



## Disaster Preparation



This guide is designed to help Child Care Resource & Referral agencies (CCR&Rs) and others offer training to help child care centers prepare for different types of disasters (natural disasters, technological disasters, and terrorist attacks). It includes activities for training people who direct and work in child care centers on topics related to disaster preparation. Activities should be selected based on local need. It should be used in conjunction with *Is Child Care Ready?*, a publication of the National Association of Child Care Resource & Referral Agencies (NACCRRRA). To order copies of the publication, visit the NACCRRRA website: <http://www.naccrra.org>.

At the end of the training the participants will be able to:

- Explain why child care centers should have a disaster plan
- List the types of disasters most likely to occur in their area
- Develop an emergency plan for their child care center
- Make and practice an evacuation plan for their program
- Perform other tasks related to preparing for a disaster

<b>General Outline</b>	
5 minutes	Welcome and Introductions
10 minutes	Warm-up Activity on Types of Disasters
5 minutes	Why Child Care Centers Should Have a Disaster Plan
10 minutes	Understanding Different Types of Disasters and When They May Occur
15 minutes	Preparing an Emergency Plan for Your Center
10 minutes	Break
30 minutes	Preparing an Emergency Plan for Your Center, continued
If more time is available	<ul style="list-style-type: none"> <li>• Your Insurance Coverage</li> <li>• Helping Your Employees and Their Families Be Prepared</li> </ul>
5 minutes	Summary

# Table of Contents

<b>1. Part I: Welcome and Introductions</b> . . . . .	<b>1</b>
<b>2. Part II: Why Child Care Centers Should Prepare for Disasters</b> . . . . .	<b>5</b>
<b>3. Part III: Learning About Disasters That May Occur in Our Area</b> . . . . .	<b>7</b>
<b>4. Part IV: Preparing an Emergency Plan for Your Child Care Center</b> . . . . .	<b>9</b>
A. Employee Communications . . . . .	10
B. Communicating with Parents . . . . .	11
C. Making and Practicing an Evacuation Plan . . . . .	11
D. Keeping Track of Everyone . . . . .	12
E. Shelter-in-Place . . . . .	12
F. Back-Up Supplies and Equipment . . . . .	13
G. Emergency Contacts . . . . .	13
H. Protecting Vital Records and Resources . . . . .	14
<b>5. Part V: Activities for Additional Time</b> . . . . .	<b>15</b>
A. Insurance . . . . .	16
B. Helping Your Employees and Their Families Be Prepared for Disasters . . . . .	16
<b>7. Part VI: Summary</b> . . . . .	<b>17</b>
<b>6. Appendix</b> . . . . .	<b>19</b>
Handout #1: Types of Disasters . . . . .	20
Handout #2: Why Child Care Centers Should Prepare for Disasters . . . . .	23
Handout #3: Why Child Care Programs are Vulnerable to Disasters . . . . .	24
Handout #4: Preparing for Different Types of Disasters . . . . .	25
Handout #5: Steps in Preparing a Child Care Center for a Disaster . . . . .	26
Handout #6: Communications . . . . .	27
Handout #7: Communicating with Parents . . . . .	28
Handout #8: Important Records . . . . .	29

## Part I. Welcome and Introductions



# Part I. Welcome and Introductions

## Advance Preparation

- ◆ Go to <http://www.fema.gov/>. On the website, you can click on each type of disaster, then click on photos. (There are many photos available on most of the different types of disasters, except for chemical and nuclear. Note that you can select some that include children by typing “child” in the search function.) Print at least one copy of each photo, or two, if you want to use them for the activity listed under Other Ideas for Warm-Up Activities. Mount one set of the photos by gluing them on cardboard slightly larger than the photos. Display them around the training room. If time allows, use a labeler or your computer to also post the name of the type of disaster shown in each photo.
- ◆ Make one copy of Handout #1 for each participant.
- ◆ Collect or buy enough red, yellow, and green makers or crayons so you have one of each for each pair of participants.
- ◆ If a whiteboard is not available, post several large sheets of paper in the room.

- Have each person share their name, their program, and any experience they have had with a natural disaster, such as a flood, hurricane, tornado, or snowstorm, or a technological disaster, such as a power outage.

