18.3% of survey-takers indicating this category as the most important outcome for Wyoming education.

It is important to note that survey participants were asked to prioritize these items in order of preference (i.e. forced ranking). That is, people may have thought every category was important, but they had to organize their responses by first priority, second priority, and third priority. As such, these results do not imply that any one category is unimportant and should not be interpreted that way.
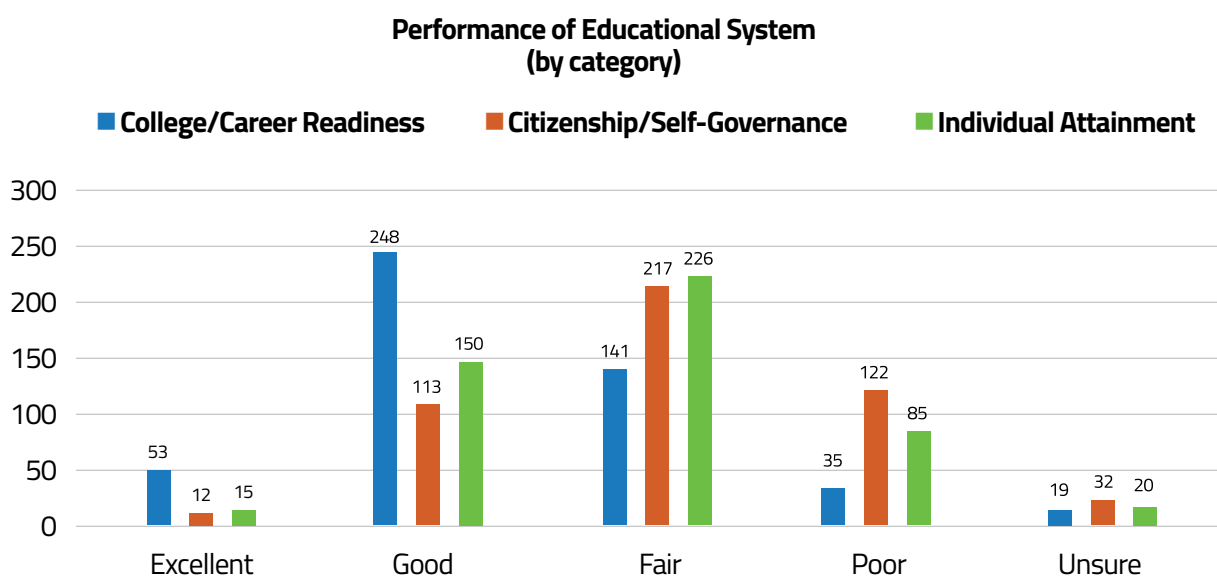
The following figure provides an illustration of the responses.
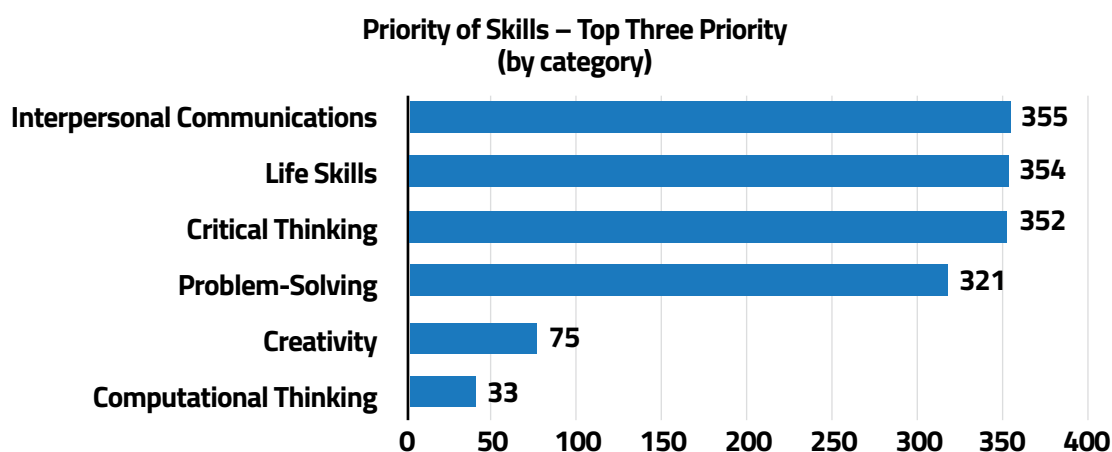
Figure 1: Importance of Educational Purpose

