

STATE OF NEW MEXICO
EARLY CHILDHOOD EDUCATION AND CARE
DEPARTMENT



Emergency Preparedness and Response Planning for Child Care

Early Care, Education and Nutrition Division

April 2021



NEW MEXICO
Early Childhood
Education & Care Department

Letter of Approval and Implementation

TO: Early Childhood Education and Care Department, Early Care, Education and Nutrition Division (ECECD- ECEN) Child Care Regulatory Oversight Staff, ECEN Child Care Assistance Staff, ECECD Policy, Research and Quality Initiative Staff, New Mexico Kids Resource and Referral Agency and New Mexico Child Care Programs

FROM: Early Childhood Education and Care Department, Early Care, Education and Nutrition Division

SUBJECT: Letter of Promulgation, 2021 New Mexico State Emergency Preparedness and Response Planning for Child Care

With this notice, we are pleased to put into effect the 2021 New Mexico State Emergency Preparedness and Response Plan for Early Childhood Education and Care Department (ECECD), Early Care, Education and Nutrition Division (ECEN). The plan provides the framework for preparedness and recovery activities for child care licensed providers, child care registered providers, and child care families in the event of a significant emergency or disaster in the State of New Mexico. This plan provides a structure to work in a coordinated effort during disaster recovery and provides guidance to licensed and registered child care providers (hereafter, “providers”), families, and stakeholders about what they can expect from Early Childhood Education and Care Department, Early Care, Education and Nutrition Division.

This plan is complimentary to ECECD's Continuity of Operations Plans (COOP), and works with the overall statewide mitigation, preparedness, response, and recovery activities provided by the New Mexico Emergency Operations Plan (EOP). By coordinating with local, state, and federal agencies, the plan assists New Mexico in minimizing the impact of disasters and emergencies on children, families, and Providers.

The plan was originally developed in 2016 with the support of Davis Innovations, Inc. and Children, Youth and Families Department (CYFD), Early Childhood Services with guidance from the federal Office of Child Care and the federal Emergency Management staff at the Administration for Children and Families.

During the month of March of 2021, the plan has been reviewed and revisions to the plan have been made by ECECD-Early Care, Education and Nutrition Division Staff with input from the New Mexico Homeland Security and Emergency Management Department, Response & Recovery Bureau, stakeholders, and community partners to ensure relevance, applicability and compliance with Federal and State requirements. Those revisions were made to reflect that ECECD is now the responsible agency, and to include updates that were made as a result of ECECD’s experience in responding to the COVID-19 pandemic. The Plan was finalized April 2021.

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Record of Changes

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1. Introduction

The Emergency Preparedness and Response Plan for Child Care (EPP) has been developed to ensure that child care providers are prepared, and safe measures are in place before, during, and after an emergency or disaster. Having an emergency preparedness plan reduces the risks of emergencies and provides child care providers with the information required to prepare and respond in the event of an emergency.

This New Mexico Early Childhood Education and Care Department (ECECD) plan follows the guidance provided by the Administration for Children and Families (ACF), Office of Child Care (OCC) Information Memorandum issued on February 17, 2011 (Log No. CCDF-ACF-IM-2011-01).

The OCC guidance has been prepared to assist the ECECD and other Child Care and Development Fund (CCDF) Lead Agencies in developing, exercising, and maintaining written child care emergency preparedness and response plans pursuant to the submission of the Child Care Development Fund (CCDF) Plan for 2019-2021 Planning Cycle.

1.1 Background

The importance of the need to improve emergency preparedness and response in child care was highlighted in an October 2010 report released by the National Commission on Children and Disasters. The Commission was appointed by the President and Congress to conduct a comprehensive review of Federal disaster-related laws, regulations, programs, and policies to assess their responsiveness to the needs of children and make recommendations to close critical gaps. The Commission's report included two primary recommendations for child care: 1) to improve disaster preparedness capabilities for child care; and 2) to improve capacity to provide child care services in the immediate aftermath and recovery from a disaster. A specific recommendation made by the Commission was the need for States to develop statewide child care disaster plans in coordination with State and local emergency managers, public health officials, State child care regulatory agencies, and child care resource and referral agencies.

It is the goal of OCC that each Lead Agency develops and maintains a written, comprehensive, multi-hazard plan to address emergency preparedness, response, and recovery efforts specific to child care services and programs.

A primary goal of CCDF and child care programs nationwide is to help ensure early childhood and school-age care programs support children's healthy growth and development. This goal becomes especially important in the event of a major disaster, as children have unique needs in emergency situations and are among our most vulnerable populations. Maintaining the safety of children in child care programs necessitates planning in advance by child care providers. In addition, child care makes key contributions that support children, parents, and communities that are particularly relevant in the aftermath of a disaster.

ECECD and other CCDF Lead Agencies can play an important role in helping to better prepare child care providers and support programs after a disaster to help them quickly recover and be able to care for children in a safe and effective manner. This includes ensuring continuity of care and services for families receiving assistance through the CCDF program and for providers caring for children who receive subsidies. Lead Agencies may experience a surge in families applying for child care financial assistance as a result of the negative economic impacts of a

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disaster. More children may need child care to protect their safety, health, and emotional well-being while their parents make efforts to recover and rebuild their lives. In addition, Lead Agencies may be called upon to assist emergency management officials and voluntary organizations with the provision of respite child care and temporary emergency child care after a disaster. Development of an emergency preparedness and response plan can enable Lead Agencies to better handle these wide-ranging and critical roles.

Child care also is essential to restoring the economic health of a community, as getting residents back to work depends on the availability of child care. When child care centers and family child care homes sustain damage and destruction and are unable to operate, communities can be substantially impacted. This can present significant challenges for States and localities struggling to support families impacted by a disaster and to rebuild critical infrastructure.

1.2 Plan Overview

Pursuant to the OCC guidance referenced above, ECECD has prepared a comprehensive plan that addresses the five key areas OCC recommends addressing when developing and updating the EPP and CCDF plans:

1. Planning for Continuation of Services to CCDF Families
2. Coordinating with Emergency Management Agencies and Key Partners
3. Regulatory Requirements and Technical Assistance for Child Care Providers
4. Provision of Temporary Child Care Services after a Disaster
5. Rebuilding Child Care after a Disaster

In addition to the above five core elements, the EPP includes regulations and guidance for licensed child care providers to assist them in developing their required Emergency Preparedness and Response Plan. Please see Section 7.

Child Care Provider Programs that have followed steps toward preparedness and planning are better able to protect lives, ensure safety and increase time response and recovery to emergent situations.

The ECECD is committed to working with providers to ensure the safety of child care facilities and homes in the event of an emergency.

2. Planning for Continuation of Services to CCDF Families

√ Completed	Planning for Continuation of Services to CCDF Families
2.1	The plan includes provisions for continuing core CCDF program functions by Lead Agency management and staff during and after a disaster.
2.2	The plan includes requirements that sub-grantees and contractors administering the child care program make provisions for continuation of core functions.
2.3	The plan identifies how strategic communications, decision-making, and information sharing will be handled in different emergency or disaster situations.
2.4	The plan includes procedures for continuing payments to child care providers during and after a disaster.
2.5	The plan includes policies to temporarily continue to pay providers for absence days in the event that children are unable to attend due to a disaster (e.g., pandemic flu).
2.6	The plan includes procedures that address systems data security and data storage to ensure adequate backup of family and child care provider records after a disaster.
2.7	The plan includes a mechanism to collect data and track families receiving subsidies and providers serving subsidized children that are impacted by a disaster.
2.8	The plan includes provisions for continuing services to families in the event the Lead Agency is unable to conduct eligibility re-determinations or families are unable to submit necessary documentation.
2.9	The plan includes policies to continue assistance for families receiving child care subsidies that are temporarily out of work or engaged in job search after a disaster.
2.10	The plan includes policies, which anticipate an increased need for child care subsidies among families impacted by a disaster, in addition to families already receiving assistance.
2.11	The plan includes provisions to quickly establish and manage a waiting list for families needing assistance, if the Lead Agency does not already have one.

2.1 Provisions for continuing core CCDF program functions by ECECD management and staff during and after a disaster

All actions to ensure Continuity of Operations (COOP) are undertaken in accordance with the New Mexico Emergency Operations System. The New Mexico All-Hazard Emergency Operations Plan (EOP) directed all departments to prepare a COOP plan for critical functions in the event of a disaster. The COOP details how ECECD will continue vital operations including plans for staffing, computer systems, and provider payments.

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The ECECD COOP ensures that essential functions are performed within the ECECD in the event of an emergency. Depending on the emergent situation, activation and implementation of the COOP is essential. ECECD's COOP is designed to coordinate with the State of New Mexico EOP.

The New Mexico EOP outlines how local, state, volunteer, private, and federal organizations, agencies, and companies will work together during a disaster or emergency that may disrupt normal operations in the State of New Mexico.

2.2 Requirements that sub-grantees and contractors administering the child care program make provisions for continuation of core functions

ECECD is centrally administered, and core services are not subcontracted. New Mexico utilizes a certificate-administered program (our certificate is the child care placement agreement).

2.3 Strategic communications, decision-making, and information sharing during different emergency or disaster situations

All disasters and all responses begin and end at the local level. The first priority for child care providers is to ensure the safety of the children. Pursuant to 8.16.2.22 NMAC and 8.17.2.10 NMAC, all child care providers are required to have an up-to-date emergency evacuation and disaster preparedness plan, which includes steps for evacuation, relocation and reunification with parents, and individual plans for children with special needs. The child care provider plans are approved annually by the ECECD Licensing authority.

When a local jurisdiction experiences an incident that exceeds its capacity to respond, the jurisdiction may request assistance from its county emergency management office. If the county believes that it needs additional resources to meet the need, it may request assistance from other counties or from the state. If the President declares a disaster in the state, the state may then request assistance from the Federal Emergency Management Agency (FEMA).

The Governor may proclaim a “State of Emergency” for a portion of the state or the entire state and invoke response and recovery actions. The Governor’s proclamation allows expeditious resource procurement and directs maximum use of state assets and capabilities.

2.4 Procedures for continuing payments to child care providers during and after a disaster

ECECD utilizes Enterprise Provider Information and Constituent Services (EPICS) database to maintain accurate childcare provider and subsidized family data. All data is backed up nightly and archives are regularly shipped offsite to ensure all provider, family and child data is collected and accessible during and after a disaster. The EPICS disaster recovery process ensures continuing payments to providers in the event of a disaster.

2.5 Policies to temporarily continue to pay providers for absence days in the event that children are unable to attend due to a disaster (e.g., pandemic flu)

The ECECD has policies in place to pay child care providers on a monthly basis, according to standard practice for the child care industry. Payment is based upon the child's enrollment with the provider as reflected in the child care placement agreement, rather than daily attendance. ECECD also has policies to allow for temporary absences. If child is temporarily absent due to a disaster, the department may continue to pay the provider. The department may also support the sustainability of child care providers who have experienced substantial decrease in enrollment during a disaster by implementing differential incentives.

2.6 Procedures that address systems data security and data storage to ensure adequate backup of family and child care provider records after a disaster

The Information Technology Services Division (ITSD) has the responsibility to maintain a mission critical database Enterprise Provider Information and Constituent Services (EPICS) for the ECECD. In the event of a disaster, if needed, the priority will be to restore the EPICS database and resume operation in a short timeframe. Disaster recovery planning enables ITSD to resume the 24/7 EPICS availability with efficiency and organization. All data is backed up nightly and archives are regularly shipped offsite to ensure all provider, family and child data is collected and accessible during and after a disaster. Staff will maintain a backup of client records in applications such as SharePoint, OneDrive or other application as approved by the department. Hard copies will be physically stored at local child care offices.

2.7 Mechanism to collect data and track families receiving subsidies and providers serving subsidized children that are impacted by a disaster

The ECECD Enterprise Provider Information and Constituent Services (EPICS) maintains all childcare provider and subsidized family data. All data is backed up nightly and archives are regularly shipped offsite to ensure current provider, family and child data is updated and is accessible after a disaster. Families are able to apply and submit documentation through our online application system, "Am I Eligible" and through designated email addresses. The EPICS data integrity ensures a current list of all provider, children and family data is available in the event of a disaster. Staff will maintain a backup of client records in applications such as SharePoint, OneDrive or other application as approved by the department. Hard copies will be physically stored at local child care offices.

