Child Care Emergency Preparedness, Response, and Recovery Partnership Toolkit

For Child Care Resource & Referral Agencies



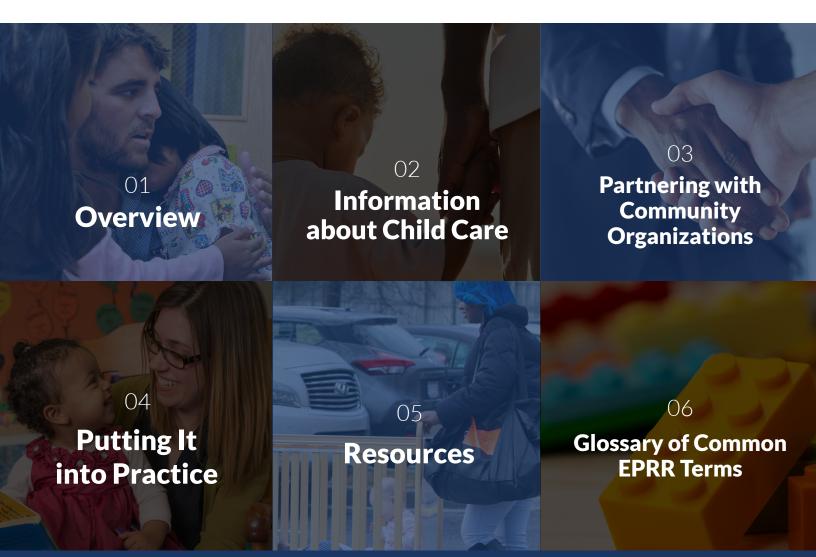


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Introduction

This Child Care Emergency Preparedness, Response, and Recovery (EPRR) Partnership Toolkit was created to provide Child Care Resource & Referrals (CCR&Rs) with resources to help them establish and maintain partnerships to strengthen their child care emergency preparedness, response, and recovery efforts.

Information and resources from this toolkit can be shared with potential and current partners to make them aware of the need for and importance of child care emergency preparedness, response, and recovery and to build and strengthen relationships to support the work.

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Why Child Care Emergency Preparedness Is Important

Approximately 12.5 million children aged five or younger are in a nonparental child care setting weekly in the United States. There are more than 98,000 child care centers and more than 100,000 family child care programs caring for those children.

There is a good chance that an emergency or disaster will happen in your community at some point. Children in child care may be in the care of someone other than their family when an emergency occurs. Caring for children is a big responsibility under "normal" conditions. However, when something out of control happens, such as a natural disaster or emergency event, caring for children becomes an even greater responsibility. In an emergency, child care programs are on the front lines to keep the children in their care, as well as the staff caring for them, safe.

Keeping children safe is not the only responsibility of child care programs. They are an essential community service. Following a disaster, child care programs and the stakeholders who support them (including CCR&Rs) must quickly recover to allow parents to return to the workforce and contribute to overall community resilience. Child care is an issue that affects everyone, not just families with children. The entire child care ecosystem, children, families, child care providers, communities, government, and private business rely on child care.

It is important for everyone to understand the key role of child care in community infrastructure. This will help ensure the needs of child care providers are better reflected in coordinated, community-wide disaster preparedness and response efforts. As partners are engaged, information about the value of child care can be shared.

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Partnerships Can Support Child Care Emergency Preparedness

A valuable resource for emergency preparedness, response, and recovery is partnerships. Partnerships allow CCR&Rs to focus resources on unmet needs in a community and ensure that families and child care providers receive services based on the expertise of various organizations and agencies. This maximizes the resources in the community to support child care.

Emergency response and recovery is more efficient and effective when relationships are built and strengthened during "blue-sky" periods (prior to an event). This allows everyone to be better prepared during "gray-sky" periods (during an event). Establishing partnerships in advance increases the likelihood that trusted partners can be called upon before, during, and after a disaster to meet the needs of child care in an efficient and effective manner.

When child care providers and CCR&Rs have a "seat at the table" with emergency management, public health, and other service organizations, child care systems will advance and be recognized as essential to a community's success following disaster events. Introduction

Why Child Care Emergency Preparedness Is Important

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We need to rely on trusted partners to distribute information, to provide collective resources, to establish a voice of 'we're in this together and we're not going to work apart from one another, but rather together.