## Warm-up Activities: What Types of Disasters Could Occur in Our Area?

- Divide the group into pairs. Give each pair a list of the different types of disasters that can occur (Handout #1) and three colored markers (red, yellow, green). Have them use red to circle the types of disasters most likely to occur where they live. Have them use yellow to circle the types of disasters that could occur in their area but are less likely. Have them use green to circle the types of disasters that are very unlikely to occur in their area.
- Bring the group back together. Use a whiteboard or large sheet of paper to reach agreement on the type of disasters child care programs in your area may experience

## Other Ideas for Warm-Up Activities

- If access to the Internet is available, go to the [http://www.fema.gov/news/disaster\\_totals\\_annual.fema](http://www.fema.gov/news/disaster_totals_annual.fema) website and find out how many disasters have been declared in your state in the last 20 years and what types of disasters

they were. Compare the FEMA list to the list the group has made. If you don't have access to the Internet within the training room, print the list in advance and make enough copies for all the participants. Have the participants compare the number of declared disasters in their state with those in other states. Put your state's “disaster” rank on the whiteboard.

- If access to the Internet is available in your training room, go to <http://www.fema.gov/>. Click on the types of disasters that occur in your area. If this feature is available for the type of disasters, type in the address and zip code of one of the child care programs represented (with their permission). This will allow you to find out if there is a risk for that type of disaster where the program is located. Encourage the participants to use their home or office computers to do this for their own program.
- Using Handout #1, Types of Disasters, make enlarged copies, one for every two people at the training. Cut out each type of disaster and the three main headings on each sheet and place the pieces in an envelope. Make one set of these pieces for every two people. During the training have the participants “sort” the types of disasters into the three categories (natural, technological, attacks). Give a prize to the pair that finishes first. If time allows,

have the participants glue their pieces onto a large white sheet of paper. Display these small posters in the room.

- Play Disaster Scramble. As each person comes into the room, give each a card with one of the types of disasters written on it. Have each of the three categories of disasters (natural, technological, and attack) written on a large sheet of paper and posted in different corners of the room. Direct the participants to “scramble” as quickly as possible to the sign for the category under which their type of disaster falls. Have the participants introduce themselves to the others with disasters in their category. Have each category group share their examples of disasters in that category with the whole group (while standing near their sign).
- Using the other set of photos you printed (see **Advance Preparation** above), give each

pair of participants two or more photos. Have them identify which type of disaster resulted in the destruction they see in the photos. Have the pairs group themselves into the three major categories of disasters (natural, technological, and attacks). If you are going to do this activity, try to print about an equal number of photos for each category of disaster. Provide each group with glue sticks and a very large sheet of paper (such as from a paper roll). Have them do a collage with their photos; encourage them to come up with a title or label for their collage for the category of disaster they are depicting.

- If your area has a high risk of earthquakes and you have access to the Internet in your training room, go to <http://earthquake.usgs.gov/regional/states.php> and read about the earthquake history of your state.





## Part II: Why Child Care Centers Should Prepare for Disasters



# Part II: Why Child Care Centers Should Prepare for Disasters

## Advance Preparation

- ◆ If a whiteboard and marker are not available, post sheets of large paper in the room
- ◆ Other Activities: Make copies of Handout #2 and a transparency to use on an overhead projector.

- Encourage the participants to help you list the reasons why child care centers should prepare for disasters on the whiteboard or paper. Examples to prompt could include:

- Save children's lives
- Save staff members' lives
- Protect the program's property and other assets
- Enable programs to return to providing care after a disaster
  - Provide child care for first responders
  - Provide child care for parents returning to work
  - Support employees and employers

## Other Activities:

- Use Handout #2 in the Appendix to discuss the reasons why child care programs should prepare for disasters. Use the handout to make a transparency or make individual copies for participants.
- Have participants imagine what it would be like if there was no child care in a community because of a disaster.
- Discuss whether the state licensing regulations require a disaster plan.
- Discuss why child care programs are more vulnerable to disasters than other types of services or businesses. Use Handout #3: Why Child Care Programs are More Vulnerable to Disasters.



