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November 16<sup>th</sup> 2006**
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Children for the Future  
ECE**

## CONTINUED ITEMS

2. **Case No. 0602-06**  
Conditional Use Permit, Standards  
Variance  
CE 06-25

(Steve Valdez,  
Project Planner)

### RECOMMENDATION:

**Pat Brown**  
**85 W. Del Amo Boulevard (Council District 8)**

Request for approval of a Conditional Use Permit and Standards Variance to allow the operation of a childcare center with less than code required parking.

Planning Commission approve Conditional Use Permit and Standards Variance, subject to conditions.

ACTION: Approved, subject to conditions

## REGULAR AGENDA

3. **Case No. 0510-03**  
PD Amendment, Site Plan Review,  
Tract Map, Standards Variance  
EIR 28-05

(Derek Burnham,  
Project Planner)

**Press-Telegram Lofts**  
**c/o Jim Brophy**  
**604 Pine Avenue (Council District 1)**

Review the adequacy of Environmental Impact Report No. 28-05 in accordance with Section 15204 of the CEQA Guidelines; and request to amend the Downtown Planned Development District (PD-30) to change the subarea designation for the subject site from Downtown Mixed Use to Downtown Core, and amend the allowable height from 100 feet to 250 feet; and Request for approval of Site Plan Review and a Tentative Map to demolish the Meeker-Baker Building and portions of the Press-Telegram Building and construct two 22-story buildings and various 4 to 5 story buildings to develop a mixed-use project consisting of 542 residential units, 14,000 square feet of commercial space, 24,000 square feet of office/gallery space, and 1,186 parking spaces, with the following code exceptions: 1) Less than code-required parking; 2) Building setback of 7'6" along Pine Avenue (instead of 0 feet); 3) Building setback of 2 feet along Locust Avenue (instead of not less than 10 feet); and 4) Parking structure at the property line along Locust Avenue and 7<sup>th</sup> Street (instead of a setback of 10 feet).



# CITY OF LONG BEACH

Department of Planning and Building

333 WEST OCEAN BOULEVARD ■ LONG BEACH, CALIFORNIA 90802 ■ (562) 570-8184 FAX (562) 570-8068

## APPLICATION FOR APPEAL

An appeal is hereby made to Your Honorable Body from the decision of the  
 Zoning Administrator on the 16 day of November 2006.  
 Planning Commission

APPELLANT: JESSE A. BROWN

APPLICANT: PAT BROWN

Project address: 85 W. DEL ANO BLVD

Permits requested: APPROVAL OF A CONDITIONAL USE PERMIT AND STANDARDS VARIANCE

Project description: \_\_\_\_\_

OPERATION OF A CIVILISMAE CENTER WITH LESS THAN CODE REQUIRED PARKING (CONFORMANCE)

Reason for appeal: TRAFFIC DATA INCOMPLETE, R-1 ZONING TO COMMERCIAL PROPERTY, INADEQUATE STAFF PARKING

Your appellant herein respectfully requests that Your Honorable Body reject the decision of the  Zoning Administrator or  Planning Commission and  approve or  deny this application.

Signature of Appellant: Jesse A. Brown

Print name of Appellant: JESSE A. BROWN

Mailing address: 353 E. PLINY ST. LONG BEACH, CA. 90805

Phone No.: (562) 208-8000

Note: Please be sure to review the filing instructions on the reverse side of this form. A filing fee may be required.

=====STAFF USE ONLY=====

Counter staff: C Jackson Case No. 0602-06 Date: 11/22/06

Filing Fee required:  Yes  No Application complete:  Yes  No



Center For Community & Family Services, Inc.

November 16, 2006

To Whom It May Concern:

It is with great pleasure that I speak about Tina Brown; she has been a Family Child Care Provider for 10 years with in our agency. During which time I coordinated some of the Child Development Trainings. Mrs. Brown has been an active participant with in our agency by volunteering in our Family Fair and other community events with in our agency, and she also attended many of our workshops. She is creative, deeply conscientious, professional, and hard-working.

Her excellent performance reflects on the children she cares for and the families she services. Mrs. Brown along with her family is capable of managing a Child Care Center.

I strongly recommend her and I am confident that her Center will be an asset to our community we need more Child Development Centers with dedicated people like Mrs. Brown in our communities.

Sincerely,

Patty Franco  
649 East Albertoni Street Suite 200  
Carson, CA 90746  
310-217-2933

Resource & Referral Counselor



Center For Community & Family Services, Inc.  
...To Help Build Sustainable Communities

*Patty Franco*  
*Child Care Resource and Referral Counselor*

649 E. Albertoni Street, Suite 200 • Carson, CA 90746  
Tel. 310.217.2933 • Fax 310.217.2934  
patty.franco@ccafs.org • www.ccafs.org

Mrs. Amber Garcia  
1040 E. Via Wanda Bldg #70  
Long Beach, Ca 90805

January 2, 2007

Ms. Rae Gablich (8<sup>th</sup> District)  
3837 Atlantic Blvd.  
Long Beach, CA 90807

Dear Ms. Rae Gablich 8<sup>th</sup> District:

Greetings and Happy New Year. My name is Amber Garcia (you may remember me from our previous contacts regarding my son Tyler Garcia who was struck by a car and killed in the Carmelitos on June 24, 2005). However, this is not part of my concern today. My concern is regarding Blessings Day Care located at 85 W. Del Amo Blvd. As you may or may not know, child care is very important to many working parents, and finding a good one is extremely hard. My daughter Alyssa has been going to another pre-school for the past 3 years that just recently closed down. Upon much searching for a Christian environment to send my daughter to, I stumbled upon Blessings Daycare. It is VERY important to me to be able to feel comfortable of the school my child goes to, especially with all the tragedy that my family and I have been through. I have to tell you, that these past 3 weeks that my daughter has been attending Blessings Day Care, I have never felt so at ease being away from my daughter. They have gone out of their way to make room for my daughter after the quick, unexpected closure of her previous school.

On a daily basis, Ms. Tina and her staff go out of their way to show their love and kindness to my daughter and me. Ms. Tina did ask if I could come to the Council Meeting on Tuesday, January 9<sup>th</sup>, but unfortunately I start school this week, and cannot skip. It is to my knowledge that a home owner in the area is disputing Blessing to become a center. I hope that you can please understand the need of such a wonderful center in this area. Parking in my opinion should not be a consideration to deny them this license. The service that they are providing is much more important. Also, this is a public parking street, and that should not be a problem.

Thank you for listening to my heart. It is very important that Blessings is able to expand and to bring the joy that they have to me and my daughter to many other families.

If you have any further questions, feel free to contact me at anytime on my cell at (562) 455-8000 or at my home at (562) 728-9637

Sincerely,



Amber Garcia  
A Concerned Parent

September 20, 2006

City Counsel

Ladies and Gentlemen:

I would like to tell you about the excellent service provided to my family by Blessings Daycare Center (c/o Tina Brown). I have been a client of Blessings Daycare since February of 2004, when I was awarded full custody of my 2 daughters following a very ugly divorce. I thought daycare would be difficult for my children because they had never been in a daycare environment before. However, Tina and the entire staff at Blessings Daycare made the adjustment for my children and me worry-free.

I could tell you about tuition rates, nutritious meals, activity schedules, etc... That's what everyone looks for in a daycare provider. Rather let me explain why Tina and the staff stand out from other providers.

Tina has filled the void in my daughters' lives that was vacated by their mother. From the start she has shown my daughters extra attention and love that far exceeded my expectations. I think she has been an exceptional female role-model for my girls.

She maintained a special schedule allowing my daughters to stay from 2 pm to 10 pm for the first few months until I could find a dayshift job. I can't tell you what a blessing this was for me to be able to find a daycare that could keep those hours. If she did not make that effort for me I may have lost my job and my girls.

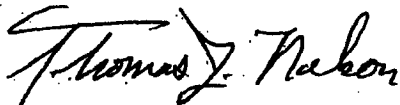
She takes my older daughter shopping for school clothes and routinely deals with the school on my behalf. She gives me advice and assistance on many issues normally dealt with by mothers...potty training, childhood illnesses, etc. It is tough being a single father, but Tina sure has helped me keep my head above water.

She has twice now given me a financial break when I had hit tough financial spots, as well as helping me find a financial counselor. She further helped me improve my financial situation by offering assistance in moving to Long Beach so I wasn't spending so much money on gas and vehicle maintenance. I don't know many businesses that would have done this for me.

The staff members at Blessings Daycare (Jess, Brittney, and Carissa) have given my older daughter lots of educational assistance. Just 6 months ago I moved to Long Beach from Rancho Cucamonga. Some nights the ride home was 3 hours long. I could not give my daughter help with her homework. Thankfully Blessings picked up the slack and gave my daughter the help she needed.

**Tina Brown, and the entire staff at Blessings Daycare have my sincere thanks, and my support to grow their business. They are truly a Blessing**

Sincerely,



Thomas J. Nelson

3910 HATHAWAY AVE  
APT 955  
LONG BEACH, CA 90815

Jenkins Day Care Center  
16117 Hashino Lane  
Carson, California, 90746  
310-524-3748  
1980003000

To: Whom It May Concern

I would like to recommend Blessing's Family Child Care for their petition to become a Child Care Center in the City of Long Beach.

In my experience as a Child Care Provider over the last 13 years, I have known very few Christian Child Care Providers. For Parents who wish to have their children in an environment that is Christian, Blessings Child Care Center would fulfill that need.

The children in the current Family Day Care are loved, exceptionally well taken care of, and treated as if they are a part of one big family. Within that family they are allowed to be the individuals that they are and Ms. Brown ensures that their individual needs are also met. The children there are happy, enthusiastic about learning and well adjusted. They are educated on a daily basis with the use of supplies and equipment that most child care centers do not invest in. Ms. Brown goes above and beyond the call of duty to ensure that they are given every chance to succeed in their future through education.

Please consider this Family Day Care for a permit to operate as a Center.

Sincerely,  
Catherine Hargrove

Director of Jenkins Day Care Center

September 19, 2006

To Blessings Day Care:

We would like to thank you for your support during our temporary financial setback. Over the last two months we have had to make two car repairs totaling over \$700. Our plumbing in the house sprung a leak and although the insurance covered most of the damages and repair work we had contribute \$500 for the deductible. To make matters worse, Kathleen injured her knee the weekend before her first day at her new job. Unable to make it to work, we have to deal with all the unexpected expenses on a single income.

We are slowly getting back on our feet but we could not have gone through this experience without your support. For two weeks, you allowed Kaelib to attend class without tuition. Any other daycare would have enrolled another student in his place but you stood by us and helped financially and spiritually. We intend to pay the two weeks of tuition as soon as we are able. Thanks again for understanding our situation.

Best Regards,

  
Edmund Catabay



## **Dawn J. McNulty**

---

**4228 Gaviota Avenue  
Long Beach, CA 90807  
562-426-0409**

January 5, 2006

To Whom It May Concern:

My daughter has attended Blessing's Child Care Learning Center for the past two (2) years. It is with great pleasure that I write to you in support of expanding the center which would allow more children the opportunity to attend quality daycare.

Mrs. Brown along with her staff provides excellent childcare services in a nurturing, healthy and safe environment. The staff is very loving towards the children and provides an environment that helps build character and confidence.

My daughter loves going to the center and I have seen her grow both developmentally and socially as a result of her attendance. I know that if the center is given the opportunity to grow more children will have greater access to affordable quality childcare.

If you have any questions or require additional information as to why the center should be expanded please don't hesitate to call me at 562-426-0409.

Respectfully,

Dawn J. McNulty

November 2, 2006

To whom it may concern:

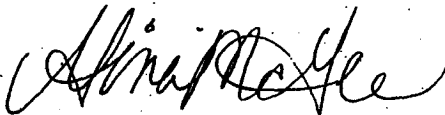
I would just like to say how grateful I am to have "Blessing's Day Care" take care of my son. They have truly been a blessing. My son has been going there since January when he was 18 months old and he has just grown and matured so much.

Almost everyday he comes home with something new that he has learned. His motor skills and his social skills have improved tremendously. I work long days and my son is there all day, I feel good knowing that my son is in good hands. He looks forward to going and he has made so many new friends.

I especially like how they go all out in making the holidays special for the children. My son had a blast at the Harvest Festival. They had a jumper, a cotton candy machine, a snow cone machine, a popcorn machine, each child got a pumpkin and a bag of goodies. I can't wait to see how they celebrate Thanksgiving and Christmas with the children. I hear they go all out on those holidays especially.

It's hard to trust someone with your kids, especially when they can't talk and let you know what's going on and how they're being treated. I was very worried for my son when I had to place him in day care; he had been taken care by my Mom since he was 8 weeks old. I can honestly say it was a smooth transition for him going from Grandma to this day care. I see how they love my son and I appreciate them so much.

Sincerely,



Gina McGee  
562-714-0612



November 1, 2005

Tina M. Brown  
1422 East Bach Street  
Carson, CA 90745

Dear Tina M.:

**It is with great pleasure that the National Association for Family Child Care awards you Accreditation for Family Child Care. In meeting the requirements of accreditation, you have demonstrated good quality in the following areas:**

**Relationships with Children and Families  
Environment and Materials  
Activities  
Developmental Learning Goals  
Safety and Health  
Professional Business Practices**

**Your accreditation is valid until November 1, 2008, at the address shown above. As your accreditation nears the expiration date, NAFCC will send you a re-accreditation packet. Begin the paperwork promptly to avoid a lapse in your accreditation status. If you relocate your program during the time your accreditation is valid, please contact NAFCC. This will allow us to begin the process of transferring your accreditation to the new location.**

**As you continue to meet the Quality Standards throughout the accreditation period, we hope you will promote accreditation and educate your community about family child care. Be an involved member of the National Association for Family Child Care. As an accredited family child care provider, you are a leader in the profession!**

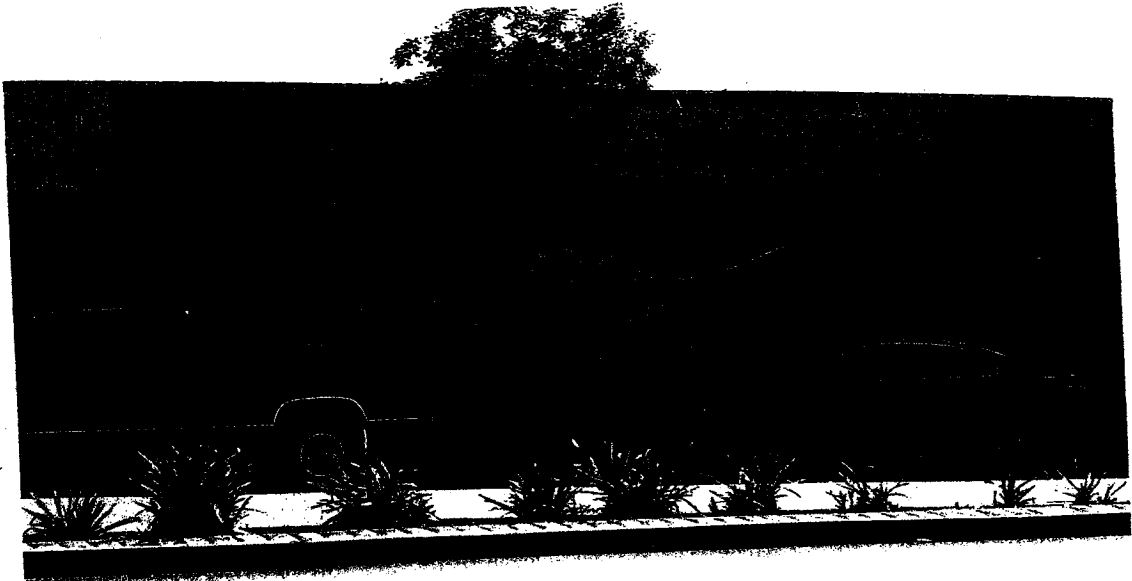
**Congratulations!**

Sincerely,

A handwritten signature in cursive script that reads "Eva Daniels".

