

Michigan Seal of Biliteracy

The Michigan Seal of Biliteracy has been created to recognize high school graduates who exhibit language proficiency in English and at least one additional world language. The Seal may be awarded to any student receiving a high school diploma, a high school certificate of completion or a high school equivalency certificate and who has demonstrated Intermediate High proficiency on acceptable world language assessments and met the English Language Arts requirements for graduation or demonstrated proficiency on a validated test of proficiency for English Learners. The Seal has been created to encourage students to study world languages and embrace their native and heritage languages. The Seal will provide employers with a to identify individuals with strong language and biliteracy skills. The Seal may serve as an additional tool for colleges and universities to recognize applicants' language abilities for admission and placement.



The Michigan Seal of Biliteracy requires students to meet the following criteria:

- Meet graduation requirements
- Demonstrate Intermediate High proficiency on world language assessments

Top 10 in 10

Michigan joins 27 other states and the District of Columbia in awarding a Seal of Biliteracy (Davin & Heineke, 2017). In Michigan's journey to becoming a top ten performing state in ten years, awarding the Seal of Biliteracy aligns to the goals and strategies of this endeavor. This policy was developed with each of the seven goals in mind. Reference to the goals can be found in the Purpose and Rationale section of the policy.

Michigan's Global Competitiveness

Globalization is a relatively new term, although the concept is thousands of years in the making (Stone, 2005). Customers in 207 countries buy Michigan-made goods and services, and foreign-owned companies employ over 200,000 workers in Michigan (Business Roundtable, 2015). Although English is widely used in international trade, the ability to communicate effectively and appropriately with colleagues and trade partners who speak other languages is crucial for Michigan's competitiveness and economic growth. The Michigan Seal of Biliteracy fully aligns with the goal of global competitiveness.

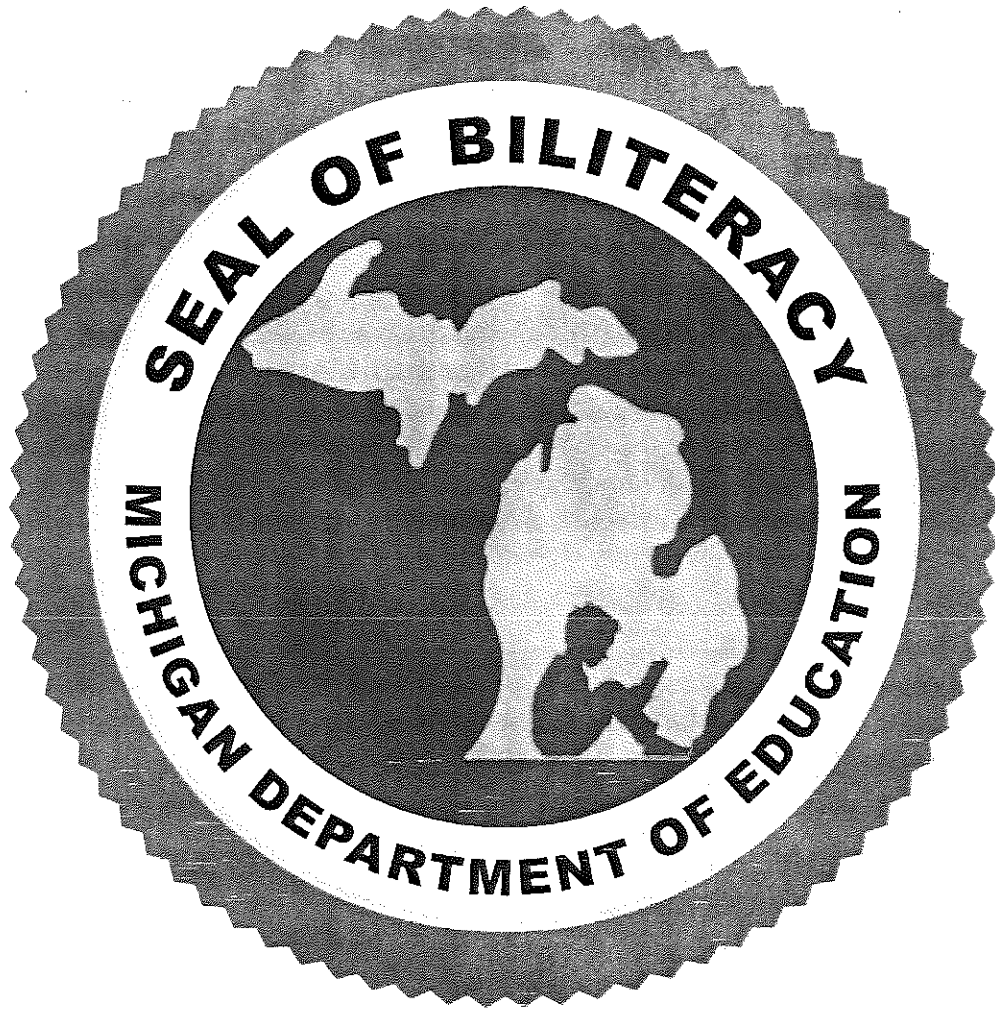
Career Readiness

In a recent survey of U.S. employers, 66% reported valuing foreign language skills in the hiring process, and 41% reported giving preference to multilingual job candidates (Damari et al., 2017). In Michigan, international trade-related jobs grew 17% from 2004 to 2014 while total employment declined 1% (Business Roundtable, 2015). There is also a growing need for bilingual employees across a wide range of occupations, regardless of educational requirements or salary (New American Economy, 2017). The Michigan Seal of Biliteracy serves as an endorsement to employers that a high school graduate enters the workforce with highly desired skills in more than one language.

Timeline for Testing a Student's Proficiency

The Michigan Department of Education recommends that a student's proficiency be tested for the purpose of awarding the Seal beginning his/her second semester of the junior year through the end of the first semester of the senior year. Note that students tested in their senior year may not receive test results until summer of their graduating year. As a result, the Seal will be awarded retroactively following graduation.

Michigan Seal of Biliteracy



Celebrating Michigan's Cultural and Linguistic Capital

2017-2018

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INTRODUCTION

The Michigan Seal of Biliteracy is an award presented to students who have demonstrated proficiency in English and at least one other world language by high school graduation. Our Michigan schools and learning institutions promote world languages, English language development, and heritage language maintenance.