## Part III: Learning About Disasters That May Occur in Our Area



# Part III: Learning About Disasters That May Occur in Our Area

## Advance Preparation

- ◆ Print and make copies of the handouts on the most common types of disasters in your area from the American Academy of Pediatrics Family Readiness Kit (<http://www.aap.org/family/frk/frkit.htm>). Make enough copies of each handout so you can set up small groups using these handouts. For example, if there are five types of disasters that are likely to occur in your area and you are going to have 20 people attend the training, make four copies of each handout ( $20/5=4$ ). If your resources permit, make a copy of each handout for each participant for their resource file.
  - ◆ Make two copies of the form in the Appendix (Handout #4) for each participant.
- 
- Divide the participants into small working groups. Give each group the information from the Family Readiness Kit on one or two of the types of disasters that could occur in your area. Have them fill in the form (Handout #4) including:
    - Describe the disaster.
    - Why it is important to prepare for the disaster?
    - What type of warning will the program receive for the disaster?
    - What should the program do during the disaster?

Note: How to prepare for each type of disaster will be discussed in the next section.
  - Have each pair share their chart with the total group.



## Part IV. Preparing an Emergency Plan for Your Program



# Part IV. Preparing an Emergency Plan for Your Program

## Advance Preparation:

- ◆ Print and make copies of Handout #5: Steps in Preparing a Child Care Center for a Disaster for each participant.
- ◆ Make a transparency of Handout #5. Use an overhead projector to reference this handout throughout the remaining training.
- ◆ Print and make copies of the Child Care Program Emergency Plan from *Is Child Care Ready?* for each participant.
- ◆ Make a transparency of the Child Care Program Emergency Plan from *Is Child Care Ready?*. Use an overhead projector to reference this handout.
- ◆ Have participants identify the tasks listed on Handout #5 that have already been discussed in the training session and those that will be covered during the remainder of the session.
- ◆ Distribute the Child Care Program Emergency Plan. Have the participants review the sections of the Plan and discuss how this information is locally specific and must be completed by individual programs.

## A. Employee Communications

### Advance Preparation:

- ◆ Make copies of Handout #6 Communications Scenario, or write the scenario on the whiteboard, on a large sheet of paper, or on a transparency (if an overhead projector is available).

- Ask a volunteer to read the communications scenario.
- Discuss what information the director needed to collect in order to contact her staff members after the disaster.
  - List of employee phone numbers in her cell and at home
  - Cell phone numbers
  - Number of an out-of-area contact
  - Employee's spouse's work number
  - Employee's e-mail address
  - Director's cell phone number
  - Telephone tree
  - Contact number out of the area
  - Answering machine on director's home phone with a message
  - Call forwarding on the director's home phone
  - Cards for staff to carry with several numbers
- Discuss what the director can do now so the employees are informed.
  - Use local media

## B. Communicating with Parents

### Advance Preparation:

- ◆ Make copies of Handout #7 or write the scenario on the whiteboard, a large sheet of paper, or on a transparency (if an overhead projector is available). Make copies of the questions below or post them on a large sheet of paper. Make copies of the Parent Emergency Evacuation Information Form and the Child Identification Card Form in *Is Child Care Ready?*

- Divide the participants into small groups. Have them appoint a recorder and someone to give the group report. Have the group address these questions:
  - How could the center let the parents know where their children are?
  - What information would have helped the program respond to this emergency?
  - How can the program avoid another situation where the records they need are left behind during an evacuation?
  - How are parents likely to respond to this situation?
- Bring the group back together. Have groups share their answers to the questions.

### Other Activities

- Hand out copies of the Parent Emergency Evacuation Information Form from *Is Child Care Ready?* Discuss why it would have been helpful for parents to have had a copy of this form in this situation.
- Discuss the information needed to contact parents if there is an emergency.
- Review the Child Identification Card Form; discuss how having this card taped on each child or pinned to their clothing could have helped during this situation.
- Discuss whether it is a good idea to have children wear identification bracelets like hospitals use.

## C. Making and Practicing an Evacuation Plan

### Advance Preparation:

- ◆ Make three copies of the Evacuation Requirements Form from *Is Child Care Ready?* for each participant and one copy of the Parent Emergency Evacuation Information Form. For Other Activities: Make more copies of Handout #7. Make copies of the Evacuation section of Child Care Program Emergency Plan from *Is Child Care Ready?*

- Have each person say where they would evacuate the staff and children in their program to if a disaster occurred.
- Discuss why centers should prepare to evacuate the staff and children to a nearby location, a location some distance away from the center, and a site far away from the area.
- Have each participant fill in a projected “host facility” for each of the three locations (nearby, immediate area, distant) on the Evacuation Requirements forms.
- Discuss how the program would get the staff and children to the evacuation sites – program vans, staff cars, public transportation, neighbors, etc.

