

Student and Exchange Visitor Information System (SEVIS) II User Transition Workshop

August 1-4, 2011
Leesburg, VA



Workshop Summary Report

Prepared by:

Student and Exchange Visitor Program (SEVP)

Executive Summary

In August 2011, the Student and Exchange Visitor Program (SEVP) and Department of State (DoS) sponsored a 4-day workshop to solicit input from school and sponsor officials on the transition to SEVIS II – the second generation of the Student and Exchange Visitor Information System (SEVIS). The purpose of this report is two-fold. First, it summarizes the key workshop takeaways and establishes consensus on the priority issues before moving forward on time-consuming solutions. Second, it provides valuable information that SEVP can use, while continuing to gather input from stakeholders, to begin addressing issues and communicate with the stakeholder community.

SEVP selected participants from schools and sponsors of all types, sizes and locations to solicit the widest range of feedback. In total, 87 school officials attended from 85 different schools. Geographically, attendees represented 47 U.S. states and territories, including those from Saipan, Guam, Hawaii, Puerto Rico and the Virgin Islands. On the exchange visitor side, 35 program sponsors attended from 30 separate institutions. Additionally, SEVP invited a select group of government organizations whose role in SEVIS II will be critical to success.

The workshop consisted of presentations by SEVP and DoS staff as well as facilitated breakout sessions on a variety of SEVIS II topics. Participants had the opportunity to engage in discussion with fellow members of the SEVIS community as well as staff from SEVP, DoS and Department of Homeland Security partner organizations. The objective was to give actual system users a voice in identifying concerns and proposing recommendations. The majority of participants had a direct role in the transition to SEVIS and, therefore, were able to provide a unique perspective on the current transition.

Following the workshop, SEVP reviewed the feedback and compiled a comprehensive list of issues, needs, and recommendations related to the SEVIS II transition. The results are available in Section 3.0, Session Summaries. The bulk of feedback related to increased communication and training. The table to the right lists the top five topics most frequently discussed during the workshop. An online survey asked participants to rate each item's level of priority as it relates to the transition to SEVIS II. As an example, 97% of participants rated communication as a high priority; 94% of participants rated inter-agency coordination as a high priority.

	High Priority	Med Priority	Low Priority
Communication	97%	3%	0%
Inter-Agency Coordination	94%	6%	0%
Regulations	88%	12%	0%
Training	76%	24%	0%
SEVIS II Timeline	70%	30%	0%

The workshop was an important first step in the transition to SEVIS II. The feedback and recommendations provided will be vital to the development and implementation of a comprehensive SEVIS II transition plan. However, this is an ongoing effort – SEVP will continue to meet with its diverse group of stakeholders to solicit additional input throughout the SEVIS II transition.

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1.0 Purpose of the Report

The purpose of this report is two-fold. First, it summarizes the key workshop takeaways and establishes consensus on the priority issues before moving forward on time-consuming solutions. Second, it provides valuable information that the Student and Exchange Visitor Program (SEVP) can use to begin addressing issues and communicate with the stakeholder community. The workshop was an important first step in the transition to the Student and Exchange Visitor Information System (SEVIS) II. The feedback and recommendations provided will be vital to the development and implementation of a SEVIS II transition plan. SEVP understands this is an ongoing effort and will continue to meet with its diverse group of stakeholders to widen its perspective and solicit additional input throughout the transition to SEVIS II.

2.0 Workshop Overview

SEVIS II will introduce changes to existing processes with the goal of enhancing national security and streamlining the immigration process for F, M and J nonimmigrants. Successfully managing the transition from SEVIS to SEVIS II requires careful planning. To that end, SEVP and Department of State (DoS) facilitated a 4-day workshop in order to solicit feedback from those who best know SEVIS – the system users – to ensure SEVP and DoS understand and collect their concerns, questions and ideas. SEVP purposefully selected schools and sponsor programs of all types, size and location to solicit the widest range of feedback. Additionally, it invited a select group of Department of Homeland Security (DHS) partner organizations whose role in SEVIS II will be critical to success.

2.1 Venue Information

SEVIS II User Transition Workshop

August 1-4, 2011

The National Conference Center

<http://conferencecenter.com/>

Leesburg, VA

2.2 Workshop Format and Topics Discussed

The workshop consisted of presentations by SEVP and DoS staff as well as facilitated breakout sessions on a variety of SEVIS II topics. The following sections provide an overview of the types of meetings and topics covered during the workshop.

General Sessions

All participants attended the general sessions where SEVP and DoS provided SEVIS II updates and guidance for the workshop. In addition, participants had the opportunity to attend one of two night sessions:

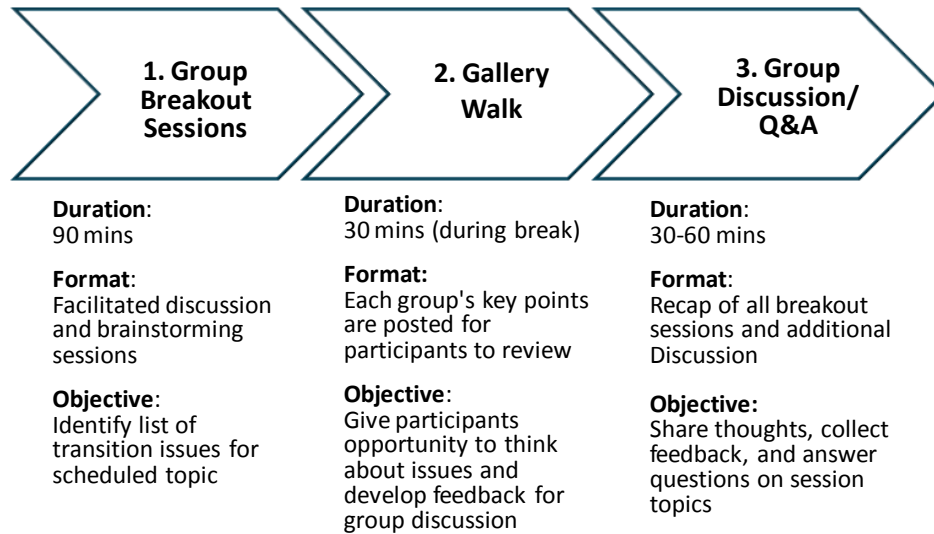
- > Batch Workshop – included an update on the development SEVIS II batch functionality and a discussion on potential issues and recommendations (see section 3.14 for workshop notes)
- > Real-Time Interface (RTI) Demo – included a click-through demonstration of draft SEVIS II screens using the requirements development software

Breakout Sessions

The breakout discussions were a critical exercise, structured to provide participants with the opportunity to engage in discussion with colleagues as well as staff from SEVP, DoS, and DHS partner organizations. Participants were assigned to sessions based on their background and unique ability to contribute to the session topic. Facilitators set clear expectations with participants on the goals of the sessions – given the limited amount of time and wide range of topics, facilitators encouraged participants to narrow their discussion using these guiding questions:

- > What are the major changes coming? How does the future state differ from the current state?
- > Which of these changes could create issues during the transition? What are the issues?
- > Who will this transition affect, what information do they need and how should they receive it?
- > Timing? What needs must SEVP address during pre-initial operating capability (IOC), IOC and full operating capability (FOC)?
- > How can SEVIS II address these issues?

SEVP and DoS facilitated the discussions and recorded detailed notes which were then displayed in a common area for all participants to view. Finally, each breakout session was followed by a group discussion in which participants summarized their discussion points and answered questions. The graphic below depicts the standard format for these sessions:



SEVP and DoS selected the session topics based on input from the user community as well as frequently asked questions and recurring discussions about the transition. The following table lists the topics discussed during the breakout sessions for schools:

<p>Big Picture Changes:</p> <ul style="list-style-type: none"> > General IOC Activities > Customer Account > General Data Clean Up > Paper to Paperless > Domestic Report 	<p>School Certification:</p> <ul style="list-style-type: none"> > Activities During IOC > Form I-17 Updates > Initial Certification > Recertification > Heads of School
<p>Employment Benefits:</p> <ul style="list-style-type: none"> > On Campus Employment > Off Campus Employment > OPT/ Stem OPT > CPT 	<p>Initial & Current Students:</p> <ul style="list-style-type: none"> > Initial I-20 Deferrals > Transitioning I-20s > Continuing Students > Student Transfers
<p>Pending Actions/ Applications:</p> <ul style="list-style-type: none"> > Pending Actions in SEVIS > Pending USCIS Applications > Reinstatements 	<p>Training & Help Desk:</p> <ul style="list-style-type: none"> > Training > Help Desk
<p>Specialty Schools:</p> <ul style="list-style-type: none"> > Flight Schools > Border Commuter Schools > Island & Territory Schools 	<p>Specialty Schools:</p> <ul style="list-style-type: none"> > ESL Schools > K-12 Schools > M Schools

Additionally, representatives of SEVP's government partner organizations attended sessions. Each of the following organizations plays a critical role in the topic of discussion as it relates to SEVIS II. See Section 3.0 for summary notes from each session.

