

Emergency Preparedness and Response Planning

This brief, one in a series of nine addressing health and safety requirements specified in the *Child Care and Development Block Grant Act of 2014*, provides an overview of emergency preparedness and response planning for center-based and home-based child care settings. Licensing administrators and Child Care and Development Fund Administrators may find the brief helpful as they assess and consider future revisions to state standards for both licensed and license-exempt providers. It may also be of value to early childhood and school-age care and education programs and providers in understanding and improving the health and safety of their learning environments.

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New Federal Requirements

The *Child Care and Development Block Grant Act of 2014* includes provisions related to health and safety requirements for all providers that receive payment from the Child Care and Development Fund (CCDF).¹

(I) Health and Safety Requirements. - The plan shall include a certification that there are in effect within the State, under State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers that provide services for which assistance is made available under this subchapter. Such requirements

(i) shall relate to matters including health and safety topics consisting of

(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))

¹ The *Child Care and Development Block Grant Act of 2014* and section 418 of the Social Security Act (42 USC 618), as amended, provide the statutory authority for implementation of the CCDF program as designated by the Administration for Children and Families. Retrieved from <http://www.acf.hhs.gov/programs/occ/resource/ccdf-law>.

. . . and

(XI) minimum health and safety training, to be completed pre-service or during an orientation period in addition to ongoing training, appropriate to the provider setting involved that addresses each of the requirements relating to matters described in subclauses (I) through (X) . . .

Preparing for Emergencies in Child Care Programs

On average, children spend 36 hours each week in some form of child care setting.² Early childhood caregivers must be prepared and constantly vigilant to ensure that children in their care are protected when an emergency or disaster occurs..³

Natural disasters, medical health emergencies, terrorism, community violence, and technical hazards⁴ can occur suddenly and without warning, anywhere and at any time.⁵ Emergency preparedness and response planning is an ongoing process of planning and preparation, training, practicing, reviewing, and revising that will help early childhood caregivers be prepared for most circumstances that might arise.⁶

Center- and home-based providers must prepare written plans for responding to emergency situations or natural disasters that may require evacuation, lock-down of the facility or home, or sheltering in place. These plans should address how they will accommodate infants and toddlers, children with disabilities, and children with chronic medical conditions in each of these situations.

Planning and preparation also entail gathering, maintaining, and keeping accessible the equipment, supplies, and materials needed during an emergency. Such equipment and supplies include those essential to caring for children and staff or family members, and to communicating with parents and others.

Caring for Our Children Basics

Released in 2015 by the Administration for Children and Families (ACF), *Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education* (CFOCB) represents the minimum health and safety standards experts believe should be in place where children are cared for outside their homes.⁷ CFOCB seeks to reduce conflicts and redundancies found in program standards linked to multiple funding streams. Though voluntary, ACF hopes CFOCB will be a helpful resource for States and other entities as they work to improve health and safety standards in licensing and quality rating and improvement systems. The following standards from CFOCB address emergency preparedness and response planning in early care and education settings.

² National Association of Child Care Resource & Referral Agencies and Save the Children. (2010). *Protecting children in child care during emergencies*. Retrieved from Head Start Early Childhood Learning and Knowledge Center, <http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/health/safety-injury-prevention/ep-response/protectingchildr.htm>

³ Office of Human Services Emergency Preparedness and Response, Department of Health and Human Services, Administration for Children and Families. (n.d.). Early childhood disaster-related resources for early childhood education providers [Web page]. Retrieved from <http://www.acf.hhs.gov/programs/ohsepr/information-for-providers>

⁴ Technical hazards include chemical spills, electrical hazards, and other environmental concerns. Office of Head Start. (2009). Emergency preparedness webcast [transcript]. Retrieved from Head Start Early Childhood Learning and Knowledge Center, <http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/health/ep/EmergencyPrepare.htm/000110-Emergency%20Preparedness%20Webcast.pdf>

⁵ Office of Head Start. (2009). Emergency preparedness webcast [Transcript]. Retrieved from Head Start Early Childhood Learning and Knowledge Center, <http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/health/ep/EmergencyPrepare.htm/000110-Emergency%20Preparedness%20Webcast.pdf>

⁶ See note 5.

