



SECTION I. SHORT TITLE

This bill may be cited as the Cradle to Career Act of 201_

SECTION II. FINDINGS

The Legislature/City finds and declares that:

- (a) All children throughout the state/city, regardless of their family's socio-economic, English learning, or special education status or what neighborhoods in which they reside, deserve access to a high quality education, health services and social services that will prepare them to succeed in college and in their careers, and that would allow them to become productive citizens contributing to the wealth of our state/city and nation.
- (b) Many children living in the state's/city's most distressed communities lack access to opportunities that will ensure adequate academic, social and health preparation for achieving success and help end family and neighborhood poverty.
- (c) Innovative and comprehensive approaches to break the cycle of poverty are necessary for creating opportunities for children to succeed and ultimately help turn around poor neighborhoods.
- (d) Long-term investments in underserved children's academic, social and health development and the strengthening of a system of family and community support shared by various stakeholders are also needed to sustain the future of our communities in the state/city.
- (e) Through collaborative efforts illustrated in this Act, the communities, cities, and states are encouraged to provide services and resources more efficiently and effectively to meet the needs of children and families in the state/city's poorest neighborhoods.

SECTION III. PURPOSE

The purpose of this Act is to significantly improve the outcomes and opportunities for children and their families living in the State's/city's most distressed neighborhoods and to transform those communities. By using results-driven accountability¹ and leveraging federal, state, local, and private resources, the State/city will seek to provide children and their families in such neighborhoods with

¹ Will need to be defined.



access to a community-based continuum of high-quality services² and practices based on the best available evidence³ that will address the needs of children from birth through college and career.

The vision of this program is that all children and youth growing up in Cradle-to-Career (C2C) Neighborhoods have access to great early childhood programs, schools, health services, social services, and strong systems of family and community support that will prepare them to attain an excellent education, reach a full healthy and social development and successfully transition to college and a career. The state will achieve this by –

- (a) Identifying and increasing the capacity of eligible organizations that are focused on achieving results for children and youth throughout an entire neighborhood;
- (b) Funding eligible organizations who will build a complete continuum of cradle-to-career solutions (continuum of solutions) of academic, health and social programs and family and community supports with great schools at the center. All solutions in the continuum of solutions must be accessible to children with disabilities and English learners;
- (c) Integrating programs and breaking down agency “silos” so that solutions are implemented effectively and efficiently across agencies;
- (d) Developing the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region beyond the initial neighborhood; and
- (e) Learning about the overall impact of the state/city program and about the relationship between particular strategies in Cradle-to-Career Neighborhoods and student outcomes, including through a rigorous longitudinal evaluation of each neighborhood’s cluster of supports as well as annual evaluation of different components of the continuum.

SECTION IV. TITLE I. CRADLE TO CAREER NEIGHBORHOODS GRANTS

Article II. Program Authorized

Section 2.01 The State Legislature/city hereby authorizes the State Department of Education (or relevant city department) to award grants, on a competitive basis, to eligible entities to implement a comprehensive, integrated continuum of solutions or pipeline of services based on the best available

² Will need to be defined

³ Will need to be defined



evidence⁴ in neighborhoods with high concentrations of low-income families, persistently low-achieving schools or schools with an achievement gap and other indicators of at-risk youth or high need such as indicators of poor health for children, high rates of students feeling unsafe in school or while traveling between home and school, rates of juvenile delinquency, adjudication or incarceration, high rates of foster care placement, etc. . Programs in the continuum should improve academic achievement, including during early childhood, child and youth social and health development, college and career readiness, and build strong family and community supports measured by common outcomes

Section 2.02 The Department will establish the following core set of academic results and indicators by which the Cradle-to-Career Neighborhoods program grantees will be measured. Grantees' project design and implementation of continuum of solutions are subject to, but not limited to, the following academic results and indicators⁵:

- (a) Result 1. Children enter kindergarten ready to succeed in school.
 - (1) Indicator 1. Number and percentage of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.
 - (2) Indicator 2. Number and percentage of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.
 - (3) Indicator 3. Number and percentage of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.
- (b) Result 2. Students are proficient in core academic subjects.
 - (1) Indicator 1. Number and percentage of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (third through eighth and once in high school).
- (c) Result 3. Students successfully transition from middle school grades to high school.

⁴ "Continuum of solutions" and "pipeline of services" or "pipeline services" are used interchangeably.