Session Topic:	Government Partner Organization:
> Entry & Exit	**U.S. Customs and Border Protection (CBP) http://www.cbp.gov/
> Visa Issuance	Department of State, Bureau of Consular Affairs http://travel.state.gov/
> Student Communication	Department of State, EducationUSA http://educationusa.state.gov/
> CIS Applications & Systems	U.S. Citizenship and Immigration Services (USCIS) http://www.uscis.gov/portal/site/uscis
> Benefits & Driver's Licenses	DHS Policy & Social Security Administration http://www.ssa.gov/

**Not in attendance

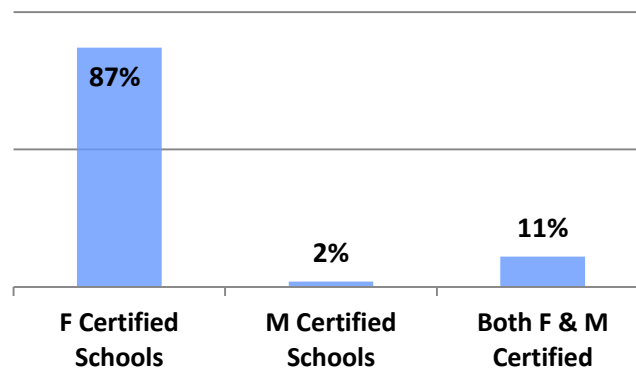
2.3 School Attendee Breakdown

SEVP selected schools of all types, sizes and locations to solicit the widest range of feedback at the workshop. In total, 87 designated school officials (DSOs) and other school officials attended from 85 different schools. The complete list of schools that attended the workshop are available in Appendix B. Representing the exchange visitor community, 35 program sponsors attended from 30 different institutions.

Geographically, attendees represented 47 different U.S. states and territories including Saipan, Guam, Hawaii, Puerto Rico and the Virgin Islands.

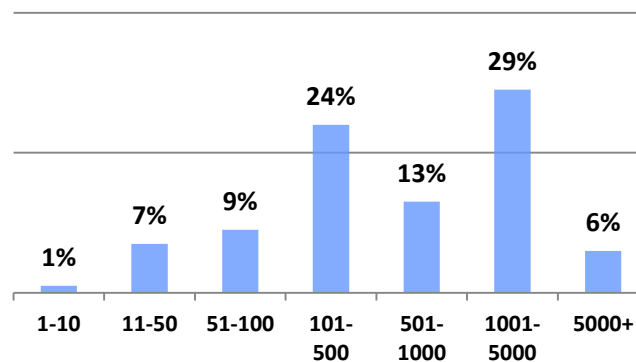
In addition to universities and high schools, SEVP invited a select group of specialty schools, including K-12, ESL, flight, vocational, territory/island, and border commuter institutions. The following chart depicts the percent of schools represented by F or M student visa type:

Schools Attending the Workshop by Student Type



Attendees represented schools of varying sizes, from major universities to vocational schools with only several nonimmigrant students. The following chart depicts the percent of schools represented by their nonimmigrant enrollment:

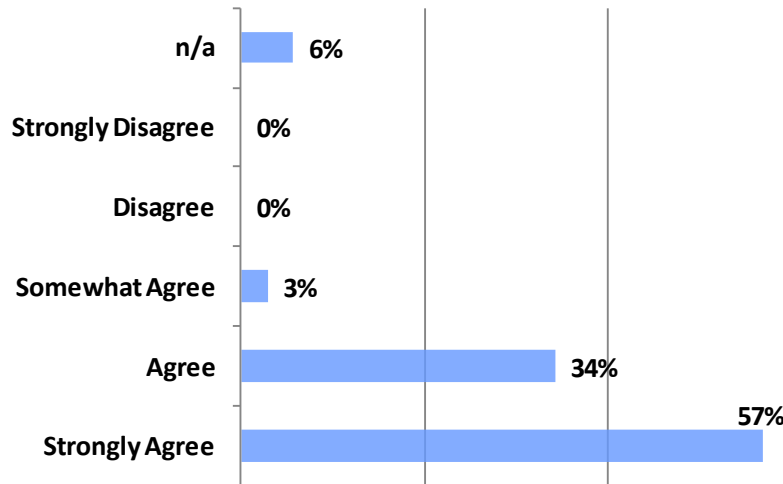
Schools Attending the Workshop by Number of Nonimmigrant Students



2.4 Workshop Survey Results

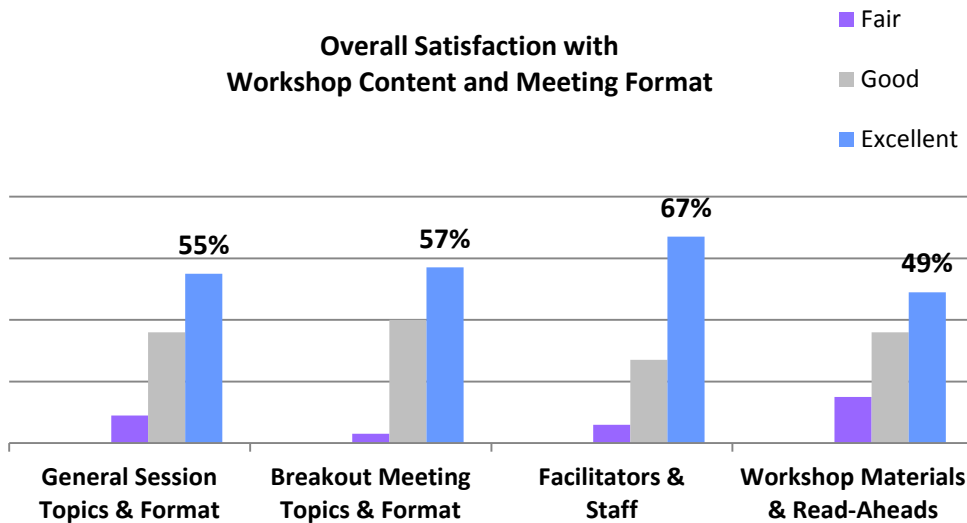
Following the workshop, participants submitted feedback on the event and provided additional input about the SEVIS II transition. As of October 2011, 28% of workshop participants have completed the online survey (including both school and program sponsor attendees). The following charts provide a summary excerpt of the survey results.

I found the workshop useful and productive



- ✓ **91%** of respondents **agreed** or **strongly agreed** the workshop was useful and productive
- ✓ **97%** of respondents rated the breakout meeting topics and format as **excellent** or **good**
- ✓ **90%** of respondents rated the general session topics and format as **excellent** or **good**
- ✓ **90%** of respondents said the workshop **met** or **absolutely met** its goals

Overall Satisfaction with Workshop Content and Meeting Format



3.0 Session Summaries (schools only)

For each of the school sessions, facilitators captured notes on flip-chart paper and posted them for participants to view and discuss. The consolidated notes are in the tables below. Participants' feedback falls into the following categories:

- > Issues ("we are concerned about...")
- > Needs ("we need...")
- > Recommendations ("we recommend...")

Additionally, facilitators captured questions asked by participants and are available in Appendix C.

3.1 Big Picture Changes

The "big picture changes" are those that introduce new processes or affect all users. They may require the most coordination and communication with students, exchange visitors, leadership, and other internal clients.

The pre-IOC period may entail modifying existing materials such as websites, pre-arrival packages, and other handouts. Customer accounts represent a major shift in process and in control, as students and exchange visitors will be entering and viewing information for the first time. Other changes, such as the move to a paperless process and the domestic report, represent changes in process that must be communicated to affected parties.

