

SF Emergency Child & Youth Care Program



A playbook for providing care for children with parents and caretakers on the frontlines of the COVID-19 outbreak



When COVID-19 hit, San Francisco acted swiftly,

implementing a stay at home order and closing schools and other facilities to stem the spread of the disease.

For the Recreation and Park Department, the Department of Children, Youth and their Families (DCYF), Office of Early Care and Education (OECE) and San Francisco Public Library, that meant providing free, flexible childcare so parents on the front lines of the health emergency could focus on saving lives, knowing their children were safe, healthy, and happy.

Rec and Park immediately converted 37 recreation centers to emergency child and youth care facilities for the children of health care professionals, disaster service workers, and other first responders.

Over 12 weeks, our staff of 150 recreation professionals provided 513 school-aged children with fun, socialization, learning, and safety. From facilitating online learning to designing games with social distancing in mind, to staying open to accommodate the 12-hour shifts of health care workers, we helped a community of children blossom and thrive amid a global crisis.

We couldn't have done it without our partners. DCYF coordinated registration, provided nutritious meals and snacks for children, and reached out to front line workers to ensure their children were accommodated. DCYF grantees provided additional emergency childcare for families of essential workers. OECE ensured preschoolers were cared for through their network of providers, and the Library offered supervised study space for middle schoolers.

Recreation and play is especially important for youth during times of crisis. In a world disrupted beyond recent memory, these children found consistency and care while exercising their bodies and imaginations.

Our quickly-assembled program blossomed into an extremely organized emergency response with highly trained staff. We are carrying that training into our summer camp program and beyond and are grateful for our chance to serve front line workers.



San Francisco
Department of Public Health



First 5
SAN FRANCISCO



tehi
Neighborhood Center

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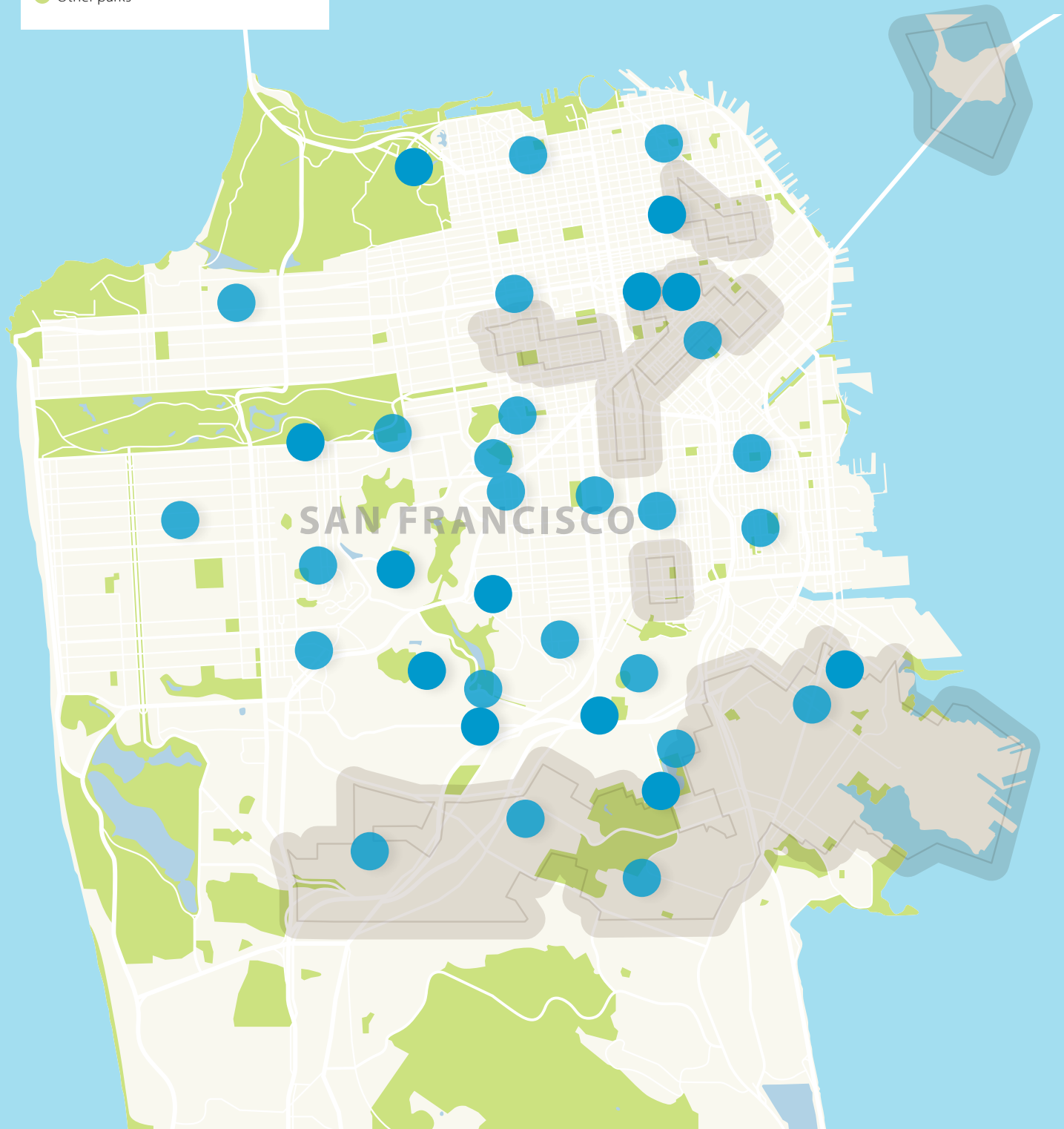
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Map of ECYC RPD sites

Map Key

- RPD ECYC Sites
- Equity zones
Top 20% most disadvantaged communities buffered by 5 minute walk radius
- RPD Parks within equity zones
- Other parks



Our impact by the numbers



37

RPD-operated ECYC sites offered to K-8 children and youth of essential workers



513

Children and youth enrolled in RPD ECYC programs

29,587

Free meals served to children and youth across all sites

35,496

Activity sessions led by RPD staff, including critical distance learning sessions filling the gap of school closures



70,943

Total Rec staff hours

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for a successful
ECYC model

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Principles of a successful ECYC model

When we dug into understanding what we believe made our program successful, we identified a core set of intangible principles, uncompromising and unique values that gave shape to the offering, the interactions, and overall decision-making across the lifecycle of the program.

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Collaborative

What makes this program even possible is the translation of culture and relationships into effective collaboration across partners and within teams.

