The Director’s Toolbox

Division of Child Care and Development

Commonwealth of Virginia

2007
The Director's Toolbox
Revised Edition

Orientation of the New Staff Member in the Child Day Center

Developed by:
Mary Steinhardt, Consultant
Total Action Against Poverty
Roanoke, VA

Contributors:
Debra O’Neill
Early Childhood Consultant
Midlothian, VA

Ann Francis, Director
Virginia Tech Resource & Referral Services
Blacksburg, VA

Peggy O. Harrelson, Ph.D.
Early Childhood Consultant
Richmond, VA
This is a revised edition of the 1994 Director’s Toolbox, a training aid for directors and staff members in child care/child development centers.

This project was originally funded by Supplemental Title XX funds and licensing fees used in training child care providers by the Division of Licensing Programs of the Virginia Department of Social Services.

Additional copies of this manual are available from:

Virginia Department of Social Services
Division of Child Care and Development
7 North Eighth Street
Richmond, VA 23219
Telephone: (804) 726-7652

Material in this manual may be copied freely if recognition is given to the source and if no charge is made for them beyond the actual cost of materials.
You may wonder why the “Alice in Wonderland” theme is used in the manual.

It is to remind you that all children live in a world of wonder, a land full of surprises, sometimes funny, sometimes frightening.

Children live, like Alice, in a world that is always changing. It is a reminder that you were once a child and thought like a child.

We hope you can regain that continuous wonder that was once a most important thing in your life.

It is now most important in the lives of the children for whom you care.
# TABLE OF CONTENTS

Acknowledgments ................................................................. viii
Licensing Contact Information .............................................. ix
Foreword .............................................................................. x
   Joys of Early Childhood Teaching ........................................ xii
   How You Make Them Feel .................................................. xiii
Introduction ........................................................................... xiv
   Getting Acquainted ............................................................ xiv
   Program Description ........................................................... xv
   Licensing ............................................................................ xvi
   Purpose .............................................................................. xvi
   Division of Child Care and Development ............................... xvii
Licensing Information Line .................................................... xviii

♦ **CHAPTER 1  Getting Started** ................................................. 1
Philosophy ............................................................................... 3
Goals ...................................................................................... 5
Objectives ............................................................................... 7
Staff Issues ............................................................................ 7
   Obstacles ............................................................................ 7
   Solutions ........................................................................... 8
Requirements and Responsibilities ......................................... 10
   Confidentiality and Parents .................................................. 12
      Sample Confidentiality Statement .................................... 13
      Sample Rules of Conduct ................................................. 14
      Sample Job Descriptions ................................................ 15
Staff Requirements ............................................................... 19
   Health Requirements for Staff ............................................. 20
   Report of Tuberculosis Screening Form ................................. 21
   Requirements in Personnel Records ..................................... 22
      Sample Employment Application ...................................... 23
      Sample Staff Training Record Forms ............................... 27
      Sample Employee Evaluation .......................................... 28