⁷ Administration for Children and Families, U.S. Department of Health and Human Services. (2015). *Caring for our children basics: Health and safety foundations for early care and education*. Retrieved from <http://www.acf.hhs.gov/programs/ecd/caring-for-our-children-basics>

1.4.1.1/1.4.2.3 Pre-service Training/Orientation

Before or during the first three months of employment, training and orientation should detail health and safety issues for early care and education settings including, but not limited to, typical and atypical child development; pediatric first aid and CPR; safe sleep practices, including risk reduction of Sudden Infant Death Syndrome/Sudden Unexplained Infant Death (SIDS/SUID); poison prevention; shaken baby syndrome and abusive head trauma; standard precautions; emergency preparedness; nutrition and age-appropriate feeding; medication administration; and care plan implementation for children with special health care needs. Caregivers/teachers should complete training before administering medication to children. See Standard 3.6.3.3 for more information. All directors or program administrators and caregivers/teachers should document receipt of training.

Providers should not care for children unsupervised until they have completed training in pediatric first aid and CPR; safe sleep practices, including risk reduction of Sudden Infant Death Syndrome/Sudden Unexplained Infant Death (SIDS/SUID); standard precautions for the prevention of communicable disease; poison prevention; and shaken baby syndrome/abusive head trauma.

3.4.3.1 Emergency Procedures

Programs should have a procedure for responding to situations when an immediate emergency medical response is required. Emergency procedures should be posted and readily accessible. Child-to-provider ratios should be maintained, and additional adults may need to be called in to maintain the required ratio. Programs should develop contingency plans for emergencies or disaster situations when it may not be possible to follow standard emergency procedures. All providers and/or staff should be trained to manage an emergency until emergency medical care becomes available.

9.2.4.1 Written Plan and Training for Handling Urgent Medical Care or Threatening Incidents

The program should have a written plan for reporting and managing any incident or unusual occurrence that is threatening to the health, safety, or welfare of the children, staff, or volunteers. Caregiver/teacher and staff training procedures should also be included. The management, documentation, and reporting of the following types of incidents should be addressed:

- a) Lost or missing child;
- b) Suspected maltreatment of a child (also see state's mandates for reporting);
- c) Suspected sexual, physical, or emotional abuse of staff, volunteers, or family members occurring while they are on the premises of the program;
- d) Injuries to children requiring medical or dental care;
- e) Illness or injuries requiring hospitalization or emergency treatment;
- f) Mental health emergencies;
- g) Health and safety emergencies involving parents/guardians and visitors to the program;
- h) Death of a child or staff member, including a death that was the result of serious illness or injury that occurred on the premises of the early care and education program, even if the death occurred outside of early care and education hours;
- i) The presence of a threatening individual who attempts or succeeds in gaining entrance to the facility.

9.2.4.3/9.2.4.5 Disaster Planning, Training and Communication/Emergency and Evacuation Drills

Early care and education programs should consider how to prepare for and respond to emergency situations or natural disasters that may require evacuation, lock-down, or shelter-in-place and have written plans, accordingly. Written plans should be posted in each classroom and areas used by children. The following topics should be addressed, including but not limited to regularly scheduled practice drills, procedures for notifying and updating parents, and the use of the daily class roster(s) to check attendance of children and staff during an emergency or drill when gathered in a safe space after exit and upon return to the program. All drills/exercises should be recorded.

Caring for Our Children Standards

Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd edition (CFOCB), is a collection of 686 national standards that represent best practices with respect to health and safety in early care and education settings. CFOCB can help programs and providers implement CFOCB, understand rationale, and move to higher levels of quality in health and safety. CFOCB is available at <http://cfoc.nrckids.org/>.⁸

The following links to CFOCB pertain to emergency preparedness and response planning. The links go to the full text of each standard, with a rationale supported by research.