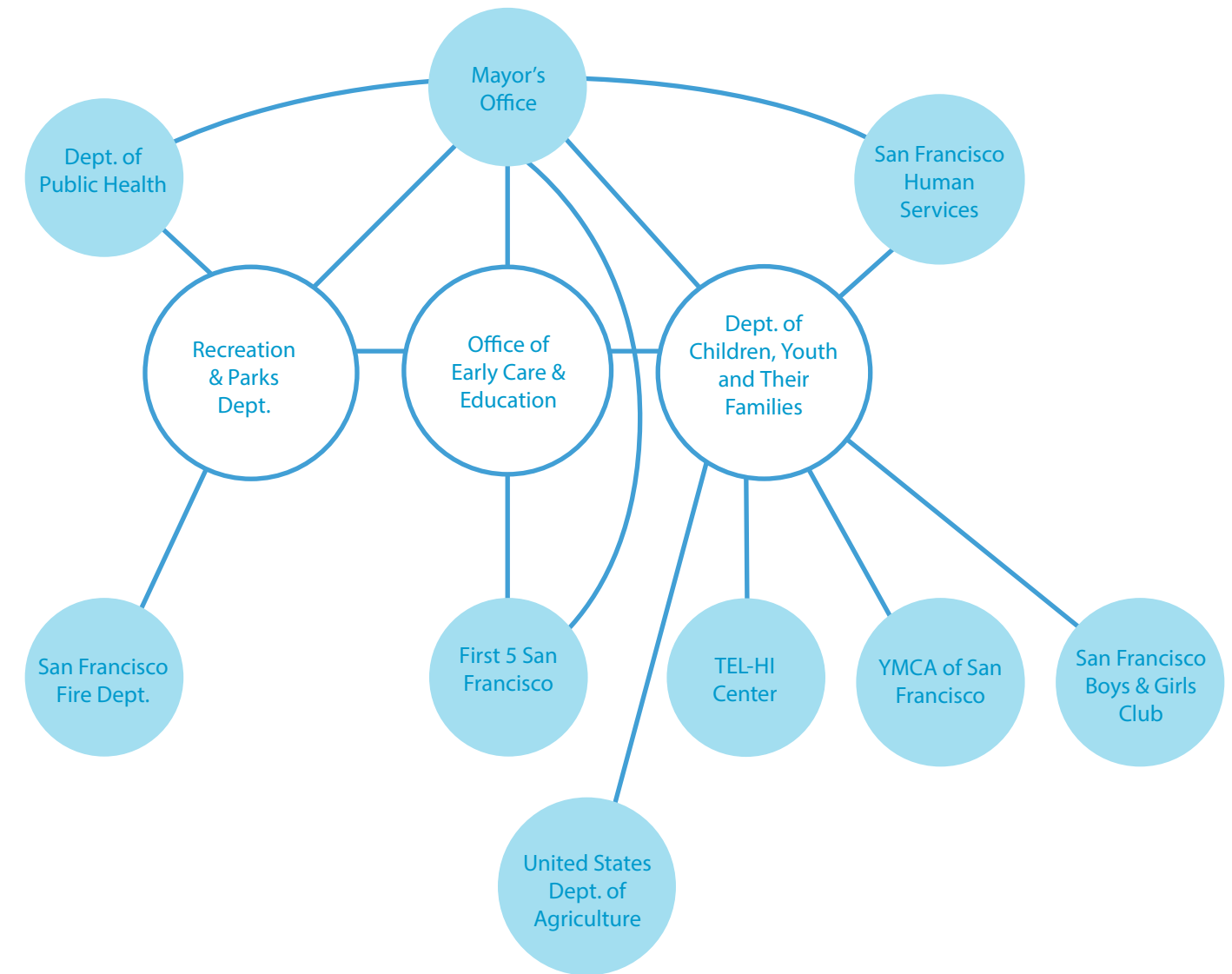
What it is

- A united front
- A culture of trust
- Delegating roles and responsibilities based on strength/capability
- A focus on collective mission vs. individual accomplishment

What it looks like

- A multi-agency effort coordinated under the framework of our City's Emergency Operation Center
- Out-of-home care, ages 0-18, offered through a considered effort between OECE (0-5), RPD (K-8) and Community-Based Organizations (0-17), with support from DCYF, DPH, First 5, DHR, SF Fire and the SF Public Library
- 10a daily sync with all 11 partners
- Utilizing established relationships with state players to get necessary waivers
- Community-Based Organizations joining City forces to provide services for families that don't qualify for the City's ECYC centers including Boys and Girls Club of San Francisco, Tel-HI Neighborhood Center and the YMCA of San Francisco

Partnership map



"We came together to start planning only 4 days before school districts shut down. To pivot that quickly you need to have good relationships already worked out before."

Maria Su, Executive Director, Department of Children, Youth and Their Families

"This has worked out because we have a high level of communication and trust with our partners. It makes it feel like we are a united front moving forward together with collective ownership."

Ingrid Mezquita, Executive Director, Office of Early Care and Education

"If we didn't have a shared mission-driven mindset and high degree of trust from our front line workers we would not have been able to pull this off."

Phil Ginsburg, General Manager at San Francisco Recreation and Parks

Nimble

In an emergency, everything changes frequently and quick responses are needed. Test, learn, refine. Then test, learn, and refine again – and keep going.

What it is

- Acting on your feet before an official plan is created
- Embracing the inevitability of mistakes
- Creating systems to get feedback and adapt

What it looks like

- Iterating flexibly with care hours to meet needs of hospital employees
- Supplying kids food from General Hospital on day 1 when other suppliers weren't ready yet
- Surveying parents throughout the process to get feedback

"This is a historical moment. As you're trying to creatively respond you're also making mistakes but you want to make them in ways that aren't punitive to others in the space. Try to be as gracious and patient as possible with everyone. Think out loud with your team."

Ingrid Mezquita, Executive Director, Office of Early Care and Education

"The logistics of procuring, sourcing, and distributing food is incredibly cumbersome. Not all the initial ECYC sites had refrigeration capacity, we needed to select food items which were pliable and shelf-stable. I got a crash course in all this and we are continuing to learn and refine as we expand our food distribution services throughout the city."

