



## **Early Childhood Policy Council Parent and Workforce Advisory Committees**

### **Agenda and Transcript Virtual Meeting**

Wednesday, March 26, 2025  
10:00 a.m. – 12:00 p.m.

### **Physical Meeting**

1000 G Street, Sacramento, CA 95814  
WestEd, 5th floor, Capitol Room

## Agenda

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### **1. Introduction**

- Welcome
- Review of agenda
- Conduct check-in with Committee members

### **2. Listening session: What is on your minds as parents of young children and as early childhood education providers? What solutions could help?**

- Presentation
- Committee discussion

### **3. General Public Comment**

### **4. Adjourn**

## Attendance:

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### **Parent Advisory Committee Members:**

Cherie Schroeder, Deborah Corley-Marzett, Lissete Frausto, Mary Ignatius, Patrick MacFarlane, Patricia Lozano, Yenni Rivera.

### **Workforce Advisory Committee:**

Amelia Soto, AnnLouise Bonnitto, Latonda Williams, Miren Algorri, Patricia Alexander, Tonia McMillian, Virginia Eigen, Zoila Toma.

### **Guest:**

Liza Davis (The Children's Partnership)

**ECPC Council Members:**

Lupe Jaime-Mileham, Mary Ann Hansen, Socorro Martin.

**Hosts:**

Diana Yactayo, Jateri Willis, Karin Bloomer, Ramee Serwanga, Véronique Baumbach. Gume Garza (SP), Lisa Orozco (SP), Sarah Sun (CN), Ya-Nan Chou (CN).

## **Meeting Transcript:**

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### **1. Introduction**

**Karin Bloomer:**

This is the meeting of the Early Childhood Policy Council Advisory Committees. Welcome. Before we begin, I'd like to review a few Zoom features with you. We'll enable these features after providing instruction.

In a few moments, we'll be offering the closed captioning feature in Zoom. To access this feature, you'll need to locate the live transcript button at the bottom of your Zoom screen and then click "show subtitle." This will allow you to view closed captioning in English throughout the meeting. In a moment, we'll also offer language interpretation services. I'll now turn things over to our interpreters to describe how you can listen to this meeting in English, Spanish, and Mandarin.

**Spanish Interpreter:**

To set up language translation, click the interpretation symbol in the meeting control, and then click the language that you would like to hear. We have both Spanish and Mandarin interpretation available for this meeting. You can also mute original audio to only hear the interpreted language.

[The interpreter provides instructions in Spanish]. Thank you, Karin.

**Mandarin Interpreter:**

[The interpreter provides instructions in Mandarin]. Thank you, Karin.

**Karin Bloomer:**

Thank you. We'll now activate the interpretation feature, so please select your preferred language channel at this time. And two more items of note. The slides we'll be sharing today during the meeting will be posted on the ECPC webpage within the next week. And committee members, just a reminder that in order to observe the Bagley-Keene Open Meeting laws, you'll need to keep your cameras on during the duration of the meeting. If you're having technical difficulties, just let us know. And with that, I'll turn over to the chair of the ECPC Workforce Advisory Committee, Tonia McMillian.

- Welcome

**Tonia McMillian:**

Thank you, Karin. And Karin, may I wish you a very speedy recovery. Glad you still joined us today. Hello, welcome. I am Tonia McMillian, chair of the Early Childhood Policy Council Workforce Advisory Committee. That is a mouthful. I am joined by my colleague, Mary Ignatius, chair of the Early Childhood Policy Council's Parent Advisory Committee. I want to thank the members of both advisory committees for being here today. I also want to acknowledge members of the council who are attending, and for the many members of the public who are here, we thank you.

We'll be keeping the chat feature open for the duration of the meeting so that members of the public can comment as we go. At the end of the meeting, we will devote time to verbal public comment. Let's see, we're going to review our agenda. Oh, I'm turning it over to you, Mary,

**Mary Ignatius:**

Are we reviewing the agenda first, Karin? Sorry.

**Karin Bloomer:**

That's okay. Yeah, just exactly what sort of the two main topics for today.

- Review Agenda and Check-in with Committee members

**Mary Ignatius:**

Okay. So the start of 2025 has been a very unsettling time for many Californians to say the least. We started January with the devastating wildfires in Southern California that have affected thousands of families and child care providers. And then on top of that, we have been facing a new federal administration and the policies that have been put forth, which have also been very devastating and are affecting many communities. In today's meeting, we want to do two things.

First, we want to devote some time to checking in with members of the committees and the public to see how you're doing in the midst of all this. And then in the second part, in light of the federal immigration policies, we have invited a guest to speak to us about creating safe spaces in child care settings for children of immigrant families.

We're going to start with just the check-in with committee members. We want to devote the next 30 minutes for this check-in, and we want to open it up and create a space for committee members to share how you're feeling and what you've experienced in this start to 2025. We welcome members of the public to share in the chat. As Karin mentioned, the chat will be open the duration of the meeting.

Committee members, we just want you to take a couple of minutes to share so we have enough time to hear from everybody. There's no right or wrong way to do this. We just really want to open it up. Once one person starts, I think it will start it for everybody else. And I'm thankful AnnLouise Bonnitto is going to be our first one to start us off. Go ahead.

**AnnLouise Bonnitto:**

Thank you. Thank you everyone for being here. I think a lot of the programs, not including my own program, were facing a lot of challenges from the different orders that are coming out from just the wording alone, having to wordsmith everything differently to even how we do drawdowns. At the beginning of the executive orders, we were impacted, and I'm sure some of you were as well unable to access the drawdowns as well.

So that, again, it's scary to a lot of people. I have a lot of staff members that every week I have to send emails reassuring them that we're continuing to work until we don't. I mean, that's really the message I can give them. I keep reminding them, let's turn our attention back to the kids because that's really who needs us for our Head Start and for our child care development program. We need providers to make sure that they know that they're going to get paid. So we have switched around how we do business to get our payments out faster to the providers, but again, very uncertain times. We are trying to work within whatever's being thrown at us.

So that's where we're at and I just hope whatever ideas anyone has where they're being successful, please share it with the rest of us because we all need sometimes that other idea. Like how do we reword something that has been ingrained in who we are and what we do. I wish everyone luck and I hope we weather the storm together.

**Mary Ignatius:**

Thank you, AnnLouise. And I think an important message is staying focused on the children and being the stable force for them while everything else seems to be very uncertain. Thank you. Next, we'll go to Yenni and then after Zoila will be next.

**Yenni Rivera:**

Thank you for opening the space. I appreciate that, Mary. It's been very burdensome. We had to deal with the fires right here in South LA, so we had to pause our homeless count, which again is connected to our funding. So in LA County, it's been, as you all can imagine, and you all have gone through your own traumas over the past years too. Right now, we're trying to catch up. Our main concern has been with, we were already falling short in the county before the fires even started and before the new policy started coming into place. Now, knowing that originally we had about 55,000 homeless children that were identified in the education system just for LA County, that was just for LA County before this administration and before of course the fires. So knowing that the fires then occurred and more people have been displaced, more families are now falling into poverty.

It's not just the homeowners, but a lot of employment has been affected. So I do want to bring that to attention that a lot of parents who were relying to go to work to put the children in early Head Start and Head Start, but now have no employment. So there's been a lot of where cooks, waiters, waitresses, busboys, housekeepers, landscaping, a lot of employment. So we're going to have more children coming into our system. Give it about a year, but the number's going to rise. More children, they're going to need support.

And like my previous person, colleague mentioned, the definition trying to navigate. That's been another challenge, trying to navigate how to keep DV services, how to keep DI services in order to still be able to serve our community, who's always being redlined into certain zip codes in order to be able to have subsidies. So we have been trying, and if anybody knows how to cleverly do that, how to change wording so that it doesn't fall into what's not allowed in order to be able to still serve as those in our community. That would be great if you can share. But yeah, bring that to attention that if it was 55,000 before, the numbers will definitely increase of those in poverty, who need assistance, who need subsidies.

**Mary Ignatius:**

Thank you, Yenni. Yeah, when things are already really hard and then you add an environmental disaster, it only exacerbates. And we'll try and get some resources for families who were impacted by the fires around child care. I'm going to try and put that in chat at some point but thank you for lifting that up. Zoila, you're next.