**Eva Daniels  
National Association for Family Child Care  
Accreditation Operations Manager**

NAME	CAPACITY	# OF SPACES	ST. PARKING	PARKING LOT
ABUNDENCE	28	0	YES	NO
AHRENS DORTHY NURSERY SCHOOL	63	0	YES	NO
ALL ABOUT KIDS	28	0	YES	NO
BELMONT SHORE CHILDRENS CENTER	70	0	YES	NO
BUNDLE OF JOY DAYCARE #	59	0	YES	NO
BUNDLE OF JOY DAYCARE	58		NO	YES
CALI HEIGHTS UNITED METHODIST CHILD CENTER [CHURCH]	60		NO	YES
CHILD TIME LEARNING CENTER	93	STRUCTURE	YES	YES [PARKING STRUCTURE MUST PAY]
COMPREHENSIVE CENTER	68	0	YES	YES [STAFF PARKING]
CREATIVE ARTS SCHOOL	47	0	YES	NO
EDISON CHILD DEVELOPMENT CENTER	44		NO	YES
EDGERWATER PRE-SCHOOL	55	0	YES	NO
GRACE LUTHERAN PRE-SCHOOL [CHURCH]	46	28	NO	YES
KINDER CARE LEARNING CENTER	186		NO	YES
LONG BEACH CHRISTIAN DAYCARE CENTER	60		NO	YES
LONG BEACH DAY NURSERY	56	0	YES	NO
LONG BEACH COMMUNITY IMPROVEMENT LEAGUE	64	0	YES	NO
LONG BEACH MONTESSORI SCHOOL [CHURCH]	70		NO	YES
YOUNG HORIZONS DAYCARE	56	0	YES	NO
YOUNG HORIZONS DAYCARE	100	0	YES	NO



11.02.2006

Street Parking only  
No Staff Parking.



10.22.2006

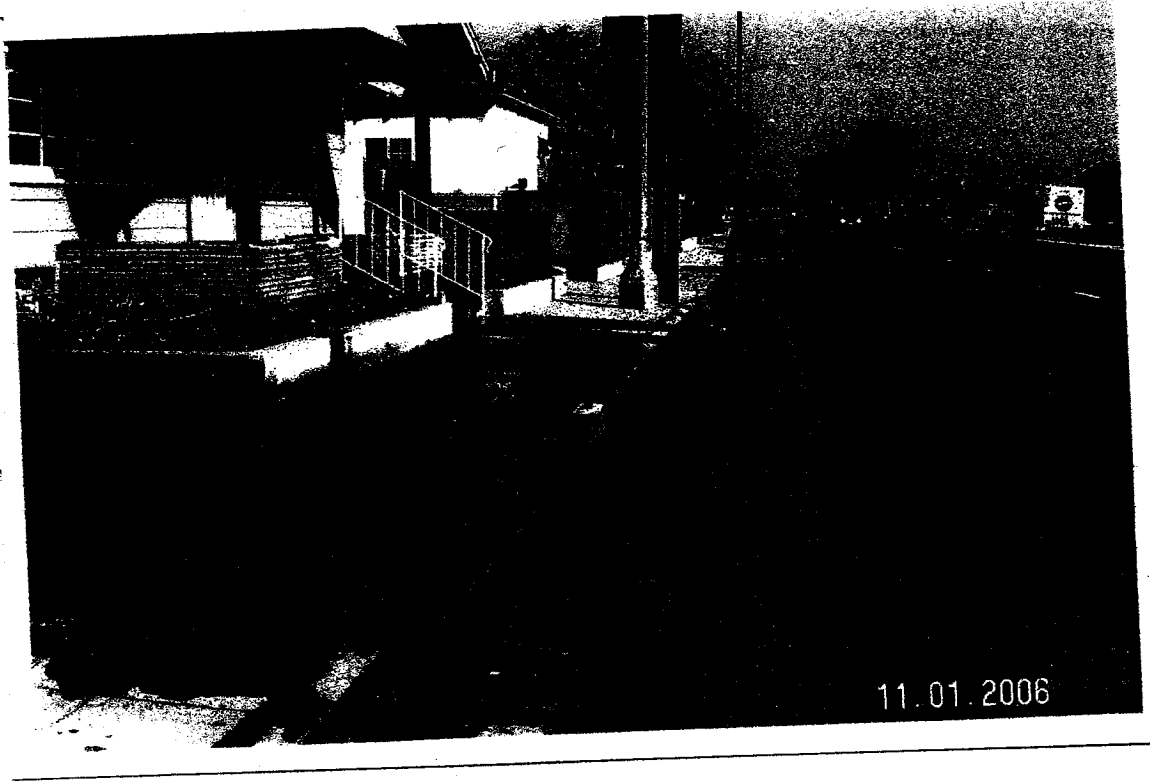
Street Parking

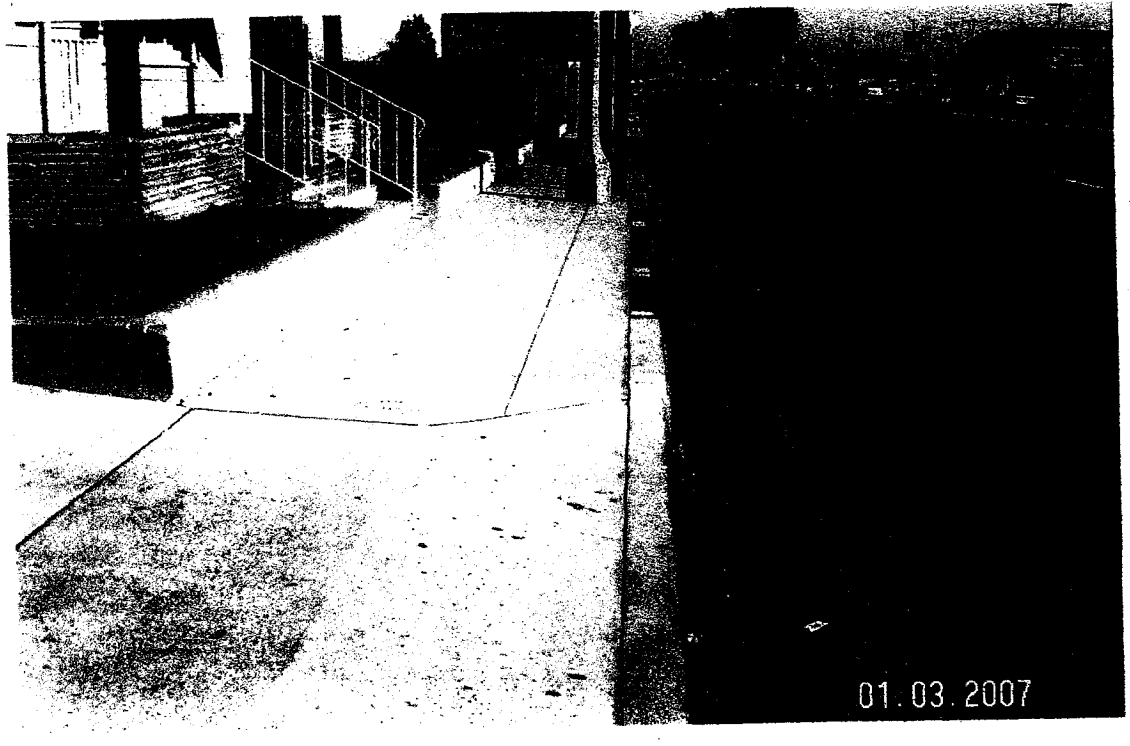


10.22.2006

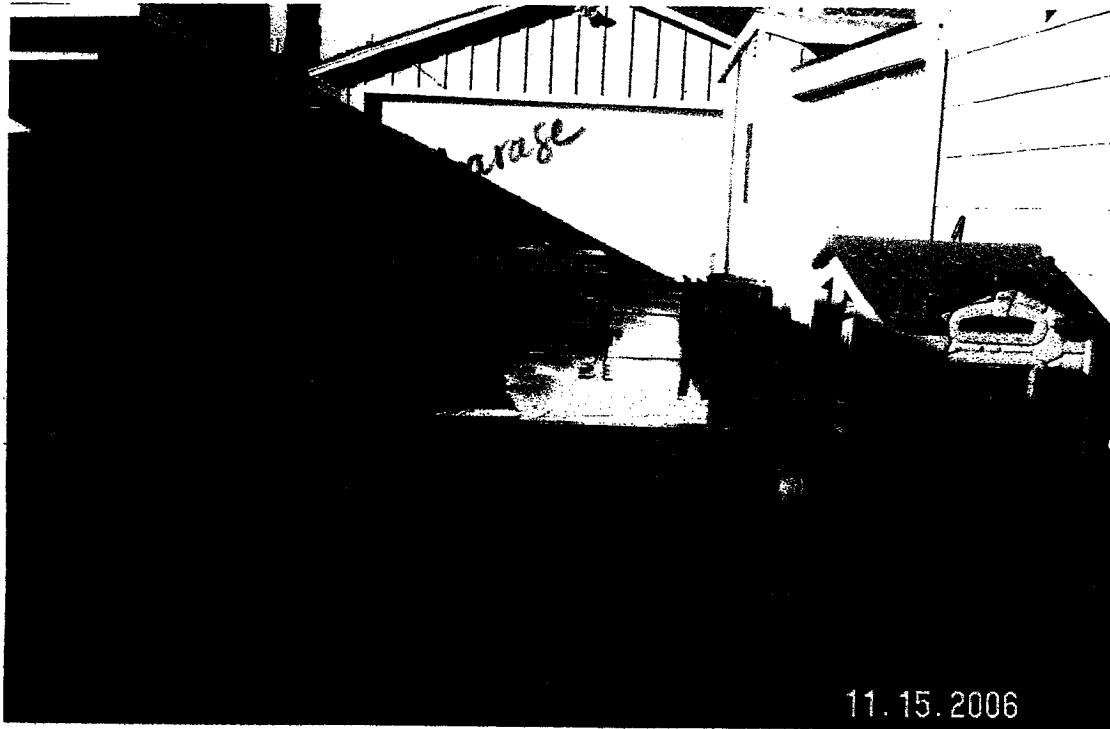


85 De Amo  
Parking

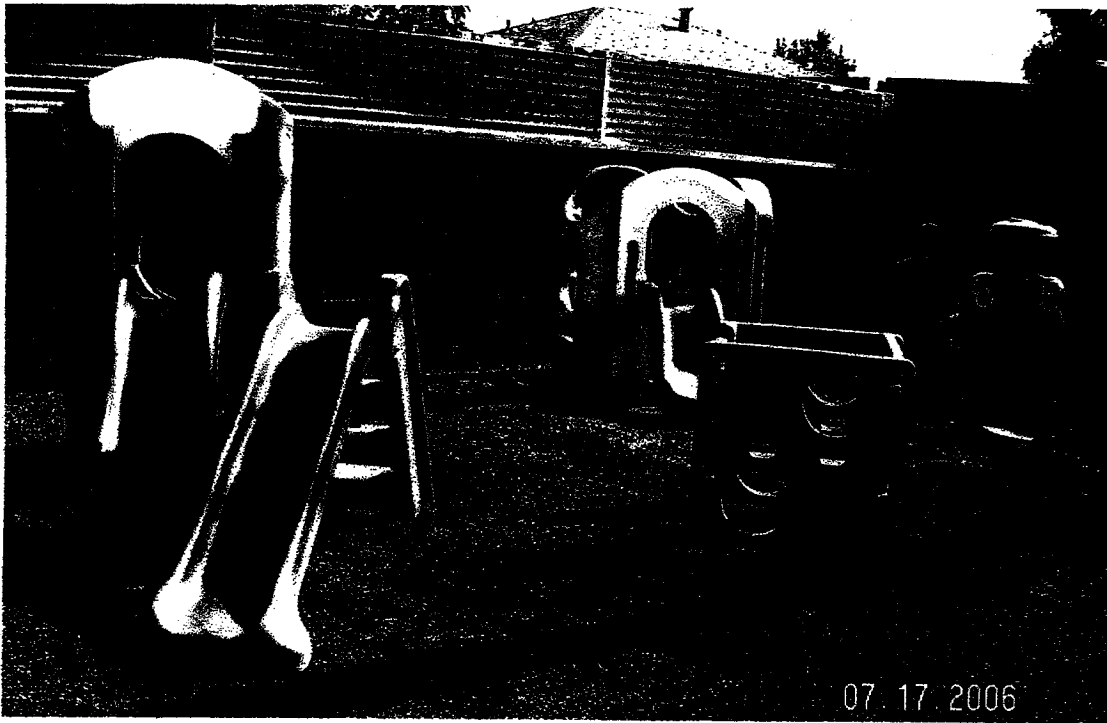








Dike area



**Children that are enrolled or pending with Children's Home Society**

#	NAME	ENROLLED	PENDING
1.	Alyssa Garcia	****	
2.	Isabel Mireles	****	
3.	Jerimee Moore	****	
4.	Delarrio Perkins	****	
5.	Amanda Mireles	****	
6.	Jalen Rose		****
7.	Jade Green		****
8.	Emerald Green		****
9.	Angie Ramerez		****

**Petition For Childcare Center Operation**  
**BLESSINGS CHILDCARE CENTER**

					By signing my name below, I acknowledge the request for an increased capacity for Blessings Childcare Center in my neighborhood. I also acknowledge that I have no objections to this increase in capacity.
Print Name	Signature	Street Address	City	Zip Code	
Annalee Tinto	<i>[Signature]</i>	5030 Pacific Ave	L.B.	90805	11 mos old son
A.A.M.	<i>[Signature]</i>	5040 Pacific	LB	90805	
Jesse Adams	<i>[Signature]</i>	5031 Pacific Ave	LB CA	90801	
Carlos	<i>[Signature]</i>	5025 Pacific Ave	LB CA	90805	
Donnie	<i>[Signature]</i>	5050 Pacific Ave	LB CA	90805	1 yr old son
Leana	<i>[Signature]</i>	5100 Ave	LB CA	90805	long time son
Bonny	<i>[Signature]</i>	5110 Daisy Ave	LB CA	90805	
Sofia Raya	<i>[Signature]</i>	105 W. 51st Street	LB. CA	90805	
Sara Nichols	<i>[Signature]</i>	5025 Virginia Ave	LB CA	90805	
Nichelle Vane	<i>[Signature]</i>	5020 Virginia Ave	LB. CA	90805	4 yr old
Abel Calderon	<i>[Signature]</i>	4980 Pacific Ave.	LB. CA	90805	
Claudia Ricks	<i>[Signature]</i>	83 W. Basant St.	LB. CA	90805	
Suvenal	<i>[Signature]</i>	94 W. Pleasant St.	LB. CA	90805	
Vanessa Lee	<i>[Signature]</i>	76 W. Pleasant St.	LB. CA	90805	
Morris, Randall	<i>[Signature]</i>	74 W. Pleasant St.	LB	90805	
Coron	<i>[Signature]</i>	53 W. Decimo Blvd	LB.	90805	Neighbor
Chris	<i>[Signature]</i>	2168 Linden Ave	LB. CA	90806	wants to start daycare



Low Graphics Version



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Saturday, December 30, 2006

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Our Children  
Our Community

## Early Care and Education

City of Long Beach, Department of Health and Human Services



### Family Guide to Early Care & Education Programs

- [How Can I Find Childcare?](#)
- [What is Early Care and Education](#)
- [What Are My Options?](#)
- [How Do I Pay for Care?](#)

#### How Can I Find Childcare?

For more information and referrals to licensed childcare programs, call the Child Care Referral hotline at (562) 256-7490 Monday-Friday, 9:00 am to 3:30 pm.

