

# AFTER KATRINA

REBUILDING MISSISSIPPI'S EARLY CHILDHOOD INFRASTRUCTURE;  
THE FIRST SIX MONTHS



Mississippi State University  
Early Childhood Institute

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Left to right: Cathy Grace, Ed.D., of the Mississippi State University Early Childhood Institute shows a visitor an early childhood center under reconstruction; tents on the slab of a destroyed home; children at lunch at the Pass Christian Child Care Center in March 2006.

On the cover: Children play at Pass Christian (Miss.) Child Care Center, a temporary facility housed in tents.



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Laurie Todd



Annjo Lemons

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# INTRODUCTION

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Hurricane Katrina hit the Mississippi and Louisiana Gulf Coast Aug. 29, 2005, with the greatest wind damage in Mississippi's coastal counties. From U.S. Highway 90 on the coast as far north as Forrest County – nearly 100 miles inland – much of the area's early childhood infrastructure, including child care centers, family child care homes, and the regional agency that provided resources to them, was severely damaged or destroyed.

As one of Mississippi's primary providers of training and technical assistance to early childhood programs, the Mississippi State University (MSU) Early Childhood Institute (ECI) responded to the disaster within 24 hours, dispatching a team of early childhood specialists and technicians to the disaster area to begin the process of damage assessments, producing a series of maps to show locations of

licensed child care facilities in the disaster area, and launching an online clearinghouse for early childhood recovery. Over the next six months, ECI responded to a wide variety of requests from state and federal agencies, foundations, and disaster relief organizations for technical assistance and coordination of recovery for early childhood programs.

ECI undertook the Rebuilding After Katrina Project before receiving any commitments of external funding, developing policy and procedures “on the fly” and linking all of its recovery activities to its fundamental mission of promoting better quality and accessibility of early care and education in Mississippi. This report summarizes the three phases of the Rebuilding After Katrina Project as well as a new national initiative that has emerged from ECI's work on the Gulf Coast.



State agency leaders met at the Petal Parenting Center in Forrest County with ECI staff on Sept. 8, one week after Hurricane Katrina, to plan damage assessments and discuss emergency procedures. Back row, left to right: Louise Davis, MSU Extension Service; Festus Simkins, Mississippi Department of Health; Rose Harrell, Director, NEEDS Child Care Centers. Middle row, left to right: Norma Hayes, MSU Extension Service; Margie Nobles, Petal; Annjo Lemons, MSU Excel by Five Community Initiative; Laura Beth Hebbler, Mississippi Head Start-State Collaboration Office; Julia Todd, Office for Children and Youth, Mississippi Department of Human Services. Front row, left to right: Nadine Coleman, Petal Parenting Center; Cathy Grace, MSU Early Childhood Institute.

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# REBUILDING AFTER KATRINA

## PHASE I: DAMAGE ASSESSMENTS

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Knowing damages, in terms of building losses and losses in numbers of licensed child care slots, was critical to understanding the scale of the disaster and to planning the recovery. The Early Childhood Atlas ([www.earlychildhood.msstate.edu/atlas](http://www.earlychildhood.msstate.edu/atlas)) was an existing project of ECI that produced maps of child wellbeing and early childhood services indicators. The Atlas consists of an offline database that supports sophisticated spatial analysis as well as a set of free, online tools for sorting, summarizing, and mapping early childhood services indicators

and child well-being indicators. It also is a portal to a larger database of economic, health services, and demographic indicators maintained by the Community Information Resource Center (CIRC) of the Rural Policy Research Institute at the University of Missouri. The Early Childhood Atlas team includes geographers, cartographers, and programmers as well as the early childhood policy analysts of ECI. The Atlas team combined lists of licensed child care facilities in the disaster area counties of Alabama, Mississippi, and Louisiana – entering a list of



Sept. 8, 2005: James L. Smith of Petal (Forrest County), Miss., showed an assessment team from the Mississippi State University Early Childhood Institute and several state agencies the complete destruction of his family child care business.

## THE EARLY CHILDHOOD ATLAS



photos.com

The Early Childhood Atlas consists of an off-line database that supports sophisticated spatial analysis as well as a set of free, online tools for sorting, summarizing, and mapping early childhood services indicators and child well-being indicators. It also is a portal to a larger database of economic, health services, and demographic indicators maintained by the Community Information Resource Center (CIRC) of the Rural Policy Research Institute at the University of Missouri.

The Early Childhood Atlas team includes geographers, cartographers, and programmers as well as the early childhood policy analysts of the Mississippi State University Early Childhood Institute.

What can the Atlas do for you?

- Display the locations of your services or clients
- Compare your services to the needs in the same area
- Give you the evidence you need to get more funding

For more information, visit the Atlas at [www.earlychildhood.msstate.edu/atlas](http://www.earlychildhood.msstate.edu/atlas).



Hurricane Katrina: Wind speed zones and disaster area.  
Cartography by Erin Wilson  
Data Source: Federal Emergency Management Agency (2005)

Louisiana's licensed facilities by hand because the Louisiana licensing agency's server was destroyed – to find that 3,045 centers across the three states were potentially damaged. The Mississippi centers had a maximum capacity of 127,454 children. However, the Office of Licensure and Regulations of the Mississippi Department of Health was itself disabled by damages to its south Mississippi office and the injuries and property losses of its staff and could not initially inspect all centers in the 81 disaster counties. Chevron asked ECI to help assess losses to child care facilities in the vicinity of its Pascagoula refinery (Jackson County), offering lodging in trailers the company parked on the refinery property. ECI's director, Cathy Grace, and Annjo Lemons of ECI rushed to Pascagoula with a list of licensed child care centers in the county.

