



## Spring 2019 SEVP InFocus Webinar

May 9, 2019

### Webinar Script

#### Slide 1: Pre-webinar Title Slide

*[Adobe Connect room opens approximately 15 minutes prior to webinar. Slide 1 displays until the start of the webinar at 2 p.m. EDT.]*

#### Slide 2: Title Slide

##### **DORIAN:**

- Hello everyone!
- I'm Dorian Davis and I'm a member of the SEVP Strategic Communications Team. I'd like to welcome you to today's Spring 2019 SEVP InFocus Webinar.
- As we get started, please take a moment to complete the polls on your screen. We're going to hold several polls during today's webinar to get your opinion on some interesting topics. Your responses will help inform our communication efforts, so, as always, we really appreciate your input. I'll give you all a few seconds to complete these polls.

#### Slide 3: Housekeeping Notes

##### **DORIAN:**

- We have a lot to discuss during today's webinar, but before we begin our presentation, I want to cover a few brief housekeeping notes.
- First, please download and look at our hyperlink appendix, which contains links to the webpages and resources mentioned during today's presentation. We'll be referring to this throughout the webinar. You can access it at the bottom of your screen in the Webinar Resources pod.
- While you're looking at that pod, you'll also notice that you can download a PDF copy of today's PowerPoint presentation and a glossary that defines the key terms and acronyms mentioned during the webinar.



- Additionally, if you experience technical difficulties at any point, please explain your problem through the Technical Difficulties pod on your screen, and we'll do our best to address your issue.
  - As a reminder, we are not taking questions during today's webinar. If you do have any questions about any items discussed during this presentation, please contact the SEVP Response Center—their contact information is at the end of the presentation and is also included in your hyperlink appendix.
- Finally, if any of your colleagues are not able to join us today—we know that it's a busy time with the end of the school year approaching—please make sure you direct them to our webinar recording. That recording, along with all the resources I just mentioned, will be available on the Spring 2019 SEVP InFocus Webinar page, which is where you might have accessed today's webinar.

## Slide 4: Today's Presenters

### DORIAN:

- So, as I mentioned, my name is Dorian, and I'll be your moderator. I work with SEVP's Strategic Communications Team. Specifically, I work with the nearly 60 field representatives deployed across the United States.
- I'm also joined by two other SEVP representatives: Kimberly Large, the field representative for territory 15, and Marissa Tinsley from the Strategic Communications Team. You may be familiar with both Kimberly and Marissa from our previous SEVP InFocus Webinars.
- So, on that note, Kimberly, would you mind taking a moment to introduce yourself?

### KIMBERLY:

- Thanks, Dorian!
- Hi everyone—as Dorian mentioned, my name is Kimberly Large, and I'm the field representative for territory 15, which covers the state of Arizona. Prior to joining SEVP, I served as the PDSO at the University of Phoenix for 12 years and was responsible for multiple campuses nationwide. For those of you who participated in our Winter 2018 SEVP InFocus webinar, I presented there, as well.



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## **DORIAN:**

- Thank you, Kimberly. Marissa, can you give a brief introduction of yourself?

## **MARISSA:**

- Sure thing! Hi everyone, my name is Marissa Tinsley, and I lead our Conferences and Outreach team within the Strategic Communications Team, but I originally got my start at SEVP in 2010 as a program analyst in the School Certification Unit.

## **Slide 5: Presentation Overview**

### **DORIAN:**

- Thank you both for those introductions.
- As you can see on our agenda, we have a lot of different topics to get to during today's webinar. I'll let you read through the agenda items yourself. I want to note that we will have a few polling questions towards the end of the presentation, so please make sure you stick around to complete those. As always, we really appreciate your feedback and read through every response to look for ways to enhance our future webinars.

## **Slide 6: Ask the Audience—Today's Audience**

### **DORIAN:**

- So, to kick us off, I want to jump in with a poll question to get a sense of who is in today's audience. Please select the option that best describes your current position using the choices on your screen. And, if your role doesn't fit nicely into one of the categories available, please describe it through the "comment" pod by typing in your response.
- I'll give you all a few moments to complete the poll.
- Thanks everyone for providing that insight. It's great to see that, while we have a lot of DSOs in the audience, we will have a few other folks tuning in.



## Slide 7: Ask the Audience—Today’s Audience

### DORIAN:

- We also have a follow-up question to get a better sense of who is watching. We want to know what type of school you represent—whether it’s a post-secondary, K-12, or vocational school. Please select the answer that applies best to you. Once again, I’ll give you a moment to respond. And, if your school or organization does not match one of our options, you can always let us know who you represent through the comment function at the bottom of the screen.
- All right, thank you so much for your participation in those two polls. Let’s get started!