Standard 1.4.1.1: Pre-service Training

<http://cfoc.nrckids.org/StandardView/1.4.1.1>

Standard 1.4.2.3: Orientation Topics

<http://cfoc.nrckids.org/StandardView/1.4.2.3>

Standard 3.4.3.1: Emergency Procedures

<http://cfoc.nrckids.org/StandardView/3.4.3.1>

Standard 4.9.0.8: Supply of Food and Water for Disasters

<http://cfoc.nrckids.org/StandardView/4.9.0.8>

Standard 9.2.3.11: Food and Nutrition Service Policies and Plans

<http://cfoc.nrckids.org/StandardView/9.2.3.11>

Standard 9.2.4.1: Written Plan and Training for Handling Urgent Medical Care or Threatening Incidents

<http://cfoc.nrckids.org/StandardView/9.2.4.1>

⁸ American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education. (2011). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*, 3rd edition. Retrieved from <http://cfoc.nrckids.org/>

Standard 9.2.4.2: Review of Written Plan for Urgent Care

<http://cfoc.nrckids.org/StandardView/9.2.4.2>

Standard 9.2.4.3: Disaster Planning, Training, and Communication

<http://cfoc.nrckids.org/StandardView/9.2.4.3>

Standard 9.2.4.4: Written Plan for Seasonal and Pandemic Influenza

<http://cfoc.nrckids.org/StandardView/9.2.4.4>

Standard 9.2.4.5: Emergency and Evacuation Drills/Exercises Policy

<http://cfoc.nrckids.org/StandardView/9.2.4.5>

Standard 10.5.0.1: State and Local Health Department Role

<http://cfoc.nrckids.org/StandardView/10.5.0.1>

Trends in Child Care Licensing Requirements

The following table provides information about the number of States⁹ with requirements related to emergency preparedness and response planning in their 2014 licensing regulations for child care centers,¹⁰ family child care (FCC) homes,¹¹ and group child care (GCC) homes.¹²

In 2014, 57 percent of States reported requiring caregivers in licensed child care centers to complete training on emergency preparedness. While 62 percent of States reported requiring licensed child care centers to plan for natural disasters—such as earthquakes, tornadoes, and other severe weather conditions—only 11 percent reported requiring these providers to plan for acts of violence or terrorism. Even fewer States required planning for acts of violence or terrorism for family child care homes (7 percent) and group child care homes (8 percent).

Disaster Planning Requirements

Licensing Requirements	Child Care Centers (N = 53)	FCC Homes (N = 46)	GCC Homes (N = 40)
Facilities are required to conduct fire or emergency drills.	49	39	34
Facilities are required to have evacuation plans.	43	38	33

⁹ “States” includes the 50 States, the District of Columbia, and 2 U.S. Territories: Guam and the Virgin Islands.

¹⁰ National Center on Early Childhood Quality Assurance. (2015). *Research brief #1: Trends in child care center licensing regulations and policies for 2014*. Retrieved from <https://childcareta.acf.hhs.gov/resource/research-brief-1-trends-child-care-center-licensing-regulations-and-policies-2014>

¹¹ National Center on Early Childhood Quality Assurance. (2015). *Research brief #2: Trends in family child care home licensing regulations and policies for 2014*. Retrieved from <https://childcareta.acf.hhs.gov/resource/research-brief-2-trends-family-child-care-home-licensing-regulations-and-policies-2014>

¹² National Center on Early Childhood Quality Assurance. (2015). *Research brief #3: Trends in group child care home licensing regulations and policies for 2014*. Retrieved from <https://childcareta.acf.hhs.gov/resource/research-brief-3-trends-group-child-care-home-licensing-regulations-and-policies-2014>

Licensing Requirements	Child Care Centers (N = 53)	FCC Homes (N = 46)	GCC Homes (N = 40)
Facilities are required to have plans or procedures for natural disasters (tornados, hurricanes, earthquakes, and other weather events).	33	30	26
Facilities are required to have plans or procedures for utility-related problems (power outages, etc.).	10	13	13
Facilities are required to have plans or procedures for acts of violence or terrorism.	6	3	3
Staff or providers are required to complete training about emergency preparedness.	30	13	15

N = the number of States that regulate the type of facility.