**Zoila Toma:**

Good morning everyone, pleasure to be here again like always. Thank you for bringing up this sensitive topic and very crucial topic that we have to address. I think all I want to say is for all of us that are here to remember, we are the greatest state that reaches a state of the country and the fifth-largest economy in the world. And we are who we are for the simple reason that we are made of immigrants, that immigrants are innovators, that they work in Silicon Valley, their labor and culture, the construction workers, caregiver, educators. We are small owners. We are everything in our state. And because of that reason, there's no other state in the country that has been able to do what we do.

We need to educate ourselves, and I'm going to speak in first person because we need to educate and understand our culture and why we are who we are. Because this is so devastating what is happening. In this time and age, we shouldn't be discussing this kind of situation. We shouldn't be worried about how we're making our children be worried about coming to learn because the uncertainty, if they come home and they don't find their parents or worry about that immigration is going to enter their schools.

As an immigrant myself, it's so devastating. I live these emotions and now it's like I can only imagine what the families that are facing this uncertainty and going through. It's just overwhelming and it's devastating. I don't understand why as human; we always have to put ourselves so vulnerable. We have to show and pour our heart out for people to be humane and understand, to be kind with one another. Why do I have to share my life as a poor child? How I suffer? Why immigrants have to immigrate to look for a better future for their children? Why do I have to show you? Why can't you just be kind without walking in my shoes?

I am teaching my children now to be human, to be decent human beings, even though they didn't experience things that I experienced as a child. I don't want them to go through that to understand me. I don't want them to go through other hardship in their life to understand other people, their community. So, let's please... If you don't have empathy, try to work toward that. I think we can rebuild that. I know that's teach as a

child, and it is, that's why we're so hardworking together. Family, child care, educators, we work so hard in creating this home-like environment where children can learn to be kind with one another. When we want to work with multicultural and teaching multi-languages and build this because we want them to be decent human beings.

I don't have to cry. I don't have to go and tell the state, the country, the representatives, "Pay me a decent wage. Poor me." No, we deserve what we deserve because I put in the work because I'm a human. Please, I have seen it in my own industry, in my community with American people, that they get happy when people get deported, when families are split. I cannot wrap it around. It's sad. Very, very sad. Thank you for the time.

**Mary Ignatius:**

Thank you, Zoila. I think you just made the best argument as to why our early educators should be paid, dignified and the highest wages, and that every child deserves access to child care that doesn't cost a month's rent or a month's paycheck. That this is what early educators do. They're putting forth a generation of children who are going to understand kindness and understand humanity. And if every child had that and every provider could be paid what they deserve, I don't think we'd have to question or have to be so vulnerable because that empathy would be there. So thank you, Zoila, for that. I think Deborah is next.

**Deborah Corley-Marzett:**

Thank you. And good morning everyone. Zoila, thank you for everything you just said, but there's something that you said in there. I mean, all of it was so real, but you know what? You really laid it out when you said, "To be kind without walking in my shoes." That's deep because we always tell people, "Walk in my shoes and see what life is like." No, I like that. "Be kind without walking in my shoes." That's really deep. Thank you for that.

But I want to say for the wildfires, imagine having to run from wildfires, gather everything, your family, your business, and then now having to run from ICE. Turning your back, looking around being worried. And the wildfires, you've got providers. And piggybacking on what Zoila said, being underpaid. So underpaid, we didn't even qualify for the resources that were available to providers. That's hard to hear, but it's true.

Thank you for the resources that were provided during the wildfires, but providers didn't qualify for those resources. That was hard to hear and still struggling trying to get on their feet. The "I" situation is a sad situation.

I look at this or read this one bill, AB49. But the problem with that bill for me is that home-based educators we're not included to be protected. If you're going to protect the children from ICE, you have to protect all the children and all the educated programs. That includes home-based educators. So that's what I'm saying there. We can't pick and choose which children we want to save and protect. It has to be all the children. All the children. Thank you.

**Mary Ignatius:**

Thank you, Deborah. I don't see any other hands. Does anyone want to come off mute?

**Karin Bloomer:**

I see Miren's hand now. Miren, please go ahead.

**Mary Ignatius:**

Oh, oh yeah, when it's... Good. Go ahead, Miren.

**Miren Algorri:**

Yeah, I tried to raise my hand before, I don't know. Here we are again. Meeting, sharing, discussing, pouring our hearts out. It's not easy to be here and it's not easy. Parents are taking time to be here to advocate and so are we, the members of the workforce. Many of us happen to be parents as well. When Zoila was speaking, I really had to hold it together. Oftentimes, when we have this meeting or we have the meeting at large, I do not raise my hand because I just have so many emotions going on and I'm pretty sure many of you feel the same way. So I'm going to read something.

Good morning, everyone. I feel truly honored to be part of this joint meeting between the Workforce Advisory Committee and the Parent Advisory Subcommittee. While I'm grateful to be in this space, I must acknowledge the anxiety I feel about the challenges we're facing. The recent executive orders are profoundly affecting the well-being of parents, especially in families with mixed immigration status. We're witnessing parents who live in constant fear of separation from their children and loved ones. These fear is an abstract in manifest and daily decisions, whether to attend child care, whether to attend school events, whether they should seek out medical care or even go to work.

And our children are experiencing this trauma too as they worry about their friends not returning to school or their own parents being taken while they're in our classrooms. And this is a conversation that has been held while I'm driving my school age students back to my home. They have these conversations about so-and-so not showing up to school and the fear that they're not going to come back. And as these students are having these conversations, it breaks my heart. Why is a 6-year-old having to have these conversations? Why is this child in fear of not seeing their peers again?

So the stability of a workforce is paramount in this uncertain times. Early childhood educators and staff are often from the very communities experiencing these challenges. We come to work, in this case, I work from home, but those educators who come to the workplaces carrying their own anxiety while supporting these children who are being traumatized and these worried parents, we need concrete support systems for both our families and our workforce. Now with the Southern California wildfires, this has only intensified these already exciting emotions and challenges. And now San Diego County, although the fires happen in LA, now San Diego County has been designated a fire hazard area. So insurance went from \$150 a month to \$450 a month.

These insurance costs have skyrocketed. And these creates yet another layer of financial security for families and for providers who are already struggling with economic uncertainty. We have families and family child care providers who have lost everything to these fires, their homes, their possessions, their security. And we have families with precarious immigration status and this displacement can be especially dangerous as they may avoid evacuation centers and seeking out support out of fear.

In this context, here I go again. The new payment methodology we have been discussing and we're working towards represent a critical opportunity. By restricting how we compensate the early childhood workforce, we family child care providers, we FFNs, we can provide the financial stability that is so desperately needed right now. Fair, reliable compensation acknowledges the sensual nature of the work and the help that it's needed to retain qualified professionals. Family child care providers are closing their doors. FFNs cannot continue. We cannot continue to subsidize the subsidy system. And when educators aren't worried about making ends meet, then we can truly focus on supporting children and families through these difficult times. We already are, but at what cost? Do you know the cost of the work that we do on our own mental health and on our own well-being?

We need to incorporate trauma-informed approaches and there is so much that we need to do. And I know these issues are painful to discuss but addressing them to concrete policy changes like the new payment methodology gives us hope. By aligning our financial structures with the realities our communities are facing, we can create systems that don't just acknowledge the challenges but actively work to mitigate them. I believe this approach will help ease some of the stress and fear our workforce and families are experiencing while building resiliency for whatever challenges come next. Thank you for allowing me to share these difficult but necessary perspective as we consider this important changes. Thank you.

**Mary Ignatius:**

Thank you, Miren. That was really beautifully stated. There was so much there. I think Yenni put it in the chat also that I wrote down how this manifests in daily decisions. This is everyday decisions that families are making, that child care providers are making. I think we should be looking to our child care providers as first responders because you are, whether it's the fires, whether it's ICE, whether it's these federal mandates that are coming down. If you're a Head Start teacher, I mean, you are the first to respond in these moments and you should be treated with much more respect and deserve a true cost of care rate methodology starting July 1 and beyond. So thank you for lifting all of that up. Lisete, you're next.

**Lisete Frausto:**

Yes. Good morning everyone. Thank you to all my other colleagues that just spoke. My heart is beating and the reason why my heart is beating is because there's a lot of emotions. And I'm here right now speaking as a parent, part of the Parent Committee, and I'm going to speak as a parent and also in particular with our family situation.

