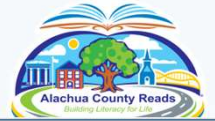


Progress Update | June 2026

Alachua County Board of County Commissioners & Children's Trust of Alachua County

The Dual Charge from the ACCLNA



Alachua County Reads was designed to address both direct literacy needs and the system conditions required for long-term improvement.

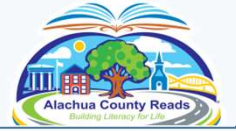
Community Literacy Needs

- Strengthen kindergarten readiness efforts across early learning settings
- Increase 3rd grade reading proficiency through targeted, evidence-based supports
- Reduce disparities for Black students, students with disabilities, and English language learners
- Expand adult literacy supports
- Increase access for families facing logistical and financial barriers

System Infrastructure Needs

- Centralize communication and coordination across literacy efforts
- Align efforts, resources, and investments around shared, evidence-based literacy practices
- Expand professional learning and ongoing provider support
- Address staffing, funding, and implementation capacity needs
- Strengthen family engagement and community-wide literacy participation

The Refined Implementation Model



The original four-team framework remains the foundation. Implementation helped organize those functions into two coordinated arms with clearer roles and accountability.

PROGRAMMING ARM

Primary Reading Intervention Provider: PEAK
Primary Readiness + Instructional Support Provider: UFLI

Design, Training & Evaluation

Evidence-based programming, professional learning, evaluation planning

Implementation & Partnership Support

Readiness, instructional support, intervention/remediation

COORDINATION ARM

Coordination Lead: CNE

Community Advisory Council

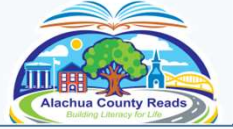
Community input, representation, outreach, family engagement

Coordination of Services & Strategic Communication

Hubs, awareness, reporting, provider capacity, shared accountability

One initiative with two arms organizing four core functions.

Key Priority Areas



The refined model connects each ACCLNA need to a lead function and implementation pathway.

READINESS

Lead / Key Players

UFLI + ELC/VPK partners
+ Anita Zucker Center

Purpose

Build early literacy foundations before kindergarten.

INSTRUCTIONAL SUPPORT

Lead / Key Players

UFLI + ACPS + Education Foundation

Purpose

Strengthen K–3 implementation, coaching, and professional learning as it relates to evidence-based literacy instruction.

INTERVENTION / REMEDIATION

Lead / Key Players

PEAK Catalyst Initiative+
community providers +
libraries

Purpose

Provide targeted support for striving readers and adult learners.

COORDINATION + COMMUNITY AWARENESS

Lead / Key Players

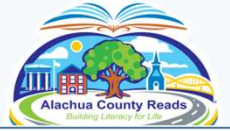
CNE

Purpose

Build the infrastructure that connects, sustains, and scales the work.

Shared goal: literacy for life through aligned services, access, capacity, and accountability.

Insights Informed by HELIOS and Successful Florida Literacy Initiatives



Successful approaches point to a practical path for ACR: start early, support educators, align instruction, and use data for continuous improvement.

HELIOS highlighted 5 conditions for literacy improvement

- 1 District commitment
- 2 Administrative engagement
- 3 Professional development + coaching
- 4 Pre-K literacy awareness
- 5 Early learning provider coaching

Local translation

- Readiness + Instructional Support: UFLI / ACPS / ELC
- Intervention + Remediation: PEAK / Catalyst
- Coordination + Awareness: CNE

Pinellas: PELI

- Third-grade reading proficiency increased from 50% to 67% since launch in 2021.
- Focus: Pre-K through K-2 alignment, educator professional development, coaching, and evidence-based instruction.

Hillsborough: TELI

- Launched in high-need schools serving approximately 3,000 students.
- By Year 3: Kindergarten performance rose from the 9th to 42nd percentile; Pre-K rose from the 12th to 44th percentile.
- Sites meeting readiness benchmarks grew from 1 to 7.

Implementation lesson

ACR can build on existing, successful readiness and instructional support models and adapt them to the unique needs of our community.

UFLI: Readiness + Instructional Support



The ACR team is translating HELIOS-informed learning into a focused Alachua County scope for school readiness, K–3 instructional support, evaluation, and community awareness.