**Importance of Educational Purpose
(by category)**

■College/Career Readiness   ■Citizenship/Self-Governance   ■Individual Attainment

	1st	2nd	3rd
College/Career Readiness	205	187	104
Citizenship/Self-Governance	91	159	246
Individual Attainment	200	150	146

The participants' perceptions of how well the K-12 education system is preparing students related to these outcomes are illustrated below and were mostly favorable toward students' readiness in the *college/career* category; that is, 60.7% believe schools are doing an "excellent" or "good" job in this area. In contrast, one-third or less feel the schools are doing an "excellent" or "good" job in the categories of *individual attainment* and *citizenship/self-governance* (33.2% and 25.2%, respectively).

Figure 2: Purpose of Educational System

**Performance of Educational System
(by category)**

- College/Career Readiness
- Citizenship/Self-Governance
- Individual Attainment

	Excellent	Good	Fair	Poor	Unsure
College/Career Readiness	53	248	141	35	19
Citizenship/Self-Governance	12	113	217	122	32
Individual Attainment	15	150	226	85	20

In addition to the broad outcomes articulated in statute, Wyoming law also requires students to have the opportunity to acquire skills in six areas: (1) *life skills*, (2) *creativity*, (3) *computational thinking*, (4) *critical thinking*, (5) *problem-solving*, and (6) *interpersonal communication*. Survey participants were asked to identify the three skills they feel are the most important for students to obtain by the time they graduate from high school. Figure 3 below indicates the percentage of survey takers who identified each category as a "top 3 priority" with approximately 71.6%, 71.4%, and 71% listing *interpersonal communication, life skills*, and *critical thinking* as the highest priorities. *Problem-solving* came in with 64.7% of individuals listing this category as one of the top three skills students should obtain. Conversely, 15.1% identified *creativity* and 6.7% identified *computational thinking* as top three priorities in the educational system.

Figure 3: Priority of Skills

**Priority of Skills – Top Three Priority
(by category)**

Category	Value
Interpersonal Communications	355
Life Skills	354
Critical Thinking	352
Problem-Solving	321
Creativity	75
Computational Thinking	33

The survey also contained the following two open-ended questions:

- If you had sole power to decide what is most important to include in defining a successful high school graduate, what would you include? List words/phrases of the knowledge, skills, behaviors, or experiences you would want included. (496 responses)

- What else do you hope the Wyoming State Board of Education will consider as they move forward with developing a Profile of a Graduate? (393 responses)

The responses from these two questions were recorded verbatim from the surveys and categorized based on participant responses in terms of what they would like to see students experience and acquire through their K-12 education. The responses were then organized and coded based on the frequency with which specific concepts appeared. For example, survey takers mentioned "applied learning" 55 times when asked about the opportunities they wanted high school students to have. Respondents also indicated that a "narrow view of education" was a barrier in K-12 education 65 times. Definitions were applied to provide a common understanding for each concept code identified in the data.

The input received fell broadly into three categories: *Desired Outcomes* (the knowledge, skills, and behaviors students should have), *Experiences* (throughout K-12), and *System Barriers/Gaps* (producing desired outcomes and/or providing meaningful experiences). Table 3 contains the top three concept codes per category along with definitions and frequency of each code. The complete list of identified concepts can be viewed here[9].