#### Children's Home Society, Child Care and Development Services

- Helps families by providing referrals to licensed early care and education programs for their children, including children with special needs and disabilities.
- Provides resources and referrals to low-income families eligible for subsidized child care.
- Offers parent and community education.
- Publishes brochures on how to select quality early care and education services as well as a variety of child development topics. Brochures are available in multiple languages.
- **Special Needs Advisory Project (SNAP)** provides an inclusion specialist dedicated to assisting providers and other professionals as well as families with children with special needs. The specialists help connect families with community resources and early care and education professionals. Visit their web site at [www.snapla.org](http://www.snapla.org)

#### Care About Quality, California Department of Education

Offers free guides designed to help families select a quality child care program. Guides consist of tips, checklists and information that may help families ask the right questions, consider their options, and make decisions that best meet their needs. For further information, call toll-free 1(800)KIDS-793.

#### National Association for the Education of Young Children (NAEYC)

Provides resources and information for parents to use as guides for selecting high quality care for their children. Parents may search for NAEYC-accredited centers in their

neighborhood and glance at materials that address topics on caring for young children. For further information, visit their web site at [www.naeyc.org](http://www.naeyc.org) or call toll free at 1(800) 424-2460.

### **National Association for Family Child Care (NAFCC)**

Families may search for NAFCC-accredited family child care homes in their neighborhood. For further information, visit their web site at [www.nafcc.org](http://www.nafcc.org) or call (801) 269-9338.

### **What is Early Care and Education?**

- Quality child care programs that offer children a safe and nurturing environment while also preparing children for school and reaching their full potential.
- Quality programs that boost healthy social, emotional, language, cognitive and physical development in young children and engage parents as partners in their children's development.
- Quality programs that contribute to parents' stable employment opportunities and productivity.

### **What Are My Options?**

#### **Center-based Care**

Licensed to provide full- or part-day care to infants and toddlers (birth to age 3), preschoolers (3 to 5 year olds) and/or school-age children (5 to 12 year olds) in a group setting.

#### **Family Child Care Homes**

Individuals licensed to care for up to 8 children or 14 children from birth to 12 years old, including the provider's, in the provider's home.

#### **Early Head Start**

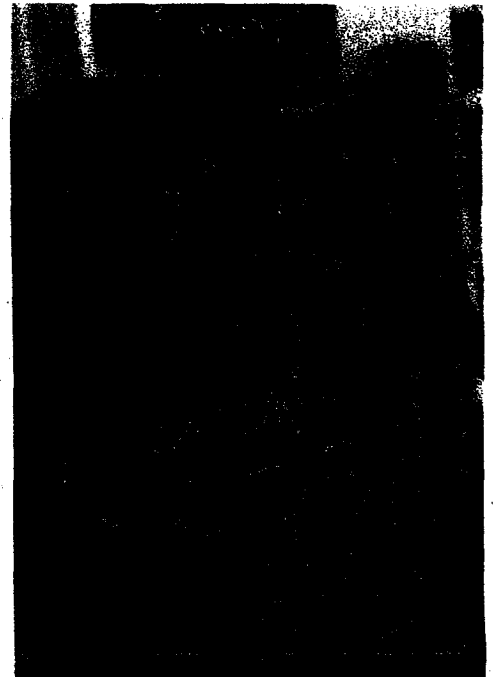
Free, comprehensive program for low-income pregnant women and infants and toddlers, including children with disabilities, from birth to three years old. Services may be offered in the home or at a center. Comprehensive services include child development, social services, health, mental health, nutrition, and parent involvement.

#### **Preschool Head Start**

Free child development program for low-income and disabled preschoolers from three to five years old. Families receive comprehensive services including child development, social services, health, mental health, nutrition, and parent involvement.

#### **School Age/Extended Care**

A variety of programs provide supervision, recreation and/or enrichment activities to school-age children before and afterschool, when children are off-track, or on summer break. Program services may be provided on the school campus or at another location,



such as a local park or community-based facility. While many programs are licensed by the State, a number of programs are considered exempt from licensing, yet are regulated by other entities.

### **In-home Care**

Parents may opt to have their child care provided in their home by a relative or nanny. The in-home care provider is not required to have a child care license, therefore it is up to the parent to make sure that the arrangement works.

### **How Do I Pay for Care?**



The cost of care may vary by the age of the child and the hours of care needed. Depending on a family's income, assistance may be available to help pay for a portion of the care.

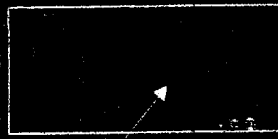
To learn whether you qualify for a child care subsidy or to obtain a referral to a subsidized child care and development center, contact the Children's Home Society Child Care Referral Hotline at (310) 816-3690 Mondays - Fridays from 9:00 a.m. to 3:30 p.m.

85 W. Del Amo Blvd



100

85 W. Del Amo Blvd



85 W. Del Amo Blvd, Long Beach, CA

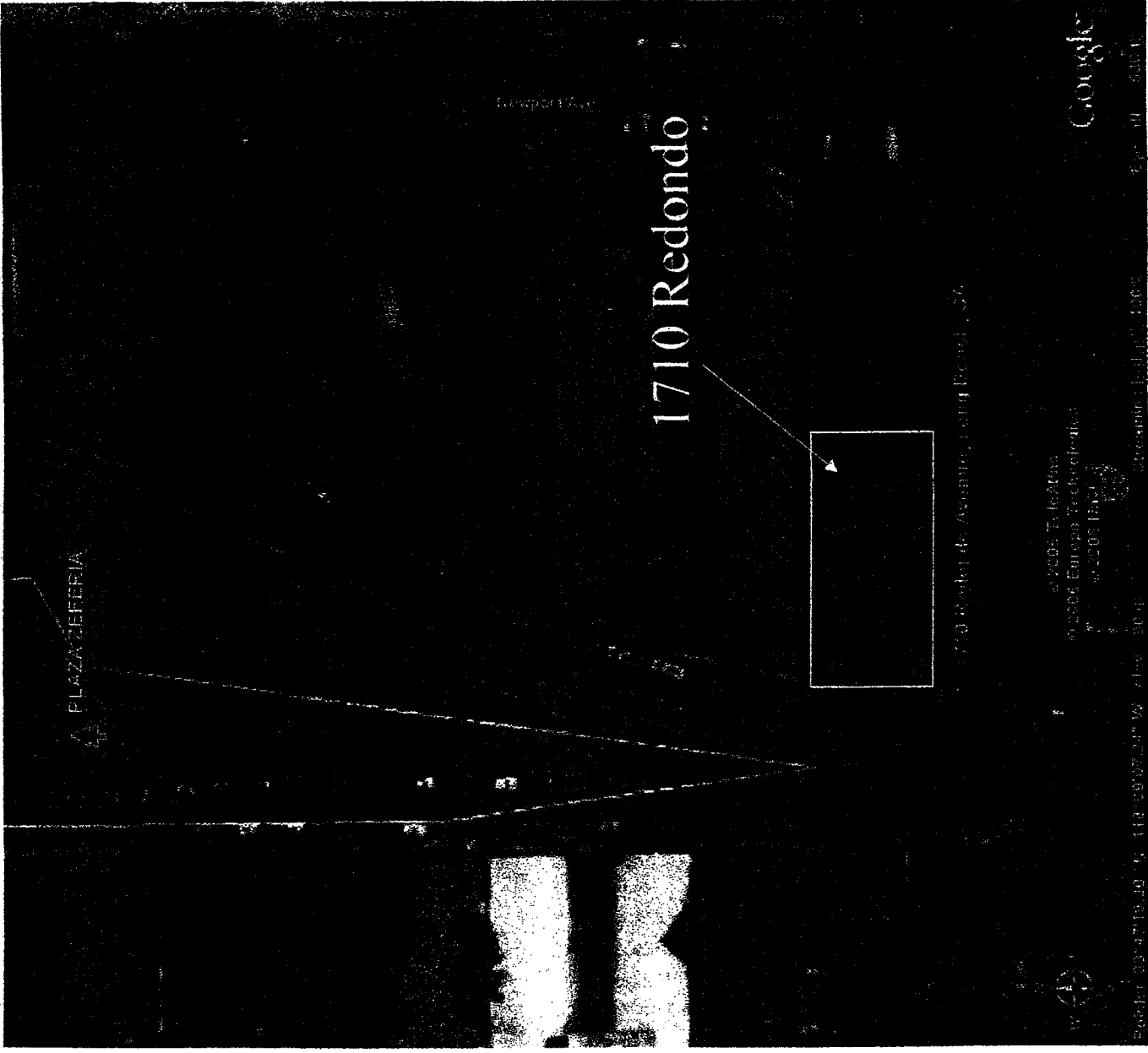
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PLAZA ZEPHERIA

1710 Redondo

1710 Redondo Avenue, Long Beach, CA

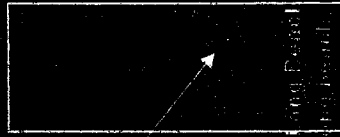


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Google

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3027 E. 4th Street



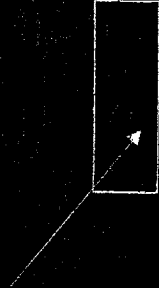
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3027 E. 4th St. (Rear Panel) CF-77



