



California Child Care Disaster Plan 2016



**ANNEX TO THE STATE OF
CALIFORNIA EMERGENCY PLAN**

UCSF School of
Nursing

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Acknowledgments

California Child Care Disaster Plan Advisory Group

The statewide Child Care Disaster Plan Advisory Group convened as a subgroup of the statewide Child Care Health and Safety Regulatory Workgroup to: (1) Encourage best practices and implement federal Child Care and Development Block Grant (CCDBG) requirements in the California Child Care Disaster Plan; (2) Support child care providers to develop disaster plans for their individual programs based on program needs and local resources; (3) Make recommendations to the California Department of Social Services Community Care Licensing Division to update California's Child Care licensing regulations for disaster planning. The following members of the Advisory Group from State agencies and child care advocacy groups contributed to the California Child Care Disaster Plan by participating in workgroup meetings, providing information, and giving feedback during the development phase of the plan.

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Introduction

The California Child Care Disaster Plan is an Annex to the State of California Emergency Plan to provide guidance for communication and coordination in the event of a disaster that affects the child care infrastructure. The California Child Care Disaster Plan provides information and resources to support child care providers, children in their care, and their families before, during, and after an emergency or disaster.

Background

The State of California Emergency Plan (SEP) provides the State's plan for responding to emergencies and disasters, both natural and human-caused. The plan describes emergency operations of governmental agencies including how resources are mobilized, methods of communication, and plans to keep the government operating during and after an emergency or disaster.

The SEP involves many statewide agencies and includes Functional Annexes. While the SEP is comprehensive, it does not include specific provisions for the child care community. Child care is a vital service to local communities and economies, and represents a diverse population of children, families, child care providers, and many affiliated agencies and organizations.

Children who receive subsidized child care services may be among the most vulnerable, and their families and communities among the least resilient, following a disaster. When President Obama signed the Reauthorization of the Child Care and Development Block Grant (CCDBG) Act on November 29, 2014, it marked the beginning of a new era for the Child Care and Development Fund (CCDF) program. Reauthorization instituted expansive changes for children's health and safety. Among the new health and safety requirements, states must now demonstrate how the needs of children receiving child care services funded by CCDBG will be met before, during, and after an emergency.

CCDBG recognizes the importance of emergency planning to reduce the risks of injury, death, and

psychological trauma caused by disasters. Planning for the continuation of child care services builds community resilience by reducing potential lost revenue for families and child care providers and addressing the child care needs of emergency workers. Ensuring healthy and safe child care before, during, and after a disaster lessens the disruption to normal routines and supports optimal child development.

Administration

As the lead agency for CCDBG funding in California, the California Department of Education (CDE), Early Education and Support Division (EESD), provided guidance and funding to develop the California Child Care Disaster Plan. The California Child Care Disaster Plan is a Functional Annex to the existing State of California Emergency Plan. The California Child Care Disaster Plan Annex (Annex) does not duplicate what is already in the SEP. Instead, the Annex provides new information that can stand alone while coordinating with activities and responsibilities stated in the SEP. An important goal of the Annex is to provide practical guidance for child care programs to develop custom emergency response plans based on individual program needs and local resources. This program level information can be found in the Appendix to the Annex. The Appendix includes a step-by-step planning guide, forms, checklists, key terms, job action sheets, sample letters of agreement, and other helpful documents. The overall purpose of the Annex and Appendix is to minimize potential injury, death, loss, destruction, and disruption for children, families, and child care providers in the event of a disaster or emergency.

Scope

The California Child Care Disaster Plan outlines the roles and responsibilities of key supporting agencies to prepare for, respond to, and recover from a disaster that significantly impacts a community's child care infrastructure. The document includes suggested actions and emergency functions for partner organizations.

Through coordination of best practices for the emergency functions, gaps and duplications in key activities are minimized. Licensed child care centers, family child care homes, school-age child care, and licensed-exempt child care are included in the plan. For the purpose of the California Child Care Disaster Plan, the term "emergency" includes disasters, either natural or human-caused, and other emergencies that may occur in child care.

Assumptions

The following assumptions guide the California Child Care Disaster Plan:

- Saving lives is the first priority in an emergency.
- The California Child Care Disaster Plan will be consistent with the California's Standardized Emergency Management System (SEMS) response operations.
- Implementation of the California Child Care Disaster Plan may vary depending on the extent of the damage caused by a disaster.
- Child care providers will carry out their emergency plans at the local government response level.
- The California Department of Education (CDE), the Department of Social Services (DSS) Community Care Licensing, and the Resource and Referral Network (R&R Network) play integral roles in providing information to emergency personnel, child care providers, and communities.
- Disaster related activities, information, and services will be culturally appropriate, in languages spoken in the community, and include children and families with disabilities and/or access and functional needs.
- Child care providers play an important role in the dissemination of emergency preparedness, response, and recovery information to families.

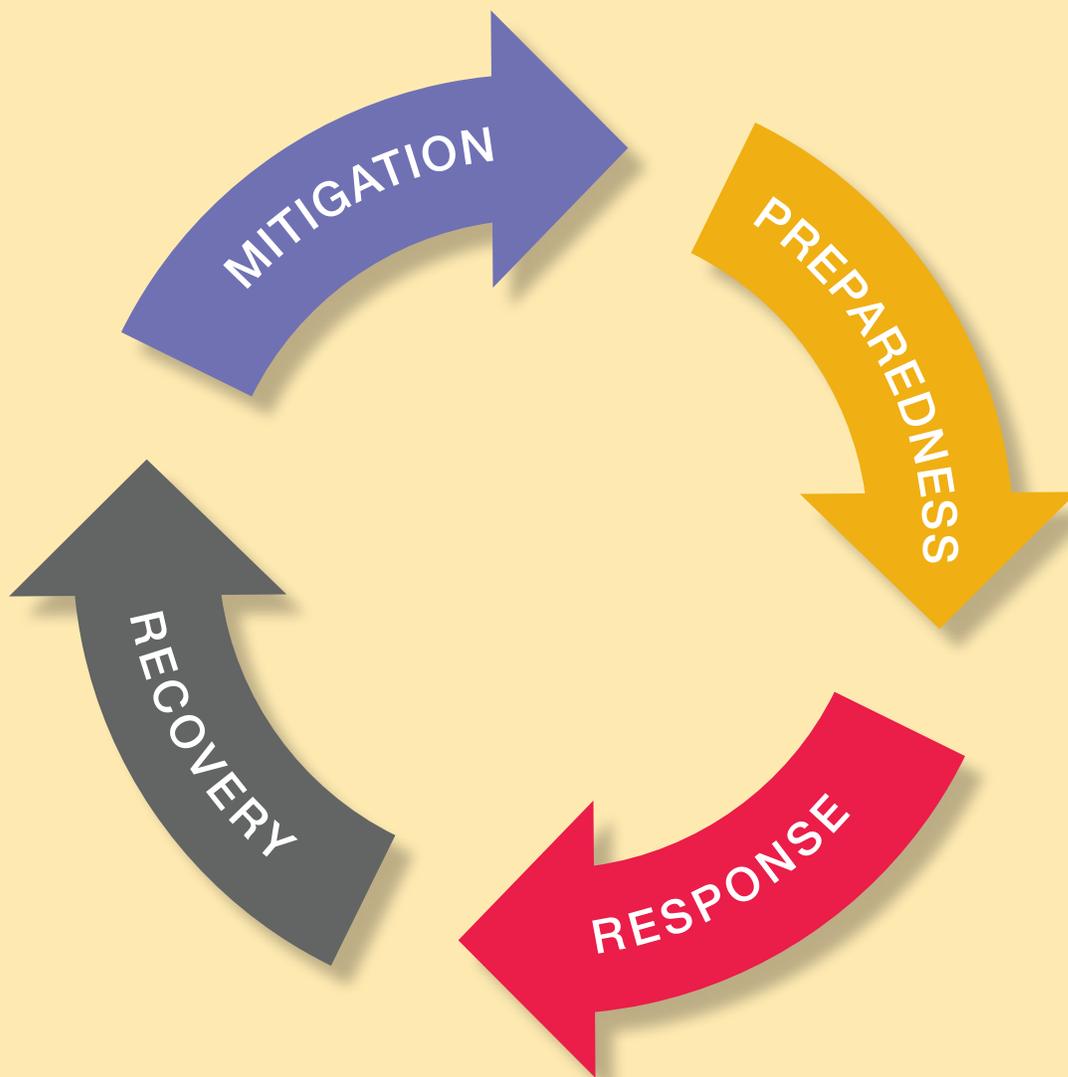
- Children bring what they learn at school/child care to the home environment thereby improving family resilience.
- Child care providers will be 'emergency managers' for their child care programs.
- Child care is an essential service for emergency response workers and necessary for a community's economic recovery.
- In disaster situations, child care providers will shelter-in-place if possible. Evacuation to a mass shelter is a last resort.
- It may take hours, days, weeks, or months for a child to be reunified with their family after a disaster.
- Increased staff absenteeism will occur in child care after a disaster when employees are personally affected by a disaster.
- Needs for child care may increase after a disaster while families recover and rebuild their lives.
- Child care after a disaster will be healthy and safe and meet the developmental needs of children.
- In the coming decades, California will likely be faced with increased impacts from extreme natural events such as heat waves, wild fires, droughts, and floods.¹