♣ **CHAPTER 2  Policies and Procedures** .................................... 31
What are the Policies and Procedures Under Which We Operate? 33
Policies and Procedures .......................................................... 34
   Guidelines for Preparing Policy Statements .......................... 35
   Policies Required by Licensing ............................................ 36
   Best Practices .................................................................... 37
   Organizational Structure .................................................... 38
   Policies for Staff ................................................................ 39
   Requirements in Child’s Records ......................................... 40
   Sample Forms: Children’s Records ...................................... 43
      Sample Admissions Application ....................................... 44
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Registration Forms</td>
<td>47</td>
</tr>
<tr>
<td>Sample Health History Form</td>
<td>49</td>
</tr>
<tr>
<td>Sample School Health Form</td>
<td>50</td>
</tr>
<tr>
<td>Sample Child’s Emergency Medical Treatment Authorization Form</td>
<td>54</td>
</tr>
<tr>
<td>What Is Your Responsibility to Parents?</td>
<td>55</td>
</tr>
<tr>
<td>Communication With Parents</td>
<td>56</td>
</tr>
<tr>
<td>Sample Forms: Parent Handouts</td>
<td>59</td>
</tr>
<tr>
<td>Parent Handbook Contents</td>
<td>60</td>
</tr>
<tr>
<td>Sample Daily Reports for Infant Schedule</td>
<td>61</td>
</tr>
<tr>
<td>Infant Daily Note</td>
<td>62</td>
</tr>
<tr>
<td>The New Staff Member and the Daily Schedule</td>
<td>63</td>
</tr>
<tr>
<td>Model Forms/Schedules: Staff Handbook and Daily Schedules</td>
<td>65</td>
</tr>
<tr>
<td>Model for Staff Handbook</td>
<td>66</td>
</tr>
<tr>
<td>Sample Time Block Plan</td>
<td>72</td>
</tr>
<tr>
<td>Sample Clock Time Schedule</td>
<td>73</td>
</tr>
<tr>
<td>Sample Basic Schedule - Older 4’s and 5’s</td>
<td>75</td>
</tr>
<tr>
<td>Sample Basic Schedule – School Age Program</td>
<td>76</td>
</tr>
<tr>
<td>The Long Day</td>
<td>77</td>
</tr>
<tr>
<td>Policy Statement: Guidance and Classroom Behavior</td>
<td>78</td>
</tr>
<tr>
<td>How Does Our Staff Guide Children Toward Self-Discipline?</td>
<td>79</td>
</tr>
<tr>
<td>Suggestions for Guiding a Group of Children</td>
<td>80</td>
</tr>
<tr>
<td>Licensing Requirements for the Written Behavior Guidance Policy</td>
<td>82</td>
</tr>
<tr>
<td>Tips Before Timeout...Positive Behavior Management Strategies</td>
<td>84</td>
</tr>
<tr>
<td>Fifty-Four Ways for You to Say “Very Good”</td>
<td>88</td>
</tr>
<tr>
<td>Positive Principles of Discipline.</td>
<td>89</td>
</tr>
<tr>
<td>The Medical Effects of Physical Punishment</td>
<td>92</td>
</tr>
<tr>
<td>CHAPTER 3 Health and Safety</td>
<td>95</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>97</td>
</tr>
<tr>
<td>Licensing Requirements</td>
<td>97</td>
</tr>
<tr>
<td>Wellness Promoting Practices</td>
<td>97</td>
</tr>
<tr>
<td>Morning Inspection</td>
<td>98</td>
</tr>
<tr>
<td>Washing Hands</td>
<td>99</td>
</tr>
<tr>
<td>Prevention of Disease</td>
<td>100</td>
</tr>
<tr>
<td>Before Admission</td>
<td>100</td>
</tr>
<tr>
<td>AIDS - Acquired Immune Deficiency Syndrome</td>
<td>101</td>
</tr>
<tr>
<td>Special Health Problems</td>
<td>102</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>103</td>
</tr>
<tr>
<td>Sample Infection Control Policy</td>
<td>104</td>
</tr>
<tr>
<td>Sample Parent Agreement</td>
<td>106</td>
</tr>
<tr>
<td>Sample Communicable Disease Chart</td>
<td>107</td>
</tr>
<tr>
<td>Sample Exposure Notice</td>
<td>109</td>
</tr>
<tr>
<td>Emergency Evacuation Procedures</td>
<td>111</td>
</tr>
<tr>
<td>Shelter-In-Place</td>
<td>112</td>
</tr>
<tr>
<td>Sample Procedures for Emergency or Evacuation Drill</td>
<td>114</td>
</tr>
<tr>
<td>Sample Evacuation Drill Evaluation</td>
<td>115</td>
</tr>
<tr>
<td>Sample Disaster Evacuation Plan</td>
<td>116</td>
</tr>
<tr>
<td>Sample Tornado Evacuation Plan</td>
<td>117</td>
</tr>
</tbody>
</table>
Guidelines for Written Activity Plans ........................................... 182
Sample Observation #2 - Activity Form ..................................... 184
Sample Observation #3 - Equipment As It Relates to Program ............... 185
Sample Lesson Plans ................................................................. 188
Checklist for Evaluating Daily Plans ......................................... 189
Activity Area Checklist ............................................................... 190
Teacher Problems Checklist ......................................................... 192

Professional Development .............................................................. 194
Colleges, Universities, and Continuing Education ............................... 194
Virginia Child Care Provider Scholarship Program ............................... 195
VDSS Sponsored Workshops ......................................................... 195
Professional Organizations ........................................................... 195
Criteria for a Good Resource File ................................................ 196
Community Resource List ............................................................ 197

Background Checks Forms and Information .................................. 199
Information on Background Clearance Forms ................................. 200
Waiver Request Application Due to Criminal Conviction ..................... 200
Background Checks ......................................................................... 201
Sworn Statement or Affirmation Form ........................................... 202
Criminal Record Request Form ..................................................... 205
Central Registry Request ............................................................... 206
Employment Eligibility Verification I-9 (Proof of Citizenship) .............. 208

Epilogue ......................................................................................... 211

Index of Forms and Handouts ....................................................... 212
ACKNOWLEDGMENTS

This is the fifth edition of The Director’s Toolbox. It incorporates changes that have resulted from legislation and amendments to the Standards for Licensed Child Day Centers and the Regulation for Criminal Record Checks for Child Welfare Agencies.