## Slide 8: The Latest News

### DORIAN:

- We’re going to start with some of the latest SEVP news affecting school officials and our other stakeholders. Marissa, do you mind walking us through the recommendations from the GAO Audit of SEVP recertification and program oversight that was published in March 2019? And—one quick note before watching—if you’re unfamiliar with the GAO, or Government Accountability Office, you can learn more about this term in the glossary.

## Slide 9: GAO Audit—SEVP Response to GAO Recommendations

### MARISSA:

- Thanks Dorian! I’m happy to discuss this audit, especially since SEVP has enhanced plans in place to continue preventing fraud both at headquarters and in the field.
- So, as Dorian just mentioned, the GAO published its most recent public audit of SEVP on March 18, 2019. This audit focused on the additional steps that SEVP can take to reduce fraud in program operations, specifically school certification processes. At the end of the audit, the GAO provided seven recommendations to protect the program from potential fraud.
- I want to note that SEVP concurs with all seven of the GAO’s recommendations and has plans to address each one by October 2020.



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**DORIAN:**

- So, you just mentioned that SEVP has plans in place to continue preventing fraud. For those who may not be aware, what actions did SEVP take before this audit related to fraud?

**MARISSA:**

- That's a good question, Dorian. SEVP has taken numerous steps to prevent fraud that date back to 2012. This includes deploying new tracking tools and enhanced vetting procedures that have helped strengthen the program's fraud-risk management efforts.

**DORIAN:**

- That's good to hear. Before we move on to the specific GAO recommendations, I want to quickly plug that stakeholders can read the complete audit on [GAO.gov](https://www.gao.gov). As a reminder, you can access the link to the audit as well as the other resources mentioned during this webinar in your hyperlink appendix, which you can download in the Webinar Resources pod.

## Slide 10: GAO Audit—SEVP Plans to Implement GAO Recommendations

**DORIAN:**

- But, getting back to the GAO recommendations. Marissa, earlier you said that SEVP has plans to address each of the GAO's seven recommendations. Would you be able to break these down for those watching?

**MARISSA:**

- Sure! So, as Dorian mentioned a moment ago, SEVP will address each of the GAO's recommendations in the coming years. For those who might be unfamiliar with the audit or haven't had a chance to read it in detail, a summary of each recommendation is broken down on these next two slides.
- However, for the sake of time, I want to briefly summarize these items while you look over the slide. The first three recommendations, as noted here, address internal solutions that SEVP plans to implement to mitigate fraud within program operations. This includes implementing a new fraud risk framework, identifying fraud risks, and hiring additional adjudicators. SEVP plans to implement each of these solutions by the end of 2020.



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## **DORIAN:**

- Thanks, Marissa! I want to give you a brief break and, once again, remind everyone that the complete GAO audit is available online at [GAO.gov](https://www.gao.gov). If you have interest in any of the topics that Marissa mentioned on these two slides, I strongly recommend reading the full audit to learn more. Once again, that link is in your hyperlink appendix.
- Marissa, I'm going to toss it back to you to discuss the remaining four recommendations.

## **Slide 11: GAO Audit—SEVP Plans to Implement GAO Recommendations**

### **MARISSA:**

- So, to round out the seven recommendations—the final four focus on both forthcoming vetting and fraud-specific training for DSOs, so I want to make sure that all DSOs watching are aware of these items. Along with the internal changes I covered on the last slide, SEVP knows that our DSOs are on the front-lines when it comes to identifying and preventing fraud from different actors in the international student process.
- During our Winter 2018 SEVP InFocus Webinar, you might remember that we covered SEVP-related items on the Fall 2018 Unified Agenda and noted that ICE plans to publish a notice of proposed rulemaking which would implement eligibility checks for DSOs. In support of the GAO's recommendations, SEVP also plans to develop a mandatory fraud training for DSOs that will both provide information and resources to help identify and prevent potential fraud at certified schools.

## **Slide 12: Ask the Audience—GAO Audit**

### **DORIAN:**

- Thanks, Marissa, for that information about the audit. It's great to see that the program has plans in place to prevent fraud both internally and externally. Since Marissa just highlighted some exciting changes coming down the road, I also want to highlight that, as always, SEVP will promote any changes impacting stakeholders via Study in the States, Broadcast Messages, and social media.
- But, before we move on, I want to pause for another brief poll question to get a sense of how many of those watching reviewed or heard about the GAO audit before this webinar. I'll let you all select the appropriate response on your screen.



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**MARISSA:**

- Alright, new information for most of you. That's okay. We understand!