Maria Su, Executive Director, Department of Children, Youth and Their Families

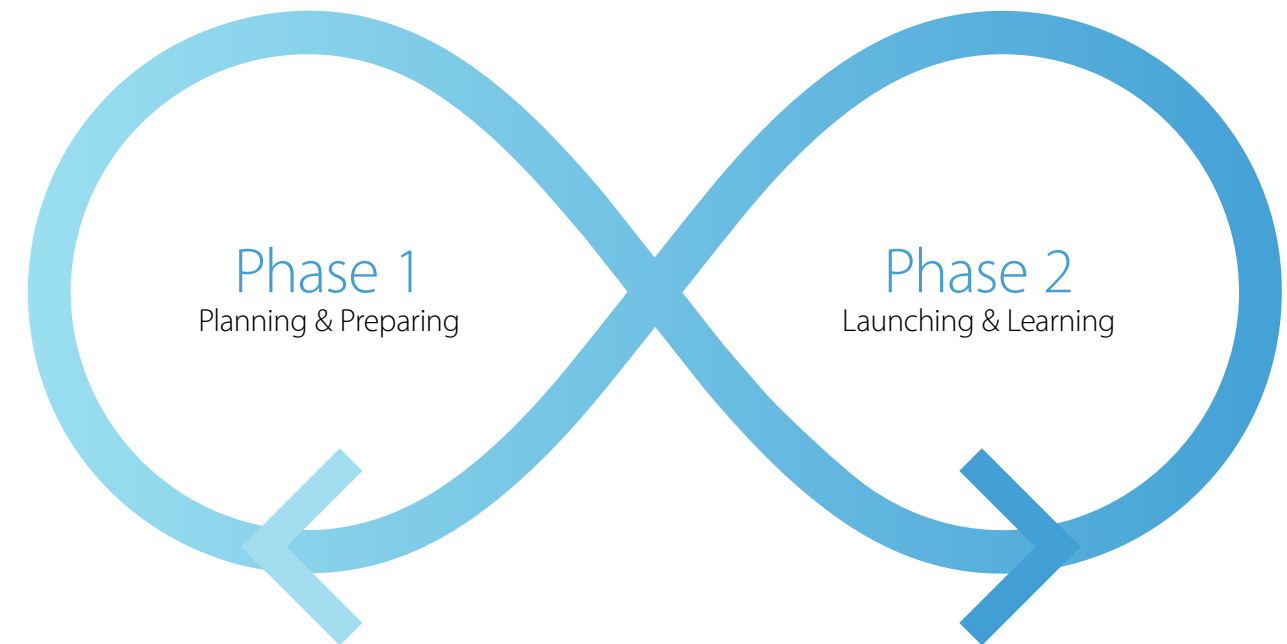
"It's important to survey users throughout the experience to ensure we are seeking feedback to improve our service. Being transparent about this process shares we are learning and we will adapt to the changing needs."

Dori Caminong, Community Engagement and Communications Manager, Department of Children, Youth and Their Families

"What's required of me in my role as superintendent is also what's required of me for the ECYCs. When you work in municipal recreation, every single skillset that you have ever had comes into play – everything from having been a teacher of first graders from writing humor for a morning radio station."

Lorraine Banford, Superintendent of Recreation and Community Services at City and County of San Francisco

Learning Loops



Equitable

Our definition of essential workers must embrace everyone required to show up to keep this system moving.

What it is

- Expansive definition of essential worker
- Adapting services to cater to needs of distinct communities
- Expanding services to new audiences as capabilities grow
- Acknowledge the incredible commitments made by the childcare workforce

What it looks like

- Completely free services
- ECYC locations in equity zones, in addition to near hospitals
- A broad definition of essential worker which includes not just medical professionals but also custodians and service workers at hospitals
- Partnering with private child and youth care services like the YMCA and Boys and Girls Club and organizations to find spaces for children who are low-income but not eligible for the ECYC program
- Eligibility for RPD families that currently qualify for RPD recreation scholarships
- "Hazard pay" or high rates for care workers acknowledging the burden and responsibility

"In the beginning our eligibility criteria was narrow because we wanted to make sure there was enough room for healthcare workers and disaster workers and we didn't have a sense of the total numbers. But we are gradually reducing the gate keeping on who is eligible. Next week we're opening to all essential public city workers."

Phil Ginsburg, General Manager at San Francisco Recreation and Parks

"As we responded to incoming program inquiries, we held families through the process. There were hundreds of inquiries. Our team responded to each person who did not fall into the eligibility criteria to keep them informed and connected to care opportunities as new agencies came on board."

Dori Caminong, Community Engagement and Communications Manager, Department of Children, Youth and Their Families

"It's time that we highlight the level of respect and dignity and commitment that teachers have for children. Their response to this call to action is in some part, yes, absolutely because of economics. But it's also because they are committed to the betterment of society through education. We must provide respect through a worthy wage and ensure teachers have the resources needed to be safe. We need to fund it in this way."

Ingrid Mezquita, Executive Director, Office of Early Care and Education



Pictures of safe play and learning from across our ECYC sites

Visible

Get the word out about what you are doing. Don't build it and assume they will come. Build it and make sure they know about it.

What it is

- Proactive outreach
- A diversity of ways to learn more and get in touch

What it looks like

- Starting with a human-centered approach, thinking and speaking of this program (though it's made up of many different sub-programs) wholly
- A really effortful marketing and communications strategy at launch
- A single ECYC home page for information, with forwarding efforts from the many partner sites



“We opened up ready to serve thousands of children and no one showed up... I remember the first day going to these sites and there were all these enthusiastic staff and no children. The word hadn't gotten out.”

Lorraine Banford, Superintendent of Recreation and Community Services at City and County of San Francisco

“Don't assume if you build it they will come. You still have to get the message out and really work it. We are starting to get to capacity but it's taken 6/7 weeks. We've had much more capacity than what's been utilized. We should have developed a stronger marketing and communications campaign upfront.”

Phil Ginsburg, General Manager at San Francisco Recreation and Parks

Whole-person healthy

Beyond physical health, the pandemic takes a mental health toll on our communities. We must design a healthy environment for both the body and the mind of our program participants and our staff.

What it is

- Acknowledging stress & trauma
- Prioritizing mental health alongside physical health

What it looks like

- Mental health consultation support
- Restorative language training
- A curriculum that teaches providers on how to talk about and help move through trauma
- Free mental health services for staff
- Providing protection equipment for workers on site to be safe
- Using grants to compensate teachers and workers for their expanded hours and tasks

“It’s really important to think about how to support our staff through this, very high pressure, sometimes scary time. I wish we had prioritized staff support from the get-go instead of waiting a few weeks into it when staff started asking for support. Someone said to me we’re not working from home, we’re working through a pandemic, and that’s completely different.”

Maria Su, Executive Director, Department of Children, Youth and Their Families

“It’s essential that we design this program with the respect due to the instructors and caregivers. As part of that respect, we’ve connected every classroom with an on-demand public health nurse and mental health services. And that’s the piece that shouldn’t just be part of the pandemic – that part of program design should be part of a better resourced system for children and teachers that are working in stressful environments.”

Ingrid Mezquita, Executive Director, Office of Early Care and Education



Elements of a Successful Program

Every emergency child care program will be different. The following is a guide to how we leveraged our partnerships into clear roles, tasks and tools across key elements.

