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Fall 2021

CU Boulder UndocuAlly Training

Resource Guide

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Center for Inclusion and Social Change

UNIVERSITY OF COLORADO AT BOULDER

SPECIAL THANKS TO METROPOLITAN STATE UNIVERSITY OF DENVER AND THEDREAM.US
FOR KINDLY SHARING THEIR RESOURCES FOR THIS GUIDE

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What to Know to Support Our Students

Vocabulary matters, and understanding potential resources or avenues open to students--as well as ways to discuss considerations respectfully--is a vital first step.

Advancing Students for a Stronger Economy Tomorrow (ASSET)

Through the ASSET bill passed by the Colorado State Legislature in 2013, undocumented students are eligible for in-state tuition if they meet specific criteria. The Colorado ASSET Law provides students the opportunity to pay in-state tuition at public institutions if they fit the following CO-specific criteria:

- Student must have attended a Colorado high school for three years immediately before graduation or earning a GED
- Admitted to public/private college within 12 months of graduating/earning GED
- Be a recipient of Colorado Opportunity Fund (separate application)

More information: <https://www.ciccoloradoasset.org/>

Deferred Action for Childhood Arrivals (DACA)

Deferred Action for Childhood Arrivals (**DACA**) is an American immigration policy created by then-President Obama in June of 2012 that allows certain undocumented immigrants who entered the country before their 16th birthday and before June 2007 to receive a renewable two-year protection from deportation. It also allows recipients to apply for work authorization during that two-year period. This was an executive action that only deferred removal and does not confer any change in legal status to the immigrants who meet the eligibility requirements. The Trump administration attempted to rescind the DACA program in 2017 but were unsuccessful; there have been continuing legal challenges to the program that have led to continuing uncertainty. While the Biden Administration quickly affirmed its commitment to DACA recipients, the uncertain future of the DACA program, as well as any Congressional action that would lead to a permanent status process remains an ongoing challenge.

On July 16, 2021, Judge Andrew Hanen, a federal district court judge in Texas, ruled that the DACA program was unlawful. Judge Hanen ordered the Dept. of Homeland Security (DHS) to stop processing **new** DACA applications until the litigation is resolved. Current DACA recipients are still able to submit DACA renewal applications.

This section will be updated as soon as there are further developments in this case.

More information: <https://www.uscis.gov/humanitarian/consideration-of-deferred-action-for-childhood-arrivals-daca>

DREAMer

The DREAM Act (short for Development, Relief and Education for Alien Minors Act) was a bipartisan bill originally introduced to Congress in 2001. The DREAM Act would have granted legal status to undocumented immigrants who were brought to the United States as children and went to school in the U.S. The DREAM Act has been reintroduced in Congress numerous times, and has **never been passed**. The current iteration of the bill, called the Dream & Promise Act, was passed by the U.S. House of Representatives in March of 2021 but has yet to come up for a vote in the Senate.

The term “DREAMer” is now used to describe young undocumented immigrants who were brought to the United States as children, who live and go to school in the U.S., and who in many cases identify as American. While this is still one of the most accepted terms, conversations within the community have also emphasized the discomfort of claiming a DREAMer narrative that blames or criminalizes parents and families.

You can read more about the Dream and Promise Act of 2021 here:

<https://www.americanimmigrationcouncil.org/research/dream-act-overview>

Undocumented Immigrant

This term refers to a person that does not have the legal papers required to prove residence, citizenship, and/or work authorization in the United States. There are several ways that people can become undocumented including: entering the U.S. without authorization, originally entering the U.S. legally, but immigration documentation is expired, and submitting immigration documentation to continue to remain in the U.S., but it is denied. Often, students who are undocumented have lived in the U.S. for most of their lives and have attended schools in the U.S. for most or all of their lives. “Undocumented” is the preferred term to use, instead of “illegal,” which has a negative and derogatory connotation.

U.S. Citizen

A person who holds citizenship in the United States through birth on U.S. soil, birth to U.S. citizen parents abroad, naturalization, or the naturalization of the parent while the Legal Permanent Resident child is still young (exact age has changed over time).