**Slide 13: Notifications and Follow-Up**

**DORIAN:**

- Thanks for that feedback everyone. Let's now transition to our next section, which focuses on some important updates from our government partners at both USCIS and CBP, as well as recent SEVP Portal releases and other reminders for school officials. Kimberly, let's get you involved in the conversation—do you mind taking this section?

**Slide 14: News from CBP—Changes to the Form I-94**

**KIMBERLY:**

- Sure thing, Dorian! I am always happy to cover news from both our government partners and SEVP.
- Let's start with changes to the Form I-94. Any DSOs watching should have received a recent Broadcast Message announcing CBP's plans to switch to an alphanumeric Form I-94 this month.
- As part of the new alphanumeric format, Form I-94 numbers will remain at 11 total characters. However, this new format consists of nine digits followed by a two-character alphanumeric series. We've included a sample of the new number format on the slide.

**DORIAN:**

- So, what exactly does this mean for those watching?

**KIMBERLY:**

- As a result of this change, CBP will require all Form I-94 users to adjust their system changes to accept the new numeric format by late May 2019. It's important that DSOs check their systems to ensure that they accept the new character format.

**DORIAN:**

- Good to know. So, what are the benefits of this change?





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**KIMBERLY:**

- There are actually a few! This change creates a long-term solution for developing new Form I-94 numbers, since the numeric-only system would eventually run out of options. You can learn more about these changes on CBP’s website, which we’ve included on the bottom of this slide. Also, as you might have guessed, this resource is available in your hyperlink appendix.

**Slide 15: News from USCIS—What DSOs Should Know**

**DORIAN:**

- Thanks for that explanation and resource. Let’s move on to news from another one of our government partners, USCIS. Can you let us know about changes coming out regarding the Form I-539, which, for those who may not be familiar, is the form used by nonimmigrants to extend or change their status?

**KIMBERLY:**

- I would love to! As Dorian just alluded, USCIS published a revised Form I-539 and Form I-539A in March 2019. With this change, USCIS will now reject any forms with an edition date of December 23, 2016, or earlier.

**DORIAN:**

- So, just to quickly jump in here, DSOs: You may want to communicate to your students that they need to use the updated Form I-539 or risk having their application denied.

**KIMBERLY:**

- Very true—this is something that I plan to emphasize once I return to my territory. I want to quickly note that the Form I-539A replaces the Supplemental A provided in previous versions. It’s also important for DSOs to tell their students that the Form I-539A cannot be submitted alone and can only be submitted with the corresponding Form I-539.





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## Slide 16: News from USCIS—Changes to the Form I-539

### **DORIAN:**

- That’s good to know, Kimberly. And, just to re-emphasize these last few points: DSOs, please make sure that you communicate these changes—both the changes to the Form I-94 and Form I-539—to your students so they are aware of the potential impact it may have on them.

### **KIMBERLY:**

- Yes, as an SEVP field representative, I strongly encourage DSOs to keep an open line of communication with their students and to proactively note any changes that may impact them while in the United States.
- But, going back to the Form I-539: It’s important to note that each co-applicant on the form must submit and sign a separate Form I-539A, which is available on [USCIS.gov](https://uscis.gov). I know that we have some K-12 schools watching, so I want to mention that parents or guardians can sign the form on behalf of children under the age of 14 or any co-applicant who is not mentally competent to sign.

### **DORIAN:**

- Sounds like there are a lot of items that folks should be aware of. Are there any fees attached to this change that folks should know about?

### **KIMBERLY:**

- I’m glad you brought that up, Dorian. Each applicant and co-applicant must pay an \$85 biometric services fee. After submitting the payment, each applicant and co-applicant will receive a biometric services appointment notice—regardless of age—containing their receipt number. These service appointments are scheduled at the Application Support Center closest to applicant’s address.

### **DORIAN:**

- What happens if an applicant needs to change their support center location?



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## **KIMBERLY:**

- If an applicant wishes to be scheduled at a different Application Support Center location, then they need to file a separate Form I-539. It's important to note that USCIS will reject Forms I-539 missing any required signatures or biometrics fees, including those required for the Form I-539A. So, students should ensure that they complete each step before submitting the form to USCIS. DSOs: This is another piece of key information that you should communicate to your students.
- As we wrap up this topic, I also strongly encourage anyone with questions about the revised forms to visit USCIS' website, which is located at the bottom of the slide and in your hyperlink appendix.

## **Slide 17: SEVP Portal Release 1.5**

### **DORIAN:**

- Thanks for those updates from our government partners, Kimberly! Let's switch back to SEVP. Do you mind covering the SEVP Portal releases that came out this year?

### **KIMBERLY:**

- Certainly. SEVP deployed three new portal releases in 2019 to improve user experience and fix some issues. SEVP Portal Release 1.5, which is detailed on this slide, launched in February 2019 and included enhancements that directly responded to stakeholder feedback that we've received, whether through field representatives, the SRC or during a conference. These enhancements help eliminate the burden on DSOs by allowing students to reset their own account passwords and providing them with information about key reporting requirements.