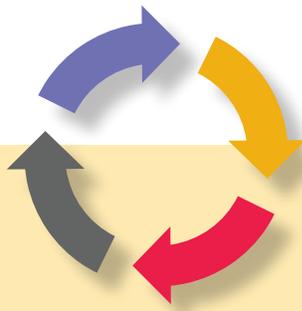
Purpose

The purpose of the California Child Care Disaster Plan is to provide clear guidance for state agencies to respond to disasters that affect a community's child care infrastructure. The California Child Care Disaster Plan defines the roles and responsibilities of partner organizations to deliver critical services and support to children, families, and child care providers in the event of a disaster. The key areas described as emergency functions meet the CCDBG requirements for: preparedness; training and practice drills; accommodation of infants and toddlers; accommodation of children with disabilities and chronic medical conditions; evacuation; relocation; shelter-in-place and lockdown; communication; continuity of operations and essential child care services; reunification of families; and recovery. The California Child Care Disaster Plan encourages coordination of activities and collaboration for mitigation, planning, response, and recovery.

Overview

Disasters come in many forms, and can occur anywhere, at any time. Disasters can be caused by natural events such as severe weather, earthquakes, fires, floods, and tsunamis as well a human-caused event such as an active shooter or a hazardous material incident. Emergency management is an ongoing cycle with four phases: Mitigation, Preparedness, Response, and Recovery with regular updating, communicating, assessing, and reevaluating of how to respond in a disaster.





Mitigation

Mitigation describes measures that lessen the impact of disasters. Routine mitigation practices identify and correct potentially unsafe conditions on a regular basis. For example, state agencies can strengthen their disaster response infrastructure by establishing and communicating disaster response policies before a disaster occurs. By investing in long-term strategies, state agencies can positively impact the safety, economic security, and resilience of children, families, and child care providers.

Preparedness

Preparedness ensures that child care programs are ready for emergencies in order to protect the health and safety of children and staff members and to prevent damage to buildings and equipment. The preparedness phase includes being informed, making plans, assigning roles and responsibilities, writing emergency response plans, conducting training and drills, building relationships with local emergency response teams, identifying local resources, and keeping emergency supplies up-to-date.

Response

The response phase refers to the time when the emergency actually occurs. The response phase may begin with warnings and alerts. Response begins at the local level (city or county) supported by response activities and resources from regional, state, and federal response partners. Emergency responders include organizations such as hospitals, businesses, faith-based organizations, volunteer and charitable agencies, and non-governmental and community-based organizations.

Recovery

The recovery phase refers to the hours, days, weeks, months or possibly years, after an emergency occurs. It includes plans for assisting children, families, and child care programs to return to their everyday routines by providing resources and health services (including mental and behavioral health), employment, stable housing, financial assistance, and child care.

Potential Emergencies, Hazards, and Disasters

A hazard analysis helps to determine the kinds of disasters that are most likely to occur in a geographical area. The most common natural disasters in California are: earthquakes, fires, floods, and tsunamis. Disasters can also be human-caused events such as a bridge collapse, a chemical spill, a gas explosion, gun violence, a terrorist attack, and transit accidents such as a bus, plane, or train crash. A thorough hazard analysis will include information about the risks from nearby refineries, industries, power plants, airports, and civil or political unrest in addition to information about risks of natural disasters.

Child care providers are encouraged to contact their County Office of Emergency Services for a list of natural disasters most likely to occur in their geographic region and to identify potential human-caused events including technological accidents and hazardous materials incidents. Other kinds of emergencies that might affect child care programs include medical emergencies, pandemics and epidemics, power outages, disgruntled staff, an intruder, or an impaired adult (for example, a parent who is under the influence of alcohol or drugs).

Child Care Characteristics and Vulnerabilities

Young Children, Families, and Child Care Providers

Young children attending child care programs are particularly vulnerable and have unique needs. They may not be ambulatory or have speech. They may be in diapers or at various stages of toilet learning. Infants and toddlers may be breast fed or bottle fed, or need to eat mashed or pureed food. Young children may have chronic health conditions such as asthma or allergies, and need to be given medication. They cannot be relied upon to follow instructions or express their needs and may become overwhelmed by a chaotic situation. They have limited knowledge and experience and can easily become frightened or confused by natural or human-caused disasters. Emergency situations may present dilemmas for children and child care providers. For example, although young children are required by law to use a car seat when travelling in an automobile, this may not be a viable option in an emergency evacuation situation. Young children, especially infants and toddlers, depend on their families, teachers, and caregivers for almost all of their needs.

Child care programs serve families with diverse backgrounds, circumstances, and needs. Young children

in child care programs may have single parents, parents who are students, two parents in the labor force, teen parents, foster parents, grandparents, caregivers who are extended family members, and/or legal guardians. These families may speak languages other than English, or may have functional access or special communication needs. Families with young children are typically juggling family responsibilities with work/school/commute schedules and include a range of ages, incomes, educations, and occupations. Because of the many demands on their time and resources, families with young children in child care programs often feel stressed, tired, and rushed. In California, about 61% of children under age six live in households in which both parents (or a single parent) are in the labor force.² The high cost of living in California contributes to a child poverty rate of approximately 25%.³ The cost of child care is unaffordable for many, and in many counties there are not enough low-cost or subsidized child care slots to meet the demand.⁴

Child care providers in California come from a variety of cultures and speak many languages. The field is mostly women with educational backgrounds ranging from advanced degrees in child development to experience-based knowledge and informal training or mentoring.



Child care providers often work long days to accommodate the schedules of families. Generally, child care providers are paid wages that are significantly lower than those with similar education working in other fields.⁵ Most child care providers choose their careers because they enjoy working with children and value the trusting relationships established with children and their families.

California Child Care Licensing

In California, licensed child care facilities are authorized to provide nonmedical care and supervision to children in a group setting for not more than 24-hours per day. California's Child Care Licensing Program (CCL) is a program of the California Department of Social Services (DSS) that provides oversight for licensed child care under California's Child Day Care Act and Title 22 Regulations.⁶ CCL enforces the health and safety requirements in Title 22 by inspecting child care facilities and providing technical assistance to licensed child care providers.

Title 22 Regulations and Disaster Preparedness

Title 22 Regulations 101174 (for child care centers) and 102417 (for family child care homes) require licensed child care providers to have a written disaster and mass casualty plan of action and to conduct disaster drills at least every six months. These regulations are based on state law, specifically Health and Safety Code Sections 1596.95, 1597.54, and 1596.867. Forms LIC 610 (for child care centers), LIC 610A (for family child care homes), LIC 700, LIC 999, LIC 9148 are available to facilitate compliance with disaster planning requirements.

