

Biliteracy Seal

1. **Purpose:** The purpose of this proviso is to enable OSPI to provide technical assistance to support districts to help students earn the Seal of Biliteracy (Seal). [RCW 28A.300.575](#) established the Seal of Biliteracy in 2014 as a result of Senate Bill 6424. The Washington State Seal of Biliteracy recognizes public high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more world languages in addition to English. [WAC 392-415-070](#) (mandatory high school transcript contents) and [WAC 392-410-350](#) (Seal of Biliteracy) pertain to the Seal of Biliteracy.

Background: During the 2014–15 school year, OSPI was in the third year of a three-year grant from the Gates Foundation focused on supporting districts with World Language Competency testing and credits associated with earning the Seal of Biliteracy. The grant concentrated on seven districts in the Road Map Region (Auburn, Federal Way, Highline, Kent, Renton, Seattle, and Tukwila). Education Northwest was the grant’s external evaluator and provided OSPI with approximate data for 2014–15. In the 2015–16 year, OSPI began collecting data on the number of students awarded the Seal of Biliteracy across the state. In December of 2017, OSPI submitted a report to the education committee of the Legislature reporting the number of students awarded the Seal for school years 2015–16 and 2016–17. The report contains other relevant information as specified by the Legislature in Senate Bill 6424 (2014). The criteria for the report and the report findings can be read in: [Seal of Biliteracy Legislative Report Winter of 2017](#)

2. **Description of services provided:** This proviso provides resources for OSPI to assist districts interested in helping students earn the Seal of Biliteracy. Per state statute, "Participating school districts with students eligible to receive the Seal shall place a notation on a student's high school diploma and high school transcript indicating that the student has earned the seal." ([RCW 28A.230.125](#)) Districts may request the Seal of Biliteracy imprint for creating embossed diploma labels or medallions from OSPI. Detailed information on the Seal of Biliteracy can be found on the OSPI website at [Seal of Biliteracy](#).
3. **Criteria for receiving services and/or grants:** The Seal is available to districts to formally recognize students that demonstrate: Proficiency in English and proficiency in a world language other than English. *For further detail on qualifying factors for earning the Seal, see item 10.*

Beneficiaries in 2018-19 School Year:

# of School Districts:	98
# of Schools:	NA
# of Students:	3,097 *Data reported as of September 6, 2019
Other:	NA

of OSPI staff associated with this funding (FTEs): 0

of contractors/other staff associated with this funding:

FY19 Funding:	State Appropriation:	\$10,000
	Federal Appropriation:	\$0
	Other fund sources:	\$0
	TOTAL (FY19)	\$10,000

4. Are federal or other funds contingent on state funding? If yes, explain. No

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
FY19	\$10,000	\$7,292
FY18	\$10,000	\$5,473
FY17	\$10,000	\$4,468
FY16	\$15,000	\$10,277
FY15	\$21,000	\$16,856

6. Number of beneficiaries (e.g., schools, students, districts) history:

Fiscal Year	# of Students
FY19	3,097
FY18	1,978
FY17	1,660
FY16	2,108
FY15	662 (est.)
TOTAL	9,505

7. **Programmatic changes since inception** The Seal of Biliteracy was authorized by the Legislature in May of 2014. Funding was not provided to support districts choosing to award the Seal of Biliteracy, and has decreased in the preceding biennia. OSPI has continued to support the Seal of Biliteracy through website updates, the [Seal of Biliteracy Legislative Report 2017](#), professional development, and technical assistance via emails, phone calls, mini-tutorials on the website, on-site professional learning, conference calls, and site visits. Valid pathways to earn the Seal of Biliteracy are available at: [Seal Qualifying Factors](#)

8. **Evaluations of program/major findings:**

Relevant findings for FY 2019:

- The number of Seals awarded increased 57 percent from 2017-18.
- The number of districts participating increased 21 percent from 2017-18.