⁵ With the exception of the two that have *, the results and indicators in Sections 2.02 and 2.03 directly mirror those in the United States Department of Education's Promise Neighborhoods program for the purpose of fidelity.



- (1) Indicator 1. Attendance rate of students in sixth, seventh, eighth, and ninth grade.
- (d) Result 4. Youth graduation from high school.
- (1) Indicator 1. Four-year graduation rate, by cohort.
- (e) Result 5. High school graduates obtain a postsecondary degree, certification, or credential.
- (1) Indicator 1. Number and percentage of students within the designated geographic boundary to be served (as defined in __) who graduate with a regular high school diploma, and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.
- (2) Indicator 2. Number and percentage of students within the designated geographic boundary to be served (as defined in __) who graduate with a regular high school diploma, and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials with a need for remediation.

Section 2.03 The Department will establish the following core set of family and community support results and indicators by which the Cradle-to-Career program grantees will be measured. Grantees' project design and implementation of continuum of solutions are subject to, but not limited to, the following family and community support results and indicators:

- (a) Result 6. Students are healthy.
 - (1) Indicator 1. Number and percentage of children who participate in at least 60 minutes of moderate to vigorous physical activity daily; and
 - (2) Indicator 2. Number and percentage of children who consume five or more servings of fruits and vegetables daily.
- (b) Result 7. Students feel safe at school and in their community.
 - (1) Indicator 1. Number and percentage of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment or other instrument.
 - (2) Indicator 2. Rate of child abuse and neglect (substantiated cases)*.
- (c) Result 8. Students live in stable communities.
 - (1) Indicator 1. Student mobility rate in schools within the designated geographic boundary.



(2) Indicator 2. Percent of children in foster care, excluding kinship care, or otherwise living apart from their biological/adoptive parents*

(d) Result 9. Families and community members support learning in Cradle-to-Career program schools.

(1) Indicator 1. For children birth to kindergarten entry, the number and percentage of parents or family members who report that they read to their child three or more times a week;

(2) Indicator 2. For children in kindergarten through eighth grade, the number and percentage of parents or family members who report encouraging their child to read books outside of school; and

(3) Indicator 3. For children in the ninth through twelfth grades, the number and percentage of parents or family members who report talking with their child about the importance of college and career.

(e) Result 10. Students have access to 21st century learning tools⁶.

(1) Indicator 1. Number and percentage of students who have school access (and percentage of the day they have access) to broadband internet and a connected, usable computing device.

(2) Indicator 2. Number and percentage of students who have home access (and percentage of the day they have access) to broadband internet and a connected, usable computing device.

Article III. Eligible Entities

Section 3.01 In this article, the term “eligible entity” means a non-profit organization, including faith-based organizations; an institution of higher education; or an Indian tribe or tribal organization, serving as a lead agency representative of the proposed geographic area to be served⁷ in and in partnership with at least one public elementary or secondary school, traditional or charter, located within the identified geographic area the grant program will serve. Such partnerships may also include but are not limited to any of the following entities, though these organizations may not inhabit the lead role:

(a) Multiple schools within the designated geographic boundary⁸;

⁶ Will need to be defined

⁷ Will need to be defined

⁸ Used interchangeably with “neighborhood to be served” or “identified geographic area”.



- (b) A school district or office of Superintendent;
- (c) An institution of higher education;
- (d) The office of a chief elected official or a unit or agency of local government;
- (e) Health organizations; and
- (f) Social service agencies.

Article V. Application Requirements

Section 5.01 To be eligible to receive a grant under this title, an eligible entity shall submit an application to the Department at such time, in such manner, and containing such information as the Department may require.

(a) Contents of Application – At a minimum, an application described in ____ shall include the following:

1) A description of a plan to significantly improve the academic, health and social outcomes of children living in an identified neighborhood and to support the healthy development and well-being of children and youth in the neighborhood by providing a continuum of solutions to address the neighborhood’s needs, as identified by the needs assessment⁹ described in ____ . The continuum of solutions must be based on the best available evidence, including, where available, strong or moderate evidence as defined in ____.¹⁰ The plan must also ensure, that over time, students not living in the neighborhood who attend the target school or schools have access to services within the pipeline of services.

2) A description of the geographically-defined area or neighborhood to be served and the level of distress in that area based on indicators of need and other relevant indicators. The statement of need in the neighborhood must be based, in part, on results of a comprehensive needs assessment and segmentation analysis as defined in ____.

a. Applicants may propose to serve multiple, non-contiguous areas.

