Oregon Early Learning Emergency Preparedness and Response Plan

Introduction

In Oregon, over 120,000 young children regularly attend child care, Head Start, preschool, after school care, or other early learning programs outside of their home. Over 7,000 facilities are licensed or regulated by the Early Learning Division to provide child care and early education services. This plan outlines roles and responsibilities of the Early Learning Division and partner organizations in providing support to early education providers and families affected by a disaster.

Between the years 2003 - 2017, Oregon had twelve major disaster declarations, and twenty-nine declarations for Fire Management Assistance Grants. Oregon is a state of great geographic diversity and experiences a wide range of hazards from coastal windstorms and flooding, to high desert fires and snow storms. The Early Learning Division is committed to strengthening partnerships for preparedness and post disaster recovery.

The Early Learning Division convened a planning group included representatives from the public, private and not-for-profit sectors; the full range of child care/early learning providers; local, state and tribal governments; local, state and tribal emergency management; state departments of Education, Human Services, Emergency Management and Public Health; Oregon AFSME labor; and urban and rural areas of the state. The diversity and commitment of planning group members immeasurably strengthened this plan.

1. Purpose:

This plan was drafted to formalize the manner in which the Oregon Early Learning Division addresses the needs of children in early care and education settings in the case of a disaster. This plan addresses children across the full continuum of care and includes, but is not limited to, children in programs authorized under the Child Care Development Block Grant Act of 2014 (CCDBG Act of 2014). The plan addresses the need for safe child care for the period before, during, and after a state of emergency declared by the Governor or a major disaster or emergency (as such terms are defined in section 102 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 US.C 5122).

This plan is required under the legislation cited above, and will be available to the Department of Human Services, Administration for Children and Families. This document offers guidance regarding child care centers, and family child care homes licensed or regulated by the Early Learning Division and strives to provide information relevant to all other early learning/child care programs in terms of recommendations and resources.

2. Scope

This plan applies to all licensed and regulated child care programs and includes but is not limited to receiving child care subsides under the CCDBG Act of 2014. It will be an annex to the Department of Education Continuity of Operations Plan which is currently being updated. It will also be connected to
the Department of Human Services (DHS) Continuity of Operations Plan as DHS administers the child care subsidy program in Oregon. Finally, this plan will be provided to the Oregon Office of Emergency Management to include with city, county, tribal and other plans to provide situational awareness in case of a disaster.

3. Planning Assumptions

The planning team developed the following list of assumptions.

   a) Reunification of families following a disaster is a critical issue of concern to child care providers, emergency responders, the Early Learning Division, families and the state. Families need adequate reunification plans, and these plans must be integrated with the disaster plans of all facilities (child care facilities, schools, after-school programs) where children may be.

   b) Increasing the percentage of families who have even simple reunification plans is a significant challenge. Ensuring integration of these plans with the reunification plans of child care facilities is a large-scale undertaking. Both are necessary for long term success of this plan.

   c) Child care providers will be driven to reunite with their own families following a disaster. Given this, any expectation that providers will be willing or able to provide care for an indefinite period of time are unrealistic. However, in the case of a catastrophic Cascadia earthquake, alternative care provided by government entities or the Red Cross may not be available for two weeks or more. The planning group recognizes the tension between these two realities.

   d) Any plan for how the Early Learning Division will deal with the continuum of child care during a disaster must tackle the challenges of reunification as a core problem with many complexities.

   e) Multiple entities need to coordinate information to avoid confusion and inaccuracies. Disaster research consistently shows that such communication is the exception rather than the rule. Systems to support such communication will need to be built.

   f) There are starkly different challenges for child care providers in rural areas vs. urban areas in Oregon. The Early Learning Division must develop a plan that accounts for these differences.

   g) Different emergencies require different plans. Low impact disasters require a different approach than high or catastrophic impact disasters. There will be thresholds or “triggers” for what type/level of disaster results in what action by the Early Learning Division, for example to waive a rule or requirement.

   h) New resources available to child care facilities, state and local emergency management, Department of Human Services/Oregon Health Authority, the Early Learning Division and other partner organizations to coordinate and implement collaborative aspects of child care emergency preparedness will be non-existent or very limited.

   i) Resources and tools developed in connection with this plan will be useful to the extent that they are user-friendly for the child care community and partners. Providing materials in languages
that are most appropriate for providers and the families they serve is a key aspect of being user-friendly.

j) Plans at all levels can only be expected to be helpful to the extent that they are practiced on an ongoing basis. This includes plans at the state, local, child care provider and family levels.

4. **Coordination of Activities and Collaboration with other State Agencies**

**Oregon Emergency Response System** (OERS) – the purpose of OERS is to coordinate and manage state resource in response to emergencies between all levels of government and the private sector. The Oregon Department of Education representative is Jeremy Wells - 503-947-5782

**Governor’s Disaster Cabinet** provides recommendations to the Governor regarding statewide priorities, allocation of limited state emergency resources to help Oregon effectively respond to and recover from disasters. The Oregon Department of Education representative is Rick Crager - 503-947-5658

**Oregon’s Children & Families Task Force** was created to ensure that children and families receive the care and attention they need during and after a disaster. Based on the information gathered during the Children & Families Task Force Workshop on May 17, 2018, the need to break down sector silos to more effectively address child safety in disasters has been identified as the initial planning priority. This priority will be addressed through the development of unaccompanied minor protocols, including a state-level child reunification plan, and the sharing of resources between Oregon and Tribal youth-serving organizations that will assist with planning for and responding to all children in disasters. As a result of the work of the planning group for this Early Learning Emergency Preparedness and Response Plan, a subgroup of the Task Force is forming to develop specific protocols and training as part of an ongoing implementation of a statewide preparedness plan for Early Learning entities.