### Other Activities

- Discuss the benefits of training and practicing for evacuations.
- Review the Parent Emergency Evacuation Information Form; ask if any of the participants have a similar form.
- Using Handout #7, discuss what factors probably resulted in the program being able to execute a successful evacuation.
- Review the Evacuation Plan sections of the Child Care Program Emergency Plan.
  - Explain how to complete each section.

## D. Keeping Track of Everyone

- Using Handout #7, discuss how the program could be sure that it evacuated **everyone (children, staff, parents, and other adults in the building)** when it left for the new location at the church.
- Discuss why it is important to be able to account for everyone (staff, children, parents in the building, volunteers, etc.) during an evacuation.
- Discuss why it is important to have staff, children, parents, volunteers, visitors, and others sign in and out of a facility.
- Have the participants share how they keep track of who is in the building at all times.
- Discuss why it is important to “take roll” before leaving a facility and after reconvening at another location.



## E. Shelter-in-Place

### Advance Preparation

- ◆ Make one copy of Handout #7 for each participant. Make copies of the page in *Is Child Care Ready?* on which the fourth and fifth paragraphs under Shelter-in-Place are located.

- Using Handout #7, discuss what the program would have needed to do if it had been directed to take “shelter-in-place.”
- Discuss how a program would know if it has been directed to take shelter-in-place (television, radio, telephone, etc.).
- Discuss why it is important to have a radio that doesn’t need electrical power during an emergency.
- If the Internet is available in the training room, show the participants how to find a radio station that broadcasts NOAA (National Oceanic & Atmospheric Administration) Weather Radio (NWR) warnings. Go to <http://www.nws.noaa.gov/nwr/nwrbro.htm> and click on your state. If a NOAA Weather Radio station is available in your area, encourage the programs to purchase a NOAA weather radio receiver. NOAA Weather Radio All Hazards transmitters broadcast on

one of seven VHF frequencies from 162.400 MHz to 162.550 MHz. The broadcasts cannot be heard on a simple AM/FM radio receiver. However, there are many receiver options, ranging from handheld portable units which just pick up Weather Radio - to desktop and console models which receive Weather Radio in addition to other broadcasts. Receivers can be found at many retail outlets, including electronics, department, sporting goods, and boat and marine accessory stores and their catalogs. They can also be purchased via the Internet from online retailers or directly from manufacturers.

- Handout the two paragraphs on taking shelter-in-place from *Is Child Care Ready?* Have the participants read the two paragraphs. Have the participants discuss with someone sitting near them whether they are prepared for their program to take “shelter-in-place.”

## F. Back-Up Supplies and Equipment

### Advance Preparation

- ◆ Make copies of List of Items for a Child Care Program Disaster Kit and Evacuation Kits for Child Care programs from *Is Child Care Ready?* If possible, assemble a kit and give it away as a door prize to one of the programs attending the training.

- Ask the participants to close their eyes and imagine there has been a tornado in their area. Fortunately, the center in which they work was not damaged but there has been extensive damage to parts of the city near the center. City officials have told all residents and businesses to stay in place because there are downed electrical wires, trees, etc. and it isn't safe for parents to come get their children or for the program to take children to their parents or to another site. There is no electricity in the center and the power company expects it will be several days before electricity will be restored in the area where the center is located. It is possible the water supply has been polluted and the water may not be safe to drink.
- Have the participants open their eyes, divide into groups of four, and make a list of the supplies and equipment they need to keep the children in the center until they can be returned to their homes. Plan to keep the children in the center for at least 48 hours. After about 5 minutes, have the groups share their lists.
- Give the participants copies of the kit lists for staying in the center and evacuating.

### Other Activities

- Using the lists from *Is Child Care Ready?* have each participant check off what they currently have available in their center. If there is more than one person from a program, have them work with that person to check off the items.
- In pairs, have the participants compare the list of supplies needed for a program to stay in the facility for several hours or days with the list needed to evacuate to another location. Discuss how the two lists differ.
- Discuss how the loss of electricity, water, gas or other utilities impacts what supplies and equipment are needed during a disaster.
- Discuss how to feed the children if no one is able to leave the facility.
- Read *Keeping Food and Water Safe After a Disaster or Power Outage* in *Is Child Care Ready?*
- Discuss how the outside weather impacts what supplies and equipment are needed by a center experiencing a disaster.
- Discuss how the **type of disaster** impacts what supplies and equipment are needed by a center.