3) A description of the applicant’s measurable short-term, long-term, and annual goals for expected outcomes of the grant based on program and project indicators as described in ____, including –

⁹ Will need to be defined

¹⁰ Will need to be defined



- a. Performance goals, in accordance with the metrics described in ____, for each year of the grant;
 - b. Projected participation rates over time and any plans to expand the number of children served over time by the grant program; and
 - c. Annual goals for evaluating progress in improving systems, such as changes in policies, environments, or organizations that affect children and youth in the neighborhood.
- 4) An analysis of the needs and assets of the neighborhood identified in ____, including—
- a. A description of the process through which the needs assessment and segmentation analysis was produced, including a description of how family and community members were engaged in such analysis;
 - b. An explanation of how the applicant will use the needs assessment and segmentation analysis to determine the children with the highest needs and ensure that those children receive the appropriate services from the continuum of solutions.
 - i. The applicant must identify and describe in the application both the educational indicators and the family and community support indicators as described in ____ that the applicant will use in conducting the needs assessment.
 - ii. Prior to receiving any grant under this title, the applicant must –
 1. Collect data, including publicly available data, for the educational indicators as described in ____, and use them as both program and project indicators;
 2. Collect data, including publicly available data, for the family and community support indicators as described in ____, and use them as program indicators.
 - c. An analysis of community assets within, or accessible to, the neighborhood, including, at a minimum –
 - i. Early learning programs and network¹¹, including home visiting, high-quality child care, Early Head Start programs, Head Start programs, and pre-kindergarten programs;
 - ii. Community Centers, after-school programs and other opportunities for out-of-school time activities.

¹¹ “networks” will need to be defined.



- iii. Transportation,
 - iv. Parks,
 - ii. The availability of healthy food options and opportunities for physical activity;
 - iii. Existing family and student supports;
 - iv. Businesses and employers located in the community; and
 - v. Institutions of higher education;
- d. Evidence of successful collaboration that has led to changes in child outcomes within the neighborhood;
- 5) A description of solutions that will be used in the continuum of solutions based on data collected as described in ____, including a description of solutions specifically targeting children, family members, community members, and children not attending schools or programs operated by the applicant and its partners. The applicant must also describe—
- a. The process by which each solution will be implemented and an expected timeline for launching each solution;
 - b. The partners that will participate in the implementation of each solution in any case the applicant does not implement the solution directly;
 - c. The estimated per child cost and cost projections over time, including administrative costs, to implement each solution;
 - d. The estimated number of children, by age, in the neighborhood who will be served by each solution, including--
 - i. The percentage of all children of the same age group within the neighborhood proposed to be served with each solution, and the annual targets required to increase the proportion of children served to reach scale over time;
 - e. How the segmentation analysis¹² was used to target the children and youth to be served;

¹² Will need to be defined



- f. Financial projections of the cost of solutions over time;
 - g. The best available evidence supporting each proposed solution.
- 6) A description of the process used to develop the application, including the involvement of family and community members.
- 7) A description of the process in which to develop, launch, and implement a longitudinal data system that integrates student-level data from multiple sources to measure progress on educational and family and community support indicators for all children in the neighborhood. The applicant must also include a description of how it has—
- a. Linked or is making progress to link the longitudinal data system to school-based, LEA, and state data systems;
 - b. Made or will make data accessible to parents, families, community residents, program partners, researchers, and evaluators at either the individual or aggregate level as appropriate while abiding by federal, state, and other privacy laws and requirements;
 - c. Managed and maintained the system, and plans to manage and maintain the system over time.
- 8) An explanation of how the eligible entity will continuously evaluate and improve the continuum, including—
- a. A description of the metrics, consistent with ____, that will be used to inform each solution of the pipeline; and
 - b. The processes for using data to improve instruction, optimize integrated student supports, provide for continuous program improvement, and hold staff and partner organizations accountable.
- 9) An identification of the fiscal agent, which may be any entity described in ____.
- 10) A list of federal, state, local, and private sources of funding that the eligible entity will secure to comply with the matching-funds requirement described in ____.
- (b) Memorandum of Understanding – An eligible entity, as part of the application described in ____, shall submit a preliminary memorandum of understanding, signed by each partner entity or agency. The preliminary memorandum of understanding shall describe at a minimum –
- 1) Each partner’s commitment and contribution toward achieving each result at population level.