– CCR&R staff

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Information about Child Care

Child care providers and CCR&Rs can provide partners with valuable information such as:

- Information about the unique needs of children. Children are especially vulnerable in emergencies and helping them get to safety in emergencies requires extra planning and preparation.
- Information about the unique needs of child care providers. Resources and assistance must be inclusive of all child care providers, highlight diversity and equity, and be tailored to the specific needs of child care providers.
- Information about challenges experienced by child care programs. Emergency preparedness for child care has many components that may pose a challenge, such as evacuation transportation, securing relocation sites and securing resources.
- A voice for child care needs when it comes to emergency planning, response, and recovery. Partners can benefit from understanding child care systems. Child care providers and CCR&Rs can offer insight into their needs and strengths.
- Information and data about child care programs in the area. Not all partners understand the prevalence of child care in their communities. This is especially true of family child care programs that operate in residential areas of communities without prominent signage. CCR&Rs can share information about the types of child care available, location of child care programs, capacity and special populations served, as well as other information that might help emergency preparedness, response and recovery stakeholders understand the child care landscape in the area.

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Unique Needs of Children

Children are not just small adults. They differ from adults in physical, emotional, and cognitive ways that must be considered when planning to support them during disasters. Some unique characteristics include:



Reliance on caregivers: Children are physically and emotionally dependent on their caregivers and rely on the guidance and direction of adults to keep them safe. If caregivers are unprepared in a disaster, children are left vulnerable, scared, and at risk of harm.



Communication limitations and identification:

Young children may not be able to verbally identify themselves, family members, or caregivers. Older children may not know who their emergency contacts are or how to reach them. Caregivers need to be equipped with identifying information for each child to ensure quick family reunification after a disaster.



Safety and protection: Supervising children and ensuring their safety is more difficult when they are not in familiar surroundings. In the chaos of an emergency, it is important to have enough adults to care for children and provide them with the supplies they need. Items that adults use every day can harm children and the disarray caused by a disaster may suddenly make these items more accessible.



Limited mobility: Infants are unable to walk, toddlers are often unsteady on their feet and young children may need to hold hands for balance and move at a slow pace. Emergency plans must ensure there is a way to safely evacuate every child (and often multiple children at once).

Unique Needs of Children

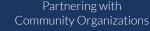
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Unique Needs of Children (Continued)



Physical needs: Children's bodies are smaller and less developed, putting them at greater risk of illness or harm during an emergency.



Nutritional needs: Children have unique nutritional needs that require special emergency planning. Children need more fluids pound for pound than adults. Children can be picky eaters, so child-friendly snacks should be available in emergency supply kits. Infants also require breast milk or formula.



Emotional needs: Children are deeply affected by experiences of death, destruction, terror and the absence and powerlessness of their families during a disaster. Their caregivers' reactions and responses can often add an additional layer of stress if not handled appropriately. Children process these events with limited understanding and require support.

Developmental needs: A disaster may disrupt participation in child care. Children need the support of familiar caregivers that is age-appropriate to ensure their physiological and psychological needs are met. Young children also experience rapid developmental changes, which require regular updates to emergency plans.

Routine and comfort: Children depend on routine to help them make sense of their surroundings and feel comforted. It is important to keep a consistent schedule after a disaster to help children cope and recover. Children often use comfort items, such as blankets or pacifiers. Those items need to be available for children during and after a disaster.

*Based on Unique Needs of Children in Emergencies (savethechildren.org).

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- Resources and assistance must be inclusive of all child care providers, highlight diversity and equity, and be tailored to the specific needs of child care providers.
- Each child care provider and program is different. ٠ Child care programs vary in their physical layout; the ages of children served; the number and physical abilities of children; the type, background, and number of staff; the schedule; and their proximity and access to community and support agencies.
- There is no "one size fits all" approach so it is ٠ important to learn from child care providers to identify their needs.

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EPRR Terms

Challenges Experienced by Child Care Providers

Emergency preparedness for child care has many components that may pose a challenge, such as evacuation transportation, securing relocation sites, and securing resources.

The challenges experienced by child care providers vary based on many factors, including the type of child care.



Family child care: Providers typically care for small groups of children in a caregiver's personal home/ residence.

- **One or two caregivers:** Adults must be prepared to handle an emergency on their own or with only one other adult to assist.
- **Residential setting:** Emergency personnel may not know the home is a business with multiple children on site.