My husband is thankfully a resident, but by marriage. So for him, he's like, "I'm not safe during these times." We do not want him to travel. He does not want to travel out of the country to Mexico, even if it's an emergency, because we don't know if he's going to be let back into the country. My almost 9-year-old has been affected by all the politics, all the everything going on. He talks about it constantly that my 10-year-old had to stop him the other day and say, "Stop. You're not supposed to be talking about politics. You're only 9 years old. Don't worry about what's happening." They're also more worried about,



because we say Spanish is your home language, and for them right now, it's like, "Can I speak it?" Because of all the uncertainty that there is.

Families are still waiting to have child care. I'm still waiting to have child care for my now 2-year-old. And I live near where we have a lot of migrant workers, where we have farm workers, and there's just a lot of fear everywhere. And families have been needing the help. we have been crying and screaming for help, and we still are. And during this time, I have thought about it, I have thought about, you know what? I want to keep my family together. If it has to come down to having to move back to Mexico to just stay all together and maybe not have all the worries that we have, we could do it.

But then again, the children have a better future here, but it also starts at an early age. It starts early with us giving them the resources, providing what they need, and continuing the support for the children, the families, and the communities that they live in. I just started the PK program yesterday with their elementary school. And we were talking about home, school and community. How if there's something that's happening in the community, is it going to affect the home and the school? Yes, because it's all connected. Everything is connected.

And I started my advocacy work when a trauma happened to my child, but then I'm continuing it even now in their elementary school, where today I have the opportunity to be a part of a panel to interview our next principal. And I want to make sure that all parents know that they have a voice and that they have a right, and they can continue advocating for their child and collaborating with every space that their child is in, because that's how children thrive. Children thrive when adults are interacting with other adults, come together to build a plan for them for their future. Thank you.

**Mary Ignatius:**

Thank you, Lisete. And thank you for speaking on behalf of all the families who are on the waiting list who have been promised slots, and those slots feel they're not within reach right now. And we have to keep fighting. We have to keep fighting for access, and we have to keep fighting for our providers. And I think you're so right that home, school and community are interconnected, and they are interdependent, and they can't be siloed, they can't be separated, especially in this moment. Is there anyone else? If you would like to share, you could either come off mute or raise your hand. Thank you to everybody who's been leaving comments in the chat. It looks like Cheryl would like to speak. You're on mute. There you go.

**Cheryl Schroeder:**

Sorry. So this is heartbreaking. I wrote it in the chat, but I never hit the go button. And I guess I want to speak a little bit on behalf of the community colleges. I sit at Woodland Community College, which is a Hispanic serving institution. And like everyone else, we are under the cautionary flag of be careful what you say, how you say it, how you run your meetings, what we include in our meetings. Yet I think the worst thing that's happening is that people are afraid to register for school, to do their FAFSAs, their free financial aid. They don't want to put down their status. We have been afraid that we were going to have an on-campus ICE circumstance. We have all had to be trained

about how to appropriately interact, step back, engage, disengage in a respectful way to not make it worse for anybody.

And I do think there is a great amount of fear around all of this. And I do think it is heart-wrenching as I feel a little remiss, even from speaking here with my blonde hair and white face, that I'm a party to all of this. And yet I think I don't know where people have forgotten we were all immigrants, and that we all came to this country and displaced Native Americans, and here we are. I don't know, I just feel like we have moved ourselves in such a horrible place, and I'm afraid to say anything, post anything. And I can't imagine what it's like for people that are in such dire circumstances around all of this. But I do think we have to have a thought around the community college because that's where we're educating your ECE people and your child care personnel. And we're closing the door, I think, on a whole lot of that as well as these kind of policies and fears are happening.

So the only thing on the child welfare side is know this current government is saying that they're not going to slash child welfare. Yet as fewer and fewer children can reach the poverty standards, which have not been increased in years, we have fewer children qualifying for federal drawdowns. And I do think at some point there might be a conversation that's an aside from all of this that's really around community supporting versus mandated reporting. That's been another huge conversation around taking out the lens of color and poverty and just culture from when we're making these particularly reports of suspected child abuse around neglect. So I think that's all I really wanted to say, but I do think this is just a pervasive rippling situation.

And I just go back to when you don't vote, you just voted. So it's just I think we have to really be thoughtful about our communities and really what we're really afraid of, because sometimes what happens is what we most didn't want to happen by our fear. So somebody said keep fighting. So I would say the same thing. No time to give up.

**Mary Ignatius:**

That's right. Thank you, Cheryl. I really appreciate your thoughts and sharing, reminding the history of this country. And is there anyone else? I think we have three or four minutes left. Go ahead, Patricia.

**Patricia Lozano:**

Hi, good morning. I just wanted to share the sentiment of as an immigrant, it's the first time I feel fear of really the unknown. My kids are citizens. I'm not. I wasn't born here. And now it's like, you never know. It's just the thought of being separated is terrible. And I know we're all experiencing it in different ways and the fear of oh, we can't travel, or my parents can't come. They're in Colombia. Because what if something happens? It is this new world that we're living in, but it's good that we're in community and we're sharing, and even though we don't have all the solutions, it feels like you're not alone in that we have a space to maybe, I don't know who said it, if there's something that is working, how we speak about the work we do, how do we support each other, let's share. Because now we don't know. And that's the environment that they're trying to create, chaos. But if we can figure out together how to support each other, I think these spaces are really important. So thank you for providing it.

**Mary Ignatius:**

Thank you, Patricia. Is there anyone else as we start to wrap up? I'll say for myself, as a parent organization, we have been grateful that our members are coming to us for support and for solutions that we are trying to figure out. We held an event on Saturday where we had 100 parents and children that we thought we were going to do virtually in order to reduce any exposure or risk for any of our members. But our members said, "No, we don't want to live in the shadows. We don't want to be forced to have to stay home, and we want to be around the community." And so we did it, and it was beautiful and wonderful, and we were able to just make sure we put certain signs up that showed that we were not going to let anybody in that didn't have the proper documentation or right to be in.

And I think just being able to know what signs and what to look for if someone from ICE were to come, and to be able to distinguish what that warrant must look like and being able to train our staff and train our leaders so that we were all on the same page. And so it felt like we were still going to stand in our power and in our purpose and not let those fears stop us. So I just want to say that there are opportunities and there are ways for communities to come together safely. And it was needed. It was really needed to just hug people and feel part of something bigger than ourselves. I guess that we will wrap up this part of the presentation. So I'm going to pass it back to Tonia to introduce our speaker. Thank you, everybody, for your vulnerability and for your stories and we're going to keep fighting.

## ***2. Creating Safe Spaces in Early Childhood Education for Children in Immigrant Families***

**Tonia McMillian:**

Thank you, Mary, for, man, giving everybody this space because I know we're walking around, we're carrying this mess with us and in us, and it's just always a privilege to be in a space amongst friends where you can talk. So thank you, Mary. So I have the pleasure of introducing our guest speaker to talk with us about creating safe spaces for children in immigrant families. And we felt like this conversation was so necessary, especially right now. And so I would like to welcome Liza Davis. Liza is an attorney and the Director of Community and Strategy Support at The Children's Partnership. Liza is joining us today from Los Angeles. And so, you guys, if you can clap your hands, let's welcome Liza.

- **Presentation**

**Liza Davis:**

Thank you so much, Ms. Tonia, it's nice to see you. Let me share my screen.

**Karin Bloomer:**

Liza, I'm happy to do it as well.

**Liza Davis:**

Oh, that would be amazing.

**Karin Bloomer:**

You want me to? Of course.

**Liza Davis:**

Yes.

**Karin Bloomer:**

Just give me one moment. Here we go.

**Liza Davis:**

Thank you. Thank you so much because then I'm able to share in the chat a few links that I wanted to share. All right. That was a lot in the first 30 minutes, and so I'm going to try to limit some of what I was going to share so to not trigger folks. And I'm also going to try very, very hard to go very slow because of the interpretation. And so I think what that means is I might or might not get through the entire thing by the end of this meeting, or in the 50 minutes that I have. So we'll see. I will do my best. Either way, though, you'll have the slides. I'm happy to contact and communicate with anyone here. I'll share my email address at the end of this presentation. And in this presentation, we're conducting this presentation as often as necessary. And so if you'd like this presentation done to your network or to another group, please also feel free to contact me, and I'm happy to do that too.

