



National Center on Tribal Early Childhood Development

Disaster Preparedness Series: Session 2 – Coordinating and Collaborating with Key Partners

Objectives

- ◆ Participants will
 - understand who should participate in the development of a comprehensive disaster plan;
 - learn how to develop communication processes with key partners;
 - participate in a peer-to-peer learning environment to learn from other Tribal Lead Agencies; and
 - be provided resources and tips for disaster planning.

Poll 1: Impact of Coronavirus Disease 2019 (COVID-19) on Your Community

- ◆ On a scale of 1 to 5 (with 1 being little impact and 5 being high impact), how would you rate the impact of COVID-19 on your community?
 - 1
 - 2
 - 3
 - 4
 - 5

Potential Key Partners

- ◆ Human services agency, if different from the Tribal Lead Agency
- ◆ Emergency management agency
- ◆ State child care licensing agency
- ◆ Health department or public health department

Source: Office of Child Care. (2017). *Statewide disaster plan (or disaster plan for a tribe's service area) for child care* (CCDF-ACF-IM-2017-01). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/occ/resource/im-2017-01>

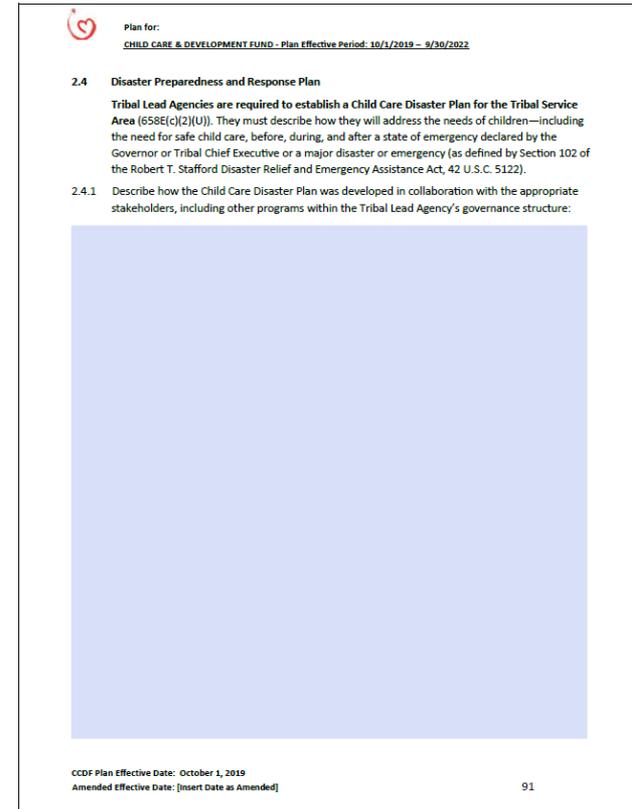
Potential Key Partners, cont.

- ◆ Child care resource and referral agencies
- ◆ State Advisory Council on Early Childhood Education and Care or similar coordinating body
- ◆ Local police and/or fire department
- ◆ Other partners identified by the Tribal Lead Agency

Source: Office of Child Care. (2017). *Statewide disaster plan (or disaster plan for a tribe's service area) for child care* (CCDF-ACF-IM-2017-01). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/occ/resource/im-2017-01>

Tribal Lead Agency Role

- ◆ “2.4 Disaster Preparedness and Response Plan” of the CCDF Tribal Plan Preprint states the following:
 - “Describe how the Child Care Disaster Plan was developed in collaboration with the appropriate stakeholders, including other programs within the Tribal Lead Agency’s governance structure.”



Source: Office of Child Care. (2019). *Fiscal year 2020-2022 CCDF plan and plan preprint for tribes* (CCDF-ACF-PI-2019-03). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/occ/resource/ccdf-acf-pi-2019-03>

Share

- ◆ Please share one key partner that has helped your program with disaster planning.



