



Protecting Immigrant Students' and Families' Access to ECE



Who We Are



The Children's Partnership is a California advocacy organization advancing child health equity through research, policy and community engagement.

The Children's Partnership and Californians Together are re-launching our **ALL IN for 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.

Sign up for updates on allinfor safeschools.org

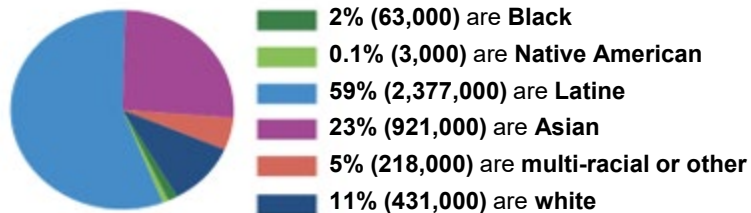
Snapshot of Children of Immigrants in CA



POPULATION

4,013,000 or nearly half (46%) of California's 9 million children are part of immigrant families, almost all are U.S. Citizens. **1 in 5 (20%)** California children live in mixed-status families.

Children in immigrant families come from diverse backgrounds and identify with various races and ethnicities:

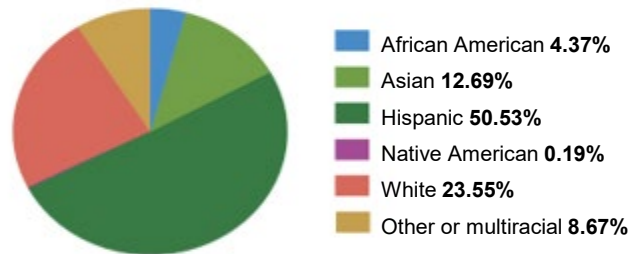


Nearly **1 in 3 (27%)** children in immigrant families are 5 or under. **Immigrants are 40%** of all parents of children ages 4 and below and **45% of all parents** of children ages 5 to 10.



Nearly **1 in 10 or 1,073,993** children in California have an undocumented parent.

- Nearly **1.7 million** children ages 0-3 live in California, which is more than the total population of 11 states and the District of Columbia. This age group constitutes **4.32%** of California's total population of 39 million.
- California children ages 0-3 have diverse racial and ethnic backgrounds, with a **majority (50.5%) identifying as Latine** and less than one quarter (23.6%) as white.



- The vast majority (**98.6%**) of California's Children ages 0-3 are **U.S. citizens**.
- Almost half (40%) of California children 0-3 have at least one foreign-born parent**, compared to less than one-quarter (23.9%) nationwide.

FIND OUR A CHILD IS A CHILD FACT SHEETS AT [ALLInforSafeSchools.org](https://www.allinfortheschools.org) → "FOR EDUCATORS"



Impact of Immigration Policies on Access to ECE

Shift in immigration policy



1

Increasing enforcement



2

Removing legal protections



3

Reducing access to
public benefits



Other Executive Actions



Recission of Protected Areas Policy

Under the previous protected areas policy, ICE and CBP agents were restricted from carrying out enforcement actions in certain locations, including:

- Schools, early education centers, and places of learning
- Hospitals, places of worship, disaster relief, homeless shelters, food pantries and places providing social services

Policy rescinded by Trump Admin, ordering agents to use “common sense” when carrying out actions in such locations.

Executive Orders (EOs)



- An executive order is a written directive, signed by the president, that orders the federal government to take specific actions to ensure “the laws be faithfully executed.”
- Executive orders do not create new laws.
- Executive orders cannot override or contradict existing federal laws and statutes.
 - Courts can review and block EOs if unconstitutional

