

# Building Child Care Supply: A Toolkit for Community Success



**Helping Kids  
Grow**

**Supporting  
Working Families**

**Benefiting Your  
Community**

**Enhancing Child  
Care Quality**



VIRGINIA DEPARTMENT OF  
SOCIAL SERVICES

# Welcome!

**Yes, this Toolkit is for YOU!** Thank you for your interest in early care and education. Wherever you live . . .

**Infants, toddlers, preschoolers and school-age children** need safe, supportive, educational and enjoyable child care to help them learn, develop and succeed.

**Parents, grandparents and guardians** need safe, healthy, quality child care to be able to work and support their family and the local economy.

**Schools** need children whose cognitive, social and emotional, and physical development has been promoted and developed prior to the start of kindergarten.

**Communities** need family-focused services where children grow and prosper.

**Local businesses** need a strong, reliable workforce, now and in the future.



**All children need access to high-quality care regardless of socio-economic status.**

## *What's the answer?*

**Convenient, affordable, quality child care!**

If you need to build the supply and quality of child care in your community, you've come to the right place. The Toolkit explores child care supply and demand, ways to identify local stakeholders, and how to set and achieve early care and education goals to benefit your community.

Using a series of informative, interactive worksheets, the Toolkit helps you plan your project via practical, actionable strategies and tools such as the Child Care Community Profile, Potential Partners List and Marketing Strategies.

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The concepts in this Toolkit are drawn from recognized strategic planning principles, research, and training materials. The Toolkit was developed by a work group whose membership includes representatives of the Virginia Department of Social Services, Local Departments of Social Services, the Virginia Department of Education, the child care provider community, and other public and private agencies and stakeholders. We encourage replication and use of these materials for non-profit purposes. For any non-working hyperlink, please perform a Google search using key terms.

**Contact:** Vanessa Di Leo, [vanessa.dileo@dss.virginia.gov](mailto:vanessa.dileo@dss.virginia.gov) or (804) 380-5479, or call the main VDSS line at (804) 726-7000.

*Looking for quick, targeted solutions?*

**Click on the relevant section.**

The Toolkit's modular design enables you to "jump in" wherever you are in the building process. Utilizing worksheets and prompts to engage your creative and critical mind, the Toolkit helps you understand the current early childhood landscape in your community, prioritize solutions, and work toward long-term partnerships.

The Toolkit is part of a package including flexible, practical tools and ideas, AND an invitation to join the **early childhood network** in your community. [Ongoing support is available via regional contacts, coaches, experts, and events!](#)

*Visit [Building Child Care Supply online](#) for the Toolkit and related resources.*

# Overview



The Toolkit includes six **practical steps** and **numerous strategies** for communities to use to build child care supply and quality.

Each step includes general information and a list of questions designed to prompt discussion, action and results.

**Steps 1-3** are foundational for understanding child care needs, resources, and desired outcomes based on current local data.

**Steps 4-5** focus on designing and implementing your plan to address the needs of children, families and child care providers.

**Step 6** focuses on reviewing outcomes and enhancing the effectiveness of selected strategies to build child care capacity.



# Getting Started

1

## ***Get Connected!***

Convene a small group of highly interested individuals, including local business leaders, educators, parents, and government officials. Review the Toolkit together at your first meeting. If your community already has an Early Childhood Coalition or Early Learning Resource Council, then you're ahead of the game!

2

## ***Make the Toolkit work for you.***

Use the parts most relevant to your specific community needs and project goals. Consider supplemental research and resources to support your work. If you already have a budget, mission statement or project charter, align those items with your supply-building efforts.

3

## ***Define your goals, plans and timelines.***

Document who is responsible for carrying out specific tasks, and when. Use the Toolkit to track ideas, tasks, goals and lessons learned, making it easier for you to keep building.

4

## ***Get creative!***

Reflect, adjust, innovate and keep going. Building child care supply won't happen overnight, but you will get there.

**Need inspiration?**

[Click for stories of successful projects and partnerships.](#)



# Step 1: Assess & Plan



Let's begin with a brainstorming exercise. Ask your core group to quickly identify the challenge(s) you need to address, along with potential solutions. Based on the group's experience, you probably have insight into challenges which might relate to infant care; toddler care; afterschool slots; children with special needs; child care during non-traditional hours; or other areas.

Identify the Challenge	CHALLENGE
<p>Identify the geographic areas to be included in your analysis. What does the child care landscape look like in your community? What specific needs are not being addressed? <i>These could be needs of parents, families, children, providers, schools, employers, etc.</i></p> <p>Reflect on what you know about the types, quality, cost, capacity, and location of child care in your area.</p>	
<p>Quickly describe the problem you are trying to solve.</p> <p>What are some initial solutions that come to mind? Think "doable," and then think "dream world."</p> <p></p> <p><b>Reflect on your major child care concerns, what is ideal, and what you need to do to get there.</b></p>	<p>SOLUTION</p>

# Community Child Care Profile

Now that you have a “snapshot” based on group knowledge and observations, it’s time to identify key data points and sources to further inform your work. Collect the facts about families, providers, and available resources to get the fullest possible picture of supply and demand. Make sure the data you compile and examine is recent and reliable.

Identify Data Points & Sources	Data Point	Results	Notes
<p>How many <b>families</b> in your community need child care?</p> <p>Click <a href="#">US Census Bureau</a>. Look at numbers of children under 5 with all parents in the workforce.</p> <p>The number will not include children over 5 who may need before/afterschool care.</p>	<p># of families with children under age 5 with all parents in the workforce</p>		
<p>How many <b>infants, toddlers, and preschool-age children</b> live in your community?</p> <p>Click <a href="#">Kids Count Data Center</a>.</p> <p>Look at current numbers for each age range and the average birth rate per year for your locality.</p>	<p># of infants</p>		
	<p># of toddlers</p>		
	<p># of preschoolers</p>		
<p>How many <b>school-age children</b> live in your community?</p> <p>Contact the <b>Local School Division</b> or Child Care Aware of VA for information on numbers of school-age children (ages 5-12) who may need before/afterschool programs.</p> <p>Additional data sources on families needing child care include: Child Care Subsidy Program, Child Care Aware of VA, Head Start, National Survey on Early Care and Education, Planning District Commission.</p>	<p>Total # of children ages 5-12</p>		
	<p>Ages 5-6 (K)</p>		
	<p>Ages 6-7 (1<sup>st</sup>)</p>		
	<p>Ages 7-8 (2<sup>nd</sup>)</p>		
	<p>Ages 9-10 (3<sup>rd</sup>)</p>		
	<p>Ages 10-11 (4<sup>th</sup>)</p> <p>Ages 11-12 (5<sup>th</sup>)</p>		

*It can be tricky to grasp how many children actually have an unmet need for child care; for example, children may be cared for by family, friends or neighbors.*

What types of **child care** exist in your community?

Click [Search for Child Day Care](#).

Search for your **zip code** to find data on licensed and unlicensed child care programs.

Click the “**Current Subsidy Provider**” indicator to learn which programs participate in Subsidy.

On the **Search for Child Day Care page**, hover over each type of care to see the definition and additional information.

You may also want to consider whether Head Start and/or Virginia Preschool Initiative classrooms are **mixed-delivery** (public-private partnership enabling private preschool settings to deliver public preschool services to eligible children).

Type of Program	Ages Served (range)	Number of Slots	Hours of Operation	Participate in VA Quality?	Participate in VA Subsidy?	Transportation/ Location Notes
Licensed Child Day Centers						
Licensed Family Child Care Homes (FCCH)						
Religious-exempt Child Day Centers						
Regulated Family Child Care Homes						
License-exempt Family Child Care Homes						
Before/After School Programs						
Early Head Start Centers or FCCH						
Head Start classrooms						
Virginia Preschool Initiative classrooms						
Early Childhood Special Education classrooms						

How many child care providers in the community participate in the **Child Care Subsidy Program**?

**Virginia Child Care Subsidy Program**

Program Name	Program Type	Capacity	Vacancies	Ages Served	Quality Indicators	General Notes

What are the **barriers** to provider participation in the Child Care Subsidy Program?

Sources: Child Care Aware of VA, any available survey data, feedback from parents, providers and Child Care Subsidy team members at Local Departments of Social Services.

What is the **quality** of child care in your community?

Click [Virginia Quality](#).

Also consider recognized standards for quality and accreditation, Licensing, staff qualifications, parent surveys, etc.

Additional data sources include:  
[Infant and Toddler Specialist Network](#)  
[Child Care Aware of VA](#)

What do parents, grandparents, educators and other stakeholders think about the **quality of available care**?

- # of VA Quality participating programs:
- Types of VA Quality participating programs:
- Quality level of participating programs:
- # of accredited programs (NAEYC, Montessori, etc.):

*Consider any opportunities to help parents and partners better understand the importance and the characteristics of quality child care.*