Licensed child care programs may be found in traditional settings such as pre-schools and centers, or they may be located in private homes, apartment rental units, faith-based community spaces (for example, church basements), commercial buildings, portables, public housing, or other spaces converted for child care. As of 2015, California has approximately 45,000 licensed child care programs: about 15,000 Child Care Centers and about 30,000 family child care homes. There are two kinds of family child care homes: small family child care homes that are licensed for no more than eight children; and large family child care homes that are licensed for up to 14 children. An assistant must be present when caring for more than eight children at a time.

Background Clearance

CCL Regulations require a background check for all child care licensees, staff, and volunteers who have contact with children. A cleared criminal record is required prior to working or being present in a licensed child care facility, or before providing child care services. To receive clearance, individuals must submit fingerprints for a California Department of Justice (DOJ) criminal history background check and a Federal Bureau of Investigations (FBI) federal records check. A Child Abuse Central Index check is also completed. If the individual has no criminal history, DOJ issues a clearance notice. A criminal record exemption process is required for all criminal convictions other than minor traffic violations.

Additional Standards and Regulations

Some child care programs receive state and/or federal funding to serve children from low-income families and children with special learning or health needs. In addition to following Title 22 Regulations:

- State Preschools must meet the requirements for education, teacher qualifications, enrollment, and other services stated in the *California Code of Regulations for Education-Title V*.
- Agencies providing Head Start services to children and families (Head Start, Early Head Start and Early Head Start—Child Care Partnerships) must meet the requirements for education; health and safety; enrollment; parent, family, and community engagement; and other services stated in the *Head Start Program Performance Standards*.

Best practices go beyond what is required by these standards and regulations. Child care providers and state agencies can refer to best practice recommendations related to disaster preparedness in *Caring for Our Children (CFOC)*, *National Health and Safety Performance Standards, 3rd Edition* and in the *California Early Childhood Educator (ECE) Competencies*. CFOC represents the best evidence, expertise, and experience to keep children healthy and safe in child care settings. The California ECE Competencies align with the *California Preschool Learning Foundations* and the *California Infant/Toddler Learning & Development Foundations* to describe the knowledge, skills, and dispositions needed to provide high quality early education experiences to young children.

License-exempt Child Care

The following kinds of child care do not require a license and may be referred to as family, friend, and neighbor care; kith and kin care; or informal child care:

- A relative, in their home;
- Nannies or babysitters in the family's own home;
- Family child care provided for the children of one family only;
- School-age programs operated by the school district;
- Public recreation programs or drop-in programs for school-age children who are not receiving structured care or supervision;
- Sports and recreation programs operated by organized camps, clubs, gyms, and similar organizations;
- Cooperative arrangements (Co-op) between families who share the responsibility for their children's care and do not receive payment;
- Temporary child care where parents are on the same premises.

License-exempt, home-based child care providers (excluding grandparents, aunts, and uncles) who receive child care vouchers to care for low-income children must have a clear criminal background check and be registered on the *TrustLine-Registry* for license-exempt providers. In addition, child care providers who receive CCDBG vouchers must meet requirements for health and safety training and emergency preparedness.

Government Subsidies for Child Care

About one third of California's child care centers receive child care subsidies through one or more federal, state, or local funding program.⁴

Federal Child Care Subsidies

The Administration for Children and Families (ACF) is a division of the United States Department of Health &

Human Services that promotes the economic and social well-being of families, children, and communities. There are ten ACF regions in the United States. California is in Region IX. The Office of Child Care (OCC) is a program of ACF that supports low-income working families' access to quality early childhood and afterschool programs. OCC administers CCDBG and works with state, territory, and tribal governments to provide support for child care. Head Start is also a program of ACF. The Office of Head Start (OHS) directly administers funding and oversight to local grantees to provide Head Start services including: Head Start, Migrant Head Start, Tribal Head Start, Early Head Start, and Early Head Start—Child Care Partnerships. In addition, ACF administers the Temporary Assistance for Needy Families (TANF) program, which provides child care vouchers to help meet the child care needs of families who are receiving TANF. Federal food subsidies are also available to child care programs through the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP).

Agency Roles in State Child Care Subsidies

The California Department of Education (CDE), Early Care and Support Division (EESD) provides leadership and support to the child care community to ensure that high quality early education programs are provided to children ages birth to 13 years. CDE is the lead administrative agency for CCDBG funding in California. CDE maintains contracts and agreements with Local Child Care Planning Councils (LPC), local Alternative Payment (AP) Agencies, and local Child Care Resource and Referral Agencies (R&R Agencies) to improve child care access and quality. LPCs work on the local level to plan for child care and development services (subsidized and non-subsidized) based on the needs of families. AP Agencies work on the local level to determine eligibility; authorize child care subsidies; ensure that license-exempt providers are eligible to care for children receiving subsidies; and make payments to providers. R&R Agencies work on the local level to provide referrals, information, and education to child care consumers (families); improve the quality of child care through professional development; and expand the availability of high-quality child care in California.

Communication in Disasters

When a disaster strikes, there is naturally turmoil, panic, and fear. Established communication protocols and procedures reduce anxiety, help avoid duplication, provide critical information and updates, and ensure that no one in the child care community is forgotten.

Local Emergency Services

Local emergency services are the first line of communication for child care providers in an emergency. When an emergency occurs, child care providers can call 9-1-1, the universal number for reaching emergency services. Emergency service personnel (for example, law enforcement, fire fighters, and emergency medical technicians) will immediately respond to the scene of an emergency to provide assistance. In non-urgent situations following a disaster, or in situations where the 9-1-1 system is overloaded, it is appropriate to call the local law enforcement non-emergency phone number. Calling 9-1-1 from a cell phone may connect you to the California Highway Patrol (CHP) rather than local emergency services. For direct access to local emergency services from a cell phone, child care providers can enter the direct-dial local emergency services number into their cell phone's contact list. The non-emergency phone number and the direct-dial local emergency number can be found by calling local emergency services or looking on their website.

Two-way Communication

City and county emergency services are a conduit for two-way communication in a disaster. They provide first-response services and support to child care programs; act as the primary point of contact from emergency response agencies to child care programs, staff, and families; and report assessments of the disaster's impacts on the affected child care community to the regional response level.

In the event of an emergency, it is important for child care programs to report details about the incident to local emergency response agencies and provide updates as needed, including:

- accurate and up-to-date information about the number and ages of children affected by the disaster;
- the needs of infants and toddlers, children with disabilities, and children with chronic medical conditions;
- missing children;
- children unable to be reunited with their families;
- cultural and linguistic characteristics of children, families, and staff;
- damage/destruction to the facility;
- interruption in utility service such as water, electricity, sewers, and gas.

Local emergency service agencies collect information and reports about the emergency from the affected area. The information is then analyzed to determine if more help is needed from outside agencies. Situation reports with pertinent information are further communicated to county, regional, state, and federal emergency response agencies through established channels.



Standardized Emergency Management System (SEMS)

The Standardized Emergency Management System (SEMS) is the cornerstone of California's emergency response system and the fundamental structure for the response phase of emergency management. SEMS is required by the California Emergency Services Act (ESA) for managing multiagency and multijurisdictional responses to emergencies in California. The system unifies all elements of California's emergency management community into a single integrated system and standardizes key elements.