Connections for Collaboration

- ◆ "Fostering connections at the Tribal or local levels can facilitate collaboration during an actual disaster by establishing 'on the ground' relationships and contacts ahead of time, possibly through a task force model."
- ◆ "Guidance on how to establish these links and relationships is available for use by state agencies."

Source: Office of Child Care. (2017). *Statewide disaster plan (or disaster plan for a tribe's service area) for child care* (CCDF-ACF-IM-2017-01). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/occ/resource/im-2017-01>

Discussion

- ◆ Who have you been collaborating with “on the ground” during the COVID-19 pandemic?
 - What are the positive impacts to your program from these collaborations?
 - What are some challenges your program is facing from these collaborations?

Tips for Bringing Key Stakeholders Together

- ◆ It is essential to bring identified stakeholders together as early as possible.
- ◆ Be inclusive of all partners in the initial phase of planning.
- ◆ Leave room for other partners to join the group.
 - As the planning effort evolves, other community partners may become involved; make space to involve the new partners in your planning process.

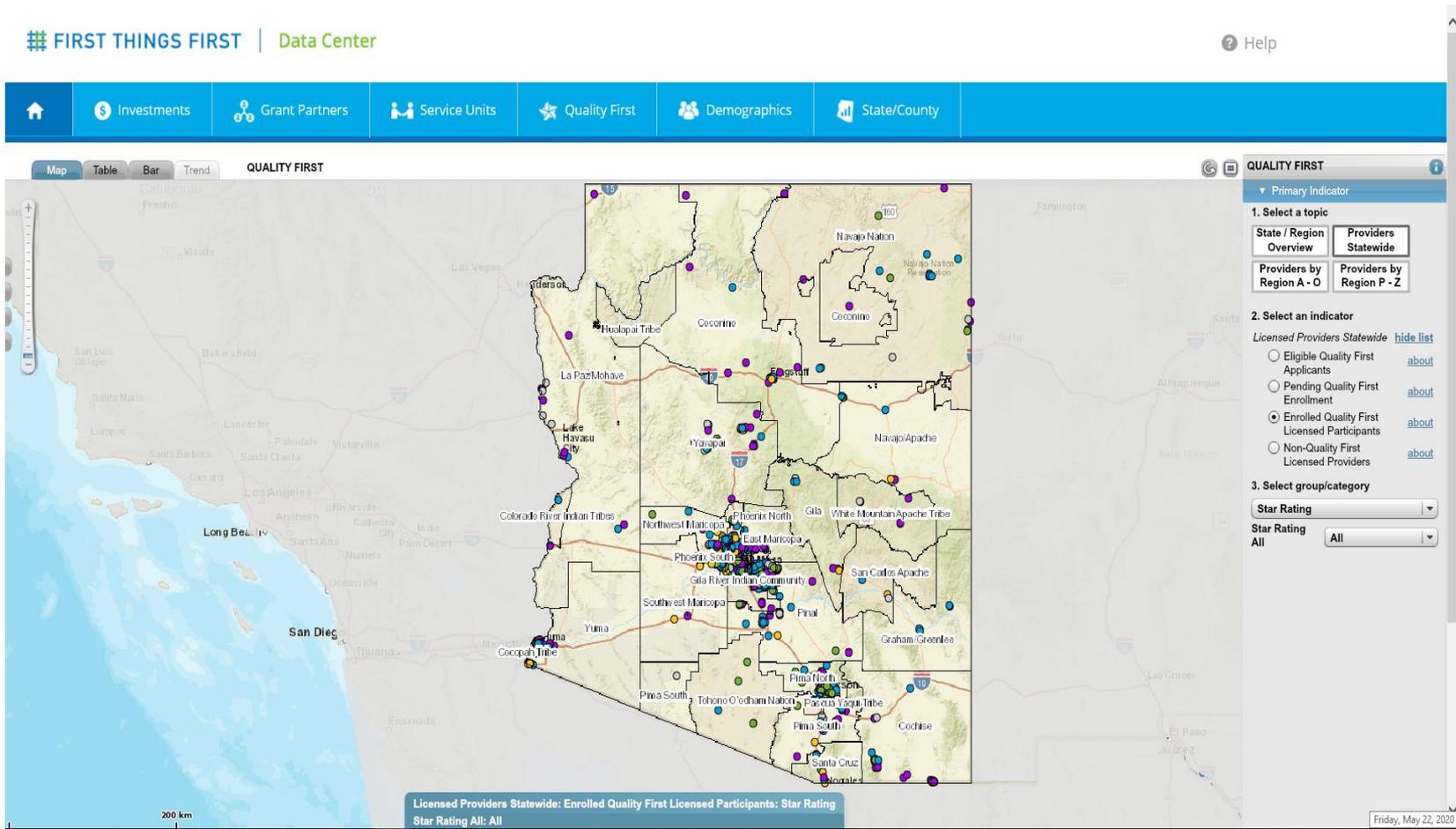
Source: Office of Child Care. (2014). *Shaping the partnership: An assessment checklist*. U.S. Department of Health and Human Services, Administration for Children and Families. <https://childcareta.acf.hhs.gov/resource/shaping-partnership-assessment-checklist>

