

Date of Hearing: April 18, 2023

ASSEMBLY COMMITTEE ON HUMAN SERVICES

Corey A. Jackson, Chair

AB 1321 (Bonta) – As Introduced February 16, 2023

**SUBJECT:** California Coordinated Neighborhood and Community Services Grant Program

**SUMMARY:** Creates a “California Coordinated Neighborhood and Community Services Grant Program” and requires grantees to implement a comprehensive, integrated continuum of cradle-to-career solutions at the neighborhood level, or support the civic infrastructure and backbone of cradle-to-career networks that support their network partners to accomplish systems change. Specifically, **this bill:**

- 1) Establishes the “California Coordinated Neighborhood and Community Services Grant Program” and creates the “It Takes a Village Act of 2023.”
- 2) Requires the California Coordinated Neighborhood and Community Services Grant Program to be administered by the State Department of Social Services (CDSS) or another department within the California Health and Human Services Agency (CHHS), as designated by the CHHS Secretary.
- 3) Establishes the intent of the Legislature that programs in the continuum should improve academic achievement and equitable social outcomes, including improving outcomes of early development, child and youth social and health development, and college and career readiness, as well as build strong family and community supports to help families move out of poverty.
- 4) Requires eligible entities to do either of the following:
  - a) Implement a comprehensive, integrated continuum of cradle-to-career solutions at the neighborhood level; or,
  - b) Support the civic infrastructure and backbone of cradle-to-career networks that support their network partners to accomplish systems change.
- 5) Requires solutions to be in areas that include, but are not limited to, academic, health, social programs, and family and community supports, to meet the needs of high-need populations identified by a needs assessment or indicators, such as poor health for children, disparity gaps in school performance based on income or racial or ethnicity disaggregation, high rates of juvenile delinquency, adjudication or incarceration, or high rates of foster care placement.
- 6) Requires grants to be awarded to eligible entities that are Promise Neighborhoods (PNs), other community-based networks, or multineighborhood, regional cradle-to-career networks.
- 7) Requires multineighborhood, regional cradle-to-career networks receiving grants must share the same common indicators and metrics and the common goal of helping children, youth, and families to thrive and serve to break the cycle of intergenerational poverty.

- 8) Requires multineighborhood, regional cradle-to-career network applicants must demonstrate that they have consulted and coordinated with stakeholders within their regions, including community members, PNs, and other community-based networks addressing needs of low-income neighborhoods.
- 9) Requires all applicants to identify solutions that tackle systemic inequities and work toward community transformation.
- 10) Requires CDSS, in consultation with the Department of Education (CDE), to develop an application process for eligible entities to apply for the grants.
- 11) Requires CDSS to achieve geographic equity by giving priority to applicants serving remote communities, including rural and tribal communities, through the selection process.
- 12) Establishes eligibility for this grant by requiring an entity to submit an application to the department at the time, in the manner, and containing the information, as the department may require.
- 13) Requires, at a minimum, the grant application shall include all of the following:
  - a) A description of a plan to significantly improve the academic, health, and social outcomes of children living in an identified economically disadvantaged neighborhood and to support the healthy development and well-being of children and youth in the neighborhood by providing a continuum of cradle-to-career solutions. This plan shall address the needs of the whole child, whole family, and whole community, as identified by the needs assessment described in 5). The continuum of solutions shall be based on the best available evidence, including, if available, strong, or moderately strong evidence. The plan shall also ensure that, over time, pupils not living in the neighborhood who attend the target school or schools have access to services within the continuum of solutions.
  - b) 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 shall be based, in part, on results of a comprehensive needs assessment and segmentation analysis. The application may propose to serve multiple, noncontiguous areas.
  - c) 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 which includes all of the following:
    - i) Performance goals for each year of the grant.
    - ii) Projected growth or change over time and a sustainability plan outlining the process for reviewing and working with partners on a strategy to strengthen the infrastructure, ensure that target populations that require services have access to them and continue improving the results they are achieving beyond the grant life.