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01 Facilities

Ensuring a safe, healthy environment for our staff and youth

Key Players

RPD leading, with oversight from DPH and SF Fire

Phase 1 Planning & Preparing Checklist

1. **Identify potential site locations:** As RPD's regular services were closed, all recreation facilities were available as potential ECYC sites.
2. **Assess each facility:** Potential sites were evaluated for ECYC needs. This included reviewing the number of rooms, identifying programmable spaces, and assessing available amenities (including kitchens, restrooms, outdoor play structures) as well as supplies such as art, games and equipment which would enhance the child care experience.
3. **Conduct building inspections:** Leveraging our collaboration with DPH and SF Fire, we conducted inspections to ensure all sites were fit for use. This included evaluating and upgrading for proper pest management as sites are used for housing and serving food.
4. **Determine capacity:** Combining Fire Marshall guidelines, our historic knowledge of current programming in the space, and the new 6 feet apart constraints of distance learning we set program capacities for each potential site.
5. **Map potential sites against equity zones:** After evaluating and receiving inspection approval, we mapped sites against RPD equity zones to identify our final list of locations.
6. **Prepare for distance learning:** Given the need for distance learning, all sites were audited for wifi capabilities and outfitted wifi is available in classrooms

Phase 2 Launching & Learning Checklist

1. **Staff an adequate custodial staff:** Facilities require a thorough disinfection at midpoints through the day as well as each night after use.
2. **Open and close each day with a sanitization procedure:** Post visible sanitization checklists for major high touch surfaces in each room for staff to use as a visual check during sanitization checks.
3. **Sanitize often:** Regularly sanitize high-touch surfaces like handles, light switches, and counters throughout the day. Sanitize shared supplies after each use.

Tools & Resources

- Site criteria/checklist
- Fire marshall capacity guidelines
- DPH building inspection protocol
- SF Fire building inspection protocol
- Model for establishing site numbers and locations
- Guidelines for testing and adjusting operational hours
- Custodian schedules and info
- Cleaning guidelines for lobbies, office areas, kitchens, restrooms, classrooms, activity rooms, gyms

02 Communications

A concerted, orchestrated effort to inform and support

Key Players

RPD and DCYF

Phase 1 Planning & Preparing Checklist

1. **Set up registration database and portal:** A registration database was created using our recreation management software, ActiveNet, capturing eligibility information, contact details, and child care needs.
2. **Launch a detailed program information landing page:** This is a multi-partner effort, yet providing information on multiple sites makes for comprehension-confusion. To ensure that there was a single frequently updated source of information, DCYF created a webpage for families to learn more about the program, including how to register and FAQs. The detailed program information page drives visitors to the registration portal.
3. **Place banners on partner homepages driving potential participants to program site:** While the bulk of information lives on the DCYF site, it's important that city partners promote and drive visitors to the site through site banners and blog posts.
4. **Set up a call center for program information and registration support:** Complementing web-based information, the RPD IT team set up a call center to serve both as a resource for answering questions as well as a way for families to register children over the phone.
5. **Set up call forwarding with 311:** In order to improve access to information, we collaborated with 311 to offer call forwarding to child care services.

Phase 2 Launching & Learning Checklist

1. **Follow-up with a personal touch:** DCYF and RPD staff followed up with every single applicant, either to complete their registration, or for those that weren't eligible for OECE or RPD sites, to identify care opportunities through partnering Community-Based Organizations (eg. the YMCA of San Francisco, Boys & Girls Club, and the Tel-Hi Neighborhood Center).
2. **Host recurring Zoom information sessions:** Despite the fact that the initial registration push is behind us, we continue to host weekly information sessions via Zoom, offering families the opportunity to have any questions answered in a community forum.
3. **Provide ongoing notification to community members:** We posted signage near facilities about the childcare program and continue to reach out to media to inform and update.

Tools & Resources

- Call center staffing requirements/plan
- Call center scripts
- 311 script
- Informational site
- Informational flyer
- Press release template
- Eligibility form
- Emergency and medical forms to fill out

03 Staff Management & Support

Recruiting, training and supporting an agile staff

Key Players

RPD and OECE, with guidance from DPH and training from DCYF

Phase 1 Planning & Preparing Checklist

- 1. Determine staff-to-child ratios:** Using DPH safety mandates, we determined a ratio of 1:10 to be the most appropriate staff-to-child ratio for ECYC sites.
- 2. Recruit and screen:** For 0-5, we used existing STEP substitute pool software and ECE workforce registry to target interested teachers who met licensing, First Aid, Trustline and educational requirements. RPD centers were staffed by RPD employees re-assigned as part of the city's emergency response efforts.
- 3. Train:** Partner with public health agency to develop staff health safety and distance learning protocol. First 5 Quality Connections QRIS coaches were deployed to support site set up, develop and deliver multi-lingual training on DPH/CDSS guidelines for social distancing and health/safety to educators.

Phase 2 Launching & Learning Checklist

- 1. Communicate clearly and simply:** During times of crisis, people may have limited mental bandwidth. All directions for staff should be formatted in a way that's super digestible and clear. Creating simple manuals and visible signage throughout the space that staff can go back and look at is very helpful.
- 2. Offer on-site mental health counseling:** DPH provided mental health consultants at emergency child care sites to support youth as well as staff in navigating pandemic-related stress and trauma.
- 3. Enhance soft skills:** DCYF supported RPD and OECE site ECYC staff with training in restorative language and trauma-informed practices to address youth anxiety and stress as well as support community conversations about the COVID-19 outbreak.
- 4. Be intentional about providing a very visible supervisory/management presence:** Front-line staff benefit greatly from opportunities to receive and provide feedback from administration. Virtual meetings count, too.

Tools & Resources

- Screeners/forms for staff
- Guidelines for establishing staff-to-child ratios
- Staff guide
- Guidelines for right-sizing staffing

"One of the challenges is simply helping staff manage their emotions. That's a really big challenge, but that's a challenge that needs to be addressed even pre-pandemic. That's part of being a supervisor or manager – we have to help people manage."

Lorraine Banford, Superintendent of Recreation and Community Services at City and County of San Francisco

"It's really important to think about how to support our staff through this, very high pressure, sometimes scary time. I wish we had prioritized staff support from the get-go instead of waiting a few weeks into it when staff started asking for support. Someone said to me we're not working from home, we're working through a pandemic, and that's completely different."

Maria Su, Executive Director, Department of Children, Youth and Their Families

"During times of crisis people's listening and comprehension skills can be diminished due to mental bandwidth overload – providing resources that staff can go back and review is very helpful. Checklists have also been effective to keep staff focused on priorities. Make information super digestible and easy"

Lorraine Banford, Superintendent of Recreation and Community Services at City and County of San Francisco

04 Food

Healthy meals, three times a day for staff and participants

Key Players

DCYF with on-site support from RPD staff

Phase 1 Planning & Preparing Checklist

- 1. Assess food preparation capabilities of sites:** Identify ECYC site amenities to understand food requirements, e.g. for sites without refrigeration, where shelf-stable meals are required.
- 2. Activate relationship with USDA:** A strong existing partnership with the state's USDA agency enabled us to quickly secure the waivers required to serve meals at ECYC sites.
- 3. Leverage partner to fill urgent gap:** Given the short turnaround, existing vendors weren't able to line up meals in time for the program launch. We needed to move fairly quickly and were able to leverage a relationship through a former employee of the Department of Public Health and current employee of DCYF to have access to existing resources. Partnering with SF General Hospital, we secured meals through their vendor to distribute to ECYCs for the first week. Through waivers that were granted by the State, DCYF was then able to leverage their partnership with Revolution Foods to secure long term support.
- 4. Identify a private vendor to fill gaps:** Meal requirements for 0-5 children, who could not use the existing food distribution meals, were addressed by leveraging the DCYF contract with Chefables who delivered to all center sites.