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5942 Orange Ave

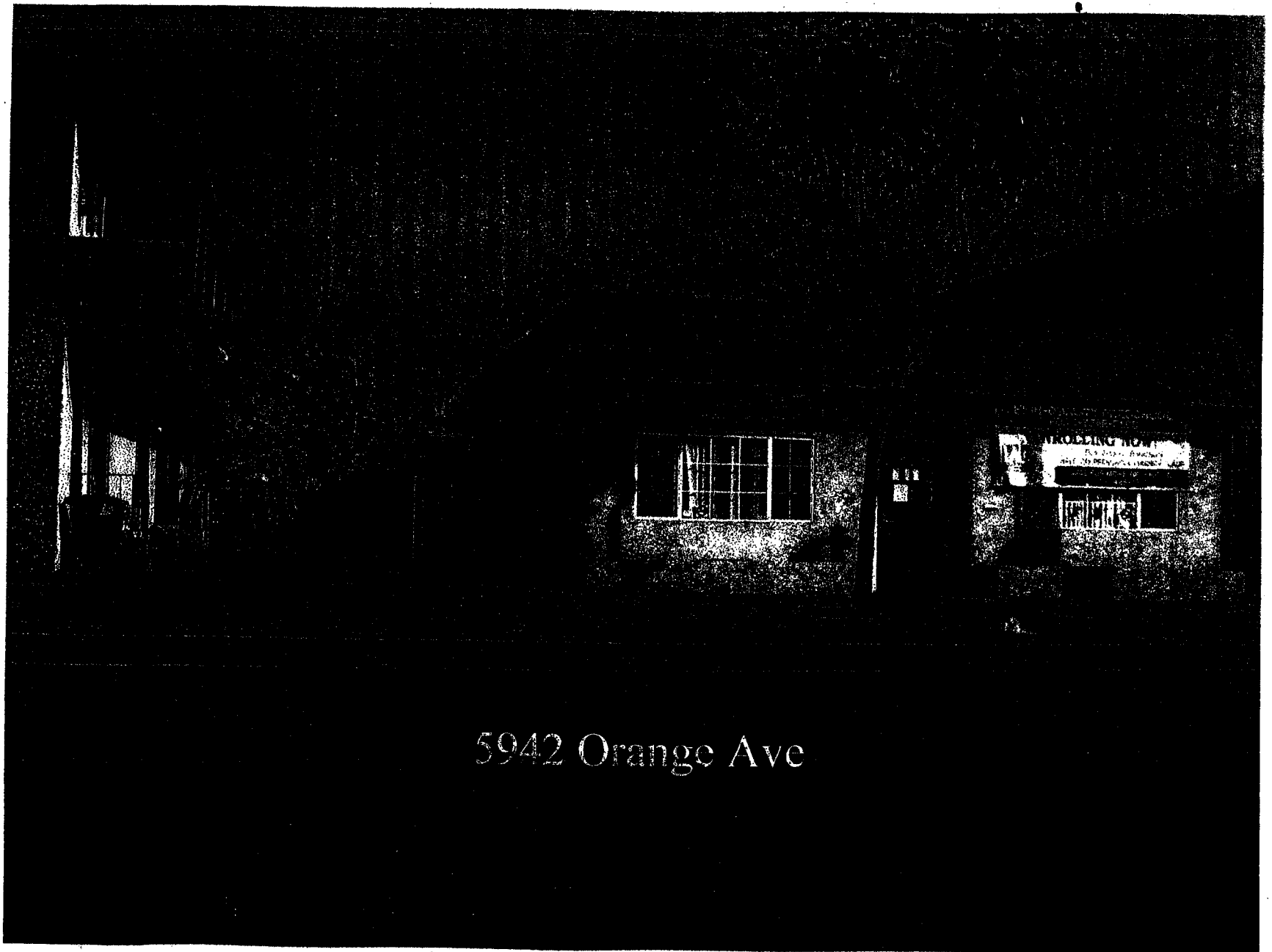


5942 Orange Avenue, Long Beach, CA  
5942 Orange Ave, Long Beach, CA

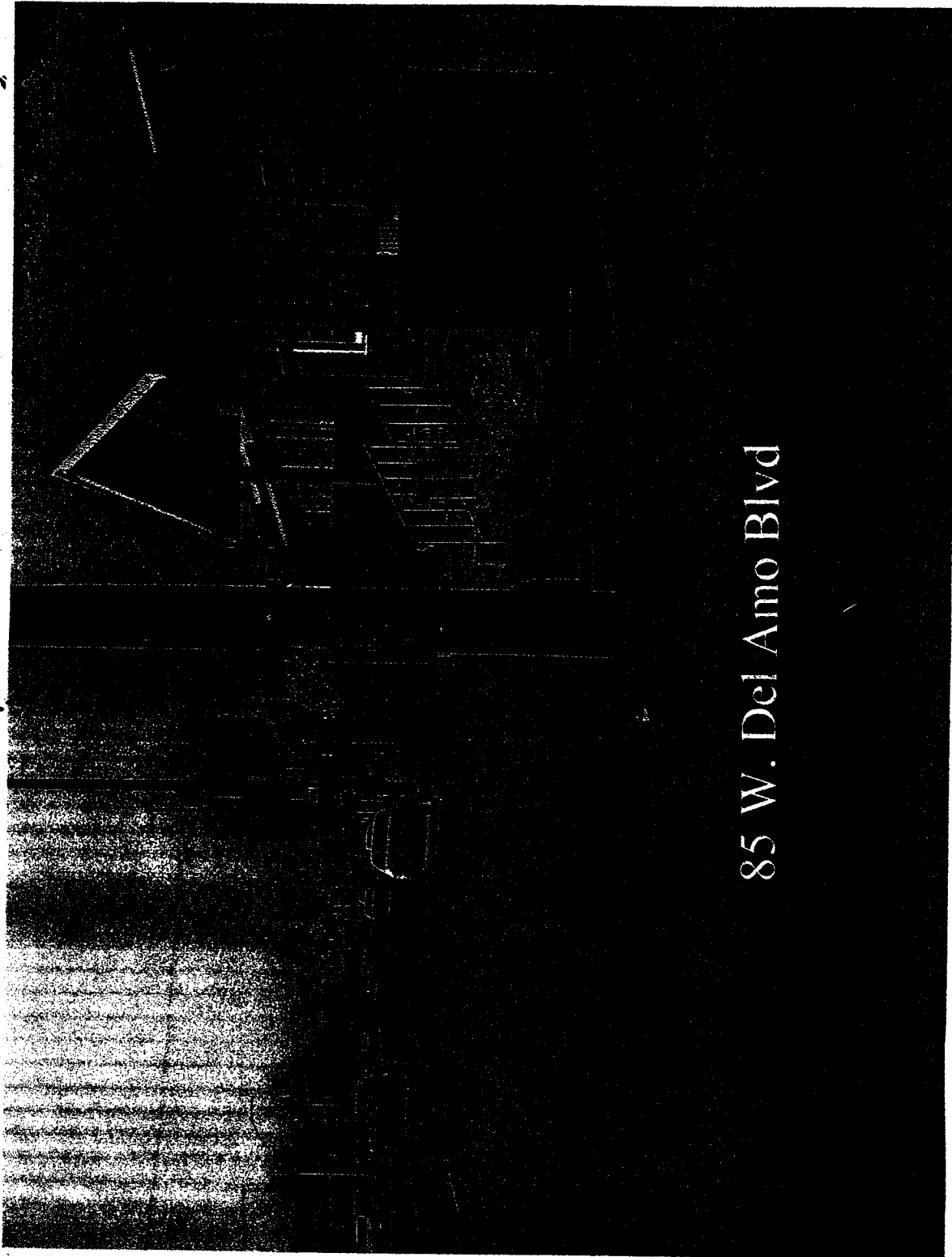


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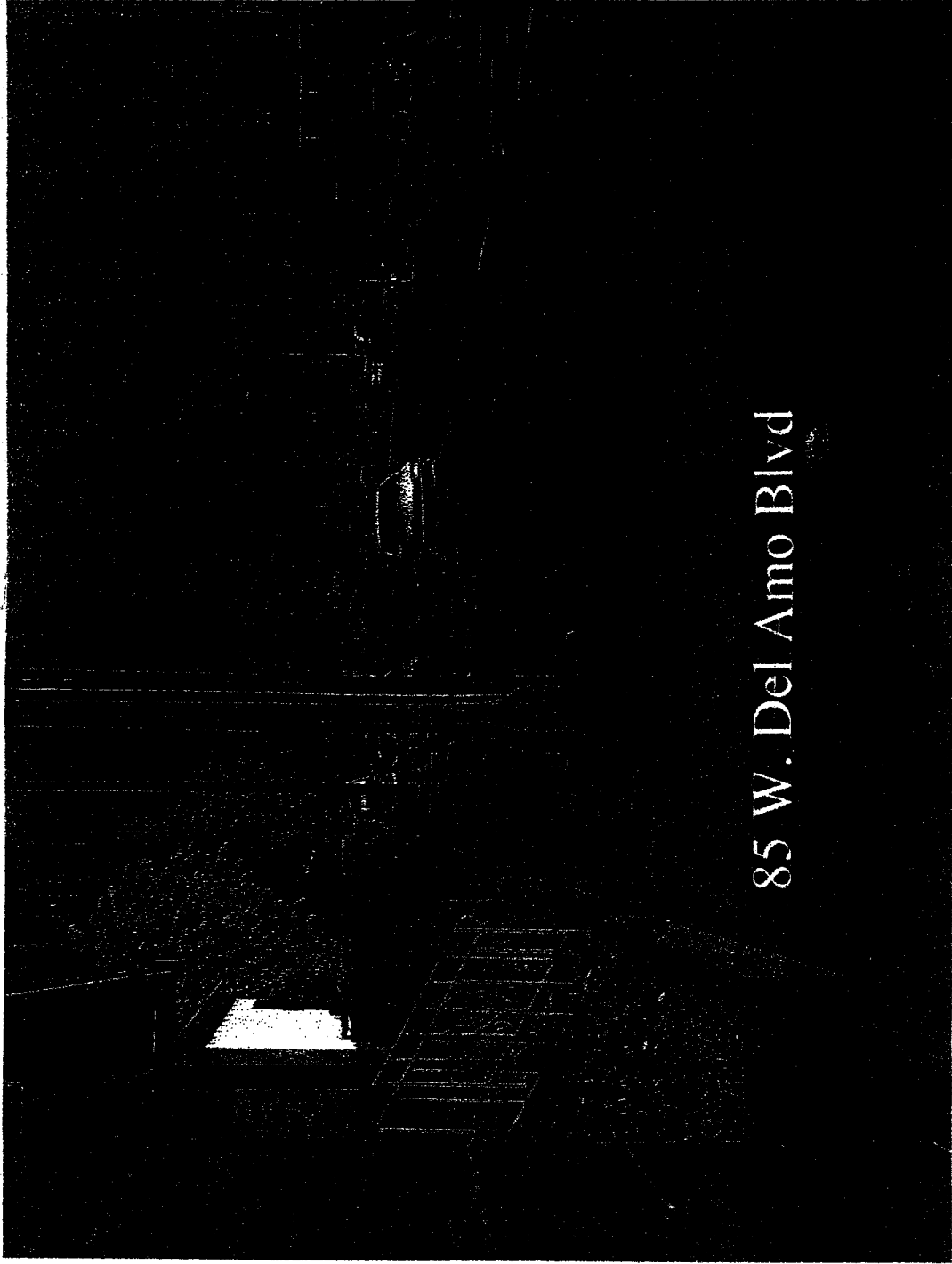




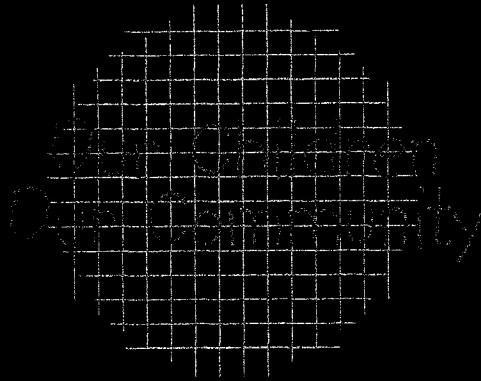
5942 Orange Ave



85 W. Del Amo Blvd



85 W. Del Amo Blvd



# *Preparing Long Beach Children for the Future:*

A Community Plan for Shaping the  
Early Care and Education System  
[2003-2008]

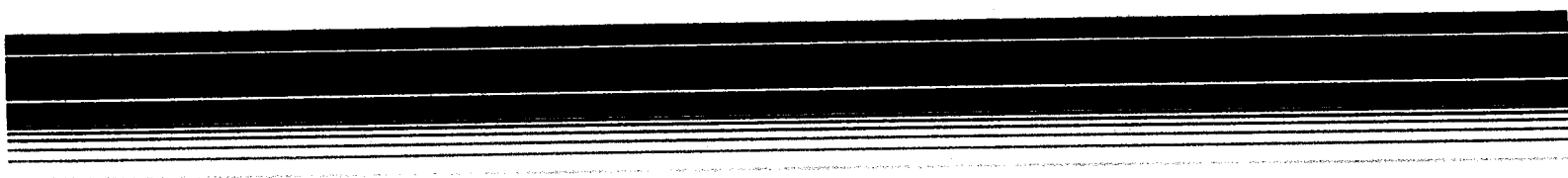


City of Long Beach  
DEPARTMENT OF HEALTH AND HUMAN SERVICES

Prepared by  
Long Beach Early Care and Education  
Master Plan Task Force

July 2003



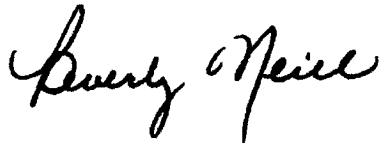


# AN OPEN LETTER FROM OUR MAYOR

On behalf of the City of Long Beach, I am delighted to present *Preparing Long Beach Children for the Future: A Community Plan for Shaping the Early Care and Education System*. This Community Plan, a direct outcome of the Long Beach Strategic Plan 2010, will serve as a guide to the Long Beach community for creating environments that are safe and nurturing, providing access to comprehensive and culturally sensitive programs, and preparing children to become successful and contributing members of society.

As a lifelong educator, I am witness to the long-term benefits of quality early care and education, including enrichment and recreational school age programs, on children's school readiness and success in the elementary, middle and high school years. As an elected official, I am aware of the contributions that our child care industry has on our city's economic strength and quality of life. Early care and education is a strategic investment that supports parents' participation in the workforce, improves productivity, and contributes to the development of skills in our future workforce.

Thank you for joining my colleagues on the City Council and me in making early care and education a priority for our children and families. I look forward to working in partnership with you on the realization of this Community Plan.



Mayor Beverly O'Neill

# MESSAGE FROM COUNCILMEMBER KELL

Our early care and education system across the nation, the state, and in Long Beach is in crisis. Too many families, particularly those with infants and toddlers, are unable to locate care in licensed centers or family child care homes because there are not enough spaces to meet the growing need in Long Beach. For families who do locate care, the cost is often prohibitive, and funding for subsidized child care is inadequate, therefore not meeting the needs of all income-eligible families. More importantly, many of our children and families are not receiving the quality of care that will prepare the children to enter kindergarten and succeed in school.

Knowing this, I have made early care and education a priority and the creation of a citywide plan as a first step towards addressing the overwhelming issues for child care confronting our city. I am now pleased to present to you *Preparing Long Beach Children for the Future: A Community Plan for Shaping the Early Care and Education System*. The Community Plan is the result of a community process guided by leaders in early care and education, business, city government, the school district, higher education, individuals working directly with children and families, and families themselves.

The Community Plan delineates activities for building the supply of quality early care and education programs to better meet the diverse needs of all families with children in Long Beach. Notably, it outlines opportunities for partnerships that will be necessary if we are to achieve our goals for enhanced quality and increased capacity desperately needed in our City. I encourage you to use this Community Plan and share it with others with resources to commit to the achievement of its goals.

I join Mayor O'Neill in extending my appreciation of your attention to early care and education as a priority for our city. Moreover, I encourage your support in the community-wide effort to achieving our vision for all children to be cared for and educated in quality environments.



Councilmember Jackie Kell  
Fifth District

# ACKNOWLEDGEMENTS

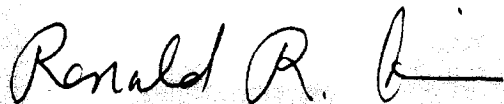
Effective and comprehensive planning requires the involvement of all community stakeholders. So, it is with great pride and pleasure that we acknowledge the considerable contributions of many stakeholders – individuals and organizations – to the development of this Community Plan for Shaping the Early Care and Education System in Long Beach. While the responsibilities of the Child Care Coordinator necessarily include leading and directing the process of developing this Plan, the ideas, opinions, concepts, observations, assessments, and remarks from these stakeholders were offered with generosity, honesty, and devotion to the health and well-being of children and families, especially those living in the City of Long Beach.

It is with profound gratitude that we acknowledge the sustained engagement of the Early Care and Education Master Plan Task Force whose members are listed in the Appendix. This group of twenty leaders drawn from various local constituencies throughout the community brought their “collective expertise” to the table for a series of six planning meetings during the summer of 2001. Throughout these meetings the Community Plan was conceptualized, discussed, debated, and refined. The Community Plan is comprehensive, thoughtful, forward-looking, inclusive, and focused because of their participation.

In addition to support from the task force, the Community Plan was developed through the contributions of several other individuals and groups. Specifically, four focus groups were hosted during the process. They included parents, early educators, and family child care providers. Members of the focus groups shaped the Plan with their very personal experiences regarding early care and education in Long Beach and brought reality and practicality to our thinking. Individuals, community groups and membership organizations also provided their expertise and input to the draft plan.

We would like to express our appreciation also to those in the Department of Health and Human Services who supported the development of the Community Plan with their time and thoughts. Included are: Angela Coron, Associate Director of California Department of Health Services, whose wisdom and talents contributed to the initiation of this document; Corinne Schneider, Human/Social Services Bureau Manager, whose energy and support facilitated moving this document to completion; and Councilmember Jackie Kell whose personal experience and leadership lead to the progressive vision of early care and education, which served as the catalyst for this Community Plan.

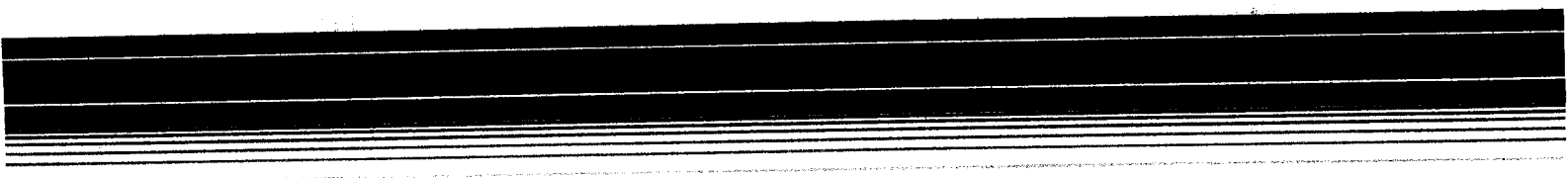
A very heartfelt thanks to everyone for your involvement in creating this Community Plan. We have collectively created a vision and direction for building the foundation of a comprehensive quality early care and education system that will better help shape the future of Long Beach children and families and the communities in which they live and work.