Coordinating Activities

Implementation development

- Negotiating scope, funding, and services with UFLI, ACPS, and CTAC
- Refining the work around readiness and instructional support
- Identifying targeted early learning centers and high-need schools
- Planning for coaching, professional learning, administrator support, and implementation support

Why this matters

Readiness and K–3 instruction are the front end of long-term literacy improvement. ACR can support ACPS and early learning partners while keeping family/community awareness connected.

Proposed UFLI scope - under development

6

targeted VPK / early learning centers

6

high-need ACPS elementary schools

2

community sites ready for implementation

Scope components

- School readiness activities and instruction in targeted early learning settings with goal to replicate and expand reach
- Instructional support for UFLI Tier 1 implementation for all ACPS elementary schools, targeted coaching in high-need schools, and
- Evaluation planning: pre-screening, implementation impact, individual achievement
- Community awareness coordination with CNE

Sources: University of Florida Literacy Institute Invitation for Impact; April 22 workgroup notes; ACPS/CTAC/CNE follow-up notes.

PEAK / Catalyst: Model and Role in ACR

PEAK brings an established, flexible intervention and remediation model that can deliver direct support while helping community partners build literacy capacity.

ACR role: Intervention/remediation partner • Catalyst cohort lead • Family/adult literacy pathway partner

Evidence-based model

- High-dosage tutoring
- Great Leaps intervention model
- Targets fluency, phonics, comprehension, and reading confidence

Flexible delivery model

- In-person and virtual supports
- Designed for school, afterschool, and home settings
- Youth supports with emerging adult literacy pathways

Quality + data practices

- Structured tutor training and coaching
- Daily review of lesson recordings and progress data
- Referral navigation for additional student supports

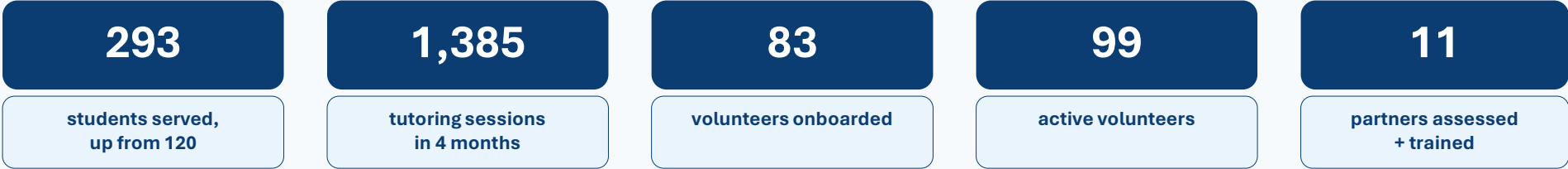
Catalyst cohort role

- Assess provider readiness and capacity gaps
- Train community partners in validated literacy tools
- Build action plans for sustainable provider programming

PEAK was ready to hit the ground running while the foundation for the broader ACR movement, including readiness and instructional support, system-wide coordination, and sustainable, accessible infrastructure is being built.

PEAK / Catalyst: What Has Been Accomplished

Early direct-service growth is paired with cohort capacity-building, family support, and emerging adult literacy partnerships.



Direct service + quality

- 8 formal volunteer trainings and 20 individualized coaching sessions
- Daily lesson-recording and progress-data review
- NSSA certification application submitted

Cohort capacity-building

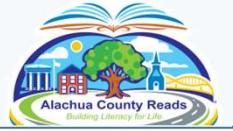
- 11 providers trained in Great Leaps, DIBELS, TOWRE-2, and UFLI Toolbox
- Partner readiness assessments completed on all trained providers
- 4 of 7 monthly literacy trainings completed; action plans planned for summer 2026

Family + community reach

- 16 caregiver strategy sessions
- Community workshop + Read Across America activities
- Adult learner/reentry coordination with Elite Force Training, Released Reentry, and ACSO

Source: PEAK Scope of Work Progress Update and County deliverables, October 2025–February 2026.

CNE: Coordination and System Building



CNE's backbone role turns individual literacy efforts into a coordinated, collective, and sustainable system.