<p>What is the <b>cost</b> of child care in your community?</p> <p>Click <a href="#">Building CC Supply</a> and review the Child Care Cost Spreadsheet for data on rates for age ranges for Child Care Centers and Family Day Homes.</p> <p>Additional data sources include: Contacting child care providers directly for current rates and fees. Child Care Aware of VA.</p> <p>Interested in Child Care Subsidy Maximum Reimbursable Rates for your locality? <a href="#">See Appendices F &amp; G in the Child Care Subsidy Manual.</a></p>	<table border="1"> <thead> <tr> <th colspan="2">Average Weekly Rate-Center:</th> </tr> </thead> <tbody> <tr> <td>Infant</td> <td>\$</td> </tr> <tr> <td>Toddler</td> <td>\$</td> </tr> <tr> <td>Preschool</td> <td>\$</td> </tr> <tr> <td>School-age</td> <td>\$</td> </tr> <tr> <th colspan="2">Average Weekly Rate-Family Child Care Home:</th> </tr> <tr> <td>Infant</td> <td>\$</td> </tr> <tr> <td>Toddler</td> <td>\$</td> </tr> <tr> <td>Preschool</td> <td>\$</td> </tr> <tr> <td>School-age</td> <td>\$</td> </tr> </tbody> </table>	Average Weekly Rate-Center:		Infant	\$	Toddler	\$	Preschool	\$	School-age	\$	Average Weekly Rate-Family Child Care Home:		Infant	\$	Toddler	\$	Preschool	\$	School-age	\$	<p><i>How does the cost of care for an infant, toddler, preschool or school-age child compare to the average annual income in your locality?</i></p>
Average Weekly Rate-Center:																						
Infant	\$																					
Toddler	\$																					
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Toddler	\$																					
Preschool	\$																					
School-age	\$																					
<p>What do the <b>mapping tools</b> show?</p> <p><a href="#">Virginia Early Childhood Foundation Map</a></p> <p>View the <a href="#">Fall 2019 Readiness Report</a> for your locality, including Virginia Kindergarten Readiness Program assessments and access data for publicly-funded early childhood programs.</p> <p><a href="#">Child Care Aware of VA--Request Data.</a></p>		<p>Visit the <a href="#">ALICE Research Center</a> to review County populations, poverty levels, average wages and more.</p>																				
<p>What <b>type of care</b> do families want?</p> <p>Child care centers, family child care homes, relative care, licensed, license-exempt, full-time, part-time, care during non-traditional hours or out-of-school hours, drop-in, enrichment, therapeutic or inclusive care.</p> <p>Do preferences vary according to the <b>age of children</b> needing care?</p> <p>Do preferences vary depending on the <b>cost of care</b>?</p> <p>Does the need for care change during the year, for example, during <b>summer or winter breaks</b>?</p>		<p><i>Parents, providers, educators and the <a href="#">Infant &amp; Toddler Connection of VA</a> can help illuminate the need for care for children who have special behavioral, physical or psychological needs.</i></p>																				

<p><b><u>Where and when</u></b> do families need care?</p> <p>Where do families <b><u>live and work?</u></b></p> <p>Consider where parents and guardians work and how they travel to get there.</p> <p>Are most families in your community in rural areas, urban areas or a mixture?</p> <p>Do these patterns differ by socio-economic status?</p>	<div data-bbox="1656 110 2032 464" style="border: 1px solid green; padding: 5px;"> <p><i>Host a Parent Forum to learn what families really want. Child care clients, parents, grandparents and providers are your premiere partners—include them in every step of your work. Find out what they think, what they need, and why, and keep the conversation going.</i></p> </div>
<p>What <b><u>barriers</u></b> are families experiencing to accessing child care?</p> <p>Do families have transportation concerns, need care for multiple children of different ages, have language barriers or need care during non-traditional work hours?</p> <p>The local Workforce Development Board or Economic Development organization can provide workforce data such as non-traditional work hours.</p>	<div data-bbox="1285 508 2032 695" style="border: 1px solid orange; padding: 5px;"> <p><i>When conducting focus groups or a parent/provider forum, map out housing and industry areas, as well as the most traveled routes. Are buses, shuttles or ride-sharing options available? How could your group collaborate with local government to rally community support and create transportation solutions?</i></p> </div>
<p>What are the main concerns or unmet needs as voiced by <b><u>community members?</u></b></p> <p>What do parents, grandparents and guardians say?</p> <p>What do educators (including child care providers, afterschool educators, elementary school teachers, community college professors) say?</p> <p>What do local business leaders say?</p>	
<p>What are the helpful <b><u>local and regional data</u></b> sources specific to your area?</p> <p>Think Smart Beginnings, VA Partnership for Out-of-School Time, United Way, Workforce Investment Board, Community College Early Childhood Education Programs (How many students are in the program? What are the trends?)</p> <p>Contact your <a href="#">Planning District Commission</a> for local data.</p>	<div data-bbox="1509 1192 2039 1320" style="border: 1px solid orange; padding: 5px;"> <p><i>Call on these stakeholders not only as data sources, but as potential members of your building child care supply work group.</i></p> </div>

## Assess the Data

What are the **unmet child care needs** in your community?

Consider the data sources and results identified in the previous activities. Watch for duplications.

Look closely at child care supply and demand. Compare ages and numbers of children with available child care slots.

Where do **gaps exist?**

- Which age groups have waiting lists?
- What is the need for care for children who have special needs?
- What is the need for non-traditional hours of care, afterschool hours and summer hours?

Based on the information gathered, note the:

- 1) **Age groups** of children who have the greatest need and least amount of child care options available to them (infants, toddlers, preschool, school-age children), and,
- 2) **Types of care** needed and extent to which the supply meets the demand

After viewing all available information, what **questions** do you have?

## Outcomes/Notes

*Once you know how many slots exist in your community, talk to providers to find out how many vacancies exist.*

*Be sure to include Early Head Start (birth to age 3), Head Start (age 4) and Virginia Preschool Initiative (age 4), keeping in mind that these programs' schedules may not cover full day or year-round services.*

*Consider vacancy rates when mapping the child care landscape. If existing quality providers have open slots, it is important to fill and sustain those programs prior to building new programs. Child care businesses need to maintain full enrollment, set accurate tuition rates, and collect full tuition in order to survive.*

*Unregulated care, such as family, friend and neighbor care, plays an integral part in meeting child care needs. Word-of-mouth may be one of your best bets in tracking this type of care.*

## Define Your Project Goal

Now that you have assessed the child care landscape by collecting and reviewing relevant data, it's time to refine your initial "challenge and solution statement(s)" into one or more project goals.

### Based on identified needs and gaps, what do you want to achieve?

Do you need to reduce **vacancy rates** at existing child care, preschool, or Head Start programs?

Do you need to build supply to serve **additional children**? How many?

Do you want to increase the capacity at **existing child care programs**?

Is there a priority need, such as care for **infants and toddlers**?

Do you want to recruit additional **license-exempt** programs into the Child Care Subsidy Program?

Do you want to promote the creation of new **Family Child Care Home** programs?

Do you need to **enhance child care quality**?

These are just a few examples to get you thinking about what your community wants to achieve!

*If you have several large goals in mind, consider a phased approach.*



An effective way to set a goal is to make it **specific, measurable, attainable, realistic, and timely**. For example: **Increase child care capacity for infants by 10 additional slots by date ## / ## / #####.**



# Step 2: Identify Resources



In addition to the core team’s time and energy, you’ll need a variety of resources to help your plans become reality. Identify existing and potential resources at federal, state, regional and local levels. Investigate grants, materials, personnel, skill sets, and networks. Be bold when looking for support—talking to people and asking for help goes a long way. Explore the full spectrum of resources available to support your work—this will help you develop solutions that can be sustained over time. Persistence and commitment are renewable! See **Strategy 2: Offer Incentives** for more ideas.



**Who are the local early childhood advocates? Who is your champion?**  
**These individuals may be your most important resources.**

## Your Core Team

## Outcomes/Notes

<p>Who are your <b>team members</b>?          What is each person’s role?</p>	
<p>How will you <b>coordinate</b> the work? Will you use a work plan with targeted timelines?</p> <p>It is important to agree on expectations and deliverables. Shared respect, accountability, and adaptability are key!</p>	
<p>What <b>expectations</b> do you have for members of the extended team?</p> <p>Consider looking beyond your city or county to surrounding localities. Working with your neighbors is a great way to share the workload, increase your impact, gain new perspectives and serve families who cross county lines for work, residence, services and activities.</p>	
<p>What are your thoughts about having a <b>steering committee</b> for strategic planning, and an <b>operations team</b> to implement ideas and disseminate information?</p>	

## Financial Resources

## Outcomes/Notes

What are current **funding sources** to support child care and early childhood development initiatives in your community?

Brainstorm a list of funding streams. Consider supports for families (help with tuition costs) and programs (help with operating costs).

Review VECF's [Integrated Financing for Early Childhood Education](#) materials. Section 2 explores Federal, State and Local funding streams.

### Federal Funding Sources

1. [Child and Adult Care Food Program](#)
2. Early Head Start/Head Start Programs and EHS-CC Partnership Grants
3. Administration for Children & Families (ACF), Department of Health & Human Services (HHS), [Funding Opportunities](#)
4. [Worksheet: Federal Funding and other funding sources for early childhood](#)
5. [Military Child Care Assistance](#)

### State Funding Sources

Research state agencies, initiatives and government structure:

- <https://www.virginia.gov/agencies>
- <https://www.virginia.gov/>

1. [Virginia Preschool Initiative](#)
2. Virginia's Small Business Financing Authority's [Child Care Financing](#) Program
3. Virginia Department of Housing & Community Development [Planning Grants](#)
4. [Virginia Child Care Subsidy Program](#)
5. Title IV-Part B: [21st Century Community Learning Centers](#)

### Regional Funding Sources

1. Rappahannock Electric Cooperative (example)
2. United Way

<p><b>Local Funding Sources</b></p> <p>Ask Local Officials what percentage of budget goes to Early Childhood Initiatives? Within the school budget?</p> <p>Many afterschool programs have a focus on workforce development and college and career readiness. How can you connect these groups?</p>	<ol style="list-style-type: none"> <li>1. Taxes</li> <li>2. Philanthropists</li> <li>3. Community groups</li> </ol>
<p><b>Private Sector Funding Sources</b></p> <p>Find Corporate Champions. Reliable, quality child care means a reliable, productive workforce.</p> <p>Share the employee and employer benefits.</p> <p>See <a href="#">Strategy 10: Create Public-Private Partnerships</a> and the <a href="#">Talking Points</a> section for more ideas.</p>	<ol style="list-style-type: none"> <li>1. Microloans from banks for small businesses</li> <li>2. CPA and accounting discounts</li> <li>3. Business support for small businesses</li> <li>4. Help with technology and social media</li> <li>5. Senior volunteers giving time back</li> </ol>
<p>What <b>grants</b> are available at national, regional, local levels?</p> <ul style="list-style-type: none"> <li>• The Annie E. Casey Foundation: <a href="https://www.aecf.org/">https://www.aecf.org/</a></li> <li>• Appalachian Regional Commission: <a href="https://www.arc.gov/">https://www.arc.gov/</a></li> </ul> <p>Research key words: child care grants, early childhood grants, child development grants, child care funding</p> <p>Here’s an inspiring example:  <a href="#">Early Childhood Learning Innovation in 5 U.S. Cities.</a></p>	<ol style="list-style-type: none"> <li>1. <a href="#">Preschool Development or Mixed Delivery Grants</a></li> </ol>
<p>What <b>sponsorships or scholarships</b> are available?</p> <p>For families, providers, college students?</p> <p>Can you create new opportunities based on need? Does the state make low or no cost community college tuition available?</p> <p>Visit ChildCareVA.com for information on VDSS and VECF child care provider <a href="#">Educational Scholarships.</a></p>	