**RAPTOR** – The State of Oregon initiated Real-time Assessment and Planning Tool for Oregon in 2010 to share information on a common operating picture as part of the US Department of Homeland Security’s Virtual USA Northwest Pilot Program. RAPTOR enables users’ access to live data in combination with traditional map layers to create a comprehensive picture anywhere, anytime. As a Web mapping application, users can display data from various resources into a single map. RAPTOR supports the state’s Emergency Operations Plans by sharing information before, during and after an event. The Early Learning Division has access to and can contribute to the RAPTOR system. At any moment in time, the division has the ability to map and identify facilities affected by events and set into motion appropriate response assistance.

5. **Coordination of Activities and Collaboration with local resource and referral organizations, the State resource and referral system, and the state Early Learning Council:**

The Oregon Early Learning Council is the advisory body for early learning in Oregon. Members are appointed by the Governor. The child care resource and referral system is funded by the Early Learning Division. The local child care resource and referral programs support child care providers through training, technical assistance, quality improvement and referrals. These entities work closely with the Early Learning Hubs to coordinate services for children and families in regions across the state.
A survey to assess the current needs and challenges of child care providers related to disaster planning was undertaken as part of the planning group effort. A state-wide conference of child care providers sponsored by AFSCME provided the first venue for survey completion. Following the conference, the survey was emailed to all providers by the Early Learning Division. The planning group was able to utilize survey results in their planning efforts, as well as in prioritizing implementation activities.

One goal of the state planning group is to develop closer connections between local and state emergency management personnel and state and local child care entities. This will support implementation of the statewide Early Learning Emergency Preparedness and Response Plan. An example of this increased collaboration is the inclusion of Early Learning Division personnel in Oregon Prepared, the 2018 statewide emergency management conference. Six members of the planning group attended the conference.

### 6. Guidelines for Continuation of Child Care Subsidies and Services

The Department of Human Services conducts eligibility determination and issues payment for child care subsidies. The Continuation of Operations Plan for the agency (DHS COOP) outlines procedures for child care eligibility to immediately prioritize families with an emergent need and may automatically extend certification periods for the duration of the disruption. The Department of Human Services has processes in place to approve and issue payments manually until systems are back online.

The Oregon Department of Education’s Continuation of Operations Plan (ODE CCOP) addresses services provided through Early Learning Division Office of Child Care and describes the arrangements and procedures in place that will enable the agency to respond quickly to an emergency event and ensure continuous performance of critical business functions. Among the critical business functions addressed in the plan are background checks and enrollment in the Early Learning Division Central Background Registry, child care licensing and monitoring, child care facility complaint response and exceptions to child care rules.

**Background checks** – the plan is designed to have at least 50% of operations up within one week of an incident and at least 80% within two weeks. This is the maximum acceptable length of time that can elapse before the lack of this business function severely affects the public. Key processes and key dependencies are outlined in the COOP. In the case of catastrophic event, such as a Cascadia earthquake, timelines for restoration will depend on resumption of power, water and sewer, health care, cell service and other key systems.

**Licensing child care facilities** – the plan is based on the assumption that licensing staff would be able to resume licensing and monitoring within two weeks depending on the location and severity of the emergency event. Licensing staff members are located statewide and contingencies are in place to deploy specialists to other areas where necessary and possible, with alternative facility space with minimum business functions available.

**Complaints** – The recovery time objective for resuming the critical business function of accepting and assessing child care health and safety complaints is dependent on the severity of the emergency disruption. Generally, initial actions on complaints will take place within three days of receiving the complaint.
Rule exception requests – The recovery time objective for receiving and responding to rule exception request is one month. During a State of Emergency an emergency waiver may be granted. Facilities must be located in affected areas and unable to continue to provide services while maintaining compliance with child care facility rules.

7. Provision of Emergency and Temporary Child Care During A Disaster

During a declared State of Emergency, the Governor has authority to suspend the provisions of the Early Learning Division’s Office of Child Care rules. When the governor has signed a proclamation of a State of Emergency suspending the rules, facilities within the geographical area of the declared emergency may continue to provide child care services as directed by the proclamation. The Early Learning Division will facilitate requests and approvals for emergency rule waivers for registered or certified child care facilities by contacting a licensing specialist, email, and messenger or by calling the Emergency Operations line which is monitored only during emergencies.

Among the activities planned for the early learning subgroup of the Oregon Children and Families Task Force is to identify and map facilities throughout the state who accommodate emergency child care for use by first responders.

The Oregon Office of Emergency Management GIS system for situational awareness, RAPTOR, includes location information for all licensed and regulated child care providers in the state. During an emergency, local, city, state and tribal emergency managers may use RAPTOR for situational awareness in an impact zone.

8. Prioritized Listing of Critical Procedures and Functions
   A. Ensure the health and safety of providers and children in care
   B. Issue subsidy payments promptly to providers
   C. Ensure business continuity internally and externally
   D. Maintain recipient/provider confidence
   E. Provide support to licensing personnel and the field across the state.

