

From: McDougal, Kim
Sent time: Thursday, February 23, 2012 10:41:42 AM
To: Mary Laura Bragg (MaryLaura@excelined.org) <MaryLaura@excelined.org>
Subject: RE: stakeholder input
Attachments: ESE and ELL Stakeholder Survey Comments.docx ESEA Flexibility Request ESE and ESOL.docx ESEA Waiver Flexibility Stakeholder Summary 11 22 11.docx

Let me know if you need additional or different information.

From: Mary Laura Bragg (MaryLaura@excelined.org) [mailto:MaryLaura@excelined.org]
Sent: Thursday, February 23, 2012 10:30 AM
To: McDougal, Kim
Subject: stakeholder input

Hey neighbor,
Weren't you involved in gathering stakeholder input during the waiver process?
If so, is there a place I can find the input from ESE parents?
MLB

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ESE, ELL, ESOL Stakeholder Survey Comments

Principle 1: College and Career ready Expectations for all students

- One hundred percent of students ready for college and career is an unrealistic expectation. There are some students who will not reach that goal due to profound disabilities.
- We should consider our ESE population. One size cannot fit all.
- Establish specific standards and align them with assessments and establish accountability systems for all students including mainstream, ELL, SWD, Gifted, etc.
- This principle would mean we need to reestablish BASIC MATH CLASSES in Collier County for students who struggle in math. Yay! Putting all ninth grade students in Algebra 1 is just not cutting it. In addition, many ESE students and at-risk students need intensive remediation especially regarding English--writing, grammar, reading, etc. Most of us teachers would fully support the return of pull-out classes, because those students WILL benefit from such intensive interventions. After all, it IS supposed to be the least restrictive environment, aka the most beneficial learning environment.
- I think that more vocational programs should be provided for students that are not interested in a college career. I am an ESE teacher and so many of my students drop out simply because they see no future as a purely academic education is too difficult for them.
- Consideration should be given when planning the future of our special needs children. Expectations are necessary, but need to reflect accommodations for specific individuals.

Principle 2: State Developed Differentiated recognition, Accountability and Support

- the state still expects that children with disabilities meet 100% of the expected yearly growth of a child without disabilities. If a child can't learn at the same rate as others, they should be held to a different learning gain than others.
- For whom is this question stated? The school system as it sits now is taught in such a way that any students who fall on either side of center are left behind. I see very little differentiation or accountability for these students. Teachers need to be educated to work with special needs students. Just about anyone can teach a classroom full of typical kids, the real need is for quality people with the proper education to work with our inclusive classrooms. A BA and an ESE or ESOL certification does not equal highly qualified.
- I have only had time to glance over the information and not sure I understand it all. It is better than a one size fits all for sure. I'm concerned that the factor for teachers who work at center schools or with students with severe cognitive disabilities is fair and transparent. Currently I see only one factor for teachers who work with any level of InD students.
- Accountability is fantastic, but you cannot use the SAME criteria for teachers of students with disabilities or schools with large populations of students with disabilities
- There's not enough of support for teachers, especially ESE teachers
- I think this is so unfair. How can you base a teacher's effectiveness on a subject she doesn't even teach. Most all ESE students have reading problems and are low in reading, yet I am going to be judged on what another teacher is doing to teach them to read better in their class
- With the inclusion model, all are given the chance to reach their highest levels academically.
- Teachers of students with significant cognitive disabilities (InD) need more support in the classroom. A class of 5 children with Autism is automatically allocated 2 teaching assistants and the services of a behavior specialist (regardless of behavioral need), across the hall and next door are 2 InD units; 1 with 11 students and 1 with 9 each class has behavior issues, toileting issues... yet these classes are allocated 1 teaching assistant each, why? Why is the level of support different? Why is support based on a number and specific disability not the need in the classroom?
- Should be qualified to the level one teaches, prior educational background of students, student ability (Ex. ESE/ESOL, etc), and parental involvement (an absolute necessity for student success).
- Extremely unfair for teachers who are teaching Language minority students and or working in a low socioeconomic area.