<p>Are <b>fundraising</b> opportunities available?</p> <p>What types of fundraisers work well in your community? Who has experience planning and executing fundraising events? What core group talents or hobbies could you capitalize on?</p> <p><a href="#">Crowdfunding</a> is an online method for raising capital via social media and crowdfunding platforms.</p>	
<p>What other <b>funding sources</b> should be explored?</p> <p>What creative ideas could your work group explore to help <b>maximize current funding</b>?</p> <p>How do you educate local government and businesses about child care as an investment?</p> <p>Read and share the <a href="#">Funding Our Future</a> report about generating state and local tax revenue for quality early care and education.</p>	
<p><b>Non-Financial Resources</b></p>	<p><b>OUTCOMES/NOTES</b></p>
<p>What existing <b>supports and partnerships</b> are available in your community?</p> <p>Brainstorm a list of needed items (meeting space, labor, office/administrative support, furnishings, materials and supplies, snacks or food for events, personal items for children), along with a list of possible donors.</p> <p><b>Think big picture.</b> Early childhood systems are often complex—consider emergency services, social services, faith-based organizations, health care providers, schools, libraries, businesses, local government, etc.</p>	

<p>Are <b>volunteers</b> available to donate time, energy, and ideas? Who are they?</p> <p>Groups such as the <a href="#">Rotary Club</a> of Richmond offer a variety of grants as well as assistance with projects.</p> <p>Think Kiwanis Club, AmeriCorps and VISTA members, Eagle Scouts, employee groups, etc.</p> <p>Is a large center willing to partner with an expanding Family Child Care Home?</p> <p>Is the library willing to host activities, provide resources, or start a traveling story time?</p> <p>Will the hardware store help build a fence at a Family Child Care Home start-up?</p>	
<p>Are there local businesses or individuals who can donate <b>technical support</b>?</p> <p>Cross-reference local businesses with parents and other members of your work group. Who is connected and how?</p> <p>Does your project or Coalition need a website? Would local providers benefit from assistance with on-line marketing? Who is savvy in the use of social media?</p>	 <p><b>Identify a community member who works well with financial information, and invite them to be a member of your team. What other skill sets are needed?</b></p>
<p>Is <b>higher education</b> connected to early childhood?</p> <p>Is there a university or community college nearby? Do they offer Early Childhood classes or a certificate? What are the opportunities to partner? How can you build a talent pipeline to bolster quality care in your area?</p>	
<p>What <b>quality initiatives</b> or training programs are underway?</p>	

<p>Is there an existing <b>community hub</b> (physical location) for early childhood? See <a href="#">Strategy 4: Invest in a Community Hub</a>.</p>	
<p>Does the <b>local school district</b> have Virginia Preschool Initiative classrooms?</p> <p>How about resources such as transportation, or opportunities to partner to serve children before and after school?</p> <p>Regarding VPI and Head Start classrooms, is there an opportunity to increase or create wrap-around child care to serve children full day/week/year? Could full-time child care be co-located to avoid potential transportation issues?</p>	
<p>Is there a <b>Head Start program</b>?</p> <p>Early Head Start?</p> <p>Are there Early Head Start-Child Care partnerships in place?</p> <p>See <a href="#">Strategy 9: Develop Early Head Start Child Care Partnerships</a>.</p>	
<p>Are there existing <b>groups, meetings or committees</b> you can join to share and get information?</p>	

# Some Existing Partners



[VA Quality Regional Contacts](#)

## Child Care Aware of VA Resource Centers



[Child Care Aware of VA](#)

**STEPS TO CHILD CARE LICENSURE**

- 1 ORIENTATION**  
The first step towards licensure is participating in pre-licensure orientation, which consists of two parts: an online orientation that walks you through submitting an application and an in-person classroom orientation that provides information on key health and safety requirements.
- 2 APPLICATION**  
You'll then submit an application, application fee, and other required documents to the regional licensing office before being assigned a licensing inspector. Your materials will be submitted at least 45 days prior to the planned opening date of your business.
- 3 INSPECTION**  
After the application is complete, a licensing inspector will contact you to schedule the initial inspection. During the inspection, the licensing inspector will observe the child day center or home and identify areas of non-compliance with laws, regulations, and licensing standards. These non-compliances must be corrected.
- 4 LICENSE**  
After the initial inspection, and if no areas of major non-compliance were identified, the regional licensing office will issue you a conditional license for up to six months. Additional, unannounced inspections will follow, but if substantial compliance is maintained, you'll receive a regular license after the conditional period ends.

Learn more by visiting [childcareVA.com](http://childcareVA.com)

[Regional Licensing Contacts](#)



[Child Care Subsidy--Parent Information](#)

[Child Care Subsidy--Become a Participating Provider](#)

[Find Your Local Department of Social Services](#)



[Infant & Toddler Specialist Network](#)



[Smart Beginnings](#)

[Virginia Early Childhood Foundation](#)

# Potential Partners

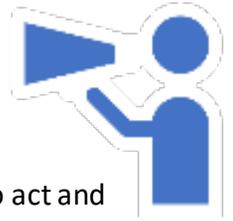
Contact

Phone

Email / Notes

Boys & Girls Club			
Child & Adult Care Food Program			
Community Action Agencies			
Community Service Groups			
Faith-based Institutions			
Family Child Care Association			
Fraternities and Sororities			
Head Start			
Health & Safety Programs			
Health Care Professionals			
Home Visiting Programs			
Local Chamber of Commerce			
Local Dept. & Board of Social Services			
Local Elected Officials			
Local Emergency Services			
Local Government & Board of Supervisors			
Local Housing/Comm. Development			
Local Libraries			
Local Parks & Recreation			
Local Public Broadcasting Station			
Local School Division & Board			
Local Transportation Authority			
Military Installations			
Museums			
Non-Profits			
Parent Groups			
Private Child Care Providers			
Smart Beginnings			
State Parks			
United Way			
Universities & Community Colleges			
Virginia Child Care Association			
Virginia Association for the Education of Young Children (VAAEYC)			
Virginia Partnership for Out-of-School Time (VPOST)			
Virginia Preschool Initiative			
Workforce Investment Board			
YMCA			

# Step 3: Generate Awareness



Building local awareness and public will about early childhood care and development issues is imperative. Who is impacted by unmet child care needs and how? Why is this issue important to employers, educators, and local government? What can stakeholders do to act and advocate for increases in child care supply and quality? **Who do you need to get in front of?** See [Strategy 12: Launch a Recruitment Campaign.](#)



**First define and refine your message, then think outside the “early childhood/child care box” and engage individuals and groups across sectors. Diversify for success!**

## Identify the Stakeholders

### Public

### Private

<p>Review the list of <b>resources and partners</b> generated in Step 2 and consider how each may help to increase local awareness, buy-in, and collaboration.</p> <p>Are there existing groups, meetings, programs, or conferences you can approach to share information? List those opportunities here.</p> <p>If the Rotary club has a monthly meeting, ask to be on the agenda. If there is a local “Resource Council”, find out how to join. Getting connected across the community is a win-win!</p>		
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# Marketing & Outreach Strategies

Identify your **target audiences**.

Include everyone you need and want to reach: providers, partners, parents, and others depending on your community.

Consider those who will hear the message and those who will carry the message.



There may be sub-groups within target audiences. "Child care providers" as an audience includes:

- Child Care Centers
- Family Child Care Homes
- Religious-exempt programs
- Afterschool programs

*Millennial parents are a huge CC audience! This generation will comprise 75% of the workforce by 2025. [Millennials and the Child Care Market](#).*

AUDIENCE	MESSAGE	METHODS	CONTACT INFO/ WHO WILL MAKE CONTACT	DATE(S)

## Marketing Methods

**Online Presence / Social Media:** Agency webpage, Facebook, Instagram, YouTube, QR codes

**Media Outlets:** TV, radio, newspaper/print, billboards, buses

**Communications:** E-newsletter, printed newsletter, letters/postcards, signage, posters

**Networking:** Join groups; share the message; be there in person; attend meetings and public forums; use focus groups. Create a parent group. Approach churches, community groups, seniors, service clubs, festivals, job fairs, and community events.

**Grassroots:** Word of mouth, knock on doors, table at grocery store

**Marketing** at churches, schools, library, laundromat, restaurants, partner agencies

**Craft your message.**

What are your **key talking points**?

Check the [Talking Points](#) section. Supplement with local data.

- 1. Community Need**  
*Use data and research to outline the problem.*
- 2. Why It's Important**  
*What are the impacts on parents, children, schools, the community?*
- 3. Proposed Solution**  
*Explain the project goals and plan.*
- 4. Call to Action**  
*What role can the audience play?*

*While sharing your message, look for ways to create "child care ambassadors" who will internalize, personalize and help communicate your project goals and needs.*



How will information be **communicated & distributed**?

Which marketing methods did you select? How will you "brand" your project?

See [Templates](#) for samples.

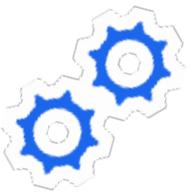
1. Printed materials
2. Online platforms
3. Presentations

Identify any **specific outreach** areas.

1. Regional
2. Local community
3. Specific areas of locality / neighborhoods
4. Targeted groups / audiences

## Communications Planning

	ANSWERS	To Do/ WHO/WHEN	PLANS
<p>How often do you want to touch base with various audiences? Do you want to bring audiences together?</p> <p>Trust and relationship-building is a huge part of community partnerships. Connect with groups that share your focus, and find ways to immerse stakeholders and volunteers in your message and work. Strong communication helps your audiences become your partners.</p>			
<p>How will you use your marketing and outreach tools to gain support from local businesses?</p>			
<p>How might you use your marketing tools to seek funding, grants and private sponsors for your work to build child care supply?</p>			
<p>Celebrating success is important! How will you communicate progress to your core team, and to your community partners?</p>			



# Step 4: Develop Strategies

Considering your goals and resources, select one or more strategies to implement. The solutions you choose should be dynamic and flexible enough to respond to evolving goals and community trends. Strategies may be used individually or combined to support a single initiative. As your team takes action, reaches benchmarks, and evaluates the results, remember to market your success.



