



NATIONAL CENTER ON
Afterschool and Summer Enrichment

Out-of-School Time
Emergency Preparedness,
Response, and Recovery

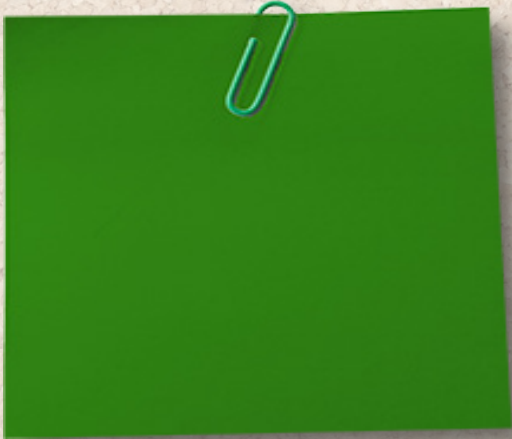
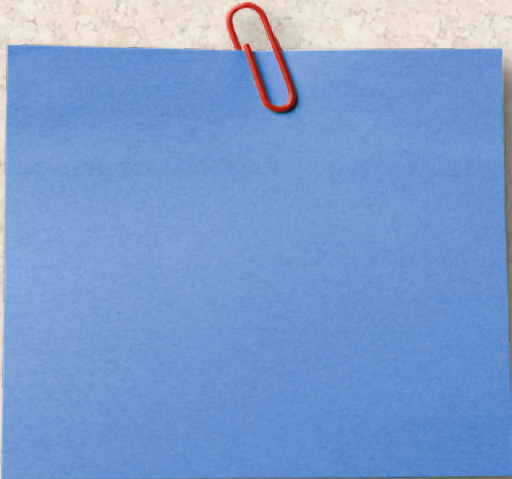
Toolkit





Inside the Toolkit

➔ Click or tap on a topic box to learn more.



Overview



Introduction

CCDF Final Rule

Statewide Disaster Plan

Federal, state, and local agencies are increasing investments and building capacity in emergency preparedness, response, and recovery (EPRR). Emergencies of all types can occur abruptly and cause devastation to programs, families, communities, and entire towns or cities. Emergencies come in various forms, ranging from an active shooter event to a weather-related disaster to the onset of food poisoning affecting multiple people at the same time. No matter the emergency, programs that work with children and youth must be prepared to respond accordingly to maintain the health and safety of everyone.

The purpose of this toolkit is to assist out-of-school time (OST) programs (staff, volunteers, etc.) in developing emergency preparedness plans that address the distinct needs of OST programs.

This toolkit is arranged into six sections:

1. Overview
2. Background
3. Preparedness
4. Response
5. Recovery
6. Appendix

Before exploring this toolkit, it is important to review the expectations for programs licensed or monitored by a Child Care and Development Fund (CCDF) Lead Agency. In addition, programs should know the Child Care Development Block Grant (CCDBG) requirements regarding Statewide Disaster Plans (or Disaster Plans for a Tribe's service area) for Child Care.

Please [provide feedback](#) on the Out-of-School Time Emergency Preparedness, Response, and Recovery Toolkit.

Overview



Introduction

CCDF Final Rule

Statewide
Disaster Plan

Title 45—Public Welfare and Human Services

PART 98 CHILD CARE AND DEVELOPMENT FUND

§ 98.41 Health and safety requirements

- a. Each Lead Agency shall certify that there are in effect, within the State (or other area served by the Lead Agency), under State, local or tribal law, requirements (appropriate to provider setting and age of children served) that are designed, implemented, and enforced to protect the health and safety of children. Such requirements must be applicable to child care providers of services for which assistance is provided under this part.
- b. Such requirements, which are subject to monitoring pursuant to § 98.42, shall: (vii) Emergency preparedness and response planning for emergencies resulting from a natural disaster, or a man-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a)(1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1)) that shall include procedures for evacuation, relocation, shelter-in-place and lock down, staff and volunteer emergency preparedness training and practice drills, communication and reunification with families, continuity of operations, and accommodation of infants and toddlers, children with disabilities, and children with chronic medical conditions.

