

## **Emergency Preparedness for Head Start and Other Child Care Centers**

### **Instructor Course Guide**

This training is a product of a partnership between the Federal Emergency Management Agency’s Region V office, based in Chicago; the Department of Health and Human Services, Administration for Children and Families; the Chicago Department of Public Health; the American Red Cross; and the Chicago Office of Emergency Management and Communications. It is designed to operate as a tool for child care centers to improve the preparedness and resiliency of their facilities. This workshop series is created in a “train the trainer” format, meaning that the training is meant to educate child care professionals who can then go on to train others.

Key information is outlined below to serve as a useful tool in implementing this training at your own facility.

### **Desired Outcome**

The desired outcome for this training is to enhance preparedness levels at Head Start sites, child care centers, and other community organizations that do not have in house expertise in emergency management.

### **Target Audience**

This training is meant to assist Head Start sites and other child care, health care, or community centers in improving the preparedness and resiliency in their centers.

### **Workshop Format and Design**

1. Number of Instructors: 2 at a minimum
  - a. Note: Additional activity facilitators are recommended, as they can bring new information and perspective to the group while providing direct assistance to participants throughout the workshop.
2. Number of Participants: The ideal workshop will have approximately thirty participants; however, the workshop can be successful with fewer people. The max number of participants is forty to ensure efficient small group and large group dialogue.
  - a. Participants should be arranged in small groups/tables of six people or less to encourage effective dialogue and active participation.
3. Course Length: 14-16 hours
  - a. The workshop series was designed to be taught in 4 half-day sessions—one per month for four months; however, this can be modified to fit the needs of the center or participants
    - i. Note: When following the 4-workshop approach, ensure that all participants have committed to participating in all 4 workshops at the time of registration. These workshops are designed to be taught in succession—the content of each workshop builds upon the previous one.

- b. The workshop series can be taught over a two-day period, with the first two workshops occurring on Day 1 (personal and organizational preparedness) and the second two workshops on Day 2 (community preparedness and active shooter).
4. **Workshop Format:** Interactive/Discussion Based
  - a. Each workshop contains a significant amount of small and large group discussion. While suggested discussion time durations are listed on the agendas, instructors should take small group size and the total number of course participants into account when allocating time for the discussions and activities.
5. **Facilitation:** If possible, there should be one facilitator with each group during small group activities and discussions. This will help foster dialogue and keep the discussions on track.
6. **Materials:** There is a materials list for each workshop attached to this guide. Each workshop requires different materials and handouts.

### **Workshop Overview and Objectives**

This training is broken into four separate workshops, designed to be taught in succession. Each workshop builds upon the past workshop to provide a holistic understanding of emergency preparedness.

#### Workshop 1: Personal Preparedness—4 hours

This workshop is designed to lay the foundation for individual preparedness for Head Start center staff. The purpose of this training is to teach staff members how to prepare themselves and their families for emergencies and disasters. If staff and families are more prepared at home, then they will contribute to building a more prepared Head Start center. Participants will learn the basics of emergency management and disaster preparedness, and they will gain an understanding of why prepared staff and families will help their center. Participants are also strongly encouraged to share this personal preparedness information with the families of those they serve.

- Learning Objectives:
  - Provide introductory overview to emergency management actors and systems
  - Understand personal preparedness and recognize how it fits into emergency preparedness for Head Start centers
  - Learn how and why to make a Family Communication Plan and Emergency Kit
  - Provide skills for addressing personal preparedness at home and with others
  - Facilitate dialogue among participants regarding personal preparedness and safety measures already in place in their homes

#### Workshop 2: Organizational Preparedness—4 hours

This workshop is designed to provide information, support, and tools for individual Head Start centers to develop emergency operations plans and continue service delivery post-disaster. Head Start staff will have the opportunity to share emergency planning challenges and solutions with one another through group discussion. The workshop will also touch on the importance of drills and exercises and how to factor special circumstances into emergency plans.

- Learning Objectives:

- Provide participants with useful skills and tools to develop Emergency Operations Plans for Head Start facilities
- Draw parallels from personal preparedness to organizational preparedness, emphasizing how this connection applies to Head Start
- Develop an understanding of any applicable regulations related to emergency preparedness at Head Start sites
- Identify and evaluate impacts of potential risks/hazards to Head Start programs
- Facilitate discussion for centers to share strategies for practicing plans through drills and exercises

Workshop 3: Community Preparedness—4 hours

This workshop is designed to give participants a wholistic understanding of community preparedness, emphasizing the resources and threats that may surround a Head Start center. Participants learn how to recognize community assets that they can leverage before, during, and after an emergency through community mapping. They also discuss the definition of community resilience and learn how their Head Start site fits into the larger Whole Community. Finally, participants will talk through realistic emergency scenarios to better understand how to respond and leverage community assets.

- Learning Objectives:
  - Draw parallels from personal and organization preparedness concepts and activities to community preparedness
  - Share community mapping strategies and tools to help identify opportunities for local partnerships
  - Encourage participants to think critically about realistic emergency responses through scenario-based discussions
  - Discuss problem-solving strategies and community outreach planning for Head Start centers

Workshop 4: Active Shooter Training—4 hours

This workshop is meant to incorporate the skills and tools covered in the first three workshops. Participants will discuss the basics of general active shooter response as well as methods for preparing their facilities for an active shooter situation. It is strongly recommended to invite local law enforcement or emergency management to cover active shooter basics, as local jurisdictions may have different ways of approaching the topic. It is also an opportunity for Head Start staff to meet and interact with local law enforcement. If a local jurisdiction cannot attend, then the Workshop 4 PowerPoint features basic active shooter response guidance for instructors to use. Following the active shooter training, participants will walk through a scenario-based discussion that will combine elements of individual, organizational, and community preparedness.

