

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 was established to recognize 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.

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 Report to the Legislature: Winter 2017](#)

2. **Description of services provided:** This proviso enabled OSPI to dedicate staff time to provide assistance to 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 2017-18 School Year:

# of School Districts:	81
# of Schools:	NA
# of Students:	1,978 *Data reported as of August 29, 2018
Other:	NA

of OSPI staff associated with this funding (FTEs): 2
(.6 FTE World Language Supervisor and .5 Administrative Assistant)
of contractors/other staff associated with this funding: NA

FY18 Funding: State Appropriation: \$10,000
Federal Appropriation: \$0.0
Other fund sources: \$0.0
TOTAL (FY18) \$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
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
FY18	1,978
FY17	1,660
FY16	2,108
FY15	662

7. **Programmatic changes since inception (if any):** 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. Seven Road Map districts were initially supported for Competency Testing and Credit through the Gates Foundation Grant, which ended December 31, 2015. Since January of 2016, testing administration and student testing fees is the administrative responsibility of the participating district. OSPI has continued to support the Seal of Biliteracy through website updates, professional development, and technical assistance via emails, phone calls, 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](#) | [Identifying Students for the Seal](#)

8. **Evaluations of program/major findings:** A formal evaluation of progress-to-date was published by Education Northwest in June of 2015. The findings were included in the Gates Foundation Report, March of 2016. By December of 2017, a [Seal of Biliteracy Legislative Report: Winter 2017](#) was written by the OSPI World Language unit. The program has been successful and well received in districts that have chosen to award the Seal of Biliteracy. Other relevant findings:

- The number of SY 2018 Seals awarded increased 49 percent from last year.

- The number of SY 2018 districts participating increased 37 percent from last year.
- Over half of the tests taken to earn the mandatory minimum four world language credits for the Seal are in Spanish. In total, students were tested in 59 languages.
- At least 177 migrant students were awarded the Seal of Biliteracy last year (SY 2018). This represents approximately 9.1 percent of the 2,474 students receiving the Seal in SY 2018. Migrant students are 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.
- Native American students are not yet seeking the Seal for their heritage language(s). 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 based on results of Native American language competency tests. OSPI will work with the Washington Association for Language Teaching (WAFLT) and 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 funding assistance to pay for student testing fees for World Language Competency-based credit assessments and for administering proficiency assessments for earning the Seal. Additional OSPI staff time is needed to support the continued growth. The number of participating districts is up 37 percent this year. The number of students awarded the Seal is up 49 percent. There are additional data available regarding Competency Credit and the Seal of Biliteracy outlined in a special report to the Washington State Legislature for school years 2016 and 2017. The Seal of Biliteracy Legislative Report: Winter 2017 is accessible on the OSPI World Language website and hot-linked in item 8 above. Currently, a part-time World Language Program Supervisor is allocated to provide leadership for the continuing support and expansion of the Seal of Biliteracy; work on the Seal necessitates an estimated 80 percent of the position’s time which means other important duties get less attention. The current funding for the administrative assistant is divided between multiple programs. The World Language unit and WAFLT have submitted requests to the OSPI cabinet and to Superintendent Reykdal for additional funding for the Seal, not only to assist with its administration but also provide monies to districts for student testing fees.
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. Over the past three years, up to 22 percent of students earning the Seal are in the TBIP. 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 not only enhance the heritage language (Native American) curriculum in tribal schools, but also work with the Washington Association for Language Teaching (WAFLT) to organize credible and reliable Native American language proficiency tests for earning competency testing and credit. Native American students will eventually qualify for the Washington State Seal of Biliteracy as a result of mutual cooperation and planning between OSPI World Languages, the OSPI TBIP, WAFLT, and the OSPI Native American division.

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

Budget Proviso: SSB 5883, 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 2017–18:

***Original Road Map Districts**

Districts	Districts	Districts	Districts
1. Aberdeen	22. Kent	42. Okanogan	63. South Kitsap
2. Auburn	23. Lake Washington	43. Olympia	64. Spokane
3. Bainbridge	24. Lynden	44. Pasco	65. Stanwood-
4. Bellevue	25. Manson	45. Pateros	Camano
5. Bellingham	26. Marysville	46. Peninsula	66. Sumner
6. Bethel	27. Medical Lake	47. Port Angeles	67. Tacoma
7. Camas	28. Mercer Island	48. Port Townsend	68. Tonasket
8. Central Valley	29. Meridian	49. Prescott	69. Toppenish
9. Cheney	30. Monroe	50. Prosser	70. Touchet
10. East Valley(Spokane)	31. Mount Baker	51. Puyallup	71. Tukwila
11. Edmonds	32. Mount Vernon	52. Renton	72. Vancouver
12. Ellensburg	33. Mukilteo	53. Ridgefield	73. Vashon
13. Everett	34. Naches Valley	54. Riverview	74. Wahluke
14. Evergreen (Clark)	35. Naselle-Grays River	55. Rochester	75. Walla Walla
15. Ferndale	Valley	56. Royal	76. Warden
16. Finley	36. Nine Miles Falls	57. Seattle	77. Wenatchee
17. Franklin Pierce	37. Nooksak Valley	58. Sedro-Woolley	78. West Valley
18. Highline	38. North Kitsap	59. Sequim	(Spokane)
19. Issaquah	39. North Thurston	60. Shelton	79. White River
20. Kelso	40. North Shore	61. Shoreline	80. Winlock
21. Kennewick	41. Ocean Beach	62. Snohomish	81. Yakima

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

14. Program Contact Information:

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