All right. I am glad to join you in this discussion of creating safe spaces for children and immigrant families. I will start our presentation today with a brief introduction and an update on immigration policies that are impacting access to ECE. We will then go over how early childhood educators can support immigrant students and families. And then we will wrap up with action items, resources and questions. I encourage you to drop questions in the chat throughout this presentation. We will do our best to answer in the chat, or I will do my best to answer in the chat or in the Q&A portion of the presentation. And I don't know all the things. And so if I don't know the answer to a question that you pose, then I will write it down and I will circle back with the answer to your question if I can have it.

Next slide please. All right. So who we are. Again, my name is Liza Davis, and I actually had a recent title change. And so I am now actually the Advocacy Director on Children and Immigrant Families at The Children's Partnership. And as Ms. Tonia said, before joining TCP, I worked as a children's rights attorney representing children and youth and families on matters related to education, immigration, and other issues critical to improving their quality of life. I now have the pleasure of working at The Children's Partnership, which is a California advocacy organization that works to enhance child health equity through research policy and community engagement.

This presentation is actually brought to you by ALL IN for Safe Schools. And so The Children's Partnership and organization known as Californians Together, which some of

you might be familiar with, we are launching our ALL IN for Safe Schools campaign where we're coordinating with a fellow core group of organizations, educators, policymakers, and community partners to ensure that schools and early learning centers are safe for all families.

Our core team is comprised of five additional organizations including Early Edge. Shout out to Patricia who's here today. Equality California, Teach Plus California, the California School-Based Health Alliance, and the ACLU of Southern California. Oh, and to learn more about ALL IN for Safe Schools, you can go to [allinfor safeschools.org](http://allinfor safeschools.org). We're building out that website to give more information, but you're able to sign up there to get updates and all that jazz.

Next slide please. Now, our presentation today is specifically focused on creating safe ECE spaces for children and immigrant families. So who is this population and why are we centering them here today? We already said all of that in the first 30 minutes. And so I'm not going to go over all of this data. However, I do just want to ground us on the fact that over 4 million, or nearly half of California's 9 million children, are a part of an immigrant family. This means that almost half of the children in the state of California today are children who have at least one parent who was born outside of the United States. That's huge.

Now, of those children, one in three children in immigrant families are ages five and under. And while the vast majority of California's children are US citizens, one in every 10 child in California has an undocumented parent, which I mentioned previously. As you can see from these numbers, children in immigrant families make up a large portion of the children that ECE providers serve. They're a diverse group with rich and diverse backgrounds that identify with almost every race and ethnicity imaginable. And I invite you to visit [allinfor safeschools.org](http://allinfor safeschools.org). Under the for educator tab, you can view and download all of our A Child is a Child fact sheets. These fact sheets provide a snapshot of the health needs of our children in California, each focused on a subpopulation of children. And so you will find a fact sheet on Black children's health, one on children in immigrant families and our most recent snapshot, which was published in December, on children zero to three and their families.

Next slide please. Turning to the immigration policy context, there are three key trends that we have been monitoring over the past few months that have significant implications for children in immigrant families.

Next slide. First, and we have discussed a lot of this and so I'm not going to go into too much detail, but the administration has dramatically heightened immigration enforcement at the southwest border and the interior of the United States by increasing the number of ICE and CBP agents, making every undocumented immigrant a priority for deportation, increasing formal partnerships between local police and federal immigration officials, and ramping up large-scale work site raids. Just to help with acronyms, I think we're all familiar with ICE. CBP is Customs and Border Patrol. The difference between the two is sort of like thinking about the local police department and the sheriff's department. They have very similar responsibilities or take similar actions, but they have different jurisdictions. And so Customs and Border Patrol, their jurisdiction is within 100 miles of the border, and then ICE is the interior of the country.

Second, the administration has also attempted to remove protections for immigrants in a variety of ways, including by terminating protections previously granted. So some sort of discretion such as efforts to undermine DACA, which is the Deferred Action for Childhood Arrival program, and terminating TPS, Temporary Protection Status, for certain countries. I don't know that I need to say this in this group, but DACA and TPS holders, many of whom lived in the US for decades, are established members of their communities, our communities. They're parents of US citizen children. They're our educators and our child care providers. And they continue to live in limbo while their fates play out in the courts.

Other things, other actions and protections that have been removed by this administration include issuing endless numbers of executive orders that target immigrant families largely meant to overwhelm families and advocates in addition to taking other executive actions. And so those executive actions look like, and I think we have talked about this a little bit already today, federal funding freeze, which you're very familiar with, dear colleague letters targeting DEI, Department of Education funding and staffing cuts, and just on Friday, terminating legal representation programs for unaccompanied minors.

Now I'm going to drop in the chat, and I will also share this in a different way as well. But I really urge you to look more into this action that happened on Friday. There's [tinyurl/protect-kids](https://www.tinyurl.com/protect-kids) is a petition that if you're so inclined, you can sign to help support. Just to ground a little bit on the severity of that, the termination of legal representation for undocumented children is directly impacting thousands. I believe it's 26,000 children currently in the United States who are here without family to care for them. The legal services that the President terminated are some of the only safeguards in place to ensure the humane treatment of immigrant children in federal custody.

In addition to providing direct representation to the children, these attorneys and their colleagues monitor the children's treatment and movements. Without these safeguards, thousands of children are left alone in the care of the federal government. And I think many of you know government care is one of the scariest things imaginable for a small child. And so I really urge you to learn about this issue, and if you're so inclined, lean into it and support these organizations so that they can stay open. Because unfortunately, some of them are facing closure very, very soon if changes are not made.

And finally, this is number three, the federal administration has taken various actions to undercut immigrants access to healthcare and public benefits. I'll share a toolkit later in the presentation that helps educators inform families about their rights to access public benefits, healthcare and clarify questions about the public charge rule. Collectively, these policy changes have made more children vulnerable to being separated from parents due to immigration enforcement. And their intense fears triggered by the possibility of immigration enforcement also drives how immigrant families go about their day-to-day lives. And the administration is expressly targeting low-income immigrant communities of color with all of these policies and is issuing fear as a tactic to push people out of their communities and into the shadows, and I heard a lot about this earlier in our meeting today.

Next slide please. Now, one of the executive actions most directly tied to safe ECE spaces for families is the rescission of the protected areas policy. So before January of

this year, the policy regarding ICE and CBP enforcement actions was that agents were restricted from carrying enforcement actions in certain locations deemed protected areas, this recognizing the importance of these spaces for fostering trust and community stability. Schools, early education centers and places of learning were amongst those protected areas. Unfortunately, in January of this year, the Trump administration rescinded those policies, allowing immigration actions to take place anywhere. And actually, and I'm quoting here, the new guidance now is they simply just ordered the agents to use common sense when carrying out actions in such locations.

Cases are currently making their way through the courts trying to bring this policy back. Recently, a court order ordered that no enforcement action take place in places of worship. However, as far as I know today, this is the only protected area where the protection has been reinstated. So places of worship a bright spot. Recently, 22 members of the US Senate and 40 members of the US House of Representatives submitted a bill that they are co-sponsoring known as the Protecting Sensitive Locations Act. And let me drop in the chat a link to a website where you can find more about that.

So the Protecting Sensitive Locations Act is a proposed piece of federal legislation, it has not passed, which seeks to bring back protections in places that provide vital services important to well-being, including child care centers. This bill has been endorsed by over 800 organizations across the country, and I hope that you will consider joining. And so you can find more information in the chat. And actually, when I find it, I will also circulate information about how you can sign on to endorse the act if you want to.

Next slide please. All right. I want to take a quick moment to discuss executive orders because they are one of the things that are bringing about so much fear and feeling of overwhelmedness. In communities, we feel inundated with so many news and different actions that are coming from the federal government. And so it almost has this feeling of feeling like you're frozen because you don't know what to do. And so let's just talk about executive order for a little bit.

An executive order is a written directive signed by the President that orders the federal government to take specific actions to ensure the laws will be faithfully executed. Executive orders do not create laws, and executive orders cannot override or contradict existing federal laws and statutes. And in fact, courts can review and block executive orders if they are constitutional. And we have seen that happen time and time and time again just in the last three months.

If you want to, I don't know that I completely recommend it, but if you really want to, you can go to this website, [imppolicytracking.org](https://imppolicytracking.org). They have a very comprehensive tracking system where they constantly update the various executive orders that are being published. There's hundreds of them just in this year, and I think the last time I looked it up, there was almost 90 of them were targeting our immigrant communities.