Legal Permanent Resident

Legal Permanent Residents (aka LPRs, “Resident Aliens,” Green Card Holders) are those immigrants who are lawfully present in the U.S., can work and travel freely, and can remain in the United States indefinitely. After a certain period of lawful permanent residency, an immigrant can apply to naturalize, or to become a citizen of the U.S. Once an immigrant naturalizes to become a U.S. citizen, they are also then able to vote in U.S. elections.

LPR status is granted in two main ways: 1) through petitions based on U.S. citizen or LPR family members (which take a few months for immediate relatives like a spouse, and up to 20 years for more distant relatives like a sibling), and 2) through the sponsorship of an employer who certifies

that this person performs a role no U.S. citizen has been found to perform (usually high skilled). Note, therefore, that low-skilled workers will likely find that their only avenue to acquire LPR status is through a family member.

LPR status is not automatically conferred; applicants, even those who are married to a U.S. citizen, must pass a health and background check. Many crimes, including some related to undocumented border-crossing, can make the person ineligible for LPR status no matter how compelling their case to acquire it, and even if they are married to a U.S. citizen. Furthermore, most people who have lived in the United States undocumented must return to their home countries to apply for LPR status, and once there may be subject to 5-10 year “bars” to reentry; again, this applies even if they have a U.S. citizen spouse.

LPR status can be lost if the immigrant leaves the United States for an extended period of time and is deemed to have abandoned their residence. It can also be lost if a person commits a crime that makes them deportable.

Mixed Status Family

“Mixed Status” is a term often used to describe families that include members who have different citizenship and/or immigration statuses. One example of a **mixed-status family** is one in which the parents are undocumented and one or more of the children are U.S.-born citizens. For many students, their status may vary from their parents, younger or older siblings, or even from their wider extended family. Often, even students who are themselves U.S. citizens may still identify within the wider DREAMer/undocumented community due to status realities of their family and loved ones.

Undocumented Students at CU Boulder

CU Boulder proudly welcomes undocumented students on campus, the majority of whom (but not all) are qualified as ASSET students, that is, they qualified for in-state tuition through the Colorado ASSET program.

Some, but not all, students also have DACA benefits, meaning they have a 2-year (renewable) exemption from deportation as well as 2-year (renewable) work authorization.

Talking Points for Continued Engagement and Education

Engaging in a thoughtful and informed discussion with your student is more important than ever. It is essential that you empathize with their situation and provide as much support as possible. We understand this dialogue can be very difficult at times, so please reference the examples below to help guide you.

This document is meant to provide further guidance and support to our students and staff. Responses to the questions below are strictly examples and do not constitute legal advice. Links to local and national immigration resources and CU Boulder services are incorporated in the appropriate responses and in further sections of this guide.

Acknowledge Concern

When talking about concerns about the future of DACA, potential long-term solutions/challenge, federal immigration policies, student's family and friends, or the threat of deportation, it is important to **acknowledge their worries**:

"It is understandable that you feel uncertain about life after graduation."

"It makes sense that you are questioning whether or not college is worth it for you right now."

"It must be difficult not knowing what will happen with you or your family in the coming months."

"Yes, many in the U.S. --especially DREAMers, undocumented families, and immigrants in general--are watching for news on any further immigration policy review or change."

Your best tool in an interaction with a student who is expressing concern is to listen. Allow the student to express how they are feeling. They may share anger, sadness, stress, uncertainty, and all feelings are okay. Don't feel obligated to say something to fix the situation; your empathy is enough. Students want to feel and see your support even if you cannot change the wider situation.

Community Support

In addition to listening to students, it is equally important to remind them that **there is a community here that supports them**.

On January 4th 2017, Boulder's City Council joined dozens of municipalities in passing a measure to declare Boulder a sanctuary city. While this declaration has been debated as a largely symbolic one, Mayor Suzanne Jones felt it was important to send a message of reassurance to people that Boulder will continue its policy of not complying with questioning or detaining individuals based solely on immigration status.