As other states have recognized, the language skills of students who complete extended sequences of world language study as well as those whose native language is other than English, increase their marketability in the workplace and are a valuable economic resource to the state. More than 95% of the world's consumers and 80% of the world's purchasing power are outside the United States. Currently, 1.2 million Michigan jobs are tied to international trade (Business Roundtable, 2015). It is imperative for students to develop language proficiency in English and other languages so that our state remains competitive in the global marketplace. In addition to career advantages, students who learn more than one language gain numerous cognitive benefits, including improvements in executive functioning, working memory, attention span, flexibility, and creative thinking (Bialystok, 2007).

Additionally, the Seal of Biliteracy recognizes the rich cultural and linguistic diversity that exists in our state. Michigan is home to residents who come from a variety of cultural and linguistic backgrounds. Our Great Lakes State's history proudly includes a vast number of Native American cultures and immigrants from all over the world. Our state is home to many ethnic communities dedicated to maintaining their cultural identities and celebrating their contributions. We are host to many newcomers who have resettled and contribute to our society every day.

Alignment to Top 10 in 10

Michigan joins 27 other states and the District of Columbia in awarding a Seal of Biliteracy (Davin & Heineke, 2017). In Michigan's journey to becoming a top ten performing state in ten years, awarding the Seal of Biliteracy aligns to the goals and strategies of this endeavor (see Appendix A). This policy has been developed with each of the seven goals in mind. In the next section, the goals have been referenced to demonstrate the alignment of the Michigan Seal of Biliteracy with the state's charge to become a top ten state in 10 years.

Value of Learning and Maintaining World Languages and Cultures

Developing language proficiency and cultural competence strengthens intergroup relationships, affirms the value of diversity, and honors the multiple cultures and languages of a community. Michigan's adoption of a Seal of Biliteracy sets a standard and expectation for our students who clearly value learning world languages as well as maintaining native and heritage languages and cultures in our schools, homes, and communities.

The numerous cognitive and social benefits for students learning more than one language are well documented and include improvements in executive functioning, working memory, attention span, flexibility, creative thinking, greater intercultural awareness, and open-mindedness (Davin & Heineke, 2017).

Aligns to Top 10 in 10 Goals and Strategies
Goal 1: 1.3(b); Goal 5: 5.1(g); Goal 7: 7.4(b)

Michigan's Global Competitiveness

Globalization is a relatively new term although the concept is thousands of years in the making (Stone, 2005). According to Stone (2005), in today's society "the pace of the exchange of ideas, peoples, and goods is greatly increased; modern technology makes the communication of ideas almost instantaneous; and there are few places on the globe to which the average person cannot travel with 24 hours." Despite modern technologies, having the ability to communicate effectively and appropriately continues to be paramount.

Customers in 207 countries buy Michigan-made goods and services, and foreign-owned companies employ over 200,000 workers in Michigan (Business Roundtable, 2015). Although English is widely used in international trade, the ability to communicate effectively and appropriately with colleagues and trade partners who speak other languages is crucial for Michigan's competitiveness and economic growth. The Michigan Seal of Biliteracy fully aligns with the goal of global competitiveness.

Aligns to Top 10 in 10 Goal and Strategies
Goal 1: 1.8; Goal 2: 2.3, 2.4, 2.6; Goal 4: 4.5; Goal 6: 6.4, 6.6

Articulation Between PreK-12 and Higher Education

College-readiness refers not only to successful completion of coursework, but also to the recognition and acceptance of skills and knowledge gained beyond the classroom. The Michigan Seal of Biliteracy honors language proficiency regardless of where or how it is acquired.

The Michigan Seal of Biliteracy establishes criteria to inform and facilitate placement decisions in language courses at postsecondary institutions. In addition, the Michigan Seal of Biliteracy has the potential to play the same role as the granting of credit for dual enrollment, Advanced Placement, and International Baccalaureate courses.

Aligns to Top 10 in 10 Goals and Strategies

Goal 1: 1.3(a),(b), 1.4, 1.6(a),(b),(c), 1.8, 1.9; Goal 2: 2.1(a), 2.1(b), 2.1(c), 2.2, 2.2(a), 2.3, 2.4, 2.4(a),(b), 2.6, 2.6(a), 2.7(c), 2.8, 2.8(a),(b); Goal 3: 3.2(a), 3.3, 3.3(a),(b),(c); Goal 4: 4.2, 4.2(a), 4.5, 4.7, 4.7(a); Goal 5: 5.1(a-g), 5.2(a); Goal 6: 6.1, 6.4, 6.6, 6.6(a); Goal 7: 7.1, 7.1(a-d), 7.3 (a-e), 7.4(b),(c)

Career Readiness

In a recent survey of U.S. employers, 66% reported valuing foreign language skills in the hiring process, and 41% reported giving preference to multilingual job candidates (Damari et al., 2017). In Michigan, international trade-related jobs grew 17% from 2004 to 2014 while total employment declined 1% (Business Roundtable, 2015). There is also a growing need for bilingual employees across a wide range of occupations, regardless of educational requirements or salary (New American Economy, 2017). The Michigan Seal of Biliteracy serves as an endorsement to employers that a high school graduate enters the workforce with highly-desirable skills in more than one language.

Aligns to Top 10 in 10 Goals and Strategies

Goal 1: 1.3(a), 1.6, 1.8, 1.9; Goal 2: 2.1(a),(b), 2.2, 2.3, 2.4(a),(b), 2.6(a); Goal 4: 4.2(a), 4.7(a); Goal 5: 5.1(a),(f),(g); Goal 6: 6.1, 6.4; and Goal 7: 7.3(a)

Points of Entry

Bilingual or multilingual students are an asset to the nation and their ability to use multiple languages is a skill that should be encouraged and rewarded. The unique language abilities and cultural competencies of these students enhance the quality of our workforce as a society, providing a contribution to commerce and enrichment of the job market.