During the second stage of the transition, school and sponsor officials will continue to use SEVIS while also working to set up SEVIS II in preparation for FOC. This will entail updating the Form DS-3036, "Exchange Visitor Program Application," and Form I-17 to migrate to SEVIS II, and assisting current students and exchange visitors in creating customer accounts. It will also require working in SEVIS II to complete the new fields on the SEVIS II I-17. The session on "big picture changes" included the following topics:

- > General IOC Activities
- > Customer Account
- > General Data Clean up
- > Paper to Paperless
- > Domestic Report

Customer Accounts

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Access issues (technology barriers, internet access, country specific barriers) • Assistance with communicating information • Budget and resource impacts to schools • Data discrepancies between SEVIS and SEVIS II records (field changes, naming conventions, etc.) • Data integrity/ data migration • Differences between SEVIS II policy and school policy • Early communication to heads of school • Ease of use (e.g. sufficient screen text) • E-mail frequency • General paradigm shift of moving to one record for life • Language barriers • Notifications of changes to student accounts • Privacy/security impact • Rules for account management 	<ul style="list-style-type: none"> • Ability for heads of school to designate a signatory • Clear communication to all stakeholders • Communication from DHS to heads of school • Communication templates • Detailed how-to guides with visuals • E-mail alerts 45 days before program end dates • Exact guidelines for admissibility indicator colors/statuses • Guidelines for account management (e.g. dormant accounts, account recovery, account retention, etc.) • More information on privacy measures and implications • Multi-lingual help text per page and per field in customer accounts 	<ul style="list-style-type: none"> • Develop a “responsibility agreement” for Customer Account Representative (CAR)/ proxy to sign • During Pre-IOC priorities, focus on training staff, developing budgetary information for schools, cleaning and fixing data, addressing language issues, identifying naming conventions, and developing training for students and schools • Limit field options as much as possible with drop-down menus • Send letter from DHS leadership to heads of schools communicating changes and budget and resources needs

IOC Activities

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Coordination among government agencies • Official timeline • Timing of communication and training materials 	<ul style="list-style-type: none"> • Clear, realistic timeline as early as possible • Early communication to heads of school • Online training programs with helpful visuals • Standard, consistent communication from all government stakeholders • Student-friendly communications and training 	<ul style="list-style-type: none"> • Design communication and training materials that meet needs of specialty schools • Interface early and regularly with other government agencies • Provide schools with a to-do checklist during the transition (specific to school type) • Provide technical “in the weeds” training for school officials that covers day-to-day activities

Data Migration

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Allowing students to enter their own data accurately and in a timely manner • Data integrity • Historical records • Keeping databases aligned if there are multiple migrations • Manual data entry • Resources needed to migrate data • Timeline for data migration • Unanticipated glitches 	<ul style="list-style-type: none"> • Ability to batch Form I-17 fields (e.g. program additions, calendars, etc.) • Ability to view both SEVIS and SEVIS II data during migration • Added resources to migrate data and make corrections on time • Automated tool to help upload data • Clear rules for data migration (e.g. naming conventions) • Clear timeline as early as possible • Faster adjudication from SEVP on Form I-17 • Help from SEVP in aligning/comparing SEVIS II and school systems 	<ul style="list-style-type: none"> • Create an overarching classification of instructional program (CIP) code so that subsets do not require individual approval • Ensure that rules for acquiring and maintaining Form I-17 data are based in regulations • Ensure schools will not be asked to perform registration twice in SEVIS II • Make “add DSO” a non-adjudicable field • Prioritize what should be cleaned up/migrated and communicate to schools early

Paper to Paperless/ Domestic Report

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Awareness of the domestic report and its uses • Change to internal school processes (coordination with related school offices that do not have SEVIS access) • Coordination with CBP • Coordination with international offices and consulates • Deadlines for accepting the paper Form I-20 • Implications for local law enforcement and other third parties • Language barriers • Students’ ability to print their own domestic report • Willingness of DMV, SSA, and U.S. state organizations to change their processes 	<ul style="list-style-type: none"> • A formal document that shows immigration status • Domestic report to be applicable across State boundaries • Domestic report to be real-time in order to share with local agencies • Notification when a student’s status changes to red • Simple, easy to understand format • Strict guidelines on uses of domestic report and validity period • To keep records/copies on file at school offices 	<ul style="list-style-type: none"> • Add approved/ requested benefits to the domestic report • Add date of birth to simplify for schools and government agencies • Make specific to type of nonimmigrant status • Smartphone application to show domestic report upon request

3.2 Pending Applications and Actions

Students and exchange visitors will continue to file applications for benefits, change of status, and reinstatement with USCIS during IOC. These actions have associated actions in SEVIS that must migrate to SEVIS II. The move to SEVIS II will also impact USCIS processes. Currently, students submit the paper Form I-20 in support of a USCIS application. After the full deployment of SEVIS II, the paper Form I-20

will no longer exist. USCIS adjudicators will rely on information directly from SEVIS. School officials and government users must address this change in process. The session on “pending applications and actions” included the following topics:

- > Pending Actions in SEVIS
- > Pending USCIS Applications
- > Reinstatements

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Amount of processing time with other agencies (SSA, etc.) • Burden of data fixes on schools • Communication between USCIS and SEVP • Creation of student customer accounts during IOC • Existing student applications and open help desk tickets • Grace period for paper applications and pending actions (grandfather approach, 60-day grace period) • Process for Form I-94 “Arrival/ Departure Record” • Migration of inactive records • Migration of student records such as pending reinstatements • Naming conventions on applications initiated in SEVIS and completed in SEVIS II • New Forms I-20 for existing students • Student travel during transition period and setup of the Immigration Identification Number (IIN) • Timeframe to prepare existing students • USCIS grace period for sharing applications – cooperative action between SEVP and USCIS 	<p>The timing rules for:</p> <ul style="list-style-type: none"> • Automatic completion • Cap gap if FOC is delayed • Change of status • Continuous registration • Grace periods • Hardship employment application • Periods of OPT unemployment • Reinstatement • STEM extension • Transfer in/out • Travel signatures 	<ul style="list-style-type: none"> • Clearly show in customer account whether application is current or under review/reinstatement • Make information available at port of entry for students arriving during IOC • Lessen requirements/ deadlines during transition such as the 90-day limit on unemployment • Develop various types of training materials for pending actions

3.3 Initial and Current Students

Students will face the most significant change during the transition to SEVIS II. Throughout the transition, new students will enter the country and current students will continue to attend school and participate in practical training. For the first time, students will have customer accounts providing them with access to their information in SEVIS II. Current and initial students must establish these customer accounts during IOC. Beyond customer accounts, students must manage changes in process that come with moving to a paperless system. This transition will require new guidance, training, and communication with students. The session on “initial and current students” included the following topics:

- > Initial Form I-20 Deferrals
- > Transitioning Form I-20s
- > Continuing Students
- > Transfer Students

Initial Form I-20 Deferrals

Each year, thousands of students defer their admission to SEVP-certified schools. These deferrals are used for students who have not yet entered the United States as well as for students in the United States applying for a change of status. It is often necessary to defer admission while awaiting USCIS adjudication of the application to change status. DSOs currently process the deferrals in SEVIS by updating the program start date in student records. During the transition to SEVIS II, deferred admission will continue – requiring coordination between SEVP, USCIS, and the DoS along with communication and training for DSOs and students.

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Ability of USCIS to access both SEVIS and SEVIS II data during the transition • Communications to students • Form I-9, "Employment Eligibility Verification," process in a paperless environment • Students with visas who may defer • Timing for creating customer accounts (consider that admissions offices have both application and admittance stages) • Timing overlap for pending actions 	<ul style="list-style-type: none"> • Communication to students about deferrals from SEVIS to SEVIS II • Different communications for experienced and non-experienced SEVIS users • Early communications to students about process changes 	<ul style="list-style-type: none"> • Update what information is required on the school's intake form • Assign an SEVP field representative to schools who is knowledgeable about specialty school issues

Transitioning Form I-20s

Upon implementation of SEVIS II, paper Forms I-20 will no longer be used, representing a major process change for students, DSOs, and the government. The move to a paperless immigration process requires SEVP to determine the validity of paper Forms I-20 printed prior to SEVIS II implementation. That plan must be clear and communicated to government officials, DSOs, and students.

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Communication to students about the Form I-20 and customer account • Students in the process of change of status, on vacation, leave of absence • Students who enter the United States with a paper Form I-20 during IOC • Timeline for accepting/denying the paper Form I-20 	<ul style="list-style-type: none"> • Clear deadlines and timeline from SEVP • Communication from DHS to current students about deadline for creating an account and phasing out the paper Form I-20 (as well as consequences for non-compliance) • Communication from DHS to school officials • Early guidance on updating internal school processes and procedures 	<ul style="list-style-type: none"> • n/a

Continuing Students

Students who remain enrolled throughout the transition to SEVIS II will be most affected by the change. They must learn new processes, create customer accounts, and adjust to managing some of their own data in the system. These continuing students will need assistance before, during, and after the transition to SEVIS II.