Individuals are encouraged to keep up to date on City Council conversations and questions:

<https://bouldercolorado.gov/>

Boulder County itself has cultivated a list of resources, local organizations, support structures, and FAQs to support the undocumented community here locally:

<https://www.bouldercounty.org/government/about-boulder-county/immigrant-resources/>

Additionally, Metropolitan State University of Denver, in partnership with the Colorado Immigrant Rights Coalition, has launched a state-wide UndocuHub resource, designed to help individuals all across the state find local resources to help support a variety of questions and needs:

<https://undocuhelp.com/>

The Value of Education

Most importantly, regardless of a student's DACA status and concerns around long-term plans or possibilities, **an education will never lose its value**, and students may need to be reassured of this:

No matter what happens in the future, your education will keep its value. Even if you live outside the U.S., a degree from the U.S. **is** one of the biggest asset you will ever have because you can use it to work in meaningful and well-paying jobs. A degree from a U.S. university is still one of the most valuable around the world.

An education is an achievement that nobody can take away from you, and it will be your key to a successful future, no matter what happens. It is also your best weapon to stand up for yourself, and it is a right nobody can ever take away from you.

HOWEVER, it is also all right to look at adjusting schedules/graduation timelines to better fit realities you or your family may be facing. It is not a “failure” to need to adjust plans and possibly set a non-traditional track through college, and in fact, it takes a great deal of courage and maturity to be able to consider creative ways to still reach your goal.

Please remember also that CU Boulder will not release or share information with federal officials unless required to do so by court.

Campus Resources for Holistic Support

Center for Inclusion and Social Change (CISC)

The **vision** of the Center is to provide high impact transformational community building and educational programs to the CU community, and to nurture leaders grounded in the core concepts of intersectional identity development, diversity, equity, and social justice.

This includes supporting and advocating for our undocumented students.

Find us at the Center for Community (C4C) N320; cisc@colorado.edu

Contact: Stephanie Roberts Stephanie.Roberts-2@colorado.edu

303-492-0272

Undocumented Resource Page: <https://www.colorado.edu/cisc/resources/dacaasset-resources>

Support available in English, Spanish, and Portuguese

Pride Office

The Pride Office is also a division of CISC and strives to create programming and space where LGBTQ+ students, staff, and faculty can come together and create a community where they feel safe, supported, and able to find connections with others who identify in similar ways

Center for Community (C4C) N320; cisc@colorado.edu

Contact: Morgan Seamont seamont@colorado.edu

202-492-0272

<https://www.colorado.edu/cisc/pride-office>

Office of Diversity, Equity, and Community Engagement (ODECE)

As part of their wider resourcing efforts, ODECE has gathered information for undocumented students, staff, and family on campus resources, funding opportunities, and FAQs

<https://www.colorado.edu/undocumentedstudentresources/>

Financial Support

Financial support is available through the [Student Relief Fund](#) established by the CU Board of Regents as well as through the [College Opportunity Fund](#) for qualified students. Guidance is provided by the [Office of Financial Aid](#).

Call 303-492-5091 or email Brenda.Navarrete@colorado.edu for more information

Additional CU and non-CU financial support opportunities include but are not limited to:

- [CU Boulder Scholarships](#)
- [Resources for DACA/ASSET Students & Employees](#)
- [Dreamer's Roadmap](#)
- [Immigrants Rising](#)
- [Higher Ed Immigration Portal](#)
- [MALDEF](#)
- [My Undocumented Life](#)

Admissions

Prospective students and their families can find out more about applying to CU Boulder, steps to take as an undocumented student, and what to expect of the process here:

<https://www.colorado.edu/admissions/apply/undocumented-students>

Students can contact Andrew Garcia (AndrewPGarcia@colorado.edu) in the Admissions Office for more information.

Academic Advising

[Academic advising](#) is available for undergraduate students with advisers who understand the needs of DACA, ASSET, and other undocumented students.

Call 303-735-6269 or send an email to Denree.Janda@colorado.edu for more information.

Career Services

Career Services is available to speak with students about career opportunities as well as employment realities both with and without DACA.

Call 303-492-6541 or send an email to Jasimine.Evans@Colorado.EDU for more information.

[Immigrants Rising](#) also has excellent information and food for thought for students considering options, including a [Law School Resource Guide](#), [Graduate Student Guide](#), information for [entrepreneurs](#), and more.