Child care centers: Larger groups of children are cared for in a larger setting (commercial building, church, school, etc.).

• **High staff turnover:** There are multiple adults on-site at any given time, but turnover is often high so emergency preparedness and response training needs are constant.

Other challenges:

Transportation: For most child care programs, it will be difficult to transport children away from the facility if relocation outside of walking distance is required. Few facilities have the number of vans or buses required to evacuate all children enrolled at one time and child safety restraints may not be readily available.

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Challenges Experienced by Child Care Providers (Continued)

Other challenges:



Emergency notification: Child care programs may not initially understand how to register for emergency alert systems within their community. While school systems may be well connected with law enforcement to receive alerts such as those related to human threats, child care programs may not be alerted in the same manner. Child care programs may need to establish relationships and work together with emergency entities to identify creative ideas to be included in community notification systems.



Understanding what action to take in an emergency response: There are many types of emergencies and in some situations, child care programs may need to safely evacuate, however, there are other emergencies, when

it is best to shelter-in-place. Providers should familiarize themselves with emergencies likely to occur, as well as both types of actions they should take in various scenarios.

Supply needs: Child care programs must obtain and store an adequate amount of supplies for an emergency kit to care for children and staff in the event of an emergency. This creates additional expenses for the child care program. This can also pose a challenge because supplies must be kept up-to-date and relevant to children's changing needs (e.g., breast milk/formula for infants, comfort items, etc.).



Language barriers: Child care providers may experience language barriers when it comes to emergency resources and alerts if English is not their primary language. This can lead to miscommunication or misunderstanding regarding preparedness, response, and recovery messaging, especially when timing is crucial. Unique Needs of Children

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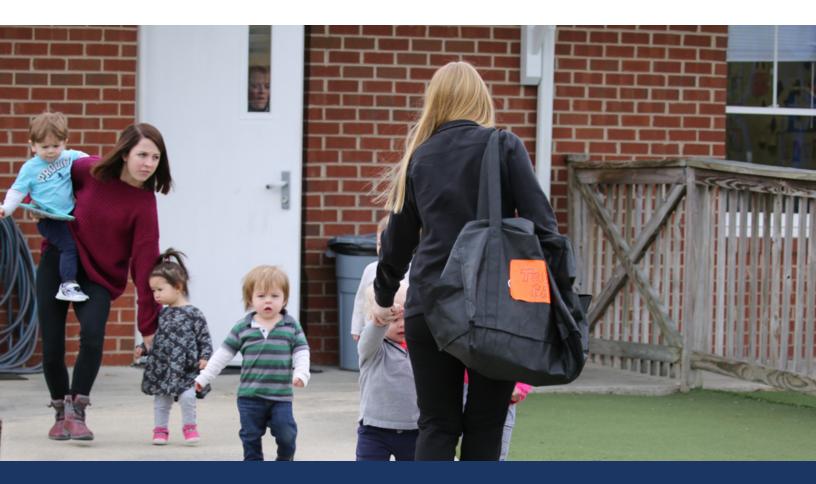
Child care stakeholders are not always included at the table when it comes to local and state emergency planning. It is important for them to have representation to share the needs of children and child care providers when it comes to emergency planning. Unique Needs of Children

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Information and Data

CCR&Rs can provide emergency management with information and data about child care programs in the service area.

- The type of child care programs available in the service area.
- The locations of child care programs in the service ٠ area.
- The number of children who attend child care ٠ programs in the service area.
- The ages of children served. ٠
- Any known vulnerabilities (e.g., programs that • serve infants and toddlers, children with special needs).

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Partnering with Community Organizations

Partnerships can be established at the local, regional, and state level. Different partners may be able to help with different needs, so be sure to reach out to a variety of organizations. Non-traditional and diverse partnerships can help ensure all needs are met.