Phase 2 Launching & Learning Checklist

- 1. Continuously track:** Meal deliveries and consumption are monitored by using a tally sheet to confirm the number of meals delivered and to check off the number of meals consumed. Daily tallies are sent to a centralized email managed by DCYF for overall program tracking.
- 2. Right-size meal ordering:** Getting the right quantity of meals is important. Initially, there was an excess of meals for the ECYC program. We were able to redistribute the meals to families at public housing and shelter sites via the City's Food Task Force, HOPE SF and the Homeless Outreach Team. Using meal tracking data, we continually adjust quantities and locations to ensure food and financial waste is minimal.
- 3. Consider providing meals to staff:** it's a way to demonstrate support in a practical way.
- 4. Design for distance eating:** Make sure kids and staff can eat meals while 6 feet apart through phasing meal times, long meal tables etc.

Tools & Resources

- Meal service tally sheet

"The logistics of procuring, sourcing, and distributing food was incredibly cumbersome. We were able to fill our initial food gaps by leveraging an existing partnership with SF General Hospital. I am very grateful that we have a staff that was willing to jump in and do whatever it takes. One of our staff drove a box truck from SF General hospital to DCYF so she could bring food to the centers."

Maria Su, Executive Director, Department of Children, Youth and Their Families

05 Safe Learning & Play

Design and refine programs that encourage play and support formal learning

Key Players

RPD and OECE with guidelines from DPH

Phase 1 Planning & Preparing Checklist

1. **Partner with public health agency to develop staff health safety protocol.**
2. **Audit current programming and materials on-site:** Identify what play and learning programs the site can safely support given on-site amenities and resources.
3. **Center play around materials and equipment with easy-to-clean surfaces:** To the extent possible, use only toys and teaching materials with hard, easy to clean surfaces to enable successful sanitization.
4. **Have a thorough, and well-reported illness procedure in place:** Immediately safely isolate the sick individual. Put in place early closure procedures, coordinating with parents or caregivers to pick up program participants. Site will remain closed for an additional day for a deep cleaning and sanitization.
5. **Develop clear guidelines for staff exposure:** Staff that test positive of Covid-19 must stay home. Those who have had contact with someone who has tested positive for the virus are also required to self-quarantine.
6. **Establish and improve WiFi on-site:** Partner with tech partners in the city to rapidly deploy stable WiFi to sites, essential for distance learning (as well as program administration).

Phase 2 Launching & Learning Checklist

1. **Limit sharing:** Whenever possible, children and staff should not share supplies or equipment. Label individual supply packs with children's names.
2. **Protect learning:** With students coming from different schools and grades, each has different learning requirement. Systematically capture and track each unique curriculum for the week.
3. **Stagger activity times:** Rotations are helpful to ensure social distancing within the facilities. Consider creating 3-4 cohorts within the program to rotate through the day's program.
4. **Monitor for staff and child health:** Constant evaluate both staff and program participants who appear sick, report feeling sick, or exhibit COVID-19 symptoms.
5. **Stuffies stay home:** Prohibit children from bringing in toys from home.
6. **Make social distancing visible for kids:** We've used standard 6-ft tables.
7. **Promote internal sharing:** Create tools for aggregating great activities for social distancing for sharing across the care network.

Tools & Resources

- Audit form for auditing existing site programming and materials
- Check-in form
- Sample schedule for RPD ECYC site
- Best practices: STEM Activities
- Best Practices: Arts & Crafts
- DHR & DPH guidance on face coverings for adult and children
- OECE/First 5 Guidelines for Operating Emergency Child Care (Center-Based Programs)
- OECE/First 5 Guidelines for Operating Emergency Child Care (Family Child Care)

"The staff at our child care site are warm and caring. They do creative, stimulating projects with my children. My children love going to childcare, and I trust they are in excellent care."

Parent, response to survey

"My kid LOVES going everyday. It has been such a relief and made this time so much more manageable than it would have been otherwise!"

Parent, response to survey

Lessons Learned

3

In lieu of a one-on-one chat, we want to share some words of advice, from our team to yours.

Get the word out early

“As we prepared to launch, we knew 56,000 SF children were impacted by school closures. We were concerned that the need for child and youth care was great, so we attempted to launch with the maximum slots available. We were ready for 2,500 kids but on Day 1 less than 100 attended.”

Maria Su, Executive Director, Department of Children, Youth and Their Families

Survey your community to understand their actual needs

“If I could go back I would survey the hospital and activated disaster service workers to understand their specific needs – what hours they work, what locations they work, how likely they would be to send their child to one of our facilities for care. We were very intentional about having facilities available in our under-served neighborhoods (we refer to them as our Equity Zones) but most hospitals aren’t located in equity zones so healthcare workers weren’t bringing their kids. We had to close the Tenderloin location because there was such low interest.”

Lorraine Banford, Superintendent of Recreation and Community Services at City and County of San Francisco

“You have to make sure you’re actually providing a service that makes your audiences lives easier...we’ve had to make adjustments to our centers to make locations near hospitals so they are more convenient for medical workers and things like that.”

Phil Ginsburg, General Manager at San Francisco Recreation and Parks

Craft balanced teams

“If we had more time we’d think more about staff placement and assignments. We would also consider staff skill sets and work to create balanced teams. Some sites had staff who were all male at the beginning”

Lorraine Banford, Superintendent of Recreation and Community Services at City and County of San Francisco

FAQs

Our program's most frequently asked questions, from parents, administrators and other cities looking to implement similar programs.

1. Who is eligible for the emergency child care program?

- City and County of San Francisco essential employees
- Healthcare workers at San Francisco-based hospitals and medical centers,
- Essential workers
- Families with questions about eligibility can fill out this form and will be contacted within 24 hours.

2. How did the program identify eligible populations and invite them to participate in the program?

- San Francisco Rec & Park worked with the San Francisco Department of Human Resources to identify City & County essential employees. SF Rec & Park worked with the San Francisco Department of Public Health for assistance in connecting with human resources departments at hospitals to notify healthcare workers and was able to connect directly thereafter.

3. How do families access services?

- Eligible persons can fill out an online form in order to receive more information about services offered by Rec & Park. All essential workers are eligible for emergency child and youth care offered by Community-Based Organizations.