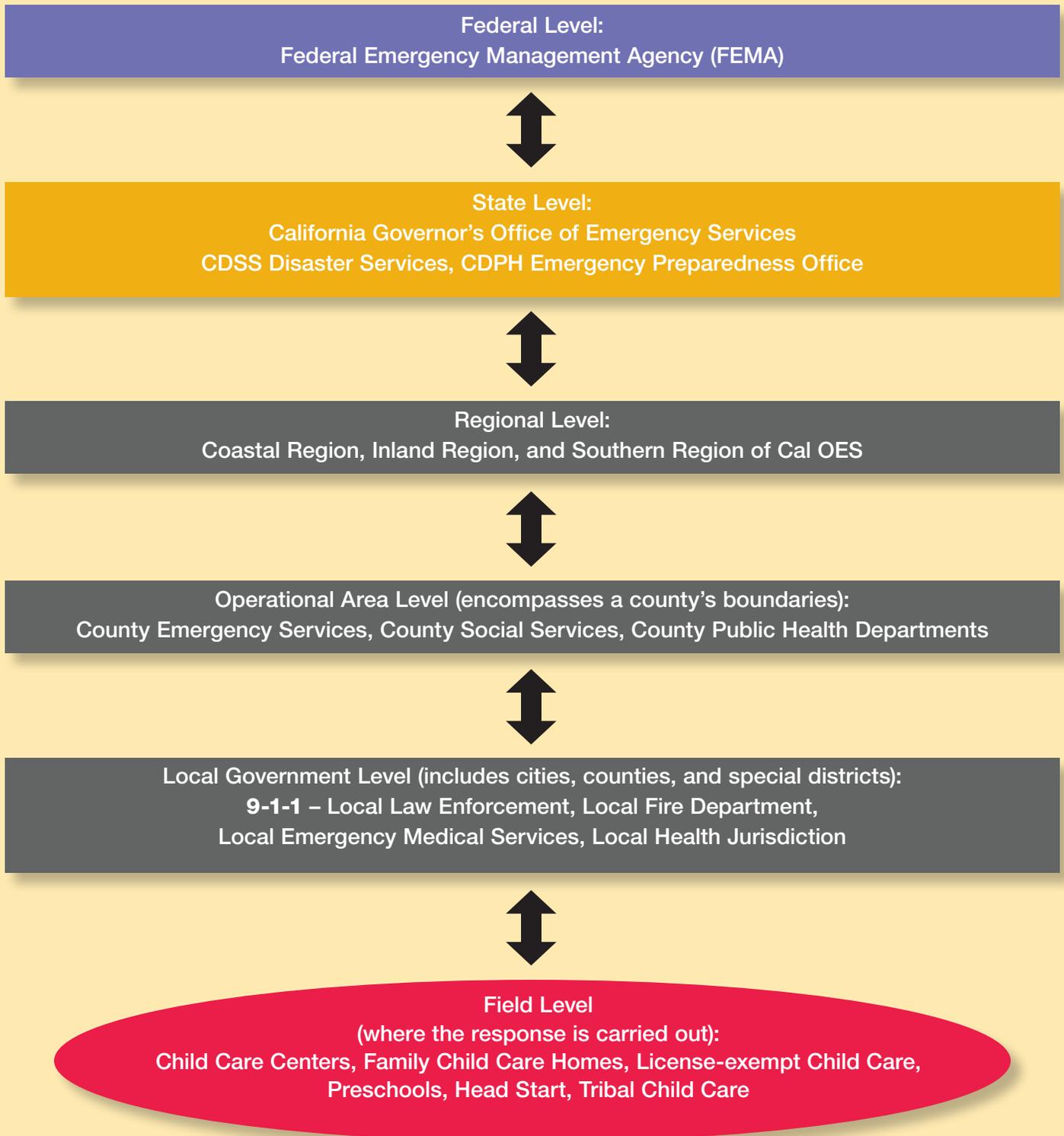
There are five SEMS organization levels:

- **Field** – The Field Level is where emergency response personnel and resources, under the command of responsible officials, carry out tactical decisions and activities in direct response to an incident or threat.
- **Local Government** – The Local Government Level includes cities, counties and special districts. Local governments manage and coordinate the overall emergency response and recovery activities within their jurisdiction.
- **Operational Area (OA)** – An OA is the level of the state's emergency management organization which encompasses a county's boundaries and all political subdivisions located within that county, including special districts. The OA facilitates and/or coordinates information, resources and decisions regarding priorities among local governments within the OA. The OA serves as the coordination and communication link between the Local Government Level and Regional Level.
- **Region** – The Regional Level manages and coordinates information and resources among OAs within the mutual aid region and also between the OAs and the State Level. The Regional Level also coordinates overall state agency support for emergency response activities within the region. California is divided into three Cal OES Administrative Regions: Inland, Coastal and Southern.
- **State** – The State Level of SEMS prioritizes tasks and coordinates state resources in response to the requests from the Regional level and coordinates mutual aid among the mutual aid regions and between the Regional Level and State Level. The State Level also serves as the coordination and communication link between the state and the federal emergency response system. The State Level requests assistance from other state governments through the Emergency Management Assistance Compact (EMAC) and similar interstate compacts/agreements and coordinates with the Federal Emergency Management Agency (FEMA) when federal assistance is requested.⁷

City Offices of Emergency Services (OES) communicate situation reports and resource needs to the county OA. The OA, in turn, reports to their Regional Level. The Regional Level reports and requests resources from the State Level as needed to support and coordinate Field Level response to the incident. Information about the impact of the disaster and the need for additional assistance and resources may then be communicated to state and federal emergency agencies, as needed.

Exhibit A:

EMERGENCY SERVICES MANAGEMENT AND CHILD CARE FLOW OF COMMUNICATION



Warnings, Alerts, and Public Safety Updates

The local governments are responsible for a proclamation of a State of Emergency, as necessary. Emergency proclamations are communicated through established channels such as television, radio, social media, and official websites. Proclamations of a State of Emergency provide:

- authority to promulgate emergency orders and regulations;
- extraordinary police powers;
- exceptions to statutorily mandated procedures;
- the first step to access state/federal disaster relief programs;
- a Governor's Proclamation provides the governor with powers authorized by the California Emergency Services Act (ESA).

Communicating accurate and timely information about public safety to the child care community is critical. Safe areas, transportation, road closures, access to potable water and other resources, power outages, and school closures all impact child care programs and their ability to operate safely. State and local agencies are designated to receive, assess, share, and disseminate information through public and other communication channels including cell phones, loud speakers, and public announcements.

California has a wide range of urban, suburban, and geographically remote areas. The ability to identify and map out where child care programs are located and their access to various modes of communication, including cell phone coverage and internet access, is essential. California CCL utilizes a Geographic Information System (GIS) to map all licensed child care facilities within a ten mile radius of a disaster. The information is then reported to the California State Warning Center through the Department of Social Services Disaster Bureau.

Child care programs and local agencies can access designated radio, television, and online media centers that provide centralized public communications about the disaster to receive accurate and timely information. Disaster planning includes being connected to local media and other communication centers/hubs. Immediately responding to rumors with accurate information reduces the risk of spreading false information and minimizes unnecessary fear, worry, and stress.



Setting Up a Communication Hub in Child Care Programs

Each child care program's disaster plan should include a communication hub with a staff member assigned as the communication coordinator. The role of the communication coordinator is to provide information and updates to child care staff, families, emergency services, and partner agencies. The communication coordinator responds to questions from neighbors, media, and the general public. Information should be provided keeping in mind language literacy, culture, and special communication needs. To support continuity of operations, the communication coordinator establishes two-way communication with pre-identified local partner agencies (for example, R&R Agencies, LPCs, and AP Agencies). Status updates including facility damage, staffing shortages, available child care slots, program closure, program relocation, and disaster relief needs should be reported. Following a disaster, licensed child care programs must submit a verbal report to their CCL Regional Office within 24 hours and a written Unusual Incident report on form LIC 624 (centers) or LIC 624B (family child care homes) within seven days. Local grantees of federal programs, such as Tribal Child Care and Head Start, report to their Regional Office of ACF to establish two-way communication for disaster relief.

Communication Technology

Disaster planning includes identifying communication technologies and systems and understanding how they are used. Below are examples of reliable communication technologies that facilitate timely dissemination of emergency alerts, public safety information, and disaster relief updates:

- Designated television and radio stations: Provide emergency alerts, warnings, updates, and status reports.
- Websites: National Oceanic and Atmospheric Administration (NOAA), National Weather Service, FEMA, Homeland Security, and other websites.
- NOAA Weather Radio All Hazards: NOAA Weather Radio All Hazards is a special radio (available for purchase), which provides immediate broadcasts of severe weather warnings and civil emergency messages.