Table 3: Codes, Definitions, and Frequency

Concept/Code	Definition	Frequency
Desired Outcomes: **Civically Engaged**	developing the combination of knowledge, skills, values and motivation to make a difference in the civic life of one's community	148
Desired Outcomes: **Effective Communicator**	conveying one's message thoroughly and being receptive/responsive to others' input; ability to present and be responsive to various audiences	132
Desired Outcomes: **Life Ready**	and purposes through a variety of mediums possesing life skills needed to successfully navigate the "business of living" (managing finances, running household, maintaining a vehicle, etc.); having the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of self-awareness, self-management, social-awareness, responsible decision making, and relationship skills	113
Student Experiences: **Tailored Opportunities**	reflecting uniqueness of each district, school, and child; flexible system; equitable opportunities for all students	60
Student Experiences: **Applied Learning**	applying learned concepts through activities like hands-on projects, mock trials, debates, presentations/performances, inquiry- or research-based activities, problem-solving activities, cross-curricular activities (i.e. welding w/science), etc.	55
Student Experiences: **Well-Rounded Education**	exposure to languages, cultures, belief systems,arts; sports, extra-curricular; explore all post-secondary options	49
System Barriers/Gaps: **Narrow Views of Education**	one-size-fits-all approach, same narrow box for all students; one pathway to graduation, over-emphasis on going to college; unresponsive to student needs, interests, and abilities; defined by a test score; does not evolve with changing times (i.e. "This is how we've always done things."); blanket mandates, inattention to uniqueness of each district/community; limited or no focus on SEL/whole child; over-emphasis on core subjects	65
System Barriers/Gaps: **Lack of Funding**	includes threats to funding, lack of support for funding; impact to schools (i.e. limited staff, programs, opportunities); innovation can be expensive	32
System Barriers/Gaps: **Lack of Rigor**	includes lack of higher-level activities (applied learning opportunities, real-world experiences, creative problem-solving, critical thinking), light schedule, watered-down expectations; failure to show relevance	28

Listening Sessions

Those who participated in listening sessions were asked to share their thoughts regarding the following topics:

- What are the knowledge and skills students need to be successful after high school?
- What experiences should students have before completing high school to help them acquire the desired knowledge and skills?
- In what ways are students ready for life after high school and where are their concerns?
- Are there system gaps between K-12 and what is needed for success in college and/or the workforce?

The design team reviewed the listening session data, which can be viewed **here**[10], and discovered several trends within the feedback received. These trends represent what was heard multiple times throughout all listening sessions and include the following:

Table 4: Listening Session Trends

Category	Trends
Knowledge/Skills	It is important for students to have . . . • knowledge about careers including how to prepare, how to enter, and how to grow within a given career path • an understanding of financial literacy, including using credit, managing bills, balancing a checkbook, etc. • an understanding of being a civically-engaged citizen, including how to participate in civil discourse with people with different perspectives • knowledge of technical reading and writing • soft skills related to communication, personal responsibility, perseverance, critical thinking, and problem-solving • employability skills such as time management, independence, teamwork, and taking initiative
High School Opportunities	It is important for students to have . . . • multiple opportunities to apply knowledge through hands-on activities and demonstrations • access to college-level courses, certification opportunities while in high school • experiences across all disciplines including the arts and humanities • exploration activities related to options after high school (campus tours, career questionnaires, etc.) • practice with college/job/scholarship applications, resumes, interviews, etc.
Challenges	Barriers to the desired outcomes and experiences for students include . . . • gaps between what is taught/practiced in K-12 and current trends in the industry • access to hands-on opportunities in rural communities • lack of partnerships with business/industry, community, parents, etc. • federal laws regarding internships (i.e. OSHA, age restrictions, etc.) • lack of time to incorporate applied learning activities due to state-level requirements (i.e. standards, accountability, standardized testing)

---

[9] Profile of a Graduate Phase I Survey Data Set:Retrieved from bit.ly/3jtGf39

Findings

Analysis of all data points collected during Phase I yielded four main clusters: *Academics, Career, Community*, and *Life*. For the purpose of this initiative, *Academics* is defined as the content knowledge, skills, and behaviors included in the Wyoming Content and Performance Standards. *Career* is defined as the knowledge, skills, and behaviors needed to be successful in the workforce. *Community* is defined as the knowledge, skills, and behaviors necessary for contributing to society. *Life* is defined as the knowledge, skills, and behaviors necessary to thrive as an adult. The remainder of this document provides a summary of recommendations as well as plans for Phase II of the Profile of a Graduate work.