- Learning Objectives:
  - Familiarize Head Start centers with their local law enforcement
  - Explore emergency response strategies discussed in previous sessions by applying them to Active Shooter incidents

- Share strategies for continuing to build personal and organizational preparedness in Head Start programs
- Share strategies for continuing to build community preparedness, including through engaging the families of Head Start children
- Provide feedback on training content, format, and facilitation

### **Additional Key Points**

1. Importance of collaboration:
  - a. Bring in subject matter experts where appropriate
    - i. For example: Ask a local police officer to speak on the active shooter portion. Have your local emergency management or public health department come in and talk about their roles and responsibilities. The original training series was created as a collaborative effort between the Federal Emergency Management Agency; the Department of Health and Human Services; the Chicago Department of Public Health; the American Red Cross; and the Chicago Office of Emergency Management and Communications. This collaborative approach has allowed this project to grow and become successful.
2. Tailoring materials for a local audience
  - a. Please feel free to edit the materials provided to make them relevant and applicable for your facility, organization, and community!
    - i. Local hazards—No two places are the same, and each location, organization, and community faces its own risks and hazards. Feel free to change example hazards given or add in your own to reflect those risk and hazards that are relevant.
    - ii. Resources: Take into account the different resources that are available to you and your center within the surrounding community.
    - iii. Regulations: To be accredited, a facility will typically need to meet specific regulations set by the state, county, parent organization, etc. If this applies to your organization, be sure to include this in the presentation.
3. Certificates
  - a. There is a certificate template attached to this guide; however, just like all the other materials in this training, you are welcome to adapt it or create a new one to better reflect your organization.
4. Pre-test, Post-tests, and Evaluation
  - a. These are essential to assessing the success of this workshop. Instructors are encouraged to use these to evaluate the quality of their training and to make improvements where needed.
  - b. These copies can be found in the individual workshops' handouts folders. Please feel free to edit these tests where necessary.

5. Community Mapping

- a. The community mapping activity is an incredibly beneficial tool for childcare centers. Childcare centers can use it to not only assess the resources and assets in their communities, but also to assess their own role as a community asset.
- b. Maps can include:
  - i. Medical facilities
  - ii. Fire/EMS stations
  - iii. Police stations
  - iv. Schools and universities
  - v. Food stores/supplies
  - vi. Community centers/churches
  - vii. Libraries
  - viii. Government centers and offices
  - ix. Anything else you find relevant!
- c. Partner with a local emergency management entity who can produce geospatial information systems (GIS) maps.
- d. If no physical mapping source can be found, have participants utilize personal devices and Google maps to search what resources are in their vicinity

6. FEMA Publications Ordering Process

- a. FEMA offers a variety of materials, many of which are included on the “Materials Lists.”
- b. Instructors can order these materials free of charge at <https://www.ready.gov/publications>

## **Materials Lists**

Below are the listed materials and handouts required for each work shop, Instructors are welcome and encouraged to adjust these materials to fit the needs of their workshop audience.

### **Workshop 1: Individual Preparedness**

Student Handouts:

- 1.1 Agenda
- 1.2 Readiness Bingo
- 1.3 Course Pre-Test
- 1.4 Lesson Post-Test and Evaluation

For Instructors/Facilitators:

- PowerPoint, with facilitators notes

Additional Materials:

- Note paper
- Pens/Markers

Supplemental Resource Materials:

- Roles and Responsibilities Sphere
- Roles and Responsibility Note Cards
- Roles and Responsibility Tags
- Create Your Family Emergency Communications Plan
- Evacuation Plan Map
- Family Communication Plan Card

### **Workshop 2: Organizational Preparedness**

Student Handouts:

- 2.1 Agenda
- 2.2 Emergency Plan Self-Assessment
- 2.3 Risk Rating Matrix
- 2.4 Hazard Mitigation Checklist
- 2.5 Community Hazards Assessments Worksheet
- 2.6 Post Test and Evaluation

For Instructors/Facilitators

- PowerPoint, with facilitators notes

Additional Materials:

- Post-It Notes
- Large Paper Pad
- Note Papers
- Pens/Markers

Supplemental Resource Materials

- 2018 Head Start Emergency Preparedness Manual
- Additional Guides/Manuals for examples
- Emergency Plan Tip Sheet
- Practice, Review, Revise Template
- FEMA Sample Guide

**Workshop 3: Community Preparedness**

Student Handouts:

- 3.1 Agenda
- 3.2 Post Test/Evaluation
- 3.3 Roles and Responsibilities Flowcharts

For Instructor/Facilitators:

- PowerPoint, with facilitators notes

Additional Materials:

- Participants will need a cell phone, tablet, or laptop for the Community Mapping portion (unless the trainer will be offering physical maps for each site)
- Note paper
- Markers/Pens

**Workshop 4: Active Shooter Preparation**

Student Handouts:

- 4.1 Agenda
- 4.2 Active Shooter Practice Packet
- 4.3 Post Test and Final Test

For Instructors/Facilitators:

- PowerPoint, with facilitators notes

Additional Materials:

- Note paper
- Markers/Pens
- HHS Active Shooter Resources

*This*  
CERTIFICATE OF  
COMPLETION

Is awarded to:

[NAME]

FOR PARTICIPATION IN THE HEAD START EMERGENCY  
PREPAREDNESS TRAINING SESSIONS:

INDIVIDUAL PREPAREDNESS  
ORGANIZATIONAL PREPAREDNESS  
COMMUNITY PREPAREDNESS  
ACTIVE SHOOTER PREPAREDNESS

This document recognizes the awardee's commitment to building preparedness and resilience in the childcare community.

Authorized by:

[NAME]

[TITLE]