- iii) Annual goals for evaluating progress in improving systems, such as changes in policies, environments, or organizations that affect children and youth in the neighborhood.
- d) An analysis of the needs and assets of the neighborhood or neighborhoods identified that includes all of the following:
  - i) 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 the analysis.
  - ii) An explanation of how the applicant used the needs assessment and segmentation analysis in the development of localized, equity-based, cradle-to-career solutions.
  - iii) A description of both the academic indicators and the available family and community support indicators, and social indicators that the applicant used to conduct the needs assessment.
- e) PNs and other community-based networks must also submit:
  - i) A description of solutions that will be used in the continuum of cradle-to-career solutions based on data collected, including a description of solutions specifically targeting subgroups of children, family members, community members, and children not attending schools or programs operated by the applicant and its partners.
  - ii) The process by which each solution will be implemented and an expected timeline for launching each solution.
  - iii) The estimated per child cost and cost projections over time, including administrative costs, to implement each solution.
  - iv) The estimated number of children, by age, in the neighborhood who will be served by each solution, including 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.
  - v) Financial projections of the cost of solutions over time.
  - vi) The best available evidence supporting each proposed solution.
- g) A description of the process used to develop the application, including the involvement of family and community members.
- h) If feasible, a description of the process by which to develop, launch, and implement a longitudinal data system that does both of the following:

- i) Integrates pupil-level or grade-level data from multiple sources to measure progress on academic, family, and community support indicators for all children in the neighborhood.
  - ii) Tracks appropriate social indicators, as determined by the department, for children and families in the neighborhood.
  - i) A description of how the applicant has done all of the following:
    - i) Description of a detailed data plan that includes the data collection process.
    - ii) 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.
    - iii) Managed and maintained the data system over time.
  - j) An explanation of how the applicant will continuously evaluate and improve the continuum of cradle-to-career solutions, including both of the following:
    - i) A description of the required grant indicators and other local performance indicators that will be used to inform each solution of the cradle-to-career continuum.
    - ii) The processes for using data to improve instruction, optimize integrated pupil supports, provide for continuous program improvement, and hold staff and partner organizations accountable.
  - k) An identification of the fiscal agent, which may be any eligible entity.
  - l) A list of federal, state, local, and private sources of funding that the applicant will secure to comply with the matching funds requirement specified in Welfare and Institutions Code Section (WIC) 20004.
- 14) Requires, before receiving a grant, the applicant shall do all of the following:
- a) Collect data, including publicly available data, for the academic and social indicators, and use them as program and project indicators.
  - b) Collect data, including publicly available data, for the family and community support indicators and use them as program and project indicators.
  - c) Perform an analysis of community assets within, or accessible to, the neighborhood, including, at a minimum, all of the following:
    - i) Early learning programs and networks, including home visiting, high-quality childcare, Early Head Start programs, Head Start programs, and prekindergarten programs.

- ii) Community centers, after school programs, and other opportunities for activities outside of school hours.
  - iii) Transportation.
  - iv) Parks.
  - v) The availability of healthy food options and opportunities for physical activity.
  - vi) Existing family and pupil supports.
  - vii) Businesses and employers located in the community.
  - viii) Institutions of higher education.
- d) Provide evidence of successful collaboration that has led to changes in child outcomes within the neighborhood.
- 15) An eligible entity, as part of the application, shall submit a preliminary memorandum of understanding (MOU), signed by each partner entity or agency. The preliminary MOU shall describe, at a minimum, all of the following:
- a) The governance structure proposed for the eligible entity, including a system for how the eligible entity will serve as a backbone agency and hold partners accountable, representation of the geographic area on the eligible entity's governing and advisory boards, and resident engagement from the neighborhood in the organization's decisionmaking.
  - b) Each partner's:
    - i) Commitment and contribution toward achieving each result at population level by using a backbone agency to coordinate a collective impact initiative.
    - ii) Financial and programmatic commitment toward the strategies described in the application, including an identification of the fiscal agent.
    - iii) Long-term commitment to providing cradle-to-career continuum services that, at a minimum, accounts for the cost of supporting the continuum, including the period after grant funds are no longer available, and potential changes in local government.
    - iv) Mission and plan that will govern the work that partners do together, including an aligned theory of improvement.
    - v) Long-term commitment to supporting the cradle-to-career continuum through data-driven decisionmaking, including data collection, monitoring, reporting, and sharing.
    - vi) Commitment to ensuring sound fiscal management and controls, including evidence of a system of supports and personnel.