CU LEAD Alliance

The CU LEAD Alliance is a unique set of academic learning communities whose students, faculty, and staff are united to promote inclusive excellence. These “academic neighborhoods” build camaraderie and promote student success during the first-year and throughout students’ four years through a rich array of:

1. Cohort experiences
2. Participation scholarships
3. Academic enrichment opportunities
4. Community-building activities

More information: <https://www.colorado.edu/odece/what-we-do/cu-lead-alliance>

Counseling Support

Students may need reminding that they have one-on-one, confidential counseling support available to them:

[Counseling and Psychiatric Services](#) (CAPS) offers confidential mental health services for **enrolled students** for a variety of concerns. CAPS is a multicultural, multidisciplinary, and multi-theoretical staff. We are committed to affirming diversity and seek to provide a safe and welcoming environment for everyone we serve. To make an appointment, call 303-492-2277. **Staff and faculty** may access counseling through the [Faculty & Staff Assistance Program](#).

The [Office of Victim Assistance](#) provides free and confidential trauma-informed counseling and advocacy specifically related to crime, violence, abuse, discrimination, experience of bias, and policy violations. OVA is a resource for **CU Boulder students, staff, and faculty** to learn more about your options, get help navigating systems, and/or process the impact of the traumatic experiences. For more information call 303-492-8855 or email assist@colorado.edu

Legal Assistance

Students and staff who need legal assistance may consult with bilingual law students in English, Spanish, and French at the [Immigration Law Clinic](#) at Colorado Law, the university's law school. Call 303-492-8126 for more information.

Consultations are free and confidential, but there may be costs associated with the U.S. Department of Homeland Security applications and other paperwork.

Initial legal consultations are also available through the [Student Legal Services](#) office.

Professor [Violeta Chapin](#) teaches the Immigration Defense Clinic at Colorado Law School. She and her student attorneys assist undocumented students, staff, and community members with various legal matters related to immigration removal defense, DACA renewals, criminal defense, and asylum. Undocumented students are encouraged to contact [Professor Chapin](#) of legal questions related to their immigration status and/or that of their family members.

Free DACA Renewal Assistance

The Immigration Defense Clinic works primarily with undocumented college students enrolled at universities and community colleges across the state of Colorado. Law students provide assistance with DACA renewals.

For support, reach out to the [Immigration Defense Clinic](#) (at the university's law school):
2450 Kittredge Loop Drive, Suite 105
Boulder, CO 80310

Applicants should bring their previous DACA application, their work permit, and a passport.

For more information about the clinic, please contact Law Professor Violeta Chapin at 303-492-8126 or Violeta.Chapin@colorado.edu

Outside Resources for Additional Support

Safety Concerns

If you believe there is an emergency safety threat or emergency, please call the police immediately. For **on-campus situations** please call the CU Boulder Police Department directly by **dialing 911 for an emergency, or 303-492-6666 for a non-emergency.**

If you face discrimination, intimidation or harassment, contact:

U.S. Department of Justice, file a complaint with the Civil Rights Division

<https://www.justice.gov/actioncenter/submit-complaint>

Harassment in relation to your education: 877-292-3804 or 202-514-4092,

Harassment in relation to your employment: 800-669-4000 (voice)

Concerns around student privacy and FERPA can be directed to the [Office of the Registrar](#).

If students are unsure about reaching out directly, they can reach out to Stephanie.Roberts-2@colorado.edu for help getting clarification. Please see the Sensitive Locations section of this Guide for additional information.

Immigration Related Organizations

The Rocky Mountain Immigrant Advocacy Network (RMIAN) is a nonprofit organization that serves low-income men, women, and children in immigration proceedings.

3489 W 72nd Ave #211, Westminster, CO 80030 Phone: (303) 433-2812 (hotline for detainees: 303-866-9308)

<https://www.rmian.org>

Colorado Immigrant Rights Coalition (CIRC) is a statewide, membership-based coalition to improve the lives of immigrants and refugees by making Colorado a more welcoming, immigrant-friendly state.

2525 W Alameda Ave, Denver, CO 80219

Phone: (303) 922-3344 www.coloradoimmigrant.org

Voces Unidas is a Boulder County collaborative that develops equitable support systems through the mobilization of undocumented youth and allies, including a helpful [Post-High School Guide](#) for students.