Ronald R. Arias  
Director  
Department of Health and Human Services



Michele P. Sartell  
Child Care Coordinator

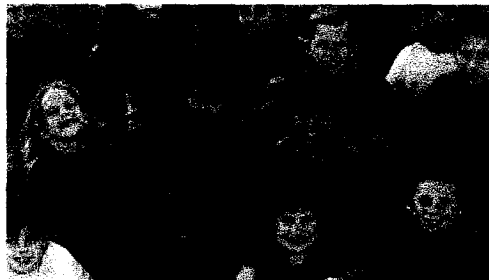


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# EXECUTIVE SUMMARY

The City of Long Beach has often been recognized for and is proud of its commitment to the health and well-being of children and their families. Its leadership has understood the critical relationship between community investments and community returns. Specifically, it has understood that, for children to become successful, responsible and contributing members of the community, they must have access to excellent systems of early care and education programs within the community.



This Community Plan for Shaping the Early Care and Education System is further proof of its commitment. The Community Plan is intended to serve as a blueprint for action, to be implemented by the local community to develop a citywide systems approach that promotes nurturing and enriching environments during early childhood and supports lifelong learning skills in children ages birth to age 12. The Plan reflects a shared community vision for working collaboratively to meet the needs of families while parents are working, attending school or desiring out-of-home enrichment activities for their children and to provide caring and stimulating environments that enable children to learn and reach their full potential.

The Community Plan is based squarely on a vision:

The Long Beach community envisions a future in which all children in Long Beach will be cared for and educated in environments that:

- are stable, safe, healthy, enriching, and nurturing;
- promote lifelong learning, emotional security, and family empowerment and support;
- enable children to learn and to reach their full potential;
- embrace diversity; and
- are fostered actively and supported collaboratively as a priority by all sectors of the community.

and mission:

*To further the early care and education of all children in Long Beach by enhancing the quality of services; building the capacity to meet the needs of families; and expanding the base of resources.*

The Community Plan is organized around three strategic directions and nine objectives.

**I. Enhancing Quality:** To improve the quality of early care and education for all children ages birth to 12.

- A. Programs and Services
- B. Family Support and Involvement
- C. Professional and Workforce Development

# EXECUTIVE SUMMARY

**II. Increasing Capacity:** To increase the supply of and accessibility to quality care and education for children ages birth to 12.

- A. Supply
- B. Access

**III. Developing Resources:** To develop and leverage resources – financial, human, and technological – from public and private sectors for quality early care and education for children ages birth to 12.

- A. Financial
- B. Human
- C. Technology
- D. Implementation and Evaluation

Efforts to implement the Community Plan will be guided by the City's Child Care Coordinator through the Department of Health and Human Services. The activities outlined in the Community Plan will provide direction to the early care and education community, businesses, real estate developers, labor unions, the media, City government and others for meeting the early care and education needs of children and families. It will be considered successful if it addresses the over-arching problem of accessibility and affordability and if it creates a system that:

- Ensures that children experience safe and enriching environments that encourage their language, social, emotional, cognitive and physical development.
- Provides access to all children – regardless of economic, social, emotional, physical, geographic, ethnic, or linguistic status – needing early care and education.
- Regards and supports parents/grandparents/guardians as their children's first teachers and partners in their children's early learning and development of lifelong skills.
- Embraces the cultural, ethnic and linguistic diversity of children, their families and the communities in which they live.
- Enhances the early care and education community's capacity to provide quality programs that are demonstrated by professional development activities and staff compensation commensurate with education, credentials and experience.
- Supports the Long Beach economy through partnerships between the early care and education community and local business and development communities, employers, labor unions, media, and local, state and federal government.

Success in implementing this Plan requires the community to collaborate, cooperate, and coalesce in order to improve and enhance the system of early care and education in Long Beach. Investments by all sectors of the local economy are required. Commitments to action are necessary. Focus on the strategic goals articulated in this Community Plan is essential.

An African proverb popularized recently by Senator Hillary Clinton<sup>6</sup> – *"It takes a village to raise a child"* – reminds us of our individual and collective roles. This Community Plan is the blueprint for action and invites us to join forces to create an effective, responsive and encompassing system of early care and education for the benefit of our children and for the strength of our dynamic community.



# INTRODUCTION

## I. INTRODUCTION

*"If our American way of life fails the child, it fails us all."*

Pearl Buck

Leadership in the City of Long Beach has long understood the critical relationship between community investments and community returns: for children to become successful, responsible and contributing members of the community, they must have access to excellent systems of early care and education programs within the community. Over the last fifteen years, the City of Long Beach has demonstrated a commitment to this philosophy:

*... for children to become successful, responsible and contributing members of the community through access to excellent early care and education programs within the community.*

- In December 1987, the Long Beach City Council adopted a child care policy that states, in part, *"The City Council of the City of Long Beach expressed a commitment on the part of the City of Long Beach to work to expand child care services throughout the City by assuming a leadership role in promoting a coordinated effort among parents, employers, child care providers, employee organizations, schools, private sector developers, business and community leaders, and government officials."*
- In April 1999, the City of Long Beach Department of Health and Human Services prepared and released *Report on Child Care in Long Beach*. The report provides an overview of the current system of child care services in Long Beach and identifies preliminary areas of need with specific consideration for accessibility, quality, affordability, and children with special needs.
- On June 20, 2000, the City Council adopted the Long Beach Strategic Plan – 2010, which was shaped by five citizen task forces, including the Education and Youth Task Force. The Education and Youth Task Force included among its recommended goals and action steps a rigorous agenda for early care and education in Long Beach.
- Beginning in April 2001, the City's Child Care Coordinator convened a task force representing the diversity of Long Beach with a vested interest in quality early care and education. Included were child care and development representatives, post-secondary educators, health and human service providers, parents, business and development leaders, city government officials, and community advocates. The expressed purpose of the task force was to guide and inform the development of an early care and education plan to be implemented through community partnerships over the next five years. The Task Force's efforts contributed greatly to the development of the Community Plan for Shaping the System [2003-2008].

# INTRODUCTION

The Community Plan serves as a blueprint for action by the local community to invest in a system-wide approach that promotes nurturing and enriching environments during early childhood and supports lifelong learning skills in children ages birth to age 12. The Community Plan reflects a shared community vision for working collaboratively to meet the needs of families while parents are working, attending school or desiring out-of-home enrichment activities for their children and to provide caring and stimulating environments that enable children to learn and reach their full potential.

Efforts to implement the Community Plan will be guided by the City's Child Care Coordinator through the Department of Health and Human Services. The Community Plan has been created as a living document, to be reviewed on a regular basis and modified as needed as the social, political and funding climates evolve in the coming years.

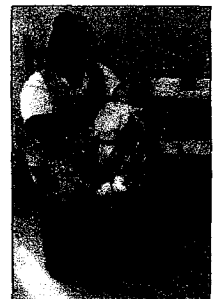
*The Community Plan reflects a shared community vision for working collaboratively to meet the needs of families while parents are working, attending school or desiring out-of-home enrichment activities for their children and to provide caring and stimulating environments that enable children to learn and reach their full potential.*

*The Community Plan is formed around three strategic directions:*

- ◇ **Enhancing Quality:** To improve the quality of early care and education for all children ages birth to 12.
- ◇ **Increasing Capacity:** To increase the supply of and accessibility to quality early care and education for children ages birth to 12.
- ◇ **Developing Resources:** To develop and leverage resources – financial, human, and technological – from public and private sectors for quality early care and education for children ages birth to 12.

Implemented effectively, these strategic directions will create a community of children ready for school and prepared for lifelong learning. These strategic directions are significantly interconnected and interdependent. They incorporate many broad and overlapping concepts, each contributing to the achievement of enhanced quality, increased capacity, and developed resources. The early care and education system:

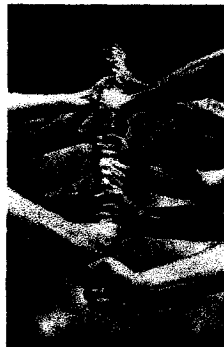
- must address comprehensively all areas of children's development.
- must insist on significant family support and involvement.
- must recognize and reward the importance of early care and education professionals.
- must have the capacity to accommodate children and families with a variety of needs, and be responsive to them.
- must interest and engage the entire community.
- must require all sectors – private, public and nonprofit – to form strong and effective partnerships.



# INTRODUCTION

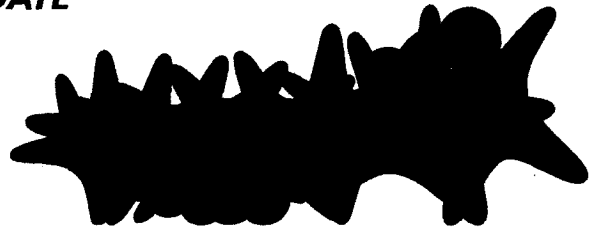
The Community Plan is aggressive and challenging because it addresses an enormous, complex, and important community need. To contribute to its success, implementation steps will be monitored and assessed carefully by the Task Force, using data as indicators of progress towards reaching established goals. Its victories will be announced and celebrated. Its defeats will be reviewed and overcome. Throughout the implementation period, the Task Force will continue to serve in an advisory capacity. It will re-convene every six months to evaluate progress and shape future implementation. Additionally, the Task Force will come together at the three-year mark to review the Community Plan, assess its progress and provide modifications as needed.

Over the next five years, while this Community Plan is being implemented, leaders in the City of Long Beach will be apprised of its status through semi-annual reports. In this way, the focus will remain sharp and the commitment to the health and well being of children and their families will remain strong.



## II. SHAPING THE SYSTEM: THE MANDATE

*"It should be noted that children at play are not playing about; their games should be seen as their most serious-minded activity."*



Montaigne, 1580

Early care and education has experienced considerable growth and has assumed greater importance in the health and well being of children, families, neighborhoods and society over the past 30 years. Key to its growth and importance are an array of contributing factors:

- Greater numbers of children are in families in which parents, both mothers and fathers, are working.
- Welfare reform mandates require parents to transition to full employment and self-sufficiency.
- Research on early childhood underscores the importance of nurturing and enriching environments to children's lifelong learning and future success.<sup>1</sup>
- Early care and education positively impacts the economic infrastructure of the community by serving as a source of revenue and employment, as well as a support system for working families,<sup>2</sup> and preparing a future literate workforce.

Unfortunately, national, state and local policies have not kept abreast of the growing need for universal quality early care and education options that are affordable and accessible to all families.<sup>3</sup> Across the nation, local communities are faced with severe shortages in early care and education programs, particularly for infants and toddlers and school age children, that enable parents to work and provide early education experiences needed to foster children's overall development and prepare them for school.<sup>4</sup>

Research demonstrates that quality early care and education programs, characterized as nurturing, stimulating and comprehensive, contribute significantly to preparing children for school and lifelong learning.<sup>5</sup> Children participating in quality early care and education programs receive developmental and educational benefits exemplified in better cognitive and social skills upon entering school. Furthermore, children have shown long-term benefits, including:

- decreased need for special education
- higher school achievement and graduation rates
- higher adult earnings

# SHAPING THE SYSTEM: THE MANDATE

Quality programs are expensive to operate and cost more than many families can afford or are willing to pay. Early care and education is labor-intensive, with over 80% of the costs for personnel; quality early care and education requires qualified, trained and experienced child development professionals.<sup>7</sup> Yet insufficient revenues (e.g. parent fees and public and private funding) for programs result in low wages and minimal, if any, benefits for staff. Average annual salaries for early care and education professionals are typically half of the state median income. This leads, among other things, to high rates of staff turnover. As a result, programs are confronted with ongoing challenges to recruit and maintain a qualified, professional workforce,<sup>8</sup> in addition to purchasing adequate materials and equipment and affording a safe facility.<sup>9</sup>

*... quality early care and education requires qualified, trained and experienced child development professionals.*

On average, care for an infant in a licensed child care and development center costs 20% of the state's median income of \$42,472.<sup>10</sup> This represents an extraordinary financial burden for most families, but especially for low- to moderate-income families and families with multiple young children who are required to assign a significant portion of their income to early care and education. While many low-income families are eligible for subsidized early care and education, they remain on waiting lists indefinitely because government funding is in very short supply.

As a result, many families – regardless of income – sacrifice quality for cost and often select care that is not licensed, does not fully coincide with the family's work and/or school schedule, and lacks cultural and linguistic appropriateness. These three factors – low median income for families, lack of a sufficient supply of subsidized care and sacrificing quality for cost – have created a crisis in early care and education. And, the crisis is made worse by many families' lack of knowledge about the types of care available and the importance of developmentally rich programs for children's development.

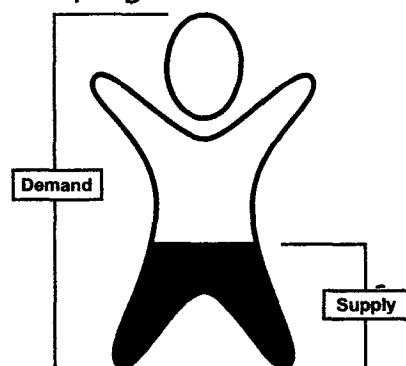
*... the challenges of developing a system of quality early care and education require the combined resources – human and financial – of the entire community.*

Clearly, the challenges of developing a system of quality early care and education programs in Long Beach are significant and call for the combined resources – human and financial – of the entire community. Our collective ability to meet these challenges will dictate whether many parents can attain steady employment and whether their children are cared for in nurturing and stimulating environments. Organizations and individuals throughout the community – each working resourcefully, collaboratively, and intentionally – are invited to do their part in supporting this Community Plan.

## CURRENT LANDSCAPE

The following describes today's realities in early care and education in Long Beach:

- There are currently 102,154 children under the age of 13 in residence, of which 38,587 are under the age of five.<sup>11</sup>
- Children are disproportionately affected by poverty. In 1999, the child poverty rate was nearly 28% for children under 18 years old; the poverty rate for children under five was nearly 32%.<sup>12</sup>
- Nearly 47% of children birth to age 13 receive public assistance (e.g. CalWORKS, Medi-Cal, and Food Stamps).<sup>13</sup>
- Sixty eight percent of children attending Long Beach Unified elementary and middle schools are eligible for the free or reduced lunch programs.<sup>14</sup>
- There are an estimated 10,938 child care and development spaces available for children ages birth to 12 in licensed center-based programs and licensed family child care homes combined.<sup>15</sup>
- The demand for licensed care is estimated at 30,829 spaces, leaving a gap of 19,889 spaces.<sup>16</sup> (See Appendix Tables 1 - 6.)
- The gap is especially significant for infants and toddlers up to age 3 and school age children.<sup>17</sup>
- While data is not available at this time, there is concern that children with special needs and children of immigrant populations are also underserved.
- It is estimated that thousands of Long Beach families eligible for subsidized early care and education services linger on waiting lists, sometimes for years, because the need for subsidies far exceeds the supply of available government funds.<sup>18</sup>
- The quality of early care and education programs varies considerably from excellent to mediocre to substandard, especially prevalent in programs serving infants and toddlers.
- Only 6 (3%) of the 177 licensed child care and development centers and 1 (less than 1%) of the 562 licensed family child care homes<sup>19</sup> meet national accreditation standards demonstrated by the quality of relationships between the staff and children and staff and families, established curriculum, staff qualifications and professional development, links to health and social services, and the physical environment (e.g. facility), among other factors.<sup>20</sup> (See Appendix Table 7.)