4. How did you reopen recreation centers and provide programming safely? What approvals did you need, if any?

- RPD assessed each of their facilities to determine feasibility, reviewed number of rooms, programmable spaces, and number of amenities (including kitchens, restrooms, drinking fountains, outdoor play structures).
- Determined capacity using existing Fire Marshall guidelines and knowledge of current program offerings at each site.
- Scheduled SF Department of Public Health and SF Fire to conduct building inspections.
- Reviewed current staffing to determine those most qualified to provide programming for K-8 cohort (e.g. LiveScan, fingerprinting).
- Using social distancing metrics recommended by the SF Department of Public Health, established specific capacities for each of our recreation facility sites.

5. Do you charge fees?

- Emergency child care is free for all participants, regardless of income.

6. What are the hours of operation?

- The emergency child and youth care program at recreation centers operates M – F, from 6:30 AM to 7:30 PM, allowing 30-minute windows for early drop-off and late pick-up.
- Hours vary at community-based organization/nonprofits serving ages 0-17 and at early care and education sites serving ages 0-5.

7. How many total slots are available and what percent are filled?

- The San Francisco Recreation and Park Department can host 375 children in grades K-8 at 25 recreation centers and clubhouses. Community-Based Organizations can host 286 children ages 0-17 at sites throughout the City. The San Francisco Office of Early Care and Education and First 5 can host 125 children ages 0-5 at child care centers and family child care homes. 71% of slots were filled as of 4/29/20.

8. Are meals provided? If so, what kind of food is served?

- DCYF has organized free meals for all children at emergency care facilities. These “grab & go” meals meet all health and safety standards. Parents may also pack a lunch for their children.

9. Who is caring for the children?

- All emergency child and youth care staff are either City employees or staff of Community-Based Organizations, all of whom have been fingerprinted and background checked.

10. What is the staffing ratio and does it vary by age?

- The staffing ratio at Rec & Park K-8 sites are 1:10. Staffing ratios can differ at early care and education sites and those provided by community-based organizations.

11. What activities are provided on-site?

- With the current school year affected by the City's Shelter in Place order, emergency child and youth care staff will support school-assigned learning initiatives by providing workspace, study time, and Wi-Fi connectivity. Teachers and school officials can communicate with childcare staffers about student's learning goals. Children and youth will also engage in recreation activities, much like a summer camp.

12. Do the ECYCs support distance learning?

- Many sites support school-mandated distance learning initiatives, offering appropriate work spaces and study time. Every Rec & Park site offers free wi-fi.

13. How do you ensure safety at sites?

- Each Rec & Park site follows all Department of Health recommendations regarding cleaning, disinfecting, handwashing, facial coverings, and spacing. Participants are assessed by staff at the beginning of each day. The program also has specific guidelines for what to do if staff or participants become sick.

14. How is the program funded?

- The program is funded by general fund dollars with the goal of leveraging state or federal funding for partial reimbursement in the future.

Words of Advice

Recommendations from one civil servant to another

Lose the ego

“You have to be first and foremost responsive to the situation, putting aside politics, personal preferences and petty nonsense in order to respond to the needs of the people – including staff in a timely manner.”
- Lorraine Banford, Superintendent of Recreation and Community Services at City and County of San Francisco

“With this collaboration, it never felt like there was an attitude of ‘this is my project.’ There was no ownership in terms of ego, but rather a collective ownership that not only is this social good but this is good public policy. The only reason this worked out well is that level of trust was there.” - Ingrid Mezquita, Executive Director, Office of Early Care and Education

Stop the smart talk

“Sometimes in meetings people will engage in what I call ‘smart talk’ – which is what occurs when a lot of people are sharing their opinions and complaints without discussing solutions in a productive way. It’s important to call this out when it starts happening and require people to discuss outcomes and implementation. How can we pause on talking and figure out concrete actions to take?” - Lorraine Banford, Superintendent of Recreation and Community Services at City and County of San Francisco

Show up on the ground

“When supervisors, managers and other organizational leaders like the General Manager do site visits it’s very grounding to staff, and makes them realize that they’re not in this by themselves. It’s motivating.”
- Lorraine Banford, Superintendent of Recreation and Community Services at City and County of San Francisco

Focus on the mission

“Parks departments are full of incredibly talented mission-aligned people who have a role to play in an emergency like this and a desire to get this done. So just do it.”- Phil Ginsburg, General Manager at San Francisco Recreation and Parks

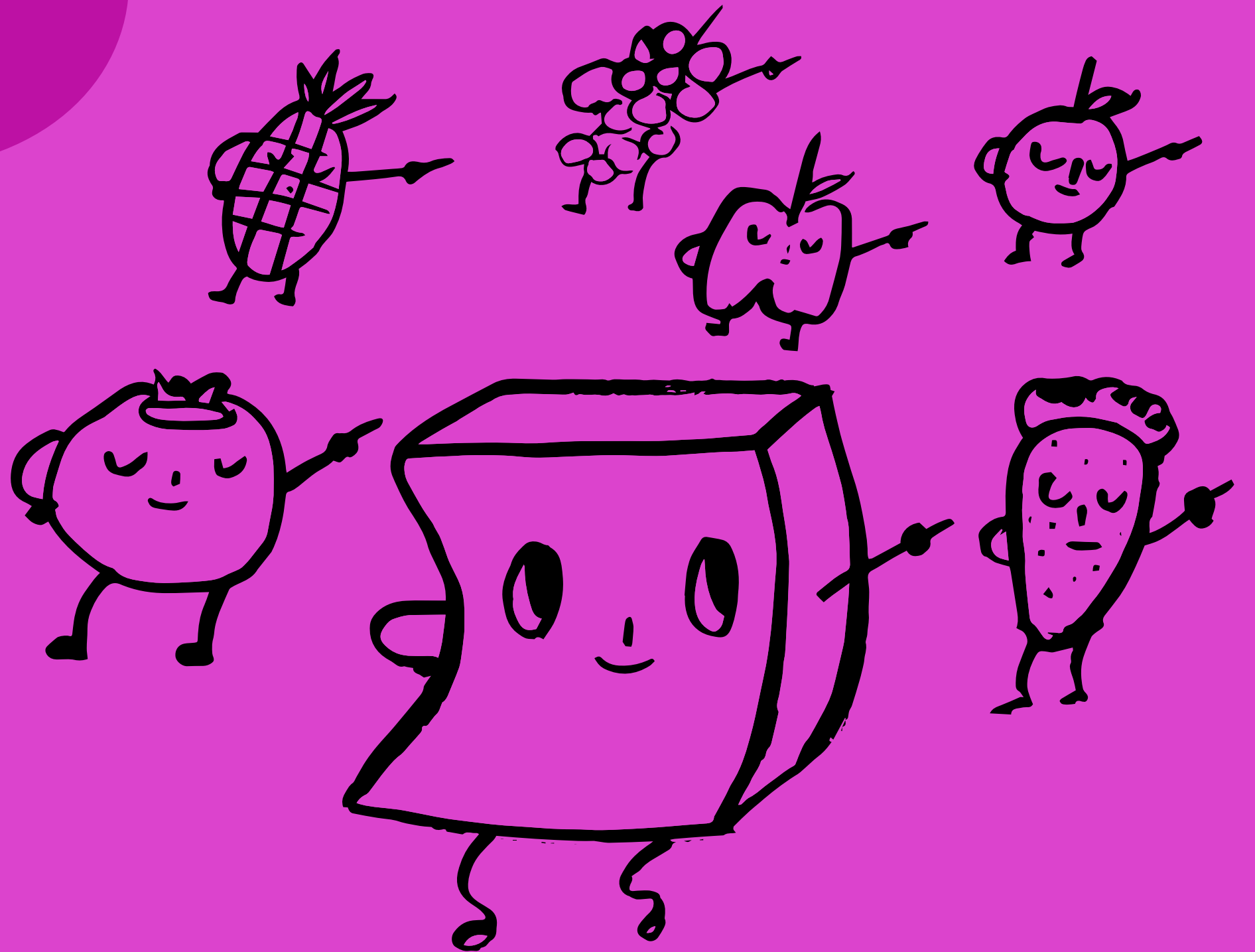
“You need a team that’s mission-driven, ready to go, and willing to jump in and do whatever it takes.” - Maria Su