- Social media: For example, Facebook, Twitter, and Instagram. Social media is used by Cal OES and other official emergency agencies and organizations for posting information and updates about a disaster.
- California Wireless Emergency Alert (WEA): provides alerts via text messaging to all smart phones within the disaster area. The alert comes as a special audible tone and vibration cadence. Cities and counties can register to participate in this alert system. Individuals with cell phones can register to receive alerts through their local city or county. The types of alerts transmitted via WEA are:
 - AMBER Alerts
 - Extreme weather warnings
 - Local emergencies requiring evacuation or immediate action
 - Presidential Alerts during a national emergency



Lessons Learned

Physical damage from disasters can range from minor cleanup to complete destruction. As a result of disasters such as Superstorm Sandy, Hurricane Katrina, and California wildfires and earthquakes, entire communities have been destroyed forcing many survivors to leave behind their homes, jobs, child care, and schools. The news of a disaster prompts communities and individuals to re-evaluate their preparedness. The following describe some lessons learned from researchers, disaster workers, teachers, and caregivers after their experiences with earthquakes, wildfires, hurricanes, and gun violence.



Planning

Children feel safe with trusted adults and cope better in disasters when the adults around them function adequately in stressful circumstances. Prepared child care providers and resilient families are essential to protecting children during times of uncertainty due to disasters. Child care providers must be trained and empowered to act in an emergency situation. Drills should be conducted at different times during the day and for different emergency situations. Children are able to learn age-appropriate, self-protective actions for disasters, and play an important part in disaster preparedness. Children with disabilities and/or access and functional needs should be actively involved in drills, disaster preparedness, response, and recovery.⁸

Reunification

If a disaster occurs when children are in child care and they cannot be reunited with families right away, it is best to shelter-in-place, if possible, so that children can stay in a familiar environment with people they know. Safe assembly areas should be determined in advance in case evacuation and/or relocation are needed. Temporary shelter (for example, pop-up canopy tents) with sanitary equipment and supplies (including supplies for children with special needs) should be available. Streamlined sign-out and pick-up procedures for families help to reduce chaos and minimize anxiety for both adults and children. Communication systems and equipment should include newer technologies that meet the needs of families such as cell phone networks, texting, Twitter, Facebook groups, and group email communication.

The needs of children who are separated from their families should be met in a safe and developmentally sensitive manner. The Red Cross, which runs many shelters in disasters, cannot assume legal responsibility for unaccompanied minors. Children at a Red Cross shelter without a parent or legal guardian will be referred for local government services (for example, law

enforcement, the County Department of Social Services, or the local Health Jurisdiction) to support reunification with families. Licensed child care providers are responsible for the care and supervision of children until someone with legal authority such as, a licensed social worker from the County Department of Social Services, assumes responsibility. It may take days, weeks, or months for some children to be reunified with their families after a disaster.⁹

Child Care is an Essential Service

A secure workforce is necessary to respond to critical needs in the community following a disaster. It is essential that safe child care is available for children of emergency workers. Child care programs in affected areas may need to close or be relocated because of damage to their facilities. Displaced families will need to find child care in their new location as they recover from the disaster. In addition, child care centers in affected areas may be short staffed since staff members may be personally affected by the disaster resulting in absence from work. Child care slots may also be lost when programs located in school district buildings close after a disaster. Appropriate and safe alternatives for temporary child care must be identified as soon as possible following a disaster.¹⁰

Relief and Recovery

State and federal disaster relief funds will assist communities with recovery activities, yet more resources are likely to be needed, especially for families with limited social and economic resources.¹⁰ Families may be forced to leave their homes, change schools, make new arrangements for child care, and/or seek new employment. Disaster recovery should focus on a return to normalcy for children and families and include measures to provide stable and safe housing.^{9,11} Identifying children and families who need extra help or professional intervention reduces the negative effects of a disaster. Increased and enhanced mental health services are important both immediately following a disaster and throughout the recovery process.^{9,12}

Despite the vulnerabilities of children in child care, actions can be taken to support families and protect children's safety, health and development after a disaster. Effective engagement of families in disaster response and recovery planning reduces anxiety and improves the family's ability to bounce back to normal functioning following a disaster. With support, planning, and supportive recovery activities, families and communities can fully recover after disasters and emergencies—possibly emerging stronger than ever.



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Emergency Functions

Exhibit B:

STATE AGENCY EMERGENCY FUNCTIONS FOR CHILD CARE

The following matrix and accompanying narratives summarize agency and department roles and responsibilities in relation to each of the emergency functions for the California Child Care Disaster Plan. The goal of the matrix summary is to provide guidance that supports coordination and collaboration for disaster planning, response, and recovery.

STATE AGENCIES & DEPARTMENTS	EMERGENCY FUNCTIONS									
	Evacuation	Relocation	Shelter-in-place and Lockdown	Communication	Reunification with Families	Continuity of Operations/ Essential Services/ Temporary Child Care	Accommodation of Infants and Toddlers	Children with Disabilities & Chronic Medical Conditions	Recovery Services (funds, damage evaluation, mental health, rebuilding)	Practice Drills and Preparedness Training
California Department of Developmental Services (DDS)		X		X	X			X	X	
California Department of Education (CDE), Early Education and Support Division		X	X	X		X			X	X
CDE Head Start Collaboration				X		X			X	X
CDE USDA Child Nutrition Programs		X	X	X		X	X		X	
California Department of Public Health (CDPH)		X	X	X			X	X	X	X
California Department of Social Services Child Care Licensing (CDSS CCL)	X	X		X		X			X	X
California Department of Social Services Disaster Services Bureau (DSS DSB)	X	X	X	X	X			X	X	
California Emergency Medical Services Administration (EMSA)				X						X
California Governor's Office of Emergency Services (Cal OES)	X			X						X
California Child Care Resource & Referral Network (R&R Network)	X	X		X	X	X			X	X

Emergency Function Narratives by State Agency

California Department of Developmental Services (DDS) www.dds.ca.gov

Relocation – Advocate for appropriate shelter space that meets the needs of people with disabilities.

Communication – Coordinate with Regional Centers to identify and respond to the needs of the developmental services community. Collect information about DSS children enrolled in child care affected by the disaster. Back-up IT systems and check that they restore and recover as expected.

Reunification with Families – Maintain demographic and health information on individuals with developmental disabilities.

Children with Disabilities & Chronic Medical Conditions – Maintain demographic and health information on children receiving DDS services.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Encourage Regional Centers to increase service coordination contact with families of children with developmental disabilities affected by the disaster to communicate potential recovery resources. Follow up that needs for health services, including mental health services, are being met.

California Department of Education (CDE) Early Education and Support Division www.cde.ca.gov/sp/cd/op/cdprograms.asp

Relocation – Facilitate the use of public school property by public agencies, including child care, during disasters.

Shelter-in-place and Lockdown – Communicate with local education agencies (LEA) about the use of school buildings, grounds, and equipment for mass care and welfare shelters.

Communication – Utilize GIS mapping to identify CDE funded child care facilities affected by a disaster. Provide disaster related information via the California Consumer Education Toll-free phone line (1-800-KIDS-793). Communicate with contractors including Local Planning Councils, State funded child care programs, R&R agencies, AP Agencies, during, after, and in anticipation of emergencies. Back-up IT systems on a daily basis.

Continuity of Operations/ Essential Services/ Temporary Child Care – Support efforts to resume essential child care operations, provide temporary child care, and continue payment for subsidized child care. Implement special policies to provide against loss of funds that are due to circumstances beyond control of the contractor including – earthquakes, floods, fires, epidemics, impassable roads, and other health and safety hazards. Support AP Agencies to continue eligibility determinations and subsidy authorizations for families; support procedures to process new applications for families needing assistance as a result of the emergency; and activities related to the approval of in-home/relative child care providers.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Monitor agencies and programs that provide eligibility determinations and subsidy authorizations. Analyze impacted areas for safe return to child care facilities.

Practice Drills and Preparedness Training – Support agencies and programs to provide staff development and training about emergency preparedness, response, and recovery. Encourage the use of best practices for emergency preparedness as outlined in the California Early Childhood Educator (ECE) Competencies. Promote professional development on the impact of trauma and bereavement on children including: likely reactions; strategies for providing trauma informed care; bereavement support; and indications for referral for additional mental health services. Test IT back-up systems to check that they restore and recover as expected.