These numbers, while limited in scope at this time, describe a system of early care and education in Long Beach unable to handle the demands placed on it. They describe a problem of enormous size and scope.

This Community Plan presents a solution to the problem. It brings hope, encouragement, and motivation. Working together, our community can and will shape a system of early care and education that our children and their families need and deserve.



# VISION AND MISSION

## III. VISION AND MISSION



*"A man never stands as tall  
as when he kneels to help a child."*

Knights of Pythagoras

The vision and mission of this Community Plan are clear and compelling. To realize the vision and fulfill the mission, however, will require an entire community that shapes the system to ensure families have the support and assistance they need to effectively prepare their children for the future.

### ***Vision Statement***

The Long Beach community envisions a future in which all children in Long Beach will be cared for and educated in environments that:

- are stable, safe, healthy, enriching, and nurturing;
- promote lifelong learning, emotional security, and family empowerment and support;
- enable children to learn and to reach their full potential;
- embrace diversity; and
- are fostered actively and supported collaboratively as a priority by all sectors of the community.

### ***Mission Statement***

*To further the early care and education of all children in Long Beach by enhancing the quality of services; building the capacity to meet the needs of families; and expanding the base of resources.*

# GUIDING PRINCIPLES

## IV. GUIDING PRINCIPLES

*"The greatest natural resource  
that any country can have is its children."*

Benny Kaye

The Long Beach Early Care and Education Master Plan Task Force adopted six Guiding Principles as core to implementation of the Plan.

- Ensure that children experience safe and enriching environments that encourage their language, social, emotional, cognitive and physical development.
- Provide access to all children – regardless of economic, social, emotional, physical, geographic, ethnic, or linguistic status – needing early care and education.
- Regard and support parents/guardians/extended family members as their children's first teachers and partners in their children's early learning and development of lifelong skills.
- Embrace the cultural, ethnic and linguistic diversity of children, their families and the communities in which they live.
- Enhance the early care and education community's capacity to provide quality programs that are demonstrated by professional development activities and staff compensation commensurate with education, credentials and experience.
- Support the Long Beach economy through partnerships between the early care and education community, local business and development communities, employers, labor unions, media, and local, state and federal government.





# STRATEGIC DIRECTIONS AND GOALS

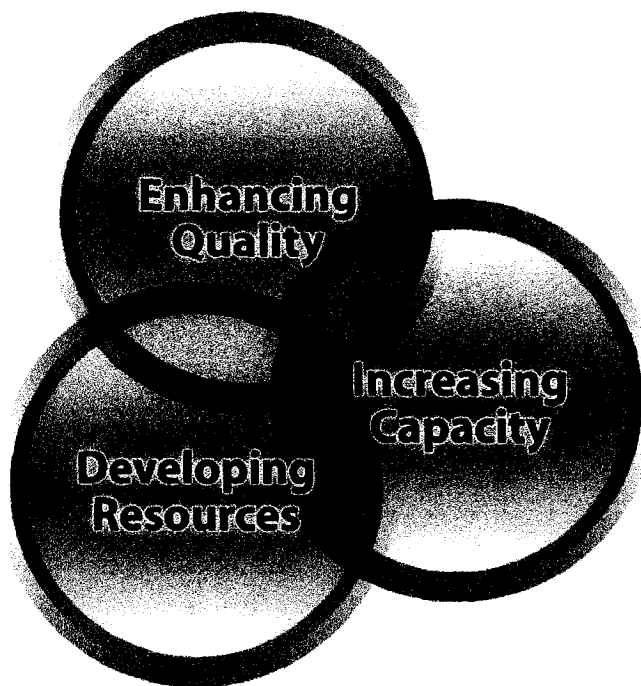
## V. STRATEGIC DIRECTIONS AND GOALS

*"Life affords no greater responsibility, no greater privilege, than the raising of the next generation."*

C. Everett Koop, MD



To guide the activities of the Community Plan, the Task Force proposed three strategic directions and goals. The strategic directions are presented as mutually supporting and necessary to meeting the needs of parents and guardians while they are working, attending school and desiring out-of-home enrichment activities for their children in nurturing and stimulating environments that promote their healthy development and school success.



<i>Strategic Directions</i>	<i>Strategic Goals</i>
I. Enhancing Quality	To improve the quality of early care and education for all children ages birth to 12.
II. Increasing Capacity	To increase the supply of and accessibility to quality early care and education for children ages birth to 12.
III. Developing Resources	To develop and leverage resources – financial, human, and technological – from public and private sectors for quality early care and education for children ages birth to 12.

## VI. COMMUNITY PLAN

*"Perhaps the greatest social service that can be rendered by anybody to the country and to mankind is to bring up a family."*

*George Bernard Shaw*



The Community Plan is designed to address the needs of Long Beach families for quality early care and education services that are both accessible and affordable. This section of the Community Plan is intended to present solutions. It outlines the strategic goals, objectives and actions for implementation through community partnerships to expand and enhance the current system of care in Long Beach.

The Plan is organized around three strategic directions and goals and nine objectives.

**I. Enhancing Quality:** To improve the quality of early care and education for all children ages birth to 12.

- A. Programs and Services
- B. Family Support and Involvement
- C. Professional and Workforce Development

**II. Increasing Capacity:** To increase the supply of and accessibility to quality care and education for children ages birth to 12.

- A. Supply
- B. Access

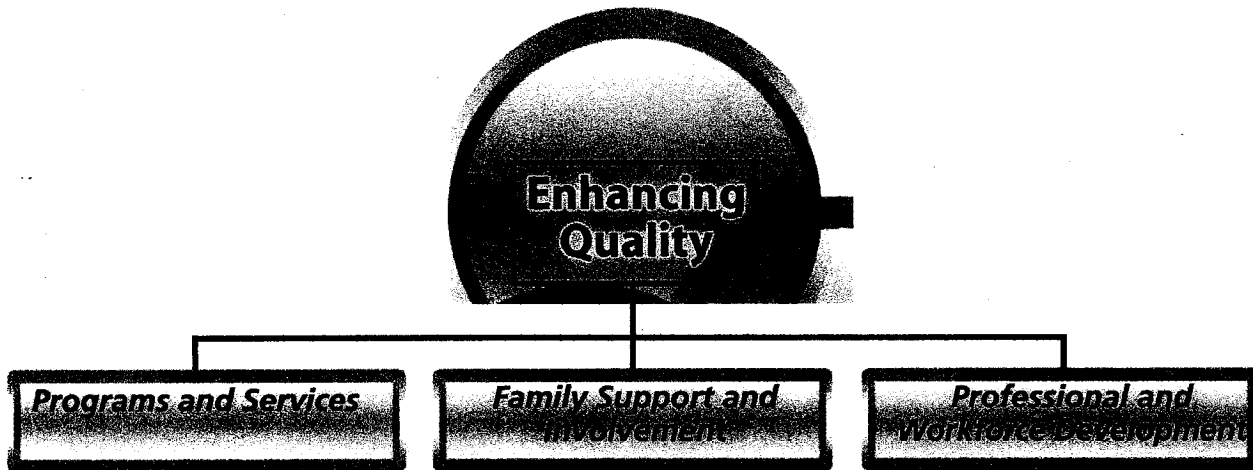
**III. Developing Resources:** To develop and leverage resources – financial, human, and technological – from public and private sectors for quality early care and education for children ages birth to 12.

- A. Financial
- B. Human
- C. Technology
- D. Implementation and Evaluation



On the following pages, the three strategic directions and goals and nine categories of objectives are detailed.

**I. Enhancing Quality:** To improve the quality of early care and education for all children ages birth to 12.



## **I. A. Objective Category: Programs and Services**

1. To recognize the importance of children's language, social, emotional, cognitive and physical development to emerging literacy and school readiness.

### **Activities**

- a. Research, review, assemble and make available existing and evolving information on child development and its implications on early care and education.
- b. Develop and implement a series of comprehensive training programs on child development and "how-to-use" assessment tools.
- c. Facilitate partnerships among the school district, colleges and universities, early care and education community, and support services to develop a comprehensive plan for preparing children and families for school and preparing schools for children and their families.
- d. Provide resource links and information materials on emerging literacy skills and language development to early care educators.

2. *To promote the use of measurable standards to build quality programs and increase the number of accredited licensed centers and family child care homes.*

## **Activities**

- a. Research, review and assemble sets of existing standards, self-surveys and other tools, including from governing bodies at state and national levels, for measuring quality by types of programs and by age groupings of children and make available as a resource to early care and education community.
- b. Identify gaps in tools and develop standards/self-surveys for meeting licensing requirements (basic health and safety) and measuring quality in non-licensed care settings.
- c. Facilitate identification and leveraging of resources to support licensed centers and family child care homes to gain accreditation.
- d. Develop and implement a comprehensive training program on using measurable standards and preparing for accreditation.

3. *To link early care and education to health (physical, mental and dental) and social services.*

## **Activities**

- a. Devise methods to identify gaps and barriers associated with linking children and families in early care and education programs with support services and create opportunities for ensuring that children and families receive necessary services.
- b. Research, review, assemble and make available program models that link children, families and providers of early care and education programs to support services.
- c. Build a resource network for the early care and education community.



## **I. B. Objective Category: Family Support and Involvement**

4. *To increase and foster opportunities for parents/guardians/extended family members to engage in their children's development in the home and in their early care and education settings.*

### **Activities**

- a. Develop and make available in multiple languages "family-friendly" materials incorporating measurable standards for selecting among quality early care and education options.
- b. Develop and make available in multiple languages "family-friendly" materials on child development. Explore existing models (i.e. developmental assets).
- c. Raise awareness of workshops and parent education courses on child development, including training on the role of parents and other caregivers in their children's early care and education, and expand programs to ensure cultural and linguistic appropriateness to meet the needs of all families.
- d. Make written resources available to parents and other caregivers in various venues and in multiple languages.
- e. Research, review, assemble and make available parent involvement models that demonstrate success in achieving parent participation in early care and education activities and policy discussions and recommendations.

## **I. C. Objective Category: Professional and Workforce Development**

5. *To advocate for the adequate compensation, recruitment, professional development and retention of qualified, trained educators.*

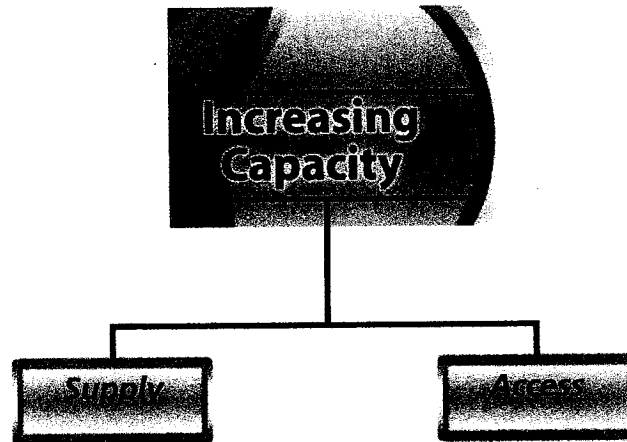
### **Activities**

- a. Organize and mobilize the early care and education community and other stakeholders to support local, state and national initiatives that address compensation and retention of providers.
- b. Research and disseminate information on the cost of providing quality early care and education programs (i.e. economic models) that are comprised of the following core components:
  - Minimum worthy wage and benefit package
  - Education/experience criteria for each program position
  - Professional development

- c. Identify, evaluate and improve access to ongoing professional development and specialized training for center-based staff, family child care providers and other primary caregivers.
- Develop a method to survey early care and education community for additional training needed to create enriching environments and enhance age-appropriate curriculum.
  - Identify and disseminate information on financial support and incentives for professional development activities.
  - Encourage and increase participation in train-the-trainer programs, mentor programs, and leadership and diversity projects, among others.
  - Promote a certificate program for family child care providers in multiple languages.
- d. Establish training resource collaborative to develop an infrastructure of training opportunities.
- e. Explore the development of an employment registry for creating a cadre of screened qualified educators as substitutes and as an employment pool.
- Research existing models.
  - Develop a method to survey need and usefulness in Long Beach.
  - Identify potential resources (financial, host) for implementing and maintaining.
  - Establish a network/clearinghouse for recruiting early care and education professionals.
- f. Research and disseminate existing information on group and other insurance and benefit packages for early care and education professionals.



**II. INCREASING CAPACITY:** To increase the supply of and accessibility to quality care and education for children ages birth to 12.



## II. A. Objective Category: Supply

1. To support the retention and expansion of existing early care and education programs.

### Activities

- a. Determine existing providers, scope of early care and education programs and survey resources needed to retain and expand programs.
- b. Develop, update and make available information about resources and technical assistance that may support the retention and expansion of early care and education programs.
- c. Link centers and family child care homes to support services, including referral programs, food programs, access to subsidies, and business training.
- d. Create method for collecting, updating and reporting data on the supply of early care and education for children in Long Beach.

2. To support the development of new early care and education programs.

## Activities

- a. Develop and offer orientation sessions on starting, owning and operating a business, tailored to potential family child care and center-based providers.
- b. Provide information and referral for resources, training and technical assistance to individuals and entities interested in providing early care and education services in Long Beach.
- c. Review, create and make available in multiple languages materials on the City's regulations, policies and procedures relating to the development of early care and education.
- d. Explore and pursue opportunities with developers to contribute to increasing capacity through linkages and/or bonuses.
- e. Research current access to city-owned buildings, partnerships with housing, and availability of CDBG (Community Development Block Grants) or public housing funds for facility development and explore opportunities for expanding.

3. To foster development of early care and education programs with an emphasis on building capacity in neighborhoods identified as high need.

## Activities

- a. Assemble and review data to identify neighborhoods with low supply of and high demand for early care and education services.
- b. Review the City's zoning ordinances for neighborhoods identified as high need and, when necessary, modify the ordinance(s) to increase the ability to locate early care and education programs.
- c. Engage in outreach activities to potential family child care and center-based providers in targeted neighborhoods.





4. To expand the role of employers in meeting the early care and education needs of their workforce.

## Activities

- a. Begin a process to engage the business community in support of implementing the Plan.
- b. Explore the formation of a task force of business entities to assume responsibility for increasing capacity in Long Beach.
- c. Research, review, assemble and make available to employers models for developing family-friendly policies as part of a benefit package and recommendations for providing early care and education options, such as information and referral, and services or assistance to their employees.

## II. B. Objective Category: Access

5. To explore and develop opportunities/resources for meeting the early care and education needs of children with special needs (such as physical, emotional, social, language, socioeconomic and/or environmental).

## Activities

- a. Develop plan for educating early care and education field on issues regarding full inclusion of children with special needs.
- b. Research and review models and provide resources on developing policies for full inclusion of all children.
- c. Coordinate a system of services to provide support to early childhood educators and families participating in center-based and family child care programs.
- d. Assess and increase the availability of appropriate care options for children with special needs.