9. AREAS OF CONCERN

   a) In planning, preparation and response, multiple entities need to coordinate information to be effective. Disaster research consistently shows that such communication is the exception rather than the rule. Systems to support such communication will need to be built. Differences among rural and urban communities will be especially important to account for when developing an effective communication strategy.

   b) A five-year old with short legs functions differently than a thirty-year old with long legs who functions differently than an eighty-year old with arthritic knees. How the specific individuals in any child care facility, children and adults, function must be considered in developing actionable plans. Accounting for the vast differences in functioning – mental, physical, emotional - across state, local, provider and family disaster planning is extremely difficult. The “whole community” approach is meant to address this difficulty. However, the
actual work of large scale collaboration across extremely diverse systems in order to ensure that the needs of all people are planned for requires long term commitment and significant resources to succeed. Taking only one example, translation services to ensure that materials are accessible in all of the languages community members speak is an expensive and time-consuming step.

c) Because of the threat of a Cascadia subduction zone earthquake in the region, the current standard of preparedness in Oregon (adopted by the Oregon Office of Emergency Management) is two weeks. This standard of preparedness is much higher than the traditional 72-hour goal. Fears and questions around impacts of this catastrophic earthquake can make it more difficult to get people to focus on and prepare for much more frequent disasters such as fire, floods, windstorms, etc. However, ignoring the biggest hazard threat to the region is neither possible or wise.

d) Key partners in these efforts will be the early learning/child care system, the Department of Human Services/Oregon Health authority, and state and local emergency management. All of these systems have very limited resources to cover the work they are responsible for. Without dedicated funds targeted at mitigation, preparation, response and recovery, time-intensive, collaborative approaches will be especially difficult to implement.

e) Training in key areas and exercising plans will be critical to the success of these efforts. Designing events to bring together partners from key systems will result in increased effectiveness of training and exercises. Collaborative events are, however, more challenging to implement.

f) Not all key partners have an internal emergency team or an assigned individual or group designated to coordinate emergency preparedness across organizations. Without a structure that allows such coordination, implementation across agencies is severely hampered.

g) Turn-over in leadership within any of the key partner organizations can significantly slow down progress. Trust and relationships develop over time, and collaboration is much more efficient when turn-over is minimal.

h) In an emergency, cognitive function is dramatically impacted. People who have not practiced their responses are unlikely to remember what they planned to do. If a person doesn’t already know an evacuation route from actually following it, they may not be able remember where it is, or where the plan is that details it, during a disaster. This is a critical area of concern since unwise reactions in an emergency can cause injuries or loss of life.
10. **COMMUNICATION AND DISTRIBUTION**

The communication and distribution list has been compiled to (1) assist all members of the planning group to access individuals and organizations relevant to child care emergency planning, preparation and response and (2) to ensure that all key local, state, federal and tribal emergency management and child care-related organizations are included in widely distributed materials/updates related to the implementation of this plan.

Early Learning Division Emergency Preparedness Resources for Families and Child Care  
[https://oregonearlylearning.com/emergency-preparedness/](https://oregonearlylearning.com/emergency-preparedness/)

Early Learning Division Office of Child Care 1-800-556-6616

Office of the Governor, State Resilience Officer – Mike Harryman  [mike.k.harryman@state.or.us](mailto:mike.k.harryman@state.or.us)

Administration for Children and Families Office of Child Care Region X - Agda Burchard, Program Specialist 206-615-2482  [agda.burchard@acf.hhs.gov](mailto:agda.burchard@acf.hhs.gov)

Administration for Children and Families Regional Emergency Management Specialist Region X– Suzanne Everson  [Suzanne.everson@acf.hhs.gov](mailto:Suzanne.everson@acf.hhs.gov)

Region X FEMA lead – Ilyysa Plumer 425-487-4500  [ilyssa.plumer@fema.dhs.gov](mailto:ilyssa.plumer@fema.dhs.gov)

Oregon Department of Human Services – Direct Pay Unit phone number 800-699-9074

Oregon Department of Human Services Mass Care – Stan Thomas Program Manager, Occupational Health, Safety & Emergency Services  503-990-0528  [stanton.e.thomas@state.or.us](mailto:stanton.e.thomas@state.or.us)

Oregon Department of Human Services Foster Parent Disaster Planning – Anna Feigum  503-510-9361  [Anna.feigum@dhsoha.state.or.us](mailto:Anna.feigum@dhsoha.state.or.us)

Oregon Health Authority – Contact for Child Care related response: Kristen Darmody - Mobile voice/text: 971-888-3358  [kristen.c.darmody@state.or.us](mailto:kristen.c.darmody@state.or.us)

Office of Child Care Licensing  1-800-556-6616

Child Care Union AFSME - Anneliese Sheahan  503-508-2287  [asheahan@oregonafscme.org](mailto:asheahan@oregonafscme.org)

Oregon Office of Emergency Management – Andrew Phelps, Director 503-378-3933  [andrew.phelps@state.or.us](mailto:andrew.phelps@state.or.us)

Oregon Emergency Response System Council – Department of Education representative Jeremy Wells - 503-947-5782  [jeremy.wells@state.or.us](mailto:jeremy.wells@state.or.us)

Governor’s Disaster Council Department of Education Representative – Rick Crager 503-947-5658  [rick.crager@state.or.us](mailto:rick.crager@state.or.us)

