



Early Learning
Coalition
of Alachua County



DIVISION OF
Early Learning
LEARN EARLY. LEARN FOR LIFE.



ANNUAL

REPORT

FY 2024-2025

The ELCAC serves children ages birth to thirteen and their parents to provide excellent early care and education opportunities, recognize parents as teachers, and meet special ensure that all children are ready for school.

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ELCAC ANNUAL REPORT

A MESSAGE FROM OUR BOARD CHAIR

TAMMY PRINCE, BOARD CHAIR

On behalf of the Board of Directors of the Early Learning Coalition of Alachua County, I am pleased to present this annual report highlighting the accomplishments, challenges, and progress of the past year.

Early childhood education is the foundation upon which lifelong learning and success are built. Throughout the year, the Coalition remained steadfast in its mission to ensure that young children in Alachua County have access to high-quality early learning experiences that prepare them for kindergarten and beyond. Through strong partnerships, responsible stewardship of local funds, and a shared commitment to children and families, the Coalition continued to make meaningful impact in our community.

The Board is proud of the dedication demonstrated by our staff, providers, and community partners. Despite evolving regulatory requirements and funding complexities, the organization maintained its focus on compliance, transparency, and continuous improvement. Under the leadership of our Chief Executive Officer, the Coalition advanced critical initiatives that strengthen program quality, support early learning professionals, and expand access for families who need it most.

As Board Chair, I am especially grateful for the collaborative spirit of my fellow board members and the trust placed in us by our funders, providers, and families. We remain committed to strong governance, fiscal accountability, and strategic oversight to ensure the Coalition's long-term sustainability and success.

Looking ahead, the Board will continue to support initiatives that enhance school readiness outcomes, invest in quality improvement, and respond thoughtfully to the evolving needs of our community. Together, we are building a stronger early learning system that benefits children today and strengthens our community for generations to come.

Thank you for your continued support of the Early Learning Coalition of Alachua County and our shared commitment to the success of our youngest learners.



ELCAC ANNUAL REPORT

A MESSAGE FROM OUR CEO

XAVIERA WHITE, CEO

Dear ELCAC Community,

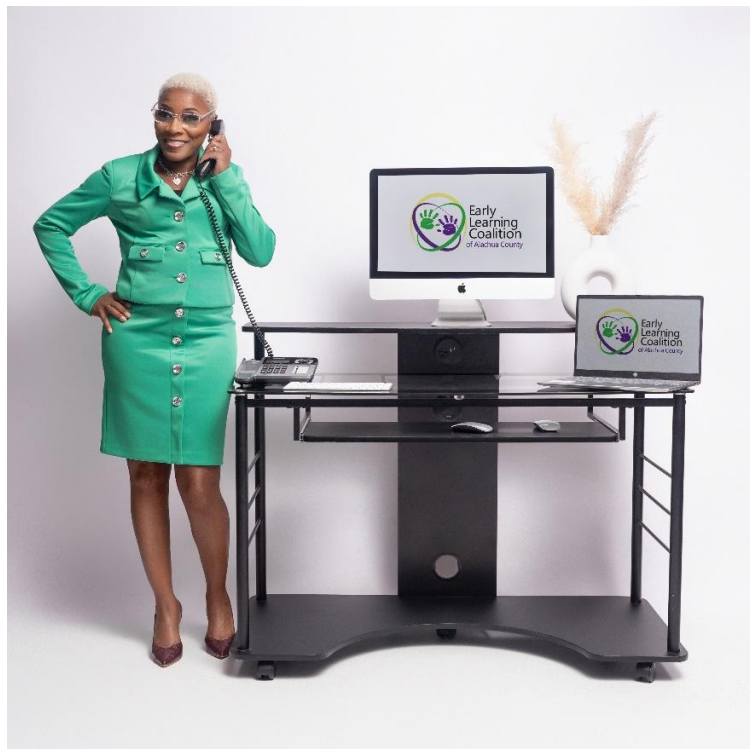
It is with great pride and gratitude that the Board of Directors and I present the Early Learning Coalition of Alachua County's Annual Report for FY 2024-2025. This past year has been filled with impactful work, as we continued our mission of serving families, one child at a time. Our vision, *Ready for School, Ready for Life*, drives every initiative, ensuring that all children in our community have access to high-quality early learning experiences.

Looking ahead, we are forecasting an even stronger year. We remain committed to improving customer service delivery, building stronger partnerships, and increasing literacy for our children. We believe that by enhancing community awareness and expanding our presence, we can reach and support even more families in need.