### **DORIAN:**

- I know that's a huge weight lifted off the shoulders for those DSOs from schools with hundreds of students engaged in post-completion or STEM OPT! So, what about SEVP Portal Releases 1.6 and 1.7?



## Slide 18: SEVP Portal Release 1.6

### KIMBERLY:

- SEVP Portal Release 1.6 primarily focused on communications to students and introduced three new email notifications, including:
  - A confirmation email when students change their email address, and
  - Two STEM OPT notifications that remind students about upcoming deadlines for their six month and annual self-evaluations, which are requirements for the STEM extension.
- Staying on the subject of STEM requirements, if you or your students are unfamiliar with reporting requirements for the STEM extension, I encourage you to take a look at Study in the States. We have numerous resources, including a dedicated STEM OPT Help Hub, that explains reporting requirements for students, DSOs and employers.

## Slide 19: SEVP Portal Release 1.7

### KIMBERLY:

- And finally, let's look at our most recent SEVP Portal Release 1.7, which launched last month, and primarily addressed system errors related to the portal.

### DORIAN:

- Let me quickly jump in here because I see a lot of items that this release covers. Are there any standout solutions that folks should be aware of?

### KIMBERLY:

- One of the fixes that DSOs are likely excited about is that, with this release, the SEVP Portal no longer sends duplicate emails. Additionally, the portal stopped sending reporting reminders if a report's due dates are later than the student's authorization end date. So, it's good to know that, while SEVP continues to deploy new features for the portal, we are also taking steps to address any issues or bugs encountered.



## DORIAN:

- And, it's also good to know that SEVP is both considering stakeholder feedback and resolving issues as part of these releases. Anything else to add before we move on?

## KIMBERLY:

- You've probably noticed that we've included the SEVP Portal Help section at the bottom of the last few slides. I want to give a quick plug for this section, as well as for two additional resources for both students and DSOs on Study in the States—our "Top Questions from DSOs about the SEVP Portal" and "Top Questions from Students about the SEVP Portal." As you may have guessed, these documents contain answers to some of our most frequently asked questions about the portal. You can access these resources in your hyperlink appendix and on Study in the States.

## Slide 20: Reminders for School Officials—Updating a Locked Petition

### DORIAN:

- Thanks, Kimberly! And, not to spoil our presentation, but we'll also mention some other SEVP Portal resources later.
- All right, let's switch gears to another hot topic—school certification processes. I know we receive a lot of questions here at headquarters about how schools can update a locked petition, so, Kimberly, would you be able to cover this topic for the audience?

### KIMBERLY:

- Of course! I also receive a lot of questions from DSOs during school visits about how to make changes to the Form I-17 when it's locked for a pending update or recertification, so this is something that I am more than happy to cover.
- As I'm sure those watching are aware, schools must report any material changes to the Form I-17 to SEVP within 21 days of the change. This a regulatory requirement and necessary for schools to remain in compliance with these regulations.
- We've listed two email addresses on this slide that DSOs must contact when they need to make an edit to a locked petition. I primarily want to direct folks to the second address, [SEVP@ice.dhs.gov](mailto:SEVP@ice.dhs.gov). PDSOs must email all material changes, **except for PDSO and DSO updates**, to this address and attach all required evidence to their email.



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**DORIAN:**

- Thanks, Kimberly! And, if you're unfamiliar with these email addresses, you can find them both in your hyperlink appendix.
- So, you just mentioned attaching evidence to an email if a school's Form I-17 is locked. Really quick, before we move on, can you provide a reminder about how folks can find the evidence they need to include by using our evidence guide and checklists? I know we definitely get this question a lot from DSOs at conferences and other events.

**KIMBERLY:**

- Of course! As a quick reminder for those who may be unfamiliar with our evidence guide, this guide contains an overview of common evidence requirements for Form I-17 processes, including updates and recertification. The corresponding evidence checklists explain the evidence that you need to submit for a specific type of update, such as adding a new program. SEVP recommends that DSOs refer to our evidence guide and checklists when preparing to submit an update.

**DORIAN:**

- And, Kimberly, I know some folks might be unfamiliar with how our evidence guide and checklists are organized. So, would you be able to explain?

**KIMBERLY:**

- It's important to note that our evidence checklists are organized depending on the school's accreditation status—accredited or non-accredited—and school type, such as K-12, flight school, or postsecondary. As I've mentioned, these are all great resources that I strongly encourage the DSOs in my territory to consult and become familiar with.