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<th>Counties Served</th>
<th>Phone Number</th>
<th>Email</th>
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<tr>
<td>Baker, Grant, Harney, Malheur, Morrow, Union, Umatilla, Wallowa</td>
<td>1-800-559-5878</td>
<td><a href="mailto:ccrr@umchs.org">ccrr@umchs.org</a></td>
</tr>
<tr>
<td>Clackamas</td>
<td>1-866-371-4373</td>
<td><a href="mailto:ccrr@clackesd.k12.or.us">ccrr@clackesd.k12.or.us</a></td>
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<tr>
<td>Clatsop, Tillamook, and Columbia</td>
<td>1-503-338-3369</td>
<td><a href="mailto:NWRegionalCCRR@nwresd.k12.or.us">NWRegionalCCRR@nwresd.k12.or.us</a></td>
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<tr>
<td>Coos and Curry</td>
<td>1-800-611-7555</td>
<td><a href="mailto:qualitychildcare@socc.edu">qualitychildcare@socc.edu</a></td>
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<tr>
<td>Deschutes, Crook, and Jefferson</td>
<td>1-888-298-2672</td>
<td><a href="mailto:cccr@neighborimpact.org">cccr@neighborimpact.org</a></td>
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<tr>
<td>Douglas, Klamath, Lake</td>
<td>1-440-7706</td>
<td></td>
</tr>
<tr>
<td>Gilliam, Hood River, Sherman, and Wasco, Wheeler</td>
<td>1-800-755-1143</td>
<td><a href="mailto:ccp@cgcc.edu">ccp@cgcc.edu</a></td>
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<tr>
<td>Jackson and Josephine</td>
<td>1-541-842-2610</td>
<td><a href="mailto:ccrn@soesd.k12.or.us">ccrn@soesd.k12.or.us</a></td>
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<tr>
<td>Lane</td>
<td>1-800-222-3290</td>
<td></td>
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<tr>
<td>Linn, Benton, Lincoln</td>
<td>1-800-845-1363</td>
<td><a href="mailto:connect@linnbenton.edu">connect@linnbenton.edu</a></td>
</tr>
<tr>
<td>Marion, Polk, and Yamhill</td>
<td>1-800-289-5533</td>
<td><a href="mailto:crrweb@mwvcaa.org">crrweb@mwvcaa.org</a></td>
</tr>
<tr>
<td>Multnomah</td>
<td>1-866-227-5529</td>
<td><a href="mailto:info@ccrr-mc.org">info@ccrr-mc.org</a></td>
</tr>
<tr>
<td>Washington</td>
<td>1-800-624-9516</td>
<td><a href="mailto:ccrr@caowash.org">ccrr@caowash.org</a></td>
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### Early Learning Hubs

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<tr>
<td>Blue Mountain Early Learning Hub</td>
<td>Umatilla, Morrow and Union counties</td>
<td>Amy Hoffert</td>
<td>541-966-3165</td>
<td><a href="mailto:Amy.Hoffert@imesd.k12.or.us">Amy.Hoffert@imesd.k12.or.us</a></td>
</tr>
<tr>
<td>Clackamas Early Learning Hub</td>
<td>Clackamas County</td>
<td>Chelsea Hamilton</td>
<td>503-367-9116</td>
<td><a href="mailto:chamilton@clackamas.us">chamilton@clackamas.us</a></td>
</tr>
<tr>
<td>Early Learning Hub of Central Oregon</td>
<td>Deschutes, Jefferson and Crook counties</td>
<td>Brenda Comini</td>
<td>541-480-8993</td>
<td><a href="mailto:brenda.comini@hdesd.org">brenda.comini@hdesd.org</a></td>
</tr>
<tr>
<td>Early Learning of Linn, Benton &amp; Lincoln Counties</td>
<td>Linn, Benton and Lincoln counties</td>
<td>Kristi Collins</td>
<td>541-917-4908</td>
<td><a href="mailto:collinsk@linnbenton.edu">collinsk@linnbenton.edu</a></td>
</tr>
<tr>
<td>Early Learning Multnomah</td>
<td>Multnomah County</td>
<td>Molly Day</td>
<td>503-226-9364</td>
<td><a href="mailto:mollyd@unitedway-pdx.org">mollyd@unitedway-pdx.org</a></td>
</tr>
<tr>
<td>Early Learning Washington County</td>
<td>Washington County</td>
<td>Adam Freer</td>
<td>503-846-4491</td>
<td><a href="mailto:Adam_Freer@co.washington.or.us">Adam_Freer@co.washington.or.us</a></td>
</tr>
<tr>
<td>Eastern Oregon Community Based Services Hub</td>
<td>Malheur, Baker and Wallowa counties</td>
<td>Kelly Poe</td>
<td>208-230-0648</td>
<td><a href="mailto:kelly.poe@malesd.k12.or.us">kelly.poe@malesd.k12.or.us</a></td>
</tr>
<tr>
<td>Four Rivers Early Learning Hub</td>
<td>Hood River, Wasco, Sherman, Gilliam and Wheeler counties</td>
<td>Christa Rude</td>
<td>541-340-0438</td>
<td><a href="mailto:christa.rude@cgesd.k12.or.us">christa.rude@cgesd.k12.or.us</a></td>
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<tr>
<td>Frontier Early Learning Hub</td>
<td>Grant and Harney counties</td>
<td>Donna Schnitker</td>
<td>541-573-6461</td>
<td><a href="mailto:schnitkd@hearneyesd.k12.or.us">schnitkd@hearneyesd.k12.or.us</a></td>
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<tr>
<td>Lane Early Learning Alliance</td>
<td>Lane County</td>
<td>Bess Day</td>
<td>541-741-6000 x162</td>
<td><a href="mailto:bday@unitedwaylane.org">bday@unitedwaylane.org</a></td>
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<tr>
<td>Marion &amp; Polk Early Learning Hub, Inc.</td>
<td>Marion and Polk counties</td>
<td>Lisa Harnisch</td>
<td>503-967-1185</td>
<td><a href="mailto:lharnisch@earlylearninghub.org">lharnisch@earlylearninghub.org</a></td>
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<tr>
<td>Northwest Early Learning Hub</td>
<td>Tillamook, Columbia and Clatsop counties</td>
<td>Dorothy Spence</td>
<td>503-614-1682</td>
<td><a href="mailto:dsponce@nwresd.k12.or.us">dsponce@nwresd.k12.or.us</a></td>
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<tr>
<td>South-Central Oregon Early Learning Hub</td>
<td>Douglas, Lake and Klamath counties</td>
<td>Gillian Wesenberg</td>
<td>541-440-4771</td>
<td><a href="mailto:gillian.wesenberg@douglasesd.k12.or.us">gillian.wesenberg@douglasesd.k12.or.us</a></td>
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<tr>
<td>South Coast Regional Early Learning Hub</td>
<td>Coos and Curry counties</td>
<td>Heather Baumer</td>
<td>541 435-7080 x221</td>
<td><a href="mailto:hbaumer.screl@orcca.us">hbaumer.screl@orcca.us</a></td>
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<tr>
<td>Southern Oregon Early Learning Services</td>
<td>Jackson and Josephine counties</td>
<td>Rene Brandon</td>
<td>541-858-6731</td>
<td><a href="mailto:rene_brandon@soesd.k12.or.us">rene_brandon@soesd.k12.or.us</a></td>
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<tr>
<td>Yamhill Early Learning Hub</td>
<td>Yamhill County</td>
<td>Jenn Richter</td>
<td>503-376-7421</td>
<td><a href="mailto:jrichter@yamhillcco.org">jrichter@yamhillcco.org</a></td>
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### APPENDICES