Next slide please. Now, multiple lawsuits filed against multiple executive orders to block them as unconstitutional and non-lawful. The lawsuits are ongoing. Some of them have already blocked many executive orders from ever taking place. And there's some early victories for civil rights and civil liberties. And so there's several temporary restraining orders or preliminary injunctions granting to stop federal government from enforcing either part or all of the challenge to the executive order. Next slide, please.

Now, what can you do if you think an executive order impacts your work? Speak to your counsel, speak to a counsel, reach out to an attorney or to a policy person or speak amongst yourselves to really think about whether this is something that you need to take action as a result. So before making any changes to your programming, you really, really have to do a lot of homework and make sure that you are informed. Laws or contracts may provide your organization with due process or other rights before the federal government can remove your funding or otherwise harm your organization. And so it's very important not to be reactive, but to just take it one day at a time when something comes in, just keep your eye on the news, speak to somebody that is informed and then track it before any changes to your programming.

And if possible, this kind of ties to the same thing, avoid aggressive and anticipatory compliance. In other words, don't comply until it is confirmed that you must. In the history of the United States, compliance with civil rights and civil liberties have historically been uneven. And here, one of my colleagues added an example. So when *Brown v. Board of Education* was passed, there's still many schools that delayed for a long time racial integration of their schools, even though that was an order from a Supreme Court case. Now think about that as opposed to *Admissions v. Harvard*, where corporations immediately rushed to remove diversity programs when they weren't even required to do so. And so it's a moment to just think and be cautious and really, really, really don't do anything that you are not sure whether you have to do or not. First get the information and then you can act. Next slide, please.

Now, again, this is a slide that I think I don't really have the same much on. I think that the first 30 minutes of this meeting really covered the chill effect of anti-immigrant policies for immigrant families. I mean, really a lot of families and communities in the country. And so I think I'm going to go to the next one, please.

This slide really centers you as the providers. The providers in the room and just honoring the effect and the toll that it's taking on you. I think that that probably is the thing that I want to center right now is that there's a lot of effects that this has on the families that you're serving and also let's all acknowledge the effects that it's having on you as providers. And that's just from what you're observing, but also from your own personal lived experience. And so changes in attendance, lower levels of parent engagement, difficulty connecting families to services, difficulty enrolling new families, program and staff stress. And so the effects that the immigration climate in the United States is having on ECE providers and programs are broad and vast, really. Okay. Next slide, please.

All right, I'm going take a deep breath. And all of the news is over for now, and really now I want to shift this to talking about how schools and educators can support immigrant students and families. So CLASP, the Center for Law and Social Policy is a national advocacy organization that serves in many different sort of capacities. But one of the really amazing things that they provided us with was guidance, ECE guidance, it's a written guidance document. And actually, let me share it in the chat if I can quickly find it. Just one second. Here it is. They provided us with this amazing asset... Oh, I'm sorry, that's not linked. Let me try again. There it is.

They provided us with this amazing guidance document that is one of really very few assets that we have in the ECE space to help us during a time like this where we're



facing immigration enforcement actions or threats of actions in early childhood and education centers. The guidance has been updated and so it was published during the first Trump administration and was updated a couple of months ago. And this is a document that I'm going to be going over.

I really encourage you to read this document. It's not very long and it's a really good read. I encourage you to print it and to share it with your colleagues so that they... Instead of feeling helpless and frozen, as ECE providers, which is a lot of the messaging that I have received, or even just fear of like, "Oh, what do I do and what if I do it wrong?" I think that this guidance really helps center us in the fact that there are certain things within our controls or within the controls ECE providers within the center space, or within the home space. And so this does a very good job of just breaking down the concrete things that you can do and that you can take action now to create safe spaces for immigrant families. Okay, next slide.

So I want to go ahead and preface this slide by saying that although I am a lawyer, the information being shared is general information and it does not provide legal advice to specific situations. If you have specific questions about how law is applied to your situation, we encourage you to contact an immigration rights organization or a legal service provider near you. We'll also provide resources at the end of the presentation. I'll share I think two organizations that come to mind, in addition to the Children's Partnership, here in California are Public Counsel. Public Counsel is a legal aid organization in Los Angeles, but they serve really the entire state, and they have a lot of great assets and attorneys that are providing legal advice to early childhood care providers. And so that is a great resource. I will share that information at the end. And then CLASP, of course. They're national, but they also support California-based ECE providers, not just in implementing their guidance, but also in troubleshooting questions and finding other resources. And those two organizations provide support free of charge to ECE providers, and I'll share that contact information as well.

All right, so with that disclaimer out of the way, I want to just touch briefly on the constitutional protections that generally apply to early childhood programs and many other child-serving organizations. Now, case law has established that the Fourth Amendment, which protects individuals from unreasonable search and seizure and says, "Warrants can't be issued without probable cause," also prevents law enforcement officials from entering places for enforcement purposes where a person has a reasonable expectation of privacy. That's the key term, reasonable expectation of privacy, unless of course there's a judicial warrant. So these protections are the same ones that prevent ICE agents from being able to enter someone's home without a warrant. Next slide, please.

In general, centers or school-based child care and early education programs are secure facilities where access is restricted to authorized staff, parents, and children. Many of you already have this guidance where it's not an open door policy. Visitors typically have to be bused in and/or have to go through a front desk or administrative office before even being granted entry. This means that these protections apply to much if not all of the program properties. That said, every early childhood program's physical space is unique. So for example, and you all know this already, but for example, a child care provider might be co-located in a community center where certain areas are open to the

public. Other social providers and healthcare providers often have lobbies or waiting areas that are accessible to anyone, not just people employed or enrolled or being served by your program. And so Fourth Amendment protections do not extend to areas within or outside of your facility that are open to the public.

Additionally, immigration officials may look at anything that is in plain view in a public area. So agents don't need a warrant to inspect or use any information that they can see, like a sign-in sheet on the reception desk or hear a conversation between staff without assistance while in public spaces. Next slide, please.

All right, so the guidance. The next slide. Thank you. We recommend that early childhood programs and other child serving organizations develop a plan to safeguard your program against immigration enforcement and law enforcement generally and ensure that to ensure the safety and privacy of children, parents and staffs are protected. So-called safe space policies are rooted in basic security and privacy protocols you already have in place. There's a lot of circumstances that have made it so that you already have to have a lot of these policies in place. And so the good news is that some of this is just reviewing your existing policies and ensuring that they include these best practices. And really those are policies that you have implemented in ECE centers because of threats of, because of earthquakes, so natural disasters, but because of the mass shooting epidemic in our country. And so these are not new policies. You're not going to have to create things from scratch. It's either just verifying that your existing policies cover these few points or just enhancing your existing policies to cover some of these protections.

And I just want to point out that importantly, these are not things that are political in nature. Safe space, and I know the people in this room understand that, safe space policies reinforce basic constitutional principles and existing federal agency guidance related to immigration enforcement in certain sensitive locations. So the CLASP guide, again is available on our website, [allinfor safeschools.org](http://allinfor safeschools.org), and I'll spend some time through it today, but I encourage you to read the full report on your own. Let's see. Oh, I want to note that the guidance is geared towards center-based child care and early education programs, but the basic tenants can apply to other child serving organizations as well. If you have a specific question about your organization, again, I do encourage that you contact our colleagues at CLASP and I'm going to share Priya's email in a few slides. Next slide, please.

All right, with these protections in mind, you can start developing your safe space policy by considering the basic security and privacy protocols you already have in place. So revisiting existing policies and protocols related to which staff members are authorized to speak with an agent of authority, storing and releasing private information about parents, children, and staff, your protocols around communicating urgent information to staff and parents, your protocols on how authorized staff and parents are able to access the facility, expectations for your visitors and emergency contacts, ensuring these and other related policies comply with relevant local, state and federal laws and consider whether additional policy changes are needed to further safeguard your location and families' personal information.

Now returning back to the issue of public versus private space that we discussed on the previous slide, that's one area where you might consider improving your existing privacy

and security protocol. So think about the property that belongs specifically to your program and how you might be able to clearly designate that property as being authorized staff, parents and visitors only. If there is public space in or around your facility, for example, a lobby or a waiting area or an outdoor play area or a parking lot, make sure that there is no personally identifying information in plain view in these areas. If your basic security protocols are thorough and consistently implemented and enforced, you will be less likely to inadvertently release information to immigration agents or allow an unauthorized visitor on the premise. Your safe space policy, like I mentioned before, builds on these protocols, giving specific consideration to what would happen if an immigration agent requested access to your facility or information about parent, children or staff members. So let's walk through a few key steps. Next slide, please.