**Do you need to entice more providers to join the Subsidy Program? Do you want to assist existing providers in increasing capacity or becoming licensed? Or do you need to incentivize new providers to enter the market? Tailor your solutions to meet the specific needs and context of your community.**

	STRATEGY	MAJOR CONCEPTS	MAJOR PLAYERS
1	Know the Child Care Building Basics		
2	Offer Incentives		
3	Provide Technical Assistance on Business Practices		
4	Invest in a Community Hub		
5	Improve Child Care Facilities		
6	Expand High Quality Family Child Care		
7	Expand High Quality Rural Child Care		
8	Expand and Upskill the Early Childhood Workforce		
9	Develop Early Head Start Child Care Partnerships		
10	Create Public-Private Partnerships		
11	Develop Public Agency Partnerships		
12	Launch a Recruitment Campaign		
13	Others		

# Know the Child Care Building Basics

1.

**IDEA** Across **all communities**, these principles comprise the **foundation** of impactful early childhood care and education:

Multi-Sector Partnerships	Shared Responsibility	Creativity	Strong Infrastructure	Focus on Families & Children
Effective Communications	Advocacy	Inclusivity & Equity	Community-Specific Solutions	Flexibility
Ongoing Support	Ongoing Improvement	Measuring Outcomes		

**ACT** Before you go any further, ensure that **existing quality programs** are full. Identify and fill any existing vacancies before you embark on building supply—this simple fix may solve or diminish the challenge before you!

- **Seek sponsorships** to cover costs and activity fees not covered by the Subsidy Program
- Maintain a list of **child care vacancies** and make available to Subsidy Case Managers at LDSS
- Work with the regional **CCA-VA** office to share existing vacancies when inquiries are received
- Assist child care programs with demographic research and **marketing efforts**
- **Invest in existing programs** to support owners, staff, children and program quality!

**LEARN** Child Care Aware of America’s amazing **resource guides** walk you through each step of opening and operating a successful child care business. [Child Care Center](#) [Family Child Care](#)

**CONSIDER** [Afterschool Alliance](#) has tons of resources on starting up an afterschool program.

## Coaching Teams = Cool Concept!

Need to enhance quality, upskill educators, and strengthen the early childhood network in your community? Utilize or create a Coaching Team of experts (quality, business operations, marketing, family engagement, inclusion) who will visit child care providers on a rotating basis, facilitate workshops and maintain focus on current educator needs.



Strategies are based on an [Information Memorandum](#) issued by the U.S. Department of Health and Human Services, Administration for Children and Families (2015), the [2017 VDSS Underserved Areas Workgroup Report](#), and the Building Child Care Supply Work Group (2019-2020).

# Offer Incentives

2.

**IDEA** Provide incentives to help build the number and capacity of providers in underserved areas, or for underserved ages. Include quality supports, training scholarships, recognition bonuses, mini-grants and other start-up resources offered in partnership with local, regional and statewide stakeholders. Align incentives with regulations and requirements to “sweeten the deal” for providers—doing so will help you engage and encourage both new and existing providers.

**ACT** Review your list of existing and potential resources. Which local businesses or investors recognize the importance of child care supply? Are regional or state grants available to **provide bonuses** or materials for providers who participate in Child Care Subsidy or Virginia Quality?

**ASK** Which of your stakeholders may be connected to funding sources or volunteer networks? How will you tap into groups which need volunteer hours, and get them connected with child care programs that need support? How might you create **educator subsidies** to help child care programs in low-income areas attract and retain great providers trained in early childhood?

**ASK** Go corporate! Are there local businesses that will **sponsor a child care program** (they sponsor kids’ sports teams, right?), or who are interested in increasing capacity or enhancing quality? They might start by providing business consultation and become a program sponsor.

**CONSIDER** How about other potential sponsors for mini-grants and loan programs for providers to become licensed, increase capacity, improve quality, provide transportation? (Think real estate, legal and financial institutions.) Help businesses understand what providers are paid, and how they can invest a couple of dollars an hour to support a **living wage** for providers (via bonus structures or per-hour pay increases).

**CONSIDER** How can your group use financial and other incentives to strengthen the **child care industry** in your locality? Creating child care programs creates and preserves jobs. Which organizations in your area are invested in employer and employee development?

### *Incentivize and Sustain Quality Child Care*

Quality child care is expensive for parents to pay for, and for programs to deliver! Community stakeholders need to understand the actual costs of providing quality child care. This knowledge enables maximization of limited resources and helps ensure the sustainability of high-quality programs. Look for funding to make up the difference between what working families can afford to pay for child care, and what quality programs must charge to stay afloat while paying skilled educators a living wage.

Child Care Subsidy significantly raised rates in 2018. See the table for examples of rate increases for full day, licensed care. Your locality can build on this investment!

Age	Locality	Program	2017	2020
Infant	Goochland	Center	\$42	\$56
Toddler	Portsmouth	Family CC	\$20	\$30
Preschool	Loudoun	Center	\$46	\$68
School-age	Albemarle	Family CC	\$20	\$27

# Provide Technical Assistance on Business Practices

Are there areas in your locality without reliable Internet access? Help early educators overcome this barrier by scheduling group meetings at the library, LDSS or other locations where providers can use computers to access the Internet.

**IDEA** Child care providers need skills, knowledge, and energy to support **children’s healthy growth and development**, and to run successful, sustainable businesses. Strengthening the business practices of child care providers helps to expand supply and improve child care quality. To maximize community investments and sustain high-quality programs, early childhood professionals need training and experience in business planning, operations, marketing and budgets. This is a critical upskill area for many members of the **Early Learning Workforce**.

**CLICK** Check out a helpful introduction to **Child Care Finance**: [The Iron Triangle: Financial Policy in ECE Programs](#). Explore **five things** child care business owners need to pay strong attention to at [Financial Health for Child Care Businesses](#) (Occupancy, Tuition Rates, Discounts Offered, Salaries, Rent to Revenue Ratio). Learn more at [Early Education Business Resources](#).

**LEARN** Rules, regulations, permits and fees are all part of opening and operating a child care business. Contact the **Child Care Licensing Administrator** in your area or the regional **Child Care Aware of VA** office for an overview of the “need to know” basics and government contacts in your community.

**CONSIDER** Could a local agency host introductory **computer trainings** for providers focusing on needed skills? For example: how to set up email and access emails from Child Care Licensing and Subsidy, complete documents to be returned to the State, create USDA menus on-line, and access online training?

**ASK** Does the **Local Business Administration** or **Chamber of Commerce** offer business-related training on topics such as marketing, staff timesheets, taxes, financial planning/tracking, collecting fees? Do local banks have **customizable tools** for financial plans and budgets? Do they offer free workshops, or is there a local business leader willing to provide coaching, mentoring or classes?

**ACT** Strengthening Business Practices Training, developed by the **National Center on Early Childhood Quality Assurance**, is available in Virginia! The training is customized for both center-based and Family Child Care programs, and offers a foundation in sound fiscal management and business operations. Learn where and when workshops are open via the Training Information for Provider Success (T.I.P.S.) calendar at <http://www.childcareva.com/>.

**Poor fiscal and business management is a primary reason that child care businesses fail.** Business planning consultation is often available via Child Care Aware of VA, Family Child Care networks, and small business associations to help child care providers develop and sustain their business. Explore the [Shared Services Alliance](#) model of child care financial sustainability.

Visit the Templates section to try the **Child Care Budget Template!** The handy spreadsheet is designed to crunch income, expense and bottom line figures for you.

# Invest in a Community Hub

*Community Hub =  
Community Center =  
Great Community Value!*

4.

**IDEA** Community or **neighborhood-based hubs** can provide services and support to children, families, and child care providers. A community hub may be a high-quality child care center, a resource and referral agency, a Local Department of Social Services, Community Action Agency, or other community-based organization with technical expertise to provide services and supports.

**CONSIDER** A hub can serve as a **central location** for coordinating many aspects of early care and learning initiatives, such as building child care supply; enhancing quality via coaching; training and professional development; **family engagement** activities such as financial literacy workshops; and the provision of comprehensive health and mental health services for vulnerable children.

**ASK** Do you have an **early childhood** community hub? How about a general community hub? Think library, church, arts center...

**ACT** Find ways the location can be further developed to **welcome, engage and empower** working families. How about to support or offer child care?

**ACT** Increase the presence and involvement of **child care professionals** within community systems and networks. Could a hub coordinate workshops, peer-to-peer mentoring, shared services and/or other activities to support a range of child care programs?

**CONSIDER** Another “hub” model is the [Shared Services Alliance](#) piloted by VECF in Richmond, Virginia. In this membership organization early care and learning providers share the costs of services like accounting and procurement.



The **Corporation for National and Community Service**, [CNCS](#), leads national service initiatives that help your organization implement projects or ideas that require special funding or assistance. Through programs and grants, CNCS provides human capital—people power—to help you address emerging needs in your community.

# Improve Child Care Facilities

**IDEA** Physical environment plays a crucial role in the quality, and often in the capacity, of a child care setting. The environment must be appropriate for the ages of children on-site. Funding for facilities improvements may be out of reach of child care providers who frequently operate with a **low profit margin**.

**CONSIDER** Child care providers may need resources to expand or improve their facilities to meet **higher standards**. Funds may be expended for minor maintenance, renovation or repairs necessary to comply with VDSS health and safety standards.

Virginia's Small Business Financing Authority's [Child Care Financing Program](#) offers low or no interest loans to child care programs interested in expansion and program improvement.

**ASK** Are organizations and entities available to assist in the effort—either on a **one time or ongoing basis**? For example: Eagle Scouts, community service labor, local hardware and building supply companies, AmeriCorps, high school community service groups.

**ACT** Community groups may be willing to perform repair services such as installing or fixing fences, maintaining playgrounds, painting and other jobs. Looking at your list of resources and stakeholders, what are some **potential matches** between child care provider needs and available supports? What community groups or businesses may be interested in pitching in to keep kids safe, having fun and learning? Look for opportunities to help groups or funders achieve their own mission, vision, and goals.