The Pascagoula trip was the first systematic assessment of hurricane damages to child care facilities. High winds had blown away so many landmarks and road signs that street



Top left: A temporary play area at a FEMA station in Bay St. Louis, Miss. (Laurie Todd)

Below: A door hangs by one hinge at Little Saints Academy in Hancock County. (Laurie Todd)



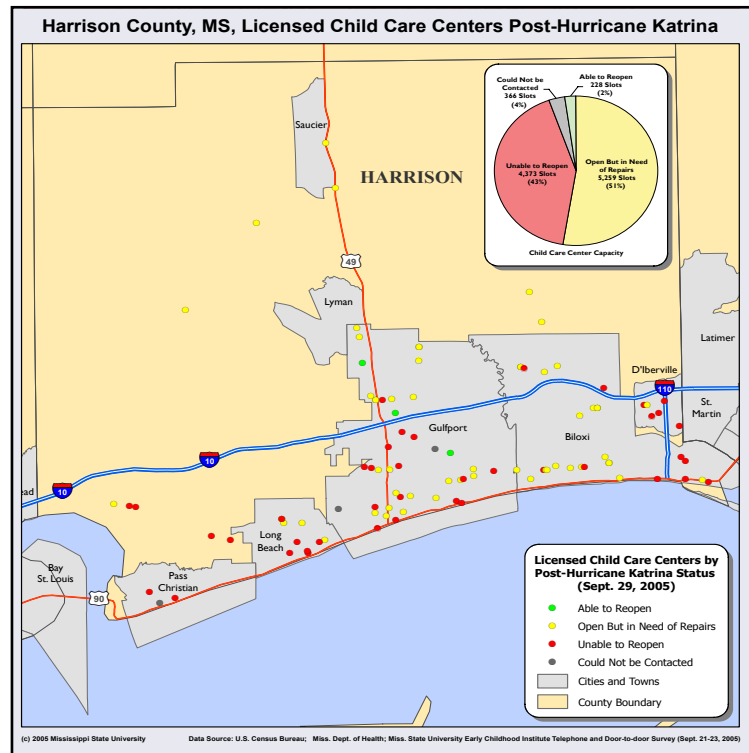
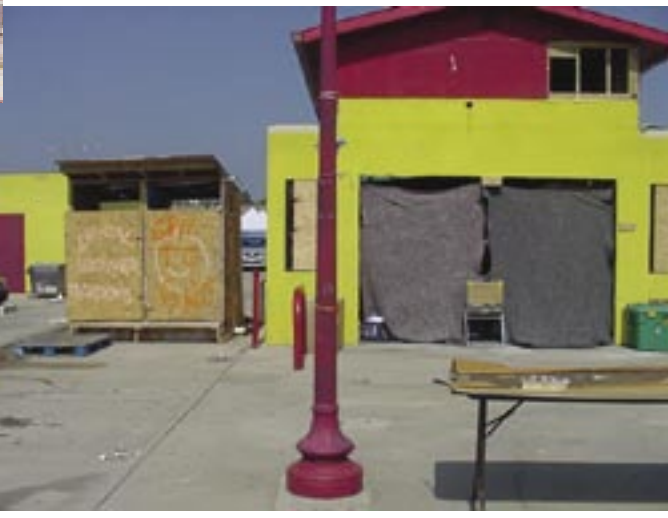
Above: Sept. 22, 2005: An ECI assessment team visited the Holy Guardian Angels center in Biloxi, where only remnants of the roof and external walls remained. (Denise Cox)

Left: Festus Simkins of the Mississippi Department of Health confers with MSU Extension Service representatives and a family child care provider.

maps were useless, so Amy Brandenstein of Chevron served as navigator while ECI staffers in the car carried to contact child care directors by cellular telephones. With each director they reached, the ECI team asked whether the child care center building was undamaged or partially or completely damaged, making notations on the lists. For providers they could not reach by telephone, the assessment team drove door-to-door, detouring around fallen trees and power lines, to make visual inspections. They covered the communities of Pascagoula, Moss Point, Ocean Springs, Gautier, Vanleave and Hurley, finding some buildings completely destroyed and many others where providers were struggling to reopen in spite of flooding or structural damage to their facilities.

At the conclusion of the Pascagoula assessment, the assessment team telephoned the Atlas team with a damage report, characterizing child care centers as green (little or no damage), yellow (significant damage), red (unable to reopen), or black (could not be located or contacted). The atlas team transferred the assessment information to its spatially enabled database and produced the first damage assessment map, showing the location and status of centers in Jackson County with color-coded dots and calculating the numbers of at-risk and lost licensed child care slots. The initial assessment found that one-fourth of the county's licensed centers were damaged beyond repair, representing 11 percent of the county's licensed child care capacity, and another 39 percent of centers needed repairs.