- More than 82% of tests taken to earn the mandatory minimum four world language credits for the Seal are in Spanish. The “Top Five Languages Tested” in 2018-19 are:

Top Five World Languages Tested	Student Count	Proportion
Spanish	1969	82.3%
Russian	138	6.6%
French	115	4.3%
Vietnamese	101	3.8%
Japanese	83	3.0%
Total	2406	100%

- Among the “Other Languages Tested” in 2018-19, Tagalog, Chinese, Korean, German, and Arabic were the most common.

Other Languages Tested	Student Count	Proportion
Tagalog	64	9.3%
Chinese-Unspecified	60	8.7%
Chinese-Mandarin	59	8.5%
Korean	54	7.8%
German	40	5.8%
Arabic	38	5.5%
Amharic	37	5.4%
Somali	37	5.4%
Punjabi	32	4.6%
Ukrainian	29	4.2%
Swahili	27	3.9%
Turkish	17	2.5%
Portuguese	16	2.3%
Rumanian	14	2.0%
Samoan	12	1.7%
Tigrinya	11	1.6%
Chinese-Cantonese	10	1.4%
Italian	9	1.3%
Urdu	8	1.2%
American Sign Language	8	1.2%
Hindi	8	1.2%
Farsi	7	1.0%
Hebrew, Modern	6	0.9%
Finnish	5	0.7%

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Nepali	5	0.7%
Oromo	4	0.6%
Twi	4	0.6%
Dutch	4	0.6%
Bulgarian	4	0.6%
Cambodian	4	0.6%
Dari	3	0.4%
Bosnian	3	0.4%
Lao	3	0.4%
Marshallese	3	0.4%
Serbian	3	0.4%
Polish	2	0.3%
Swedish	2	0.3%
Tedim	2	0.3%
Burmese	2	0.3%
Bengali	2	0.3%
Danish	2	0.3%
Indonesian	2	0.3%
Karen	2	0.3%
Hmong	2	0.3%
Thai	2	0.3%
Hungarian	1	0.1%
Icelandic (Old)	1	0.1%
Ilokano	1	0.1%
Fula	1	0.1%
Kinyarwanda	1	0.1%
Krio	1	0.1%
Kurdish	1	0.1%
Chungki/Chunkese	1	0.1%
Czech	1	0.1%
Cebuano	1	0.1%
Chin	1	0.1%
Afrikaans	1	0.1%
Telugu	1	0.1%
Tongan	1	0.1%
Wolof	1	0.1%

Norwegian	1	0.1%
Serbo-Croatian	1	0.1%
Slovenian	1	0.1%
Moldavian	1	0.1%
Malayalam	1	0.1%
Pashto	1	0.1%
Persian	1	0.1%
Pilipino/Filipino	1	0.1%

- The number of migrant students served is up 27% in the ELL program since 2017-2018. Migrant students have been a “focus for improvement” for earning the Seal. Migrant students are primarily bilingual (heritage Spanish-speaking students) and, due to family mobility, can earn world language competency credit for credit retrieval and also earn the Seal. Reaching more migrant students for the Seal of Biliteracy continues to be a focus for improvement.
- The OSPI World Language unit is working with the OSPI Native American division to honor tribal “language-keeping” for Native American heritage language students. Plans include laying the foundation for Native American students to earn the Seal of Biliteracy in their Tribal language; these plans recognize tribal sovereignty and proficiency standards of the Seal. OSPI works with the Washington State Native American tribal educators as another “focus for improvement.” (See also item 10 below regarding this topic.)

9. **Major challenges faced by the program:** Washington school districts seek state funding to pay for student testing fees for world language competency-based testing and the costs associated with administering competency assessments. OSPI submitted a proposal to the 2019 Washington State legislature seeking Seal funding for school districts. This funding would have supported competency testing fees for students enrolled in the free and reduced lunch programs in participating districts. Unfortunately, the proposal was not funded.

OSPI is seeking ways to increase OSPI staff time to support the continued growth of the Seal award program.