The Director’s Toolbox was originally developed in 1986 and later revised in 1991 by Mary Steinhardt and Ann Francis, experts in the field of early childhood development. Their work was done under contract to the Division of Licensing Programs, Virginia Department of Social Services and under the supervision of Catherine Loveland, manager of the Office of Training, Education, and Consultation in the Division of Licensing Programs. Since its development, the Director’s Toolbox has been widely distributed to child day center directors and continues to be in much demand.

The current edition of The Director’s Toolbox is a joint effort of the staff of the Virginia Department of Social Services Division of Child Care and Development and Division of Licensing.

This edition of The Director’s Toolbox incorporates the Alice in Wonderland theme, as did the previous editions. The illustrations and the quotations are derived from Lewis Carroll’s Alice’s Adventures in Wonderland and Through the Looking Glass, originally published in 1865 and 1871 respectively.

The Division of Child Care and Development wishes to thank all of the people who have contributed to The Director’s Toolbox. We hope that the fifth edition is as valuable to child day center staff as were the previous four editions.

Kathy Gillikin, M. Ed.
Manager, Quality Child Care Program
Division of Child Care Development
January 2007
## LICENSING CONTACT INFORMATION

**Licensing Information Line** (call for information on training or filing complaints)  
1-800-KIDS-LIL (1-800-543-7545) Richmond area only: (804) 692-2394

<table>
<thead>
<tr>
<th>Home Office</th>
<th>Peninsula Licensing Office</th>
</tr>
</thead>
</table>
| Virginia Department of Social Services  
Division of Licensing Programs  
7 N. Eighth Street  
Richmond, Virginia 23219  
Main Phone: (804) 726-7165  
Child Welfare Unit Phone: (804) 726-7139  
Child Welfare Unit Serves: Childrens Residential  
Facilities & Child-Placing Agencies | 2600 Washington Avenue, Suite 202  
Newport News, VA 23607  
Phone: (757) 247-8020  
**Counties:** Gloucester, Greensville, Isle of Wight, James City, Mathews, Middlesex, South Hampton, Surry, Sussex, York  
**Cities:** Emporia, Franklin, Hampton, Newport News, Poquoson, Williamsburg |

<table>
<thead>
<tr>
<th>Central Licensing Office</th>
<th>Piedmont Licensing Office</th>
</tr>
</thead>
</table>
| 1604 Santa Rosa Road, Suite 130  
Richmond, VA 23229-5008  
Phone: (804) 662-9743  
**Counties:** Amelia, Brunswick, Buckingham, Caroline, Charles City, Charlotte, Chesterfield, Cumberland, Dinwiddie, Essex, Fluvanna, Goochland, Halifax, Hanover, Henrico, King and Queen, King George, King William, Lancaster, Louisa, Lunenburg, Mecklenburg, New Kent, Northumberland, Nottoway, Powhatan, Prince Edward, Prince George, Richmond, Westmoreland.  
**Cities:** Blackstone, Colonial Heights, Farmville, Hopewell, Lawerenceville, Petersburg, Richmond, South Boston, WestPoint | Commonwealth of Virginia Bldg.  
210 Church Avenue, SW, Suite 100  
Roanoke, VA 24011  
Phone: (540) 857-7920  
**Counties:** Alleghany, Amherst, Appomattox, Bath, Bedford, Botetourt, Campbell, Craig, Franklin, Henry, Nelson, Patrick, Pittsylvania, Roanoke, Rockbridge  
**Cities:** Bedford, Buena Vista, Covington, Danville, Lexington, Lynchburg, Martinsville, Roanoke, Salem |