6. *To reduce barriers to locating and accessing affordable early care and education services.*

## **Activities**

- a. Promote national, state and local policies that increase access and affordability of quality early care and education options that meet the diverse needs of children and families.
- b. Design and implement a plan for identifying and reducing barriers, i.e. transportation, cost, hours of operation, language, etc.
- c. Translate materials relating to early care and education in multiple languages and make available in various venues, including community centers, schools and other locations that serve high-density ethnic populations.
- d. Survey availability of providers proficient in languages other than English and providing services in high-density ethnic communities for inclusion in resource information.

7. *To explore opportunities/resources for meeting the early care and education needs of children with occasional mild illnesses.*

## **Activities**

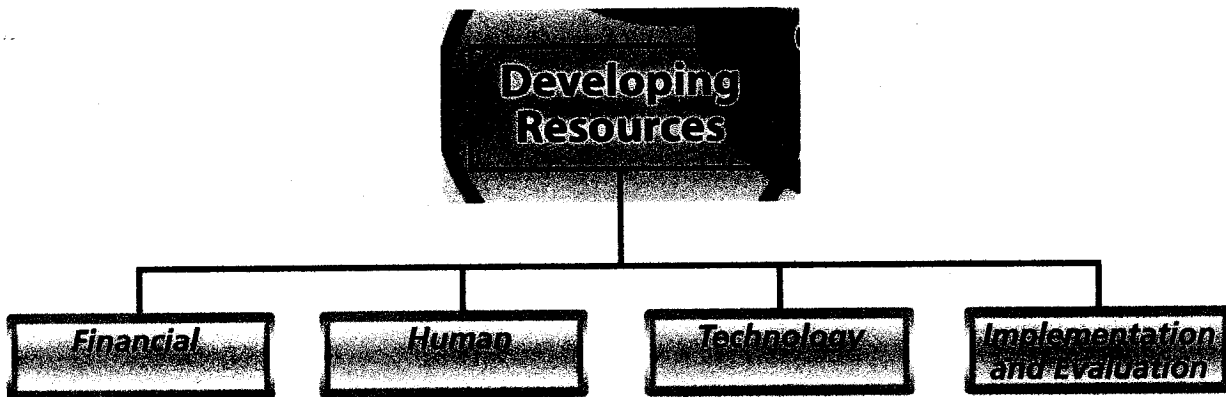
- a. Promote the development of employer policies that allow parents/guardians to take time off to care for their ill children.
- b. Identify programs that accept children with occasional, mild illnesses for inclusion in resource information.

8. *To assure access to countywide services by Long Beach children and families.*

## **Activities**

- a. Identify countywide services (such as mental health, crisis help, and foster care) available to children and families in relationship to early care and education.
- b. Work with entities providing countywide services to target Long Beach children and families as beneficiaries of their programs.

**III. DEVELOPING RESOURCES:** To develop and leverage resources – financial, human, and technological – from public and private sectors for quality early care and education for children ages birth to 12.



### **III. A. Objective Category: Financial**

1. To promote early care and education as an important economic development activity for the City of Long Beach.

#### **Activities**

- a. Research and produce materials targeted to the business and early care and education communities on the economics of early care and education in Long Beach.
- b. Educate business leaders (bankers, real estate developers, corporate executives) on the economic impact and benefits of quality early care and education.
- c. Support economic development by creating tax incentives for early care and education.
- d. Explore making available small business development funds, city general funds and special tax levies to support increasing capacity for early care and education.

2. *To facilitate enhancing the quality and increasing the supply of accessible and affordable early care and education programs from government entities, corporations and foundations.*

### **Activities**

- a. Research, assemble, and make available information on existing and potential funding sources for early care and education and document results in Long Beach.
- b. Encourage and support collaborative funding proposals among early care and education providers and ancillary services, as appropriate.

3. *To solicit the donation of resources (volunteers, facilities, supplies, technology) to support the expansion and improvement of early care and education.*

### **Activities**

- a. Identify need for and potential sources of volunteers, facilities, supplies and technology.
- b. Explore and pursue opportunities for leveraging resources from community groups such as hospitals, faith-based organizations, student organizations, civic groups, and AmeriCorp.

## **III. B. Objective Category: Human**

4. *To attract and develop expertise and leadership among various sectors of the Long Beach community to address the broad range of issues facing early care and education.*

### **Activities**

- a. Promote and develop leadership among early childhood educators.
- b. Develop speakers' bureau to present on issues and opportunities relating to early care and education.
- c. Present issues and opportunities on early care and education to community leaders and service clubs at regular meetings.
- d. Conduct briefing sessions with local political leaders on current and emerging issues and opportunities in the field.
- e. Convene an annual summit on early care and education for educators, providers and community leaders.
- f. Recognize and honor annually community leaders who have made contributions on all levels to the field of early care and education.

5. *To work in partnership with county, state and federal entities on issues impacting the field of early care and education in Los Angeles County and Long Beach.*

### **Activities**

- a. Develop and maintain relationships with local, state and national leaders on issues relating to early care and education.
- b. Contribute to the Los Angeles County Child Care Planning Committee and other groups addressing early care and education.
- c. Cooperate with data collection and research efforts on early care and education including but not limited to supply and demand, subsidies and workforce issues (salaries, benefits, working conditions).

### **III. C. Objective Category: Technology**

6. *To identify and develop technology solutions and promote their use in early care and education.*

### **Activities**

- a. Develop and promote the use of a web site with links tailored to the needs of Long Beach families, early care and education community, and other community stakeholders (e.g. business and development, media, labor unions, policy makers).
- b. Provide information posted on the early care and education web site in other formats and venues (i.e. public library) for individuals and entities without Internet access.
- c. Create and disseminate lists of useful web sites to early care and education programs and families.
- d. Use e-mail to disseminate information on emerging issues and opportunities in the field.

### **III. D. Objective: Implementation and Evaluation**

7. *To facilitate the formation of partnerships and networks to discuss and address ongoing and emerging issues and opportunities in early care and education.*

### **Activities**

- a. Explore the formation of an "early care and education" coalition/task force to meet on a regular (monthly/quarterly) basis.
- b. Recognize and publish the accomplishments of the partnerships and networks.
- c. Provide ongoing support and feedback on implementation activities outlined in the master plan.

8. To advocate at all levels for improved conditions in early care and education.

## Activities

- a. Track and disseminate information on local, state and national policy issues impacting early care and education to providers, educators, stakeholders and others.
- b. Make recommendations for actions to the Mayor and City Council on national, state, and local legislation relating to early care and education.
- c. Organize and mobilize the community to take action on local, state and national policies that impact early care and education.

9. To generate heightened public awareness and facilitate action on issues and opportunities in quality early care and education.

## Activities

- a. Explore developing a public relations campaign to build awareness among the public of early care and education
- b. Develop a list of and relationships with local media representatives (e.g., print, cable, radio, Internet), including ethnic mediums.
- c. Produce written materials and take advantage of media opportunities (e.g., print, radio, cable, Internet) to increase consumer awareness of quality early care and education.
- d. Work with the media to develop programs and produce articles on early care and education.

10. To measure progress in furthering the early care and education of all children in Long Beach.

## Activities

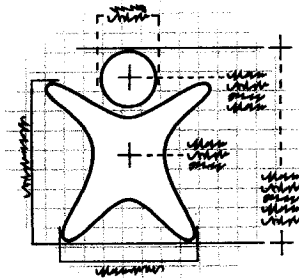
- a. Compile measures for determining success in meeting the objectives outlined in this plan.
- b. Identify, collect and analyze key data on meeting the needs of all children and families for quality early care and education in Long Beach.
- c. Produce and distribute an annual "report card" on early care and education in the City of Long Beach.
- d. Re-convene master plan task force every six months to evaluate status of the master plan.
- e. Re-convene the task force in 2005 to assess progress in the current 5-year Plan and to plan for the next three to five years.

# IMPLEMENTATION

## VII. IMPLEMENTATION

*"Children are always the only future  
a human race has."*

William Saroyan



Next steps are essential to the planning process. Serving as a guiding tool, the activities outlined in the Community Plan will provide direction to the early care and education community, businesses, real estate developers, labor unions, the media, City government and others for meeting the early care and education needs of children and families in Long Beach.

To be successful, the Task Force has identified key actions for realizing their vision:

- The City of Long Beach Child Care Coordinator will provide leadership, coordination and support to the implementation of activities by identified partners and other community members.
- The Long Beach Early Care and Education Master Plan Task Force will provide guidance and monitor implementation of the Community Plan. The Task Force will convene every six months to evaluate the status of implementing the Community Plan and will submit a status report detailing progress and recommending modifications, if any, to the Community Plan. At the three-year mark, the Task Force will facilitate a comprehensive assessment of the Community Plan and, based on its findings, begin planning for the next five years.
- Activities with short timeframes will be initiated immediately to demonstrate public and private commitment to addressing the early care and education needs of children and their families. Activities with medium and long timeframes, while not identified as priorities, will receive ongoing attention and review based on available and potential resources and timeliness. As the Community Plan is implemented, activities may be identified for carry-over to the next five years.
- Measurements will be identified and employed to determine achievement of the Community Plan's mission, goals and objectives for furthering the early care and education of all children. Mechanisms will be developed for reporting regularly (i.e., semi-annually) on the status of early care and education in Long Beach.
- Resources are critical to full implementation of the Community Plan. Funding opportunities from a variety of sources that may facilitate implementation of the Community Plan and specific activities will be identified and pursued. Collaborative funding proposals will be encouraged and supported among the early care and education community.

# ENDNOTES

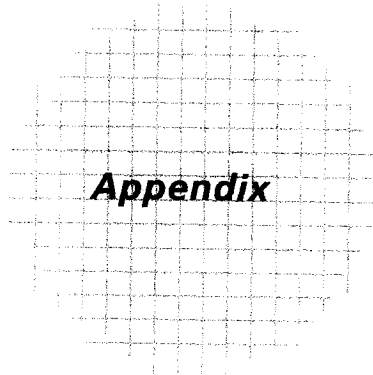
## ENDNOTES

- 1 Phillips, D. and Shonkoff, J. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press, 2000.
- 2 National Economic Development and Law Center. Economic Impact of the Child Care Industry: Los Angeles County. June 1999.
- 3 Phillips, D. and Shonkoff, J. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press, 2000.
- 4 Schulman, K. *The High Cost of Child Care Puts Quality Care Out of Reach for Many Families*. Children's Defense Fund, 2001.
- 5 Cost, Quality, and Child Outcomes Study Team. *The Children of the Cost, Quality and Outcomes Study Go to School, Executive Summary*. Frank Porter Graham and the National Center for Early Development & Learning at UNC-Chapel Hill, 1999.
- 6 A.J. Reynolds, W.T. Miedel, and E.A. Mann, "Innovation in Early Intervention for Children in Families with Low Incomes: Lessons from the Chicago Child-Parent Centers," *Young Children* 55 (2000): 84-88.
- 7 California Child Care Resource and Referral Network. The 2001 California Portfolio.
- 8 Ibid.
- 9 Schulman, K. *The High Cost of Child Care Puts Quality Care Out of Reach for Many Families..* Children's Defense Fund, 2001.
- 10 California Child Care Resource and Referral Network. The 2001 California Portfolio.
- 11 U.S. Census Bureau. Census 2000.
- 12 Ibid.
- 13 Ibid.
- 14 Long Beach Unified School District. School Year: 2000-2001.
- 15 Los Angeles County Child Care Planning Committee. *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education Services in Los Angeles County*. August 20, 2000.
- 16 Ibid
- 17 Ibid.
- 18 Children's Home Society of California. July 2002.
- 19 Los Angeles County Office of Child Care. July 2002.





# APPENDIX



## ***Long Beach Early Care and Education Master Plan Task Force Members***

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**Pearlie Bailey**  
*Office of Child Development Centers  
Long Beach Unified School District*

**Sue Baker**  
*YMCA of Greater Long Beach*

**Michelle Bell**  
*Children's Home Society of California*

**Jo Ann Bernard**  
*Dept. of Family & Consumer Sciences  
California State University, Long Beach*

**Carrie Bryant**  
*Creative Arts Preschool – K-6*

**Chris Burcham**  
*City of Long Beach  
Long Beach Public Library*

**Ramona Duran**  
*Family Child Care Provider*

**Richard Gonzalez**  
*City of Long Beach  
Business Development Center*

**Tammie Kyle**  
*Comprehensive Child Development, Inc.*

**Luanne Mauro-Atkinson**  
*Head Start Programs  
Long Beach Unified School District*

**Brad Miles**  
*INCO*

**Elisa A. Nicholas, MD, MSPH**  
*The Children's Clinic*

**Steve Oettinger**  
*The Oettinger Group*

**Fran Ragland**  
*Child and Adult Development/Parent  
Education Department  
Long Beach City College*

**Ericka Rockwell**  
*Parent*

**Aldo Schindler**  
*City of Long Beach  
Career Transition Center*

**Pam Shaw**  
*City of Long Beach  
Dept. of Health and Human Services*

**Mary Soth**  
*Retired, Child Care Administrator*

**Yolanda Stowe**  
*Bundle of Joy Day Care*

**Martha Torres**  
*Family Child Care Provider*

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**Third Sector Management Corporation**  
**Warren B. Riley, Planning Consultant**

**City of Long Beach, Department of Health and Human Services**  
**Michele P. Sartell, Child Care Coordinator**

## ***Preparing Long Beach Children for the Future: A Community Plan for Shaping the Early Care and Education System Contributing Individuals and Groups***

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### ***Focus Groups***

- African American Infant Health Project (DHHS) – Parent Participants
- Comprehensive Child Development Family Child Care Network – Providers
- Heads Up! Early Steps to Reading – Participants
- Young Horizons – Parent Participants

### ***Individuals***

- Russell Brammer (Family Services of Long Beach)
- Jenny Cardenas (Comprehensive Child Development, Inc.)
- Angela Coron (California Department of Health Services)
- Tracy Cunningham (Children Today, Inc.)
- Jean Egan (Long Beach BLAST)
- Charyn Gant (City of Long Beach, Department of Health and Human Services)
- Roberta Lanterman (Long Beach Family Literacy Program)
- Lillian Lew (Families in Good Health, St. Mary Medical Center)
- Carolyn Loveridge (California Association for the Education of Young Children)
- Julie Meenan (The Josephine S. Gumbiner Foundation)
- Dennis Thys (City of Long Beach, Community Development Department)
- Ray Worden (City of Long Beach, Workforce Development Department)