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Ability to generate lists of initial, continuing and transfer students • Ease of data migration • Communication to students about new processes • Grace periods • Varying admissions cycles 	<ul style="list-style-type: none"> • Ability to generate list of continuing students, including students at end of OPT, transfers and end of program, as well as students not in the physical area • Ability to know who needs to create an account (e.g. those whose grace period ends before FOC, etc.) • Clear definitions of “initial” and “current” • Communication to students about new processes • Data integrity • Increased help desk support • Migration timeline • Official letter from DHS leadership to school administration 	<ul style="list-style-type: none"> • Advise students to keep old Forms I-20 • Communicate consequences for not creating a customer account • Create one central website for SEVIS II information • Develop an SEVP webpage with step-by-step visual processes for setting up the customer account • Develop flowchart to help students determine if they are initial or current • Send communication from senior DHS leadership to heads of school, including budget and resource needs

Transfer Students

SEVIS II will introduce a new transfer process for DSOs, changing the roles of the involved DSOs/schools. The DSO at the transfer-out school will no longer initiate the transfer in SEVIS. That will now be done by the DSO at the transfer-in school, who will associate the student with his/her school and create a certificate of eligibility to initiate the transfer within SEVIS. As with other changes, the modifications to the transfer process must be communicated to DSOs and students.

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Ability to see student information/ history from another school • General guidance on new process and rules • Role of “transfer-in” and “transfer-out” school in the process • Transfer-in deferral functionality 	<ul style="list-style-type: none"> • Ability for student to give permission to view record • Ability to see student history from transferring institutions • Guidance on the relationship between schools during the transfer in/out process • Guidance on when to release records, change procedures, definition of student status, employment history, prior immigration history, reinstatement, and event history 	<ul style="list-style-type: none"> • Develop “how-to apply” materials for initial students and “how-to move to SEVIS II” for continuing students • Maintain a centralized website used by all parties with consistent, reliable information • Publish announcements on school and alumni websites • Send notifications to common internship programs and employers

3.4 School Certification Activities

Each stage of the transition to SEVIS II will include activities related to school certification. Schools will continue to apply for initial certification while those currently certified will submit petition updates and apply for recertification. IOC will be the peak of the transition for school certification activities. During this stage, school and sponsor officials will continue to use SEVIS while also working to set up SEVIS II in preparation for FOC. IOC will also include migration of data from SEVIS to SEVIS II. For school officials, it will require working in SEVIS II to complete the new fields on the Form I-17. The session on “school certification activities” included the following topics:

- > School Certification Activities During IOC
- > Petition Updates
- > Initial Certification
- > Recertification

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Adjudication decisions • Adjudication timeframes (in particular, the time it takes to add a DSO) • Clear and consistent definitions • Cut-off dates in SEVIS for changes, adjudications, new petitions, etc. • Locking of fields in SEVIS II, specifically the DSO fields • Migration timeline • New data elements (e.g. varying tuition amounts at different program levels, varying calendars and programs at different campuses) • Type/amount of evidence needed during recertification 	<ul style="list-style-type: none"> • Calendar of IOC activities • Clear and reliable instructions, manuals, FAQ, etc. • Grace period for errors and error validation • List of Form I-17 data elements 	<ul style="list-style-type: none"> • Assign contacts/SEVP field representatives for assistance • Develop a communications and training toolkit to prepare schools • Provide tools to help schools upload programs of study and new data elements

3.5 Employment Benefits

Thousands of students engage in employment and practical training each year. This will continue throughout the transition. This session addressed the migration of existing employment information from SEVIS to SEVIS II. It also addressed how SEVIS II will impact the application processes and updates to SEVIS records following FOC. The session on “employment benefits” included the following topics:

- > On/Off Campus Employment
- > OPT/ STEM OPT
- > CPT

We are concerned	We need...	We recommend...
<ul style="list-style-type: none"> • Ability of students to update CPT employer information without DSO authorization • Current Form I-9 regulations (don't support the SEVIS II paperless process) • Employment counters for continuing students (how will DSOs verify and correct after FOC?) • Employment history • Instructions and training for students on submitted requests • Large numbers of students requesting off-campus employment for economic hardship • Managing the unknowns of USCIS transformation and the move to electronic applications • Timely adjudication of employment benefits during the transition 	<ul style="list-style-type: none"> • Clear communication of vocabulary for students • Clear instructions for students on employment requests, including canceling requests • Communications and training templates for schools to use in training students and DSOs • Improved USCIS interface in order to avoid current issues with cap-gap updates to student records • Reporting instructions for continuing students • Revised Form I-9 regulations before SEVIS II is deployed • Training for USCIS before FOC 	<ul style="list-style-type: none"> • Allow schools to see student records from previous schools pending a release form signed by student • Allow students to submit requests through the SEVIS II messaging system for off-campus employment • Develop an alert list for students with pending authorizations, end dates, and employer information reporting • Develop CPT request templates • Develop reporting instructions for continuing students • Ensure SEVIS II has a confirmation pop-up/alert when a student clicks on an employment request • Ensure students cannot update CPT employer information • Extend the OPT application period during the transition to allow for system issues • Gray out options for students when not eligible for employment • Keep DSOs as the points of contact for USCIS service centers regarding problems with student applications • Migrate all student employment history • Provide DSOs with access to a test account to demo the employment processes • Provide USCIS adjudicators with full access to employment history in students' records • Require DSO authorization for any change to CPT employer • Train the USCIS National Customer Service Center on SEVIS II changes • Use DSO focus groups to assist in writing the guidance for eligibility criteria

3.6 Training and Help Desk

Effective training and assistance from the help desk will play a major role in the transition to SEVIS II. This session asked participants to consider the development and delivery of SEVIS II training. It also included discussion of the role of the help desk throughout the transition.

Training

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • 24/7 availability of help resources • Availability of help resources other than help desk • Timing of training • Vague current policy guidance, needs more detail • Variety of training mediums 	<ul style="list-style-type: none"> • 24/7 reference other than the help desk • Clear definition of DSO role • Clear, realistic timelines • Data fixes become the exception rather than the norm (DSOs can handle typical cases) • Detailed FAQ • Detailed guidance on policy • Quality user manuals (written, video, web, oral) • Regional SEVP outreach (e.g. town halls, visits to schools, etc.) • Training materials targeted to user type such as ESL students, specialty schools, etc. 	<ul style="list-style-type: none"> • Create publicly available knowledge base (like Yahoo Answers or online forum) • Create specialized training available for students vs. DSOs • Develop a to-do checklist for student and school officials (like the recertification checklist) • Develop student quiz (facts vs. myths) as part of their orientation • Engage in social media like Facebook, Twitter, etc. • Give step-by-step instructions • Launch an advertising campaign that communicates SEVIS II benefits to students • Publish a training toolkit – sample communications, visuals, flowcharts, checklists, FAQ, etc. • Publish visuals (e.g. process flowcharts) • Train DSOs on how to help others set up accounts

Help Desk

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • 24/7 access to help desk • Availability of staff, request volume • Consistency among staff • DSOs using the help desk to “shop for answers” • Enough available channels (phone, chat, e-mail, etc) • Help desk advising on school policy • Lack of regulatory knowledge among help desk • Multi-lingual capabilities • Students using the help desk to challenge policy 	<ul style="list-style-type: none"> • Consistent guidance from help desk staff • More communication channels • Multi-lingual staff available • Sufficient staff to handle volume 	<ul style="list-style-type: none"> • Allow help desk to see user’s screen • Clarify help desk role – what gets answered by help desk vs. school • Do not allow help desk to give regulatory advice • Do not require schools to fax evidence for data fixes • Expedite data fixes • Publish and archive list of questions and answers submitted to help desk • Refer students to DSOs for specific school policy • Specialize staff by visa and/or school type

3.7 Specialty Schools

All schools will have unique issues to manage during the transition to SEVIS II. However, certain schools have additional issues based on type of instruction, location, or student population. These targeted sessions encouraged participants to think about any special issues that could arise as a result of a school's situation. The session on "specialty schools" included the following types of schools:

- > Flight schools
- > K-12 schools
- > English as a Second Language (ESL) schools
- > Border Commuter schools
- > Vocational/M schools
- > U.S. territory and island schools

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Applicability of CPT/OPT regulations to specialty students (e.g. minimum number of hours for conservatory students is not feasible) • Budget for translation services • Canadians having "special" status (e.g. visa not required) • Form I-17 fields and their applicability to specialty schools • Increase in resources and budget • Information-sharing with students' agents, recruiters, and proxies • K-12 students entering and maintaining correct account information in a timely manner • Language barriers and access issues during customer account setup 	<ul style="list-style-type: none"> • 24/7 help desk trained in specialty school issues • Communication to school administration requesting support • Communication to government stakeholders about needs of specialty schools • Consideration of time differences when planning for system outages • Customizable fields on the Form I-17 (e.g. degree lengths, levels, transfer rates, calendars, etc.) • Guidance to consulates about translating web materials and other information sources • Field representatives for specialty schools • More guidance on regulatory changes than given to "normal" U.S. schools • Recorded webinars/ training to compensate for time differences • Training guides with more visuals to accommodate specialty students (e.g. screenshots, flowcharts, etc.) 	<ul style="list-style-type: none"> • Focus group comprised of nonimmigrant specialty students • Subset of help desk staff trained in specialty school issues • Targeted communications and information for specialty schools (e.g. K-12 students will not read through detailed and voluminous text)

3.8 SEVIS II Hot Topics/ Priorities

The primary objective of the workshop was to cover a broad spectrum of SEVIS II transition issues. This session's intent was to address those topics not covered in other sessions.