- Need a plan that serves as an intermediary assessment for students unable to take FCAT and too high for Alternate Assessment. Or allow students who are capable of taking one or 2 FCAT subject exams to do so and Alternate Assessment on the rest.
- Merit pay is NOT very supportive, especially to the ESE and ESOL teachers, I am interested to see how your formulas account for our struggles in the classroom. We got NO specific feedback from our state spokesperson's visit. "We are building the plane as we are flying it" Unacceptable when our family's income is on the line.
- All classrooms are different. There is not one model that can fit into one class. Inclusion, ESOL, Gifted, and Standard students should not be grouped together in any way. Therefore, an accountability system should be developed that accounts for all students independently. Progress should be monitored by referencing their performance last year and any deficiencies that might be present.

Under the proposed Differentiated Accountability (DA) system Priority Schools that receive a F grade and Focus Schools that receive a D must use a variety of interventions including Extended Learning Time (XLT). This includes investing at least 300 hours of instruction, 40% of which are allocated to before/after and summer time learning.

We applaud the recognition that students in these failing schools will benefit from increased instructional time that supplements the regular school day by organizing tutoring and other related services before, during, and after school, on weekend and during the summer. And we support the State's plan to fully utilize technology-based tools to deliver supplemental instruction at the student's home. These interventions are effective for ELL, special ed and T1 students that are performing well-below their peers.

Additional specificity is requested to more fully organize the use of XLT. These include the use of external service providers including organizations previously approved to provide SES services. We make a number of recommendations to raise the quality of these providers including:

- evidence that the provider's curricula are aligned to State academic standards;
- evidence that they have at least five years of continuous operating experience providing education instruction to youth;
- use instructional methods and materials that are research-based;
- demonstrate financial stability, which may include a financial audit, evidence of sufficient working capital, or other means; and
- employ tutors that meet state-determined qualifications;

In organizing XLT, Districts may be allowed to serve as tutoring service providers. However, schools seeking to provide tutoring services under the program must meet the same approval, monitoring and evaluation criteria as all other State-approved providers. Further, where a school or district is approved as a provider, under the program, the state must be required to enforce rules necessary to ensure that LEAs do not exert unfair advantages from their control of schools, administrators, facilities and teachers.

School principals are ultimately accountable for their schools. Principals should have greater input into the number of providers who can operate in their specific schools by setting a limit on the number of providers per school site taking into consideration the providers' preferences for space (based on the Chicago Public Schools model.)

- LEAs and tutoring service providers should be required to share student achievement data to ensure better communication with the District, school, and with parents and to better track student performance and maximize attendance.
- LEAs shall make space on school grounds available to providers on the same terms and conditions offered to other community organizations.
- LEAs shall create a plan to inform eligible students of the availability of high quality academic tutoring which shall include, but not be limited to:

(A) Posting the common statewide student application on the agency's website;

(B) Conduct enrollment of eligible students throughout the year in conjunction with approved

providers and community-based organizations to ensure that eligible students have full opportunities to participate; and

- A description of how the LEA will ensure tutoring services are provided in a timely manner, including notification to eligible families, enrolling students, and contracting with providers, to ensure that services begin no later than 60 days after the start of the school year

Principle 3: Supporting Effective Instruction and Leadership

- There should be a better understanding from the general education teachers of the services SPED teachers offer to them and the students. We should not be treated as "other than a peer teacher." The administration also needs to understand that our job is different and accommodations for time for planning and paperwork need to be provided. Obviously, with the budget constraints this is difficult.
- The lack of materials and teaching tools for specialized students is a problem. The Administration and the district must support all classroom/students so that instruction can be effective and students can have an even playing field for success.
- I love the idea of providing time. How about smaller ESE classes? When I did some research I found out that people working on how to teach students with severe cognitive disabilities are practically working one on one with students. We in Florida center schools have classes so big that just getting the custodial work done is a difficult task. Then adding mixed grades and curriculum that is different on each level really is challenging is not impossible.
- No instruction is effective for some students. The best you can do for some is to teach them how to cook and washclothes and tell some one when they need help in the bathroom, let alone go by themselves.
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Reducing Duplication and Unnecessary Burden