As we move forward, I invite you to be part of this journey. Whether you donate, spread the word about our services, or encourage a family to apply, your support makes a difference. We are doing our part and I challenge you to join us.

One initiative I am particularly excited about is *Reading Ripples*, where I personally read to children in early learning center and early learning homes each month. Literacy is a fundamental pillar of our mission, and we invite you to join us in encouraging a love for reading, whether by reading to a child, inspiring an adult to read to a child, or supporting our efforts through donations or volunteerism.

Thank you for your continued dedication to the children and families of Alachua County. Together, we are shaping a brighter future.



ELCAC ANNUAL REPORT

BOARD OF DIRECTORS

OUR COMMITTED BOARD MEMBERS



Tammy Prince

Board Chair
Owner
Emerge, LLC



Stephen Pennypacker

Vice Chair
Self-Employed



Cheryl Twombly

Board Secretary
Community Development
Administrator C3&C8
DCF



Michael Williams

Board Treasurer
Vice President of Southstate
Bank



Heather Doles

Board Member
Director
Santa Fe Little School



Joyce Yurchisin

Board Member
Public Health Nutrition Director
Alachua County Health
Department



Marsha Kiner

Board Member
Executive Director
Children's Trust of Alachua
County



Dr. Renee Lawson

Board Member
Vice President of Head Start &
Early Head Start
Episcopal Children's Services



Jennifer Blalock

Board Member
Facility Director
O2B Kids



Phyllis Marty

Board Member
Chief Executive Officer
Career Source NCF



Eva Jallah

Board Member
Licensing Supervisor, Circuits 3 /
8
DCF



April Tisher

Board Member
Foundation Scholarship Specialist
Santa Fe College Foundation



Patricia Snyder

Board Member
UF Distinguished Professor and
David Lawrence Jr. Endowed
Chair in Early Childhood Studies
University of Florida



George Dix

Board Member
Owner
Cuddly Kids Academy



Crystal Marull

Board Member
Coordinator of Online Courses in
Spanish
University of Florida



Nannette Dell

Board Member
Executive Director for Elementary
Education
School Board of Alachua County

ELCAC ANNUAL REPORT MISSION & VISION STATEMENT

OUR MISSION AND VISION STATEMENT

Mission: To promote high-quality school readiness, voluntary pre-kindergarten, and after-school programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society.

Vision: Ready for School! Ready for Life!

ELCAC ANNUAL REPORT EVALUATION OF DIRECT ENHANCEMENT SERVICES

COMPREHENSIVE CONSUMER EDUCATION

Describe how the Coalition developed, established, expanded, operated, and coordinated resource and referral programs specifically related to the provision of comprehensive consumer education to parents and the public to promote informed childcare choices.

The SR Parent Portal has changed the delivery of comprehensive consumer education to parents regarding participation in school readiness and parental choice for the ELCAC. Parent Onboarding Orientation is offered via Zoom and in addition parents receive an SR Funding Notification Email. This email includes information on how to choose an early educational program, the contact information for the CCR&R Coordinator for assistance with requesting a list of providers, and documentation needed to have a successful SR interview. Email, phone conversations, and community events are ELCAC’s main sources to deliver comprehensive consumer education to parents and the public regarding participation in the school readiness program and parental choice.

In 2025, ELCAC hosted two major community events: The Very Hungry Learners VPK Prom in May and the Ready 2 Learn Rally Backpack Giveaway in July. In addition to those signature events ELCAC staff actively participated in numerous community outreach activities, including Trunk or Treat, Maternity Health Day, Baby Swaggers, World’s Greatest Baby Shower, ECS4Kids Wild Reading Safari, Healthy Heros Day, Children’s Week, Reader Palooza, Community Health Fair and the PAVE Backpack Event.

ELCAC CCR&R Coordinator along with the Chief Family Service Officer have created a parent Family Engagement Plan. The plan ensures ELCAC commitment to engaging families in a time when much of the services are not in person. Per DEL, the goal of the Family Engagement plan is for ELC’s across the state to make a “conscious effort of the parents and/or other family members to engage in a child’s education and development by promoting positive behaviors and ensuring the child’s well- being. Family engagement has been shown to increase motivation, reduce behavioral problems and improve social-emotional development of children. Further, family engagement fosters school readiness skills in young children such as impulse control, attention, memory and planning skills.”