- 2) Each partner’s financial and programmatic commitment with respect to the strategies described in the application, including an identification of the fiscal agent;
- 3) The governance structure proposed for C2C neighborhood, including a system for how the lead entity will hold partners accountable, representation of geographic area on eligible entity’s governing and advisory boards, and resident engagement from the neighborhood in the organization’s decision-making;
- 4) Each partner’s long-term commitment to providing pipeline services that, at a minimum, accounts for the cost of supporting the pipeline (including after grant funds are no longer available) and potential changes in local government;
- 5) Each partner’s mission and plan that will govern the work that partners do together;
- 6) Each partner’s long-term commitment to supporting the pipeline through data collection, monitoring, reporting, and sharing; and
- 7) Each partner’s commitment to ensuring sound fiscal management and controls, including evidence of a system of supports and personnel.

Article VI. Funding Allocation & Uses

Section 6.01 Funding Allocation

- (a) Duration – Grants under this title shall be awarded for a period of not more than 5 years.
- (b) Continued Annual Funding – Continued funding after every year of the grant period shall be contingent on the eligible entity’s programs meeting the performance metrics described in ____ and achieving annual goals for growth on program and project indicators as described in ____.
- (c) Renewal – The Department will renew grants under this title in five-year increments, for eligible entities that demonstrate significant success in achieving progressive growth on program and project indicators as described in ____.
- (d) Matching requirement – Each eligible entity receiving a grant under this title shall contribute matching funds in an amount equal to not less than 100 percent of the amount of the grant. Rural/Tribal groups must obtain matching funds in an amount equal to not less than 50 percent of the amount of the grant. Applicants must secure all matching funds through cash contributions only. Such matching funds shall come from federal, state, local, non-public, non-governmental, or private sources, starting with at least 10% from private sources and over time increase to 25%. Rural/Tribal groups can start at a 10% private match and overtime increase to 15%.



(e) Financial Hardship Waivers – The Department may waive or reduce the matching requirement described in ____ if the eligible entity demonstrates a need due to significant financial hardship.

Section 6.02 Funding Uses

- (a) Each eligible entity that receives a grant under this title shall use the grant funds to –
- 1) Implement the pipeline services based on results of the needs analysis described in ____ and plans to build organizational capacity as described in ____.
 - 2) Continuously evaluate the success of the program and improve the program based on data and outcomes.
 - 3) Each eligible entity that receives a grant under this title may use grant funds to develop the administrative capacity necessary to successfully implement a continuum of solutions, such as managing partnerships, integrating multiple funding sources, supporting longitudinal data system, and accessing technical assistance. All applicants and their partners are limited to a 20% overhead rate.

Article VII. Reporting

Section 7.01 Each eligible entity that receives a grant under this title shall prepare and submit an annual report to the Department which shall include –

- (a) Information about the number and percentage of children, family members, and community members in the neighborhood who are served by the grant program, including a description of the number and percentage of children accessing each of the pipeline services and the number of family and community members served by which programs;
- 1) Disaggregated data at population and program levels related to the grant program’s success in annual growth along program and project indicators as described in ____ . Data should be disaggregated by:
 - a. gender
 - b. major racial and ethnic groups
 - c. English proficiency status
 - d. Migrant status
 - e. Disability status
 - f. Economic disadvantage status
 - 2) Information relating to the performance metrics described in ____; and
 - 3) Other indicators that may be required by the Department.



Article VIII. Accountability

Section 8.01 Performance Metrics

(a) The Department shall establish performance standards to measure progress on indicators and results as described in ____, relevant to the evaluation of the grant program under this title.

SECTION V. TITLE II. GENERAL PROVISIONS

Article IX. Evaluation

Section 9.01 From the funds allocated under ____, the Department may reserve not more than 5% for a state/citywide evaluation of the activities carried out under ____. In conducting such evaluations, the Department shall—

(a) Direct the relevant program office to evaluate the implementation and impact of the activities funded under ____ including the costs and benefits of such activities, relative expenditures on different activities in the pipeline, and the impacts of such activities;

(b) Direct the relevant program office to identify best practices to improve the effectiveness of activities funded under ____; and

(c) Disseminate research findings on best practices to significantly improve the academic, social and health outcomes for children and family and community outcomes of children living in the state/city's most distressed communities; and

(d) Hire an evaluator to manage the state or city-wide data collection, review, synthesis, and reporting.