Use the crisis to grow

“In times of crisis our strengths and weaknesses get amplified. All the good habits of the organization will surface and so will the weaknesses. It’s a great time to see things clearly and course-correct. If used properly it will be a good growth opportunity.” - Lorraine Banford, Superintendent of Recreation and Community Services at City and County of San Francisco

Quarantivities

5



Safe play for ECYCs and beyond!

Paint a Window

Painting in a novel and visible space

How to:

1. Prepare the workspace by giving the window a good wipe-down.
2. Mix a bit of paint with glue until desired color is achieved. Repeat with as many colors.
3. Paint window.
4. Clean by peeling or with sponge and soap water. You can scrape if you have appropriate tools.

Supplies

Paint, glue (clear for transparent, white for opaque), brushes



Adaptations, alterations, trips & tricks:

- You can use food coloring instead of paint.
- Find out where you want less light to go through. Paint in that area of the window.

What are you getting out of it:

- A creative outlet.
- Fine motor skills.
- Fun activity.

Take it a step further:

- Write positive messages or draw a shape on your window for people to see during these unprecedented times. Quotes. Silly things. Ex: "hello neighbor", "smile"
- Theme the windows. Ex: shark week = sharks or ocean theme.
- Do a photoshoot.
- Make it a video backdrop.
- Time lapse record from start to finish.

Spice (& herb) Painting

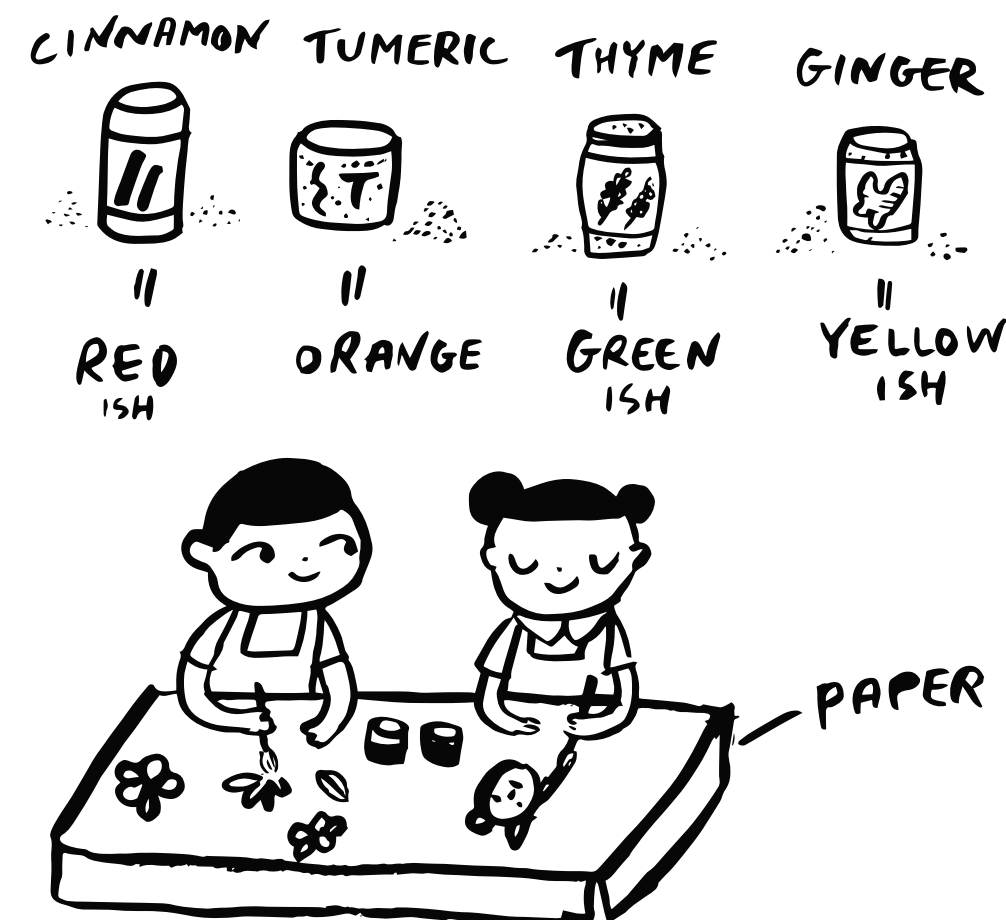
Getting creative in the kitchen with spice paints!

How to:

1. Choose different spices/herbs. Put it in a cup (1 cup per spice or herb).
2. Add a little water and mix. Add more water if needed to reach desired consistency. Repeat step 1 to reach desired color.
3. Paint.

Supplies

Brush(es), cups, ground spices/herbs, water



Adaptations, alterations, trips & tricks:

- This is sensory art. Focus on the smells and paint texture.
- Do a "blind smell test."

What are you getting out of it:

- Fine motor skills (ex: holding brush, opening spice container).
- Using some if not all senses, sensory art.

Take it a step further:

- Learn how each herb smells and how they can be useful.
- What do spices and herbs look like before they get in the jar? What is the process (fresh to jar)? What color are they?