<table>
<thead>
<tr>
<th>Eastern Licensing Office</th>
<th>Valley Licensing Office</th>
</tr>
</thead>
</table>
| Pembroke Office Park  
Pembroke IV Office Building, Suite 300  
Virginia Beach, VA 23462-5496  
Phone: (757) 491-3990  
**Counties:** Accomack, Greensville, Northampton, South Hampton  
**Cities:** Chesapeake, Emporia, Franklin, Norfolk, Portsmouth, Suffolk, Virginia Beach | Augusta Professional Park  
57 Beam Lane, Suite 303  
Fishersville, VA 22939  
Phone: (540) 332-2330  
**Counties:** Albemarle, Augusta, Clarke, Frederick, Greene, Highland, Madison, Orange, Page, Rockingham, Shenandoah, Warren  
**Cities:** Charlottesville, Harrisonburg, Staunton, Waynesboro, Winchester |

<table>
<thead>
<tr>
<th>Fairfax Licensing Office</th>
<th>Western Licensing Office</th>
</tr>
</thead>
</table>
| 11320 Random Hills Road, Suite 200  
Fairfax, VA 22030  
Phone: (703) 934-1505  
**Counties:** Arlington, Loudoun, Fairfax  
**Cities:** Alexandria, Annandale, Centreville, Fairfax, Falls Church, Herndon | 190 Patton Street  
Abingdon, VA 24210  
Phone: (276) 676-5490  
**Counties:** Bland, Buchanan, Carroll, Dickenson, Floyd, Giles, Grayson, Lee, Montgomery, Pulaski, Russell, Scott, Smyth, Tazewell, Washington, Wise, Wythe  
**Cities:** Blacksburg, Christiansburg, Bristol, Galax, Norton, Radford |

<table>
<thead>
<tr>
<th>Northern Licensing Office</th>
</tr>
</thead>
</table>
| 170 West Shirley Avenue, Suite 200  
Warrenton, Virginia 20186  
Phone: (540) 347-6345  
**Counties:** Culpeper, Fauquier, Prince William, Rappahannock, Spotsylvania, Stafford  
**Cities:** Fredericksburg, Manassas, Manassas Park, Woodbridge, Dale City |
As the director of a child day center, you may be saying to yourself, “Now, what do I do? I’ve just hired a person who has no training in working with children, and I need her to begin right away. Where do I start?”

Your new staff member may be a recent high school graduate, a person who wants to work part-time, or an older individual just entering the field of early childhood education. There are policies, procedures, activities, and skills that she needs to learn right away to be able to respond to the demands that will be made on her. The task of properly orienting an eager, yet unskilled person to the complexities involved in day care can seem overwhelming, particularly when coupled with the blocked plumbing, the broken-down bus, and the two staff members who just called in sick! Yet, a good orientation for your new staff is critical, both to meet licensing requirements and to provide the quality child care on which your center prides itself. Orientation is also critical in retaining your new staff. If you give her the help she needs when she needs it, the child care experience will be exciting and challenging, rather than frustrating and overwhelming.

Clearly, we cannot write your orientation manual for you, any more than we can write your policy and procedures manual or your parents’ handbook. Centers come in too many sizes, shapes, and styles to make such an approach practical or even desirable. You and your center have your own ways of doing things. Such variety helps meet the diverse needs of Virginia’s parents and children. This manual is meant to assist you in meeting the Standards for Licensed Child Day Centers, hereafter referred to as the Licensing Standards.

This manual will provide you with guides and outlines, sample policies and procedures, and forms and checklists to help you through the process of developing or updating your own orientation program. We have attempted to label those items necessary to meet Licensing Standards requirements. The manner in which you meet those requirements may be suggested in this manual; however, you have the freedom and the responsibility to choose ways of meeting the Licensing Standards, which suit you and your center’s needs.

This manual is divided into four chapters: Getting Started; Policies and Procedures; Health and Safety; and Orientation, Training, and Staff Development. The Licensing Standards are discussed and outlined throughout the manual in relation to the specific content areas. As you adapt this material to your own center, it can become a basis for discussion with prospective and new staff as well as with your seasoned staff members. Opening the lines of communication will give the staff a renewed understanding of licensing, administrative issues, and responsibilities as they relate to quality care for young children. As director, you will provide additional insights to staff
about caring for children. If staff members are inexperienced, you will have made clear the difference between baby-sitting and early childhood education. If they are parents, they will recognize goals that are common to parenthood and the center. They will also appreciate the support to families that quality care provides. If a new staff person has the notion that all one must do is “love” children, she may begin to see that “love” has knowledge and skills attached to it.