10. **Future opportunities:** OSPI’s World Language staff is working with the OSPI Transitional Bilingual Department (TBIP) for mutually beneficial Seal of Biliteracy program improvement, especially for migrant students. Improvement plans include supporting Dual Language Immersion program expansion in Washington State, in keeping with Superintendent Reykdal’s vision of “All students bilingual and biliterate.” TBIP students stand to gain substantially by earning the Seal of Biliteracy, not only for high school graduation but also for enhanced career and college opportunities. Migrant students, specifically, may benefit in “credit retrieval” by earning the Seal.

As mentioned in item 8, an additional area for improvement is in Native American languages. The World Language unit and the Native American Division at OSPI have begun meetings to address the “language-keeping” needs of tribal students in Washington State. The goal is to enhance the heritage language (Native American) curriculum in tribal schools and to create pathways for Native American students to qualify for the Washington State Seal of Biliteracy in their Tribal language. This primarily requires outreach to the Tribes and mutual cooperation and planning between OSPI World Languages, the OSPI TBIP, and the OSPI Native American division.

11. **Statutory and/or Budget language:**

Budget Proviso: ESSB 6032, Sec. 513 (21) - \$10,000 of the general fund—state appropriation for fiscal year 2018 and \$10,000 of the general fund—state appropriation for fiscal year 2019 are provided solely for chapter 102, Laws of 2014 (Senate Bill No. 6424) (biliteracy seal).

12. **Other relevant information:**

Districts reporting “earned” Seal of Biliteracy in school year 2018-19:

*Original [Road Map Districts](#).

1. Aberdeen	27. Grandview	52. North Thurston	77. Stevenson-Carson
2. Anacortes	28. Highline	53. Northshore	78. Summit (Olympus)
3. Arlington	29. Issaquah	54. Okanogan	79. Summit (Sierra)
4. Auburn	30. Kelso	55. Olympia	80. Sumner
5. Bainbridge	31. Kennewick	56. Orcas Island	81. Tacoma
6. Battle Ground	32. Kent	57. Othello	82. Tonasket
7. Bellevue	33. Lake Chelan	58. Pateros	83. Toppenish
8. Bellingham	34. Lake Stevens	59. Peninsula	84. Touchet
9. Bethel	35. Lake Washington	60. Port Angeles	85. Tukwila
10. Blaine	36. Longview	61. Prescott	86. Vancouver
11. Bremerton	37. Lynden	62. Prosser	87. Vashon Island
12. Bridgeport	38. Manson	63. Renton	88. Wahluke
13. Burlington-Edison	39. Marysville	64. Richland	89. Walla Walla
14. Camas	40. Mead	65. Ridgefield	90. Warden
15. Central Kitsap	41. Medical Lake	66. Riverview	91. Wenatchee
16. Central Valley	42. Mercer Island	67. Rochester	92. West Valley (Spokane)
17. Cheney	43. Meridian	68. Royal	93. West Valley (Yakima)
18. East Valley (Spokane)	44. Monroe	69. Seattle	94. White River
19. Edmonds	45. Mount Baker	70. Sedro-Woolley	95. White Salmon Valley
20. Ellensburg	46. Mount Vernon	71. Shelton	96. Winlock
21. Everett	47. Mukilteo	72. Shoreline	97. Yakima
22. Evergreen (Clark)	48. Naselle-Grays River Valley	73. Snohomish	98. Yelm
23. Federal Way	49. Nine Mile Falls	74. South Kitsap	
24. Ferndale	50. Nooksak Valley	75. Spokane	
25. Fife	51. North Kitsap	76. Stanwood- Camano	
26. Franklin Pierce			

13. List of schools/districts receiving assistance: See OSPI [website](#).

14. Program Contact Information:

Angela Dávila, World Language Program Supervisor
Learning and Teaching
Office of Superintendent of Public Instruction (OSPI)
PO Box 47200
Olympia, WA 98504-7200
Office: 360-725-6129
TTY: 360-664-3631
FAX: 360-725-6017
angela.davila@k12.wa.us