Example

- ◆ An important example of a coordinating activity can be found in partnerships between child care and emergency managers to establish Geographic Information System (GIS) mapping systems and data sharing agreements.
- ◆ GIS mapping is one tool that can help during the planning phase by identifying child care providers in areas with specific risks, providing a baseline to the Tribal Lead Agencies.

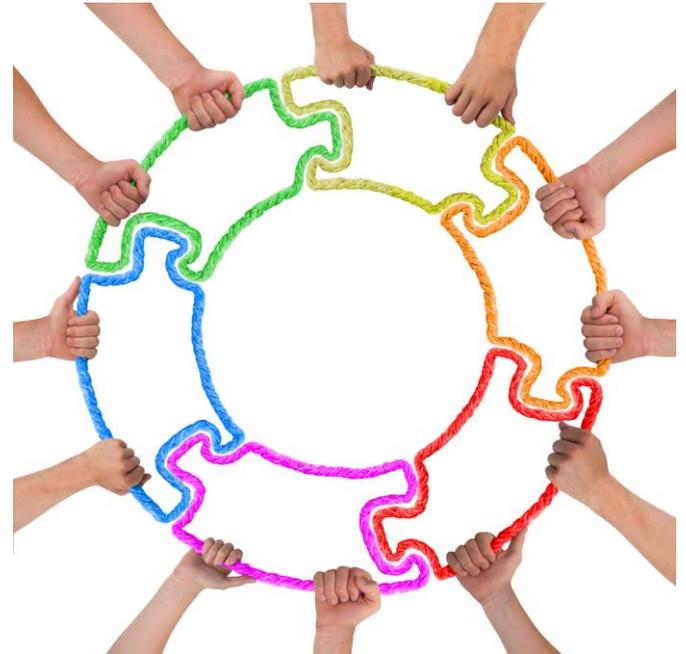
Source: Office of Child Care. (2017). *Statewide disaster plan (or disaster plan for a tribe's service area) for child care* (CCDF-ACF-IM-2017-01). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/occ/resource/im-2017-01>

GIS Mapping



Approach

- ◆ Tribes should consult with agencies and partners that are relevant to their service area
 - For example, the Children and Youth Task Force in Disasters