ELCAC collaborates with organizations that offer free materials, food, clothing, housing/utilities assistance, internet access, computer usage, notaries, access to copiers and faxes for families who may have limited access to telephone, internet

and/or transportation. Families are referred to Partnership for Strong Families' community library/resource centers (3 locations), Alachua County Health Department Care Seat Safety Program, 211, Community Action Agency, Healthy Families, Healthy Start, Salvation Army, Catholic Charities, Gainesville Community Ministry, Eldercare of Alachua County, Alachua County Social Services, Gainesville Housing Authority, Alachua County Coalition for Homeless and Hungry for some emergency services.

ELCAC has established official partnerships Memorandum of Understanding (MOU's) with thirteen agencies.

School Board of Alachua County – McKinney Vento
CDS Family & Behavioral – Safe Place Program Central Florida
Home Instruction for Parents of Preschool Youngsters
Prekindergarten Interagency Council
Partnership for Strong Families
Healthy Families
Foster Grandparents

Early Learning Coalition of Manatee County – From Cradle to College Department of Children and Families
Career Source
Family Promise
Peaceful Paths
Early Steps FDLRS
Episcopal Children's Services



ELCAC ANNUAL REPORT

SCHOOL READINESS TESTIMONIAL

PARENT TESTIMONIAL

" Early Learning Coalition is a life saver. Without the school readiness program, my child would have had stay with friends or family members. My trust is very limited and I would have never made it through my classes because of all the worrying I'd be doing concerning my child's safety. That is where ELC Alachua came in and allowed me to choose who cares for my child, and gave me payments based on my income which helped tremendously due to the fact that I was unable to work a full time job while taking classes. ELC always encourages reading and gives me books for my child whenever I visit and this helps my child learn and boy, does he love to learn. All and all, I am attending college to become a nurse and without ELC, I would have not been able to maintain a 3.68 GPA and walk across a graduation stage to receive my AA towards nursing. Thank you so much ELC, My child and I truly appreciate your services."



-Brittany W.

ELCAC ANNUAL REPORT

EVALUATION OF DIRECT ENHANCEMENT SERVICES

PROVIDER FINANCIAL SUPPORTS

Provide a list of grants and financial supports (for example, awards or bonuses) offered to school readiness program providers and their staff to assist them in meeting applicable state requirements for the program assessment required under s. [1002.82\(2\)\(n\)](#), child care performance standards, implementing developmentally appropriate curricula and related classroom resources that support curricula, providing literacy supports, and providing continued professional learning and training. Include the qualifying criteria to receive grants and financial supports and related monitoring activities to verify appropriate use of support.

If funding is available, providers may have the opportunity to receive supplies and materials periodically throughout the year to enhance and improve the classroom environment as a result of demonstrated best practices and continuous quality improvement.

The Coalition may also provide financial assistance for licensing fees to on-board new providers, if funding is available.

TRAINING AND TECHNICAL ASSISTANCE

Provide a list and description of trainings and/or technical assistance activities the coalition offered to school readiness program providers, staff, and parents in each of the following areas.

Early Learning Standards

Providers are encouraged to have all teaching staff take ELS training online. Coaches frequently reference the standards when providing TA for teachers and directors. The ELCAC also provided four more trainings to support teachers to develop their knowledge in creating high quality environments through visual schedules and predictable routines. Schedules are one feature of a well-organized classroom. Schedules are important because they influence a child's social and emotional development.

It also provides predictability, enhances feelings of security, increases rates of engagement, and allows organization/structure for the day. Participants were encouraged to reflect on their classroom schedules for components of a visual schedule and make adjustments as appropriate for their classes developmental needs. The Routines trainings identified the importance of predictable routines and explained why visuals are important for teaching and/or changing routines with children. Participants also identified challenges and potential solutions for establishing consistent program-wide routines. Predictable routines are important to enhance a child's feeling of safety and security, increase participation and engagement, and influencing children's cognitive and social development.

Child Screenings

All new providers are individually trained in the ASQ-3 & ASQ SE2 developmental screener as required in rule and law. Refresher training is given on a requested basis and when a center hires a new director, the Child Development & Inclusion Coordinator trains that director. Our Child Development & Inclusion Coordinator offers technical assistance with conducting ASQ-3 & ASQ SE2 developmental screeners with new providers as well as responding to Warm Line calls.

