



CCR&R Competencies for Child Care Emergency Preparedness, Response and Recovery

Overview

Caring for children is a big task under normal circumstances. When something out of control happens, such as a natural disaster or emergency event, caring for children becomes an even greater responsibility. Therefore, child care providers must be trained appropriately in emergency preparedness, response and recovery (EPRR).



Child Care Resource and Referral Agencies (CCR&Rs) are a constant presence in local communities and serve as a trusted resource for child care providers and families. They often provide child care programs with training, start-up support, health consultation and multiple levels of technical assistance. CCR&Rs may also serve as subject matter experts in emergency preparedness, response and recovery. This might include working with child care providers, other CCR&R staff, partner organizations, and children and families.

Child Care Aware® of America (CCAoA) worked with CCR&R staff and subject matter experts to identify the knowledge, skills and dispositions necessary for CCR&R staff to be successful in this role.

Purpose

The goal of *CCR&R Competencies for Child Care Emergency Preparedness, Response and Recovery* is to help CCR&R staff working within this focus area. After using this resource, organizations and staff will have a better understanding of how to be effective and efficient in their roles supporting child care emergency preparedness, response and recovery.

Because emergency preparedness, response, and recovery can be viewed as a vast topic, this resource breaks these responsibilities into streamlined and manageable focus areas.

CCR&R Competencies for Child Care Emergency Preparedness, Response and Recovery helps provide focus and build confidence in those performing these duties with child care programs/providers and community partners.

Use

CCR&Rs can use the competencies in multiple ways:

- Justify the inclusion of a child care emergency preparedness, response and recovery subject matter expert as a permanent CCR&R position.
- Build and update job descriptions and ensure staff tasked with these responsibilities are prepared to do the job effectively.
- Embed child care emergency preparedness, response and recovery work into multiple CCR&R roles, as appropriate.
- Identify and/or develop professional development opportunities for all staff to build and strengthen their knowledge, skills and dispositions around child care emergency preparedness, response and recovery.
- Incorporate competencies into the performance evaluation process.
- Develop competency-based interview questions.

These competencies should be used in addition to those for CCR&R staff in general.

Framework

CCR&R Competencies for Child Care Emergency Preparedness, Response and Recovery is divided into three overall domains. Each domain identifies specific competencies that support the domain. Competencies are broken down into knowledge, skills and abilities, and behaviors and other characteristics (dispositions) and proficiency statements are provided for each.



Knowledge: Information developed or learned through experience, study or investigation.



Skill: The result of repeatedly applying knowledge or ability through training or practice.

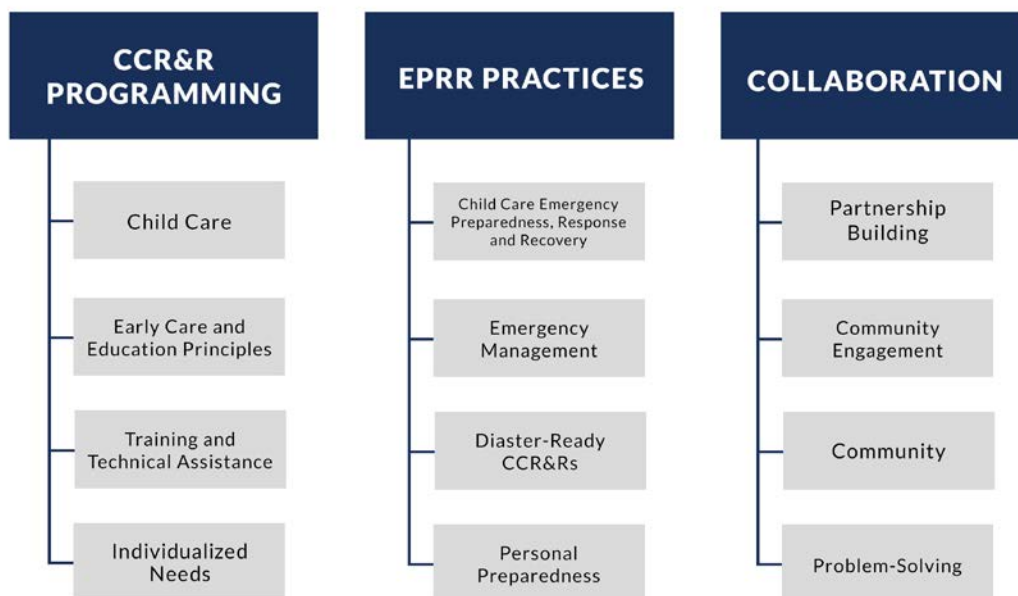


Ability: The innate potential to perform tasks.



Behavior: The observable reaction of an individual to a certain situation.

Additional definitions are provided in the competencies framework glossary.