Below: Six weeks after the hurricane, residents of Bay St. Louis, Miss., still used makeshift materials to create temporary homes. (Laurie Todd)



Above: The ECI Early Childhood Atlas team produced a series of maps showing the status of licensed centers in the Katrina region of Mississippi. This map, produced Sept. 29, 2005, showed that almost half of the licensed child care slots in Harrison County were not available because of storm damage. (Chad Landgraf)

ECI sent more assessment teams to Harrison and Hancock Counties in Mississippi, sometimes relying on the hospitality of Keesler Air Force Base in Biloxi for overnight lodging. Their findings were not good. The combination of wind and surging Gulf waters had caused far greater devastation than either weather force alone. Some centers were nothing but rubble. In others, a thick black mold covered what was left of the floors. The teams photographed individual facilities and relayed damage reports to the Atlas team. NACCRRRA, the National Association of Child Care Resource and Referral Agencies, provided staff support from Washington, D.C., for the assessments, making repeated attempts to telephone child care facilities in its database and providing the telephone survey results to ECI. The

team produced updated county maps and reported on October 6 that from 62% to 94% of the licensed slots in the three coastal counties were lost or potentially lost.

By October, the Mississippi Department of Health resumed its licensing operation and was systematically assessing damages in the inland counties of the disaster area. Its licensing office relayed its damage reports to the Atlas team, which incorporated the information into its database and continued to produce maps and reports upon request.<sup>1</sup> (See map, “Harrison County, MS, Licensed Child Care Centers Post-Hurricane Katrina.”)

<sup>1</sup> When Hurricane Rita hit the Louisiana-Texas coast on Sept. 23, the Atlas team reported within three days that up to 457 licensed facilities with slots for almost 35,000 children were in the disaster area.

## PHASE II: RECOVERY

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Volunteers in the Mississippi early childhood field rallied immediately after Katrina to raise funds and collect materials for young children living in shelters and for damaged child care facilities. The MSU Extension Service spearheaded preparation of 450 gift bags for young children in temporary shelters, seeking donations of age-appropriate toys and books, enclosing tip sheets for parents on the emotional needs of traumatized children, and delivering the bags to shelters. (See “Donated Materials.”)

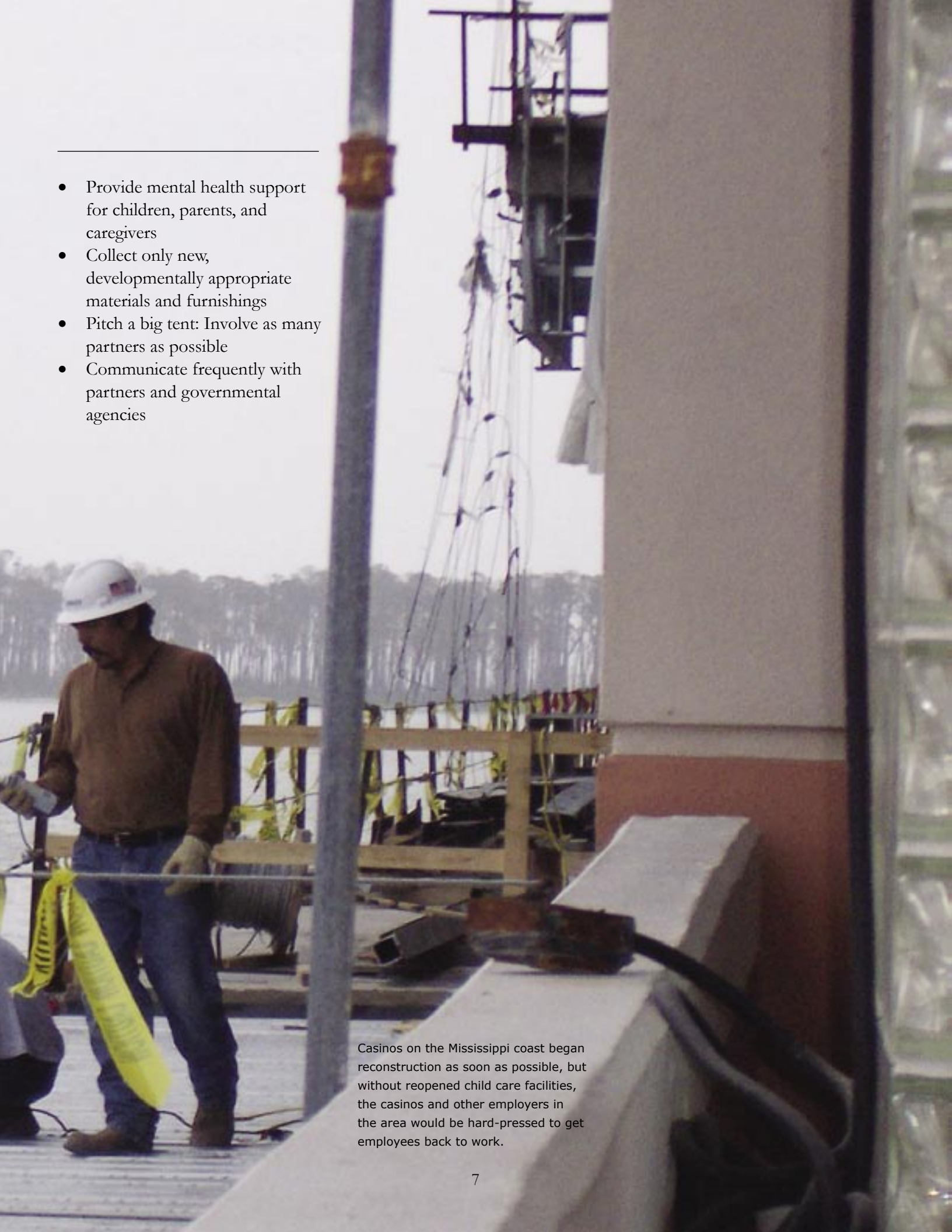
Immediate aid to children and families in shelters was essential, but reopening child care facilities was crucial for helping parents get back to work. At the same time that ECI assisted in damage assessments, it began developing a plan for repairing the early childhood infrastructure in the Katrina region,

consulting the Office of the Governor and state agency officials, early childhood specialists at the MSU Extension Service, and the nonprofit community in Mississippi and nationwide. The plan had one goal – to help child care programs in the disaster area reopen as rapidly as was safe – and several key provisions:

- Give priority to licensed early childhood facilities
- Start rebuilding in less damaged areas and work toward more damaged areas
- Tie donations of materials and repairs to participation in professional development activities



- 
- Provide mental health support for children, parents, and caregivers
  - Collect only new, developmentally appropriate materials and furnishings
  - Pitch a big tent: Involve as many partners as possible
  - Communicate frequently with partners and governmental agencies



Casinos on the Mississippi coast began reconstruction as soon as possible, but without reopened child care facilities, the casinos and other employers in the area would be hard-pressed to get employees back to work.

## MAJOR DONATIONS<sup>1</sup> FOR REBUILDING AFTER KATRINA

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Donor	Value of Donations	Recipient
W. K. Kellogg Foundation	\$1,550,000	MSU Early Childhood Institute
Save the Children	551,000	Help and Hope Foundation
Chevron	500,000	Rebuild Jackson County
Anonymous	500,000	Rebuild Jackson County
Anonymous	500,000	MSU Early Childhood Institute
Anonymous	500,000	MSU Early Childhood Institute
We Will Rebuild '92	100,000	Embrace Mississippi's Children
Children's Defense Fund	50,000	Individual Child Care Facilities
Community Foundation of Northwest Mississippi	40,000	MSU Early Childhood Institute
Community Foundation of Greater Jackson	5,000	Embrace Mississippi's Children

<sup>1</sup> One or multiple donations with a cumulative value of at least \$5,000

The W. K. Kellogg Foundation quickly responded to the ECI plan, committing \$1.25 million to the Rebuilding After Katrina Project and contributing another \$300,000 subsequently. Thanks to the Kellogg Foundation's contribution, ECI was able to recruit a director, Connie Clay, for the project; strengthen its Early Childhood Atlas team; provide administrative support for a new relief coalition, Embrace Mississippi's Children; and invest significant resources in the Gulf Coast Child Care Resource and Referral Agency. Gail McClure, the foundation's vice president for programs, said, "The Kellogg Foundation is pleased to be able to make this grant to the Mississippi State University Early Childhood Institute to help with the needs of young children and their families following the Katrina devastation in the Gulf area. It is our hope that the diverse and dedicated individuals and organizations working with the institute will be able to meet some of the most pressing needs of families with young children in the Gulf area as well as lay the foundation for a strengthened early education and care system statewide."

Other organizations and individuals made additional contributions for the recovery of child care facilities. (See "Major Donations for Rebuilding After Katrina.") Several organizations in the state formed a new coalition, Embrace Mississippi's Children, to lead a grassroots fundraising effort for damaged child care facilities. ECI recruited Lynn Darling, Ph.D., of Tupelo as a volunteer coordinator for Embrace; arranged with First United Methodist Church of Tupelo, Miss., to accept monetary donations; and found temporary warehouse space in the Tupelo Furniture Market. Guided by early childhood leaders who experienced the Oklahoma City bombing of 1995, ECI and the MSU Extension Service prepared "wish lists" of books and materials that Embrace would accept. ECI hosted a web site for the project and issued e-mail alerts to announce the new giving opportunity. From across the country, individuals, organizations, and even children, families, and staffs of child care facilities responded, sending tons of materials and approximately \$128,000 in monetary gifts. By March 31, 2006, Embrace had distributed kits of new, developmentally appropriate teaching

materials to dozens of centers in six counties.

Chevron executives, advised by Stephen Renfroe of the Chevron Refinery at Pascagoula, determined in September that the corporation should itself pay for repairs and reconstruction of child care facilities that served Jackson County. The corporation reassigned some of its own construction crews to child care repairs and made a financial commitment of \$500,000 for the work, donating the reconstruction funds through a local nonprofit organization, Rebuild Jackson County, and coordinating repairs with ECI. ECI paired Chevron's expenditures for facility repair and furnishings with materials worth hundreds or thousands of dollars per center. (See "Major Donations for Rebuilding After Katrina.")



Stephen Renfroe of Chevron joined children at Gautier Academy in Gautier (Jackson County), Miss., to celebrate the reopening of the center. Chevron contributed \$500,000 and in-kind materials and labor to repair and equip 39 child care facilities in Jackson County, where it has a refinery. (Chevron)