Five open-provided training courses were facilitated by our Child Development Coordinator in the 2024-2025 year. ELCAC collaborated with the Center for Autism & Related Disorders to facilitate training on Supporting Children with ASQ & Associated Conditions in the Early Childhood Setting and Characteristics of Children with ASD & Commo Associated Conditions Such as ADHD. ELCAC also collaborated with the Child Advocacy Center to facilitate training on Trauma in the Early Years and with FDLRS to offer information concerning the Child Find Referral Process.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

TRAINING AND TECHNICAL ASSISTANCE cont.

Child Assessments

ELCAC has 10 SR providers participating in SR child assessment.

Developmentally Appropriate Curricula and Character Development

The ELCAC supported Infant/Toddler providers by purchasing outdoor play items, including a sensory cube and an infant belly swing. These items support gross and fine motor development in students’ birth to two years.

Teacher-Child Interactions

ELCAC uses the Anita Zucker Center’s Practiced-Based Coaching Model with many providers throughout Alachua County. Using the PBC model, staff worked with Directors and teachers to help achieve their targeted goals for best teaching practices based on their own self-need assessment. The choices for best practices are researched-based and were created to align with standards and dimensions supporting the Classroom Assessment Scoring System (CLASS) observation tool.

Reports How much?	YTD (July 1, 2024 – June 30, 2025)	
	Projected	Actual Data
# of childcare providers	20	23
# of teachers coached	50	51
# of classrooms	42	45
# children within classrooms (as measured by the highest count of children in the classroom observed during a session per coaching log.)	575	425
Attendance at professional development trainings offered.	500	553
# children within classrooms*	202	202

Age-Appropriate Discipline Practices

ELCAC collaborated with the Center for Autism & Related Disorders to facilitate training on Autism & Behavior Strategies to support children on the Autism Spectrum, potty training, and social skills. ELCAC collaborated with Meridian Behavioral Health to facilitate training on Self-Care for teachers, and with the Child Advocacy Center to facilitate training on Trauma Informed Care for teachers and administration in Alachua County.

ELCAC collaborated with the VPK Regional Facilitator to host two training courses on using the CLASS Assessment Tool. Other age-appropriate practices were trained on with the bi-weekly virtual trainings, covering topics including Family support, building positive relationships, behavior expectations, children’s engagement, emotional skills, teacher talk & zoning, social skills, cognitive development, strategies to prevent challenging behaviors, and accessing credible resources & materials.

Health and Safety

ELCAC coaches provide ongoing TA regarding health and safety during site visits, and as follow up to DCF non-compliances/violation as referenced in the OEL-SR-6202 Form/Handbook.

The Monitoring Specialist also conducts frequent monitoring, to ensure Providers are compliant with DEL and all DCF standards.

ELCAC ANNUAL REPORT EVALUATION OF DIRECT ENHANCEMENT SERVICES

QUALITY ACTIVITIES FOR INFANT AND TODDLER CARE

Provide a description of the quality activities and services the coalition provided to enhance infant and toddler care.

Coaches visit infant and toddler rooms regularly through Practice-based Coaching (PBC) and Technical Assistance to ensure safe and appropriate environments are offered to the youngest children. To the extent possible, furnishings and materials are provided to meet the needs of this age group. For example, books and training resources are given to infant and toddler providers received to implement within their classrooms. Coaches offered Professional Development training (in-person and virtual) tailored to the infant & toddler age group and also facilitated several CLASS Group Coaching Cohort for the infant & toddler age group.

MONITORING

Describe the process for monitoring compliance with, and enforcement of, applicable state and local requirements.

The School Readiness Provider Monitoring Tool (Form DEL-SR 20M) instructions for Tier 1 are followed. For Tier 2, a random sample of providers consisting of all types (Center, Family Homes, Large Family Homes) will be monitored using the School Readiness Provider Monitoring Tool (Form OEL-SR 20M). Staff will monitor the providers during various months throughout the year using the tool. Corrective Action Plans and Technical Assistance will be issued for providers found to be non-compliant. An Excel spreadsheet is maintained to track all progress and corrective actions.

Voluntary Pre-Kindergarten (VPK) Monitoring ELCAC uses form DEL 530.05 Attachment A VPK Monitoring Tool. All VPK Providers on Probation are included in the Minimum Annual Sample Size for the annual monitoring. Page 92 of the Form DEL-GA 2022-2023 is followed to determine the minimum sample of VPK Providers to be monitored for the Program Year. If errors are found, Corrective Action Plans and Technical Assistance will be issued. ELCAC does not use page 91 of the Form but has added the last page to the final report which includes the identified corrective actions needed and the time frame for the VPK Provider to complete them. Additionally, ELCAC is accessing the Renaissance System for STAR Early Literacy Reports and DEL Tableau Reports for the required VPK-FAST Star Early Literacy testing of enrolled VPK children to monitor that Providers are meeting the requirements of Rule 6M-8.620.