3482 Broadway, Boulder, CO 80304

(303)413-7095

info@thebouldercountysuma.com

<https://bocosuma.com/en/voces/>

Boulder Ayuda is a Boulder non-profit, attorney-led organization supporting the immigrant community in Boulder County and beyond since 2005

<https://boulderayuda.org/>

Servicios de la Raza: our mission is to provide and advocate for culturally responsive, essential human services and opportunities. Servicios de La Raza serves as an integral part of the heart of the Latino community in Metro Denver, a trusted and accessible community resource strategically linked with many of Metro Denver's schools and churches. <http://serviciosdelaraza.org/>
3131 W. 14th Avenue Denver, Colorado 80204
(303) 458-5851

Mi Familia Vota

Since our founding, Mi Familia Vota has integrated local organizing, leadership development, advocacy and building broad community partnerships with our voter engagement work; focusing on local, state and federal elections. <http://www.mifamiliavota.org>
4730 Oakland Street, Suite 210. Denver, CO 80239. (303) 375-6304

ABC Tax Preparation

The Asset Building Coalition offers free tax preparation services, help with ITIN filings, and all other tax preparation questions. These services are free for families making less than \$55,000.00 per year, or individuals earning less than \$35,000.00 per year.
<http://www.denverabc.org/>

Other Useful Websites

American Immigration Council

<https://www.americanimmigrationcouncil.org/research/immigrants-colorado>

Educators 4 Fair Consideration

<http://e4fc.bmeurl.co/6984436>

FWD.us

www.FWD.us

Higher Ed Immigration Portal

- Data and national/state resources: <https://www.higheredimmigrationportal.org/>
- Employment Guides:
https://www.higheredimmigrationportal.org/effective_practice/thedream-us-employment-employee-guides/

Immigrant Legal Resource Center

<https://www.ilrc.org/immigrant-youth>

Immigrants Rising

<https://immigrantsrising.org/>

Informed Immigrant

<https://www.informedimmigrant.com/guides/daca-coronavirus/#>

My Undocumented Life

<https://mydocumentedlife.org/>

- Featured article for college counselor: <https://mydocumentedlife.org/2016/11/13/post-election-recommendations-for-school-administrators-educators-counselors-and-undocumented-students/>

National Immigration Law Center

<https://www.nilc.org/>

This organization also collects up-to-date information on [Real ID Laws](#)

The Presidents' Alliance on Higher Education and Immigration

<https://www.presidentsalliance.org/>

Remember the Dreamers

<https://www.rememberthedreamers.org/>

UndocuHub

<https://undocuhelp.com/>

United We Dream

<http://unitedwedream.org/>

Books and Films for Further Education

Enrique's Journey by Sonia Nazario

<http://enriquesjourney.com/>

The Undocumented Americans by Karla Cornejo Villavicencio

Lives in Limbo: Undocumented and Coming of Age in America by Roberto G. Gonzales

Americans By Heart: Undocumented Latino Students and the Promise of Higher Education by William Pérez

"Beyond Borders: Undocumented Mexican Americans:"

<https://www.kpbs.org/news/2018/jul/16/beyond-borders-undocumented-mexican-americans/>

"These 15 Documentaries Dive Deep Into the Experiences of Undocumented Immigrants:"

<https://remezcla.com/lists/film/stream-immigration-documentaries-undocumented/>

"UndocuCinema:"—conversation with undocumented film makers:

<https://festival.vcmedia.org/2020/programs/undocucinema/>

“Immigrants Rising: Movies Highlighting the Undocumented Experience:”

https://immigrantsrising.org/wp-content/uploads/Immigrants-Rising_Movies-Highlighting-Undocumented-Experience.pdf

Family Preparedness Checklist

This is not a comprehensive list, but it better addresses how families should be prepared. This preparation will not “cure” an individual’s unlawful status and it will not prevent any possible deportation. However, it can give undocumented individuals and their families’ the peace of mind needed to have their affairs in order if the unthinkable were to happen. This information is taken from the blog “The Other Discussion About Immigration” Contributed by Claudia Hurtado-Myers. <http://www.immigrationissues.com/immigration-news/the-other-discussion-about-immigration>

Any family planning and discussions should include conversations with an immigration attorney to plan for their specific needs and concerns.