CDE – California Head Start State Collaboration Office cde.ca.gov/sp/cd/re/chssco.asp

Communication – Coordinate information exchange about the status of child care between the Office of Head Start Region IX and California Head Start grantees. Serve as a conduit for information exchange between the Office of Head Start Region IX, the State, and California's local early childhood systems.

Continuity of Operations/Essential Services/ Temporary Child Care – Support California Head Start programs to resume essential operations. Work with the Office of Head Start Region IX and local programs to support efforts to secure temporary locations for displaced California Head Start programs.

Recovery – Disseminate information to Head Start grantees regarding disaster assistance and recovery.

Practice Drills/Preparedness Training –

Disseminate information to Head Start grantees as it pertains to the Head Start Performance Standards for disaster preparedness, response, and recovery.

California Department of Education (CDE) – U.S. Department of Agriculture Child Nutrition Programs (USDA CNP)
www.cde.ca.gov/ls/nu

Relocation – Coordinate with schools and approve temporary child care sites for USDA CNP meal reimbursement.

Shelter-in-place and Lockdown – Coordinate access to food.

Communication – Provide information about USDA disaster relief food assistance for mass shelters and households and the expanded availability of Supplemental Nutrition Assistance Program (SNAP) benefits. www.fns.usda.gov/disaster/disaster-assistance. In California, SNAP is known as the CalFresh Program.

Infants and Toddlers – Coordinate access to food and promote keeping breastfeeding moms and babies together whenever possible in disaster situations.

Continuity of Operations/ Essential Services/ Temporary Child Care – Provide information on reimbursement for food in the USDA CNPs. Continue payments to eligible CNP child care providers.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Support continuity of operations for the USDA CNPs.

California Department of Public Health (CDPH) www.cdph.ca.gov

Relocation – Support food safety and sanitation standards in shelters.

Shelter-in-place and Lockdown – Ensure the safety of water, food, prescription medications, over-the-counter medications, medical devices, and other consumer products in the disaster area.

Communication – Provide support for infectious disease surveillance and outbreak response to local health departments and other partner agencies. Provide technical assistance related to public drinking water

systems, communicable disease, hazardous materials, biohazards, radioactive materials, and other public and environmental health concerns.

Infants and Toddlers – Provide support to ensure that appropriate and safe infant feeding and safe infant sleep practices are in place in mass shelter and shelter-in-place situations.

Children with Disabilities & Chronic Medical Conditions – Coordinate access to medications, vaccines, and medical supplies as needed.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Analyze impacted areas for safe return to child care facilities. Ensure the availability of health services (for children and adults), including mental health services, as soon as possible. Provide follow up to ensure that needs for services are being met. Encourage on-site mental health consultation for child care programs.

Preparedness Training – Train disaster relief workers (for example, Red Cross volunteers) and disseminate information about safe infant sleep and infant feeding in disaster situations. Disseminate disaster preparedness information to child care providers and families. Test IT back-up systems to check that they restore and recover as expected.

California Department of Social Services (DSS) Child Care Licensing Program (CCL)
www.cclcd.ca.gov/PG411.htm

Evacuation – Support the development of evacuation procedures through regulation and guidance. Maintain contact with licensed child care facilities that require evacuation of children, and offer assistance, if needed, during a disaster.

Relocation – Support requirements, working with the licensee as much as possible, to establish relocation sites according to laws, regulations, and licensing forms.

Communication – Monitor the impact of disasters on child care programs. Provide information about licensed child care programs and GIS mapping to the California Office of Emergency Services (Cal OES). Collect data on child care programs affected by the disaster. Back-up the IT and data collection systems daily.

Continuity of Operations/Essential Services/ Temporary Child Care – Support the safety and well-being of children in licensed child care through continued licensing procedures in accordance with state law.

Prioritize licensing procedures that re-establish safe and healthy child care.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Support programs to resume essential operations. Issue new child care licenses (according to statute) to fill the need created by the disaster. Expedite the licensing process as much as possible. Remove permanently closed centers and family child care homes from the licensing data base. Continue to investigate complaints about licensed child care.

Practice Drills and Preparedness Training – Ensure the health and safety of children in licensed child care before, during, and after a disaster by requiring licensees to conduct drills and facilitate training. Include infants and toddlers and children with special health care needs in drills. Disseminate guidance and information to providers and families about disaster planning.

California Department of Social Services (DSS) Disaster Services Bureau (DSB) www.cdss.ca.gov/dis/default.htm

Evacuation – Support the evacuation of CDSS CCL child care facilities through alert and warning, notification, communication, and coordination with CCL and Cal OES.

Relocation – Identify children separated from their families. Identify resources that may be available to support child care in shelters, including CDSS Volunteer Emergency Service Team (VEST) members. Offer information on shelter and mass care operations that protect children.

Shelter-in-place, Lockdown – Identify state agency resources that may be available to support care for children separated from their families.

Communication – Assist with language translation services, including sign language interpreters in shelters.

Reunification with Families – Reunite children with families. Work in coordination with Red Cross and local officials to help locate displaced children and families after a disaster. Coordinate with the Red Cross Safe & Well Program.

Children with Disabilities & Chronic Medical Conditions – Provide functional assessment service teams (FAST) in coordination with local agencies to assess and ensure children with disabilities and others with access and functional needs are supported in shelters. Coordinate with supporting state agencies to ensure that health concerns and special health needs in shelters are addressed.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Support transitioning children separated from their families by disasters from mass care to family living.

California Emergency Medical Services Administration (EMSA) www.emsa.ca.gov

Communication – EMS for Children: Provide technical assistance to local emergency medical services agencies about how to include children in their local emergency medical services system. Include quality of care, continuity of care, family-centered care, cultural diversity, and caring for children with special needs.

Practice Drills and Training – *EMSA Child Care Training Program*: Review and update disaster preparedness information for the 16 hour EMSA approved Preventative Health Training for Child Care Providers required for licensure. Post disaster preparedness, response, and recovery resources on the EMSA Child Care Training website. *EMS for Children*: Encourage disaster training specific to pediatric populations for hospital staff and local EMS personnel; post guidance for children in disasters on the EMSA website.

California Office of Emergency Services (Cal OES) www.caloes.ca.gov

Evacuation – Provide information and guidance about evacuation proclamations and procedures to local governments.

Communication – Support statewide emergency activities including mitigation, preparedness, response, and recovery that include children and child care programs. Encourage local governments to link child care to the broader disaster response. Assist state agencies to identify needs and solve problems. Support on-going development of partnerships between the child care community and emergency response agencies.

Practice Drills and Preparedness Training – Provide resources for families and child care programs to develop emergency plans. Organize statewide drills and preparedness exercises. Include children in exercises to the extent possible. Provide information on hazard analysis and mitigation at <http://myhazards.caloes.ca.gov/>.

California Child Care Resource & Referral Network (R&R Network)

www.rrnetwork.org

Evacuation – Work with local R&R Agencies to collect information about child care programs that have evacuated their facilities.

Relocation – Work with local R&R Agencies to collect information about providers and the children in care who have relocated in a disaster.

Communication – Facilitate communication among member R&R Agencies for collaboration and mutual aid through established communication channels. Use the Consumer Education toll-free number (1-800-KIDS-793) to collect and share information on response/recovery efforts and provide resources for local R&R Agencies from 9 AM–5 PM Monday through Friday. Modify the 24 hours a day message for the Consumer Education line to include information about disaster response resources. Connect with local R&R Agencies to: 1) learn about program closure, evacuation, and child care availability; 2) support local R&R Agencies in conducting telephone surveys of child care programs in affected area(s); 3) support local R&R Agencies in disseminating information regarding disaster assistance and recovery; and 4) support R&R agencies in reporting to CDE on the disaster’s impact on the community’s child care infrastructure.

Reunification of Families – Support local R&R Agencies to provide information about relocated children to facilitate reunification with their families. Coordinate with the Red Cross Safe & Well Program.