Finally, throughout the year, VPK-APP Contract revisions are completed as needed and are only approved if all requirements are met.

INCLUSION

Describe the activities the coalition has implemented to promote inclusive childcare, including responding to Warm-Line requests by providers and parents, and providing developmental and health screenings to school readiness program children.

ELCAC promotes an inclusive environment in all Child Care Centers in Alachua County. Each provider is trained on the ASQ-3 & ASQ-SE2 screeners to screen children in their care. The Child Development Coordinator communicates regularly with providers to provide technical assistance with screeners. The Child Development Coordinator also replies to Warm Line calls and messages and provides support to parents and providers if they have questions about screenings or behavior issues. The Child Development Coordinator schedules child observations as requested by both parents and providers. All school readiness children that receive funding from ELCAC are screened.

ELCAC ANNUAL REPORT DATA SUMMARY

The following information is based on data collected from July 1, 2024- June 30, 2025.

CHILDREN SERVED IN SCHOOL READINESS

Number of children served in the school readiness program, by provider type, enumerated by age and eligibility priority category, reported as the number of children served during the month and the average participation throughout the month.

Category	Sum of Children												Monthly Average
	2024						2025						
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
1. Licensed Private Centers	1277	1417	1415	1452	1468	1482	1539	1569	1605	1588	1596	1498	1492
2. License-Exempt Centers	106	114	121	128	127	126	130	122	129	128	128	117	123
3. Large Family Child Care Home	73	73	73	71	79	86	91	83	82	80	78	78	79
4. Licensed Family Child Care Home	55	52	46	42	45	50	50	53	62	60	62	67	54
Monthly Total	1,511	1656	1655	1693	1719	1744	1810	1827	1878	1856	1864	1760	1748

ELCAC ANNUAL REPORT DATA SUMMARY

The following information is the total number of children disenrolled from July 1, 2024 – June 30, 2025.

CHILD DISENROLLMENT

Reason for Disenrollment	Number of Children Disenrolled
Childcare provider dismisses the child due to child's behavior.	3
Childcare provider has closed for economic or other business reasons.	16
Child has a duplicate record.	3
Child is no longer residing with the guardian who completed the initial application. New paperwork must be completed by new guardian.	1
Child poses safety risk to other children at program.	1
Client was determined eligible for services but never enrolled with a childcare provider.	28
Client does not show up for redetermination.	2
Client failed to provide required documentation to maintain eligibility.	1
Client moved out of the county in which funding is currently provided.	2
Client no longer has a valid purpose for care.	139
Custodian is involved in seasonal work (such as migrant or school district employees) and the child's enrollment is temporarily suspended while custodian is not working.	9
Parent declined Terms and Conditions	4
Parent or guardian lacks resources necessary to keep child in care.	2
Parent/guardian withdrew child from the program.	256
Provider dismissed child for noncompliance with the provider's attendance policy.	12
Provider dropped child from the provider's program.	49
Provider remains open but no longer provides VPK or SR services.	3
Referral from referring agency has expired.	44
Referring agency has terminated the referral.	2
The enrollment record was updated.	126
The next authorization period was approved.	1
The program where the child was receiving services changed ownership. The new owner has a new provider record.	4
Transfer to another provider record (even if the second record is owned by the same provider).	2
Total	720

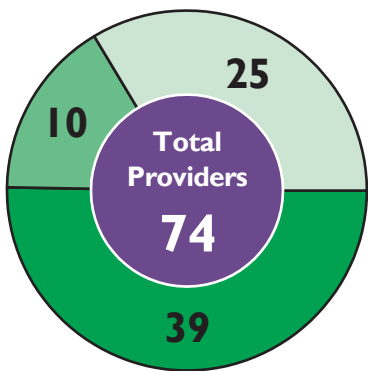
ELCAC ANNUAL REPORT DATA SUMMARY

PROVIDER TYPE

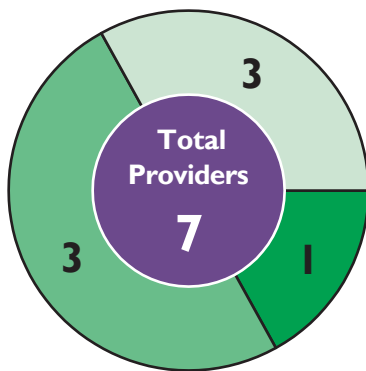
Total number of providers by provider type.