Overview



Introduction

CCDF Final Rule

Statewide
Disaster Plan

Statewide Disaster Plan (or Disaster Plan for a Tribe's service area) for Child Care

The reauthorization of the CCDBG Act requires Lead Agencies to develop and maintain a comprehensive Statewide Disaster Plan to address emergency preparedness, response, and recovery efforts specific to child care. Under section 658E(c)(2)(U) of the Act³ and 45 CFR 98.16(aa) of the CCDF final rule, Lead Agencies are required to demonstrate how they will address the needs of children, including the need for safe child care, before, during and after a state of emergency declared by the Governor or a major disaster or emergency (as defined by section 102 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act) through a Statewide Disaster Plan (or Disaster Plan for a Tribe's service area).

An [Information Memorandum](#) outlines the requirements that a Lead Agency must address in each area when developing and implementing its Statewide Disaster Plan (or Disaster Plan for a Tribe's service area), in accordance with the Act and the final rule at 45 CFR 98.16(aa) and 98.41(a)(1)(vii), including:

- Coordinating and collaborating with key partners;
- Guidelines for continuation of child care subsidies and services;
- Coordination of post-disaster recovery of child care services; and
- Requirements for CCDF providers and other child care providers.

A detailed explanation of the Emergency Preparedness and Response Planning Requirements is outlined by the National Center on Early Childhood Quality Assurance.

Background



OST Programs

School-Age Development

Program Locations

Supervision

Types of Emergencies

Out-of-school (OST) programs are programs that provide services to children during times they are not in school. These times can be, but are not exclusive to, the following:

- After school
- Before school
- Special school closures
- Summer breaks

Services provided by these programs depend on the nature of the program. Most afterschool programs provide basic child care services to meet the developmental needs of the children served. However, programs can have specific areas of focus, such as:

- **Academic** – Activities that address school-related work, primarily homework time in which children receive time and attention from adults to complete their homework assignments or other school-related projects. Some programs may provide academic remediation and/or enrichment.
- **Creative arts** – Activities that engage a child’s imagination and can include activities such as art, dance, drama, puppetry, and music.
- **General recreation** – Activities of leisure (games, sports, creative arts, etc.) to promote social engagement among peers or specific groups.
- **Sports** – Activities that focus on a specific sport or activity with the purpose of participants increasing their skills and enhancing their overall performance.

Background



OST Programs

School-Age Development

Program Locations

Supervision

Types of Emergencies

Developmental stage of children – OST programs are normally available to school-age children, encompassing ages 5 through 12. However, it is possible for the age span to go lower or higher based on community and parental needs.

School age – The time of both early and middle childhood and pre-adolescence. The age range starts at 5 years, at the outset of compulsory schooling, and goes up to 13 years, which marks the onset of puberty. Children experience gradual yet complex physical, cognitive, and emotional development during this time. At around 9 years of age, children make major developmental gains, including a shift from concrete to abstract thought, and the development of the child's individual identity progresses throughout the entire age continuum. Brain development during this age span is marked by strengthening the established neural connections and creating new ones.

Learn more about the [development of school-age children](#).

Resource

[North Shore University Health System Pediatric](#)

This website provides information and details on the developmental stage of children, ages 5 to 12 years old.



Background

OST
Programs

School-Age
Development

Program
Locations

Supervision

Types of
Emergencies

OST programs can be located anywhere: school buildings, park buildings, churches, community organizations, family child care homes, shelters, police stations, hospitals, businesses, outdoor environments, and specific structures created for these programs. Programs can encompass an entire building or be confined to an allocated space within a building.

Access/Transportation

Children can access OST programs by various means:

- Walking from school or home (alone or in a group, with or without an adult)
- Walking from bus stop
- Bus transport – Bus drops child(ren) off at the program’s location
- Car transport – Child(ren) are dropped off by car

Background



OST
Programs

School-Age
Development

Program
Locations

Supervision

Types of
Emergencies

School-age children require supervision, but as they mature, they may require less intensive supervision than their younger peers do. Staff should never leave any children alone, but they can supervise a greater number of older children than younger children.