- I am unable to provide the specific law or rule; you will have to have the appropriate personnel do that. Firstly, now that states are aligning core standards much of the paperwork is duplication. If a SPED student receives an interim report card and a report card then the Status Update Log on Goals and Pens is redundant as these are based upon the core standards. In addition, these Status Update logs that need to be sent home each 9 weeks should be eliminated. The regular interim report cards and report card should be sufficient. This is a duplication and this time could be spent in direct teaching. In addition, I realize that Collaboration and Consultation logs were created for documentation of delivered services. Now, we are being asked to log collaboration logs weekly which is ridiculous. I have 108 logs to do weekly and several monthly. If I am reporting to work then obviously my students are receiving direct services. I think this may be made much simpler or eliminated!!! I was at my school on a Friday night till 8:30 when the custodian told me that I needed to leave so the silent alarm may be put on. Do people realize how many hours all teachers work not just SPED teachers. There is a lot of redundancy.
- This is a dangerous path to walk down. Who decides what is best for the students? How qualified are these decision makers? Have any of them ever taught ESE, ESOL, or gifted students? If not then they should not be making decisions.
- WTL, LEQs and WEQs are all impossible for self contained students who cannot read or write. Curriculum maps do not exist for most courses and those that are available are impossible to follow due to the disabilities of the students.
- Florida statutes public law 42- 192 needs big time fixing
- An additional position should be created to handle all ESE paperwork (i.e. IEPs), or ESE teachers should be paid an additional stipend for completing the extra paperwork that general education teachers are not required to complete.
- I do not feel that I have the knowledge to comment at this time. There are so many different codes that knowing all of them is not possible for a working teacher. I do know that at this time I am an ESE teacher with 5 different classes to prepare each day and lesson plans to write each week. I have a book and curriculum for one of those classes and spend a great deal of time creating lessons for the other 4 classes. This is in addition to writing Individual Education Plans for 20

students, notifying the parents, conducting the meetings and making sure that the paperwork is in compliance with ever changing requirements in the paperwork. I am an ESE teacher with 30 years experience in two states. I have watched my ESE paperwork grow from a simple four to six page document to a document that ranges from 15 to 30 pages. Many of these changes have sprung from federal court cases over the years, but many are from the many changes in state and federal laws. I will agree that many students that were not served 30 years ago are being served today. However the detailed and intricate needs of the ESE paperwork and now the lesson planning for all teachers has stolen much of the joy of teaching and made us great paperpushers.

- IDEA and its interpretation by the state needs to be reviewed. The amount of paperwork that ESE teachers are now responsible for completing is overwhelming.

General Comments

- I am at a middle school in Miami Dade County. I was involved with the original writing of Public Law 94-142. I have seen the changes over the year. We are losing sight of why it was created. It should have a simple management system. Just look at what a cumbersome thing was devised for the RIT/FAB/BIP. There are no funding sources for personnel, counselors or others to really help the students implement changes for their betterment. I am disappointed that education does not seem to be a top priority in this State. I am disappointed that students are not receiving what I consider to be an excellent educational experience that will impact all facets of their life. I hope this information is helpful.
- We have conducted a quick review of Florida's ESEA Flexibility Request dated September 28, 2011. Given the extremely short turn around time (November 8th to November 11th), this review is not as thorough as the importance of this waiver application warrants. Paramount for the Council is that the performance of all students with disabilities, particularly students with significant disabilities, be tracked by each school and that schools are held to the same level of accountability for the progress of students with disabilities, as they are all other students. The progress of students with significant disabilities needs to be a specific focus of school grading and accountability. It appears, given this limited review, that all students with disabilities are being tracked (as they are included in the 25% lowest performing students) and included in the school grading system, thus providing accountability for the performance and progress of students with disabilities. If this interpretation is not correct, we strongly recommend revisions to this waiver application to accomplish this goal.