Starting assets

- County + CTAC investment
- ACCLNA priorities
- Local providers and schools
- UF literacy expertise
- Community need and momentum

Coordinating strategic operations

- Convening and organizing the workgroup
- Coordinating among CTAC, County, PEAK, UFLI, ACPS, and providers
- Refining design based on what emerged during implementation
- Supporting UFLI/ACPS scope development

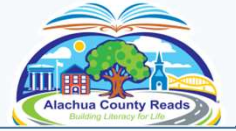
Building infrastructure for sustainability

- Reviewing provider capacity needs
- Developing logic model and funding rubric for Workgroup review on June 30
- Preparing the initiative for accountability and future scaling
- Keeping coordination, programming, and awareness aligned

System capacity created

- Readiness + instructional support pathway
- Intervention/remediation capacity pathway
- Provider capacity review
- Virtual + physical hub strategy
- Accountability tools for Workgroup review

CNE: Community Awareness and Access Infrastructure



ACR is building public-facing access points so families, providers, and partners can find and use literacy supports.

Virtual Hub

Structure developed; branding and CTAC approval pending before publication; website form will allow programs to be added over time.

Physical Hubs

Planning underway for community access points that extend beyond the website and into trusted local spaces.

Awareness Campaign

Logo, branding, social media, partner messaging, and launch visibility moving into place.

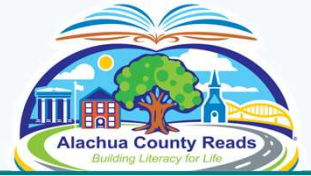
Summer Literacy Tubs

Literacy tubs for 24 summer organizations, with delivery, photos, and social media documentation in June. Additional materials and instructional support modeling throughout the Summer.

Purpose: move families and partners from scattered resources to a shared literacy access infrastructure.

What the Investment Has Produced

The investment is converting sporadic literacy responses into a coordinated strategy and sustainable system.



1

Coordinated strategy instead of isolated efforts

UFLI, PEAK, CNE, ACPS, CTAC, County, providers, and libraries are being aligned around shared priorities rather than parallel activities.

2

Clear implementation pathways

Readiness + instructional support through UFLI; intervention/remediation through PEAK/Catalyst; coordination + awareness through CNE.

3

Immediate programmatic reach

PEAK is scaling services, training providers, supporting families, and opening adult/reentry pathways while the broader system builds.

4

Shared access infrastructure

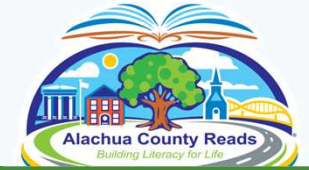
Virtual hub, physical hub planning, awareness campaign, branding, and summer literacy tubs make resources easier to find and use.

5

Foundation for accountability and scale

Logic model, funding rubric, capacity review, data/reporting plans, and partner routines prepare ACR for sustainable implementation and future investment.

Next Steps



June 2026

Approval + launch

- Deliver and document summer literacy tubs
- Finalize branding and publish virtual hub after CTAC approval
- Present logic model and funding rubric to Workgroup on June 30

Summer–Fall 2026

Implement

- Finalize UFLI/ACPS scope and target sites
- Open hub for program submissions and resource updates
- Begin capacity-building investments with providers

2026–2027 School Year

Measure + improve

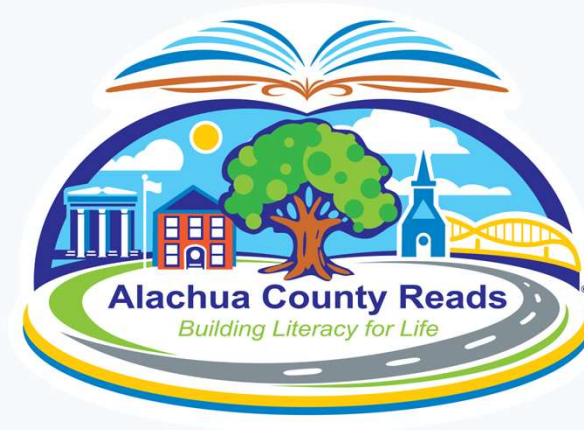
- Track participation, reach, and early outcome measures
- Use provider and family feedback to refine supports
- Expand physical hub access and advisory/champion engagement

Long-term Targets

Scale + sustain

- Replicate effective practices across sites
- Align public, philanthropic, school, and provider investments
- Move toward measurable gains in readiness, 3rd grade reading, adult literacy, and disparity reduction

Partner opportunities: refer families • connect resources • support provider capacity • champion literacy awareness



Thank you

Together, we are building a countywide literacy system that helps children, families, and adults access the support they need to read, learn, work, and participate fully in community life.

Literacy for all • Collaboration • Data-informed • Community-powered

alachuacountyreads@gmail.com