Continuity of Operations/Essential Services/Temporary Child Care – Encourage emergency assistance and mutual aid between neighboring R&R Agencies. Coordinate with and support R&R Agencies: 1) connecting with CDE about closure of child care programs located in public schools; 2) providing child care information and resources for emergency workers and other essential service workers in; 3) providing technical assistance to child care providers, CCL, and families regarding temporary or emergency child care; 4) providing information on temporary child care and/or safe and healthy child care alternatives for families during a disaster; 5) identifying potential volunteer child care disaster relief workers with background clearance who could be called upon to provide child care if regular staff cannot work; and 6) backing up computer files, records, and data on a daily basis.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Post disaster relief information on the R&R Network website. Support R&R Agencies to identify and facilitate healthy and safe child care arrangements that are accessible and meet the needs of children and their families impacted by the disaster. Remind R&R Agencies to remove permanently closed child care programs from subsidy and referral data bases. Encourage local R&R Agencies to provide information and referrals to mental health services after disaster. Request that local R&R Agencies provide the R&R Network with a general assessment of the level of impact the disaster had on child care programs. Donation Management: Work with R&R Agencies and LPCs to support the collection and distribution of donated goods and supplies.

Practice Drills and Preparedness Training – Provide support to the local R&R Agencies to offer: 1) ongoing professional development; 2) consultation and technical assistance; and 3) publication of classes and workshops, including, but not limited to, the 16-hour, Emergency Medical Services Administration (EMSA) approved Child Care Provider Health and Safety Training required for licensure. Encourage local R&R Agencies to open disaster preparedness training enrollment to local Red Cross volunteers and other emergency response volunteers. Test IT back-up systems to check that they restore and recover as expected.



Exhibit C:

ROLES AND RESPONSIBILITIES OF FEDERAL AGENCIES AND NON-GOVERNMENTAL ORGANIZATIONS

The following matrix and accompanying narratives summarize agency and department roles and responsibilities in relation to each of the emergency functions for the California Child Care Disaster Plan. The goal of the matrix summary is to provide guidance that supports coordination and collaboration for disaster planning, response, and recovery.

FEDERAL AGENCIES & DEPARTMENTS	EMERGENCY FUNCTIONS									
	Evacuation	Relocation	Shelter-in-place and Lockdown	Communication	Reunification with Families	Continuity of Operations/ Essential Services/ Temporary Child Care	Accommodation of Infants and Toddlers	Children with Disabilities & Chronic Medical Conditions	Recovery Services (funds, damage evaluation, mental health, rebuilding)	Practice Drills and Preparedness Training
Administration for Children and Families (ACF), Office of Child Care, Tribal Child Care, Head Start Region IX				X		X	X	X	X	X
ACF, Office of Human Services Emergency Preparedness and Response	X			X		X	X	X	X	X
American Red Cross		X	X		X		X	X	X	X
Federal Emergency Management Agency	X	X			X				X	X
National Center for Missing and Exploited Children					X					
United States Department of Labor, Disaster Unemployment Assistance									X	
United States Small Business Administration									X	

Emergency Function Narratives by Federal Agency

Administration for Children and Families (ACF): Office of Child Care (OCC) including Tribal Child Care/Office of Head Start, www.acf.hhs.gov/programs/occ

Communication – Coordinate information exchange between OCC and the state agencies (for example, receive child care status information from the state and forward it to federal offices as appropriate).

Continuity of Operations/Essential Services/Temporary Child Care – Support continuation of subsidies and recovery operations. Establish an emergency child care recovery task force.

Accommodations of Infants and Toddlers – Promote safe and appropriate care of infants and toddlers in disasters.

Children with Disabilities & Chronic Medical Conditions – Support the inclusion of children with disabilities and chronic medical conditions activities before, during, and after a disaster.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Share disaster relief resources with families and child care providers using available technologies (for example, website posts, group email, Facebook posts, Twitter).

Practice Drills and Preparedness Training – Assist with emergency preparedness planning efforts for child care. Disseminate information and resources. Test IT back-up systems to check that they restore and recover as expected.

ACF, Office of Human Services Emergency Preparedness and Response www.acf.hhs.gov/program-topics/emergency-response-recovery-0

Evacuation – Provide Technical Assistance for evacuation; relocation; shelter-in-place and lockdown for Head Start, CCDBG, and Tribal CCDF grantees.

Communication – Post informational and educational disaster relief materials on ACF websites. Continuity of Operations/Essential Services/Temporary Child Care – Activate the Disaster Case Management Program.

Accommodations of Infants and Toddlers – Promote safe and appropriate care of infants and toddlers in disasters.

Children with Disabilities & Chronic Medical Conditions – Support the inclusion of children with disabilities and chronic medical conditions activities before, during, and after a disaster.

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Support recovery efforts specific to child care services and programs. Coordinate with federal and local assistance programs to help disaster survivors achieve pre-disaster levels of functioning.

Practice Drills and Preparedness Training – Provide information and educational materials for practice drills and preparedness training.

American Red Cross (Red Cross) www.redcross.org

Relocation – Keep information about local Red Cross chapters up-to-date. Provide access to information about local Red Cross chapters. Support local Red Cross shelters to include the child care community as needed. Provide information to the public about the nearest Red Cross Shelter. Coordinate with USDA about the types and quantities of food that relief organizations need for emergency feeding operations. Monitor USDA supplies of food to disaster relief organizations for mass feeding or distribution to households. If children are present in a shelter or assistance center, coordinate with partners to provide temporary, respite care services for children.

Shelter-in-Place and Lockdown – Provide information and training about how to Shelter-in-Place.

Reunification with families – Establish policies and procedures for reuniting unaccompanied minors with their families. Manage the Red Cross Safe and Well Online Registry where concerned family and friends can search the list of those who have registered themselves as “safe and well”. Support the referral of unaccompanied minors in shelters to the California DSS Disaster Services Bureau.

Accommodation of Infants and Toddlers –

Train Red Cross disaster relief workers in the unique needs of child care providers, infants, toddlers, and children at a Red Cross Shelter. Provide relief workers with extra training about safe infant sleep and infant feeding in disasters. Support arrangements for safe sleep environments for infants and support for breastfeeding families.

Children with Disabilities & Chronic Medical

Conditions – Facilitate procuring equipment as needed for those with functional access needs. Promote training related to children with disabilities and chronic medical conditions for Red Cross workers.

Recovery Services (funds, damage evaluation, mental health, rebuilding) –

Support referrals for social services and/or mental health as needed. Provide information on other relief services and financial assistance as needed (for example, stable housing, SNAP, small business loans).

Practice Drills and Preparedness –

Develop training materials including mobile apps such as Monster Guard and The Pillowcase Project. Provide training opportunities. Test IT back-up systems to check that they restore and recover as expected.

Federal Emergency Management Agency (FEMA) www.fema.gov

Evacuation – Provide information on mass evacuation.

Relocation – Staff disaster recovery centers. Provide guidance or information about Red Cross Shelters and alternatives. Provide information about local open shelters.

Reunification with families – Maintain the FEMA National Emergency Family Registry and Locator System (NEFRLS) to help reunite families separated by a disaster. Note: The system is only activated after disasters with mass evacuations.

Recovery Services (funds, damage evaluation, mental health, rebuilding) –

Respond to applications for financial assistance from counties that have been declared a federal disaster. Provide information on other relief services. Provide technical assistance related to rebuilding efforts and Public Assistance grants.

Practice Drills and Preparedness Training –

Provide online disaster preparedness information and training on Ready.gov. Provide grant funding through the Homeland Security Grant Program to support child specific preparedness initiatives.

National Center for Missing and Exploited Children www.missingkids.com

Reunification with families – Establish policies and procedures for reuniting unaccompanied minors with their families. Provide reunification technical assistance and support. Deploy Team Adam (retired law enforcement officials) as requested by local authorities.

United States Department of Labor, Disaster Unemployment Assistance www.ows.doleta.gov/unemploy/disaster.asp

Recovery Services (funds, damage evaluation, mental health, rebuilding) –

Provide information and assistance for disaster relief services and loan programs after presidentially declared disasters.