Examples of State Licensed Child Care Requirements

Licensing of center-based care and family child care homes is a process that establishes the minimum requirements necessary to protect the health and safety of children in care. State licensing requirements are regulatory requirements, including registration or certification requirements, that state law establishes as necessary for providers to legally operate and provide child care services.¹³ The following excerpts related to emergency preparedness and response planning are taken from Florida, Oklahoma, Utah, and Washington licensing requirements. These examples do not include all States that have these requirements, but are meant to represent a range of approaches States have taken in their regulations. A document with links to all States' child care licensing regulations is available at <https://childcareta.acf.hhs.gov/resource/state-and-territory-licensing-agencies-and-regulations>.

Child Care Center Requirements

Oklahoma

Requirements for Child Care Centers, Day Camps, Drop-In Programs, Out-Of-School Time Programs, Part-Day Programs and Programs for Sick Children, 340:110-3-275 through 340:110-3-311 (January 2016), <http://www.okdhs.org/OKDHS%20Publication%20Library/14-05.pdf>

340:110-3-279. Emergency preparedness

(a) Emergency plans and procedures.

(1) **General.** The program is required to have emergency plans that are:

- (A) individualized to the program and hours of operation;
- (B) followed, unless children's safety is at risk or emergency personnel provide alternative instructions during an emergency; and
- (C) maintained per Oklahoma Administrative Code (OAC) 340:110-3-281.2(c).

¹³ See note 9.

(2) **Situations.** Emergency plans include procedures for:

- (A) serious injuries;
- (B) serious illnesses;
- (C) poison exposure;
- (D) outbreaks of communicable diseases, including pandemic influenza;
- (E) weather conditions, including tornados, floods, blizzards, and ice storms;
- (F) fires, including wildfires;
- (G) man-made disasters, including chemical and industrial accidents;
- (H) human threats, including individuals with threatening behaviors, bomb threats, and terrorist attacks;
- (I) lost or abducted children;
- (J) utility disruption; and
- (K) other natural or man-made disasters that could create structural damage to the facility or pose health hazards.

(3) **Child needs.** Emergency plans include procedures for addressing each child's needs, with additional considerations for:

- (A) 2-year-olds and younger; and
- (B) children with disabilities or chronic medical conditions.

(4) **Account for children.** The emergency plans include procedures to account for each child's location during an emergency.

(5) **Shelter-in-place.** Emergency plans include shelter-in-place procedures for short and extended stay situations that require children to stay in the building, such as tornados and other weather emergencies.

(6) **Lock-down.** Emergency plans include lock-down procedures for situations threatening the safety of children and personnel. Lock-down procedures include:

- (A) notifying personnel;
- (B) keeping children in designated safe locations in the building;
- (C) encouraging children to remain calm and quiet;
- (D) securing building entrances;
- (E) preventing unauthorized individuals from entering the building. When the program is in a shared facility, the program entrances are secured; and
- (F) responding when outdoors and on field trips.

(7) **Evacuation.** Emergency plans include evacuation procedures for situations that require children leave the building, such as building fires. Evacuation procedures include:

- (A) evacuation routes posted per OAC 340:110-3-281.1(c) and (i); and
- (B) pre-determined meeting locations.

(8) **Relocation.** Emergency plans include relocation procedures for situations that require children move to an alternate location, such as bomb threats and wildfires. Relocation procedures include:

- (A) pre-determined primary and secondary alternate locations, with prior approval from the contact individual at alternate locations;
- (B) relocating children, including a pre-determined transportation plan; and
- (C) reuniting parents and children.

(9) **Reporting.** Emergency plans include procedures for notifying:

- (A) emergency authorities, including the poison control center, when necessary;
- (B) parents, including a method and backup method for how and when parents are notified; and
- (C) Licensing per OAC 340:110-3-280(a).

(10) **Personnel.** Emergency plans include procedures for ensuring personnel are familiar with the:

- (A) current emergency plans and procedures, including roles and responsibilities in an emergency;
- (B) location of the emergency plans and procedures;
- (C) location of the posted emergency information;
- (D) location of the first aid and emergency supply kits; and
- (E) location and use of the fire extinguishers.