2.8 Provisions for continuing services to families in the event the ECECD is unable to conduct eligibility re-determinations or families are unable to submit necessary documentation

During a disaster, in order to continue services to families who are unable to submit necessary documentation at the time of eligibility re-determination, ECECD will accept verification from the families certifying their need for care through email, fax or other alternative methods. Child care providers may also assist ECECD with collecting documentation. Staff may follow-up at a

later time to verify accurate information was provided. ECECD has the capability to determine eligibility and create handwritten contract agreements in case of a system outage. Child Care Subsidy staff also have the capability to determine eligibility and create contract agreements at alternative sites outside of the regular office setting such as those locations set up as an emergency management facility or through voluntary organizations. In addition, the need for services may be verified and approved through alternative methods such as phone conference or virtual interview if a person is unable to meet with Subsidy staff directly. The department may, in its discretion, elect to extend client eligibility for up to 3 months.

2.9 Policies to continue assistance for families receiving child care subsidies that are temporarily out of work or engaged in job search after a disaster

Families receiving Temporary Assistance to Needy Families (TANF) benefits are considered priority one clients. Clients are deemed eligible for child care assistance without requiring income eligibility guidelines if receiving TANF and have obtained a referral from a HSD contractor. The HSD contractor will determine if families are in need of a TANF approved activity to include, but not limited to job search.

At initial application, families are able to apply for services in order to allow for job search. Job search may be approved for up to 3 months. Additional time may be approved at the discretion of the department.

Policies are in place to continue child care assistance for job search in a situation of lost employment. Per NMAC 8.15.2.14(B), a case may continue with child care benefits being paid to the provider for up to a 3-month grace period in a situation of a non-temporary change of activity including, lost employment or graduation from school, provided the client reports the change in a timely manner.

2.10 Policies that anticipate an increased need for child care subsidies among families impacted by a disaster, in addition to families already receiving assistance

ECECD will provide consideration to request a waiver from the ACF - Office of Child Care to support families impacted by a disaster. These families may be exempt from ECECD policies as determined by the department, which may otherwise limit a client's eligibility; such as providing full-time contracts to first responders, health care providers, essential staff, high priority or at-risk client; and waiving of parent copayments. Existing families who have an established child care case would be eligible for a 3-month grace period if the disaster affected their employment. In order to support the increased need for child care subsidies in families impacted by a disaster, Child Care Subsidy staff will ensure services are provided with high priority and may determine eligibility and create handwritten contract agreements in case of system outage. Child Care Subsidy staff also have the capability to determine eligibility and create contract agreements at alternative sites outside of the regular office setting such as those locations set up as an emergency management facility or through voluntary organizations. In addition, the need for services may be verified and approved through alternative methods such as phone conference or virtual interview if a person is unable to meet with Subsidy staff directly. Clients may also submit documentation through email, fax, or other alternative methods. ECECD call center agents may also assist with the collection of required documentation. ECECD statewide staff may provide direct support to areas affected by a disaster.

2.11 Provisions to quickly establish and manage a waiting list for families needing assistance, if the Lead Agency does not already have one

Each of New Mexico's child care assistance offices will maintain a statewide waiting list. The number of slots will be communicated, and standards will be set by the department. The department has the flexibility to assign slot allocation to individual offices dependent on the need or lack of need in various areas of responsibility and based on the impact by the disaster.

Waiting List Protocol: All new child care applicants whose income falls within set limits of the Federal Poverty Level (FPL) will be placed on a waiting list for child care services. There are provisions to deem eligible specific clientele who fall within Waiting List Protocol exceptions.

The ECECD can make the determination to quickly take clients off the waiting list during a disaster.

3. Coordinating with Emergency Management Agencies and Key Partners

√ Completed	Coordinating with Emergency Management Agencies and Key Partners
3.1	The plan has been developed in consultation with the emergency management agency and formalizes coordination with child care within statewide emergency planning. In order to ensure connectivity with State and local emergency management planning efforts, Lead Agencies may want to review Comprehensive Preparedness Guide 502, which can be found at http://www.fema.gov/prepared/plan.shtm .
3.2	The plan includes coordination with child care resource and referral agencies (CCR&R) and incorporates provisions for communication with local child care providers in their respective geographic areas.
3.3	The plan includes consultation and coordination with child care licensing and regulatory agencies to ensure that providers engage in emergency preparedness and planning activities, including distribution of materials and resources to assist child care providers.
3.4	The plan includes coordination with Head Start centers, pre- kindergarten and other early care and education programs to ensure collaboration and consistency in planning and preparedness efforts.
3.5	The plan includes coordination with education agencies and local school districts to ensure planning for schools and child care programs are consistent and complement each other. This is particularly important in communities that provide before and after-school care or summer child care programs within a public or private school facility.
3.6	The plan includes coordination with public health agencies to ensure timely and accurate communication with child care providers in the event of a public health emergency.
3.7	The plan includes coordination with voluntary organizations that provide support for child care and provision of temporary child care or respite care services, if needed. Examples of voluntary organizations that provide child-related disaster services are Save the Children, Southern Baptist Disaster Relief, and Church of the Brethren. A list of voluntary organizations active in disasters by State can be found at: http://www.nvoad.org/index.php/member/statevoad.html
3.8	The plan provides for coordination with local business owners and non-profit organizations to donate supplies (e.g., bottled water, first aid supplies) to child care providers to stock emergency kits.
3.9	The plan includes coordination with tribal communities and agencies, when applicable, to ensure tribal child care programs are included in statewide emergency planning and response efforts.

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√ Completed	Coordinating with Emergency Management Agencies and Key Partners
3.10	The plan includes coordination with social service agencies (e.g., child welfare, family courts) that also serve families with young children.
3.11	The plan includes coordination across State jurisdictional lines, particularly in border States which may serve families that must be evacuated from disaster areas.

3.1 Consultation with the emergency management agency and formalized coordination with child care within statewide emergency planning

ECECD Regulatory Oversight Unit is the first line of authority that consults with emergency management agencies and child care providers in the event of an emergency. In the event of an emergency, the child care provider contacts their local ECECD Licensing Coordinator. The Local ECECD Licensing Coordinator immediately contacts the ECECD Regional Regulatory Oversight Manager, who in turn contacts the appropriate emergency management agency(ies) for information on the current emergency coordination efforts and guidance for child care providers in the affected area.

The ECECD Early Care, Education and Nutrition Division also consults with the Department of Health and other state agencies in statewide emergency planning.

3.2 Coordination with child care resource and referral agencies (CCR&R) and provisions for communication with local child care providers in their respective geographic areas

The New Mexico Kids Child Care Resource & Referral (CCR&R) is funded by the New Mexico ECECD and is administered by ECECD and the University of New Mexico, Early Care, Education and Nutrition Division Center. New Mexico Kids CCR&R serves as a resource for families seeking to identify not only child care and home visiting, but other critical services in their area. In the event of an emergency, the CCR&R serves as a resource in communicating with and identifying ECECD licensed, alternate or temporary child care for families.

3.3 Consultation and coordination with child care licensing and regulatory agencies to ensure that providers engage in emergency preparedness and planning activities, including distribution of materials and resources to assist child care providers

The ECECD Regulatory Oversight office distributes a *Disaster Planning Protocol* to all licensed providers as a guideline to develop an individualized plan. ECECD Licensing Regulations include requirements for licensed providers to have an up-to-date emergency evacuation and a disaster preparedness plan, which includes steps for evacuation, relocation and reunification with parents, and individual plans for children with special needs. The individual child care provider plans are approved annually by the licensing authority. ECECD Regulatory Oversight Unit provides guidance to the child care providers on developing their plans—written guidance is included in Section 7 of this plan. In addition, ECECD Licensing Regulations require all

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licensed centers and homes to provide their clients a parent handbook, which communicates emergency procedures, safety policies and the disaster preparedness plan.

Please see Section 7 for the ECECD *Disaster Planning Protocol* for licensed and registered centers and homes.

3.4 Coordination with Head Start centers, pre- kindergarten and other early care and education programs to ensure collaboration and consistency in planning and preparedness efforts

The ECECD Early Care, Education and Nutrition Division (ECEN) works with the New Mexico Early Learning Advisory Council (ELAC), which leads the development of a high quality, comprehensive system of early childhood education and care that ensures statewide coordination and collaboration among the wide array of early childhood programs and services in New Mexico, including Head Start, child care programs, and pre-kindergarten programs and services. Final review with ELAC on 05-22-2018

ECECD oversees the Head Start Collaboration Office. The State Head Start Collaboration Office has taken the lead in the alignment of State CCDF Plan with the Head Start Statewide Collaboration Strategic Plan, including incorporation of emergency planning guidelines as outlined in the Head Start Emergency Preparedness Manual: 2019 Edition.

Safety Practices:

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-47-safety-practices>

1302.47 (b) (8)- Disaster preparedness plan. The program has all-hazards emergency management/disaster preparedness and response plans for more and less likely events including natural and manmade disasters and emergencies, and violence in or near programs.

General Disaster Recovery Flexibilities:

<https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-19-01>

Information Memorandum

3.5 Coordination with education agencies and local school districts to ensure planning for schools and child care programs are consistent and complement each other

ECECD coordinates with the New Mexico Public Education Department (PED) to ensure consistency with emergency planning efforts. The PED *Support Bureau Safe Schools Plan School Guide—Fall 2020* aligns with the National Response Framework (NRF) and includes guidance and recommendations from the Guide for Developing High-Quality School Emergency Operation Plans (2020).

More specifically, each component of the NRF emphasizes five preparedness mission areas that are featured in the Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011. The five preparedness mission areas are:

1. Prevention - The capabilities necessary to avoid, deter or stop an imminent crime or threatened or actual mass casualty incident; prevention is the action schools take to prevent a threatened or actual incident from occurring.
2. Protection - The capabilities to secure schools against acts of violence and manmade

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- or natural disasters; protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks and property from threats or hazards.
3. Mitigation - The capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency; mitigation also means reducing the probability of threats and hazards occurring.
 4. Response - The capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way, establish a safe and secure environment, save lives and property and facilitate the transition to recovery of the school environment.
 5. Recovery - The capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment; recovery encompasses both (a) short term operations that seek to restore vital services to the school and provide for the basic needs of the staff and students and (b) long-term operations that focus on efforts to restore the school to its normal, pre-disaster state.

The five mission areas also align with the three timeframes associated with an incident: before, during and after. The majority of prevention, protection and mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout the lifecycle of an incident. Response activities occur during an incident, and recovery activities can often begin during an incident and continue afterwards.

ECECD has incorporated elements of the PED school guide in its protocol to assist child care providers in setting up a command structure that will work with emergency services as they arrive on site. The intent is to remove concern and confusion in determining who is in charge, and proper protocols. This plan also strongly suggests communicating using common vernacular and refraining from the use of codes (such as color-codes), technical jargon and acronyms, in the emergency system within each district.

ECECD's licensed child care providers are encouraged to communicate and coordinate with public schools in their respective areas to collaborate and share resources in the event of a disaster. Although, this has not yet occurred, the Regional Education Collaborative (REC) could work with districts and providers to identify a communication structure in times of crisis. The REC could serve as a liaison between schools and districts to communicate in an emergency.

3.6 Coordination with public health agencies to ensure timely and accurate communication with child care providers in the event of a public health emergency

The New Mexico Department of Health (DOH) is designated as the primary coordinating agency for public health and medical response to an emergency, disaster, or event. The Secretary of Health makes the decision to implement the DOH Emergency Operation Plan and has the authority to designate responsibilities within the DOH for a public health emergency response.

The Epidemiology and Response Division (ERD) is the lead division within DOH to coordinate a public health response utilizing the Incident Command System (ICS) within the New Mexico Emergency Operations System. The ERD coordinates with other DOH divisions and external partners, including ECECD, based on situational needs.