- vii) Commitment to mobilizing local government service integration to improve outcomes for families and children in the neighborhood as measured by increased employment, improved education, decreased poverty, reduced crime, and improved health status.
  - c) A proposed data governance plan with each partner's commitment to, and plan for, data collection and data sharing, including a data privacy plan that maintains privacy for children and families as required by the federal Health Insurance Portability and Accountability Act of 1996 (Public Law 104-191) and federal Family Education Rights and Privacy Act of 1974 (Public Law 93-380) standards.
- 16) Requires CDSS, for the fiscal years 2024–25 and 2026–27, to competitively award implementation grants to PNs or similar community-based networks over the three fiscal years, and to multineighborhood regional cradle-to-career networks over the three fiscal years.
- 17) Permits all entities that continue to meet the specified requirements to be eligible for an implementation grant extension two years after the original grant was awarded.
- 18) Requires each grant recipient to contribute matching funds or in-kind contributions in an amount equal to, but not less than, 100% of the grant award.
- 19) Requires a PN or other community-based network located in a rural community or tribal community to provide matching funds or in-kind donations equal to at least 50% of the grant award.
- 20) Requires the matching funds described in 18) and 19) come from federal, state, local, or nonpublic, nongovernmental, or other private sources, with at least 10% coming from private sources.
- 21) Requires, for a PN or other community-based network in a rural community or tribal community, the matching funds described in 18) and 19) to come from federal, state, local, or nonpublic, nongovernmental, or other private sources, with at least 5% coming from private sources.
- 22) Permits an applicant that is unable to meet the matching requirements to include in its application a request to CDSS to reduce the matching requirement, including the amount of the requested reduction, the total remaining match contribution, and a statement of the basis for the request.
- 23) Permits CDSS to grant a request described in 22) if it finds the request reasonable and that doing so would further this Act.
- 24) Requires each implementation grant recipient to use the grant funds for both of the following purposes:
- a) To implement the cradle-to-career services based on results of the needs analysis described in the application and plans to build system and organizational capacity.

- b) To continuously evaluate the success of the program and improve the program based on data and outcomes.
- 25) Permits each grant recipient to 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 the operation of a longitudinal data system, and accessing technical assistance.
- 26) Prohibits each grant recipient and its partners from expending more than 20% of funds on these administrative and capacity building costs. Development and implementation of new or improved data systems shall not be included within that 20% limitation.
- 27) Requires grant recipients developing new or expanded longitudinal data systems to coordinate and align their data collection and reporting with the Cradle-to-Career Data System.
- 28) Requires CDSS to establish performance standards to measure progress on indicators and results relevant to the evaluation of the grant program.
- 29) Requires CDE, in consultation with CDSS, to establish a core set of academic results and indicators by which the grant recipients will be measured. Further, allows these indicators to be based on pupil-level or grade-level data that is available from the following academic results and indicators:
- a) Children benefit from a high-quality early learning education program and demonstrate school readiness skills, as measured by both of the following:
    - i) Children enter kindergarten ready for success, as measured by the number and percentage of children who demonstrate age-appropriate functioning at the beginning of the program or school year, as demonstrated by literacy, math, science, self-regulation, social-emotional development, physical development, English language development, and oral language indicators.
    - ii) Children are provided with high-quality early learning experiences, as measured by a quality rating instrument.
  - b) Pupils are proficient in core academic subjects, as measured by both of the following:
    - i) The number and percentage of pupils meeting standards in mathematics based on pupil performance on the Smarter Balanced Summative Assessments that are taken annually by pupils in grades 3 to 8, inclusive, and grade 11.
    - ii) The number and percentage of pupils meeting standards in English language arts and literacy based on pupil performance on the Smarter Balanced Summative Assessments that are taken annually by pupils in grades 3 to 8, inclusive, and grade 11.
  - c) Pupils are engaged and families support learning, as measured by attendance rates and chronic absenteeism rates, as measured by both of the following:

- i) The average daily attendance rates of students in kindergarten and grades 1 to 12, inclusive.
  - ii) The percentage of pupils in kindergarten and grades 1 to 12, inclusive, who are absent 10% or more of the instructional days those pupils are enrolled.
- d) Percentage of pupils who received a high school diploma within four years of entering grade 9 or who complete their graduation requirements at an alternative school.
- e) High school graduates obtaining a postsecondary degree, certification, or credential as measured by all of the following:
- i) Percentage of high school graduates who are placed in the “prepared” level on the college or career indicator.
  - ii) The number and percentage of students who enroll in a two-year or four-year college or university after graduation.
  - iii) The number and percentage of students who graduate from a two-year or four-year college or university.
- 30) Requires CDSS to establish a core set of family and community support results and indicators by which the grant recipient will be measured. A grant recipient must choose to measure and report on two or more family and community support results and indicators. A grant recipient’s project design and implementation of a whole community continuum of solutions are subject to, but not limited to, all of the following family and community support results and indicators:
- a) Pupils feel safe at school and connected to their school community, as measured by locally implemented school climate surveys or other instruments.
  - b) Pupils live in stable communities, as measured by pupil mobility rates in schools within the designated geographic boundary.
  - c) Where the appropriate infrastructure is available, pupils that have access to 21st century learning tools, as measured by the number and percentage of pupils who have access to a high-speed broadband internet-connected computing device.
- 31) Requires CDSS, in consultation with CDE, to also establish at least two indicators related to health, social and emotional development, mental health, and wellness. A grant recipient may choose to report on additional social or socioemotional indicators, drawn from either of the following:
- a) Existing surveys, including the California Healthy Kids Survey or the YouthTruth Student Survey.
  - b) Other sources, as determined by the eligible entity and their partner agencies.
- 32) Permits CDSS to establish other engagement, academic, and social indicators.



33) Requires each grant recipient to prepare and submit an annual report to the CDSS that includes both of the following:

- a) Information about the number and percentage of children, family members, and community members in the PN or similar community-based network who are served by the grant recipient, 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 each program.
- b) Disaggregated data at population and program levels related to the grant recipient's programs' success in annual growth along program and project indicators. To the extent feasible, data should be disaggregated by all of the following:
  - i) Gender;
  - ii) Major racial and ethnic groups;
  - iii) English proficiency status;
  - iv) Migrant status;
  - v) Disability status;
  - vi) Economic disadvantage status;
  - vii) Information relating to the performance metrics; and,
  - viii) Other indicators that may be required by the department.

34) Requires, CDSS in consultation with CDE, to establish an appropriate method, process, and structure for grant management, fiscal accountability, payments to grant recipients, and technical assistance and supports for grant recipients that ensures transparency and accountability in the use of state funds. Further permits CDSS to, at its discretion, contract with one or more entities, including, but not limited to, community development financial intermediaries, state financial entities, or other community-based organizations, for these purposes.

35) Makes the following definitions for the purposes of this Act.

- a) "Cradle-to-career" means a system of integrated services that begins before birth and leads to appropriate postsecondary success, including academic, occupational, and independent living, which benefits the individual and community as a whole.
- b) "Eligible entity" includes all of the following:
  - i) A nonprofit organization that is exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, and that has a strong demonstrated

financial record evidencing compliance. A nonprofit organization may be a faith-based organization, to the extent permitted by law.