(b) **Phones.**

- (1) **On-site.** The program provides an operable phone in each building and on each floor.
- (2) **Off-site.** An operable phone is available at off-site activities.
- (3) **Vehicles.** An operable phone is in each vehicle when children are transported.

(c) **Posted emergency information.**

- (1) **Program information and emergency numbers.** Items are posted per OAC 340:110-3-281.1(d) and (i).

(2) **First aid kit, emergency supply kit, and fire extinguisher locations.** Locations are posted per OAC 340:110-3-281.1(i).

(3) **Evacuation routes.** Routes are posted per OAC 340:110-3-281.1(c) and (i).

...

(e) **Emergency supply kit.**

(1) **Records.** Records available during an emergency include, at least the:

(A) emergency plans and procedures per OAC 340:110-3-281.2(c) and alternate location addresses, phone numbers, and contacts;

(B) emergency contacts per OAC 340:110-3-281.2(c); and

(C) full names of children and personnel currently in attendance.

(2) **Supplies.** Emergency supplies gathered at the time of an emergency or maintained in a portable container at all times include, at least:

(A) a first aid kit; and

(B) children's prescribed medications, including life-threatening condition medications.

...

(g) **Drills and reviews.**

(1) **General.** Drills and reviews are documented per OAC 340:110-3-281.2(c) and drills are conducted:

(A) at various times throughout the hours of operation, such as morning, mid-day, afternoon, and evening, so children and personnel in attendance at various times are involved in each type of drill at least one time every three months; and

(B) by following the pre-determined emergency plans and procedures.

(2) **Fire drills.** Fire drills are conducted at least monthly by evacuating and meeting at pre-determined locations.

(3) **Tornado drills.** Tornado drills are conducted at least monthly by sheltering in pre-determined on-site locations.

(4) **Lock-down and relocation procedures reviews.** Personnel review the procedures at least once every 12 months.

(5) **Emergency plans and procedures reviews.** The director updates, as necessary, and reviews emergency plans and procedures:

(A) at least once every 12 months;

(B) upon enrollment of children with disabilities or chronic medical conditions;

(C) after a drill when procedure issues are identified; and

(D) after an emergency.

Washington

Chapter 170-295 Washington Administrative Code (WAC), Minimum Licensing Requirements for Child Care Centers (August 2015), <http://apps.leg.wa.gov/WAC/default.aspx?cite=170-295&full=true#170-295-5030>

170-295-5030

What do I need to include in my disaster plan?

- (1) You must develop and implement a disaster plan designed for response to fire, natural disasters and other emergencies. The plan must address what you are going to do if there is a disaster and parents are not able to get to their children for two or three days.
- (2) The fire plan must follow the requirements in chapter 212-12 WAC or the state fire marshal requirements.
- (3) In areas where local emergency plans are in place, such as school district emergency plan, centers may follow those procedures and actions in developing their own plan.
- (4) The disaster plan must be:
 - (a) Specific to the child care center;
 - (b) Relevant to the types of disasters that might occur in the location of your child care center;
 - (c) Able to be implemented during hours of operation; and
 - (d) Posted in every classroom for easy access by parents and staff.
- (5) Your disaster plan must identify:
 - (a) The designated position of the person (example: Director, lead teacher, program supervisor, etc.) who is responsible for each part of the plan;
 - (b) Procedures for accounting for all children and staff during and after the emergency;
 - (c) How you evacuate the premises, if necessary, and the meeting location after evacuation;
 - (d) How you care for children with special needs during and after the disaster;
 - (e) How you provide for children until parents are able to pick them up;
 - (f) How you contact parents or how parents can contact the child care center; and
 - (g) Transportation arrangements, if necessary.
- (6) Your written records must include a disaster plan, with signatures and dates of persons completing the disaster plan review on-site. The disaster plan must be read, reviewed and signed by:
 - (a) The director and staff annually; and
 - (b) Parents when children are enrolled.