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The DOH has facilities and public health offices in each of New Mexico's four Public Health Regions and collaborates with local jurisdictions and the 23 Indian Nations, Tribes and Pueblos within New Mexico. Coordination of an emergency response is conducted through the Secretary of Health, Epidemiology and Response Division, Bureau of Health Emergency Management, Public Health Division and Regional Public Health Offices with local jurisdictions, Scientific Laboratory Division, and healthcare facilities throughout the state. The DOH continually monitors and collects health information from a variety of health surveillance systems throughout the state. In addition, the DOH maintains, staffs, and operates its Department Operations Center (DOC). The DOH, DOC operates using National Incident Management (NIMS) principles and an Incident Command System (ICS) structure. The DOH maintains agreements with federal, state, local, Tribal, and private sector vendors to support the Strategic National Stockpile (SNS) medical countermeasures (MCM) and pharmaceutical resource distribution statewide in the event of an emergency or disaster.

3.7 Coordination with voluntary organizations that provide support for child care and provision of temporary child care or respite care services (if needed)

Providers are encouraged to identify and coordinate with their local voluntary organizations that provide support for child care provisions and temporary child care or respite care services during a disaster. These organizations are in place and available to assist in time of crisis and provide items such as shelter, food, water, clothing, and other emergency supplies. Examples of voluntary organizations include the following:

- Artesia Emergency Relief
- Office of Emergency Management Center
- Baptist Convention of New Mexico
- San Juan County Emergency Management Food Plan
- Women's Housing Coalition
- Lobo Canyon Volunteer Fire Department
- Sierra Fire Department
- Chama Volunteer Fire Department
- Dulce Fire Department
- Local Churches and School; Districts

Since 1980, Children's Disaster Services (CDS) has been meeting the needs of children by setting up child care centers in shelters and disaster assistance centers across the nation.

Volunteers are specially trained to respond to traumatized children, and provide a calm, safe and reassuring presence in the midst of the chaos created by tornadoes, floods, hurricanes, wildfires, and other natural or human caused disasters. During a disaster, many organizations will enlist volunteers and set up stations that can provide care. These organizations include the American Red Cross, FEMA, Ready (www.ready.gov), and United Way.

3.8 Coordination with local business owners and non-profit organizations to donate supplies to child care providers to stock emergency kits

ECECD licensing regulations require child care providers to have a disaster preparedness plan. It is recommended that each provider have the following emergency items on hand at all times:

- Back up supply of food and water

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- Portable first aid kit
- Extra batteries
- Flashlights
- Portable radio
- Diapers and wipes
- Toilet paper
- Emergency health supplies and medications
- Personal Protective Equipment (PPE)
- Touchless thermometers
- Cleaning Supplies, to include hand sanitizer

Providers are asked to store these items in sturdy, unbreakable, labeled, waterproof containers and advise all staff of the emergency supply location. Providers are asked to check expiration dates of the emergency supplies (for example bottled water, batteries, and first-aid medications, etc.) on a regular basis to ensure no supplies have exceeded their expiration dates. Providers are responsible for securing all emergency stock, whether by donation from their local community or through their own means.

3.9 Coordination with tribal communities and agencies, when applicable, to ensure tribal child care programs are included in statewide emergency planning and response efforts

ECECD coordinates with the ECECD Assistant Secretary for Native American Early Education and Care overseeing early childhood services for the 23 Tribes, Pueblos and Nations in New Mexico. The ECECD Assistant Secretary is responsible for coordinating communicating with Governors or Presidents of each individual Tribe, Pueblo or Nation to obtain direction and/or permission in coordinating communication with Tribal law enforcement and Tribal social services in the event of an emergency. The Assistant Secretary is also responsible for contacting the [New Mexico Indian Affairs Department](#) to ensure that coordination and collaboration is happening cross agency. A list of all tribes is available through the [New Mexico Indian Affairs Department](#).

3.10 Coordination with social service agencies that also serve families with young children

ECECD routinely collaborates with New Mexico social service agencies to coordinate Federally- funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs. Collaborative efforts with social service agencies outside the ECECD include, but are not limited to, Children, Youth and Families Department, New Mexico Department of Health; New Mexico Human Services Department; New Mexico Public Education Department; University of New Mexico Department of Early Care, Education and Nutrition Division Center; New Mexico Early Learning Advisory Council; New Mexico Higher Education Taskforce; Early Head Start-Child Care Partnerships; New Mexico Workforce Solutions; New Mexico Association for the Education of Young Children; New Mexico Child Care and Education Association; New Mexico Early Care and Learning Association; Latino/Hispano Education Improvement Taskforce; and Quality Education and Learning Association.

3.11 Coordination across State jurisdictional lines, particularly in border States which may serve families that must be evacuated from disaster areas

The Cabinet Secretary of the New Mexico Department of Homeland Security and Emergency Management is authorized to represent the State in all matters relating to emergency management and to coordinate state support and assistance during emergency or disaster events. As stated in the New Mexico State All-Hazard Emergency Operations Plan (EOP), coordination can occur at many levels including directly cross-border, between corresponding agencies or emergency support functions, and State Emergency Operations Center (EOC) to State EOC. When a situation requires that resources be sent or received by the State of New Mexico, these transactions will occur under the protocols of the Emergency Management Assistance Compact (EMAC), other existing mutual aid agreements, or resource mobilization plans, such as the Southwest Area Interagency Mobilization Guide for firefighting resources.

Established in 1996, the Emergency Management Assistance Compact (EMAC) is the nation's primary emergency management mutual aid system. All 50 states, the District of Columbia, Puerto Rico, Guam, and the U.S. Virgin Islands have enacted legislation to become EMAC members. EMAC offers assistance, through the state emergency management agency, during governor-declared states of emergency which allows non-affected states to send personnel, equipment, and commodities to help disaster relief efforts in the impacted states. When requested, the EMAC Advance Team (A-Team) will function within the Operations Section of the New Mexico Emergency Operations Center (NMEOC). Legal protections, such as Tort Liability Protection, Workers Compensation, Reimbursement, licensure, certification, and permits, are also addressed in the compact's language.

The Interstate Emergency Response Support Plan (IERSP) is a mutual aid agreement between the FEMA Region 6 states of Arkansas, Louisiana, Oklahoma, New Mexico, and Texas. It builds upon EMAC by expediting the request and support process during the initial response to a catastrophic disaster occurring within the FEMA Region 6 states. The IERSP does not supersede EMAC; rather it relies on EMAC for protections such as liability, licensure, and reimbursement. The IERSP assumes that resources from states outside FEMA Region 6, as well as federal resources, will eventually be available to assist during a catastrophic disaster, but in the initial response phase resources may more quickly arrive from states within FEMA Region 6. The IERSP also builds on EMAC principles by developing knowledge within the FEMA Region 6 states of each other's contact personnel and available resources, typed according to the National Incident Management System when possible. The IERSP Task Force, when requested, will function as a group within the Operations Section.

The NMEOC Operations Section's Resources Unit also coordinates mutual aid out-of-state resource requests with the Emergency Management Assistance Compact (EMAC) A-Team and Interstate Emergency Response Support Plan (IERSP) Team.

4. Regulatory Requirements and Technical Assistance for Child Care Providers

√ Completed	Regulatory Requirements and Technical Assistance for Child Care Providers
4.1	The plan includes coordination with child care licensing and regulatory agencies to ensure providers plan in advance for disasters, including provisions for evacuation and relocation, shelter-in-place, reunification with families, and accommodation of children with special needs.
4.2	The plan includes strategies to provide ongoing technical assistance, training, resources, and support to center-based and family child care providers to help them better prepare for emergencies and disasters.
4.3	The plan includes strategies for engaging local CCR&R agencies to conduct training sessions for child care providers on how to be prepared for a disaster.
4.4	The plan includes provisions for incorporating emergency preparedness and response planning within quality rating improvement systems, if established by the Lead Agency.

4.1 Coordination with child care licensing and regulatory agencies to ensure providers plan in advance for disasters, including provisions for evacuation and relocation, shelter-in-place, reunification with families, and accommodation of children with special needs

The ECECD Regulatory Oversight Unit distributes a *Disaster Planning Protocol for Licensed Child Care Centers* to all licensed providers as a guideline to develop an individualized plan. ECECD licensing regulations include requirements for licensed providers to have an up-to-date emergency evacuation and a disaster preparedness plan, which shall include steps for evacuation, relocation and reunification with parents, and individual plans for children with special needs. The plans are approved annually by the ECECD Regulatory Oversight Unit. In addition, ECECD licensing regulations require child care providers to prepare a parent handbook to communicate emergency procedures, safety policies and disaster preparedness plans. Safety plans in response to public health emergencies will be considered part of the Disaster Preparedness Plan.

The ECECD *Disaster Planning Protocol for Licensed Child Care Centers*, which is distributed to licensed and registered providers, includes a plan for evacuation, relocation, shelter-in-place/Lockdown and reunification with families, and accommodation of infants, toddlers and children with special needs. Please see Section 7.

4.2 Strategies to provide ongoing technical assistance, training, resources, and support to center-based and family child care providers to help them better prepare for emergencies and disasters

As required by NMAC 8.16.2.23 B (2) (b) (viii), All new educators regardless of the number of

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hours per week will complete training regarding emergency preparedness and response planning for emergencies resulting from natural or man-caused disasters, within three months of their date of hire.

In addition, pursuant to NMAC 8.16.2.23B(2)(a) ECECD requires the directors of all licensed child facilities to develop and document an orientation and training plan for new staff members and volunteers, and to provide information on training opportunities. The provider/director will have on file a signed acknowledgment of completion of orientation by employees, volunteers and substitutes as well as the director. New staff members will participate in an orientation before working with children. Initial orientation will include training on the following:

- Scope of services, activities, and the program offered by the center;
- Emergency first aid procedures, recognition of childhood illness and indicators of child abuse;
- Fire prevention measures, emergency evacuation plans and disaster preparedness plans;
- Review of licensing regulations;
- Policies regarding guidance, child abuse reporting, and handling of complaints;
- Review of written policies and procedures as defined in Subsection C of 8.16.2.22 NMAC;
- Center/parental agreement
- Sanitation procedure;
- Written goals of the program;
- Personnel handbook;
- Parent handbook;
- Names and ages of children;
- Names of parents;
- Tour of the facility; and
- Introduction to other staff and parents.

The ECECD may require additional situational specific training such as, but not limited to, COVID-19 Mandatory Response Training, in response to a public health emergency. Please see Section 7 for additional emergency plan guidance.

4.3 Strategies for engaging local CCR&R agencies to conduct training sessions for child care providers on how to be prepared for a disaster

The New Mexico Kids Child Care Resource & Referral (CCR&R) is funded by the New Mexico ECECD and is administered by ECECD and the University of New Mexico, Early Care, Education and Nutrition Division Center. ECECD Regulatory Oversight Unit requires disaster related training for licensed and registered providers. Providers are encouraged to contact and work with their local fire, police and sheriff departments for guidance on emergency and disaster preparedness training in their geographical areas. By working with local emergency responders, providers are able to identify and define a command structure and procedures that will work with emergency services as they arrive on site.

In addition, providers may contact ECECD for training guidance. The following websites also provide helpful disaster related training information:

- Ten Tips to Help Kids Cope with Disasters (May 2012), by Save the Children.

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<https://www.savethechildren.org/us/charity-stories/help-children-cope-with-disaster>

- Early Childhood Trauma (August 2010) by the Zero to Six Collaborative Group, National Child Traumatic Stress Network, funded by Substance Abuse and Mental Health Services Administration (SAMHSA), within the HHS.
<https://www.nctsn.org/resources/early-childhood-trauma>
- Disaster Preparedness, Resources for Educators, University of Illinois.
<https://web.extension.illinois.edu/disaster/resource.cfm>
- Helping Children Cope with Natural Disaster, *Bright Horizons Family Solutions*.
<https://www.brighthouse.com/text-pages/talking-to-children---helping-kids-understand%20natural-disasters>
- United States Centers for Disease Control. (2020). Pandemic Influenza. Retrieved from <https://www.cdc.gov/flu/pandemic-resources/index.htm>
- Federal Emergency Management Agency. (2021). National Emergency Training Center. Retrieved from <https://training.fema.gov/emi.aspx>
- Federal Emergency Management Agency. (n.d.) Center for Domestic Preparedness Online Training Courses. Retrieved from <https://cdp.dhs.gov/>

4.4 Provisions for incorporating emergency preparedness and response planning within quality rating improvement systems, if established by the Lead Agency

"FOCUS on Young Children's Learning" (FOCUS) is New Mexico's third generation Tiered Quality Rating and Improvement System (TQRIS). Developed by Early Childhood Education and Care Department (ECECD), the goal of FOCUS is to foster program leadership, cultivate teacher quality, and support positive outcomes for all children.