Throughout a child's educational journey, there are multiple opportunities to pursue dual or multiple language proficiency. The Seal is not designed to dictate a specific course of study or point of entry, but rather to honor diverse pathways to achieve biliteracy, promote active engagement in pursuing it, and ultimately recognize that achievement. The following provides a brief description of various pathways to biliteracy.

Academic Coursework

The most familiar method of learning a world language or acquiring English as an additional language is through PreK-12 academic course work. Bilingual and immersion programs, Advanced Placement courses, International Baccalaureate language and literature courses, dual enrollment in community college/university courses, traditional world language classes, study abroad and exchange programs, and academic coursework through homeschooling are all viable means for attaining proficiency in a world language.

Heritage and Home Language Acquisition

Many students in the United States are raised in a bilingual or multilingual environment, in homes in which a language other than English is spoken. Known as heritage language speakers, these students acquire language through the experience of interacting with family members, friends, and neighbors. Heritage language speakers possess skills necessary for our national security and prosperity. These students are an essential component of our multilingual/multicultural society.

Mother Tongue Maintenance

Mother tongue is a first or native language that a student has been exposed to since birth or during a child's formative years. Deliberate efforts to maintain the mother tongue or native language are prevalent within many culturally and linguistically diverse families and communities.

Encouragement to participate in activities where the mother tongue is used such as multimedia, community organizations, ethnic or cultural marketplaces, etc. can be very beneficial to society. Recognizing the value of maintaining the mother tongue sustains important direct cultural ties to students' respective families, communities, and their heritage. These efforts to preserve the mother tongue must be in place as students become more immersed in English as the dominant language.

Summary

The Michigan Seal of Biliteracy provides multiple pathways for students to achieve the Seal by honoring, encouraging, and recognizing that students may already have achieved high levels of proficiency in English and one or more languages and may earn the Seal of Biliteracy through a demonstration of proficiency. The efforts to maintain languages and to enhance the skills of listening, speaking, reading, and writing will enable students to achieve the necessary proficiency to obtain the Michigan Seal of Biliteracy in support of future career and educational opportunities.

CRITERIA FOR GRANTING THE SEAL OF BILITERACY

Determining Eligibility

The Michigan Seal of Biliteracy has been designed to be awarded to high school graduates or the equivalent. The Seal may be awarded to any student receiving a high school diploma, a high school certificate of completion or a high school equivalency certificate and who has demonstrated Intermediate High proficiency on acceptable world language assessments and met the English Language Arts requirements for graduation or demonstrated proficiency on a validated test of proficiency for English Learners.

Acceptable Assessments for Demonstrating Proficiency

All recipients of the Seal must demonstrate proficiency in English through any of the Michigan Department of Education (MDE) English Language Arts graduation requirements as well as individual district requirements, or demonstrate proficiency on a validated test of proficiency for English learners. Acceptable assessments used to provide evidence of world language proficiency in any language must meet the American Council on the Teaching of Foreign Languages (ACTFL) criteria of Intermediate High or equivalent.

Foreign Transcripts and Other Formal Documentation

Students transferring from other countries may demonstrate proficiency by providing transcripts from a school in a foreign country showing at least one year of instruction in all subjects in a language other than English in Grade 6 or beyond. Districts should develop their own guidelines and use discretion in accepting official report cards, certificates of completion, or official documentation of attendance when an official transcript is not available. In addition to the foreign transcript or other formal documentation, the MDE recommends that districts consider multiple points of evidence such as a portfolio, interview, presentations, etc. to demonstrate language proficiency.

Timeline for Testing Language Proficiency

For the purpose of awarding the Seal, the Michigan Department of Education recommends that a student's proficiency be tested beginning his/her second semester of the junior year through the end of the first semester of the senior year. The expectation is that the scores accurately reflect Intermediate High proficiency at the time of graduation. Exceptions to these recommended timelines may apply to less commonly taught languages. Note that students tested in their senior year may not receive test results until summer of their graduating year. As a result, the Seal will be awarded retroactively following graduation.

Note: Information on available assessments will be regularly updated in this document on the MDE website. Please check periodically for most recent information.

Overview

For languages without available assessments, students must demonstrate Intermediate High proficiency in all skills that are applicable. The determination of applicable skills (Listening, Speaking, Reading, Writing) must be clearly documented through credible research. Assessments should be aligned with the ACTFL Proficiency Guidelines for Intermediate High or equivalent.

Recommended Guidelines

The Michigan Department of Education recommends the following guidelines for assessing such languages:

Forming a Committee

The Seal of Biliteracy committee should consist of individuals who represent various aspects of the students' education. Personnel should include: a World Language teacher and an English Language Development (ELD) teacher or an English Language Arts (ELA) teacher; additional personnel could include a guidance counselor, a school administrator, and/or a district administrator. Districts should consider inviting a board member, a parent, a representative of the language, and/or a university professional to serve on the committee as well.

The Seal of Biliteracy committee should be responsible for developing or designing the district Seal of Biliteracy Plan. They should develop the assessments or secure the appropriate individuals to develop the assessments for the language(s) that lack assessments. Finally, the committee should be responsible for making the final determination that Intermediate High proficiency has been demonstrated.

Designing a Plan

The Seal of Biliteracy plan should reference the ACTFL Proficiency Guidelines and identify the process by which acceptable evidence of Intermediate High proficiency will be collected and secured. The plan may require that writing samples, projects, portfolios, and/or electronic folios are developed and maintained for a period of time and certified by a teacher, instructor, or individual with subject matter expertise of the language, culture, and ACTFL Proficiency Guidelines. The plan may require other types of evidence, data, and/or artifacts as well as presentations to the committee and/or public. Finally, the plan should address the oral component of the language by requiring an interview process or series of interviews by qualified speaker(s) of the language.

Summary

The purpose of the Michigan Seal of Biliteracy is to serve as an equitable and authentic means to certify attainment of biliteracy for students, employers, and universities. It is crucial for districts to honor this goal by adhering to high standards and rigorous criteria to establish and maintain a credible pathway to obtain this prestigious award.

Student Application

Students who intend to apply for the Michigan Seal of Biliteracy must begin the process at their own school or district. Districts are highly encouraged to develop a simple application process that may include the following components:

- Orientation meeting for students and parents
- On-track for graduation check
- Language check or language inventory
 - Language or languages to be tested
 - Tentative testing dates or method to demonstrate proficiency

Once the district has determined the application process, a communication plan should be designed and implemented to ensure equity for all students and parents.