(7) In addition to the requirements for fire drills and training set forth by the state fire marshal in chapter 212-12 WAC, you must:

- (a) Document staff education and training of the disaster plan;
- (b) Conduct and document quarterly disaster drills for children and staff (you do not have to conduct a drill quarterly for each potential disaster - just one drill per quarter);
- (c) Keep written documentation of the drills on-site; and
- (d) Debrief and evaluate the plan in writing after each disaster incident or drill.

(8) You must keep the twelve month record indicating the date and time you conducted the required monthly fire evacuation drills on-site for the current year plus the previous calendar year.

Family Child Care Home Requirements

Florida

Chapter 65C-20, Florida Administrative Code, Family Day Care Standards and Large Family Child Care Homes (July 2015),

<http://ccrain.fl-dcf.org/documents/2/469.pdf>

65C-20.010 Health and Safety Related Requirements.

(3) First Aid Kit and Emergency Procedures.

(b) Emergency Procedures and Notification.

...

4. During the home's licensure year, fire drills shall be conducted a minimum of 10 times and shall be conducted at various dates and times when children are in care, and shall not occur less than 30 days apart. A written record shall be maintained showing the date, time, number of children in attendance, evacuation route used, and time taken to evacuate the home. This record shall be maintained for one year from the date of the fire drill. The fire drills conducted must include, at a minimum:

- a. One fire drill during the established napping/sleeping times,
- b. One fire drill using an alternate evacuation route, and
- c. One fire drill in the presence and at the request of the licensing authority in coordination with the operator.

5. The operator shall develop a written emergency preparedness plan to include, at a minimum, procedures to be taken by the family day care home during a fire, lockdown, and inclement weather (tornadoes).

6. Emergency preparedness drills shall be conducted when children are in care. Each drill, excluding the fire drills, outlined in the emergency preparedness plan must be practiced a minimum of one time per year, documentation of which must be maintained

for one year. A current attendance record must accompany staff during the drill or actual emergency and must be used to account for all children.

7. The operator shall maintain a written record of the emergency preparedness drills showing the type of drill, date conducted, number of children in attendance, and time taken for all individuals to complete the drill.

8. Documentation of conducted fire and emergency preparedness drills must be available at the time of the inspection. Documentation produced after the inspection shall not meet the licensing standard or corrective action requirements.

9. After a fire or natural disaster, the operator must notify the licensing authority within 24 hours as to their operational status in order for the licensing authority to ensure health standards are met for continued operation as a family day care home.

Utah

R430. Health, Health Systems Improvement, Child Care Licensing, R430-90. Licensed Family Child Care (November 2015), <http://health.utah.gov/licensing/rules/R430-90%20Licensed%20Official%209-2013.pdf>

R430-90-10. Emergency Preparedness.

(1) The licensee shall post the home's street address and emergency numbers, including ambulance, fire, police, and poison control, near the telephone.

(2) The licensee and all substitutes who care for children an average of 10 hours per week or more shall maintain a current Red Cross, American Heart Association, or equivalent first aid and infant and child CPR certification. Equivalent CPR certification must include hands-on testing.

(3) The licensee shall maintain first-aid supplies in the home, including at least antiseptic, band-aids, and tweezers.

(4) The licensee shall have a written emergency and disaster plan which shall include at least the following:

(a) procedures for responding to medical emergencies and serious injuries that require treatment by a health care provider;

(b) procedures for responding to fire, earthquake, flood, power failure, and water failure;

(c) the location of and procedure for emergency shut off of gas, electricity, and water;

(d) procedures to be followed if a child is missing;

(e) the name and phone number of a substitute to be called in the event the licensee must leave the home for any reason;

(f) an emergency relocation site where children will be housed if the licensee's home is uninhabitable;

(g) provisions for emergency supplies, including at least food, water, a first aid kit, and diapers if the licensee accepts diapered children for care; and