- Sign several blank USCIS Form G-28s (attorney representation forms) so that a family member can hire an attorney to act on behalf of someone who has been detained.
- Be financially prepared to hire an attorney.
- Execute one or several Power of Attorneys, giving authority only to a well-known and trusted person who can act in your best interests if you are detained and removed. Your immigration attorney will want to have one point of contact in the event you are detained.
 - That Power of Attorney should also contemplate the following:
 - Who will pick up your last check at your employer’s location?
 - Who will sell your property, including your home?
 - What will happen to all your personal belongings?
 - Who will handle all your personal accounts? Such as your electricity bill, phone bill, insurance, and other household accounts.
- Execute a Department of Motor Vehicles Power of Attorney so that a trusted person can sell or transfer title regarding the motor vehicle(s) owned by a detained person.
- In the area of child custody, it is advisable that undocumented parents seek advice from a local family law attorney.
 - Write down your intended plan for children who may be left behind.
 - Desires for childcare in the United States should be in writing and notarized.
 - If the children are to join the parent following removal, then execute a notarized letter of permission for the children to travel outside of the United States with a named adult person.
 - Obtain United States Passports for all United States Citizen Children. List passport numbers and place a copy of the passport biography page for each child in a secure location.
 - Obtain an Apostille from your state’s Secretary of State for the birth certificates of all United States Citizen Children.
 - Obtain an Apostille from your nation’s consulate regarding the birth records of children born outside of the United States
- Obtain a current passport from your nation’s consulate office.
- Obtain official FBI records report for any foreign-born person who has a criminal conviction or a prior order of removal, including all border deportations.
- Interview companies that service Federal Immigration Bonds and write down the contact information for the preferred company in a secure location.

- Keep a copy of all prior immigration records in a secure location. Keep a copy of all tax filings in a secure location.
- Keep a copy of evidence that proves continuous residence in the United States in a secure location. Evidence should include a variety of dated documents from each year since arrival in the United States. For example:
 - Lease Records
 - Pay Stubs
 - School Records
 - Household Bills
 - Any other document with your name and dates, proving residence

Sensitive Locations: Can ICE Come to Campus?



FACT SHEET FOR FAMILIES AND SCHOOL STAFF: LIMITATIONS ON DHS IMMIGRATION ENFORCEMENT ACTIONS AT SENSITIVE LOCATIONS

All children have a right to a free public education, regardless of their actual or perceived immigration or citizenship status or that of their parents.¹ Education leaders, teachers, students, and families, have asked questions about guidance that was released by the U.S. Department of Homeland Security (DHS) that limits immigration enforcement actions from occurring at schools and other “sensitive locations.” This DHS guidance is at: <https://www.dhs.gov/border-security/sensitive-locations-faq>. To respond to those questions, the U.S. Department of Education has worked with DHS to prepare this fact sheet, intended to help parents, families, educators, and other school staff understand the DHS guidance.

In general, DHS has explained that immigration enforcement actions may not occur at or in “sensitive locations.”

These locations include:



Schools, such as known and licensed daycares, pre-schools and other early learning programs; primary schools; secondary schools; post-secondary schools up to and including colleges and universities; as well as scholastic or education-related activities or events.



School bus stops that are marked and/or known to the officer, during periods when children are present at the stop.



Medical treatment and health care facilities, such as hospitals, doctors' offices, accredited health clinics, and emergent or urgent care facilities.



Places of worship, such as churches, synagogues, mosques, and temples.



Religious or civil ceremonies or observances, such as funerals and weddings.



During public demonstrations, such as a march, rally, or parade.



Will enforcement actions ever occur at sensitive locations?

DHS has explained that immigration enforcement actions may occur at sensitive locations in limited circumstances, but should generally be avoided. DHS officers and agents from U.S. Immigration and Customs Enforcement (ICE) or U.S. Customs and Border Protection (CBP) may conduct an enforcement action at a sensitive location only with prior approval from an appropriate supervisory DHS official, or if the enforcement action involves exigent circumstances related to national security, terrorism, or public safety, or where there is imminent risk of destruction of evidence material to an ongoing criminal case.