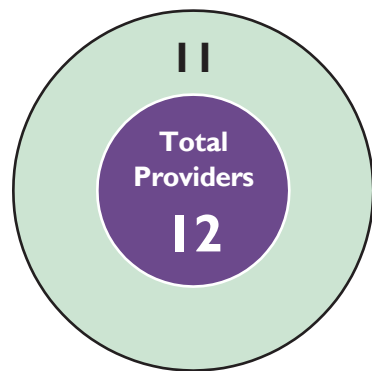
1. Licensed Private Centers



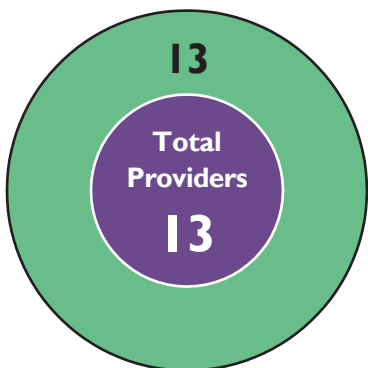
2. License-Exempt Centers



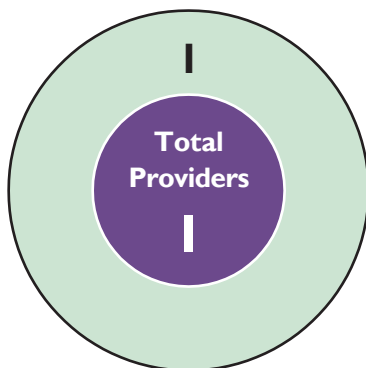
3. Large Family Child Care Home



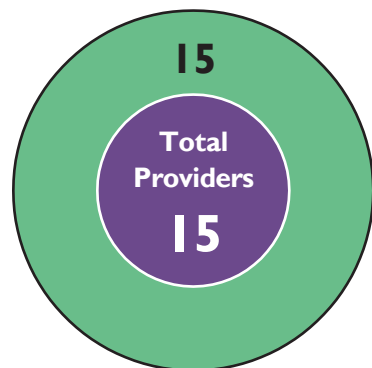
4. Licensed Family Child Care Home



6. Private School



7. Public School



ELCAC ANNUAL REPORT FISCAL SUMMARY

During the 2024- 2025 fiscal year, the coalition’s total SR, SR Local Match, VPK, and Other Local Revenues operating budget was **\$17,369,628.**

PROGRAM FUNDS (REVENUES)

Segregation of School Readiness Program funds, SR Local Match funds, Voluntary Prekindergarten Education Program funds, and other local revenues available to the coalition.

School Readiness (SR) Program funds	\$ 12,928,691
SR Local Match funds	\$ 82,051
Voluntary Prekindergarten (VPK) Education Program funds	\$ 4,187,482
SR Plus	\$ 6,680
Other Local Revenues (including in-kind)	\$ 180,907
TOTAL	\$ 17,385,871

DETAILS OF EXPENDITURES BY FUND SOURCE

Details of expenditures by fund source, including total expenditures for administrative activities, quality activities, nondirect services, and direct services for children. Only 5% of our funding is used for administrative activities.

	Administrative Activities	Quality Activities	Nondirect Services	Direct Services for Children	TOTAL
SR Program	\$604,459	\$955,346	\$996,826	\$10,371,970	\$12,928,691
SR Local Match Funders	\$	\$	\$	\$82,051	\$82,051
VPK Program	\$165,860	\$	\$	\$4,021,622	\$4,187,482
SR Plus	\$	\$	\$	\$6,830	\$6,830
Other Local Revenues	\$12,479	\$45,505	\$	\$122,923	\$180,907
TOTAL	\$782,798	\$1,000,851	\$996,826	\$14,605,396	\$17,385,871

COALITION STAFF AND RELATED EXPENDITURES

Total number of coalition staff and the related expenditures for salaries and benefits. For any subcontracts, the total number of contracted staff and the related expenditures for salaries and benefits.

	Number of Staff	Expenditures for Salary and Benefits
Early Learning Coalition Staff	29	\$2,083,644
Subrecipient Staff	0	\$
TOTAL	29	\$2,083,644



Early
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