The Council would like to offer the following suggestions to strengthen the attention to and supports for students with disabilities:

- Pages 30 and 31 speak to preparing for college. There are new and emerging post secondary opportunities for student with significant disabilities to work toward vocational careers. We ask that efforts to expand student access to college programs recognize post secondary programs for students with disabilities.
- Page 104, Additional time for Learning and Collaborations: The last sentence speaks to Florida's commitment to providing increased instructional time and practice to its struggling students. We would like to ensure that the extended instructional strategy is available for students with disabilities. This may be the intent with the term "struggling students" but we suggest use of the term that is used throughout the waiver to refer to the group that students with disabilities is included, i.e., subgroups.
- Page 126, Instructional Materials that are reviewed during the Instructional Reviews: We suggest that "supports and accommodations as identified in students' Individual Education Plan" be added to the list of Instructional materials reviewed.
- Despite all of the work that has been done in education to make sure quality educations are being attained by all students, public education is still failing students who fall on either side of center. These special needs students are being left behind. Until this changes and all classrooms are inclusive and assessable to all students, NCLB needs to be strengthened, not watered down to fit the needs of staff. Teachers are here for the students, not the other way around. Who are you trying to protect here?
- You have failed to take into account students who are learning the English language and who will have a difficult time meeting these requirements.

- Thank you for listening. I hear that Florida testing is more difficult than is mandated and will be even more difficult in the coming years. I'm concerned with the the manipulation of data and tests. It doesn't make sense that what was formally called PMH level student in Florida is brighter than a similar student in another state. Teachers aren't doctors. With the most medically involved students they just can't be held responsible for growth when a child's development goes backwards.
- When these proposals are created, students with disabilities, their families, and schools must be taken into consideration. The test scores of students with disabilities should NOT count against a school or teacher!!
- MAKING STUDENTS WITH DISABILITIES MEET SAME STANDARD AS OTHERS IS MAKING THEM DROP OUT OF SCHOOL!
- NCLB is an impossible burden for every one. We fired the Busches for sarding it so why are we still doing it. Obama already dasi States could opt out so why haven't we/ It is totally impossible for students with intellectually disabilities and other self contained students.
- FL has a terrible system of not providing for the population of students that are not college bound. Increasing the standards for graduation will decrease the rate of graduation due to the subgroups that will not be able to reach that standard as they are ESE or lower in ability levels and not college bound. It is well known and believed that FL is very behind and has no provision for these students to help them be successful in their future if it doesn't involve college which they may not be able to do. FL is way behind in their educational system that does not provide a free and appropriate education for these students by not giving them courses, or a vocational track like up north and other states, to prepare them for their future if they are not college bound.
- IPEGS is not fair, everyone is looking at the teachers, students are not being held accountable. IPEGS evaluations of a teacher based on FCAT scores is not even close to fair. Most students do not do any homework, know basic times tables in 8th grade, or attempt to learn them or care. No discipline, no fear, no education. Make parents and students accountable. I have ESE students mixed with ESOL students that do not speak English, mixed with students with bad conduct, the school system is broken. Too many computers, wasted money, education is going down, text books cover to many topics, and FCAT tests are not fair. Most teachers and administrators and school board members could not even pass the test. Last year many students guessed through the FCAT, put their heads down and went to sleep, ESE students got high scores after doing this and had higher scores than students that really worked, there is alot of dishonesty going on. Thank you
- It is absolutely unrealistic to expect that all students are going to be performing at grade level at all times. DEVELPMENTALLY, children are different and are not all ready to do the saem thing at the same time. I feel that, as a teacher, I am being punished for students who are not yet ready to do what we are asking them to do.
- Not all students should "fit" the mold of an idealistic society. We still need manual laborers and preparing our students for the real world of work should not be denied. Some of our ESE students will be lucky to find employment in the near future unless we step up to advocate for their success.
- As a teacher in the ASD K-5 unit, I am grateful for the resources made available for my classroom (BCBA visits every week, 2 TA's, IDEA funds). What frustrates me is...not being allowed to use IDEA money to replace old, worn out computers or tvs, but the district has no money to refresh these teaching essentials~ at least not at the present time. Also, it is highly discouraging to me that I am the last to get student books and if I'm lucky, a teacher's edition. Yet, I am expected to present "grade level content" to may K-5 students. Does anyone realize how long it takes to create good lesson plans for multi grades, when you have to come up with curriculum; and figure out how to teach it??? I am continually told, the TE is on the website, download it...yeah, that's my money buying the ink, too. Furthermore, it is not fair that teachers in the InD units only have one TA, no matter how many students are in class. Or that no Behavior Specialist is provided to offer strategies/ support when these teachers have just as many challenges as ASD units. Where is the logic? Right now at my school, 2 excellent ESE teachers (both former Teachers of the Year) are ready to quit and find other employment because of the issues I mentioned. They are not able to teach effectively because of the distractions the negative behaviors cause. Their TA's are exhausted. Communicating with program managers and district leadership has availed nothing. It would seem nobody cares what is going on in the classroom, until, of course, students are formally assessed and the results are essential to the overall school grade, not to mention the teacher's "value." This absurdity is sure to impact the education of the "lowest quartile" because all the great teachers will have suffered burn out and exited in droves, leaving the new, clueless rookies to step in and try to fill their enormous shoes. You want better results in the classroom?