### MISSISSIPPI: OPEN CHILD CARE CENTERS PRE- AND POST-HURRICANE KATRINA†

County‡	Pre-Katrina (August 2005)		Post-Katrina (October 24, 2005)		Post-Katrina (March 23, 2006)*	
	Centers	Capacity	Centers	Capacity	Centers	Capacity
Covington	5	429	5	429	5	429
George	6	422	6	422	6	399
Greene	3	155	3	155	3	155
Hancock	10	764	6	541	7	624
Harrison	92	8,253	53	4,404	65	5,119
Jackson	67	5,036	54	4,387	59	4,670
Jefferson Davis	5	395	5	395	5	395
Jones	28	1,643	27	1,627	29	1,738
Lamar	21	1,603	15	1,247	20	1,553
Marion	14	993	10	967	14	1,004
Pearl River	22	1,502	21	1,476	21	1,495
Perry	4	202	3	152	3	145
Stone	6	427	5	377	6	427
Wayne	8	470	2	428	8	496
<b>Total</b>	<b>291</b>	<b>22,294</b>	<b>215</b>	<b>17,007</b>	<b>251</b>	<b>18,649</b>

Notes: † "Day Camp", "Summer-Only" or similar programs are not included

‡ Declared eligible for both public and individual disaster assistance by FEMA

\* Data only provided for George, Hancock, Harrison, Jackson, Pearl River, and Stone Counties.

Data Source: Miss. Dept. of Health (October 24, 2005; March 23, 2006)

(c) April 18, 2006 Mississippi State University

ECI gained another major partner, in addition to the Kellogg Foundation and Chevron, when Save the Children, an international relief organization, dispatched a team to the Mississippi coast. Led by Jeanne-Aimee DeMarrais, the team set up headquarters in the heavily damaged community of Moss Point (Jackson County) and quickly identified ECI as a key partner for its own recovery efforts. Soon Save the Children pledged to rebuild 34 child care facilities in Harrison County.

While the immediate focus was on reconstruction, distribution of materials, and training so that child care programs could reopen, the social-emotional needs of young children, their families, and early childhood teachers and caregivers were a priority of the Rebuilding After Katrina Project.



Connie Clay (center) conferred with builders on the floor plan for the reconstructed Imagination Station child care center in Long Beach (Harrison County), Miss. Save the Children contributed \$551,000 for repair and reconstruction of 36 child care facilities in Harrison County. The Help and Hope Foundation of Jackson, Miss., and volunteer attorney Louisa Dixon handled contracts and disbursement for the reconstruction projects.





ECI collaborated with Save the Children to adapt a well-regarded psychosocial intervention program for use with younger children. In addition, the institute sponsored several workshops about helping young children rebound from emotional trauma for early childhood teachers and caregivers, enrolling 68 participants at three workshops in Hattiesburg and Biloxi in December 2005. The trainers at those workshops were Cate Heroman of Teaching Strategies, Inc., and Ginny Luther of Loving Guidance, Inc. The institute also sponsored four concerts by the popular early

childhood educator and entertainer, Dr. Thomas Moore, as a holiday gift to teachers, caregivers, and young children on the coast. More than 400 children and adults attended those concerts on Dec. 15 and 16. As the six-month anniversary of Hurricane Katrina neared, ECI was completing plans for long-term training and on-site assistance to child care providers in the disaster area, so that teachers can help young children discover and practice innate coping skills.

Christopher Parton of Tupelo (Miss.) First United Methodist Church carried boxes of stuffed toy animals for shipment to early childhood programs.



Above (left to right): Joan Elder, Beverly Peden, and Veronika Powe of the Mississippi Early Childhood Association packed donated art supplies for early childhood programs hit by Hurricane Katrina.



Left: Cathy Grace, Ed.D. (left) posed with volunteers from Save the Children (left to right): Jeanne-Aimee DeMarrais, Mike Taurus, and Yael Hoffman.

Facing page: Jeanne-Aimee DeMarrais of Save the Children directed Allen O'Bryan of Catholic Charities as he deposited a pallet of early childhood education materials in a moving van.