For full list go to: <https://immpolicytracking.org/policies/?after=2025-01-20>

Challenges to the EOs



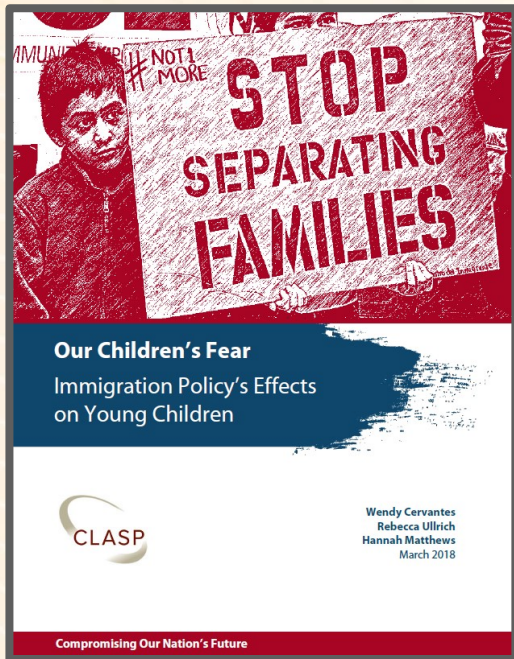
- Multiple lawsuits filed against multiple EOs to block them as unconstitutional or unlawful
- The lawsuits are ongoing
- There are some early victories for civil rights and civil liberties:
 - Several temporary restraining orders or preliminary injunctions granted to stop the federal government from enforcing some parts (or all) of the challenged executive orders

What Can You Do If Executive Action Impacts Your Work?



- Speak to your counsel before changing your programming
 - 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
- If possible, avoid aggressive and anticipatory compliance – in other words, don't comply until it is confirmed you must
 - Compliance with civil rights & civil liberties has historically been uneven
 - E.g., Brown v. Board of Education (where many schools delayed racial integration of their schools) vs. Students for Fair Admissions v. Harvard (where corporations rushed to remove diversity programs when not required)

Chilling Effect of Anti-Immigrant Policies

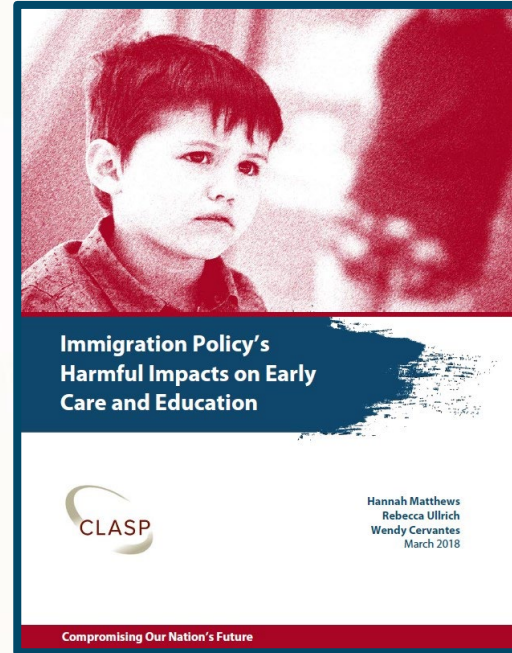


- Heightened fear of family separation
- Withdrawal from the community
- Decreased participation in vital health, nutrition services
- Loss of or drastic changes in employment and income

Schools, programs, & staff are impacted, too



- Fluctuating attendance
- Decreased parent engagement
- Challenges connecting families to supportive services
- Difficulty enrolling new families
- Stress on program staff
- Increased bullying among students



CLASP

The Center for Law and Social Policy

How Schools and Educators can Support Immigrant Students and Families

Safe Spaces Guidance

A “reasonable expectation of privacy”



Agents need a **judicial warrant** to conduct enforcement in places where there is “a **reasonable expectation of privacy**”

- Public versus private space
- “In plain view”

Learn more:

<https://education4all.us/resources/>

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Understanding Physical Space & Privacy in Early Childhood Programs