Provide funding to support the teachers in the way they need to be supported . Please stop the insanity.

- What ever happened to developmentally appropriate practices? All of the testing we do, all of the standards we have (both NGSSS and Common Core Standards) ignore what is developmentally appropriate. Pushing students beyond what they are developmentally ready to learn is insane!
- special needs students need support not extra legislation and paperwork

ESEA FLEXIBILITY REQUEST CONSULTATION STAKEHOLDER LIST

Stakeholder Group	DOE Staff Responsible for Outreach
Teachers (includes ESE and ESOL teachers) <ul style="list-style-type: none"> - Florida Teacher of the Year - Florida District Teachers of the Year (2012) - Charter Schools - Virtual Education Teachers - Master Statewide Teacher List (justforTeachers) 	Kelly Seay Kelly Seay Mike Kooi Kelly Seay Hue Reynolds
Parents <ul style="list-style-type: none"> - Parent to Parent of Miami - Central Florida Parent Center - Family Network on Disabilities 	Cathy Bishop Cathy Bishop Cathy Bishop
Student with Disabilities Advocates: <ul style="list-style-type: none"> - Florida Developmental Disabilities Council - State Advisory Committee for the Education of Exceptional Students - Disabilities Rights Organization - Family Café - Learning Disabilities Association of Florida - Council for Exceptional Children 	Bambi Lockman Bambi Lockman Bambi Lockman Bambi Lockman Cathy Bishop Bambi Lockman
English for Speakers of Other Languages (ESOL): <ul style="list-style-type: none"> - Florida Chapter – League of United Latin American Citizens (LULAC) 	Lori Rodriguez

Two e-mails were sent to each of the above stakeholder groups.

- October 12th email focused on alerting stakeholders about our new web page that contains information about the flexibility waiver. The web page provided an email address that could be utilized to send comments to the Department.
- November 8th email focused on sharing draft flexibility waiver request and a survey link for stakeholders to provide comments.

Lori Rodriguez also sent an additional

Copies of E-mail sent from Lori Rodriguez to Jose Fernandez

October 12, 2011

Jose A. Fernandez
State Director
LULAC Florida

Dear Mr. Fernandez,

The Florida Department of Education has created a new web page that contains information on our plans to apply for a waiver on No Child Left Behind. This law was established a decade ago to help our nation improve our education system. Although it has helped many students throughout the country, it has also had some limitations that we want to address. As such, the Department plans on applying for a flexibility waiver that will enable us to closely align our state's accountability system with a revised federal plan. Please take a moment to review our new web page and also share this information with your friends, colleagues and anyone you feel would like to participate in this state and national conversation on public education.