Child care providers and CCR&Rs may want to consider partnerships with organizations such as:

- Child care licensing
- City/county leadership
- COADs (Community Organizations Active in Disasters)
- Colleges/universities
- Community disaster coalitions
- Community organizations (Ex: United Way agencies, 211 organization, community foundations, food banks, Community Action Programs, American Red Cross, Salvation Army)
- Data and mapping professionals
- Disabilities-focused organizations
- Diversity focused organizations
- Early childhood coalitions
- Economic development
- Emergency managers
- First responders
- Head Start
- Homeland security
- Hospitals/Physicians
- Mental health organizations
- Office of Early Childhood
- Public health
- Religious organizations
- Schools
- School age programs
- Social service agencies
- Tribal leadership
- VOADs (Voluntary Organizations Active in Disasters)

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Local, Regional, and National Voluntary Organizations

Local, regional, and national voluntary organizations provide a range of services after a disaster. These organizations are usually part of a local, state, or national Voluntary Organizations Active in Disasters (VOAD) network. VOAD can refer to the organizations or the network as a whole. VOAD members may be public, private, nonprofit, faith-based, and volunteer organizations who support emergency preparedness, response, and recovery. A local VOAD network may also be called a COAD (Community Organizations Active in Disasters).

When looking for partners to support child care emergency preparedness, response, and recovery, it is recommended to identify the VOAD and/or COAD networks that support the CCR&R service delivery area. These groups can be great resources. To find a listing of state/territory VOAD agencies and National VOAD members: www.nvoad.org/ our-members/.

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Partnerships with Emergency Management

Information About Emergency Management

Emergency management is the discipline and profession of applying science, technology, planning, and management to deal with extreme events that can injure or kill large numbers of people, do extensive damage to property, and disrupt community life. Emergency management 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. They may also be referred to as first responders.

Emergency managers prepare, plans and procedures for responding to natural disasters or other emergencies. They also help lead the response during and after emergencies.

Each state has an emergency management agency. Use this website to identify your state information.

It is important to be familiar with your state's emergency management agency and plans, but the most vital information about disasters and emergency management specific to your location comes from your local officials and community leaders. Local governments plan, prepare, and respond to disasters with the support of the state and federal governments. You can identify your local emergency management office through state or local officials and resources. For example, your county most likely has an emergency management office.

FEMA also offers information about state and local disaster resources here.

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Partnerships with Emergency Management Can Support Child Care Emergency Preparedness

Partnerships with emergency management are vital. Child care providers, CCR&Rs, and emergency management can all benefit from establishing partnerships to support child care emergency preparedness, response, and recovery.

Review the video Child Care Emergency Management: Partnerships and Collaboration for Community Resilience to learn more about how CCR&Rs and emergency management can work together. Local, Regional, and National Voluntary Organizations

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Information CCR&Rs Can Share with Emergency Managers and Other Partners

CCR&Rs are organizations whose mission is to deliver information-based services to families, child care providers, and the community. They service the vast majority of zip codes in the U.S. and have a presence in almost every state.

CCR&Rs are a constant presence in local communities and serve as a trusted resource for child care providers and families. While many organizations show up after a crisis and leave after short-term recovery, CCR&Rs build local resilience, relationships, and expertise before, during, and after a disaster occurs. With proper support and resources, CCR&Rs can serve as resilience hubs that reduce, and possibly prevent, the suffering of people affected by disasters - especially those most vulnerable.

CCR&R services include:

- Supporting all families in nurturing their children and balancing demands of family and work through active operation of a referral and consumer education service.
- Supporting existing and prospective individuals and programs that care for and educate children through professional development and assistance to increase the availability, affordability, and quality of child care.
- Supporting communities and states to create appropriate policies on family and children's issues and to generate additional resources for the care, development, and learning of all children.

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Glossary of Common **EPRR** Terms

Emergency Managers and CCR&Rs Can Work Together to Support Child Care Emergency Preparedness, Response, and Recovery

CCCR&Rs can help Emergency Managers better understand the needs of children and child care providers and Emergency Managers can help the child care industry with their expertise in planning, response, and recovery.

Child Care Emergency Preparedness:

- Share community risk assessments.
- Provide training and education on hazards/mitigation.
- Include child care representatives in emergency exercises, such as tabletop or full-scale exercises.
- Assist child care programs with identifying potential evacuation sites and transportation options for child care programs as well as shelter-in-place locations.
- Provide walk-through safety assessments of child care programs.
- Assist with child care emergency plan reviews.
- Add child care representative(s) to emergency planning committees.
- Disseminate information about emergency preparedness.
- Identify child care programs in close proximity to any large potential threats (e.g., flood-prone areas, railways, etc.).

Child Care Emergency Response and Recovery:

- Create emergency child care sites for first responders.
- Identify and prioritize post-disaster needs of child care programs. (CCR&Rs will likely have damage assessment data and resource needs identified.)
- Integrate the child care impact into resource requests and Federal Emergency Management Agency (FEMA) declaration requests.
- Disseminate information about emergency response and recovery.