Domain	1. Child Care Resource & Referral (CCR&R) Programming
Competency	1.1 Child Care System
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Licensing statutes and rules for child care. • Other applicable statutes and regulations. • Similarities and differences between different child care settings.
Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Combine knowledge of child care with knowledge of emergency preparedness, response and recovery to determine appropriate responses to situations. • Develop and/or revise policies to comply with regulations and best practices about emergency preparedness, response and recovery. • Identify different types/levels of support needed and adjust services based on individual program/provider needs and goals.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Collaborates with child care providers/programs to identify the resources and support needed. • Helps child care providers/programs identify strategies to engage staff, families and children to promote child care emergency preparedness, response and recovery. • Identifies/develops and shares appropriate resources.
Competency	1.2 Early Care and Education Principles
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Child development. • Developmentally appropriate practices. • Children's social/emotional development.
Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Combine knowledge of developmentally appropriate practices with emergency preparedness, response and recovery to determine appropriate responses to situations. • Recognize and explain that potential health and safety hazards differ based on the age of the children. • Use understanding of stages of development to identify reactions children may have to disaster events.

Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Shares feedback with child care providers for best practices for child care emergency preparedness, response and recovery in relation to developmentally appropriate practices. • Observes child care activities to offer suggestions to strengthen child care emergency preparedness, response and recovery in the most appropriate ways. • Provides specialized knowledge in ways to support the emotional needs of children and caregivers before, during and after an emergency.
Competency	1.3 Training and Technical Assistance
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Adult learning principles. • Universal Design for Learning (UDL) Guidelines. • Characteristics of effective training and technical assistance.
Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Apply adult learning principles and UDL Guidelines to the development and delivery of child care emergency preparedness, response and recovery training and technical assistance. • Provide technical assistance, including coaching and consultation, on child care emergency preparedness, response and recovery to child care providers/programs. • Help identify and access appropriate resources to meet the needs of the child care provider/program, children and families.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Uses teachable moments to increase awareness and behaviors that support child care emergency preparedness, response and recovery. • Individualizes technical assistance for child care providers/programs using a strengths-based approach based on their need for support in child care emergency preparedness, response and recovery. • Identifies opportunities for peer-to-peer technical assistance to support child care providers in their efforts to strengthen their child care emergency preparedness, response and recovery.
Competency	1.4 Individualized Needs
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Individualized Needs. • Individuals or groups who need additional planning, protection, support and/or resources before, during or after a disaster.

Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Articulate the importance of individualized needs in child care emergency preparedness, response and recovery. • Incorporate individualized needs into child care emergency preparedness, response and recovery. • Identify and address the diverse needs of child care providers/programs, including the resources available to them.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Is respectful and nonjudgmental. • Demonstrates sensitivity and responsiveness through actions and communication. • Makes recommendations that are responsive to the diverse needs of child care providers/programs, children and families.

Domain	2. Emergency Preparedness, Response and Recovery Practices
Competency	2.1 Child Care Emergency Preparedness, Response and Recovery
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Best practices in emergency preparedness, response and recovery. • Applicable child care requirements around emergency preparedness, response and recovery. • Disasters likely to occur in the service area.
Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Explain why child care emergency preparedness, response and recovery are important. • Assist with writing and revising child care emergency preparedness, response and recovery procedures and development of comprehensive written emergency plans. • Help child care providers/programs identify strategies to engage staff, families and children to promote child care emergency preparedness, response and recovery.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Seeks to further knowledge in child care emergency preparedness, response and recovery through continuing education. • Identifies and distributes reputable resources. • Provides outreach to child care providers/programs impacted by disasters.

Competency	2.2 Emergency Management
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • The emergency management cycle. • The emergency management sector and its components. • Emergency preparedness terms, concepts and roles.
Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Explain the child care landscape to emergency management. • Convey to emergency management why child care emergency preparedness, response and recovery is important. • Identify ways child care and emergency management can work together.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Maintains regular communication with emergency management. • Serves as liaison between child care and emergency management. • Convenes child care and emergency management meetings/ discussions when appropriate.
Competency	2.3 Disaster-Ready Organizations
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • The elements of a Disaster-Ready CCR&R. • Continuity of operations planning. • Mental health supports available to CCR&R staff.
Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Assist with writing a CCR&R business continuity plan and emergency plan. • Provide training to CCR&R staff on plans and processes. • Facilitate testing and updating of the CCR&R emergency plan.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Conveys the importance of disaster readiness for CCR&Rs. • Helps move their CCR&R organization toward being disaster ready. • Participates in debriefing process after emergencies or practice drills.
Competency	2.4 Personal Preparedness
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Personal preparedness. • Personal preparedness plans. • Preparedness and warning messaging opportunities available through emergency management.