**DORIAN:**

- I also want to give a plug for these resources and encourage folks watching to bookmark the corresponding link on [ICE.gov](https://ice.dhs.gov), which is located at the bottom of your slide, so you can easily access these items. We've also provided links to these resources in your hyperlink appendix.



## Slide 21: Field Representative Unit Updates—Current Vacancies

### DORIAN:

- So, I know we just covered updates and reminders in this section. However, before we move on, I want to step in and give you a quick update about recent field representative deployments and vacancies.
- Recently, SEVP deployed field representatives to two territories—El Paso, Texas and New York, New York. Both field representatives completed their training at headquarters and are excited to be in the field. School officials watching in these territories should look out for an introduction from their respective field representative. I am excited to say that I've met both Alexandra and Melissa, and I am so excited for their DSOs to meet them.
- After those two deployments, we only have one vacancy remaining in Omaha, Nebraska. For DSOs in this area: Until a field representative is deployed to your territory, please continue to contact the SRC for assistance; their contact information is both at the end of this presentation and in your hyperlink appendix. As always, our SRC customer service representatives are happy to answer your questions.

## Slide 22: Don't Forget

### DORIAN:

- Okay, let's move into our next section, which provides tips and reminders for school officials. Specifically, we want to focus on TOEFL scams, a recent development related to the I-901 SEVIS Fee, and STEM OPT reporting reminders. That said, Marissa, can you kick it off?

## Slide 23: Be Aware of TOEFL Scams— Reminders for DSOs

### MARISSA:

- Sure thing, Dorian.
- SEVP recently released a series of blog posts to arm students, DSOs and other stakeholders with information and resources about potential scams that students may experience while in the United States. One recent post that I want to highlight discussed how DSOs and students can become aware of and avoid potential TOEFL scams.



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## **DORIAN:**

- Marissa, would you be able to explain what the TOEFL is for those that may be unfamiliar?

## **KIMBERLY:**

- Wait, Dorian, I can take this one if Marissa doesn't mind me jumping in. The TOEFL exam is administered to prospective F and M students to prove their ability to communicate in English, which some schools require for admission. If you're unfamiliar with this term, you can learn more in the webinar glossary, which Dorian mentioned earlier.

## **MARISSA:**

- Thanks for that explanation, Kimberly. Prospective students should be wary of individuals who offer to take the exam on their behalf, since TOEFL fraud could result in a violation of a prospective student's nonimmigrant status. Once again, this is an important item for DSOs to communicate to their students as fraudulent exams could jeopardize their time and future in the United States.

## **DORIAN:**

- Thanks, Marissa and Kimberly! I'd like to let our audience know that the contact information for reporting any TOEFL-related fraud is on the slide and also in your hyperlink appendix.
- Later in the presentation we'll share some facts about the I-901 SEVIS Fee, but we recently received information about a non-DHS group charging students a fraudulent fee. Kimberly, can you provide an update for our audience about this site?

## **SLIDE 24: I-901 SEVIS Fee**

## **KIMBERLY:**

- Of course! We recently received notice that a website called SEVIS Express is supposedly collecting I-901 SEVIS Fee payments from students in Nigeria, Ghana, Kenya and Cameroon. We want to be very clear that this site is not affiliated with SEVP and we cannot confirm its legitimacy.





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## DORIAN:

- So, on that note, it may be beneficial for DSOs to tell their students about this site as well as how they can legitimately pay the I-901 SEVIS Fee.

## KIMBERLY:

- Yes. We strongly encourage DSOs to inform their students about this site and let them know how they can pay the fee through SEVP's approved source. Remember, [FMJFee.com](https://www.fmjfee.com) is the only website certified to collect I-901 SEVIS Fee payments.
- Since SEVIS Express is targeting students from certain African countries, I want to note that applicants from Cameroon, Ghana, Kenya, Nigeria, and Gambia cannot use a credit card to pay their fee. Students must pay via check, money order, or Western Union Quick Pay. I encourage DSOs to direct prospective students from these countries to the [FMJFee.com](https://www.fmjfee.com) News page to learn how they can pay the fee. Stakeholders can also contact I-901 customer support at the link on the slide if they have any questions. As always, we included this information in the hyperlink appendix.

## Slide 25: STEM OPT Reporting Reminders—Six Month Reporting Requirement

### DORIAN:

- Thank you, Kimberly! As a reminder, SEVP also shares reminders about where and how students can pay the I-901 SEVIS Fee through GovDelivery, Study in the States, and our associated social media. We'll talk a little bit later about how you can subscribe to receive these messages through GovDelivery.
- Now to switch gears, Marissa, would you be able to provide a reminder about STEM OPT reporting requirements, specifically the six month and 12-month reporting requirements, for those watching?