- ii) A public or nonprofit institution of higher education.
  - iii) An Indian tribe or tribal organization.
  - iv) An eligible entity shall work in partnership with at least one local educational agency and one social service agency located within the identified geographic boundaries.
  - v) An eligible entity may also work with a local government agency, health organization and/or another eligible entity located within the identified geographic boundaries.
- c) “Grant program” means the California Coordinated Neighborhood and Community Services Grant Program.
- d) “Multineighborhood regional cradle-to-career networks” support multiple populations in neighborhoods, cities, counties, and regions by addressing root cause factors behind poverty, institutional misalignment, and opportunities for meaningful community engagement necessary to ensure that equitable outcomes are achieved at scale. These networks seek systems change and community engagement, develop evidence-based strategies, and where strategies prove successful, promote adoption in the full region.
- e) “Other community-based networks” include nonprofit and faith-based networks, other than PNs, that are involved in supporting, advocating for, and empowering residents to achieve self-reliance and economic stability. Services provided by these networks may include food, housing assistance, access to benefits, mental health, job training, legal services, financial literacy, early childhood development, parenting support, after school enhanced learning, and youth empowerment.
- f) “Promise Neighborhood” means a targeted geographic area served by the Promise Neighborhoods program administered by the United States Department of Education and authorized by the federal Every Student Succeeds Act in 2015 (Public Law 114-95). The program focuses on revitalizing economically disadvantaged communities through the establishment of a cradle-to-career network of services aimed at improving the health, safety, and education of the occupants in the defined area.
- g) “Solution” includes both of the following:
- i) A single activity, or a set of activities, performed or coordinated by PNs and other community-based networks that help ensure that children and their families receive an appropriate continuum of services that they need to thrive. These activities include administration, coordination, support, and connection of people to services provided by federal, state, and local governments, or other entities, as well as the direct provision of services to the public.

- ii) A set of activities coordinated and supported by multineighborhood regional cradle-to-career networks to help ensure that children and their families are engaged with and supported by equitable systems that address their education, health, and well-being. These activities include administration, coordination, support, and connection of people to effect systems change.
- 36) Permits CDSS, in consultation with CDE, to implement, interpret, or make specific this chapter without taking any regulatory action.
- 37) Exempts contracts or grants issued by this bill from the personal services contracting requirements, Public Contract Code, the State Contracting Manual, and are not subject to the approval of the Department of General Services.
- 38) Makes this bill operative only if there is an appropriation in the Annual Budget Act or another statute for the purposes of this Act.

#### **EXISTING LAW:**

- 1) Establishes, in federal law, the “Promise Neighborhood Program”, which provides grants to nonprofit organizations, tribal organizations, or institutions of higher education, which, together with partners, develop and implement plans to significantly improve outcomes of children living in a given neighborhood. (20 United States Code 7274)
- 2) Establishes the “California Cradle-to-Career Data Systems Act,” which expresses legislative intent to build a data system that services students and families by identifying and tracking predictive indicators to enable parents, teachers, health and human services providers, and policymakers to provide appropriate interventions and supports to address disparities in opportunities and improve outcomes for all students. (Education Code Section [EDC] 10850 et seq.)
- 3) Establishes the "Cradle-to-Career Data System Workgroup" to assess and recommend data system structural components, processes, and options for expansion and enhancement of data system functionality, to be outlined in specified reports; advises ongoing efforts to develop, administer, and enhance the data system. (EDC 10853)

**FISCAL EFFECT:** Unknown, this bill has not been analyzed by a fiscal committee.

#### **COMMENTS:**

**Background:** *Poverty in California* continues to have a devastating effect on children and families statewide and nationwide. During the COVID-19 pandemic, the deep impacts of poverty and inequities were highlighted by lack of access to healthy foods, technology, and safe spaces such as schools. However, the federal government and California implemented and invested in multiple measures that proved to lift children out of poverty such as expanded eligibility and an increase in funds for the Child Tax Credit and CalFresh, universal school breakfast and lunches, and increased unemployment funds. These programs likely mitigated the impact of the pandemic on poverty.