According to [ChildCare.gov](https://www.childcare.gov), the recommended adult-to-child ratios for school-age children are as follows:

- 1 trained adult should not care for more than 10–12 school-age children.
- There should be no more than 20–24 school-age children in a group or a classroom.
- 2 trained adults should always be present in a full group of 20–24 school-age children.

Note: These are general recommendations. Be sure to check the child care adult-child ratio recommendations for your state. CCDF now requires Lead Agencies to establish group sizes and ratios.

Sign-in/sign-out documentation is an essential supervision tool in OST environments. Programs should have a sign-in/sign-out system to track those who enter and exit the program facility. The system should collect the following information:

- Name
- Contact number
- Relationship to facility (e.g., participating child/youth, parent/guardian, vendor, guest, etc.)
- Recorded times for in and out

Supervision During Trips

Programs, especially those held during summer breaks, may organize field trips away from the program location. This adds another layer of security concern for the program staff and children/youth.

This toolkit focuses on emergency preparedness program plans more suitable for on-site situations, but it is important to practice and maintain guidelines for trips away from the program site. You can review these general [field trip guidelines](#) for reference.

Resource

[Field Trip Safety Guidelines](#)

This field trip safety information and checklist, developed and shared by Region 4 Education Service Center, provides guidance around how to prepare for and conduct a safe field trip with school-age children.



Background

OST Programs

School-Age Development

Program Locations

Supervision

Types of Emergencies

There are many types of emergencies that a program can experience. This toolkit categorizes the types as follows:

- Disaster-related
- Violence-related
- Public-health related
- Other
- Individual emergencies

All emergencies have the potential to be a disaster or to turn into a disaster. A *disaster* is defined as a natural or man-made occurrence that leads to damage of property and/or injury to people. A disaster can be a predicted event or a surprise event.

Characteristics of a program can determine the likelihood of certain emergencies. Some of these characteristics are:

- Geographic location (e.g., coastal areas)
- Proximity to bodies of water (e.g., rivers)
- Proximity to institutional facilities (e.g., prisons)
- Proximity to large power sources (e.g., nuclear plants)

Read about various [types of emergencies](#) to be aware of when developing your program's emergency preparedness plan.

Preparedness



Defining Preparedness

Program Assessment

Community Engagement

Response Plan

Evacuation

Prevention Strategies

What Is Preparedness?

According to the Federal Emergency Management Agency (FEMA), “*preparedness* within the field of emergency management can best be defined as a state of readiness to respond to a disaster, crisis or any other type of emergency situation.”¹ In the case of OST programs and activities, whether during the regular school year or summertime, preparedness is the ability of staff, enrolled children and youth, their families, and other community participants to be ready for any type of emergency. Preparedness equals risk management. *Risk management* is the process of identifying, assessing, and controlling threats to a program’s functioning.²

How to Be Prepared

- 1. Identify types of emergencies:** Programs must develop plans that fit all of the possible emergency scenarios the program could experience. For example, if your program is near a body of water, such as a pool, lake, pond, or river, water emergencies must be a part of your plan. If the program is at a coastal location, then preparing for hurricanes should be part of your plan. However, if the program is located inland, hundreds of miles from a coastline, hurricane emergencies would not likely be included. Reference the Background section, Tab 5 for types of emergencies to consider as you are creating your plan.
- 2. Obtain relevant data:** When developing your plan use program-based and community-based data to fill in the framework to give you a good idea of the preparedness status of your program and its needs. State and local data can also be helpful in the plan development process. For example, how many buildings in your program’s area have fallout/safety shelters that are accessible for your program participants and staff?
- 3. Research other plans:** Studying guidelines and examples can help you outline a process for compiling the needed information and resources to develop an emergency preparedness plan. Review the following resources before your team comes together to determine next steps.

Resources

[Guide for Developing High-Quality School Emergency Operations Plans](#)

FEMA, in collaboration with other governmental departments, developed this guide to help schools create high-quality emergency operations plans.

[State Capacity Building Center – What Data Are Needed to Support Planning, Response, and Recovery?](#)

This resource is written for Child Care and Development Fund Lead Agencies and their partners to support their development or revision of state, territory, or tribal Emergency Preparedness Response and Recovery plans.