Section 9.02 Under this Act, an applicant must describe its commitment to work with the Department, and a State/city evaluator for the C2C Neighborhoods program or another entity designated by the Department, to ensure that data collection and program design are consistent with plans to conduct a rigorous evaluation of the C2C Neighborhoods program and of specific solutions and strategies pursued by individual grantees. This commitment must include, but not limited to—

(a) Ensuring that, through memoranda of understanding with appropriate partners, the State/city evaluator and the Department have access to relevant program and project data sources, such as administrative data and program and project indicator data, including data on a quarterly basis if requested by the Department;

(b) Developing, in consultation with the State/city evaluator, an evaluation strategy, including identifying a credible comparison group as described in ____.



(c) Developing, in consultation with the State/city evaluator, a plan for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group of non-participants.

SECTION VI. TITLE III. CRADLE TO CAREER FUND

Article X. Fund for Cradle to Career Services

Section 10.01 The State shall determine the best method to ensure consistent and long-term funding source for the Cradle to Career Neighborhood program. Funding will be at a minimum of \$5,000 per child. Different methods for funding may include: a Cradle to Career Trust Fund or a Consolidated Funding Application.

Section 10.02 Authorized under this title, the Cradle to Career Trust Fund (C2C Fund) shall be established to provide funding support for the Cradle to Career Neighborhood program as described in _____. The C2C Fund shall receive revenues from ___% or \$0.03 increase in local/state sales tax as described in _____, and private contributions. All interest or other increments resulting from the investment of moneys in the fund shall be deposited in the fund.

Trust Fund Revenue - This section shall be added to the Revenue and Taxation Code, to read:

(a) Effective following the passage of this Act, the State/City shall impose a ___% or \$0.03 increase on local/state sales tax on all retail transactions involving purchases of goods and services within the state/city. The proceeds generated from the imposed increase shall be directly allocated to the C2C Fund and shall not be subjected to appropriations, considered General Fund revenues, loaned or transferred for any other purpose otherwise stated in this Act, nor expire or terminate by sunset unless authorized by voter approval.

Section 10.03 The C2C Fund shall be administered by the corresponding city/state agency or department designated to administer the Cradle-to-Career Neighborhoods Grant program as described in _____. In coordination with the C2C Fund Advisory Board as described in ___, the Department shall at least, but not limited to, holding one public hearing annually to highlight and address any issue pertaining to this Act.

(a) Oversight Board – The Cradle-to-Career Trust Fund Advisory Board is hereby created to provide oversight and accountability in the distribution and use of funds administered by the C2C Fund to support the Cradle-to-Career Neighborhoods Grant program. The board shall also advise the mayor/governor or department administering the Cradle-to-Career Neighborhoods Grant program on



matters concerning the program. The mayor or governor shall appoint # members with a maximum term of 4 years including students at least 18 years old and parents and/or family members from the neighborhoods to be served.

1) For each of the following areas, there shall be at least one board member with professional expertise in the following areas:

- a. Early childhood development;
- b. K-12 education;
- c. Higher education;
- d. recreation and youth development;
- e. public and child health;
- f. community development; and
- g. child welfare.

2) ___% of funds allocated to C2C Fund shall cover administrative costs incurred by the board.

Section 10.04

The State shall direct multiple state agencies whose missions, goals and funding streams align with various indicators in Sections 2.02 and 2.03, to co-invest in a Consolidated Funding Application to cover the costs of the Cradle-to-Career Neighborhoods Grant program. This will include a consolidated accountability plan, reducing bureaucratic burden while strengthening program quality and efficacy.

Section 10.05 The C2C Consolidated Funding Application shall be administered by the corresponding city/state agency or department designated to administer the Cradle-to-Career Neighborhoods Grant program as described in ___.

(a) The city/state agency or department administering the fund will designate an advisory board. The board shall also advise the mayor/governor or department administering the Cradle-to-Career Neighborhoods Grant program on matters concerning the program. The mayor or governor shall appoint # members with a maximum term of 4 years including students at least 18 years old and parents and/or family members from the neighborhoods to be served.

1) For each of the following areas, there shall be at least one board member with professional expertise in the following areas:



- a. Early childhood development;
- b. K-12 education;
- c. Higher education;
- d. recreation and youth development;
- e. public and child health;
- f. community development; and
- g. child welfare.