The Public Policy Institute of California (PPIC) published a “Poverty in California” report in October 2022 that found in fall 2021, 3.9 million Californians or 10.3% would have fallen or

remained in poverty without the safety net programs. For children in the fall of 2021, 19.7% of California children were kept out of poverty due to the investments in lifting children out of poverty through safety net programs. Remarkably, children's poverty rates was the lowest amongst age groups which is shift from prior years. Despite the poverty rates falling, people of color remain disproportionately in higher rates of poverty. PPIC found the following racial demographic breakdown poverty statistics in California: Latino – 45.7%, Black – 12.6%, Asian American/Pacific Islander – 11.8%, White – 9.9%.

*Lifting Children and Families out of Poverty Task Force* was created in 2018 as a result of AB 1520 (Burke), Chapter 415, Statutes of 2017. The task force convened with the task of providing a report that, among other things, make recommendations to address deep poverty among children and reduce the number of children living in poverty. The report was released in November 2018 and provided four separate recommendations to address coordinated services.

1) Create a single application for public assistance (ex. within the Single Statewide Automated Welfare System/SAWS); 2) Expand voluntary home visiting for families in deep poverty; 3) Create 20 new Promise Neighborhoods throughout California; and, 4) Strengthen integration and coordination of key state agencies to ease data sharing among education, human services, public safety, health, and workforce organizations.

California has made some progress in these recommendation. The California Statewide Automated Welfare System (CalSAWS) is in the process of creating a single application for safety net programs. At present, CalSAWS is capable of a single application for CalFresh and CalWORKS while other programs are being phased in. California also allocated funding to a Home Visiting Program (HVP) under CDSS. CDSS allocated funds to participating counties to provide voluntary evidence-based home visiting services to families meeting eligibility criteria. Counties then provided CDSS with a plan and description of how they will accomplish the program goals. CDSS posted a Program Evaluation on January 1, 2022. Even despite pandemic related challenges including phone visits instead of in person, the report found: "CalWORKs HVP was universally praised by clients and staff and described as a "lifeline" for families struggling to provide a safe and healthy home environment to their growing family in the midst of economic, social, and emotional challenges." The third recommendation calls for the creation of Promise Neighborhoods which are included in this bill.

*Promise Neighborhoods* uses place-based and comprehensive approach to reducing poverty and improving economic, social, and academic outcomes in disadvantaged communities by developing "cradle to career" continuum that addresses all of the family's needs. The task force states that this approach focuses on children and families in poverty and deep poverty but would have positive impacts on other children and families in the designated neighborhoods, without regard to poverty status. This approach has proven successful in the federally funded Promise Neighborhood Network.

In 2010, the United States Department of Education implemented the Promise Neighborhoods program, with the vision of ensuring that all children and youth growing up the country's most distressed communities have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career. Grants were awarded to eligible entities, including nonprofit organizations, which may include faith-based nonprofit organizations institutions of higher education, and Indian tribes. The

federal application states the goal is to:

*“Significantly improve the academic and developmental outcomes of children living in under-resourced communities of the United States, including ensuring school readiness, high school graduation, and access to a community-based continuum of high-quality services. The program serves neighborhoods with both high concentrations of low-income individuals and multiple signs of distress, which may include high rates of poverty, childhood obesity, academic failure, and juvenile delinquency, adjudication, or incarceration; and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.”*

Grant money for new Promise Neighborhoods for plans and implementation was awarded in 2010, 2011, and 2012 to more than 30 applicants in 20 states and the District of Columbia. California currently has six Promise Neighborhoods in Mission, San Francisco; Hayward; Chula Vista; San Diego; Corning; and, Klamath River. Federally, this program has sunset.