You may view the web page here: www.fldoe.org/esea

We will soon post our draft application and solicit stakeholder feedback.

Thank you for your support of public education.

Lori Rodriguez
Chief,
Bureau of Student Achievement through Language Acquisition
325 West Gaines Street, Suite 445
Phone: 850-245-0417
Fax: 850-245-0846

November 8, 2011

Jose A. Fernandez
State Director
LULAC Florida

Dear Mr. Fernandez,

A few weeks ago, I shared with you a new web page that was created to provide information on Florida's plan to submit a waiver on the No Child Left Behind Act. I hope you had the opportunity to review the information and will also be able to help us by submitting your feedback on our proposed plan. Today, we have a draft waiver to share and an online survey ready to capture your input on this very important issue. The survey link can be found at www.fldoe.org/esea or directly below:

[Florida's Draft ESEA Flexibility Request](#)

Lori Rodriguez
Chief,

Bureau of Student Achievement through Language Acquisition
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Phone: 850-245-0417
Fax: 850-245-0846

November 17, 2011

Jose A. Fernandez
State Director
LULAC Florida

Dear Mr. Fernandez,

On Nov. 14, 2011, the Florida Department of Education joined 10 other states in submitting our application for flexibility under No Child Left Behind (NCLB). On that day, the Council of Chief State School Officers (CCSSO) held a panel discussion with Senior Advisor to Florida Education Commissioner Dr. Michael Grego, Georgia State School Superintendent John Barge, Colorado Commissioner of Education Robert Hammond and Massachusetts Commissioner of Elementary and Secondary Education Mitchell Chester about their respective state applications and the impact on policies and practices moving forward.

Florida has been recognized nationally over the past decade for the strength of our school accountability system. The flexibility request is designed to significantly advance our accountability system and better align NCLB with our Race to the Top grant, Differentiated Accountability Program, and the Student Success Act signed by Gov. Scott last spring. Our vision is to move toward a single system that clearly reports the progress of students and provides intensive and robust support for struggling schools.

To view the webcast of the panel discussion from Nov. 14, please visit the following link:

<http://kzosites.com/statewaivers/>

Lori Rodriguez

Florida's ESEA Flexibility Request

- Commissioner Robinson and Dr. Michael Grego set the standard early for collaborating in a meaningful and deliberate manner with a diverse group of education stakeholders to develop a high quality proposal.
- Stakeholder engagement was solicited at the onset of Florida deciding to submit a flexibility waiver request, while a draft was being developed and after a draft was posted on line for feedback.
- Florida implemented an unprecedented approach, in a short time frame, to engage and invite stakeholder participation. Specifically, Florida developed a “Consultation Action Plan to Engage Stakeholders” to ensure meaningful input was obtained from teachers, parents, students, the business community, superintendents, principals, district administrators, teacher unions, state education governing boards, etc. (See chart on following page)
- Engagement strategies used by Commissioner Robinson and Dr. Michael Grego included in person meetings, conference calls, the Florida Department of Education’s web site (over 600 teachers provided comments on Florida’s draft), social media (Blog, Facebook, Twitter), e-mails (Florida’s 179, 462 teachers were sent e-mails to encourage their participation on several occasions), newspaper interviews, and presentations.
- Specifically, in-depth and meaningful debate and discussion occurred at the following meetings:
 - Assessment and Accountability Advisory Committee (9/26-27/11 and 11/7/11)
 - Florida Association of District School Superintendents (10/3/11)
 - State Board of Education (10/18/11)
 - Title I Committee of Practitioners (10/27/11 and 11/4/11)
 - Leadership Policy and Advisory Committee (Superintendents) (10/24/11)
 - Legislative Staff (9/29/11, 10/25/11, and 11/8/11)
 - Foundation for Excellence in Education (10/25/11)
 - School District Superintendents (11/1/11 and 11/4/11)
 - Florida School Finance Officers Association (11/9/11)
- Evidence that Florida solicited and listened to stakeholder input include, but not limited to, the following significant revisions:
 - modification of Annual Measurable Objectives,
 - modifications of interventions for Focus/Correct schools,
 - modification of Priority/Intervene entrance and exit criteria to better align with the state’s existing accountability system,
 - and addition of a Hybrid Model as a Priority/Intervene turnaround