What should I do if I believe an enforcement action has taken place that is inconsistent with this guidance?

DHS has explained that there are a number of locations where an individual may lodge a complaint with DHS about a particular immigration enforcement action that may have taken place in violation of these or other policies. You may find information about these locations, and information about how to file a complaint, on the DHS website at <https://www.dhs.gov/>, the CBP website at <https://www.cbp.gov/>, or ICE website at <https://www.ice.gov/>.

You may contact ICE Enforcement and Removal Operations (ERO) through the Detention Reporting and Information Line at (888) 351-4024 or through the ERO information email address at ERO.INFO@ice.dhs.gov, also available at <https://www.ice.gov/webform/ero-contact-form>. The Civil Liberties Division of the ICE Office of Diversity and Civil Rights may be contacted at (202) 732-0092 or ICE.Civil.Liberties@ice.dhs.gov.

You may contact the CBP Information Center to file a complaint or compliment via phone at 1-877-227-5511, or submit an email through the website at <https://help.cbp.gov>.

Where should I report discrimination if I believe it is taking place in my school?

Anyone with information about discrimination occurring in schools, including discrimination on the basis of race, color, or national origin (which may include citizenship or immigration status), may file a complaint by contacting the U.S. Department of Education, Office for Civil Rights via www.ed.gov/ocr, ocr@ed.gov, 800-421-3481 or TDD: 800-877-8339 (for language assistance contact 800-USA-LEARN (800-872-5327)) or by contacting the U.S. Department of Justice, Civil Rights Division, Educational Opportunities Section via www.justice.gov/crt/edo, education@usdoj.gov, 877-292-3804, or TTY: 800-514-0383.

¹ For more information about these civil rights protections, please see the U.S. Department of Education (ED) and U.S. Department of Justice joint Dear Colleague letter on the ED website: <http://www.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf>.

How to Get Involved and Become an Ally for Students

We strongly urge all CU Boulder Faculty and Staff to complete a **CU Boulder UndocuAlly Training**

This is a 2 hour training—co-presented by the CISC and our faculty allies—intended to help campus better support undocumented students and create a more welcoming campus environment through:

- Understanding terminology and the make-up of our undocumented community
- Understanding the history of U.S. immigration and how it has led to the current situation
- Understanding DACA and ASSET and how they may impact CU Boulder students
- Understanding challenges, opportunities, and resources for undocumented students on campus

If you have not completed an UndocuAlly Training:

- Complete an [UndocuAlly Presentation Request](#)
- Contact Stephanie.Roberts-2@colorado.edu for any questions or more information

If you have completed an UndocuAlly Training:

We encourage you to consider the following ways to expand your knowledge and impact:

- Post your door placard and sticker to aid in identifying yourself as an UndocuAlly
 - These are only available to those who have completed the training, as we want student to know the placard indicates a level of knowledge and training on issues relating to immigrants and immigration, and most importantly, your commitment to maintaining confidentiality regarding status
- Add a line to your email signature block that identifies you as an UndocuAlly
- Post an identifier on your personal and professional webpages
- Prominently identify yourself as an UndocuAlly on your course syllabi, course web pages, or other materials you share with students
- Share about UndocuAlly training sessions with our colleagues/Deans/Chairs and others
- Discuss/share information about undocumented student resources with colleagues, teaching assistants, and graduate student staff about and encourage them to attend an UndocuAlly training session
- Continue to educate yourself and others on issues facing the undocumented community
- Encourage your team to review policies/processes/website wording through an equity lens
- Engage with the UndocuAllies listserv (all trained faculty and staff) and the DACA Network

UndocuAlly Confidentiality Statement

[TheDream.us](https://thedream.us) provides the following Confidentiality Statement on their website, adjusted for CU Boulder. We ask that CU Boulder community members completing the UndocuAlly training hold this statement in mind as they work to become stronger allies for our student community:

“One of the most important aspects of being an UndocuAlly is that you are entrusted with providing an atmosphere of safety to those that come to you. In the simplest of terms, UndocuAlly confidentiality means that what a student says to you is confidential and stays with you.