District Application

The application process is a three-part process that must be completed by the district requesting the Seal. Each part of the process has several steps that must be followed to ensure proper documentation of evidence of proficiency and proper distribution of the certificate and actual Seal.

Part I

Using the Michigan Department of Education GEMS-MARS portal, districts will be able to log in and certify the district and school(s) where all anticipated candidates attend. The process of certification is to confirm participation for the current year, acknowledge all assurances, and to unlock restrictions giving schools direct access to upload documentation. Part I must be completed by the central office personnel or designated school staff member with administrative role in GEMS-MARS. Follow these steps:

- a. Identify the central office personnel who will be responsible for overseeing the process. Once identified the individual(s) will be given appropriate level access through the MEIS process.
- b. The certification process may occur at any time during the current school year, beginning September 1.
- c. Read and respond to all questions.
- d. Read and acknowledge all assurances.

Part II

In Part I of the application process, districts and schools provide evidence of proficiency. Documentation must be uploaded and scores must be entered into the state system. Districts will receive assignment numbers for each student. Once student proficiency data has been entered and submitted, the MDE staff will review to verify that the information meets the criteria and approve the submission.

Note: *If a graduating senior was assessed during his/her junior year, scores for this student may only be entered during the senior year.*

Part III

Once each recipient's information has been correctly entered and verified by the MDE staff, the system will automatically generate the following:

- Official MDE Letter of Certification
- E-mailed link for the student to access the digital badge of the Michigan Seal of Biliteracy

Districts/Schools will have the option to select the following:

- E-mailed link to access the digital badge of the Michigan Seal of Biliteracy to place on diplomas and/or transcripts
- Receive the official Seal in gold foil format

Key to promoting the importance of our state's cultural and linguistic capital is the coordination with institutions of higher education and workforce partners. Equally important to promoting this opportunity is providing parents and students with appropriate and timely information about the Seal. This section is designed to provide guidance for developing effective outreach strategies that will reach all stakeholders.

Michigan Department of Education

In support of the Michigan Seal of Biliteracy, the Michigan Department of Education will develop a toolkit to support stakeholders. The toolkit will contain a press release template, customizable PowerPoint presentation, information posters and trifold, templates for parent and student letters in multiple languages to the greatest extent possible, sample Board resolutions, model transcripts for showcasing the Seal, and advertising strategies.

The Michigan Department of Education Outreach

The MDE will develop a campaign to advertise the Michigan Seal of Biliteracy. The campaign will begin with a presentation to the Michigan State Board of Education in January 2018, to be followed by a press release announcing the availability of the Michigan Seal of Biliteracy to 2018 high school graduates. MDE plans to host multiple public forums with Michigan stakeholders including professional organizations, special interest groups, ISD and LEA representatives, and families to introduce the Seal and provide details on how students may earn it.

MDE will create a webpage to host information on the Seal and provide access to necessary resources for districts to apply for the Seal on behalf of their students. Students, parents and districts will have access to up-to-date information on acceptable assessments and criteria for measuring biliteracy. Finally, the website will highlight the achievements of Michigan students who earn the Seal of Biliteracy.

District and Schools

The most direct way to share information about Michigan's Seal of Biliteracy is through district and/or school venues. Because parents and students are directly connected to their schools and districts, information about the Seal can be easily obtained. Outreach strategies could begin with a campaign of distributing information through school counselors, teachers, and other school affiliates such as PTAs and PTOs. Use school event venues such as career day, language day, curriculum night, parents' orientation, and any other gathering that parents and students usually attend.

Districts and schools might develop a plan for sharing information on the Seal on the district and individual school websites. Dedicated web pages can serve to explain the purpose and process for attaining the Seal of Biliteracy, along with any highlights and former recipients. Finally, tap into the social media platforms by creating a page on Facebook or other popular social media apps.

Districts and schools can be proactive by developing a communication plan to announce the Seal. Media outreach to local or regional newspapers, local TV stations, and local radio stations can serve in a way for informing not only parents but the community at large. If available, district cable channels could advertise the Seal of Biliteracy. Press releases, in-person interviews, and panel discussions are all options when working with your local media sources.

Many districts and/or individual schools require regular communication to the home. Consider creating a pamphlet or use the Michigan Department of Education pamphlet in the toolkit to mail out along with advertising other special events such as high school orientation.

Review the following list of innovative ways to conduct effective outreach in your district, school, and community:

- Teachers, schools and districts can work with community agencies to promote the Seal.
- Host an annual Seal of Biliteracy orientation workshop or meeting to educate the parents and students on the process to receive the Seal.
- Host a student competition to develop the most unique and catchy slogan or logo. Use the winning slogan or logo on district websites, school letterhead, in email signature lines. For example, in its marketing efforts, the State of Illinois adopted the hashtag "#2bilit2quit."
- Invite Seal of Biliteracy alumni back to their schools as ambassadors. These alumni could talk in assemblies, visit language classrooms, and speak at school, district, and/or public venues and events.
- Utilize school courses such as media classes or project-based learning to develop short vignettes or documentaries on students who are on their journey to receive the Seal or who have already been awarded. Use these small info videos in various ways.
- Locate the nearest universities to determine if they celebrate a University World Language Day. Seek out a partnership that will assist in your outreach efforts. Additionally, many districts currently celebrate world language week. Explore how your district might institute this practice and develop strategies for sharing information on the Seal.

Districts that house language immersion and/or bilingual programs most often begin the language learning process in the early grades. These schools have a unique advantage in exposing students and parents to the Michigan Seal of Biliteracy. It is highly recommended that students attending language immersion schools and their parents are immediately educated on the Seal and begin working toward the goal of becoming a recipient.

ISDs as Michigan Seal of Biliteracy Liaisons

Currently Oakland Schools and the Michigan Department of Education are creating an information video and PowerPoint about the Seal of Biliteracy. To begin the outreach process, ISDs should consider identifying a representative/liaison to support LEAs to implement and troubleshoot the process. ISDs could create a common timeline to support local districts to reach out to, identify, assess, and award students that are eligible for the Seal. Finally, the

ISD representative/liaison should consider attending the General Education Leadership Network (GELN) meetings to share accurate and timely information about the Seal.