1 Federal Emergency Management Agency. (2018). FEMA training chapter 2: Preparedness. Retrieved from <https://training.fema.gov/hiedu/downloads/casestudychapter2020405.doc>

2 World Health Organization. (2007). Risk reduction and emergency preparedness. Retrieved from https://www.who.int/hac/techguidance/preparedness/emergency_preparedness_eng.pdf

Preparedness



Defining Preparedness

Program Assessment

Community Engagement

Response Plan

Evacuation

Prevention Strategies

To establish and maintain an appropriate state of preparedness prior to emergency events, programs must first know their preparedness status. Conducting an emergency preparedness assessment will reveal a program's actual status and provide the program with an opportunity to maximize its preparedness potential. This will protect the children/youth and staff, minimize overall risks, safe guard the program (business), and allow the program to recover more quickly. The resources below were created or selected to assist programs in assessing their preparedness status.

Resources

[OST Program Emergency Preparedness Mini Self-Assessment](#)

This brief assessment, developed by the National Center on Afterschool and Summer Enrichment (NCASE), can identify the emergency preparedness needs of your OST program.

[Emergency Plan Library](#)

Developed by the USCF California Childcare Health Program, these materials can assist you in assessing the emergency preparedness status of your program and maintaining an optimal status. This resource offers forms, templates, worksheets, checklists, and tools to help you develop your emergency preparedness plan.

[Emergency Preparedness Guidelines & Checklist for Emergency Preparedness Coordinators in Local Educational Agencies](#)

These resources from the Delaware Department of Education are designed for school facilities, but the checklist can also apply to OST environments.

Preparedness



Defining
Preparedness

Program
Assessment

Community
Engagement

Response
Plan

Evacuation

Prevention
Strategies

Communities can be rich in resources, both material and human, to aid programs in meeting their needs in times of emergencies. It is essential that programs engage their community to access all possible resources available to the program. This engagement is a critical step in the planning process. Below are documents and forms to assist your program in engaging community partners and other essential stakeholders.

Resources

[Tapping into Nontraditional Community Partners for Emergency Management](#)

This resource developed by the U.S. Department of Education's Emergency Response and Crisis Management (ERCM) Technical Assistance Center provides details on strategies for developing collaborative partnerships for emergency management.

[A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action](#)

This resource, developed by FEMA, provides principles, themes, and pathways to working with the community when developing an emergency management plan.

[Collaboration with Key Partners Tool: Statewide Child Care Disaster Plan](#)

This tool from NCASE lists potential key partners and provides space to track their participation during the development of the state or territory emergency preparedness plan.

[Communication Checklist for Out-of-School Time Providers](#)

This tool, developed by NCASE and the State Capacity Building Center, allows OST programs to determine the organizations, systems, departments, and individuals that are essential to the communication framework during an emergency.

Preparedness



Defining Preparedness

Program Assessment

Community Engagement

Response Plan

Evacuation

Prevention Strategies

According to FEMA, an Emergency Response Plan defines what your emergency response team is expected to do during an emergency (e.g., evacuate employees and visitors, provide first aid, etc.). This plan is to be implemented when a major emergency or disaster occurs.

The purposes of the emergency response plan are as follows:

- Protect the lives and property of the OST community during emergencies
- Preserve the orderly functioning of the OST community during emergencies
- Establish clear lines of authority and communication among OST staff, volunteers, parents/caregivers, and children/youth and with external constituencies (e.g., organization's main office/headquarters, neighborhood school) during an emergency
- Coordinate decision-making and the effective use of available personnel and resources in the event of an emergency
- Identify the OST program's role in coordinating emergency operations with outside agencies (e.g., police, hospital)

Resource

[Keep Safe: The Club Safety Desk Reference—Emergency Response Planning](#)

The Boys and Girls Clubs of America provides comprehensive information on Emergency Response Planning (p. 111–142).