## G. Emergency Contacts

### Advance Preparation

- ◆ Make two copies of the Child Care Program Emergency Contact List from *Is Child Care Ready?* for each participant (one for them to work on and one for them to take with them). If possible, collect copies of local phone books so the participants will be able to look up phone numbers needed.

- Ask the participants who they might need to contact during a disaster. Write this list on a whiteboard or large piece of paper.
- Give out the copies of the Child Care Program Emergency Contact List from the guide.
- Ask how many of them already have an emergency contact list for their program.
- Have the participants place a small check to the left of each of the names and phone numbers or e-mails they already have on their emergency contact list.

- Using the markers they received before, have each person highlight the names and numbers they need to get.

### Other Activities

- Using the telephone books, have the participants fill in as much information as they can for their emergency contact list.

- Discuss who should have copies of the emergency contact list and where copies should be kept.
- Discuss how often the emergency contact list should be updated.

## H. Protecting Vital Records and Resources

### Advance Preparation

- ◆ Make enough copies of Handout #8 and the Checklist for Important Records and Documents from *Is Child Care Ready?* for each of the participants.

- Have the participants read Handout #8.
- Divide the group into pairs. Have them make a list of the records that Bridget and Elizabeth need
  - In the immediate aftermath of the disaster
  - To temporarily locate their center in the church
- After the pairs have had a few minutes to make their list, have them share their list with another pair and add to their list; keep the pairs moving until they have added ideas from several other pairs.
- Hand out the Checklist for Important Records and Documents from the guide. Have the participants check to see if they missed any important items.
- Talk about why a second set of records should be kept at a distant location. Have the participants share where they could keep a set of records.
- Have the participants discuss how they will protect their computer records if there is a disaster.
- Brainstorm which agencies (for example, the CCR&R) could help them restore their records after an emergency.
- Discuss which people working in a program should have copies of important records.

### Other Activities

- Have participants share what they have experienced when they have lost important personal or business records – such as their driver’s license.
- Discuss what a program will have to do to restore its records if all of them are lost in a disaster (fire, flood, tornado, etc.).
- Discuss why having copies of records is important. Discuss where copies of records should be kept. Think about how to store important records so the damage to them during a disaster would be lessened.



## Part V. Activities for Additional Time



# Part V. Activities for Additional Time

## A. Insurance

### Advance Preparation

- ◆ Make a copy of the Insurance Discussion Form from *Is Child Care Ready?* for each participant.
- ◆ Get brochures from at least three insurance companies in the area. Note: Avoid advertising any one company. If possible, get copies from all major carriers in the area.



- Invite a panel of representatives from local insurance agencies to discuss the different kinds of insurance needed by businesses in your area. Note: Avoid inviting only one insurance representative.
- Have the participants fill in a copy of the Insurance Discussion Form.
- Discuss where copies of the Insurance form should be kept and who should keep a copy of it.
- Discuss how to balance the cost of insurance against the probable risk of a disaster occurring.

## B. Helping Your Employees and Their Families Be Prepared for Disasters

### Advance Preparation

- ◆ Using the Internet make copies of *Get a Kit, Make a Plan, Be Informed* ([http://www.ready.gov/america/get\\_a\\_kit.html](http://www.ready.gov/america/get_a_kit.html)) or *Preparing Makes Sense* ([http://www.ready.gov/america/\\_downloads/Ready\\_Brochure\\_Screen\\_EN\\_20040129.pdf](http://www.ready.gov/america/_downloads/Ready_Brochure_Screen_EN_20040129.pdf)) or the *Family Readiness Kit: Preparing to Handle Disasters* (<http://www.aap.org/family/frk/frkit.htm>).

- Discuss why it is important for child care employees and their families to prepare for disasters. Discuss what impact their level of preparation could have on the operation of a center – before, during, and after a disaster.
- Handout copies of one of the items listed under Advance Preparation. Encourage the participants to make copies for each of their employees.
- Have the participants plan a staff meeting for their employees on disaster preparation using one of the selections as a resource.



## Part VI: Summary



# Part VI: Summary

- Have each of the participants share one point they learned about preparing their child care program for a disaster.
- Thank each of the participants for attending; encourage them to put what they learned about preparing for disasters into practice.