Other outreach ideas may include:

- Hosting a Seal of Biliteracy day or week. Currently, Oakland Schools is hosting a Seal of Biliteracy Studio Day (March 2018) to support districts.
- Using existing resources and tools. ISDs can feature the MDE/Oakland Schools recorded webinar on their website on both the ESL/Title III and World Languages pages.
- Creating a recurring meeting for local districts to refine their systems around outreach, identification, assessment, and awards for students.

Professional Organizations & Associations

Professional organizations are encouraged to share information on the Michigan Seal of Biliteracy with their members through their existing means of communication, conferences, and other events. This may include providing pertinent information, links, and resources via email, on organization websites, social media and in publications; hosting sessions, workshops, and exhibits on the Seal at conferences or meetings; hosting webinars, chats, and tutorials; publicizing the Seal through press releases and other outreach to media; recognizing students connected to the organization who receive the Seal; recognizing efforts to promote the Seal by members and/or affiliates.

Organizations and associations are also encouraged to collaborate in order to leverage their outreach efforts. The Massachusetts Language Opportunity Coalition (see Electronic Resources) provides a model for intra-organizational collaboration in order to promote language learning opportunities such as the Seal of Biliteracy. (See Appendix A)

Language Communities

Michigan is the home of numerous language communities which serve as rich and diverse resources. Community leaders are encouraged to promote the Seal of Biliteracy. These languages are valuable to our communities, businesses, and educational institutions. Language communities have ties to elders, churches, religious organizations, recreational centers, markets, bakeries, restaurants, cultural celebrations, etc. These avenues are important lines to providing access to the Seal. It is possible to seek out the language teachers in the community and introduce them to the Seal of Biliteracy.

Native American Communities

Michigan is home to 12 Federally Recognized Tribes, as well as other American Indian/Alaska Native and First Nations citizens. A primary channel for disseminating and promoting the Seal of Biliteracy can begin with, but not be limited to, the Inter-tribal Council of Michigan. Collaboration and communication with education coordinators and directors of the respective tribes will be a valuable asset to reaching any and all of our students. Some communities, schools and/or districts may have Native American Advisors who are able to reach students not affiliated with recognized tribes of Michigan and are encouraged to promote and share the Seal of Biliteracy pathway. Community colleges and universities that teach Native American languages may also be important resource contacts. See Appendix A for contact information.

AWARD DESIGN

The Michigan Seal of Biliteracy will be awarded as a gold foil seal and/or a digital badge. Students will also receive an official Michigan Department of Education letter acknowledging this achievement and a student link to download the digital seal. The official Michigan Seal of Biliteracy is pictured below:



Michigan's Official Seal of Biliteracy



Sample Gold Foil Seal

Diploma and Transcript Redesign

The Michigan Seal of Biliteracy may also appear on the diploma and transcript. The example below is provided to give districts innovative ideas in redesigning their current transcripts:

This is a reimagined transcript layout. At the top, it includes header information for Michigan State University, the Office of the Registrar, and a student record for "Indira Jones". It also lists a student ID, date of birth, and degree type. The main section is titled "ACADEMICS" and contains a table of course data. Below this is a "CREDITS" section with a row of seven circles containing the numbers 50, 50, 50, 40, 40, 30, and 20, each corresponding to a subject: MATH, SCIENCE, ENGLISH, HISTORY, LANGUAGES, ARTS, and OTHER. The bottom section features a large circular graphic with the text "extraordinary" and "achievement" inside, surrounded by various icons representing different academic fields and a small Michigan Seal of Biliteracy in the top right corner.

Reimagined, Audience-specific rendering

AWARD PRESENTATION PROCESS

Demonstrating proficiency in English and one or more world languages is a worthy accomplishment. Students who earn the Michigan Seal of Biliteracy should be recognized and celebrated by their peers, teachers, families, communities, and the state. This section provides recommendations on how districts and individual schools might present and publicize the Michigan Seal of Biliteracy.

Venues

Presentation of the Seal may be conducted in a school or district ceremony. There are a number of existing forums for schools and district to consider.

Honors convocations

Consider using general honors convocation already occurring in departments and programs as a starting point. A special honors convocation only for Seal of Biliteracy could be designed and/or interwoven within existing structures. Additionally, consider developing specific or concurrent honors convocations and induction ceremonies for world languages. Invite local and state government officials, civic leaders, corporate representatives, local business owners, school board members, and press/media representatives to highlight the awarding of the Seal.

Board Meetings

Local school board meetings can provide an excellent venue to celebrate students' biliteracy accomplishments. Students could receive recognition at board meetings by being presented the Seal. Recognizing students at local school board meetings also accommodates for recognition of students who experience delayed test results, i.e. AP exam scores arriving in summer.

Awards

Districts and schools should consider providing students who earn the Michigan Seal of Biliteracy with a physical award in addition to the digital badge (see Award Design section) to celebrate their accomplishment. Awards may be presented or highlighted at the ceremonies described above. Awards may include items such as digital or printed certificates; foil seals to affix to diplomas or certificates; cords, sashes, medals, ribbons, or mortarboard tassels to be worn at graduation or awards ceremonies; patches; trophies.

Communications

It is recommended that information about students who receive the Seal of Biliteracy be announced through the state website and by local district/schools and tribal partners.

The Michigan Department of Education may provide support of the Seal of Biliteracy by posting information on the Department's website with district statistics and maintaining a dedicated webpage to the Seal. The website would feature school and district success stories as well as post-secondary accomplishments of Seal recipients.

Districts, schools, and tribal partners may recognize the Seal of Biliteracy achievement by promoting awardees on local school websites and through social media, local cable networks, tribal and local press releases, the Chambers of Commerce, foundations working with diverse communities, at award and honorary receptions and meetings of local boards of education.