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Putting It into Practice

Think about opportunities for partnerships to support child care emergency preparedness, response, and recovery in your service area.

- What are the unique needs of child care programs and families in your community when it comes to emergency preparedness, response, and recovery? Are there organizations that can help meet those needs?
- Are there partnerships you have not yet thought about?
- How can you begin establishing those partnerships? How will you maintain them?
- What can you share with partners to improve emergency preparedness, response, and recovery efforts in your community or state?
- What system can you put in place to make sure new staff are brought up to speed, whether it is due to turnover in emergency management or CCR&R?

If you have a story to share with CCAoA about a partnership to support child care emergency preparedness, response, or recovery, please complete this form. Building and Maintaining Partnerships

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Building and Maintaining Partnerships

It is important to have a plan for building and maintaining partnerships. Both phases of collaboration take time and effort.

Building relationships:

- Determine child care emergency preparedness, response, and recovery goals or need in your community or state.
- Identify people and/or organizations in your community/ state that can support the goals or needs. There may already be committees or working groups in your area that are addressing child care needs or emergency preparedness needs.
- Reach out and share information/data about child care in the area, as well as the needs of children and child care programs. (Resources in this toolkit can support this step.) Do not be afraid to send an email or make a call to introduce yourself and get the conversation started.
- Be specific with your ask (Do you want to partner on an event, join a committee or working group, organize a tabletop activity, etc.?) Avoid using jargon or acronyms without explaining what you mean.
- Discuss expectations and roles for everyone involved.

Maintaining relationships:

- Make sure the partnership is mutually beneficial. Identify ways for partners to benefit from the relationship as well.
- Maintain regular communication. Discuss preferred communication methods. Schedule regular meetings or times to check in so progress can continue.
- Continue learning about the work they do and identify ways to support their work as well as the goals or needs you have identified.
- Be creative and think outside of the box! Keep learning and be open to new ideas.
- Develop a shared vision so everyone is on the same page. Identify metrics to measure your progress

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FEMA Community Preparedness

CCAoA's Emergency Preparedness, Response, and Recovery team joined FEMA staff, Raise Montana (state CCR&R coordinating office), and Montana's regional CCR&Rs to participate in an inaugural workshop bringing multiple statewide and local stakeholders together to discuss how to improve coordination efforts that address young children's needs in disasters. The workshop was based on FEMA's Community Preparedness: Integrating the Needs of Children.

Iowa CCR&R Outreach Campaign to Emergency **Managers**

To reach all county emergency managers within the state of Iowa, CCR&R staff developed an outreach letter template that was sent out by each regional CCR&R office to local emergency managers. In the letter, they invited emergency managers to participate in a short on-line presentation offered by CCR&R staff.



The letter template can be found here.



The presentation can be found here.

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Local Emergency Planning Committee Tabletop Exercise

City of Great Falls Urban Fire Tabletop Exercise (Family Connections, Great Falls, MT)

Family Connections outreach staff attend county Local Emergency Planning Committees (LEPC)/Disaster and Emergency Services (DES) monthly meetings in Cascade County and other counties within their service area regularly. Cascade County LEPC has had several tabletop exercises and asks members for input on what they would like included in the exercises. This has provided an opportunity for CCR&R staff to ask for scenarios that include child care related issues.

The City of Great Falls Urban Fire tabletop exercise was focused on a grass fire situation on the outskirts of town. The wildfire created the need to evacuate a neighborhood which included a family child care program. The tabletop exercise also included a scenario where a child care center bus carrying children on a field trip was involved in an accident and several children needed to be transported to the hospital due to injuries. This exercise was very helpful to evaluate processes for contacting families and child care providers involved in the incident, reunification processes, and communication with first responders.

*There are several types of exercises used within the emergency management sector that help build preparedness for threats and hazards by providing a low-risk environment to test and validate plans, policies, procedures, and capabilities. These exercises can Identify resource requirements, capability gaps, strengths, areas for improvement, and potential best practices.