Preparedness



Defining Preparedness

Program Assessment

Community Engagement

Response Plan

Evacuation

Prevention Strategies

When an emergency requires immediate evacuation, staff must move quickly to get all of the children and youth out of the facility to a safe area. Easy access to a list of children's and youth's names and their families' contact information is imperative. This list will enable staff to account for each child or youth during and after the evacuation proceedings. While responsibilities are usually shared among staff in a center-based program situation, family child care programs may only have one person supervising the children. Therefore, that person is solely responsible for the evacuation process. This must be considered when devising response strategies.

Programs that hold activities off-site or are consistently in an outside environment, such as a park or swimming pool venue, will need to identify temporary facilities or areas for gathering children and youth during an evacuation. If programs take children and youth on field trips (off-site) to attractions (such as a museum, theatre, or amusement park), then the evacuation procedures of that venue will need to be followed to safely return children and youth to the specific transport vehicle, or other method (e.g., walking) used by the OST program.

The Federal Emergency Management Agency (FEMA) has developed a [list of items and information](#) needed in the case of an evacuation. This list, developed for basic child care programs, references items for children from birth to age five. However, the information is adaptable for older children.

In addition, certain emergencies require a [lockdown or shelter in place procedures](#) to be activated and followed.

Resources

[Emergency Preparedness and Child Care Facility Lockdowns: Examples of Licensing Regulations, Procedures and Trainings](#)

This resource, developed by the Administration for Children and Families, provides examples of licensing regulations, highlights procedures from State emergency preparedness guides designed to help child care programs create plans, and identifies trainings offered by States that are designed to help child care programs develop emergency preparedness plans.

[Evacuation Kits for Child Care Programs](#)

This one-page document developed by FEMA provides a list of essentials for a child care evacuation kit.

Preparedness



Defining
Preparedness

Program
Assessment

Community
Engagement

Response
Plan

Evacuation

Prevention
Strategies

Risk management is successful when a program creates a set of strategies to (1) reduce vulnerability to hazards and (2) cope with disasters. Programs must establish and promote a vision that seeks to promote a safer, less vulnerable program, with the capacity to cope with hazards and disasters.

Prevention and mitigation techniques and steps include:

1. Discuss emergency preparedness and management consistently with staff and children/youth
2. Have information posted throughout the facility to support emergency preparedness
3. Practice the emergency responses consistently (e.g., quarterly, monthly): Check your state's child care licensing requirements for the frequency of mandated drills

Practice the Plan (Checklist)

When we initially learn about a process or concept, we may retain some pieces of the information, but we do not become immediately proficient. Regular practice of an activity or skill is the way to become proficient with it and to reduce anxiety or fear concerning it. Therefore, practicing emergency drills is imperative.³ Both staff and children/youth need to participate in regular emergency drills. Using a checklist of what to do during various types of emergencies will help staff and others become proficient in their response during an actual emergency.

However, it is important to consider the effects of drills on children and others. Some children, youth and adults may find the process of drills frightening even though they are hypothetical scenarios. This [article](#) takes a look at issues educational administrators have encountered when conducting shooting drills.

Resources

[Child Care Facility Emergency Preparedness Checklist Review Process](#)

This emergency preparedness checklist review process is used by Tennessee child care licensing program evaluators in Sullivan County to assist child care programs in preparing and strategizing for possible emergencies.

[Evacuation Drill Observation](#)

This Evacuation Drill Observation is provided by the New Jersey Department of Education.

[Sample Announced Lockdown Drill](#)

The California Childcare Health Program provides a detailed sample announced lockdown drill that can serve as a template.

[Shooting Drills Cause Kids Trauma](#)

This article explores the issue of active-shooter drills as a cause of trauma in children, which OST programs should be aware of.

³ Federal Emergency Management Agency. (n.d.). Are you ready? Why prepare. Retrieved from https://www.fema.gov/media-library-data/20130726-1549-20490-4325/why_prepare.pdf

Response



Defining Response

Process

Meeting Needs

State/Local Actions

What Is Response?

A response is a collection of decisions and measures taken to:

1. Contain or mitigate the effects of an emergency to prevent loss of life and/or property
2. Restore order in the emergency's immediate effects

If staff follow, practice, and maintain the protocols developed for the program's emergency preparedness plan, the results should lead to an effective response.