**CONSIDER** using a variety of **creative funding sources**, or partnering with other entities or individuals to provide materials or financial assistance. Start-up or equipment grants could be important tools for helping providers increase capacity and meet higher quality standards.

**CLICK** The [Infant and Toddler Specialist Network](#) operates a **Technical Assistance program** to support infant and toddler care program expansion or creation, including equipment, furnishings, toys and on-site coaching for Family Child Care Homes or Child Care Centers serving infants and toddlers. [Child Care Aware of VA](#) offers technical assistance for all types of programs and all ages!

# Expand High Quality Family Child Care

**IDEA** Family Child Care (FCC) is an important part of the child care system, and an excellent way to increase child care supply. Parents may prefer Family Child Care (a Family Child Care program is also called a Family Day Home) for infants and toddlers, and it is often a valuable child care option for children whose parents work **non-standard schedules**.

**CONSIDER** Support for FCC providers is particularly important in **rural areas** as providers may be isolated and have limited access to information, training, and resources. Keep in mind that family child care providers have **unique needs**, and for supports to be high-value they need to be tailored to FCC-specific questions and concerns.

**ACT** Knowing the community is a **great advantage** when recruiting new FCC providers: Is a local teacher retiring? Is there a neighborhood “babysitter” who would like to launch a more structured program? How about a grandparent caring for grandkids who may be interested in caring for a few additional children after school?

**LEARN** The [Family Child Care Toolkit](#) is an excellent resource, covering everything from getting started, to policies and procedures, health and safety, child development and resources.

**CLICK** [National Association for Family Child Care](#)  
[Virginia Alliance of Family Child Care Associations](#)

**ACT** Work with FCC providers to ensure they are aware of **technical assistance** and other resources to help them meet licensing and higher quality standards.

**CONSIDER** Challenges to expanding FCC, such as local or community ordinances or **restrictions, regulations and fees**. Know the contacts (Fire Marshall, Building Inspector) to ask for guidance, and work with providers and local government partners to find solutions.

## LEARN

[Developing a Staffed Family Child Care Network: A Technical Assistance Manual](#)  
[Staffed Family Child Care Networks: A Research-Informed Strategy for Supporting High-Quality Family Child Care:](#)

# Expand High Quality Rural Child Care

**IDEA** Expanding the supply of child care in rural areas can be especially challenging. Often there are few child care facilities and families may need to travel long distances between home, work, and child care. Building the supply of **Family Child Care (FCC)** is particularly important in many rural areas where there are few child care centers.

**ASK** If your community is in a rural area, what are the **local and regional resources** you can tap to provide support for child care providers?

**ACT** Work with existing providers to build **child care networks** and **resource-based initiatives** to help home-based providers meet licensing and quality standards. Research and reach out to small, unregulated family child care programs to ask if they might be interested in coaching and expansion. Building relationships and trust over time are critical to success and sustainability.

**ASK** Where are schools located, and is there the possibility of collaborating with them to provide child care? Partnerships with **Early Head Start** and **Head Start** may be an important strategy in rural areas.

**CONSIDER** Have you mapped the locations of **existing child care programs** to see where the deserts are? Where do parents travel to and from for work or education? What are some creative solutions to transportation issues? Think shuttles, re-purposed buses, taxis, Uber, additional bus stops.

**LEARN** Recognize the groups below from page 19? They are all **excellent resources** for rural child care programs. Ask if a regional representative from one of the groups will act as a liaison to organize a network of home-based providers and connect them with the valuable support, assistance, training and coaching that is already available. Discover the contacts in your area, and get connected!

- **Child Care Aware of Virginia**
- **Smart Beginnings**
- **The Infant and Toddler Specialist Network**
- **Virginia Quality Program**
- **Child Care Licensing**

If this is your #1 Child Care Challenge, be sure to **cross-reference this strategy** with the others in the Toolkit.

Pick and choose the ideas most suited to the local community and culture, and the strengths of your team.

# Expand and Upskill the Early Childhood Workforce

Child Care Providers =  
Early Childhood Educators =  
Brain Builders =  
Community Heroes!

8.

**IDEA** Highly qualified providers are critical to **child health, safety and development**. Ongoing professional development enhances the qualifications and passion of child care providers, in addition to offering networking opportunities, business/operational supports and retaining providers in the field.

**ASK** How can your team help create a **strong pipeline** of qualified individuals in the field of early care and education for your community?

**LEARN** Visit the [ChildCareVA micro-site](#) and click on **Providers**, then **Training and Professional Development** to learn about child care provider trainings, endorsements and career pathways. Check out the **T.I.P.S. Calendar** and the **IMPACT Registry**—free tools for finding and tracking training.

**CLICK** The [Virginia Child Care Provider Scholarship Program](#) helps current and future child care providers attend undergraduate credit courses at Virginia's accredited colleges to build their knowledge regarding child care and development.

**LEARN** The [Virginia Association for the Education of Young Children](#) (VAAEYC) offers scholarships to assist providers working with young children to obtain their Child Development Associate (CDA) Credential. [Project Pathfinders](#) works to increase the skills of early childhood professionals via community college coursework and credentials.

**CONSIDER** Community college and CDA programs are a reliable source of educated, motivated child care professionals. Could you partner to employ students to provide **non-traditional hours** of care in existing programs? Or to provide extra staffing for Family Child Care Homes to enable them to serve additional children during the overlap period between **first and second shifts**, or to provide care for military families on reserve weekends?

**Join In!** Membership in professional groups and attendance at conferences and early childhood meetings enables providers to get and stay connected while learning about new ideas and opportunities.

- [Virginia Child Care Association](#)
- [Virginia Association for the Education of Young Children](#)
- [National Association for Family Child Care](#)
- [National Association for the Education of Young Children](#)

Preschool Teacher and Child Care Development Specialist are apprenticeable occupations. Visit the [Virginia Department of Labor and Industry](#).

# Develop Early Head Start-Child Care Partnerships



**IDEA** Early Head Start and child care programs can join forces to promote high-quality child care and access to **comprehensive services** in licensed settings.

As of May 2020, Virginia has eight active **Early Head Start-Child Care Partnership Grantees**, for example, Scott County Public Schools, Culpeper Human Services, and Total Action Against Poverty in the Roanoke Valley. This innovative approach to building the supply of infant and toddler care helps meet the needs of economically-disadvantaged working families and offers high-quality comprehensive early care.

**LEARN** The **Early Head Start-Child Care Partnership (EHS-CCP)** initiative brings together the best of Early Head Start and child care through layering of funding to provide comprehensive and continuous services to eligible infants, toddlers, and their families. EHS-CCP enhances developmental services and supports for infants and toddlers, and their families, by providing strong relationship-based experiences and preparing them for the transition into Head Start and preschool.

**CLICK** [Fairfax County's EHS/HS Partnership](#) to explore their current model. Check out the EHS-CCP brochure at [EHS-CCP Brochure](#).

**ACT** If your community has an EHS/HS program, is there a representative on your core team? Is someone from your group interested in joining the **Head Start Policy Council**? Reach out to the Head Start Director, or the Family Engagement Specialist to learn more. The Program may already be thinking about the possibility of co-locating a **full-time child care program on-site**, or using their classrooms to offer before and after Head Start care.

**CONSIDER** Working together on issues such as **transportation**, classroom needs and program expansion.

**ACT** Head Start Wrap-Around Child Care Subsidy is available to eligible families who participate in Head Start. Contact your Local Department of Social Services to learn how these funds may enable your community to provide child care services to additional children.

Early Head Start serves pregnant women and families with children under age 3. Head Start serves children ages 3-5. These programs encourage parent involvement through visits to the child's home, opportunities for parents to volunteer in the program, and special activities.

# Create Public-Private Partnerships

**IDEA** To succeed in growing and improving the child care landscape in your community, a **cross-sector** group of public and private stakeholders working together is helpful. The availability of quality child care and early childhood education is not only everyone's responsibility, it's an excellent investment with great returns, positive child outcomes, and community and business benefits!

**ACT** Recruit a variety of businesses, industry leaders, investors and donors who can approach other business and industry leaders. When businesses understand the **positive impacts** of adequate child care supply, as well as the risks involved with low child care supply, they are more likely to support child care expansion, improvement, retention and incentive efforts.

**CONSIDER** Public-private partnerships create opportunities to explore **new funding sources** and offer flexibility in addressing community needs. For example, is there a large local business struggling to retain employees due to lack of reliable child care? Are they interested in starting a program on-site, or at a convenient location nearby, where employees and other families can access child care?

Understanding **local business needs** is a critical piece in addressing low child care supply. If parents are unable to work due to lack of child care, local businesses, the economy, and the entire community may suffer. Help businesses recognize the importance of early childhood education:

Quality child care is early childhood education, which is the beginning of the **workforce pipeline**.

Quality child care and strong early childhood education are widely regarded as an **economic imperative** for businesses and communities to thrive.

For business to succeed, the community must retain members and **attract new families**. Without an adequate supply of quality child care, young families are much less likely to move into the area.

**ACT** Brainstorm with your team, including **parents and child care providers**, to create a list of opportunities for businesses to support child care supply and quality. Will a coalition of local businesses sponsor the expansion of a center, or the start-up of a new Family Child Care program?

**LEARN** Cross-sector coordination helps you make a **collective impact**—see how Hampton Roads accomplishes this at [Minus 9 to 5](#).

The **Virginia Early Childhood Foundation** funds local pilots to field-test solutions to barriers preventing eligible children from participating in the **Virginia Preschool Initiative** program, with a focus on public-private partnerships and increased collaboration between business, education, and community leaders. Learn more at [Mixed-Delivery Preschool Fund and Grant Program](#).

# Develop Public Agency Partnerships



**IDEA** Whether your community is **rural, suburban, or urban**, relationships with local government officials, departments and programs are imperative for building support and infrastructure, expanding reach, and reducing costs. Develop and share your message reflecting the community’s child care priorities.

**ASK** **Local government organizations** may partner or share services with other state, regional or local public agencies. Have you approached public partners to discuss ways to work together? Look for ways to **build solidarity**, political will, and public will across all aspects of the community.