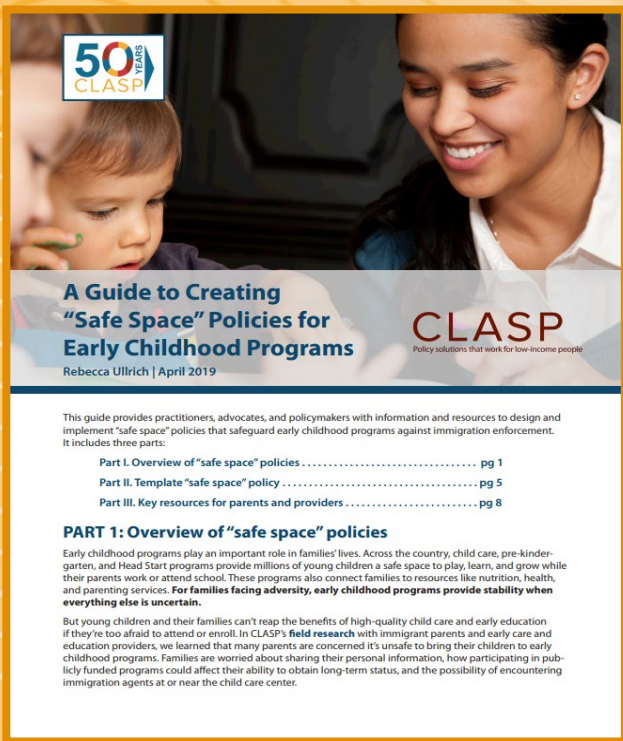


- Most child care and early education programs are secure facilities with restricted access.
- Typically, visitors must be buzzed in or pass through a front desk before entry.
- Protections apply to most of the program's property, but not all areas.
- Some programs are in shared spaces (e.g., community centers, clinics) where public access exists.
- The Fourth Amendment does not extend to areas open to the public.
- Immigration officials can observe and use any information in 'plain view' in public spaces.
- Sign-in sheets, staff conversations, and documents in public areas can be accessed without a warrant.



What Can You Do?

What is a Safe Space policy?



A plan to **safeguard** programs against immigration enforcement and **protect** families' safety and privacy

1. Rooted in **basic security and privacy protocols** you already have in place
2. Reinforces basic constitutional principles, federal agency guidance related to immigration enforcement

Implement a **Safe Space** policy



Start with your general security and privacy protocols

- Ensure compliance with relevant local, state, and federal laws
- Are additional policy changes needed?

Give particular consideration to protocols during immigration enforcement actions

Staff roles and responsibilities



- Which staff members are responsible for...
 - Speaking with immigration agent(s)?
 - Notifying other staff on-site of the agent's presence?
- Who else needs to know? And who is responsible for notifying them?
 - Leadership staff
 - Board members
 - Local immigrant rights organization
 - Program counsel

How to interact with immigration agents

- Speak with agents outside the facility, if possible
- Ask for their credentials, written approval from a supervisor, reason for the visit, and a judicial warrant (**make copies!**)
 - **If no proper credentials:** politely ask them to leave
 - **If has credentials (or cites exigent circumstances):** allow entrance, accompany them, and document events that follow

How you will minimize disruption



- Lay out expectations for staff working directly with children
 - Minimize disruptions to children's routines, but try to keep children away and out of sight of an agent
 - What should teaching staff do if they aren't in the classroom?

How you will notify parents

- Important to alert parents of the agent's arrival and departure
 - Inform them of any steps you are taking to protect children's safety
 - Remind parents of your policies re: not releasing private information