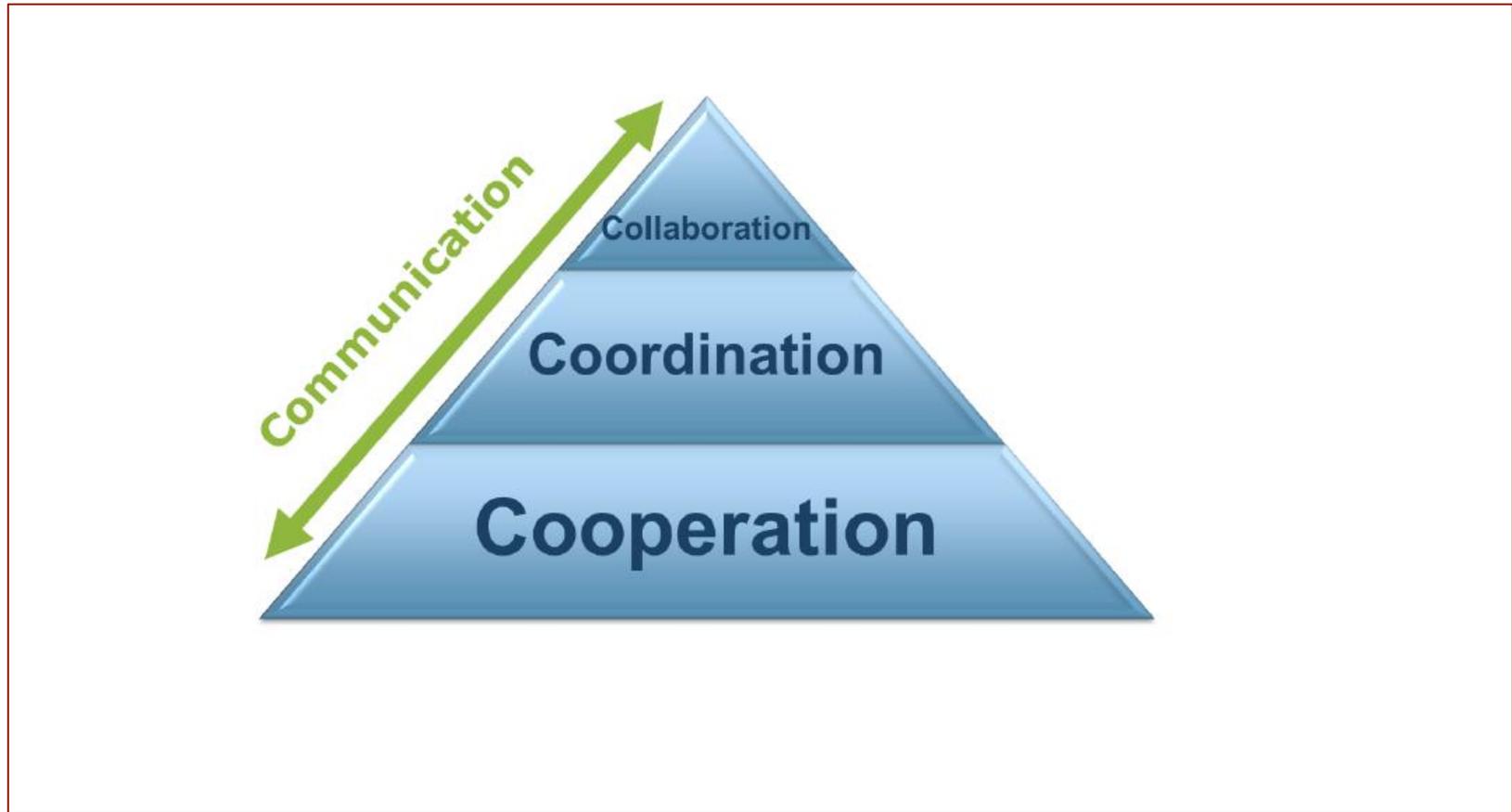
Source: Office of Child Care. (2017). *Statewide disaster plan (or disaster plan for a tribe's service area) for child care* (CCDF-ACF-IM-2017-01). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/occ/resource/im-2017-01>

Discussion

- ◆ What communication styles have you used with other programs?
 - For example, one-on-one meetings and large group meetings



Collaboration



Source: Office of Child Care and Office of Head Start. (2014). *Early Head Start – Child care partnership: Collaboration pyramid*. U.S. Department of Health and Human Services, Administration for Children and Families.