The focus of the response phase is to maintain the safety of the people—children, youth, and staff—in your program, to prevent decline of the current emergency situation, and to meet people's basic needs until the emergency ceases or a more permanent and sustainable solution is found.

What Is the Appropriate Response?

The appropriate response is:

- Defined by the type of emergency
- A protocol that is known and practiced by the group

Protocols are procedures based on a specific situation. It is important that protocols:

- Reflect national standards and recommendations
- Are reviewed and approved by local and state emergency professionals
- Are validated by community partners and stakeholders

Major protocol categories include communication, evacuation, lock down, and types of disasters. These protocols will be specific for each type of environment: center-based programs, family child care programs, and programs that operate in specialized environments (e.g., outdoors).

Resource

[Disaster Emergency Evacuation Preparedness D.E.E.P](#)

The Arizona Department of Human Services Bureau of Child Care Licensing DEEP Committee developed this guide to manage disaster preparedness strategies. You can find what to do during an emergency on pages 13 and 14.

Response



Defining
Response

Process

Meeting
Needs

State/Local
Actions

Practice



Practice requires that programs rehearse applicable drills so staff, children, youth, volunteers, etc., are aware of the expectations and the actions to take during an actual emergency. While practice does not always make perfect, it will make program staff and participants comfortable with the process and may improve outcomes. OST programs licensed or monitored by a CCDF state agency will be required to perform monthly drills with staff and participants. Please check with your state and/or local agency for requirements.

When determining tasks for staff members during emergencies, it is important that everyone understands all tasks, so if someone is absent, all of the tasks can be completed. This means staff must be cross-trained on all steps and parts of the emergency response process.

In addition, programs can provide practice sessions for staff by engaging them in response scenarios during special professional development opportunities or staff meetings. This document shares various [response scenarios](#) that can be adapted for OST programs.

Review

It is essential to review your program's emergency preparedness plan regularly. Quarterly reviews or semi-annual reviews of the entire plan can assist the program in identifying and making essential revisions. An immediate review is necessary following an actual emergency to assess how the program performed and if there are any adjustments needed to the emergency preparedness plan.

Revise

It is essential to **revise** your program's emergency preparedness plan regularly. Most programs perform a major review and revision of their plans annually. Revisions should address one or all of the following situations:

- New state or local expectations (i.e., codes, licensing)
- Change in staff or staff responsibility
- Change in facilities (e.g., a new location or renovation to existing premises)
- An emergency or catastrophic event
- A sizeable increase or decrease in enrollment
- Enrollment of new families or children with unique needs

Resource

[School Emergency Operations Plan Exercise Toolkit – Scenario Examples](#)

These scenario examples from the School Emergency Operations Plan Exercise Toolkit were developed by the Colorado School Safety Resource Center (Colorado Department of Public Safety), Governor's Office of Homeland Security, and Colorado Division of Emergency Management (Department of Local Affairs).

Response



Defining Response

Process

Meeting Needs

State/Local Actions

OST programs are essential in the everyday lives of children/youth and families. Afterschool programs are sometimes the only safe environments children/youth can go to once the formal school day is complete. And after an emergency or disaster, OST programs may be especially needed as parents/caregivers may not be able to find adequate care for their child(ren). In this situation, programs may need to consider some issues or options to maintain partial or full services to meet the needs of the community.

When Staff Are Personally Affected

Programs are only as good as their staff and are dependent on their staff's daily attendance. There is a chance that some of your program's staff will be affected by the emergency, especially if it affects a lot of people in the community. Hurricanes, floods, and tornados often cause significant property damage, and sometimes over a wide area. Other emergency events, such as power outages or public-health-related incidents, can require both evacuation and confinement. These circumstances may hinder staff from returning to work right away.

It is important for programs to support staff who personally experience the effects of emergencies and disasters. One resource is inConfidence Employee and Family Assistance Program, which provides helpful [information and strategies](#) for managers and key personnel.