## Other Activities

- Give each of the participants a sheet of paper with the question, “Is my child care program ready?” across the top. Give them a

few minutes to answer the question. If time allows, have them share their answers with everyone.

- Have each of the participants make a list of the first three actions they are going to take to prepare their child care program for a disaster. If time permits, have them share their list with the whole group or the people sitting in their area.



# Appendix



# Handout #1 Types of Disasters

(Cut into pieces for puzzle activity.)

## **Natural**

Severe weather

Snow and ice storms

Tornadoes

Hurricanes

Earthquakes

Floods

Wildfires and forest fires

High winds

Volcanic eruptions

Landslides

Tsunamis and tidal waves

# Handout #1 Types of Disasters (con't)

(Cut into pieces for puzzle activity.)

## **Technological**

Electrical outages

Loss of water

Flooding from broken pipes

Gas outages

Fires

Exposure to hazardous materials

Aviation accidents

Oil spills

Dam failure

# Handout #1 Types of Disasters (con't)

**(Cut into pieces for puzzle activity.)**

## **Attacks**

Bomb threats

Biological

Chemical

Explosive

Nuclear

Radiological

## Handout #2

# **Why Child Care Programs Should Prepare for Disasters**

- Save children's and staff members' lives
- Protect program's building and equipment
- Enable programs to return to providing care after a disaster
  - Provide child care for first responders
  - Provide child care for parents returning to work
  - Support employees and employers

## Handout #3

# **Why Child Care Programs are Vulnerable to Disasters**

- Young age of children
- Many part-time employees
- Most are not part of a large corporation or chain
- Located in one area of country; not geographically dispersed
- May have limited resources and support

# Handout #4 Preparing for Different Types of Disasters

<p>Write the name of a disaster in the block to the right. Using the materials provided, fill in the information for each of the types (example, hurricane).</p>		
<p>Describe the disaster.</p>		
<p>Why is it important to prepare for this type of disaster?</p>		
<p>How will the child care center know when this type of disaster is going to occur?</p>		
<p>What should a child care center do to protect lives and property during this type of disaster?</p>		
<p>What should a child care center do after this type of disaster?</p>		

## Handout #5

# Steps in Preparing a Child Care Center for a Disaster

- Determine the types of disaster most likely to occur in your area
- Learn about the types of disasters
- Appoint a small group of people to serve on an emergency preparation committee
- Gather the information needed on each staff member
- Gather the information needed on children and families
- Set up a system for knowing who is in the facility at all times
- Set up emergency kits for staying in the facility and evacuating
- Develop an emergency contacts list
- Decide how vital records and resources will be protected
- Develop and practice an evacuation plan
- Develop a shelter-in-place strategy
- Develop a communications plan
- Complete a written Child Care Program Emergency Plan including the above listed steps

# Handout #6

## **Communications**

### **Scenario**

The Caring Arms Child Care Center is in a small town. Over the weekend, the dam near the town broke, flooding the area, including the area where the center is located. The director of the center heard the news on the television. Her own home was flooded and she and her family have moved in with her sister. She wants to get in contact with the staff members to tell them not to come to work on Monday but she doesn't have their phone numbers. According to the TV, some homes were also flooded and some people (including some of the center staff) have left the area and taken up temporary residence in a nearby town. Staff members are trying to get in touch with the director but when they call her home they get a busy signal.

## Handout #7

# Communicating with Parents

### Scenario

The YMCA Child Development Center is in the downtown part of a large city near a major highway. An 18-wheeler loaded with a yet to be identified substance has gone over the side of an overpass and the contents have spilled on the roadside. Everyone within two miles of the accident has been ordered to evacuate the area. The program has successfully evacuated the children to a church outside the area of danger. None of the parents know where their children are. In the rush to leave the building, no records were brought along.

# Handout #8

## **Important Records**

### **Scenario**

Last night a tornado hit a small town in a rural area. It took a mile-wide swath through part of the community, leveling homes, businesses and churches. Bridget Brown and her sister, Elizabeth, have operated a child care center in the community for many years. Most of the community depends on them for child care. It is several days before Bridget and Elizabeth can return to the property. When they do, they find everything destroyed either by the tornado, the wind, or the rain that followed. None of the program's records can be found. A church offers to let them set up in their Sunday School rooms until they can decide what to do.





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