### MARISSA:

- Sure! STEM OPT students must regularly check in with their DSO throughout their training opportunity to maintain their F status. This includes validating both their personal and contact information in SEVIS and reporting changes to the Form I-983 to their DSO. Most



importantly, students must report certain changes, such as loss of employment, within 10 days of the change.

- Additionally, every six months for up to 24 months, STEM OPT students must confirm that SEVIS correctly reflects the information listed on the slide here.

**DORIAN:**

- We mentioned earlier that the SEVP Portal now notifies students about reporting deadlines. Is an email reminder sent to students when their report is due?

**MARISSA:**

- Yes, it is. The SEVP Portal sends a reminder email to students 30 days before the report due date. This email will hopefully encourage students to proactively check in with their DSO to validate information.

**DORIAN:**

- Great, so that takes care of the six-month reporting requirement. Can you also cover the STEM OPT 12-month requirement?

## **SLIDE 26: STEM OPT Reporting Reminders—Twelve Month Reporting Requirement**

**MARISSA:**

- Of course! Every 12 months, STEM OPT students must submit a self-evaluation describing the progress of their training experience, in addition to validating their SEVIS information. STEM OPT students must submit the following assessments no later than 10 days after the conclusion of their training period:
  - The first is an initial assessment 12 months after the STEM OPT start date, and
  - A final assessment that recaps the training and knowledge acquired during the complete, 24-month training period.

**DORIAN:**

- And, there's a signature requirement for this report, correct? Who is required to sign?



## **MARISSA:**

- Yes, there is a requirement. Both students and employers must sign the self-evaluation reports prior to submitting it to the DSO.
- And, as Dorian mentioned earlier, I strongly encourage everyone who wants to learn more about STEM OPT reporting requirements to visit the STEM OPT Hub, which is one of the resources included in your hyperlink appendix.

## **DORIAN:**

- Thank you for noting that resource, Marissa! Even though I'm sure many DSOs watching are already familiar with these reporting reminders, it's always good to have a brief refresher.

## **SLIDE 27: Sign up for GovDelivery—Subscribe to Receive Updates**

## **DORIAN:**

- So, let's switch gears and discuss how stakeholders can stay up to date with SEVP news and receive timely reminders, such as information about STEM OPT reporting requirements. Our team sends SEVP-specific information and updates via the GovDelivery email system. When I met with some DSOs recently, I noticed that many of them were not signed up to receive our GovDelivery messages. Marissa, can you tell folks more about GovDelivery and how they can subscribe?

## **MARISSA:**

- Of course, I can! SEVP distributes key updates, like the ones you just mentioned, through our GovDelivery platform. We also send the SEVP Spotlight newsletter on a quarterly basis to all stakeholders subscribed to receive our updates. In addition to the SEVP Spotlight, we also send other reminders and publications through GovDelivery, including:
  - A monthly SEVP newsletter that discusses recent news and reminders;
  - The SEVP Outreach Bulletin which highlights upcoming webinars and other events; and
  - Other important information, like breaking program news.

## **DORIAN:**

- So, can anyone sign up to receive these GovDelivery updates from SEVP?



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**MARISSA:**

- Absolutely! Anyone can sign up for SEVP updates by submitting their email through the “Stay Connected” section which is on the right-hand side of the homepage at [ICE.gov/SEVP](https://ice.dhs.gov/SEVP). Don’t worry about loading that page name—we’ve included this link in your hyperlink appendix. I encourage those watching to visit this link and enter your email address to start receiving these updates. It’s a great way to stay connected and up to date with SEVP news.

**Slide 28: Ask the Audience—GovDelivery Outreach**

**DORIAN:**

- Great point, Marissa. On that note, I want to pause for another poll question since we haven’t had one in a while. For all of our audience members, are you signed up to receive GovDelivery emails from SEVP? We’ll give you a few seconds to answer.

**MARISSA:**

- Pretty neck and neck here! Let’s see a few more responses as they come in.

**DORIAN:**

- Okay so we’re about 50/50. Thanks everyone for taking the time to respond!

**Slide 29: Facts + Figures**

**DORIAN:**

- As we transition into this next section, we’re going to look at some interesting statistics related to how our stakeholders—including students and DSOs—interface with Study in the States. But I don’t want to spoil this section, so I’ll hand it over to you, Kimberly, to talk through the next few slides.

**KIMBERLY:**

- Thanks, Dorian. Before I get started, I want to give a quick plug for Study in the States and the great work that our team does to cover the site and keep it up to date. I make sure to tell all my DSOs about the site and make sure they’re familiar with Study in the States and



know how to not only use the site but promote it as a resource, not just for their colleagues, but also for their students.