ECECD emergency preparedness and response planning can be integrated into FOCUS-TQRIS as part of the goal setting for the FOCUS Continuous Quality Improvement process. Training and Development Consultants are available to help providers develop these plans as needed.

5. Provision of Temporary Child Care Services After a Disaster

√ Completed	Provision of Temporary Child Care Services After a Disaster
5.1	The plan includes coordination with emergency management officials, voluntary organizations, and CCR&R agencies to implement temporary child care services after a disaster, including establishment of contracts or agreements.
5.2	The plan includes temporary operating standards (or provisions for temporarily waiving certain child care regulatory requirements) to accommodate providers that need to re-locate and/or the provision of temporary child care in alternate facilities, such as shelters.
5.3	The plan includes a strategy for training and identifying pre- approved child care providers who have undergone criminal history and background checks that are willing to assist with provision of temporary child care after a disaster.
5.4	The plan includes a strategy for pre-positioning supplies for use in establishment of temporary child care, or to provide additional supplies to child care providers that remain open.
5.5	The plan includes provisions to quickly establish and manage temporary child care in non-traditional settings when existing facilities have been severely damaged or destroyed.

5.1 Coordination with emergency management officials, voluntary organizations, and CCR&R agencies to implement temporary child care services after a disaster, including establishment of contracts or agreements

In order to ensure contract agreements are available, ECECD Child Care Subsidy program staff coordinate with licensing staff to ensure any proposed facility is approved to provide emergency services during a disaster. Child Care Subsidy staff may determine eligibility and create handwritten contract agreements in case of a system outage. Child Care Subsidy staff also have the capability to determine eligibility and create contract agreements at alternative sites outside of the regular office setting such as those locations set up as an emergency management facility or through voluntary organizations. In addition, the need for services may be verified and approved through alternative methods such as phone conference if a person is unable to meet with subsidy staff directly.

5.2 Temporary operating standards (or provisions for temporarily waiving certain child care regulatory requirements) to accommodate providers that need to relocate and/or the provision of temporary child care in alternate facilities, such as shelters

In the event of an emergency, when temporary waiver provisions are needed, ECECD Licensing staff will provide the facility with a Waiver/Variance Request Form or Temporary Licensed Facility Waiver Request Form, whichever is appropriate (see forms on pages 32 and 33). The Temporary Licensed Facility Waiver Request Form, is used when an existing 3 Star center or higher wants to expand their location to meet the needs of the community., which could include

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relocating and providing temporary shelter for children. If an unlicensed provider is interested in opening a temporary site, to accommodate the needs of the community, they will need to find a 3 Star provider or higher to sponsor them under their existing license. The licensing authority will verify the new location meets health and safety requirements and provide a temporary license to the new provider. The Child Care Assistance staff determines eligibility and issues a contract agreement.

The Waiver/Variance Request Form is used in the event that an existing facility is experiencing problems with their building, example they find mold and need to move to a new location to continue to meet the needs of the community.

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Early Childhood Services Child Care Services Bureau Temporary Licensed Facility Waiver Request Form

NEW MEXICO EMERGENCY PREPAREDNESS AND RESPONSE PLANNING

The purpose of this waiver request is to provide child care in a temporary facility / location during this declaration of a public health emergency, while ensuring that basic health and safety requirements are met.

Please complete this form and submit to your local licensing office for review:

Name of Currently Licensed Facility: _____

Name of Director: _____

Address of Currently Licensed Facility: _____

City: _____ Zip: _____ Phone Number () _____

Email: _____

License / EPICS Number: _____ License Expiration Date: _____

In order to apply, you must currently be licensed as a 3-STAR center or above and certify that you meet the following requirements.

Name of Temporary Facility: _____

Address of Temporary Facility: _____

City: _____ Zip: _____ Phone Number () _____

Email: _____

Site Director: _____

DAYS/HOURS OF OPERATION:			
Monday <input type="checkbox"/>	Tuesday <input type="checkbox"/>	Hours: Open: _____ AM/PM Close: _____ AM/PM	CACFP PARTICIPANT: <input type="checkbox"/> Yes <input type="checkbox"/> No
Wednesday <input type="checkbox"/>	Thursday <input type="checkbox"/>		
Friday <input type="checkbox"/>	Saturday <input type="checkbox"/>		
Sunday <input type="checkbox"/>			
CAPACITY REQUESTED:			
Total Over Age Two: _____	Playground Capacity (if applicable) _____	Youngest Child Accepted: Years _____ Months: _____	
Total Under Age Two: _____		Oldest Accepted Child: Years _____ Months: _____	

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TOTAL NUMBER OF CLASSROOMS: _____		
Infant Classrooms (6 wks. - 12 mo.): _____ Toddler Classrooms (12 -24 mo.): _____	Infant/Toddler Classroom: _____ Preschool Classrooms: (3-4-5 yrs.) _____	School-age Classrooms: (6yrs. & up) _____ Number of Staff (to include director): _____

Licensed Director is responsible for temporary site to ensure the following are met:

- ___ All staff must have background checks
- ___ All staff are required to complete the on-line Health and Safety training located at www.newmexicokids.org
- ___ All staff are required to complete an on-line First Aid/CPR certification to include infant, child, and adult competency
- ___ Temporary facility location must be within 40 miles of the current licensed facility location
- ___ The building requirement of 35 square feet per child must be met
- ___ Toilet and sink licensing requirements must be met based on capacity

Toilet and Sink Ratio Provision 8.16.2.29 G (1) and (4) NMAC

- one toilet and one sink dedicated to Infants and Toddlers
- one toilet and one sink for one to 12 children
- two toilets and two sinks for 13 through 25 children
- one toilet and one sink for each additional 15 children
- when center capacity exceeds 30 children a separate toilet room must be provided for staff

- ___ Fire Marshal Inspection / Approval
- ___ Zoning Approval

In addition to completing this form, all applicants must provide a detailed response to the questions below:

1. Please describe how the Director at the licensed 3-STAR or above child care center will ensure daily supervision, mentoring and coaching of staff at the temporary facility.
2. What is the plan to ensure that well trained staff at the temporary site comply with the STAR requirements of the current licensed facility?
3. What is the plan to provide meal service at the temporary facility, including possible participation in CACFP?
4. What steps will be taken to ensure the quality of care provided at the licensed 3-STAR or above child care center will be provided at the temporary facility?

I understand that this waiver will become invalid once the public health emergency has been lifted. Furthermore, if I am interested in licensing this space/facility after the public health emergency has been lifted, I understand the space/facility will have to meet all licensing requirements outlined in 8.16.2 NMAC within 30 days. I will notify my local licensing office immediately of my intention.

_____ / _____ / _____
 Director Signature Date

Waiver/Variance Request Form

Name of Facility:

Name of Director:

Address: City:

Zip:

Phone Number:

Email:

A waiver is an “allowance granted by the licensing authority to permit non-compliance with a specified regulation for a specified, limited period of time.” A variance is “an allowance granted by the licensing authority to permit non-compliance with a specified regulation for the period of licensure” (8.16.2.7 NMAC). Variances are for “building requirements that cannot be corrected without an unreasonable expense to the child care facility” (8.16.2.15 NMAC). The granting of waivers and variances is at the sole discretion of the licensing authority.

In requesting a waiver from compliance with any licensing regulation(s), please complete this form and submit the following documentation to the **Brief Statement of Intent:** Briefly describe the facility’s intent and reasoning for the need of a waiver/variance from licensing regulations 8.16.2 NMAC. Include the licensing regulation(s) for which you are requesting a waiver/variance and the period of time for which the waiver is needed.

Statement of Community/Regional Need: Describe the extent of community/regional need for child care services and the impact the denial of a waiver/variance would have on child care services in your community/region. Include information such as the number of families expressing need or interest in your child care facility.

Plan of Action: If requesting a waiver, describe the steps the facility will implement in order to reach compliance with the licensing regulation(s) for which you are requesting a waiver and a plan explaining how the facility will ensure the safety and needs of the children are met during the period of the waiver. Include a timeline for which the steps of the plan will be met. If requesting a variance, describe how the facility will ensure that the safety and needs of the children will be met if a variance is granted.

The facility understands that in the case a waiver is granted, the waiver may be granted for up to 12 months with the opportunity to request one extension, not to exceed a total of 24 months. Prior to the expiration of the waiver, it is the responsibility of the facility to submit periodically to the licensing authority documentation of compliance with the above plan of action. Also, please keep in mind that you must meet and maintain compliance with all other licensing requirements during the period of the waiver/variance.

Signature of Director

Date

FOR INTERNAL USE ONLY:

Date of receipt of application:

Approved Denied

Dates of Waiver Approval: until _____ Reason(s) for Denial: _____

Reviewed by:

Review Date:

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The Family, Friends and Neighbor (FFN) registration process is an option to parents who may be experiencing difficulties securing child care during a public health emergency or may need to secure child care for a medically fragile child during a pandemic. This is a temporary registration.



STATE OF NEW MEXICO EARLY CHILDHOOD EDUCATION & CARE DEPARTMENT Temporary Family, Friend and Neighbor (FFN) APPLICATION

During an ECECD recognized emergency, Family, Friend and Neighbor providers must complete and adhere to guidelines identified in the FFN certification and Parent agreement form. If you wish to continue to provide child care services after the state of emergency is lifted, you will be required to adhere to Child Care Non-Licensed regulations 8.17.2 NMAC and receive an onsite home visits.

SECTION I - PROVIDER INFORMATION

Legal Name (business or person providing care, as it appears on your Federal tax form)	Telephone	FEIN (Tax ID) or Social Security Number	
Mailing Address (for checks) Number, Street, PO Box	City	State	Zip Code
Marital Status: <input type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Divorced <input type="checkbox"/> Other		Date of Birth:	
Primary Language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other _____	Race/Ethnicity (Optional) <input type="checkbox"/> White <input type="checkbox"/> Hispanic <input type="checkbox"/> Black <input type="checkbox"/> Other _____		

SECTION II – HOUSEHOLD COMPOSITION – List all household members over the age of 18 and anyone who spends a significant amount of time in the home.

Name	Date of Birth
Name	Date of Birth
Name	Date of Birth
Name	Date of Birth

SECTION III – PROVIDER SIGNATURE

I understand that the information I have provided is true and accurate to the best of my knowledge and Early Childhood Education & Care Department (ECECD) may verify all information provided. I agree to meet all requirements listed in Section IV in addition to any state or federal regulations governing the child care assistance programs. I also certify that I have the legal authority to sign this agreement and to bind myself or the organization listed above to the requirements of this agreement.

Signature

Date

Print Name Here

SECTION IV – PROVIDER AGREEMENT: Please read and initial each statement.

_____ I must complete and submit a W-9 form, provide a copy of my social security card, ITIN or FEIN document and a picture ID.

_____ I understand that I am not an employee of ECECD and that I am not entitled to payment or benefits other than the subsidy reimbursement outlined in the agreement.

_____ I understand that I will be responsible for all applicable federal and state taxes. The Department will issue IRS Form 1099 (Earnings Statement).

_____ I understand that payment will be discontinued after the Public Health Emergency related to COVID-19 has been lifted. If I wish to continue being a provider, I must complete the entire Registration process before additional payment will be made.

_____ I understand that payment for child care is provided by state and federal monies. Providing false information or the misuse of these monies will result in loss of benefits, be subject to other legal action, and/or be responsible for repayment.

_____ I understand that the payment process will not be initiated until a signed agreement is received by my local Child Care Office and I will not be paid until the month after services are provided.