## REBUILDING AID IN TERMS OF LICENSED CHILD CARE SLOTS SERVED, BY COUNTY

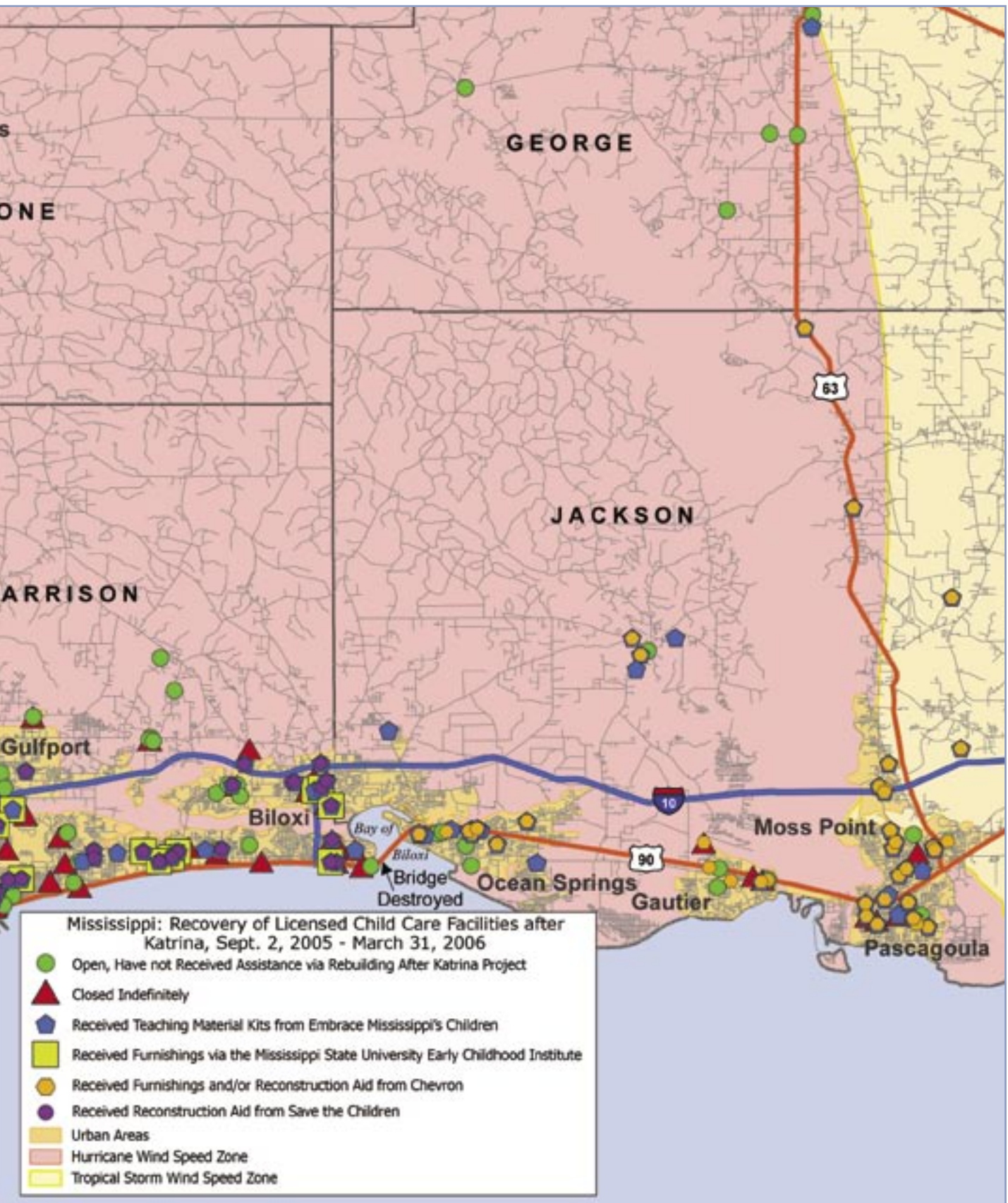
	Received Teaching Material Kits from Embrace Mississippi's Children	Received Furnishings via the Mississippi State University Early Childhood Institute	Received Furnishings and/or Reconstruction Aid from Chevron	Received Reconstruction Aid from Save the Children
George	124	0	0	0
Hancock	259	60	0	0
Harrison	2678	1036	0	2235
Jackson	3412	0	2805	0
Pearl River	945	0	0	0
Stone	224	0	0	0

Data sources: Rebuilding After Katrina Project, Save the Children, Chevron





Data Sources: Rebuilding After Katrina Project, Mississippi State University Early Childhood Institute (April 2006), Embrace Mississippi's Children Help and Hope Foundation, Inc. (April 18, 2006), Mississippi Department of Health (March 2006), National Oceanic and Atmospheric Administration



Embrace Mississippi's Children (April 2006), Chevron (April 20, 2006), Embrace Mississippi's Children (2005), Federal Emergency Management Agency (2005)

Cartography by Erin Wilson

### PHASE III: SUSTAINABILITY

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There are several crucial challenges to maintaining a functional early care and education system, including fragmented services for infants, toddlers, and preschoolers; a lack of full-day and summer programs; limited or nonexistent transition procedures for children entering kindergarten; inadequate funding for early intervention services such as early childhood mental health care; inconsistency in the quality of early childhood programs; and relatively inaccessible professional development opportunities for teachers and caregivers in rural communities. Uneven quality has profound implications for young

children's long-term school success: Rural young children are significantly more likely to enter kindergarten without fundamental early literacy skills, and significantly more likely to be placed in special education classes (Grace et al., 2006).

Child care resource and referral agencies (R&Rs) commonly provide services and some infrastructure for child care in particular geographic areas. However, Mississippi has been behind most states in the development of a true R&R network. When Hurricane Katrina severely damaged the home of the Gulf Coast Resource Child Care Resource and



A child gazed through a safety gate at Pass Christian Child Care Center, a temporary facility located in tents.

Referral Agency at Biloxi, the agency's director turned to MSU Extension Service to take over management of its operation. MSU Extension Service subsequently folded operation of the Gulf Coast R&R into its developing network of R&R offices, finding new office space on the campus of Jefferson Davis Campus of Mississippi Gulf Coast Community College and recruiting new administrative staff. Thanks to the grant by the Kellogg Foundation, ECI was able to collaborate with the National Association of Child Care Resource and Referral Agencies, Moore Community House, the Mississippi Center for Non-profits, and United Way of South Mississippi to assist the MSU Extension Service in reestablishing the Gulf Coast R&R. To use hurricane recovery as a catalyst for lasting improvements in program quality, ECI allocated a significant portion of the grant from the Kellogg Foundation to the MSU Extension Service to expand its Nurturing Homes Initiative in the Katrina region. This initiative provides training and technical assistance to family child care providers. ECI also collaborated with the MSU Extension Service to hold workshops on literacy and other aspects of high-quality early childhood education for 862 employees of center-based programs that received books and materials donated through Embrace. ECI systematically assessed the quality of the programs in Harrison and Hancock Counties, using standardized assessment instruments, and identified centers with low scores for additional training, technical assistance, and follow-up assessment. (See "The Rebuilding After Katrina Professional Development Program.")