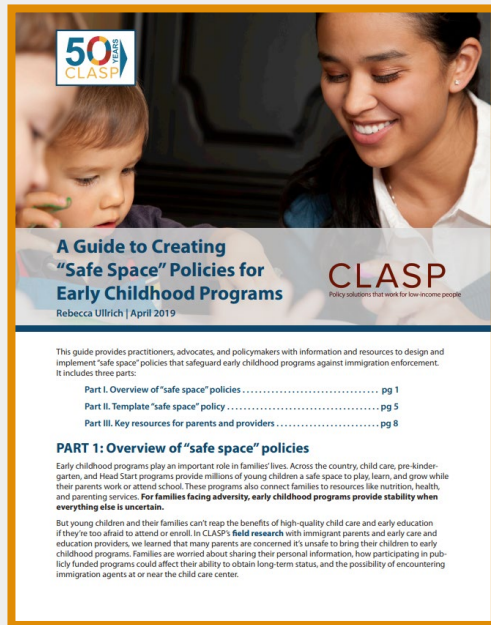


Additional considerations



- How will your policy be made available to staff and parents?
- How will staff be trained on the policy?
- Similar procedures during enforcement actions in the nearby community

CLASP can help



Find our guide to creating safe space policies at allinforhealth.org/safe-schools

Contact **Priya Pandey**
(ppandey@clasp.org) for questions and assistance



Resources

Here are 3 things you can do...



1. Help Spread Power, Not Panic: Share enforcement activity in your community.

Remember, when sharing details of ICE activity, it's important to include key details to prevent spreading fear and keeping community members separated and isolated. Remember to be specific when sharing crucial information about enforcement activities:

Example: 2 ICE Agents in an SUV are harassing day laborers near the Home Depot on W 17th St at 3:00pm with rifles and radios.

It's also important to be in communication with your local rapid response network. Here's a list of Rapid Response Network phone numbers in Los Angeles: [Southern California Rapid Response Network](#)

2. Know Your Rights & Spread the Word: www.aclu.org/know-your-rights/immigrants-rights

3. Make a Plan Every family should have a preparedness plan. [The Immigrant Legal Resource Center](#) has an amazing toolkit to help every family prepare for an emergency. [Download the ILRC Family Preparedness Plan Toolkit](#)

ECE Provider Resources



- *Safe Spaces Guide for Early Childhood Providers, UPDATED TO REFLECT 2025 CHANGES CLASP*
 - This guide provides practitioners, advocates, and policymakers with information and resources to design and implement “safe space” policies that safeguard early childhood programs against immigration enforcement.
- *Guide: What to do if Immigration Comes to your Workplace, NELP and NILC*
- *Nonprofits Guidance-Regarding-Immigration-Enforcement, NYLPI*
- *Presentation: Rights of Businesses & Nonprofits when Interacting with ICE & Slides, PublicCounsel*

LINKS AVAILABLE AT [ALLINforSafeSchools.org](https://allinforSafeSchools.org)

All IN Educator Toolkit



You can find electronic versions of all these fliers, social media templates, and other resources you can use to share valuable information with your community in the...

ALL IN to #KeepKidsCovered Community Education Toolkit

You can also download it and sign up for our newsletter at [ALLInForSafeSchools.org](https://www.allinfor safeschools.org)

All content is available to download in English, Spanish, Punjabi, Tagalog, Traditional Chinese, Vietnamese, and Korean

Infant & Early Childhood Mental Health



How Families Can Support their Child's Social and Emotional Development?

Infant and Early Childhood Mental Health, also known as social-emotional development, is just as important as physical health to a child's well-being. Without support, even the youngest kids can suffer from mental health issues, disorders and conditions. As parents, you play an important part in building your babies' social-emotional strengths.



WHAT'S IN THIS FACT SHEET:

- What is Early Childhood Development?
- What is Infant and Early Childhood Mental Health?
- How can I support the social and emotional development of my young child?
- What else can I do to support my young child's development and mental health?

- Infant and Early Childhood Mental Health Factsheet for Parents
- Healthy Mind, Healthy Future: Promoting the Mental Health and Wellbeing of Children in Immigrant Families, TCP & CIPC
- Legal & Mental Health Resources, Abriendo Puertas

LINKS AVAILABLE AT
ALLINforSafeSchools.org

Questions?

Liza M. Davis, Esq.
Advocacy Director, Children in Immigrant Families
ldavis@childrenspartnership.org



Thank You!