_____ I understand that I may be responsible to repay any and all amounts that are paid to me in error.

_____ I understand that I can request a copy of the child care assistance policies at any time.

5.3 Strategy for training and identifying pre- approved child care providers who have undergone criminal history and background checks that are willing to assist with provision of temporary child care after a disaster

ECECD Licensing staff will provide a list of pre-approved providers and facilities that have undergone criminal history and background checks and are available to assist with provisions of temporary child care in the event of a disaster. Information to be provided includes the provisions that are available for each site (i.e., age groups, openings, and available transportation). The ECECD will work with the Department of Workforce Solutions to assist providers with employing temporary staff and displaced childcare workers.

5.4 Strategy for pre-positioning supplies for use in establishment of temporary child care, or to provide additional supplies to child care providers that remain open

In the event of an emergency or disaster, ECECD has processes in place to convene an emergency committee that will perform media outreach to request necessary additional supplies for temporary providers assisting in disaster relief efforts. An appropriate central location for supply donations will be communicated. Committee members will be on site to ensure supplies are distributed in a timely and orderly manner.

5.5 Provisions to quickly establish and manage temporary child care in non-traditional settings when existing facilities have been severely damaged or destroyed

During a disaster, a joint effort from state agencies including, but not limited to, ECECD Early Care, Education and Nutrition Division, New Mexico Department of Health, and New Mexico Environment Department will assist in ensuring the safety of temporary locations, such as schools, churches, and other community facilities. The various state agencies will work in coordination with providers in order to secure the locations and provisions needed.

6. Rebuilding Child Care After a Disaster

√ Completed	Rebuilding Child Care
6.1	The plan includes a strategy to work with emergency management officials, licensing agencies, and public health officials to conduct timely assessments of the damage to and status of child care providers within the impacted area.
6.2	The plan includes engagement and training strategies for child care providers to ensure business continuity should a disaster occur, including adequate insurance coverage and protection of records and assets.
6.3	The plan includes strategies for providing information and resources to child care providers about financial assistance that is available for the rebuilding process if they need to rebuild.
6.4	The plan includes a strategy for engaging business associations, community development financial institutions, and other organizations that can potentially provide financial assistance or micro-loans to help providers re-open.
6.5	The plan includes preparedness planning with FEMA regional officials to clarify child care services that are eligible for reimbursement under the PA grant program.

6.1 Strategy to work with emergency management officials, licensing agencies, and public health officials to conduct timely assessments of the damage to and status of child care providers within the impacted area

Management officials from agencies including, but not limited to, Emergency Management, Housing Authority, ECECD Licensing Authority, and Environmental and Public Health offices will assess damaged facilities and authorize the affected facility for continued use. Providers are responsible for immediately reporting to ECECD Licensing any damage to their facility, and for contacting the appropriate agencies to arrange for assessments.

6.2 Engagement and training strategies for child care providers to ensure business continuity should a disaster occur, including adequate insurance coverage and protection of records and assets

ECECD Licensing requires that child care providers retain records for a minimum of 12 months after a child’s last day of attendance. It is also recommended that child care providers attain a reasonable means of protection, which may include an external computer drive and or password protection in order to protect electronic records and assets. As per regulation 8.16.22D (j), providers must disclose in their parent handbook if the licensee does not have liability or accident insurance coverage. ECECD recommends that child care providers obtain adequate insurance to cover accidents and liability that ensure the continuity of care.

6.3 Strategies for providing information and resources to child care providers about financial assistance that is available for the rebuilding process if they need to rebuild

The FEMA Disaster Public Assistance (PA) Program for Child Care Services identifies services that are eligible for reimbursement during a federally declared major disaster and emergency. Specific information is provided in the *FEMA Disaster Assistance Fact Sheet*. Please see Section 7.

The New Mexico All-Hazard Emergency Operations Plan (EOP) states “The Secretary of the Department of Homeland Security and Management is authorized to represent the state in all matters relating to emergency management and to coordinate state support and assistance during emergency or disaster events”. Please see Section 3.11 above.

6.4 Strategy for engaging business associations, community development financial institutions, and other organizations that can potentially provide financial assistance or micro-loans to help providers re-open

In the event of a disaster, ECECD's Early Care, Education and Nutrition Division will provide FEMA approved financial assistance or micro-loan materials to business associations, community development financial institutions, and other organizations.

6.5 Preparedness planning with FEMA regional officials to clarify child care services that are eligible for reimbursement under the PA grant program

ECECD and FEMA regional offices will work together to clarify child care services that are available for reimbursement under the PA Grant Program. ECECD is familiar with the FEMA Disaster Public Assistance (PA) Program for Child Care Services, which identifies services that are eligible for reimbursement during federally declared major disasters and emergencies. This PA program includes, but is not limited to, reimbursement for the following costs: emergency sheltering, labor, facility, supplies and commodities, temporary relocation facilities, and repair, restoration, or replacement of public and private nonprofit facilities. Please see the *FEMA Disaster Assistance Fact Sheet*. Please see Section 7.

7. Emergency Preparedness and Response Planning Guidelines and Resources

7.1 Disaster Planning Protocol for Licensed Child Care Centers

When a disaster or an emergency occurs, children can be hurt or afraid. They depend upon their caregivers to protect them from harm. Good planning is therefore important to your response in a real emergency. Having a disaster response plan with complete steps can make a real difference in an emergency. To meet this need, all licensed child care centers must have a current disaster planning protocol approved annually by ECECD and must include the following emergency information:

1. **Emergency Response Numbers:** Create a list of emergency response numbers that includes your area's medical, fire, rescue, and police personnel, and all current parent contact numbers of the children you serve. Include instructions about the use and location of the list to all concerned in language they can understand.
2. **Emergency Evacuation Plan:** Create and teach a sound evacuation plan for your staff and have the plan accessible in your facility for review by parents and staff.
 - It must include your facility's procedures for an evacuation plan with at least two emergency evacuation meeting sites for children and staff (for example, front and back outdoor safe places near your facility), an attendance checklist (which includes all the children, staff, and visitors at your facility), and an item checklist (any necessary medications, supplies, and records that you may need to take in the event of an emergency).
 - Keep your plan simple in order to remember important details.
 - Draw and post a diagram of your center and clearly label all rooms, doors, windows, fire extinguishers, alarms, and fire sprinklers in your diagram.
 - Indicate two unobstructed evacuation routes in your diagram.
 - Plan several street escape routes in case certain streets are blocked or closed.
 - Make sure that your plan is reviewed at least monthly by all personnel in your center. Post a sign informing parents/guardians that they may receive and/or review a copy of your emergency plan.
 - Always follow the directions of emergency officials during evacuation situations.
3. **Staff Training Requirements:** Create and teach the emergency response plan to your staff.
 - Identify the types of disasters that are most likely to happen and create a set of procedures for each type of emergency (for example, fire, weather, bomb threats, lockdown situations, internal and/or external gas leaks/explosions, power outages, medical emergencies, etc.).
 - Train all current and new staff how to respond to each type of emergency.
 - Develop an emergency communication plan in case your staff are separated from one another and have a plan for getting back together.

4. **Drill Procedures:** Conduct fire and emergency drills with your staff and children on a regular monthly basis.
 - Include regular drills in your plan and keep your plan updated.
 - Make any changes and/or improvements to your plan based upon your drills. Conduct emergency drills for new staff.
 - Keep an accurate date record of all your monthly drills.

5. **Attendance Management Procedures:** Devise an attendance management plan for children and staff in case of emergencies.
 - Maintain a daily attendance list of your center's staff and children.
 - Keep portable current records of your children's information that include children's emergency contact phone numbers (such as parent/relative/friend contact numbers and doctors' numbers) and children's birth dates, and have it available to all staff to take during an emergency evacuation.
 - Make sure all staff knows where to meet with children during an emergency evacuation. Train all staff to take attendance after every evacuation to ensure everyone is safely evacuated.
 - If children must be evacuated from your facility site, designate an emergency pick-up site for your facility, and a plan for how you will notify parents.

6. **Staff Roles and Responsibilities:** Share emergency plan responsibilities with all staff members and work together as a team.
 - Designate specific responsibilities during an emergency including taking attendance, securing supplies and the daily attendance list, and transporting children.
 - Designate alternative staff for emergency responsibilities in case other staff members are absent if/when emergencies occur.

7. **Community Response Units:** Contact your local emergency officials such as police, fire, and emergency response personnel for advice and information.
 - Ask your local police and fire department personnel for help in developing and reviewing your emergency disaster plan.
 - If they agree to take the information, provide emergency officials with your facility's hours and days of operation along with the range of ages and numbers of children in your care. Learn about the public warning signals in your area, including what they sound like and what you should do when you hear them.
 - Request information about evacuation and transportation to other safe sites.

8. **Emergency Supplies:** Maintain a supply of backup food, water, and emergency items in your facility.
 - Keep a portable first-aid kit, extra batteries, flashlight, portable radio, extra diapers, wipes, toilet paper, emergency health supplies, and medication.
 - Store these items in a sturdy unbreakable, labeled, waterproof container and make sure all staff know where it is kept.

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- Check expiration dates of perishable supplies (for example, bottled water, batteries, first aid supplies, etc.) on a regular monthly basis to be sure they are always fresh.
9. **Utility Operation Information:** Maintain a current list of phone numbers and instructions for all facility utilities.
- Follow each utility's set of instructions in the event of any emergency shut offs.
 - If the gas has to be shut off, you must have a professional turn it back on.
10. **Temporary Relocation Sites and Procedures:** Make sure children's parents and/or guardians know about your plan and where you plan to relocate during an emergency evacuation.

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EMERGENCY DISASTER PLAN FOR CHILD CARE CENTERS		
Name of Facility		
Facility Address (Street, City, State, Zip)		Telephone ()
I. ASSIGNMENTS DURING AN EMERGENCY (Use reverse Side if Additional Space is Required)		
Name of Staff	Title	Assignment
1.		<i>Direct Evacuation and Person Count</i>
2.		<i>Handle First Aid</i>
3.		<i>Telephone Emergency Numbers</i>
4.		<i>Transportation</i>
5.		<i>Other (Describe)</i>
6.		<i>Media</i>
7.		<i>Final Check</i>
II. EMERGENCY NAMES AND TELEPHONE NUMBERS (911 is not acceptable)		
Fire/Paramedics	Police or Sheriff	
Red Cross	Office of Emergency Services	
Physician(s)	Poison Control	
Dentist (s)	Ambulance	
Child Protective Services	Crisis Center	
Hospitals _____	Other Agency / Person _____	
III. FACILITY EXIT LOCATIONS (Using a Copy of the Facility Sketch, Indicate Exits by Number)		
1.	2. _____	
3.	4. _____	
IV. TEMPORARY RELOCATION SITE		
Name and Address	Telephone Number ()	
Name and Address	Telephone Number ()	
V. UTILITY SHUT-OFF LOCATIONS (Indicate Locations on the Facility Sketch)		
Electricity (Bright Color-Green)		
Water (Bright Color-Blue)		
Gas (Bright Color-Red)		
VI. FIRST AID KIT LOCATION		
VII. EQUIPMENT		
Smoke Detector Location		
Fire Extinguisher Location		
Type of Fire Alarm Sounding Device		
Location of Device		
Emergency Kits Location		
Other (Describe)		

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COMMUNICATION PLAN
This communication plan is to ensure that all staff members are clear on who will provide directions, instructions and logistics.
A. During an emergency evacuation, your group becomes separated from the other groups (Explain each step of instructions)
1 st Location (Plan A)
2 nd Location (Plan B)
3 rd Location (Plan C)
Place calls to: 1. 2. 3.
B. During an emergency evacuation, your group must leave the building by orders of the authorities or emergency units, etc.
1 st Location (Plan A)
2 nd Location (Plan B)
3 rd Location (Plan C)
Place calls to: 1. 2. 3.
Leave message with information such as name, location, location being transferred to, who has authorized this evacuation and the current situation, and a number to reach you if appropriate.
C. Other
Other Instructions:
Comments:

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EMERGENCY KITS AND SUPPLIES	
<p>This list contains the <i>minimum items</i> you should have in your center in case of an emergency. Please check your licensing regulations to determine if your state requires additional items.</p> <p><i>(Should be packed in a backpack or other container that is mobile in the event of an evacuation and be located in a central and easily accessible location)</i></p>	
Center Emergency Kit	
Copies of All Contact Lists	
<ul style="list-style-type: none"> For families and staff, include the name, phone number, and e-mail address, as well as information on someone preferably out-of-state, or at least out of the immediate area Phone numbers and e-mail addresses for your immediate supervisor 	
Flashlights with Extra Batteries	
<ul style="list-style-type: none"> Long-life, emergency flashlights 	
Battery-operated radio and extra batteries	
<ul style="list-style-type: none"> AM/FM, Weather Band / TV Band 	
Manual Can-Opener	
First Aid Kit	
<ul style="list-style-type: none"> Add gloves and Kleenex 	
Personal Protective Equipment (PPE) Kit	
<ul style="list-style-type: none"> To include gloves, face masks, gowns, hand sanitizer, face shield or goggles, and touch less thermometer 	
Notepad and Pens/Pencils	
Scissors	
Hand-Sanitizer and Cleansing Agent / Disinfectant	
Whistle	
Disposable Cups	
Wet Wipes	
In the Center in General	
Charged Cell Phone	
One gallon of water for every four children and staff	
Disposable cups	
Non-perishable food items like soft granola bars, cereal, cheese and crackers, cans of fruit, and special infant items, etc. <i>(should be nut-free in case of allergies)</i>	
Extra supplies of critical medication such as insulin, epi-pens, etc. for children and staff	
Each Child Should Have:	
A change of seasonable appropriate clothes	A blanket
Extra formula (one-day supply as space allows)	Extra Diapers (one-day supply as space allows)
Location of Emergency Kits:	
Location of Additional Emergency Supplies:	
Location of Cell Phone:	

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SHELTER PLAN
This shelter plan provides information on where the children will likely be transported to in case of an emergency / disaster.
A. Shelter Location:
Directions: <ul style="list-style-type: none">••••••• <i>Specifics</i>
B. Shelter Location
Directions: <ul style="list-style-type: none">••••••• <i>Specifics</i>
Contact Director and/or Person in Charge
Contact Parents
Contact Red Cross

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TRANSPORTATION PLAN
This transportation plan provides information on transporting the children in the case of an emergency / disaster.
Walking Distance to:
Directions:
Travel by Child Care Van or Bus:
Directions:
Official Driver:
Alternate Driver:
Method used to guide children while walking:

7.2 Additional Emergency Plan Guidance

All child care providers are responsible for preparing for and training staff in order to safely and responsibly respond during and after an emergency or disaster. When planning for an emergency, individualized plans should include provisions for accommodating infants, toddlers, and children with special needs.

In the event of an emergency, contact your Child Care Licensing Surveyor or Child Care Registration Specialist within 24 hours of any incident.

Three Things to Think About and Do Now

1. Update your emergency plan.
2. Communicate your emergency plan to families and parents.
3. Practice emergency response actions and procedures through trainings and drills.

Examples of emergencies to consider include the following:

HAZARDOUS MATERIALS

Hazardous materials are substances that are flammable, combustible, explosive, toxic, noxious, corrosive, oxidizable, an irritant or radioactive.

If hazardous materials are released inside your child care facility:

Example:

1. Make a quick assessment of the situation.
2. Avoid contact with the spill.
3. Implement Evacuation Plan
4. Call 911 and follow directions from emergency personnel

If hazardous materials are released outside your child care facility:

1. Call 911
2. Follow Shelter in Place Plan
3. Listen for media instructions (TV, web & radio)
4. Implement Evacuation Plan to a safe location when ordered to evacuate by emergency personnel.

If any child or staff has come into contact with a hazardous material:

1. Call 911 and follow directions from emergency personnel.
2. Isolate Individual.
3. Chemical should be washed off immediately with water.
4. Cut off contaminated clothing and place in plastic bag. Place clean clothes on individual.
5. If in eyes, flush with tepid water.
6. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

FIRE, SMOKE OR EXPLOSION

If a fire, smoke, or explosion occurs inside your child care facility or home:

1. Activate the fire alarm (if so equipped).
2. Call 911, indicating the need for assistance from the fire department and law enforcement.
3. Implement Evacuation Plan.
4. Follow directions from emergency personnel.
5. Feel the bottom of the door with the palm of your hand before opening it.
6. If the door is hot, assist children in escaping through the window.
7. If the door is not hot and this route is your only means of escape, have children crawl below the level of the smoke and use the first available exit door to escape.
8. If you cannot escape, leave the door closed, stay where you are and hang a white or light-colored sheet outside the window.
9. If your clothes catch fire Stop-Drop-Roll until the fire is out.
10. Ensure that no re-entry is attempted until authorized by the fire department.
11. Implement Emergency Closing Plan, if necessary.
12. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

If a wildfire occurs outside your child care facility:

1. Monitor announcement of wildfires on weather radio, television or internet sites.
2. Assess danger to your location of wildfires.
3. Call 911 if immediate aid is needed.
4. Implement Evacuation or Shelter-In-Place Plan, if needed.
5. Implement Emergency Closing Plan, if necessary.
6. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

GAS LEAK

If a gas odor is detected in your child care facility:

1. Implement Evacuation Plan and leave doors and windows open.
2. Move away from gas odor.
3. Call 911 from outside and away from building.
4. DO NOT LIGHT a candle, match or lighter.
5. DO NOT turn on or off any electrical engines or switches as sparks could ignite gas causing an explosion.
6. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

**DO NOT use a cell phone near the leak

**DO NOT activate the fire alarm system or electrical equipment.

SUSPICIOUS MAIL OR PACKAGE

Should you receive any suspicious mail or packages at your child care facility:

1. Do not handle.
2. Do not touch, smell, or taste unknown substances.
3. Cover substance with paper, towel, trashcan, or other material.
4. If handling substance occurred, wash hands thoroughly.
5. Implement Evacuation Plan.
6. Call 911.
7. Make a list of all staff and children present in the room at the time of incident and report to local health and safety authorities.
8. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

BOMB THREAT

If the bomb threat is received via mail or e-mail:

1. The child care provider or staff member receiving the written threat should handle it as little as possible, (to preserve fingerprints), and should save all materials including any envelope or other container.
2. Call 911, indicating the need for assistance.
3. Implement Evacuation Plan.
4. Ensure that no re-entry is attempted until authorized by the fire or police department.
5. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

If a bomb threat is received via phone call, during the call:

1. Do not hang up. Any bomb threat should be treated as real until proven otherwise.
2. Keep the conversation going.
3. Attempt to get the following information:
 - a. Where is the bomb?
 - b. What time will it go off?
 - c. What kind of bomb is it?
 - d. Who are you?
 - e. Why is this going to happen?
4. Listen for call characteristics:
 - a. Voice of male or female.
 - b. Speech impediment or accent.
 - c. Kind of background noise.
 - d. Caller ID: cell phone or landline number.
5. Note the time and date.

After the call:

1. Implement Evacuation Plan.
2. Turn off all electronic transmitting devices (cell phones, pagers, radios).
3. Call 911 or alert another person to dial 911 using a landline.
4. Leave doors and windows open during evacuation.

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5. Ensure that no re-entry is attempted until authorized by local law enforcement.
6. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

NUCLEAR EMERGENCY

1. Follow instructions provided by emergency personnel either by direct phone communication or from emergency radio, online or television alerts.
2. Implement Evacuation Plan or Shelter-In-Place Plan, depending on instructions from alert source or emergency personnel.
3. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

**If landline is unavailable, utilize cell phone to dial 911 once everyone has been evacuated and is away from the building.

SEVERE WEATHER

Weather forecasts often provide us with ample warning of approaching storms, blizzards, hurricanes, and flooding. The best defense for severe weather is preparation. It is best not to operate child care during very bad weather, but if caught during a storm:

1. Be sure to have adequate supplies.
2. Monitor TV, radio, and internet for official instruction on actions to take.
3. Assess danger to your location and implement Shelter-In-Place or Evacuation Plan, if necessary.
4. Implement Emergency Closing or Relocation Plan, if necessary.
5. If severe weather causes any health and safety or structural issues, report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

ENERGY SHORTAGE/POWER/UTILITY FAILURE

1. Locate emergency supplies.
2. Implement Shelter-In-Place or Evacuation Plan.
3. Call Utility Provider to report outage.
4. Call 911 or emergency number, if in immediate danger.
5. Implement Emergency Closing Plan or Relocation Plan in unable to stay in the building until normal closing hours.

DRIVE-BY SHOOTING/SNIPER ATTACK

1. Upon hearing shots, yell to children to "drop to the ground" or "drop to the floor."
2. If outside, tell children to "run into the building" as soon as it is safe.
3. Implement Shelter-In-Place Plan
4. Call 911.
5. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

MISSING CHILD

1. IMMEDIATELY check with staff and friends of the child to determine if they know of the child's whereabouts.
2. IMMEDIATELY check the grounds and inside all vehicles on the property of child care facility or child care provider's home.
3. IMMEDIATELY Call 911 if unable to locate child and provide the following information:
 - a. Child's name and age.
 - b. Child care facility or child care provider's address.
 - c. Physical and clothing description including any distinguishing marks such as scars or birthmarks.
 - d. Medical status, if appropriate.
 - e. Time and location child was last seen.
 - f. Person with whom the child was last seen.
4. Notify parents of missing child and attempt confirmation that the child is not with family; if not, advise parents of situation and steps taken.
5. Have the child's information, home address and photo, if possible, available for police.
6. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

KIDNAPPING/UNAUTHORIZED REMOVAL OF CHILD

Be aware of custodial issues or concerns involving the child and pay attention to times when abduction may be likely.

If a child is kidnapped or removed without authorization from your facility:

1. Call 911 immediately and provide the following information:
 - a. Child's name and age.
 - b. Child care facility or child care provider's address.
 - c. Physical and clothing description including any distinguishing marks such as scars or birthmarks.
 - d. Medical status, if appropriate.
 - e. Time and location child was last seen.
 - f. Person with whom the child was last seen.
 - g. Physical and clothing description of the suspect.
 - h. Vehicle description and direction of travel.
2. Notify parent(s) of missing child and advise them of situation and steps taken.
3. Have the child's home address, information, and photo available for police, if possible.
4. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

DISGRUNTLED OR ALCOHOL/DRUG-IMPAIRED INDIVIDUAL

1. Alert another staff person or family member (registered provider or family group home) if possible and call 911.
2. Remain calm and polite with individual.
3. Move children to safety away from individual.

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4. Assist children with special needs.
5. Close all doors to any areas not involved.
6. Note details in writing and update emergency personnel when they arrive.
7. Use a pre-determined signal to alert other staff of the problem.
8. Prevent or delay the individual from gaining access to the children.
9. If the disgruntled or alcohol/drug-impaired individual leaves the building, lock doors until law enforcement arrives.
10. If the individual is a parent, stall the release of the child.
11. Note the make, model and license number of the car and direction that is traveling.
12. Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

POTENTIALLY VIOLENT SITUATION (Intruder/Hostage Situation)

1. Attempt to call 911 at first opportunity.
2. Remain calm and be polite.
3. Do not resist the hostage taker.
4. Do not attempt to overtake the hostage-taker.
5. Gather as much information about the hostage-taker as possible (description, distinguishing characteristics, relationship to the person taken hostage, type of car, license plate number, direction traveling).

If potentially violent individual gains access and remains on the premises:

1. Try to isolate the potential aggressor from as many adults and children as possible. Seek to move the individual(s) to an office, break room, conference room, or other less populated area.

If potentially violent individual gains access and leaves the premises:

1. If the individual chooses to leave the premises, allow them the freedom to exit, making sure to note car make and model, license plate, and the directions of their travel.
2. Lock all access doors to isolate children and staff members from the hostage-taker.
3. Implement Shelter-In-Place.
4. Create a list of children and staff who are safe and compare it to the attendance sheet.
5. Create a list of individuals being held hostage.
6. Communicate this immediately to the 911 dispatcher.
7. Do not leave the premises until instructed by law enforcement dispatcher.