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- New American Economy (2017). *Not lost in translation: the growing importance of foreign language skills in the U.S. job market*. Retrieved from http://www.leadwithlanguages.org/wp-content/uploads/2017/02/NAE_Bilingual_V6.pdf

ELECTRONIC RESOURCES

National Guidelines for Implementing the Seal of Biliteracy

http://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines_0.pdf

Seal of Biliteracy – Californians Together and Velázquez Press

<http://sealofbiliteracy.org/>

American Council on the Teaching of Foreign Languages (ACTFL)

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

ACTFL Proficiency Guidelines 2012

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

ACTFL Performance Descriptors for Language Learners

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

Language Opportunity Coalition Webinar, Massachusetts <https://youtu.be/9TcBbtCNdpc>

Language Testing International

<https://www.languagetesting.com/reading-proficiency-test>

National Council of State Supervisors for Languages (NCSSFL)

<http://ncssfl.org/>

NCSSFL/ACTFL Can-Do Statements

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

NCSSFL LinguaFolio®

http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index

http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/BenefitsofSecondLanguage.pdf

Professional Organizations and Associations

Inter-tribal Council of Michigan

2956 Ashmun Street, Suite A
Sault Sainte Marie, Michigan 49783
Phone: 906.632.6896
Fax: 906.632.1810
<http://www.itcmi.org/>

Michigan Association of Bilingual Educators

<http://www.mabemi.net/>

Michigan Teachers of English to Speakers of Other Languages

<http://www.mitesol.org/>

Michigan Association of Secondary School Principals

<http://mymassp.com/>
1001 Centennial Way, Suite 100
Lansing, Michigan 48917
Phone (517) 327-5315 Fax (517) 327-5360

Michigan Association of School Boards

<http://www.masb.org/>
1001 Centennial Way, Suite 400
Lansing, Michigan 48917-8249
(517) 327-5900

Michigan Coalition for Refugee and Immigrant Rights

<http://www.mcirr.org/>

Michigan Elementary and Middle School Principals Association

<https://memspa.org/>
1980 N College Rd.
Mason, MI 48854
(517) 694-8955 Fax (517) 694-8945

Michigan School Counselor Association

<http://www.michiganschoolcounselor.org/>
Address: 15260 Club Course Dr
Bath, MI 48808
Phone: (517) 719-7801

Michigan World Language Association

<http://miwla.org/home/>

General Education Leadership Network

<http://www.gomaisa.org/organizations/general-education-leadership-network-geln/>

1001 Centennial Way, Suite 300 Lansing, MI 48917

517.327.5910

APPENDIX B

NCSSFL-ACTFL Can-Do Statements

The NCSSFL-ACTFL Can-Do Statements identified in this section should be used to design an appropriate assessment that will meet the **Intermediate High Proficiency**. The Can-Do statements incorporate the national language standards as well as the ACTFL proficiency guidelines. Designing an assessment is only recommended in the absence of an appropriate commercial assessment.

INTERPRETIVE COMMUNICATION INTERMEDIATE HIGH	
Proficiency Benchmark	
I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	
<i>What can I understand, interpret or analyze in authentic informational texts?</i>	
PERFORMANCE INDICATOR	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.
<i>What can I understand, interpret or analyze in authentic fictional texts?</i>	
PERFORMANCE INDICATOR	I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.
<i>What can I understand, interpret or analyze in conversations and discussions?</i>	
PERFORMANCE INDICATOR	I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

INTERPERSONAL COMMUNICATION INTERMEDIATE HIGH	
Proficiency Benchmark	
I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.	

**INTERPERSONAL COMMUNICATION
INTERMEDIATE HIGH**

*How can I **exchange information and ideas** in conversations?*

PERFORMANCE INDICATOR

I can I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

*How do I **meet my needs or address situations** in conversations?*

PERFORMANCE INDICATOR

I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

*How can I **express, react to, and support preferences and opinions** in conversations?*

PERFORMANCE INDICATOR

I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

**PRESENTATIONAL COMMUNICATION
INTERMEDIATE HIGH**

Proficiency Benchmark

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

*How can I present information to **narrate about my life, experience, and events**?*

PERFORMANCE INDICATOR

I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

*How can I present information to **give a preference, opinion or persuasive argument**?*

PRESENTATIONAL COMMUNICATION INTERMEDIATE HIGH	
PERFORMANCE INDICATOR	I can state my viewpoint on familiar or research topics and provide reasons to support it, using a few short paragraphs, often across various time frames.
<i>How can I present information to inform, describe, or explain?</i>	
PERFORMANCE INDICATOR	I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various times

INTERCULTURAL COMMUNICATION Intermediate	
INVESTIGATE	PROFICIENCY BENCHMARK
Investigate Products And Practices To Understand Cultural Perspectives	In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.
PRODUCTS	In my own and other cultures I can compare products related to everyday life and personal interests or studies.
PRACTICES	In my own and other cultures I can compare practices related to everyday life and personal interests or studies.

INTERACT	PROFICIENCY BENCHMARK
Interact With Others In And From Another Culture	In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.
LANGUAGE	I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

APPENDIX C

Acceptable Commercial Language Assessments

English Learners and Former English Learners will demonstrate sufficient proficiency in English by completing the Michigan English Language Arts requirements for graduation.

Assessment Type	Languages	Intermediate High Proficiency Equivalent
AAPPL ACTFL Assessment of Performance toward Proficiency in Languages	Arabic, Chinese-Mandarin, Korean, French, German, Portuguese, Russian, Spanish, and English as a Second Language	I-5
ALIRA ACTFL Latin Interpretive Reading Assessment	Latin	I-5
ALTA Speaking and Listening Assessment & Writing Assessment	80 Languages See Appendix	ILR Scale +1
AP Advanced Placement Language Exams	Chinese, French, German, Italian, Japanese, Latin, Spanish	AP Score 4
ASLPI (ASL) American Sign Language Proficiency Interview Full Assessment	American Sign Language	3.0
ELPAC (EMC Language Proficiency Assessments by CARLA)	French, German, Spanish	Intermediate High
DELE Diploma de Español como Lengua Extranjera Listening, Speaking, Reading & Writing	Spanish	CEFR Scale B1 <i>(Common European Framework of Reference for Language)</i>
DELFB and DALF Diplôme d'études en langue française and Diplôme Approfondi de Langue Française	French	CEFR Scale B1 <i>(Common European Framework</i>