<https://childcareta.acf.hhs.gov/resource/collaboration-pyramid>

Collaboration At-a-Glance

◆ Cooperation	◆ Coordination	◆ Collaboration
<ul style="list-style-type: none"> ▪ Shorter-term, informal relations ▪ No clearly defined mission, structure, or planning <p>Each organization shares little, retains authority, keeps resources separate, risks nothing</p>	<ul style="list-style-type: none"> ▪ Formal relationships ▪ Understood mission ▪ Coordinated effort ▪ Longer-term, specific interaction ▪ Planning and division of roles ▪ Open communication channels between organizations ▪ Risk increases ▪ Power can be an issue <p>Resources and rewards are shared</p>	<ul style="list-style-type: none"> ▪ Durable relationships ▪ A new, committed structure ▪ Full commitment ▪ Common mission ▪ Comprehensive planning ▪ Well-defined communication ▪ New structure determines authority ▪ Risk is much greater ▪ Partners contribute resources and reputation ▪ Power can be unequal <p>Resources, results, and rewards are shared</p>
◆ Lower Intensity		◆ Higher Intensity

Source: Office of Child Care and Office of Head Start. (2014). *Early Head Start – Child care partnership: Collaboration pyramid*. U.S. Department of Health and Human Services, Administration for Children and Families.

<https://childcareta.acf.hhs.gov/resource/collaboration-pyramid>

Discussion

- ◆ What level of collaboration occurred in your Tribal community during COVID-19?
 - Cooperation
 - Coordination
 - Collaboration
- ◆ What are some lessons learned related to collaboration in your Tribal community?

Questions



Next Session



- ◆ Guidelines for Continuation of Child Care Subsidies and Services

Before We Meet Again

- ◆ Read the *Children and Youth Task Force in Disasters: Guidelines for Development* document.
- ◆ Read the *Early Head Start – Child Care Partnership: Collaboration Pyramid*.
- ◆ Create a draft list of possible partners in your community.
- ◆ Check if your community has a disaster plan that covers the Tribe's service area and if your CCDF program and providers are included.

Appendix A

- ◆ “Appendix A: Checklist for Developing Child Care Emergency Preparedness and Response Plans” of the Office of Child Care’s *Statewide Disaster Plan (or Disaster Plan for a Tribe’s Service Area) for Child Care* information memorandum provides a summary of the key elements for the Lead Agency to include in an emergency preparedness plan to facilitate coordination with emergency management agencies and other partners.

Source: Office of Child Care. (2017). Appendix A: Checklist for developing child care emergency preparedness and response plans. In *Statewide disaster plan (or disaster plan for a tribe’s service area) for child care* (CCDF-ACF-IM-2017-01). U.S. Department of Health and Human Services, Administration for Children and Families. <https://www.acf.hhs.gov/occ/resource/im-2017-01-appendix-a>

Resources

- ◆ *Statewide Disaster Plan (or Disaster Plan for a Tribe’s service area) for Child Care* [Information memorandum CCDF-ACF-IM-2017-01] by the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services: <https://www.acf.hhs.gov/occ/resource/im-2017-01>
 - “Appendix A: Checklist for Developing Child Care Emergency Preparedness and Response Plans”: <https://www.acf.hhs.gov/occ/resource/im-2017-01-appendix-a>
 - “Appendix B: Emergency Preparedness and Response Resources for Child Care”: <https://www.acf.hhs.gov/occ/resource/im-2017-01-appendix-b>
- ◆ Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended, and Related Authorities as of June 2019: <https://www.fema.gov/media-library/assets/documents/15271>

Resources, cont.

- ◆ *Children and Youth Task Force in Disasters: Guidelines for Development* (2013) by the Office of Human Services, Emergency Preparedness and Response, Administration for Children and Families, U.S. Department of Health and Human Services:
https://www.acf.hhs.gov/sites/default/files/ohsepr/childrens_task_for_ce_development_web_0.pdf
- ◆ *Early Head Start – Child Care Partnership: Collaboration Pyramid* (2014) by the Office of Child Care and Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services:
https://childcareta.acf.hhs.gov/sites/default/files/public/quilt_collaborationpyramid_0.pdf

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