In the Budget Act of 2022, California allocated a one-time \$12 million to CDSS to prevent closure of four of the already established Promise Neighborhoods (Chula Vista, Corning, Hayward, and Mission, San Francisco) due to the sunset of the federal program. This bill takes the allocation of that money a step further by creating opportunities for new grant money to be distributed for new plans and implementation.

*Governor’s Veto Message.* This bill is substantially similar to AB 2517 (Bonta) of 2022, which was vetoed by Governor Newsom. The Governor’s veto message stated:

*“The bill would, subject to an appropriation, establish a new grant program under which grants would be awarded on a competitive basis to Promise Neighborhoods (PNs) served by the federal program or other eligible entities to either implement a comprehensive, integrated continuum of cradle-to-career solutions at the neighborhood level or support the civic infrastructure and the backbones of cradle-to-career networks that support their network partners to accomplish systems change.*

*The author’s goal of ensuring coordinated investments in services and supports to achieve better outcomes for children and families throughout their lives is laudable, and I note that the 2022 Budget Act includes \$12 million one-time General Fund to support specified PNs in California. However, there would be substantial costs to administer AB 2517 in addition to tens of millions of dollars in grant funding that would be necessary, neither of which are accounted for in the budget.*

*With our state facing lower-than-expected revenues over the first few months of this fiscal year, it is important to remain disciplined when it comes to spending, particularly spending that is ongoing. We must prioritize existing obligations and priorities, including education, health care, public safety and safety-net programs.*

*The Legislature sent measures with potential costs of well over \$20 billion in one-time spending commitments and more than \$10 billion in ongoing commitments not accounted for in the state budget. Bills with significant fiscal impact, such as this measure, should be considered and accounted for as part of the annual budget process.”*

In order to address Governor Newsom's concerns stated above, the author of this bill removed provisions pertaining to planning grants.

**Author's Statement:** According to the Author, "A strong understanding of the community and regional context, as well the effective coordination of services and supports aligned with the needs of the community, are essential to achieving better outcomes for children and families at every stage of life – from cradle to career.

"Over the last 10 years, Promise Neighborhoods, Cradle to Career (C2C) networks, and similar entities have worked in disadvantaged communities. Utilizing a place-based, equity-focused approach, these networks coordinate services and supports across the public and private sectors and collect and share data to maximize the efficiency and efficacy of programming. Areas where these networks have operated have seen substantial improvements in healthcare access, literacy, and college and career readiness, as well as reduced child welfare and juvenile justice involvement. To scale these proven cradle to career solutions, the state must invest in the "It Takes A Village" strategy. [This bill] will establish a three-year California Coordinated Neighborhood and Community Services grant program to fund the implementation of new, and strengthen existing, neighborhood and regional cradle to career (C2C) networks. By ensuring coordinated investments in services and supports, [this bill] will expand California's capacity to challenge poverty, address disparities, and provide support for children and their families from cradle to career."

**Need for this bill:** As noted above, poverty was reduced due to safety net programs yet poverty still remains an issue for children and families. PNs serve as a valuable strategy to reduce poverty and improve outcomes for children and families.

This bill is consistent with the recommendations of the task force established by AB 1520. This bill will give support grantees to either implement a comprehensive, integrated continuum of cradle-to-career solutions at the neighborhood level or support the civic infrastructure and backbone of cradle-to-career networks that support their network partners to accomplish systems change.

**Equity Implications:** Promise Neighborhoods established via the federal funding reported success. The Mission Economic Development Agency reported that their Promise Neighborhood, use a shared case-management tool to connect 2,744 families with 5,590 different program referrals. They also reported the following successes:

- Latino graduation rates increased from 63% to 88%.
- African American graduation rates increased from 46% to 93%.
- Ninety-four percent of elementary school families feel a sense belonging at their schools.
- Rate at which students change schools mid-year decreased from 13.9% to 7.9%.
- Eighty percent of all Latino 4-year-olds in the Mission are now enrolled in preschool.
- Social-emotional development scores for 3-year-olds jumped from 24% to 82%.