The following table lists the 10 topics most frequently discussed during the workshop (in alphabetical order). An online survey asked respondents to rate each item's level of priority as it relates to the transition to SEVIS II. Ninety-seven percent of participants rated communication as a high priority. Additionally, 94% of participants rated inter-agency coordination as a high priority.

	High Priority	Med Priority	Low Priority
Batch	46%	27%	27%
Communication	97%	3%	0%
Customer Account	61%	33%	6%
Domestic Report	49%	46%	6%
Form I-17	55%	27%	18%
Help Desk	49%	46%	6%
Inter-Agency Coordination	94%	6%	0%
Regulations	88%	12%	0%
SEVIS II Timeline	70%	30%	0%
Training	76%	24%	0%

3.9 Entry/Exit

The intent of this session was to review changes to the entry and exit procedures and examine how they will affect students and exchange visitors. One of the principle changes of SEVIS II is the shift to a paperless system for immigration purposes. Students and exchange visitors will no longer provide paper Forms I-20/DS-2019 when entering the United States. This change will require close coordination within the government and between the government, students/exchange visitors, and other users. Customer accounts provide students and exchange visitors with access to the information in their respective records. This will include information confirming their entry/departure to and from the United States. In cases where departure information does not appear, students and exchange visitors will be required to work with SEVP to update their records to show departure.

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Awareness of the domestic report/paperless process (in the United States and abroad) • Changes to processes for the Form I-94, Form I-901, “Fee Remittance for Certain F, J and M Nonimmigrants,” and Form I-515, “Notice to Student or Exchange Visitor” • Communication/ coordination with CBP • Canadian students and other visa exempt scenarios • Interim process during transition (e.g. accepting the paper Form I-20) • Students printing their own report • Training for CBP officers and local law enforcement about the domestic report • Training for students 	<ul style="list-style-type: none"> • Centralized information portal for all users and government agencies • Interim rules and regulations for schools and government agencies during IOC • RTI updates when tracking exit/entry info • SEVP field representative to communicate with government agencies of behalf of schools • Timely dissemination of information to CBP officers • Training for CBP officers, particularly in Canada • Training for local law enforcement on domestic report uses and the validation number • Training for students about new requirements at ports of entry 	<ul style="list-style-type: none"> • Accommodate policies and procedures for territories and specialty institutions • Have CBP train local law enforcement, such as training on uses of the domestic report • Consider virtual interviews at consulates • Ensure dependents are linked to student grace periods • For Systematic Alien Verification for Entitlement (SAVE) purposes, the domestic report should have only one verification number • Generate error letters with detailed reasons for denial • Update/modify the Form I-9 procedures

3.10 Social Security and Driver’s Licenses

The intent of this session was to examine the upcoming changes in SEVIS II and how they impact applications for Social Security numbers and U.S. state driver’s licenses. The move to a paperless system for immigration purposes affects many current processes. Through improvements in interfaces with other federal systems, SEVP hopes to address many of the current issues associated with these processes. However, for driver’s licenses, not all states link to a federal database from which they can retrieve information regarding a student’s status. The intent of the domestic report is to address these issues and avoid any complications with these processes.

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Acceptance and awareness of the domestic report • Buy-in from state DMVs and local organizations • Coordination between SEVP and the government • Interface issues with SAVE and E-Verify • Not including the date of birth on the domestic report for verification purposes • Varying internal processes between U.S. states 	<ul style="list-style-type: none"> • Assistance in communicating the SEVIS II message • Clearly defined training materials • Concrete lag and processing times • Definition for “in status” for SAVE verifications • Domestic report template prior to implementation • Extensive coordination between SEVP and other agencies • Information on changes to SEVIS fields • Information on policy changes • Matching names in SEVIS II and immigration documents • Naming conventions in order to mitigate data entry issues • Process to disseminate information to all locations • Properly functioning interface that is user-friendly • SAVE updated and ready for SEVIS II • SEVP to act as an intermediary between schools and government agencies 	<ul style="list-style-type: none"> • N/A

3.11 USCIS Applications and Systems

Like SEVIS today, SEVIS II will interact with USCIS systems to receive updates related to USCIS applications for benefits and status. The intent of this session was to examine the impact of SEVIS II on USCIS application procedures. It also included discussion on improvements to the interfaces between the two systems.

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Adjudicator abilities in SEVIS II • Consistent naming conventions between SEVIS II and USCIS • Data migration timeline • Functioning interface between Computer Linked Application Information Management System (CLAIMS), USCIS and SEVIS II • Impact to CLAIMS/Electronic Immigration System • Legacy Forms I-20 during the application process • M-visa issues with transfers, extensions, OPT, etc. • Migration of pending applications • Retrieving data from CLAIMS • Termination of SEVIS records prior to effective change of status date 	<ul style="list-style-type: none"> • Ability for adjudicator to see employment history for SEVIS II record • Ability to view USCIS correspondence • USCIS in synch with SEVIS II deployment timeline • Flowchart of data elements • Guidance about electronic forms • Proper migration of pending applications during IOC (e.g. reinstatements, change of status, employment, etc.) • Quicker processing during IOC • School officers at service centers • SEVP/USCIS to train other agencies • Specific data migration timelines • Training for adjudicators about SEVIS II records to help avoid abnormal requests for evidence (RFE) • Training from USCIS on biographical changes in SEVIS II 	<ul style="list-style-type: none"> • Allow USCIS ability to view capability options for employment • Allow USCIS to send flags on pending applications based on actions taken • Appoint a field representative/liason from each government agency • Ensure USCIS tests SEVIS II • Send a USCIS transformation subject matter expert to train schools

3.12 Student Communication

SEVIS II will introduce new concepts and processes for students and exchange visitors. The intent of this session was to examine the challenges associated with communicating these changes to students and exchange visitors. SEVP will work closely with its partners at EducationUSA to provide information to prospective students on SEVIS II, the customer account, and many other SEVIS II changes. Facilitators asked participants to consider best practices for engaging students and exchange visitors.

We are concerned	We need...	We recommend...
<ul style="list-style-type: none"> • Assistance with communicating to students • Centralized source of information about SEVIS II • Consistent messaging • Language/ translation barriers • Naming conventions • Peak staffing needs 	<ul style="list-style-type: none"> • Assistance from agencies other than EducationUSA • Consistent messaging from all agencies • DoS and consulate websites updated with comprehensive information • Multi-lingual assistance • Official communication from SEVP to students and school administration • One-stop shop for SEVIS II information • Reliable information from embassies about each country's processes • Robust and user-friendly search features • Sufficient staffing at SEVP during peak times • Tutorials from SEVP and Consular Affairs • Updated criteria for acceptance material 	<ul style="list-style-type: none"> • Build an online, publicly available knowledge base • Consider communications to cultural missions, trade orgs, Chamber of Commerce, agency associations (e.g. FELCA, AIRC) • Develop a chat feature available in SEVIS II and linked to the help desk • Develop a mobile smart phone application • Research where students receive their information • Simplify password requirements

3.13 Visa Applications

The intent of this session was to examine how changes introduced by SEVIS II will affect the visa process. Facilitators asked participants to consider internal changes that need to be made to reflect the new process and concerns in maintaining normal processing through the transition.