- (h) procedures for ensuring adequate supervision of children during emergency situations, including while at the emergency relocation site.
- (5) The licensee shall ensure that the emergency and disaster plan is followed in the event of an emergency.
- (6) The licensee shall review the emergency and disaster plan annually, and update it as needed. The licensee shall note the date of reviews and updates to the plan on the plan.
- (7) The emergency and disaster plan shall be available for immediate review by parents and the Department during business hours.
- (8) The licensee shall conduct fire evacuation drills quarterly. Drills shall include complete exit of all children and staff from the home.
- (9) A provider shall document all fire drills, including:
- (a) the date and time of the drill;
 - (b) the number of children participating;
 - (c) the total time to complete the evacuation; and
 - (d) any problems encountered.
- (10) The licensee shall conduct drills for disasters other than fires at least once every 12 months.
- (11) A provider shall document all disaster drills, including:
- (a) the type of disaster, such as earthquake, flood, prolonged power outage, or tornado;
 - (b) the date and time of the drill;
 - (c) the number of children participating;
 - (d) the total time to complete the evacuation; and
 - (e) any problems encountered.
- (12) The licensee shall vary the days and times on which fire and other disaster drills are held.

Examples of State License-Exempt Child Care Requirements

States have exemptions in law or regulation that define the types of center-based facilities and home-based providers that are not required to obtain a state license to operate legally.¹⁴ Most States allow exempt providers to receive CCDF funding. And while exempt providers are not subject to the regulatory requirements set forth by the licensing agency, the *Child Care and Development Block Grant Act of 2014* (CCDBG Act of 2014) requires States and Territories to have health and safety requirements in 10 difference topic areas for all providers participating in the CCDF subsidy program, as well as preservice and ongoing training on those topics.¹⁵ The following excerpts

¹⁴ National Center on Early Childhood Quality Assurance. (2015). *Monitoring license-exempt CCDF homes*. Retrieved from <https://childcareta.acf.hhs.gov/resource/monitoring-license-exempt-ccdf-homes>

¹⁵ National Center on Early Childhood Quality Assurance. (2015). *Monitoring and supporting license-exempt care: Case studies*. Retrieved from <https://childcareta.acf.hhs.gov/resource/monitoring-and-supporting-license-exempt-care-case-studies>

on emergency preparedness and response planning are taken from Georgia and Hawaii requirements for license-exempt programs. These examples do not include all States that have these requirements, but are meant to represent a range of approaches States have taken in establishing requirements for license-exempt programs.

Georgia

Rules and Regulations, Family Child Care Learning Homes, Chapter 290-2-3 (January 2016), <http://dec.al.ga.gov/documents/attachments/FCCLHRulesAndRegulations.pdf>

290-2-3-.11 Health, Safety, and Discipline

(2) Safety.

(a) A Home shall have a written plan for handling emergencies, including but not limited to fire, severe weather, loss of electrical power or water, and death, serious injury or loss of a child, which may occur at the Home. No Home personnel shall impede in any way the delivery of emergency care or services to a child by licensed or certified emergency health care professionals.

(b) An operable telephone shall be readily available in the Home with the following telephone numbers posted in a conspicuous place next to the telephone. In those areas of the state serviced by the 911 emergency number, 911 may be posted in lieu of the phone numbers required for 2, 3, and 4 below:

1. A physician or hospital;
2. An ambulance or rescue squad service;
3. The local fire department;
4. The local police department;
5. The county health department; and
6. The regional poison control center.

(c) The Home shall practice fire drill procedures with children at least monthly. Such drills shall be documented and maintained on file for one year.

Hawaii

Hawaii Administrative Rules, Title 17, Department of Human Services, Subtitle 6, Benefit, Employment and Support Services Division, Chapter 891.1, http://humanservices.hawaii.gov/bessd/files/2013/01/HAR_17-891.1-Family-Child-Care-Home-Rules.pdf

Subchapter 7, environmental standards

§17-891.1-30 Disaster plan for emergencies. Each facility shall have a disaster plan to cover emergencies such as fire, flood, or natural disaster. The plan shall include: (1) An exit plan for disasters that is practiced at regular intervals; (2) Information parents or guardians of the plans at the time of enrollment; and (3) Installing an underwriter's laboratory listed fire warning device or system in each stairway or hall in the facility.