Note: If the individual is leaving and taking a child or staff member, it is still often better to let the individual leave rather than prompt a confrontation that would increase the risk of injury if hostage-taker remains in the building:

1. Try to isolate the potential aggressor from as many adults and children as possible. Seek to move the individual(s) to an office, break room, conference room, or other less populated area.
2. If the individual entered a classroom, seek to move them into the least utilized portion of the room.
3. Remain calm and be polite.

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4. Do not physically restrain or block their movement.
5. While talking to the potentially violent individual, others should direct unaffected classrooms to move to locations around the facility that are farthest from the incident point. The lockdown and possible evacuation should precede room-by-room and as orderly and quietly as possible, being careful to use routes not visible to the incident point.
6. Upon arrival, law enforcement will assume control of the situation.

If a decision is made to relocate to the alternate site, follow the appropriate evacuation procedures.

ILLNESS OR INJURY

1. MINOR

- a. Treat with medical supplies from First Aid Kit.
- b. Evaluate periodically to see if further medical attention is required.
- c. Document treatments and evaluations in children's file.
- d. Contact legal guardian(s) and parent(s).

2. MAJOR

- a. Employ first aid techniques as trained, if needed.
- b. Contact 911, if immediate attention is required, and follow directions from emergency personnel.
- c. If an illness or an injury requires doctor's care, but emergency services are not required, contact legal guardian or parent for authorization and arrange for transportation to the emergency room, pediatric clinic, or hospital per instructions of the family member.
- d. Report a major illness or injury to your Early Childhood Education and Care Department Regulatory Oversight office.

3. DEATH

- a. If a death occurs at the Child Care Facility, the following should be contacted immediately:
 - Call 911, request emergency assistance.
 - Contact local Law Enforcement; allow them to notify the family members.
 - Contact legal guardian(s) or parent(s) to notify them of an emergency.
 - Report the incident to your Early Childhood Education and Care Department Regulatory Oversight office.
- b. The body should not be moved or tampered with.
- c. All children should be moved to a part of the building or home away from the body.
- d. The children should only be told what is essential for them to know about what has occurred, but should be offered comfort and counseling as needed.
- e. No news media should be contacted. If a news reporter is aware of what has occurred and solicits information, he/she should be referred to the facility's director and the ECECD Public Information Officer.
- f. No filming or photography is to be allowed inside the building or home.

****NOTE: Never move or touch unidentified or suspicious objects.**

DETAINMENT OR DEPORTATION OF GUARDIAN

1. Provide parent with information and resources to find immigration legal help when and if they share concerns regarding their legal status.
2. Assist parent with the development of a safety plan to address temporary guardianship of child(ren) to a trusted adult who can care for their child(ren) if they cannot, in order to prevent them from entering the foster care system. Plan should include:
 - a. Emergency numbers;
 - b. List of important contact information;
 - c. Caregiver's Authorization Affidavit or Power of Attorney, to allow a non-parent relative or non-relative to make school-related and medical decisions, and make other important decisions on child's behalf if parent is unable to;
 - d. Medical conditions or allergies, to include list of any medications child(ren) take;
 - e. File with important documents.
3. Access ECECD Mental Health Consultation to assist with:
 - a. Training and Guidance
 - b. Educating parents on how to talk to their child(ren) about the plan to assure them they will be taken care of if for some reason the parent is unable to care for them, even for a short period of time. Letting them know who will care for them until parent can.
 - c. Assisting educators with their understanding of grief/loss and how to be social/emotionally supportive to child(ren) during their loss of their parent, even for a short period of time.

Shelter in Place/Lockdown
"Shelter-in-place/Lockdown" means movement of educators, staff and children within the facility or home to designated protected spaces within the building or home. Shelter-in-place may be necessary because of severe weather, nuclear emergency, hazardous material, or an intruder. It may be necessary to stay there for several hours. In this case the following steps should be followed:
Gather all children, staff and educators inside in designated safe areas and assist children/staff with special needs as necessary.
Account for all children and staff members by checking attendance sheet.
Close and lock all windows and doors; locked windows seal better.
Close blinds, shades, or curtains and keep children/staff away from windows.
If necessary, turn off heating, cooling, fans or ventilation systems, clothes dryers-anything that can ignite and cause a spark.
Do not allow anyone to enter or leave the facility or home until emergency personnel determine that the area is clear. This includes not allowing parents/guardians to pick up children until incident is over and an "all clear" is given.
Notify parents/guardians of incident.
Report incident to your Early Childhood Education and Care Department Regulatory Oversight office.

Evacuation
Some emergencies require you to evacuate children, educators, and staff from the child care facility or home as quickly as possible. Evacuation may be necessary because of fire, or other emergencies, which threaten the safety of children, staff and educators within the facility or home. In this case the following steps should be followed:
Make a quick assessment of the situation and of any injuries to children, educators and
Make sure the evacuation route is clear of obstructions.
Take attendance sheets and emergency medical information and supplies for children, educators and staff.
Take a cell phone
If necessary and time allows, have children take jackets/coats
Assemble and count children, educators, and staff prior to evacuation. Keep everyone calm for an orderly exit. Assist children with special needs as necessary.
If possible, one adult should lead and one adult follow the children out of the building.
RE-assemble outside at predetermined location, away from danger.
If safe to return, re-assemble children inside and taken attendance.
Notify parents immediately of evacuation and relocation site.
Report evacuation and alternate site location to your Early Childhood Education and Care Department Regulatory Oversight office.

EMERGENCY CLOSING PLAN

BEFORE OPENING CENTER OR HOME PROCEDURE

If the decision is made to close, I will make the decision by _____ o'clock.

How I will let staff know: _____

How I will let parents know: _____

How I will make the decision when to re-open: _____

AFTER OPENING CENTER OR HOME PROCEDURE

How I will make the decision to close: _____

How I will let staff know: _____

How I will let parents know: _____

How I will make the decision when to re-open: _____

FAMILY EMERGENCY INFORMATION

Local Emergency Numbers	
Police Emergency	
Police Non-Emergency	
Fire Department	
Ambulance	
County Health Department	
County Emergency Management	
Local Red Cross	
Local Shelters	
Parents Contact Numbers	
Name of Parent	
Name of Child	
Phone Number	
Friends & Neighbors Contact Numbers	
Friend or Neighbor Name	
Phone Number	

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All providers are encouraged to create a COVID-19 Safety Plan that covers prevention as well as re-entry in the event their facility is impacted. In the event of a public health emergency, Health & Safety Guidelines can be found at www.newmexicokids.org.

COVID-19 SAFETY PLANNING PROTOCOL FOR LICENSED CHILD CARE FACILITIES

This guidance is designed to help providers and early childhood professionals maintain health and safety standards, in response to the Novel Coronavirus 2019 (COVID-19). Having a response plan with complete steps can make a real difference in ensuring health and safety during a pandemic. To meet this need, all licensed child care facilities are encouraged to have a current safety plan to include the following information. Please utilize the *Health and Safety Required Practices and Guidance for New Mexico Childcare Centers and Early Childhood Professionals*, located on <https://newmexicokids.org> as a guide for completing your safety plan.

***Please note Department of Health (DOH) mandates a safety plan in response to a confirmed COVID-19 case at your facility.**

- 1. Facility Information and Contact Numbers:** Create a list of contact numbers that include your regional area's DOH office, county emergency manager, early childhood lead, regulatory staff, New Mexico Environment Department – OSHA, and the New Mexico Coronavirus hotline.
- 2. Entry Plan:** This plan should provide information on arrival, departure, and daily health checks. Plan needs to include:
 - o Minimizing the risk of cross contamination at clock in/out stations.
 - o Daily health screening protocols
 - o Temperature checks
 - o Usage of Personal Protective Equipment (PPE)
 - o Observation for signs and symptoms of COVID-19
 - o Physical distancing
- 3. Preventative Plan:** This plan should provide information on preventative measures, to reduce the risk of spreading or exposure of COVID-19. Plan needs to include:
 - o Frequency, duration, and techniques for proper hand washing and teaching
 - o Posters displaying proper handwashing techniques
 - o Proper usage and storage of face coverings
 - o Include cleaning and sanitizing with increased frequency and disinfecting high touched areas throughout the day
 - o How, when, and why PPE should be used and disposed
 - o Posters displaying proper usage of COVID related PPE
 - o Education provided to children on how germs are spread and how to minimize their risk
- 4. Physical Distancing:** This plan should provide information on measures to take to adhere to social distancing requirements while maintaining social connections. This plan needs to include:
 - o Maintaining proper space distancing amongst each other

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- o Limit group size and observe ratios inside or outside at all times
- o Meal time settings and practices
- o Nap time practices

5. Suspected/Confirmed COVID-19 Cases: This plan should provide information on steps to take when signs or symptoms of COVID-19 are observed, or notification of a positive COVID-19 test is received. This plan should include:

- o Who, how, and when to notify
- o Additional steps to take for deep cleaning and sanitizing
- o Changes to business, such as closures, hours, and protocol for returning to facility

For more information on COVID-19, please visit:

- Centers for Disease Control (CDC): <https://www.cdc.gov>
- NM Department of Health (NMDOH): <https://cv.nmhealth.org/>
- Early Childhood Services: <https://newmexicokids.org>

COVID-19 SAFETY PLAN

NAME OF FACILITY: _____

FACILITY ADDRESS: _____

NUMBER STREET CITY STATE ZIP

FACILITY PHONE NUMBER: (_____) _____ - _____

CONTACT NAMES

TELEPHONE NUMBERS

Local Department of Health (DOH)	
NM Coronavirus Health Hotline	1 (855) 600-3453
NM Coronavirus Information Hotline	1 (833) 551-0518
ECS Regulatory Staff	
County Emergency Manager	
Early Childhood Lead	
NM Environment Department - OSHA	https://nmgov.force.com/rapidresponse/s/

1. Entry Plan: This plan provides information on arrival, departure, and daily health checks.

A. Arrival Procedures

- Person Responsible: _____

New Mexico Emergency Preparedness and Response Planning

B. Health Screenings (e.g., temperature checking procedure for staff and children, screening questions)

• Person Responsible: _____

C. Daily Health Checks

• Person Responsible: _____

D. Departure Procedures

• Person Responsible: _____

E. Transportation

II. **Preventative Plan: This plan provides information on preventative measures, to reduce the risk of spreading & exposure of COVID-19.**

A. Hand Washing

B. Face Coverings (Who/When/Exemptions/Storage?)

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C. Cleaning & Sanitizing (cleaning throughout the day)

Personal Protective Equipment (PPE)

D. Guidelines for talking to children about health and safety

III. Physical Distancing: This plan provides information on measures to take to adhere to social distancing requirements while maintaining social connections.

A. Distancing space

B. Group size and ratios & how are stable groups maintained?

C. Meals

D. Nap time

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IV. Suspected/Confirmed COVID-19 Cases: This plan provides information on steps to take when signs or symptoms of COVID-19 are observed or notification of a positive COVID test is received.

A. Notification

B. Deep Cleaning & Disinfecting (end of day and positive case cleaning)

Changes in business operations

As Director/Owner of this facility, I have ensured that all staff and families have had the opportunity to read and receive this plan and will post this in my facility for future reference.

Sincerely,

7.3 Resource List

Contact your local ECECD Licensing representative for assistance with emergency response planning guidance or training.

Emergency response planning guidance and training is also available through the following organizations:

- Your Local Fire, Police / Sheriff Department
- Child Care Aware for Crisis and Disaster Resource for Parents and Caregivers:
<http://usa.childcareaware.org/2015/09/are-you-prepared-getting-ready-for-emergency-preparedness-month/>
- American Red Cross: www.redcross.org
- Department of Homeland Security & Emergency Management
13 Bataan Boulevard, Santa Fe, NM 87508
(505) 476-9600
<http://www.nmdhsem.org/>
- ECECD.org
- NewMexicoKids.org

Utilizing Community Information Services helps keep you and your family safe, informed, and connected to your community 24/7. With emergency alerts, important advisories, community updates, and traffic information, you will receive up-to-date information affecting the areas near you by cell phone, e-mail and on the web. The following are organizations that provide alert services.