Fruit Juice Gummies

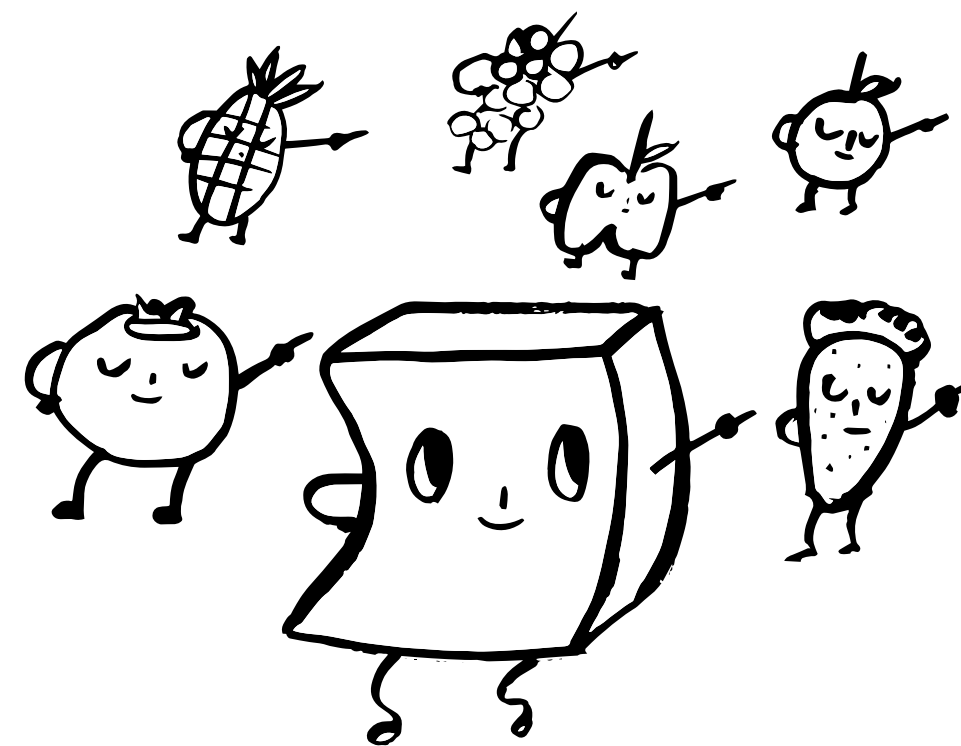
A tasty sweet snack that's a treat to make!

How to:

1. Pour 1 1/2 cups of juice in the pan, bring up heat to medium for a gentle boil.
2. While juice is heating, pour remaining juice into a bowl. Add gelatin & let bloom for 5 minutes.
3. Add gelatin to heated juice and stir until dissolved.
4. Taste test, make sure it's sweet enough. If not, add a little honey and stir.
5. Pour mixture into baking pan.
6. Chill until solid, 1-2 hours. Cut and store in the fridge for 3-4 days.

Supplies

2 cups fruit juice, 4 packets Knox gelatin (or other brands,



FRUIT GUMMY TIME

Adaptations, alterations, trips & tricks:

- Mix juice flavors.
- Use silicone molds (shapes without pointed ends come out easiest).

What are you getting out of it:

- A homemade treat.
- Reading & following a recipe.
- Measurements (math, fractions).
- Patience.

Take it a step further:

- Help from start to finish; this includes gathering supplies and cleaning up.
- Use it as a reward system (ex: potty training, each successful use=gummy).
- Edible blocks. Cut them into larger block size shapes & build with it. Be sure hands & surfaces are clean!
- Use to help counting & teach math.

Imaginary Adventure

Creating a fun wacky world with no limits.

How to:

1. Get together on an imaginary adventure. Make up some outlandish story to go along with the game. Stay in one place and begin storytelling. Do movements in place to match story.
2. Ex: We're running (in place) through a rainforest. Jump (in place) over that mud pit! Watch out for those branches, duck or crawl. RUN (in place), a jaguar's coming.

Supplies

No supplies necessary



Adaptations, alterations, trips & tricks:

- Collaborate on a story.
- Make it virtual. Friends/family can collaborate or trade turns.
- Plan the story before playing.
- Get silly, the more outlandish the story, the more giggles to have.

Take it a step further:

- Do each movement for 10-20 seconds before changing.
- Learn what makes a good story.
- Work on being even better storytellers.
- Use specific movements to target specific muscle groups or parts of the body.

What are you getting out of it:

- Movement & exercise.
- Gross motor skills.
- Imagination, creative outlet.
- Listening.

Kindness Calendar

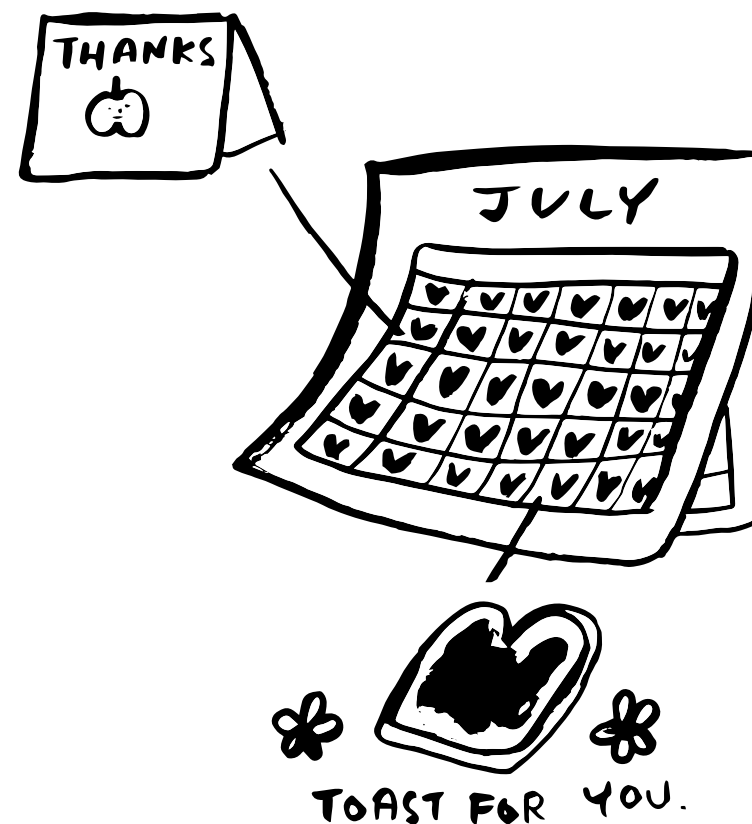
A dose of cheer for every day of quarantine.

How to:

1. Make a calendar of the month or print template online.
2. For each day of the month, write in a "kindness task" to complete each day (ex: tell someone to have a nice day).
3. Mark each day you successfully complete the task.

Supplies

Calendar for the month, pencil



Adaptations, alterations, trips & tricks:

- Chore calendar.
- Goal calendar.
- Activity calendar.
- Instead of marking complete: color it, stamp, or sticker.
- Motivation & self-esteem boosting calendar: write a quote, uplifting statement or compliment to yourself/others for each day to see.

Take it a step further:

- Find accountability buddy, do it together and remind each other.
- Make or get a reusable calendar template; eco-friendly.
- Make it a challenge; whoever completes the most days wins.

What are you getting out of it:

- Visual way to hold yourself accountable.
- Increased acts of kindness for others/yourself.
- Organization.
- Calendar with purpose.