United States Small Business Administration www.sba.gov

Recovery Services (funds, damage evaluation, mental health, rebuilding) – Provide information and assistance about small business disaster relief loans for child care providers after presidentially declared disasters.

Volunteer Organizations Activated in Disasters (VOAD)

There are many volunteer organizations whose mission is to prepare for, respond to, and recover from disasters of all kinds. National, state, regional, and local level VOADs organize and train volunteers to help in emergencies. A VOAD can be community-based, faith-based, or any other type of non-profit or volunteer group. These volunteer groups provide a variety of disaster services including planning for disasters, disaster training, mitigation, mass sheltering, managing donations, clean-up, rebuilding, case management, and emotional and spiritual support.

Exhibit D:

ORGANIZATIONAL EMERGENCY COMMUNICATION FLOW CHART FOR CHILD CARE

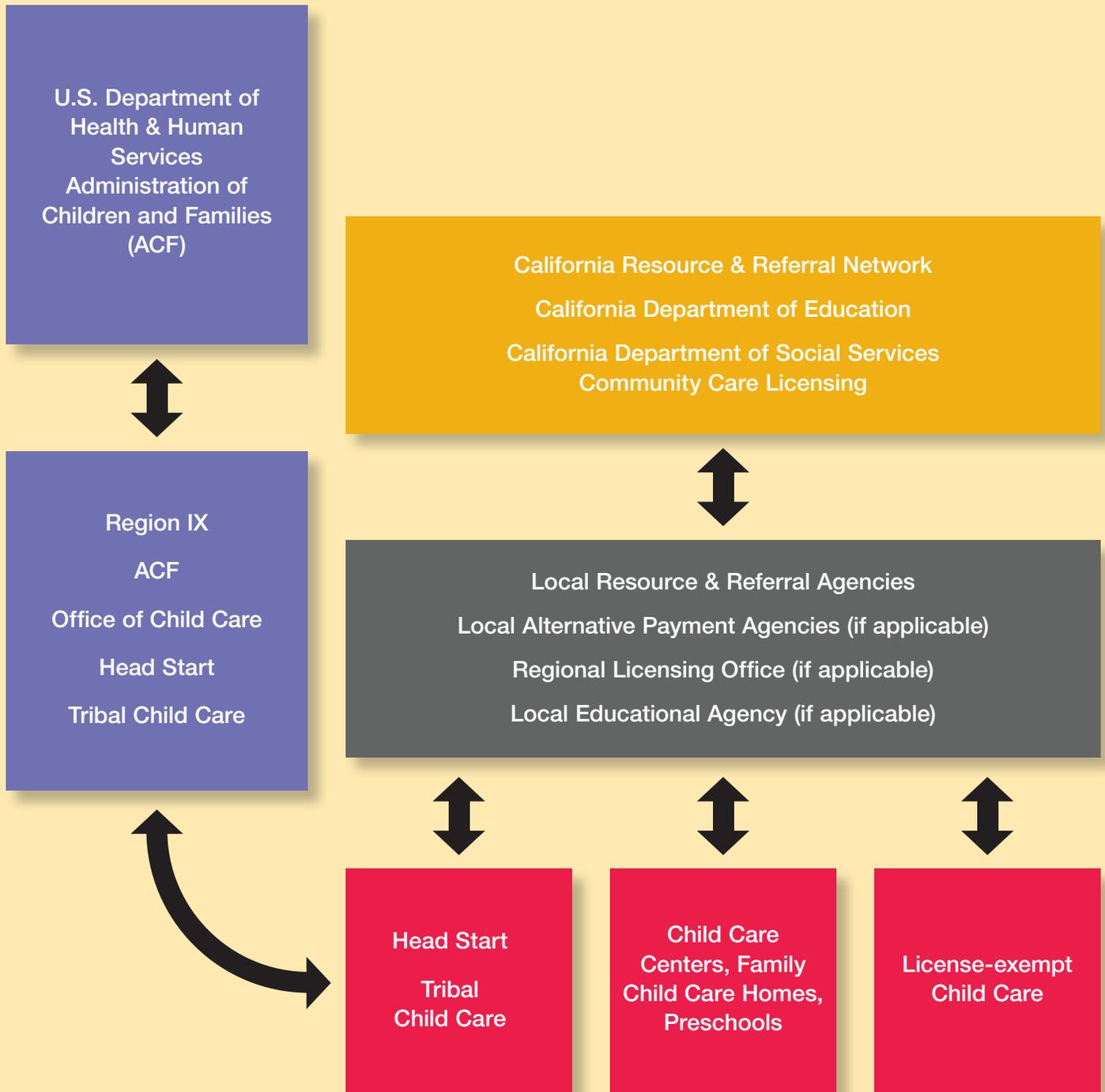


Exhibit E:

ACRONYMS

- ACF:** Administration for Children and Families
- AP:** Alternative Payment Program
- CACFP:** Child and Adult Care Food Program
- Cal OES:** California Governor's Office of Emergency Services
- CCDBG:** Child Care and Development Block Grant
- CCDF:** Child Care Development Fund, commonly referred to as CCDBG, the terms are often used interchangeably.
- CCHP:** California Childcare Health Program
- CCL:** Child Care Licensing Program
- CDE:** California Department of Education
- CDPH:** California Department of Public Health
- CHP:** California Highway Patrol
- CNP:** Child Nutrition Programs
- DDS:** California Department of Developmental Services
- DHS:** Department of Human Services
- DOJ:** California Department of Justice
- DSB:** Disaster Services Bureau
- DSS:** California Department of Social Services
- EESD:** Early Education Support Division
- ESA:** California Emergency Services Act
- EMSA:** Emergency Medical Services Authority
- FBI:** Federal Bureau of Investigation
- FEMA:** Federal Emergency Management Agency
- GIS:** Geographic Information System
- IT:** Information Technology
- LPC:** Local Planning Council
- NIMS:** National Incident Management System
- NOAA:** National Oceanic and Atmospheric Administration
- OA:** Operational Area
- OCC:** Office of Child Care
- OHS:** Office of Head Start
- R&R Agency:** Child Care Resource & Referral Agency
- R&R Network:** California Child Care Resource & Referral Network
- SEMS:** California's Standardized Emergency Management System
- SEP:** State Emergency Plan
- SNAP:** Supplemental Nutrition Assistance Program
- TANF:** Temporary Assistance to Needy Families
- USDA:** United States Department of Agriculture (USDA)
- VEST:** CDSS Volunteer Emergency Service Team
- WEA:** Wireless Emergency Alert

Maintenance and Distribution

Maintenance

The California Child Care Disaster Plan will be reviewed annually by the statewide Child Care Health and Safety Regulatory Workgroup/Child Care Disaster Plan Advisory Subgroup, or other group designated by CDE, and revised as needed. State agencies named in this plan are asked to review and submit changes to relevant sections of the plan to CDE. This plan is intended to coordinate with the most current State of California Emergency Plan.

Questions and updates can be submitted to CDE, Early Education and Support Division (EESD). caccdisasterplan@cde.ca.gov

Distribution

The California Child Care Disaster Plan Annex and Appendix, including a Step-by-Step Guide with forms, checklists, handouts, and resources to help individual child care programs plan for disasters based on their needs and local resources, will be distributed electronically. The following organizations have agreed to disseminate materials by email, electronic newsletter, website posting and/or online training: UCSF California Childcare Health Program, California Department of Education Early Education and Support Division, Department of Social Services Child Care Licensing Division, Emergency Management Services Authority, and the California Child Care Resource & Referral Network. The documents will be available online in English and Spanish at no cost.



Record of Changes

Each update to the California Child Care Disaster Plan will be tracked by the lead agency including the date, page number(s), justification for the change, and agencies affected by the change, and entered into the table below.

DATE	PAGE NUMBER(S)	JUSTIFICATION FOR THE CHANGE	AGENCIES AFFECTED BY THE CHANGE

CALIFORNIA



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HEALTH
PROGRAM

California Childcare Health Program

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415-476-4695

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Early Education and Support Division

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