a. Exercise and Scenario Guide  
b. Reunification pocket plan template  
c. Parent Emergency Preparedness Survey  
d. Child Care Disaster Survey and responses  
e. Emergency Preparation and Response Planning Group Roster
Exercise and Scenarios Guide
Early Learning Division

The purpose of this guide is to provide exercises and scenarios for child care providers to use in becoming more prepared, or to help parents become more prepared. This guide will be expanded as child care providers and emergency managers work together to exercise emergency plans related to child care.

**Exercise One:** This exercise is meant to be used at a short staff meeting or parent meeting. Please change the scenario to fit the particular situation you are targeting. The outcome is for meeting participants to explore what it will take for them to get home or to their children in the case of a disaster. Set up the situation for the participants. Ask for people to fill out a sheet with their answers. Collect the answers if that is important to you. Ask some or all of the following questions:

1. How easy was it for you to figure out what it would take to walk to reunite with your child(ren)?
2. Are there actions you believe you must take as a result of going through this exercise?
3. Are there things that will get in the way of you taking those actions?
4. What help is there to become more prepared?
5. Do you have any advice or questions for the other participants here?
6. Would you do this exercise with family or friends to help them become more prepared?
7. What do you want us to know about your family’s preparedness or plans?

**Scenario:** You’ve gone on an errand and are on your way back to work or home, about ten minutes driving distance away. You feel a strong jolt and think another car has hit you but 10 seconds later the earth starts to shake. After five long minutes, the Cascadia earthquake is over. You are unhurt. No one around you is hurt. There is widespread, severe damage to buildings and roads.

Estimate how long it will take you to walk home (or to your child’s school or child care provider) from where you are (assume dangerous roads with a lot of debris, bridges and overpasses down, a great deal of smoke and dust in the air and injured people along the way. There is no power, cell or internet service).

**CIRCLE ONE:** Half-hour to 3 hours
- 4 hours to 8 hours
- 9 hours to 18 hours
- 19 hours to two days
- Over two days

Do you have a plan for how you will reunite with family members and let each other know you are safe?

**CIRCLE ONE:** A complete plan
- Part of a plan
- No plan at all
Do you have supplies in your car that will help you make the trip on foot (and to return)?

**CIRCLE ONE:**  No supplies at all

- A few supplies
- Most of what I need
- A fully equipped emergency kit is in my car

**Exercise 2** – This exercise can be used with a large group. It takes about 30 - 45 minutes to go through all the questions and fully debrief the exercise, depending on the size of the group.

**EXERCISE SCENARIO**

We’re going to play “pretend”. You know how critical it is for children to pretend – it is key to their development. It is also critical for adults to pretend when it comes to emergencies. It is only by pretending that we can begin to learn about our own natural tendencies in responding to disaster, as well as which activities and decisions will be helpful and which may be harmful. It also helps us understand what is critical to do before a disaster comes.

**Scenario:**

At 8:40 a.m. on Saturday, February 17, Mt. Rainier near Seattle became active. It is not expected at this time that the volcano will experience a full-scale eruption. Initially there were only limited amounts of smoke and ash. At 9:01 a massive plume of ash was released. This plume has interfered with cell service and currently in western Oregon and Washington less than 10% of cell signals are getting through.