Phase I Synthesis of Stakeholder Input

This Phase I report is intended to make the process undertaken by the design team transparent to the public and collectively embark on the second phase of the work: *Developing the State Profile*. Below is the design team's synthesis of stakeholder input for each cluster. The Design Team recommends the State Board of Education use this content to define Wyoming's graduate profile and inform graduation standards.

Academics

Academic rigor is viewed as an important aspect of Wyoming's educational system. The transferability and application of knowledge across content areas and novel situations, including the use of basic academic skills in life beyond graduation, is important to stakeholders. There is a perception college attendance is valued over career readiness as evidenced within the structure of high schools, district and state policies, as well as messaging within communities.

A Wyoming graduate will . . .
- demonstrate foundational knowledge and competencies in math, history and civics, science, reading, and writing, including technical reading and writing.
- apply knowledge and competencies to life's challenges and opportunities using problem solving and critical thinking.
- transfer knowledge and competencies across content areas and later in career and college performance.
- possess strong communication skills, both verbal and written, appropriate to various audiences, purposes and mediums.
- have the ability to identify and access credible resources.

To accomplish this, students must possess . . .
- a growth mindset, where failure is recognized as part of a life-long process.
- a curiosity that leads to discovery.
- the ability to apply knowledge in such a way as to create opportunities and solve problems.

Career

Career preparation is a valued component of education in Wyoming. As a state made up of many small businesses, there is a desire that graduates be able to successfully step into a career field. Wyoming values career preparation as an integral element of student learning. There is a perception that career education is viewed as separate from other academic preparation and that attending a college or university is the primary focus in schools. It is vital that K–12 courses and experiences be of high quality and that they have applicability to the future careers of students. Students indicated confidence in knowing the area of study they were interested in pursuing but admitted to being less knowledgeable about career options in those

areas. Additionally, business and industry representatives expressed specific concerns about student misperceptions of how the workplace functions and the process of growing in one's own career.

A Wyoming Graduate will . . .
- explore a full breadth of career options and work environments with an understanding of entry requirements and varied paths to achieve their choices and desired lifestyle.
- develop workplace communication skills (written and verbal) including giving and receiving constructive criticism, advocating for assistance, and communicating professionally.
- have opportunities to experience planning and managing multi-step projects, including establishing timelines with strategic checkpoints.
- develop basic leadership skills, including the identification of personal strengths and weaknesses.
- collaborate and work with a variety of people including peers, mentors and stakeholders to accomplish a variety of tasks.
- successfully complete multiple employment application components (digital and print) including: applications, cover letters, resumes, and a traditional interview experience as well as virtual.
- have knowledge of compensation as it relates to career entry and career advancement.

To accomplish this, students must . . .
- be persistent and resilient.
- have strong interpersonal relationships.
- be able to access resources and supports.
- work to a quality standard.
- show initiative.
- be adaptable and adjust to novel situations and workplace demands.

Community

Wyoming values its citizens being engaged and connected to their communities. While there is recognition that achieving the vision of a profile of a graduate is a shared responsibility between communities, schools, and families, there is a belief that schools need to focus additional attention preparing students to be civically-minded and engaged. Providing students with opportunities to develop relationships, participate in events, and support issues of relevance in their community is an important aspect of schooling that must be balanced with time for academic, life, and career learning.

A Wyoming Graduate will . . .
- know how governing structures operate in a democracy and how to be involved in the governing process.
- know how to access community resources both private and public.
- engage appropriately in civil discourse.
- discern the credibility of information and content from a variety of sources to become a knowledgeable and engaged citizen.
- seek opportunities to authentically contribute to their school community and the greater community, state, and nation.

To accomplish this, students must be . . .
- able to collaborate with others.
- open to service and volunteerism.
- aware of other cultures.
- respectful of the perspectives and rights of others.