**CONSIDER** Public agencies, libraries, schools, art centers and other organizations may be interested in **collaborating to build** child care capacity for certain ages, or all ages. Investing in public programs such as Parks & Rec afterschool care, or a child care program at the **County Government Center** may help stretch funding, while creating sustainable, visible progress.

**ACT** Housing, transportation, and public safety agencies are invested in the presence of **young working families**. Go to [Step 2: Identify Resources](#), and review the ideas and information you have generated. Which potential partners are you familiar with? Are there projects underway that align with your work to build child care supply and quality?

**ACT** Which groups seem like the best fit for your project goals, and how might you support them in return? Do you need to create or **re-energize relationships** between and among partners to maximize impact?

**LEARN** The Virginia Department of Housing and Community Development (DHCD) offers [Planning Grants](#) through the Community Development Block Grant program to increase potential for project success and impact.

## ***Who are your local elected officials?***

To understand public agency relationships and opportunities, get familiar with the government structure in your locality. Attend meetings, network, and figure out ways to **integrate the work** of building child care supply and quality into **local priorities and plans**. Does this come naturally to someone on your team, or can you recruit team members or stakeholders directly from the local government? Tailor your message to meet the interests of each official or group, such as the City Manager, City Council, or Board of Supervisors.

# Launch a Recruitment Campaign

**IDEA** What is your locality’s greatest child care need? Focusing on a **high-priority gap** in care revealed by data analysis or anecdotal trends enables your team to target specific audiences, age groups, types of providers or potential partner groups.

## ASK

- Do you need to identify providers adept at serving children who have special needs?
- Does the community need providers who can offer care over a variety of shifts, including evenings and weekends?
- Is there a continuum of care for children during school breaks such as summer months?
- Do you need to build quality care in economically-disadvantaged areas?
- Or would you like to support existing high-quality programs to expand to serve children participating in Child Care Subsidy?
- Do you want to educate parents or partners about the benefits of quality child care, how to recognize it, and how to pay for it?

**ACT** Customize the recruitment or awareness campaign to address the **targeted audience** (religious-exempt child care programs, corporate sponsors, parents/grandparents). Put yourself in their shoes and ask, “What’s in it for me?,” then answer that question in your recruitment message. Ask, listen and learn—being open and available promotes relationship-building and recruitment efforts. Include a **Call to Action** so the audience understands what you are asking and next steps. Stay in touch to retain new recruits.

**ACT** Use the ideas in [Step 3: Generate Awareness](#). Craft your message according to the audience, “the ask,” and your project goals.

**CONSIDER** The [Choosing Quality Child Care brochure](#) and Virginia Quality printables are available online. Posters for the Child Care Subsidy Program and Child Care Provider recruitment are available to help you promote building child care supply and quality in your community.

**LEARN** Project templates are available for your modification and use. See the [Templates](#) section for a list of customizable materials.

**CONSIDER** Successful recruitment and awareness campaigns are **multi-dimensional**. Braid marketing methods such as mailing, social media, presentations, on-site visits (once invited) and word-of-mouth. Prepare for the next steps—when programs or individuals respond to your efforts, you’ll need to be ready to engage, answer questions, and roll out the *Welcome* mat!

# 12.

# Step 5: Implement Your Plan



You've come a long way! You've assessed community child care needs, identified and secured resources, selected strategies . . . now it's time to implement your carefully laid-out plans. As the work ramps into high gear, keep an eye on your project goals and desired outcomes. Check out the sample Project Plan and supporting resources in the Templates section.



**What are the most important aspects of implementation? Clear communication, maintaining momentum, and quickly addressing any barriers that arise. Successful solutions require dedication and determination along with creative and critical thinking.**

ACTION ITEMS	PERSON RESPONSIBLE	TIME FRAME	OUTCOMES/NOTES
Develop a project plan which outlines the step-by-step process you need to follow for <b>each selected strategy</b> .			<i>Keep your project goals and desired outcomes within sight at all times. Remembering your project scope will prevent you from getting sidetracked.</i>
Clearly define <b>roles, responsibilities and timeframes</b> for each step of the way.			
Earmark the <b>funds and resources</b> needed to implement each part of each strategy.			
Monitor and <b>measure progress</b> . Are you meeting project deadlines? Is the team communicating well?			
Document the activities and outcomes. <b>Keep track</b> of who is doing what, when, and how.			<i>What is working? What needs work? Record ideas, questions and realizations you have along the way. Lessons learned are valuable <b>and</b> free.</i>



## Step 6: Evaluate & Improve

As your plans become reality, be sure to maintain an evaluative approach. Ask the team, “Did things go as expected? How could the process be improved or streamlined?” An open mind will help you be responsive and flexible as you identify new barriers and solutions along the way to success.

ACTION ITEMS	PERSON RESPONSIBLE	TIME FRAME	OUTCOMES/NOTES
How do you plan to <b>measure and evaluate</b> your work?  Consider qualitative feedback and quantitative information.			Check out <a href="#">Evaluation Resources</a> .
<b>Collect data</b> to measure changes resulting from your project work.			<i>Establish a baseline at the onset of your work, related to your project goals. This is the data you will measure against to determine results; for example, how many new infant slots have been created? Is afterschool care available in three new locations?</i>
Identify <b>strengths</b> and areas for <b>improvement</b> .			
Edit <b>goals and plans</b> as needed.			
Assess <b>budget and sustainability</b> ; update the project budget as needed.			
Implement revisions. <b><i>Keep building, growing and improving!</i></b>			

# Templates

As noted up front in the Toolkit, Steps 1-6 are modular. Each section may be used separately as a set of worksheets to guide your work. You may print the entire Toolkit, or just the section you need. These templates can help you with the steps.

To access the templates, visit [Building Child Care Supply online](#), download the template, and modify to suit your purposes and audience.

## Business Planning Templates

- Child Care Budget Template
- Sample Project Plan
- Project Charter
- Project Roles

## Communications & Marketing Templates

- Meeting / Team Invitation
- Meeting Agenda Template
- Sample Presentation

## Promotional Materials

- Child Care Subsidy Program Flyer
- Child Care Subsidy Program Poster
- Child Care Provider Recruitment Flyer
- Child Care Provider Recruitment Poster
- Choosing Quality Child Care Brochure

Request promotional materials to support your building child care efforts by contacting Vanessa Di Leo, Virginia Department of Social Services, at [vanessa.dileo@dss.virginia.gov](mailto:vanessa.dileo@dss.virginia.gov).

# Hyperlink Library

## General Resources

- Administration for Children and Families (ACF) <https://www.acf.hhs.gov/>
- Become a Licensed Provider <http://www.dss.virginia.gov/cc/providers/index.html?pagelD=1>
- Become a Subsidy Vendor <http://www.dss.virginia.gov/cc/providers/index.html?pagelD=2>
- Child and Adult Care Food Program <http://www.vdh.virginia.gov/child-and-adult-care-food-program/>
- Child Care Aware of VA <https://vachildcare.com/about-us/child-care-aware-of-va-resource-centers/>
- Child Care VA micro-site <https://www.dss.virginia.gov/cc/index.html>
- Infant & Toddler Connection of Virginia <http://www.infantva.org/>
- Infant and Toddler Specialist Network <http://www.va-itsnetwork.org/>
- National Association for Family Child Care <https://www.nafcc.org/>
- Northern Virginia Association for the Education of Young Children [www.nvaeyc.org](http://www.nvaeyc.org)
- Office of Child Care (ACF) <https://www.acf.hhs.gov/occ>
- Regional Child Care Licensing Offices & Contacts [https://www.dss.virginia.gov/files/division/licensing/contacts/licensing\\_offices.pdf](https://www.dss.virginia.gov/files/division/licensing/contacts/licensing_offices.pdf)
- Smart Beginnings <https://www.vecf.org/smart-beginnings-network/>
- Virginia Association for the Education of Young Children <http://www.vaaeyc.org/index.html>
- Virginia Child Care Association <https://www.virginiachild.org/>
- Virginia Department of Education's School Readiness page <http://www.doe.virginia.gov/early-childhood/school-readiness/index.shtml>
- Virginia Department of Social Services: hover over Child Care for dropdown menu <https://www.dss.virginia.gov/>
- Virginia Partnership for Out-of-School Time (VPOST) [www.v-post.org](http://www.v-post.org)
- Virginia Quality [https://www.virginiaquality.com/sites/default/files/Virginia%20Quality\\_regional\\_map\\_contacts.pdf](https://www.virginiaquality.com/sites/default/files/Virginia%20Quality_regional_map_contacts.pdf)

## Building Child Care Supply

- Administration for Children and Families (ACF) Information Memorandum: Building the Supply of High-Quality Child Care [https://www.acf.hhs.gov/sites/default/files/occ/ccdf\\_acf\\_im\\_2015\\_02.pdf](https://www.acf.hhs.gov/sites/default/files/occ/ccdf_acf_im_2015_02.pdf)
- Center for American Progress: America's Child Care Deserts 2018 <https://www.americanprogress.org/issues/early-childhood/reports/2018/12/06/461643/americas-child-care-deserts-2018/>
- Components of a Strategic Planning Process <https://www.buildinitiative.org/Portals/0/Uploads/Documents/resource-center/community-systems-development/2C%201%20Overview%20of%20components%20of%20Strategic%20Planning.pdf>
- Identifying, Mapping and Alleviating Child Care Deserts <https://www.youtube.com/watch?v=dWwlfuvODHg&feature=youtu.be>
- Rural Child Care: Building Supply and Support for High Quality <https://childcareta.acf.hhs.gov/resource/rural-child-care-building-supply-and-support-high-quality-stam-2015>
- State Strategies for Building the Supply of High-Quality Infant/Toddler Care <https://childcareta.acf.hhs.gov/resource/strategies-building-supply-high-quality-infant-and-toddler-care-stam-2015>
- Strategic Plans Systems Building Resource Guide [https://childcareta.acf.hhs.gov/systemsbuiding/sites/default/files/media/SystemsBuildingResource%20Guide\\_2\\_PrintFile\\_0.pdf](https://childcareta.acf.hhs.gov/systemsbuiding/sites/default/files/media/SystemsBuildingResource%20Guide_2_PrintFile_0.pdf)
- VDSS Underserved Areas Workgroup Report <https://www.dss.virginia.gov/cc/community/index.html?pagelD=12>
- Webinar Series on Strategies for Building and Financing the Supply of High-Quality Care <https://www.qrisnetwork.org/lt/strategies-building-and-financing-supply-high-quality-early-learning-webinar-series/overview>