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Consistent information among international offices • Consulates having up-to-date information from SEVIS II • Internet access and 24/7 system performance • Student anxiety about the paperless process • Timely and accurate data transfer from SEVIS II to Consular Consolidated Database (CCD) and back • Visa issue errors /corrections 	<ul style="list-style-type: none"> • Consistent and thorough training for consulates and CBP officers • Consistent guidance among SEVP, CBP, and consulates • Early dissemination of information in a easily accessible format • Online training and communications toolkit • Standardization • Translation of information 	<ul style="list-style-type: none"> • Assign field representatives with school experience • Change the Form I-94 format to match the DOP passport international standard • Limit the unique enumerator on the domestic report to numbers • Recruit student leaders to assist peers • Use experienced educators to develop and review training and communications materials • Use focus groups to test reading comprehension of training and messaging

3.14 Batch Workshop

We are concerned about...	We need...	We recommend...
<ul style="list-style-type: none"> • Availability of data to those who do not use a vendor product • Changes to data structure • Data comparison capability • Data migration • Data validation and processing • Functionality available to DSOs • General information about new processes and features • Level of real-time data • Number of batch downloads per day • Only the document originator can sign • Push/pull abilities • Schema release timing • Special cases such as transfers, J-1 employment, and J-visa holders under 18 years old • Test environment 	<ul style="list-style-type: none"> • 16-month timeline (12 months for development, three months for testing, and one month for data cleanup) • Ability to accept updates from students • Ability to approve/reject changes under reverse batch • Ability to change student's local address • Ability to perform transfers • Ability to download visa and port of entry information • Ability to retrieve the results of a student interview during visa issuance • Ability to know last time data was changed • Ability to submit signature through batch • Ability to submit sponsor/school ID# to avoid data mistakes • Batch download minimum of twice/day and close to real-time • Clarification on mass registration validation • Clear timelines in order to anticipate issues when processing files • Data set that will trigger errors during validation • Electronic signature functionality • Error validation prior to schema delivery • Government advocate for additional resources/budget • Immediate success/failure summary • Information about data validation • Pre-processing (check code validation, error check, notification) • Sufficient time for vendors to have a testable product for institutions • Test environment as early as possible • User-friendly navigation 	<ul style="list-style-type: none"> • Allow audit dump to ensure both sets of records are correct • Filter by DSO but do not enforce signature • Provide more than three months for reverse synchronization, a test environment, vendor production, and institutional testing (also consider peak school times of year and possible staff turnover) • Release schema test environment in November 2012; provide connectivity before 2012 • Send text alerts to cell phones instead of e-mail • System should recognize requests to create Forms I-20 and process them first

4.0 Next Steps

The workshop was a crucial first step in gathering input from the user community, but not the last. SEVP must continue to meet with various stakeholders of all types and sizes in order to widen its perspective and collect additional input. It is not SEVP's current intent to address each and every issue identified at the workshop. However, SEVP is currently incorporating input and ideas from the workshop into the SEVIS II requirements process as well as the development of communications and training plans. The following sections provide an overview of the short and long-term plans for addressing the needs of the stakeholder community during the SEVIS II transition.

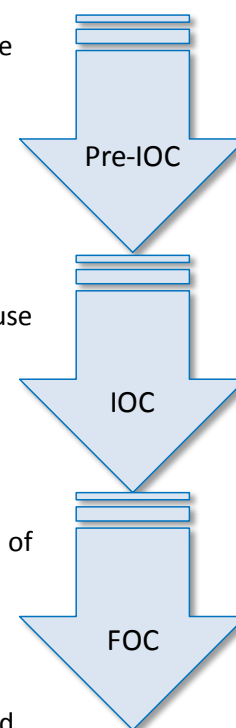
4.1 Three Stages of Transition

There will be three distinct stages of the transition. SEVP is currently in the first stage of the transition that began when work started on SEVIS II. In this stage, known as **Pre-Initial Operating Capability (IOC)**, SEVP will gather information on changes introduced by SEVIS II and establish an internal plan to manage the changes. This first stage will last until IOC, which will be approximately a six-month period immediately preceding full deployment of SEVIS II.

During **Initial Operating Capability (IOC)**, schools and programs will continue to use SEVIS to make updates while preparing for the full deployment of SEVIS II. Numerous activities will occur during IOC in preparation for SEVIS II – migration of data from SEVIS to SEVIS II, establishment of customer accounts, and completion of the new elements of the Form I-17 (for school officials).

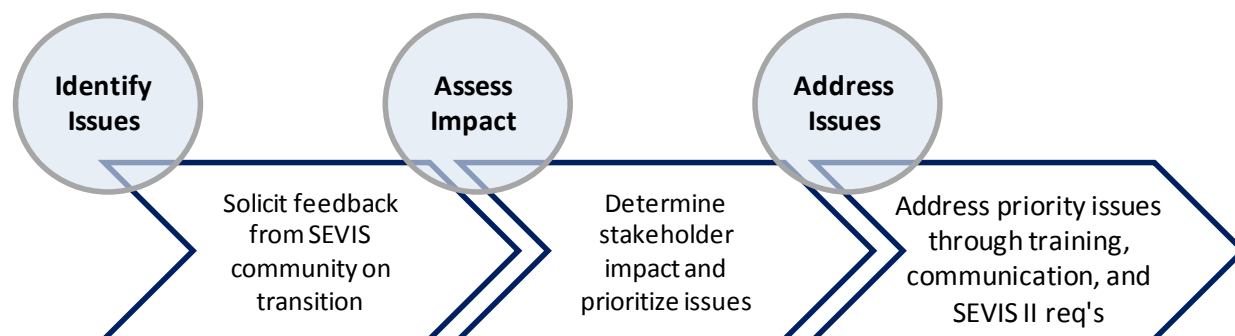
Full Operating Capability (FOC) is the point at which SEVIS II becomes the system of record. At FOC, schools and programs will no longer use SEVIS. All work will be performed in SEVIS II through their respective customer accounts.

SEVP and DoS will provide users with the tools to understand and address different aspects of the transition. This workshop, as well as other outreach opportunities and regular feedback from stakeholders, will allow SEVP to develop those tools. The following sections provide a brief overview of SEVP's approach to identifying critical issues and opportunities and using them to develop solutions for the stakeholder community.



4.2 Approach to Transition Planning

The following sections address how SEVP plans to identify issues, assess their impact, and address those needs throughout pre-IOC and IOC. SEVP is currently developing a SEVIS II transition plan that will detail the approach to identifying and addressing issues at each stage and for all major stakeholders.



Step 1 – Identify Issues and Stakeholders Needs

SEVP is currently in the phase of identifying issues and stakeholder needs. The workshop was a critical first step; however SEVP is continuing to reach out to stakeholders of all types and sizes during the Pre-IOC stage. The list of issues, concerns, and recommendations in Section 3.0 will serve as a significant base from which to build, prioritize, and share with the stakeholder community. In addition to identifying issues, SEVP is identifying the stakeholders impacted by the transition and capturing their unique needs and issues. The table to the right lists the top ten stakeholders discussed throughout the workshop. The sections below list several of the ways in which SEVP plans to solicit feedback from stakeholders in the short-term.

Batch Workshops

SEVP is currently planning two workshops for batch users and vendors. The first workshop will occur shortly after vendor select. The goal will be to facilitate detailed discussions with the development vendor about potential issues as well as ways to address those issues. The second workshop will occur shortly after the release of the batch schema. This will give users and vendors an opportunity to ask questions and receive technical guidance on the schema documents.

SEVIS II Road Show

When more detailed information is available about new functionality and processes, SEVP will visit various U.S. states and territories to meet with schools and their stakeholders. SEVP will select a range of locations accessible to many schools. As the requirements development process winds down, SEVP will have new and exciting information to share with the community, including high-definition screenshots and process flows. Additionally, these forums will serve as a way to collect even more feedback on stakeholder needs and concerns.

Top 10 Stakeholders Discussed at Workshop (in no particular order)

- > Students
- > Dependents
- > Designated School Officials
- > Heads of Schools
- > Campus Office such as Registrar, Admissions, etc
- > DHS & DoS
- > Government Partner Agencies such as CBP, CIS, SSA, etc
- > International Offices & Consulates
- > Local Government and Law Enforcement
- > EducationUSA & related Advocacy Agencies

Online Feedback Forms

Several SEVP-sponsored surveys are available online. See Appendix A for links and information. SEVP encourages the community to provide their comments, concerns and questions about the transition as well as general SEVIS II feedback. Additionally, please notify SEVP if it can improve surveys by adding any key questions that may be missing.

Local User Group Meetings

SEVP continues to meet monthly with a local group of DSOs. SEVP is unable to meet more frequently with larger audiences and must rely on this local user group to provide critical feedback on incremental developments and ideas.

Conferences and Outreach Events

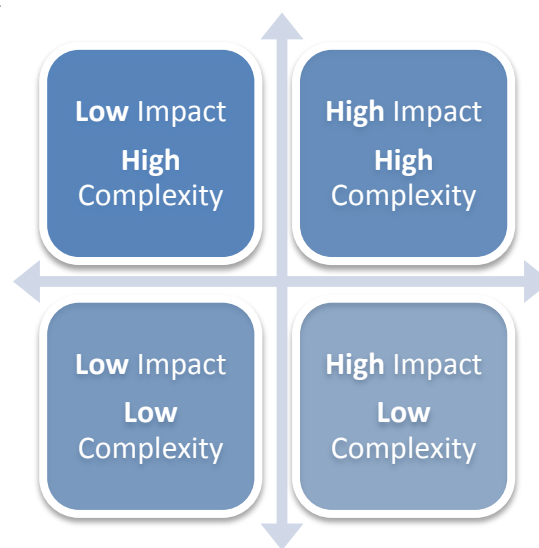
SEVP will continue to attend local and national events (e.g., Association of International Educators, NAFSA conferences, etc.). As SEVIS II requirements become better defined, SEVP's goal is to provide attendees with a more detailed look into SEVIS II, including detailed guidance on process changes. Stakeholder feedback will be critical in helping SEVP to finalize its training and communications solutions.