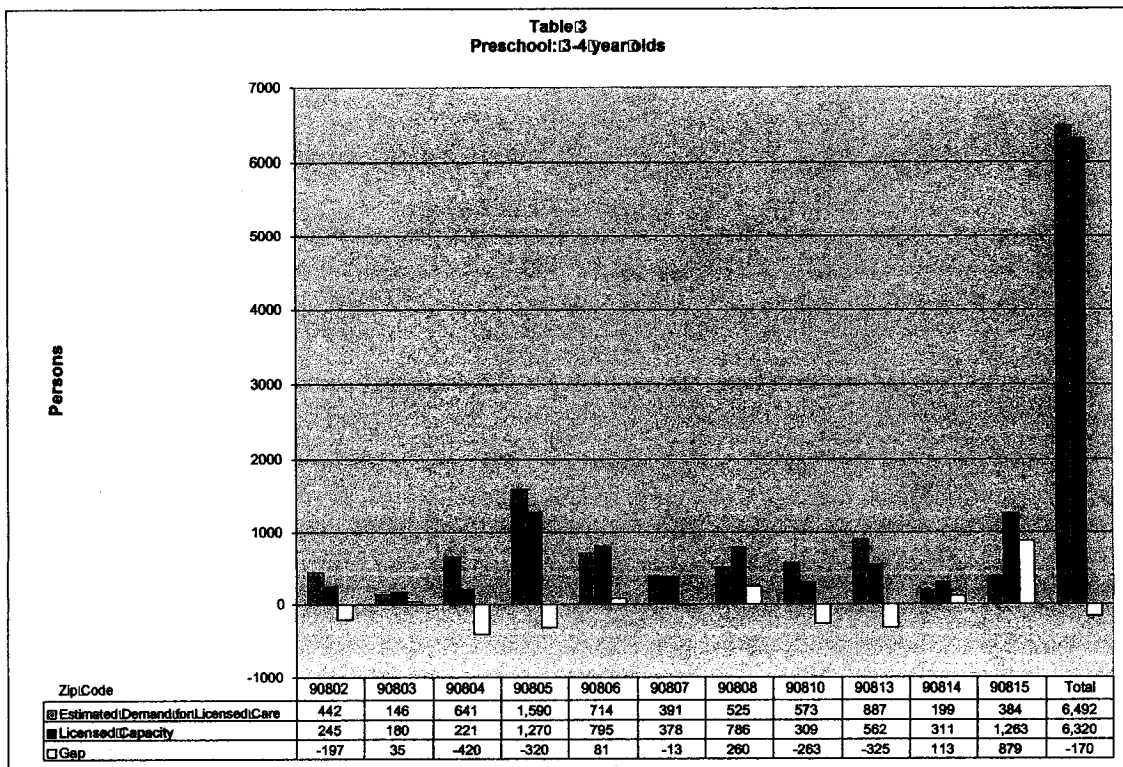
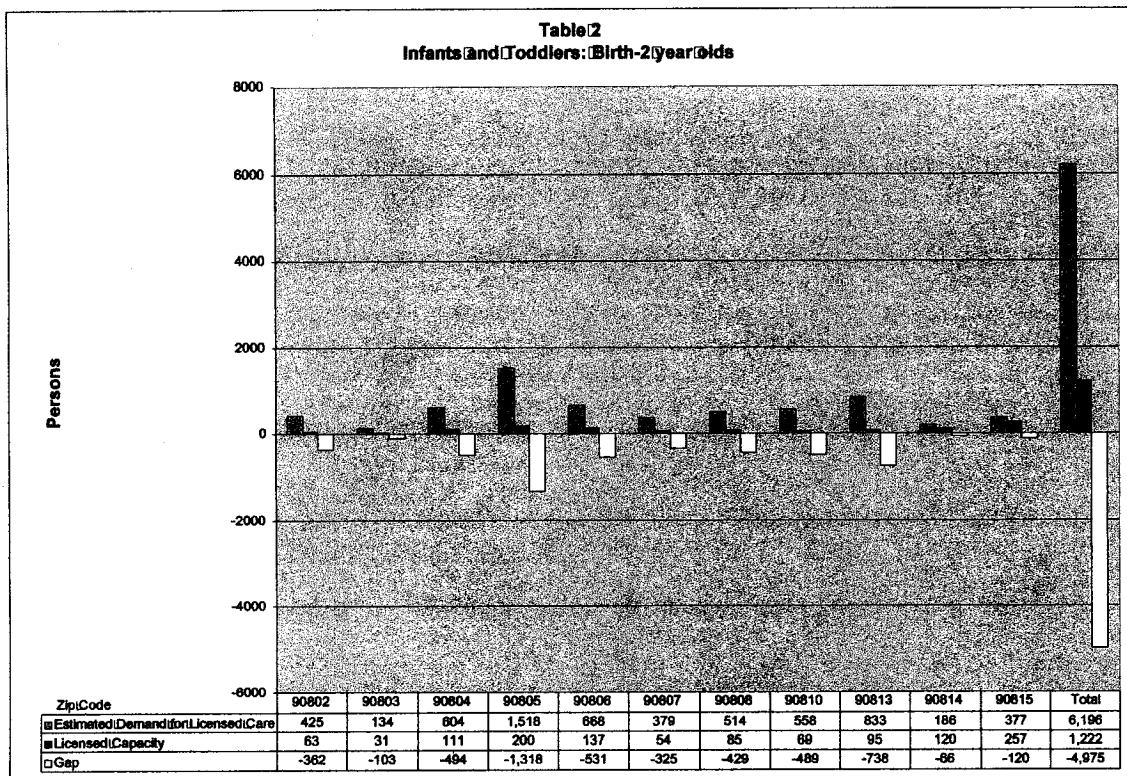
### ***Community Groups and Membership Organizations***

- Greater Long Beach/Lakewood Family Child Care Association, Inc.
- Long Beach Association for the Education of Young Children (LB AEYC)
- Long Beach City College, Child Development Department
- SPA 8, Long Beach Sub-Region
- Stand for Children, Long Beach Chapter

## IDENTIFYING CHILDREN NEEDING CHILD CARE SERVICES IN LONG BEACH\*

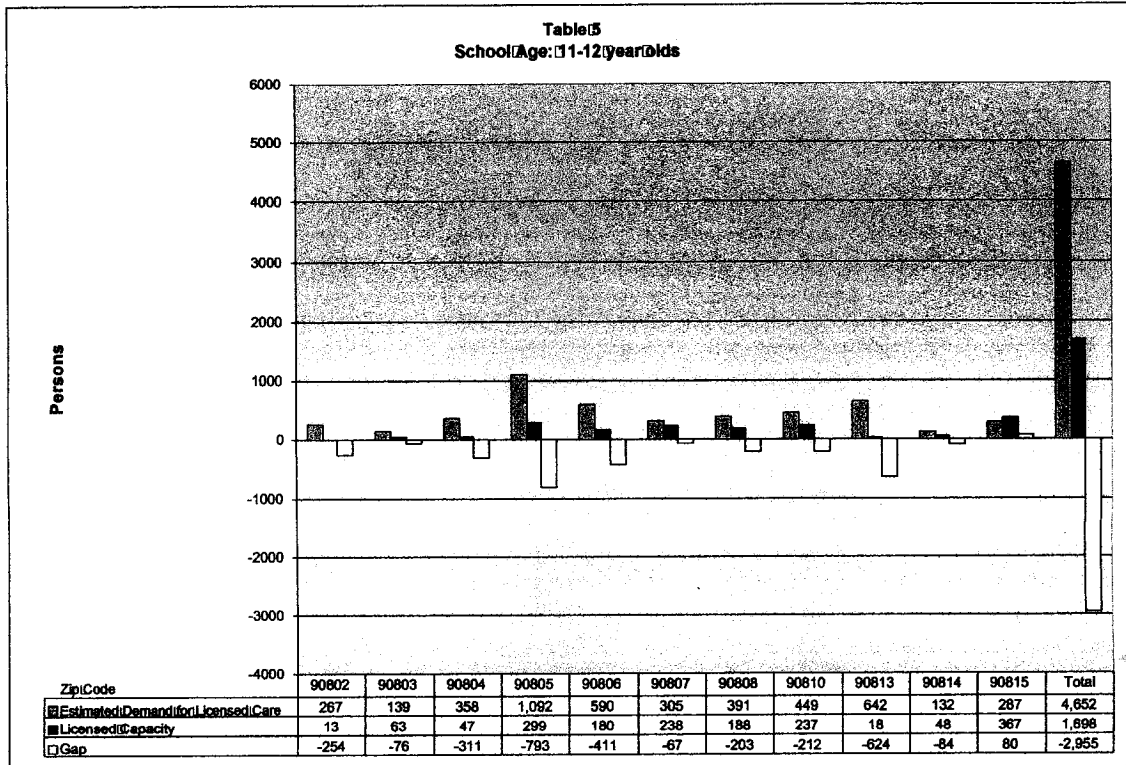
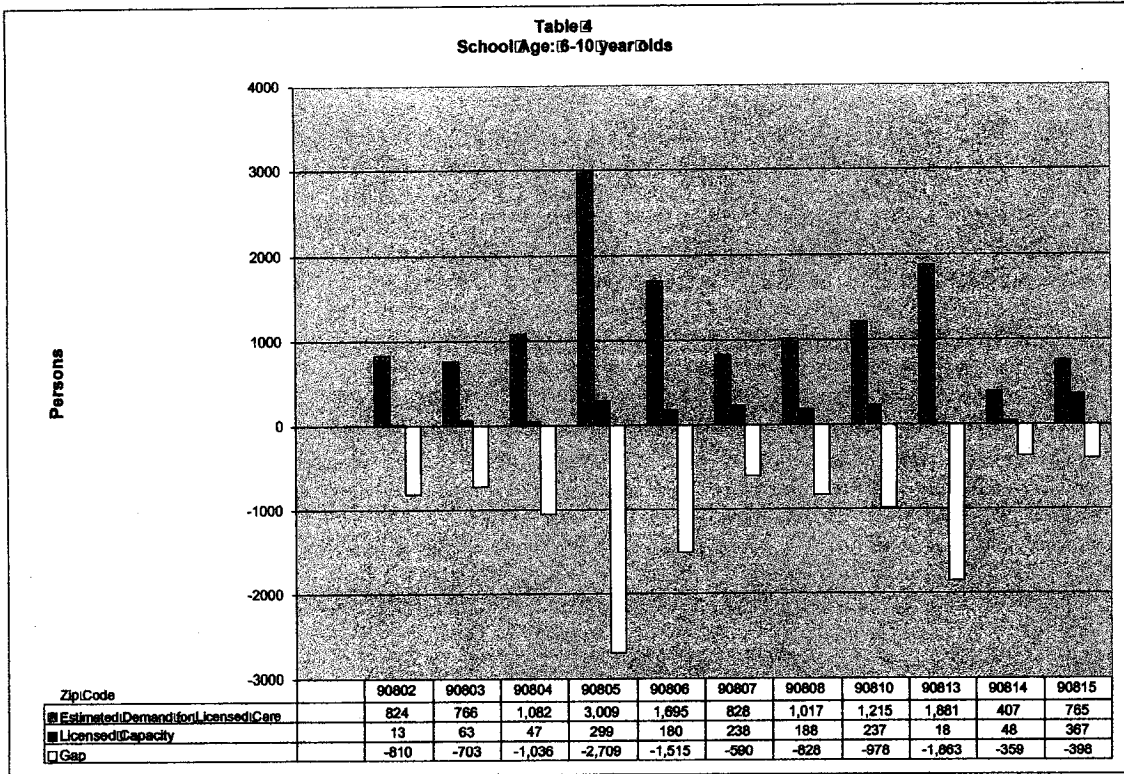
Table 1	
Estimated number of children residing in Long Beach, Birth - 12	102,154
Estimated number of children, Birth - 5	38,587
Demand for licensed care	12,688
Licensed capacity	<u>7,542</u>
<b>Gap</b>	<b>-5,145</b>
Estimated number of children, 6 - 12	63,567
Demand for licensed care	18,141
Licensed capacity	<u>3,396</u>
<b>Gap</b>	<b>-14,745</b>
Estimated number of children, Birth - 12	102,154
Demand for licensed care	30,829
Licensed capacity	<u>10,938</u>
<b>Gap</b>	<b>-19,890</b>

## Demand for Early Care and Education Services in Long Beach\*



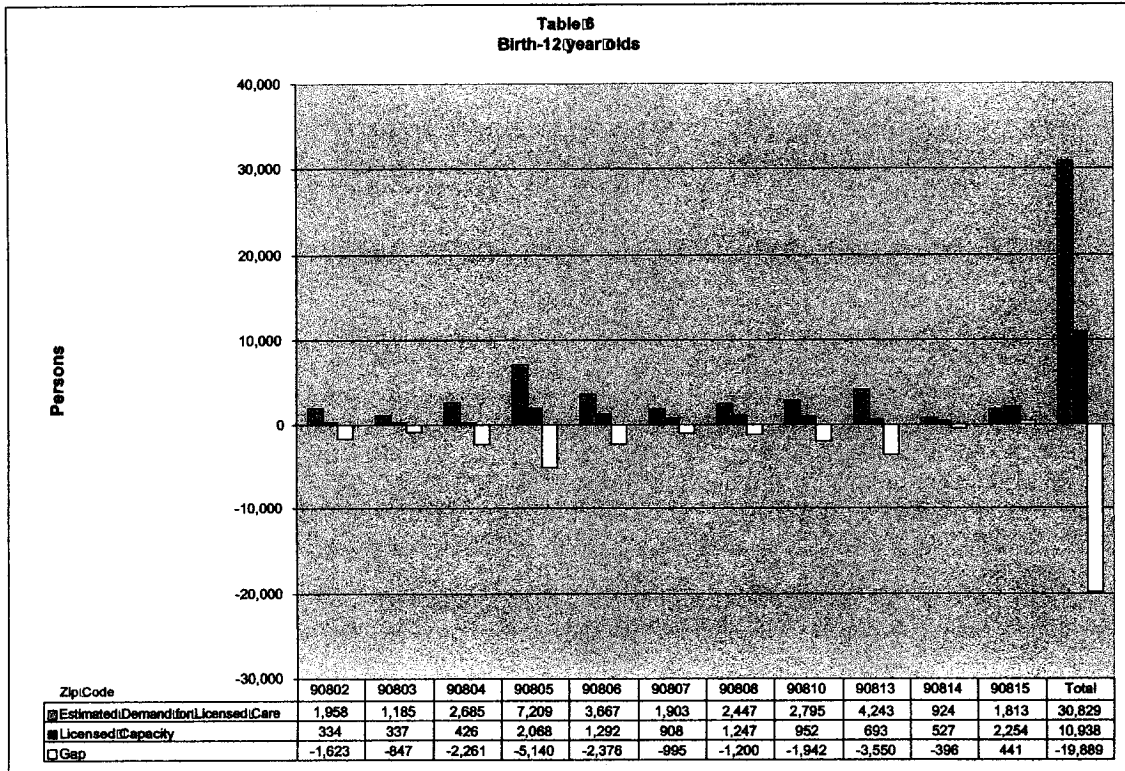
\*The Los Angeles County Child Care Planning Committee. *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education in Los Angeles County.* August 2000.

## Demand for Early Care and Education Services in Long Beach\*



\*The Los Angeles County Child Care Planning Committee. *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education in Los Angeles County*. August 2000.

## Demand for Early Care and Education Services in Long Beach\*



\*The Los Angeles County Child Care Planning Committee. *Child Care Counts: An Analysis of the Supply of and Demand for Early Care and Education in Los Angeles County. August 2000.*

## Accredited Program Ratio