Life

Preparing students for independent living, including physical and mental health, is a collective responsibility of families, communities and the school system. If students are not prepared and capable of managing their personal lives, other endeavors will suffer. Student voice was strongest in this area, and it was often cited as the area of greatest concern regarding their preparation for leaving high school. Overwhelmingly, students who had quality, comprehensive life skills or training in daily adult living before graduating viewed those experiences as crucial to their future success. Another identified issue was students' knowledge of and access to health supports including those associated with mental health. Recognizing that adolescence and young adulthood is a time when mental health, relationship, and social stress issues may emerge, students should have the skills and confidence to seek support when needed.

A Wyoming Graduate will . . .
- demonstrate basic living skills.
- possess skills in personal finance including understanding of compensation, cost of living, budgets, credit/loans, taxes, housing costs, savings, insurance.
- understand core strategies of self care including physical and mental well being and access to medical/mental health services.
- build and maintain healthy relationships.

To accomplish this, students must be . . .
- dedicated to personal growth.
- self aware and able to self-advocate.
- able to identify and solve life problems.
- able to think from different perspectives - independently, globally, collaboratively, and critically.

The following section outlines considerations that must be made at state and local levels in order to align the current educational system with these recommendations, which were solely informed by multiple stakeholder groups across Wyoming.

■ Implications and Considerations for State and Local Systems

The input collected through the survey and listening sessions extended beyond the question of what a high school graduate needs to know, be able to do, and experience to be successful after graduation. Input was also collected regarding the current education system in Wyoming and what both state and local education systems, as well as policymakers, should consider to ensure the vision of a graduate, as defined in the profile, becomes a reality for Wyoming students.

State Systems

The design team recognized that there are multiple players involved both directly and indirectly in the policymaking and deployment of Wyoming's K–12 education system at the state level. While the State Superintendent of Public Instruction, the Wyoming Department of Education, and Wyoming State Board of Education play a major role in the success of a Profile of a Graduate, other agencies of the executive branch, the legislature, post–secondary providers and numerous boards, councils, and institutions supporting or providing services to families, youth, and children carry various levels of influence and responsibilities in the areas identified within the profile. For the purposes of this report, these players and influencers are referred to as the "State."

Participants in Phase I identified a number of areas viewed as potential barriers to implementing a statewide Profile of a Graduate, as well as opportunities to improve or enhance current practice in support of the vision developed within a profile. Participants view the primary focus of K-12 education in Wyoming as academic preparation; however, concern was voiced regarding the amount of influence the state assessment and accountability system has on student experiences. Concerns involved the balance between a rigorous academic preparation that is measured by assessments and offering learning experiences to students that afford students the opportunity to apply knowledge through authentic experiences. Participants see the application of learning as critical for students and spoke to the importance of professional skills, sometimes referred to as 'soft' or 'life' skills, which are not measured through traditional forms of assessments. The need for students to develop these skills was identified across stakeholder groups, whether for success in a career, success in post-secondary education, or success in training endeavors. Participants also indicated that these opportunities need to be offered across the entire K-12 experience, not just in junior high or high school.

Considerations offered to address the balance between high academic focus and applying knowledge to authentic or novel situations include reducing the number of standards and allowing flexibility for local innovation and opportunities, such as experiences outside the classroom. Across stakeholder groups the need for interdisciplinary literacy and technical reading/writing skills were identified. There is a desire for state standards that support interdisciplinary learning, integration of subjects across courses.

The amount and type of testing required of students was a topic that crossed several stakeholder groups. Suggestions were made for the State to look further into competency-based assessments, equivalency exams, and flexibility in earning graduation credit, including redesigning the state assessment. State policy that supports a framework for personalized learning systems, allowing for flexibility in the methods, demonstration, and timelines for completing graduation requirements, should be explored. Some participants discussed revising the accountability system in order to reflect the experiences required of a graduate in order to meet the vision being espoused through a Profile of a Graduate.