Supporting this approach of incorporating quality improvements into the goals of the Rebuilding After Katrina Project, Save the Children also required the centers that it rebuilt to enroll staff members in the ECI/MSU Extension Service professional development program. Through the workshops, ECI faculty and staff guided participants in how to use donated books and learning materials with young children and also disseminated practical information such as how to eliminate mold in water-damaged structures.



Left to right: Sherita Rush, Kimberly McLeod and LeQuesha Goss, members of the Early Literacy Corps of Americorps, assisted at a workshop. (Laurie Todd)

## THE REBUILDING AFTER KATRINA PROFESSIONAL DEVELOPMENT PROGRAM

- Get Back Up and Going for Center-Based Programs!
- and
- Get Back Up and Going for Family Child Care Providers!
  - Extending Activities with Books
    - Art Activities
    - Block Activities
    - Book Activities
    - Dramatic Play Activities
    - Using the Embrace Materials
  - Creating a Healthy Environment for Children: Treating Mold and Mildew
  - Available Resources
- Thomas Moore in Concert
- Helping Children Rebound
- Conscious Discipline
- Mississippi State University Extension Service Super Seminar for Caregivers
- Project Joy
  - Chronic Stress in Young Children
  - Recreational Therapy

# BETTER PLANNING FOR FUTURE DISASTERS

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ECI's National Center for Rural Early Childhood Learning Initiatives hosted a forum on hurricane recovery and emergency preparedness on Dec. 5, 2005, in Mobile, Ala., for governmental and non-governmental early childhood leaders in the Gulf Coast region. About 75 invited participants attended the forum, thanks in part to the federal Child Care Bureau, which sponsored the travel of teams of child care administrators from Georgia, Florida, Alabama, Mississippi, Louisiana, and Texas. Participants discussed many issues, returning frequently to key ideas about mental health care for young children and families, Head Start and subsidy child care for displaced children, financing for reconstruction, and emergency preparedness (National Center for Rural Early Childhood Learning Initiatives, 2006).

ECI subsequently launched the Early Childhood Emergency Preparedness Initiative with two goals:

- I. To develop the Model Early Childhood Emergency Preparedness Protocol
- II. To expand the Early Childhood Atlas as an interstate repository of key state and national datasets in support of emergency preparedness and response

NACCRRRA, the National Association of Child Care Resource and Referral Agencies, quickly joined the initiative as a lead partner. A future report from ECI will include key provisions of the model protocol and an update on recovery of Mississippi's early childhood infrastructure.

## REFERENCES

- Grace, C., Shores, E. F., Zaslow, M., Brown, B., Aufseeser, D., & Bell, L. (2006). *Rural disparities in baseline data of the Early Childhood Longitudinal Study: A chartbook*. (Rural Early Childhood Report No. 3). Mississippi State, MS: Mississippi State University Early Childhood Institute.
- National Center for Rural Early Childhood Learning Initiatives. (2006). *Proceedings of the Rural Early Childhood Forum on Hurricane Recovery and Emergency Preparedness, Dec. 3, 2005, Mobile, Alabama*. (Rural Early Childhood Report No. 4). Mississippi State, MS: Mississippi State University Early Childhood Institute.

# DONATED MATERIALS

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## GIFT BAGS FOR DISPLACED CHILDREN

### For Infants

Board book  
Soft toy  
Teether  
Ring/Rattler  
Hand sanitizer  
Little blocks  
“Tips for Reading to Young Children” bookmark  
“Shelter Activities with Babies” tip sheet

### For Toddlers and Preschoolers

Board book for toddlers or regular book for preschoolers

Soft toy  
Puzzle  
Writing/drawing pad  
Markers  
Play dough  
Bubbles  
Glue stick  
Scissors  
Big crayons  
Hand sanitizer  
“Tips for Reading to Young Children” bookmark  
“Shelter Activities with Preschoolers” tip sheet

### For School-Age Children

Chapter book  
Skinny crayons  
Puzzle  
Writing/drawing pad  
Markers  
Play dough  
Bubbles  
Glue stick  
Scissors  
Hand sanitizer  
“Tips for Reading to Young Children” bookmark  
“Shelter Activities with School-Age Children” sheet

## LIBRARY KITS FOR CLASSROOMS

*Goose on the Loose*  
*Ted's Shed*  
*Black on White*  
*Five Little Ducks*  
*Rescue Trucks*  
*The Foot Book*  
*Dr. Seuss's ABC*  
*There's a Wocket in My Pocket*  
*Are You My Mother?*  
*Mr. Brown Can Moo Can You?*  
*Hop on Pop*  
*Baby Dance*  
*Cars*  
*Five Little Monsters*  
*Blue Hat, Green Hat*

*Slide 'n' Seek Shapes*  
*A to Z*  
*Freight Train*  
*Miss Mary Mack*  
*I Know an Old Lady Who Swallowed a Fly*  
*The Eensy-Weensy Spider*  
*The Lady with the Alligator Purse*  
*Bunny on the Beach*  
*Do's and Don'ts*  
*Three Little Pigs*  
*Three Billy Goats Gruff*  
*Sam Sheep Can't Sleep*  
*This Is My Hair*  
*The Okay Book*  
*Harold and the Purple Crayon*