Another factor to remember is that adult-child ratios must be maintained regardless of the circumstances to ensure the safety of the children/youth. Programs may need to inform parents/caregivers that only a certain number of children can return until staff attendance is restored to its normal capacity.

Temporary Relocation

If your program is affected in such a way that the program cannot be opened right away, one option may be to move the program to a temporary location in order to meet the immediate needs of families. For OST programs licensed and/or monitored by a state or local department, [temporary facility approval procedures](#) may be required.

Expansion of Services

It is possible that the program will be requested to not only open immediately, but to also expand its normal hours to include school hours and to serve as a temporary full-time child care program. Damage to the area elementary school after a natural disaster or storm in a community can result in this type of request. In addition, programs may receive requests to enroll additional children due to the loss of other OST environments within the community. However, it is important that programs maintain their program enrollment limits and required adult-child ratios.

Response



**Defining
Response**

Process

**Meeting
Needs**

**State/Local
Actions**

State/Local Authority Actions

State and local authorities can take actions that allow programs to continue or to resume operations following emergencies. Under state statutes, governors can proclaim states of emergency due to disaster, emergency, or violent outbreaks in the state that affect life, health, property, or public peace. The governor's proclamation is one way that state agencies may revise state statutes or rules during emergencies.

An initiation of an exception to the rule can provide a temporary solution so a facility or facilities can still provide child care, or families can continue to receive child care subsidies. The impact of the emergency or disaster must affect the normal processes for the provider (facility) and/or staff that is monitoring licensed facilities or approving child care authorizations for an exception to the rule to be utilized.

Initiation of emergency rules puts temporary rules into effect to address an emergency or disaster situation for a limited amount of time. Remember: it is important to check with both child care licensing and subsidy rules or policies in your state in order to be fully informed.

Resources

[Providing Support to Employees During/After Natural Disasters](#)

inConfidence Employee and Family Assistance Program provides helpful information and strategies for managers and key personnel.

[Maryland State Department of Education – Relocation of Child Care Facilities in the Event of a Disaster](#)

For OST programs licensed and/or monitored by a state or local department, temporary facility approval procedures may be required.

Recovery



Recovery

Reunification

Business Recovery

Wellness

Recovery involves a set of policies, tools, and procedures to enable the recovery or continuation of services to the community, from the moment the emergency is over, through the days, weeks, months, and years afterwards. Since OST programs play a vital role in the daily functioning of families, it is imperative for programs to recover as soon as possible to continue or reactivate their services.⁴

The recovery process should include:

- Reunification of families
- Business recovery of the OST program
- Attention to wellness regarding children, families, and staff

⁴ Homeland Security. (2016). National disaster recovery framework. Retrieved from https://www.fema.gov/media-library-data/1466014998123-4bec8550930f774269e0c5968b120ba2/National_Disaster_Recovery_Framework2nd.pdf

Recovery



Recovery

Reunification

Business
Recovery

Wellness

Immediately after an emergency or disaster that occurs while children/youth are in attendance, program staff must quickly reunite families calmly and with care. The resources below assist programs in the immediate reunification process.

Resources

[Post-Disaster Reunification Resource Guide](#)

This listing, developed by the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, provides numerous resources for planning, location systems, collaboration, and other needs in order to address reunification after a disaster.

[Red Cross Reunification Standards and Procedures](#)

The Red Cross provides Reunification Standards and Procedures that are applicable in OST environments.

[Program Reunification Considerations Checklist](#)

Developed by NCASE and the State Capacity Building Center, this checklist supports OST programs in considering reunification concerns during the planning process.

Recovery



Recovery

Reunification

Business Recovery

Wellness

In the aftermath of disasters or other emergencies, affected programs may need to invest substantial resources to address recovery needs. Once everyone is accounted for, it is time to complete the task of surveying your program's status. Has the program sustained any damages that may incapacitate the program's functioning, or can things be readily resolved? Some programs can continue to function during repairs, but some may call for intensive work that does not allow children/youth and/or staff and volunteers to be present. It is important to have a professional assist you in assessing structural damage.

A comprehensive assessment that estimates damages and losses and identifies the operational needs of the program can guide this process. The resources described below can provide a framework to assist programs in determining their needs.