State considerations in terms of the deployment of Wyoming educational systems included addressing perceived barriers between academic and career preparation. Stakeholders provided examples of overt and implied messaging of valuing college over career preparation at the state and local levels. Discussion within the design team on this issue resulted in the desire to see academic and career preparation as important for all students, not separate "tracks" or "pathways." The development of guidelines and definitions for high-quality internships or work-based learning experiences were identified as critical along with the local flexibility to develop such programs for students. A consideration for the State is to provide a system that encourages a career perspective within and across content areas to support the application of knowledge and student engagement.

Local Systems

The Phase I participants recognized the critical role of communities in the success of students within Wyoming's education system. The vision for a profile of a graduate is both created and implemented through local communities. The players within these shared responsibilities include districts/schools, families, businesses/industries, youth organizations, after school programs, faith-based organizations, post-secondary and training institutions, as well as local governments. For the purposes of this report, these players and influencers are referred to as "Locals."

The considerations for Locals generated throughout Phase I parallel the design and deployment considerations provided to the State. The perceived divide between academic readiness and career

preparation was clear, as well as the desire for students to have opportunities to apply knowledge to novel and real-life situations, thus building and reinforcing critical professional skills. There were calls for shifting mindsets to create flexible opportunities for students to learn through project-based and out-of-the-classroom experiences (e.g. structured internships, capstones, networking with professionals in the field, work-based learning opportunities). Suggestions included creating internship and community service opportunities that build from year to year, allowing students to more deeply engage in and own their experiences.

Feedback during Phase I centered around the learning experience desired for students. Participants discussed the need for rigorous content addressing core competencies, but they also urged the system to allow for flexibility for students to pursue areas of passion and for integrated learning experiences that carry relevance for students' future pursuits. There was a desire for schools to continue to offer advanced course opportunities, particularly those that offer high levels of student engagement. Innovative course design that allows opportunities for students to learn core curriculum from multiple perspectives and fields is desired. Creating learning experiences with recurring and meaningful connections to real-world situations and integration across the curriculum is valued.

Business and industry participants spoke specifically about the need for students to have opportunities to interact with adults in the community or through workplace learning experiences to develop skills in communicating with a variety of people and situations. There is a desire to afford students more opportunities to obtain career credentialing or industry certifications. Both business/industry and post-secondary participants expressed the need to provide students with experiences in working through progressively complex projects throughout their high school experience so that students know how to manage and complete multi-phase projects with timelines and how to monitor self progress for successful, timely completion. Participants want to see students provided with opportunities to participate in the democratic process through activities such as voting, attending meetings of elected officials, etc.

■ Next Steps: Phase II

The primary focus of Phase II: Producing the Profile is developing the official profile document (i.e. a visual representation along with supporting documents) and vetting the draft with stakeholder groups to ensure the profile resonates with stakeholders across Wyoming. In order to obtain broad feedback on the profile, the Board will hold multiple public meetings, both in person and virtually, to share the draft with various stakeholder groups. The primary purpose of these sessions is to explore the following questions:

- Does the draft profile accurately reflect the input provided during Phase I?

- What are the implications for your district/community?

- What are some ways your district/community might operationalize this profile?

Sharing the profile document with stakeholders and exploring the implications with them ensures that the profile will be viewed as a valuable asset by communities and be aligned to their priorities, which increases the profile's potential for local use and impact.

In addition to the public input sessions, the Board will sponsor deeper engagement opportunities for four to six Wyoming communities. These communities will have the opportunity to convene their own local groups of families, students, business leaders, and educators to consider the utility of a graduate profile at the local level. These engagement sessions will include in-person events in which local teams will compare existing educational programs to the draft profile and consider (1) areas in which they wish to expand opportunities

for students in relation to the profile, (2) how they might enhance the state profile to meet local priorities, and (3) barriers to implementing the profile – including expanded learning opportunities – with fidelity.

Feedback from the input sessions, as well as the local engagement opportunities, on the draft profile will be synthesized, and a revised profile will be shared with the Board. The revised profile will include recommendations on a set of state policy areas to pursue in an effort to make it easier for local systems to implement a quality profile aligned to local learning experiences and opportunities. These products will support the Board in shifting to Phase III: Setting Graduation Standards.