First, your policy should consider staff roles and responsibilities in the event of immigration enforcement occurs at your program. So we recommend that you identify one to two designated staff members who are responsible for speaking with the immigration agent. Determine who is responsible for alerting other staff of the agent's presence and consider whether there are any staff outside, such as an executive director or board member or lawyer, or a community partner such as an immigrants rights organization that should be notified of the agent's visit and who is responsible for contacting them.

Now in the state of California, and many other states there are rapid response networks that are available in the various regions of the state. I have a link at the end of the slide to a rapid response network list that is in the ACLU website. These rapid response networks are networks where you can give them a call, tell them about an enforcement action, and then they're able to walk you through the steps of what you need to do. They can also support family members in case they actually come in contact with law enforcement officials, but our local rapid response networks are very key to including and integrating those as a part of your network within your space.

Another thing that I want to just mention is, here I'm saying a lot about ICE agents or CBP agents, but this really applies to all law enforcement. If law enforcement is coming to your place of work or to your home, to your ECE center, you still want to verify the nature of their visit because even though, it's theoretically not allowed in the state of California, ICE does work with local law enforcement agencies and so you really want to make sure that you ask those questions and that you don't make assumptions because law enforcement often collaborate with each other even on immigration enforcement issues. Next slide, please.

All right, you'll also want to provide an overview of how staff are expected to interact with immigration agents. If possible, speak with agents outside of the facility. If they're in a public area, don't let them into any space that's considered private or restricted. Let the agents know that your program has a procedure you're required to follow for the safety of the children, staff and parents. This designated employee should ask the agent for their credentials. So write written approval from their supervisor, permitting access to the facility, the reason for their visit, and a warrant signed by a federal judge.

Unfortunately, I am not going to be able to cover just the actual details of what constitutes a warrant, but I will mention there are other resources for that I'll point you to

at the end of the presentation. But I will mention sometimes documents are presented as warrants but they're actually not warrants. And so it is good for that one or two person that is the designated reviewer in your child care center to understand what a warrant looks like and what a warrant has to have in order for it to be valid.

And another thing is make sure that you make a copy of these documents for your records. It's okay to ask the agent to wait while you verify and make copies of these documents. And make sure someone remains with the agent at all times. A lot of these questions that the guidance says you should ask, you should also write down the responses. What is the name that they're telling you? Just write down the information because in moments where we're nervous, we often don't process the information or don't remember after it happens. And those details are actually really important, can be very important later on down the road.

Now, if the agent does not have the proper credentials or a warrant to enter the building, you can politely ask him or her to leave. It's a good idea to have a few scripted sentences written down and practice in advance because in the moment it might be scary and difficult. And again, this is why it's best practice that there's one or two designated people in your organization because practice makes perfect and as we all know, ECE providers already have a million other jobs to do. So it's a lot to ask for everybody to practice and feel thoroughly prepared in case of an enforcement action. And so having that buddy, that person that you know that is going to be prepared for that is a lot easier than making everybody do it.

What's another thing? Let me see. If you're a child care and early education program, I recommend reminding the officer that as an early child care program, that you are a secure private facility and you can tell them that their presence at your facility is disruptive to the normal operations of your program and request that they leave immediately. Now, if the agent does provide proper credentials and permission to enter the building or sites exigent circumstances, the employee should allow entrance but accompany the agent while they are present on the program property and document all of the events. Again, documentation is very key. In any event, staff should remain calm, staff should never physically interfere with an agent or take any action that can threaten their safety under any circumstances. Next slide, please. And I really have to say that to ECE providers because I know you all go hard, so that's an important thing to just keep in mind that your safety is also very important.

All right? Your policy should also lay out expectations for staff who are working directly with children. So early childhood program should minimize disruption to children's routine as much as possible but prioritize keeping children away and out of sight of an agent. So think about what staff should do if children are on the playground or taking a restroom break or are otherwise out of the classroom while an agent is present. And really just asking those questions and just coming to an agreement with a protocol of what to do if that happens, often just... I mean, one is creating a plan and then also just gives you a sense of security and understanding because you have a plan. Next slide, please.

Finally, early childhood programs should have a plan to notify parents that an agent is present on the site and steps that you are taking to protect children's safety and their

privacy information. You should also alert parents when the agent has left the premises. Next slide, please.

All right, your policy should also indicate how you'll make it available to parents and staff and how staff will be trained on the policy and how often it will be reviewed and updated. You might also want to consider including resources for staff members and parents, such as an overview of the Sensitive Location policy, information on Know Your Rights and Family Emergency Planning. And I will provide a link to all three of those items and resources that includes resources for each of them at the end of the presentation.

Finally, it's important to keep in mind that agents are more likely to be near your program than they are to come in and knock on your door. Your safe space policy can also include procedures to follow if immigration agents are near your center or you become aware of a home or a work sight raid, taking place in the surrounding community. If staff become aware that ICE or CBP agents are in the neighborhood, you should take precautions, bringing children inside, if the playground is visible from the street, consider alerting parents and revising drop-off and pickup procedures if necessary. And of course, contact an immigrant rights organization or your local Rapid Response Network. Next slide.

Again, we encourage you to check out CLASP Guide on our website. It's at [allinforhealth.org/safe-schools](https://allinforhealth.org/safe-schools), or you could also go to [allinforhealth.org/safe-schools](https://allinforhealth.org/safe-schools), it takes you to the same site. If you go where it says Safe Schools and you click ECE Centers, that'll take you to the deck. We are available to provide technical assistance if you're interested in developing a safe space policy in your program, just reach out. You can reach out to me, and I can connect you to Priya and Priya and I can work together. Or you can also connect Priya directly, and this is her email. All right, next slide. Okay, we're almost there you all. Next slide, please.

Okay, so there are many resources available to early education and child care providers that they can use to take care of themselves, their job, their students, and their families. I want to repeat some of these key, three things that I just want you to remember and take away if nothing else sticks. So the big one is, help spread power, not panic. And so share enforcement activity in your community, but remember that when you're sharing, you want to be specific and share details that you know about firsthand. There's some situations that we have seen where there are a lot of rumors being spread about, "Oh, there's law enforcement in this corner." Or "They're planning on coming to this area next week," or something like that. And sometimes that's misinformation.

And so what we want to make sure that we're doing is that we're spreading accurate information, and a lot of what really helps is by verifying when an enforcement action actually takes place. Let me see if I can share this link. I don't know if the link will be live. You'll have a link to... Oh, it's not working right now. We'll share the link because you'll have the deck, but the rapid response networks, there are various organizations across every region of California that have signed up to do this work and support community members and ECE providers, and so I encourage you to communicate with them. And I ask that you please report any enforcement action that you see whether it's in your center or around your center to your local rapid response network.

The other thing is know your rights and spread the word. The ACLU, again, there's a bunch of organizations that have really great materials. I usually go to the ACLU/know-your-rights/immigrant-rights, that has very comprehensive list of information on what to do if a person comes in contact with an ICE or law enforcement.

And then lastly, make a plan. So every family should have a preparedness plan. The Immigration Legal Resource Center has an amazing toolkit in a variety of languages that helps every family prepare for an emergency. And this is everything from identifying a caretaker if you should be detained to a copy. Here in California, there is a caretaker affidavit. It's a one page document that the caretaker can just have with them in case the parent is separated from their child and that affidavit... So let's say I'm the caretaker and I am now caring for my brother's children while my brother is away, is what I'm going to say. I can use that affidavit myself. I don't even need his signature. I can sign the affidavit and fill in my nephew's information and I can use it to access education and healthcare for my nephew without there being a legal process or me going to court or anything like that. And so this toolkit is exceptionally informative and I encourage you to share it broadly. Next slide please.

These are the key resources that we have centralized on the All In For Safe Schools website for ECE providers. And so I encourage you to look those up. Importantly though, on that same web page, we also have resources directly for families and children and things that not only target immigration enforcement, but also mental health and healthcare services. Next slide.