Scientists are concerned that this activity could result in a massive mudflow moving quickly (45 – 50 miles per hour) into the very populated valleys around Mt. Rainier. Due to this concern, all people who live in the area that could be impacted by such a mudflow have been given an order to evacuate. Approximately 270,000 people are impacted by this order. Early reports are that other residents in the Seattle area are choosing to evacuate as well.

Only one lane of I-5 heading out of Seattle is northbound, all other lanes have become southbound lanes only from Seattle to Portland. From Portland south to Eugene, there is only one northbound lane on I-5 and all other lanes are southbound. Only cars with four or more people are allowed in this northbound lane between Eugene and Portland.

There are reported sporadic power outages in both Washington and Oregon. Internet service has also been impacted by very heavy volume. Emergency management authorities caution that outages may spread in range and duration.

Scientists expect this to be a limited, short-term event. They believe the odds of a full-scale eruption are less than 1%. Emergency managers have given the evacuation order because scientists are not sure what level of activity is necessary to trigger a deadly mudflow and don’t want to take any chances.
Gasoline is being diverted to Washington to help with the evacuation efforts. Most gas stations in western and central Oregon expect to run out of fuel within 12 hours or less. This situation should be resolved as the evacuation is completed.

You are at a child care conference in Salem, Oregon. Your resources are whatever you have with you and whoever you have around you. (You can change this to a situation that is targeted to your audience. References to McNary High School, etc. were specific to an actual child care conference in Salem, OR)

Instructions: For each question, I will give you 30-60 seconds to come up with an answer and then ask that you turn to the person on your right and share your answer with them and have them share with you. Total time for each “round” will be 3 minutes. If we end up with three people at the end of the row, find another single person to make a group of two.

Questions for this exercise:

1.) First Decision: You need to decide if your goal is to get home, to shelter in place at McNary High School, or to find an alternative place to stay for the expected duration of this event (1-3 days). You won’t know and can’t know for sure all the pros and cons of any of those options because very little information is available. What do you decide and why?

2.) Given your decision, write down the first three actions you will take to begin to implement your plan.

3.) Describe how you expect to learn the status of your loved ones and reunite with them.

4.) What are two things that you could have done before this disaster that would be most valuable to you given the situation you are facing right now?

5.) What is one small thing (Small means it must cost less than $20.00 and take less than 20 minutes to complete) you can do in the next week to be better prepared for an emergency?
<table>
<thead>
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<th>Insurance Information:</th>
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<tbody>
<tr>
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<tr>
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<td>Primary Care Provider: ____________________________</td>
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<td>Emergency Management # ____________________________</td>
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<td>Phone ____________________________</td>
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<tr>
<th>Notes for household: (code words for where house keys, supplies, cash, etc. can be found. Who will do what. Simple rules for everyone to follow. Other important information. Discuss before disaster)</th>
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Child Care Providers - Parent Emergency Preparedness Survey

Thank you for taking the time to complete this survey. We want our parents to understand our emergency plans. We want to understand the plans our parents have, too.

1. **When you think of what a disaster might mean for your child or household, what is the one thing you are most concerned about?**

2. **How much impact do you think the current emergency activities and drills conducted at your child care facility have in preparing for a disaster?**

   - No Impact
   - Limited Impact
   - Some Impact
   - Average Impact
   - Above Average Impact

3. **How ready do you think your children are to carry out what they have learned to do in case of a disaster?**

   - Not at all ready
   - A little ready
   - Somewhat ready
   - Mostly ready
   - Completely ready

4. **How ready do you feel your household is for a moderate impact disaster, such as an unexpected snow storm and icy roads?**

   - Building: Not at all ready
   - Staff: Not at all ready
   - Supplies: Not at all ready

   - A little ready
   - Somewhat ready
   - Mostly ready
   - Completely ready

5. **How ready do you feel your household is for a high impact disaster, such as a strong wind storm that takes out power and blocks many roads with downed trees and power lines?**

   - Building: Not at all ready
   - Staff: Not at all ready
   - Supplies: Not at all ready

   - A little ready
   - Somewhat ready
   - Mostly ready
   - Completely ready
6. **How prepared do you feel your household is for a catastrophic impact disaster, such as an 8.0 magnitude Cascadia earthquake?** (This would shut down power, cell phone service, water and sewer systems and leave many roads and bridges unusable)?

   Building:  Not at all ready  A little ready  Somewhat ready  Mostly ready  Completely ready

   Staff:  Not at all ready  A little ready  Somewhat ready  Mostly ready  Completely ready

   Supplies:  Not at all ready  A little ready  Somewhat ready  Mostly ready  Completely ready

7. **What would improve the effectiveness of our facility emergency plan, activities and drills or general emergency preparedness of your child care facility?**

8. **How complete is your personal reunification plan for your family/household in the event of a disaster?**

   Not at all complete  Somewhat complete  Almost complete  100% complete

9. **Do you practice any fire drills or other activities to help your children learn what to do in an emergency?**

10. **Is there anything else that you want us to know about your household emergency preparation?**
Early Learning Division Survey:
State Emergency Preparedness and Response Plan Development

English forms received: 42
Spanish forms received: 27
Total forms: 69

Thank you for taking the time to share your ideas. Please circle or check only one answer.