It can be very valuable to facilitate child-focused tabletop exercises to ensure their specific needs will be met. One CCR&R staff person shared, "Every time I go to one of these tabletop exercises I learn something new. But it's so different when it's child focused." Building and Maintaining Partnerships

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Respite Child Care for First Responders

Montana Guardian Programs:

Guardian Programs are licensed child care facilities that offer temporary child care for local relief workers, such as firefighters and emergency responders, in the event of a disaster. Guardian Programs may also assist other temporary facilities with personnel or supplies during a major emergency. These programs have a memorandum of understanding (MOU) with their local child care resource & referral agency.

Expectations of Guardian Programs are that they:

- Have a detailed emergency plan in place.
- Hold regular emergency drills.
- Be available for 72 hours of continued child care when offering temporary child care.
- Have supplies and personnel ready in a timely manner if they are supporting another temporary facility.

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Collaborative Child Care Provider Training

In Minnesota, the Douglas County Early Childhood Initiative (funded by West Central Initiative) collaborated with child care licensing, Child Care Aware NW Minnesota (Lakes & Prairies Community Action Partnership), local fire and sheriff departments, and the Douglas County Emergency Management to offer a training to child care providers. This training provided guidance on local hazards and gave an opportunity for child care providers to hear directly from local response teams.

Lexington, KY Division of Emergency Management Presentation

After learning about CCR&R services at an International Association of Emergency Managers conference, the director from Lexington, KY Division of Emergency Management invited CCR&R staff to present virtually to regional emergency operations center coordinators. Local CCR&R staff provided details about their reach to child care providers through health and safety coaching and additional services. An invitation to participate in a community emergency exercise was extended to CCR&R staff after that meeting. Building and Maintaining Partnerships

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Local Public Health Partnership

In 2018 the Johnson County, Kansas Department of Health Environment's Public Emergency Preparedness and Child Care Licensing teams developed The Child Care Prepared Program. This program aims to fulfill regulatory requirements while further developing emergency preparedness capability by strengthening three main elements: planning, training, and exercising. Child care providers enrolled in the program are required to submit facility-specific plans, complete preparedness specific training, and exercise their plans in the form of a Tabletop Exercise (TTX). Completing a TTX will allow facilities to test their new or updated plans in a low-risk environment before implementing them facility wide. At the end of the program, each facility will be recognized as "Child Care Prepared," provided a certificate of recognition, and given a spotlight piece on Johnson County Department of Health and Environment's (JCDHE) social media pages and website.

Laws Promoting Awareness

Arkansas passed two laws requiring that all Department of Human Services-licensed child care programs must communicate with and share their emergency preparedness plans with their local emergency management office. The programs must provide building locations, the number of children served, and a Memorandum of Understanding with a secondary location that the program will evacuate to in an emergency. This plan must also be shared with parents to ensure they learn where their children would be cared for in an emergency.

Similarly, in Kentucky, an emergency plan must be updated yearly. A copy of the updated plan must be submitted to local emergency management officials.

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Emergency Managers and CCR&Rs Testimonials (CCAoA)



Webpages

Caring for Our Children (National Resource Center)



Diasters & Local Assistance (FEMA)



State Emergency Management Agencies (USAGov)



CCR&R Search (CCAoA)



Emergency Preparedness Resources for Child Care Programs (Office of Child Care)



Community Preparedness: Integrating the Needs of Children (FEMA)



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CCR&Rs are the Eyes and Ears of America's Child Care System (CCAoA)



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All-Hazards

An integrated approach to emergency management that focuses on capabilities and capacities critical to preparedness, which encompasses a full spectrum of emergencies and disasters. Working toward hazard prevention while also preparing for unexpected emergencies and unforeseen situations that may occur.

В

Blue-Sky Period

An emergency management term for the calm period before an emergency event (periods of good weather and no dangerous conditions).

С

Child Care Center

Child care centers are usually located in commercial buildings and typically have many staff members who are overseen by a director. They may be privately operated for profit by chains or individual owners, or operated by nonprofit agencies such as churches, public schools, and government agencies.

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Child Care Programs

Regulated center-based, school-based, and family child care settings where education and care are the daily routine for infants, toddlers, and young children.

Community Organizations Active in Disaster (COAD)

An organization, based within a community or geographic area, which is composed of representatives from public, private, and not-for-profit agencies working together to enhance the community's ability to mitigate, prevent, prepare for, respond to, and recovery from disasters.

Community Emergency Response Team (CERT)

A community-level program administered by the Federal Emergency Management Agency that trains citizens to understand their responsibility in preparing for disaster. The program increases its members' ability to safely help themselves, their family, and their neighbors. Trained CERT volunteers provide immediate assistance to victims in their area, organize spontaneous volunteers who have not had the training, and collect disaster intelligence that will assist professional responders with prioritization and allocation of resources following a disaster.