An educator toolkit. So we talked about this before and I'm sorry that the formatting here shows a little wonky, but we have an educator toolkit that helps share information to immigrant communities around the benefits that they are eligible and still eligible to apply for here in the state of California. Some of these resources are actually very useful for anybody in the community who is accessing public services or Medi-Cal. There's things like a Medi-Cal roadmap that shows you every single step from enrollment all the way to accessing healthcare.

There's a public charge roadmap, which is actually family friendly, and so an individual can follow the roadmap to see if public charge is an issue because oftentimes people will not apply for something thinking that they don't qualify or that it will harm them. The public charge roadmap is a nice physical way of sort of just ensuring or confirming whether those fears are real or not.

And then there's an immigrant Medi-Cal fact sheet that talks about the expansion of Medi-Cal. So January of last year, Medi-Cal expanded to cover everyone in the state of California, including undocumented individuals. That is still the case right now. And so all of those tools are available here. The fact sheets are in a variety of languages, English, Spanish, Punjabi, Tagalog, traditional Chinese, Vietnamese, Korean, and I believe Haitian Creole as well. And all of this information is downloadable at [allinfor safeschools.org](http://allinfor safeschools.org).

And lastly, the last resource I really want to share, next slide please, is this infant and early childhood mental health fact sheet. This is also family-friendly fact sheet that was created in partnership with the First 5 Associations several years ago and other mental health resources. Again, [allinfor safeschools.org](http://allinfor safeschools.org). There's also a wonderful website that Abriendo Puertas has that has a really great comprehensive legal and mental health

resource page. And so I encourage you... And the link to that is in the All In website as well.

All right, so that is a lot of resources and information. I am so grateful to you for your time. I don't know how long I have for questions, but I'm happy to try to answer any right now if I have time.

- **Committee discussion**

**Karin Bloomer:**

Thanks. And I can just jump in chairs to mention maybe a few minutes for questions because I know we want to allow time for verbal public comment, so maybe five or six minutes at the most. I'm sure people are full of questions.

**Tonia McMillian:**

Thank you. Oh my gosh. Thank you Liza. This was really good. So we're going to jump right in. Zoila?

**Zoila Toma:**

Thank you, Liza. Oh my God, yeah, it's so much information. It's like, wow. The executive order part I think is very important just because they're not law and they can be overtaken by the courts with the judicial branch, the Congress, unfortunately, what worries me is that we have seen our president already, that sent a plane with immigrants in going over that order as well. And the beautiful about our country is that we have to understand that our founding fathers created a country in which the president doesn't go above the law in so many things. And sometimes we cheer for his decisions and executive orders, but until those orders affect personally us, they were like, oh, wait a minute. But we have to understand that when he goes... Because I'm going to go if they were supposed to be reported or not, because according to our president, that means that just by entering the country, you broke the law.

So you already... You broke the law. So that's it. Okay, so we're not going to go into that. But the whole point is that if he goes over that and takes those decisions and makes them however he pleased them, that already it's putting our country in jeopardy. And we created a country that other presidents in other country they do whatever they want, in this country luckily we have that, and we have to be careful about what we do. So that's very important. Also, another thing that you mentioned is what I have been already telling the parent is when it comes to the legal guardianship, you mentioned a form. So that's also, I'm happy to receive that letter because we need to have the parents ready with a passport. It's very difficult to get a passport here. It's not as easy. You need two parent signatures. If not, you need more documents as one parent is the present and things like that.

Parents need to have the passport ready in that legal document. There needs to be children traveling alone or with someone in case that parent wants the child, reunite with the child in the country and then the child needs to travel. So we need to just create that... Prepare ourselves for those kinds of situations. Fear is there but at least having

all these points together to make sure that things are smooth for the children and especially when children are separated and things like that, I think is very important. Thank you so much. I even forgot the points that I had in my head. I'm so sorry it's so much, but no, no, thank you. The information was great.

**Tonia McMillian:**

Wow, great points, Zoila. So any other questions or reflections that folks want-

**Karin Bloomer:**

I see Deborah's hand.

**Tonia McMillian:**

I don't see. Deborah, I didn't see your hand. Oh, there you are.

**Deborah Corley-Marzett:**

Yes, thank you. I'm sorry, it blends in with the background. So thank you so much for all the information that you've provided. It was wonderful and well appreciated. But I just want to go here and as it reads for The Children's Partnership. The Children's Partnership in California together are relaunching our All In One Safe Schools campaign and coordinating with educators, policymakers, organizations and community partners nationally and across California to ensure that our schools and early learning centers are safe for all families. Again, the in-home-based educators, we should be mentioned to make sure that our spaces are safe. Because in this, when I'm reading this, it does not include family daycare providers. That's important. We should be a part of policy; we should be a part of keeping everyone safe. Not some schools, not some centers, but all children. That's important. Thank you so much for this time.

**Liza Davis:**

Thank you very much for that reflection. I really value that, and I will make that change in that slide because we really want to be inclusive of all settings. And so the guidance that class published has a lot of center-based language. We're right now working with the ACLU to do more research on the actual rights of every type of provider setting and so want to be very inclusive. And we're actually also, I think somebody mentioned AB49. There's a lot of effort within All In For Safe Schools and other organizations to work with the co-sponsors of those bills to also maybe amend the language to add some of the other providers as well. And so yeah, I think it's very important to continue to talk about that and I really appreciate that, Deborah.

**Deborah Corley-Marzett:**

Thank you, sister.

**Tonia McMillian:**

I think AnnLouise.

**AnnLouise Bonnitto:**



I really appreciate all the information that you've provided for all of us. It does give us a good guideline. I know for me it'll be a consumer information that I will be sending out to our child care providers and our parents. Now for what I work and what I represent is the tribal communities and they're also getting hit with similar things. So my question or maybe my suggestion for you is if there's anything that can also, it's very familiar, they'll have to abide by whether or not it's public, it's open view.

I mean all those particulars, but maybe really creating something to send out to the tribal community to say, "If you are approached for tribal Head Start or tribal child care on tribal land, these are your rights as well." Because right now I'm having a lot of people, a lot of employees call up say, "What do we do?" We're following the standardized form that you have presented and that's how we're leading. But again, if there's something out there that's a little bit more formalized, it will give people a little bit more breathing room and a little bit more, not complete confidence, but at least saying, "Okay, I know my rights. I know that I call my supervisor, we follow this protocol. I don't see X, Y and Z. They're not getting in here." So that's just my suggestion. And again, thank you again for all the information you shared.

**Liza Davis:**

Thank you so much for that. I really appreciate that.

**Tonia McMillian:**

I'm going to go to Mary and then Amelia, you will be the last comment.

**Mary Ignatius:**

Why don't you let Amelia go and then I'll go?

**Tonia McMillian:**

Okay. Amelia?

**Amelia Soto:**

I just want to say, there's so much negativity going around about immigrants and not too much positively. I think that this committee or this way of thinking, so sensitively about immigration is great, but we have to share it. We have to get facts on how immigrants have contributed to California. I know you've heard of Noem on the TV spreading her little words about, to me, separating our families, our immigrant families.

There should be someone that could announce somewhere we can give them positive reasons why these people should have a voice and should be able to stay in this country and their children should be able to grow up without any cares. The positivity has gone down the drain. I think we need more of that spread, whether it's from us or anybody here that could spread that, we need more of that, more positivity. All these negative things I can... Especially from the commercial I see all the time from Noem, that lady, my goodness, all she is spreading separations and scaring, but we need to stop [...] as a positive nature. Thank you so much everybody for being here.

**Liza Davis:**

Thank you so much, Amelia, for that comment. And I just want to click... I put a link again and I think it's going to be shared to our child as a child fact sheet. For that very reason, when working with our partners in creating these fact sheets, we actually added an entire protective factors section to the fact sheets that talks about the contributions that that specific subsection of children and families bring to the community and the assets that come with their culture and their communities. And so that's included on there. But your point, Amelia, is so important. Thank you.

**Tonia McMillian:**

Thank you, Amelia. Okay, Mary, you'll be our last question before we open it up for general public.

**Mary Ignatius:**

Okay. Yeah, I mean thank you to everyone. I think both Tonia and I just, we were hoping our first full ECPC meeting was going to focus a little bit more on the fires and immigration. And so when it didn't, we felt like it was really important that our joint committee did this. And to Amelia's point, and thank you Liza for what you just said, immigrants are assets to this community, to our community. And as I think Zoila said, they are the construction workers, the educators, the child care providers, and all the way up to the Silicon Valley innovators. They are on our soccer teams. The immigrants are part of our community, and they also contribute \$8 billion to California's economy. So let's not forget that either.