1. When you think of what a disaster might mean for your child care facility, what is the one thing you are most concerned about?
   - Parents not knowing my plan well enough.
   - Emergency kits.
   - Emergency kits and transportation.
   - Emergency kits.
   - Being closed down for extended time – continuity of care/business.
   - Contacting parents.
   - Getting kids back to [their] families.
   - Getting everyone out and safe. Forgetting to grab important emergency contact information.
   - Get the kids and put them in the crib and take them out.
   - Walked the kids to the school.
   - Get water stock. Phone list updated.
   - Family.
   - Get in touch with the children’s parents.
   - Safety, locations, medical supplies available.
   - How it would really go if it would really [pass] the test.
   - Contacting parents and making sure there are enough supplies in any emergency situation.
   - Keeping kids safe and reunit[ing] with parents.
   - Removing children if larger than a group of 12 and not being able to get in touch with parents.
   - Off-site safe location for a large group. Emergency heat source.
   - An earthquake that make my house uninhabitable.
   - Getting everyone together.
   - Family safety and communication with family.
   - Power lines being down because families will not be able to contact me or their children.
   - My location.
   - I definitely need to go over my emergency plan with all the parents.
   - I’m most concerned about being prepared to take all the ch8ildren and leaving my property.
   - Reunification with our daycare families.
   - Safety of my daughter at school.
   - I need to be better prepared.
   - Communication. Transportation.
   - Safety, families, security.
   - What we are going to do if we have to transport the kids.
• Parents.
• About the chemical tanks [that] are around, because our center is located in an industrial zone.
• Family reunification.
• Children [re]uniting with parents.
• Parents don’t know what to do.
• Rescue packs and having a place to go when a disaster hits. Churches tell us we are not welcome.
• Not being able to communicate with parents.
• Safety of children. Being able to reach all parents if cell service and power is out.
• Protecting the children and meeting in the area of emergency.
• The wellbeing of the children and how to transport them.
• A place where we are going to be safe and have water.
• The children.
• I want more training to prepare myself better.
• My family and the children.
• Possible earthquake.
• Make sure all the children and employees are safe and accounted for.
• My children and family.
• The well-being of the children and how to contact their families.
• The children I have and everyone else like my family.
• The families. My children and grandchildren.
• The family and the children.
• Family.
• Family, the children.
• To have children (babies, toddlers and children) not be fearful. To have enough space in my car to get out of danger.
• Meeting place.
• I don’t have enough space in my car to transport children.
• Meeting place and shelter.
• My family. The children and families in my program. Be ready with emergency backpack.
• That we are all actually prepared.
• That even if the parents know my plan, they won’t be able to get to me and their children.
• The safety of children and parents.
• The safety of the children and parents.
• That the children are protected.
• That the children will be scared and won’t know what to do in an emergency.
• My children and family.

2. **What percentage of families who use your facility do you estimate have a written family reunification plan to follow in case of a disaster?** *No Answer: 5*

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3. How much impact do you think the current emergency activities and drills conducted at your child care facility have in preparing for a disaster? *No Answer: 4

<table>
<thead>
<tr>
<th>Impact</th>
<th>No Impact</th>
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</table>

4. How ready do you think the children are to carry out what they have learned to do in case of a disaster? *No Answer: 4

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<thead>
<tr>
<th>Readiness</th>
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5. How ready do you feel your child care facility is for a moderate impact disaster, such as an unexpected snow storm and icy roads?

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<tr>
<th>Category</th>
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<tbody>
<tr>
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<td>14</td>
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<tr>
<td>Staff</td>
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<td>23</td>
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<td>13</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>3</td>
<td>21</td>
<td>22</td>
<td>13</td>
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</table>

6. How ready do you feel your child care facility is for a high impact disaster, such as a strong wind storm that takes out power and blocks many roads with downed trees and power lines?

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<th>Category</th>
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7. How prepared do you feel your child care facility is for a catastrophic impact disaster, such as an 8.0 magnitude Cascadia earthquake that shuts down power, cell phone service, water and sewer systems and leaves many roads and bridges unusable?

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<tr>
<th>Category</th>
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8. What would improve the effectiveness of your facility emergency plan, activities and drills or general emergency preparedness of your child care facility?