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Community Hazards

Natural, technological, or human-based hazards in the community.

D

Disaster

A natural catastrophe, technological accident, or human-caused event that resulted in severe property damage, deaths, and/or multiple injuries.

Е

Emergency

Any incident, whether natural, technological, or human-caused, that necessitates responsive action to protect life or property.

Emergency Management/Response Personnel

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. Also known as emergency or first responder.

>

Evacuation

The organized, phased, and supervised withdrawal, dispersal, or removal of people from dangerous or potentially dangerous areas, and their reception and care in safe areas.

F

Family Child Care Provider

An early care and education professional who plans and implements the care, supervision, and education of children in a family child care home, and who is responsible for the operation of the family child care home.

Family Child Care Home

Providing care for small groups of children in a residential building. Depending on state regulations, this may or may not be the same home that a provider lives in. A family child care home may be classified as large or small, depending on how many children are cared for.

Full-Scale Exercises

Multi-agency, multi-jurisdictional, multidiscipline exercises involving functional (e.g., joint field office, emergency operation centers, etc.) and "boots on the ground" response (e.g., firefighters decontaminating mock victims).

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G

Gray-Sky Period

An emergency management term for the period after an emergency event.

н

Hazard

Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Hazard Mitigation

Any action taken to reduce or eliminate the long-term risk to human life and property from hazards. The term is sometimes used in a stricter sense to mean cost-effective measures to reduce the potential for damage to a facility or facilities from a disaster or incident.

Incident

L

An occurrence, natural or human-caused, that necessitates a response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, civil unrest, wildland and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, tsunamis, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response.

J

Jurisdiction

A range or sphere of authority. Public agencies have jurisdiction over an incident related to their legal responsibilities and authority. Jurisdictional authority at an incident can be political or geographical (e.g., Federal, State, tribal, local boundary lines) or functional (e.g., law enforcement, public health, school).

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Μ

Mitigation

Includes activities to reduce the loss of life and property from natural and/or humancaused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Mitigation seeks to fix the cycle of disaster damage, reconstruction, and repeated damage. These activities or actions, in most cases, will have a long-term sustained effect. Examples: Structural changes to buildings, elevating utilities, bracing, and locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, cutting vegetation to reduce wildland fires, etc.

Ν

Nongovernmental Organizations (NGO)

An entity with an association based on interests its members, individuals, or institutions. It is not created by a government, but it may work cooperatively with the government. Such organizations serve a public purpose, not a private benefit. Examples of nongovernmental organizations include faithbased charity organizations and the American Red Cross. NGOs, including voluntary and faith-based groups, provide relief services to sustain life, reduce physical and emotional distress, and promote the recovery of disaster victims. Often these groups provide

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specialized services that help individuals with disabilities. NGOs and voluntary organizations play a major role in assisting emergency managers before, during, and after an emergency.

Ρ

Preparedness

A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action to ensure effective coordination during incident response.

R

Recovery

Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. Examples: Shortterm recovery focuses on crisis counseling and restoration of lifelines such as water and electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding.

Regulated Child Care

Child care facilities and homes that are required to comply with either a state's regulatory system or another system of regulation. There is considerable state variation in the characteristics of the homes and facilities that must comply with regulations, as well as in the regulations themselves.

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Response

Activities that address the short-term, direct efforts of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes.

S

Situation Report (SitRep)

Confirmed or verified information regarding the specific details relating to an incidentdisabilities. NGOs and voluntary organizations play a major role in assisting emergency managers before, during, and after an emergency.

Т

Tabletop Exercises

Tabletop exercises are discussion-based sessions where team members meet in an informal, classroom setting to discuss their roles during an emergency and their responses to a particular emergency situation. A facilitator guides participants through a discussion of one or more scenarios. (Ready.gov).

Threat

A natural or human-caused occurrence, an individual, an entity, or an action having or indicating the potential to harm life, information, operations, the environment, and/ or property.

V

VOAD (Voluntary Organizations Active in Disaster)

An association of organizations that mitigate and alleviate the impact of disasters; provides a forum promoting cooperation, communication, coordination, and collaboration; and fosters more effective delivery of services to communities affected by disaster.

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