Assessment Type	Languages	Intermediate High Proficiency Equivalent
Listening, Speaking, Reading & Writing		<i>of Reference for Language)</i>
DSD Das Deutsche Sprachdiplom Speaking & Writing	German	CEFR Scale B1 <i>(Common European Framework of Reference for Language)</i>
Ellinomatheia Examination for the Certificate of Attainment in Greek	Greek	CEFR Scale B1 <i>(Common European Framework of Reference for Language)</i>
Egzaminy certyfikacyjne z języka polskiego jako obcego	Polish	CEFR Scale B1 <i>(Common European Framework of Reference for Language)</i>
Goethe Zertifikat	German	CEFR Scale B1 <i>(Common European Framework of Reference for Language)</i>
HSK Hanyu Shuiping Koashi Test of Chinese as a Foreign Language Speaking & Writing	Chinese	CEFR Scale B1 <i>(Common European Framework of Reference for Language)</i>
IB International Baccalaureate Only available to students currently enrolled in an IB program	17 Languages (need to find a list of the languages)	Grade 4 or above on Standard Level (SL)
NEWL National Examinations in World Languages	Arabic, Chinese, Korean, Portuguese	Intermediate High
SIELE Servicio Internacional de Evaluación de la Lengua Española	Spanish	CEFR Scale B1 <i>(Common European Framework of Reference for Language)</i>
STAMP 4S Standard Based Measurement of Proficiency Listening, Speaking, Reading,	Arabic, Chinese (Traditional and Simplified), French, German, Hebrew, Hindi, Italian, Japanese, Polish,	6

Assessment Type	Languages	Intermediate High Proficiency Equivalent
& Writing	Russian, Spanish	
Standard Test of Bulgarian as a Foreign Language	Bulgarian	CEFR Scale B1 <i>(Common European Framework of Reference for Language)</i>
Worldspeak by Avant Speaking & Writing	Filipino (Tagalog), Somali Maay Maay, Somali Maxaa, Vietnamese, Alaskan Yup'ik	Intermediate High
OPI or OPIC Oral Proficiency Interview Speaking <i>In combination with WPT, RPT, and LPT when applicable</i>	82 Languages See Appendix	Intermediate High
WPT or BWT Writing Proficiency Test or Business Writing Test <i>In combination with OPI, RPT, and LPT when applicable</i>	Albanian, Arabic, English, French, German, Italian, Japanese, Russian, and Spanish See Appendix	Intermediate High
RPT Reading Proficiency Test <i>In combination with WPT, OPI, and LPT when applicable</i>	See Appendix Arabic, Chinese, English, French, German, Italian, Japanese, Portuguese, Russian, and Spanish	Intermediate High
LPT Listening Proficiency Test <i>In combination with OPI, RPT, and WPT when applicable</i>	English, French, Italian, Portuguese, Russian, Spanish Arabic, Chinese Mandarin See Appendix	Intermediate High
Nihongo Noryoku Shiken Japanese-Language Proficiency Test <i>In combination with OPI and WPT when applicable</i>	Japanese	Level N3

APPENDIX D

The Seal of Biliteracy Alignment to the Top 10 in 10

The Michigan Seal of Biliteracy workgroup developed this document in alignment with the Top 10 in 10 goals. Each of the goals are correlated the purpose and rationale.

Goal 1: Provide every child access to an aligned, high-quality P-20 system from early childhood to postsecondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education – to maximize lifetime learning and success.

Strategy 1.3: Ensure that every Michigan student has the opportunity to take meaningful steps toward their postsecondary career while still in high school, including:

- a) Up to sixty transferable college credits or a recognized industry credential/certificate through access to quality dual enrollment, early middle colleges, and/or career/technical education.
- b) Access to Advanced Placement and/or International Baccalaureate program

Strategy 1.4: Ensure that the P-20 accountability system has aligned expectations and outcomes, and that appropriate data and measures are used to survey the transition of Michigan's children between various stages of the P-20 pipeline.

Strategy 1.6: Enhanced high school career and college guidance capacity and training to:

- a) Improve college/career readiness, enrollment, and completion metrics.
- b) Align K-12 assessments with post-secondary institution's entry/readiness requirements.
- c) Encourage voluntary local K-12/higher education partnerships.

Strategy 1.8: Promote active engagement of school leaders in community collaborative efforts leading toward business/industry/labor and philanthropic investment.

Strategy 1.9: Support strong local boards of education, focused on transparency, fiscal responsibility, and raising student achievement, to assure that all students graduate Career- and College-Ready.

Goal 2: Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

Strategy 2.1: Develop and implement a collaborative, integrated, and transparent P-20 personalized learning system for each student in districts and schools.

- a) Align the system to the Michigan Merit Curriculum, Michigan's Career- and College-Ready standards, and relevant and appropriate personalized learning policy.
- b) Provide guidance so that students, in conjunction with teachers, counselors, and parents, develop individualized goals aligned to their strengths, challenges, and interests.
- c) Develop a coherent assessment system to support the personalization of learning for all students.

Strategy 2.2: Establish and implement with fidelity a high-quality multi-tiered system of supports (universal education).

- a) Develop and implement evidence-based, results-driven programs to meet the needs of all students, including

differentiated services and instruction for special populations (and particular focus on English learners, students with disabilities, economically-disadvantaged students, and African American students.)

Strategy 2.3: Implement Deeper Learning competencies/experiences across content areas.

Strategy 2.4: Adopt and implement with fidelity, high Career- and College-Ready standards for and expectations of all students and ensure that educators monitor student learning against standards so that results are actionable in real-time.

- a) Ensure a viable curriculum is accessible to all students.
- b) Develop an infrastructure to support the implementation of Deeper Learning pedagogy.

Strategy 2.5: Develop and implement an effective monitoring and feedback system for all stakeholders utilizing reflective dialogue and opportunities for collaboration.

- a) Focus educator effectiveness activities, including observation-based evaluation systems, on the provision of quality feedback to support instruction.
- b) Develop supports for all stakeholders in the P-12 system to incorporate quality feedback that improves learning outcomes.

Strategy 2.6: Ensure that all students within the P-12 system are able to engage in a well-rounded learning experience that builds upon active engagement in language, culture, creativity, and physical activity in an appropriate learning environment.