The manual and its references to the Licensing Standards are, to the best of our knowledge, accurate as of December 1, 2006. Should discrepancies exist between this manual and the Standards for Licensed Child Day Centers, the Licensing Standards must take precedence.

Please be aware that Licensing Standards are under constant revision due to changes in research findings, generally acceptable practices in child care, and laws enacted by the General Assembly. Please contact your regional licensing inspector to review your plans carefully before applying for licensure (new applicants are required to attend an orientation training before they are eligible to become licensed) or if you have specific questions about requirements related to the Licensing Standards. We hope you find this manual helpful in developing and updating your orientation program. If you have suggestions or comments, please send them to:

Division of Child Care and Development
Virginia Department of Social Services
7 North Eighth Street
Richmond, VA 23219-3301

Telephone (804) 726-7652
JOYS OF EARLY CHILDHOOD
TEACHING AND NURTURING

♦ Ours is a challenging, fulfilling profession.

♦ The contributions of early childhood, educators are many, from fostering children’s development of self-esteem and healthy self-concept to enhancing language and literacy skills.

♦ The joys of early childhood teaching and nurturing are just as numerous. Ours is the sole profession where every talent and every personal interest can be explored, employed and emphasized. There are countless opportunities to celebrate diverse events, to participate in learning experiences for both children and staff members. Clearly, our profession entails a great deal of creativity, flexibility, and independence.

♦ There are also often unnoted fringe benefits: free lunch, free parking, and often free or reduced tuition for one’s own children.

♦ The work of early childhood teachers does not go unnoticed. Administrators recognize high quality teaching and nurturing. Parents also show great appreciation for the support to families provided through quality child care.

♦ There is an increasing awareness of the importance of the early childhood years. Consequently, there is recognition of the critical nature of the experiences that children gain in a quality program.
Children may not always remember what you say!!

But, they will always remember how you made them feel!!!
INTRODUCTION

GETTING ACQUAINTED

The orientation to your program begins with the recruitment, interviewing, and hiring process. During this process the attitude, skills, and knowledge you exhibit to potential staff members, communicate your expectation, as well as highlights the diverse components entailed in this profession. Without question, how and what you communicate during the hiring interview represents a significant part of program orientation.

Prior to the interview, you have defined the organization into which the new staff member will join. Your definition is based on many elements, such as:

♣ the type of program you offer
♣ the size of your center
♣ the needs and characteristics of the children and parents you serve
♣ the standards to which the new employee must meet or exceed
♣ your center’s guiding philosophy, which defines the basis for curriculum, activities and the priorities that determine budget and expenditures
♣ your center’s history (Even if you are brand new, you want your staff members to share the development and progress, which you make.)
♣ your goals for the children in the center which influence the program, schedule, communication, evaluation, the interaction between children and adults; and
♣ your policies and procedures concerning all aspects of your program, such as absences, biting, clean clothes... xenophobia, yelling, and zippers (You may not call them “policies and procedures” you may call them “rules” or “guidelines”...but you do have them)

In order to orient a new staff person, you will want to have this information clearly identified in your mind as it applies to your center.

The next section will provide you with some sample goal and philosophy statements and other tools, which will help you, explain your center and how it operates to a new staff member.

Note: A child day program is defined in the Code of Virginia as “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.”
PROGRAM DESCRIPTION

What does your center do?
What kind of program do you have?

There are many different kinds of child day programs. To describe your program you must define the type of center, its purpose, its sponsorship, and the scope of services to be provided. The Licensing Standards require that the program be “age and stage appropriate.” This means the curriculum, environment, equipment, and adult-child interactions are suitable for the ages of the children within a group and the individual needs of any child. It also requires that the program recognize the age span of the children within the group, as well as the needs of the individual child. While the standards reflect specific areas and implications for what is age and stage appropriate, there remains a great variety of program types, purposes, and sponsorships of child day centers. Your program might be:

♥ non-profit or proprietary (for-profit)
♥ open to the community or restricted to a particular group or company
♥ operated under the sponsorship of an agency or institution
♥ open for any number of hours per day or any number of days per week
♥ restricted in the ages of children accepted
♥ church, company, hospital, or school affiliated/sponsored
♥ parent or employee cooperative
♥ independently owned or franchised by a regional or national corporation

Example of Program Description

The Midtown Learning Center is a proprietary center operated by the Children’s Center Corporation of Richmond. The center operates a half-day preschool, a full-day program for children ages 16 months to 6 years, and a family day care system for infants 6 weeks to 16 months old. The center is interracial, interfaith, and has children from many ethnic backgrounds. It provides education and health services to families and children.