Resources

[Rapid Damage Assessment Report](#)

This Post-Disaster Assessment form from NCASE and the State Capacity Building Center can be used immediately after an emergency or disaster to assess the damage to the environment.

[Post-Disaster Child Care Needs and Resources](#)

This Post-Disaster Child Care Needs and Resources planning document, designed by the Administration for Children and Families, addresses state level challenges that families and child care providers (including centers, in-home, and family child care providers) may experience following a disaster.

Recovery



Recovery

Reunification

Business Recovery

Wellness

The emotional needs of the children/youth, families, staff, and volunteers are often neglected or do not receive enough attention during and after an emergency, such as a natural disaster or a traumatic event. Emergencies of any kind can be scary and life-changing and lead to distressing memories for affected individuals.

Children/Youth & Families

It is important to consider how traumatic events affect the emotional state of children, youth, and families, and their areas of development. Exposure to trauma can set up a cycle of inappropriate behavior and expectations. Adults with the OST program must be aware of the nature of trauma and its effects on children and youth.

The American Academy of Pediatrics provides a [comprehensive training module](#) with charts, case scenarios, and other information to help OST program staff support the emotional needs of children/youth and their families.

Further, the National Center on Early Childhood Health and Wellness offers information that is suitable to give to families on helping your child cope after a disaster.

Adults

While the children/youth are the program's focus, it is important to provide assistance and attention to the adults in the programs. Staff, volunteers, and parents, etc., will also experience trauma during these emergency events and meeting their emotional needs is key to bringing the program back to normal. This resource includes a [collection of tools](#) to assist adults with reinstatement of a healthy emotional well-being.

Strategies: Trauma-Informed Care

The [National Child Traumatic Stress Network](#) provides quality information on trauma-informed care that includes information on trauma-informed systems, culture and trauma, families and trauma, family youth provider partnerships, and secondary traumatic stress.

Healing-Centered Engagement

This concept goes beyond trauma-informed practices to separate individuals from their trauma by focusing on what is right with them, and the healthy assets they possess. In addition, this strength-based practice comes from the idea that trauma does not happen in a vacuum, and that well-being arises from participating in changing the circumstances which led to the trauma. Healing-centered engagement seems to be powerful in the fostering of hope, which is vital when recovering from trauma.

Resources

[The Emotional Impact of Disaster on Children and Families](#)

This module from the American Association of Pediatrics comes with charts, case scenarios, and other information to help OST program staff support the emotional needs of children/youth and their families.

[Helping Your Child Cope after a Disaster](#)

The National Center on Early Childhood Health and Wellness offers information for families on helping children cope after a disaster.

[Coping with Trauma Post Disaster: Housing Counseling Recovery Toolkit](#)

This factsheet from the HUD Exchange provides a list of resources and steps to share with families and staff when coping with the trauma associated with disasters.

[2016 Dare to Disrupt! Keynote—Shawn Ginwright, Ph.D.](#)

In this keynote speech, Dr. Shawn Ginwright explores stories and research that relate to his healing-centered framework to overcoming trauma by building hope through different strategies.

Appendix



Appendix

These resources, developed by NCASE and other organizations, are linked within the toolkit and included in this appendix for easy access.

Resources

[Collaboration with Key Partners Tool](#)

[Communication Checklist for Out-of-School Time Providers](#)

[Program Emergencies Mini-Self Assessment](#)

[Rapid Damage Assessment Report](#)

[Reunification Considerations](#)

[Types of Emergencies](#)



NATIONAL CENTER ON Afterschool and Summer Enrichment

We appreciate the State Capacity Building Center's collaboration on this toolkit. Thank you to the Office of Child Care Region V and to the Indiana State CCDF Administrator for helping us identify a school-age child care program to photograph. We are very grateful to the staff and families of Concord Neighborhood Center for allowing us to document their work.

<https://childcareta.acf.hhs.gov/centers/ncase>

Contact us at ncase@ecetta.info

This document was developed with funds from Grant #90TA00001 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care, by the National Center on Afterschool and Summer Enrichment. This resource may be duplicated for noncommercial uses without permission.