- a) Develop a P-12 system wherein every student in Michigan graduates with the ability to read, write, speak, and listen in their primary language and at least one additional world language, with certification in languages reflected on their high school diploma/transcript.

Strategy 2.7: Ensure that all P-12 students are able to access and utilize information supports and technologies as learning tools throughout their learning experience.

- a) Ensure that all students have access to libraries and media centers within their school, district, and/or community.
- b) Ensure that such resources are appropriately staffed to ensure system integrity.
- c) Ensure that all students have access to personalized learning technologies that can be used by the learner to enhance and support learning wherever possible.

Strategy 2.8: Provide an integrated system of guidance to develop and support district and school leadership competencies, to accelerate student achievement, including:

- a) A culture and climate of productive learning.
- b) Curriculum, instruction, and assessment supported by technology with necessary classroom level resources provided.

Goal 3: Develop, support, and sustain a high-quality, prepared, and collaborative education workforce
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Strategy 3.2: Coherent, state- and district-provided professional development, jointly developed with educators

- a) Major initiatives (such as early literacy, educator evaluations, assessment literacy, and curriculum alignment) will utilize a professional development plan that includes statewide deployment of high-quality professional development to all educators.

- b) All MDE-funded activities that take place on a local or regional level will require a professional learning plan that is aligned to Michigan's professional learning standards.

Strategy 3.3: Fully implement "Michigan's Plan to Ensure Equitable Access to Excellent Educators" that includes:

- a) Initiatives and interventions designed to attract and retain quality educators in high-needs schools and districts.
- b) Strategic research and evaluation activities to identify shortages in the educator workforce and formulate plans to address them.
- c) Identify areas where additional incentives or supports are needed in the education workforce and develop policies or programs to meet this need.

Strategy 3.4: Address the perception of educators as professionals by improving educator employment conditions; by promoting and celebrating educators; and by collaborating with educators on appropriate policy and programming decisions.

- a) **Strategy 3.5:** Develop incentives to support teachers remaining in the teaching profession and becoming master teachers.
- b) Support an effort leading to more National Board Certifications for teachers.

Goal 4: Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities

Strategy 4.2: Support extended learning opportunities and activities that are coordinated with other learning programs as part of the P-20 system.

- a) Increase and coordinate opportunities for quality out-of-school time learning aligned with the State Board of Education Michigan Out-of-School Time Standards of Quality.

Strategy 4.5: Develop a system to ensure that all students have equitable access to Career and Technical Education and Special Education resources regardless of where they live and which school they attend.

Strategy 4.7: Implement an assessment and accountability system that reduces the impact of high-risk factors while helping ensure equitable resources. This includes:

- a) An assessment system that includes a focus on growth and measures college-ready standards, along with higher-order thinking, allows for the monitoring of progress over time, and provides actionable data for administrators, teachers, and parents.
- b) A state accountability and support system that focuses on transparency and high standards of accountability for all schools, and that holds schools accountable for closing achievement gaps while dramatically improve systems of support and capacity-building for struggling and chronically low-performing schools

Goal 5: Ensure that parents/guardians are engaged and supported partners in their child's education.

Strategy 5.1: Develop and implement an authentic family engagement and communications plan that:

- a) Provides information on key education initiatives at the state, community, local, and classroom level.
- b) Supports the Top 10 in 10 goals.
- c) Engages parents actively in education of children.
- d) Provides districts resources to build parent/guardian involvement and engagement.
- e) Develops a campaign that promotes the importance of education and parental involvement.

- f) Meets parents where they are more comfortable – community or cultural centers, places of worship, etc.
- g) Enlists non-education outlets (community groups, commerce, etc.) to communicate the message.

Strategy 5.2: Target authentic family engagement in supporting and monitoring their children's education and/or behavioral goals.

- a) Encourage districts to implement agreements between parents, the school, educators, and students, signed by each, outlining the academic and personal goals toward each student's education

Goal 6: Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.

Strategy 6.1: Coordinate with the Workforce Development Agency, employers, and other stakeholders on strategies to increase internships, work-based learning opportunities, and service learning for students.

Strategy 6.2: Develop policy recommendations so any postsecondary course paid for with state funding will count as college credit at all postsecondary institutions in Michigan.

Strategy 6.4: Align P-20 providers' efforts with business/industry and workforce development agencies to support job training and soft skills so students are career-ready.

Strategy 6.6: Develop and implement a strategy to better understand and support Michigan public schools' capacity to provide career- and college-ready coursework and instruction to all students, and how well – including postsecondary and vocational training:

- a) Establish a consortium of postsecondary and vocational training educational entities, K-12 educational entities, K-12 advocacy organizations, labor, and Michigan businesses to:
 - I. Assess needs to strengthen and build capacity in the system.
 - II. Align educational and support systems

Goal 7: Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).

Strategy 7.1: Work together with the State Board of Education, State Superintendent, and other key stakeholders on education policy issues in order to raise student achievement and support local districts.

- a) Forge and expand partnerships with the legislature and governor to help align legislation, policy, funding, and MDE activities into a coherent system.
- b) Forge and expand partnerships with educational organizations.
- c) Support and implement the recommendations from the Governor's Special Education Reform Task Force.
- d) Support and implement assessment literacy.

Strategy 7.3: Promote a culture of innovation and continuous improvement within the broad educational system by:

- a) Utilizing the Innovation Council for districts to apply for flexibility/waivers to develop model programs with an emphasis on proactive support rather than punitive measures.
- b) Identifying, promoting, and rewarding the implementation of promising practices throughout the entire educational system by creating an MDE website for promising practices.
- c) Seeking new and creative solutions in support of accelerated student success.
- d) Promoting the development of model classroom

- e) Enacting a research agenda to validate promising practices that should be scaled up.

Strategy 7.4: Develop a customer service culture throughout the MDE.

- a) Strengthen relationships with schools and districts by having MDE staff provide consistent, direct assistance, remove barriers where possible, and celebrate successes.
- b) Strengthen relationship with ISDs and educational organizations by enhancing partnerships and communication channels and emphasizing collaboration.
- c) Increase face-to-face field service visits to provide information up front before monitoring takes place.