- Nixle: <http://www.nixle.com/about.html>.
- Emergency Alerts: <http://www.ready.gov/alerts>.

7.4 FEMA Disaster Assistance Fact Sheet

https://www.fema.gov/pdf/government/grant/pa/9580_107.pdf

The image is a fact sheet titled "FEMA Disaster Assistance Fact Sheet 9580.107: Public Assistance for Child Care Services". It features the FEMA logo and the text "FEMA DISASTER ASSISTANCE FACT SHEET 9580.107". The main title is "PUBLIC ASSISTANCE FOR CHILD CARE SERVICES". The document is divided into two main sections: "Overview" and "Public Assistance Eligibility".

Overview

This fact sheet identifies child care services that are eligible for reimbursement under the *Category B, Emergency Protective Measures* provision of the Federal Emergency Management Agency's (FEMA) Public Assistance Program. FEMA will reimburse eligible applicants' reasonable costs associated with the provision of child care services during federally declared major disasters and emergencies. See Sections 403(a)(3) and 502 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. §5121-5207 (Stafford Act) and implementing regulations 44 CFR Part 206.

Public Assistance Eligibility

- **Eligible applicants.** State, local, and tribal governments and private nonprofit (PNP) organizations which provide child care services (44 CFR §206.221 **Definitions**, and 206.222 **Applicant eligibility**). State, local, and tribal governments may provide child care services directly, or may contract (including through mutual aid agreements and memoranda of understanding) with other child care service providers for such services.
- **Emergency Sheltering.** If a State, local, or tribal government provides child care services to families that are in congregate shelters, the cost to provide child care services is considered part of the sheltering operation and the cost for both the facility and its operation are eligible.

FEMA may also reimburse a State and local government the cost to establish and operate standalone child care centers as emergency shelters. The State may use its own resources or contract with other providers for the emergency sheltering operations.

Reimbursement for the costs of providing child care services will terminate when Section 403 emergency sheltering operations end.

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DISASTER ASSISTANCE FACT SHEET DAP9580.107

PUBLIC ASSISTANCE FOR CHILD CARE SERVICES

- **Eligible Sheltering Costs.** If required as a result of an emergency or major disaster, eligible child care sheltering costs may include, but are not limited to, the following:
 1. **Labor Costs.** If the regular employees of an eligible applicant perform duties in direct support of child care operations, any overtime pay related to such duties is eligible for reimbursement. However, the straight-time pay of these employees is not eligible. Regular-time and overtime for contract labor, including mutual aid agreements, specifically hired to provide additional support required as a result of the disaster or emergency are also eligible for reimbursement. (See FEMA Recovery Policy RP9525.7, *Labor Costs – Emergency Work*, for information related to eligible labor costs while performing emergency work).
 2. **Facility Costs.**
 - Minor modifications to a building used for child care sheltering, if necessary to make the facility habitable and functional
 - Shelter safety and security
 - Shelter management
 - Cleaning and restoration
 3. **Supplies and Commodities.**
 - Food and beverages
 - Cots/linens/blankets/pillows
- **Temporary Relocation Facilities.** Section 403(a)(3)(D) of the Stafford Act authorizes the provision of temporary facilities for schools and other essential community services. FEMA has determined that the provision of child care services is an essential community service and will provide assistance for the lease, purchase, or construction of temporary facilities to allow the applicant to reestablish child care services it provided prior to the disaster. (See FEMA Recovery Policy RP9523.3, *Provision of Temporary Relocation Facilities*, for information related to eligible temporary relocation costs).
- **Repair, Restoration, or Replacement of Public and Private Nonprofit Facilities.** Section 406 of the Stafford Act authorizes funding to repair, restore, or replace damaged public and PNP facilities. Disaster Assistance Policy DAP9521.3, *Private Nonprofit (PNP) Facility Eligibility* classifies day care centers for children as facilities that provide essential governmental services. In order to receive reimbursement for permanent work, the PNP applicant must apply for a disaster loan from the SBA. (See FEMA Disaster Assistance Policy DAP9521.3, *Private Nonprofit (PNP) Facility Eligibility*).

DISASTER ASSISTANCE FACT SHEET DAP9580.107

PUBLIC ASSISTANCE FOR CHILD CARE SERVICES

More Information

More information on Public Assistance eligibility is available in the FEMA Public Assistance Guide (FEMA 322), dated June 2007; FEMA Disaster Assistance Policy DAP9523.15, *Eligible Costs Related to Evacuations and Sheltering*, dated April 6, 2007; FEMA Disaster Assistance Policy DAP9521.3, *Private Nonprofit (PNP) Facility Eligibility*, dated July 18, 2007; Recovery Policy RP9523.3, *Provision of Temporary Relocation Facilities*, dated July 16, 1998; and FEMA Recovery Policy RP9525.7, *Labor Costs – Emergency Work*, dated November 16, 2006.



Elizabeth A. Zimmerman
Assistant Administrator
Recovery Directorate

3.5.10

Date

7.5 Office of Child Care (OCC) Resources

Emergency Preparedness and Response Resources for Child Care

Resources from the Office of Child Care (OCC) –

- **Information Memorandum: Flexibility in Spending CCDF Funds in Response to Federal or State Declared Emergency Situations (ACYF-IM-CC-05-03):** This information memorandum provides guidance to Lead Agencies regarding the flexibility to spend CCDF funds to respond to disasters and emergencies. This guidance describes several options for using CCDF funds to help meet the child care needs of families within the flexibility of the block grant program. For example, States have flexibility to modify eligibility criteria to permit uninterrupted child care or to prioritize services to impacted families. States also have flexibility to use quality dollars to provide supply-building grants to providers or to support temporary child care in the aftermath of a disaster. This resource can be found at: <http://www.acf.hhs.gov/programs/ccb/initiatives/emergency/index.htm>.
- **Information Memorandum: FEMA Disaster Assistance Fact Sheet, Public Assistance for Child Care Services (CCDF-ACF-IM-2010-01):** This information memorandum transmits a fact sheet published by FEMA regarding reimbursement for child care services during federally declared major disasters through the PA grant program. The FEMA guidance outlines reimbursable costs for child care including reimbursement for provision of temporary child care as part of emergency sheltering efforts, temporary re-location of facilities to re-establish child care services, and repair, restoration, or replacement of public and non-profit child care facilities. This resource can be found at: <http://www.acf.hhs.gov/programs/ccb/initiatives/emergency/index.htm>.
- **CCDF Biennial Plans:** In the CCDF Plan, Lead Agencies are asked to report on progress towards development of emergency preparedness and response plans for child care and to submit any plans that have been completed. The guidance is intended to assist Lead Agencies in developing plans. Many Lead Agencies have interagency plans with child care embedded or immersed among a variety of other human service programs. OCC recommends that Lead Agencies work with emergency management officials to ensure they have comprehensive and targeted plans that are focused specifically on preparedness and response efforts for child care. Lead Agencies should ensure there are specific, action-oriented items relevant to child care that are covered, whether in a separate plan or as part of a larger plan. This resource can be found at: http://www.acf.hhs.gov/programs/ccb/law/state_topic_application.htm.
- **Emergency Preparedness and Response Resources for Child Care:** OCC has developed the Child Care Resources for Disasters and Emergencies website: <http://www.acf.hhs.gov/programs/ccb/initiatives/emergency/index.htm>. This website provides a wealth of information and resources for emergency preparedness and response planning in child care. The site includes all CCDF guidance published that relates to emergency preparedness and response in child care, resources for Lead Agencies and child care providers, as well as useful summaries of State regulatory requirements related to emergency preparedness, key websites, and helpful contact information for building partnerships.

Resources from Partner Agencies and Organizations

- **Administration for Children and Families (ACF), Office of Head Start (OHS): Head Start Emergency Preparedness Manual (ACF-IM-09-09)**

This manual was created to support Head Start program administrators and staff in the implementation of emergency preparedness plans. Head Start program planning teams may use the information and tools included in this manual to develop or revise their emergency preparedness plans. The manual includes information on the four phases of an emergency (i.e., Planning, Impact, Relief, and Recovery), the Practice-Review-Revise Cycle, and how to plan and prepare for specific emergency situations. This resource can be found at:

<http://www.headstartresourcecenter.org/assets/files/EPrep%20Manual%20v22.pdf>

- **Administration for Children and Families (ACF), Office of Human Services Emergency Preparedness and Response (OHSEPR): <http://www.acf.hhs.gov/ohsepr/>**

OHSEPR is the lead office within ACF that provides leadership in human services emergency preparedness and response while promoting self-sufficiency of individuals, families, and special needs populations prior to, during, and after disasters. OHSEPR helps to promote emergency planning and increase response capacity among States, Tribes and Territories, specifically related to the programs and populations served by ACF.

- **American Academy of Pediatrics: Preparing Child Care Programs for Pandemic Influenza: <http://www.aap.org/disasters/pandemic-flu-cc.cfm>**

This web page provides specific guidance for early child care and education programs to better prepare for pandemic influenza. During a pandemic, a strong connection between child care and public health leaders is critical because recommendations and communication strategies evolve rapidly. Early education and child care programs need to be aware of existing mechanisms for information dissemination and decision-making. This site includes resources training sessions, use of print materials, and access to downloadable or interactive Web-based tools.

- **Federal Emergency Management Agency (FEMA): Children's Working Group: <http://www.fema.gov/about/cwg.shtm>**

The Children's Working Group is responsible for leading FEMA's efforts, in partnership with other Federal agencies and non-governmental stakeholders, to ensure that the needs of children are considered and integrated into all disaster planning, preparedness, response, and recovery efforts initiated at the Federal level. Also see, Disaster Assistance Fact Sheet DAP 9580.107, Child Care Services at:

http://www.fema.gov/government/grant/pa/9580_107.shtm

- **Federal Emergency Management Agency (FEMA): Comprehensive Preparedness Guide (CPG) 502: <http://www.fema.gov/prepared/plan.shtm>**

FEMA's Comprehensive Preparedness Guide 502 focuses on Emergency Operations Centers and outlines Familiarization with Capabilities, Needs and Requirements; Establishing Partnerships; Determining Processes; and Training, Workshops and Exercises.

- **National Association of Child Care Resource and Referral Agencies (NACCRRA): Children and Disasters website: <http://www.naccrra.org/disaster/>**

New Mexico Emergency Preparedness and Response Planning

This website includes planning materials for resource and referral agencies and child care providers. Publications include: Protecting Children in Child Care During Emergencies: Recommended State and National Standards for Family Child Care Homes and Child Care Centers; Is Child Care Ready?: A Disaster-Planning Guide for Child Care Resource & Referral Agencies; Disaster Preparation: A Training for Child Care Centers; and Disaster Preparation: A Training for Family Child Care Providers.

- **National Child Care Information and Technical Assistance Center (NCCIC):
Emergency Preparedness Resources: <http://nccic.acf.hhs.gov/topic/health-safety/emergency-preparedness>**

Resources for policymakers, providers, and parents about preparing for and responding to emergencies in child care settings. Publications include: Emergency Preparedness Planning for State Child Care Licensing Administrators; Emergency Preparedness Regulations for Reuniting Children and Parents; and Emergency Preparedness: Regulatory Guidance for Sheltering Children in Place.

- **National Child and Traumatic Stress Network (NCTSN): Terrorism and Disasters:
http://www.nctsn.org/nccts/nav.do?pid=typ_nd**

The NCTSN website contains guidance on working with children who have experienced trauma, as well as information on specific types of disasters and the impact those disasters can have on children and their families. This includes: Psychological First Aid Field Operations Guide; and the Learning Center for Child and Adolescent Trauma.

- **National Commission on Children and Disasters (NCCD):
<http://www.childrenanddisasters.acf.hhs.gov/>**

This site includes information about the Commission, as well as the October 2010 Report to the President and Congress. This report includes, “Standards and Indicators for Disaster Shelter Care for Children,” which is located in Appendix E of the report.

- **National Resource Center for Health and Safety in Child Care and Early Education:
Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care, 2nd Edition: <http://nrckids.org/CFOC/>**

This guidance includes recommended standards for written evacuation plans and drills, planning for care for children with special needs, and emergency procedures related to transportation and emergency contact information for parents.