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California State Seal of Biliteracy

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Whereas the study of world languages in elementary and secondary schools should be encouraged because world language study contributes to a pupil's cognitive development and our national economy and security; and

Whereas multiple languages are a critical element in enabling California to participate effectively in a global political, social, cultural, and economic context, and in expanding trade with other countries; and

Whereas the demand for employees to be fluent in more than one language is increasing both in California and throughout the world; and

Whereas the California Master Plan for Education calls for pupils to graduate literate in two or more languages; and

Whereas the California State Seal of Biliteracy has been supported by the California Association for Bilingual Education, California Tomorrow, Californians Together, the National Association of Judiciary Interpreters and Translators, and the California PTA, among others; and

Whereas the purposes of a California State Seal of Biliteracy would be as follows:

- (1) To encourage pupils to develop biliteracy skills,
- (2) To provide employers with a method of identifying people with language and biliteracy skills,
- (3) To revitalize and promote world language instruction in public schools,
- (4) To encourage the development of dual language immersion programs and world, native, and heritage language programs in kindergarten and grades 1 to 12, and
- (5) To recognize and honor California's rich and diverse language assets; and

Whereas California Governor Arnold Schwarzenegger has vetoed two bills that would have established a California State Seal of Biliteracy;

Therefore Be It Resolved that the California Council on Teacher Education (CCTE) supports the establishment of a California State Seal of Biliteracy to be affixed to the diploma or transcript of pupils. The standards for awarding this seal would follow those delineated in AB 280 (Coto). The Seal would be established to recognize high school graduates who have attained functional proficiency in speaking, reading, and writing skills in one or more languages as well as proficiency in English, and to provide recognition of the attainment of those needed and important skills.

*—Resolved unanimously by the Delegate Assembly
of the California Council on Teacher Education,
San Jose, California, March 6, 2008*