By posting the UndocuAlly placard, you are sending the message that information shared with you will not be shared with others, unless the student has given you permission to do so. This is important for students who have not openly declared that they are undocumented, since one of the most common concerns is whether they should even tell anyone, and subsequent fears that someone will “out” them. Outing someone refers to telling others about a person’s immigration status without that person’s permission. Moreover, confidentiality is essential in order for students to share their reactions, opinions, and feelings with you.

It is, however also important to recognize that there are limits to confidentiality. It would not be appropriate to maintain confidentiality if a person shares that they intend to physically harm one’s self or another person. Protecting the immediate safety of the individual becomes more important than protecting their confidentiality. If you have concerns or questions about what constitutes confidentiality or limits to confidentiality, please contact CU Boulder Counseling and Psychiatric Services personnel at (303-492-2277).”

What is an Ally?

An Ally of undocumented students is a person who:

- Acknowledges that undocumented students have a right to be enrolled in the university
- Becomes informed about the rights afforded by law to DACA students
- Finds legal alternative ways that assist students meet academic requisites when the students are excluded by law from regular participation in employment, federal and state aid, federal programs, paid internships, travel, or the use of identification forms that they do not have
- Believes that children and youth ought not to be targets of anti-immigrant discrimination
 - i.e., children should be left out of the immigration "wars"
- Knows that because of negative attitudes toward undocumented immigration and the lack of legal rights accorded to children and youth who are undocumented, that a person who has legal status has more power in initiating institutional support and can more easily advocate against prejudice and discrimination
- Listens openly, yet does not interrogate the student on their immigration status
- Does not "out" the student to others, without the student's permission
- Does not encourage students to act on matters that may compromise them when they have the opportunity to adjust their status
- Creates a climate of trust that allows the student to reveal their situation at their own pace

- Handles student's emotions with reserve, empathy, and support, and refers to appropriate professional campus staff as needed.
- Follows up on referrals to assess the effectiveness of the referral
- Is clear about his or her own personal motivation in becoming an Ally
- Is committed to maintaining confidentiality and respecting the privacy of people who are undocumented

¹Taken from TheDream.US and adapted from handouts developed by Shawn-Eric Brooks and Vernon, A. Wall (1990) and by Velvet Miller and Christina Testa, based on materials from "Diversity Works" (1992) and from CSULB, Counseling and Psychological Services, Safe Zone. "Becoming an Ally".

Becoming an Ally

The four basic levels of becoming an Ally:

1. **Awareness:** Gain awareness by opening yourself to the possibility that some of the students in your class or program are undocumented. Attend training sessions. Go online and read about The Dream Act, DACA, DAPA and other realities impacting undocumented students
2. **Knowledge:** Begin to understand policies, laws, and practices and how they affect the undocumented students. Educate yourself on the many communities of undocumented immigrants.
3. **Skills:** Take your awareness and knowledge and communicate it to others. You can acquire these skills by attending workshops, role-playing with friends and peers, and developing support networks.
4. **Action:** To effect change that improves undocumented immigrant student success, you must act. This can be as simple as allowing substitutes for paid internships, placements in non-public agencies where a background check is not required, to assisting students by getting to know them so that you can write effective letters of recommendations when they apply for the financial aid options available to them.

Five Points to Remember

1. Be aware of your own assumptions about the undocumented community. DACA and other undocumented students are a diverse group who are not individually distinguishable from every other student. Each group has its own cultural tendencies about revealing themselves to others.
2. It is better to be preemptive than reactive. Indicate in your course requirements that students who need alternative placements should talk privately with you, or openly offer alternatives to all students, including DACA or other undocumented students.
3. If a student reveals that they are undocumented or have DACA, do not interrogate them about their immigration status. Listen attentively. If you do not know how to help them, tell them that you will find out and then get back to that student.
4. Recognize that some others may be intolerant of the undocumented and that you may be a target as well.
5. **Do not ever give immigration advice, or suggest that one can identify himself or herself as a U.S. citizen, drive without a license, or use false identification.**