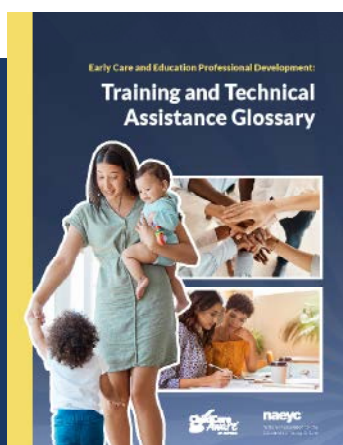
Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Discuss the components of personal preparedness and explain why it is important. • Create a personal preparedness plan. • Assist others with creating a personal preparedness plan.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Demonstrates the importance of disaster readiness by practicing personal preparedness (setting a good example for others). • Uses reflection to identify ways to improve personal preparedness after an emergency. • Shares personal preparedness strategies with coworkers.

Domain	3. Collaboration
Competency	3.1 Partnership Building
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • The child care landscape and how it works within the service area. • Existing partnerships. • Organizations that could be potential partners.
Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Identify and share needs related to child care emergency preparedness, response and recovery. • Explain how partnerships can support child care emergency preparedness, response and recovery. • Elevate and communicate the CCR&R assets (e.g., child care data, relationships) that may be helpful for partners.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Establishes partnerships before a disaster event to ensure child care is included in community preparedness, response and recovery. • Serves as a liaison between their CCR&R and other organizations. • Encourages child care programs/providers to advocate for inclusion in community preparedness, response and recovery planning and activities.

Competency	3.2 Community Engagement
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Community engagement strategies. • The community landscape. • Community organizations that play a role in emergency preparedness, response and recovery.
Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Articulate why community engagement is needed to support child care emergency preparedness, response and recovery. • Identify existing community engagement efforts that might be leveraged to engage for child care emergency preparedness, response and recovery. • Seek out new opportunities for community engagement to support child care emergency preparedness, response and recovery.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Encourages child care providers/programs to engage with the community. • Helps ensure connections between child care providers and the community. • Supports efforts to work toward community resilience.
Competency	3.3 Communication
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Types of communication. • Communication skills. • Strengths-based communication.
Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Effectively communicate with others through verbal and non-verbal means. • Give and receive feedback. • Adapt communication style based on the situation.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Is open-minded and respectful. • Builds connections with others. • Demonstrates sensitivity and compassion.
Competency	3.4 Problem-Solving
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Problem-solving strategies. • Conflict resolution. • Data collection and analysis.

Skills and abilities	<p>Able to:</p> <ul style="list-style-type: none"> • Use strategic and critical thinking to solve problems. • Identify creative solutions to address the unique challenges that can arise in child care emergency preparedness, response and recovery. • Work with others to identify a variety of ways to solve a problem.
Behaviors and other characteristics (Dispositions)	<ul style="list-style-type: none"> • Remains calm and thinks clearly in stressful situations. • Gathers, analyzes and communicates information to identify solutions and make decisions. • Follows through with challenges until a solution is found.

**Based on NCECQA's [Three Factors of Competencies](#)*



Child Care Aware® of America Related Guidance

- [Early Care and Education Professional Development: Training and Technical Assistance Glossary \(Competency 1.3\)](#)
- [Disaster-Ready CCR&R Toolkit \(competency 2.4\)](#)

Glossary

Ability: The innate potential to perform tasks.

Adult learning principles: There are [six research-based adult learning principles](#) that apply the theory of adult learning.

Behavior: The observable reaction of an individual to a certain situation.

Community engagement: The process of working collaboratively with groups of people who share a common interest or situation to address issues that affect their well-being. It can involve partnerships, coalitions, feedback, dialogue and decision-making.

Community resilience: The ability of a community to use available resources to respond to, withstand and recover from adverse situations.

Continuity of operations planning: A process outlining how to continue critical functions under a broad range of circumstances. This type of planning addresses emergencies from an all-hazards approach. (May also be called: ConOps, COOP plan, Business Continuity Plan)

Developmentally Appropriate Practices (DAP): The [DAP framework](#) is grounded both in research on child development and learning and in knowledge about educational effectiveness and promotes young children's optimal learning and development.

Disaster-Ready CCR&R: A [Disaster Ready CCR&R](#) is better prepared to ensure continuity of vital CCR&R services and operations while supporting staff, child care providers, families and the community at large in case of a disaster.

Elements of a Disaster-Ready CCR&R: These are the [tasks that must be accomplished](#) to be considered a Disaster-Ready CCR&R.

Emergency management cycle: A continuous cycle of planning, organizing, training, equipping, exercising and evaluating emergency preparedness activities. The cycle includes mitigation, preparedness, response and recovery.

Emergency management sector: The emergency management sector focuses on protecting the public. It includes federal, state, territorial, tribal, substate regional and local governments; nongovernmental organizations (NGOs); private sector organizations; critical infrastructure owners and operators; and all other organizations and individuals who assume an emergency management role.

Knowledge: Information developed or learned through experience, study or investigation.

Personal preparedness plan: A plan created by each individual family to be prepared if disaster strikes.

Skill: The result of repeatedly applying knowledge or ability through training or practice.

Strengths-based communication: An approach to communication that focuses on the strengths and assets of individuals and groups.

UDL guidelines: The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.