The descriptive statement of your own center will be a part of your staff orientation manual, your parents’ handbook, and any public relations brochures you may develop.
LICENSING

The director’s attitude toward the licensing process will influence the way in which the policies and procedures are followed by each staff member. The licensing process recognizes the special nature of out-of-home care for young children. It also recognizes the responsibilities, which providers acquire when they establish a center to guide the social, physical, cognitive, and emotional development of the child. A positive attitude makes compliance with licensing standards an everyday occurrence. Parent visits and licensing inspections become welcome and easy.

There is increasing awareness of the importance of quality child care. The demand for care is expanding at a very rapid rate. The media attention to abuses in a small number of centers has made the licensing and monitoring by regulating agencies an ever more demanding job. Parents, too, have become much more conscious of their responsibilities and are visiting more often, asking more questions, and comparing centers more systematically.

Insurance companies are asking questions in many areas of training: safety drills, safety equipment, procedures for the administration of medication, and pre-employment screening practices. Also, training in child development/early childhood education, orientation, and the condition of play equipment are issues. These areas are all addressed by the Licensing Standards.

PURPOSE

The Code of Virginia requires the Child Day-Care Council to adopt standards for certain child day centers. The purpose of the Licensing Standards is to protect children who are separated from their parents or guardians during a part of the day by:

- Ensuring that the activities, services, and facilities of centers are conducive to the well-being of children, and
- Reducing risks in the child care environment.

The Licensing Standards apply to all programs offered to two or more children under the age of thirteen in a facility that is not the residence of the provider or of any of the children in care or thirteen or more children at any location.

Exemptions to licensing are listed in Part I - Definitions, of the Licensing Standards under the “child day center” definition. The license issued to the center is to be posted in the center in a place conspicuous to the public. All staff members should have an understanding of the value of licensing.
New staff members are required to know the standards that apply to their responsibilities. This knowledge, of course, helps the center to be in substantial compliance with the **Licensing Standards** and assures the director that all staff members are working together to provide a safe and healthy environment for children. Staff members should also know that they might be asked about procedures in their classrooms when license renewal and monitoring inspections are being made.

**DIVISION OF CHILD CARE AND DEVELOPMENT**

Application fees, as well as other funds, are used to provide training to the staff of licensed child day centers throughout the state. In addition, Child Care and Development funds are used to expand training to regulated and non-regulated providers. Training is coordinated and scheduled through the Division of Child Care and Development. Twelve to thirty sessions are held in each licensing region annually. To date these sessions have covered various topics such as personnel procedures, creative activities for children, behavior management, and Acquired Immune Deficiency Syndrome (AIDS). Topics are selected on the basis of surveys, needs as cited by licensing inspectors in the field, and the availability of qualified trainers. Licensed child day centers are notified of upcoming training events through the mail. Information is also available on the State website.

The Division of Child Care Development develops and distributes technical assistance materials such as this **Toolbox**. The Division of Licensing Programs operates a Licensing Information Line, a toll-free line that provides information on the licensing process and a system to express concerns. A flier about the Information Line, which may be reproduced and distributed through your center, is located at the end of this section.

Information about licensing standards and regulatory requirements; information on programs and services for providers including copies of forms and applications, training sessions sponsored by the Virginia Department of Social Services, and the Virginia Child Care Provider Scholarship Program; and a searchable statewide database of licensed child care facilities can be found at the Division of Licensing Programs web site at [www.dss.virginia.gov](http://www.dss.virginia.gov).
For information on:

♠ Reporting concerns regarding a child or adult care facility

♠ Obtaining information regarding the process for becoming a licensed child or adult care facility

♠ Training programs offered by the Department for child or adult care providers

♠ Information on how to obtain/access materials on Selecting and Monitoring Child Care Facilities

♠ Obtaining statewide and regional lists of regulated programs

♠ The Voluntary Registration Program for Family Day Homes

♠ The Virginia Child Care Providers Scholarship Program

Virginia Department of Social Services
Division of Licensing Programs
Website: www.dss.virginia.gov