## Data & Planning

- [2017 VDSS Underserved Areas Workgroup Report](#)
- **ALICE (Asset Limited, Income Constrained, Employed) Research Center:** State Level details, State and County Budgets, County pages <https://www.unitedforalice.org/virginia>
- **Child Care Aware of VA's Mapping Project** >> home page >> click on Request Data on top ribbon >> click on VA CC Mapping Project <https://vachildcare.com/request-data/virginia-child-care-programs/>
- **Kids Count Data Center** <https://datacenter.kidscount.org/data#VA>
- **Preschool Development Grant Birth-5** <http://smartbeginnings.org/federal-preschool-development-grant-b-5/>
- **US Census Bureau** <https://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles/>
- **VA State Fact Sheet** <https://www.childcareaware.org/state/virginia/>
- **VDSS: Search for Child Care in VA** <https://www.dss.virginia.gov/facility/search/cc2.cgi>
- **Virginia Early Childhood Foundation's Mapping Tool** <http://www.virginiareportcard.com/map.php>
- **Virginia's School Readiness Report Card** <http://smartbeginnings.org/reports-and-tools/>
- **What is Quality Data for Programs Serving Infants and Toddlers?** <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/what-is-quality-data-infants-toddlers.pdf>

## Finance & Grants

- **VECF Integrated Financing for Early Childhood Education** <http://www.vecf.org/virginia-early-childhood-integrated-financing/>
- **Virginia's Small Business Financing Authority's Child Care Financing Program** <https://www.sbsd.virginia.gov/virginia-small-business-financing-authority/>
- **VA Department of Housing & Community Development Planning Grants** <https://www.dhcd.virginia.gov/cdbg-planning-grants>
- **The Iron Triangle** [https://opportunities-exchange.org/wp-content/uploads/OpEx\\_2019\\_IronTriangle.pdf](https://opportunities-exchange.org/wp-content/uploads/OpEx_2019_IronTriangle.pdf)
- [Financial Health for Child Care Businesses](#)
- **North Carolina Early Learning Foundation toolkit** <https://financingtools.buildthefoundation.org/>
- **Corporation for National and Community Service (CNCS)** <https://www.nationalservice.gov/build-your-capacity>

## Early Childhood Partnerships

- **Building Partnerships Best Practices Guide**  
<https://www.fs.fed.us/sites/default/files/building-partnerships-a-best-practices-guide.pdf>
- **Early Head Start Child Care Partnerships** <https://www.acf.hhs.gov/ecd/early-learning/ehs-cc-partnerships>
- **Early Head Start Child Care Partnerships Brochure**  
[https://www.acf.hhs.gov/sites/default/files/ecd/ehs\\_ccp\\_brochure.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/ehs_ccp_brochure.pdf)
- **Minus 9 to 5 Early Childhood Coalition** <https://www.minus9to5.org/>
- **VECF Mixed Delivery Grants** [Mixed-Delivery Preschool Fund and Grant Program](#)
- **What is a Public Private Partnership and Why Do They Matter?**  
<https://childcareta.acf.hhs.gov/resource/what-public-private-partnership-and-why-do-they-matter>

## Marketing

- **Child Care Provider PSA on the VDSS YouTube channel**  
<https://www.youtube.com/watch?v=EAKA4pWNobU>
- **Child Care PSA for Parents on the VDSS YouTube channel**  
[https://www.youtube.com/watch?v=-BSOSy\\_M6B0](https://www.youtube.com/watch?v=-BSOSy_M6B0)
- **Child Care Aware of VA's Subsidy Provider Recruitment flyer**  
<https://vachildcare.com/child-care-providers/become-a-child-care-provider/>
- [Millennials and the Child Care Market](#)

## Family Child Care

- **Developing a Staffed Family Child Care Network: A Technical Assistance Manual**  
[https://childcareta.acf.hhs.gov/sites/default/files/public/sfccn\\_ta\\_manual\\_final\\_2.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/sfccn_ta_manual_final_2.pdf)
- [Family Child Care Toolkit](#)
- **National Association for Family Child Care** <https://www.nafcc.org/>
- **Staffed Family Child Care Networks: A Research-Informed Strategy for Supporting High-Quality Family Child Care**  
[https://childcareta.acf.hhs.gov/sites/default/files/public/fcc\\_networks\\_brief\\_0.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/fcc_networks_brief_0.pdf)
- **Virginia Alliance of Family Child Care Associations**  
<https://www.vafcca1.net/>

## Professional Development & Scholarships

- **Child Care Aware of VA** <https://vachildcare.com/business-summit/>
- **Child Care Provider Educational Scholarships**  
<https://www.dss.virginia.gov/cc/providers/index.html?pageID=5>
- **Training & Professional Development**  
<https://www.dss.virginia.gov/cc/providers/index.html?pageID=5>
- [Virginia Child Care Provider Scholarship Program](#)
- **Virginia Association for the Education of Young Children**  
<http://www.vaaeyc.org/index.html>
- **Virginia Early Childhood Foundation** [Project Pathfinders](#)
- **Virginia Department of Labor and Industry**  
<https://www.doli.virginia.gov/apprenticeship/active-virginia-occupations/>

# Talking Points

Start the conversation now! Here are some resources and ideas to get the ball rolling:

## Resources

- Review VECF's links to messaging and advocacy resources: <https://www.vecf.org/communication-materials/>
- State by state information: <https://bipartisanpolicy.org/report/ece-administration-state-by-state/>
- Read the VA State Fact Sheet: <https://bipartisanpolicy.org/wp-content/uploads/2018/12/Virginia-State-Fact-Sheet.pdf>
- Get involved in early care and education advocacy: <http://cqcengage.com/earlylearningpolicygroup/Virginia?0>
- Download the Child Care Matters pdf: <https://vachildcare.com/you-can-help/>
- Visit the Virginia Kindergarten Readiness Program for Fall 2019 community-level assessment results: <http://www.vkrponline.org/>
- Explore Voices for Virginia's Children: Tools for Advocates: <https://vakids.org/take-action/tools-for-advocates>
- Pull Regional Infographics: <https://vakids.org/kids-count-data/virginia-data>
- Review Building a Strong Foundation from the Beginning through Early Childhood Education from Blueprint Virginia 2025: A Business Plan for the Commonwealth: <https://www.vachamber.com/wp-content/uploads/2018/02/Blueprint-Virginia-2025.pdf> (page 10 Workforce Development)

## Did You Know

- Research shows that investing early is one of the most fiscally responsible investments we can make. It is also our best opportunity to level the playing field for at-risk children right from the start.
- Only 60% of Virginia's kindergarteners start school with the key literacy, math and social-emotional skills needed to be successful in school. Only half of children from economically disadvantaged families enter school fully ready to learn.
- Nearly 70% of Virginia's children live in families in which all parents work, making child care a necessary work support and a key school readiness opportunity.
- Decades of research indicate that high-quality early care and education have substantial impacts on children's academic achievement and success later in life.
- The way parents and caregivers interact with children impacts their brain growth and development—for better or for worse.
- Positive early childhood care and education help children avoid school failure and dropping out, drug abuse, teen pregnancy, incarceration and physical and mental health issues.
- Investment in early care and education is an investment in equity, our economy, our community and our future.
- The learning and development children experience in their early years form the foundation for their future. Education, work, contributions to society—all of these are influenced by a child's early growth.
- The greatest opportunity to impact a child's development is in their first five years. Investing early is far more cost-effective than interventions later in childhood and into adulthood.
- Providing high quality early care and learning experiences provides two generations of benefits. Parents can grow their skills, education and income, while children grow smarter.
- For every Virginia student in afterschool, two more would participate if a program were available.

## Share This!

Knowing and sharing the results of a best practice program can be helpful in your conversations and communications. Learn about the **Abecedarian Project** and the research-based lifetime benefits from investments in high-quality early childhood education: <https://abc.fpg.unc.edu/groundbreaking-follow-studies>. Outcomes include increased productivity, higher income, better health, more family investment, upward mobility and reduced social costs.

### Results through age 15:

- Higher I.Q. scores
- Higher achievement scores in math and reading
- Lower levels of grade retention
- Fewer placements in special education classes

• Policymakers who invest in high-quality early learning programs from birth can permanently boost IQ and social-emotional skills that create productive, independent adults. *Center for the Economics of Human Development*

### Results through age 21:

- Statistically significant advantages in both intellectual test performance and on academic tests of reading and math
- Attained more years of education
- More likely to attend a 4-year college or university
- More likely to be in school or have a skilled job, or both
- Less likely to be teen parents
- Less likely to smoke marijuana
- Less likely to report depressive symptoms

**At age 30**, the treated group was more likely to hold a bachelor's degree, hold a job, and delay parenthood, among other positive differences from their peers. **Age 35** brought blockbuster findings about health (more on this below).

The Abecedarian Project also brought unmistakable advantages for the teenage mothers with children in the study. By the time their children were 4½ years old, these mothers were more likely to have finished high school and undergone post-secondary training, more likely to be self-supporting, and less likely to have more children. Additional training, employment experience, and education led to increased earnings and decreased reliance on social assistance, all of which were important factors when independent economists calculated cost-benefit ratios for the project.

The economic benefit was clear. For every dollar spent on the program, taxpayers saved \$2.50 as a result of higher incomes, less need for educational and government services, and reduced health care costs. In short, the project has demonstrated that high-quality, enriched early education environments can help children surmount some of the disadvantages of poverty. Not only can the effects be far-reaching as children progress through adulthood, but the longterm savings to society also can be considerable.