ESEA FLEXIBILITY REQUEST
CONSULTATION STAKEHOLDER LIST

Stakeholder Groups	
Teachers <ul style="list-style-type: none"> - Florida Teacher of the Year - Florida District Teachers of the Year (2012) - Charter Schools - Virtual Education Teachers - Master Statewide Teacher List 	Students <ul style="list-style-type: none"> - Florida Future Educators - Career and Technical Student Organizations - Florida Association of Student Councils - Children's Week Teen Town Hall representatives
Teacher Representatives <ul style="list-style-type: none"> - Florida Education Association 	Indian Tribes: <ul style="list-style-type: none"> - Florida Governor's Council in Indian Affairs, Inc.
Parents <ul style="list-style-type: none"> - Florida Parent Teacher Association - Parent to Parent of Miami - Central Florida Parent Center - Family Network on Disabilities 	Community-Based Organizations <ul style="list-style-type: none"> - Florida Faith Based and Community Based Advisory Council - Governor's Commission on Volunteerism and Community Service - Voluntary Public School Choice Partners
Civil Rights Organizations <ul style="list-style-type: none"> - Florida State Conference – NAACP, Florida Chapter - Florida College Access Network 	English for Speakers of Other Languages (ESOL): <ul style="list-style-type: none"> - Florida Chapter – League of United Latin American Citizens (LULAC)
Student with Disabilities Advocates: <ul style="list-style-type: none"> - Florida Developmental Disabilities Council - State Advisory Committee for the Education of Exceptional Students - Disabilities Rights Organization - Family Café - Learning Disabilities Association of Florida - Council for Exceptional Children 	Business Organizations: <ul style="list-style-type: none"> - Florida Chamber of Commerce - Florida Council of 100 - Associated Industries of Florida - Enterprise Florida - Workforce Florida, Inc. - Department of Economic Opportunity - Tax Watch: Center for Educational Performance and Accountability
Business Organizations: <ul style="list-style-type: none"> - Florida Chamber of Commerce - Florida Council of 100 - Associated Industries of Florida - Enterprise Florida - Workforce Florida, Inc. - Department of Economic Opportunity - Tax Watch: Center for Educational Performance and Accountability 	Race to the Top Implementation Committees <ul style="list-style-type: none"> - Standards Instructional Teacher Tool - Formative and Interim Assessment Design - District-developed Student Assessments for Instructional Effectiveness - Portal, Dashboard and Reports - Single Sign-On - Local Systems - Student Growth - Teacher and Leader Preparation
Executive Office of the Governor	Speaker of the Florida House of Representatives/ Chairs of Education Committees
Florida Senate President/Chairs of Education Committees	Florida Education Legislative Liaisons
State Board of Education	Foundation for Excellence in Education
Chancellor State University System	Florida Association of District School Superintendents
Chancellor State College System	Florida School District Superintendents
Florida School Boards Association	Florida Consortium of Charter Schools
Florida Charter School Alliance	Consortium of Education Foundations
Florida Philanthropic Network	Florida Association of School Administrators
Florida Education Foundation	Master Statewide Principal List (<i>Principally Speaking</i>)

North East Florida Educational Consortium	Florida After School Network
Panhandle Area Educational Consortium	Florida After School Alliance
Title I Committee of Practitioners	Supplemental Education Service Providers
Florida Virtual School	