Webinars

SEVP will continue to host regular webinars to communicate SEVIS II updates and answer questions from stakeholders. As system development matures, SEVP will continue to provide improved previews and demonstrations.

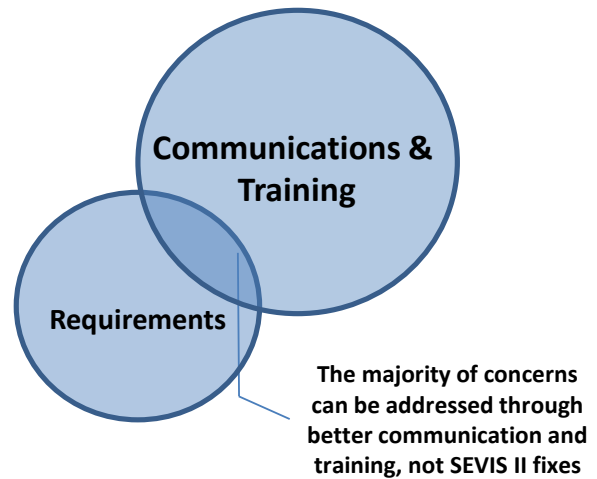
Step 2 – Determine Stakeholder Impact and Prioritize Issues

The next step in SEVP's transition approach is to review the issues by stakeholder group and assess their level of priority. In order to prioritize the large number of potential issues, SEVP is looking at each issue's level of impact to stakeholders as well as the level of complexity related to addressing and implementing the solution (as depicted in the graphic to the right). Evaluating the issues in this way allows SEVP to identify those issues whose implementation offer little benefit (low impact/high complexity), and those it is able to implement early (high impact/low complexity). SEVP is currently reviewing the issues identified at the workshop and may reach out to participants for assistance in prioritizing issues and garnering additional feedback.



Step 3 – Address Issues

SEVP is continuing to develop SEVIS II requirements while incorporating stakeholder input where appropriate. Through its outreach to date, SEVP has learned that it can address the bulk of stakeholder concerns through improved communication and training – SEVP is developing solutions to meet these needs. Its current focus, however, is still on gathering requirements and identifying issues. Although SEVP cannot provide a fully developed training and communications plan at this time, SEVP is examining the following list of recommendations provided at the workshop:



- > Advertising campaign that communicates SEVIS II benefits and high-level changes to students
- > Centralized, one-stop website for training materials including step-by-step instructions with visuals
- > Chat feature that allows students to communicate directly with the help desk while working in SEVIS II
- > Communications toolkit including sample communications, templates, visuals, flowcharts, checklists, FAQ, etc.
- > Letter from DHS leadership to heads of school communicating changes and resource needs
- > Online, publicly available knowledge base with process and policy guidance, FAQs, announcements, and other critical information
- > Smartphone application that allows students to display their domestic report upon request
- > Training targeted to specific stakeholder types
- > To-do checklist for students and school officials during the transition

Appendix A – Additional Resources

Online Resources

Online Resource	Description	Link
> Study in the States	DHS clearinghouse of information for foreign students and other stakeholders about studying in the United States	http://studyinthestates.dhs.gov
> DHS ICE SEVP Website	Official DHS ICE website with the latest SEVP and SEVIS news and information	www.ice.gov/sevis
> SEVIS II Project Information	Official DHS ICE website with the latest SEVIS II news and information	www.ice.gov/sevis/sevisii
> Department of State, Private Sector Exchange	Official DoS website with the latest J-1 visa news and information	www.j1visa.state.gov
> SEVIS II Anxieties, Concerns, and Misconceptions	Frequently asked questions collected from DSOs during SEVP outreach	www.ice.gov/doclib/sevis/pdf/sevis-ii-guidance.pdf

Feedback Forms

Feedback Type	Description	Link
> SEVIS II Workshop Feedback	Provide additional input about the transition to SEVIS II and feedback about the workshop event	www.surveymonkey.com/s/SEVISIIUserTransitionWorkshop
> General Feedback	Provide general comments, concerns and/or questions about SEVIS II	www.surveymonkey.com/s/SEVISIIfeedback
> SEVIS II Transition Feedback	Provide comments, concerns and/or questions about the SEVIS II transition (more open-ended than the workshop feedback form)	www.surveymonkey.com/s/SEVISIITransition

Appendix B – School Participant List

School	City/State
Berklee College of Music	Boston, MA
Brigham Young University	Provo, UT
Brigham Young University-Hawaii	Laie, HI
Broward College	Fort Lauderdale, FL
California State University at Long Beach	Long Beach, CA
Carnegie Mellon University	Pittsburgh, PA
Cleveland Institute of Music	Cleveland, OH
Coast Community College District	Costa Mesa, CA
College of Southern Nevada, NSHE	Las Vegas, NV
College of William and Mary	Williamsburg, VA
Culver Educational Foundation	Culver, IN
Dartmouth College	Hanover, NH
DeVry University	Chicago, IL
Digital Animation & Visual Effects (DAVE) School	Orlando, FL
Drexel University	Philadelphia, PA
Edmonds Community College	Lynnwood, WA
ELS Language Centers/Clemson	Clemson, SC
Embry-Riddle Aeronautical University	Daytona Beach, FL
English Language Institute at George Mason University	Fairfax, VA
Fashion Institute of Technology, SUNY	New York, NY
Gallaudet University	Washington, DC
Gemological Institute of America, Carlsbad	Carlsbad, CA
George Mason University	Fairfax, VA
George Washington University	Washington, DC
Georgetown University	Washington, DC
Indiana University	Bloomington, IN
Indiana University of Pennsylvania	Indiana, PA
International School of Indiana, Inc	Indianapolis, IN
Johns Hopkins University: Medical Institutions	Baltimore, MD
Johnson & Wales University	Providence, RI
Kansas State University - Veterinary Medicine	Manhattan, KS
Marquette University	Milwaukee, WI
Mercyhurst College	Erie, PA
Middlebury College	Middlebury, VT
Morehouse College	Atlanta, GA
Mount Angel Seminary	St. Benedict, OR
New York Film Academy	New York, NY
New York Institute of Technology	Old Westbury, NY
New York University	New York, NY
North Dakota State University	Fargo, ND
Northern Marianas College	Saipan, MP
Northwestern University	Evanston, IL

School	City/State
Oklahoma State University	Stillwater, OK
Pennsylvania State University	University Park, PA
Phillips Exeter Academy	Exeter, NH
Portland State University	Portland, OR
Purdue University	West Lafayette, IN
Rio Grande Bible Institute	Edinburg, TX
San Francisco Conservatory of Music	San Francisco, CA
South Dakota State University	Brookings, SD
St. Cloud State University	St. Cloud, MN
Scripps Research Institute	La Jolla, CA
Strayer University	Washington, DC
University of Georgia	Athens, GA
University of Montana	Missoula, MT
University of Tennessee	Knoxville, TN
University of Alaska	Anchorage, AK
University of Arizona	Tucson, AZ
University of Arkansas at Little Rock	Little Rock, AR
University of California, Los Angeles	Los Angeles, CA
University of Colorado at Boulder	Boulder, CO
University of Guam	Mangilao, Guam
University of Hawaii at Manoa	Honolulu, HI
University of Illinois at Chicago	Chicago, IL
University of Kansas	Lawrence, KS
University of Kentucky	Lexington, KY
University of Maryland	College Park, MD
University of Medicine and Dentistry of New Jersey	Newark, NJ
University of Michigan	Ann Arbor, MI
University of Minnesota	Minneapolis, MN
University of Nebraska-Lincoln	Lincoln, NE
University of North Carolina at Greensboro	Greensboro, NC
University of San Diego	San Diego, CA
University of Texas at Austin	Austin, TX
University of the Sacred Heart	San Juan, Puerto Rico
University of the Virgin Islands	St. Thomas, Virgin Islands
University of Washington, Bothell	Bothell, WA
University of Wyoming	Laramie, WY
Wake Technical Community College	Raleigh, NC
Washington Academy of Languages	Seattle, WA
Wayne State College	Wayne, NE
Wentworth Military Academy and Junior College	Lexington, MO
Westminster College	Fulton, MO
Wilmington University	New Castle, DE
Yale University	New Haven, CT

Appendix C – Questions Asked

Batch

- > Can a school batch Form I-17 data?
- > Can a user pull back all data?
- > Can the download function hold the same comprehensive level of data as the institutional database?
- > Can a user control (review/accept) a change before it feeds back?
- > Does a user need to “sign” for each change?
- > How will schools batch process biographical information?
- > How will data get to those who use batch but do not use a vendor product?
- > How will the test environment look? How will you simulate actions for student, port of entry actions, and Consulates?
- > What data will be migrated? Dating how far back?
- > What events will require signature?
- > What happens if the rollout timeline is not met?
- > What is the configurability of data being pulled?
- > What is the starting environment for testing?
- > What options will be available for reverse batch?
- > What will be the security model? When will it be available?
- > What will be the batch structure for schools with multiple campuses?
- > When will the batch schema be available?
- > Will there be a separate login for testing?