And when I was looking at all of the resources that were out for the understanding immigration raids and things like that, a lot of it was focused on schools and not enough has been focused on early childhood and education settings. And so this is why it was just really important for us to make sure that everyone on our committee and everyone watching felt like they had access to some information.

And the last thing I just wanted to say is I was hoping someone from DSS would be able to talk about this, but going back to the fires and the wildfires, a lot of families were displaced from their child care programs and had child care subsidies. Some of them have been able to move their subsidy to other parts of the county. But if there are any families out there, or if you are connected to any families who lost their child care program due to the fires, there is an eligibility pathway for them to use that subsidy somewhere else. So please, I don't know who they should contact, if they should DSS or contact the child care law center, or you can contact me Mary at [parentvoices.org](http://parentvoices.org). We just want every family to have continuity of care because especially in this moment, our children need to be with loving child care providers that can keep that stability going as their lives have to be reshaped. And I'll put my email in the chat if anybody needs support with that. So that's all I wanted to say. Thank you, Tonia.

**Tonia McMillian:**

Thank you, Mary. And you guys, let's thank Liza again for this presentation, this powerful presentation, but also loaded with resources and links, and I know that this

slideshow, all of this will be on the website so you can find it. I'm going to turn it over to you, Karin, to open up for general public comment.

### ***3. General Public Comment***

**Karin Bloomer:**

Thank you so much, Tonia. Yes, thanks again, Liza Davis. Just tremendous amount of information. We will have that posted in the next week on our webpage. We do now want to open up general public comment. Obviously, the chat has remained open this whole meeting, so please continue to provide your comment there. We'll take verbal comment right now. To request to be in the line to speak, please use the raise hand feature. When we call your name, we'll invite you to unmute on your end. Please reserve your comments for no more than two minutes so that we can try to squeeze in at least a handful of members of the public before noon today. And I'll give you a gentle reminder if you don't mind if you go over the two minutes just so we can hear from as many as we can. Okay, with that, we'll take the first raised hand. I see Joy Jackson. Joy, we invite you to unmute.

**Joy Jackson:**

Hi, can you guys hear me?

**Karin Bloomer:**

Yes, we can.

**Joy Jackson:**

Okay. I have a question about the proposed budget letter. I don't know if I missed because I jumped on in about 10:30. Did you guys discuss, is the funding still in place or do we have to wait until July 1? Or how do we know if the child care funding will still be available for the new fiscal year?

**Karin Bloomer:**

I might suggest to the chairs that maybe if someone has an answer to that, it could be put in the chat. Joy, just while we continue to take public comment. Yeah, we didn't discuss the state budgets. It's under development and the signed budget will go into law July 1.

**Joy Jackson:**

Okay. Thank you.

**Karin Bloomer:**

Thank you.

**Mary Ignatius:**

Do you want me to respond, Karin?

**Karin Bloomer:**

Oh, Mary, if you want a quick moment, yeah, or put it in the chat so we can take the next-

**Mary Ignatius:**

Yeah, I'll put it in the chat.

**Karin Bloomer:**

Okay. Thank you so much.

**Mary Ignatius:**

But the short answer is it's not guaranteed, so we got to keep fighting.

**Karin Bloomer:**

Okay, Balqis Esmat, I see your raised hand. We're going to invite you to unmute. Please go ahead. Balqis, please go ahead. I see you unmuted. Balqis, you're unmuted on our end and your end. We don't hear you speaking. Is your computer muted by any chance? Okay, we'll give you a moment and while we look for other raised hands. Balqis, we'll come back to you if we have time and see if we're able to hear you. Let's go ahead and move on to Cristian Corona. Cristian, we're inviting you to unmute. Please go ahead.

**Cristian Corona:**

Hello. I wanted to say thank you to everyone who put together this very helpful presentation. And my question will be how can we help providers to get all of this information? Is there going to be... Can anybody send the slides or more information about this to someone to make sure to spread that information to every single provider in California? Because I know that we're only a couple of thousands of providers, I hope in this call, but we're more than that, so I just want to make sure that if possible, we can all have this information. Thank you.

**Karin Bloomer:**

Yes, thanks so much. I'll just repeat that. We will post Liza Davis's slide deck on the ECPC webpage within the next week, so please look for it there. It has all those links and information that Liza shared. Thank you so much.

**Liza Davis:**

And if I could also share, I just dropped it in the chat, I could drop it again, but April 2nd, we're going to have a webinar specifically for providers where we're going to share a lot of this information. It is being done with CLASP, so the organization, the national organization that I mentioned that actually wrote the guidance, they're going to be a part of that webinar. Again, that's on April 2nd, and I just dropped the invitation and flyer so that you can circulate it. And that webinar will be recorded and made available if people are not able to join live.

**Karin Bloomer:**

Thank you, Liza. Okay, next I see on my screen Susan Nlemi. Susan, please go ahead and unmute and go ahead.

**Susan Nlemi:**

Hi there. Can you hear me okay?

**Karin Bloomer:**

Yes, we can.

**Susan Nlemi:**

Okay. First and foremost, thank you so much for this wonderful presentation. Thank you from the bottom of my heart. My question is, there just seems to be just such a plethora of information, almost being fire hosed with so much information, and I'm grateful for that, but it would take a lot of time, I think, to really research and review and read all of this information. So during that time of reviewing and educating ourselves, if an ICE agent, before we were able to finish reading all of this information, were to step foot on the property of an early childhood education center, and we have to think fast.

Okay, the fourth amendment... So we have rights. If they enter the facility and without a warrant, are we all protect... I'm just trying to think of a short, quick, fast, easy remedy here until we can get all of these facts and protocols in place. If they step foot on your facility without a warrant, we can look them in the eyes and respectfully say, "Without a warrant, we are protected by the Fourth Amendment. We are going to kindly ask you to please exit the premise." Are we able to say that? Again, something just quick and easy to get these individuals out of our centers without a warrant. Can we say that?

**Liza Davis:**

Yes, this is a private facility, and you may not enter, you're disrupting our place of business, and we kindly ask you to leave. And then if you want backup, contacting a rapid response network that is local to your area can then also have somebody that would be on the phone with you that can be there with you as your partner live during that situation.

There are some I mentioned and some people I think I saw in the chat, somebody asked a really good question around, "Can they enter if they don't have a warrant?" Yes, if you give consent, they can and so do not consent because that is the thing. That's one of the easiest ways for them to enter without a warrant. And if they don't have a warrant, then don't let them in. If they do have a warrant, you have to verify it, and if you are not prepared to verify it, then tell them to wait and then take as long as you need to go down the checklist. You know what I mean? Either using [allinfor safeschools.org](https://allinfor safeschools.org) or by calling a rapid response network.

**Karin Bloomer:**

Thank you, Liza. All right, Dion Aroner, we're going to invite you to unmute. Please go ahead.

**Dion Aroner:**

Thank you. And I want to thank Liza and the Children's Partnership for an excellent presentation. But I have a concern in that while there might be hundreds of providers listening to this, there are 60,000 family child care providers, I think there are at least 12,000 child care centers in the state of California, and at some point the Department of Social Services has to take responsibility and put this kind of information right out, whether it be on their website and or direct mail, however it is to communicate with the vast numbers of providers in the state of California directly. So that they hear from the licensing agent that is the one that gives them the license, that authorizes them to provide care. It's really important at this point that the department take responsibility. It's just so lucky that the ECPC membership decided they wanted to invite you all to come, but this needs to come from the Department of Social Services and the Department of Education at this point. Thank you.

**Karin Bloomer:**

Thank you so much. With that, I'm going to turn it back to the Chair of the Workforce Advisory Committee, Tonia McMillian to help us adjourn today.

**4. Adjourn**

**Tonia McMillian:**

Thank you, Karin. Thank you guys. Everyone has been very informative and very necessary. Thank you again, Liza, for the amazing presentation and like I said, all the resources. So members of the public, I want to thank you for all your written and verbal input today. Your participation is so important in this process. And to my fellow members of the ECPC, Parent and Workforce Advisory Committees, thank you for your insights today and your continued dedication to this cause and to this work. And with that, our meeting is adjourned.