*(Animal Sounds)*  
*Harold and the Purple Crayon*  
*Harold and the Purple Crayon*  
*(The Five Senses)*  
*Harold and the Purple Crayon*  
*(Big, Bigger, Biggest)*  
*Harold and the Purple Crayon*  
*(Things that Go)*  
*Panda in the Park*  
*Frog on a Log*  
*Ted in a Red Bed*  
*Fat Cat on a Mat*  
*Toad Makes a Road*  
*Hen's Pens*

## TEACHING MATERIALS FOR CHILD CARE CENTERS

For Infant (0-12 Months) Classrooms  
6” soft washable baby dolls (various cultures)  
Sorting toy/activity  
\*Board books (from suggested list)  
Soft washable blocks  
Infant toys that make music or noise

Soft washable balls  
Touch and feel book  
For Toddler (1-2 Years) Classrooms  
Cardboard big blocks  
Durable plastic transportation toys, 6”-12”

Dolls – multicultural dolls that are soft and washable, 6”  
Large crayons (8 count box)  
8x11 white paper  
Large knob puzzles  
Plastic farm animals  
Plastic telephones  
Soft, washable balls

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Board books*	Animal puppets	Large floor puzzles
Battery powered CD player	8x11 white paper	Liquid tempera paint in primary colors
CDs by Raffi, Hap Palmer, or Greg and Steve	Crayons (24 count)	Paint brushes
	Fiskar scissors	Battery powered CD player
	Glue sticks	Assorted children's CDs
<u>For Preschool (3-4 Years) Classrooms</u>	Construction paper in assorted colors	Magnetic alphabet letters-upper and lower case
10"-12" plastic multicultural dolls	Washable magic markers (8 count basic colors)	Magnetic cookie sheet
Plastic pretend food	Assorted rubber balls	Small dry erase boards
Plastic kitchen utensils and dishes	Play dough	
Cardboard building blocks	Wooden puzzles with 4 – 11 pieces	
Plastic transportation vehicles		

## TEACHING MATERIALS FOR FAMILY CHILD CARE HOMES

<u>Materials for Infants</u>	Large crayons (8 count )	Crayons (24 count)
6" soft washable baby dolls (various cultures)	8x11 white paper	Fiskar scissors
Sorting toy/activity	Large knob puzzles	Glue sticks
*Board books (from suggested list)	Plastic farm animals	Construction paper in assorted colors
Soft washable blocks	Plastic telephones	Washable magic markers (8 count basic colors)
Infant toys that make music or noise	Soft, washable balls	Assorted rubber balls
Soft washable balls	<u>Materials for 3- and 4-Year-Olds</u>	Play dough
Touch and feel book	10"-12" plastic multicultural dolls	Wooden puzzles with 4 – 11 pieces
	Plastic pretend food	Large floor puzzles
<u>Materials for Toddlers</u>	Plastic kitchen utensils and dishes	Liquid tempera paint in primary colors
Cardboard big blocks	Cardboard building blocks	Paint brushes
Durable plastic transportation toys, 6"-12"	Plastic transportation vehicles	Battery powered CD player
Multicultural, washable dolls, 6"	Animal puppets	Assorted children's CDs
	8x11 white paper	

## DRAMATIC PLAY AND CLASSROOM FURNISHINGS

Starter block set 60-pc	12" Kaplan stackable chair	Thistle blocks
Career hats	14" Kaplan stackable chair	Maple doll cradle
Colorful kitchen update	Play table	Maple doll high chair
Firefighter	Pillow and quilt set	Career workers
Healthy food set	Storytime puppet set w/stand	Single wire puzzle rack
Doctor kit	Worldwide animals set	Interstar master set
Adventure book collection	Large calculator cash register	Dr. Seuss's ABC Game
Shelf storage Carolina	Deluxe kitchen set	Candy Land
Asian boy doll 13"	Hispanic boy doll 13"	Zoo & farm animals game
Native american girl 13"	Umbrella doll stroller	Alphabet lessons book set
Durable table and chair set	Shopping cart	Castle blocks
Kaplan My School puzzle set	Farm house	Alphabet bingo
Let's Go Shopping	Ringa-Majig 100 pcs	Book display
Construction worker outfit	Juggling scarves	Kaplan cozy loungers
18" Kaplan stackable chair	Cell phones set of 2	

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Anonymous	\$500,000
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Child Care Resource and Referral Tifton, GA	Lynnwood Elementary – Mrs. Perotta’s Class Schenectady, NY
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Coral Ridge Elementary School Fairdale, KY	Mrs. Johnson’s Class Sherburne, NY
Crossgates Methodist Children’s Center Brandon, MS	Margate Community Church Nursery School Margate, NJ
St. Paul’s Christian Day School Brenham, TX	Ms. Heubusch’s Class Arlington, VA
Discovery World Cincinnati, OH	Neffsville Christian Nursery School Lancaster, PA
Family and Consumer Sciences Burlington, NC	Paul A. Kennedy Child Care Center North Chicago, IL
First Church Early Learning Center Windsor, CT	Point Park University Children’s School Pittsburg, PA
First United Methodist Church Early Learning Center Amory, MS	Saint Paul’s Christian Day School Brenham, TX
First United Methodist Church Preschool Tupelo, MS	Saint Mary School Gilroy, CA
Franklin Children’s School Franklin, MA	Second Presbyterian Child Care- Pre-K Class Richmond, VA
Garrison Montessori School Manhattan Beach, CA	Sulphur Springs Community Child Care Jonesborough, TN
Georgetown Child Development Center Washington, D.C.	St. Mark Christian Day School Palm Coast, FL
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