USCIS Applications

- > Can application deadlines be flexible during the transition period?
- > Can schools continue to file paper during the transition period?
- > How can applicants print and keep track of what they have submitted?
- > How quickly will data be migrated once an application is approved?
- > How will applications be matched to SEVIS II records?
- > How will USCIS assist in preparing schools?
- > How will pending change of status applications migrate during IOC?
- > How will terminated records applying for reinstatement be migrated during IOC?
- > How will the data migration between USCIS and SEVIS II take place?
- > How will USCIS communicate back to the community, such as NAFSA?
- > Should students use the electronic Form I-539 during the IOC?
- > What will serve as evidence in electronic adjudication?
- > Will there be a standard set of naming conventions?
- > Will there be changes to the fee process?

Customer Accounts

- > Can a student send an IIN to a school from a non-SEVIS II e-mail? Can there be a list of “trusted organizations”?
- > Can multiple schools access an account at the same time?
- > Can schools modify the frequency and type of student notifications?
- > How and when will schools collect the IIN from students?
- > How will schools enforce the creation of customer accounts for dependents?
- > How will schools process current student name corrections?
- > How should schools communicate with current students about the IIN? When will SEVP provide more information?
- > How will schools gather and cross-reference IINs for continuing students?
- > How will students with limited internet access use SEVIS II?
- > How will the delay caused by fixing corrupt SEVIS IDs be handled?
- > What are the consequences to students for failing to create a customer account?
- > What happens if a student accidentally creates a duplicate IIN?
- > What happens if a student attempts to enter the U.S. without an IIN?
- > What happens when a student forgets their IIN/login information?
- > What level of access will schools and students have and what actions can they initiate?
- > What steps are taken when heads of schools change?
- > What will schools do with historical data? Will schools be responsible for verifying previous records?
- > When and how are schools notified of name/address/program changes?
- > Who will students contact for help with creating IINs?
- > Whose responsibility is it to contact students who graduate before FOC (or are on OPT)?
- > Will a request for change of status need school approval?
- > Will DSOs be notified when a student’s record has changed?
- > Will schools be notified when a student creates an account during IOC?
- > Will there be a fee for creating a customer account/IIN?
- > Will there be changes to the Form I-901 fee as a result of the customer account?

Data Migration

- > How can schools access historical data in SEVIS that was not migrated?
- > How much of the cleanup will be automated and how much of it will be manual?
- > What is expected of schools during data cleanup?
- > Who is responsible for data migration from institution-to-institution?
- > Who will contact the help desk to correct student data errors?

Employment Benefits

- > Can DSOs process employment requests without the student requesting it through their account?
- > Can fields be built into SEVIS II for the Form I-765?
- > How can DSOs verify the accuracy of employment history during the transition?
- > How will students understand the eligibility criteria for economic hardship?
- > What happens if a student requests employment but then changes his/her mind?
- > How long can a student request remain in the system with no action taken?
- > What are the smart-menu business rules that limit the types of employment available for requests/authorizations? Can DSOs receive a set of the business rules?
- > When does the employment authorization appear in SEVIS II? Upon adjudication?
- > Will DSOs have override capability on the smart menu if a certain type of employment appears unavailable to a student?
- > Will the domestic report include cap-gap and STEM employment?
- > Will the Form I-765 be updated to reflect changes in SEVIS II?
- > With the on-campus employment authorization, on what basis/policy can schools deem eligibility?

Entry/ Exit

- > Can there be automated alerts to students to remind them of expiration dates, etc? Or timed reminders asking them to see their advisor?
- > For visa exempt students, is it recommended that students bring their Form I-901 receipt?
- > For visa exempt students, what will be the trigger at the port of entry to determine the correct visa status for admission?
- > How can schools ensure that students know their status without as much face time?
- > How can SEVP guarantee the reliability of entry/exit data in a timely manner?
- > How can students be reminded of document requirements in paperless process?
- > How should schools educate students to avoid delays at the port of entry? What policies/procedures need to be in place?
- > How will admissibility impact visa exempt students?
- > How will CBP be alerted to multiple visa statuses?
- > How will CBP officials search their system without an IIN or Form I-20?
- > How will entry/exit data be collected without a Form I-94?
- > How will Form I-94 errors be handled in a paperless environment?
- > How will the Form I-515 be managed in a paperless environment?
- > How will the system flag Canadians who do not require a visa to enter for medical training?
- > Will CBP officers in other countries know about the paperless changes?
- > Will the new process include some portion of the Form I-94 process (Form I-94 printed at arrival, self report departure, fingerprint, etc.)?

Initial I-20 Deferrals

- > How will you handle deferrals due to a change of status that has not been approved yet?
- > What SEVIS II access will USCIS have while it still has SEVIS access?

Paperless Process/ Domestic Report

- > Can inactive students print a copy of their domestic report?
- > How will schools communicate with students in countries without internet access?
- > How will CBP officers verify status at the port of entry if SEVIS II is down?
- > How will SEVIS II interface with SSA and DMV?
- > How will SEVP train and coordinate with local law enforcement? For example, can a student be arrested for not showing proof of status?
- > How will system outages affect interagency functioning?
- > What are all the processes that go paperless with SEVIS II?
- > What are the hard and soft deadlines for accepting paper forms?
- > What is the cutoff date for a student to choose a school?
- > Will a student need to carry the domestic report at all times?
- > Will students still need supporting documentation like health insurance, financials, etc?
- > Will there be a requirement to keep a 3-year paper record for scanned reports?

Pending Actions

- > Are new Forms I-20 required for existing students?
- > How will USCIS be made aware of requests for evidence for past Forms I-20? Will they go directly into SEVIS II?
- > How will schools identify which inactive student records to migrate?
- > What are the deadlines for USCIS processing (variance between service centers and trying to get uniformity for transition)?
- > What is the closing date for open help desk tickets?
- > What is the deadline before deferring reinstatement? FOC?
- > Who will monitor existing student applications?
- > Will there be a notification after the student has created their account?
- > Will there be only one Form I-765 for OPT?

School Certification Activities

- > How long do average adjudications take?
- > What are the responsibilities of the PDSO and heads of school?
- > What happens if a school is in the middle of recertification during IOC?
- > What is the rationale behind new Form I-17 data elements?
- > When will the new regulations be made available?
- > Will there be a two-way data exchange between SEVIS II and schools in order to download information?

Social Security and Driver's License

- > How will schools get the port of entry data required on the domestic report?
- > In regards to E-Verify, how will multiple sites of activity impact employment verification?
- > The Real ID Act requires DMVs to require a visa, correct?
- > What happens at the port of entry if there is a system outage in a paperless environment?
- > What happens when there are no Form I-94 numbers to verify status in SAVE?
- > What information in SEVIS II needs to be updated to obtain a driver's license or SSA card?
- > Will SAVE be populated manually or automated through SEVIS II?
- > Will the domestic report work for states since each state has their own individual processes?

Student Communications

- > How available will EducationUSA be?
- > What happens if students do not create their accounts? Will there be a grace period?
- > Where can M/ESL students find more help?
- > Will EducationUSA provide multi-lingual help?

Transfer Students

- > Can a student allow the transfer-in school to view their current records in detail?
- > What is the process for reinstatements mid-transfer?

Transitioning Forms I-20

- > How will schools know whether a student has created an account?
- > Is there enough time to transition all types of students?
- > What are the timelines for initial Forms I-20?
- > Which data is retained and which data is overwritten?
- > What types of records (and how much history) will be retained in SEVIS II?
- > Will SEVP provide written instructions for students?

Visa Issuance

- > How will students currently traveling or obtaining visas be handled during the transition?
- > Since a student will have an IIN for life, what school/program name will appear on the visa?
- > What happens if a student changes their mind before or after the visa is issued?
- > What access level will consulates have? Will it be the right information (for example, change of ED level)?
- > Will DSOs have the ability to liaison with consulates (for example, to correct or validate data errors and information)?
- > Will the electronic process mean there will be only one visa per program/category (J-research scholar, student seeking degree, etc.)?
- > Will there be special considerations for Canadian students?