- Practice more often with staff and children.
- Better communication with parents ahead of time. General info on how to have children drill for earthquake, police emergency lock down, etc. I only have good details for fire evacuation drills.
- Having more water available.
- Having [an] emergency plan.
- Have [an] actual follow-through from start to finish.
- More practice.
• Be more prepared for catastrophic disaster[s]. Making sure parent[s] are fully informed and have a copy of the emergency plan for the daycare.
• Communication with parents.
• Perhaps to review and/or reevaluate and better assess emergency plan.
• Send preparedness list. Make sure we have list and supplies on list. Contact info and disaster/emergency contact and plan.
• Make sure my tents are all useable. Make sure my families know my plan to shelter in place.
• Having children read the emergency plan along with practicing drills. Having a kit in my car.
• Purchase extra propane, gasoline, candy (for comfort,) emergency heat blankets, peanuts.
• A class [for] writing a plan and carrying it out.
• Getting the young kids to understand what’s going on.
• Plans with families. Emergency water back-up.
• Have written out plans and go over them with my families. Let families know how to train at home.
• To gather more supplies and to involve parents.
• Better information sharing with EMS. More frequent drills. Improve parent communication. Supplies.
• Revise emergency plans. Discuss with parents. Make go kits.
• Emergency plans for families. Add more to my emergency kits.
• Practices, prepare, exercise, repeat. Talk with families.
• Practice. Practice setting up a plan and letting parents know.
• Have a class with the staff members to do readiness plans.
• Reunification drills.
• Emergency preparedness.
• More practice and education for myself, staff and families/children.
• Practice all drills more often. Increase emergency supply. Communicate and make sure all parents know what we would do.
• Prepare myself.
• I will prepare in case of this.
• Practice more with the children every day.
• I am going to implement everything I have learned and practice new techniques and I can help parents to make sure they also prepare for any type of emergency.
• A professional could review my home to see if we could withstand/endure a high-impact earthquake.
• To practice more and to have more supplies.
• Always are prepared all the time.
• Practice my plan more often to be prepared.
• To make changes. Have more emergency drills like this so that the children are more aware.
• Have emergency numbers.
• Realistically, almost everything. Because I will modify the environment plan. All of today’s ideas have helped me a lot.
• Have emergency phone numbers.
• I think even if the plan is good, if you don’t practice and talk about it, then it has no relevance.
• Tell the parents where to find us at our shelter location.
• Policy in daycare to let parents know exits and final destination.
• Take more classes and talk with my families.
• I think I am 100% ready and will remain calm to demonstrate to the kids that everything is ok.
• Have an expert come and determine whether my home could withstand an earthquake.
9. How complete is your personal reunification plan for your family/household in the event of a disaster?

*No Answer: 14

<table>
<thead>
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<th>Almost complete</th>
<th>100% complete</th>
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10. What do you want the planning team working on the State Child Care Disaster Plan to keep in mind as they develop the plan?

- No clue. You guys are rockstars.
- Emergency contact plan for child care. Emergency responder awareness.
- Have day care providers know to do a lockdown or emergency like the schools do.
- Stay together.
- Children most importantly.
- Make sure we are inform[ed] about how to be 100% prepare[d] for any disaster.
- Information about a problem in the neighborhood to lockdown.
- Have children’s facilities be equipped for all scenarios, whether it’s having more care seats [or] making sure there is plenty of food for [an] emergency. A checklist.
- Perhaps do a [certified] training geared for child care providers. What if 2 out of 6 kids have broken bones? How would we evacuate?
- To have 911 call daycare facilities in case [of] a school shooting nearby.
- How do we plan for emergency heat source? Can we make a fire outdoors? We want OCC connected with 911 for a reverse 911 call/text in an emergency. Allow for off-site practice of a disaster drill. Written rule(s) stating we are not breaking the rules to maintain children’s health and safety in the case of catastrophic emergency.
- We need written materials that we can customize to our individual businesses/facilities.
- How to make families fee at ease and know their children will be well cared for until they can arrive.
- That there are young children who may need special care.
- Safety over rules. (Ex: Car seats, ratio, CBC’s during earthquake/reunification, etc)
- Provide some disaster tools and more education more often.
- Cost of supplies. Find funding for supplies. (It’s expensive to have enough supplies for each child.) More trainings on it – Trainings where maybe you practice drills or write plans, build supplies.
- I would like to receive more training and information on how to prepare for a disaster.
- Communication and help.
- To have a plan and be prepared with the children and families.
- Providing ideas to work with the children.
- That 911 is alert in helping us in any kind of catastrophe and are ready. That every child care place remain alert and can send us help immediately.
- A supervisor to review our home.
- That they may have information to contact us.
- Have an emergency plan for the children.
- Have an internal communication for all licensed family child care and child care centers to receive emergency instructions.
- I want to learn about what experts recommend so I can be more prepared.
- Have a backpack and 3 gallons of water.
- A safety backpack and several gallons of water.
- I want to talk to the parents about their emergency plans.
- Have an inspection of my facility by someone professional.
## Oregon Early Learning Division

### Emergency Preparedness & Response Workgroup 2017-18

#### Workgroup Roster

<table>
<thead>
<tr>
<th>First</th>
<th>Last</th>
<th>Title</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>Debbie</td>
<td>Moller</td>
<td>Facilitator</td>
<td>Moller Consulting</td>
</tr>
<tr>
<td>Marie</td>
<td>Allman</td>
<td>Licensing Coordinator</td>
<td>Confederated Tribes of the Umatilla Indian Reservation</td>
</tr>
<tr>
<td>Bill</td>
<td>Baney</td>
<td>Dep Admin Self Sufficiency</td>
<td>DHS - Child Care</td>
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<tr>
<td>Angie</td>
<td>Blackwell</td>
<td>Early Childhood Programs Manager</td>
<td>Confederated Tribes of Grand Ronde</td>
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<td>Colette</td>
<td>Brown</td>
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<td>Providence Wee Care and OAELD</td>
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<tr>
<td>Tiffany</td>
<td>Brown</td>
<td>Clatsop County Emergency Manager</td>
<td>Clatsop County</td>
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<tr>
<td>Karen</td>
<td>Collette</td>
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<tr>
<td>Michael</td>
<td>Connor</td>
<td>Director of Partnerships</td>
<td>Early Learning Division</td>
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<tr>
<td>Beth</td>
<td>Crane</td>
<td>Director of Partnerships</td>
<td>211info Oregon</td>
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<tr>
<td>Tracy</td>
<td>DePew</td>
<td>Emergency Mgmt. Director</td>
<td>Cow Creek Band of Umpqua Indians</td>
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