- SEVP receives feedback from a lot of different sources—whether through DSOs, the SRC or a field representative like myself—and use this feedback to continually enhance Study in the States. These next few slides are going to look at the feedback that we’ve received from stakeholders about their experience using Study in the States.

## **Slide 30: Study in the States Customer Feedback—Top Audiences (Stakeholder Information)**

### **KIMBERLY:**

- First, our first slide looks at the top audiences that interact with the site. As you can see on the slide, our top three audiences for April 2019 were:
  - One: Prospective international students;
  - Two: PDSOs and DSOs—let’s give a quick shout out to all those PDSOs and DSOs that joined today’s webinar—Woo Hoo; and
  - Three: Parents or guardians of international students.

### **DORIAN:**

- Wow! It’s great to see that these audience groups are in our top three for Study in the States. This hopefully means that each group is benefiting from the site’s resources and content.

## **Slide 31: Study in the States Customer Feedback—Information of Interest (Study in the States Searches)**

### **KIMBERLY:**

- Now, since we just covered our top three audiences, it’s only appropriate that we also highlight the top three topics searched on Study in the States. In April 2019, the top three topics that users searched for were:
  - One: Becoming a student in the United States;
  - Two: STEM OPT; and
  - Three: The I-901 SEVIS Fee.



- Although the first two are not a shocker, it is great to see that our stakeholders are searching for information about the I-901 SEVIS Fee, which we touched on earlier. I would like to quickly plug that more information about the I-901 SEVIS Fee, as well as how to pay the fee, are available both on Study in the States and our website at [FMJFee.com](https://www.fmjfee.com).

#### **DORIAN:**

- That was certainly an informative section, Kimberly. It's great to see how our stakeholders are using Study in the States resources! It's also good to know that students are referring to Study in the States for information about all elements of the international student process.
- Before we move on, I would like to mention that the resources Kimberly just mentioned are included in your hyperlink appendix. If you haven't already, please take a moment to download this resource before the end of the webinar.

### **Slide 32: Ask the Audience—SEVP Response to Stakeholder Feedback**

#### **DORIAN:**

- Now that we've covered our top audiences and topics, we want to gather some information about your experience with Study in the States. Please take a moment to respond to the poll question on your screen and provide your opinion as to how you rate your experience on Study in the States.
- Again, if you have additional thoughts, please feel free to use the comment function. As always, we love to receive your feedback.

#### **MARISSA:**

- Okay, so far so good!

#### **DORIAN:**

- We see a lot of "above average". Alright, thank you for taking the poll, everyone. It's great to see that most of your experience is really good.



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## Slide 33: Helpful Resources

### DORIAN:

- We'll now move on to our final section, which highlights some of our newest stakeholder resources. As we go through this section, you'll notice that we have a few feedback questions on the screen about today's webinar. Please take a second to respond to these questions.
- Marissa, while folks are taking these polls, can you talk through some of the new resources from SEVP that folks should know about?

## Slide 34: Resources for New DSOs—Download New Resource Guide

### MARISSA:

- Sure, I'll start with one of our newest resources. We received feedback from our field representatives that new DSOs are looking for a one-stop-shop to find helpful resources. I'm happy to note that earlier this year, SEVP released a downloadable resource guide that points new DSOs to helpful information to assist with student and school reporting requirements.
- If you're a new DSO or even an experienced DSO who wants an easy way to locate key resources, you can access this guide on the Study in the States Resource Library, which, of course, is available in the hyperlink appendix.

### DORIAN:

- That's a great resource, Marissa. I'm sure all of our new school officials watching would benefit from downloading this resource or bookmarking it on their computer. So, any new DSOs, be sure to check out that resource!
- Any other resources that DSOs should be aware of, Marissa?

## Slide 35: SEVP Portal Resources for Students

### MARISSA:

- Since we discussed the SEVP Portal earlier in this presentation, I want to highlight our resources available for both students and DSOs to assist with navigating the portal.





- First, we have the SEVP Portal Help section, which we mentioned earlier which is where stakeholders can learn how to create a portal account and access other information.
- We also have a one-page, downloadable Introduction to the SEVP Portal handout for students—for those DSOs watching, I strongly encourage you to send this resource to your students who are eligible to create a portal account.
- We also have several SEVP Portal videos that show a step-by-step overview for navigating the portal processes, and
- Finally, we have a Top Questions about the SEVP Portal page that answers our most frequently asked questions from students and school officials.
- But, before we move on, I want to provide a quick note for DSOs: Remember to tell your students to add that email address on the slide to their contacts so they can receive portal emails.

#### **DORIAN:**

- Great reminder, Marissa! DSOs: Definitely pass this information and resources on to your students. Marissa, I know that we haven't talked about our social media accounts as much lately, so would you be able to highlight any recent updates?