<https://abc.fpg.unc.edu/groundbreaking-follow-studies>

## Benefits of Investing in Early Childhood Development

Long-term controlled studies on early childhood development programs have shown that:

Children who participate in high-quality programs tend to have:	In the long run, these children are also more likely to:	Mothers of participants:
<ul style="list-style-type: none"> <li>• higher scores on math and reading achievement tests</li> <li>• greater language abilities</li> <li>• less grade repetition</li> <li>• less need for special education and other remedial work</li> <li>• lower dropout rates</li> <li>• higher high school graduation rates</li> <li>• higher levels of schooling attainment</li> <li>• improved nutrition and health</li> <li>• experienced less child abuse and neglect</li> </ul>	<ul style="list-style-type: none"> <li>• have higher employment and earnings as adults</li> <li>• pay more taxes</li> <li>• depend less on welfare</li> <li>• experience lower rates of alcohol and other drug use</li> <li>• engage in fewer criminal acts both as juveniles and as adults</li> <li>• have lower incarceration rates</li> </ul>	<ul style="list-style-type: none"> <li>• have fewer additional births</li> <li>• have better nutrition and smoke less during pregnancy</li> <li>• are less likely to abuse or neglect their children</li> <li>• complete more years of schooling</li> <li>• have higher high school graduation rates</li> <li>• are more likely to be employed</li> <li>• have higher earnings</li> <li>• engage in fewer criminal acts</li> <li>• have lower alcohol and other drug abuse</li> <li>• are less likely to use welfare</li> </ul>



Wow! See the 2017-2020 Regional Plan for School Readiness, Smart Beginnings Greater Richmond, for more information and inspiration!

<https://smartbeginningsrva.org/regional-plan/>

Chart adapted from [https://www.wested.org/online\\_pps/pp-05-02.pdf](https://www.wested.org/online_pps/pp-05-02.pdf).

### Let's Talk About...

How do you want to structure your message? Modify the following to meet your needs.

- The benefits of a **strong early education system** in our region/community/town:
- The ways you can **position your company** behind early education:
- The number of children in **our locality** not ready to begin Kindergarten: \_\_\_\_\_, based on Phonological Awareness and Literacy Screening (PALS) scores provided by School Division.
- **Our locality's** passage rate for third grade Reading Standards of Learning (SOL): \_\_\_\_\_ (get data at <https://datacenter.kidscount.org/data#VA>)
- **Our project outcomes** include community-level indicators such as:
 

# of new programs	# of programs participating in Child Care Subsidy
# of new child care slots	# of programs participating in VA Quality
# of programs licensed	# of providers trained

## Call to Action

- Invest early! When we invest in children during early childhood they are ready to succeed upon entering school.
- Here are a few ways you can help:
- Please share this message with your family, friends and neighbors.
- Please share this message with the Mayor / City Manager / City Council Members / other elected officials / business leaders by calling, texting, emailing, visiting, attending the meeting.
- Join our email list. Come to our next meeting. Bring a friend.
- Advocate for early care and education by:

## Notes & Ideas

# Glossary

**Accessibility:** the availability of child care when and where a family needs it.

**Background Checks:** checks for barrier crimes and offenses required under Article 3, Chapter 17 or Title 63.2 of the Code of Virginia (§§ 63.2-1719 et seq).

**Capacity:** maximum number of children that can be in care at any given time; determined by actual amount of space and number of trained and qualified staff.

**Child Care and Development Fund (CCDF):** federal block grant for child care authorized by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 and reauthorized by the federal Child Care and Development Block Grant Act of 2014. Source for federal Child Care Subsidy funds allocated to states.

**Child Care Center / Child Day Center:** child day program offered to two or more children under the age of 13 in a facility that is not the residence of the provider or of any of the children in care or 13 or more children at any location. "Child day program" means a regularly operating service arrangement for children where, during the absence of a parent or guardian, a person or organization has agreed to assume responsibility for the supervision, protection, and well-being of a child under the age of 13 for less than a 24-hour period.

**Child Care Desert:** area with an insufficient supply of child care; while definitions may vary, a ratio of more than three young children for every licensed child care slot is often considered a child care desert.

**Child Care Licensing:** the Division of Licensing Programs (DOLP) strives to protect the safety, health, and well-being of children and adults receiving care in non-medical day and residential programs. Child day centers, family day homes, certified preschools and religiously exempt child day centers are licensed or monitored through DOLP. Licensing inspectors conduct inspections to monitor compliance with standards, regulations, and laws. They may conduct investigations if there are allegations of noncompliance.

**Child Care Subsidy Program:** program that assists income-eligible families with the cost of child care; the program is supported by federal and state funding.

**Child Development Associate (CDA) Credential:** a widely earned credential administered by the Council for Professional Recognition.

**Child with Special Needs or Disability (as defined by the Child Care Subsidy Program):** (i) a child with a disability as defined in § 602 of the Individuals with Disabilities Education Act (20 USC 1401); (ii) a child who is eligible for early intervention services under part C of the Individuals with Disabilities Education Act (20 USC § 1431 et seq.); and (iii) a child who is less than 13 years of age and who is eligible for services under § 504 of the Rehabilitation Act of 1973 (29 USC 794); and (iv) a child with a documented developmental disability, intellectual disability, emotional disturbance, sensory or motor impairment, or significant chronic illness who requires special health surveillance or specialized programs, interventions, technologies, or facilities.

**Community Hub:** multi-purpose, public space that brings community agencies and services together to offer a variety of programs and activities.

**Community of Practice:** an organized group of people who share a passion or profession, and who interact regularly to share best practices, questions, research and learning.

**Crowdfunding:** online method for raising capital via social media and crowdfunding platforms.

**Division of Child Care and Early Childhood Development (CCECD):** Virginia Department of Social Services' division that administers the Child Care Subsidy Program.

**Early Childhood Special Education (ECSE):** specialized instruction that is provided by trained early childhood Special Education professionals to young children with disabilities in various early childhood settings such as Preschool, child care, Prekindergarten and Head Start, among others.

**Early Head Start:** family-focused child development program serving pregnant women and children from birth to three years of age under Section 645A of the Head Start Act.

**Family Child Care Home / Family Day Home:** child day program offered in the residence of the provider or the home of any of the children in care for one through 12 children under the age of 13, exclusive of the provider's own children and any children who reside in the home, when at least one child receives care for compensation. The provider of a licensed or registered family day home shall disclose to the parents or guardians of children in their care the percentage of time per week that persons other than the provider will care for the children. Family day homes serving five through 12 children, exclusive of the provider's own children and any children who reside in the home, shall be licensed. However, no family day home shall care for more than four children under the age of two, including the provider's own children and any children who reside in the home, unless the family day home is licensed or voluntarily registered. However, a family day home where the children in care are all related to the provider by blood or marriage shall not be required to be licensed. (Code of Virginia §63.2-100).

**Head Start:** the comprehensive federal child development program that serves children from birth through age five, pregnant women, and their families (as established by the Head Start Act (42 USC § 9840)).

**Head Start Wrap-Around Care:** the Child Care Subsidy Program category that pays for additional hours beyond those provided by Head Start/Early Head Start in order to provide full day/full year child care services for Head Start/Early Head Start enrolled children.

**Local Government-approved Recreation Program:** a program of recreational activities offered by local governments, staffed by local government employees, attended by school-age children, and subject to safety and supervisory standards established by local governments.

**Local Ordinance-approved Provider:** a child care program approved under local ordinance according to §§ 15.2-741 and 15.2-914 of the Code of Virginia. Currently, three localities (Fairfax, Alexandria, and Arlington) approve providers under local ordinance.

**Mixed Delivery Preschool Model:** public-private partnership enabling private preschool settings to deliver public preschool services to eligible children.

**Network:** noun—an interconnected group or association of people. Verb—to exchange information or services via the cultivation of productive relationships.

**Non-traditional Hour Child Care:** child care provided during non-traditional work hours such as over weekends or before 6 am or after 7 pm, Monday-Friday.

**Out of School Time (OST):** a supervised program that young people regularly attend when school is not in session. Includes before and afterschool programs on a school campus or facilities such as academic programs (reading or math focused programs), specialty programs (sports teams, STEM, arts enrichment), and multipurpose programs that provide an array of activities (21st Century Community Learning Centers, Boys & Girls Clubs, YMCAs).

**Preschool Development Grant (PDG):** the Department of Education, the Virginia Early Childhood Foundation and the University of Virginia along with other state partners received a one year PDG grant in 2018 and have been awarded a subsequent three-year renewal grant. For more information on Virginia's PDG grant activities visit <https://www.vecf.org/federal-preschool-development-grant-b-5/>.

**Provider:** person, entity, or organization providing a child care program.

**Publicly-funded Early Childhood Programs:** Head Start/Early Head Start, Child Care Subsidy Program, VPI, Title-I funded PreK, Early Childhood Special Education, and locally-funded PreK.

**QR Code:** a machine-readable code consisting of an array of black and white squares, typically used for storing URLs or other information for reading by the camera on a smartphone.

**Qualitative Data:** descriptive data that is free-form and non-numerical, for example, information obtained through open-ended questionnaires, interviews, anecdotal feedback and observations.

**Quantitative Data:** numerical data; form of measurement which is standardized and testable.

**Religiously Exempt Center:** child day center operated by or conducted under the auspices of a religious institution exempt from licensure.

**Therapeutic Child Care:** services or programming geared towards at risk children, such as those living in homeless shelters or victims of violence or neglect. An integrated component of a well-structured treatment program in which services are provided by professional and paraprofessional staff in a safe, nurturing, and stimulating environment.

**USDA Child and Adult Care Food Program:** the United States Department of Agriculture program that reimburses participating, eligible child care vendors for nutritious meals and snacks served to children in care.

**Upskill:** the learning of new skills and concepts.

**Vendor:** a legally operating child care provider who is approved by VDSS to participate in the Child Care Subsidy Program. Multiple facilities/sites operated by the same person, entity or organization are considered separate vendors. For the purposes of this Toolkit, vendors are included under the term “providers.”

**Voluntarily Registered Family Day Home:** any family day home that has met the standards for voluntary registration for such homes pursuant to regulations adopted by the Board and that has obtained a certificate of registration. Any person who maintains a family day home serving fewer than five children, exclusive of the provider’s own children and any children who reside in the home, may apply for voluntary registration. (§§ 63.2-100 and 63.2-1704 of the Code of Virginia)

# Building Child Care Supply Work Group 2019-2020

Name	Title	Agency
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<b>Carl Knoblock</b>	District Director	U.S. Small Business Administration, Virginia District Office
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*Visit [Building Child Care Supply](#) online, for the Toolkit and related resources!*

*We welcome your feedback!  
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