Additional Resources

- ◆ **Are You Ready? An In-depth Guide to Citizen Preparedness**, Federal Emergency Management Agency.
<http://www.ready.gov/are-you-ready-guide>
- ◆ **Better Kid Care**, Penn State Extension, Penn State College of Agricultural Sciences.
<http://extension.psu.edu/youth/betterkidcare/early-care>
- ◆ **Child Care Facilities Emergency Planning Guide & Templates: Working Together to Be Prepared**, Arkansas Department of Human Services, Division of Child Care and Early Childhood Education.
<http://www.state.ar.us/childcare/licensing/pdf/Child%20Care%20Disaster%20Planning%20Guide.pdf>
- ◆ **Child Care Resources for Disasters and Emergencies**, Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services.
<http://www.acf.hhs.gov/programs/occ/resource/child-care-resources-for-disasters-and-emergencies>
- ◆ **Creating an Emergency Preparedness Plan**, Texas Department of Family and Protective Services and Texas A&M AgriLife Extension.
English: [Creating an Emergency Preparedness Plan](#)
Spanish: [Creación de un plan de preparación ante emergencias](#)
- ◆ **Early Childhood Disaster-Related Resources for Early Childhood Education Providers**, Office of Human Services Emergency Preparedness and Response, Administration for Children and Families, U.S. Department of Health and Human Services.
<http://www.acf.hhs.gov/programs/ohsepr/information-for-providers>
- ◆ **Emergency Preparedness and You**, Centers for Disease Control and Prevention.
<http://emergency.cdc.gov/preparedness/index.asp>
- ◆ **Evacuating v. Shelter-in place: When should someone evacuate versus sheltering-in-place?**, U.S. Department of Homeland Security.
<https://www.ready.gov/faq-details/Evacuating-v-Shelter-in-place-1370032121004>
- ◆ **Head Start Emergency Preparedness Manual**, Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services.
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/docs/head-start-emergency-prep-manual-2015.pdf>
- ◆ **Head Start Program Performance Standards**, the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.
<http://eclkc.ohs.acf.hhs.gov/hslc/standards/hspss/45-cfr-chapter-xiii/45-cfr-chap-xiii-eng.pdf>
The Head Start Program Performance Standards include standards related to this topic in the following sections:
 - Section 1304.22 Child health and safety
 - Section 1304.53 Facilities, materials, and equipment
 - Section 1306.35 Family child care program option
- ◆ **Protecting Children in Child Care Settings during Emergencies**, National Association of Child Care Resource & Referral Agencies and Save the Children.
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/ep-response/protectingchildr.htm>

- ◆ **School Safety during Emergencies: What Parents Need to Know**, American Academy of Pediatrics.
<https://www.healthychildren.org/English/safety-prevention/all-around/Pages/Actions-Schools-Are-Taking-to-Make-Themselves-Safer.aspx>
- ◆ **Tips for Protecting Children in Violence-Based Emergencies**, Save the Children.
<http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/TIPS%20FOR%20VIOLENCE-BASED%20EMERGENCIES%20FINAL.PDF>
- ◆ **Virtual Early Education Center (VEEC): Room by Room Practices for Health and Safety**, National Center on Early Childhood Health and Wellness.
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/health-services-management/program-planning/veec.html>
- ◆ **Virtual Lab School**, The Ohio State University in partnership with the Office of the Secretary of Defense and the National Institute of Food and Agriculture.
<https://www.virtuallabschool.org/about>

This document was developed with funds from Grant # 90TA0002-01-00 for the U.S Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Office of Child Care, and Health Resources and Services Administration, by the National Center for Early Childhood Quality Assurance. This resource may be duplicated for noncommercial uses without permission.

The National Center on Early Childhood Quality Assurance (ECQA Center) supports state and community leaders and their partners in the planning and implementation of rigorous approaches to quality in all early care and education settings for children from birth to school age. The ECQA Center is funded by the U.S. Department of Health and Human Services, Administration for Children and Families.

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