### **Slide 36: Study in the States Chatbot**

#### **MARISSA:**

- Of course—this is actually one of my favorite new features to talk about! SEVP wants to make sure that students and DSOs can easily access program information, so we developed and deployed a chatbot on our Study in the States Facebook page. This chatbot provides great information for students, so, as always, we encourage DSOs to promote this as a new resource.

#### **DORIAN:**

- The chatbot is actually one of my favorite new features too, Marissa! Can you tell DSOs how their students can access the chatbot?



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## MARISSA:

- So, the great thing about the chatbot is that students can access it in two ways, both from our Facebook page and on their phone. Once on the Study in the States Facebook page, students can click the “Send Message” button and type their message. Students can also send a message through the Facebook Messenger app on their mobile device.
- To all our DSOs: As I just mentioned, please remind your students to “like” Study in the States on Facebook to stay up to date with the latest news from SEVP. In addition to the chatbot, we share a lot of great resources, reminders and other information through Facebook and our other social media outlets.

## Slide 37: Resource Library

### DORIAN:

- Sticking on the subject of resources for students, we recently received feedback from DSOs that they want to know about more available resources for their students. Kimberly, you’re familiar with the topic on this next slide, so would you be able to tell us more about the Resource Library on Study in the States and how DSOs can promote it to their students?

### KIMBERLY:

- Sure thing Dorian! The Resource Library contains free aids for both students and DSOs that explain federal regulations, reporting requirements and the international student process. There are a lot of great resources that DSOs can either print and hand directly to their students or send via email. For example, our resource about how students can avoid a Form I-515A may be helpful to provide to students as they prepare to depart for the summer holidays. Examples of other student resources include a one-pager on Special Student Relief and an overview of the M-1 extension of stay process, which any M schools watching should take note of.
- All-in-all, the Resource Library is one of my favorite pages to promote to school officials, and I often direct them to these graphics during my school visits.

### DORIAN:

- I agree! This is a great resource. And, the Resource Library doesn’t contain just graphics for students. DSOs can also access graphics for managing student records, including one-page



handouts explaining certain complicated reporting requirements, such as authorizing a reduced course load.

### **KIMBERLY:**

- It really is and it's easy to use. The library previews each infographic in list form, displaying a thumbnail image and short description. To view a resource without leaving the library, open the infographic in a new web browser tab. You can also use filters to sort infographics by topic and audience type. For example, if you're looking for student resources, select our "student" audience filter.
- Stakeholders can access the Resource Library at the link on the bottom of your slide, or in our hyperlink appendix. So, if you haven't already checked out this resource, I strongly encourage you do so after the webinar. You can print any Resource Library image in either color or black and white—so, DSOs: you might find it useful to print these items and hand them to your students or even post them at your desk for easy reference.

## **Slide 38: Engage with SEVP—Stay Connected**

### **DORIAN:**

- That was a great explanation, Kimberly. With that, let's move on to our final slides. If you haven't already, please make sure that you take a moment to complete the polls on your screen. I see a lot of feedback coming in, and we greatly appreciate it—so keep it coming!
- Kimberly, would you mind telling folks about how they can stay connected with SEVP?

### **KIMBERLY:**

- Sure thing, Dorian. As today's webinar has demonstrated, we have many great resources and ways for stakeholders to stay informed about the latest news from SEVP.
- Specifically, we want to highlight the SEVP Spotlight and SEVP Outreach Bulletin, which we discussed earlier when we covered our GovDelivery platform. You can learn more about these publications on the Study in the States Conferences page, which is listed on the slide and in our hyperlink appendix.
- And speaking of the Conferences page, you can also submit event requests to SEVP and other government partners if your school, or any association you are a member of, has an upcoming event where you would like us to present.



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**DORIAN:**

- Also, remember that we frequently post on Facebook, Twitter and LinkedIn, so be sure to connect with us on those platforms and encourage your students to, as well. And, as we mentioned earlier, definitely check out our Facebook page to see our new Facebook Chatbot.

**Slide 39: SEVP Contact Information**

**DORIAN:**

- Finally, don't forget that there are numerous ways to get in touch with SEVP.
- The SRC is open Monday to Friday from 8 a.m. to 6 p.m. Eastern Time, except on federal holidays—we have Memorial Day coming up at the end of this month. Remember, you can always reach out to us through the email addresses you see on the screen.
- Before we sign off, I want to encourage everyone to please take a moment to complete the polls listed on your screen, if you haven't already. Thanks to Marissa, Kimberly and to all those that joined today.

**Slide 40: Webinar Closing Slide**

*[Slide 39 displays until the Adobe Connect room closes at the end of the webinar.]*