Similarly, in 2015, the National Center for Homeless Education reported that in the Chula Vista Promise Neighborhood, they found the following results:

- Fourth-grade students moved from 9.8% to 15.7% at or above grade level in math. Sixth-grade chronic absenteeism declined from 11% to 3.4%.
- Parents who report that they read to their children (birth to kindergarten) three or more times a week increased from 53.5% at baseline to 67.8%.
- While 19 parents volunteered regularly in the school community at the beginning of the baseline year, the number increased to 682 regular parent volunteers in the fall of 2014.
- The high school graduation rate increased from 86.6% to 96.8% in target schools.

#### **RELATED AND PRIOR LEGISLATION:**

**AB 932 (Levine) of 2021**, would have established the “Cradle-to-Career Grant Program” to administer public and private funds to address child poverty and achievement gaps in California children. *AB 932 was held on the Assembly Appropriations Committee suspense file.*

**AB 686 (Allen) of 2019**, would have enacted the “California Promise Neighborhoods Act of 2019”, which would have provided grants, administered by CDE, to implement a comprehensive integrated continuum of cradle-to-college-to-career solutions, including academic, health, and social programs. *AB 686 was set to be heard in the Assembly Education Committee, but the hearing was canceled at the request of the author.*

**AB 2555 (Calderon) of 2014**, would have required the Superintendent of Public Instruction, in collaboration with various other state agencies and private organizations, to develop a five-year plan for expanding Cradle-to-Career initiatives in California. *AB 2555 was set to be heard in the Assembly Higher Education Committee, but the hearing was canceled at the request of the author.*

#### **REGISTERED SUPPORT / OPPOSITION:**

##### **Support**

California Cradle-to-Career Coalition (Co-Sponsor)  
 California Promise Neighborhood Network (Co-Sponsor)  
 GRACE End Child Poverty Institute (Co-Sponsor)  
 StriveTogether (Co-Sponsor)  
 Association of Independent California Colleges & Universities (AICCU)  
 Barrio Logan College Institute  
 California Catholic Conference  
 Calviva Health  
 Career Nexus  
 Casa Familiar  
 Central Valley Children's Services Network  
 Central Valley Community Foundation  
 Centro LA Familia Advocacy Services  
 Chabot College  
 Children's Institute  
 City of Hayward  
 Community Child Care Council (4CS) of Alameda County  
 County of Fresno

Eden Area ROP  
Eden Youth and Family Center  
First 5 Alameda County  
First 5 Fresno County  
Fresno County Board of Supervisors  
Fresno County Superintendent of Schools  
Fresno Housing Authority  
Fresno Unified School District  
Friends Committee on Legislation of California  
Golden State Opportunity  
Harlem Children's Zone  
Hayward Promise Neighborhoods  
Instituto Familiar De LA Raza  
John Burton Advocates for Youth  
LA Familia Counseling Service  
Legal Services for Prisoners With Children  
Marin Promise Partnership  
Mission Economic Development Agency (MEDA)  
Mission Neighborhood Centers, INC.  
National Association of Social Workers, California Chapter  
Northern California College Promise Coalition  
Parents for Public Schools of San Francisco  
San Ysidro Health  
Say San Diego  
SBCS Corporation  
Stanislaus Cradle to Career Partnership  
Tandem, Partners in Early Learning  
The Children's Movement of Fresno County  
Tiburcio Vasquez Health Center, INC.  
True North Organizing Network  
United Way Fresno Madera Counties  
University of California, San Diego  
Youth Leadership Institute Fresno

**Opposition**

None on file

**Analysis Prepared by:** Alexandria Smith / HUM. S. / (916) 319-2089